



SYMBIOTICS

**Adapt Personality Questionnaire (APQ)
Crew Resource Management FO
Cognitive Foundation
Fast
Ingold Aviation Video Interview
English
Aviation Knowledge**

**Candidate: A73093
Generated: 11/12/2024
Expiry: 06/12/2026**

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● PQ Summary	Minor Concerns
● Abnormal Traits	Minor Concerns
● Culture	Minor Concerns
● Safety Culture	Some Concerns
● Crew Resource Management	Minor Concerns
● Cooperation	Minor Concerns
● Decision-Making	No Concerns
● Leadership	Minor Concerns
● Situational Awareness	Minor Concerns
● Aviation Knowledge	Some Concerns
● English	No Concerns
● Cognitive Reasoning	Minor Concerns
● FAST	Some Concerns



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 :

TC4b



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:

Require process and structure, but often do not quite execute the plan to its full potential, although they understand the concepts well. They can learn to multi-task but prefer to be experts in one area, although they can get distracted and not deliver to their full potential, which will frustrate them and undermine their confidence, which is generally robust.

Physical skills can take more time and be somewhat inconsistent as they may not always practice and rehearse in full, tending to rely on their intellect to get them through rather than practical skills. They usually prepared to listen and accept their short comings and will learn from their mistakes. They may make silly mistakes when under test conditions but should complete providing they stay motivated. They can be good team players if a little inconsistent.

Overall Fit

Role:  Minor Concerns


Personal Style:  Minor Concerns


Character:  No Concerns

Work Environment:  Minor Concerns

Key Attributes

Vulnerability  No Concerns
(Influences System Management)

Stress Management  No Concerns
(Influences System Management)

Assertiveness  No Concerns
(Influences Command & Leadership)

Conscientiousness  No Concerns
(Influences Safety Values & Command Attitude)

Morality  Minor Concerns
(Influences Company Values)

Candidate Summary



Role : ● **Minor Concerns** Generally has the attributes and Skills for the role and with training should develop and mature well.

● **Authority Gradient**

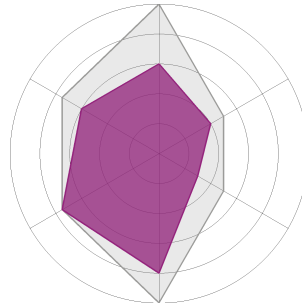
May inadvertently create a gradient, not being prepared to listen or take advice.

● **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 professionally but may be impulsive at times and make mistakes as a result.

● **Ability to Adapt**

Coping strategies are not yet fully developed; needs to develop confidence to be resilient.

● **Pressure Management**

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**

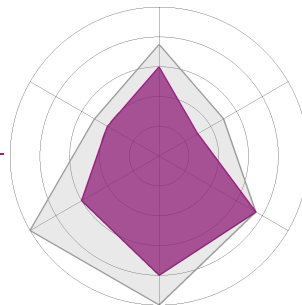
Generally cooperative, may be somewhat reserved; but should work effectively in a team.

● **Values**

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

● **Attitude**

May not always see the wider perspective, letting personal ambition and impatience impact.



● **Profile**

A reasonable profile for the role. but coping strategies and influence may vary in effectiveness.

● **Energy**

Well motivated and robust, with consistent drive and appropriate ambition.

● **Learning**

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

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

● **Stability**

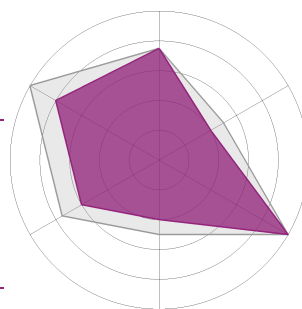
Resilient to pressure, finding it easy to present a calm demeanour.

● **Abnormal Traits**

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

● **Adherence**

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



● **Confidence**

Proactive, confident and generally calm under pressure.

● **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**

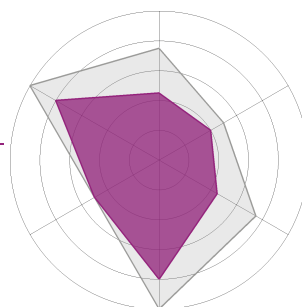
Can be democratic but may lack respect for peers and not be prepared to challenge or be challenged until fully confident.

