

ITESTHUB · ACCOUNTANCY SJT - INTERVIEW REPORT

Accountancy SJT

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**

Evidence-Based Interviewing

Interview Questions

Evidence-based interview questions, often referred to as behavioural interview questions, are designed to uncover specific examples of a candidate's past behaviour or experiences in order to predict their future behaviour and performance in a job. Instead of asking hypothetical or speculative questions, evidence-based questions delve into actual situations that the candidate has encountered, giving the interviewer concrete examples of how the candidate operates in various scenarios.

Typical evidence-based questions might begin with phrases like:

- "Tell me about a time when..".
- "Describe a situation where..".
- "Can you give an example of..".

How to Use Them

- **Focus on Competencies or Skills:** You should use the 4 Competencies defined by the Accountancy SJT and 'collect evidence' from the interview of how the candidate has demonstrated them.
- **Utilise the Questions:** We have designed questions to elicit 'stories' or examples that demonstrate these competencies. You should only need to ask one full question set and you should allow 10-12 minutes for each.
- **Listen Actively:** When the candidate responds, listen carefully. Do not judge what is being said during the interview but aim to gather as much information as you can that relates to the behavioural indicators of each competency.
- **Probe Further:** Ask the 'probing' or follow-up questions to delve deeper.
- **Evaluate:** After the interview, evaluate the candidate's answers against the competencies provided. Look for patterns in behaviour, both positive and negative.

Benefits

- **Predictive Value:** Evidence-based questions are more predictive of a candidate's future performance than traditional interview questions because they focus on real past behaviour.
- **Fairness:** By standardising the questions based on desired competencies or behaviours, all candidates are measured against the same criteria, which can reduce bias.
- **Depth of Understanding:** These questions provide a deeper understanding of a candidate's experiences, how they think, and how they act in specific situations.
- **Gauge Cultural Fit:** Through real-life scenarios, interviewers can better judge if the candidate's behaviours align with the role or a company's culture.
- **Reduced Mis-Hires:** By gaining insight into actual past behaviours, employers can make more informed hiring decisions, potentially reducing the cost and disruption of mis-hires.

How To Use This Report

To get the most from your interview, it is worth familiarising yourself with three models: STAR Model, ORCE Model & our Rating Scale.

STAR Model

The structure of the interview questions provided are based on the STAR model. This encourages you to collect a complete example (i.e., beginning, middle and end). During the interview you may wish to ask some of your own probing questions, and we recommend using this model as a guide, as it will help you create effective questions.

Typical STAR questions:

- **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.

ORCE Model

The ORCE model is a systematic approach to assess behaviours, especially used in the context of evidenced-based interviewing. The acronym stands for Observe, Record, Classify, and Evaluate. Here's a brief overview of how to use each step:

Step	Purpose	How to
Observe	Actively listen and watch for non-verbal cues as candidates share their experiences and examples.	During the interview, focus intently on the candidate's answers, noting not only what is said but how it's communicated. Pay attention to body language, tone, and other non-verbal cues that might give deeper insights into the candidate's experiences and emotions. This can help you know when to ask probing questions.
Record	Document candidates' responses to evidence-based questions for later analysis.	Use structured note-taking techniques to jot down key points or standout comments from the candidate. This could involve using a standardised form or digital tool where interviewers can quickly note down candidate examples, results, and other pertinent details.
Classify	Group the documented responses into categories that align with the competencies or skills you're assessing.	After the interview, review your notes and categorise the candidate's behaviours or actions based on the competencies in question.
Evaluate	Determine the candidate's suitability for the role based on their responses, matched against the desired competencies or behaviours.	Reflect on the classified responses in comparison with what is desired or expected for the role. Rate the candidate's evidence against predefined criteria or rating scale provided. This step helps interviewers make objective assessments and reduces the risk of personal biases affecting the hiring decision.

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)

In the context of evidence-based interviews, the STAR & ORCE models provide a systematic approach to assess a candidate's potential fit for a position. By observing behaviours through past experiences, recording pertinent details, classifying them under relevant competencies, and evaluating against role requirements, interviewers can make more informed and objective hiring decisions.

