



*DAP

DRIVER **A**SSessment **P**ROFILE

REPORT

Mafi Kwamba

ID: KWAM00xxxxxxxx

Assessment Date: 2019-09-02



INTEGRITY INTERNATIONAL

Driver

Report date: 2021-12-02





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DRIVER ASSESSMENT PROFILE

SUMMARIZED REPORT

ORG: INTEGRITY INTERNATIONAL
JOB TITLE: DRIVER

Assessment Date: 2019-09-02

NAME: Mafi Kwamba
ID: KWAM00xxxxxxx

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#A high score on Rules, Time and Stress would mean that the person measures positively on these factors and that he tends NOT to break rules or to stress easily and that he is generally punctual and on time.

Please Note : For ease of reading, the *male gender* is used in this document, but also refers in all instances to the *female gender*.

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DRIVER ASSESSMENT PROFILE

EXTENDED DEFINED REPORT

ORG: INTEGRITY INTERNATIONAL
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PART 1

1 COGNITIVE

1 2 3 4 5 6 7 8 9 10

It is naturally important that the successful candidate should possess and demonstrate a minimum degree of mental insight and a reasonable level of other relevant cognitive abilities in practical terms in performing the various functions his job consists of. Dedicated research shows that certain mental strengths are more important than others in the effective performance of the driver-function and that it should be assessed at a certain difficulty-level.

1.1 Analytical Ability

1 2 3 4 5 6 7 8 9 10

This is the ability to identify the various parts that a complex situation or problem consists of and how these parts interact, as well as generating ways and means to dealing with these issues and making decisions as to which solutions will deal with the situation best under the circumstances.

It is obviously the most important part of the decision-making process where the Driver must use his mental ability in, not only *identifying* the more important issues having an impact (e.g., causing the problem) on the situation, but also to *weighing up* their relative importance and generating ways of dealing with the situation and *making a selection of* the best way to deal with it in practical terms. The emphasis is on demonstrating **sufficient ability to analyse a situation properly** in order to provide him with a sound foundation to base his decision(s) on.

A **High Score** is indicative of a candidate's ability, as a typical cognitive and open-minded disposition, to properly analyse a situation in all its various and impacting components, to provide him with a sufficiently wide and representative foundation to base a well-informed, sound and balanced decision on under the prevailing circumstances and apply it in a reasonable (short) time perspective to deal with the situation effectively, practically and conclusively. *Please note, the latter part of the sentence, is not necessarily an inherent part of the 'analytical ability' per sé, but represents the conclusive part of the problem-solving and decision-making process – and of course the cognitive ability related thereto.*

A **Low Score** is typically indicative of a candidate dealing with a situation in applying a rather impoverished and haphazard cognitive approach in making decisions, using a short sighted and narrow minded approach, not taking certain (obvious) related critical issues into consideration, not foreseeing crucial possible outcomes to such decision(s), etc. – all caused by a lack of analytical ability or not allowing sufficient time or putting effort into this facet of the problem-solving and decision-making process.



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1.2 Spatial Ability



This is the ability to *perceive* geometric or spatial relations amongst figures accurately and to be able to *visualize* how they might look if transformed, rotated or changed in any way, in order not only to obtain *insight and meaning*, but to find/generate *solutions* to problems.

Effective spatial perception and dealing with this in his practical decision-making, is found to be an integral and critical part of the Driver-function – for example, in depth perception, in estimating relative distances between objects (e.g., on-coming traffic or available space in which to manoeuvre his vehicle), in adapting his speed, etc.

A **High Score** is indicative of, not only the candidate's awareness of his physical environmental, but specifically being able to estimate the relative and varying layout between him and other objects impacting (directly or indirectly) on him, their distances, speeds and sizes as well as projecting their changing positions (taking into consideration the more critical role some of them are playing) and continuously applying his discretionary action/responds in dealing effectively therewith.

A **Low Score** on this scale is mostly caused by the candidate's lack of spatial ability – misjudging the relative positions of critical objective in his environmental and the role they play.

1.3 Perceptual Reasoning



This is the ability to *conceptualise* the various *outcomes* of perceived elements and how these interact, in a critical, objective, logical (cause-effect) manner in order to *generate the foundations on which* to base solutions.

