

ITESTHUB · ACCOUNTANCY SJT - RECRUITMENT REPORT

# Accountancy SJT

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A report for

**Sam Sample**

# Sam Sample

Completed 30/09/2026 · Report valid 12 months

## Introduction

This report is confidential and is intended solely for the person responsible for assessing Sam Sample, who completed the Accountancy SJT on 30/09/2026.

The test is designed to assess areas of critical importance for success in the role of an Accountant. The competencies assessed are defined below.

TEST SESSION

Recommended time: 15 minutes

Time taken: 0 minutes, 0 seconds

Norm group: —

Competencies assessed: 4

## Interpreting scores

Scores on Accountancy SJT are calculated by comparing an individual's score with a large group of people (norm group) who have also completed the same test. These are expressed as 'percentiles' — use the key below to benchmark Sam's overall result.

| Very Low  | Low        | Mid        | High       | Very High   |
|-----------|------------|------------|------------|-------------|
| 1-10 %ile | 11-30 %ile | 31-69 %ile | 70-89 %ile | 90-100 %ile |

## How To Use This Report

This report contains 'percentile scores', 'behavioural interpretation' and 'interview questions' that can be used to explore an individual's results in more detail:

### Percentile Scores

Percentile scores represent how an individual's performance on a test (i.e., their score) compares to the performance of other individuals that have also taken the same test (i.e., the comparison group or norm group). Percentile scores range from the 1st to 99th percentile, where 1 is a very low score and 99 is very high. The overall percentile score is the most predictive of an individual's likely performance in a job. The report also contains percentile scores for each competency assessed, and these should be considered as a guide to help you identify where an individual has excelled or might need to improve a specific behavioural skill. It is not a score, in isolation, that should drive your final recruitment decision. This is because the competency percentile scores are produced by a subset of the test questions, whereas the overall percentile score is produced from all of the test questions.

### Behavioural Interpretation

For each competency, an interpretation (four bullet points) has been provided to help you better understand the decisions a candidate has made on the assessment. Not every bullet point may apply equally to all candidates, but you should consider them all to be relevant as they are based on the specific choices a candidate has made on the assessment.

### Interview Questions

For each competency, interview questions are provided to help you explore a candidate's results in more detail. You can select the question you believe is most appropriate and you should use the relevant 'four behavioural indicators' to guide your evaluation of a candidate's response. Note, you do not need to ask all four questions – usually one is sufficient, but more are provided if needed. It is also good practice to follow up with additional questions. To help with this you may wish to use the STAR method. This is described below with some additional probing questions you can use.

- **S = Situation:** What was the situation? What were the circumstances or context?
- **T = Task:** What were you trying to achieve? What was your task?
- **A = Actions:** How did you approach it? What did you do? Who did you involve? What challenges did you face, and how did you overcome these? What else did you do?
- **R = Results:** What was the outcome? How did you establish the benefit of what you did?

You should aim to spend more time asking 'Action' questions as these are the ones that typically produce behavioural responses.

### Rating Scale

The Rating Scale below can be used to evaluate a candidate's responses to the competency questions provided in this report. During the interview you should aim to establish a pattern of positive & negative evidence for each competency. The final rating you give should be a 'weighted' decision, based on the collective evidence you obtain for each competency.

| 1 - Significant Development                                                         | 2 - Development                                                                                                                                           | 3 - Mixed                                                                                 | 4 - Strength                                                                                                                                              | 5 - Significant Strength                                                            |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| A strong and dominant pattern of negative behaviour (in relation to the indicators) | A clear pattern of negative behaviour (in relation to the indicators), and little evidence of positive behaviour to weigh against this – none significant | Balanced evidence of both positive and negative behaviour (in relation to the indicators) | A clear pattern of positive behaviour (in relation to the indicators), and little evidence of negative behaviour to weigh against this – none significant | A strong and dominant pattern of positive behaviour (in relation to the indicators) |

# Accountancy Competencies

## Purposeful Engagement

Supporting colleagues and clients, scope, timing, and resource allocations.

- Building trust and confidence with clients, colleagues and senior accountants / managers, through personal engagement and support
  - Establishing a network of fluent relationships with clients, colleagues and senior accountants / managers
  - Communicating clearly and confidently (i.e., being clear, precise and timely)
  - Negotiating fluently and calmly, esp. with clients, colleagues and senior accountants / managers
- 

## Creating Clarity

Understanding and establishing your client profile, goal setting, grading and action plans.

- Understanding the company (i.e., culture, priorities, procedures, etc)
  - Understanding own (and others') strengths and limitations, as well as perspectives and attitudes
  - Gathering sufficient information to establish a clear understanding of tasks and priorities
  - Analysing situations (i.e., risks, benefits, and opportunities) appropriately to draw valid conclusions and make appropriate decisions
- 

## Driving Peak Performance

Routinely providing high-quality efficient and adaptive client-focused service (i.e. Colleagues and Clients).

