

SHELL
ONLINE ASSESSMENT BATTERY



PREPARATION GUIDE

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OPERATIONS AND MAINTENANCE JOB REQUIREMENTS

Shell's Operations and Maintenance jobs have been thoroughly studied, and several important requirements have been identified. The following list presents examples of requirements that were identified as important for Operations and Maintenance jobs:

- Ability to follow established safety policies and procedures, while performing work activities;
- Ability to review, analyze, and interpret information, identify problems, and make decisions;
- Ability to read tables, charts, dials, gauges, and meters;
- Ability to read, understand, and follow procedures and guidelines;
- Ability to apply mechanical principles to solve problems;
- Ability to think logically and make appropriate decisions in routine and non-routine situations;
- Ability to learn the information required on the job;
- Ability to inspect and verify information for accuracy, paying close attention to details; and
- Personal characteristics, such as responsibility, dependability, conscientiousness, communication, safety, and teamwork.

ASSESSMENT PREPARATION

The purpose of this Guide is to assist you in preparing for the Operations and Maintenance tests you might see as an applicant. The Guide provides examples of the types of items that are included in the assessment battery and tips for helping you prepare for the assessment process.

The Shell Online Assessment Battery is designed to measure skills and abilities that are important to performing Operations and Maintenance jobs. The assessment battery *may* include:

- **Use of Industrial Information Test** — measures the ability to read, understand, and use information in graphs, charts, tables, and written passages to solve problems.
- **Mechanical Aptitude Assessment** — measures the ability to apply general mechanical principles to understand and solve problem situations.
- **Cognitive Assessment** — measures personal characteristics important to success in Operations job.
- **Technical Checking** - measures perceptual speed and accuracy based on a given set of rules.
- **Process Monitoring** - measures characteristics that relate to effectively operating a machine and responding to instrument feedback within controlled limits.

On the following pages, you will find an overview and sample items for the some of the components in the Online Assessment Battery.

USE OF INDUSTRIAL INFORMATION TEST OVERVIEW

The Use of Industrial Information Test is designed to measure the ability to use information contained in graphs, tables, forms, and written passages to answer questions and solve problems.

- The test items are presented in a multiple-choice format.
- Each item has four possible answers, and you need to select the best answer based on the information provided in the item.
- To mark your answer, you will fill in the circle on your answer sheet that corresponds to the answer you choose.
- You can only mark one answer. If you mark two answers, you will not receive credit for the item. If you want to change your answer, be sure to erase your first answer completely.
- The Use of Industrial Information Test is timed, but there is enough time for you to complete the test. However, do not spend too much time on any one item. Work as quickly and as accurately as possible, and then you can review your answers if there is time remaining.

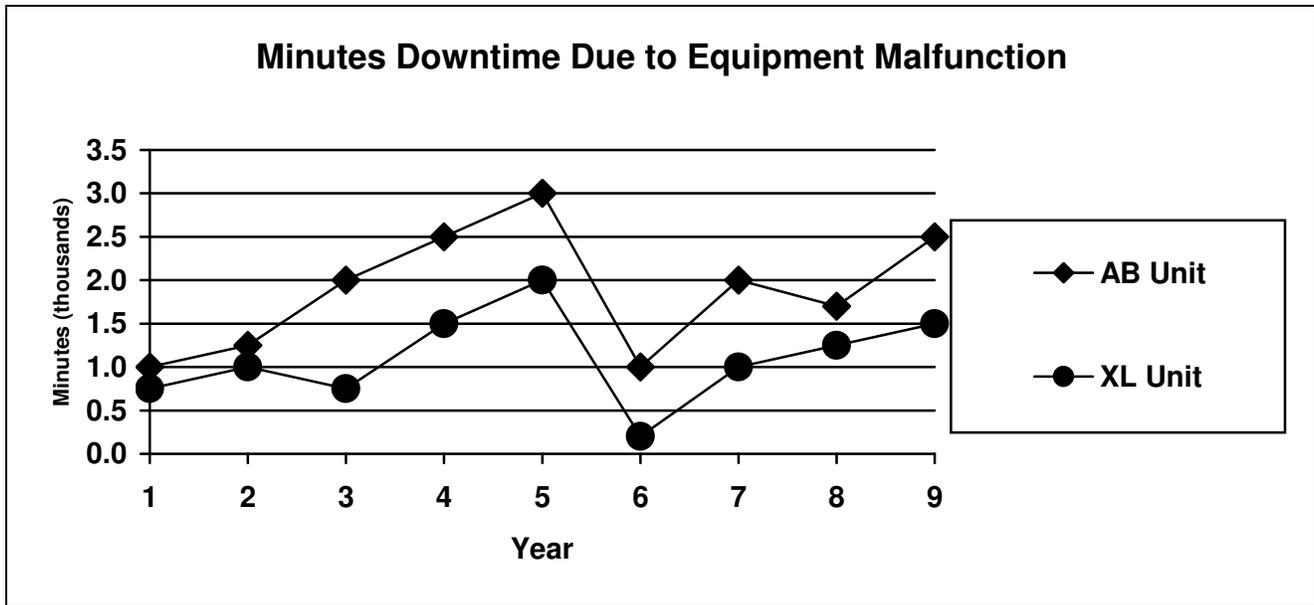
USE OF INDUSTRIAL INFORMATION TEST PRACTICE ITEMS

The items in this test are designed to measure the ability to use information contained in graphs, tables, forms, and written passages to answer questions and solve problems. Read each passage, graph, form, or table and then answer the questions that follow.

