Test scores report
Cornée de Ruyter

Program: Programma voor Software engineer
Administration: 24 April 2018

Reader

This report shows the results of the assessment program that Cornée de Ruyter completed:

Program part	Measurement of	Abbreviation
shapes (executive)	Work-related Behaviour	p
views	Work-related Interests and Motives	d
scales verbal (consumer)	Verbal Reasoning	t1
scales numerical (consumer)	Numerical Reasoning	t2
scales cls	Inductive-logical Thinking	t3
scales lst	Deductive Logical Thinking	t4
scales lt-nl	Language Skills (Dutch)	t5

In order to make a meaningful judgement the potential of Cornée de Ruyter is compared with the norm groups for *trainee, (young) professional or manager — eqf 7*.

For self-description tools (such as the measurement of work related behaviour or interests and motives) the full **profile** is reported.

The **Level indicator** visualizes the measured general intellectual level and learning ability.

The **testscores** show the test or performance scores. Also provided is additional information on the way in which the test is completed. With skill tests, the relationship between skill and learning ability is shown. In addition, a language test shows a breakdown of the various components fluency, vocabulary and spelling.

Finally, the report helps the reader with the **Interpretation of test scores**.
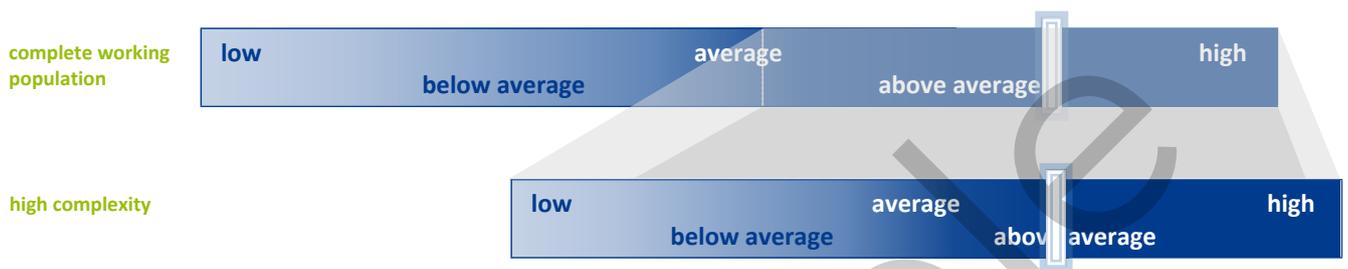
Profile Work-related Behaviour Cornée de Ruyter

This instrument measures to what extend someone has certain (personality)characteristics.

influence

	directing	
feels much more comfortable when others take the lead; prefers to focus on own tasks and objectives	**1**	likes to manage and lead others; keeps a team focused on objectives efficiently

	assertive	
prefers giving in to confronting others; has a very diplomatic and tactful manner; will rather clear the way for others than assert himself/herself	**1**	asserts himself/herself consistently; addresses issues and problems very frankly and in most cases immediately; pursues the own goals with a lot of drive and determination

	persuasive	
always accepts others' convictions as given and relies merely on facts and figures	**1**	enjoys selling and negotiating very much; influences others and wins their support easily

	socially confident	
stays in the background on official occasions; highly dislikes being at the centre of attention even in familiar environment	**1**	comes across as confident and self-assured and always feels at ease during presentations and formal events

networking

	sociable	
is quiet and reserved and likes to keep a distance; needs some time to make new contacts	**2**	is very talkative, lively and sociable; entertains others and broadens his/her network of contacts continuously

	agreeable	
usually works alone and focused on topics; works at his/her own pace and often misses to pass on important information	**2**	is highly team-oriented and looks for compromises; enjoys working with others and readily shares information and knowledge with others

	caring	
is usually not interested in helping and supporting others; is not particularly considerate and sensitive to others' feelings and needs	**4**	shows a lot of sensitivity and consideration for others' feelings; likes to help and support others whenever possible

	behavioural	
is very factual and rational; takes little interest in others' motives and may therefore act without considering their likely reaction	**3**	is very interested in others' behavior; observes and analyzes others' motives and reactions closely

implementing

	forward-planning	
feels at ease without plans and priorities; copes well with sudden changes, but merely reacts to problems instead of planning ahead or creating structures	**4**	plans well ahead, is very systematic and exceptionally well-organized; sets clear priorities and creates consistent structures

	focused on results	
weighs several alternatives and finds thoughtfulness very important	**6**	is highly target-oriented and pragmatic in approach; focuses merely on reaching results; solves problems very fast

	flexible	
finds it difficult to adapt own approaches to changing demands and situations; prefers standard routines and procedures; realizes plans strictly to rule	**4**	uses open and flexible approaches; finds it easy to deal with chaos, disorganization, and sudden changes; easily adapts own behavior to changing circumstances

	decisive	
takes a lot of time to come to conclusions and decisions; concentrates on avoiding risks; ensures having all data at hand before making a decision	**6**	decides quickly; makes reliable decisions; prefers taking considerable risks to missing a chance

