



PSYCHOMETRICS

PRACTITIONER REPORT

CAREER DEVELOPMENT

FOR: DENISE DIAS

ORGANISATION: JVR AFRICA GROUP

JOB TITLE: TEACHER

JOB FAMILY: PROFESSIONAL JOBS

DATE: THURSDAY, 22 JUNE 2023

TALENT BASICS

DEVELOPED BY JVR PSYCHOMETRICS



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.

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INTRODUCTION

This report provides assessment practitioners with important information to be considered in talent selection and development processes. This solution integrates information from cognitive ability, personality, and career interest, which are some of the most predictive psychometrics of workplace performance. This in-depth practitioner's report helps with cross-scale interpretations by means of composite traits for additional development insights. An occupation-fit score, for broad job families and specific occupations, is furthermore provided. Lastly, information about reasoning ability is unpacked.

PLEASE BEAR THE FOLLOWING POINTS IN MIND:

- The report describes the candidate's likely personality style, career interests, and reasoning potential but does not directly measure their knowledge or skills.
- The results are based on the candidate's description of their personality and career interest, which may not necessarily reflect the way other people see them.
- All candidates' results will have unique combinations of strengths and areas for development. These will need to be interpreted with a good understanding of the job requirements and other relevant sources of information to ensure quality talent decisions are made.

THE REPORT INCLUDES THE FOLLOWING SECTIONS:

Section 1: Integrated ability, personality and interest results

Section 2: Composite personality trait results unpacked

Section 3: Career interest results unpacked

Section 4: Cognitive ability results unpacked

THE FOLLOWING INTERPRETATIONS APPLY TO YOUR RESULTS:

A **high score (7 to 9)** suggests that the candidate fall in the top **23%** of the comparison group. This characteristic might differentiate the candidate 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 the candidate fall in the middle **54%** of the comparison group. The candidate might leverage this characteristic from time to time to further their career. With some coaching, if relevant, this characteristic might enable the candidate to achieve career success.

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

SECTION 1: INTEGRATED ABILITY, PERSONALITY, AND INTEREST RESULTS

This profile pulls occupation-specific personality and interest information to indicate whether an individual is a suitable fit with a broad job family (in the case of personality) and a specific occupation (in the case of interest). The relative weight of general ability is also adjusted depending on the job complexity of the job family selected.

JOB FAMILY SELECTED: PROFESSIONAL JOBS

OCCUPATION SELECTED: TEACHER

OCCUPATION CODE: **Position 1** **Position 2** **Position 3**
 Social (S) Artistic (A) Conventional (C)

PERSON INTEREST CODE: **Position 1** **Position 2** **Position 3**
 Conventional (C) Enterprising (E) Artistic (A)

		LOW	MID	HIGH
OCCUPATIONAL FIT	3	■	■	■
GENERAL ABILITY	2	■	■	
OPENNESS TO EXPERIENCES	6	■	■	■
CONSCIENTIOUSNESS	4	■	■	■
CONGRUENCE	3	■	■	

DIMENSION	DEFINITION
GENERAL ABILITY	Cognitive reasoning refers to a person's ability to solve problems based on known or unknown information.
OPENNESS TO EXPERIENCES	The extent to which people are willing to experience new or different things and are curious about themselves and the world.
CONSCIENTIOUSNESS	The effectiveness and efficiency with which people plan, organise, and carry out work tasks.
CONGRUENCE	The congruence between a person's interest profile and their existing or envisioned job (person-job fit score)

SECTION 2: COMPOSITE PERSONALITY TRAIT RESULTS UNPACKED

INTEGRITY

High scorers tend to think before they act, can be relied upon to meet their commitments, and be honest. They are pleasant to work with, based on their level-headed approach, and experienced as team players.

Low scorers might withhold effort, be less trustworthy, and sometimes come across as interpersonally rude towards co-workers. A tendency to make impulsive decisions might also be prevalent when risk-taking on page 4 is also in the high range.

Extreme scorers (9) might have overly strict views of societal or organisational norms that can come across as a form of moral superiority or rigidity.

		LOW	MID	HIGH	9	
INTEGRITY	5					
SELF-DISCIPLINE	3					
PRUDENCE	3					
DEPENDABILITY	4					
HONESTY-HUMILITY	7					
COOPERATIVE	6					
GENEROSITY	8					
EVEN-TEMPERED	4					

DIMENSION	DEFINITION
SELF-DISCIPLINED	The tendency to start tasks immediately and carry them through to completion, and to be able to motivate oneself to complete unpleasant tasks.
PRUDENCE	The tendency to think things through carefully, check the facts and have good sense.
DEPENDABILITY	The tendency to be principled, reliable, keep promises, and have strong ethical values.
HONESTY-HUMILITY	The tendency to be modest and sincere, as opposed to deceitful and manipulative.
COOPERATION	The degree to which a person avoid arguments, is forgiving, and looks to create harmony.
GENEROSITY	The degree to which a person has a concern for the greater good, and willingly devotes time to help the less privileged.
EVEN-TEMPERED	The tendency to be emotionally stable, handle stressful situations calmly, and not get flustered easily.