It is of critical importance that the Driver *conceptualises* for himself, through sound reasoning, what the various outcomes may be of actions he may take in responding to certain situations **before** making his decision and taking his action(s).

A **High Score** is indicative of the individual's ability and (willingness) to thinking through the decision-making process to imagine the *consequences* for making and implementing his final decision in practical terms.

A **Low Score** reflects the candidate's lack of ability and or willingness to spend time and effort (to walk the proverbial extra mile in cognitive terms) to curb the risk of making wrong (risky) decisions – jumping to conclusions without sufficiently considering/thinking through (all) the consequences related to his decision(s).



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1.4 Verbal & Logical Reasoning

1 2 3 4 5 6 7 8 9 10

This is the ability to function effectively on the verbal plain by not only *perceiving* internal and external stimuli objectively and in full contexts, but to subject these stimuli to a sound and critical *analysis* and *logical reasoning* and to meaningfully internalizing and expressing the results, so comprehended and flowing from such process, in a *verbalized way*. The incoming stimuli the candidate receives may be in a verbal (spoken or written/printed) or non-verbal (Symbolic or technical) format, the candidate's effective processing thereof is nonetheless dependent on his cognitive logical reasoning ability and his response thereon is produced by him in a verbalized way.

The work of a Driver is 'loaded' with verbalization – e.g., receiving and providing verbalized phenomena like instructions, specifications, guidelines, feedback, etc. in a written and spoken format. If this ability is not present at an adequate level and/or developed and/or utilized by the Driver in his work or related functions, the probability that he will under-perform, is significant.

A **High Score** is indicative of the candidate's ability to receive verbal and non-verbal stimuli/data/information with an open-minded and pro-active orientation to facilitate full understanding thereof through analysis and interpretation and to respond in a well-structured and meaningful verbalized spoken or written way – to ensure sound communication in a conclusive way.

A **Low Score** is indicative of a rather underdeveloped and depleted logical reasoning ability on the part of the candidate, who also finds it difficult to fully understand and interpret verbal matter and to initiate and/or respond effectively in a spoken or written format to ensure sound communication in practical terms.

1.5 Acuity/Detail Perception

1 2 3 4 5 6 7 8 9 10

This is the ability to be *sensitive* and sharp to detail and in spotting small variations, deviations and/or concepts, constructs and/or problems consisting of a wide variety of variables and *not to allow* for obvious oversights or make unnecessary mistakes

The sensitivity and responsiveness to detail is an inherent part of the Driver's total position and day-to-day functioning. The lack of a sufficient level of this ability and willingness to use and demonstrate it in virtually all the facets of his work, is the cause of failure in many instances.

A **High Score** on this scale is indicative of the fact that the candidate is sensitive and sharp in spotting variations as a typical cognitive ability-orientation as well as being able and willing to adapt his action thereto as a typical behavioural disposition in practical terms – i.e., not being caught short easily in responding quickly in taking 'corrective' action in changing situations.

A **Low Score** is indicative of the candidate's inability in demonstrating the necessary sensitivity and sharpness to detail and spotting small variations in situations that may cause him to be caught short in adapting his behaviour in fast changing situations. This has proved to be a critical factor in Driver failure – actually, an underestimated factor in safe-driving!



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PART II

COMPOSITE INTEGRITY – CIAS-MODEL



According to the CIAS-Model © (Composite Integrity Assessment Strategy), the assessment of integrity in the world of work includes the concept known as *Work Ethic* - with special emphasis on the integrity-related factors constituting this concept. In the case of the Driver's job, the more classic five factors constituting the **Integrity** construct related to this position are used to abstract information from the candidate and are reported on as such as well as the five more crucial factors related to the concept of **Work Ethic** and the scores on these two substructure scales are combined in a weighted process to represent the more **comprehensive CIAS-assessment model of integrity** as the PART II-scale in the Summarized Report.

2. INTEGRITY



By definition Integrity is an *'attitude'* towards issues/matters in the particular person's entire unique perceived world – functioning in a rippling fashion; starting in the core/centre with the person's attitude regarding himself (the 'SELF') and rippling out regarding his attitude towards his mother, immediate/close family, extended family, society, community, etc. to even including his attitude to the environment he lives and functions in – again starting with the very close marriage/family environment and extending towards his attitude to the school/work place and eventually including the 'outer-rim' of province, country and world.