Presented on the following pages are practice items for the Use of Industrial Information Test. Carefully examine the items and attempt to answer the sample questions.

After the questions, the correct answer is explained. It is best if you attempt to answer the question on your own before looking to see what the correct answer is.

Practice Items 1 and 2



USE THE ABOVE INFORMATION TO ANSWER THE QUESTIONS BELOW.

1. What was the downtime for the XL Unit in Year 5?
 - A. 2 minutes
 - B. 2,000 minutes
 - C. 3,000 minutes
 - D. 5,000 minutes

2. In which year was the downtime for the XL Unit exactly one-half of the downtime for the AB Unit?
 - A. Year 3
 - B. Year 4
 - C. Year 6
 - D. Year 7

Explanation for Questions 1 and 2

Question 1:

The box to the right of the graph shows which symbol represents the graph line for the XL Unit. A circle represents the XL Unit, and a diamond represents the downtime for the AB Unit. If you are not paying close attention, you may get the lines confused and answer the item incorrectly.

After finding the line for the XL Unit, locate the point for year Year 5 along the bottom of the graph. You will see that the circle representing the XL Unit falls on the 2.0 in Year 5. If you look to the left of the graph, you will see that each number on the graph represents 1,000 minutes. So, the 2 must be multiplied by 1,000, which equals 2,000 minutes, and answer “**B**” is the correct answer.

Some people may not pay close attention to the entire graph and all the information. If you were not paying close attention, you may not notice that each number on the graph represents 1,000 minutes, and you would have thought answer “**A**” to be correct since it was 2 minutes. Other people may have looked at the line of the AB Unit, which would have been 3,000 minutes, and marked “**C**” as their answer. Again, this would have been incorrect. There are no “trick” questions on this test, but you do have to pay attention to the details.

Question 2:

You need to compare the line for the XL Unit with the line for the AB Unit to find the year in which the XL Unit’s downtime was exactly one-half of the AB Unit’s. You also can think of it as the year in which the AB Unit’s downtime was twice as much as the XL Unit’s downtime.

There are nine years marked along the bottom of the graph. You do not have to look at all the years because there are only four possible answers to the item, Years 3, 4, 6, and 7.

In Year 3, the XL Unit had less than 1,000 minutes of downtime, but the AB Unit had 2,000 minutes (less than 1.0 for Unit XL on the graph compared to exactly 2.0 for Unit AB). So, the downtime for the XL Unit in Year 3 was less than half that of Unit AB, so Year 3 is incorrect.

In Year 4, the line for the XL Unit is on 1.5, and the line for the AB Unit is on 2.5. The 1.5 for Unit XL is more than half of the 2.5 for Unit AB, so Year 4 is not the correct answer.

In Year 6, the line for the XL Unit is less than 0.5, but the line for the AB Unit is on 1.0. Since 0.5 is exactly one-half of 1.0, and the XL Unit is lower than 0.5, Year 6 is not correct.

If Years 3, 4, and 6 are not the correct answers, then Year 7 should be the correct answer. However, you should work out the answer to make sure you are working through the problem correctly. In Year 7, the line for the XL Unit is on 1, and the line for the AB Unit is on 2. Since 1.0 is exactly half of 2.0, Year 7 is the correct answer. You should have answered “**D**.”

It is usually a good idea to look at all the possible answers rather than just the first one you think is correct. You may find that you made a mistake in your first answer.

Practice Items 3 and 4

Truck Rental Services

	Trucks R Us	Equip Rent	Field Rental
Weekdays (Monday- Thursday)	\$50/day	\$40/day	\$60/day
Weekends (Friday - Sunday)	\$40/day	\$50/day	\$30/day

USE THE ABOVE INFORMATION TO ANSWER THE QUESTIONS BELOW.

3. If a truck is needed from Tuesday through Thursday, which rental service offers the lowest overall rate?
- A. Trucks R Us
 - B. Equip Rent
 - C. Field Rental
 - D. Truck's-R-U's and Equip Rent are equal, and lower than Field Rental
4. If a truck is needed from Thursday through Sunday, which rental service will offer the lowest overall rate?
- A. Trucks R Us
 - B. Equip Rent
 - C. Field Rental
 - D. There is insufficient information to answer the question.

Explanation for Questions 3 and 4

Question 3:

There are different rates for weekdays compared to weekends. For this question, the truck is needed for three days, Tuesday, Wednesday, and Thursday, and these days are weekdays. You do not need to use the weekend rates to answer this question.

For three weekdays, all you need to do is determine which rental service has the lowest weekday rate. You could multiply that rate by three days since the truck is needed for three days, but you really do not even need to do that. Since the rate is the same for all three days, all you need to do is find the company with the lowest rate for a weekday.

Trucks-R-Us has a weekday rate of \$50 per day, Equip Rent is \$40 per day, and Field Rental is \$60 per day.

Equip Rent is cheaper, so answer “**B**” is correct.

