

Selector Insight Assessment

Ms Suzanne SAMPLE

Preferred name:	Suzy
Email:	s.sample@selectorgroup.com
Date completed:	Thu, 16 Feb 2012
Report version:	7.1.0

Report contents

1. Ability assessment

This section presents the Overall Reasoning aptitude scale and the component Verbal, Numerical and Logical reasoning sub-scales.

2. Personal styles

This section contains a graphical presentation and interpretation of the seven Personal Styles scales.

3. Ideal work environment

This section contains a graphical presentation and interpretation of the six Ideal Work Environment scales.

4. Job ideals

This section presents the importance of specific job characteristics and then recasts them in terms of importance when compared to others who have completed the assessment.

5. Ability scale summary

To enable reports to be more easily compared, this section re-displays the Ability Assessment scales.

6. Behavioural scale summary

To enable reports to be more easily compared, this section recasts all of the Personal Styles and Ideal Work Environment scales in a fixed order.

7. Resilience summary

The four dimensions that detail the candidate's resilience to stress are presented, to identify where they are skilled at combating stress, and where further training would assist.

8. Resilience details

Each of the scales that contribute towards resilience are provided with an explanation, including where a candidate could receive further specific training to combat the effects of stress.

Appendix A: Understanding the report

This section explains how scores are determined, what you should keep in mind when reading the report, the accuracy of the report and how the assessment was constructed.

Appendix B: Understanding the Resilience Measure

This section explains how the scores were derived, along with the explanation of how the four contributory scales provide an overall measure of a candidate's resilience to stressful work situations.

Understanding the graphs

The graphs in this report show Suzy's score when compared with the general population.

Percentile scores

The scores are presented as percentile scores. A percentile score is a score below which a certain percentage of observations fall. So, for example, the 20th percentile is the value (or score) below which 20 percent of the observations may be found. In other words, if Suzy scores at the 20th percentile that means she scored higher than 20 percent of the population or, alternatively, 80 percent of the population scored higher than she did.

Example graph

Short description of behaviour for
low scores



Short description of behaviour for
high scores

In this example, Suzy's score (55) is at the 55th percentile against the general population. This means her score is higher than 55% of the population or, in other words, slightly higher than average. Another way of looking at this is 45% of people have a higher score than Suzy.

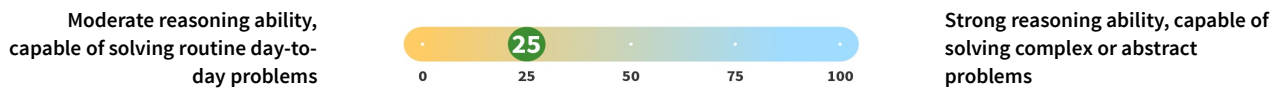
Important note

It is very important to remember the scores are **not** scores out of a hundred but an indication of how Suzy ranks against the particular population to which she is being compared. It is also essential to understand that a higher score is not necessarily a *better* score and a lower score is not necessarily a *worse* score - it all depends on the particular trait as to how you interpret Suzy's scores.

1. Ability assessment

1.1 Overall reasoning aptitude

Overall reasoning provides information on a candidate's learning style, problem solving ability as well as providing guidance on how best to induct them. It can also be used as an indicator for potential for future learning and education.



Suzy will learn most effectively 'on the job', with plenty of opportunity to practice. She is likely to need more time than others to process new information and will learn new skills gradually. Suzy will benefit from a structured and guided induction process where she can learn the operational processes of the role.

Suzy has the ability to manage regular everyday problems but she may not understand all of the complexities of new situations and will require guidance, when dealing with more complex problems.

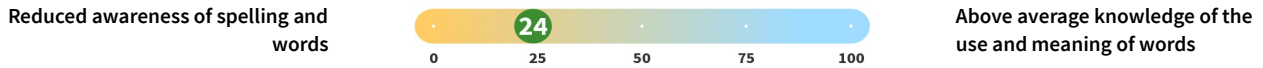
While Suzy may have the potential for tertiary level study, she will benefit from developing disciplined study habits to enhance her learning. Suzy is more likely to succeed in a hands-on learning environment, with practical application, so opportunities to practically apply the theory will be important.

1.2 Component reasoning abilities

Suzy's strongest ability is for logical reasoning. She has a slightly lesser ability for verbal and numerical reasoning.

Verbal reasoning

Verbal Reasoning measures a candidates understanding of formal written English. It can provide indications of how capable candidates are of communicating in writing and whether they need to rely on tools such spell check and dictionaries for accuracy.



Suzy is likely to have a basic understanding of the form and function of formal English language.

Complex information communicated to her in writing may not always be fully understood. Suzy is likely to prefer to talk things over with others, using oral communication to assist her in ensuring what she is discussing and ensure her message was as intended.

