PSYTECH
INTERNATIONAL

Sam Sample
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DECISION MAKER

WORK ATTITUDE (INTEGRITY) SCREENING

SOLUTIONS
SELECTION

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REPORT STRUCTURE

This Report presents Sam Sample's profile results in the following sections:

1. Guide to Using This Report
- Introduction

2. Attitude Towards Integrity
- Integrity Profile
- Low Integrity Items Endorsed
- High Integrity Items Rejected

3. Interview Guide

DISCLAIMER

This is a strictly confidential assessment report on Sam Sample. The information contained in this report should only be disclosed on a 'need to know basis' with the prior understanding of Sam Sample.

This profile arises from a self-report questionnaire and must be interpreted in the light of corroborating evidence gained from feedback and in the context of the role in question taking into account available data such as performance appraisals, actual experience, personality preferences, interests, abilities and skills. As such the authors and distributors cannot accept responsibility for decisions made based on the information contained in this report and cannot be held directly or indirectly liable for the consequences of those decisions.

GUIDE TO USING THIS REPORT

INTRODUCTION

Measures of integrity have consistently been shown to be good predictors of work-based performance across a range of roles and settings. Findings suggest the predictive utility of such measures are only bettered by tests of general intelligence – 'g'. Attitudes towards integrity have been found not only to predict honesty at work, but also to predict compliance with organisational rules systems and procedures, adherence to safety protocols, risk avoidance, etc. Having a well-defined sense of personal integrity, and a clear commitment to high ethical standards, has also been shown to be correlated with global ratings of work performance across many jobs.

Candidates' ability levels may influence their understanding of what constitutes integrity and probity in any given working environment, as might their level of work specific knowledge and skills. It is therefore important to consider such factors when interpreting the results presented in this report. Aptitude tests can be used to assess ability, and work specific knowledge and skills can be assessed through job sample tests and assessment centre exercises.

It should be noted that while integrity is relevant to a broad range of jobs, a tendency to set oneself high ethical standards and to have a strong sense of allegiance to accepted codes of conduct, is often associated with a lack of expediency and, in the most extreme circumstances may result in the person being ridged and inflexible. Therefore this solution may **not** be an appropriate screening tool for roles which require the incumbent to respond to situations in a flexible and expedient manner, and quickly grasp opportunities as they arise.

Please Note:

- This solution does not assess whether someone is, or is not, honest. Rather it assesses that person's **attitude** towards honesty.
- While attitudes are known to be highly predictive of behaviour, they are only one of the many factors which influence behaviour. Other factors which influence behaviour are social/cultural norms, situational contexts, etc.
- The significance of the WAI results should be interpreted alongside information gained from other assessment methods and with reference to the employment context.

ATTITUDE TOWARDS INTEGRITY

Sam is likely to set himself lower standards of personal conduct and behaviour at work than most people. Moreover, he would be expected to have a significantly below average sense of commitment to following rules and regulations, and to maintaining consensual standards of probity. His responses to the attitude assessment indicate he is likely to be significantly less respectful of others' rights than are many people. As a result he may be rather prone to act in an expedient, self-serving way, even if this involves circumventing agreed ethical standards and codes of conduct. His responses further indicate that he has a less strong sense of right and wrong than most, and a fairly low sense of allegiance to consensual ethical standards. Consequently he might not be expected to be that motivated to act in accordance with established ethical principles and values.

INTEGRITY PROFILE

Scale	Score	1	2	3	4	5	6	7	8	9
Integrity	2.02		2							
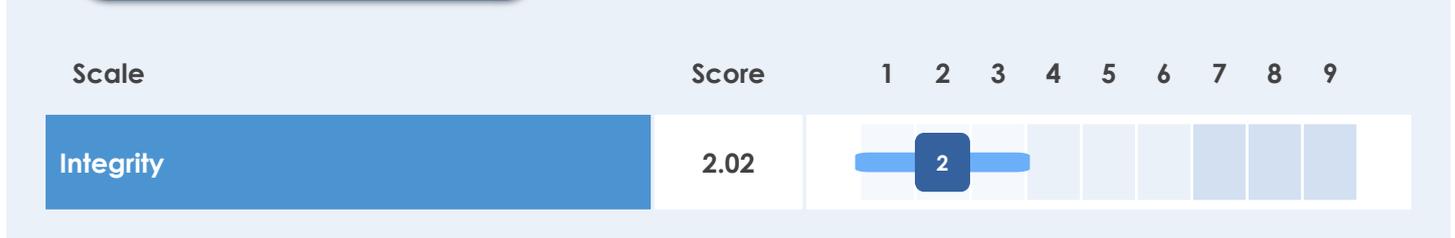
Low Integrity Items Endorsed

Sam did not endorse any low integrity statements (i.e. he indicated that none of these behaviours were characteristic).

As Sam did not endorse any low integrity items, no interpretation of his individual item responses is provided.

High Integrity Items Rejected

Sam rejected two high integrity statements (i.e. he indicated that these behaviours were uncharacteristic). Only 7 percent of the population reject more than 2 such statements.

The high integrity items Sam rejected imply:
- Not believing dishonest behaviour is intolerable
- Not believing it is important to comply with rules.

