PERSONAL DEVELOPMENT REPORT

ID: Sam Sample

21/09/2021

ABOUT YOUR 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 your personality scores the Mosaic personality tool uses both:

1. the seven practical online tasks which measure personality based on taking thousands of measures of your behaviours whilst you were completing the tasks.
2. a self-perception questionnaire which measures personality based on your own opinions of what you think you are like.

The report will display your 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 your behaviour, they are indicators of how you might behave.
▶ The information relates to your style and preferences not your ability.
▶ Although personality tends to remain consistent through our lives, it can change and the shelf-life on the information is typically 12 months.
▶ The results offer a comparative measure compared to the general working population who has also completed the set of Mosaic Personality Tasks.
▶ Do consider the information from different perspectives but do not get overly concerned if you feel certain areas of your personality report is inaccurate. The interpretation of this report is not infallible.
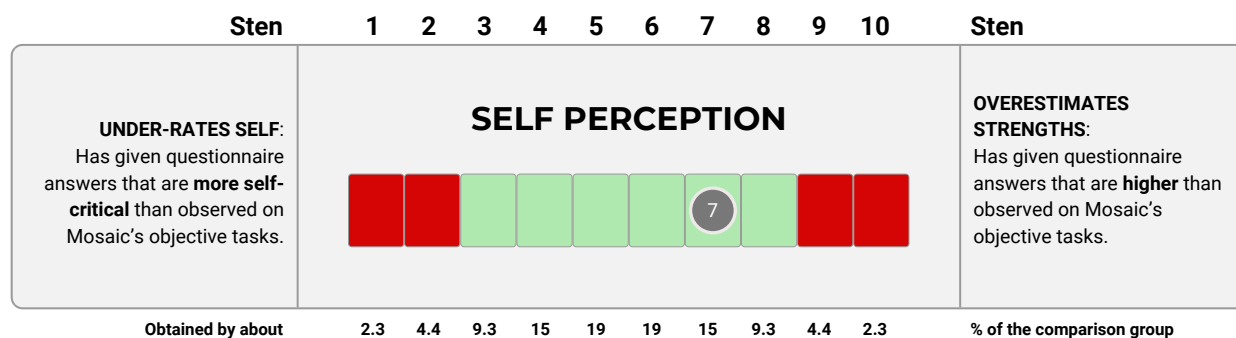
The graphs indicate where you fall compared to the average of the general working population*. Ten-point sten scores are used in this report. The scale indicates the level of preference you display from 1 (Very Low) to 10 (Very High). Please pay attention to the score description for each scale as a lower score (E.g. 3) does not necessarily mean you have a really low preference for a personality trait. Only that you 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 DO YOU RATE YOUR PERSONALITY?

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

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

Sten	1	2	3	4	5	6	7	8	9	10	Sten

UNDER-RATES SELF: Has given questionnaire answers that are **more self-critical** than observed on Mosaic's objective tasks.

SELF PERCEPTION

⑦

OVERESTIMATES STRENGTHS: Has given questionnaire answers that are **higher** than observed on Mosaic's objective tasks.