	conscientious	
disregards rules and regulations in order to move things forward; initiates many ideas, but leaves the details and completion to others	**7**	sees jobs through to the very end and pays special attention to quality issues; follows procedures; respects rules and regulations strictly

vision

	analytical	
relies on intuition when evaluating issues and problems; does not need much data to build an opinion; his/her judgment can often be unfounded	**9**	evaluates information very thoroughly and grasps complex issues quickly; highly data-driven; identifies the core of a problem easily

	conceptual	
prefers to work with concrete and pragmatic tasks; sees abstract discussions on strategy and theory as useless	**6**	enjoys working with abstract concepts, models and strategies; always enjoys intellectual challenges and recognizes the connections between issues

	prudent	
does not spend time to consider the longer-term effects of actions, but focuses more on short-term urgencies	**5**	takes a long-term, comprehensive perspective, projects ideas far ahead and considers a broad range of consequences of plans and activities

	imaginative	
develops more conventional ideas and prefers to stick with well tried and tested solutions; is down-to-earth and shows little creativity	**7**	enjoys thinking out of the box and adopts new perspectives; develops numerous imaginative and original ideas and solutions

	open to change	
meets change and novelty with reservations; prefers traditional approaches; focuses on the risks of innovation and change	**6**	supports new ideas eagerly and enjoys change and novelty; continually looks for ways to improve things and questions traditional approaches

likes to work with a safety-belt; makes sure to have others' support; is cautious about airing own opinions and views	**autonomous** 2	acts on own initiative; always follows own direction; expresses own views and opinions very overtly and freely
sets achievable targets and tends to avoid personal challenges; appreciates an adequate work-life balance, so own career is not a primary concern	**achieving** 7	sets highly demanding targets for self; enjoys difficult challenges; definitely wants to get ahead and succeed
dislikes competing with others and prefers to promote harmony between people; is happy to share own successes with others	**competitive** 5	needs to be successful in comparison to others and considers competition to be very motivating; is determined to win; enjoys talking about own achievements
is often worried and sceptical; focuses mostly on possible threats and hindrances and wants to be prepared; generalises failures or setbacks	**optimistic** 7	has a very positive and optimistic approach; primarily concentrates on opportunities rather than on problems; firmly believes in things turning out well
likes to be spontaneous and impulsive and wants to be able to show own feelings any time; becomes quite hectic and nervous under pressure and finds it difficult to control own emotions	**controlled** 5	controls own feelings; remains calm and concentrated when under pressure; does not show own feelings to others
wants to spread own workload evenly and needs to work on things one at a time; quickly feels overwhelmed by new tasks and perceives stressful times as very demanding	**energetic** 7	invests a lot of time and energy in his/her work; likes being busy and is very resilient; motivates others with own drive and always seems dynamic
measures to what extent the completion was open and honest; 1 and 2: inconsistent score pattern or done with bias; 3 and 9: weak indication of bias; 4 until 8: high probability of open and honest completion	**consistency** 7	measures to what extent the completion was open and honest; 1 and 2: inconsistent score pattern or done with bias; 3 and 9: weak indication of bias; 4 until 8: high probability of open and honest completion

emotion

Norm: hoog complex; trainee, (young) professional or manager — eqf 7	
point distribution	93 %
process time	23

Profile Work-related Interests and Motives Cornée de Ruyter

This instrument measures which aspects of the working environment are considered important.

goals

Low	Dimension	Score	High
considers it less important to be professionally challenged by occupational tasks; prefers tasks in which professional knowledge and skills are not critical for success	**professional challenge**	9	prefers jobs which challenge individual abilities; would like to be able to utilize special knowledge or skills; prefers a working environment which requires constant learning and initiative for thinking things through
does not strive for personal recognition; is convinced to do a good job; feels commendation to be unnecessary; is orientated on own standards	**recognition of performance**	1	would like to receive personal recognition for special achievements; considers it important that successful actions are acknowledged and also accordingly appreciated
prefers a non-performance-oriented pay; considers it unimportant that extra work is rewarded financially; is not really motivated by financial incentives	**financial reward**	3	prefers a performance-oriented or adequate pay; considers it important that extra work is rewarded financially; is motivated by financial incentives
does not have a big need for security; considers a secure workplace not important; is prepared to take occupational hazards and considers a workplace that offers a good degree of confidence and insouciance regarding the own future unimportant	**security**	8	considers the security of the workplace important; appreciates a working atmosphere that offers a good degree of confidence and insouciance regarding the own future
considers a relaxed and humorous working atmosphere not a prerequisite for an efficient cooperation at workplace; prefers a working atmosphere that meets the severity of tasks; separates work and pleasures	**fun while working**	3	prefers a relaxed and humorous working atmosphere; considers it important that despite the serious nature of the tasks one is still able to have a fair share of fun
does not really scrutinize the sense of own job; considers work as a means to an end; has a low need to be proud of the work for a company	**identification**	6	would like to be able to be enthusiastic about the job and to have the feeling to do something purposeful; wants to be proud of own work, and therefore always tries to give the absolute best

