

ITESTHUB · GRADUATE SJT - RECRUITMENT REPORT

Graduate 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 SJT on 30/09/2026.

The test is designed to assess areas of critical importance for success in the role of a graduate. 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 Graduate 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 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.

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)

Graduate SJT Competencies

Teamwork

Working with others in order to maximise outcomes.

- Building and maintaining caring and supportive relationships with individuals
 - Creating a 'team ethic', harnessing strengths across relevant groups of individuals
 - Being assertive and convincing when communicating or initiating action
 - Negotiating effectively (especially with challenging individuals, teams, and situations)
-

Problem Solving

Gathering sufficient information in order to make valid decisions and solve problems.

- Understanding the company (i.e. culture, priorities etc.)
 - Gathering sufficient information to weigh options appropriately
 - Analysing risks, benefits and opportunities appropriately to draw valid conclusions
 - Demonstrating insight into own and others' strengths and limitations, as well as the underlying attitudes, perspectives and approaches of others
-

Meeting Expectations

Working in a systematic manner in order to achieve performance expectations.

- Establishing clearly defined goals and expectations (within business, team and individual planning)
 - Having an effective system for monitoring progress in meeting goals and expectations
 - Being organised and timely in approach to all aspects of work (i.e., systematic, well-paced planning, delivery and review)
 - Having an effective approach or system for managing change and challenges (e.g. struggling or difficult individuals, and complex situations)
-

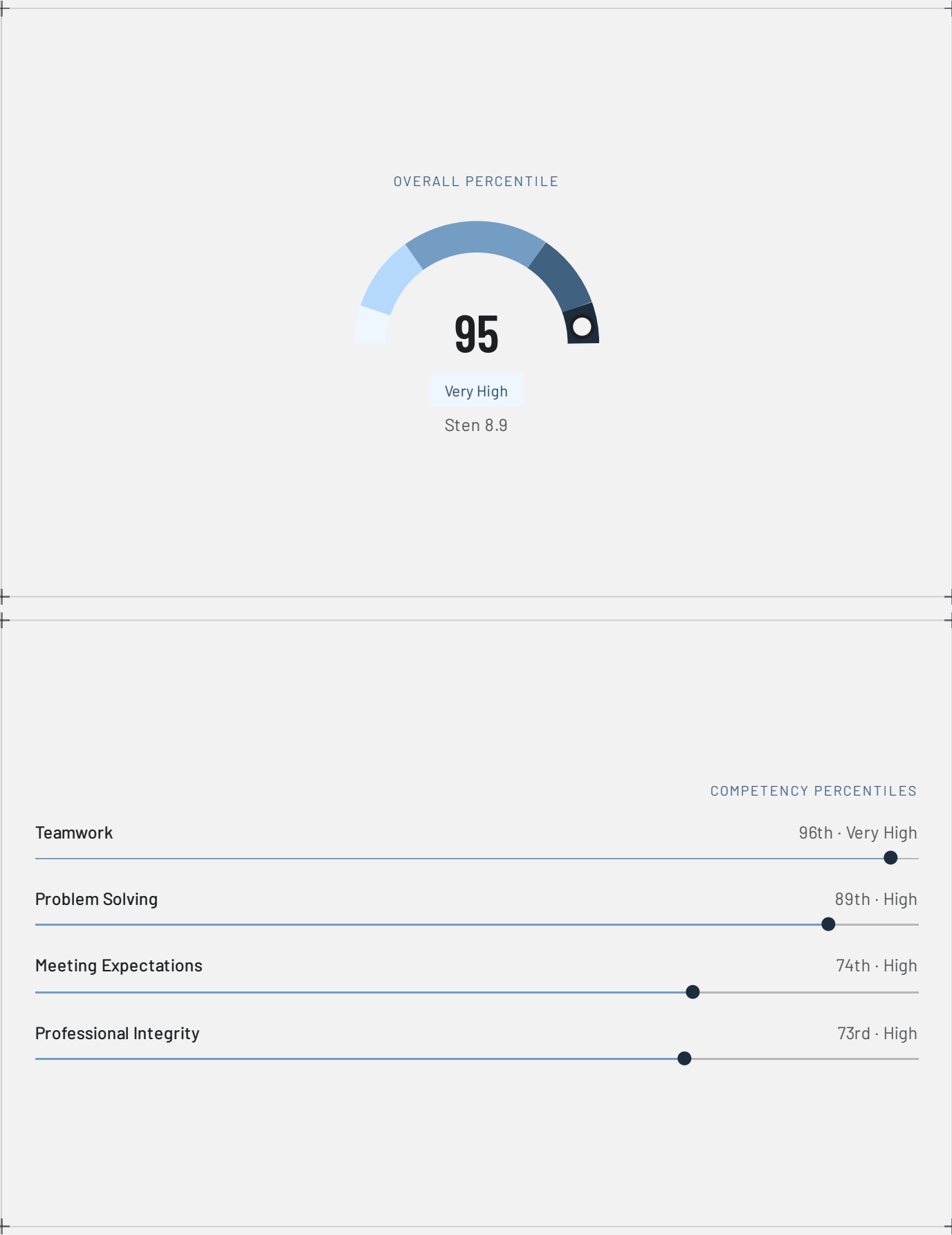
Professional Integrity

Demonstrating a genuine commitment to company standards and priorities.

