



INTERVIEW REPORT : LEADERSHIP

ID: Sam Sample 2

23/04/2023

ABOUT THE CANDIDATE'S RESULTS

Personality can be defined as the pattern of thoughts, feelings and behaviours that distinguish one person from the next and remains relatively consistent over time.

To determine personality scores the Mosaic personality tool uses both:

1. the seven practical online tasks which measure personality based on taking thousands of measures of behaviours whilst completing the tasks.
2. a self-perception questionnaire which measures personality based on opinions of what the candidate thinks they are like.

The report will display personality results based on combining both these approaches. **Where the approaches give significantly different results, both the results will also be displayed so you can see these differences.** This should be of interest as everyone has blind spots. For more information on how Mosaic scoring works please visit www.mosaictasks.com/faq.

Here are some important points to note about the information in this report:

- ▶ Statements in this report are not definitive about behaviour, they are indicators of how the person might behave.
- ▶ The information relates to their style and preferences not their ability (apart from the Cognitive Ability measure).
- ▶ Although personality tends to remain consistent through our lives, it can change and the shelf-life on this information is typically 12 months.
- ▶ The results offer a comparative measure compared to the general working population who have also completed the set of Mosaic Personality Tasks.
- ▶ There is a space on each competency page to note down evidence from interviews or other selection procedures.

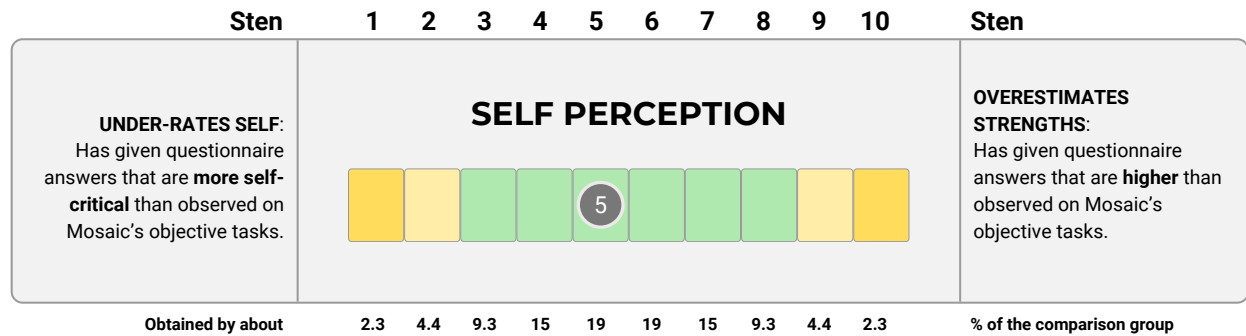
The graphs indicate where the person falls compared to the average of the working population*. Ten-point sten scores are used in this report. The scale indicates the level of preference displayed from 1 (Very Low) to 10 (Very High). Please pay attention to the score description for each scale as a lower score (E.g. 3) does not necessarily mean they have a really low preference for a personality trait. Only that they are lower compared to others.

** The General Working Population comparison group of 469 people is composed of 61% UK participants and 39% from other countries around the world, mainly North America and Europe. Sten differences between UK and non-UK participants were examined, and found to be within 0.5 stens of each other, so the two groups are broadly comparable.*

HOW HIGHLY DOES THE CANDIDATE RATE THEIR PERSONALITY?

Before you look through the candidate's personality profile, please consider how the candidate rated their own personality (on your questionnaire) compared to Mosaic's objective tasks measures. This will allow you to consider whether they may be over-rating or under-valuing their personality. In addition, this will also help you to identify potential candidate blind spots.

The score below is calculated by comparing the candidates completed Mosaic tasks against their self-perception questionnaire scores.



The candidate score suggests that there is not much of a difference in general between how they see themselves and how they subsequently behaved on Mosaic's objective personality tasks.

Implications of this score:

