IPSEMET
Next Generation Assessment

"Past behaviour is the best predictor of future behaviour"

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RICHARD AT WHYTHAWK

Organisation Name: RA testorg 19-10-2016

Role: Tea lady

Email: ratkinson@whythawk.com

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Candidate Summary

PERFORMANCE SUMMARY

> This candidate had an overall performance that was Average to High
> Highest performance level is in: Task Accuracy
> Lowest performance level is in: Team Focus
> Equal emphasis was placed on Task Completion and Customer Contact

PEOPLE SUMMARY

> When dealing with other people this candidate is likely to have the potential to be good at Collaboration, Persuades Others
> Potential for Collaborating with team members was consistent with actual achievement in Team Focus, this indicates that capacity to collaborate is reflected in actual performance when working in a team

PURPOSE SUMMARY

> When dealing with work this candidate is likely to have the potential to be not so good at Complies with Procedures, Plans Ahead
> Planning ahead was however inconsistent with actual achievement in Resource Management, this indicates that capacity to plan ahead is not reflected in actual performance in using resources efficiently
> Complying with procedures was however inconsistent with actual achievement in Team Focus, this indicates that capacity to work in a compliant way is not reflected in actual performance when working in a team

PRESSURE SUMMARY

> This candidate may have a higher potential to deal effectively with pressure at work and cope with new demands
> Resilience was consistent with actual achievement in Task Completion, this indicates that capacity to cope with pressure is reflected in actual performance at delivering tasks

The choices made and the behaviours exhibited when performing activites are consistent with a candidate who has the following profile of personality traits.

Ethical Behaviour Indicator

Open, sincere and willing to work for the common good

Reserved and perhaps less open to others

Altruistic Behaviour Indicator

Feels rewarded by helping others

Feels that helping others is an imposition

Dutiful Behaviour Indicator

Feels a sense of duty and obligation to others

Finds rules to be confining

Confrontational Behaviour Indicator

Avoids confrontations with others

Confronts others to get what they want

Assertive Behaviour Indicator

Speaks out and takes charge

Stays quiet and let others take control

Achieving Behaviour Indicator

Wants to achieve high standards

Happy to go with the flow

Performance

The Performance scores are an indicator of how well and how accurately the candidate achieved work tasks and more specifically: whether they met team service levels set by management; how well they dealt with customers; whether they managed time and resources efficiently; and whether they improved their performance by learning from experience.

Use this information to identify strengths and weaknesses in actual delivery against work goals. Consider whether the candidate trades off things such as task completion with accuracy. Does the candidate balance task completion v. delivering team service levels while keeping in contact with and helping customers? Did the candidate learn from their experience and improve their delivery?

Measure	Diagnosis	Score
Task Completion	More tasks were completed than by 89% of others	89%
Task Accuracy	Less mistakes were made than by 91% of others	91%
Team Focus	Focus on meeting team objectives and working with colleagues is superior to 72% of others	72%
Customer Contact	Level of customer contact, including meeting customer needs and solving customer problems is higher than 79% of others	79%
Resource Management	Use of resources available and efficiency of completing tasks is higher than 91% of others	91%

People - Purpose - Pressure

Potential competency levels are measured from the way the candidate responds to others and to situations, these competencies cover how the candidate deal with People, how they deal with Purpose or job goals, and how they deal with Pressure. Competencies are ordered from high to low and relevant levels of Performance are also provided to indicate whether the potential competency matched actual behaviour.

Use this information to consider whether the candidate exhibits the competencies required in the role. Does the profile of strengths and weaknesses in candidate competency match those required for the job? If the candidate has the required competencies did these lead to behaviours needed to deliver related performance?