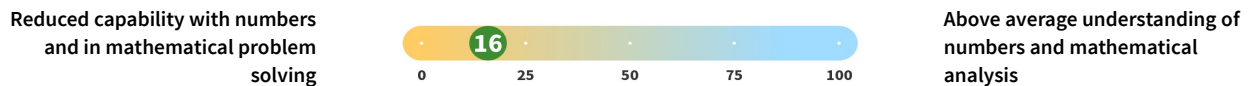
Written communication from Suzy may be brief and could lack subtleties and nuances. Written, formal documents produced by Suzy should be checked to ensure they are error-free. Established communication formats will suit her better.

Suzy may not use spellcheck or a dictionary to ensure accuracy and may be comfortable sending written work to others without having proof read or checked for quality first.

Her manager may need to check their notes are recorded following discussion with others, as organised note taking may not occur on a regular basis.

Numerical reasoning

Numerical Reasoning measures candidate’s numerical capability. This provides an indication of their capability when working numbers, analysing numerical data, and whether they rely on tools such as calculators or computers to complete calculations.

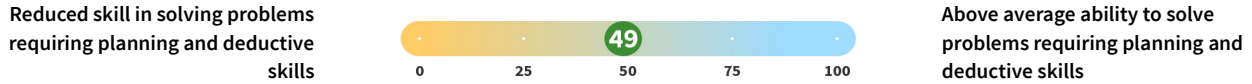


Working with numbers or numerical analysis is very difficult for Suzy. She may not be comfortable with mathematical tasks and, if calculations are required, will need to rely on calculators or other tools to reach an accurate answer. Numerical data is not likely to be understood and Suzy would not be a good fit for a role that requires numerical analysis on a regular basis.

She may be casual with figures and calculations and may not notice mistakes or double check calculations for accuracy.

Logical reasoning

Logical Reasoning measures a candidate’s ability to think strategically and solve complex novel problems. It can also provide an insight in to how they approach planning.



Suzy is best suited to a role where she can function as a bridge between the strategy and the operational implementation of that strategy. Her strength is the ability to see the action required, which will meet the requirements of the planning that has occurred. Suzy will broadly understand the overall strategy and may be able to add value in this area at times, although it may not be her that generates this on a regular basis.

Suzy will be quite capable of general problem solving tasks. She has demonstrated reasonable ability to solve novel problems with unclear solutions and could manage some situations that call for the application of analysis.

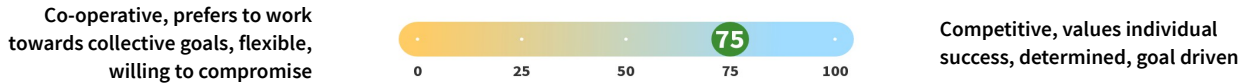
When forming a plan she will be able to provide a reasonably well thought-through action plan and will usually have considered the consequences of immediate actions.

Her plans will be very broad and further detail may be required to ensure the required actions are clearly laid out.

2. Personal styles

Competitiveness

This scale measures the need to compete or co-operate with others, how to meet goals and if a person measures themselves against others as an indicator of success.



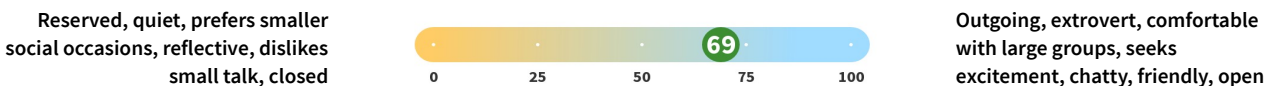
Suzy is likely to be competitive and have a strong need to be the best and/or do her own personal best. Suzy is likely to evaluate her successes according to how she compares to others. At times, Suzy may be more focused on her own success rather than the success of a team and may be less collaborative and co-operative than others are. Setting specific performance criteria to meet Suzy’s need to compete will provide the motivation that she needs to perform.

As a result, Suzy may respond to performance related pay and/or incentives. She may focus on opportunities to perform at a higher level, both individually, or as compared to the team. At times, her task-oriented behaviour may be considered dependable and efficient. However, sometimes in a team environment Suzy’s strong need to win could undermine co-operation and the willingness to share information. (Check her **Teamwork** score; also check **Tolerance** score to see whether the task or people are more important.)

It is important to consider Suzy’s **Teamwork** score; if it is high she is likely to want to be part of a high-performing team, if it is low Suzy may prefer to compete alone. If **Teamwork** is low Suzy will require a manager who is alert to the need to balance individual success measures with team success measures in order to promote collective goals and team harmony.