Question 4:

This item is a little more complicated because the rental period goes from weekday to weekend rates, and the rates change. The truck is needed for four days, Thursday, Friday, Saturday, and Sunday. Thursday will have a weekday rate, but Friday, Saturday, and Sunday will have the weekend rate. It might be helpful to make a little table like the one below in order to keep your numbers organized and to make calculations easier. You will have scratch paper to use during the test.

The first day for which you must calculate rental rates is Thursday, and this is a weekday. You can see that Trucks R Us charges \$50, Equip Rent charges \$40 and Field Rental charges \$60 for the weekday rental.

Looking again at the item, this time on the row for weekends, you will see that for Friday, Saturday, and Sunday, Trucks R Us charges \$40 a day, Equip Rent charges \$50 a day, and Field Rental charges \$30 a day.

Thurs Fri Sat Sun

For Trucks R Us: $\$50 + \$40 + \$40 + \$40 = \$170$

For Equip Rent: $\$40 + \$50 + \$50 + \$50 = \$190$

For Field Rental: $\$60 + \$30 + \$30 + \$30 = \$150$

After adding up the amounts charged for each of the four days for each of the three rental companies, you see that Field Rental is the cheapest option. The correct answer is “**C**.”

Practice Items 5 and 6

Product Grade	Number of Defects	Price per carton
AA	0 – 20	\$3.50
A	21 – 50	\$2.50
B	51 – 150	\$2.00
C	151 – 300	\$1.50
D	301 – 500	\$1.00
X	over 500	\$0.50

USE THE ABOVE INFORMATION TO ANSWER THE QUESTIONS BELOW.

5. As the number of defects increases, the price per carton:
- A. increases
 - B. decreases
 - C. does not change
 - D. There is not enough information to answer the question.
6. If a customer has a budget of \$2,000 and needs 1,000 cartons, what is the highest quality product available?
- A. Grade AA
 - B. Grade B
 - C. Grade D
 - D. Grade X

Explanation for Questions 5 and 6

Question 5:

In the table for this item, you will notice that the number of defects is smaller at the top of the table and gets larger as you move down the table. The products with the fewer defects have higher quality, and cost more. According to the table, the price of the carton increases as the number of defects gets smaller.

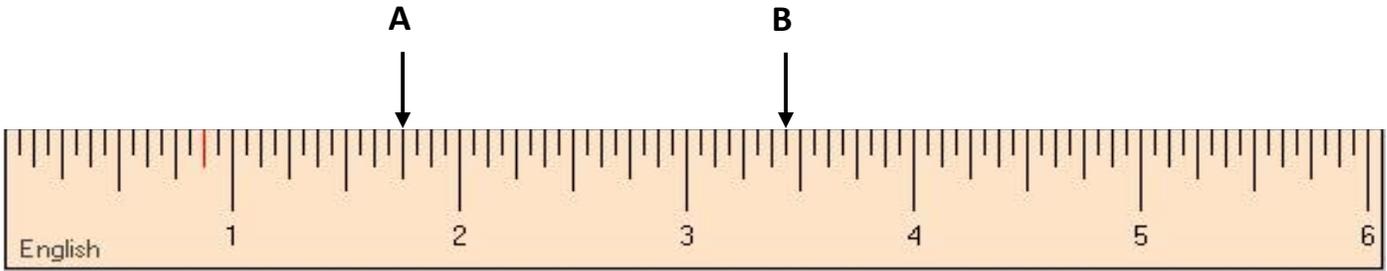
For example, with 0 to 20 defects, the price is \$3.50. With 21 to 50 defects, the price decreases to \$2.50. This trend continues down the table. The correct answer would be “**B.**” As the number of defects increases, the price per carton decreases.

Question 6:

If the customer needs 1,000 cartons and has only \$2,000, the most that can be spent per carton is \$2.00 (divide 2,000 by 1,000 = 2). Looking at the table, you can see that \$2.00 per carton corresponds to Product Grade B.

The next highest grade, Product Grade A costs \$2.50, which is too expensive. The customer would not be able to buy 1,000 cartons of Product Grade A with a \$2,000. Thus, the answer is “**B.**” Product Grade B costs \$2.00 per carton; therefore the customer can buy 1,000 cartons for \$2,000.

Practice Items 7 and 8



7. What is the distance between Arrow A and the three-inch mark?
- A. $\frac{3}{16}$ of an inch
 - B. 1 and $\frac{1}{4}$ inches
 - C. 2 and $\frac{3}{4}$ inches
 - D. 3 inches
8. If you moved Arrow B one inch to the right on the ruler above, what measurement would Arrow B be pointing to?
- A. 1 inch
 - B. 3 and $\frac{1}{2}$ inches
 - C. 4 inches
 - D. 4 and $\frac{7}{16}$ inches

Explanation for Questions 7 and 8

Question 7:

Arrow A is at the 1 and $\frac{3}{4}$ inches mark on the ruler. In order to calculate the distance between the 3 inch mark and Arrow A, you must do the following calculation:

3 inches minus 1 and $\frac{3}{4}$ inches = ??

This calculation can be performed several ways.

1. You can start by subtracting 1 inch from 3 inches, leaving 2 inches.
2. You can then subtract the $\frac{3}{4}$ inch from the remaining 2 inches, which would leave 1 and $\frac{1}{4}$ inches.
3. This is answer “B.”

