

Personality and Ability Manager's Report

Candidate: Theresa Thyme
Job: Consultant
Company: TimelessTime

Date created: 30th December 2022

Interim¹ Profile for Theresa Thyme

Introduction

Theresa Thyme undertook the 15FQ+ Personality and Adaptive General Reasoning Ability tests on 28th December 2022. This report explains the results of the tests and is presented in 5 sections.

Section 1 begins by considering the Big Five personality traits. These traits are derived from a well-researched and respected model. This section of the report will provide the interviewer with an understanding of the way Theresa will typically think, feel, and interact with others. The insight gained is only an indication into her response style. The information will need to be corroborated against other sources of information such as an interview and real-world behaviour. Based on the responses provided, interview questions are provided where further information is required to clarify the assumptions made within this section of the report.

Section 2 considers the career preferences that are best suited to Theresa's personality. This section of the report does not take account of qualifications, work experience, general mental ability, or interests.

Section 3 of the report considers Theresa's ability to reason using words, numbers, and abstract concepts.

Section 4 reports on how Theresa might behave when working as a team member, a leader, and a subordinate. It also reports on her preferred influencing style.

Section 5 includes supplementary information regarding Theresa's emotional intelligence (EI) and her attitude to work.

Section 1: The Big Five Personality Traits

a) Response Style

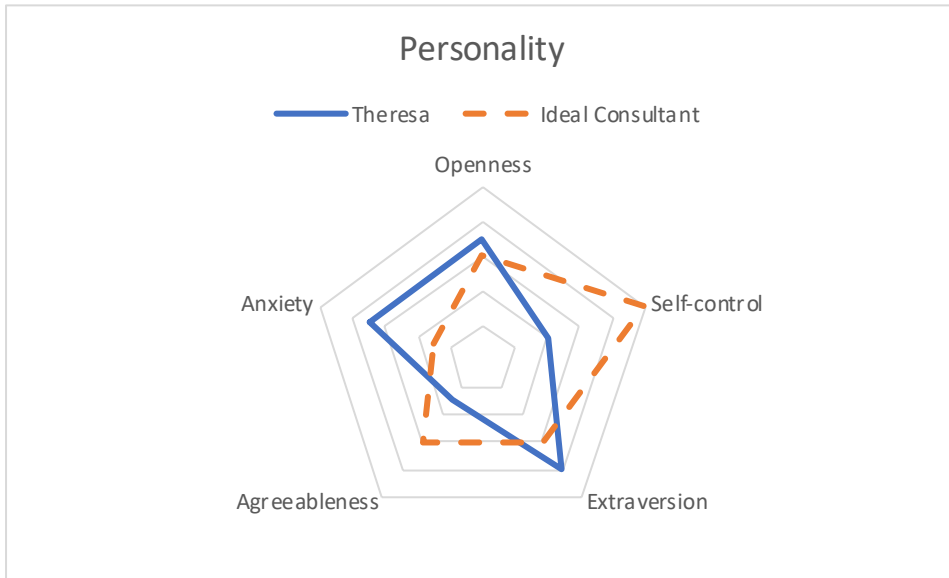
The 15FQ+ inventory used to assess the Big Five has a validity score incorporated into the profile to provide insight into the response style of the respondent. Theresa has responded in an open and honest manner.

b) Theresa's Big Five Profile

The Big Five personality dimensions are linked to job performance. By mapping the ideal profile and the candidate profile, it is possible to predict how they will perform in the target role.

¹ This profile is termed 'interim' because an analyst has not corroborated its conclusions during interview.

The chart below indicates Theresa’s score for each of the Big Five factors. Each factor is discussed in more detail below. It should be noted there is no ‘right’ and no ‘wrong’ profile, just a profile that more closely matches the ideal profile than other candidate profiles.



The table below shows the left and right descriptors for each trait. In the above chart the left descriptor is innermost, and the right descriptor is outer most.

| | Left Description | Right Description |
|----------------------|---|---|
| Openness (O) | Pragmatism <i>Realistic, practical and conservative in attitude.</i> | Openness <i>Enjoys innovation, interested in artistic expression.</i> |
| Self-control (C) | Low-self control <i>Free from constraints of social rule.</i> | High self-control <i>Conscious of group standards and behaviour.</i> |
| Extraversion (E) | Introversion <i>Tends to feel uncomfortable in social situations.</i> | Extraversion <i>Strong predisposition to social interactions.</i> |
| Agreeableness (A) | Independence <i>Alert, quick to respond to situation, challenging, self assured.</i> | Agreeableness <i>People oriented, empathic, accomodating.</i> |
| Anxiety (N) | Low Anxiety <i>Calm, composed and satisfied with life and ability to cope.</i> | High Anxiety <i>Problems in coping with day to day situations. Concerned about the future.</i> |