relations

Low	Dimension	Score	High
considers a harmonious working atmosphere not a prerequisite for an efficient cooperation at workplace; considers it unavoidable that ambiguities and critical issues are addressed; sets no great story by a feeling of togetherness	**harmony**	8	appreciates a harmonious working atmosphere; would like to avoid quarrels and arguments among one another; considers a feeling of solidarity as important
considers it unimportant that people communicate openly with each other and that all revelant information is passed on to everyone; feels comfortable if information is only held by certain person subgroups	**openness**	5	considers it important that people communicate openly with each other and therefore it is assured that everyone receives all relevant information; does not like the fact that rumours are able to emerge
is convinced that everyone is responsible for the own scope of functions; prefers a climate where everyone first completes one's own tasks before one supports each other; gives more space to personal interests than to the benefit of others	**cooperativeness**	3	prefers a climate of cooperativeness; appreciates the willing support from others when this becomes necessary; would prefer that individuals put their own personal interests aside for the benefit of others
considers it unimportant that objectives are pursued that one can support with conviction, and clear ethical principles are adhered to; does not consider a trusting relationship with one another to be essential	**integrity**	7	considers it important that objectives are pursued, whereby one can stand behind them with conviction and clear ethical principles are adhered to; appreciates a trusting relationship with one another
considers it less important that people in the company are always treated fairly and with respect; considers the thoughtfulness on individual weaknesses impedimental	**fairness**	5	would prefer that people in the company are always treated fairly and with respect; considers it important that individual weaknesses are taken into consideration
prefers plain hierarchical structures; would like to actively take part in decision-making and determine the approach of the company; considers authorities in the company less important	**hierarchy**	2	prefers a clear, hierarchical arrangement of responsibilities in the company; considers it important that there are authorities in the company who clearly determine the approach

environment

Low	Dimension	Score	High
needs less structures; does not feel that ambiguities concerning occupational tasks and processes are impedimental	**structuring**	5	considers it important that everyone always knows exactly what is to be done and that uncertainties regarding jobs and operational sequences are strictly avoided
appreciates it when the company adheres to approved processes and approaches; prefers slowly proceeding and well thought-out changes	**rate of change**	3	appreciates it when many things in the company change at a high rate of speed; considers it important that complicated sequences or antiquated approaches are very rapidly changed through appropriate measures
considers the opportunity for improvement of occupational skills unimportant; considers it less important that personal and career development is given enough "latitude"	**development opportunities**	3	considers it important that personal and career development is given enough "latitude" and would like to have sufficient opportunities to improve their professional skills
considers it unimportant that the activity is stress-free; is prepared to spend much effort and time into challenging tasks that extend the usual degree; considers it less important that the work can be done in the given time	**absence of stress**	9	would prefer that the activity is not perceived as excessive stress; considers it important that the work is able to be accomplished in the available time and that excessive demands do not crop up
prefers an working atmosphere that does not require too much self-initiatve; has no problems to ask for permission instead of self-deciding	**influence possibilities**	5	appreciates it when self-initiative is welcomed and the willingness to self-made decisions is fostered; would not like to always have to ask for permission for everything
considers well-arranged rooms and workstations circumstantial; does not care about pleasant and functional workstations	**working environment**	7	prefers well-arranged rooms and workstations; appreciates workstations which are pleasant and functional

| measures to what extent the completion was open and honest; 1 and 2: inconsistent score pattern or done with bias; 3 and 9: weak indication of bias; 4 until 8: high probability of open and honest completion | **consistency** | 3 | measures to what extent the completion was open and honest; 1 and 2: inconsistent score pattern or done with bias; 3 and 9: weak indication of bias; 4 until 8: high probability of open and honest completion |

