



Talent Match Report

Overview

Example Job

07 May 2018

Example Candidate

This report provides a summary of the competency potential for this candidate when compared to the role of Example Job. The competency potential scores are based on the candidate's responses to the potential assessments described in this report.

When interpreting the information in this report, the focus should remain on the inherent competency requirements for the role mentioned above. This report only represents the competency potential of this candidate against this specific role. The talent match score should not be generalised to other roles.

For any critical decisions, such as selection decisions, these assessment results must not be used in isolation and should be integrated with other available and relevant recruitment and selection information.

The information contained within this report is likely to remain valid for 12 to 24 months, depending upon circumstances.

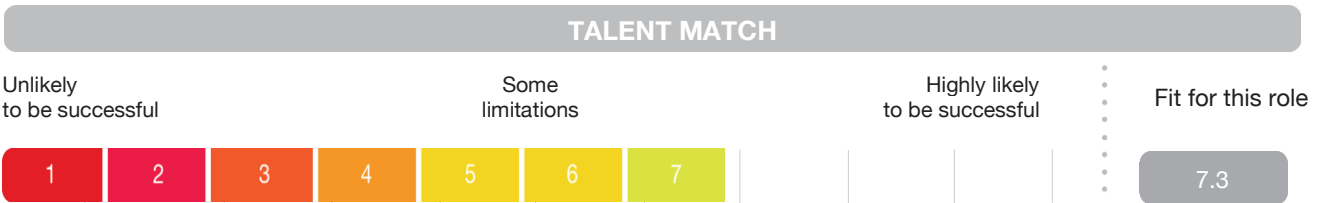
Confidential Information



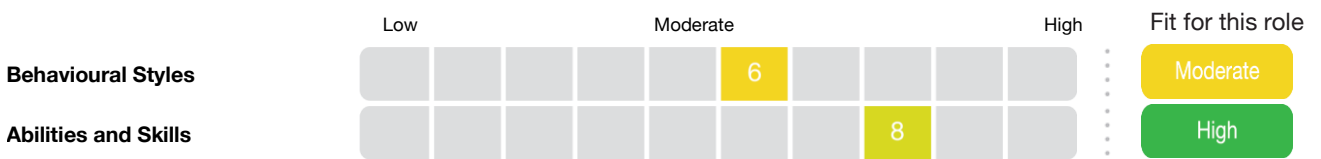
SUMMARY AND OVERVIEW

Effective performance in most roles are dependent on the extent to which an individual's likely behaviour is aligned with the requirements that lead to success in a particular role or organisation. The aim of this report is to provide an indication of **Sample Candidate's** potential fit with reference to their identified areas of strength and development.

Summary Profile



Example Candidate is fairly likely to be successful in the following role/job: **Example Position.**



OTHER CONSIDERATIONS

Emotional Intelligence | The likely extent to which this individual understands and expresses themselves, understands others and relates with them, and copes with daily demands, challenges and pressures.. | Moderate

Possible risks for this role | Key strengths for this role

Checking Things
Interpreting Data

Concentrating on details
Analysing complex numerical data (industry)
Inviting Feedback
Team Working
Thinking Positively

Development opportunities for this role | Good potential for this role

Pursuing Goals
Convincing People
Taking Action

Analysing complex verbal information (industry)
Showing Composure
Empowering Individuals
Directing People
Interacting with People

Fit to Job Specific Competency Profile

| | Low | | Moderate | | | | | | High | |
|---|-----|---|----------|---|---|---|---|---|------|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Essential behaviours | | | | | | | | | | |
| Showing Composure | | ● | | | | | | | | |
| Embracing Change | | ● | | | | | | | | |
| Making Decisions | | | | ● | | | | | | |
| Providing Insights | | | | | | ● | | | | |
| Following Procedures | | | | | | | ● | | | |
| Checking Things | | | | | | ● | | | | |
| Documenting Facts | | | | | | ● | | | | |
| Interpreting Data | | | | | | | ● | | | |
| Important behaviours | | | | | | | | | | |
| Examining Information | | ● | | | | | | | | |
| Upholding Standards | | | | | | ● | | | | |
| Conveying Self-confidence | | | | ● | | | | | | |
| Pursuing Goals | | | ● | | | | | | | |
| Empowering Individuals | | | ● | | | | | | | |
| Thinking Positively | | | | ● | | | | | | |
| Interacting with People | | | | | | | ● | | | |
| Convincing People | | | | | ● | | | | | |
| Resolving Conflict | | | | | ● | | | | | |
| Generating Ideas | | | | | | | ● | | | |
| Exploring Possibilities | | | | | | ● | | | | |
| Developing Strategies | | | | ● | | | | | | |
| Essential Skills & Aptitudes | | | | | | | | | | |
| Analysing complex verbal information | | | | | | | | | ● | |
| Analysing complex numerical data | | | | | | | | ● | | |
| Exploring and applying rules to specific problems | | | | | | | ● | | | |



Emotional Intelligence

There are a number of approaches to assessing emotional intelligence. This profile is based on the model defined by Goleman (1996), who describes emotional intelligence as our capability for learning practical emotional ‘skills’ that are based on self- awareness, self-management (managing our own emotions), social awareness (understanding others) and social skills (relating to others).