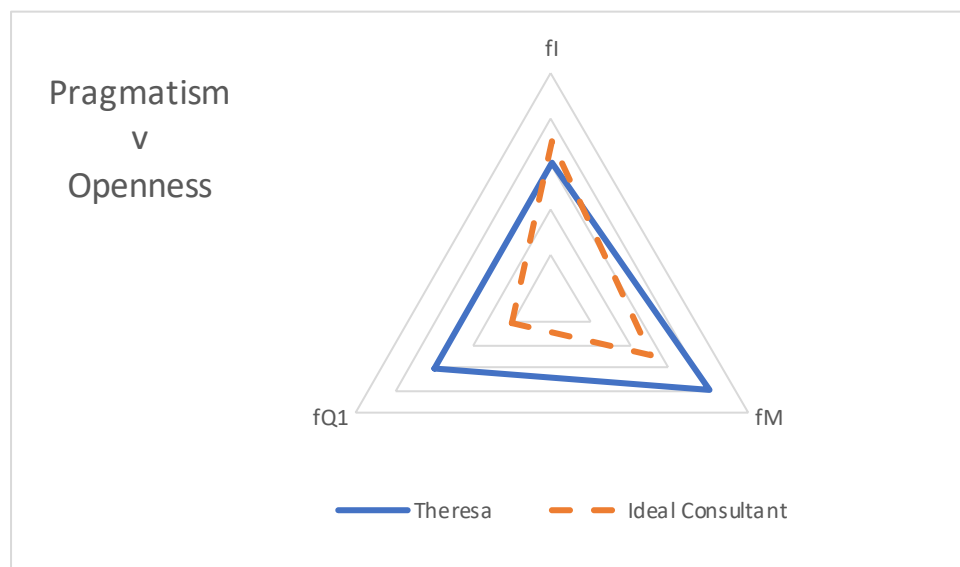
Pragmatism v Openness (O)

This factor is concerned with the job holder’s required thinking style and their openness to new ideas.

| O | Pragmatism <i>Left Description</i> | Openness <i>Left Description</i> |
|-----------------|---|---|
| fI | Utilitarian, unsentimental, lacks aesthetic sensitivity | Sensitive, aesthetically aware, sentimental |
| fM | Solution-focused, realistic, practical, down-to-earth | Imaginative, absent-minded, impractical |
| fQ ₁ | Traditional, conservative, conforming | Experimenting, open to change, unconventional |

Left description: Pragmatists are generally realistic, practical, and conservative in their attitudes. Their own feelings and emotions (and other people’s) will play little part in their life. They are inclined to reject the abstract in favour of more concrete and tangible solutions to problems. They genuinely prefer "tried and tested" solutions to speculative investigation and are often better at implementing ideas than generating them.

Right description: Those at the openness end of the continuum live in the world of ideas and enjoy situations where they have the freedom to approach problems in new and innovative ways. Generally interested in artistic expression, they believe that art enriches life. They will have a sense of aesthetics and will appreciate good design.



Theresa will place more emphasis on subjective criteria, rather than practical reality when making decisions. Very abstract in her thinking style, she has a strong interest in the theoretical and abstract aspects of tasks. She will prefer to think about innovative solutions in the majority situations rather than simply using the traditional approach.

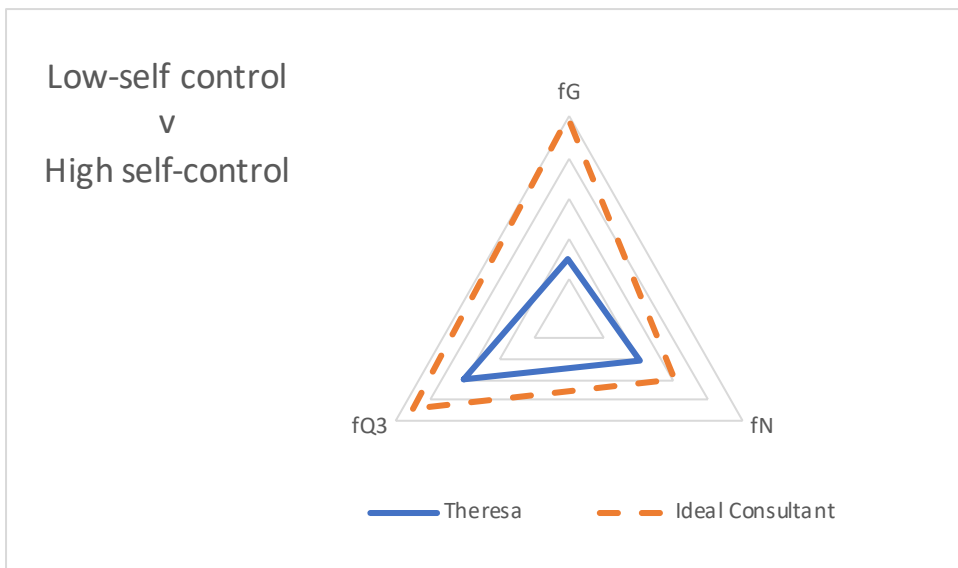
c) Low Self Control v High Self Control (C)

This factor is concerned with the job holder’s thinking style and their level of self-control.

| C | Low-self control <i>Left Description</i> | High self-control <i>Right Description</i> |
|-----------------|---|---|
| fG | Spontaneous, disregarding of rules and obligations | Persevering, dutiful, detail conscious |
| fN | Genuine, artless, open, forthright, straightforward | Diplomatic, socially astute, socially aware, discreet |
| fQ ₃ | Undisciplined, uncontrolled, lax, follows own urges | Compulsive, fastidious, exacting willpower |

Left descriptor: Those with low self-control consider themselves free from the constraints of social rules and mores and regard themselves as often lacking the necessary self-discipline and persistence to seek tedious tasks through to completion. They are tolerant and open in their attitudes, believing in the maxim "live and let live".

