SYMBIOTICS

Advanced PQ
Cognitive Foundation
Progressive Physics
Fast
Co-ordination
Lock On Fixed Wing 1
Lock On Fixed Wing 2
Progressive Maths

SYMBIOTICS

The following pages provide an example of our
Advanced Personality Questionnaire report

This report is designed to be client focused
and needs to be interpreted by a certified
individual using our supplied Report
Interpretation Guide. The certified individual
can provide feedback to the candidate.

A D A P T

Overall Suitability   Some Concerns

Summary of Assessments:

- **PQ Summary**   Minor Concerns
    - **Abnormal Traits**   Minor Concerns
    - **Culture**   Minor Concerns
    - **Safety Culture**   Some Concerns

- **Maths**   Some Concerns

- **Cognitive Reasoning**   Some Concerns

- **FAST**   Minor Concerns

- **Physics**   Some Concerns

- **Coordination**   Some Concerns

- **Dexterity and Hand-eye Coordination (Fixed Wing)**   Minor Concerns

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PQ Summary

Minor Concerns

The candidate's profile indicates only minor concerns for transition into the role, and should have the ability and potential to reach the standards required.

Silhouette Profile :   TP3d   Above Average Match

This description is for people who score highly on the relevant scales. A more balanced score will tend to produce a muted demonstration of these behaviours:

Highly structured, cautious but consistent performer who may be heavily dependent on formal tuition and may never feel that they have sufficiently prepared to take exams and tests. Will have good ability to pick up practical skills, and will also be able to apply the 'thinking bit' of performance as they enjoy information and logic. May lack confidence for major check rides and be looking for excuses such as weather and other external factors that could prevent them progressing. Can be very uncomfortable in dynamic situations and can feel the effect of pressure and stress acutely; likely to attribute the cause of this discomfort to external factors and not want to take responsibility.

Generally hard-working and diligent, and may appear to drive themselves hard and relentlessly. May blame parents or spouses as the reason for not being able to do the things they state they would like to achieve. Extremely organised with meticulous attention to detail. Often dependent and can be seen as stubborn and inflexible in teams. With support they can have the insight to develop good coping strategies, and the drive to apply them. Can be successful in sports such as long distance cycling, running or challenges which require technical detail but no direct competition.

Overall Fit

Role:	Minor Concerns
Personal Style:	Minor Concerns
Character:	No Concerns
Work Environment:	Minor Concerns

Key Attributes

Vulnerability (Influences System Management)	No Concerns
Stress Management (Influences System Management)	No Concerns
Assertiveness (Influences Command & Leadership)	No Concerns
Conscientiousness (Influences Safety Values & Command Attitude)	No Concerns
Morality (Influences Company Values)	Minor Concerns

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Candidate Summary

ADAPT

Role :

🔵 **Minor Concerns** — Generally has the attributes and Skills for the role and with training should develop and mature well.
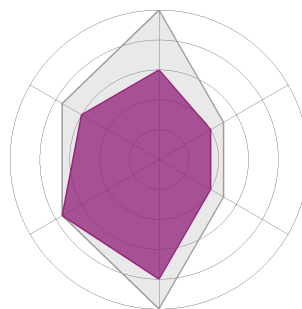
🟡 **Authority Gradient**

May inadvertently create a gradient, not being prepared to listen or take advice.

🔵 **Safety Attitudes**

Generally respects process and rules, could be rash at times but should act within the boundaries.

🟢 **Leadership**

Has courage of convictions and will lead by example, being assertive and proactive.

🔵 **Maturity**

Has potential to act professionaly but may be impulsive at times and make mistakes as a result.

🔵 **Ability to Adapt**

Has coping strategies for known situations; may not be confident when out of comfort zone.

🔵 **Pressure Managment**

Comfortable with uncertainty but performance may degrade in pressured or complex situations as can lack self belief.

Personal Style:

🔵 **Minor Concerns** — Generally has the attributes and attitudes for the role and with training should develop and mature well.
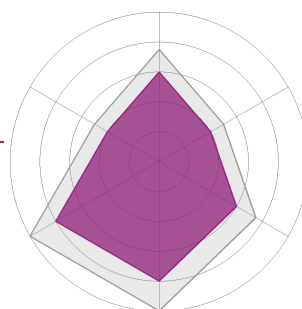
🔵 **Teamwork**

Generally cooperative, may be somewhat reserved; but should work effectively in a team.

🔵 **Values**

Work oriented but may not always take responsibility for promoting values and ethics.

🔵 **Attitude**

Generally works towards the wider perspective, but can be impatient and competitive at times.

🔵 **Profile**

A good profile for the role, suggesting that with training their coping strategies and influence should develop.
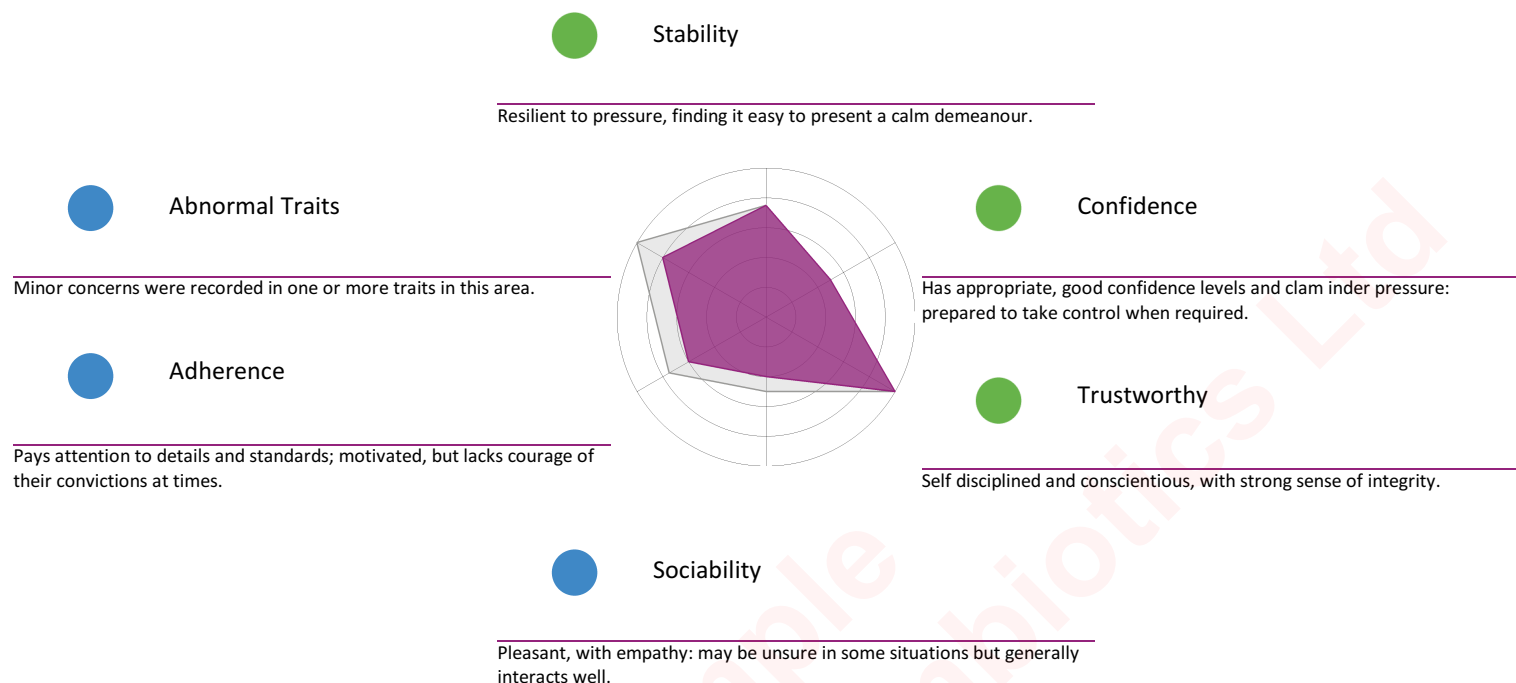
🔵 **Energy**

