

ITESTHUB · GRADUATE FINANCIAL SERVICES SJT - INTERVIEW REPORT

Graduate Financial Services 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 Graduate Financial Services SJT on 30/09/2026.

The test is designed to assess key areas critical for success in the role of a Graduate working in Financial Services. 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 Graduate Financial Services 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 and 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. This helps establish whether the candidate possesses the competencies or skills you are looking for.

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 an individual's responses to the evidence-based questions. During the interview you should aim to establish a pattern of positive and 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. This is only done when the interview is completed.

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 and 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.

Graduate - Financial Services Competencies

Purposeful Engagement

Supporting colleagues, management and stakeholders in an effort to improve and maximise outcomes (i.e., efficiency and quality).

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

Analytical Rigour

Establishing a Clear, precise and accurate understanding of situations and tasks to facilitate effective action and valid decision-making.

- 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.
-

Sustaining Peak Performance

Routinely delivering a high quality, efficient and adaptive client-focused service (i.e., colleagues, management, stakeholders and clients).

- Setting clear and achievable targets for self (and others), monitoring progress and adapting as required.
 - Being proactive at all times, 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.
- Being respectful of others (i.e., knowledge, expertise, opinions etc.).
- Being open and honest about own strengths and development needs (i.e., acknowledging own limitations, errors, and misjudgements etc.).
- Welcoming constructive challenge, recognising the need to keep learning.

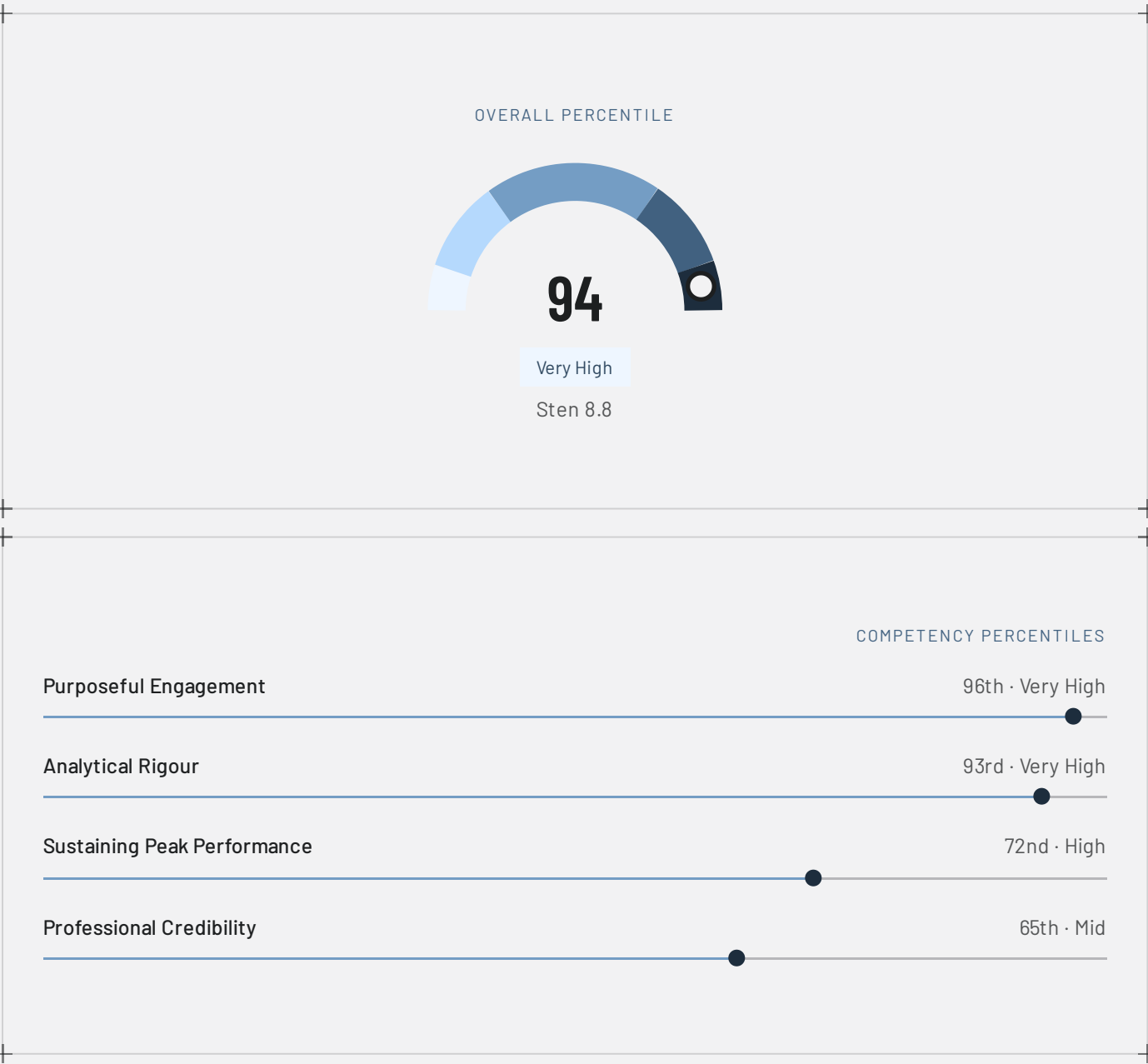
Results

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

Interpreting scores

Scores on Graduate Financial Services 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.

