

ITESTHUB · GRADUATE SJT - INTERVIEW 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**

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 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 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.)

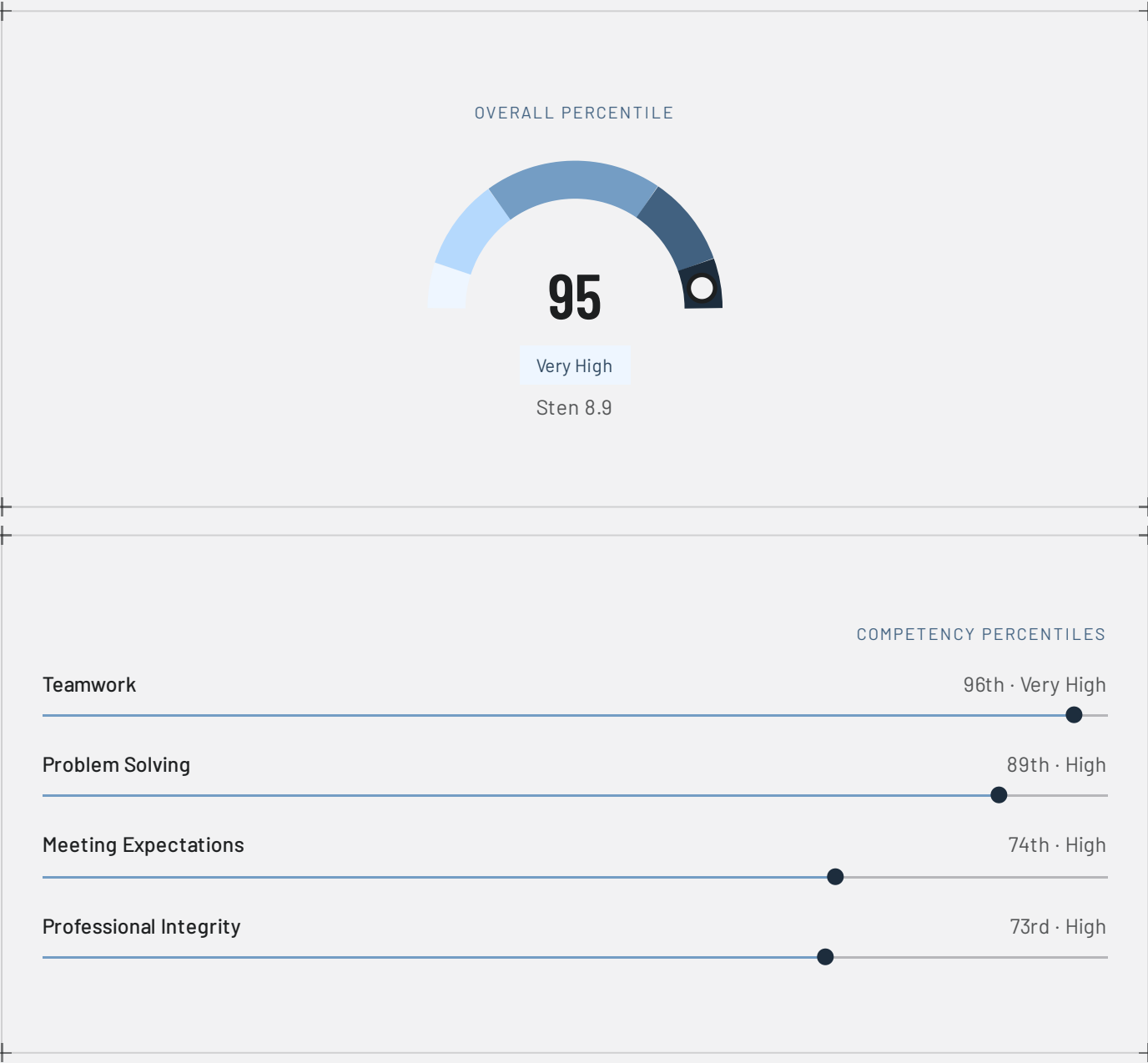
Results

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

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.

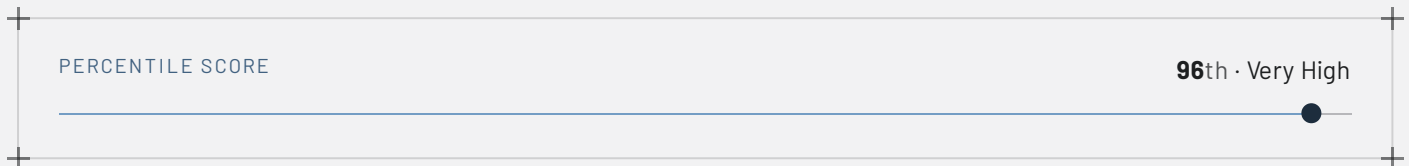
Very Low	Low	Mid	High	Very High
1-10%ile	11-30%ile	31-69%ile	70-89%ile	90-100%ile



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)



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.

1. Describe a time when you worked collaboratively with a team to complete a project.

- What was the project or task that required collaboration with your team? What was your specific role in it? [Situation & Task]
- What actions did you take to contribute effectively to the team's efforts? How did you support your team members? [Action]
- What was the outcome of the project or task? How did your teamwork impact the final result or the team's dynamics? [Result]

2. Tell me about a time when you encountered a disagreement or conflict within a team.

- What was the nature of the disagreement or conflict? What was at stake? [Situation & Task]
- What steps did you take to address and resolve the conflict? How did you work with the team to find a resolution? [Action]
- What was the outcome of your efforts to resolve the conflict? How did it affect the team's performance or relationships? [Result]

3. Give an example of when you helped a team member achieve a goal or overcome a challenge.

- What was the goal or challenge that your team member faced? Why was it important? [Situation & Task]
- What actions did you take to assist your team member? How did you provide support or guidance? [Action]
- What was the result of your support? How did helping your team member impact their success or the team's overall performance? [Result]

4. 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]

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.

