viewpoint

Graduate SJT

A recruitment report for:

Sam Sample

Created 6th October 2022

Introduction

This report is confidential and is intended solely for the person responsible for assessing Sam Sample, who completed the Graduate SJT on 19/03/2020.The test is designed to assess areas of critical importance for success in the role of a graduate. The competencies assessed are defined below.

Graduate Competencies

Teamwork: Working with others in order to maximise outcomes.

1. Building and maintaining caring and supportive relationships with individuals
2. Encouraging and motivating others to achieve goals
3. Creating a 'team ethic', harnessing strengths across relevant groups of individuals
4. Being assertive and convincing when communicating or initiating action
5. Negotiating effectively (especially with challenging individuals, teams, and situations)

Problem Solving: Gathering sufficient information in order to make valid decisions and solve problems.

1. Understanding the company (i.e. culture, priorities etc.)
2. Utilising others in order to inform and establish consensus opinion
3. Gathering sufficient information to weigh options appropriately
4. Analysing risks, benefits and opportunities appropriately to draw valid conclusions
5. Demonstrating insight into own and others' strengths and limitations, as well as the underlying attitudes, perspectives and approaches of others

Meeting Expectations: Working in a systematic manner in order to achieve performance expectations.

1. Establishing clear, SMART goals and expectations (within business, team and individual planning)
2. Having an effective system for monitoring progress in meeting goals and expectations
3. Being organised and timely in approach to all aspects of work (i.e., systematic, well-paced planning, delivery and review)
4. Having an effective approach or system for managing change and challenges (e.g. struggling or difficult individuals, and complex situations)
5. Having an effective system for managing own performance and health (including coping strategies)

Professional Integrity: Demonstrating a genuine commitment to company standards and priorities.

1. Demonstrating genuine, visible commitment to company goals
2. Demonstrating genuine respect for others (i.e., knowledge, expertise, opinions etc.)
3. Ensuring all decision-making is fair and appropriate
4. Maintaining company values and priorities in high-pressure situations
5. Being open and honest about own strengths and development needs (i.e., acknowledging errors and misjudgements etc.)

The results of the test are valid for 12 months and should be kept confidential.

How To Use This Report

This report contains 'percentile scores', 'behavioural interpretation' and 'interview questions' that can be used to explore a candidate's results in more detail:

Percentile Scores

Percentile scores represent how a candidate's performance on a test (i.e., their score) compares to the performance of other candidates that have also taken the same test (i.e., the comparison group or norm group). Percentile scores range from the 1st to 99th percentile, where 1 is a very low score and 99 is very high.

The overall percentile score is the most predictive of a candidate's likely performance in a job. The report also contains percentile scores for each competency assessed, and these should be considered as a guide to help you identify where a candidate has excelled or might need to improve a specific behavioural skill. It is not a score, in isolation, that should drive your final recruitment decision. This is because the competency percentile scores are produced by a subset of the test questions, whereas the overall percentile score is produced from all of the test questions.

Behavioural Interpretation

For each competency, an interpretation (four bullet points) has been provided to help you better understand the decisions a candidate has made on the assessment. Not every bullet point may apply equally to all candidates, but you should consider them all to be relevant as they are based on the specific choices a candidate has made on the assessment.

Interview Questions

For each competency, interview questions are provided to help you explore a candidate's results in more detail. You can select the question you believe is most appropriate and you should use the relevant "four behavioural indicators" to guide your evaluation of a candidate's response. Note, you do not need to ask all four questions - usually one is sufficient, but more are provided if needed.It is also good practice to follow up with additional questions. To help with this you may wish to use the STAR method. This is described below with some additional probing questions you can use.

- **S = Situation:** What was the situation? What were the circumstances or context?
- **T = Task:** What were you trying to achieve? What was your task?
- **A = Actions:** How did you approach it? What did you do? Who did you involve? What challenges did you face, and how did you overcome these? What else did you do?
- **R = Results:** What was the outcome? How did you establish the benefit of what you did?

You should aim to spend more time asking 'Action' questions as these are the ones that typically produce behavioural responses.

Rating Scale

The Rating Scale below can be used to evaluate a candidate's responses to the competency questions provided in this report. During the interview you should aim to establish a pattern of positive & negative evidence for each competency. The final rating you give should be a 'weighted' decision, based on the collective evidence you obtain for each competency.