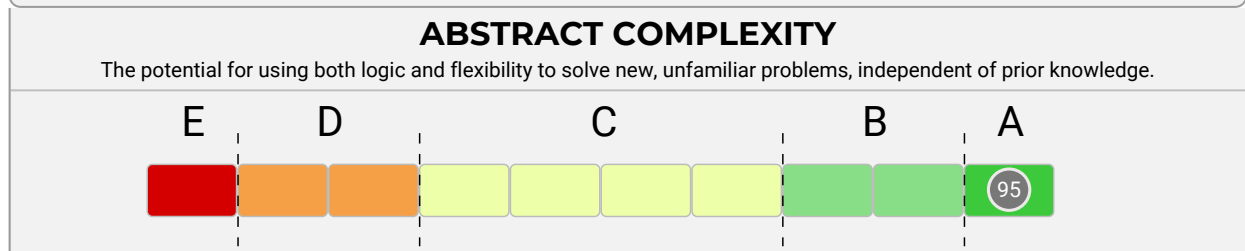
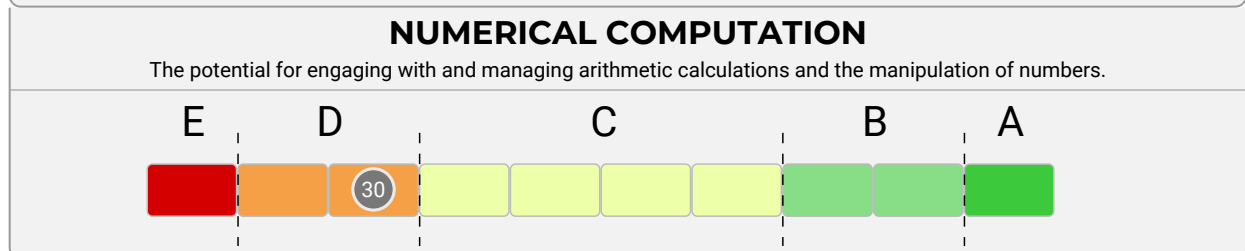
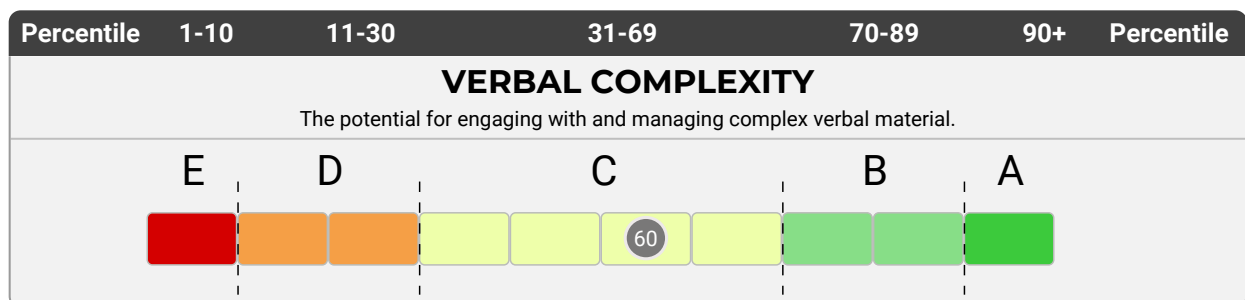
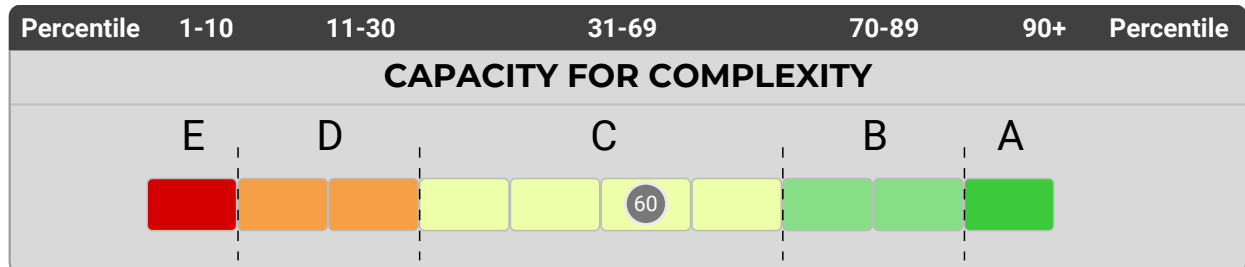
- ▶ They generally have a balanced view of themselves.
- ▶ They are perhaps slightly more inclined than many people to be self-critical and to undervalue their personality traits.

As you look through their report you may see that there may be some sometimes personality areas where their own views differ from the actual personality they displayed when completing Mosaic's objective personality tasks. Consider these questions:

1. These may represent "blind spots", areas where They lack some self-awareness, or where Their views are based on an out-dated perception of themselves.
2. Look carefully at any differences between their self-perception score and the objective tasks score in Their report – ask questions to understand which is more like the real person?
3. Differences can also very occasionally occur due to natural variability in either the self-report or the objective tasks relating to the assessment process.

CAPACITY FOR COMPLEXITY

The Capacity for Complexity scale measures an individual's potential for engaging with and managing a variety of different types of complex information. It is based on the Mosaic behavioural tasks only and is made up of three components: verbal complexity; numerical computation and abstract complexity. It should not be used as the sole basis for rejecting a job candidate but should be used alongside other information when making a selection decision.









A = well above average (90th to 99th percentile); **B** = above average (70th to 89th percentile); **C** = around average (31st to 69th percentile); **D** = below average (11th to 30th percentile); **E** = well below average (1st to 10th percentile)
NORM GROUP: General Working population

The Mosaic Tasks assessment also measures an individual's preferred speed of working, from 99 (fastest) to 1 (slowest) compared to the norm group.

SPEED OF WORKING (percentile)	85
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COMPETENCY PREFERENCES

 Task Score: score on objective tasks		 Self-Report: score on questionnaire							
1	2	3	4	5	6	7	8	9	10
Leading Others									
█	█	█	█						
Achievement Focused									
█	█	█	█						
Planning									
█	█								
Influencing									
█	█	█	█	█	█				
Innovation									
█	█	█	█	█					
Change & Adaptability									
█	█	█	█	█	█	█	█		
Resilience									
█	█		█	█					
Analysing Information									
█	█	█	█						
Working with People									
█	█	█	█	█	█	█			
Objectivity and Candour									
█	█	█	█	█					
Instinctive and Spontaneous									
█	█	█	█		█	█			
Implementing and Delivering									
█	█								
1	2	3	4	5	6	7	8	9	10

Leading Others



QUESTIONS

- ▶ How would you describe your focus on driving yourself and leading people to achieve their objectives? (**Relentless Focus**)
- ▶ Describe a time when you have been required to lead from the front and be the centre of attention? What concerns did you have to overcome in order to be effective? (**Socially Uninhibited**)
- ▶ When things are not going well for you how do you make sure that it does not impact the team? (**Mood Stability**)

		Task Score: score on objective tasks					Self-Report: score on questionnaire				
MAPPED SCALES		1	2	3	4	5	6	7	8	9	10
RELENTLESS FOCUS	Has a more relaxed approach towards work than most people, but may find a work/life balance easier to achieve.										
SOCIALLY UNINHIBITED	Can sometimes feel self-aware or uncomfortable during social interactions, but may come across to others as quite modest and respectful of personal boundaries.										
AWARENESS OF OTHERS EMOTIONS	Often aware of and concerned about the emotions, needs and issues of others.										
MOOD STABILITY	Tends to feel "low" a little more often than other people. This could make it more difficult to maintain performance, but could also allow an increased understanding of others moods.										
TAKING CHARGE	Has a slight preference for letting others lead and take charge. Occasionally dislikes influencing others and asserting themselves.										

