

CANDIDATE REPORT

CAREER DEVELOPMENT

FOR: DENISE DIAS

ORGANISATION: JVR AFRICA GROUP

JOB TITLE: TEACHER

JOB FAMILY: PROFESSIONAL JOBS

DATE: THURSDAY, 22 JUNE 2023



CONFIDENTIAL REPORT

The information in this report is confidential and must not be made known to anyone other than authorised personnel, unless released by expressed written permission of the person taking the assessment. The information should be considered together with all other information gathered in the assessment process.

INTRODUCTION

This report is designed to provide you with information and advice on your own career development journey. It is generally agreed that the best development processes are where the individual can leverage their strengths to mitigate their weaknesses. The first step to self-development is self-insight, and we trust that this feedback will provide you with that insight.

You will see that this report combines information from your personality and interest assessment results. The responses that you gave to the questions in the assessment are compared to those of other adults to describe their personalities or career interest. It gives some idea about what makes you unique in how you think, feel, and interact with others. It also provides information on your general preference for certain work activities.

THE REPORT INCLUDES THE FOLLOWING SECTIONS:

- Section 1: Your personality results unpacked
- Section 2: Your career interest results unpacked
- Appendix A: Goal setting exercises
- Appendix B: Description of personality facet scores

THE FOLLOWING INTERPRETATIONS APPLY TO YOUR RESULTS:

A **high score (7 to 9)** suggests that you fall in the top **23%** of the comparison group. This characteristic might differentiate you in terms of a specific area of career success. Further exploration of the career implications of the characteristic in question might be meaningful.

A **mid score (4 to 6)** indicates that you fall in the middle **54%** of the comparison group. You might leverage this characteristic from time to time to further your career. With some coaching, if relevant, this characteristic might enable you to achieve career success.

A **low score (1 to 3)** indicates that you fall in the bottom **23%** of the comparison group. You might have to invest a significant amount of time managing the relevant characteristic if the success of your career depends on it.

SECTION 1: PERSONALITY SECTION

DESCRIPTION OF PERSONALITY SCALES

CONSCIENTIOUSNESS	The effectiveness and efficiency with which people plan, organise, and carry out work tasks.
INDUSTRIOUSNESS	The degree to which people are dedicated to their work and set high standards for themselves.
ORDERLINESS	The degree to which people are organised, cautious, and meticulous when performing work tasks.
AGREEABLENESS	The degree to which people can get along with co-workers or clients, and their level of compassion for others.
POLITENESS	The degree to which people are rule-abiding, well-mannered, and perceived as pleasant by others.
COMPASSION	The degree to which people are empathetic and helpful towards others.
EMOTIONAL STABILITY	Peoples' emotional stability, and their general tendency to experience positive affect in response to stressful work environments.
EVEN-TEMPERED	Peoples' tendency to be emotionally stable, handle stressful situations calmly, and not get flustered easily.
SELF-ASSURED	The degree to which people are confident, relaxed, and welcoming of constructive criticism from others.
EXTRAVERSION	The degree to which people enjoy being around other people, like excitement and stimulation, and come across as cheerful.
ASSERTIVENESS	The degree to which people strive for social status or have a significant interpersonal impact.
ENTHUSIASM	The degree to which people are cheerful, friendly, and easy to get to know.
OPENNESS TO EXPERIENCE	The extent to which people are willing to experience new or different things and are curious about themselves and the world.
OPENNESS	The degree to which people appreciate artistic pursuits and are willing to engage with change in the workplace.
ANALYTICAL THINKING	The degree to which people are intellectually curious, enjoy considering new or unconventional ideas, and relish in philosophy and brain-teasers.

CONSCIENTIOUSNESS

		LOW			MID			HIGH		
CONSCIENTIOUSNESS	4									

High scorers are focused, strong-willed, determined, dependable, hardworking, achievement-orientated, and preserving.

Low scorers are relaxed, hedonistic, distractable, impulsive, rule-averse, expedient, and prefer ambiguity to structure.