Extroversion

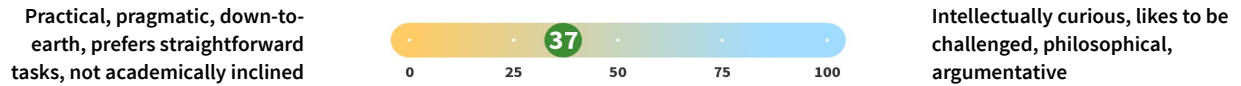
This scale measures the extent to which a person draws energy from interacting with others. Extroverted people tend to be outgoing, emotionally expressive, enjoy meeting and talking to people and are more comfortable in social situations. Reserved people are quieter and reflective, and prefer more focused, smaller group interactions.



Suzy is an outgoing person who will feel at ease in social situations and will enjoy interacting with others. Suzy should be comfortable striking up conversations with people she has not met before and will enjoy being the centre of attention but could dominate conversations and social situations if she is not careful. Suzy should be comfortable in public speaking situations. She can be expected to have a number of acquaintances and be socially networked, and Suzy could be the person who suggests social gatherings and subsequently facilitates them. Suzy is likely to enjoy a role which requires frequent social contact and interaction and will be less suited to a role that requires her to work away from others.

Openness to ideas

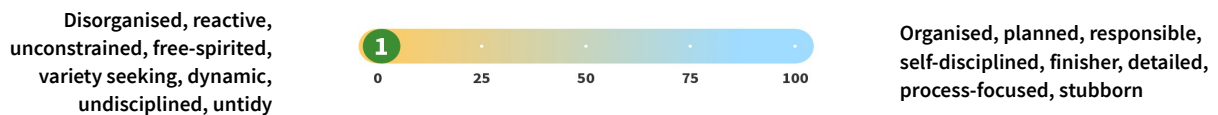
This scale measures the interest in new ideas, approaches and experiences. High scoring people tend to be more curious, with an interest in concepts and theories and are more willing to debate ideas and opinions. Practical and pragmatic people tend to score lower, preferring to stick to the known or proven.



Suzy is likely to have a strong preference to take a practical and pragmatic approach to her work. She will tend to stick to the tried and true, which means Suzy may focus on maintaining the current organisational processes and procedures, rather than advocating for change. When she is required to develop a new system or process she will usually look to ways that have a documented history of success. When studying, Suzy is likely to feel most comfortable with topics that have practical relevance and are not overly abstract or theoretical.

Orderliness

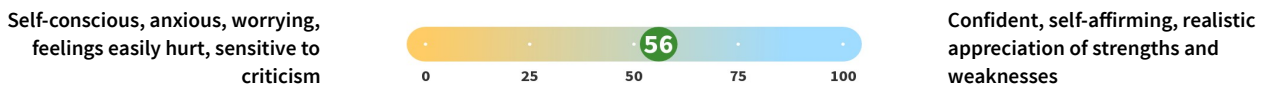
This scale measures the focus on order and structure. People with high scores regard reliability, responsibility, conscientiousness and constraint as being very important. If a person considers that spontaneity, quick reactions and variety are important; they will tend to score lower.



Suzy has a strong preference to take a flexible, reactive approach to life, without the constraint of having to be planned or organised. She is likely to be comfortable with changes in scheduling and can see planning and processes as imposing unnecessary constraints at times. Planning ahead is usually avoided by Suzy as she has a preference to think on her feet and deal with issues as they arise. (Check the **Ability** measure’s scores to confirm her capability of actually doing this.) There is, nevertheless, a strong possibility that she will frequently end up doing things in a last minute rush or having to rely on others to come to her rescue and tidy up/complete the paperwork. Suzy is unlikely to be attentive to the finer details and may be inclined to quickly scan over her work instead. Completed work may need to be checked for errors at times (check **Ability** scores). Given Suzy’s result in this area she will benefit from strong administrative support or set systems and procedures.

Self-confidence

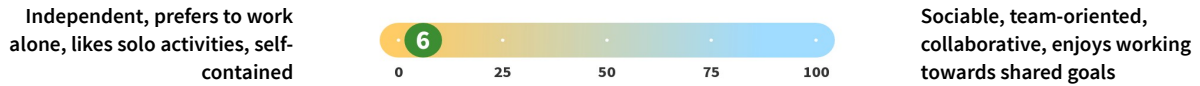
This scale measures the extent to which a person’s sense of value, or worth, is based on their own views or on the opinion of others. The self-confidence scale embodies, self-esteem or belief in one’s self. Those who rely on their own judgement tend to be less anxious and more at ease than those who refer to other people for their sense of self-worth.



Suzy displays a typical level of self-confidence and has a positive, yet realistic, level of self-esteem and confidence in her abilities, ideas and opinions. She should be open to feedback from others and be receptive to take on ideas or opinions other than her own. Suzy can be expected to cope satisfactorily with normal day-to-day pressures and stresses, however, like most people, Suzy may experience some anxiety on occasion when in challenging or confrontational situations.

