



## Psychometric Testing Report

**Bruno Tola**

Post: Hotel Manager Paradis Hotel

## ASSESSMENT METHODOLOGY

This Profile is based upon the following sources of information for Mr Bruno Tola:

Questionnaire / Ability Tests
Occupational Personality Questionnaire OPQ32r * Provide an indication of the person's preferred behavioural style at work
Inductive Reasoning Measures the analytical reasoning of the person
Numerical Reasoning Measures the ability to make correct decisions or inferences from numerical data
Verbal Reasoning Measures the ability to evaluate logic of various kinds of arguments. The task is to decide whether the statement made in connection with given information is true or whether there is insufficient information to judge

Level: **Managerial/Professional**  
 Language: **French**  
 Comparison Group: **Managerial & Professional**

\*  
 The responses Mr Tola gave show the way he sees his own behaviour, rather than how another person might describe him. The accuracy of this report depends on the frankness with which he answered the questions as well as his self-awareness. Nevertheless, this report provides important indicators of Mr Tola's style at work.

This report has a shelf-life of 18-24 months and should be treated confidentially. If there are major changes in his life or work he should complete the assessment again.

## HIRING RECOMMENDATION

	<b>Excellent Fit – Recommended</b>	
	Moderate Fit – Recommended with reservations	
	Poor fit – Not recommended	

## COMPETENCY POTENTIAL PROFILE

The table below provides a summary of Mr Tola's potential performance on the twenty competencies (definitions of the competencies can be found on Page 8 and 9).

By selecting those competencies that are most important for the role, and probing those areas for evidence of how Mr Tola has demonstrated effectiveness, you are more likely to recruit the best person for the job.

Competency	1	2	3	4	5
<b>Leading and Deciding</b>					
1.1 Deciding and Initiating Action					
1.2 Leading and Supervising					
<b>Supporting and Co-operating</b>					
2.1 Working with People					
2.2 Adhering to Principles and Values <sup>1</sup>					
<b>Interacting and Presenting</b>					
3.1 Relating and Networking					
3.2 Persuading and Influencing					
3.3 Presenting and Communicating Information <sup>NV</sup>					
<b>Analysing and Interpreting</b>					
4.1 Writing and Reporting <sup>V(C)</sup>					
4.2 Applying Expertise and Technology <sup>NVD</sup>					
4.3 Analysing <sup>NV(C)D</sup>					
<b>Creating and Conceptualising</b>					
5.1 Learning and Researching <sup>NV(C)D</sup>					
5.2 Creating and Innovating <sup>NVD</sup>					
5.3 Formulating Strategies and Concepts <sup>NVD</sup>					
<b>Organising and Executing</b>					
6.1 Planning and Organising					
6.2 Delivering Results and Meeting Customer Expectations <sup>(C)</sup>					
6.3 Following Instructions and Procedures <sup>NVD</sup>					
<b>Adapting and Coping</b>					
7.1 Adapting and Responding to Change					
7.2 Coping with Pressures and Setbacks					
<b>Enterprising and Performing</b>					
8.1 Achieving Personal Work Goals and Objectives					
8.2 Entrepreneurial and Commercial Thinking <sup>N</sup>					

The index numbers refer to the 20 competency dimensions from the SHL Universal Competency Framework™.

<sup>1</sup> OPQ32 only assesses some aspects of this competency, specifically related to the areas of rule-following and utilising diversity.

<sup>N,V,D</sup> Competencies with these symbols were calculated with contributions from numerical, verbal and diagrammatic tests respectively.

<sup>(C)</sup> Checking test results would contribute more information regarding this competency potential.

## REPORT KEY

The ticks, crosses and discs indicate which aspects of Mr Tola's style are likely to contribute positively or more negatively to each competency.

Symbol	Short Description	Definition
✓✓	Key Strength	Very likely to have a positive impact
✓	Likely Strength	Likely to have a positive impact
●	Moderate	Likely to have neither a positive nor a negative impact
✗	Likely Limitation	Likely to have a negative impact
✗✗	Key Limitation	Very likely to have a negative impact

The overall likelihood of Mr Tola displaying strength in each competency is shown in the bar graphs on the right hand side of the report.