		LOW			MID			HIGH			9
INDUSTRIOUSNESS	4										

High scorers experience a strong sense of dedication to their work and set high standards for themselves.

Low scorers might need external motivation to perform tasks well and are likely to procrastinate.

Extreme scorers (9) might have unrealistic expectations of themselves and be at risk of overcommitting. Extreme scorers might struggle to delegate and rudely refuse help, especially when their politeness score on page 4 is in the low range.

PERSISTENCE



SELF-DISCIPLINE



		LOW			MID			HIGH			9
ORDERLINESS	4										

High scorers are likely to be cautious and thorough when performing work tasks.

Low scorers might feel restricted by routines, dislike regulations, and make impulsive decisions.

Extreme scorers (9) might overthink the details and have an unproductive, but irresistible, urge to put things in order. A rigid perfectionism might be more prevalent when self-assured scores on page 5 are in the low range.

ORGANISATION



PRUDENCE



DEPENDABILITY



AGREEABLENESS

		LOW			MID			HIGH	
AGREEABLENESS	8								

High scorers are sympathetic, straightforward, selfless, forgiving, and eager to help.

Low scorers are sceptical of others' intentions, manipulative, competitive, and look after their own interests.

		LOW SCORE			MEDIUM SCORE			HIGH SCORE	9
POLITENESS	6								

High scorers are likely perceived as well-mannered and pleasant people to work with.

Low scorers might cause conflict and may sometimes be perceived as insincere.

Extreme scorers (9) may be perceived as naive (overly trusting), struggle to negotiate and make tough decisions, and be at risk of being manipulable, especially when their Assertiveness score on page 6 is also in the low range.

COOPERATION



HONESTY-HUMILITY



		LOW			MID			HIGH		9
COMPASSION	8									

High scorers are likely empathic, good listeners, and helpful towards co-workers.

Low scorers may come across as being tough-minded and mostly concerned about their self-interest.

Extreme scorers (9) may be overly kind, to the extent that they blur boundaries by being overaccommodating (yielding) to others' requests or being insincere about their own needs. This might especially be the case when their Assertiveness score on page 6 is in the low range.

GENEROSITY



EMPATHY



EMOTIONAL STABILITY

		LOW			MID		HIGH	
EMOTIONAL STABILITY	5							

High scorers are emotionally stable, calm, and composed.

Low scorers are prone to irrational ideas, worry about most things, are easily discouraged, experience negative emotions, and cope poorly with stress.

		LOW			MID		HIGH		9
EVEN-TEMPERED	4								

High scorers are generally unflustered by stressful situations and usually calmly handle stress.

Low scorers might be prone to getting upset and losing their temper when handling stressful situations.

Extreme scorers (9) might come across as overly controlled and somewhat unaffected by others' concerns. A sense of callousness could come across when scores on Compassion on page 5 are also in the low range.

		LOW			MID		HIGH		9
SELF-ASSURED	5								

High scorers are very confident, relaxed, and welcoming of constructive criticism from others.

Low scorers generally tend to be cautious (or conscious), anxious about negative feedback, and prone to experience negative emotions.

Extreme scorers (9) might not always anticipate future problems, overlook the distress of co-workers, or recognise the severity of existing problems. The probability of over-confidence might be higher when Assertiveness on page 6 is also in the high range.

OPTIMISM



CONFIDENCE



CALMNESS



EXTRAVERSION

		LOW			MID			HIGH	
EXTRAVERSION	7								

High scorers are talkative, enjoy being around people, especially large gatherings where they can be influential, and enjoy excitement.

Low scorers are reserved and prefer independence, their own company, or small groups of close friends.

		LOW			MID			HIGH		9
ASSERTIVENESS	4									

High scorers may prefer entertaining, drawing attention to themselves, and leading others.

Low scorers tend to prefer not to draw attention to themselves and generally allow others to take the lead.

Extreme scorers (9) might be perceived as dominant, conflict-seeking, and not allowing others to express their opinions, especially when their Politeness score on page 4 is also in the low range.

		LOW SCORE			MEDIUM SCORE			HIGH SCORE		9
ENTHUSIASM	5									

High scorers tend to be very energetic, cheerful, friendly, and might be easy to get to know.