Measure	Diagnosis	Score
Resilience	Maintains optimism and copes with pressure as much as others, surpassed most others in task completion	6
Plans Ahead	Unlikely to manage resources, plan ahead and check progress, surpassed most others in matching resource to demands and working efficiently	2
Complies with Procedures	Unlikely to follow procedures and show organisational commitment, surpassed most others in meeting team service goals	3
Relates to Others	Likely to get on well with others and to deal effectively with conflict and disagreement	9
Persuades Others	Steers conversations and negotiations with colleagues and customers as much as others	6
Collaboration	Likely to show greater willingness than others to work selflessly to meet team goals and maintain employer brand image, surpassed most others in meeting team service goals	7

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DEVELOPMENT NEEDS

In this section the 'ideal behaviour' linked to each People, Purpose & Pressure competency is shown together with the actual competency score. Development needs based on competency score and taking into account actual performance are presented

This information is suitable for use directly with candidates to help them understand how they can harness and improve both competencies and related performance.

People

	Ideal Behaviour	Development Needs	Score
Cooperates with Others	Consults others appropriately, shows consideration for other's needs, shares information, considers things from the other's point-of-view	Continue to build on your ability to meet customer service levels and your understanding of the information or help others need when you are faced with new challenges	7
Collaboration	Shares knowledge, learns from others, shifts workload to help others meet deadlines, shares resource	Continue to build on your ability to work well with your team, to have a clear understanding of what is expected of you, how to help others, and how to maintain first class service levels, when you are faced with new challenges	7
Relates to Others	Gets on well with other people, good at managing conflict and disagreement with others	You already have strengths in dealing with other people and managing disagreements and conflict, build on this by observing how other people act and what drives their behaviour and try to manage your style to suit people you have to work and get on with.	9
Persuades Others	Manages others feelings, steers conversation appropriately, negotiates well and gains agreement	Concentrate more on finding out what other people think, and practising how well you present your own position, whenever you have to convince someone else to do something or to see things from your point of view	6

Purpose

	Ideal Behaviour	Development Needs	Score
Complies with Procedures	Follows instructions, applies appropriate procedures, meets regulations, shows organizational commitment, arrives on time	Build on your ability to deliver work by taking more time to understand work procedures, make sure you are punctual and organised at work, find out what high standard work means, and try and express your commitment to the organisation.	3
Plans Ahead	Sets plans, manages time effectively, checks resources, monitors progress, re-plans if conditions change	Build on your excellent use of resources and work rate by being clearer on what your plan of action is and how you will monitor progress, think how you can adapt your effectiveness at managing resources and working efficiently to meet future challenges	2

Pressure

	Ideal Behaviour	Development Needs	Score
Resilience	Maintains optimism and a positive outlook, adaptability, deals rationally with change, retains emotional control	You need to think about how you can maintain a consistent positive outlook and retain emotional control while the pressure mounts, your performance is sound so you need to concentrate on managing your own feelings and inner control, seek help and support from others	6

INTERVIEW GUIDE

The candidate's Performance scores, as well as their People, Purpose & Pressure potential competency scores are used to generate questions for use in a behaviourally focused interview.

For each area of Performance or People, Purpose & Pressure competency, the interviewer is reminded of the overall score achieved by the candidate, and whether this was consistent or inconsistent across competency and any relevant performance area.

Interviewers are encouraged to concentrate on areas that are most relevant to the role or job and, in particular to focus on areas of relative weakness and inconsistency.

The aim is to gather information based on past behaviours to help further understand the candidate's strengths and weaknesses.

In each area the interview questions start by eliciting past situations that the candidate has experienced.

The interview questions then probe the behaviour generated by the candidate when dealing with these past situations.

Use as many questions as are necessary to gather consistent evidence of past behaviours in each area.

The focus should always be on what the candidate actually did and not what they thought they should or would have done or said.

A five-point behavioural rating scale is provided against each area of performance or competency for the interviewer to use to summarise the evidence they collect during the interview.