In terms of the personality factors, Integrity is perhaps the most important single concept in determining the success of the Driver.

The Driver functions often on his own, not under the direct and close control of someone else like a supervisor or manager and is in control of an expensive vehicle or piece of equipment as well as its 'load' and is largely responsible for his own performance and 'work-success'.

Integrity is a wide and complex concept and only the most important integrity- orientated factors, that are related to the above functional and situational description, were selected to be included in the **DAP**.

Please Note:

The descriptive notes related to the factor at hand are considered sufficient to also include an extension to defining a High or Low Score on the particular scale. It would automatically reflect the better/higher score on the continuum if the candidate is assessed as good, as opposed to the lower score of the candidate who is considered poor or not as good on the said scale.

2.1 Reliability & Dependability



The person's attitude of being Reliable and Dependable towards his fellow men/employees, organization, work, performance and equipment entrusted to him, is obviously of crucial importance – especially in a Driver-capacity.

The better the candidate's general orientation is to time-keeping, dealing with confidentiality, his history of honouring undertakings and the more the concept of dependability became entrenched and internalized in the candidate's inherent *Value Set* in guiding his behaviour, the higher his score on this scale will be.

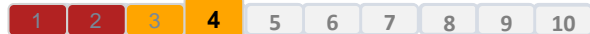
2.2 Honesty



Honesty has many facets, but it is often perceived as the core element of Integrity per sé – and rightly so!

If the *enticement*, to benefit from deviant-behaviour that most Drivers have to deal with in the performance of their day-to-day function is taken into account, it is to be appreciated why Honesty is ranking so high as an Integrity-factor in their case. The more the candidate's behaviour is guided by the wide variety of factors related to honesty (e.g., sincerity, morality, ethics, righteousness, honour, fairness, etc.), as a typical behavioural disposition, the higher his score will be on this scale.

2.3 Accountability vs. Denial & Rationalisation, Defence Mechanism & Justification



This is the ability and willingness to 'take ownership' of your own action or lack thereof (even your own failures) and not to generate 'reasons' for such failures or denying them altogether – i.e., the higher the degree to which the candidate is prepared, willing and able to acknowledge and take responsibility for his own shortcomings and mistakes and live up to all reasonable expectations other may have on him, the higher his score on this scale will be.

2.4 Responsibility & Sense of Duty



This is the extent to which the candidate is able and willing to take charge of matters that are rightfully entrusted to him and/or expected of him.

The more the candidate demonstrates a sense of duty and takes responsibility for the facilities (e.g., the vehicle), tasks and objectives as well as the role, in the broader sense, allocated to him, the higher he will score on this scale.

2.5 Rule Deviation vs. Rule-Boundedness



This represents a typical behavioural disposition to adhering (or not) to rules and regulations. Even if a person with a high 'score' on Rule-Boundedness is not controlled and checked, he will be guided by the spirit of the guiding-rule – e.g., stopping at a stop-sign at a railway line in the middle of nowhere where there is no train in sight. That is a typical and extreme example of an internal locus of control related to the scale/factor.

3. WORK ETHIC



This is the person's basic orientation to the entire concept of **work**. His typical behavioural disposition when confronted with the various elements constituting the *World of Work*. This is not a narrow or one-dimensional concept, but rather consisting of related orientations, attitudes, feelings, attributes, cultures, skills and abilities; all associated with the common denominator of **work**. It is a **learned** phenomenon, but there exists sufficient evidence over years of scientific research and general observation that it (i.e., a healthy and sound Work Ethic) comes more naturally and/or more easily to some than to others – it is to some extent a differential factor, and in most cases one of the various dimensions it consists of is playing a determining role in general terms, e.g., the person's culture.

In some job types, different aspects of this wide variety of contributing factors, may be more important than in other job types. Although there exist different and unique **profiles** for different job types, it is also true that there exists a sound and rather broad **common centre** of contributing factors that are shared by virtually all people and job types, that forms the **core** in terms of the Work Ethic concept. The developers of this test ensured that the *common core*, but also the *differential contributing factors* that are more critical in describing a good orientation to the Work Ethic concept in the Driver job types, are covered in the **DAP**-test. These factors are listed and used in the DAP-test. They are described in short below as forming an inherent part of the Extended Defined Report.