Low scorers tend to be serious, less expressive of their emotions, and distant towards other people.

Extreme scorers (9) might exaggerate for effect, be overly expressive, and be easily distracted by social occurrences in organisations.



OPENNESS TO EXPERIENCE

OPENNESS TO EXPERIENCES	6	LOW SCORE			MEDIUM SCORE			HIGH SCORE		

High scorers tend to be curious about the world, consider new ideas, seek out novel experiences, and have a wide range of interests.

Low scorers generally are conventional, hold a narrow scope of specific interests, and uphold the status quo.

OPENNESS	6	LOW SCORE			MEDIUM SCORE			HIGH SCORE		9

High scorers might have a strong need for beauty in their work and enjoy daydreaming about possibilities.

Low scorers are less concerned about the visual presentation of their work and prefer to stay grounded in the "here and now".

Extreme scorers (9) might be at risk of bending reality to meet their idealised perception of the world. Extreme scorers might be prone to express eccentric ideas when Analytical Thinking is also in a low range.



ANALYTICAL THINKING	4	LOW SCORE			MEDIUM SCORE			HIGH SCORE		9

High scorers prefer working with problems that are somewhat theoretical or require them to draw information from different sources and enjoy coming up with inventive ideas.

Low scorers might prefer more practical aspects of the job and focus their attention on one area of work at a time.

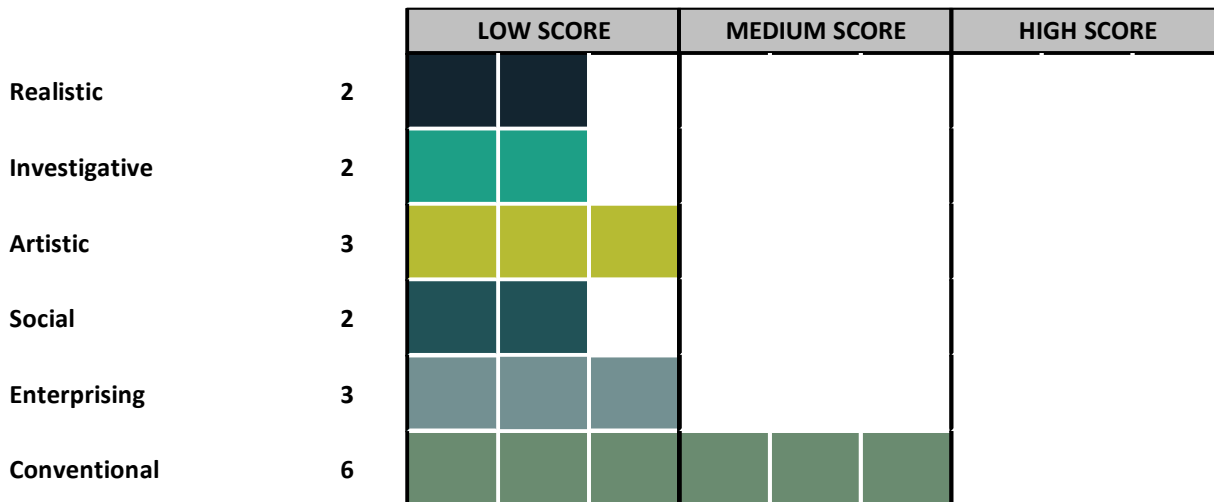
Extreme scorers (9) might easily become bored or get frustrated by straightforward tasks, have an idealised sense of their abilities, and sometimes be perceived as impractical. The probability of an idealised sense of own abilities increases when Assertiveness on page 6 is also in the high range.



CAREER INTEREST SECTION

YOUR CAREER INTEREST PROFILE OVERVIEW

Interest reflects a person's preferences for certain training or work activities, situations in which training or work activities occur, and/or the outcomes associated with the preferred training or work activities. The purpose of this section of the report is to provide you with your preference on six general career interests. High scores (7 to 9) suggest a deep interest in a career field, whereas a low score (1 to 3) suggest an aversion towards a career field.