Teamwork

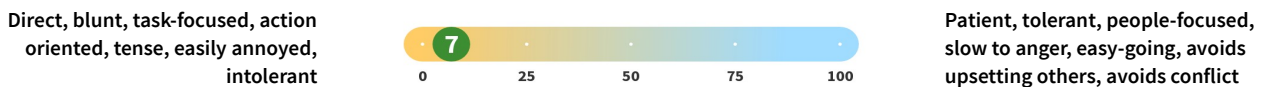
This scale measures the need to work together towards common goals, such as work targets, or to focus on individual goals. People with low scores like to operate independently, make their own decisions, and set their own directions. High scores indicate someone with a more collective approach, an active listener who is supportive of team members.



Suzy prefers to work independently rather than as a collective team. She believes that tasks can be completed most efficiently by working on her own. When decisions need to be made and action taken she will usually prefer to go it alone, especially when she has had little experience working with the individuals around her. Suzy will hold back from sharing her ideas and thoughts with others and will prefer the opportunity to first work through them fully herself. A good manager will need to encourage team activities to assimilate Suzy into the team environment, such as using a buddy system during the induction period, and will need to draw ideas out of Suzy when suggestions are called for in a team meeting.

Tolerance

This scale measures whether the emphasis is placed on having tasks completed or if the people in their relationships should have a greater emphasis. People with high scores generally accept others as they are and try to maintain an even, patient manner in difficult or tense situations and avoid becoming angry or upset. Low scores indicate that the tasks have a greater importance to the person, they are more focused on what needs to happen, and they may be intolerant of interruptions at times.

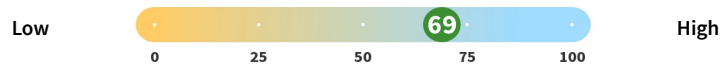


Suzy will place significantly more focus on the tasks that need to be completed and less focus on the people involved. She wants to be able to get on with a job without having to worry about how people feel about things. She prefers to address interpersonal issues in a direct, head-on manner, which at times will upset or offend people. Suzy tries to keep busy, focussing on the tasks at hand, and will be constantly pushing to see that things get done, however Suzy’s manager will need to be aware of her potential to offend others in tense situations. This drive can lead to an undercurrent of tension if she becomes irritated or annoyed. This will occur more frequently if she is highly competitive and has to win. (Check her **Competitive** score, or if she has a low **Teamwork** score.) Suzy has very little time for those she feels are not ‘pulling their weight’ and may be reluctant to let insults or personal slights pass without response. (Check her **Self-confidence** score to evaluate the importance of initiative and any hesitancy in expressing her opinions. A low score here will indicate that she would like to be direct or make blunt comments but is holding back because of how this would appear to others. She is likely to become frustrated easily and may pass aggressive comments indirectly.)

3. Ideal work environment

Autonomy

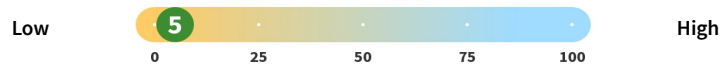
The importance of having supervision and the ability to directly influence the nature of the work.



For Suzy having the opportunity to self-manage and do the job her own way is quite important. She prefers a role with decision latitude and can manage herself according to the tasks at hand. She will be comfortable with limited guidance and supervision from her manager. This may present itself as having a preference for flexible working hours or as a dislike of being micromanaged or closely supervised by others. Suzy has indicated a preference for a role which she has control or direct influence over the work or the way in which the work is undertaken.

Complexity

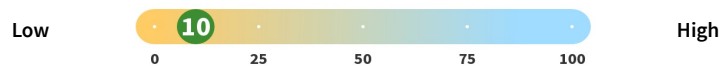
The importance of doing work that is either challenging and complex, or routine and straight-forward.



Work of a complex and mentally challenging nature is unlikely to be of importance for Suzy. She will prefer to keep things straightforward and do the task at hand. Suzy is unlikely to be attracted to work areas that are complex and require regular on-going learning or training. She will prefer to keep things simple and straightforward and do the task at hand. She will appreciate training when she first comes on-board but to have little requirement for major learning or up-skilling after that.

Interaction

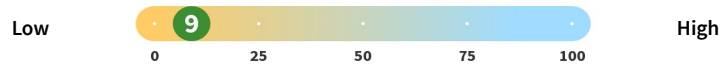
The importance of how regularly interaction occurs with others in the work environment.



Being surrounded by others at work is unlikely to be of importance to Suzy and she will have a strong preference for a work environment that does not involve a high number of conversations, all happening at the same time. She will instead pay strong attention to the conversation that is in front of her at the moment and is likely to prefer one-on-one discussions. Others are likely to feel they have her undivided attention. Without a high need for interaction at work, Suzy is likely to prefer a quieter work environment where there is the opportunity to work in solitude. She may also prefer choosing to socialise outside of work rather than during the work day.