Rating	Evidence

Achievement Focussed



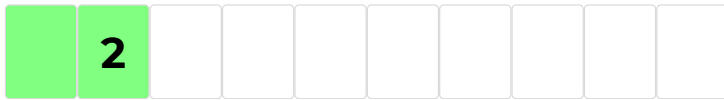
QUESTIONS

- ▶ Please give me an example of you tackling a task that required high focus on quality and strong dedication. How did you get on? (**Relentless Focus**)
- ▶ Tell me about a time when you were able to keep progressing with a project when things got tough. (**Mood Stability**)

		Task Score: score on objective tasks					Self-Report: score on questionnaire				
MAPPED SCALES		1	2	3	4	5	6	7	8	9	10
RELENTLESS FOCUS	Has a more relaxed approach towards work than most people, but may find a work/life balance easier to achieve.										
BELIEF IN OWN ABILITY	Relatively confident in personal ability to accomplish challenging tasks successfully. Only very occasionally experiences self-doubt.										
RESTRAINED	Usually has control over any distractions or indulgent behaviour at work but may very occasionally over indulge in activity that brings instant rewards or pleasure.										
MOOD STABILITY	Tends to feel "low" a little more often than other people. This could make it more difficult to maintain performance, but could also allow an increased understanding of others moods.										

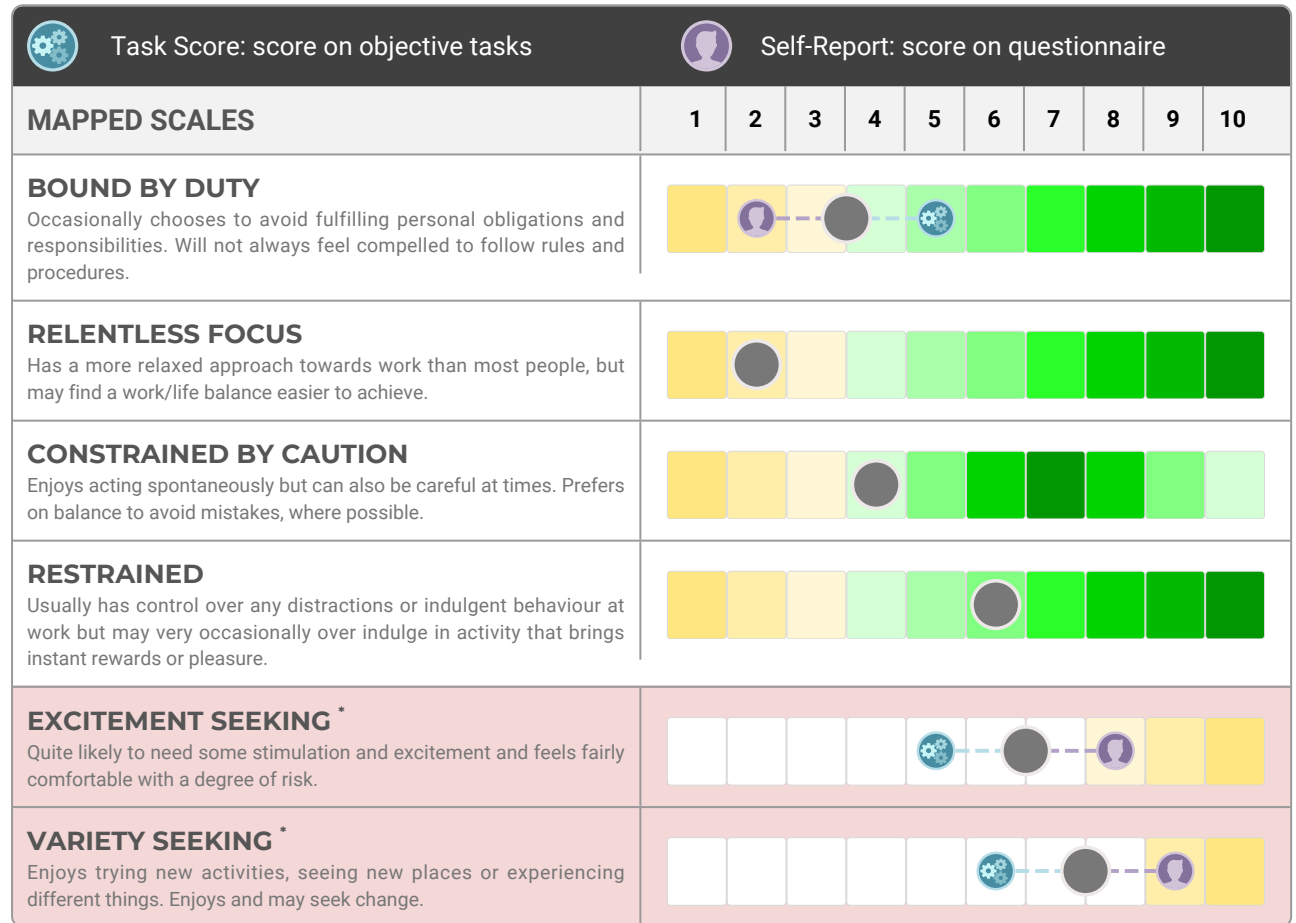
Rating	Evidence

Planning



QUESTIONS

- ▶ Tell me a time when it was necessary to put in extra effort to put together a complex plan. What did you do? What worked well and less well for you? (**Relentless Focus**)
- ▶ Do you prefer variety in your work or to work on similar tasks for a long period? How do you cope when you do not get your preference? (**Variety Seeking**)
- ▶ Tell me a time when you had to manage one or more demanding projects that required careful focus. How did you do this? What was the most challenging aspect? (**Excitement Seeking**)



***BLOCKERS:** The personality scale in pink impacts this competency score negatively if it is an extreme score.

Rating	Evidence

Influencing



QUESTIONS

- ▶ Please can you give an example where you have had a difficult or uncomfortable interaction, but still managed to influence others' opinions? (**Socially Uninhibited**)