	PREFERENCE 1	PREFERENCE 2	PREFERENCE 3
TOP 3	Conventional (C)	Artistic (A)	Enterprising (E)


	PREFERENCE 4	PREFERENCE 5	PREFERENCE 6
BOTTOM 3	Investigative (I)	Realistic (R)	Social (S)

BROAD CAREER INTEREST FIELDS


This section provides you with your highest to lowest ranked career interests. Definitions (DEF) of each interest is also included, along with related environments (ENV), jobs, tasks, and skills. The environments, jobs, tasks, and skills mentioned are not fixed career suggestions, nor exhaustive of different career fields, but can be used to further explore aspects that you can incorporate into your career to enrich your development and increase your engagement at work. A link to O*Net is provided to further explore careers related to your interests. Complexity indicates the level of education typically required to perform well in a job.


PREFERENCE 1	CONVENTIONAL (C)
DEF	A preference for highly structured activities where, for example, data, people, or environments can be organised.
ENV	Structured and predictable contexts; clear procedures; organised and systematic; accurate; efficient; value security.
JOBS	High complexity: Statistical analyst or computer specialist. Medium complexity: Bookkeeper or office clerk. Low complexity: Cashier.
TASKS	Keeping records of facts or data; creating or maintaining information systems; analysing data; working with numbers.
SKILLS	Automation through procedures or technology (e.g. computer software); work with numbers; detail orientation; creating information systems; planning and organising.
	 https://www.onetonline.org/explore/interests/Conventional/


PREFERENCE 2	ARTISTIC (A)
DEF	A preference for the freedom to express oneself creatively and engage in unstructured activities.
ENV	Contexts where beauty is appreciated; encourage imaginative thinking; value high quality in products or services and innovation.
JOBS	High complexity: Architect or graphics designer. Medium complexity: Fashion designer or photographer. Low complexity: Actor or tailor.
TASKS	Creating or graphically designing visual art; performing (acting) in front of audiences; creative writing; crafting beautiful objects.
SKILLS	Artistic expression via a medium (e.g. paint and brush or computer software); playing a musical instrument; creative writing; using tools to craft functional art (e.g. chisel in woodwork).
	 https://www.onetonline.org/explore/interests/Artistic/

PREFERENCE 3	ENTERPRISING (E)
DEF	A preference for activities that are typically found in 'doing' business, including exerting influence over or persuading others.
ENV	Contexts that promote risk-taking; entrepreneurial; profit-seeking; value being impactful, recognition, and a commercial intent.
JOBS	High complexity: General manager or lawyer. Medium complexity: Real estate agent or flight attendant. Low complexity: Salesperson or telemarketer.
TASKS	Selling products or services; managing; leading; persuading; marketing; doing business; doing politics.
SKILLS	Verbal (reading, writing, and speaking) skills associated with coordination, negotiation and persuasion; management; judgement and decision-making; financial awareness.
	 https://www.onetonline.org/explore/interests/Enterprising/

BROAD CAREER INTEREST FIELDS

PREFERENCE 4	INVESTIGATIVE (I)
DEF	A preference to work with concepts and facts, as well as the scientific investigation of things through reasoning, observation, and analysis.
ENV	Contexts that promote rationality; academic (could also include professional/ specialised environments); value independence in thinking.
JOBS	High complexity: Physicist or sociologist. Medium complexity: Lab technician or sound engineer. Low complexity: Computer support or hunting workers.
TASKS	Conducting research; intellectual activities; analyse data; interviewing; observing; experimenting; developing and evaluating ideas.
SKILLS	Using logic and reasoning to solve problems; systematically collecting information via interviews, observations, experiments, or measures; analyse and interpret data; scientific writing.
	https://www.onetonline.org/explore/interests/Investigative/