Good motivation but may fluctuate in confidence and not actively seek opportunity.
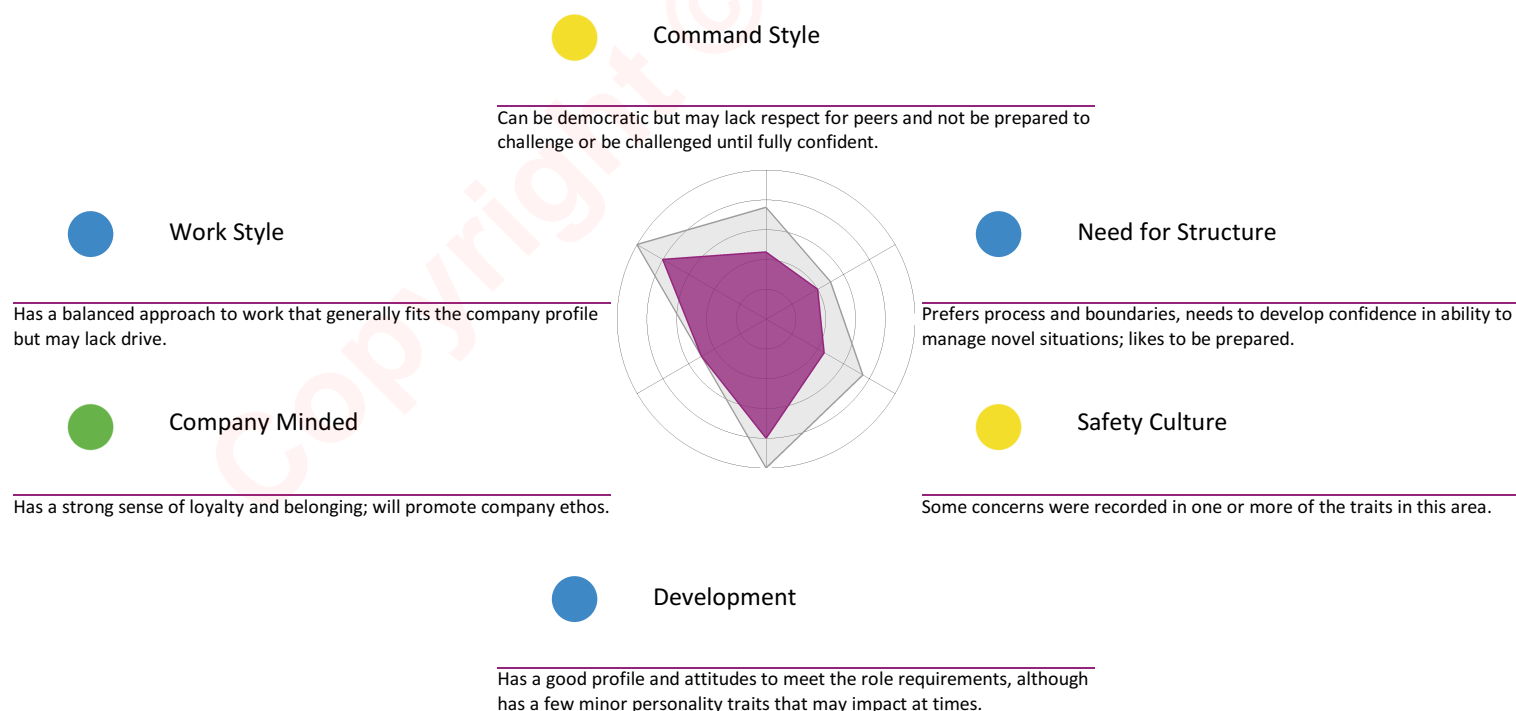
🔵 **Learning**

Open to new ideas but may fluctuate in diligence and confidence when acquiring new skills.

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ADAPT

Character: 🟢 No Concerns
A confident and reliable individual who has effective interpersonal skills.

🟢 **Stability**

Resilient to pressure, finding it easy to present a calm demeanour.

🔵 **Abnormal Traits**

Minor concerns were recorded in one or more traits in this area.

🟢 **Confidence**

Has appropriate, good confidence levels and clam inder pressure: prepared to take control when required.

🔵 **Adherence**

Pays attention to details and standards; motivated, but lacks courage of their convictions at times.

🟢 **Trustworthy**

Self disciplined and conscientious, with strong sense of integrity.

🔵 **Sociability**

Pleasant, with empathy: may be unsure in some situations but generally interacts well.

Work Environment: 🔵 Minor Concerns
Is tolerant of different cultures, status and backgrounds and showed reasonable ethos and attitude to work.

🟡 **Command Style**

Can be democratic but may lack respect for peers and not be prepared to challenge or be challenged until fully confident.

🔵 **Work Style**

Has a balanced approach to work that generally fits the company profile but may lack drive.

🔵 **Need for Structure**

Prefers process and boundaries, needs to develop confidence in ability to manage novel situations; likes to be prepared.

🟢 **Company Minded**

Has a strong sense of loyalty and belonging; will promote company ethos.

🟡 **Safety Culture**

Some concerns were recorded in one or more of the traits in this area.

🔵 **Development**

Has a good profile and attitudes to meet the role requirements, although has a few minor personality traits that may impact at times.

symbiotics

Silhouette

ADAPT assesses a candidate against the generic population, the candidate is identified across 6 bipolar constructs that make up the ADAPT silhouettes. Individuals will have some capability on each construct but will generally have a preference towards one style over the other.

Target Silhouette :	IP4a
Candidate Silhouette :	TP3d

Silhouette Fit : **Above Average Match** 61% of ideal match

The candidate's preferred method by which information can be taken on and effectively internalised

Intuitive
Learns through trial, error and feel. Tend to dislike repetition. May miss important detail or make careless mistakes in calculations. Have a tendency to see the 'big' picture, are imaginative and grasp new concepts easily.

27% | 73%

Technical
Prefers to have information via verbal or written instruction. Tend to be patient with details and like clear guidelines. Likes to gain understanding in linear step.

The manner in which a person solves and interacts with tasks

Physical
Better at developing physical skills such as psychomotor skills, physical dexterity and hand eye coordination. Spend little time 'thinking' about every detail and will observe and mimic. Will focus on practice in order to speed up the movement of the physical skill being learnt.

67% | 33%

Cognitive
Better at developing activities that involve cognitive processes such as problem solving, recognition, interpretation and analysis. Like to be well organised. Need to have structure with logical relationships between key ideas and concepts.

How individuals attribute success and failure. The reasons for either outcome can be attributed to internal or external factors. The effect of this can impact on confidence and learning.

Internal
Look to self for blame and improvement. Scope for learning but confidence may fluctuate. Tend to be self-reliant and individualist. Will take note of information that they can use to create positive outcomes in the future. Will seek activities to improve their knowledge, skills and abilities.