1	2	3	4	5
				
<b>Unlikely</b> to be a strength	<b>Less likely</b> to be a strength	<b>Moderately likely</b> to be a strength	<b>Quite likely</b> to be a strength	<b>Very likely</b> to be a strength

# COMPETENCY POTENTIAL PROFILE

1. Leading and Deciding		1	2	3	4	5
<b>1.1 Deciding and Initiating Action</b>		██████████				
✓	Decides upon a course of action quite quickly.					
✓	Is keen to take charge of situations.					
✓	Places quite a high emphasis on achieving difficult targets.					
●	Will feel moderately comfortable with acting independently when required.					
<b>1.2 Leading and Supervising</b>		██████████				
✓	Is keen and comfortable to lead a group.					
✓	Is fairly likely to use persuasion when motivating others.					
✓	Makes some effort to understand what motivates others.					
✓	Is inclined to trust, and thus empower, others.					

2. Supporting and Co-operating		1	2	3	4	5
<b>2.1 Working with People</b>		██████████				
✓	Is likely to sometimes provide support and sympathy to colleagues.					
✓	Makes some effort to understand the reasons for others' behaviour.					
●	Is as prepared and as comfortable as most others to seek contributions from others in order to make a decision.					
●	Chooses between co-operation and competition depending on the situation.					
●	Is as comfortable as most others to spend time with others.					
<b>2.2 Adhering to Principles and Values <sup>1</sup></b>		██████████				
●	Is as likely as others to seek a diverse range of views.					
●	Is as likely as most to adhere to rules and regulations.					

3. Interacting and Presenting		1	2	3	4	5
<b>3.1 Relating and Networking</b>		██████████				
✓	Is likely to feel fairly confident in formal business situations.					
✓	Is somewhat likely to adapt personal style when relating to others.					
✓	May be lively and animated in groups.					
✓	May make some effort to understand what motivates others.					
<b>3.2 Persuading and Influencing</b>		██████████				
✓	Is quite interested in selling and negotiating.					
✓	Is likely to feel fairly confident when influencing others.					
✓	May make some effort to understand other peoples' needs and motives.					
✓	Tends to adopt a fairly outgoing approach when in group situations.					
●	Is as comfortable as most with promoting own credentials.					
<b>3.3 Presenting and Communicating Information <sup>NV</sup></b>		██████████				
✓	Is likely to feel fairly confident when formally presenting.					
✓	May enjoy using persuasion when putting forward an argument.					
✓	Is comfortable to adapt to the needs of the audience.					
●	Is as likely as most to feel calm before important occasions.					

<sup>1</sup>OPQ32 only assesses some aspects of this competency, specifically related to the areas of rule-following and utilising diversity.  
<sup>N,V,D</sup> Competencies with these symbols were calculated with contributions from numerical, verbal and diagrammatic tests respectively.  
<sup>(C)</sup> Checking test results would contribute more information regarding this competency potential.

4. Analysing and Interpreting		1	2	3	4	5
<b>4.1 Writing and Reporting</b> <sup>V(C)</sup>						
✓✓	Is likely to produce documents that are very well structured.					
✓	May evaluate the content of written information fairly critically.					
✓	Will focus to some extent on the needs of an audience.					
●	Is as likely as most others to see the relevance of abstract concepts in written work.					
<b>4.2 Applying Expertise and Technology</b> <sup>NVD</sup>						
✓	May look fairly critically at technical information.					
✓	Is likely to enjoy working with numerical data.					
●	Will be as comfortable as most with theory and abstract concepts.					
<b>4.3 Analysing</b> <sup>NV(C)D</sup>						
✓	May look fairly critically at information for potential errors in analysis.					
✓	Is likely to enjoy analysing numerical information.					
●	Is as likely as most to enjoy dealing with abstract concepts.					

5. Creating and Conceptualising		1	2	3	4	5
<b>5.1 Learning and Researching</b> <sup>NV(C)D</sup>						
✓	May look quite critically for potential limitations when reviewing new information.					
✓	May enjoy working with numerical data.					
●	Is moderately interested in learning about abstract concepts.					
●	May consider new and established approaches when learning new tasks.					
<b>5.2 Creating and Innovating</b> <sup>NVD</sup>						
✓	Describes himself as a fairly creative individual.					
●	Considers both new and established methods, depending on the situation.					
●	Likes a small amount of change in work routine and appreciates stability.					
●	Sees some relevance in applying theories to problem solving.					
<b>5.3 Formulating Strategies and Concepts</b> <sup>NVD</sup>						
✓✓	Places a high degree of importance upon long term strategy.					
●	Is as likely as most to see the relevance of thinking conceptually when developing strategy.					
●	May consider new and established methods when establishing a vision.					
✖✖	May often become preoccupied by details.					