● **Work Style**

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

● **Company Minded**

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



● **Need for Structure**

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


● **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.


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 : TC/P4a
 Candidate Silhouette : TC4b
 Silhouette Fit : Above Average Match
 68% of ideal match 


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

<p><u>Intuitive</u> 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.</p>		<p><u>Technical</u> 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.</p>
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The manner in which a person solves and interacts with tasks

<p><u>Physical</u> 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.</p>		<p><u>Cognitive</u> 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.</p>
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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.

<p><u>Internal</u> 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.</p>		<p><u>External</u> 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.</p>
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An individual's internal perspective and motivations relating to rules, morals and their interactions with arousal and risk

<p><u>Safe</u> 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.</p>		<p><u>Risk</u> 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.</p>
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An individual's work ethic and application to tasks and the effect this has on confidence, self-presentation and performance

<p><u>Self-Defeating</u> 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.</p>		<p><u>Perfectionist</u> 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.</p>
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Motivation. Influences include: confidence, view of the world, attitude to others, robustness and competitiveness.

<p><u>Fear of Failure</u> 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.</p>		<p><u>Desire to Succeed</u> 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.</p>
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Personality and Behaviour

This profile is not comfortable with uncertainty and unknowns and will avoid dynamic or unstructured situations. They may lack confidence in their own ability but should be able to articulate how they are doing and what they feel needs to be done in order to sustain or continue improvement, thus enabling improvement. However, due to low levels of planning, things may not always go smoothly or as hoped. They may often be a little imprecise, despite having access to facts and applying logic, and may not be prone to being very self-critical.

When confidence is low, they may tend to worry about their own performance and be over-analytical about tasks; but they do not spend the time perfecting skills or preparing. They tend to exhibit frustration when not performing as well as hoped, blaming their incompetence or lack of skill, which increases feelings of helplessness if they are not provided with information about how to improve. When confidence is high, they will be consistent and sound performers who are quietly successful. This profile is often an easy going and relaxed individual, who is good at telling others how to do a task because they have learnt the hard way themselves. If scored highly in self-defeating and in internal attribution, this may manifest itself in an apparent air of indifference and a tendency to walk away from things if they get too difficult. However, there will be a great deal of rationalisation provided to support the decision, even if it is somewhat skewed logic.

They are more likely to give up on physical tasks and just decide that it is not what they do, preferring to focus on cerebral tasks that come more naturally, require less effort and possibly have fewer variables. If also scored highly in safety and desire to succeed, dissonance may arise over ambitions and goals and how to achieve them. If this is a feature, it is something that can be readily changed to unlock the mismatch of expectation and perceived ability. These candidates are generally highly trainable in the right environment and the most can be made of their relaxed, studious approach and good confidence levels to bring out their strengths, providing they are taught how to prevent the self-defeating characteristics from kicking in when things get tough.

Assessment Performance Description

A processed and structured thinker, who will prefer to have tasks taught in a formal, well constructed manner, with both written and verbal instruction. They like information for new tasks but probably never quite finds the time to actually prepare as much as they would like and this may mean that they cancel or do not attend events through lack of preparation, as they do not like to feel anxious and also want to do well. They may not plan revision or task rehearsals well and, although the work will be put in, they may find that they have prepared incorrectly or studied the wrong part.

They will seek information that aids understanding of the processes and reasons for new tasks. They prefer analysing and interpreting facts and figures and generally is a reliable analytical problem solver, although they may not be the bravest decision makers and may not speak up if they feel they have a solution.

They may find the development of physical skills challenging when they become more complex and require more automaticity, as this profile type will spend a great deal of time thinking about the task and the impact of their actions. If there is a high degree of efficacy, this will be positive but if there is a low efficacy issue, then this will translate into negative emotions and an accelerated lack of confidence. This profile is not particularly robust in developing coping strategies without outside assistance.

Learning Styles Description

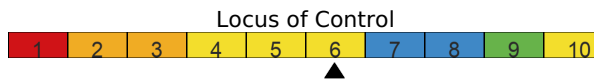
They will cling to facts, specifics, guidelines and routines which will take a while to develop as a skill but once learned they will be consistently and well performed, although there will be times under pressure when these skills will be performed badly or erroneously as it is the wrong task applied at the wrong time, due to a lack of focus or preparation. Although the intellect to adapt to new situations is present, the lack of application and resistance to change may slow the learning process to meet new challenges. The combination of safe with self-defeating and desire to succeed, means that this individual could have higher expectations of their own ability than they are prepared to work for and achieve.