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

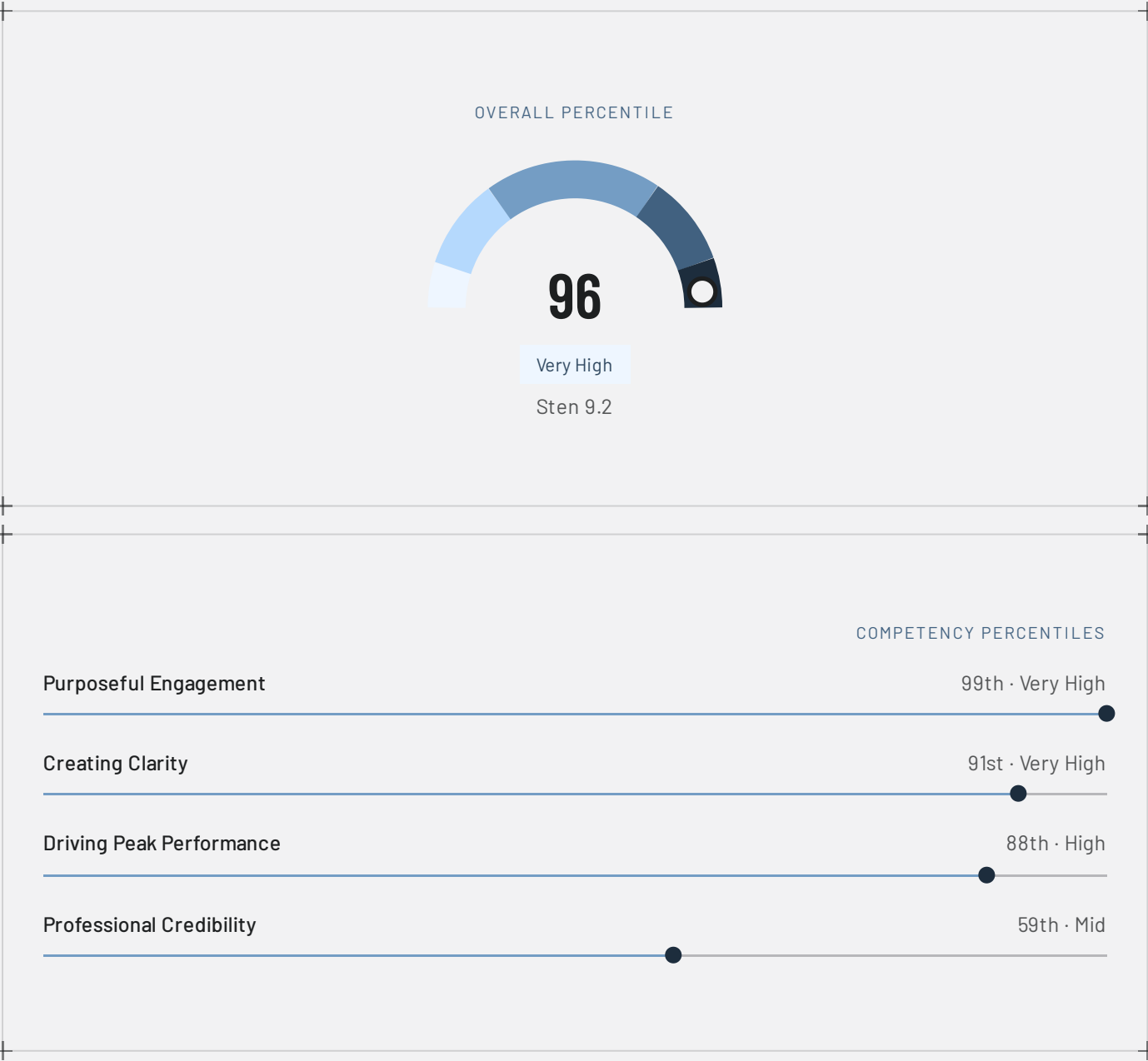
Results

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

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 ▲



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.

1. Describe a time where you had to build a strong rapport with a new colleague or client. How did you go about it?

- What was the situation that required you to build a rapport with the new colleague or client? [Situation & Task]
- How did you approach building this rapport? What specific actions did you take to establish a strong relationship? [Action]
- What was the outcome of your efforts? How did the rapport you built impact your work or the relationship? [Result]

2. Tell me about a time when you have built a relationship with a challenging client or partner/director. Describe the approach you took.

- What was the situation that made the relationship challenging, and what was your role? [Situation & Task]
- How did you approach building the relationship? What strategies did you use to overcome the challenges? [Action]
- What was the outcome of your efforts? How did this relationship impact your work or collaboration with the client/partner/director? [Result]

3. Can you give me an example of when you have had to negotiate with a client or colleague? How did you go about it?

- What was the situation that required negotiation, and why was it important? [Situation & Task]
- How did you approach the negotiation? What steps did you take to ensure a successful outcome? [Action]
- What was the result of the negotiation? How did it affect your relationship with the client or colleague? [Result]

4. 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?

- What qualities or approaches have you observed in others that you admire? [Situation & Task]
- How do you think these qualities or approaches could enhance your ability to connect with others? [Action]
- What steps could you take to develop these qualities in yourself, and what impact do you anticipate they would have on your effectiveness in working with people? [Result]

EVIDENCE AND RATING

Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Note the evidence you gather against this competency's behavioural indicators, then give one weighted rating using the scale on the guidance page.

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



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.