Physical

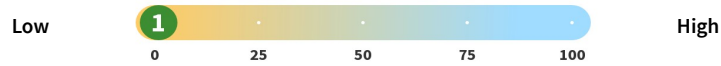
The importance of the working environment, either outside or inside, and the level of physical work or exploratory activities involved in the role.



Suzy is unlikely to enjoy work that is hands on, whereby she is exposed to whole processes, and will have a strong preference to a focus on specific fragments or elements of the project at hand. She will have a strong preference for a role that requires working indoors rather than outdoors. If the role is indoors, Suzy will be comfortable with the current and established procedures and is likely to focus on making the best use of whatever is made available.

Predictability

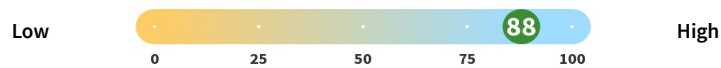
The importance of stability, supportiveness and organisation in the workplace, and the value of security to the person.



For Suzy, having a clear job structure is likely to be of little or no importance at all. She enjoys ambiguity and uncertainty and has no need for well-defined processes or procedures. Suzy would rather develop her own solutions and methods and work in a free flowing work setting rather than one that is highly organised and structured. She is comfortable not knowing what will happen next or how things usually take place and can respond to situations that are ambiguous or spontaneous.

Pressure

The importance of effort and commitment to a person and how regularly the work will stretch and challenge them.



Suzy is likely to place a great deal of importance on having a role that stretches her in terms of deadlines, commitment and working hours. She may 'live to work' as opposed to 'work to live' and sees pressure as a motivator rather than a stressor. Suzy needs a role that keeps her active and does not allow her to become bored. At times, to reduce the possibility of burnout, Suzy's manager will need to ensure that she does not take too much on board.

4. Job ideals

4.1 Job ideals by importance

This section presents the importance of different job characteristics to Suzy.

Suzy finds it **absolutely essential** that a job:

- is a friendly place to work
- lets her participate in decisions that affect her work

Suzy finds it **highly desirable** that a job:

- gives her freedom to do the job her way
- keeps her constantly on the go
- has safe working conditions
- lets her develop her skills and abilities
- lets her sell products or services
- forces her to really use her brain
- really gets the adrenalin going
- offers a good career path
- lets her work without close supervision
- lets her develop her own ideas and methods
- gives her specific targets to achieve
- has supportive co-workers
- gives her the opportunity to earn top dollars
- values innovation
- gives her lots of responsibility
- lets her compete against others
- offers good pay
- offers lots of variety
- allows her to get paid on results
- involves frequent contact with other people

Moderately desirable that a job:

- offers quick promotion
- lets her be creative
- calls on her to use leadership skills
- has tight deadlines to meet
- offers opportunities for further education and training
- calls on her to motivate others
- allows her to take risks
- involves working long hours
- involves a lot of learning and study

- lets her set the direction for others to follow
- lets her get out and about
- is in a workplace that is organised and efficient
- involves public speaking
- has supervisors who are there when she needs help
- lets her be her own boss
- has a high workload
- lets her manage or supervise others
- involves high levels of stress

Slightly desirable that a job:

- requires a good deal of patience
- involves working as part of a team
- has a clear job description
- offers good retirement and health benefits
- involves investigation and analysis
- has regular staff meetings
- offers secure employment
- provides regular feedback on her performance
- involves complex problem solving
- has managers who give her clear directions
- gives proper training on how to do the job

Suzy is **not fussed either way** whether a job:

- lets her work with animals or plants
- lets her work with her hands
- allows her to work on one task at a time
- lets her work outdoors
- lets her help others
- has well-defined procedures and rules to follow
- offers regular hours of work
- requires high accuracy and attention to detail
- keeps her physically fit

She considers it **undesirable** that a job:

- involves working with equipment or machines
- involves working with numbers
- lets her physically build or fix things
- lets her work in a workshop or factory

4.2 Job ideals in comparison to others

This section recasts the job characteristics from the previous section in terms of their importance to Suzy compared to the rest of the population.