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.

1. Describe a time when you encountered a significant problem that required a solution.

- What was the problem? Why did you need to address it? [Situation & Task]
- How did you approach the problem-solving process? What solutions did you consider to resolve the problem? [Action]
- What was the outcome of the solution you chose? How did your approach affect the final result or the situation overall? [Result]

2. 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?
- What was the outcome of the decision you made? How did it impact the situation or the people involved? [Result]

3. Give me an example of a time when you had to analyse a complex issue and make a decision.

- What was the situation? What was the complex issue you needed to analyse? [Situation & Task]
- How did you approach the analysis of the issue? How did you evaluate your options? [Action]
- What was the outcome of the decision you made? How did your approach to analysing the issue contribute to the result? [Result]

4. Describe a time when you had to resolve a problem that involved conflicting interests or opinions.

- What was the problem that involved conflicting interests or opinions? What made it challenging? [Situation & Task]
- What actions did you take to address and resolve the conflicts? How did you balance the different interests or opinions involved? [Action]
- What was the result of your efforts to resolve the conflicting interests? What did you learn from this experience? [Result]

EVIDENCE AND RATING

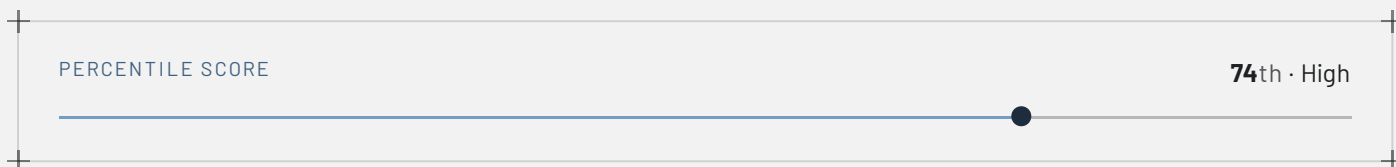
Rating

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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)



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.

1. Tell me about a time when you improved your performance.

- What was the situation? What were you aiming to improve? [Situation & Task]
- What specific actions did you take to enhance your performance? What challenges did you encounter? How did you tackle these? [Action]
- What was the result of your efforts to improve your performance? How did this impact your role or the overall outcome? [Result]

2. Give me an example of when you provided challenging performance feedback to someone.

- What was the situation that required you to give challenging performance feedback? What made the feedback difficult to deliver? [Situation & Task]
- How did you communicate your feedback? How did you ensure it was constructive and helpful? [Action]
- What was the outcome of the feedback you provided? How did it affect the individual's performance or your working relationship? [Result]

3. Describe a time when you set yourself an ambitious goal.

- What was the ambitious goal you set for yourself? What motivated you to pursue it? [Situation & Task]
- What actions did you take to work to achieve your goal? How did you overcome any challenges you faced? [Action]
- What was the result of your efforts to achieve the goal? How did meeting or not meeting the goal impact you or others? [Result]

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

- What was the situation that put you under pressure? Why was it important to work efficiently? [Situation & Task]
- What actions did you take to manage your time and resources effectively? How did you handle the pressure? [Action]
- What was the outcome of your efforts? How did you and others benefit from your ability to work under pressure? [Result]

EVIDENCE AND RATING

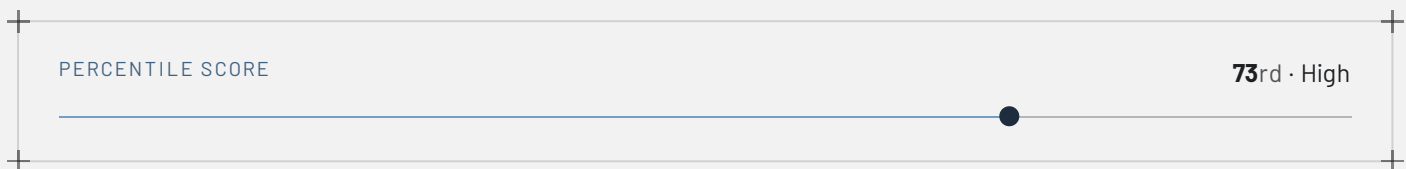
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Professional Integrity

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.)



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 to errors or mistakes.
- Speaks up and presents an opposing view.

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

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

- What was the situation in which the mistake occurred? What was your role? [Situation & Task]
- How did you handle the situation after realising the mistake? What did you next, and why? [Action]
- What was the outcome of your actions? What did you learn from the experience? [Result]

2. 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]

3. Describe a time when you received difficult or challenging feedback.

- What was the context in which you received the feedback? What was the feedback about? [Situation & Task]
- How did you react to the feedback? Why did you react this way? What actions did you take to address it? Why did you take this action? [Action]
- What was the result of your actions? How did you use the feedback to improve? [Result]

4. Give an example when you were encouraged to bend the rules.

- What was the situation in which you were encouraged to bend the rules? What were the circumstances? [Situation & Task]
- How did you respond to the encouragement? Why did you respond that way? What actions did you take, and why? [Action]
- What was the outcome of your decision? How did it impact your work or relationships with others? [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.