Right descriptor: Those with high self-control will tend to be aware of group standards of behaviour and will tend to conform to social expectations. High self-control, also referred to as high conscientiousness, may lead to behaviour that is highly structured, reflecting a rigid adherence to high standards. They will have a strong sense of right and wrong and will anxiously attempt to conform to their behavioral code.



Preferring to solve problems spontaneously rather than by planning, Theresa will be happy in a role where expedience is key. She will generally be able to recognise the impact that her forthright approach has on others. Whilst moral values and codes of behaviour are accepted, she may not be wholly bound by them if she believes they are inappropriate and restrictive.

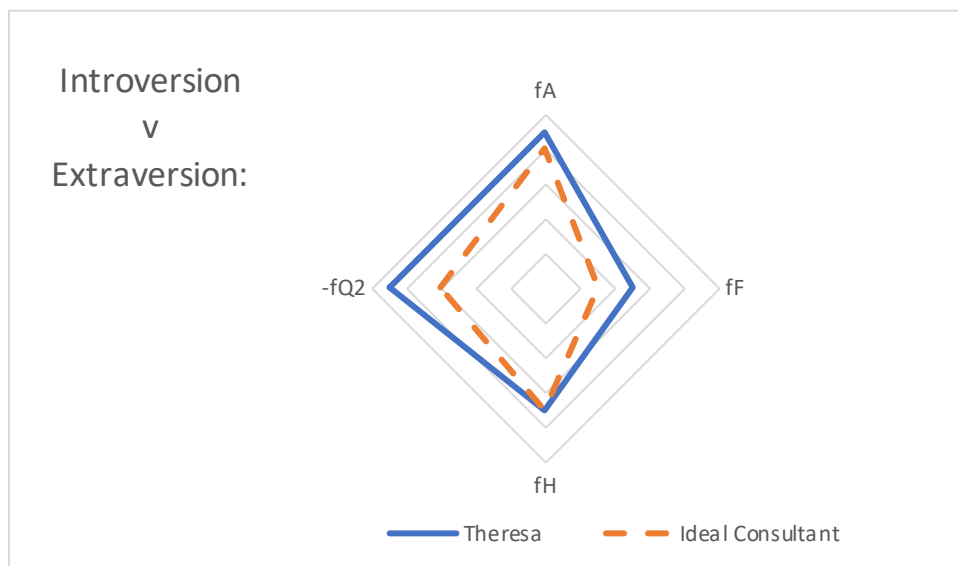
d) Introversion v Extroversion (E)

This factor is concerned with the job holder’s required interaction and behaviour with others. It is the easiest personality factor to understand since one can observe it in the person's behaviour.

| E | Introversion <i>Left Description</i> | Extraversion <i>Right Description</i> |
|------------------|--|--|
| fA | Reserved, distant, detached, impersonal | Affable, personable, warm-hearted |
| fF | Restrained, taciturn, cautious | Lively, cheerful, happy-go-lucky, carefree |
| fH | Timid, self-conscious, hesitant in social settings | Venturesome, talkative, socially confident |
| -fQ ₂ | Solitary, self-reliant, individualistic | Sociable, group dependent, a "joiner" |

Left Description: Reserved people will tend to feel uncomfortable in social situations and will withdraw from the social arena. They will not feel the need to exchange views with others and will be happiest when engaged in solitary activities that do not involve constantly having to interact with other people.

Right Description: Outgoing people are very sociable, assertive, and talkative. They have strong predisposition towards people. They will be at their happiest when they are surrounded by others and able to engage in social interaction. There will be socially confident, uninhibited and will generally enjoy initiating and developing personal relationships.



People will readily confide in Theresa. She will find it rewarding to help others. With a balanced approach to working life, she will show either restraint or enthusiasm as required. She will usually be at ease in social settings but may be a little daunted by a larger event beyond her previous experience. Extremely group-oriented and sociable, she has a very strong desire for affiliation.

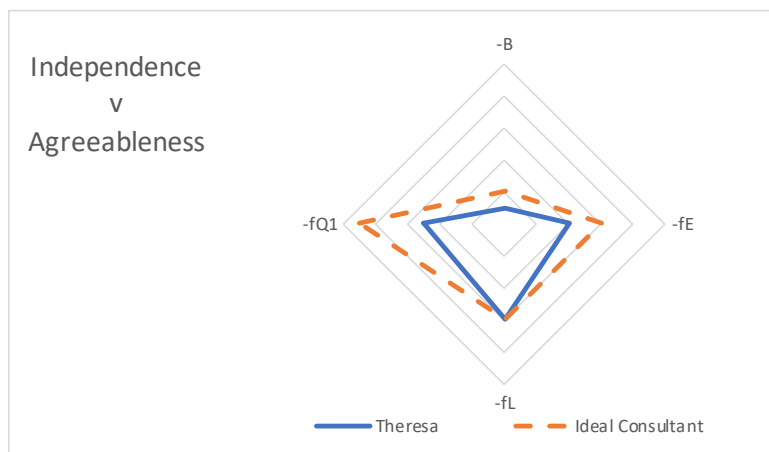
e) Independence v Agreeableness (A)