It can be helpful to check your math by adding the numbers together again. If 1 and $\frac{1}{4}$ inches is the correct answer, adding 1 and $\frac{1}{4}$ to 1 and $\frac{3}{4}$ should equal 3 inches, and it does.

You can also solve the problem by converting the fractions.

1. $1\frac{3}{4} = \frac{7}{4}$; and $3 = \frac{3}{1}$ or $\frac{12}{4}$.
2. If you subtract $\frac{7}{4}$ from $\frac{12}{4}$, you will have $\frac{5}{4}$, which is 1 and $\frac{1}{4}$ inches.

Also, you can convert the fractions to decimals and then subtract.

1. 1 and $\frac{3}{4}$ inches equals 1.75 inches.
2. If you subtract 1.75 from 3.00, you will get 1.25 inches.
3. If you convert this back to a fraction, it is 1 and $\frac{1}{4}$ inches.

If you do the math carefully and correctly, either method will give you the correct answer. You should use the method that makes you most comfortable.

Question 8:

Arrow B points to the 3 and $\frac{7}{16}$ inches mark on the ruler, which can be found by looking closely at the ruler, or by counting the individual marks past the 3 inch mark.

- Since there are sixteen marks between each inch, and the arrow is pointing at the 7th mark, the arrow is pointing to the 3 and $\frac{7}{16}$ inches mark on the ruler.
- In order to obtain the measurement one inch to the right of Arrow B, add 1 inch to 3 and $\frac{7}{16}$ inches, and this equals 4 and $\frac{7}{16}$ inches.
- The correct answer is “D.”

Practice Items 9 and 10

Measurement Conversion Chart

Measurement	To Convert:	Multiply by:
Liquid Volume	U.S. Gallons to Liters	3.80
	Liters to U.S. Gallons	0.26
Distance	Inches to Centimeters	2.54
	Centimeters to Inches	0.39
	Feet to Meters	0.30
	Meters to Feet	3.28
	Miles to Kilometers	1.61
	Kilometers to Miles	0.62
Weight	Ounces to Grams	28.35
	Grams to Ounces	0.035
	Pounds to Kilograms	0.45
	Kilograms to Pounds	2.20

9. How do you convert inches into centimeters?
- A. Multiply the number of inches by the number of centimeters
 - B. Divide the number of inches by the number of centimeters
 - C. Multiply the number of inches by 2.54
 - D. Multiply the number of inches by 0.39
10. If you convert 2 pounds into kilograms, how many kilograms do you have?
- A. 0.90 kilograms
 - B. 1 kilograms
 - C. 2 kilograms
 - D. 4 kilograms

Explanation for Questions 9 and 10

Question 9:

Look under the “To Convert” column of the table and find “Inches to Centimeters.”

The column to the right of the “To Convert” column, labeled “Multiply By,” indicates the number which you must multiply by in order to make the conversion.

To convert inches to centimeters, you must multiply the inches by the number in the “Multiply By” column, which is 2.54.

The correct answer is “C.”

Question 10:

Look under the “To Convert” column of the table and find “Pounds to Kilograms.”

The table indicates that you must multiply the number of pounds by 0.45 in order to convert to kilograms.

Perform the following calculation: 2×0.45 .

$$\begin{array}{r} 0.45 \\ \times \underline{2} \\ \hline 0.90 \end{array}$$

The correct answer is “A,” 0.90 kilogram.

You can also get the correct answer rationally if you think carefully about the item.

1. If you must multiply the number of pounds by 0.45 to get the number of kilograms, that means the number of kilograms is less than half the number of pounds (0.50 would be exactly half).
2. If the number of kilograms is less than half the number of pounds, and you need to know how many kilograms are in 2 pounds, you know that it is less than half, or less than 1.0 (one-half of $2 = 1$).
3. Answer “A,” 0.90 kilograms, is the only answer that is less than 1.0 kilograms, so it would be the correct answer.

MECHANICAL APTITUDE ASSESSMENT OVERVIEW

The Mechanical Aptitude Assessment is designed to measure basic mechanical aptitude needed in Operations jobs. The items in this test present you with a picture and a question that involves a basic mechanical principle.

- The test items are presented in a multiple-choice format.
- The items have either three or four possible answers, and you need to select the best answer based on the information provided in the item.
- The Mechanical Aptitude Assessment is timed, but there is enough time for you to complete the test. However, do not spend too much time on any one item. Work as quickly and as accurately as possible.

MECHANICAL APTITUDE ASSESSMENT PRACTICE ITEMS

Presented on the following pages are practice items for the Mechanical Aptitude Assessment. Carefully examine the items and attempt to answer the sample questions.

After each question, the correct answer is explained. It is best if you attempt to answer the question on your own before looking to see what the correct answer is.