They will have the analytical ability to rationalise the situation and, because they are internal attributors, they should be able to understand how their own role has contributed to the situation, thus assisting the potential for positive changes for the next time. By taking stock after the event and applying the lessons learnt, they can break the tasks down and understand what has taken place. However this profile may not feel comfortable doing so and may not give it the full and complete application that would make the exercise truly beneficial, due to the tendency to self-defeat, and thus good intentions are never quite carried through. There is an understanding of the theory but often a lack of follow through when it comes to practicing the reality, which reduces the chance of success in practical skills.

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 :  Medium

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



Demonstrates effective coping strategies and ability to respond positively to set-backs and challenging situations.

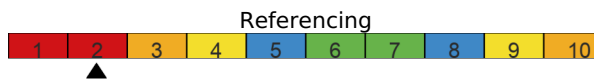
The candidate has responded with a medium score for LoC, suggesting they have developed coping strategies for some situations, most likely where there are analytical and theoretical responses required. They may not have fully developed to trust their skills where physical application is required so may vary in performance under pressure.

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 :  Poor 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.



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.

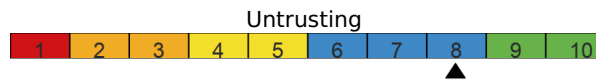
The candidate self reported as External in referencing style, suggesting that they are able to relate to External situations well but may not be able to absorb and respond to the effect they have on themselves, which can increase the time taken when learning practical skills.

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.



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.

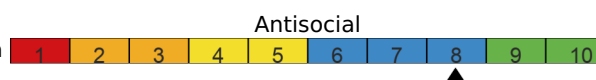
Shows a lack of interest in social activity, lack of sympathy for others.



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.

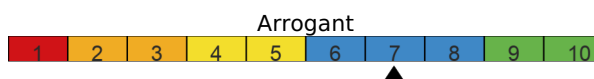
Impatient, not tactful, questions the motives of others, easily annoyed, not a team worker.



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 Anti-Social, suggesting that they should follow rules and conform to society's expectations.

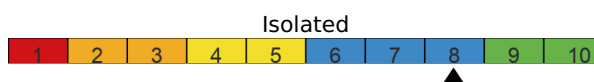
Enjoys being the centre of attention, highly confident and assertive. Isn't very moral, more concerned with their own welfare than others.



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.

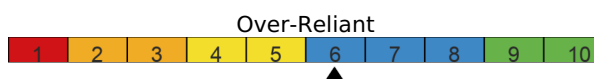
Nervous individuals who avoid people, social situations and anything risky. Often introverted, lack confidence and appear vulnerable.



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

The candidate's scores indicate some areas of concern for Isolated. This suggests that whilst they are generally collaborative and team players, they may show a tendency to withdraw to think things through alone when under pressure.

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



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

The candidate's scores indicate some areas of concern for Over Reliant. Whilst generally able to work independently, when faced with new situations or where critical decisions are required, they may follow others at times to help them to be accepted.

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)

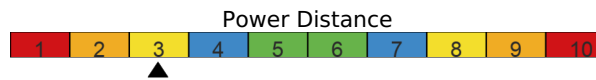
Individualism - (The degree to which individuals are integrated into groups)

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

Overall :

 Minor Concerns

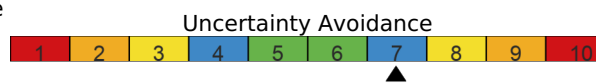
More consultative power relations, with people relating more as individuals. Expect to be able to contribute and critique decisions of those in power. More likely to challenge authority.



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.

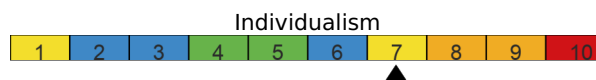
Accept unstructured situations of changeable environment, trying to have as few rules as possible. More pragmatic and tolerant of change, but can lack strict adherence to rules and procedure.



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 a preference for working in structured and controlled environments but who is also comfortable when situations become more dynamic and complex.

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.



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.



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.