<sup>N,V,D</sup> Competencies with these symbols were calculated with contributions from numerical, verbal and diagrammatic tests respectively.

<sup>(C)</sup> Checking test results would contribute more information regarding this competency potential.

6. Organising and Executing		1	2	3	4	5
<b>6.1 Planning and Organising</b>						
<ul style="list-style-type: none"> <li>✓✓ Places a high degree of importance upon strategic planning.</li> <li>✓✓ Pays a great deal of attention to detail when planning.</li> <li>✓ Is keen to manage others.</li> <li>● Recognises the need to complete plans to deadline.</li> </ul>						
<b>6.2 Delivering Results and Meeting Customer Expectations <sup>(C)</sup></b>						
<ul style="list-style-type: none"> <li>✓✓ Very likely to adopt a methodical and organized approach.</li> <li>✓ Is quite likely to set stretching goals for himself or others.</li> <li>● Recognises the need to complete tasks in line with expectations.</li> <li>● As likely as most managers to adhere to rules, regulations and set procedures.</li> </ul>						
<b>6.3 Following Instructions and Procedures <sup>NVD</sup></b>						
<ul style="list-style-type: none"> <li>● Is as likely to follow rules and procedures as managers.</li> <li>● Tends to recognise the need to keep to agreed schedules.</li> <li>● Is as likely as most managers to follow instructions from others.</li> </ul>						

7. Adapting and Coping		1	2	3	4	5
<b>7.1 Adapting and Responding to Change</b>						
<ul style="list-style-type: none"> <li>✓ Tends to adapt an interpersonal style across situations.</li> <li>✓ Is likely to make some effort to understand differences in motives and behaviours of others.</li> <li>● Likes some variety and new experiences balanced with an appreciation of routine.</li> <li>● Is as open as most others to new approaches and work methods.</li> </ul>						
<b>7.2 Coping with Pressures and Setbacks</b>						
<ul style="list-style-type: none"> <li>✓ Is likely to deal with criticism easily without dwelling on it.</li> <li>✓ May find it fairly easy to switch off from work pressures.</li> <li>✓ Is likely to maintain a positive outlook.</li> <li>✓ Tends to keep a fairly firm hold over the expression of emotions.</li> </ul>						

8. Enterprising and Performing		1	2	3	4	5
<b>8.1 Achieving Personal Work Goals and Objectives</b>						
<ul style="list-style-type: none"> <li>✓✓ Very likely to take a strategic approach to his own development.</li> <li>✓ Is quite likely to be driven to progress his career.</li> <li>● Is as comfortable with a demanding schedule as most others.</li> <li>● Is likely to be as comfortable as most in competitive situations.</li> </ul>						
<b>8.2 Entrepreneurial and Commercial Thinking <sup>N</sup></b>						
<ul style="list-style-type: none"> <li>✓ Is quite likely to be motivated by stretching financial targets.</li> <li>✓ Tends to enjoy working with financial information.</li> <li>● Is as comfortable as most with the competitive element in commercial situations.</li> </ul>						

<sup>N,V,D</sup> Competencies with these symbols were calculated with contributions from numerical, verbal and diagrammatic tests respectively.  
<sup>(C)</sup> Checking test results would contribute more information regarding this competency potential.

# COMPETENCY DEFINITIONS

<b>1. Leading and Deciding</b>	
1.1 Deciding and Initiating Action	Takes responsibility for actions, projects and people; takes initiative and works under own direction; initiates and generates activity and introduces changes into work processes; makes quick, clear decisions which may include tough choices or considered risks.
1.2 Leading and Supervising	Provides others with a clear direction; motivates and empowers others; recruits staff of a high calibre; provides staff with development opportunities and coaching; sets appropriate standards of behaviour.

