



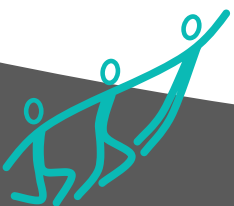
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Team Leader Report

Emily Ward

PeopleFactors

*15 February 2018*



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## Introduction

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Emily Ward undertook an assessment for PeopleFactors . The following is an interpretation of the results of that assessment. Through experience and education, individuals are able to develop skills and strategies for making the most of their strengths and minimising the impact of their limitations. This assessment does not measure all such acquired knowledge or skills and should be considered in conjunction with relevant biographical information about Emily and her work history.

This assessment was completed online, following instructions written by a psychologist qualified in the use of psychometric testing. Emily has indicated that she has completed the assessments herself with the appropriate equipment and conditions. This report was generated through the interpretation of each of the assessment components. It is based on Emily's choice of answers and not on any other evidence.

The results of this assessment are generally valid for two years after completion or less if Emily undergoes major changes in her work or life circumstances.

The report must be kept confidential and should be used only by persons who understand the limitations of interpretations based on such data. **hfi** accepts no liability for the consequences of the use of this report or its contents by any persons for whatever purpose.

## Assessment Overview

The assessment for Emily Ward comprised psychometric questionnaires covering personality, intellectual ability, analytic skills, attitudes and values.



## Recommendation

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### Fit For Level



Emily's results have been compared to other Team Leaders. In this case a Team Leader is defined as a first line manager with technical competence who is still expected to deliver but is using their skills in planning and organising, delegating and decision making to lead a team. Emily is likely to be effective at this level if she has previous relevant experience in a similar role or is given appropriate training and support. Overall she scores about average compared with other Team Leaders. Emily does show significant Decision Making capability. She is likely to need support in Team Working if she is to be successful at this level.

### Future Potential



Emily does not show the potential to take on a managerial role without a significant amount of support. She scores below the average on several of the success factors associated with managerial roles and would require considerable support to develop the necessary capabilities. She may be more suited to developing her current capabilities.

## Strengths

- Flexible and adaptable
- Firm when something is important
- Open and friendly
- Supportive of the team when appropriate but can also be firm and independent
- Calm under pressure but alert to potential difficulties

## Potential Development Needs

- Tendency to be low key. Needs to develop more influencing skills to make a real impact.



## Team Leader Capabilities

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Emily Ward 's results have been compared to other Team Leaders. A score of 3 or 4 should be regarded as a strength, indicating that she has a natural potential to perform well in that area. A score of 2 or 1 indicates an area that would not come naturally to her . In that area she may need the support of other people or may need to make a considerable effort to improve her performance.

<b>Interpersonal</b>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<b>3</b>
<b>Decision Making</b>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<b>4</b>
<b>Delivering Results</b>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<b>3</b>
<b>Team Working</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>2</b>
<b>Organising</b>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<b>3</b>

### Interpersonal

    **3**

*Definition: Consistently shows respect for others and relates to them as individuals. Usually stays calm and rational. Listens to other people and builds on their ideas.*

Emily is a socially confident person who generally builds professional relationships with ease. However, she probably does not depend on others and can work independently and at times prefers her own space to think things through rather than being continually involved with others. She seems to be a practical person who can take a rational, logical approach to a problem without losing touch with the more emotional, personal aspects of a situation. She may be slow to accept new ideas and values the tried and trusted ways of doing things. She is likely to be good at leading a team but also willing to support and follow when appropriate. She tries to balance task and people issues, doing the job without overlooking the importance of others' views and feelings. She will be honest but tactful and avoid upsetting people by being too direct if possible.

Emily is willing to put forward her point of view, but she also listens and if she hears good reasons to do so, she will change her mind. She is selective about who she will form close and lasting relationships with. She is likely to be significantly influenced by those selected few but will not be unduly influenced by people she does not know well or does not respect. She may try to follow the rules but is prone to give way to the feelings of the moment and may act on impulse.