Obtained by about	2.3	4.4	9.3	15	19	19	15	9.3	4.4	2.3	% of the comparison group

Your score suggests that there is not much of a difference in general between how you see yourself and how you subsequently behaved on Mosaic's objective personality tasks.
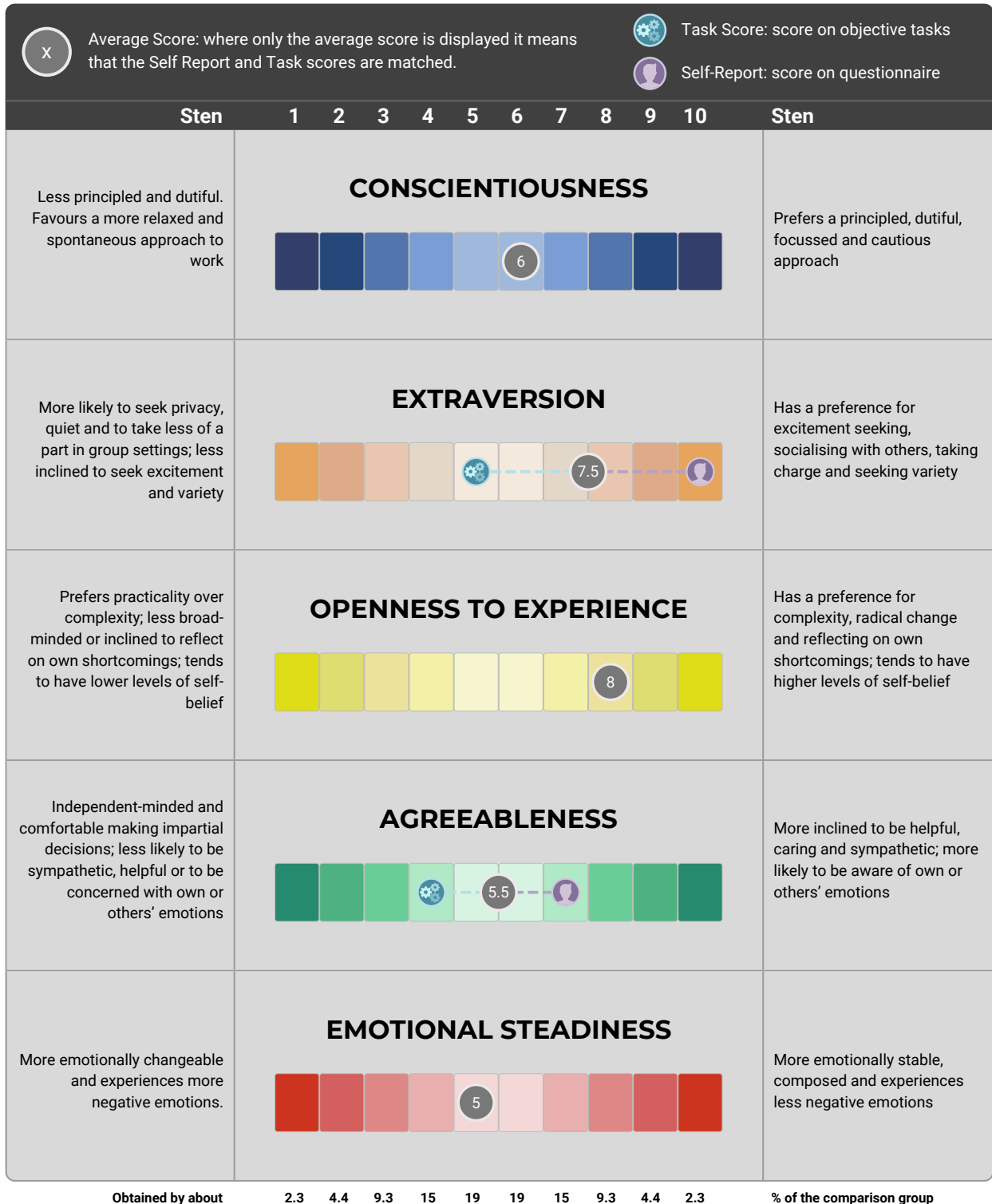
Implications of this score:

- ▶ you generally know yourself quite well
- ▶ you are perhaps slightly more inclined than many people to be positive about yourself and to overrate your personality traits.

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

1. These may represent "blind spots", areas where you lack some self-awareness, or where your views are based on an out-dated perception of yourself.
2. Look carefully at any differences between your self-perception score and the objective tasks score in your report – which is the real you?
3. Differences can also very occasionally occur due to natural variability in the completion of either the self-report or the objective tasks.