1. Tell me about a time when a client or senior stakeholder presented you with a task you knew little about.

- What was the task? Why was it unfamiliar to you? [Situation & Task]
- How did you go about understanding and approaching the task? What steps did you take to ensure you could handle it effectively? [Action]
- What was the outcome of your efforts? How did you and the client or stakeholder benefit from your approach? [Result]

2. Tell me about a time when you have sought feedback from different people before making a decision.

- What was the decision you needed to make? Why did you seek feedback from others? [Situation & Task]
- How did you approach gathering feedback? Who did you consult, and why? [Action]
- What was the result of your decision after considering the feedback? How did the feedback influence the outcome? [Result]

3. Give me an example of when you had to solve a complex issue.

- What was the complex issue you were facing? Why was it challenging? [Situation & Task]
- How did you approach solving the issue? What steps did you take to identify and implement a solution? [Action]
- What was the outcome of your efforts? How did solving this issue impact your work or the organisation? [Result]

4. How do you typically encourage others to come up with fresh ideas? Can you share a specific example?

- What was the situation where you needed to encourage others to generate new ideas? [Situation & Task]
- What actions did you take to inspire or motivate others to think creatively or strategically? [Action]
- What was the result of your encouragement? How did it impact the outcome of the situation? [Result]

EVIDENCE AND RATING

Rating

Note the evidence you gather against this competency's behavioural indicators, then give one weighted rating using the scale on the guidance page.

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



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.

1. How do you typically approach routine tasks? Can you share a specific example of a task that you do regularly?

- What is the routine task you regularly perform, and why is it important? [Situation & Task]
- How do you approach completing this task? What steps do you take to ensure efficiency and consistency? [Action]
- What are the results of your approach to this routine task? How does it impact your overall productivity or work quality? [Result]

2. Tell me about a time when you have set yourself a highly ambitious goal. How did you approach it?

- What was the ambitious goal you set for yourself, and what motivated you to pursue it? [Situation & Task]
- How did you approach achieving this goal? What strategies did you use to stay focused and overcome challenges? [Action]
- What was the outcome of your efforts? How did achieving (or working towards) this goal impact you? [Result]

3. How would you describe your time management skills? Can you share a specific example that illustrates your approach to time management?

- What was the situation that required effective time management, and why was it important? [Situation & Task]
- How did you manage your time to handle the situation? What specific techniques or tools did you use? [Action]
- What was the outcome of your time management efforts? How did it affect the project's success or your personal productivity? [Result]

4. Can you give me an example of when you had to work under pressure? How did you tackle it?

- What was the situation that put you under pressure, and why was it challenging? [Situation & Task]
- How did you tackle the pressure? What steps did you take to manage stress and remain effective? [Action]
- What was the outcome of your efforts? How did working under pressure affect the final result? [Result]

EVIDENCE AND RATING

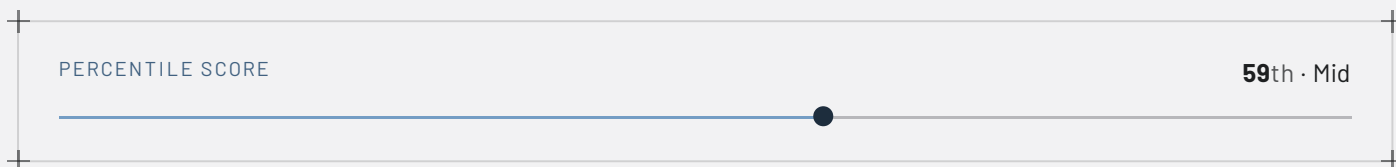
Rating

Note the evidence you gather against this competency's behavioural indicators, then give one weighted rating using the scale on the guidance page.

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



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.

1. Tell me about a time when you took it upon yourself to resolve an issue that wasn't your responsibility. Why was it important to take it on?

- What was the issue that you decided to resolve, and why was it not originally your responsibility? [Situation & Task]
- How did you approach resolving the issue? What specific actions did you take? [Action]
- What was the outcome of your efforts? How did taking on this responsibility impact the overall situation? [Result]

2. What level of quality for a piece of work is acceptable to you? How do you think your level compares to your peers?

- Can you describe a situation where your standard of quality was particularly important? [Situation & Task]
- How did you ensure that the work met your standard of quality? What steps did you take? [Action]
- What was the outcome, and how did your standard of quality compare to that of your peers? [Result]

3. Describe when you last made a mistake in your work? What was the mistake? What did you do to fix it?

- What was the mistake you made, and in what context did it occur? [Situation & Task]
- How did you react upon realising the mistake? What steps did you take to fix it? [Action]
- What was the outcome of your efforts to fix the mistake? What did you learn from the experience? [Result]

4. Has there been a time when you received difficult or challenging feedback? How did you respond to it?

- What was the context in which you received the challenging feedback, and what was the feedback about? [Situation & Task]
- How did you respond to the feedback initially? What steps did you take to address it? [Action]
- What was the result of your response to the feedback? How did it impact your work or approach? [Result]

EVIDENCE AND RATING

Rating

Note the evidence you gather against this competency's behavioural indicators, then give one weighted rating using the scale on the guidance page.