## Decision Making



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*Definition: Willing to make decisions on incomplete data if speed is required. Analyses information and evaluates risks before making a decision. Actively seeks information from inside and outside the organisation to enrich the decision.*

Emily can grasp information quickly and will usually base her decisions on a realistic assessment of what is possible. Occasionally, she may be carried away by an idea and give way to impulse rather than rely on objective judgement and a realistic analysis of the pros and cons. She can make decisions on her own initiative. Although she would prefer to have the backing of her peer group and will consult them on matters of importance she can also go against the consensus of opinion if she thinks that she is right.

## Delivering Results



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*Definition: Consistently applies maximum effort and despite setbacks shows resilience. Drives progress to achieve objectives and quality on time.*

Emily may be less concerned with getting on in the organisation and more motivated by working with people she gets on with and doing a job which she enjoys.

While Emily is a confident person when she has the right training and experience, she is not self-satisfied and will put in the effort required to get things right. She seems likely to be a flexible person who may fit into a variety of roles. She may be particularly good at managing projects where diverse interests and opportunities have to be integrated. She probably copes with difficulties as well as most people and expects that there will be some frustrations and disappointments in her life. She likes to talk about what she is doing and to get input from other people but may be more reserved about her personal feelings.

Emily is self-motivated and will work hard at things which interest her or which she thinks are important but can relax when the pressures of the day are over. She tends to uphold the rules but is prepared to challenge and change rules that no longer serve a useful purpose. In day-to-day matters, she will attain a reasonable work standard. However, she may lack attention to detail when she is not interested. She will carry out the routine parts of her work well, but may also need a certain amount of variety and novelty to sustain her interest. She responds well to a heavy workload, but her efforts would be further enhanced if she could develop a more systematic approach to work. She seems to have about average resources for managing pressure. Emily is generally realistic and can think through problems and find suitable solutions. She feels confident



in areas that are familiar to her and has a realistic view of her achievements. She is quick to understand new ideas and develop new skills. When she sees the need for change and can see that it is justified she will welcome it. She is alert and works hard, but does not waste energy in unproductive efforts. She may not be particularly content but she tends to do what is asked rather than push to achieve ambitions of her own.

## Team Working



*Definition: Focuses people on team goals above their own personal agenda. Listens and builds consensus. Actively shares ideas and stands up for their point of view.*

Emily is friendly and polite with new team members and other colleagues and will open up more once she gets to know someone well. She sympathises with the difficulties of team members and tries to be supportive but keeps in her mind the need to achieve the task. She is not averse to taking a calculated risk but likes to try things out before she commits herself to a new activity. She is open to persuasion and will change her mind if clear, analytic reasons are put forward. She thinks problems through realistically and is generally objective, although she can respond with emotion at times to an unexpected or distressing situation. She has a fairly realistic view of herself and neither under-estimates nor over-estimates her own abilities. However, she may devalue her own needs at times, and see them as relatively unimportant in the broader context. She does not put her own interests above those of the team and will co-operate with people she respects.

## Planning and Organising



*Definition: Is able to translate goals and strategy into objectives and tasks and align the resources required. Establishes clear priorities and monitors project progress against objectives.*

Emily is a conceptual thinker who may have a very clear idea of the strategic issues and the way forward but may not always communicate these ideas in a way which others find easy to understand. She is likely to be interested not just in visionary ideas and strategic thinking but also in planning a clear way forward based on these ideas but may not find it easy to put together a rational and persuasive justification and so may not get the support that she hopes for. She is likely to have a good idea of the resources that will be required when she puts her initial plan together. She will make sure in plenty of time that these resources are available. She is likely to prioritise systematically having thought through the objectives with care and select the priorities according to what is required to achieve the objectives in the most effective way without worrying too much about less important details.



## Detailed Assessment Results

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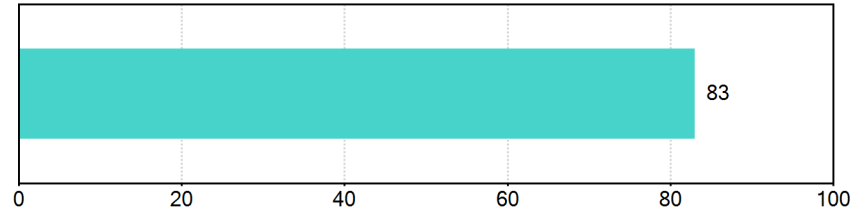
### Standard General Reasoning International Test (S-GRIT)

Emily Ward completed the Standard General Reasoning International Test in English (UK) on 16 November 2017.