47% | 53%

External
Tend to blame external factors for error and below par performances. Reduced potential for learning but confidence good. Tend to blame luck, chance, or other people for their outcomes. Tend not to seek feedback. May appear to lack self-control.

An individual's internal perspective and motivations relating to rules, morals and their interactions with arousal and risk

Safe
Like rules and boundaries, may be motivated to avoid situations involving high arousal or risk. Like routine and predictability. Believes in protocol and procedure. May appear status conscious and respect authority. May seem lacking in motivation or drive.

87% | 13%

Risk
Comfortable with uncertainty and unknowns. Like a high level of arousal and may seek stimulation and sensory input. May dislike repetition, routine and become restless when things become unchanging. Non-conformist and freethinker, may lack self-control and appear impetuous.

An individual's work ethic and application to tasks and the effect this has on confidence, self-presentation and performance

Self-Defeating
Imprecise and not critical. Tend to worry and may not cope with perfecting skills. Uncomfortable in rapidly changing environments. Where confidence is high may be gregarious individuals who do not appear to suffer from nerves.

20% | 80%

Perfectionist
Precise and critical. Generally hard working, well organised, careful and conservative. Have trouble prioritising their work. Have trouble delegating, and tend to micro-manage; which deprives subordinates of opportunities to learn.

Motivation. Influences include: confidence, view of the world, attitude to others, robustness and competitiveness.

Fear of Failure
May avoid intellectually challenging work. May appear humble, tactful, passive self-effacing and submissive. May reject attempts of others to help. May choose not to take part if they fear there is a risk of failure.

87% | 13%

Desire to Succeed
Tends to want freedom to innovate and initiate change. Highly driven, restless, impatient, tense and irritable. Competitive, assertive, happy taking charge. May be prone to cheat or take short-cuts in order to win.

Personality and Behaviour

Very uncomfortable with uncertainty and unknowns and will seek to mitigate every eventuality wherever possible; will often blame the instructor or system for shortcomings if they do not achieve a satisfactory outcome. Will be happier seeking out physical challenges than cognitive ones where performances may be more structured and measurable. However, when asked to review their performance, they may tend to be over-critical of the process or system rather than focusing on their own contributions, even when they have performed well; the focus will be on the negatives and the problems, never being completely satisfied with the results. This can cause a sense of isolation from others in that they may believe they are the only ones who are really trying or that they are slightly better than others. This makes them very difficult to work with as team players. They may often suddenly duck out of challenges if the risks appear too great. They are often seen as rather negative and dissatisfied people.

If they also scored highly in fear of failure the many positive features of the profile, such as extreme competence and reliability, could erode quickly and be seen as an unwillingness to take part if the threat of failure exists. They may exhibit stubbornness and be unhelpful, as they do not feel in control of events, feel luck may be against them and will not be prepared to take a chance on success. This can manifest itself in sudden illness or injury just prior to conducting a test or event in which they will be judged against others. There is a tendency to worry overly about the impact of the environment and the technical problems that may arise from outside sources rather than concentrating on what they can do to control and manage themselves.

These candidates are generally trainable but they have to be taught how to stop worrying and to understand how to deal with failure, seeing it as part of the transition process of learning rather than a permanent slight on their ability. The fact that they will not take risks and do not see how their own behaviour may be contributing to problems means that often a simple, well-delivered explanation allows them to understand and move away from the negative behaviours and they will be diligent in deploying the positive attributes of this profile, which include the ability to apply solutions and learn from the past. They also have the insight to develop good coping strategies and the diligence to ensure they work.

Assessment Performance Description

This profile is a structured, consistent physical task performer who likes to receive formal tuition in skills. Learns best in a processed and structured environment, may focus on practice and likes to be able to work with facts about tasks. Will have a good practical and applied ability to pick up physical skills and will also be able to apply the 'thinking aspect' of performance, as they like information and logic. They can make the transition between technical data and practical application but may be prone to struggling with workload when tasks become more data and process orientated.

This profile is highly risk averse. Prefers to test and hone each and every skill until it can be executed to perfection every time; likes to have a rule for every action that can be carried out to the letter. They may find the development of both cognitive and physical skills challenging, particularly as they get more dynamic and complex with less structure, thus not allowing time for development and rehearsal.

This profile will spend a great deal of time studying and rehearsing actions and maybe in danger of 'paralysis by analysis' and physical 'yips'. They will be prone to over technicalising every task and wanting to discuss the 'whens', 'whys' and the 'hows' in depth before tackling the actual task. They will cling to routines as comfort blankets when they have been tried, tested and are trusted and will be loath to move onto something different without a great deal of persuasion and argument.

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Learning Styles Description

Generally this profile is very hard working and diligent, almost overly organised and may appear to drive themselves hard and relentlessly. Will not thrive in a very busy environment, as there is so much going on inside their heads that there is little room to take in dynamic environments. This will be particularly stressful if the situation is structured, as this profile likes to feel in control and have benchmarks for their own performance. If there is a high degree of self-efficacy and the feedback is available and positive then the very real positives of this profile emerge and they will prove to be reliable and consistent performers with very few weak areas. They are likely to pay meticulous attention to detail and will be competitive, but in a negative way, fearing failure and worrying about things they cannot control, which may be a great deal as they want their environment to be perfect.

They will be critical of others and may be prone to micro-management of the things they feel they can control, putting their processed and technical skills into action for every minor activity but not really managing themselves in the same manner. They will not be happy to be in charge and will only make decisions when they are sure that they will not be open to criticism or held culpable. They may be highly sensitive to criticism with fluctuations of mood and confidence, not making them the most robust of team players. Likely to give up on cognitive tasks and just decide that it is not what they do, preferring to focus on practical tasks that come more naturally, require less effort and are possibly more straightforward.

Locus of Control

The Locus of Control scale relates to a person's views about the causes of positive and negative events (themselves or causes outside themselves), and their own ability to affect events or be influenced by them.

Overall : 🔵 Above Average

Shows poor coping strategies and responds negatively to challenging events, negatively influenced as a result.

Locus of Control

1	2	3	4	5	6	7	8	9	10

▲ (at 8)
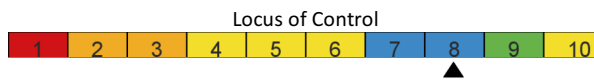
Demonstrates effective coping strategies and ability to respond positively to set-backs and challenging situations.

The candidate's score for LoC suggests they have developed effective coping strategies that allow them to respond well to new environments but they may be overly positive and confident even when they experience set-backs. This has the potential to cause them to take risks that they do not have the ability to manage.

Referencing

The Referencing scale represents how a candidate views the world and responds to the environment. An individual's referencing style can be Internal (looking at how the world affects them) or External (looking at the effect they have on the world). The referencing style of a candidate can have a major impact on aspects such as interaction with others, environmental awareness and response to stimuli.

Overall : 🟡 Average External

More aware of appropriate social interaction and more willing to listen to others, but they can be overly dependent and be quick to give control away.

