



Graduate DilemmasTM

Assessor Report For

Ann Example

Date of assessment: **13 May 2017**

Comparison group: **A4 - Applicants**

Version: **Form A**

Confidentiality Statement

This report is confidential. The content of this report should only be read by individuals who have approved access.

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Information about this Report

This report describes how **Ann Example** performed in completing the Graduate Dilemmas test. The Graduate Dilemmas test measures an individual's judgement and decision-making skills in relation to typical situations that a Graduate might face in a job. The situations presented in the Graduate Dilemmas test relate to five competencies:

Achieving Results

Analytical Thinking

Communicating & Influencing

Planning & Organising

Relationship Building

In the Graduate Dilemmas test, **Ann Example** was required to rate the effectiveness of different actions that could be taken in response to the situations presented. These ratings are then scored based on how similar they were to those provided by job experts.

The Graduate Dilemmas test measures whether an individual can recognise how effective different actions are likely to be in response to a situation. It does not assess whether an individual would actually demonstrate those effective behaviours in practice, so please take this into consideration when reading this report. However, research indicates that tests measuring situational judgement can be useful predictors of performance at work.

If the Graduate Dilemmas test is administered in unsupervised conditions, an individual's identity cannot be verified by an administrator when taking the test. To verify an individual's level of capability in relation to the competencies assessed by the Graduate Dilemmas test, supervised methods of competency assessment should be used, such as simulation exercises and/or a competency-based interview.

Please remember that performance on the Graduate Dilemmas test is not fixed, and an individual's scores may change over time with practice, experience and training. In practice, the results from this test are likely to be valid for up to 12 months.

Use of the Graduate Dilemmas test is restricted only to registered individuals who have demonstrated the required level of competence to apply the test and interpret the results from it.

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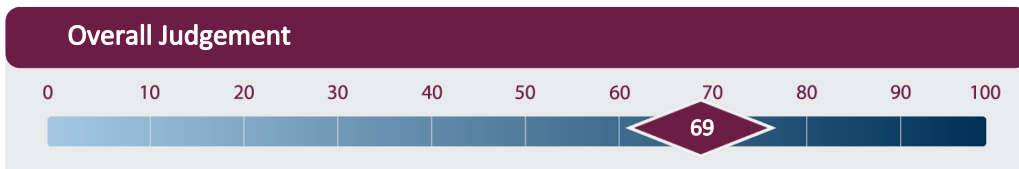
Score Profile

The results for the Graduate Dilemmas test are presented as Percentiles Scores. The Percentile Scores indicate the percentage of the comparison group that Ann Example scored higher than. For test users who wish to use a standard score scale to interpret the results, the equivalent T scores and Sten scores obtained by **Ann Example** are provided as an Appendix to this report.

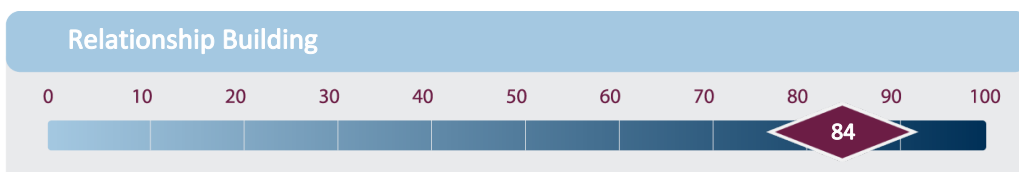
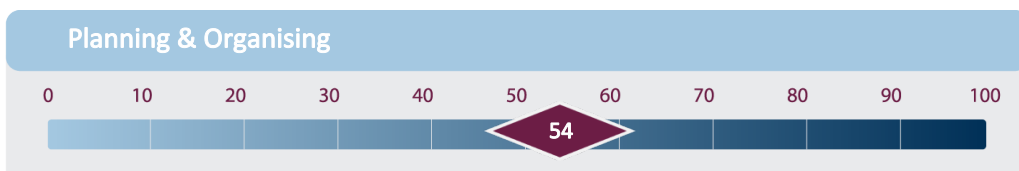
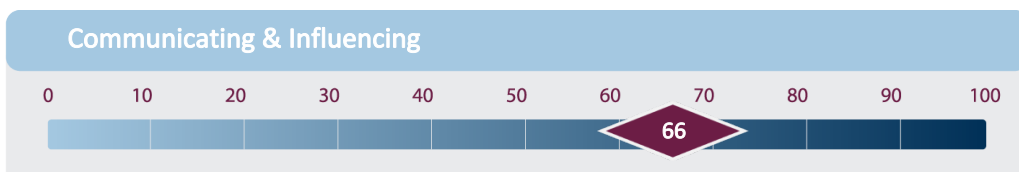
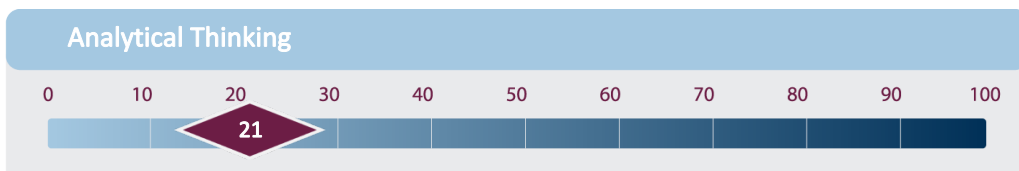
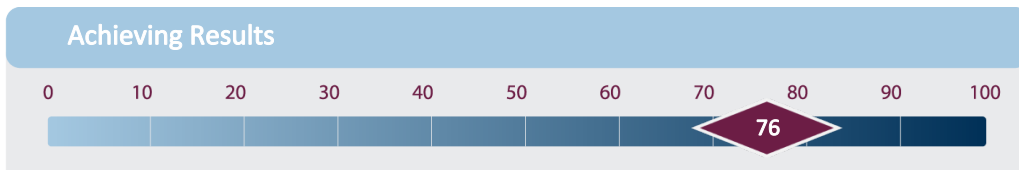
The Overall Judgement score indicates the overall level of performance achieved by Ann Example in responding to the situations in the test. Sub-scores on the competencies assessed in the Graduate Dilemmas test are also provided for additional interpretation about test performance. The competency sub-scores can indicate relative strengths or potential areas for development in terms of judgement and decision-making. The sub-scores should be used with caution and interpreted in the context of the Overall Judgement score.