INTERVIEW GUIDE

Structured behavioural interview questions are provided to attempt to elicit information about a respondent's attitudes and past behaviour. Such a technique is based on the premise that past behaviour is seen as the best predictor of future behaviour. Interviewees' responses are generally considered reliable because they are based on what they actually did, as opposed to offering opinions or hypothetical responses.

INTERVIEW MODEL

The interview model follows the STAR behavioural interviewing method in which evidence must be gained to indicate the context of the behaviour, the nature of the behaviour and the consequences of the behaviour. STAR is an acronym for:

Situation	Task	Action	Result
What was the context of the behaviour?	What needed to be achieved?	What behaviour resulted from the situation?	What was the outcome?

PROBING

The STAR interview questions are used to probe the individuals' responses from multiple angles. However, in most situations interviewers need only ask the "Situation" question as it is the main question which attempts to elicit examples from past behaviour. Interviewers are only required to use the other questions if the responses to the "Situation" are unclear or incomplete. In such cases interviewers can use the remaining STAR questions to further probe respondents and gain a better understanding of their behaviour, context of the behaviour and outcomes.

While the STAR interviewing method provides valid interview questions as well as further structure to how interviews are conducted and how responses are evaluated, interviewers are encouraged to:
- Identify which dimensions listed in the report are related to the context of the job.
- Develop their own list of questions and not rely solely on the interview questions provided.
- Determine what other job related factors are not covered in the report and prepare additional questions to cover those areas.
- Gather additional information about respondents from other sources such as background checks, references, role plays, past performance, etc.
- Utilise the evidence gathered from all the sources in order to make a decision.

SCORING

Scoring forms are provided as part of the interview guide. Interviewers are encouraged to use the forms to take notes and are advised to score responses using the following 5-point scale:

1	2	3	4	5
Only circumstantial evidence gained, or evidence gained which supports a low ability.	No explicit evidence gained, or little evidence gained which supports a low ability.	Explicit evidence gained which supports a moderate ability.	Explicit evidence gained which supports a strong ability.	Detailed evidence gained which supports a strong ability.

Commitment to following organisational rules

	Situation	**T**ask	**A**ction	**R**esult
Q1	■ Give me an example of a situation where you had to go against organisational policies or procedures in order to get something done.	■ What were the procedures and why did you feel you had to disregard them?	■ How did you deal with the situation?	■ How did you balance between the need to get things done and the need to comply with organisational policies?
Q2	■ Describe a situation where you disagreed with you management over their decisions.	■ What were the decisions? ■ Why did you disagree with them?	■ How did you deal with the situation?	■ How did you balance between your views and management's views?

Desire to conform to established principles of right and wrong

	Situation	**T**ask	**A**ction	**R**esult
Q1	■ Have you ever witnessed a colleague or manager say or do something that was misleading or unethical?	■ What did you witness?	■ How did you handle the situation?	■ What was the outcome?
Q2	■ Have you ever found yourself in a situation in which honesty wasn't necessarily the best policy? ■ What was the situation?	■ What were you required to say or do?	■ What did you do?	■ Why wasn't honesty the best policy for this situation?

Ownership and responsibility for own mistakes or errors

	Situation	**T**ask	**A**ction	**R**esult
Q1	■ Tell me about a project/assignment you were involved in that did not go well.	■ What was the project/assignment? ■ Why did it not go so well?	■ How were you involved and what was your contribution?	■ Who was ultimately responsible for the lack of achievement? ■ Was there a negative response from others to the shortcomings in any way? Why?
Q2	■ Give an example of a project/assignment you were directly involved in and that you felt you could have done better on.	■ What were you trying to achieve?	■ What were your shortcomings? ■ What did you do to correct them at the time?	■ To what extent did you feel responsible for the outcome and why? ■ What did you learn from the experience?

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Ability to work without close supervision			
Situation	**T**ask	**A**ction	**R**esult
Q1 ■ Tell me about a situation where you had to set your own objectives and schedules.	■ What were you trying to achieve?	■ How did you set the targets and manage your time?	■ What was the outcome?
Q2 ■ Have there ever been a time where you had to work without any form of performance monitoring or supervision?	■ What work did you have to do during this period?	■ How did you manage your objectives and time during this period?	■ What was the outcome?

Use the following forms to calculate the overall interview score. Check (✓) the box corresponding to the appropriate score for each dimension being assessed.

	Dimension	Score				
		1	**2**	**3**	**4**	**5**
1	**Commitment to following organisational rules**	☐	☐	☐	☐	☐
2	**Desire to conform to established principles of right and wrong**	☐	☐	☐	☐	☐
3	**Ownership and responsibility for own mistakes or errors**	☐	☐	☐	☐	☐
4	**Ability to work without close supervision**	☐	☐	☐	☐	☐

Scores from additional measures not included as part of the interview guide:

6		☐	☐	☐	☐	☐
7		☐	☐	☐	☐	☐
8		☐	☐	☐	☐	☐
9		☐	☐	☐	☐	☐
10		☐	☐	☐	☐	☐
	OVERALL SCORE	☐	☐	☐	☐	☐

Comments

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