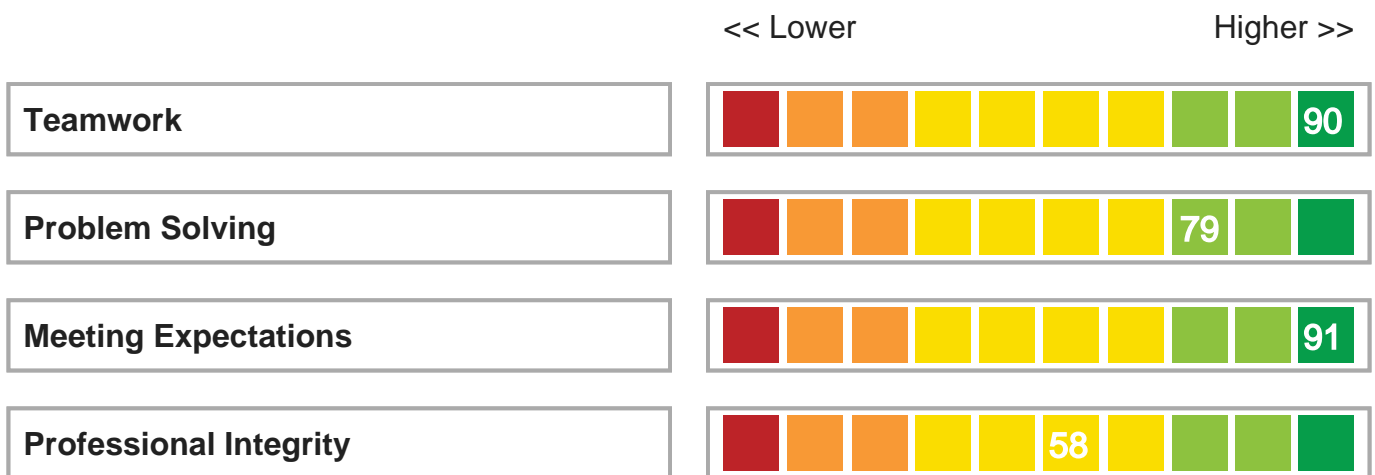| 1 - Significant Development	2 - Development	3 - Mixed	4 - Strength	5 - Significant Strength
A strong and dominant pattern of negative behaviour (in relation to the indicators)	A clear pattern of negative behaviour (in relation to the indicators), and little evidence of positive behaviour to weigh against this – none significant	Balanced evidence of both positive and negative behaviour (in relation to the indicators)	A clear pattern of positive behaviour (in relation to the indicators), and little evidence of negative behaviour to weigh against this – none significant	A strong and dominant pattern of positive behaviour (in relation to the indicators)

Profile

The following summarises Sam's performance on the Graduate SJT. It provides:

- An overall score, expressed as a percentile based on an individual's responses to all questions.
- A percentile score for each of the competencies assessed

Graduate SJT Competencies

The scores shown below are Sam's percentiles for each of the competencies.

<< Lower   Higher >>

Teamwork	90

Problem Solving	79

Meeting Expectations	91

Professional Integrity	58

Performance

The following provides a detailed description of Sam's performance, evaluating her responses for each competency as skilled, proficient or unskilled.

Teamwork

Sam is highly skilled at **Teamwork**. Sam's score suggests she:

- Carefully considers what support individuals need, especially when they are struggling
- Proactively engages others in sensitive or difficult conversations, quickly acting to resolve issues before they become problems
- Quickly takes action to improve team relationships, being mindful to address the underlying causes
- Carefully and sensitively acts to improve relationships with individuals, who can be difficult to get along with

Exploring Inspiring Others

The questions below are designed for interviewers to explore Sam's results in more detail.

- Can you tell me about a time when you have built a caring and supportive relationship with a colleague or peer?
- Can you give me an example of when you have collaborated with someone to help them perform at their best?
- Tell me about a time when you have worked with a challenging colleague or peer. What was the situation? How did you tackle it?
- What's the best way to deal with members of your team who feel demotivated? Is there a specific example you can share when you have done this?

Problem Solving

Sam is skilled at **Problem Solving**. Sam's score suggests she:

- Carefully weighs up a range of information before making a decision
- Gathers information from a range of sources to help solve challenges or complex problems
- Fully considers new information or perspectives to ensure earlier decisions remain valid
- Establishes the perspectives of others before making difficult decisions

Exploring Problem Solving

The questions below are designed for interviewers to explore Sam's results in more detail.

- Can you tell me about a time when you devised a plan to achieve a long-term objective or goal? How did you tackle it?
- Can you give me an example of a decision you have made where you had to consider a range of possible alternatives or options first?
- Tell me about a time when you have sought feedback from different people before making a decision.
- How do you typically make difficult or unpopular decisions? Can you share a specific example?

Meeting Expectations

Sam is highly skilled at **Meeting Expectations**. Sam's score suggests she:

- Sets clear and ambitious expectations for acceptable standards of performance
- Is highly supportive and encouraging when team morale is low and performance is suffering
- Proactively involves others when setting objectives or when establishing a new direction for the team
- Is careful not to overpromise and underdeliver, clearly communicating when additional support is needed

Exploring Meeting Expectations

The questions below are designed for interviewers to explore Sam's results in more detail.

- Can you tell me about a time when you have improved your performance? How did you tackle it?
- Can you give me an example of when you have given someone challenging performance feedback?
- Tell me about a time when you have set yourself a highly ambitious goal. What was the goal? How did you approach it?
- How do you typically manage your work when you have a lot to do? Do you have a specific example you can share when you have done this?

Professional Integrity

Sam is proficient at **Professional Integrity**. Sam's score suggests she:

- Perseveres even with tasks, which could be considered mundane or unimportant
- Challenges individuals who demonstrate inappropriate behaviour
- Readily owns up to errors or mistakes
- Speaks up and presents an opposing view

Exploring Professional Integrity

The questions below are designed for interviewers to explore Sam's results in more detail.

- Can you tell me about a time when you have openly challenged behaviour you felt was inappropriate?
- Can you give me an example of when you have made a mistake? What did you do about it?
- How do you ensure everyone in your team is treated fairly? Have you ever needed to speak up about how people are treated?
- How do you typically tackle mundane or boring tasks? Do you have a specific example you can share?