- Setting clear and achievable targets for self (and others), monitoring progress and adapting as required
  - Being always proactive, in dealing with responsibilities and challenges, esp. delays, quality and tasks
  - Being resilient, having effective strategies for dealing with work-related pressures and setbacks
  - Maintaining an organised and calm approach, esp. under pressure and managing deadlines
- 

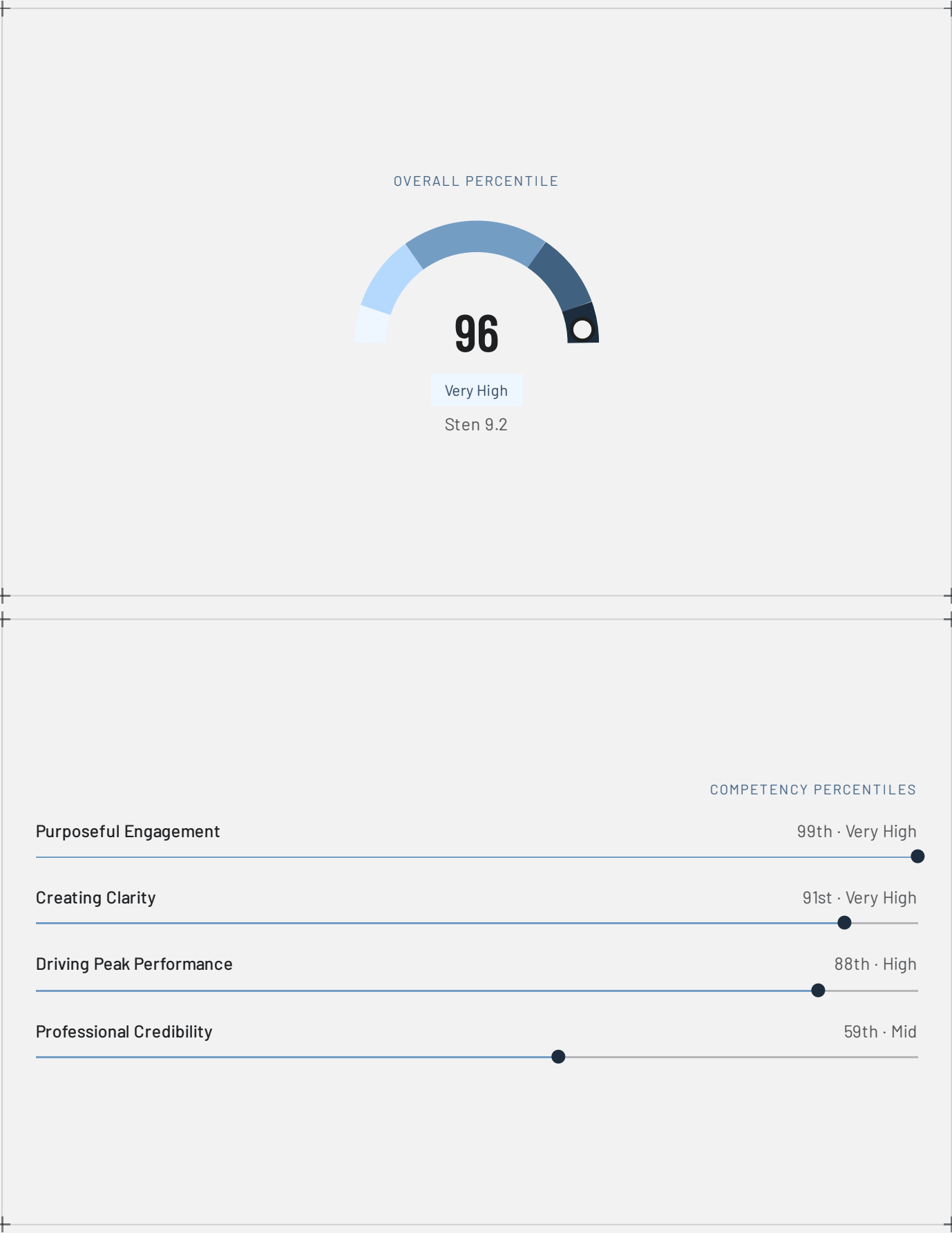
## Professional Credibility

Demonstrating a genuine commitment to company standards and best practice.

- Demonstrating genuine, visible commitment to company values, goals and priorities
- Demonstrating appropriate care and attention in all aspects of work (e.g., due diligence, quality, process, etc)
- Being open and honest about own strengths and development needs (i.e., acknowledging own limitations, errors, and misjudgements, etc.)
- Welcoming and providing constructive challenge, recognising the need to keep learning

# Results

Sam's overall result on the Accountancy SJT, then a percentile and band for each competency assessed. The key on page 2 explains what these mean.