<b>2. Supporting and Co-operating</b>	
2.1 Working with People	Shows respect for the views and contributions of other team members; shows empathy; listens, supports and cares for others; consults others and shares information and expertise with them; builds team spirit and reconciles conflict; adapts to the team and fits in well.
2.2 Adhering to Principles and Values	Upholds ethics and values; demonstrates integrity; promotes and defends equal opportunities, builds diverse teams; encourages organisational and individual responsibility towards the community and the environment.

<b>3. Interacting and Presenting</b>	
3.1 Relating and Networking	Easily establishes good relationships with customers and staff; relates well to people at all levels; builds wide and effective networks of contacts; uses humour appropriately to bring warmth to relationships with others.
3.2 Persuading and Influencing	Gains clear agreement and commitment from others by persuading, convincing and negotiating; makes effective use of political processes to influence and persuade others; promotes ideas on behalf of oneself or others; makes a strong personal impact on others; takes care to manage one's impression on others.
3.3 Presenting and Communicating Information	Speaks fluently; expresses opinions, information and key points of an argument clearly; makes presentations and undertakes public speaking with skill and confidence; responds quickly to the needs of an audience and to their reactions and feedback; projects credibility.

<b>4. Analysing and Interpreting</b>	
4.1 Writing and Reporting	Writes convincingly; writes clearly, succinctly and correctly; avoids the unnecessary use of jargon or complicated language; writes in a well-structured and logical way; structures information to meet the needs and understanding of the intended audience.
4.2 Applying Expertise and Technology	Applies specialist and detailed technical expertise; uses technology to achieve work objectives; develops job knowledge and expertise (theoretical and practical) through continual professional development; demonstrates an understanding of different organisational departments and functions.
4.3 Analysing	Analyses numerical data and all other sources of information, to break them into component parts, patterns and relationships; probes for further information or greater understanding of a problem; makes rational judgements from the available information and analysis; demonstrates an understanding of how one issue may be a part of a much larger system.

<b>5. Creating and Conceptualising</b>	
5.1 Learning and Researching	Rapidly learns new tasks and commits information to memory quickly; demonstrates an immediate understanding of newly presented information; gathers comprehensive information to support decision making; encourages an organisational learning approach (i.e. learns from successes and failures and seeks staff and customer feedback).
5.2 Creating and Innovating	Produces new ideas, approaches, or insights; creates innovative products or designs; produces a range of solutions to problems.
5.3 Formulating Strategies and Concepts	Works strategically to realise organisational goals; sets and develops strategies; identifies, develops positive and compelling visions of the organisation's future potential; takes account of a wide range of issues across, and related to, the organisation.

<b>6. Organising and Executing</b>	
6.1 Planning and Organising	Sets clearly defined objectives; plans activities and projects well in advance and takes account of possible changing circumstances; identifies and organises resources needed to accomplish tasks; manages time effectively; monitors performance against deadlines and milestones.
6.2 Delivering Results and Meeting Customer Expectations	Focuses on customer needs and satisfaction; sets high standards for quality and quantity; monitors and maintains quality and productivity; works in a systematic, methodical and orderly way; consistently achieves project goals.
6.3 Following Instructions and Procedures	Appropriately follows instructions from others without unnecessarily challenging authority; follows procedures and policies; keeps to schedules; arrives punctually for work and meetings; demonstrates commitment to the organisation; complies with legal obligations and safety requirements of the role.

<b>7. Adapting and Coping</b>	
7.1 Adapting and Responding to Change	Adapts to changing circumstances; tolerates ambiguity; accepts new ideas and change initiatives; adapts interpersonal style to suit different people or situations; shows an interest in new experiences.
7.2 Coping with Pressures and Setbacks	Maintains a positive outlook at work; works productively in a pressurised environment; keeps emotions under control during difficult situations; handles criticism well and learns from it; balances the demands of a work life and a personal life.

<b>8. Enterprising and Performing</b>	
8.1 Achieving Personal Work Goals and Objectives	Accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; seeks progression to roles of increased responsibility and influence; identifies own development needs and makes use of developmental or training opportunities.
8.2 Entrepreneurial and Commercial Thinking	Keeps up to date with competitor information and market trends; identifies business opportunities for the organisation; maintains awareness of developments in the organisational structure and politics; demonstrates financial awareness; controls costs and thinks in terms of profit, loss and added value.