3.1 Work Centredness & Commitment



A candidate *scoring high* on this scale considers and deals with work as being of primary importance in life, a core reason for living and filling the entire life of the person and he is committed to making a success of it in all its facets.

This is opposed to the *low scores* who perceives work as a necessary evil to earn a living and is not really committed, but tends to be 'less available' for additional work, being more often late for work, often offers reasons for 'shortcoming' on his part and allows his attention to wander and/or be focused on other rival elements in his life like social relations, sports, family, etc. In essence one is either focussed and committed to work, or finds other issues more important to spend one's focus, time and effort on.

3.2 Motivation & Tenacity



Where the above scale is more focused on the basic orientation of the candidate towards work per sé (being a dedicated way of life), a *high score* on this scale is indicative of his dedication towards reaching and maintaining the best personal performance level and effective utilization of the equipment (e.g., the vehicle) he is responsible for. In the Driver-profession, it is the general experience that candidates that score on the *lower level* of this scale, will more easily find a reason not to walk the proverbial extra mile and overcome the perceived obstacle(s) – for example getting his truck/vehicle loaded, dispatched, etc., irrespective of what it may take. In practice this means a lower drive on his part to reaching and maintaining optimal personal performance and utilization levels of allotted equipment/vehicle.



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3.3 Decision-Making & Discretion



This scale is describing and assessing the candidate's willingness and ability to identify the various contributing factors to a situation or problem and how they interact, as well as generating ways and means to effectively deal with these issues (also where some alternatives are provided to the candidate) and making an informed and well-reasoned choice as to which solution(s)/action(s) will deal with the situation best, and implementing his decision timeously and decisively.

In the work of a Driver, problem-situations that present different alternative solutions/actions, are common and everyday occurrences and form an inherent part of the job. Various examples of such situations can be quoted, e.g., stopping vs. accelerating, changing direction/lanes, etc. and in some instances a variety of actions are possible, which call for quick and final discretion on the part of the Driver that may have far reaching consequences.

Drivers who *score low* on this scale lack a sound and effective decision-making and discretionary ability and are more susceptible to, for example accidents, costly mistakes and high maintenance and repair costs. Research proved that *high score drivers* deal more effectively with situations calling for complex and/or quick decision-making than others who score at the lower end of the scale. This finding confirms that people can be differentiated effectively regarding this ability in practice.

3.4 Self-Reliance & Independence



This scale is describing and assessing the candidate's willingness and ability to rely on his own skills and abilities to function in an independent way in dealing with the main issues comprising his day-to-day job, and to perform it successfully without needing constant guidance and assistance from other people – e.g., other experienced colleagues, superiors, supervisors or managers.

In many instances the Driver does not have the luxury of others guiding and assisting him in performing his job – even under difficult and trying circumstances. A person that is found lacking in Self-reliance and is not functioning in an independent way under these circumstances becomes a burden rather than a benefit to his employer.

This scale differentiates, along a constant continuum, to what degree the candidate can function effectively in an independent and self-reliant manner under 'normal' and even uncommon and trying circumstances – it proves to have an inherent willingness and competency element to it and is not only, or primarily, related to the experience the Driver has to offer.



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3.5 Time - Utilisation, Keeping & Punctuality



This scale is describing and assessing the candidate's orientation to **time** in general terms and includes the *degree of efficiency* with which he is *using* the time to his disposal and the **accuracy** with which he observes the time slots applicable to the events associated with the time being available in each instance – his punctual and efficient use of time per sé.

Controlled research and practical observation over a long period, under various conditions and in different industries and work-types, shows significant differences in the punctual and efficient use of available time by different Drivers. There is also enough proof found that it tends to be the same Drivers who are *more successful* under these conditions on a continuous basis - and this is what this scale measures. Candidates with *lower scores* on the scale tend to be less punctual and effective in using the time available to them than those with *higher scores* under virtually similar circumstances and conditions; the only real differential factor being the human element (i.e., the Driver in this instance).

PART III

4 COMPETENCY AND VERIFICATION



This part of the test assesses the history, orientation, attributes, skills and competencies of the candidate that are more or less directly and uniquely related to the functional and professional field and career of Driving – that can also be checked and verified to a higher or lesser extent, e.g. the candidate's experience, disciplinary record, etc.