FLEXIBILITY

High scorers are more likely to engage in the world around them. They might have a natural curiosity that drives them to explore new things, take risks, and welcome change in the workplace. They tend to be interpersonally flexible and enjoy building networks inside and outside organisations, which could serve as a rich source of new information.

Low scorers might be more rigid in their approach to the external world, be risk-averse, and experience greater comfort in the known. Low scorers might prefer to conform to existing ways of doing things and be less likely to find experimenting with new ways of doing things rewarding.

Extreme scorers (9) might seek change out of boredom or "change for the sake of change" and, therefore, sometimes come across as over-excitement seeking.

		LOW			MID			HIGH		9
FLEXIBILITY	6									
RISK TAKING	9									
SOCIABILITY	2									
CHEERFUL	8									
EXPLORATIVE	7									
IMAGINATIVE	5									

DIMENSION	DEFINITION
RISK-TAKING	The tendency to be thrill-seeking, as well as a likelihood to enjoy high-risk activities and busy environments.
SOCIABILITY	The tendency to require frequent social interaction and a preference for being surrounded by people as opposed to being alone.
CHEERFUL	The tendency to frequently experience emotions such as joy, happiness, love, and be enthusiastic, and optimistic.
EXPLORATIVE	The degree to which a person is willing to try new and different activities.
IMAGINATIVE	The degree to which a person has a vivid imagination, enjoys fantasies and thinks creatively.

HIGH-POTENTIAL

High scorers tend to maintain a high level of self-discipline and put in a lot more effort than is expected in their work. These individuals enjoy critical thinking, coming up with inventive ideas to do things, and convincing others to pursue transformational change.

Low scorers might have a stronger preference to maintain the status quo and are more likely to conform to requests from others. These individuals are less likely to be motivated to pursue challenging goals and be easily discouraged by problems that require novel ways of doing things.

Extreme scorers (9) might come across as bold, overly demanding, and sometimes not give credit to their co-workers.

		LOW	MID	HIGH	9
HIGH-POTENTIAL	4				
PERSISTENCE	4				
SELF-DISCIPLINE	3				
ASSERTIVENESS	4				
ANALYTICAL THINKING	4				

DIMENSION	DEFINITION
PERSISTENCE	The tendency to set ambitious goals and work hard to meet them, and to be diligent and purposeful.
SELF-DISCIPLINED	The tendency to start tasks immediately and carry them through to completion, and to be able to motivate oneself to complete unpleasant tasks.
ASSERTIVENESS	The degree to which a person enjoys entertaining and leading or dominating large groups of people.
ANALYTICAL THINKING	The degree to which a person has intellectual curiosity, enjoys considering new or unconventional ideas, and relishes philosophy and brain-teasers.

RECEPTIVENESS TO FEEDBACK

High scorers are more likely to actively seek and be open to feedback for self-improvement and express a willingness to experiment with new ways of doing things to improve their performance. They might also be less defensive when receiving constructive criticism.

Low scorers might prefer to maintain existing routines, be overconfident about their existing performance, and be easily offended by criticism.

Extreme scorers (9) might be too changeable and not push back, even if criticism might be unreasonable.

		LOW			MID			HIGH			9
RECEPTIVENESS	7										
HONESTY-HUMILITY	7										
CONFIDENCE	6										
EXPLORATIVE	7										

DIMENSION	DEFINITION
HONESTY-HUMILITY	The tendency to be modest and sincere, as opposed to deceitful and manipulative.
CONFIDENCE	The degree to which a person is open to criticism and self-assured, especially when in discussion with respected others.
EXPLORATIVE	The degree to which a person is willing to try new and different activities.

SECTION 3: CAREER INTEREST RESULTS UNPACKED

GENERAL INTEREST

High scorers might find many different types of tasks motivating, even if the task deviates from their strongest interest. They are curious, open to many opportunities at work, adapt quickly during job rotations, and benefit most from developmental assignments.

Low scorers might have more specific or few interests and find too varying tasks frustrating. They might be more specialised, struggle to adjust to job enrichments, or perceive developmental assignments outside of their primary role as meaningless.

		LOW	MID	HIGH
GENERAL	3			
REALISTIC	2			
INVESTIGATIVE	2			
ARTISTIC	3			
SOCIAL	2			
ENTERPRISING	3			
CONVENTIONAL	6			

DIMENSION	DEFINITION
REALISTIC	A preference for practical and concrete tasks where things can be manipulated through tools or machines in a hands-on approach.
INVESTIGATIVE	A preference to work with concepts and facts, as well as the scientific investigation of things through reasoning, observation, and analysis.
ARTISTIC	A preference for the freedom to express oneself creatively and engage in unstructured activities.
SOCIAL	A preference for activities that involve social interaction where empathy and helping others through personal service can be displayed.
ENTERPRISING	A preference for activities that is typically found in 'doing' business, including exerting influence over or persuading others.
CONVENTIONAL	A preference for highly structured activities where, for example, data, people, or environments can be organised.