Compared to others, Suzy is **more likely** to place importance on a role that:

- lets her sell products or services
- is a friendly place to work
- lets her participate in decisions that affect her work
- involves working long hours
- lets her compete against others
- involves high levels of stress

Compared to others, she is **equally likely** to place importance on a role that:

- offers quick promotion
- gives her freedom to do the job her way
- keeps her constantly on the go
- has safe working conditions
- requires a good deal of patience
- lets her develop her skills and abilities
- forces her to really use her brain
- lets her work with animals or plants
- really gets the adrenalin going
- offers a good career path
- lets her work without close supervision
- has tight deadlines to meet
- lets her develop her own ideas and methods
- gives her specific targets to achieve
- calls on her to motivate others
- allows her to take risks
- has supportive co-workers
- gives her the opportunity to earn top dollars
- values innovation
- gives her lots of responsibility
- involves a lot of learning and study
- lets her set the direction for others to follow
- lets her get out and about
- involves public speaking
- has supervisors who are there when she needs help
- offers good pay
- lets her be her own boss
- has a high workload

- offers lots of variety
- allows her to get paid on results
- lets her manage or supervise others
- involves frequent contact with other people
- lets her work in a workshop or factory

Compared to others, Suzy is **less likely** to place importance on a role that:

- lets her be creative
- calls on her to use leadership skills
- involves working as part of a team
- lets her work with her hands
- has a clear job description
- offers good retirement and health benefits
- allows her to work on one task at a time
- offers opportunities for further education and training
- involves investigation and analysis
- lets her work outdoors
- lets her help others
- involves working with equipment or machines
- has well-defined procedures and rules to follow
- offers regular hours of work
- involves working with numbers
- has regular staff meetings
- lets her physically build or fix things
- is in a workplace that is organised and efficient
- offers secure employment
- requires high accuracy and attention to detail
- provides regular feedback on her performance
- involves complex problem solving
- keeps her physically fit
- has managers who give her clear directions
- gives proper training on how to do the job

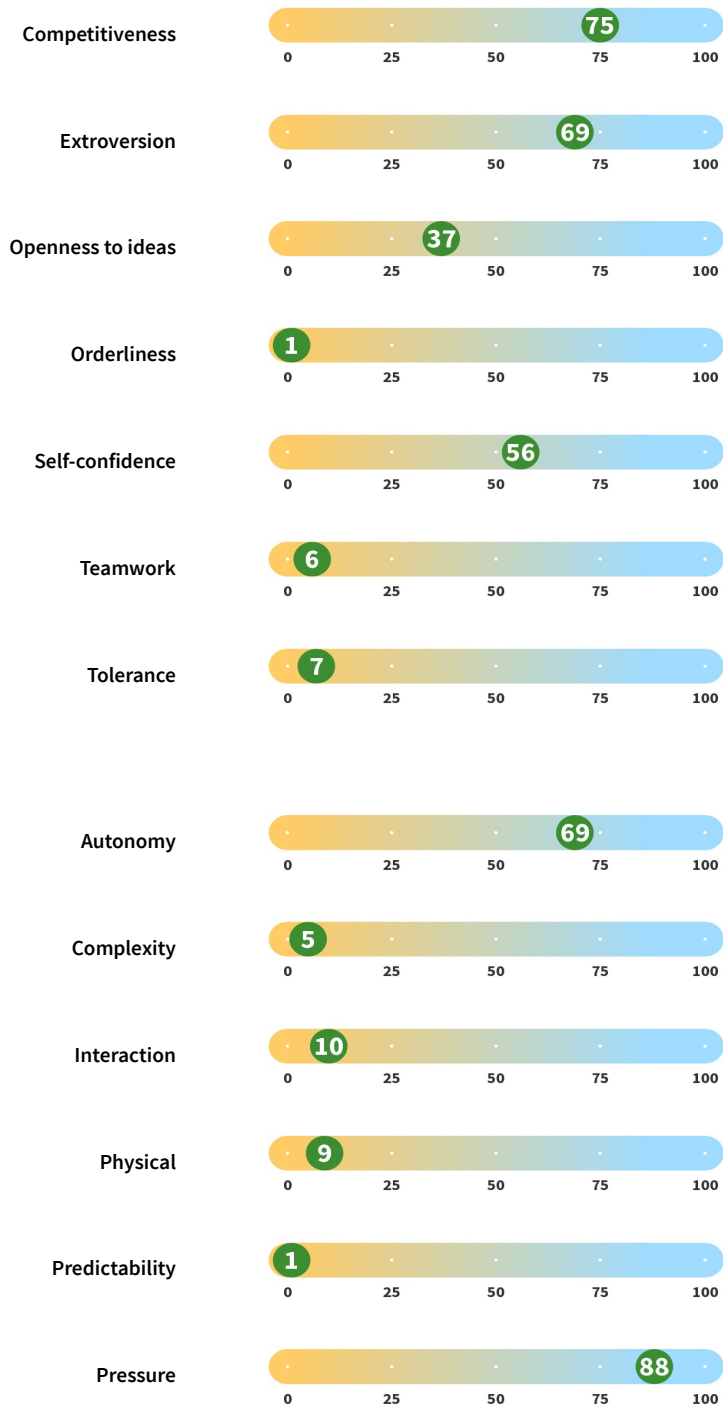
5. Ability scale summary for Suzanne Sample

This section re-displays the Ability Assessment scales for ease of comparison between candidates.