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

Overall :  Some Concerns

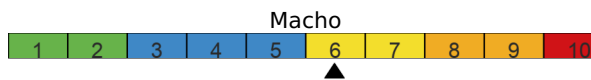
Believes they make a difference and understand the concept of synergy, with output of a group being greater than the sum of individual inputs.



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.

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



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

The candidate's scores indicate some areas of concern for Macho - at times they could be over-confident and they may take risks to compete with others.

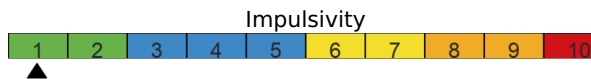
Realise rules and regulations, procedures and checklists are implemented for the reasons of flight safety and not annoyance.



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.

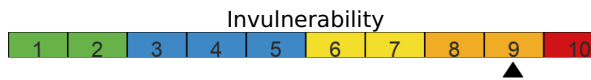
Understands the importance of analysing situations and thinking before acting.



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.

Appreciate that accidents can happen to anyone regardless of experience.

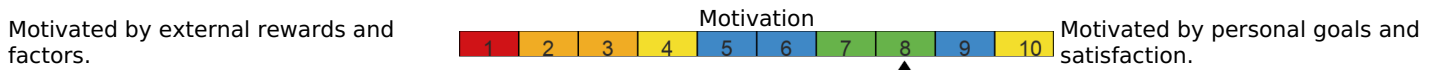


Shows a mind-set that accidents occurs to others, but not to them. Will willingly take further chance and risk.

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

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 :  No Concerns



Should be consistent in drive and enthusiasm; good resilience during setbacks and having positive attitude to learning.

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 :  Major Concerns



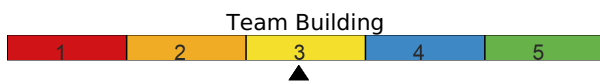
The candidate has self-reported experiencing lower levels of anxiety symptoms than would be considered typical. This can be due to several reasons. It may indicate that they have attempted to present themselves in an overly positive light, or show a lack of self-awareness leading to an inability to fully recognise anxiety symptoms. This can also be due to a tendency not to take situations seriously and underreacting to pressure. Further investigation of this score alongside other assessment evidence is recommended.

Cooperation:



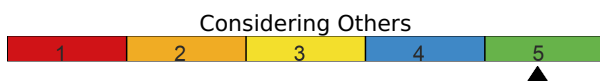
The candidate displayed above average cooperation skills, indicating an ability to work effectively in a crew, helping to build and maintain a positive group climate that promotes open communication. They should be sensitive to the condition of others and be willing to offer support and help when required.

- Blocks open communication
- Keeps barriers between crew
- Competes with others



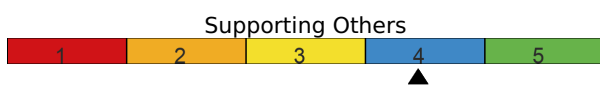
- Establishes atmosphere for open comms
- Encourages input/feedback from others
- Does not compete with others

- Ignores suggestions of other crew
- Doesn't consider conditions of others
- Shows no reaction to other crew



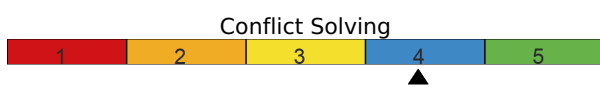
- Takes notice of suggestions of others
- Considers condition of other crew
- Gives personal feedback

- Hesitates to help others in demanding situations
- Doesn't offer assistance



- Helps others in demanding situations
- Offers assistance

- Overreacts in interpersonal conflicts
- Won't consider a compromise
- Accuses other crew of making errors



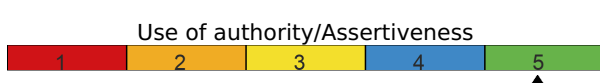
- Keeps calm in interpersonal conflicts
- Concentrates on what, not who, is right
- Suggests conflict solutions

Leadership:



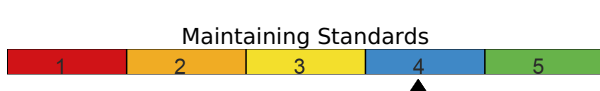
The candidate displayed above average leadership skills, indicating an ability to influence the thought and behaviour of other crew members effectively to ensure successful joint completion of required tasks. They should understand the goals of the team and ensure other crew members feel valued and integral to the group while directing and motivating them effectively.