These factors differentiate, in actual terms, more directly and conclusively on the more critical areas, the person's *fit* to the Driver-Profile. These areas/factors are listed and described below. The *higher the combined score* the candidate achieves on this part/scale, the better his **career-fit** is indicated to be to the **Operative Driver Profile**.

4.1 Experience



This scale is describing and assessing the candidate's **exposure** to the professional career of Driver in terms of **period** and **level** – from *no* exposure to *long* experience and from low *level* of involvement (like for example functioning only on the co-driver level) to functioning in the higher and more advanced supervisory or even managerial capacity.

The candidate also signs a written **undertaking** in the Answer Sheet of the DAP that the information he provides is correct and that, if false information is supplied, it will automatically lead to his disqualification.



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4.2 Skills & Knowledge



This scale is describing and assessing the candidate's level of accumulated skill, ability, competency and know-how that he has gathered in the specialized Driver-sphere via experience, observation and training in this field. This represents the candidate's view, which he is reporting on, and it provides a good basis for questioning and discussion during a **structured interview** and may be subject to **reference checking** and verification in practical terms. The level and type of **Drivers Licence** the candidate possesses, as well as the period of time he has been in possession of such license is also an important assessment-factor under this scale.

It should be noted that it is not only the mere **possession** of such skills and knowledge that is being assessed in the test, but also the **level and degree** thereof.

Experience with the use of the **DAP** proved beyond any doubt that people that score on the **absolute lower** levels of this scale, are very much more in need of skills and knowledge in the Driver-field in practical terms than those people who scored on the **higher levels** (i.e., for example at '8', '9' & '10') and that people are, in general, good and objective assessors regarding the level and quality of their own skills and knowledge.

4.3 Technical & Practical Orientation/Mindedness



This scale is describing and assessing the candidate's orientation to being **more technical and practically minded than non-technical and theoretically orientated** – to being able to appreciate, 'read' and understand the technical working of matters and the willingness and ability to do things with his hands.

It is obvious that people with a **higher orientation on this scale** are also the people to be more sensitive and proactive to any deviation in the 'correct' functioning of technically orientated mechanism, instrument, piece of equipment and/or vehicle. Not only in being **sensitive** to the deviation, but in **diagnosing** the **cause** of deviation, in (timeously) **responding** to it, and even in taking corrective action – which may include **reporting** it in some instances or **repairing** it in some other instances, depending on their reading of the (technical) situation.

The people on the **lower scores** proved to be less sensitive and proactively responsive to impending technical deviations and demonstrate a higher incident of major breakdowns and/or costly repairs than those on the higher scores who tend to be better off in **preventing** such extreme negative occurrences. These results were established, as an average trend, over an extended period of time.

4.4 Awareness/Alertness & Responsiveness to Environment



This scale is describing and assessing the candidate's typical orientation and reaction to matters occurring in their (immediate) surroundings/environment. People that are *scoring lower* on this scale, tend to be less sensitive and aware as to what happens in their immediate environment – e.g., they are not aware of approaching objects (vehicles), making them more prone to not taking evasive action when compared to the average response of the *high scoring* candidates which leads to significantly higher accident rates on the part of the lower scoring candidates.

4.5 Value-Appreciation/Care-Orientation



This scale is describing and assessing the candidate's degree of feeling inherently and personally responsible for caring for something (equipment) of some value, and the upkeep thereof – even as being their own.

People with *high scores* on this scale do not need to be told or reminded to take care of something, but tend to be positively orientated as a natural and well established attitude and basic personality orientation – the opposite is of course also true.

People with *lower scores* on this scale tend to demonstrate the attitude that can best be typified by “I am not here to care for the equipment/vehicle, but to use it.” The differential results of people scoring on the lower levels of this scale and those scoring on the higher levels, can be seen/measured in practical terms in the significantly higher maintenance, breakdown and repair cost as well as a shorter ‘life-span’, on average, applicable to the equipment/vehicles they operate or are responsible for over a prolonged period of time. The difference is significantly bigger in the case of a vehicle being allocated to one Driver only.

4.6 Stress & Pressure Handling



This scale is describing and assessing the candidate's typical attitude and orientation to, and way of handling and reacting to stress per sé, and pressure-causing situations.