Referencing

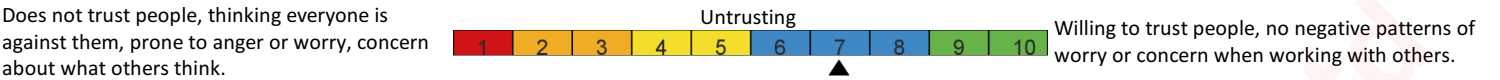| 1	2	3	4	5	6	7	8	9	10

▲ (at 4)
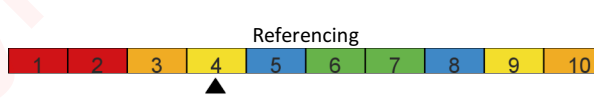
Can lack tact and are not always aware of their impact on others. Not so dependent on getting feedback and can respond better to losing external visual references in their environment.
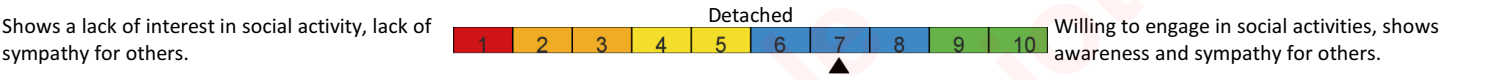
The candidate self reported as Slightly External in referencing style, suggesting that they are able to relate to external events well but also are able to internalise events adequately, which increases the opportunity for learning.

Abnormal Traits

The Abnormal Traits scales identify personality tendencies that could be considered negative in the work environment. Combinations of certain personality traits can, in combination, lead to specific behaviours that will influence the candidate's response to certain situations.
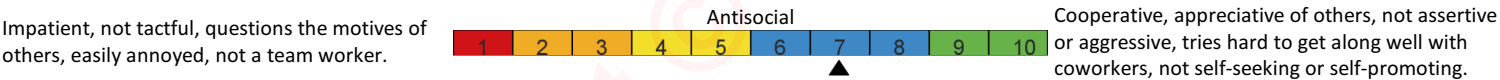
Overall :　　　　　　　🔵　　　Minor Concerns

Does not trust people, thinking everyone is against them, prone to anger or worry, concern about what others think.

Untrusting

1	2	3	4	5	6	7	8	9	10

▲ (at 7)

Willing to trust people, no negative patterns of worry or concern when working with others.

The candidate's scores indicate some slight areas of concern for Untrusting. They have the potential to develop trusting relationships and be accepting of others, however, this may take time.

Shows a lack of interest in social activity, lack of sympathy for others.

Detached

1	2	3	4	5	6	7	8	9	10

▲ (at 7)

Willing to engage in social activities, shows awareness and sympathy for others.

The candidate's scores indicate some slight areas of concern for Detached, suggesting that they may occasionally lack empathy. They may sometimes not engage fully, and may lack the appropriate level of emotional response.

Impatient, not tactful, questions the motives of others, easily annoyed, not a team worker.

Antisocial

1	2	3	4	5	6	7	8	9	10

▲ (at 7)

Cooperative, appreciative of others, not assertive or aggressive, tries hard to get along well with coworkers, not self-seeking or self-promoting.

The candidate's scores indicate some slight areas of concern for AntiSocial, suggesting that they should follow rules and conform to society's expectations.

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Enjoys being the centre of attention, highly confident and assertive. Isn't very moral, more concerned with their own welfare than others.

Arrogant

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

▲
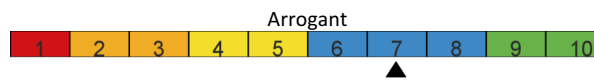
Doesn't need to be centre of attention. Shows modesty and concern for others, along with moral values.

The candidate's scores indicate some areas of concern for Arrogance, suggesting that under pressure they will pay less attention to the opinions of others. They may be over-assertive at times.

Nervous individuals who avoid people, social situations and anything risky. Often introverted, lack confidence and appear vulnerable.

Isolated

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

▲
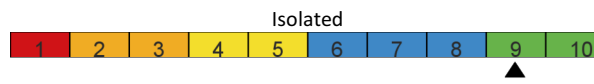
Comfortable engaging with other people, social situations and novel environments. Generally confident and outgoing.

The candidate scored positively for Isolated, suggesting they should be stable, well adjusted and collaborative in their approach.

Strong tendency to over rely on others, wanting to gain validation and attention from them. Very eager to please without independence.

Over-Reliant

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

▲
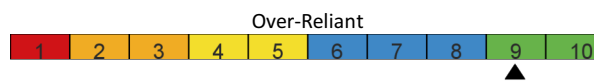
Comfortable with their own thoughts and ideas. Shows a level of independence.

The candidate scored positively for Over Reliant, suggesting they should be confident, capable and proactive individuals who have good self belief and have the courage of their convictions.

ADAPT

The cultural scales are based upon 4 dimensions of Hofstede's cultural dimensions, used to assess the culture within countries and also within organisations. The 4 areas measured are:

Power Distance - (the extent to which the less powerful members or organisations and institutions accept and expect that power is distributed unequally)

Uncertainty Avoidance - (A society's tolerance for uncertainty and ambiguity)

Individualism - (The degree to which individuals are integrated into groups)

Work/Life Focus - (The role of values and relationships within the society)

Overall :   ● Minor Concerns

More consultative power relations, with people relating more as individuals. Expect to be able to contribute and critique decisions of those in power. More likely to challenge authority.

Power Distance

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
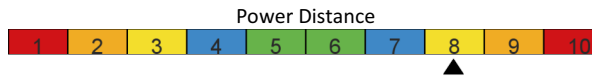
More autocratic and paternalistic power relations. Acknowledge power based upon position in hierarchical structure. More disciplined but not always prepared to challenge.

The candidate's scores indicate some Areas of Concern for Power distance suggesting they may need time to develop the right balance of management and leadership. They may not encourage open dialogue between people from different backgrounds who they do not understand.

Accept unstructured situations of changeable environment, trying to have as few rules as possible. More pragmatic and tolerant of change, but can lack strict adherence to rules and procedure.

Uncertainty Avoidance

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
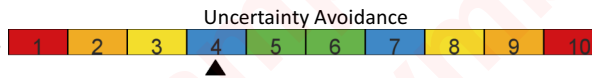
Tend to be more emotional and minimise occurrence of unknown and unusual circumstances. More structure and procedure oriented, but reluctant to act when faced with uncertainty.

The candidate scored mainly Positively for Uncertainty Avoidance suggesting they are comfortable in more unstructured and diverse environments and will respond in a reactive and pragmatic manner to dynamic situations.

More likely to act predominantly as members of a cohesive group. Willing to work for the collective of the group and will give preference to those in their group for interactions etc.

Individualism

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Place more importance on personal achievements and individual rights. Will be more objective and fair in their interactions, but likely to put their own needs first.

The candidate's scores indicate some Areas of Concern for Individualism suggesting a preference for lone working. They may chose to put their own needs first rather than the wider company perspective. They have the potential to become more company focused when settled and content.

Place more value on relationships and quality of life. Men and women have the same values emphasizing modesty and caring. Individuals work in order to live.

**Work-Life Focus**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
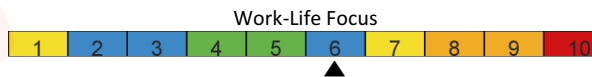
Place more value on quantity of life; competitiveness, assertiveness, materialism, ambition and power are all highly valued and sought. The differences between gender roles are more dramatic and less fluid.

The candidate's score suggests they are likely to work hard for the company, however, if taken to excess their Work/Life Focus may impact their family relationships.

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Safety Culture

The Safety Culture scale examines 5 key attitudes that have been identified as hazardous to pilots by the FAA.