MOSAIC
Personality Tasks

PERSONALITY PROFILE

Sten	1	2	3	4	5	6	7	8	9	10	Sten

CONSCIENTIOUSNESS

Less principled and dutiful. Favours a more relaxed and spontaneous approach to work

[score: 6]

Prefers a principled, dutiful, focussed and cautious approach

EXTRAVERSION

More likely to seek privacy, quiet and to take less of a part in group settings; less inclined to seek excitement and variety

[Task score ⚙ at 5; Self-Report 👤 at 10; average 7.5]

Has a preference for excitement seeking, socialising with others, taking charge and seeking variety

OPENNESS TO EXPERIENCE

Prefers practicality over complexity; less broad-minded or inclined to reflect on own shortcomings; tends to have lower levels of self-belief

[score: 8]

Has a preference for complexity, radical change and reflecting on own shortcomings; tends to have higher levels of self-belief

AGREEABLENESS

Independent-minded and comfortable making impartial decisions; less likely to be sympathetic, helpful or to be concerned with own or others' emotions

[Task score ⚙ at 4; Self-Report 👤 at 7; average 5.5]

More inclined to be helpful, caring and sympathetic; more likely to be aware of own or others' emotions

EMOTIONAL STEADINESS

More emotionally changeable and experiences more negative emotions.

[score: 5]

More emotionally stable, composed and experiences less negative emotions

Obtained by about	2.3	4.4	9.3	15	19	19	15	9.3	4.4	2.3	% of the comparison group

CONSCIENTIOUSNESS

Sten	1	2	3	4	5	6	7	8	9	10

CONSCIENTIOUSNESS

This is about preferences for being principled, dutiful, focussed and cautious.
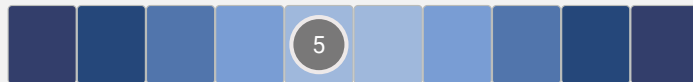
This level indicates a conscientious approach.

6

FACETS THAT CONTRIBUTE TO CONSCIENTIOUSNESS

FIXED PRINCIPLES

The rigidity with which principles are adhered to

Principled and gives priority to the fair treatment of other people. Likely to be seen as someone who usually acts in the best interests of the team.

5

BOUND BY DUTY

The dutifulness with which rules and obligations are followed
Consider why you have rated this lower than the task score (see p.3)

Willing to follow through on obligations and responsibilities. Quite likely to follow rules and procedures but is unlikely to get too bound up in them.

4

RELENTLESS FOCUS

The relentlessness with which goals are pursued

Hard working and driven. Has high quality standards and can be dissatisfied with own or others' efforts. May have issues with work/life balance, either now and/or in the past.

7
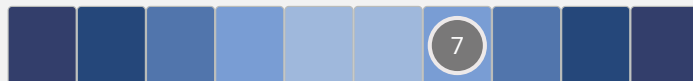
CONSTRAINED BY CAUTION

The degree to which care is taken before acting

Is quite careful and tends to think things through before acting. Needs a little more time and information than others to make decisions. Places some importance on avoiding mistakes.

6

% of the comparison group that obtained each score	2.3	4.4	9.3	15	19	19	15	9.3	4.4	2.3

EXTRAVERSION

|	Average Score: where only the average score is displayed it means that the Self Report and Task scores are matched.	Task Score: score on objective tasks
X		Self-Report: score on questionnaire

Sten	1	2	3	4	5	6	7	8	9	10

EXTRAVERSION

This is about preferences for excitement seeking, socialising with others, taking charge and seeking variety.
Consider why you have rated this higher than the task score (see p.3)

This level indicates a strong preference for engaging with the outside world, and for being assertive and outgoing.

Task score at 5, Self-report at 7.5 (shown 7.5), Self-Report near 10

FACETS THAT CONTRIBUTE TO EXTRAVERSION

EXCITEMENT SEEKING

The preferred level of excitement and stimulation
Consider why you have rated this higher than the task score (see p.3)

Quite likely to seek stimulation and excitement. Sometimes inclined to become bored. On balance comfortable with a degree of risk. May very occasionally seek danger.