Practice Item #1



1. If the larger gear turns clockwise, which direction will the smaller gear turn?
 - A. Clockwise
 - B. Counter-Clockwise
 - C. Either clockwise or counter-clockwise

Practice Item #2



2. Which gallon of water would evaporate more quickly?
 - A. A
 - B. B
 - C. There will be no difference.

Explanation for Questions 1 and 2

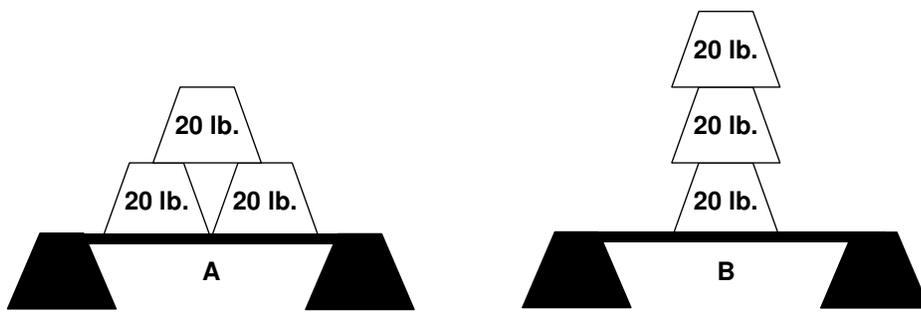
Question 1:

The correct answer is “**B.**” When two gears are connected like shown in the picture, the gears will turn in opposite directions. It is sometimes helpful to actually place your finger on the picture (do not use your pencil because you cannot write on the test) to trace the direction the gears are turning. With the gears in the picture, if one gear is turning one way, the other gear must turn the other.

Question 2:

The correct answer is “**B.**” Even though there is one gallon of water in each container, Container B is wider, and the water in Container B has a greater surface area. The greater the surface area of water, the faster it will evaporate.

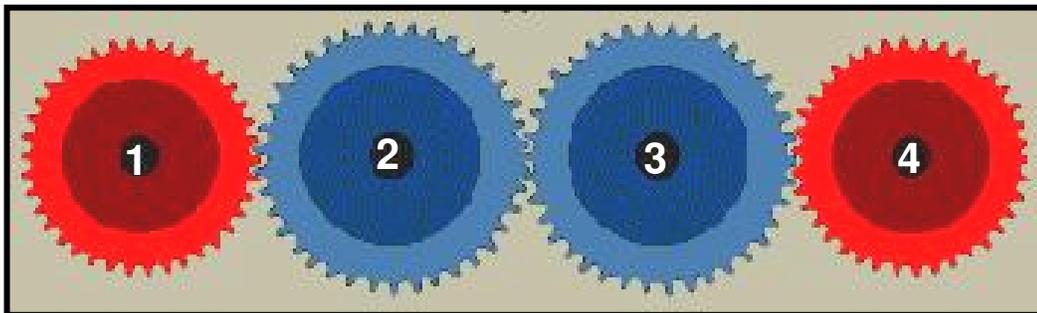
Practice Item #3



3. Which board is most likely to break?

- A. A
- B. B
- C. There will be no difference.

Practice Item #4



4. Which gears turn in the same direction?

- A. Gears 1 and 2
- B. Gears 2 and 3
- C. Gears 1 and 4
- D. Gears 2 and 4

Explanation for Questions 3 and 4

Question 3:

The correct answer is “**B**.” Board B is more likely than Board A to break since the weight on Board B is not distributed across the board.

Even though the weight on both boards is equal, all the weight is sitting on one part of Board B, which would make it more likely to break at this point than if the weight were better distributed as it is on Board A.

Question 4:

The correct answer is “**D**.” This question is similar to the first sample question. Remember, in a set of gears like this, the gears that are touching each other will turn in opposite directions.

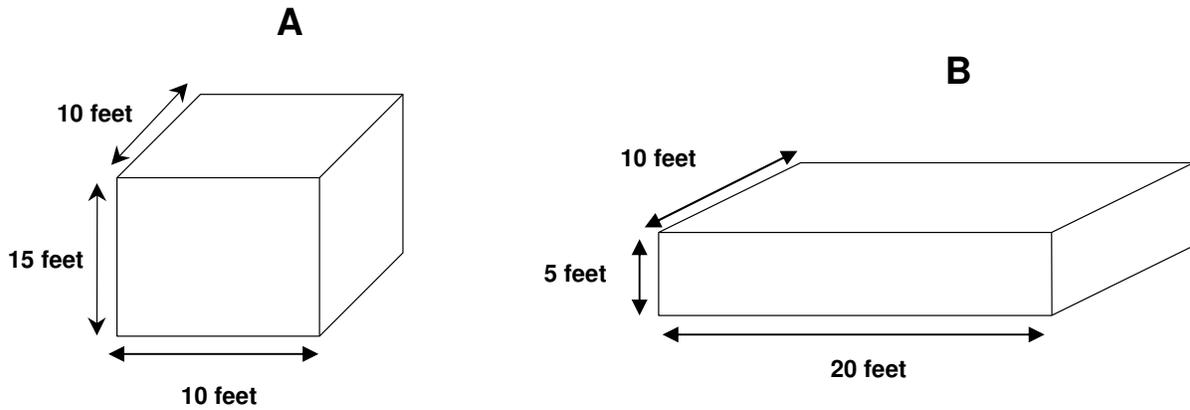
- Gear 1 and Gear 2 turn in opposite directions, so answer “**A**” is incorrect.
- Gear 2 and Gear 3 turn in opposite directions, so answer “**B**” is incorrect.

If Gear 1 turns clockwise, Gear 2 turns counter-clockwise, Gear 3 turns clockwise, and Gear 4 turns counter-clockwise.

- Since Gear 1 and Gear 4 turn in the opposite direction, answer “**C**” is incorrect.
- Gear 2 and Gear 4 turn in the same direction, and answer “**D**” is correct.