- Hinders or withholds crew involvement
- Passive, no initiative for decisions
- Ignores suggestions of others
- Doesn't show appreciation for crew



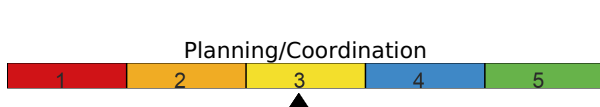
- Takes initiative to ensure involvement
- Takes command if situation requires
- Reflects on suggestions of others
- Motivates crew by appreciation

- Doesn't comply with SOPs or monitor
- Doesn't intervene when others deviate
- Own deviations aren't announced
- Doesn't care for good performance



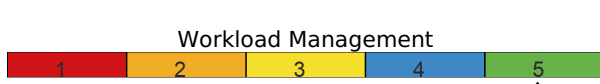
- Follows SOPs and ensures crew do too
- Intervenes if deviation from standards
- Consults crew if deviation required
- Demonstrates will to perform well

- Plans only for themselves and not crew
- Intentions not stated or confirmed
- Changes plan without informing
- Goals/boundaries unclear



- Encourages crew participation in plans
- Plan clearly stated and confirmed
- Consults crew if plan change required
- Clear goals/boundaries to complete task

- Flies solo without others involved
- Secondary tasks interfere
- Increases workload by poor planning
- Ignores signs of stress and fatigue



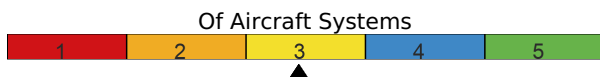
- Distributes tasks and checks/corrects
- Retains resources for primary duties
- Allots adequate time to complete tasks
- Notifies signs of stress and fatigue

Situational Awareness:



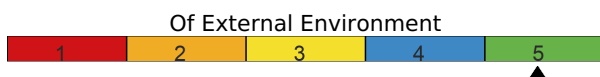
The candidate displayed above average situation awareness skills, indicating the ability to remain ahead of the aircraft and maintain an accurate perception of events both inside and outside the cockpit. This should ensure they can effectively anticipate future events and correct any potential problems before they escalate.

- Does not ask for updates
- No awareness of system changes



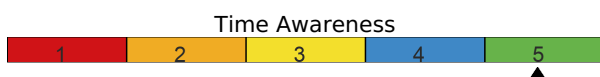
- Monitors & reports changes in systems
- Acknowledges changes to systems

- Doesn't enquire about environ. change
- No comment on relevant factors
- Operates a 'closed shop'



- Collects information about environment
- Shares key information with crew
- Contacts outside resources when needed

- Doesn't set priorities for time limits
- Relationship of past/future not discussed
- Surprised by outcome of past events



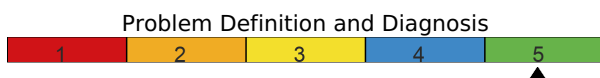
- Discusses time constraints with crew
- Discusses contingency strategies
- Identifies possible future problems

Decision Making:



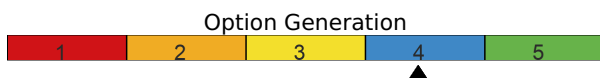
The candidate displayed above average decision making skills, indicating a sound level of judgement and reasoning when determining a course of action. They should be able to take into account all contributory factors when making a decision and articulate their thinking effectively to enable other crew members to share a common understanding. Decisions are likely to be made systematically and based on rational, logical processes.

- Failure to diagnose nature of problem
- No discussion of probable causes



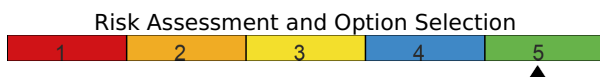
- Gathers info to identify problems
- Reviews causal factors with others

- Doesn't search for information
- Doesn't ask crew for alternatives



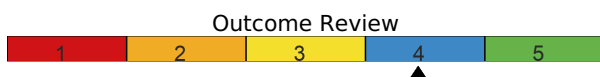
- States alternative options
- Asks crew members for options

- Poor discussion of limiting factors
- No consideration of limiting factors
- Doesn't inform crew of decision path



