

PXT Select™

Individual's Graph

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CONFIDENTIAL

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INTRODUCTION

This report will give you the results from the assessment you took along with a brief explanation of each scale measured on the assessment.

What's in this report?

RESULTS SUMMARY

Your results are illustrated on scales for Thinking Style, continua for Behavioral Traits, and a ranked-order list for Interests

DEFINITIONS

Each of the styles, traits, and interests will be defined on the page following the Results Summary

What did the assessment I took measure?

THINKING STYLE

- Thinking Style is the ability to process information.
- It includes problem-solving, communication, interaction, and learning skills.
- Results are illustrated on scales ranging from 1 to 10.
- A higher score is not necessarily the best indicator of on-the-job performance.

BEHAVIORAL TRAITS

- Behavioral Traits are commonly observed actions that help define who you are.
- Each scale is defined by two opposing, but equally valuable, end points.
- One side of the continuum is not better than the other.

INTERESTS

- This section may indicate your motivation and potential satisfaction with various jobs.
- These are ranked in order from your highest- to lowest-scoring interest.

Results Summary

THINKING STYLE

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-------------------|---|---|---|------------|---|---|------------|---|------------|----|
| Composite Score | | | | | | | You | | | |
| Verbal Skill | | | | | | | | | You | |
| Verbal Reasoning | | | | You | | | | | | |
| Numerical Ability | | | | | | | | | You | |
| Numeric Reasoning | | | | | | | | | You | |

BEHAVIORAL TRAITS

| | | | | | | | | | | |
|----------------------|-----------------|--|------------|------------|--|--|------------|--|--------------|------------|
| Pace | | | | | | | You | | | |
| | < STEADY | | | | | | | | URGENT > | |
| Assertiveness | | | | | | | You | | | |
| | < UNASSUMING | | | | | | | | FORCEFUL > | |
| Sociability | | | | You | | | | | | |
| | < RESERVED | | | | | | | | | OUTGOING > |
| Conformity | | | | | | | You | | | |
| | < STRONG-WILLED | | | | | | | | COMPLIANT > | |
| Outlook | | | You | | | | | | | |
| | < SKEPTICAL | | | | | | | | TRUSTING > | |
| Decisiveness | | | | You | | | | | | |
| | < DELIBERATE | | | | | | | | | BOLD > |
| Accommodation | | | | You | | | | | | |
| | < STEADFAST | | | | | | | | AGREEABLE > | |
| Independence | | | | | | | You | | | |
| | < RELIANT | | | | | | | | AUTONOMOUS > | |
| Judgment | | | | | | | | | You | |
| | < INTUITIVE | | | | | | | | FACTUAL > | |

YOUR ORDER OF INTERESTS

The assessment you took measured six possible Interests. They are ordered below from your highest- to lowest-scoring interest. Two-way and three-way ties are indicated if present.

- TECHNICAL
- CREATIVE
- FINANCIAL/ADMIN] TIED
- ENTERPRISING
- PEOPLE SERVICE
- MECHANICAL

DEFINITIONS

THINKING STYLE

Composite Score A reflection of overall learning, reasoning, and problem-solving potential

Verbal Skill A measure of vocabulary

Verbal Reasoning Using words for reasoning and problem solving

Numerical Ability A measure of numerical calculation ability

Numeric Reasoning Using numbers as a basis in reasoning and problem solving

BEHAVIORAL TRAITS

Pace Overall rate of task completion

Assertiveness Expression of opinions and need for control

Sociability Desire for interaction with others

Conformity Attitude on policies and supervision

Outlook Anticipation of outcomes and motives

Decisiveness Use of speed and caution to make decisions

Accommodation Inclination to tend to others' needs and ideas

Independence Level of preference for instruction and guidance

Judgment Basis for forming opinions and making decisions

INTERESTS

Enterprising Suggests the enjoyment of leadership, presenting ideas, and persuading others

Financial/Admin Suggests the enjoyment of working with numbers, organizing information, and office routines such as record-keeping and completing paperwork

People Service Suggests the enjoyment of collaboration, compromise, and helping others

Technical Suggests the enjoyment of learning technical material, interpreting complex information, and solving abstract problems

Mechanical Suggests the enjoyment of building and repairing things and working with machinery or tools

Creative Suggests the enjoyment of imaginative and artistic activities