This interpersonal factor considers how independent the job holder needs to be. It is concerned with the desire to get things done and make things happen.

| A | Independence <i>Left Description</i> | Agreeableness <i>Right Description</i> |
|------------------|---|--|
| -β | Confident of own intellectual abilities | Lacking confidence in own intellectual ability |
| -fE | Assertive, competitive, aggressive, forceful | Passive, mild, humble, deferential |
| -fL | Sceptical, cynical, doubting, critical | Accepting, unsuspecting, credulous, tolerant |
| -fQ ₁ | Experimenting, open to change, unconventional | Traditional, conservative, conforming |

Left description: Independent people are quick to respond to situations, challenging, non-deliberating, uncompromising and self-assured. They are agents of action, movement, and change. They readily confront the status quo threatening its complacency, questioning its raison d'être. Not prepared to take "no" for an answer they may be "a law unto themselves". Their behaviour is determined more by their own values and principles about the expectations of others.

Right description: Agreeable people are empathic and sensitive and are more concerned with the needs of others than their own needs. Deliberating, cautious, passive, and accommodating, their reactions to situations will often be influenced by concerns about the most acceptable behaviour in the eyes of others. Finding it easy to empathise with others and take their perspective, they would dislike having to criticise or discipline colleagues and subordinates.



Confident in her intellectual abilities, Theresa will enjoy intellectually challenging tasks. Capable of being assertive if the situation demands it, she will be happy to stand her ground. She likes to give others the benefit of the doubt and consider them trustworthy. She will usually place her trust appropriately. Preferring to seek innovative solutions in the majority situations, she will understand the risks involved in making change without due consideration.

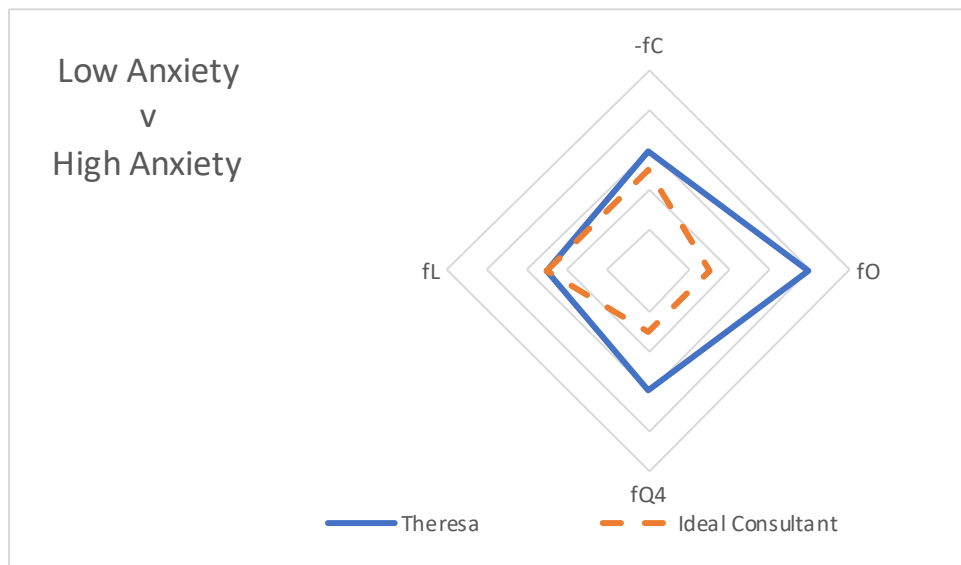
f) Low Anxiety v High Anxiety

This factor is concerned with how well the job holder copes with their day-to-day activities.

| N | Low Anxiety <i>Left Description</i> | High Anxiety <i>Right Description</i> |
|-----------------|--|---|
| -fC | Mature, calm, phlegmatic | Emotional, changeable, labile, moody |
| fO | Secure, self-assured, unworried, guilt-free | Worrying, insecure, apprehensive |
| fQ ₄ | Relaxed, placid, patient | Impatient, low frustration tolerance, irritable |
| fL | Accepting, unsuspecting, credulous, tolerant | Sceptical, cynical, doubting, critical |

Left description: Those with low anxiety describe themselves as calm, composed and satisfied with their life and their ability to cope with daily challenges.

Right description: Those with high anxiety admit to a variety of problems in coping with day-to-day situations. They're concerned about the future, dissatisfied with their past achievements, and are inclined to be stressed in the present. Having been let down by others in the past, this may have taught them to be questioning of people.