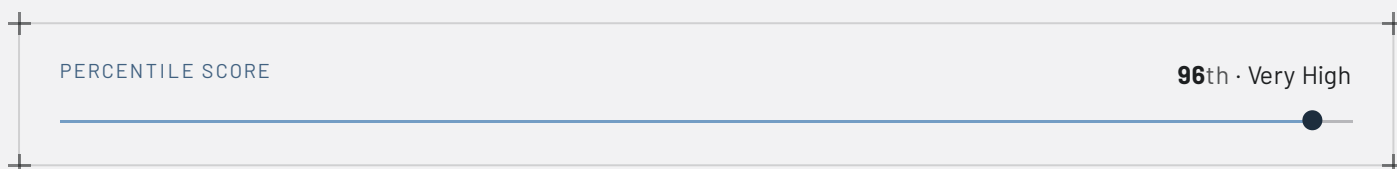
Very Low	Low	Mid	High	Very High
1-10 %ile	11-30 %ile	31-69 %ile	70-89 %ile	90-100 %ile



Purposeful Engagement

Supporting colleagues, management and stakeholders in an effort to improve and maximise outcomes (i.e., efficiency and quality).

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



The responses suggest:

- Are an active collaborator, seeking opportunities to build greater trust and mutual understanding.
- Confidently build fluent working relationships with others, demonstrating warmth and an awareness of social etiquette.
- Communicate proactively, expressing their views with confidence and seeking out others' perspectives.
- Approach negotiations respectfully, engaging in constructive debate.

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

1. Describe a situation where you worked closely with individuals with very different perspectives.

- What were you all working on? What were the differences? [Situation & Task]
- What actions did you take to ensure effective collaboration and communication? How did you address the different perspectives? [Action]
- What was the outcome of working with this group? How did your approach to collaboration affect the project or the group's cohesion? [Result]

2. Tell me about a time when you have built a relationship with a challenging individual.

- What were the circumstances? What made the individual challenging? [Situation & Task]
- What actions did you take to build a relationship? What challenges did you encounter? How did you overcome these? [Action]
- What was the result of your efforts? How did the relationship change or improve? [Result]

3. Give me an example of when you have had to negotiate with someone.

- Why was a negotiation necessary? What was your role? [Situation & Task]
- How did you handle the negotiation? How did you tackle any differences or disagreements? [Action]
- What was the outcome of the negotiation? How did it benefit both parties? [Result]

4. Tell me about a time when you needed to communicate detailed information clearly and precisely.

- What was the situation? What information were you communicating? [Situation & Task]
- How did you ensure that the information was communicated effectively? How did you avoid misunderstandings? [Action]
- What was the outcome of your communication? How did it impact the recipient's understanding or actions? [Result]

EVIDENCE AND RATING

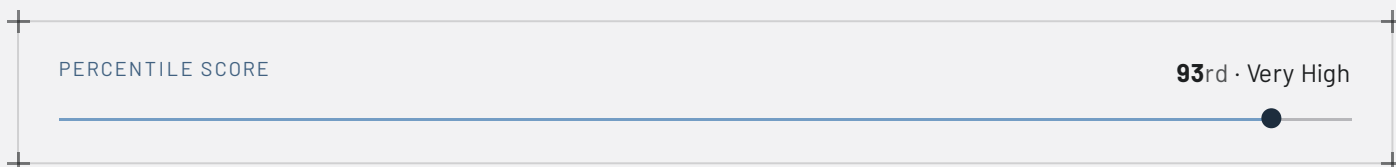
Rating

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

Analytical Rigour

Establishing a Clear, precise and accurate understanding of situations and tasks to facilitate effective action and valid decision-making.

- 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 establish a clear understanding of company priorities and goals.
- Understand own strengths and limitations, and demonstrate a willingness to learn.
- Clearly establish the perspectives of relevant others before making decisions or solving challenges.
- Analyse information efficiently, identifying and seizing new opportunities.

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

1. Tell me about a time when you were presented with a problem you knew little about.

- What was the problem presented to you? Why was it unfamiliar to you? [Situation & Task]
- How did you go about understanding and addressing the problem? What challenges did you encounter? How did you overcome these challenges? [Action]
- What was the outcome of the situation? What did you learn from the experience? [Result]

2. Give me an example of a decision you have made where you had to consider a range of possible alternatives or options first.