Overall :   🟡   Some Concerns

Resignation

Believes they make a difference and understand the concept of synergy, with output of a group being greater than the sum of individual inputs.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

▲ (at 3)
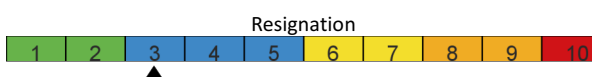
Believes that results and outcomes are never dependent on their own actions. Attributes outcomes to luck or chance. Tend to leave control to others.

The candidate has scored positively in some areas associated with Resignation, indicating that they may feel they have more impact when acting independently rather than within a group.

Macho

Understand the importance of displaying and executing vigilant discipline and humble confidence is important.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

▲ (at 4)
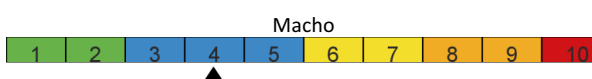
Competitive attitude that is willing to take extra and unnecessary risk to impress. Look for opportunities to justify their over-confidence.

The candidate has scored positively in some areas associated with Macho, indicating that whilst they may display confidence they can at times be competitive.

Anti-Authority

Realise rules and regulations, procedures and checklists are implemented for the reasons of flight safety and not annoyance.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

▲ (at 1)

An attitude that is resentful of rules, regulations, procedures or instructions. Often reluctant to follow instructions and orders.

The candidate's scores indicate some areas of concern for Anti-Authority; they may follow rules and regulations blindly, without being prepared to listen to advice or instructions in an open manner.

Impulsivity

Understands the importance of analysing situations and thinking before acting.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

▲ (at 1)

An attitude that things need to be done immediately and actions are often done without thinking, sometimes resulting in poor options.

The candidate's scores indicate some areas of concern for Impulsivity; they may tend to over-analyse when they are unsure, and be slow to act in unknown situations.

Invulnerability

Appreciate that accidents can happen to anyone regardless of experience.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

▲ (at 10)
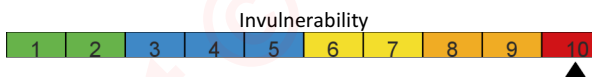
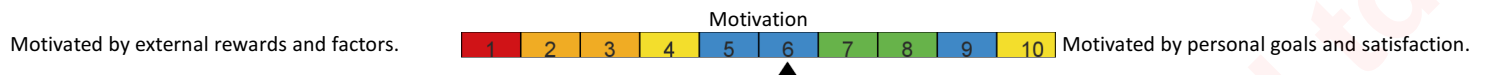Shows a mind-set that accidents occurs to others, but not to them. Will willingly take further chance and risk.

The candidate scored negatively in key areas associated with Invulnerability, and scores suggest they may not have sufficient concern for safety and be unaware of the risks linked to lack of experience, which can result in over-confidence.

Motivation

This section identifies the main factors motivating candidates. Motivation is defined as the process that initiates, guides and maintains goal-orientated behaviour. An assessment is made of whether candidates are motivated intrinsically (by an internal desire to achieve goals for personal satisfaction and growth) or extrinsically (by an external influence to gain reward such as money, or avoid punishment such as disapproval). Candidates who have low motivation can quickly lose interest in tasks and give up as soon as things get difficult, failing to get a good understanding of requirements.

Overall :   ● Minor Concerns

Motivated by external rewards and factors.

Motivation

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

▲ (at 6)

Motivated by personal goals and satisfaction.

Has potential to be highly driven and enthusiastic; likely to be disappointed when faced with setbacks, however, shows resilience and a willingness to learn and improve.

Anxiety

The anxiety sub-scales measure the likelihood of a candidate experiencing anxiety when faced with a pressured environment, and how this impacts on performance. Anxiety levels experienced by the candidate can either be somatic (physical signs of anxiety, e.g. sweating, fidgeting) or cognitive (more cerebral signs of anxiety, e.g. confusion, forgetfulness). Somatic anxiety can disrupt physical performance, whereas cognitive anxiety can slow the ability to process information decisively, introducing errors into performance.

Overall :   ● No Concerns

Low Anxiety.

Anxiety

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

▲ (at 3)

High Anxiety.
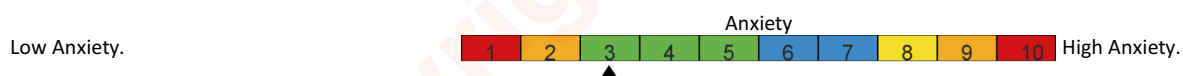
A score of Low Anxiety suggests confidence and self belief that allows the candidate to recognise and manage anxiety effectively in order to use it to positive effect.

SYMBIOTICS

The personality sub-scales measure various aspects of the candidates personality based upon the widely validated Five Factor Model. These are divided into the following areas :

Neuroticism - (sensitive/nervous vs. secure/confident). The tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, or vulnerability. Neuroticism also refers to the degree of emotional stability and impulse control.

Extraversion - (outgoing/energetic vs. solitary/reserved). Energy, positive emotions, positive affect, assertiveness, sociability and the tendency to seek stimulation in the company of others, and talkativeness.

Openness - (inventive/curious vs. consistent/cautious). Openness reflects the degree of intellectual curiosity, creativity and a preference for novelty and variety a person has. It is also described as the extent to which a person is imaginative or independent, and depicts a personal preference for a variety of activities over a strict routine.

Agreeableness - (friendly/compassionate vs. analytical/detached). A tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. It is also a measure of one's trusting and helpful nature, and whether a person is generally well tempered or not.

Conscientiousness - (efficient/organised vs. easy-going/careless). A tendency to show self-discipline, act dutifully, and aim for achievement; planned rather than spontaneous behaviour; organised, and dependable.


**Neuroticism :** ● Resilient to pressure, finding it easy to present a calm demeanour.

Generally calm, less tendency to worry, doesn't become easily stressed or emotionally affected by negative events.

Stress Management

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

▲

Tendency to worry, become easily stressed, become emotionally affected by negative events.
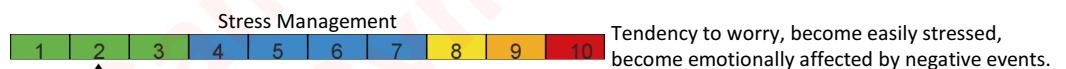
Not easy to become irritated, has patience, doesn't easily lose temper, less likely to bear grudges.

Anger

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

▲

Easy to become irritated, lack of patience, easy to lose temper, bears grudges.
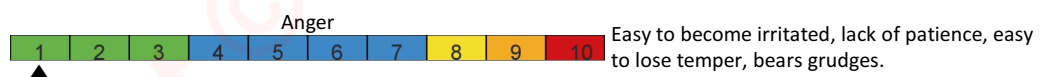
Not easily embarrassed, comfortable in unfamiliar situations, not afraid of doing the wrong thing.

Self-Consciousness

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

▲

Easily embarrassed, uncomfortable in unfamiliar situations, afraid of doing the wrong thing.
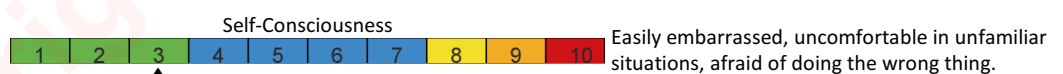
Has resilience, finds it easy to stay calm under pressure, doesn't become overwhelmed by events.

Vulnerability

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

▲

Lacks resilience, finds it hard to stay calm under pressure, becomes overwhelmed by events.
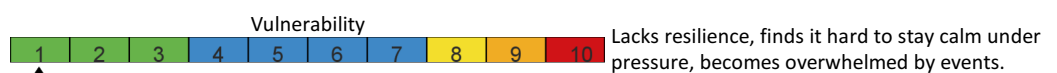
Extraversion :

Positive, outgoing and takes initiative, leading from the front.