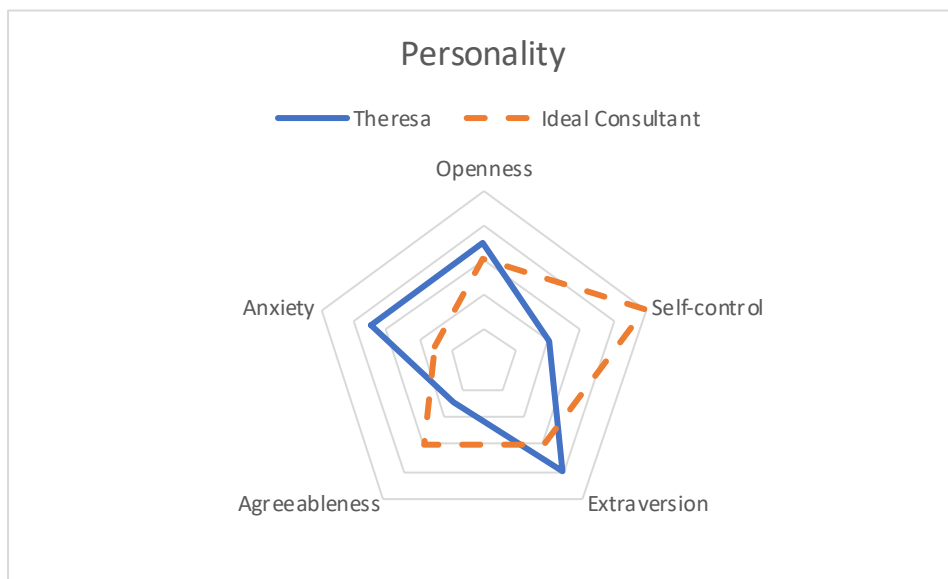


Theresa may react emotionally if the situation becomes intense. She will use these emotions as a positive source of drive. Threat sensitive, she will focus on anticipated dangers and pitfalls of her work. She will try to avoid these so as not to fail. Taking a balanced view of what is important she may display a degree of intolerance if her goals are frustrated. But she will normally maintain her composure. Having been let down in the past, she may be reluctant to fully trust others. This could occasionally make her feel a little anxious.

g) Theresa’s personality profile compared to the Ideal Consultant profile

The sections above have described Theresa’s personality based on the Big Five. These five traits: Openness (O); Self-control (C); Extraversion (E); Agreeableness (A) and Anxiety (N) are needed in different amounts in the jobs people do. There is no right or wrong profile. However, a person will be more comfortable and therefore more likely to succeed in a role that is matched well to their personality.

By assessing Theresa’s match to the Ideal Consultant profile, it is possible to work out how well she is likely to perform in this role. The map below shows the Theresa’s profile and the Ideal Consultant profile. By referring to the left and right descriptors above it is possible to determine which end of the trait spectrum that Theresa is more closely associated with.



Overall, Theresa’s match to the ideal Consultant has a correlation coefficient of -0.50. This profile suggests a moderate negative match. A negative correlation means that the candidate's personality is at odds with that required for the job.

h) Suggested questions to pose during the interview

Using the information provided in the profile, questions have been designed to determine how far away the candidate trait is from that required by someone meeting the ‘ideal’ profile for a Consultant. The notation in brackets indicates which sub-factor of the Big Five is being addressed.

- Theresa will be very friendly with a strong interest in understanding and supporting others. (fA)
Question: Can you think of a recent occasion when you were inclined to ‘hold back’, perhaps be a little reserved, in your dealings with another person?
- Theresa will be extremely confident of her own intellectual abilities and prone to be independent-minded. (Beta)
Question: What do you do when you struggle to understand a complex concept?
- Theresa has a flexible attitude toward work matters and will be willing to bend the rules to achieve a desired goal. (fG)

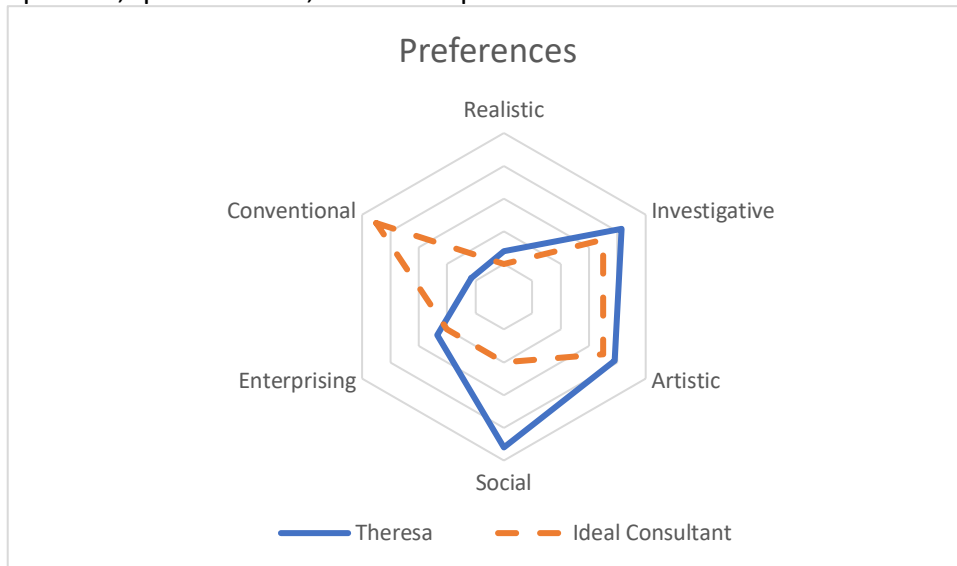
Question: Give me an example of a time then you bent the rules to deliver a piece of work on time.

- Theresa is very drawn to group activities. (fQ2)

Question: Can you think of an occasion when you found it easier to work on your own rather than in a group?