PREFERENCE 5	REALISTIC (R)
DEF	A preference for practical and concrete tasks where things can be manipulated through technology or machines in a hands-on approach.
ENV	Contexts that reward a practical sense; could include the outdoors; value technical skill (whether in the trades or natural sciences).
JOBS	High complexity: Surgeon or airline pilot. Medium complexity: Plumber or barber. Low complexity: Farmworker or construction worker.
TASKS	Develop, fix, or operate, tools, machines or technology; farm (or cultivate nature); adventure activities; securing places.
SKILLS	Construction, operation, and repair of equipment, machinery, or tools; physical strength and coordination; treating or attending to animals; cultivating plants.
	https://www.onetonline.org/explore/interests/Realistic/

PREFERENCE 6	SOCIAL (S)
DEF	A preference for activities that involve social interaction where empathy and helping others through personal service can be displayed.
ENV	Contexts that promote serving others; teamwork; value altruism or an intention to improve society.
JOBS	High complexity: Nurse or teacher. Medium complexity: Fitness instructor or dental hygienist. Low complexity: Bartender or nanny.
TASKS	Providing care to people; sharing knowledge via teaching or training; counselling or coaching individuals; engaging in community service.
SKILLS	Showing empathy and consideration; social perceptiveness; teaching; verbal communication in the form of listening or speaking; writing; caring for others.
	https://www.onetonline.org/explore/interests/Social/

APPENDIX A

SETTING DEVELOPMENT GOALS

Goal setting refers to the process of when a person decides what the outcome or aim of their actions should be. Goal setting can help you to sharpen your focus on specific development areas that are likely to help you excel at work.

STEP 1: INSIGHT

Read through your report carefully. Make a note of the things that you believe are the most important aspects you have learnt about your personality and career interests.

STEP 2: IDENTIFY A MAJOR DEVELOPMENT GOAL

Spend some time to visualise how your ideal career could look like if you were to build on existing strengths or developed specific areas in your profile. Try to align your career ideals with broader priorities that are important to you, i.e., I want to give more expression to my creativity by acquiring skills in graphic design because I enjoy creating beautiful things and have some knowledge about working with design software.

SETTING DEVELOPMENT GOALS

STEP 3: SET SPECIFIC DEVELOPMENT GOALS

Identify three specific outcomes, tied to your development profile, that will give you the most leverage over your future career ideal. You can also highlight details around timeframe required and metrics that would indicate progress towards your development goals.

GOALS	DETAIL
1	1
2	2
3	3

STEP 4: TEST YOUR MOTIVATION

Reflect on the below statements to determine whether you are motivated to achieve your specific development goals. If you cannot answer yes to at least five of the questions, reconsider your goal/s.

	Yes	No
1 This goal is going to challenge me.		
2 This goal is specific.		
3 This goal is important to me.		
4 This goal is practical.		
5 This goal excites me.		
6 I am willing to dedicate myself to this goal.		
7 I will put in extra effort to achieve this goal.		
8 This goal is aligned with the priorities of my major life goal.		

SETTING DEVELOPMENT GOALS

STEP 5: IDENTIFY POSSIBLE OBSTACLES

While writing down each goal, also consider possible obstacles to your goals and realistic ways to overcome them.

POSSIBLE OBSTACLES TO SPECIFIC DEVELOPMENT GOALS	
1	
2	
3	

STEP 6: ACTION PLANNING

Think of specific actions that will help you to achieve your development goals. Try to create habits by automating certain behaviours aimed at achieving your goals. This can be done by using the "if" and "then" statements. For example:

IF I identify gaps in my knowledge and skills on _____, **THEN** I will _____.
EXAMPLE: Schedule two consecutive hours a week on Xday at X learning platform and hold myself accountable by posting my certification the following day on social media.

Make sure that "if" and "then" statements consider the when, where, and how of actions. Specific statements serve as action scripts that you can easily fall back on to achieve your goals. Make sure that you incorporate your job description when thinking about actions.

IF	THEN
1	1
2	2
3	3

STEP 6: REFLECT AND LEARN AFTER IMPLEMENTATION

Reflect on the relevance of your goals and the effectiveness of your strategies for each goal in order to learn from your experience. Then, if necessary, revisit Steps 3, 4, or 5 to maintain or increase your performance.