	Task Score: score on objective tasks	Self-Report: score on questionnaire								
MAPPED SCALES	1	2	3	4	5	6	7	8	9	10
OUTGOING Sometimes prefers being alone and is quite likely to be self-reliant and somewhat comfortable working alone for long periods.	1	2	3	4	5	6	7	8	9	10
TAKING CHARGE Has a slight preference for letting others lead and take charge. Occasionally dislikes influencing others and asserting themselves.	1	2	3	4	5	6	7	8	9	10
BELIEF IN OWN ABILITY Relatively confident in personal ability to accomplish challenging tasks successfully. Only very occasionally experiences self-doubt.	1	2	3	4	5	6	7	8	9	10
AWARENESS OF OTHERS EMOTIONS Often aware of and concerned about the emotions, needs and issues of others.	1	2	3	4	5	6	7	8	9	10
COMPOSED Quite likely to remain composed and clear-headed when under pressure. On the rare occasion may become stressed.	1	2	3	4	5	6	7	8	9	10
SOCIALLY UNINHIBITED* Can sometimes feel self-aware or uncomfortable during social interactions, but may come across to others as quite modest and respectful of personal boundaries.	1	2	3	4	5	6	7	8	9	10

***BLOCKERS:** The personality scale in pink impacts this competency score negatively if it is an extreme score.

Rating	Evidence

Innovation



QUESTIONS

- ▶ Please tell me about a time when you had to persevere when developing an idea? What challenges did you overcome? (**Relentless Focus**)

		Task Score: score on objective tasks					Self-Report: score on questionnaire				
MAPPED SCALES		1	2	3	4	5	6	7	8	9	10
RELENTLESS FOCUS	Has a more relaxed approach towards work than most people, but may find a work/life balance easier to achieve.	[Visual scale from 1 to 10 with a grey dot at 2]									
VARIETY SEEKING	Enjoys trying new activities, seeing new places or experiencing different things. Enjoys and may seek change.	[Visual scale from 1 to 10 with a grey dot at 7, a gear icon at 6, and a person icon at 9]									
FASCINATED BY COMPLEXITY	Somewhat comfortable dealing with aspects of complexity and challenging problems, but also keen to keep things pragmatic.	[Visual scale from 1 to 10 with a grey dot at 4]									
BROAD-MINDED	Can be broad-minded in outlook and sometimes favours change which challenges established work views.	[Visual scale from 1 to 10 with a grey dot at 7]									
BELIEF IN OWN ABILITY	Relatively confident in personal ability to accomplish challenging tasks successfully. Only very occasionally experiences self-doubt.	[Visual scale from 1 to 10 with a grey dot at 4]									

Rating	Evidence

Change & Adaptability



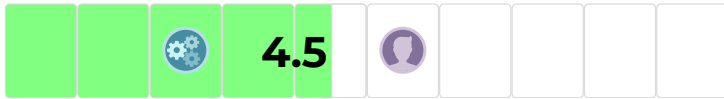
QUESTIONS

- ▶ How do you adapt and motivate yourself to the challenges of dealing with organisational change? (**Mood Stability**)

		Task Score: score on objective tasks					Self-Report: score on questionnaire				
MAPPED SCALES		1	2	3	4	5	6	7	8	9	10
VARIETY SEEKING	Enjoys trying new activities, seeing new places or experiencing different things. Enjoys and may seek change.										
BROAD-MINDED	Can be broad-minded in outlook and sometimes favours change which challenges established work views.										
REFLECTS ON SHORTCOMINGS	Inclined to evaluate personal abilities and to spend time reflecting on how to improve.										
MOOD STABILITY	Tends to feel "low" a little more often than other people. This could make it more difficult to maintain performance, but could also allow an increased understanding of others moods.										
COMPOSED	Quite likely to remain composed and clear-headed when under pressure. On the rare occasion may become stressed.										

Rating	Evidence

Resilience



QUESTIONS

Please talk about a time where you had a social situation that has not gone well. How did you go about learning and recovering from the situation? (**Socially Uninhibited**)

- ▶ Have you recently had a situation when you felt that things were not going at all well? How did you cope with that emotionally? (**Mood Stability**)

		Task Score: score on objective tasks					Self-Report: score on questionnaire				
MAPPED SCALES		1	2	3	4	5	6	7	8	9	10
REFLECTS ON SHORTCOMINGS	Inclined to evaluate personal abilities and to spend time reflecting on how to improve.										
SOCIALLY UNINHIBITED	Can sometimes feel self-aware or uncomfortable during social interactions, but may come across to others as quite modest and respectful of personal boundaries.										
MOOD STABILITY	Tends to feel "low" a little more often than other people. This could make it more difficult to maintain performance, but could also allow an increased understanding of others moods.										
COMPOSED	Quite likely to remain composed and clear-headed when under pressure. On the rare occasion may become stressed.										

