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EQ – IQ Consulting

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Side - by - Side Job Profile Report: Superintendent Role

Don Z, John B, Debbie X

Terms and Conditions

This report should not be used without the reader thoroughly acquainting him/herself with the terms and conditions below as well as the section that follows entitled "How to use this report."

It is both unethical and poor selection practise, to base an appointment decision solely on the contents a report such as this. It is imperative that other selection tools such as interviews, performance reviews, reference checks and CV's should also be used in order to obtain a global assessment of a candidate's suitability for a position.

Furthermore, keep in mind that recommendations made in this report are tentative by nature, and that it is the responsibility of the person/s who make/s the decision regarding the above person's application, to apply his/her/their mind, the global assessment picture obtained from both this assessment and the other aforementioned assessment tool in order to determine the applicant's suitability for the position.

It is important to remember that assessment of this nature cannot be used as a basis for deciding whether the status, or any other aspect of a person's job, can be up or downgraded. Where person's have already been appointed to positions, assessments of this nature can be used purely as a training or development tool.

Finally, please note that this information is strictly confidential and is only made available to those individual's directly involved with the applicant's appointment. Feedback is a sensitive matter. Consequently, under no circumstances should a copy of this report be made available to the applicant. Feedback may be given verbally, but only by the consultant who conducted this assessment, or another registered psychologist.

Should the decision maker/s be uncertain as to the meaning of any aspect of this report, or the recommendations contained herein, then he/she/ they is/are obliged to take the matter up with the above consultant, so that the matter can be discussed for clarification purposes.

The data making up this report remains the property of Kevin Roe

How to use the report:

Cognitive Tests

On the cognitive tests candidates' performances are benchmarked against a norm group. The norm group is described in the Cognitive Section of this report. Their performance, compared to the norm group, is calculated on a 9 point scale called a stanine. Stanines can be interpreted as follows:

- 8 and 9 = an excellent performance compared to the norm group
- 7 = an above average performance compared to the norm group
- 6 = a high average performance compared to the norm group
- 5 = an average performance compared to the norm group
- 4 = a low average performance compared to the norm group
- 1 - 3 = a below average performance compared to the norm group

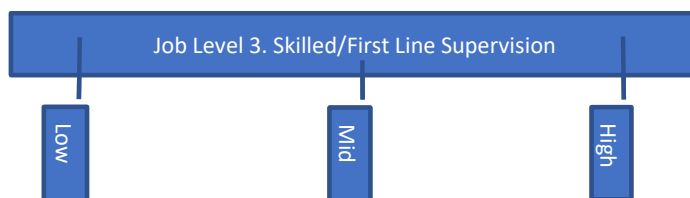
In the accompanying report, a candidate's performance on each of the cognitive tests is described in terms of the 9 point scale above. The candidate's global score across the three tests is described in the same way.

What does average mean? It means that the bulk of people in the norm group achieved a stanine of 5. This is to be interpreted as a performance on the test (and therefore that element of cognitive capability) that is typical of what we can expect from the population reflected by the norm group. A person with a stanine of 5 will therefore function as well as most other people in the norm group with regard to the cognitive capability in question.

Another useful way of looking at a candidate's performance is by comparing his/her global performance to a universal job level scale. There are 5 job levels.

- Job Level 1. Unskilled
- Job Level 2. Semi - skilled
- Job Level 3. Skilled/First Line Supervision
- Job Level 4. Middle Management/Subject Matter Specialist
- Job Level 5. Senior Management/Advanced Subject Matter Specialist

Bear in mind that each job level covers a range. For example:



A candidate who obtains a score higher than the requirements of his or her current job level is a good candidate for further development. Additional training, education and work experience will probably be required to prepare the person, as high potential is not an indication of the person's immediate suitability for a job. An individual whose score falls significantly below the range for his or her current work responsibilities may cope by drawing on a fund of experience, but may struggle with non-routine or unexpected cognitive challenges. Such a person is also likely to struggle if required to take on new work roles due to organizational restructuring or some other change.

The Consulting Psychologist makes a recommendation with regard to the individual's OVERALL cognitive fit with the role. The recommendations will be one of the following:

Excellent	Performance was well above average and substantially exceeds the requirements of the position.
Good	Performance was above average and substantially exceeds the requirements of the position.
Acceptable	Performance was average and in line with what is expected for this position.
Acceptable with Caveat	Special comments may apply and will be provided.
Marginal	Performance was low average and somewhat lower than what is expected for this position.
Poor	Performance was below average and markedly lower than what is expected for this position.