RELEVANCE OF GOALS	EFFECTIVENESS OF STRATEGIES
1	1
2	2
3	3

APPENDIX B

DESCRIPTIONS OF PERSONALITY FACET SCORES

PERSISTENCE	<p>High scorers set ambitious goals and work hard to meet them; are diligent and purposeful; put more effort into a task than what is expected.</p> <p>Low scorers complete tasks as painlessly as possible; like shortcuts; may need external motivation.</p>
SELF-DISCIPLINE	<p>High scorers start tasks immediately; follow tasks through to completion; meets deadlines.</p> <p>Low scorers are pressure-prompted; procrastinate or leave things to the last minute; may miss deadlines.</p>
ORGANISATION	<p>High scorers are structured; neat; methodical; works systematically; finds routine comforting.</p> <p>Low scorers enjoy ambiguity; prefer to work according to their schedule; feel restricted by routine.</p>
PRUDENCE	<p>High scorers think things through carefully; check all facts before making decisions; consider consequences; dislike making sudden decisions.</p> <p>Low scorers are spontaneous; impulsive; make quick decisions.</p>
DEPENDABILITY	<p>High scorers are principled; fulfil moral obligations; reliable; dependable; keep promises; have strong ethical values.</p> <p>Low scorers do things differently from the norm; dislike rules and regulations.</p>
HONESTY-HUMILITY	<p>High scorers give others credit; are humble; frank; sincere; place high value in honesty; candid; sometimes tactless.</p> <p>Low scorers seek praise for achievements; are insincere; evasive; may manipulate the truth.</p>
COOPERATION	<p>High scorers avoid arguments; forgiving; look to create harmony.</p> <p>Low scorers are strong-willed; may cause conflict; independent; unwilling to take orders.</p>
GENEROSITY	<p>High scorers are concerned about the welfare of others; often volunteer for charity work; kind; generous; helpful; considerate.</p> <p>Low scorers are concerned about their self-interest; indifferent; may contribute to charity by donation, not action.</p>
EMPATHY	<p>High scorers are compassionate; understanding; empathetic; good listeners; may be easily emotionally manipulated.</p> <p>Low scorers are tough; task-orientated; interpersonal aloof; may not pick up on others' feelings.</p>
OPTIMISM	<p>High scorers avoid dwelling on past mistakes; not easily discouraged; experience fewer negative emotions.</p> <p>Low scorers are prone to feelings of guilt, sadness, and hopelessness; withdraw to contemplate relationships and evaluate their life.</p>
CALMNESS	<p>High scorers are relaxed; calm; collected; take things in their stride.</p> <p>Low scorers are tense; worry easily and often; may panic in stressful situations. Vigilant; sensitive to minor changes in the environment.</p>
CONFIDENCE	<p>High scorers are open to criticism; self-assured; maintain composure when dealing with those in authority.</p> <p>Low scorers are sensitive to criticism; experience feelings of shame and embarrassment; intimidated by authority figures.</p>

SOCIABILITY	<p>High scorers enjoy frequent social interaction; enjoy meeting new people; like parties and large groups of people.</p> <p>Low scorers prefer to spend time on their own or with close friends; avoid large gatherings where possible.</p>
CHEERFUL	<p>High scorers are enthusiastic; experience positive affectivity; cheerful; often express positive emotions such as joy, happiness, and love.</p> <p>Low scorers are serious; earnest; level-headed realistic; less expressive of emotions.</p>
ARTISTIC	<p>High scorers appreciate art, music, poetry, and beauty; seek out 'the finer things in life'.</p> <p>Low scorers view the arts as fanciful and unrealistic; unimpressed by the aesthetics; seeks grounded, practical pursuits.</p>
EXPLORATIVE	<p>High scorers enjoy travelling; will try anything once; enjoy new experiences; adventurous.</p> <p>Low scorers are comfortable with the status quo; resist change; unadventurous; feel safe with what is known.</p>
IMAGINATIVE	<p>High scorers are daydreamers; creative; innovative; gets lost in thought.</p> <p>Low scorers are practical; down to earth; rarely indulge in daydreaming.</p>