People who *score at lower levels* on this scale, tend to live at higher stress levels and respond more negatively and extremely to pressure and stress-evoking situations as well as tend to *panic* more easily and extremely when things go wrong. They also tend to *rationalise* their basic orientation in this regard by *justifying* it with statements like – “My life/work is more stressful” or “The pressure of today's world is just too much” or “Everyone does”.

The detrimental effect such typical orientation may have on the effective functionality of a Driver and his reaction and dealing with complex and pressure filled situations, is obvious.

4.7 Patience and Cautiousness



This scale is describing and assessing the candidate's basic orientation and response to restraining factors and situations over which he has little or no control - typical factors and/or situations that are obstructing, delaying, hampering, curbing, interrupting, inhibiting and/or opposing him in his normal goal-obtaining behaviour.

This is his willingness and ability to deal with *frustration* – including situations, like for example, slowing down in possible dangerous or uncertain situations (e.g., an intersection, overtaking, road maintenance, etc.), always stopping at a stop sign or traffic light, etc.; to opt rather for a more patient and cautious approach than for boldness and risk-taking behaviour.

The person scoring at the *lower levels* of this scale would most probably opt for the bold and somewhat higher risk approach than the person scoring at the higher levels. It is also of interest to note that people at the lower levels tend to associate patience and cautiousness more with being **weak and submissive** – being and presenting a *loser-mentality* and general image to the world around them. According to this association, you generate a stronger will and behavioural image and are 'taking control' of the situation, if you are **less** patient and cautious. This is more a subconscious phenomenon than an expressed and stated belief.

4.8 Emotional Control & Non-Aggression



This scale is describing and assessing the candidate's general and typical degree of control over his emotions and aggression in practice.

Research provides sufficient proof that some people are more emotional than others, but also that they can differ in a significant way in respect to how they succeed in controlling their emotion in practical terms – i.e., the degree to which they allow the varying emotions to present in actual behaviour in practice – mostly aggressive behaviour.

This scale assesses just that, in an integrated and combined format. People that score on the *lower levels* tend to be more emotionally orientated and succeed less effectively in **not** allowing their emotional upwelling to present itself in aggressive behaviour.

Emotionally and aggressively orientated Drivers are the cause of much unacceptable behaviour and secondary results associated with it – e.g., accidents, damage, costs, deaths, etc.

4.9 History of Performance/Behaviour – e.g., Disciplinary Record



This scale is describing and assessing the candidate's **work/career history** in terms of his *general behaviour* and his *performance evaluation*. The above also includes his **deviating behaviour**, like breaking rules, regulations and laws, stealing, causing accidents, etc. – with special reference also to his disciplinary record in this regard.

The above is presented in an integrated and holistic format in one scale – the *lower scores* to be interpreted as a poor orientation and/or behavioural-disposition or, in actual sense, a poor history in this regard in practical terms.



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PART IV

5. MONITOR



This part contains the **controlling mechanism** and **certifying division** of the test.

This is a **self-reporting instrument** – the testee is providing the information on the specialized subject covered and assessed by the instrument (i.e., Driving) regarding **himself** by responding to questions posed to him in a ‘printed’ format. It is only human that people would like to present themselves as best they can. Secondly, there is always a question of whether they are sufficiently in command of the language the test is posing the questions in. Thirdly, people may tend to inflate the information they provide to enhance their score in the test.

In order to address these matters, the following three measures are embodied in the **monitor division** of the test:

5.1 Lie Detector



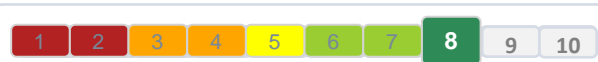
The *Lie-Detector* portion of the Monitor Division of the test assesses the **degree** to which the testee was open-minded, truthful and ‘honest’ in providing **valid information** on himself in completing the test which forms a crucial part of the assessment, process, i.e., can the users of the DAP-trust its results?

5.2 Consistency



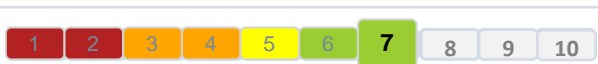
The Consistency portion of the Monitor Division of the test assesses mainly the **degree** to which the testee is in command of the language used in the assessment process and how well he **comprehended the meaning** of each question put to him and the **purpose** of the test. A high degree of inconsistency is also indicative (irrespective of him being in command of the language) of the testee’s effort of trying to manipulate the outcome of the test.