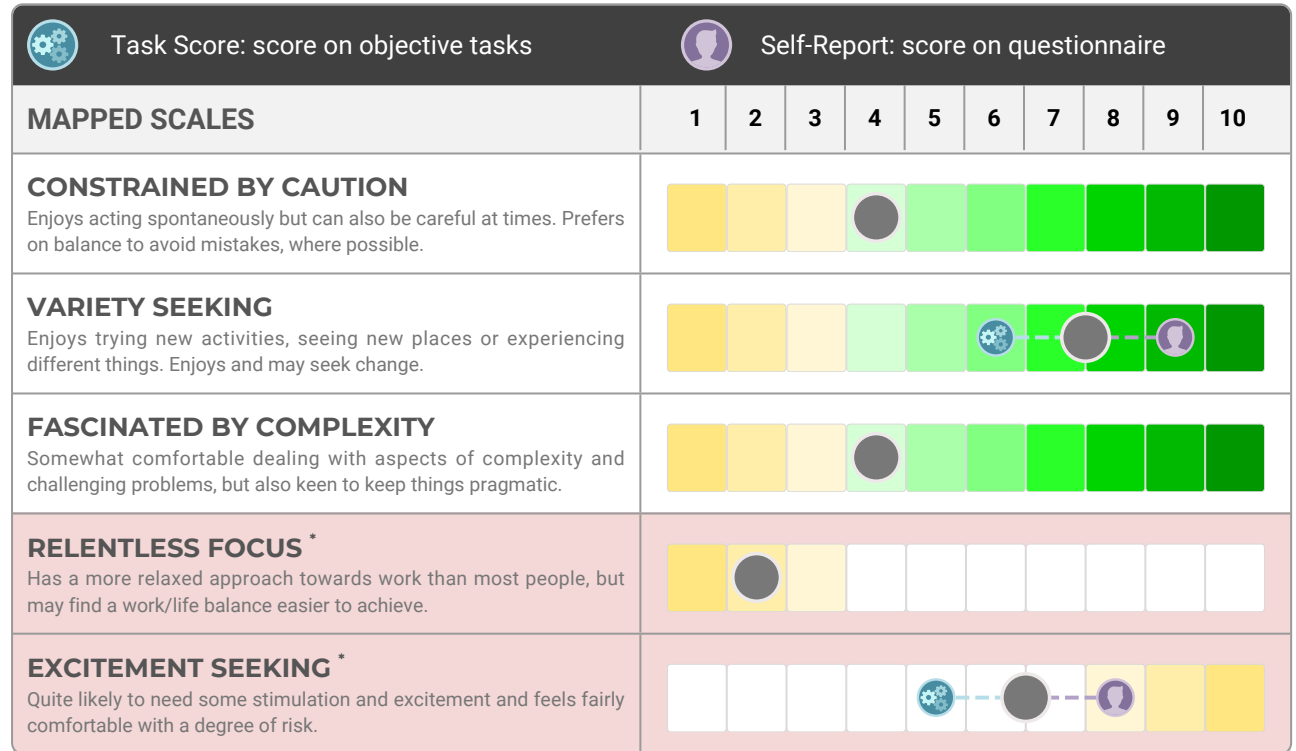
Rating	Evidence

Analysing Information



QUESTIONS

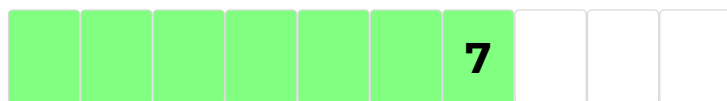
- ▶ To what extent do you enjoy analysing information? Can you give me a specific example of you demonstrating this? (**Relentless Focus**)
- ▶ When looking at large volumes of business information, how do you ensure you remain focused on the detail? Can you give me a specific example? (**Excitement Seeking**)



***BLOCKERS:** The personality scale in pink impacts this competency score negatively if it is an extreme score.

Rating	Evidence

Working with People



QUESTIONS

- ▶ Please can you share any situations which you find uncomfortable when working with new people? How do you manage those situations so that you are still able to work effectively with others? (**Socially Uninhibited**)

Task Score: score on objective tasks		Self-Report: score on questionnaire									
MAPPED SCALES		1	2	3	4	5	6	7	8	9	10
FIXED PRINCIPLES	Extremely principled and gives a high priority to the fair treatment of other people.										
SWAYED BY SYMPATHY	Nearly always very caring and compassionate towards others. Strongly feels the emotional pain of others.										
SELFLESSLY HELPFUL	Usually helpful and willing to assist others when asked or if there is a need, but not typically at the expense of taking on too much of others' responsibilities.										
AWARENESS OF OTHERS EMOTIONS	Often aware of and concerned about the emotions, needs and issues of others.										
SOCIALLY UNINHIBITED	Can sometimes feel self-aware or uncomfortable during social interactions, but may come across to others as quite modest and respectful of personal boundaries.										

Rating	Evidence

Objectivity and Candour



QUESTIONS

- ▶ With reference to an example, how do you go about making decisions where a person or group of people might be adversely impacted? (**Swayed by Sympathy**)

		Task Score: score on objective tasks					Self-Report: score on questionnaire				
MAPPED SCALES		1	2	3	4	5	6	7	8	9	10
SWAYED BY SYMPATHY	Nearly always very caring and compassionate towards others. Strongly feels the emotional pain of others.	■	■	■	■	■	■	■	●	■	■
SELFLESSLY HELPFUL	Usually helpful and willing to assist others when asked or if there is a need, but not typically at the expense of taking on too much of others' responsibilities.	■	■	■	■	■	●	■	■	■	■
AWARENESS OF OTHERS EMOTIONS	Often aware of and concerned about the emotions, needs and issues of others.	■	■	■	■	■	■	●	■	■	■
OUTGOING	Sometimes prefers being alone and is quite likely to be self-reliant and somewhat comfortable working alone for long periods.	■	■	■	●	■	■	■	■	■	■

Rating	Evidence

Instinctive and Spontaneous



QUESTIONS

- ▶ Can you describe a time when you had to quickly seize on an opportunity, where you were unsure you had the skills to succeed? (**Reflects on Shortcomings**)

		Task Score: score on objective tasks					Self-Report: score on questionnaire				
MAPPED SCALES		1	2	3	4	5	6	7	8	9	10
BOUND BY DUTY	Occasionally chooses to avoid fulfilling personal obligations and responsibilities. Will not always feel compelled to follow rules and procedures.										
CONSTRAINED BY CAUTION	Enjoys acting spontaneously but can also be careful at times. Prefers on balance to avoid mistakes, where possible.										
RESTRAINED	Usually has control over any distractions or indulgent behaviour at work but may very occasionally over indulge in activity that brings instant rewards or pleasure.										
EXCITEMENT SEEKING	Quite likely to need some stimulation and excitement and feels fairly comfortable with a degree of risk.										
VARIETY SEEKING	Enjoys trying new activities, seeing new places or experiencing different things. Enjoys and may seek change.										
REFLECTS ON SHORTCOMINGS*	Inclined to evaluate personal abilities and to spend time reflecting on how to improve.										