6. Behavioural scale summary for Suzanne Sample

This section recasts the Personal Styles and Ideal Work Environment scales for ease of comparison between candidates.



7. Resilience

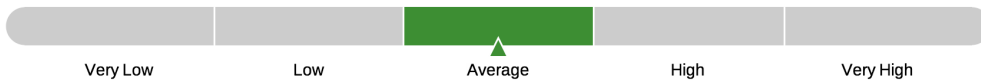
Suzy's score for Resilience is AVERAGE:



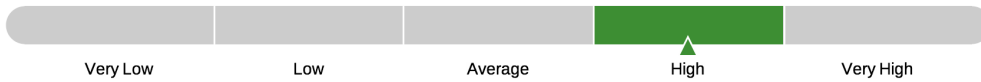
Suzy's score for Anxiety is HIGH:



Suzy's score for Somatization is AVERAGE:



Suzy's score for Distraction is HIGH:



Suzy's score for Withdrawal is HIGH:



8. Resilience details

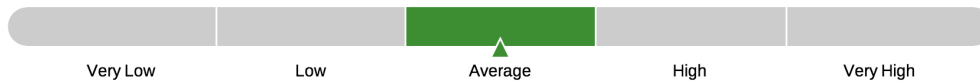
Resilience

Resilience refers to your overall pattern of stress reactions to life events. It is based on the scores from the Anxiety, Somatization, Distraction and Withdrawal scales below.

Suzy's score for Resilience is AVERAGE.

Experiences physical effects of pressure, anxiety, distraction and emotional withdrawal in times of stress

Resilient to the physical effects of stress; not likely to suffer from anxiety, distraction and emotional withdrawal



Average scorers on resilience react to stressful situations very much in keeping with the majority of people. While Suzy may experience negative reactions to stress, such as emotional withdrawal, or some physical effects of stress, in all likelihood this will not prevent her from doing the job at hand and achieving what it is she needs to achieve.

By employing coping strategies focused on resolving the immediate problem Suzy will enhance her ability to deal with her natural reactions to stress.

Anxiety

The Anxiety scale assesses the tendency to experience the cognitive aspects of stress, such as nervousness, tension and worry.

Suzy's score for Anxiety is HIGH.

Reports that feeling calm and largely at ease when under pressure. Less likely to suffer from nervousness and tension

Likely to experience thoughts of nervousness and feelings of tension when under pressure, may become restless or even irritable

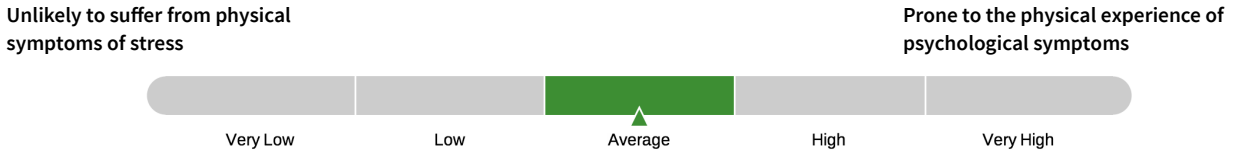


High scorers on anxiety report feeling worried and tense more often than low scorers do. Suzy reports restlessness and has some difficulty relaxing when she is under stress. She may feel that she is not performing to her potential, or that she is letting down the people who depend on her, on occasions. It should be noted that Suzy does not necessarily feel this way all of the time. She reports that she only tends to experience these feelings when under stress. It is likely that Suzy may focus on the possible negative outcomes of stressful situations rather than on ways of resolving the situation she finds herself in, which may lead to irritability. Time spent identifying strategies for dealing with anxiety and problem-focused strategies for dealing with the causes of the stress would be worthwhile for Suzy.

Somatization

Somatization describes the physical experience of psychological symptoms, for example, the conversion of feelings of pressure from your environment into bodily dysfunction. These factors are linked to arousal of the autonomic nervous system, the part of the nervous system that controls involuntary body reactions.

Suzy's score for Somatization is AVERAGE.

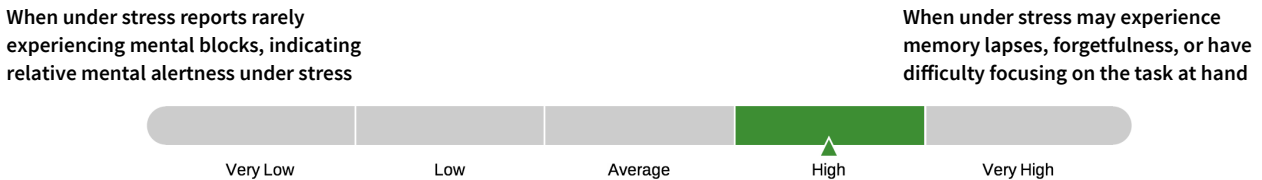


Average scorers on somatization may experience physical reactions, to some degree, when stressed. However, Suzy indicates that while she may experience some physical reactions to stress, by and large, these are at a level similar to those of the rest of the population. For example, Suzy may experience 'butterflies in her stomach' on occasion - this is an experience that is common to many people before big events or during times of stress.