An important dimension of emotional intelligence is the ability to adapt to the environment. More emotionally intelligent people are generally better at displaying behaviour that allows them to effectively deal with change. The profile below provides an indication of potential for emotional intelligence.

| | Low | Moderate | | | | | | High | | |
|--|-----|----------|---|---|---|---|---|------|---|----|
| Self-awareness | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Positive, cheerful and easily recovers from setbacks | | | | ○ | | | | | | |
| Open to feedback and acknowledge criticism | | | | | | | | | ○ | |
| Projects confidence and values own contributions | | | | | | ○ | | | | |
| Managing own emotions | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Stays calm, tolerates stress and deals with pressure | | | | | | ○ | | | | |
| Copes with change and tolerates uncertainty | | | | | | ○ | | | | |
| Focuses on success and persists through difficulties | | | | | ○ | | | | | |
| Understanding others | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Shows empathy, listens and understands others | | | | | | | ○ | | | |
| Trusts people, considerate and tolerates others | | | | | | | ○ | | | |
| Team orientated and involves others in decision-making | | | | | | | ○ | | | |
| Relating to others | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Confident in social situations and explains things clearly | | | | | | ○ | | | | |
| Encourages, inspires and motivates people | | | | | | ○ | | | | |
| Builds rapport, welcoming and engaging | | | | | | ○ | | | | |

ABOUT

Using this summary and additional reports

This Talent Match Report provides an overview of the key results attained from the assessment and compares this with critical behavioural requirements for a specific role. This report should be read with the detailed reports from each of the assessment methods. The summary report is not intended to be comprehensive and should not be used as the single source of information in the making of any final talent decisions.

About the success profile

The success profile for this role was developed using a well-researched framework of behaviour. The most critical behaviours for this role were selected from this framework by subject matter experts. The success profiles are presented in two sections as described below.

About the assessment methods

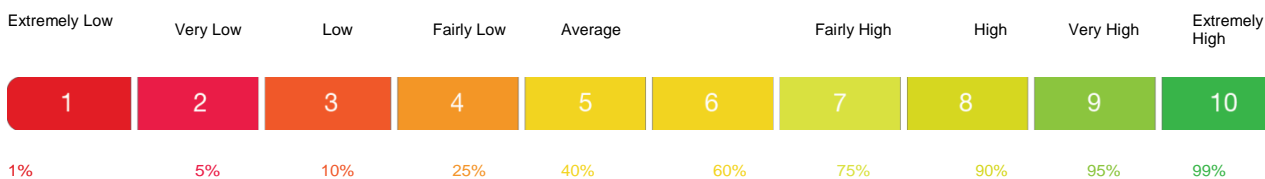
The use of the assessment methods contained in this report is limited to those people who have received specialist training in its use and interpretation. Questionnaires were completed online and without supervision. Due consideration must be given to the subjective nature of questionnaire-based ratings in the interpretation of this data.

About the scores

The **summary profile** includes a summary of behaviours and capabilities that are seen as key strengths, good potential, development opportunities or possible risks for the role and are defined below.

The individual **profile scores** from the assessments have been compared with other individuals who have previously completed the assessment (more about this in the technical information section at the back of the report). Results are based on a 1 to 10 scale as shown below.

| | |
|---|--|
| Possible risks for this role | Key strengths for this role |
| Behaviours or capabilities in this block are essential or important for success in the role, but the individual has extremely low or very low potential in these areas. Sustained performance in these areas is unlikely and presents significant risks for future success. | Behaviours or capabilities in this block are essential or important for success in the role, and the individual has extremely high or very high potential in these areas. Sustained performance in these areas is very likely and presents significant strengths that should lead to future success. |
| Development opportunities for this role | Good potential for this role |
| Behaviours or capabilities in this block are essential or important for success in the role, but the individual has low or fairly low potential in these areas. Where possible, these areas should be developed to ensure sustained performance in this role. | Behaviours or capabilities in this block are essential or important for success in the role, and the individual has high or fairly high potential in these areas. These areas could be used to ensure sustained performance in this role. |



*Percentage better than comparison group

About this report

This report is based on assessments that explore an individual's motives, preferences, needs and talents in critical work areas. This report may also explore an individual's leadership challenges and/or strategic capability.

Since some of the questionnaires used in this report are self-report measures, the results reflect the individual's self-perceptions. Nevertheless, extensive research has shown these questionnaires to be a valid measure of how people will operate in the workplace.

It should be remembered that the information contained in this report is potentially sensitive and every effort should be made to ensure that it is stored in a secure place. This report has been generated electronically. TTS-Top Talent Solutions, or its suppliers cannot guarantee that it has not been changed or edited. We accept no liability for the consequences of the use of this report, howsoever arising.



TECHNICAL INFORMATION

JOB/ROLE DATA

DATE

| | | | |
|----------------------|---|------------------|---|
| Job or role involved | • | Example Position | • |
| Job Analysis | • | Example | • |
| | • | | • |
| | • | | • |

ASSESSMENT METHODS

| TEST | | BENCHMARK | DATE |
|--------------------------|---|--------------------------------|------|
| Professional Styles (IA) | • | Norm: Example Norm | • |
| | • | Completed by: Sample Candidate | • |
| Swift Analysis Aptitude | • | Norm: Example Norm | • |
| | • | Completed by: Sample Candidate | • |

Input data

P=27.43