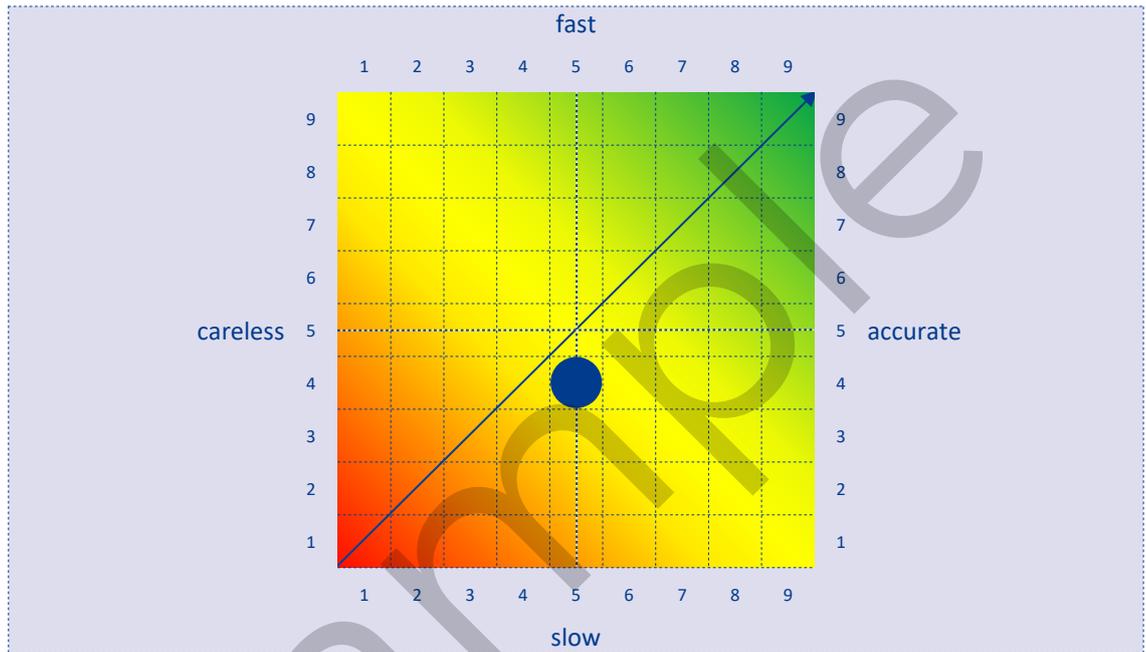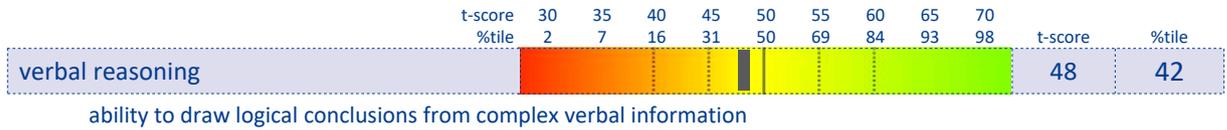| Norm: hoog complex; trainee, (young) professional or manager — eqf 7	
point distribution	100 %
process time	11

Level indicator

The general intellectual level and learning ability is determined by: Verbal Reasoning (t1), Numerical Reasoning (t2) and Inductive-logical Thinking (t3).

complete working population

| low | below average | average | above average | high |

high complexity

| low | below average | average | above average | high |

In comparison with the norm groups for level 'trainee, (young) professional or manager — eqf 7'.
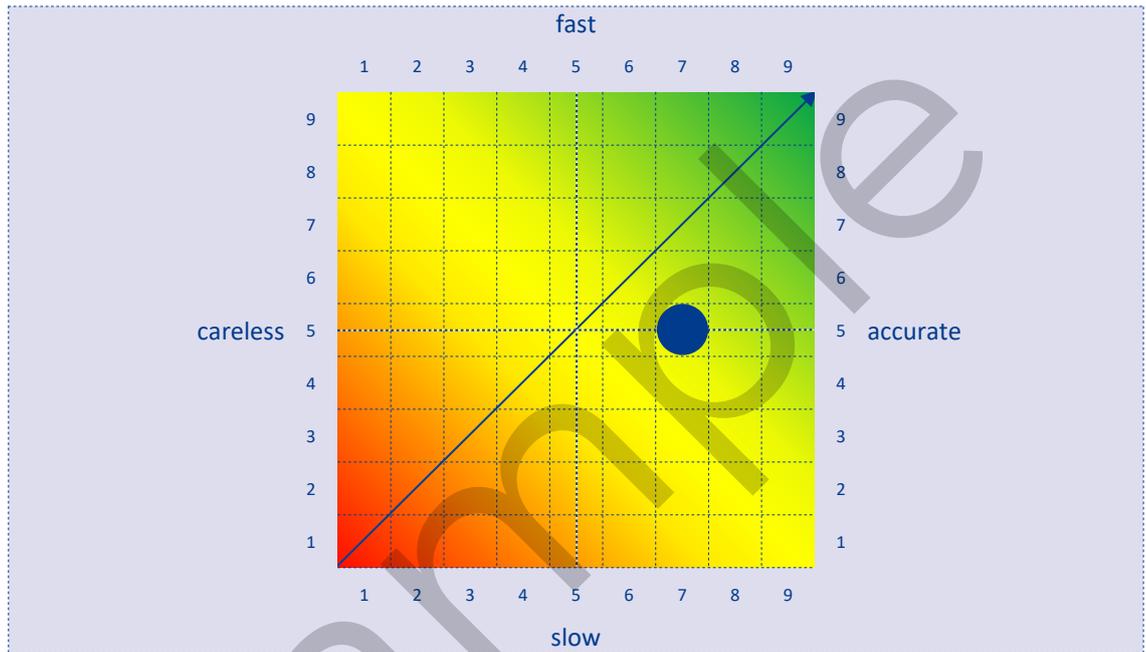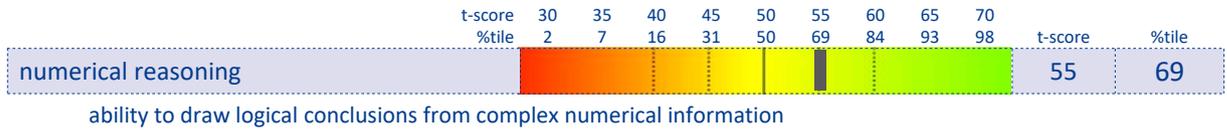
Profile Verbal Reasoning Cornée de Ruyter (t1)