Section 2: Preferences

Preferences assesses the match between Theresa’s personality profile and broad occupational groups she may be suited to. The score does not take account of interests, aptitude, qualifications, or work experience.



Theresa’s preference is for the Social theme. Social theme activities are centred on helping or caring for others. High scorers tend to express an interest in charitable work, involving caring for the elderly, children with special needs or counselling, teaching and generally assisting others to achieve their potential.

Her second highest scoring theme is Investigative. Investigative theme activities involve the manipulation of ideas and scientific principles. High scorers will enjoy applying logical and/or scientific principles to the resolution of experimental problems. They may enjoy laboratory work.

Theresa’s third highest scoring theme is Artistic. Artistic theme activities are focused on the expression of artistic and creative ideas. High scorers are typically interested in the arts in the broadest manifestation e.g. art, music, writing, composing, dance, and design.

a) Theresa’s match to the ideal profile

Overall, Theresa’s match to the ideal Consultant has a correlation coefficient of 0.04. This suggests a very weak positive match. A positive correlation means that the candidate's job preferences matches the form the preferences required for the job.

Section 3: General Mental Ability Reasoning Test

These tests focus on the candidate's general mental ability. The three tests assess both speed and accuracy. The ability test considers serial deductive reasoning rather than holistic deductive reasoning. This means that the candidate is tested for their ability to understand the logical relationships governing patterns that change along one dimension, rather than the ability to understand logical patterns that develop simultaneously over several independent dimensions. They are assessed on their ability to perceive logical patterns and relationships in material they have not encountered before.

This test has been designed to tailor itself to the level of the respondent. Therefore, it is applicable to all ability levels. The test works by identifying the level of difficulty that the person can successfully complete.

The Stanine score is a standardised scale used to compare respondent results. The STANINE Score has a Mean of 5 and Standard Deviation of 2.

The percentile score is a value which reflects the percentage of people in a sample who score below a given raw score. This score is presented as a numerical value between 0 and 100%.

a) Overview

The ability test assesses Theresa's ability to reason using words, numbers, and abstract concepts. Reasoning tests in this format have been consistently found to be the best single predictor of job performance in roles that require a high level of general mental ability. Combining these ability scores with the results from the personality test provides an improved prediction of job performance. It should be used along with job sample testing and structured interviews.

The three tests assess Theresa's speed and accuracy to perceive information that may not have been previously encountered. The tests incorporate the ability to learn and understand complex new material; use logic to develop arguments that are rational and well-reasoned; and to deduce the logical consequences based on a given set of rules, assumptions and relationships.

b) Verbal Reasoning

This test assesses Theresa's ability to use words in a logical way. The test is made up of items that involve an understanding of vocabulary, class membership and the relationships between words. The test measures the ability to perceive and understand verbally expressed concepts and ideas. Verbal reasoning test is a measure of reasoning ability, but it is recognised that these test scores are sensitive to educational factors.

Compared to the reference group, Theresa's performance on the verbal component of this test indicates that she has a well above average level of ability to understand complex verbal concepts and ideas, to perceive the relationships between these and deduce their logical consequences. Such a score suggests that her verbal reasoning ability is likely to exceed that of many staff in general level employment. She has demonstrated an ability to

use words in a logical and rational way, and to accurately perceive the logical relationships that link different verbal concepts.

Theresa's performance on the verbal component of this test suggests that she has a good command of language and an ability to formulate logical, reasoned arguments. Having a level of verbal reasoning ability that is well above average, she would be expected to be able to understand the logic of fairly complex arguments and use words in quite a rational and well-reasoned way. Consequently, she should be able to understand complicated instructions and explanations with relative ease and be able to explain quite difficult concepts and ideas to others with clarity. She is likely to be able to learn fairly complex verbal material more quickly than many (general level) staff and to grasp new ideas relatively quickly. As a result, she would be expected to be able to benefit from training and development programmes that require a good level of verbal ability, and which require participants to learn relatively complex new (verbal) material.

Theresa has a verbal reasoning percentile score of 82%. The reference group is made up of 3490 respondents.

c) Numeric Reasoning

The numerical reasoning test assesses Theresa's ability to use numbers in a logical and rational way. The test is made up of number series, numerical transformations, and the relationship between numbers. It assesses her ability to perform numerical computations.

Theresa's performance on the numerical component of this test suggests that she has an excellent ability to understand numerical concepts, when compared to the chosen norm group. Having achieved a score which is only obtained by the top 10% of respondents in the selected reference group indicates that her level of numerical reasoning ability is likely to exceed that of most staff in general level employment. This demonstrates a good ability to perceive the logical patterns and relationships between numbers, to understand the rules that govern such patterns and deduce the logical consequences of them.

In a broader context, this suggests that Theresa has a good understanding of numbers and the relationships between them, and a good understanding of quite complex numerical concepts. She has demonstrated an ability to work with numbers in a logical and rational way, and an ability to accurately carry out quite complex numerical operations and solve fairly complex numerical problems. This level of numerical ability would only be expected among the most numerate members of the general working population. This suggests that she should have little difficulty coping with the demands of jobs which are numerically based and which require a good level of numerical skill and the ability to understand and use fairly complex numerical/mathematical ideas. She is likely to have little difficulty learning new numerical skills and is likely to benefit more rapidly than most general level staff from training in this area much.