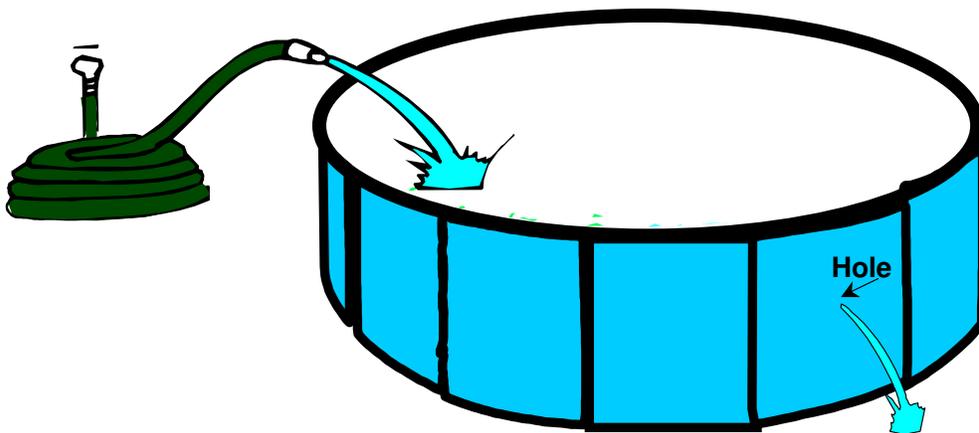
It does not matter whether Gear 1 turns clockwise or counter-clockwise. Gear 2 and Gear 4 would turn in the same direction.

Practice Item #5



5. Which container would hold the most water?
- A. Container A
 - B. Container B
 - C. Both would hold an equal amount of water.

Practice Item 6



6. Assuming no evaporation, which of the following statements is least accurate?
- A. If the hose stops pumping, the pool will eventually empty completely.
 - B. If the hose pumps water at a faster pace than the hole loses water, the water in the pool will eventually spill over
 - C. The water level will rise initially if a 140-pound person jumps in the pool.
 - D. All of the above are equally accurate statements.

Explanation for Questions 5 and 6

Question 5:

The correct answer is “A,” and there are several ways to reach this answer.

Container A can hold more liquid than Container B. Although Container B is twice as wide as Container A, Container A is three times as tall as Container B.

You can think of cutting Container (15' x 10' x 10') A into **three** different Containers, each one being 5' x 10' x 10'. Remember Container B is 5' x 10' x 20', so it would take only **two** of the 5' x 10' x 10' Containers to equal Container B, leaving one additional 5' x 10' x 10' Container.

Alternatively, you can actually calculate the volume of both containers. To obtain the volume for a cube, multiply the cube's base by its width by its height.

Container A: $10 \times 10 \times 15 = 1,500$

Container B: $20 \times 10 \times 5 = 1,000$

Comparing the volumes, you can see that Container A would hold the most water.

Question 6:

The correct answer is “A.”

Statement A is not accurate.

- Since the hole is located about halfway up the side of the pool, the water below the hole will remain in the pool.

Statements B and C are accurate.

- If water is pumped into the pool at a faster rate than it leaks out, eventually the water will spill over of the pool.
- The water level will increase when a person jumps into it, since the person will displace the water by taking up space that the water once held.
- Since Statement A is not accurate, and Statements B and C are accurate, answer “D” would be incorrect.

TECHNICAL CHECKING ASSESSMENT OVERVIEW

Technical Checking measures perceptual speed and accuracy. This assessment requires examinees to quickly and accurately match symbols and switches based on a given set of rules. The Technical Checking assessment is mostly non-verbal and features shapes and figures.

NOTE: You will be given many sets of command cards to complete in a short amount of time. Complete as many as possible in the amount of time given. You are not expected to complete them all.

Presented on the following page are samples of the types of items on the Technical Checking Assessment.

TECHNICAL CHECKING ASSESSMENT EXAMPLES

Below are example questions you might see on this assessment:

Question 1:

Command Card						
Slot	Signal	Switch	Signal	Switch	Signal	Switch
1	○	↘	■	↗	△	←
2	■	↗	△	←	⬡	↗
3	■	↘	○	←	△	↗
4	⬡	←	■	↘	○	↗

1	2	3	4	
○	■	△	⬡	
↘	↗	←	↗	a
↘	↗	↗	↘	b
↗	↗	↘	←	c
↘	↗	↗	←	d

In this example, the signal for Slot 1 is a circle. Looking at the Command Card, this shape corresponds to a lower right switch. The signal for Slot 2 is a square which corresponds to an upper right switch in the Command Card. In Slot 3, the signal is a triangle. In the Command Card for Slot 3, a triangle corresponds to an upper right switch. Finally, in Slot 4 the signal is an octagon. The octagon corresponds to a central left switch in the command card. By putting all of these switches together, response **d** is the correct answer.

Question 2:

Command Card						
Slot	Signal	Switch	Signal	Switch	Signal	Switch
1	○	↘	■	↗	△	←
2	■	↗	△	←	⬡	↗
3	■	↘	○	←	△	↗
4	⬡	←	■	↘	○	↗

1	2	3	4	
○	⬡	△	■	
↘	←	↘	↘	a
←	←	↗	↘	b
↘	↗	↗	↘	c
↘	↗	↗	↘	d

Response **c** is the correct answer.