Friendliness

Doesn't makes friends easily, uncomfortable around others, not interested in others, not easy to get to know.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
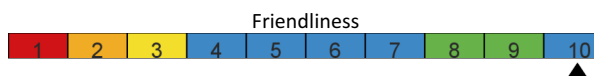
Makes friends easily, comfortable around others, interested in others, easy to get to know.

Gregariousness

Not outgoing, doesn't talk to new people easily, doesn't enjoy groups and being centre of attention, doesn't talk a lot.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
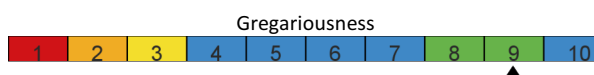
Outgoing, talks to new people easily enjoys groups and being centre of attention, talks a lot.

Assertiveness

Doesn't takes charge, wont get straight to the point, waits for others to lead, keeps in the background.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
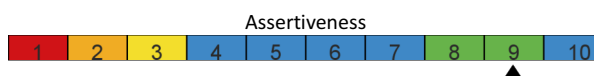
Takes charge, gets straight to the point, doesn't waits for others to lead, doesn't keep in the background.

Excitement seeking

Doesn't enjoy adventure, excitement and risk taking, doesn't like being part of large crowd, avoids danger.
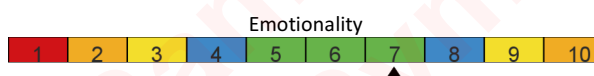
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
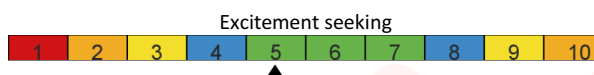
Enjoys adventure, excitement and risk taking, likes being part of a large crowd, may seek danger.

Openness :

Open to accepting new ideas and approaches. Likes to learn and develop.

Emotionality

Doesn't experience emotions strongly, is not easily affected or in touch with emotions and has low awareness of them.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Experiences emotions strongly, is easily affected or in touch with emotions and aware of them.

Adventurousness

Doesn't enjoy new experiences, doesn't like change and challenge, likes conventional things and ways of doing them.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
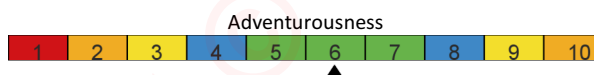
Enjoys new experiences, likes change and challenge, doesn't like conventional things.

Intellect

Doesn't enjoy complex problem solving or challenging reading material, academically less successful, doesn't enjoys learning for its own sake, and prefers practical learning.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Enjoys complex problem solving or challenging reading material, academically successful, enjoys learning for its own sake.

Creativity

Less vivid imagination, not interested in thinking of new solutions to problems, doesn't enjoy creative pursuits, prefers physical activity to art and culture.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
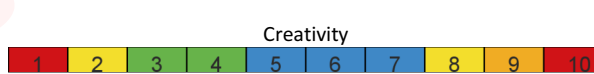
Vivid imagination, like thinking of new solutions to problems, enjoys creative pursuits, prefers art and culture to sports.

Free-Thought

Doesn't get interested by unusual ideas or philosophy, not interested in abstract thinking, rarely gets distracted by own thoughts.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
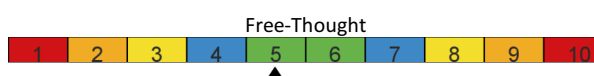
Enjoys unusual ideas, thinks about philosophy, likes abstract thinking compared to practical thought, gets distracted by own thoughts.

Agreeableness :

🔵 Usually considerate and supportive; with good sense of social norms and values.

Doesn't easily place trust in others, thinks others don't have good intentions, believes in hidden motives in others, hard to earn their trust.	**Trust** 1 2 3 4 5 6 7 8 9 ▲ 10	Places trust in others, believes they have good intentions, doesn't believe in hidden motives, easy to earn their trust.

Doesn't easily place trust in others, thinks others don't have good intentions, believes in hidden motives in others, hard to earn their trust.

Trust

1 2 3 4 5 6 7 8 9 10
▲ (at 9)
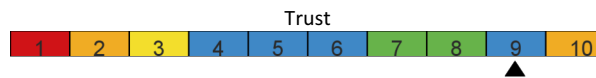
Places trust in others, believes they have good intentions, doesn't believe in hidden motives, easy to earn their trust.

Doesn't like to inconvenience themselves to help others, expresses negative thoughts to others, thinks about their needs before others.

Accommodating

1 2 3 4 5 6 7 8 9 10
▲ (at 6)
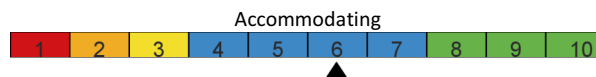
Happy to inconvenience themselves to help others, keeps negative thoughts to themselves, thinks about others' needs before their own.

Doesn't like to work with others, may like confrontation, doesn't value co-operation, not concerned with others' opinions, likes to argue.

Cooperation

1 2 3 4 5 6 7 8 9 10
▲ (at 8)
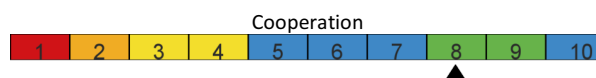
Likes to work with others, doesn't like confrontation, values co-operation, is concerned with others' opinions, doesn't like to argue but compromise.

Doesn't enjoy helping others, more concerned for themselves than others, doesn't care about others' feelings, has no time for other people.

Altruism

1 2 3 4 5 6 7 8 9 10
▲ (at 10)
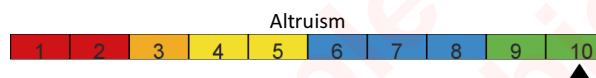
Enjoys helping others, more concerned for others than themselves, cares about others' feelings, has time for other people.

Doesn't feel sympathy for others who are worse off, not interested in others' problems, doesn't believe people should rely on each other.

**Sympathy**

1 2 3 4 5 6 7 8 9 10
▲ (at 9)
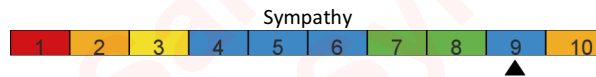
Feels sympathy for others who are worse off, interested in others' problems, believes people should rely on each other.

Doesn't mind being rude, would take advantage of another, doesn't follow the rules, will manipulate people if they need to.

Morality

1 2 3 4 5 6 7 8 9 10
▲ (at 6)

Believes in always being polite, wouldn't take advantage of another, follows the rules, won't manipulate people.

Likes talking about themselves, thinks they are special or better than others, has a high opinion of themselves.

Modesty

1 2 3 4 5 6 7 8 9 10
▲ (at 4)
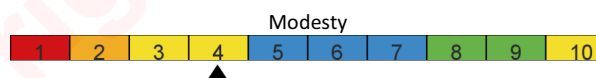
Doesn't like talking about themselves, doesn't think they are special or better than others, doesn't have a high opinion of themselves.

275 - 448|668|698|672|674|676|678|680|694|910|1151|547|453|589|590|460|909|767|938|871 - 323

Conscientiousness :

● Self motivated, reliable achiever; could be a valuable employee.

| Does not understand or appreciate their strengths to enable accurate assessment of ability. Can manifest as under confidence and prevents learning. | **Self-Efficacy** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 ▲ | 10 | Does not understand or appreciate their weaknesses to enable accurate assessment of ability. Remains confident but at the extreme manifests as over-confidence and prevents learning. |

Does not understand or appreciate their strengths to enable accurate assessment of ability. Can manifest as under confidence and prevents learning.