Example:

Recommendation WRT to Candidate's Fit with the Cognitive Requirements of the Job:	Acceptable
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Personality Test

Candidate's are scored and rated on the various personality traits relevant to the role using the following legend:

Gap - this means the desired trait is very poorly developed and the candidate is likely to show very few of the behaviours associated with the trait.

Development Area - this means the desired trait is quite poorly developed and the candidate is likely to show few of the behaviours associated with the trait.

Average - this means the desired trait is adequately developed and the candidate is likely to show a number of the behaviours associated with the trait, whilst there is still room for

Strength - this means the desired traits is well developed and the candidate is likely to show many of the behaviours associated with this trait.

Strength with Potential for Overuse - this means that the desired trait is extremely well develop and the candidate will consistently show many of the behaviours associated with the trait. However, the candidate may "overuse" this trait with the result that the candidate be excessive in the use of the behaviour associated with the trait. For instance when ASSERTIVENESS the candidate may not only be appropriately assertive but also domineering and stubborn at times.

The importance of each trait to the position has been rated by your organisation using the following scale:

Critically Important

Very Important

Important

Nice To Have

The Consulting Psychologist makes a recommendation with regard to the individual's OVERALL personality fit with the role. The recommendations will be one of the following:

Excellent	Personality is an excellent match with the Job Profile.
Good	Personality is a good match with the Job Profile with a few areas for development.
Acceptable	Personality is an acceptable match with the Job Profile. This person does have strengths that will support him/her in this, role, and also a several areas that should be targeted for development.
Acceptable with Caveat	Personality is mostly an acceptable match with the Job Profile. There are also a few special consideration to be kept in mind, viz.
Marginal	Personality is generally a marginal match with the job profile. He/she has some strengths but also numerous gaps that will work against this individual in the role.
Poor	Personality is generally a poor match with the job profile and will mostly work against this person in this role.

Example:

Recommendation WRT to Candidate's Fit with the Personality Requirements of the Job:	Acceptable
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Interpretation and Recommendations

The Consulting Psychologist makes a recommendation with regard to the individual's OVERALL COGNITIVE AND PERSONALITY fit with the role. The recommendations will be one of the following:

Excellent Fit and Strongly Recommended
Good Fit and Recommended
Acceptable Fit and Recommended
Acceptable Fit with Caveat and Recommended with Some Reservation
Marginal Fit and Recommended with Reservation
Poor Fit and Not Recommended

Recommendation WRT to Candidate's Overall Fit With The Psychological Capabilities Required By The Job:	Recommended with Some Reservation
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Never lose sight of the fact that psychometric test results require interpretation by a qualified psychological professional such as myself and lay people should not under any circumstances attempt to do so. You are not trained to do it and therefor are at risk of coming to the wrong conclusions. It is for this reason, that the Consulting Psychologist makes a recommendation at the end of the cognitive section, the personality section and then with respect to the overall fit of the candidate with the cognitive and personality requirements of the role. This is what you should primarily work with.

Next Steps

At the end of the day you should be working with my recommendations. They give you an understanding of the candidate's overall fit with the psychological or inherent capabilities required by the role. Remember. This assessment measures an individual's inherent capability - cognitive and personality capabilities - AND NOT competencies. Once you have the insight provided into the candidate's inherent capability you should then factor in competencies, experience qualifications etc. to arrive at an overall conclusion concerning his or her fit with the role, taking into account BOTH capability and competency.

Norm Group Used - this table reflects how the candidate/s' cognitive ability compares with the General Working Population with 12 years of On a 9 point scale and compared to the norm group, a score of 1 -3 is Below Average, 4 = Low Average, 5 =Average, 6 = High Average, 7 = Above Average, 8 - 9 = Excellent.	COGNITIVE ABILITY	COGNITIVE ABILITY	COGNITIVE ABILITY
	Don Z	John B	Debbie X
CONCEPTUAL REASONING: This dimension assesses a person's ability to think logically and abstractly. Conceptual reasoning is required to enable the person to see critical connections between facts or sets of information. The experience of previously successfully solved problems can be adapted and applied to new problems. Problems outside of a candidate's previous range of experience can be solved through powers of reasoning. When conceptual reasoning is low, candidates have to draw on past experience to solve the problems in front of them.	Low Average	Low Average	Average
CURVE OF LEARNING: This test assesses the rate at which a person's learns and makes sense of challenging new information after repeated exposures to it. High scorers will cope well with formal training and development. They will also learn from experience on the job and be able to adapt easily as a job demands change. Low scorers will struggle or be slow to benefit from training and development opportunities. They are inclined to learn rotely without insight; will be slow to learn form experience and will be slow to adapt as job demands evolve or change.	Average	Low Average	High Average
MEMORY AND UNDERSTANDING: This score indicates the degree to which the candidate mastered and learned novel material of an intellectually challenging nature under some time pressure. Low scores reflect rote learning strategies are not productive and also little retention after a simulated learning challenge, whereas high scores reflect a high retention of information after a learning challenge and learning with insight.	Average	Low Average	Excellent
GLOBAL SCORE This score consolidates the individual scores of the APIL Short Version into an overall measure of learning potential. A global score where 25 is very weak and 75 very strong. Average scores fall in the 47 to 53 range.	Low Average	Low Average	High Average