***BLOCKERS:** The personality scale in pink impacts this competency score negatively if it is an extreme score.

Rating	Evidence

Implementing and Delivering



QUESTIONS

- ▶ Please describe a time when you had to work on a project that required sustained effort over a long period. How did you stay committed to the task and maintain your productivity? (**Relentless Focus**)
- ▶ Can you give an example of a time when you have successfully delivered a project, despite finding the tasks repetitive or less engaging? (**Variety Seeking**)
- ▶ Can you describe a time where you had to follow a set of procedures and rules which you did not necessarily agree with, but were deemed essential to the task? (**Bound by Duty**)

		Task Score: score on objective tasks					Self-Report: score on questionnaire				
MAPPED SCALES		1	2	3	4	5	6	7	8	9	10
RELENTLESS FOCUS	Has a more relaxed approach towards work than most people, but may find a work/life balance easier to achieve.	[Visual scale: 10 boxes from yellow to dark green. A grey circle is positioned between boxes 2 and 3.]									
BOUND BY DUTY	Occasionally chooses to avoid fulfilling personal obligations and responsibilities. Will not always feel compelled to follow rules and procedures.	[Visual scale: 10 boxes from yellow to dark green. A grey circle is between 2 and 3, a blue gear icon is at 5, and a purple person icon is at 8.]									
VARIETY SEEKING	Enjoys trying new activities, seeing new places or experiencing different things. Enjoys and may seek change.	[Visual scale: 10 boxes from dark green to yellow. A blue gear icon is at 6, a grey circle is between 7 and 8, and a purple person icon is at 9.]									
BROAD-MINDED	Can be broad-minded in outlook and sometimes favours change which challenges established work views.	[Visual scale: 10 boxes from dark green to yellow. A grey circle is between 7 and 8.]									
FASCINATED BY COMPLEXITY	Somewhat comfortable dealing with aspects of complexity and challenging problems, but also keen to keep things pragmatic.	[Visual scale: 10 boxes from dark green to yellow. A grey circle is between 4 and 5.]									
EXCITEMENT SEEKING	Quite likely to need some stimulation and excitement and feels fairly comfortable with a degree of risk.	[Visual scale: 10 boxes from dark green to yellow. A blue gear icon is at 6, a grey circle is between 7 and 8, and a purple person icon is at 9.]									

Rating	Evidence

THE CANDIDATE’S PREFERRED LEADERSHIP STYLE

The candidate’s preferred or natural leadership style is based on two dimensions: task leadership and people (relationship) leadership. Their score on each dimension (based on their Mosaic personality assessment) determines their likely preferred leadership style.

No style is right or wrong. Some styles are better suited to certain situations and circumstances than others. Effective leaders know their preferred style and learn how to flex to other styles when needed.

The table below displays a high-level overview of the leadership styles in 4 quadrants.

	LOW Relationships Focus	HIGH Relationships Focus
HIGH Task Control Focus	DIRECTIVE style (I discuss, I decide)	CONSULTATIVE style (we discuss, I decide)
LOW Task Control Focus	DELEGATIVE style (you discuss, you decide)	PARTICIPATIVE style (we discuss, you decide)

We have developed 25 leadership styles based on this model. On the following page you will see the candidate’s preferred personal leadership style.



Task Score: Leadership style based on objective tasks



Self-Report: Leadership style based on questionnaire

		PEOPLE LEADERSHIP				
		Very Low	Low	Typical	High	Very High
TASK LEADERSHIP	Very High	<p>Autocratic</p> <p>Great style in crises situations or with inexperienced teams. Finds it difficult to relinquish control. Makes decisions without consulting others.</p>	<p>Controlling</p> <p>Great style for time pressured situations and with inexperienced teams. Involves others to a limited degree but has to have the final say on decisions.</p>	<p>Parental</p> <p>Good style with relatively inexperienced teams. Team members are listened to, but this leader will always make the final decision.</p>	<p>Ubiquitous</p> <p>High-energy style that may be difficult to sustain. Over-active as a leader; gets involved in a lot of consultation and takes too many decisions personally.</p>	<p>Ever Present</p> <p>Very high-energy style that will be difficult to sustain. Extensively involves everyone but also wants to make all the final decisions.</p>
	High	<p>Directive</p> <p>Good style in crises situations and with inexperienced teams. Initiates little consultation and usually makes decisions for others.</p>	<p>Task-Orientated</p> <p>Good style for time pressured situations and with inexperienced teams. Engages in some limited consultation before usually then making the final decision.</p>	<p>Opinion-Seeking</p> <p>Good style for non-time pressured situations and less experienced teams. Quite often involves others but usually makes the final decision themselves.</p>	<p>Consultative</p> <p>Great style for non-time pressured situations and less experienced teams. Involves others but usually makes the final decision themselves.</p>	<p>Engaging</p> <p>High-energy style that may be difficult to sustain. Good for engaging everybody but may be time-consuming. Usually then makes final decisions.</p>
	Typical	<p>Advising</p> <p>Great style for expert advisory roles rather than people leadership roles. Has some interest in influencing decisions but does not involve or consult others.</p>	<p>Guiding</p> <p>Good style for expert advisory roles. Likes to guide others towards a decision which often reflects their own views. May fail to get buy-in from others.</p>	<p>Adaptable</p> <p>Has a flexible and adaptable leadership style. Tends to involve others, taking some decisions themselves and leaving others to the team.</p>	<p>Discussing</p> <p>Good style with teams who will benefit from "process" leadership. Has a slight preference for discussing issues with others rather than taking decisions.</p>	<p>Debating</p> <p>Good style for controversial issues. Ensures full debate and involvement and tends to prioritise this over personally making decisions.</p>
	Low	<p>Peripheral</p> <p>May prefer to avoid leadership roles. Is a reluctant leader who has only limited interest in influencing decisions, but does not involve or consult others.</p>	<p>Delegative</p> <p>Great style with experienced teams. Likely to be an effective delegator who prefers limited consultation with others and limited say over final decisions.</p>	<p>Supportive</p> <p>Good style for leading experienced teams who will still benefit from "process" leadership. Tends to let others take the final decision.</p>	<p>Participative</p> <p>Great style for leading experienced teams who will still benefit from "process" leadership. Focuses on ensuring everyone is involved.</p>	<p>Overly-Democratic</p> <p>Clearly prioritises the involvement of others and keeping people happy over personally influencing decisions. May give too much control to others.</p>
	Very Low	<p>Avoidant</p> <p>Dislikes leadership roles. Avoids responsibility for leading people or decisions. Strongly prefers not having to accommodate others.</p>	<p>Passive</p> <p>Dislikes leadership roles and often allows decision-making responsibilities to pass them by. Prefers to operate as part of a team rather than lead.</p>	<p>Co-Worker</p> <p>Dislikes leadership roles and prefers to operate as a cooperative team member rather than a leader who influences decisions and events.</p>	<p>Tolerant</p> <p>Dislikes leadership roles. Focuses on tolerating the team, accommodating their needs and on keeping morale high rather than influencing decisions.</p>	<p>Crowd Pleasing</p> <p>Very strongly prioritises keeping everyone happy over any real influence on decisions. Risks not having any leadership impact over final decisions.</p>