	t-score	30	35	40	45	50	55	60	65	70	t-score	%tile
	%tile	2	7	16	31	50	69	84	93	98		
verbal reasoning											48	42

ability to draw logical conclusions from complex verbal information

This graph shows the personal answering style where the accuracy (horizontally) is shown against the speed (vertically).

Norm: hoog complex; trainee, (young) professional or manager — eqf 7	
Items attempted	23
Number of correct responses	17
Number of incorrect responses	6
Responses with wrong data source in front	3
Correct responses with wrong data source in front	2
Raw score	14
Number of resits	0

Profile Numerical Reasoning Cornée de Ruyter (t2)

	t-score	30	35	40	45	50	55	60	65	70	t-score	%tile
	%tile	2	7	16	31	50	69	84	93	98		
numerical reasoning											55	69

ability to draw logical conclusions from complex numerical information

This graph shows the personal answering style where the accuracy (horizontally) is shown against the speed (vertically).

Norm: hoog complex; trainee, (young) professional or manager — eqf 7	
Items attempted	23
Number of correct responses	21
Number of incorrect responses	2
Responses with wrong data source in front	1
Correct responses with wrong data source in front	0
Raw score	20
Number of resits	0

Profile Inductive-logical Thinking Cornée de Ruyter (t3)
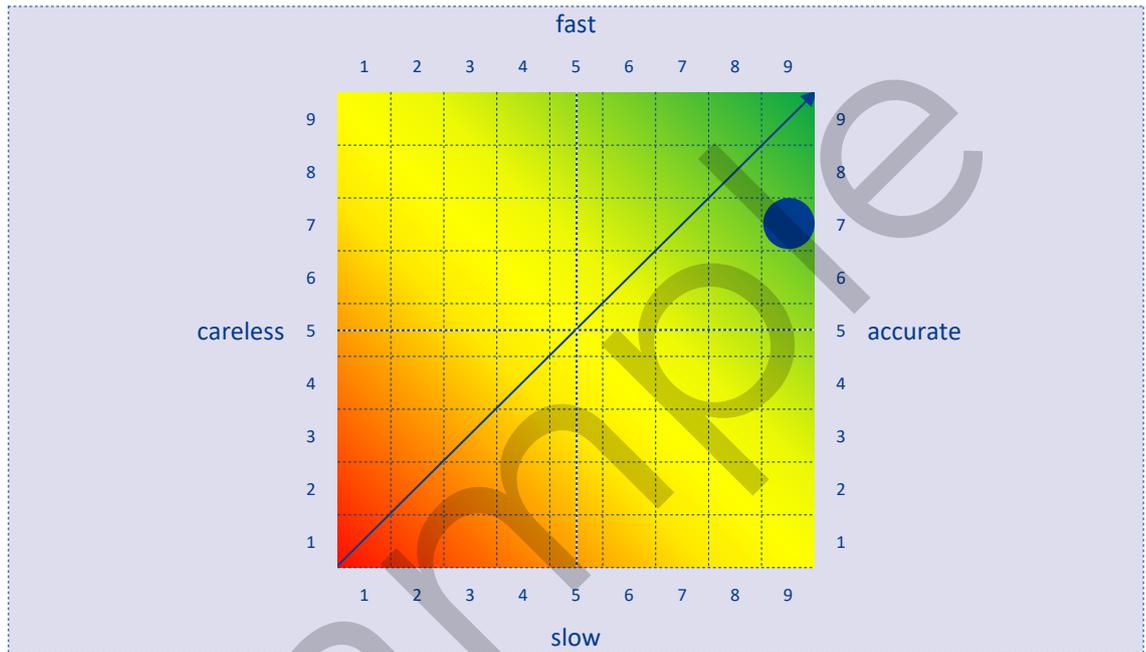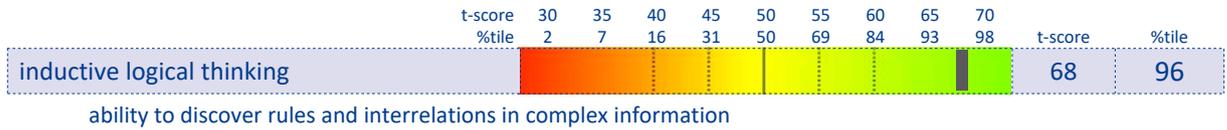
	t-score	30	35	40	45	50	55	60	65	70	t-score	%tile
	%tile	2	7	16	31	50	69	84	93	98		
inductive logical thinking											68	96

ability to discover rules and interrelations in complex information

This graph shows the personal answering style where the accuracy (horizontally) is shown against the speed (vertically).