5.3 Unnatural Exaggeration



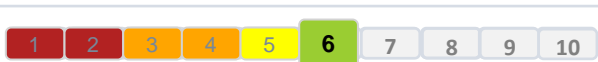
The Unnatural Exaggeration portion of the Monitor Division of the test assesses the **degree** to which the testee is prone to inflating his responses on the questions posed to him to enhance his own image.

INTEGRATED DRIVER RATING (IDR)



The five Subdivision scores described and assessed above (Cognitive, Integrity, Work Ethic, Competency and Monitor) are combined according to a weighting process-programme, to an **Integrated Driver Rating** which represents the best single assessment of this multi-dimensional concept as described in this document.

ADAPTED DRIVER RATING (ADR)



Taking into consideration the role of the Monitor-Division, and more specifically the potential impact of the Lie Detector, the **Adapted Driver Rating** is calculated and reported, as the final score, in the **DAP Summarized Report**. This score adapts the Integrated Driver Rating by the **degree of manipulation** the testee brought to bear on the testing process – the higher the effort on the part of the testee to ‘artificially’ and unfairly enhance the outcome of the test, the more severe the adapting (down grading) of the original Integrated *Driver Rating becomes*.



*DAP

DRIVER ASSESSMENT PROFILE

EXTENDED DEFINED REPORT

ORG: INTEGRITY INTERNATIONAL
JOB TITLE: DRIVER

NAME: Mafi Kwamba

INTERPRETATION

In the process of interpreting the **DAP**, it is absolutely essential to check the magnitude of the **Lie Detector** as the **first step**. If the Lie Detector is considered to be at an unacceptably low level, the user should not even proceed with the interpretation process. If the Lie-Detector is at a '5' or '6' level, the user cannot be certain whether the information supplied by the candidate is accurate and reliable enough to accept as the basis of making an interpretation and a resultant decision. A '7' and higher is generally considered to be a sufficiently sound basis to proceed with the further analysis, interpretation and decision-making process. A '5/6' sten is considered a total knockout level, irrespective of other 'good' scores.

The above is also applicable to the **Consistency** scale – where a score of '4' or less is also considered to be a 'knock-out' factor. At such level the user cannot be certain whether the candidate sufficiently comprehended the language used and/or the basic purpose of the test.

The above two factors are thus playing an important role in determining whether the test results are reliable and whether they can be used for further analysis, interpretation and resultant decision-making.

The **next step** in the analysis is normally to identify any other **knock-out factors** in the **body of the test**; for example whether the candidate possesses a sufficient level of Cognitive Ability, Honesty, Work Centeredness, Motivation and/or if his Work History (e.g., poor Disciplinary Record) is not eliminating the candidate altogether.

The **third step** is to consider more detailed factors and 'good-fit' with the particular job descriptions.

It is a stepwise and successive hurdle approach – always honing in; from the more general to a more focused and specific aspects of differentiating between people and/or within a person in a diagnostic sense. The test, its design and results, are considered to be highly valid, reliable and fair, but it is the **use** of its results that is really making the difference regarding the value and ultimate success of the instrument.



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SPECIAL NOTES

These Interpretive Notes are presented at **general and layman's level** so that even people possessing a somewhat lower educational qualification and/or people who are not necessarily in full command of the English language, can also read, comprehend and appreciate the basic meaning and intention associated therewith.

No detailed research, statistical analysis or inferences are quoted (e.g. validity, reliability, fairness, levels of significance, standard deviations, etc.), but the emphasis is rather put on understanding the areas (i.e. attributes, skills, competencies, etc.) being assessed and the value thereof as well as what a lower or higher assessment on a scale means in practice.

In order to simplify the presentation of these Interpretive Notes, reference is made to the **Male Gender** only. It stands to reason, that it also applies to the **Female Gender**.

The user of the **DAP** may, in some cases and under particular circumstances, find it best to allow testees to read these Interpretive Notes **after** they have completed the test. That tends to put the candidates more at ease regarding the test and enhances the Face Validity thereof in a significant way.

More detailed and statistically advanced data of the **DAP** is presented in the Development Manual.