THE “PARTICIPATIVE” LEADERSHIP STYLE

The green box in the diagram on the previous page shows the candidate’s natural leadership style. This is based on both their personality tasks scores and their questionnaire responses. *They will find the leadership styles in adjacent boxes to this are also quite comfortable for them.*

Natural strengths of this leadership style

- ▶ They are quite likely to avoid taking close personal control of issues or prescribing exactly how their staff achieve targets and goals. This frees them up to focus on strategic issues and forward planning.
- ▶ They are quite comfortable offering support to the team, and operating more as a collaborative team member than a “boss”.
- ▶ Their instincts are often to consult and involve others, ensuring that team members feel included and empowered to make their own decisions.
- ▶ As a leader their style will be particularly effective with teams who are experienced but who will still benefit from some “process” leadership e.g. managing discussions, ensuring they work effectively together and are motivated.

Things to watch out for with this leadership style

- ▶ They like to focus on involving and consulting everybody and achieving buy-in. In some leadership situations this is not possible because time is too short or there are too many different views. In these circumstances a final decision needs to be taken by them, and whilst they will be willing to do so, this may make them feel rushed or quite uncomfortable.
- ▶ They often like to be seen as a popular and easy-to-work for leader and to avoid placing too many demands on others. This style of leadership is not always possible or even appropriate. Sometimes others may take advantage of their good nature.
- ▶ As a leader they are less naturally inclined to provide the close, prescriptive leadership required by inexperienced teams, new starters and trainees. These types of leadership roles will be of less interest to them.

Questionnaire versus Objective Behaviour

When they completed the assessment, there was good agreement between their personality questionnaire results and their objective personality tasks scores when it comes to leadership style. It is likely that they know their leadership preferences well.