## TEAM TYPES

### Introduction

This section of the report summarises Mr Tola's preferred team types based upon his personality profile. It identifies the styles he is likely to adopt, those he may adopt under some circumstances, and those he is unlikely to adopt when working in a team or group situation. It then describes likely behaviours of people with a similar level of preference for that team type.

Unlikely to adopt	May adopt	Likely to adopt	Team Type
• • •	• • •	•  •	<b>Co-ordinator</b>
• • •	• • •	•	<b>Completer</b>
• • •	• • •	•	<b>Implementer</b>
• • •	• •  •	• •	<b>Resource Investigator</b>
• • •	•  •	• • •	<b>Shaper</b>
• • •	•  •	• • •	<b>Monitor Evaluator</b>
• • •	•	• • • •	<b>Team Worker</b>
• •  •	• • • •	• • • •	<b>Plant</b>

### Likely to Adopt

#### Co-ordinator

He is keen to manage or chair the team in a consultative, empowering way. He is very likely to provide direction to discussions and actively invite contributions from other team members. However, his emphasis on the involvement of others may sometimes reduce the speed of progress towards objectives.

#### Completer

He enjoys paying attention to detail and works hard to ensure that a task is completed to perfection. He is willing to ensure that projects are organised down to the finest points and to tie up any loose ends.

#### Implementer

He proactively turns decisions, ideas and strategies into manageable practical tasks. He brings a logical, methodical and effective approach to pursuing agreed objectives to the team.

#### Resource Investigator

He is fairly likely to have contacts and networks outside of the team and knows how to obtain relevant information or support.

### May Adopt

#### **Shaper**

He helps provide some of the drive to reach team objectives and could, at times, bring energy to the team by emphasising important priorities and shaping the direction of group activities.

#### **Monitor Evaluator**

He is prepared to spend some time analysing problems and evaluating ideas and suggestions. In this way he may help to prevent the team from pursuing misguided objectives.

#### **Team Worker**

He may be fairly supportive and encouraging of others, probably helping to promote harmony in the team. He is likely to facilitate communication between team members without taking on a very dominant role.

#### **Plant**

He may occasionally see himself as a potential source of original and creative ideas. It is possible that others in the team may be stronger in this role.

### Unlikely to Adopt

Mr Tola does not demonstrate a strong dislike for any of the team styles considered here. As such he is likely to be quite flexible in the styles open to him.

## Team Type Descriptions

Extensive research by Meredith Belbin (1981)\* has highlighted eight particular roles, or team 'types' which appear to have special relevance in most organisational structures. Each type contributes an important element towards good group performance, and teams incorporating each of these types, as opposed to a predominance of any one, tend to be more successful.

The attributes associated with each of the eight team types are summarised below:

<b>Co-ordinator</b> <ul style="list-style-type: none"><li>• Sets the team goals and defines roles.</li><li>• Co-ordinates team efforts and leads by eliciting respect.</li></ul>
<b>Shaper</b> <ul style="list-style-type: none"><li>• The task leader who brings competitive drive to the team.</li><li>• Makes things happen but may be thought abrasive.</li></ul>
<b>Plant</b> <ul style="list-style-type: none"><li>• Imaginative, intelligent and the team's source of original ideas.</li><li>• Concerned with fundamentals.</li></ul>
<b>Monitor Evaluator</b> <ul style="list-style-type: none"><li>• Offers measured, dispassionate critical analysis.</li><li>• Keeps team from pursuing misguided objectives.</li></ul>
<b>Resource Investigator</b> <ul style="list-style-type: none"><li>• Sales person, diplomat, resource seeker.</li><li>• Good improviser with many external contacts.</li><li>• May be easily diverted from task at hand.</li></ul>
<b>Completer</b> <ul style="list-style-type: none"><li>• Worries about problems. Personally checks details.</li><li>• Intolerant of the casual and slapdash. Sees project through.</li></ul>
<b>Team Worker</b> <ul style="list-style-type: none"><li>• Promotes team harmony. Good listener who builds on the ideas of others.</li><li>• Likeable and unassertive.</li></ul>
<b>Implementer</b> <ul style="list-style-type: none"><li>• Turns decisions and strategies into manageable tasks.</li><li>• Brings logical, methodical pursuit of objectives to the team.</li></ul>

\*Belbin, RM (1981); *Management Teams*, Heinemann

# LEADERSHIP STYLES

## Introduction

This section of the report summarises Mr Tola's preferred styles of leadership based upon his personality profile. It identifies the styles he is likely to adopt, those he may adopt under some circumstances, and those he is unlikely to adopt when managing people. This report then describes likely behaviours of people with a similar level of preference for that leadership style. Finally, it identifies the type of reports he is likely to manage well.