PROCESS MONITORING ASSESSMENT OVERVIEW

The Process Monitoring Assessment is comprised of job-related multiple-choice questions about monitoring and controlling a production process through the use of simulated dials and controls. This test measures employee characteristics that relate to effectively operating a machine and responding to instrument feedback within controlled limits.

- The test items are presented in a multiple-choice format.
- The items have either three or four possible answers, and you need to select the best answer based on the information provided in the item.
- The Process Monitoring Assessment is timed, but there is enough time for completion. However, do not spend too much time on any one item. Work as quickly and as accurately as possible.

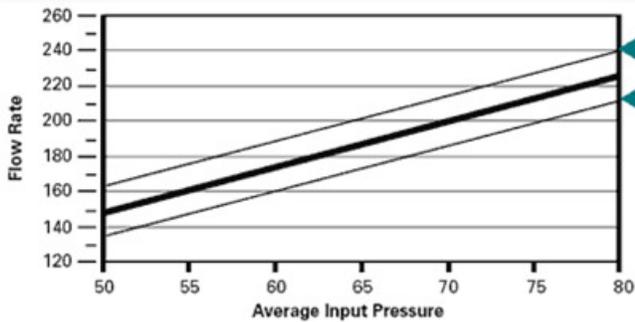
PROCESS MONITORING ASSESSMENT EXAMPLES

In this test you will monitor the current status of three different systems: the input pressure, the flow rate, and the temperature. With this system status information and a set of action rules, you decide whether to continue monitoring the process, to adjust one of the systems, or to shut the whole system down.

The action rules you will use are displayed in a Command Card. The sections of the Command Card are described below:

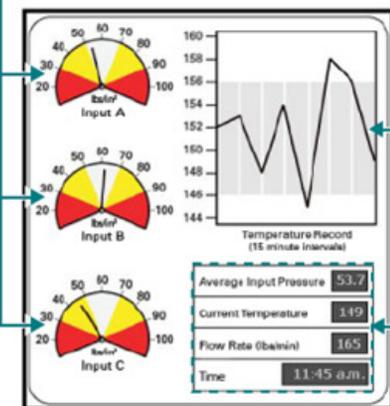
Condition / Status	Inputs A, B and C	No more than one in the Yellow Zone	Two or more in the Yellow Zone	Any in the Red Zone
	Flow rate	Between upper and lower tolerances	Outside the upper or lower tolerances	Less than 2 times the average input pressure
	Current temperature	Within the control panel limits	Within 2 units of control panel limits and a change of 4 units or greater has occurred in past 45 mins	Above or below control panel limits
Action	Continue monitoring	Make adjustment	Shut system down	

The table above shows the action rules for each system. The bottom row of the table indicates the action you should take based on the system status. For example, if any inputs are in the Red Zone, then you should shut the system down. If the panel indicates that the system should be shut down, this action takes priority over any other adjustments.



This graph indicates the upper and lower tolerance of the flow rate at different average input pressure levels.

The input pressure gauges on the left show if the pressure is within tolerance zones.

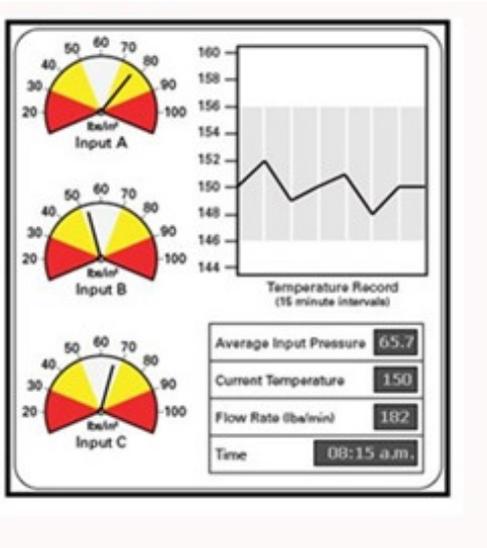


The graph provides a record of the process temperature at 15 minute intervals. The shaded area indicates the temperature tolerance limits: the lower limit is 146 and the upper limit is 156.

Four digital readouts show the average input pressure, the current temperature, the flow rate and the current time. The ideal flow rate depends on the average input pressure: Use the graph from the Command Card and the average input pressure provided to determine if the flow rate is within tolerance levels.

Example 1:

Based on the current status of the three different systems in the example below which action should you take?



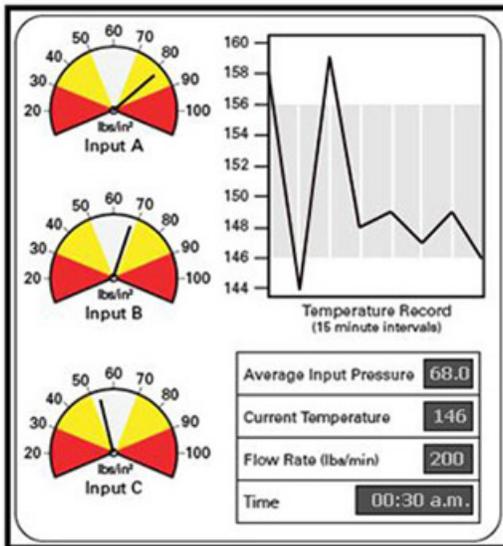
- A. Continue to monitor the process
- B. Adjust the input pressure
- C. Adjust the flow rate
- D. Adjust the temperature
- E. Shut down the system

The correct response option is **A – Continue to monitor the process.**

Explanation: In this example, all the process systems are within tolerance. Only input A is in the yellow zone. Using the graph from the Command Card, the flow rate of 182 lb/min is within the tolerance for an average input pressure of 65.7 lb/in². The current temperature is within the gray shaded area of the temperature graph and so is within the panel limits. The action rules indicate that the correct action when all the processes are within tolerance is to continue to monitor the process.