Theresa has a numeric reasoning percentile score of 93%. The reference group is made up of 3582 respondents.

d) Abstract Reasoning

This test assesses Theresa's ability to understand complex concepts and assimilate new information outside her previous experience. This test is made up of patterns that require her to determine similarities and differences between the items presented. It assesses her ability to quickly understand and assimilate new information and is useful in predicting how responsive she will be to training.

Theresa's score on the abstract component of this test indicates that, with respect to the reference group she has a well above average level of natural (i.e., untutored) reasoning ability. This suggests that her level of fluid reasoning ability is likely to exceed that of many staff in general level employment. She has demonstrated an ability to perceive abstract logical patterns and relationships between novel material, to be able to correctly identify these patterns and deduce the consequences of them using pure logic (i.e., without calling upon other information such as her vocabulary, knowledge of mathematical operations, etc.)

Theresa's performance on the abstract component of this test suggests that she has a good ability to grasp new concepts and ideas outside of her previous realm of experience, and to understand abstract logic (i.e., logical relationships which are not contextualised). This should enable her to quite quickly understand new material, even if it is relatively complex and fairly abstract in nature. She is likely to be able to learn material that is reasonably complicated and fairly intellectually demanding, more quickly than many (general level) staff. As result she should be able to benefit from further training and development.

Theresa has an abstract reasoning percentile score of 80%. The reference group is made up of 3490 respondents.

e) Ability Test Results

Theresa has:

- a well above average of verbal reasoning ability compared to reference group.
- an excellent (top 10%) of numerical reasoning ability compared to reference group.
- a well above average of abstract reasoning ability compared to reference group.

NOTE: Please see the following section for the analysis of overall general mental ability.

f) General Mental Ability

Research shows that some people are more academically able than others. Those people who tend to perform well in one type of work also tend to perform well in another. This general intelligence is referred to as 'g'. It is termed General Mental Ability because it assesses the person's mental capacity across a wide range of different intellectual functions and modalities (i.e. it is not specific to that person's verbal, abstract or numerical reasoning ability, etc.). It is a composite of the speed and accuracy with which the person performs mental tasks, and can therefore be viewed as a measure of a person's 'mental power'.

In order to compare Theresa to the general population a standard method of measurement is used. 'Stanine' is a method of scaling test scores in order to compare all respondents'

scores. It is a nine-point scale with the mean of 5 and a standard deviation of 2. Theresa’s stanine scores are shown below.

| Scale | Description | Score |
|------------------------|--|-------|
| Verbal Reasoning | Ability to use words in a logical way. | 7 |
| Numerical Reasoning | Ability to use numbers in a logical and rational way. | 8 |
| Abstract Reasoning | Ability to understand complex concepts and assimilate new information outside previous experience. | 7 |
| General Mental Ability | Capacity to understand logic, comprehend and learn complex new material, plan and respond to the environment in an adaptive rational or flexible manner. | 8 |

Theresa’s general mental ability Stanine score is 8. She has an excellent (top 10%) of GMA. The reference group is made up of 3004 respondents.

g) Conclusion on Ability

Theresa’s performance indicates that, compared to the reference group, she has an excellent level of general mental ability. Having achieved a score which places her in the top 10% of the reference group, her level of reasoning ability is likely to exceed that displayed by most people. Scoring in this range, she should be able to understand complex ideas, perceive the relationships between those ideas, and deduce their logical consequences.

In a broader context, Theresa should be able to understand the logic of subtle arguments. She has demonstrated the ability to work with ideas in a logical and rational way. Moreover, she is likely to learn complex material more quickly than most staff and grasp new ideas with ease. As a result, she should be receptive to training and development programmes that require quite a high level of ability. She should be able to understand complicated, intellectually demanding material more readily than most staff.

h) Comparison with Pre-Select Assessment

The pre-select test suggested that Theresa has an above average level of general mental ability. The questions were of a similar nature to those in the full ability test. She scored 80% in the pre-select test.

Theresa’s three highest career themes in the pre-select test were Realistic, Social and Enterprising. The three highest in the full test are Social, Investigative and Artistic. These themes are presented in preference order.

Section 4: Behavioural Styles

Research has shown that personality affects job performance. The ability to cope under pressure, the capacity for training and job satisfaction are all influenced by personality. The 15FQ+ provides an insight into the likely behavioural styles Theresa will adopt when working as a team member, a leader, a subordinate and when influencing others. Each of these is addressed in turn.

a) Team Role

The team role describes how Theresa is likely to interact with work colleagues in a team setting. The behavioural style she adopts will vary according to the situation she finds herself in. This predicted behavioural style takes no account her intellectual approach to problems or the quality of decisions made. The information provided below indicates her preference for a particular team role. However, she may adopt other roles dependent upon the situation she finds herself in.