Self-Efficacy

1 2 3 4 5 6 7 8 9 10 ▲(9)
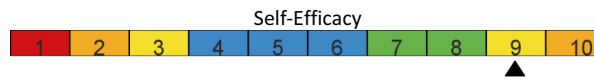
Does not understand or appreciate their weaknesses to enable accurate assessment of ability. Remains confident but at the extreme manifests as over-confidence and prevents learning.

Doesn't mind if things don't fit patterns, not bothered by uncertainty, doesn't like to keep to routines and timetables, doesn't tend to think carefully before proceeding.

Orderliness

1 2 3 4 5 6 7 8 9 10 ▲(9)
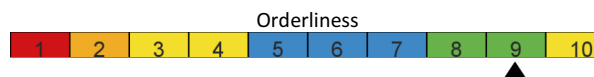
Likes things to fit patterns, takes things step by step, keeps to routines and timetables, thinks carefully before proceeding.

Doesn't mind breaking rules, doesn't tend to keep promises, believe it is OK to not complete tasks.

Dutifulness

1 2 3 4 5 6 7 8 9 10 ▲(10)
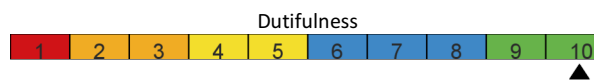
Sticks to the rules, keeps promises, believes in always being truthful.

Doesn't do more than is expected of them, doesn't set high standards, won't bend the rules to succeed, values enjoyment of work over performance.

**Achievement-Striving**

1 2 3 4 5 6 7 8 9 10 ▲(7)

Does more than is expected of them, sets high standards, bends the rules to succeed, puts performance over enjoyment.

Is not always prepared, doesn't carry out plans exactly, may take time to get started on tasks quickly, finds it hard to let go of old tasks as required.

Self-Discipline

1 2 3 4 5 6 7 8 9 10 ▲(9)

Always prepared, carries out plans exactly, gets started on tasks quickly, can let go of tasks and move on as required.

Doesn't take extra time to avoid mistakes, may not stick to safe choices, considers feelings not facts when making decisions, may jump to conclusions or into things, may not make plans in advance, doesn't prepare well for future challenges.

Cautiousness

1 2 3 4 5 6 7 8 9 10 ▲(9)
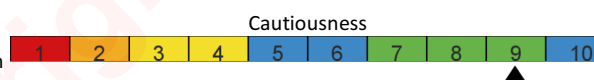
Takes extra time to avoid mistakes, sticks to safe choices, considers facts not feelings when making decisions, doesn't jump to conclusions or into things, makes plans in advance, prepares well for future challenges.
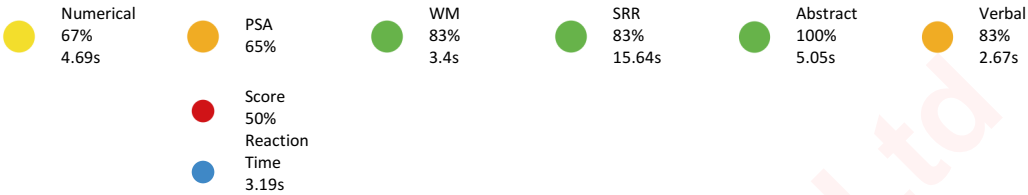
Exam Results

In the following sections the percentage relates to the individual's accuracy, and the time indicated in seconds relates to their average reaction time per question within the section.
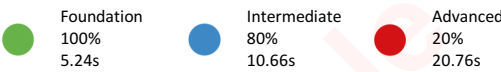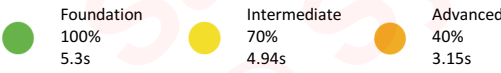
Cognitive Reasoning ⬤ 78% Overall

Numerical 67% 4.69s	PSA 65%	WM 83% 3.4s	SRR 83% 15.64s	Abstract 100% 5.05s	Verbal 83% 2.67s

Score 50%
Reaction Time 3.19s

Maths: ⬤ 52% Overall

Foundation 100% 5.24s	Intermediate 80% 10.66s	Advanced 20% 20.76s

Physics: ⬤ 58% Overall

Foundation 100% 5.3s	Intermediate 70% 4.94s	Advanced 40% 3.15s

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FAST Report

Overall Level

The candidate currently displays an above average level of Knowledge Skill and Attitude. This current level indicates that they should be equipped to attempt the entry selection test OR attend pre-selection training. They were able to demonstrate a good level of attention and learning, generally maintaining these under workload, showing a level of resilience.

FAST Physical	●	● Attempt 1	● Attempt 2
FAST Cognitive	●	● Attempt 1	● Attempt 2
Situation Awareness	●	● Attempt 1	● Attempt 2

Physical

Collisions Attempt 1

Collisions Attempt 2

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Key: ● Attempt 1   ● Attempt 2

Chart values (Attempt 1 / Attempt 2):
- Numerical Reasoning: 0 / 100
- Perceptual Speed & Accuracy: 33 / 100
- Working Memory: 67 / 100
- Spatial Relationship Reasoning: 0 / 33
- Abstract Reasoning: 67 / 100
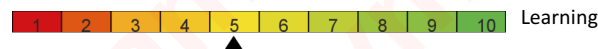- Verbal Reasoning: 67 / 100
- Visual Dominance: 67 / 67
- Auditory Dominance: 67 / 67
- Awareness: 100 / 100
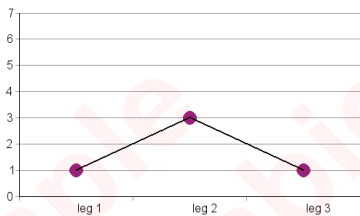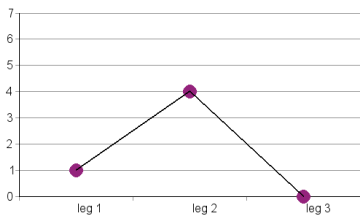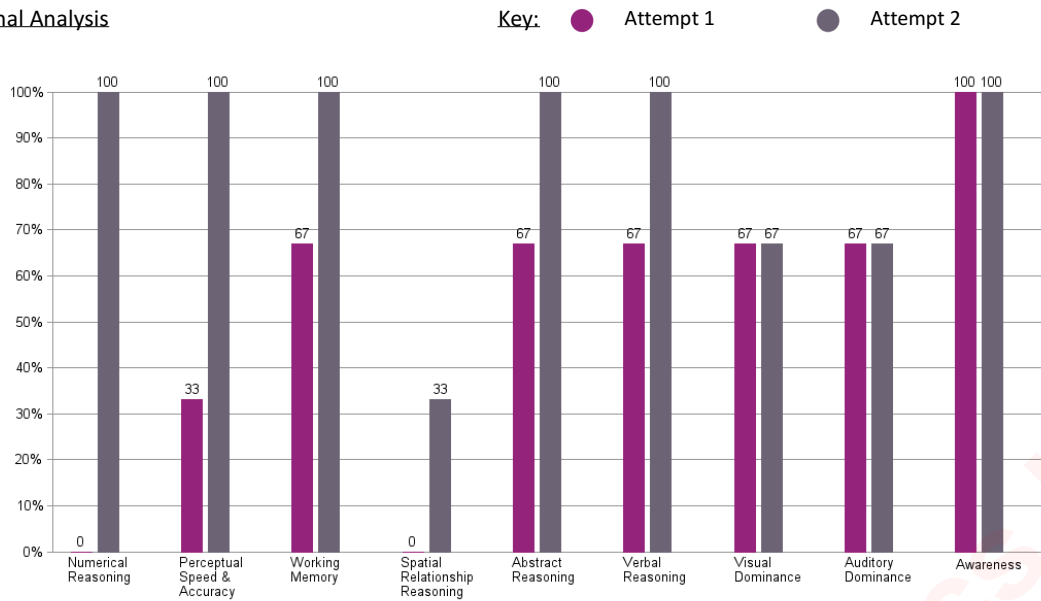
Learning

The candidate showed a good ability to learn across the cognitive and physical demands of the task. They demonstrated a clear ability to adapt their approach, using past experiences well. There was good evidence that a strategy had been formulated and applied.