The definitions of each rating level are as follows:

Behavioural Evidence	Definition
Low	Little or no evidence of exhibiting relevant behaviours
Low-Medium	Some evidence of exhibiting relevant behaviours
Medium	Clear evidence of exhibiting relevant behaviours
Medium-High	Some evidence of behavioural strengths
High	Strong evidence of behavioural strengths

Task Completion

As task completion is higher than most others it is important to probe whether the candidate consistently performs at a high level and what factors might interfere with their performance.

1. Give me an example from your past when you had to complete a job of work for someone else.
2. What were you expected to do?
3. How did you decide to approach the job itself, what did you actually do?
4. How well did the job go, what was the result?
5. Can you give me an example of a specific time when you didn't finish a job or task as well as you would have liked?
6. What happened, why didn't things go as you planned?
7. What did you learn from this experience, did you do things differently afterwards?
8. Can you tell me about a time when you felt under pressure, either from yourself or others, to succeed or to perform well?
9. What kinds of things affected how well you actually performed?
10. What was the outcome, looking back would you like to have changed the way you approached that situation?

Task Accuracy

As task accuracy is high compared to most others it is important to probe whether the candidate is consistently accurate across a range of situations and the reasons for this.

1. Tell me about a time when you made mistakes or had a minor accident when completing a routine task.
2. What actually happened, what contributed to the problems you experienced?
3. What was the outcome, what did you learn from this experience?
4. Can you give me an example of a time when you felt under pressure to complete something quickly and ended up making mistakes?
5. What was the source of the pressure, for example, was it a deadline you had to meet, was it from other people or did this come from yourself?
6. What happened, how would you approach a similar situation in the future?

Team Focus

As team focus is high compared to others it is important to probe the consistency of the candidate's behaviour when being directed by others and when working as a team- member.

1. Give me an example when you were asked to take on responsibility for helping others to achieve a task or objective.
2. Who asked you to perform the task or objective and what was their relationship to you?
3. What was the result, how satisfied were you, and the person asking you, with the outcome?
4. Tell me about a time when you worked with others to achieve something.
5. What were the circumstances and who else were you working with?
6. How did things turn out, how did you react when you had to rely on other people to get something done?

Customer Contact

As customer contact is high compared to others it is important to examine the consistency of the candidate's behaviour when faced with approaching and helping other people.

1. Give me an example of a time when you were asked to deal with or help people that you either had never met before or you knew only slightly.
2. What were you asked to do and what actually happened?
3. How did you feel about having to deal with other people and their problems?
4. How did things turn out from your point of view?

Resource Management

As resource management is high compared to others it is important to examine the consistency of the candidate's behaviour when organising and scheduling tasks with limited resources and/or time.

1. Please describe a situation in which you had to get a lot of things done in a very limited amount of time.
2. How did you deal with the situation?
3. What was the outcome?

Learning

As evidence of learning by the candidate is high compared to others it is important to probe evidence about learning orientation.

1. Think of a time when you had to deal with a completely new situation and work out how to get things right with little help from other people.
2. How did you deal with the situation?
3. What was the outcome?
4. What did you learn from this about yourself?
5. What would you do differently in the future?

People

Cooperates with Others

This candidate responded with high levels of cooperating with others and delivered customer contact tasks, it is therefore important to probe the extent to which they consistently behave in a cooperative way with others. 5. Please describe a situation in which you helped other people solve a problem. 6. How did the situation arise in the first place? 7. What did you do? 8. What happened, how did everybody feel afterwards?

Collaboration

This candidate responded with high levels of collaboration and delivered team focussed tasks, it is therefore important to probe the extent to which they consistently behave in a collaborative way with others.

1. Please describe a situation in which you had to work with a team in a way that helped or maintained the reputation of the team's organisation.
2. How did the situation arise in the first place?
3. What did you do?
4. What happened, how did the team perform, what was the effect on the organisation that this team represented?

Relates to Others

This candidate responded with a high level of relating to others it is therefore important to probe whether this is consistent with past behaviour.