Distraction

The ability to concentrate when under pressure is critical in many work environments and is well known to be affected by workplace stress. Distraction measures the ability to focus on the task at hand without mental or thought blocks when under stress.

Suzy's score for Distraction is HIGH.



High scorers on distraction report some difficulty in focusing on the task at hand when they are under pressure. Suzy may have difficulty in concentrating and in thinking clearly at times, or experience forgetfulness and mental blocks where her mind goes blank. Suzy may also put off doing things or have difficulty in making decisions when under pressure. She is likely to perform best in environments where there is time to plan and organise her thoughts, rather than environments where 'on the spot' decisions need to be made on a regular basis.

Withdrawal

Withdrawal measures the tendency to disengage from people and situations when events or situations become stressful.

Suzy's score for Withdrawal is HIGH.

Likely to remain emotionally engaged in the situation at hand when under stress, increasing the chance of successful resolution

Likely to disengage emotionally when under stress, believing that there is nothing they can do that will be effective



High scorers on emotional withdrawal are likely to disengage emotionally from situations or people they find difficult. Suzy reports feelings of ineffectiveness, believing that there is little that she or others can do to resolve the problem at hand. She may often feel alone, even when she is around other people, and may prefer to get away from the situation or person rather than address it. It may be worthwhile for Suzy to spend time developing skills and techniques for dealing with situations in a manner that focuses on solving the problem at hand rather than the negative emotions she is experiencing.

Appendix A: Understanding the report

How are the scores determined?

The score for each scale is shown in relation to the entire sample who answered the questions contributing to the scale. By example, a score of 65 for a particular scale indicates the person scored higher than 65% of the sample for that scale.

What should I consider when reading the report?

Take variability into account. All forms of psychological assessment are prone to variability depending on factors such as how people are feeling on the day, the purpose of the assessment, understanding the questions, and so on. This variability applies to all types of human measurement. Blood pressure measurements vary from day-to-day and even hour-to-hour. These variations should be allowed for when interpreting results. It is important to be aware of a person's true score may be slightly to the left or right of the score shown on the graph.

Obtain independent information. Because Selector Insight only covers a subset of possible human behaviours, the results should be backed up with additional information.

Don't rely on old assessment results. Assessment results have a limited life. If more than six months has elapsed since an assessment was undertaken a new assessment may be required.

Protect the results from unauthorised access or usage. Most countries have privacy laws relating to the collection, storage and disclosure of personal information. Follow these guidelines carefully when dealing with assessment results. For example, take great care never to release assessment results to a third party without the consent of the person concerned and ensure that any files you have are securely stored.

Appendix B: Understanding the Resilience Measure

The Resilience Measure assesses an individual's standing on resilience relative to others who have completed the questionnaire. The resilience score summarises an individual's tendency when under pressure to have physical reactions, experience anxiety, experience a desire to disengage from the cause of the stress, and the tendency to become distracted from the task at hand when under pressure.

We call these the *four dimensions of resilience*. Everybody experiences these symptoms to some degree although there are some who experience these reactions more than others when under pressure. This report summarises a candidate's standing on these dimensions relative to others who have completed the questionnaire.

The norms for this section of the assessment were created from a sample of 12067 people. The sample was comprised of 48% males and 52% females. The average age of respondents was 36 years. The ethnic background of the respondents was European (9355), Asian (1697), Maori (462), Pacific (301), African (111), Latin American (62), Middle Eastern (51) and those who could not be classified (28).

Why measure resilience?

Identifying where people are on the continuum of resilience can be useful for a number of reasons. In relation to the work environment, our research indicates people with low resilience perceive their work environments as more threatening and pressured. They are also more likely to suffer from work and job withdrawal, where they feel the need to escape the work environment or their job because the pressure becomes too much. People who have low resilience are also less likely to demonstrate organisational citizenship behaviours.

Notes on resilience

While it is possible people will be lower or higher on a particular subscale of resilience, for example; high anxiety, high withdrawal, high distraction, but low somatization, the more common pattern observed is for individuals to score similarly across dimensions. For example, if a score on resilience is low, more likely than not, scores on the corresponding resilience subscales will be high.

It is likely people high on resilience have sound coping strategies in place for dealing with stress. These strategies are likely to be action focused rather than emotion focused. From our validation research we know those with high scores are more emotionally stable, more likely to report being satisfied with their job, and are more likely to be good 'organisational citizens'. For more details, please see the technical manual.