Norm: hoog complex; trainee, (young) professional or manager — eqf 7	
Number of correct responses	44
Number of incorrect responses	0
Raw score	80
Number of resits	0

Profile Deductive Logical Thinking Cornée de Ruyter (t4)
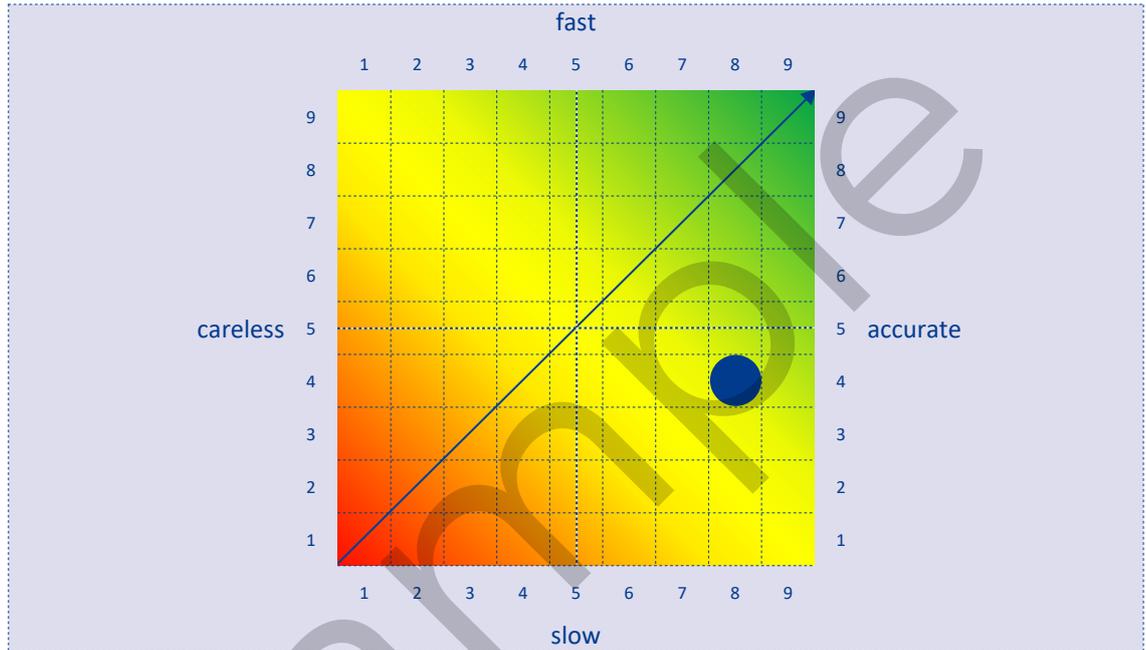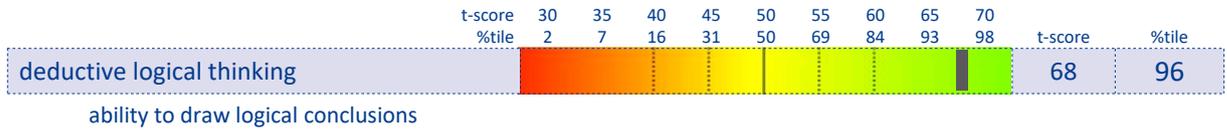
	t-score	30	35	40	45	50	55	60	65	70	t-score	%tile
	%tile	2	7	16	31	50	69	84	93	98		
deductive logical thinking											68	96

ability to draw logical conclusions

This graph shows the personal answering style where the accuracy (horizontally) is shown against the speed (vertically).

Norm: hoog complex; trainee, (young) professional or manager — eqf 7	
Number of correct responses	11
Number of incorrect responses	1
Items attempted	12
Raw score	27
Number of resits	0

Profile Language Skills (Dutch) Cornée de Ruyter (t5)

	t-score	30	35	40	45	50	55	60	65	70	t-score	%tile
	%tile	2	7	16	31	50	69	84	93	98		
language skills Dutch											80	99
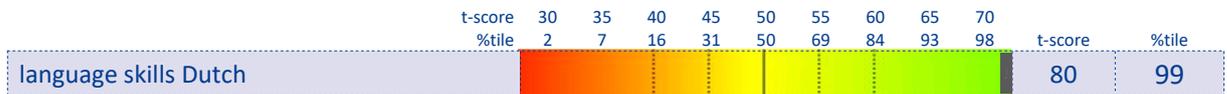
the ability to use the Dutch language
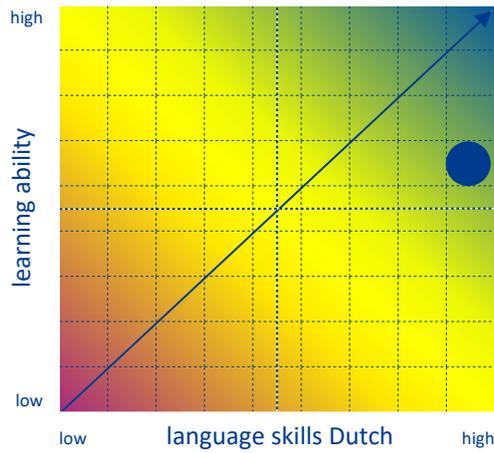
Relation skills and learning ability