Physical Learning

1 2 3 4 5 6 7 8 9 10   Learning
▲ (at 5)

Cognitive Learning

1 2 3 4 5 6 7 8 9 10   Learning
▲ (at 10)

Situation Awareness

1 2 3 4 5 6 7 8 9 10   Learning
▲ (at 5)

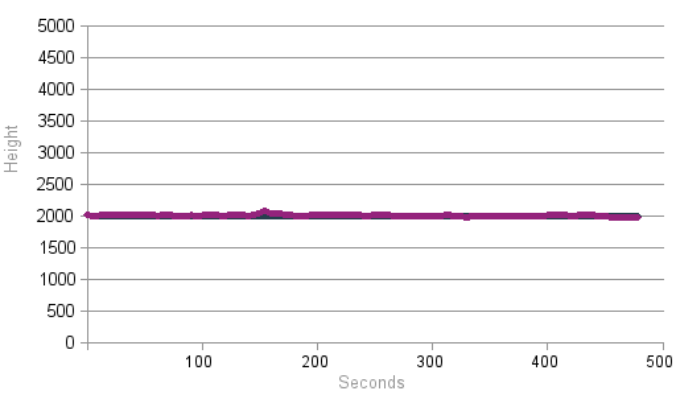# Dexterity and Hand-eye Coordination (Fixed Wing):
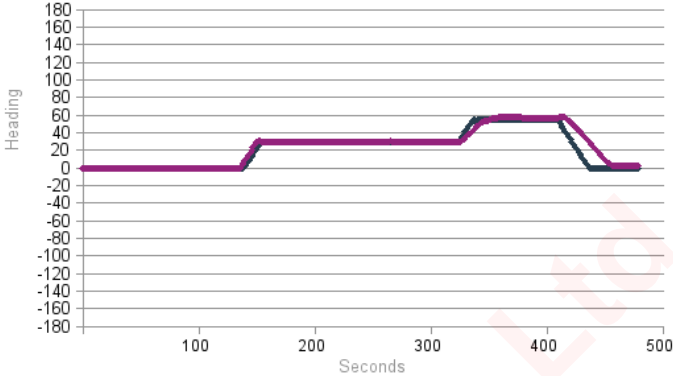
Physical Dexterity:

key ● Target Telemetry Data ● Candidate Telemetry Data

Height
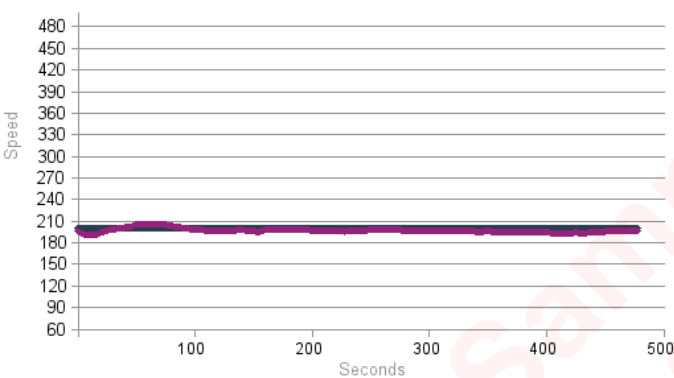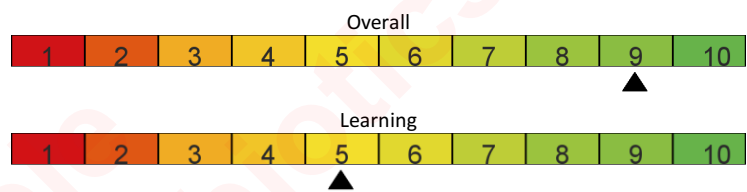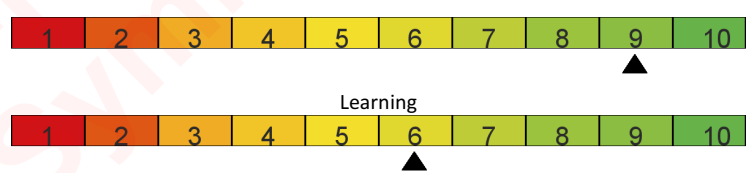

Heading

Speed

Control

Overall

1	2	3	4	5	6	7	8	9	10

▲ (9)

Learning

1	2	3	4	5	6	7	8	9	10

▲ (5)

Accuracy

1	2	3	4	5	6	7	8	9	10

▲ (9)

Learning

1	2	3	4	5	6	7	8	9	10

▲ (6)

275 - 448|668|698|672|674|676|678|680|694|910|1151|547|453|589|590|460|909|767|938|871 - 323

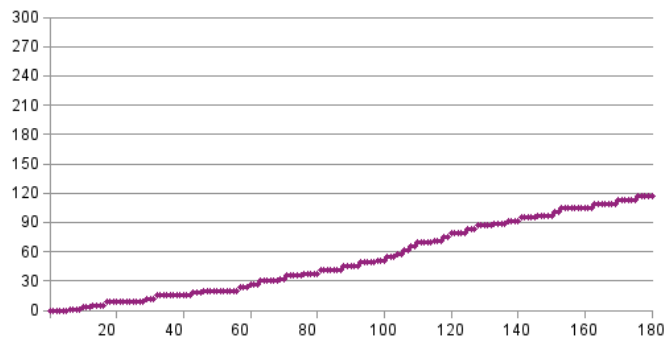Coordination and Control:
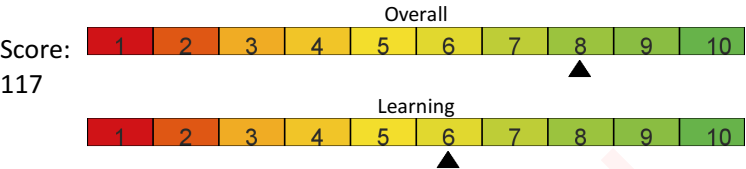
Coordination and Control:

Physical Summary:

Co-ordination Assessment

Co-ordination

Score: 117

The candidate demonstrated average Manual Dexterity Skills in the Control and Co-ordination assessment indicating some areas of concern, however they should be capable of improvement with training. The assessment output indicated some use of a learning strategy by the candidate, although they may have implemented this inconsistently.

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A D A P T

Category	Value
3D Performance	85%
Track Recovery	85%
Info.Processing	92%
Focus and Concentration	73%
Strategy and Adaptability	59%

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- 323

SYMBIOTICS

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Teme House, Whittington Road, Worcester WR5 2RY.
www.symbioticsltd.co.uk
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Contact our team on +44 (0) 1905 368175, adapt.admin@ symbioticsltd.co.uk