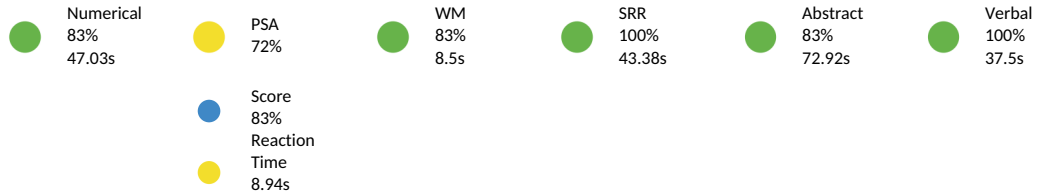
- Consider/share estimated risk of options
- Talks about risks in terms of crew limits
- Confirms/states selects option/action

- Fails to check selected outcome against goal

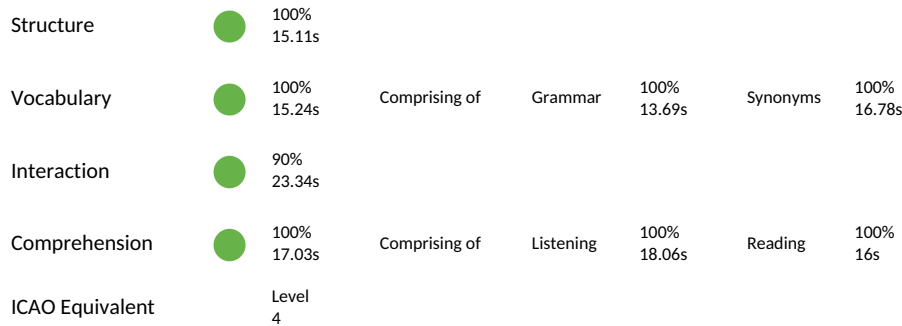


- Checks outcome against plan

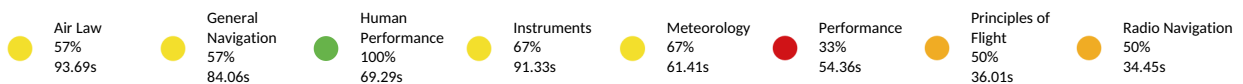
Cognitive Reasoning ● 86% Overall



English: ● 98% Overall



Aviation Knowledge ● 60% Overall



Introduction:

The FAST assessment is a multi-tasking exercise, which measures 3 components: FAST Physical, FAST Cognitive and Situational Awareness. The 5 colour category scale is used to provide an overall result for these 3 components and to show a comparison between the individual's performance in attempt 1 and attempt 2.

***FAST Physical** shows the individual's ability to balance physical coordination and dexterity, whilst managing an environment with high demands. The FAST Physical result is driven by the number of collisions that occur across the three legs in attempt 1 and attempt 2 of the assessment. These results are presented in two graphs within the physical section.*

***FAST Cognitive** shows the individual's cognitive capacity, reasoning and processing speed, within this dynamic environment. The FAST Cognitive result is driven by the individual's scores across 6 sub-groups of cognitive reasoning questions: Numerical Reasoning, Verbal Reasoning, Working Memory, Spatial Reasoning, Abstract Reasoning and Perceptual, Speed and Accuracy. The graph in the Cognitive and Situational Analysis section compares the percentage of questions the individual answered correctly in attempt 1 and attempt 2.*

***Situational Awareness** shows the individual's ability to divide their attention to effectively detect, interpret and project information displayed through auditory and visual channels. Situational Awareness result is driven by questions requiring information from 3 different channels: Auditory Dominance, Visual Dominance and Awareness. The graph in the Cognitive and Situational Analysis section compares the percentage of questions the individual answered correctly in attempt 1 and attempt 2.*

***Learning** shows the individual's ability to adapt to the task and apply information they have gained through their first attempt. Individual's learning is shown across the three components. The level of improvement for each component is displayed on a 10 point slider scale.*

Overall learning result is driven by comparing the difference in the individual's performance in the three components between attempt 1 and attempt 2. A high score on the scale shows an improvement in performance and a low score on the scale suggests a deterioration in performance for that component. A score in the middle of the scale indicates the individual has maintained the same level of performance in attempt 1 and attempt 2.