Task score at 4, average 7, Self-Report near 10

OUTGOING

The degree to which the company of others is sought and enjoyed
Consider why you have rated this higher than the task score (see p.3)

Sometimes finds the company of others quite pleasant and rewarding. Tends to be able to make friends reasonably easily when they want to and sometimes enjoys group activities. Sometimes is able to build rapport with others fairly quickly.

Task score at 3, average 5, Self-Report at 6

TAKING CHARGE

The preferred level of control and influence

Has a preference for leading others and taking charge of situations. Quite likely to enjoy influencing others. May sometimes clash with others if they also hold strong opinions or they also like to take charge.

Average 7

VARIETY SEEKING

The desired amount of variety and change
Consider why you have rated this higher than the task score (see p.3)

Enjoys trying new activities, seeing new places and / or experiencing different things. Finds familiarity and routine boring and may have a little difficulty coping with it. Enjoys and may seek change.

Task score at 5, average 7.5, Self-Report near 10

% of the comparison group that obtained each score	2.3	4.4	9.3	15	19	19	15	9.3	4.4	2.3

OPENNESS TO EXPERIENCE

X Average Score: where only the average score is displayed it means that the Self Report and Task scores are matched.						⚙ Task Score: score on objective tasks 👤 Self-Report: score on questionnaire					

Sten	1	2	3	4	5	6	7	8	9	10

OPENNESS TO EXPERIENCE	*This is about preferences for complexity, openness to change, reflecting on shortcomings and self-belief.*

This level indicates a strong preference for dealing with complexity in a curious, engaged and confident manner. Very likely to be reflective and broad-minded.	Sten 8
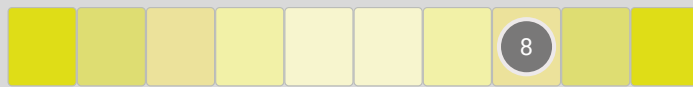
FACETS THAT CONTRIBUTE TO OPENNESS TO EXPERIENCE

FASCINATED BY COMPLEXITY	*The amount of enjoyment when dealing with complexity*

Loves and needs to work with complexity and challenging problems. Extremely attracted to theoretical, conceptual or abstract thinking. May very often risk wasting time and effort on analysis without practical benefit.	Sten 10

BROAD-MINDED	*The degree of openness to progression & change*

Can be broad-minded in outlook and sometimes favours change in order to challenge traditional work views. May occasionally be perceived by others as a little too progressive and challenging for others who have more traditional work values.	Sten 7
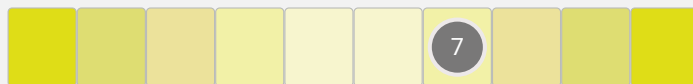
REFLECTS ON SHORTCOMINGS	*The level of awareness and reflection on shortcomings*

Aware of personal weaknesses and spends slightly more time than others reflecting on how to improve. Occasionally under rates own strengths and focuses instead on weaknesses.	Sten 7
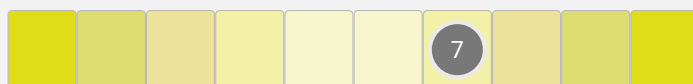
BELIEF IN OWN ABILITY	*The amount of belief in own ability*

Quite confident in personal ability to accomplish challenging tasks successfully. Only very occasionally experiences a little self-doubt. Quite often feels able to understand and contribute.	Sten 5
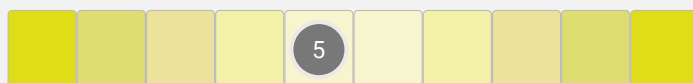
% of the comparison group that obtained each score	2.3	4.4	9.3	15	19	19	15	9.3	4.4	2.3

AGREEABLENESS

Sten	1	2	3	4	5	6	7	8	9	10

AGREEABLENESS

This is about preferences for sympathy, helpfulness and your awareness of own and others emotions.
Consider why you have rated this higher than the task score (see p.3)

This level indicates a slight preference for taking an agreeable and considerate approach with others.