Unlikely to adopt	May adopt	Likely to adopt	Team Type
• • •	• •	• • •	<b>Directive Leader</b>
• • •	• •	• • •	<b>Participative Leader</b>
• • •	• •	• • •	<b>Consultative Leader</b>
• • •	• •	• • •	<b>Negotiative Leader</b>
• •	• •	• • • •	<b>Delegative Leader</b>

Likely to Adopt
<p><b>Directive Leader</b></p> <p>He is reasonably prepared to provide others with clear direction. He tends to expect staff to do as they are told in an unquestioning way and will manage others in line with his own sense of priorities.</p> <p><b>Manages Well</b></p> <p>Receptive Reports who look for explicit and frequent direction.</p>
<p><b>Participative Leader</b></p> <p>He is fairly keen to work with others as part of the team. He is quite likely to involve staff in joint decision-making.</p> <p><b>Manages Well</b></p> <p>Collaborative Reports who enjoy democratic decision-making with their views being taken into consideration.</p>
<p><b>Consultative Leader</b></p> <p>He prefers to consult before making a decision. Nonetheless, he is still likely to maintain a clear sense of overall objectives and to take responsibility for the final decision.</p> <p><b>Manages Well</b></p> <p>Informative Reports who provide information and enjoy being consulted</p>

### Likely to Adopt

#### **Negotiative Leader**

He is reasonably willing to negotiate with staff to ensure that their motivation is maintained. He is fairly insightful as to how to reward staff to ensure that they perform to their full potential.

#### **Manages Well**

Reciprocating Reports who like to negotiate to reach agreement about their personal and work objectives.

### May Adopt

#### **Delegative Leader**

He is likely to give staff a certain amount of space to manage themselves. He is prepared to delegate at least some work to others and allow them to use their own initiative.

### Unlikely to Adopt

There are no styles which Mr Tola is unlikely to adopt. As such he is likely to be quite flexible in his manner of leadership.

## Leadership Styles Descriptions

An analysis of leadership by Bass(1981)\* has suggested five broad leadership styles. Four of these are based on the fundamental 'task v people' interaction. For instance someone who is more focused on the task in hand than the people in the team will tend to be a Directive Leader. A fifth reflects leadership 'negotiated' on a 'tit-for-tat – you do this for me/I do that for you' basis.

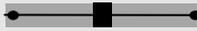
<p><b>Directive Leader</b></p> <ul style="list-style-type: none"><li>• Maintains responsibility for planning and control</li><li>• Issues instructions in line with own perception of priorities.</li></ul>
<p><b>Delegative Leader</b></p> <ul style="list-style-type: none"><li>• Minimal personal involvement.</li><li>• Believes in delegation of task and responsibility.</li></ul>
<p><b>Participative Leader</b></p> <ul style="list-style-type: none"><li>• Favours consensus decision making.</li><li>• Prepared to take time over decisions.</li><li>• Ensures involvement of all relevant individuals.</li></ul>
<p><b>Consultative Leader</b></p> <ul style="list-style-type: none"><li>• Pays genuine attention to opinions and feelings of subordinates, but maintains a clear sense of task objectives and makes the final decisions.</li></ul>
<p><b>Negotiative Leader</b></p> <ul style="list-style-type: none"><li>• Makes deals with subordinates.</li><li>• Influences others by identifying their needs and using these as a basis for negotiation.</li></ul>

\*Bass, B M (1981) Stodgill's Handbook of Leadership: A survey of theory and research. Free Press.

# REPORTING STYLES

## Introduction

This report summarises Mr Tola's preferred reporting styles based upon his personality profile. It identifies the styles he is likely to adopt, those he may adopt under some circumstances, and those he is unlikely to adopt when being managed. This report then describes likely behaviours of people with a similar level of preference for that reporting style. Finally, it identifies the type of leader he is likely to work well for.