JOB LEVEL REQUIREMENT. The position has been benchmarked against Job Levels of Work. The system has five levels: 1. Unskilled, 2. Semi-Skilled, 3. Skilled/First Line Supervision, 4. Middle Management/Subject Matter Specialist, and 5. Senior Management/Advanced Subject Matter Specialist. Jobs often straddle across these levels. This is indicated in the table below:	CANDIDATE'S JOB LEVEL POTENTIAL	CANDIDATE'S JOB LEVEL POTENTIAL	CANDIDATE'S JOB LEVEL POTENTIAL
57% In Job Level 3 or Lower (Diagnostic and Pure Operations)	Mid Job Level 3 (Diagnostic) - Supervisor	Mid Job Level 3 (Diagnostic) - Supervisor	Job Level 4 - Middle Management
32% in Job Level 4 (Tactical)	Mid Job Level 3 (Diagnostic) - Supervisor	Mid Job Level 3 (Diagnostic) - Supervisor	Job Level 4 - Middle Management
11% in Job Level 5 (Strategic Development)	Mid Job Level 3 (Diagnostic) - Supervisor	Mid Job Level 3 (Diagnostic) - Supervisor	Job Level 4 - Middle Management
Recommendation WRT to Candidate's Fit with the Cognitive Requirements of the Job:	Acceptable with Caveat (See Comments)	Acceptable with Caveat (See Comments)	Good
Comments	This is acceptable for Job Level 3 demands. May need support for Level 4 and 5 demands.	This is acceptable for Job Level 3 demands. May need support for Level 4 and 5 demands.	This candidate has the potential to cope effectively with most of the cognitive demands of this role.
Job Level Legend			
JOB LEVELS 1 and 2: PURELY OPERATIONAL: This type of working environment normally requires the incumbent to be able to deal with tasks which occur within a time frame of approximately 1 day to 3 months. It is also often associated with positions such as operators and clerical workers who are involved in direct operating tasks.			
JOB LEVEL 3: DIAGNOSTIC: Skilled/First Line Supervision (a diagnostic accumulative environment). This type of working environment normally requires the incumbent to be able to deal with tasks which occur within a time frame of approximately 3 months to 1 year for the most complex tasks. It is also often associated with first line managerial work involving direct face to face leadership; or specialist work done by graduates (e.g. engineers, scientists, accountants).			
JOB LEVEL 4: TACTICAL : Middle Management or Subject Matter Specialist (a tactical environment). This type of working environment normally requires the incumbent to be able to deal with tasks which occur within a time frame of approximately 1-2 years for the most complex tasks. Here the focus is on the first level of organisational improvement. It is often associated with middle and senior management positions, as well as senior specialist and professional roles in the organisation (e.g. middle manager, divisional manager, principal specialist). Incumbents are typically involved in managing direct operating systems and evaluating practises and systems to identify and co - ordinate optimal methods.			
JOB LEVEL 5: STRATEGIC DEVELOPMENT: This type of working environment normally requires the incumbent to be able to deal with tasks which occur within a time frame of approximately 3 - 5 years for the most complex tasks. It is often associated with general management, senior management positions, as well as chief specialist and professional roles in the organisation. Here the challenge lies in synchronising and connecting efforts of the different functional and/or business units and in pursuing and co - ordinating multiple parallel pathways to achieve broad objectives. Incumbents are often required to deal with several interacting projects simultaneously and to plan and implement long term business solutions. The challenge also lies in translating abstract structures and functions into strategies and tactics. The focus is on business processes and strategy and on ensuring organisational viability. There is a conceptual focus and terms like talent pool, culture, values, capital accumulation, assets, labour etc punctuate the vocabulary at this level.			