- What was your role? Why did you need to consider alternatives to make the decision? [Situation & Task]
- How did you establish the alternatives? What actions did you take to evaluate the alternatives? How did you decide which option was the best? [Action]
- What was the result of your decision? How did considering multiple options influence the outcome? [Result]

3. Tell me about a time when you had to make a quick decision.

- What was the situation? Why was a quick decision necessary? [Situation & Task]
- What steps did you take to make the decision? How did you ensure that it was the best possible choice? [Action]
- What was the outcome of the decision you made? How did it impact the situation or the people involved? [Result]

4. Describe a situation where you needed to come up with fresh ideas to solve a problem.

- What was your role? Why were fresh ideas needed? [Situation & Task]
- How did you generate new ideas? How did you evaluate the ideas you came up with? [Action]
- How successful was your idea at resolving the problem? What did you learn about yourself at this time? [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.

Sustaining Peak Performance

Routinely delivering a high quality, efficient and adaptive client-focused service (i.e., colleagues, management, stakeholders and clients).

- Setting clear and achievable targets for self (and others), monitoring progress and adapting as required.
- Being proactive at all times, 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:

- Set clear and achievable targets, monitoring progress and adapting as required.
- Proactively deal with responsibilities and challenges.
- Are resilient, utilising effective strategies for dealing with work-related pressures and setbacks.
- Maintain an organised and calm approach, especially when facing unexpected responsibilities or managing tight deadlines.

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

1. Share an example of a routine task you have completed.

- What was the routine task? What was your role in completing it? [Situation & Task]
- How did you approach the task? What did you do to maximise your efficiency in completing the task? [Action]
- What was the result of your approach? What feedback, if any, did you receive about it? [Result]

2. Tell me about a time when you set yourself a highly ambitious goal.

- What was the ambitious goal you set for yourself? Why did you set it? [Situation & Task]
- How did you approach achieving this goal? What challenges did you encounter? How did you address these? [Action]
- What was the outcome of your efforts? Do you do anything differently today as a result? [Result]

3. Share an example that illustrates your approach to time management.

- What was the situation? What were you trying to achieve? [Situation & Task]
- How did you manage your time to handle this situation? What challenges did you encounter? How did you address them? [Action]
- What was the outcome of your time management efforts? [Result]

4. Give me an example of when you had to work under pressure.

- What was the situation that put you under pressure? [Situation & Task]
- How did you tackle working under pressure? What challenges did you encounter? How did you address them? [Action]
- What was the result of your efforts? How successful were you in dealing with the pressure? [Result]

EVIDENCE AND RATING

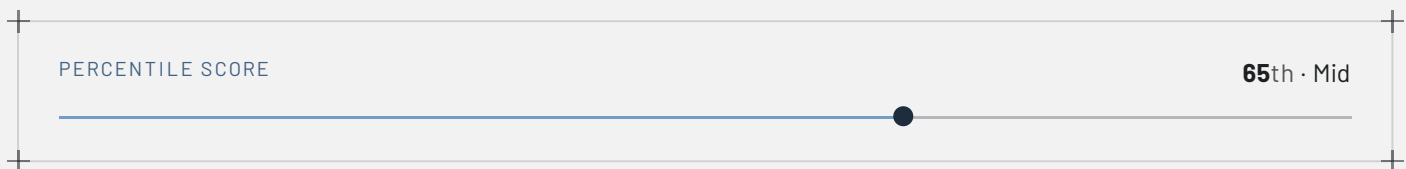
Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

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Professional Credibility

Demonstrating a genuine commitment to company standards and best practice.

- Demonstrating genuine, visible commitment to company values, goals and priorities.
- Being respectful of others (i.e., knowledge, expertise, opinions etc.).
- Being open and honest about own strengths and development needs (i.e., acknowledging own limitations, errors, and misjudgements etc.).
- Welcoming constructive challenge, recognising the need to keep learning.



The responses suggest:

- Align actions and decisions with company values, goals, and priorities.
- Apply appropriate care and attention to work, ensuring due diligence, quality, and adherence to processes.
- Openly acknowledge personal strengths and areas for development, including limitations, errors, and misjudgements.
- Are receptive to and provide constructive feedback, recognising the importance of continuous learning.

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.

- What was the situation and the issue that you decided to resolve? [Situation & Task]
- How did you approach resolving this issue? What steps did you take? [Action]
- What was the outcome of resolving this issue? [Result]

2. Share an example of how you maintain quality in your work.

- What was the piece of work? What was the quality standard you aimed for? [Situation & Task]
- How did you ensure that the quality was maintained? [Action]
- What was the result of your efforts to maintain quality? [Result]

3. Describe when you last made a mistake in your work.

- What was the mistake? What was the situation in which it occurred? [Situation & Task]
- How did you handle the mistake? What steps did you take to fix it? [Action]
- What was the outcome after you addressed the mistake? [Result]

4. Tell me about a time when you observed behaviour you felt was inappropriate.

- What was the situation? What kind of behaviour did you observe? [Situation & Task]
- How did you respond in that moment? What did you do next, and why? [Action]
- What was the outcome of the situation? How did your response affect the outcome? [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.