Example 2:

Based on the current status of the three different systems in the example below which action should you take?



- A. Continue to monitor the process
- B. Adjust the input pressure
- C. Adjust the flow rate
- D. Adjust the temperature
- E. Shut down the system

The correct response option is **A – Continue to monitor the process.**

COGNITIVE ASSESSMENT OVERVIEW

Included in the Shell Online Assessment is an assessment of personal characteristics which includes components such as Safety Orientation, Achievement, Responsibility and Teamwork.

- It is important that you read each item carefully, and answer each question honestly.
- Do not spend too much time on any single item. Answer each question as best you can and move on.
- The questions are about your attitudes and experiences, so everyone may answer the questions differently.
- Most people find that their first impression is usually the most accurate description of themselves.

There are several sections on this test, each with a separate set of instructions printed at the top of each page. Read the instructions carefully before you begin each section.

- Answer every question, and choose only **one** response for each item.
- There may not be an answer that fits you perfectly, but you should choose the **one** answer that most closely describes you.
- Do not spend time trying to “figure out” the test. The questions are about your behaviors and experiences. Simply answer the questions as honestly and accurately as possible.

Presented on the following page are samples of the types of items on the Cognitive Assessment. Since the assessment asks questions about your behaviors and experiences, there is no way to “study” for this test. Each person should choose the answer that best describes him or her, and everyone may have different answers to the questions. Since the answer that is the best description of one person may not be the same as for another person, there are no explanations for the answers of this section. You should just answer the questions honestly and accurately.

COGNITIVE ASSESSMENT SAMPLE ITEMS

Read each question and the answer choices carefully. Choose the best answer for each question.

1. Which of the following is most important to you?
- A. Working accurately, without mistakes
 - B. Working quickly and finishing on time
 - C. Make a profit for the company
 - D. Working with others to get along as a team
 - E. Following my supervisor's instructions exactly

2. I get bored if my work is not challenging. A) Agree B) Disagree

3. I would like to have a job where I can:
- A) Become an expert at one thing
 - B) Do a lot of different activities
 - C) Talk with customers

Rate how strongly you disagree or agree with the following statement.
 If you do not agree or disagree, or have no opinion, please mark answer E on your sheet.

Strongly Disagree	Disagree	Agree	Strongly Agree	Neither Agree nor Disagree
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4. I have several friends at work. A B C D E

STRATEGIES FOR MULTIPLE-CHOICE TEST QUESTIONS

Multiple-choice items present questions with several different answers, and you are to choose the **one** answer that is the correct or best response to the question. Keep the following tips in mind when you are taking a multiple-choice test.

- Never choose an answer based on the pattern of your previous answers. Do not assume that the correct answers (A, B, C, D, or E) follow any sequence or pattern, or that they are used in equal numbers.
- The point of the assessment is to measure your abilities and aptitude, not to trick you. There are no “trick questions,” but you have to pay careful attention to the details in the items.
- Read the question and try to think about what the correct answer would be before you read the answers. Do not read more into the question than is already there.
- Be sure to read each possible answer. Even if the first answer is the one you think is correct, one of the others may be better or more specifically correct.
- Eliminate answers that are clearly wrong. This will help you focus on the remaining possible answers. If two or more answers seem correct, compare them to determine what makes them different.
- Watch for words like “not,” “but,” and “except.” These words suggest that you look for the answer that (a) makes the completed statement false, (b) is the exception to the rule, or (c) incorrectly answers the question.
- If you are not sure what the correct answer is, use logical reasoning, educated guesses, or information from other questions to rule out as many possible answers as you can. Then, choose between the remaining answers.
- If you cannot rule out any alternatives, your first reactions tend to be best. Change your answer only if information remembered later or a strong hunch indicates that your first guess is wrong. If you do change your answer, be sure to erase your initial answer completely.
- Try to answer every question. If you do not know the answer, then guess. There is no penalty for guessing in the Shell Online Assessment.
- If you have extra time at the end of the exam, review your answers and make sure that you have answered all the questions.
- Do not spend too much time on any one question.

GENERAL TEST TAKING TIPS

Before the Assessment

- Eat well and get a good night's sleep before the test. If you are tired or hungry, your concentration and test performance may be affected.
- Start the assessment with a positive attitude, determined to do your best. Focus on what you know and your abilities rather than worry about what you do not know.

Beginning of the Assessment

- Read all of the instructions carefully and follow them step-by-step. If you are working ahead of the instructions, you are likely to miss important information.

During the Assessment

- Pay attention to your work, not to what is going on around you. If you are wondering about outside issues, you are wasting valuable time.
- Try to stay relaxed during the assessment. If you have trouble concentrating or become tense, pause and take a few deep breaths before returning to the assessment.