PERSONALITY PROFILE				
	Profile Validity	Valid	Valid	Valid
Self Regulation	NB'ce	Don Z	John B	Debbie X
INTERNAL LOCUS OF CONTROL/PROACTIVE: Assumes responsibility for outcomes. Plays an active role in shaping situations/people/events or circumstances. Makes things happen rather than waiting for things to happen. Anticipates and acts on problems. Acts with vigour and decisiveness.:	Very Important	Development Area	Development Area	Strength
SELF DISCIPLINE: Sets high standards for self and others. Ensures tasks/services/products are of a high quality. Perseveres with tasks, even those that may be difficult, long or boring. Checks him/herself for accuracy and quality. Makes a point of not letting others down. Adheres to accepted protocol and standards.:	Very Important	Development Area	Average	Strength
SELF CONFIDENCE: Demonstrates a strong fundamental belief in his/her own abilities. Confidently takes on new challenges. Not afraid to take on the unfamiliar. Decisive, even under conditions of uncertainty/pressure.:	Very Important	Average	Development Area	Average
CONSCIENTIOUS: Demonstrates a strong sense of duty. Is conscientious and conducts him/herself with integrity. Is well organised and plans ahead. Consistently and reliably honours his/her responsibilities/commitments/obligations towards others. Accepts accountability for decisions/actions/results. Consistently meets deadlines/targets.:	Very Important	Gap	Average	Strength
SELF CONTROL Remains composed/controls emotions in the face of difficulties and provocation. Effectively controls negative emotions and feelings. Maintains the ability to think/act clearly and purposefully in trying circumstances. Does not react emotionally or impulsively to pressures or crises:	Very Important	Strength	Strength	Strength
RESILIENCE Deals calmly and rationally with stress/problems/frustrations. Recovers quickly from setbacks/ negative experiences. Perseveres and remains positive in the face of difficulties and setbacks. Deals constructively with obstacles and challenges. Is consistent and seldom moody or irritable:	Very Important	Average	Average	Strength
DRIVEN: High motivation and energy for change. Strong sense of time urgency and desire to get things done. Can be insistent and resolute for goals to be achieved. Can put pressure on others to perform.:	Nice to have or less			

Managing Tasks	NB'ce	Don Z	John B	Debbie X
ENTHUSIASTIC: Spots opportunities and is willing to take risks. Is energetic and approaches tasks with enthusiasm. Spontaneous and able to adapt easily to unplanned situations. Makes quick decisions/acts without long deliberation.:	Nice to have or less			
CAUTIOUS: Considers all alternatives before acting. Is aware of and takes into account risks/potential threats associated with a course of action. Is safety conscious and avoids pitfalls. Weighs up advantages and disadvantages carefully before making decisions.:	Nice to have or less			
DETAIL CONSCIOUS: Accomplishes tasks through a concern for all areas involved, no matter how small. Ensures that minor considerations are not overlooked. Checks written work for errors before submitting. Plans activities before undertaking them. Follows up and ensures that tasks are completed.:	Very Important	Average	Average	Strength
CONCEPTUAL: Looks beyond the obvious facts in most situations. Generate novel, creative ideas. Creates abstract ideas/concepts/theoretical ideas. Good at "what - if" thinking:	Nice to have or less			
INTUITIVE: Takes into consideration feelings when making decisions. Responds to situations at an intuitive, emotional level. Creative and aware of possibilities. Able to appreciate non - factual information when performing tasks.:	Nice to have or less			
LOGICAL: Bases decisions and actions on facts and data. Places emphasis on results rather than feelings. Evaluates problems objectively. Proposes realistic ideas and plans of action.:	Very Important	Gap	Average	Strength
CONVENTIONAL: Faithfully adheres to policies and procedures. Implements tried and tested methods for performing tasks. Avoids risks. Provides structure/follows processes.:	Nice to have or less			
PRACTICAL: Turns ideas and decisions into practical action steps that can be implemented. Finds ways to make things work in practice. Ensures that goals and objectives are implemented in a methodical way. Attends closely to daily tasks and problems and deals with them in a practical way. Ensures that goals, outputs, actions can be measured and monitored.:	Very Important	Average	Strength	Strength
INNOVATIVE: Challenges existing thinking and accepted ideas/beliefs. Actively promotes change/new ideas. Embraces continuous improvement. Experiments with untried solutions.:	Nice to have or less			