- Demonstrating genuine, visible commitment to company goals
- Demonstrating genuine respect for others (i.e., knowledge, expertise, opinions etc.)
- Maintaining company values and priorities in high-pressure situations
- Being open and honest about own strengths and development needs (i.e., acknowledging errors and misjudgements etc.)

Results

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



Teamwork

Working with others in order to maximise outcomes.

- Building and maintaining caring and supportive relationships with individuals
- Creating a 'team ethic', harnessing strengths across relevant groups of individuals
- Being assertive and convincing when communicating or initiating action
- Negotiating effectively (especially with challenging individuals, teams, and situations)

PERCENTILE SCORE

96th · Very High

The responses suggest:

- Considers what support individuals need when they are struggling, offering help as needed.
- Engages others in sensitive or difficult conversations, acting to resolve issues before they become problems.
- Quickly takes action to improve team dynamics in an effort to improve performance.
- Carefully acts to improve relationships with individuals, who can be difficult to get along with.

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

- Describe a time when you worked collaboratively with a team to complete a project. How did you support your team members? How did your teamwork impact the final result or the team's dynamics?
- Tell me about a time when you encountered a disagreement or conflict within a team. What steps did you take to address and resolve the conflict? What was the outcome of your efforts to resolve the conflict?
- Give an example of when you helped a team member achieve a goal or overcome a challenge. What actions did you take to assist your team member? What was the result of your support?
- Describe a situation where you worked closely with individuals with very different perspectives. How did you address the different perspectives? How did your approach to collaboration affect the project or the group's cohesion?

EVIDENCE AND RATING

Rating

Problem Solving

Gathering sufficient information in order to make valid decisions and solve problems.

- Understanding the company (i.e. culture, priorities etc.)
- Gathering sufficient information to weigh options appropriately
- Analysing risks, benefits and opportunities appropriately to draw valid conclusions
- Demonstrating insight into own and others' strengths and limitations, as well as the underlying attitudes, perspectives and approaches of others

PERCENTILE SCORE

89th · High

The responses suggest:

- Carefully weighs up a range of information before making a decision.
- Gathers information from a range of sources to help solve challenges or complex problems.
- Fully considers new information or perspectives to ensure earlier decisions remain valid.
- Establishes the perspectives of others before making difficult decisions.

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

- Describe a time when you encountered a significant problem that required a solution. What solutions did you consider to resolve the problem? What was the outcome of the solution you chose?
- Tell me about a time when you had to make a quick decision. What steps did you take to make the decision? What was the outcome of the decision you made?
- Give me an example of a time when you had to analyse a complex issue and make a decision. How did you approach the analysis of the issue? How did your approach to analysing the issue contribute to the result?
- Describe a time when you had to resolve a problem that involved conflicting interests or opinions. How did you balance the different interests or opinions involved? What was the result of your efforts to resolve the conflicting interests?

EVIDENCE AND RATING

Rating

Meeting Expectations

Working in a systematic manner in order to achieve performance expectations.

- Establishing clearly defined goals and expectations (within business, team and individual planning)
- Having an effective system for monitoring progress in meeting goals and expectations
- Being organised and timely in approach to all aspects of work (i.e., systematic, well-paced planning, delivery and review)
- Having an effective approach or system for managing change and challenges (e.g. struggling or difficult individuals, and complex situations)

PERCENTILE SCORE

74th · High

The responses suggest:

- Sets clear and ambitious expectations for acceptable standards of performance.
- Is highly supportive when team morale is low and performance is suffering.
- Proactively involves others when setting objectives or when establishing a new direction for the team.
- Is careful not to overpromise and underdeliver, proactively seeking support when needed.

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

- Tell me about a time when you improved your performance. What specific actions did you take to enhance your performance? What was the result of your efforts to improve your performance?
- Give me an example of when you have given someone challenging performance feedback. How did you communicate your feedback? What was the outcome of the feedback you provided?
- Describe a time when you have set yourself an ambitious goal. What actions did you take to work to achieve you goal? What was the result of your efforts to achieve the goal?
- Give me an example of when you had to work efficiently under pressure. What actions did you take? What was the outcome of your efforts?

EVIDENCE AND RATING

Rating

Professional Integrity

Demonstrating a genuine commitment to company standards and priorities.

- Demonstrating genuine, visible commitment to company goals
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- Maintaining company values and priorities in high-pressure situations
- Being open and honest about own strengths and development needs (i.e., acknowledging errors and misjudgements etc.)

PERCENTILE SCORE

73rd · High

The responses suggest:

- Considers the importance of own work and shows the commitment needed to do it properly.
- Firmly challenges individuals who demonstrate inappropriate behaviour.
- Readily owns up o errors or mistakes.
- Speaks up and presents an opposing view.

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

- Describe when you last made a mistake in your work. How did you handle the situation after realising the mistake? What was the outcome of your actions?
- Tell me about a time when you observed behaviour you felt was inappropriate. How did you respond in that moment? What was the outcome of the situation?
- Describe a time when you received difficult or challenging feedback. How did you react to the feedback? How did you use the feedback to improve?
- Give an example when you were encouraged to bend the rules. How did you respond to the encouragement? What was the outcome of your decision?

EVIDENCE AND RATING

Rating