This test measures the ability of a person to learn fast and their potential for solving problems. It is a measure of intellectual ability and potential to learn, not a measure of current knowledge. Performance in this test is unlikely to improve significantly through training or practice. It measures an ability that is highly predictive of future potential.

This page shows the overall score that Emily obtained. This overall score remains stable over time. The next page shows her scores on the three scales of the S-GRIT: verbal, numerical and spatial. These scores may change as an individual develops in different directions but the overall score remains stable.

#### Overall Reasoning Score

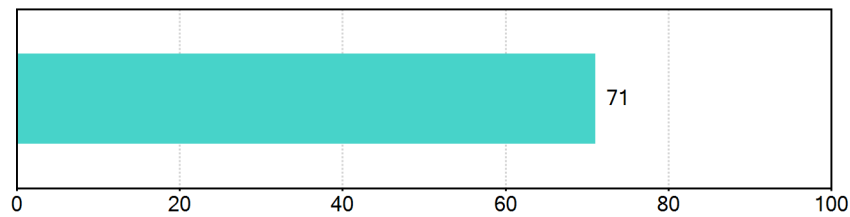


**Her score was higher than 83 % of a group of over 12,000 international graduates, managers and technical staff.** This score suggests that she picks up new concepts and new knowledge quickly. In new and unfamiliar areas she may excel at integrating detail into the wider picture and generalising from a known context to a new situation. She is likely to manipulate abstract concepts with ease and to be able to discern the connections between apparently disparate pieces of information.



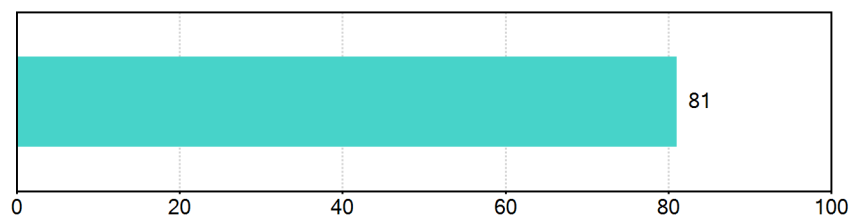


## Verbal Reasoning Score



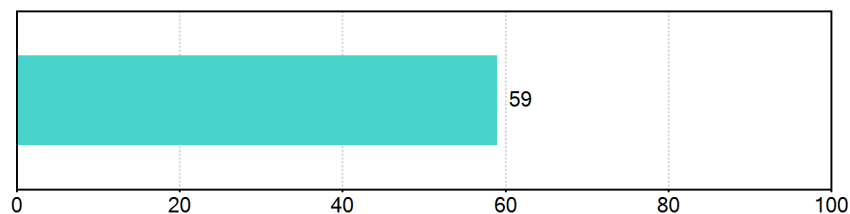
Her verbal reasoning score was higher than 71 % of a group of over 12,000 international graduates, managers and technical staff. She will be fast and accurate at understanding verbal information and interpreting the finer details of complex written documents.

## Numerical Reasoning Score



Her numerical reasoning score was higher than 81 % of a group of over 12,000 international graduates, managers and technical staff. She will be fast and accurate at analysing numerical and financial data. She is likely to be able to scan a page of calculations and almost instantly spot any errors or deviations from expected patterns. She is likely to be skilled at dealing with mathematical concepts, manipulating sets of data and interpreting complex numerical information.

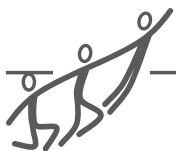
## Spatial Reasoning Score



Her spatial reasoning score was higher than 59 % of a group of over 12,000 international graduates, managers and technical staff. She may deal effectively with spatial transformations



in an area where she has relevant experience but may find it more difficult to deal with complex spatial problems in an area which is unfamiliar.