It will take some effort of Cornée de Ruyter to further increase the already high skill level.

	t-score	30	35	40	45	50	55	60	65	70	t-score	%tile
	%tile	2	7	16	31	50	69	84	93	98		
fluency											80	99

the ability to complete sentences correctly

vocabulary											80	99

the ability to understand the given definition and to choose the correct word

spelling											80	99

the ability to choose the correct version of two spelling alternatives of a word
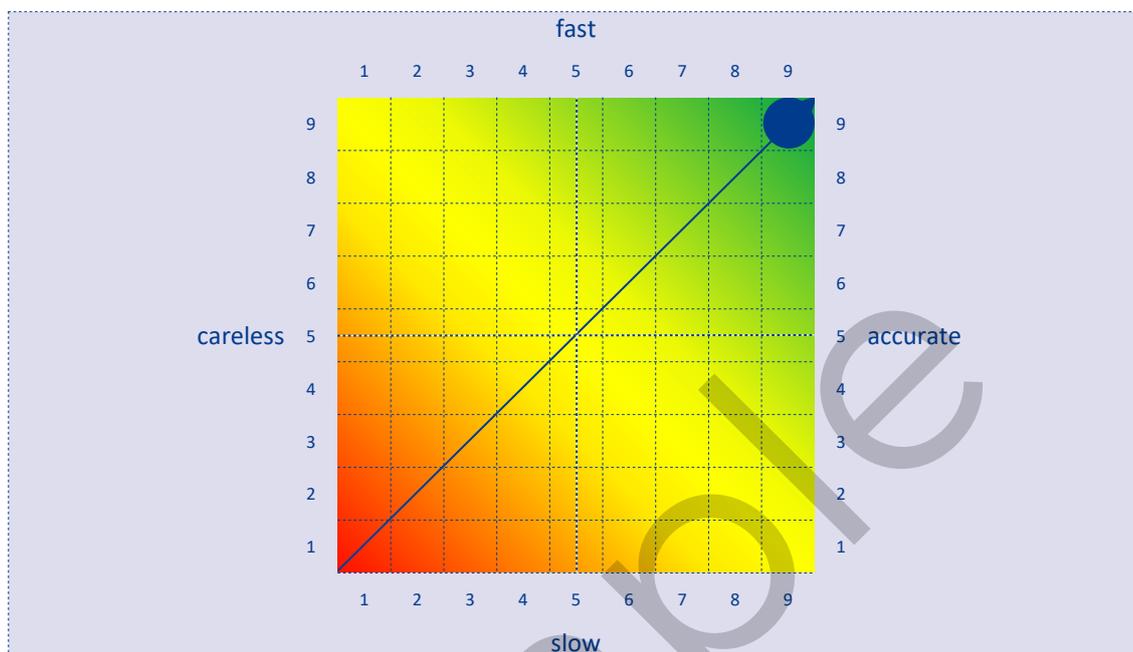
This graph shows the personal answering style where the accuracy (horizontally) is shown against the speed (vertically).

Norm: general adult population (Dutch); trainee, (young) professional or manager — eqf 7	
Raw score	60
Fluency - number correct	37
Fluency - number incorrect	1
Fluency - answered	38
Vocabulary - number correct	34
Vocabulary - number incorrect	1
Vocabulary - answered	35
Spelling - number correct	30
Spelling - number incorrect	2
Spelling - answered	32
CEFR reference level	C2
Number of resits	0

Preparatory questionnaire

Before the first part of the program was started, Cornée de Ruyter gave the following answers to these questions.

Are you well rested, focused and ready to begin?	✓	
Is your telephone switched off?	✓	
Did you make sure you will not be disturbed?	✓	
Do you have paper, pen and calculator handy?	✓	
Is your browser using the full screen?	✓	

Interpretation of test scores

Psychometric instruments appear in different forms. Best known are ability tests and personality questionnaires. Ability tests measure *maximum* performance: what can a candidate deliver when maximum straining. Questionnaires however assess *typical* behaviour: how does the candidate act under normal circumstances.

After a test admin one or more raw scores arise. Raw scores are more or less meaningless. When someone has given 26 good answers plus 4 false ones that on itself doesn't mean a lot.

That is why raw scores always are being *normalised* meaning being compared with one or more comparison groups. In normalising ability tests most often the Normal, Bell-shaped Curve is used. When plotting raw scores against their frequency the well known bell shaped graph emerges.