If the individual displays a high performance in any of the three components during attempt 1, their opportunity to show learning through attempt 2 is reduced. Therefore, if they maintain their high performance, they will have shown limited learning. To prevent the individual's learning score from being adversely affected by their reduced potential to learn, their result will be placed towards the middle of the scale.

Conversely, if the individual initially displays low skills in any of the three components, they have less opportunity for their skills to degrade further. They have greater opportunity to improve their performance and therefore, depending how poor their skills were at the start, any improvement will show they have the potential to learn, despite their overall performance for that skill remaining low.

*FAST Physical, FAST Cognitive, Situational Awareness and Learning all drive the **Overall Result** for FAST.*



Overall Level

The candidate displayed an average level of performance, demonstrating that they have the workload management skills and information processing capacity to attend to concurrent tasks. Although their performance may fluctuate in highly dynamic environments, they demonstrated they should have some capacity to adapt.

FAST Physical



Attempt 1



Attempt 2

FAST Cognitive



Attempt 1



Attempt 2

Situation Awareness



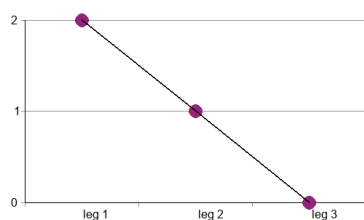
Attempt 1



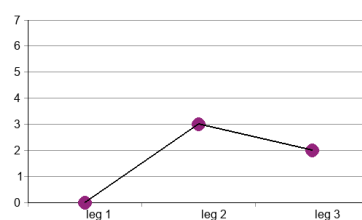
Attempt 2

Physical

Collisions Attempt 1

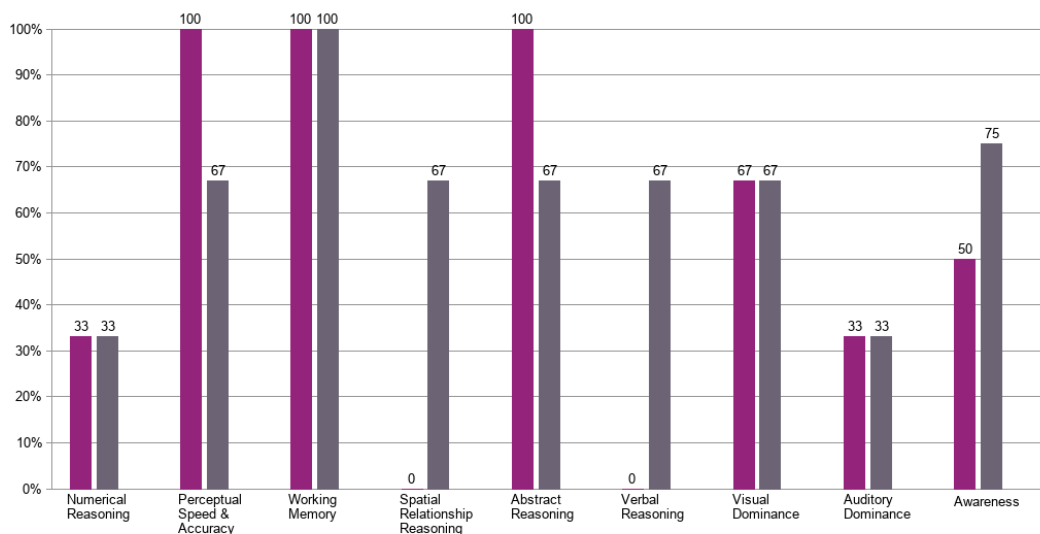


Collisions Attempt 2



Cognitive and Situational Analysis

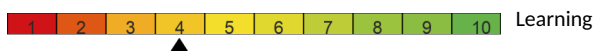
Key: ● Attempt 1 ● Attempt 2



Learning

The candidate showed a reasonable ability to learn across the cognitive and physical demands of the task. They displayed some ability to adapt their approach and demonstrated some ability to learn from previous experience. Their ability to strategise was not applied consistently.

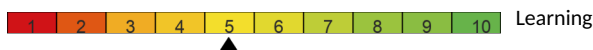
Physical Learning



Cognitive Learning



Situation Awareness



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www.symbioticsltd.co.uk
To discuss other assessment programmes -
Contact our team on +44 (0) 1905 368175, adapt.admin@symbioticsltd.co.uk