1. Tell me about a time when someone else confided in you or asked for your help about something that worried them.
2. In outline what did they say to you?
3. How did you respond to them?
4. How did they feel afterwards?
5. Describe a situation when someone really disagreed with you.
6. What led to the situation?
7. What did they do?
8. How did you respond?
9. How was the issue resolved?

Persuades Others

This candidate responded with an average level of persuading others it is therefore important to probe their strengths and weaknesses.

1. Describe a situation where you had to convince someone else to do something?
2. What were you trying to achieve?
3. How did you go about convincing them?
4. How did they react?
5. What was the outcome?
6. Describe a situation where you needed to get a group of other people to agree to a course of action or to accept an idea.
7. How did you go about doing this?
8. How did the group react when you were trying to do this?
9. What was the outcome, what effect did you have on the group?

Purpose

Complies with Procedures

This candidate responded in a way suggesting low potential for complying with procedures, but delivered team focussed tasks at a higher level, it is therefore important to understand the basis for this inconsistency.

1. Please describe a situation when you felt you had to break the rules to get something done?
2. What did you actually do?
3. How did things turn out?
4. What was the reaction of others?
5. What is your attitude to rules and procedures?
6. How do you feel when other people do not follow rules or procedures?

Plans Ahead

This candidate responded in a way suggesting low potential for planning ahead, but managed time and resources efficiently, it is therefore important to understand the basis for this inconsistency.

1. Please give me an example of when you had to plan something in the future where time and/or resources were going to be limited.
2. How did you go about creating a plan, what did you do?
3. How did you put your plan into action, how did everything turn out?
4. Give me an example of when you had to organise your own time and resources in order to make sure that a task was accomplished in time?
5. Describe what went well and what didn't go so well.
6. What did you learn from this experience?

Pressure

Resilience

This candidate responded with a high level of resilience and completed tasks, it is therefore important to probe the extent to which they consistently withstand pressure and maintain a positive outlook when faced with adversity.

1. Tell me about a time when you were faced with a specific crisis at work or in your personal life?
2. What happened?
3. How did you deal with this, how did you feel?
4. How did things turn out?
5. What did you learn from this?
6. Give me an example of how you dealt with something that put you under pressure over a period of time?
7. What was the nature of the pressure, how long did this go on for?
8. How did you respond to this, how did you feel at the time?
9. What was the outcome, how do you feel now about this period?
10. What would you do now if faced with something similar?

About this Report

This report is based on the use of an Ipsemet Virtual Assessment during which the candidate was exposed to a continuous simulation of a work environment. The simulation is designed to elicit candidate responses and behaviours while responding to a series of situations designed to be representative of those faced in a general work environment. The candidate's responses include what they choose to say and what they choose to do to complete tasks and deal with ongoing situations. These responses are then used as the basis for measures of potential competency and actual performance and many of the performance measures are also used to examine how competencies might translate into behaviour.

More information on the performance measures are provided below, this may be useful when considering how to interpret the report and relate it to real work situations:

Performance Measure	How is this measured?
Task Completion	The number of specific tasks completed in the simulation, these tasks are necessary for good performance but not sufficient by themselves to meet team service levels and deal properly with customers – they are a good indicator of work rate
Task Accuracy	The number of mistakes made in the simulation, these might be mistakes in breaching social norms or procedural mistakes – these are a good indicator of whether the candidate is likely to take care and not trade off accuracy against speed
Team Focus	The candidate is asked to optimise specific service goals by management in order to guarantee the smooth running of the operation – this is an indicator of whether the candidate attained these goals
Customer Contact	The candidate is asked to manage customers as well as deal with more procedural tasks – this is an indicator of the extent to which the candidate maintained customer contact and dealt with their concerns
Resource Management	The candidate is faced with both time and resource restrictions during the simulation – this is an indicator of how well the candidate dealt with these and displayed organised their behaviour to work efficiently

Comparison Group against which percentile & stens are calculated in this report:

Ipsemet general entrant work sample, 2016.