Unlikely to adopt	May adopt	Likely to adopt	Team Type
• • •	• • •		• <b>Self-Reliant Report</b>
• • •	• • •		• <b>Reciprocating Report</b>
• • •	• • •		• <b>Collaborating Report</b>
• • •	• • •		• <b>Informative Report</b>
• • •	• • •		• <b>Receptive Report</b>

Likely to Adopt
<p><b>Self-Reliant Report</b></p> <p>He prefers to work autonomously without direct supervision. He expects to be allowed to use his initiative and make decisions rather than seek direction from others.</p> <p><b>Works well for</b></p> <p>Delegative Leaders who give responsibility to their staff and encourage them to be autonomous.</p>
<p><b>Reciprocating Report</b></p> <p>He likes to negotiate with his manager to help achieve mutually beneficial outcomes.</p> <p><b>Works well for</b></p> <p>Negotiative Leaders who adopt a process of negotiating rewards for staff in return for hard work.</p>
<p><b>Collaborating Report</b></p> <p>He likes to work collaboratively with his manager and to be actively involved in the decision-making process. He likes to be able to input his own ideas and views.</p> <p><b>Works well for</b></p> <p>Participative Leaders who themselves work as part of the team and involve others in the decision-making process.</p>
<p><b>Informative Report</b></p> <p>He feels that he has some information to contribute and enjoys being asked his opinion on matters.</p> <p><b>Works well for</b></p> <p>Consultative Leaders who seek the views and expertise of their reports before making decisions.</p>

**May Adopt**

**Receptive Report**

He likes a degree of direction from his manager and is prepared to implement instructions without too many questions.

**Unlikely to Adopt**

There are no styles which Mr Tola is unlikely to adopt. As such he is likely to be quite flexible in his manner of reporting.

## Reporting Styles Descriptions

For each of the five leadership styles it is possible to define a complementary reporting role. For example, a receptive report is likely to suit a directive leader far more than one who is more self-reliant.

<b>Receptive Report</b> <ul style="list-style-type: none"><li>• Adheres to instructions and deadlines.</li><li>• Prefers to work with clear direction from above.</li></ul>
<b>Self-Reliant Report</b> <ul style="list-style-type: none"><li>• Prefers to work without restraints.</li><li>• Has own ideas and enjoys the opportunity to develop them with minimal intervention.</li></ul>
<b>Collaborating Report</b> <ul style="list-style-type: none"><li>• Many ideas to contribute.</li><li>• Enjoys the collaborative decision making process and prefers radical methods too conventional.</li></ul>
<b>Informative Report</b> <ul style="list-style-type: none"><li>• Likes to be involved in decision making, but accepts final decision even if contrary to personally held views.</li></ul>
<b>Reciprocating Report</b> <ul style="list-style-type: none"><li>• Not afraid to speak up and undeterred by status.</li><li>• Responds less well to direction than persuasion.</li><li>• May be stubborn, but task orientated.</li></ul>

## > Ability Test Report

### About cognitive ability tests

Cognitive ability is the most effective, single predictor of future performance in many different jobs. However, many other factors also play an important role in predicting job performance. The information in this document should be used as part of a broader evaluation of this person's suitability and potential for the job.

Level: **Managerial/Professional**

Language: **French**

Total Score: **53%**

### Inductive Reasoning

Score: **6/10**

Number Attempted: **24**

Work Rate: **100% (24/24)**

Hit Rate: **63% (15/24)**

Mr Bruno Tola's estimated inductive critical reasoning ability is average when compared to the comparison group. This suggests that he will be as able as most managers in understanding incomplete information and solving problems.

### Numerical Reasoning (Calculator allowed)

Score: **4/10**

Number Attempted: **14**

Work Rate: **78% (14/18)**

Hit Rate: **50% (7/14)**

Mr Bruno Tola's estimated numerical critical reasoning ability is below average when compared to the comparison group. This suggests that he will have difficulty in understanding or interpreting numerical data and mathematical calculations as compared to the group.

The candidate would require some development in this ability.

### Verbal Reasoning

Score: **6/10**

Number Attempted: **30**

Work Rate: **100% (30/30)**

Hit Rate: **70% (21/30)**

Mr Bruno Tola's estimated verbal critical reasoning ability is average when compared to the comparison group. This suggests that he will be as able as most in understanding and evaluating written reports and documents.

These tests were unsupervised; there is a small possibility that these scores do not represent his actual level of ability.