## Purposeful Engagement

Supporting colleagues and clients, scope, timing, and resource allocations.

- Building trust and confidence with clients, colleagues and senior accountants / managers, through personal engagement and support
- Establishing a network of fluent relationships with clients, colleagues and senior accountants / managers
- Communicating clearly and confidently (i.e., being clear, precise and timely)
- Negotiating fluently and calmly, esp. with clients, colleagues and senior accountants / managers

PERCENTILE SCORE

99th · Very High

The responses suggest:

- Confidently engages others to ensure expectations are fully understood and desired outcomes can be achieved
- Proactively reaches out to colleagues, seeking opportunities to build fluent working relationships
- Communicates clearly and confidently, constructively managing others' expectations and setting boundaries
- Carefully negotiates with others to explore and agree how best to meet deadlines and expectations

The questions below are designed for interviewers to explore the results in more detail.

- Describe a time where you had to build a strong rapport with new a colleague or client. How did you go about it?
- Tell me about a time when you have built a relationship with a challenging client or partner. Describe the approach you took.
- Can you give me an example of when you have had to negotiate with a client or partner? How did you go about it?
- What are some of the qualities and approaches that you could learn from others that would help you connect or work more effectively with people?

EVIDENCE AND RATING

Rating

## Creating Clarity

Understanding and establishing your client profile, goal setting, grading and action plans.

- Understanding the company (i.e., culture, priorities, procedures, etc)
- Understanding own (and others') strengths and limitations, as well as perspectives and attitudes
- Gathering sufficient information to establish a clear understanding of tasks and priorities
- Analysing situations (i.e., risks, benefits, and opportunities) appropriately to draw valid conclusions and make appropriate decisions

PERCENTILE SCORE

91st · Very High

The responses suggest:

- Fully understands the broader aims of the company, prioritising tasks in line with these expectations
- Carefully considers the perspectives of others before making difficult people decisions
- Fully explores a broad amount of information before making important decisions
- Carefully establishes how best to resolve challenging or complex problems

The questions below are designed for interviewers to explore the results in more detail.

- Tell me about a time when a client or senior stakeholder presented you with a task you knew little about. How did you approach it?
- Tell me about a time when you have sought feedback from different people before making a decision.
- Give me an example of when you had to solve a complex issue. What was the issue? How did you tackle it?
- How do you typically encourage others to come up with fresh ideas? Can you share a specific example?

EVIDENCE AND RATING

Rating

## Driving Peak Performance

Routinely providing high-quality efficient and adaptive client-focused service (i.e. Colleagues and Clients).

- Setting clear and achievable targets for self (and others), monitoring progress and adapting as required
- Being always proactive, in dealing with responsibilities and challenges, esp. delays, quality and tasks
- Being resilient, having effective strategies for dealing with work-related pressures and setbacks
- Maintaining an organised and calm approach, esp. under pressure and managing deadlines

PERCENTILE SCORE

88th · High

The responses suggest:

- Prioritises activity and formulates plans to ensure the timely delivery of tasks
- Takes ownership of challenging assignments, tackling tasks carefully
- Is resilient, thinking clearly about the best course of action to take, after making a mistake
- Manages their workload effectively, articulating what can be achieved with limited resources or time

The questions below are designed for interviewers to explore the results in more detail.

- How do you typically approach routine tasks? Can you share a specific example of a task that you do regularly?
- Tell me about a time when you have set yourself a highly ambitious goal. How did you approach it?
- How would you describe your time management skills? Can you share a specific example that illustrates your approach to time management?
- Can you give me an example of when you had to work under pressure? How did you tackle it?

EVIDENCE AND RATING

Rating

## Professional Credibility

Demonstrating a genuine commitment to company standards and best practice.

- Demonstrating genuine, visible commitment to company values, goals and priorities
- Demonstrating appropriate care and attention in all aspects of work (e.g., due diligence, quality, process, etc)
- Being open and honest about own strengths and development needs (i.e., acknowledging own limitations, errors, and misjudgements, etc.)
- Welcoming and providing constructive challenge, recognising the need to keep learning

PERCENTILE SCORE

59th · Mid

The responses suggest:

- Is supportive, investing their time to help others find solutions to challenges
- Demonstrates appropriate care and attention to ensure their work is completed to a high standard
- Acknowledges own mistakes, ensuring errors can be appropriately resolved
- Welcomes opportunities to learn and develop, accepting feedback as an opportunity to improve

The questions below are designed for interviewers to explore the results in more detail.

- Tell me about a time when you've taken it upon yourself to resolve an issue that wasn't your responsibility. Why was it important to take it on?
- What level of quality for a piece of work is acceptable to you? How do you think your level compares to your peers?
- Describe when you last made a mistake in your work? What was the mistake? What did you do to fix it?
- Has there been a time when you received difficult or challenging feedback? How did you respond to it?

EVIDENCE AND RATING

Rating