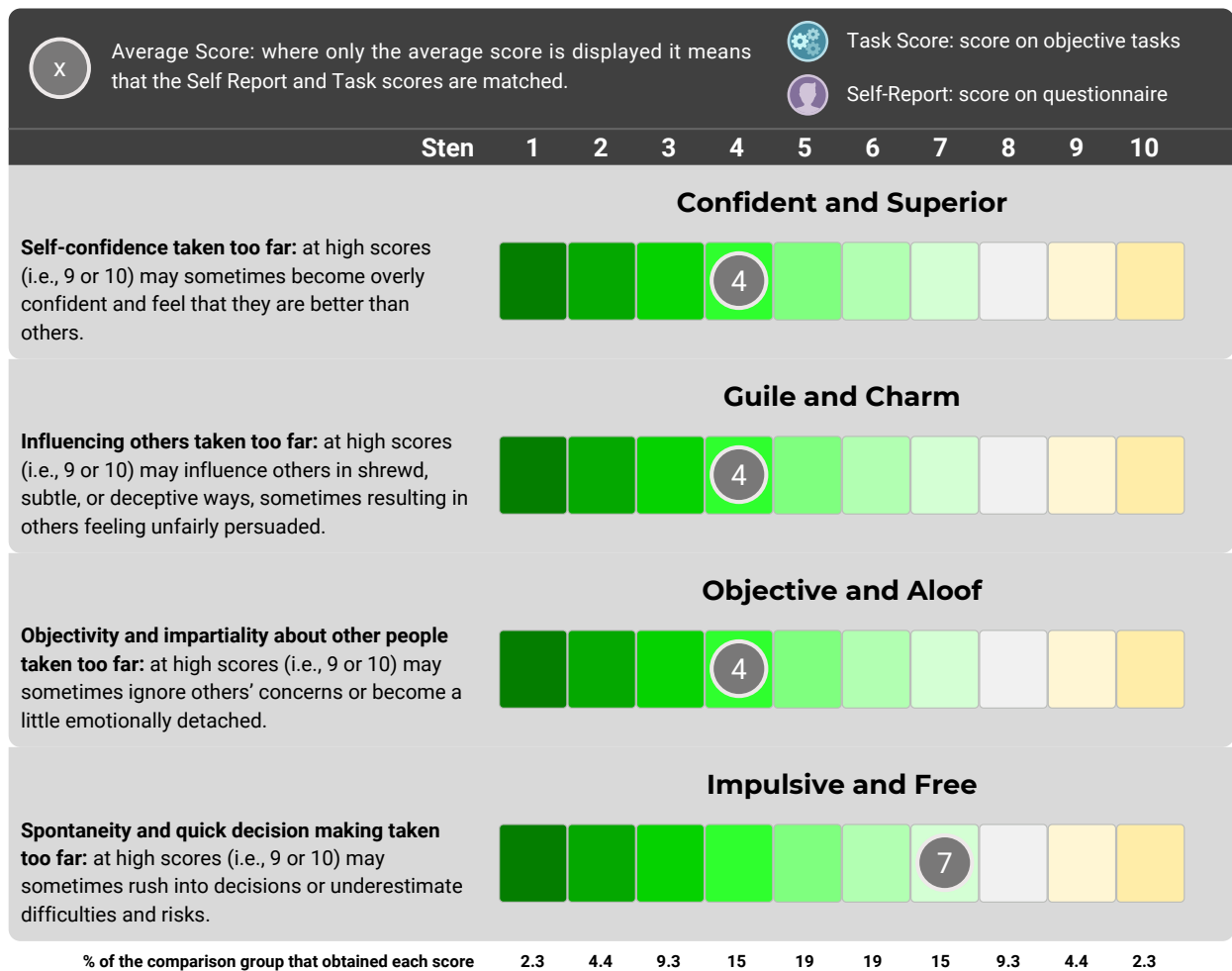
LEADERSHIP DERAILERS

Mosaic measures common leadership derailers (based on the work of Paulhus and Williams, 2002), each of which at extreme levels has the potential to “derail” a leadership career.

Each derailer represents a collection of aversive but nevertheless normal personality traits. Only high scores of 9 and 10 on a derailer are noteworthy. High scores suggest that related counterproductive traits and behaviours may surface from time to time to cause interpersonal issues at work, particularly for those in leadership roles. This will make it more difficult to build and lead a team effectively.

We can think of high scores as overplayed strengths – perfectly fine in moderation, but a very high score of 10 suggests behaviour taken to an extreme.

The candidate’s scores on each of the 4 derailers is shown below.



The candidate has no potential leadership derailers.

COMPETENCY DEFINITIONS

The table below describes the 12 key Mosaic competencies for succeeding in the workplace.

<p>Leading Others</p>	<p>Leads and manages others effectively People scoring high on this competency are potentially highly effective at motivating and leading others. They are likely to be highly focused on what the team needs to achieve. They have the potential to provide positive support and clear direction for others relating to business objectives. They are likely to gain the respect of the team by remaining patient and calm in difficult circumstances.</p>
<p>Achievement Focus</p>	<p>Commitment and drive to deliver results People scoring high on this competency are likely to be highly achievement oriented. They have the potential to be energetic and focused on delivering results. They will probably have a strong sense of purpose and belief in their own abilities. They have the potential to effectively tackle challenges and to be able to remain calm under pressure.</p>
<p>Planning</p>	<p>Planning and organising work to achieve goals People scoring high on this competency have the potential to be highly organised and skilled at planning. They are likely to identify priorities, organise and plan activities, and monitor progress and timescales in order to achieve goals.</p>
<p>Influencing</p>	<p>Capacity to effectively persuade and influence others People scoring high on this competency have the potential to be effective influencers. They are likely to be able to sell and negotiate successfully. They have the potential to be effective at winning people’s hearts and minds and will get others on board. They are likely to have confidence in their own abilities and to be able to build working relationships quite easily.</p>
<p>Innovation</p>	<p>Applies creativity and innovation within their role People scoring high on this competency have the potential to be effective at providing innovative ideas to work-related issues. They are likely to enjoy variety, to provide fresh approaches and to explore options and possibilities. They have the potential to challenge traditional assumptions effectively and to persevere in the pursuit of improvement.</p>
<p>Change & Adaptability</p>	<p>Sees the need for change and personally adapts People scoring high on this competency have the potential to quickly recognise the need for change. They are likely to adapt emotionally and proactively to change. They have the potential to drive significant continuous improvement within the organisation.</p>
<p>Resilience</p>	<p>Resilient to setbacks and challenges People scoring high on this competency have the potential to maintain effective performance in the face of setbacks and work pressure. They are likely to remain stable, calm, level-headed and in control. They have the potential to remain positive and to learn from challenges and setbacks.</p>

Analysing Information	<p>Assimilates and effectively utilises business information People scoring high on this competency have high potential for being effective at analysing issues using the most appropriate method given the situation. They are likely to assimilate relevant information effectively and progress this to making sound decisions. They have the potential to be skilled at determining what is important for the situation and the appropriate amount of effort required.</p>
Working with People	<p>The ability to work effectively with others People scoring high on this competency have the potential to have a strong understanding of people’s behaviours and also are likely to be highly considerate and respectful of others. They have the potential to appreciate that everyone is unique and are likely to be able to skilfully adapt to them to achieve good working relationships.</p>
Objectivity and Candour	<p>Demonstrates objective thinking and forthright communication. People scoring high on this competency have the potential to present information, make decisions and express opinions in an unbiased and dispassionate way. They may be less concerned about the reactions of others or the impact their decisions have on their popularity. They much prefer to remain objective rather than being influenced by the need to accommodate, sympathise with or help others.</p>
Instinctive and Spontaneous	<p>Uses instinct and flexibility to take opportunities. People scoring high on this competency have the potential to be flexible, spontaneous, and intuitive. They are likely to thrive in fast-moving, changeable, or unpredictable work settings. They prefer to bend the rules, give things a go, take a risk and are generally less cautious. They have the potential to spot and quickly seize upon opportunities.</p>
Implementing and Delivering	<p>Stays focussed on delivering an agreed plan People scoring high on this competency have the potential to excel at implementing a set plan, strategy or project. They provide the action, energy, diligence, and practicality needed to turn ideas into tangible results. They are likely to thrive in an environment where there is routine and predictability. They have the potential to take care of the detail and deliver work effectively and efficiently.</p>

APPENDIX: TECHNICAL INFORMATION

In addition to our grade and percentile scores, additional T-Scores are provided below for our 'Capacity for Complexity' scales. These are provided for trained users, to allow them to add up different test scores and calculate a total score. This cannot be done with percentiles. T-scores are a way of communicating the score in a standardised way, they have a mean of 50 and a Standard Deviation of 10.

	Grade	Percentile	T-score
Capacity for Complexity	C	60	51.85
Verbal Complexity	C	60	51.67
Numerical Computation	D	30	40.6
Abstract Complexity	A	95	61.43



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