BROAD INTERESTS AND CONGRUENCE

This section highlights the strength of a person's interest on two bipolar scales of broad career interests, namely the **People/Things** and **Data/Ideas** dimensions. When a dimension weighs more strongly in the direction of one of the poles, it is flagged in green. This section also highlights the congruence between a person's interest profile and their existing or envisioned job (person-job fit score). Lower congruence, which might be caused by the order if the person's interest profile, could still be in order of the top two or three person interests correspond with that of the job. Further note that, if every interest on Page 9 is above 6, the overall interest score is instead used as an index of congruence

Comparison for: PEOPLE VS THINGS



People with a stronger interest in **PEOPLE** might be more motivated when working in social contexts and sometimes neglect acquiring skills in the operation of work-relevant tools.

People with a bar closer to **THINGS** might be motivated by activities that involve the mastery of tools or machinery but might be at risk of neglecting interpersonal duties that help to establish professional bonds in the workplace.

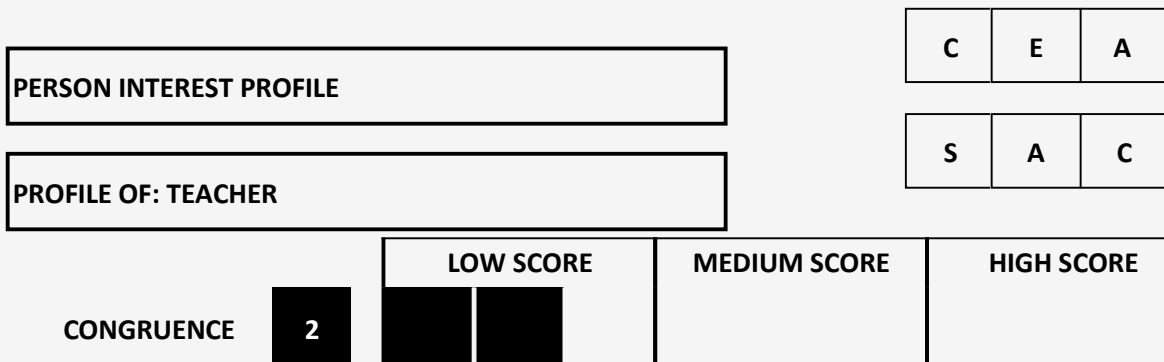
Comparison for: DATA VS IDEAS



People with a stronger interest in **DATA** might have a higher preference for concrete facts and sometimes neglect the importance of broader concepts in their work.

People with a bar closer to **IDEAS** might be more motivated by activities that involve creative thinking but might be at risk of neglecting more tangible tasks associated with the collection of facts (records) when making decisions.

Congruence between: PERSON INTEREST AND JOB INTEREST PROFILE



High scorers might be inherently motivated to perform tasks in their job and actively seek new development opportunities.

Low scorers might experience a degree of disengagement from their daily tasks and be at risk of undermining their performance through withholding effort or stagnating.

SECTION 4: COGNITIVE ABILITY RESULTS UNPACKED

Cognitive reasoning refers to a person's ability to solve problems based on known or unknown information. This section will provide more information about the client's general reasoning abilities.

*Note that cognitive ability results are not shared in the Candidate Report and the practitioner should use their discretion on the manner in which the results are shared with the client, who has the right to feedback. If results are shared, it is recommended to share the page below.

		LOW		MID	HIGH
GENERAL ABILITY	2				

High scorers may be highly effective at solving complex problems for which no simple solutions exist. High scorers can benefit from taking time to explain to co-workers how they came to a solution to a problem.

Low scorers may prefer more straightforward problems with clear instructions. They may need to put in more effort and self-discipline to solve challenging problems.

Practical recommendations based on client's scores

THINK

Before you decide on a solution to a problem, you might want to:

1. Be careful not to entirely rely on information that is immediately obvious. You may need to look a bit deeper to get to the best solution. .
2. Think of different ways about solving the problem, and ask other people how they would solve it.
3. Make time to think about the possible consequences of your choices.

DECIDE

Before you decide on a solution to a problem, you might want to:

1. Prioritise your goals and order your life accordingly.
2. Make sure that you commit only to specific tasks that will help you to achieve your goals.
3. Make sure that you understand the instructions of tasks before you commit to doing it.

ACT

When you put a solution into practice, you might want to:

1. Make sure that you have enough time to finish tasks by starting with them as soon as possible.
2. Stick to a clear plan.
3. Stick to your commitments and don't let tasks build up.
4. Learn from past experience by taking detailed notes with clear step-by-step instructions for future tasks.