Team Role Combination: Implementer/Coordinator

Theresa is likely to be particularly adept at co-ordinating a team to achieve a practical result. Her style will be to establish well-defined areas of responsibility in a group, supervise regularly, and set an example of conscientious determination and hard work. She will clarify objectives and devise practical systems to turn proposals into results. Naturally calm and trusting, she will seek to motivate maximum effort from staff, but is also able to be hard-headed about objectives and make unpopular decisions when necessary. However, a tendency may be that she depends a little too much on established systems and hierarchical lines of authority in an organisation. Hence, she could overlook promising new ideas and adapt slowly to changing circumstances. It is possible that her effectiveness as a team member could be improved, firstly, by ensuring that she motivates staff to perform or adopt a course of action rather than expecting them to act out of a sense of duty and, secondly, by allowing others the scope to bring in fresh ideas and provide enthusiasm. She is likely to be at her most effective in an organisation when she is given the chance to weld the talent around her into a team focused on results.

b) Leadership Style

This dimension describes the leadership style Theresa is most likely to adopt when managing others. There is a link between personality and the leadership style a person prefers to use. The styles discussed below are those preferred by Theresa. The information provides likely styles and not performance. Leadership performance will depend on a variety of factors including the culture of the organisation and the situation in which she finds herself.

Primary leadership style: Participative Leader

Participative leaders are primarily concerned with getting the best out of a team as a whole. Hence, they encourage contributions from all members of a team and believe that by pooling ideas and coming to a consensus view the best solutions to problems will naturally arise. They are unlikely to impress their own wishes and opinions onto the other members of the group but see their role as an overseer of the democratic process. This will involve ensuring each member of the group is given the opportunity to express their opinion and that no one member imposes a disproportionate influence on group decisions.

Secondary leadership style: Delegative Leader

The style of delegative leaders, as the name suggests is characterised by delegating work to subordinates. Since their style is not strongly democratic, the process of delegation may not involve consultation. As a result, subordinates will generally be assigned work rather than have active input into how projects should be conducted. However, once the work has been assigned only little direction will be provided and subordinates will largely be expected to

work with the minimum of supervision. Although such a leadership style may not be everybody's preference those who are naturally independent may enjoy the freedom allowed by such managers.

c) Subordinate Style

The subordinate style explains how Theresa is likely to behave when being managed by others. This dimension describes the styles that she is likely to adopt when working as a subordinate. As with the leadership style the situation in which she finds herself will have an impact on the style used.

Primary subordinate style: Reciprocating Subordinate

Reciprocating subordinates tend to be individuals with an emotionally mature outlook, who rarely become upset by criticism or setbacks. As such they generally feel comfortable about promoting their own ideas or engaging in negotiations with managers concerning the best approach to projects. Hence, they are likely to be most complementary to the negotiative leader and, given that reciprocating subordinates usually have strong views of their own, any exchanges between subordinate and manager will typically be productive.

Secondary subordinate style: Receptive Subordinate

Receptive subordinates are typically accommodating individuals who are eager to complete the work that is assigned to them in accordance with pre-specified procedures. In this mode, their colleagues will see a more traditional and conventional side to their nature. Quite possibly this means that they will leave the generation of innovative ideas to other members of their team. As a result, the receptive subordinate will take the stance that their role is to execute the ideas of others to the best of their ability.

d) Influencing Style

This section discusses the influencing style is most likely to be adopted by Theresa. The information provided here discusses the styles she is likely to adopt, it gives no indication of performance. Her performance will be affected by the situation and the organisational culture. She may choose different influencing styles dependent on the situation she finds herself in.

Primary influencing style: Perseverer

The Perseverer is often a resilient and determined individual who creates opportunities to influence or sell through making contacts and following up leads with determination and persistence. It is unusual for the Perseverer to take rejections personally or to see them as an obstacle. They believe that by continually expanding the number of contacts they make and following up on opportunities methodically, they will ultimately be rewarded with success.

Secondary influencing style: Admin. Supporter

Preferring to work behind the scenes, the Admin. Supporter provides valuable support to the rest of the team through their co-ordination, organisational and administrative skills. Consequently the Admin. Supporter will not mind working behind the scenes without looking for praise. On occasion, the Admin. Supporter may assume a more direct influencing role, especially in instances where detail and precision are important.

Section 5: Supplementary Information

a) Emotional Intelligence

Research shows that Emotional Intelligence (EI) contributes to several factors of interpersonal effectiveness and leadership capability. Employees who demonstrate high levels of EI are better at understanding themselves and others, better at making confident decisions and better at expressing their views. They have also been found to effectively manage their emotions and have the drive, energy and optimism to succeed. Also, they are more capable of being sensitive to interpersonal and organisational dynamics and relate to others with diplomacy and tact. EI is measured from 'low' to 'high'.

The self-assessment undertaken by Theresa suggests that she has a moderate to high level of emotional intelligence.

b) Positive Work Attitude

Positive work attitude predicts the level a person's integrity. Research suggests that a person's attitude to integrity is a good predictor of honesty at work. It is also a good predictor of compliance with organisational rules and procedures, adherence to safety protocols and risk avoidance. Positive work attitude is measured from 'low' to 'high'. It should be noted that high ethical standards could result in lack of expediency, rigidity, and inflexibility. Some roles will require strict adherence to protocols, so high positive work attitude would be required. In other cases, a moderate-high positive attitude might be more appropriate.

Theresa's self-assessment suggests that she has a moderate to high positive work attitude.

This is a strictly confidential assessment report, which contains information about the ideal profile for the above job. It should be used with other appropriate tools to help recruit the best person for the job.