## Analytic Skills Test (AST)

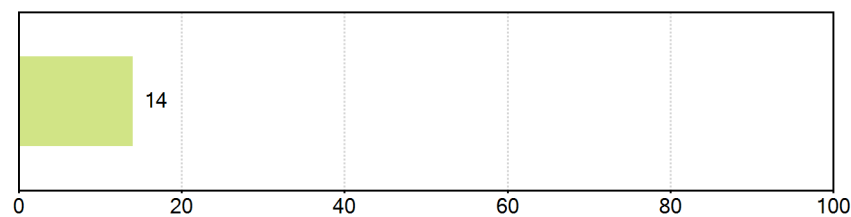
Emily Ward completed the Analytic Skills Test in English (UK) on 16 November 2017.

Analytic skills mainly include:

- the ability to identify unstated assumptions or presuppositions
- the ability to judge the validity of inferences drawn from factual statements

This is a measure of the application of her knowledge and skill to problem solving. Her score on an attainment test such as AST may improve as a result of training or coaching.

### Analytic Skills Score



**Her performance in this test was better than 14 % of the comparison group.**

Her score suggests that she may sometimes be distracted from the main point by irrelevant detail, be misled by faulty reasoning or be unable to support her ideas with a logical justification. Even in an area that she knows relatively well, her explanations may not be particularly clear or easy for others to understand.



## Downwards Managerial Style

Emily Ward completed the Downwards Managerial Style in English (UK) on 15 February 2018.

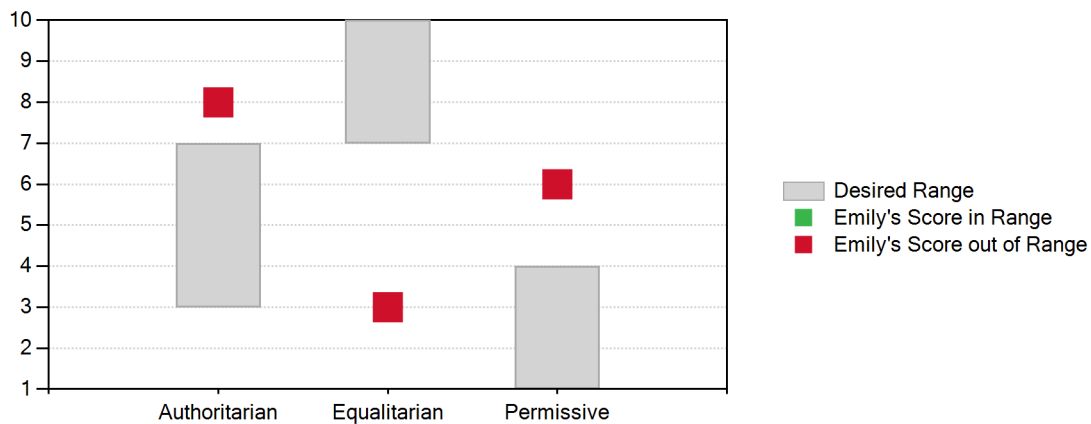
The Downwards Managerial Style identifies the style in which Emily is likely to respond to her team. These styles are:

**Authoritarian**

**Equalitarian**

**Permissive**

This questionnaire is designed to show which of these styles is most dominant, meaning that Emily is unable to score 'high' in all categories.



<b>Authoritarian</b>	-	Predominantly
<b>Equalitarian</b>	-	Rarely
<b>Permissive</b>	-	Sometimes

In managing team members, Emily appears to favour a controlling management style. She may realise that this frustrates some team members and attempt to compensate by using a more permissive, lenient style on some occasions or with some team members. This can appear inconsistent and puzzling. A more effective style for the long term is a consistently equalitarian, engaging style. This shows respect for the individual, objectively assesses their ability and allocates responsibility accordingly. She rarely uses this style but would benefit from developing it into a consistent strategy for managing others.



## This report was provided by hfi

PeopleFactors is a division of **hfi**, the international talent consultancy. helps organisations not only select the right people but also coach and develop these people and advise on creating systems and structures within which they can function efficiently and effectively.

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