Completion time: **32 minutes, 42 seconds**

Comparison group: **A4 - Applicants**



Competency Sub-Scores



Interpretation Guidance

This section provides some additional guidance about the Graduate Dilemmas results obtained by Ann Example. A broad guideline about how to interpret these percentile scores is shown in the table below. This table shows five bands of percentile scores and a performance description for each band.

91-99	Well above average
71-90	Above average
30-70	Average
10-29	Below average
1-9	Well below average

Overall Judgement

This score indicates the overall level of performance achieved by **Ann Example** on the Graduate Dilemmas test. This score indicates the quality of judgement and decision-making across all of the scenarios presented in the test.

Ann Example achieved an Overall Judgement score that was higher than **69%** of the comparison group. Overall, this level of performance was **average** when judging the effectiveness of actions across all of the situations presented in the test.

Achieving Results

This competency relates to situations which require respondents to identify the best way to overcome obstacles and complete tasks to a high standard.

Ann Example achieved a score for this competency that was higher than **76%** of the comparison group. This level of performance was **above average** when judging the effectiveness of actions in situations that required a focus on Achieving Results.

Analytical Thinking

This competency relates to situations which require respondents to identify the best approach to analysing data, make sound decisions and understand the underlying cause of problems.

Ann Example achieved a score for this competency that was higher than **21%** of the comparison group. This level of performance was **below average** when judging the effectiveness of actions in situations that required a focus on Analytical Thinking.

Communicating & Influencing

This competency relates to situations which require respondents to identify the best way to communicate a message, persuade others to your point of view or convince them of a given course of action.

Ann Example achieved a score for this competency that was higher than **66%** of the comparison group. This level of performance was **average** when judging the effectiveness of actions in situations that required a focus on Communicating and Influencing.

Planning & Organising

This competency relates to situations which require respondents to prioritise activities and manage time and resources to meet deadlines.

Ann Example achieved a score for this competency that was higher than **54%** of the comparison group. This level of performance was **average** when judging the effectiveness of actions in situations that required a focus on Planning & Organising.

Relationship Building

The competency relates to situations which require respondents to build effective working relationships with others, including dealing with sensitive issues and working as part of a team.

Ann Example achieved a score for this competency that was higher than **84%** of the comparison group. This level of performance was **above average** when judging the effectiveness of actions in situations that required a focus on Relationship Building.

Appendix: Standardised Scores

Sten Scores and T-Scores are provided for users who are trained to interpret them, as an alternative to Percentile Scores. Alongside this, the Raw Scores from the test are also given.

A Sten Score is a standardised test score presented on a 10-point scale, with a mean of 5.5 and a standard deviation of 2. A T-Score is a standardised test score with a mean of 50 and a standard deviation of 10. The Raw Scores, Sten Scores and T-Scores based on the responses given by **Ann Example** are provided in the table below.

Norm group: **A4 - Applicants**

	Raw Score	Sten Score	T-Score
Overall Judgement	93	7	55
Competency Sub-Scores			
Achieving Results	21	7	57
Analytical Thinking	14	4	42
Communicating & Influencing	18	6	54
Planning & Organising	18	6	51
Relationship Building	22	8	60

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