Working with People	NB'ce	Don Z	John B	Debbie X
ACCOMMODATING: Good listener and open to views of others. Accommodates people's views and preferences. Smoothes over conflict. Eager to provide service and satisfy other's needs.:	Nice to have or less			
ASSERTIVE: Stands up for his/her own views and opinions. Bends others to his/her way of thinking. Takes the lead in group situation. Takes charge and provides direction to others. Competitive and not easily dissuaded/influenced.:	Very Important	Gap	Development Area	Strength
SELF SUFFICIENT: Works most effectively on his/her own. Takes decisions/action without the support of the group. Relies mainly on his/her own views and judgement. Achieves goals and is productive mainly through own rather than team effort.:	Nice to have or less			
CONTROLLING: Closely monitors and evaluates the results of other's work. Quick to take disciplinary action/address people's behaviour/performance. Holds others accountable for performance and behaviour. Is probing/incisive/penetrating/critical in dealings with others. Difficult to fool or manipulate.:	Nice to have or less			
EMPATHY: Understands people's interests/concerns/feelings. Understands the deeper issues relating to people's words and actions. Accurately interprets people's feelings and messages. Able to step into other people's shoes and understand things from their viewpoint. Listens accurately and understands clearly what others are trying to communicate.:	Nice to have or less			
COLLABORATIVE: Believes in people and their potential. Demonstrates trust in, and respect for others. Is tolerant, allows people to learn from their mistakes and develops them. Collaborates readily with others on task or projects. Provides people with recognition and reinforcement.:	Very Important	Gap	Strength	Average
INTERPERSONAL INSIGHT: Demonstrates insight into people's feelings and motivations. Is perceptive and aware of group dynamics and social/organizational politics. Communicates in a way that demonstrates tact and appropriateness. Concerned with and aware of the impact that his/her communication has on others. Can turn interpersonal situations to his/her advantage.:	Very Important	Strength with Potential for Overuse	Average	Strength
INTERPERSONAL CONFIDENCE: Confident and at ease in a wide range of interpersonal situations. Communicates easily and confidently in groups/with strangers. Initiates contact and interaction with people. Actively participates in/voices opinions in group discussions/meetings. Bold and expressive when interacting with people.:	Very Important	Strength	Strength	Average
TEAMWORK: Can work alongside and with others to achieve goals. Remains committed and involved with the team in spite of obstacles/frustrations/differences. Provides recognition and support to team members. Acknowledges and takes into consideration the views of other team members. Responds constructively to conflict within the team.:	Very Important	Gap	Average	Strength

Team Roles	NB'ce	Don Z	John B	Debbie X
CO – ORDINATOR: Defines team roles. Co - ordinates team efforts. Organizing people and resources around goals.:	Nice to have or less			
DRIVER: Brings competitive drive to the team. Creates a sense of urgency. Makes things happen. Challenges team to move forward.:	Important	Average	Average	Average
CRITICAL JUDGE: Keeps team from pursuing misguided goals. Spots errors and flaws. Analyses problems from all angles.:	Nice to have or less			
IMPLEMENTER: Turns decisions and strategies into manageable tasks. Brings logical, methodical pursuit of objective to team. Takes basic ideas and makes them work in practise.:	Nice to have or less			
SUPPORTER: Promotes team harmony. Resolves interpersonal issues within the team. Listener who builds on the ideas of others.:	Nice to have or less			
COMPLETER: Reliably sees things through to the end. Spots and irons flaws and errors. Intolerant of casual and careless. Follows up.:	Important	Average	Average	Strength
CATALYST: Develops wide network of contacts. Initiates new projects. Generates enthusiasm for ideas.:	Very Important	Average	Average	Average
INNOVATOR: Solves difficult problems with new and creative ideas. Generates new ideas and conceptualises new possibilities. Stimulates and challenges the team's thinking.:	Nice to have or less			
Recommendation WRT to Candidate's Fit with the Personality Requirements of the Job:		Poor	Acceptable with Caveat	Good

Recommendation WRT to Candidate's Fit with the Cognitive Requirements of the Job:	Acceptable with Caveat	Acceptable with Caveat	Good
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Recommendation WRT to Candidate's Overall Fit (Cognitive and Personality Profile) With The Psychological Capabilities Required By The Job:	Don Z	John B	Debbie X
	Poor Fit and Not Recommended	Acceptable Fit with Caveat and Recommended with Some Reservation	Good Fit and Recommended
Caveats	Don may need support with regard to the more advanced cognitive challenges of the Superintendent role. Functioning effectively under stress, being objective and the ability to remain grounded and practical could well be challenges for her. Self - confidence is also low.	John will need support with regard to the more advanced cognitive challenges of the Superintendent role. It will also be beneficial for him to develop better assertiveness, initiative and self - confidence.	NA