From the graph can be derived that low scores and high scores occur less frequently than average scores.
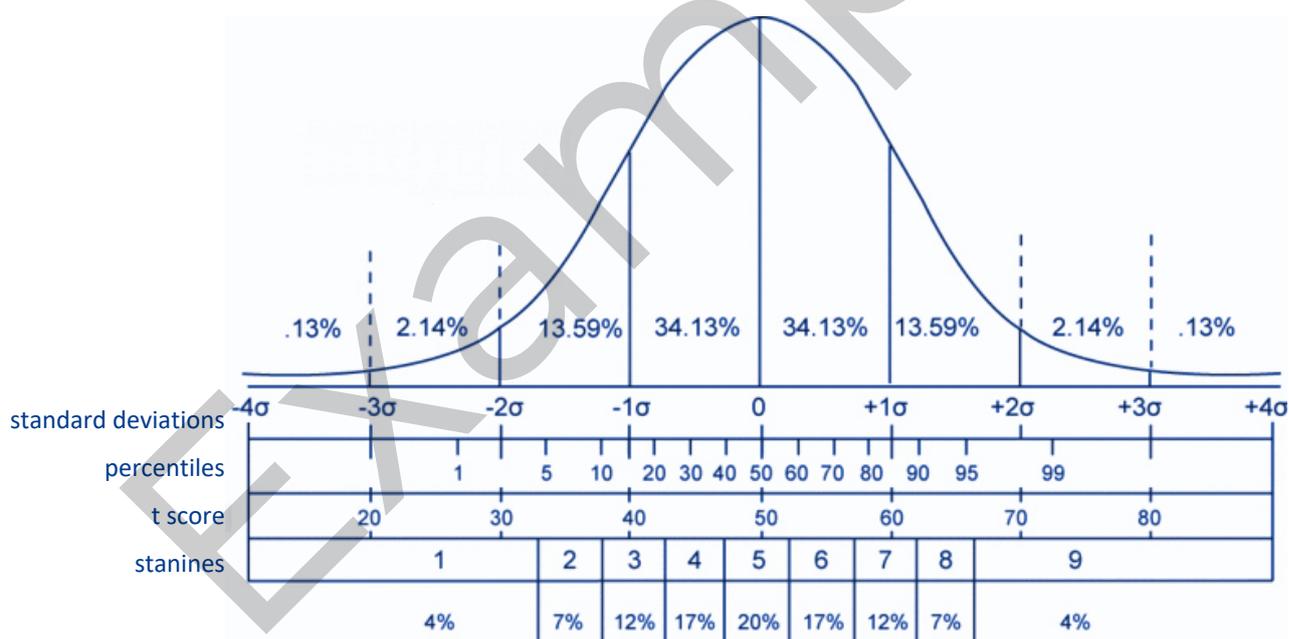
Percentiles indicate the part of the comparison group with raw scores lower than de raw score off the candidate. A percentile of 70 means that the performance of the candidate is better than 70 % of the comparison group and worse than 30 % of the comparison group.

An alternative approach are *Stanines*, short for standard nines. This scale goes from 1 to 9. Each score represents a given percentage of the group.

The first stanine represents the 4 % lowest scores, the second stanine represents the 7 % next higher scores. The fifth stanine represents the 20 % average scores. A candidate with a score in stanine 5 scores higher than 40 % of the group (stanines 1 - 4), and also lower than 40 % (stanines 6 – 9). A score in

stanine 9 belongs to the 4 % highest ones and beats 96 % of the group. Because stanine scores may associate with school appraisal the T scores are to be considered.

T scores represent the raw scores, translated to a scale with the average of 50. T scores between 44 en 56 are 'average'. T scores above 56 and below 44 are 'above average' and 'below average'. Example: a candidate with T score 58 is 'above average' compared to the group. T scores below 38 or above 62 are 'far below average' and 'far above average'.

In HRorganizer.com cognitive scores are not only shown by test or included in the calculation of competency scores but also reported in level indicators.

The overall level indicator is the norm group 'entire working population'. This indicator is similar to the concept of IQ. The middle of the score bar coincides with an IQ of 100.

A second (sub) indicator reports using one of three standard groups: 'low complexity', 'middle complexity' or 'high complexity'. These sub-indicators provide additional insight and are more distinctive in the extremes of the overall indicator. The system user determines which of these 3 sub groups chosen.

Low complexity: norm group suitable for operational execution of own work. Refelction and adjustment thanks to supervision. Function EQF levels 1-2, basic education/lower secundary school/Grades D-G.

Middle complexity: norm group suitable for supporting or managing tasks. Deploying specialist knowledge. Influencing other people's work, reflection and self-management. Function EQF levels 3-6, middle and higher professional education/Grades A-C/Bachelor.

High complexity: smoothly switching between all levels. Knowledge development and innovation. Integration of multiple areas of knowledge. Expert work. High-quality control. Function EQF levels 7-8, Masters/Doctorate/Professional Doctorate.