⚙ - - - 5.5 - - - 👤

FACETS THAT CONTRIBUTE TO AGREEABLENESS

SWAYED BY SYMPATHY

The level of care and feeling for the suffering of others

Quite often caring and compassionate towards others. Tends to feel the emotional pain of others. Very occasionally lets feelings of sympathy get in the way of making objective decisions about people.

5
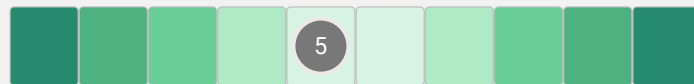
SELFLESSLY HELPFUL

The degree to which helping others is personally rewarding

Sometimes helpful and willing to assist others when asked to or if the need is obvious. May sometimes experience giving help to others as an obligation and as unrewarding. Quite often prefers to avoid taking on others' responsibilities and work.

3
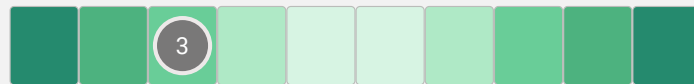
AWARENESS OF OWN EMOTIONS

The level of awareness of own emotions
Consider why you have rated this higher than the task score (see p.3)

Quite interested in analysing (and reflecting on) own behaviour and feelings. Experiences emotional highs and lows and is quite aware of how own emotions influence thoughts, behaviour and decisions. May occasionally over analyse their feelings and reactions about everyday situations.

⚙ - - - 6.5 - - - 👤
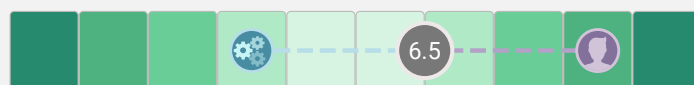
AWARENESS OF OTHERS EMOTIONS

The level of awareness of others emotions

On balance, tends to be aware of and concerned about the emotions, needs and issues of others. May very occasionally prioritise others' reactions when making decisions.
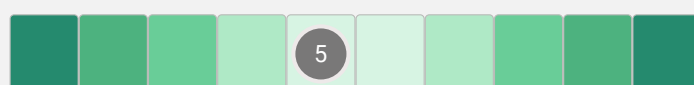
5

% of the comparison group that obtained each score	2.3	4.4	9.3	15	19	19	15	9.3	4.4	2.3

MOSAIC®
Personality Tasks

EMOTIONAL STEADINESS

|	
X Average Score: where only the average score is displayed it means that the Self Report and Task scores are matched.	⚙ Task Score: score on objective tasks
	👤 Self-Report: score on questionnaire

Sten	1	2	3	4	5	6	7	8	9	10

EMOTIONAL STEADINESS

This is about levels of restraint, positivity about self, mood stability and composure.

This level indicates a typical level of emotional steadiness. On balance tends to be somewhat content and composed.

[scale with marker at 5]
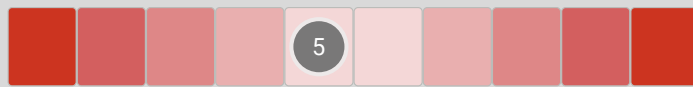
FACETS THAT CONTRIBUTE TO EMOTIONAL STEADINESS

RESTRAINED

The level of self-control and restraint

Has some control over any distractions or indulgent behaviour at work but may find this challenging at times.

[scale with marker at 5]
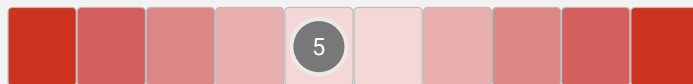
POSITIVE ABOUT SELF

The degree of contentment and ease with self

At times tends to be a little discontented and slightly less at ease with self. May have a slightly lower opinion of self than others.

[scale with marker at 5]
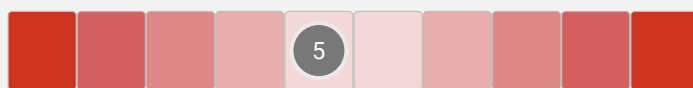
MOOD STABILITY

The degree of contentment and stability

Tends to experience slightly less periods of low mood than most people. On balance has slightly less ups and downs in mood than others.

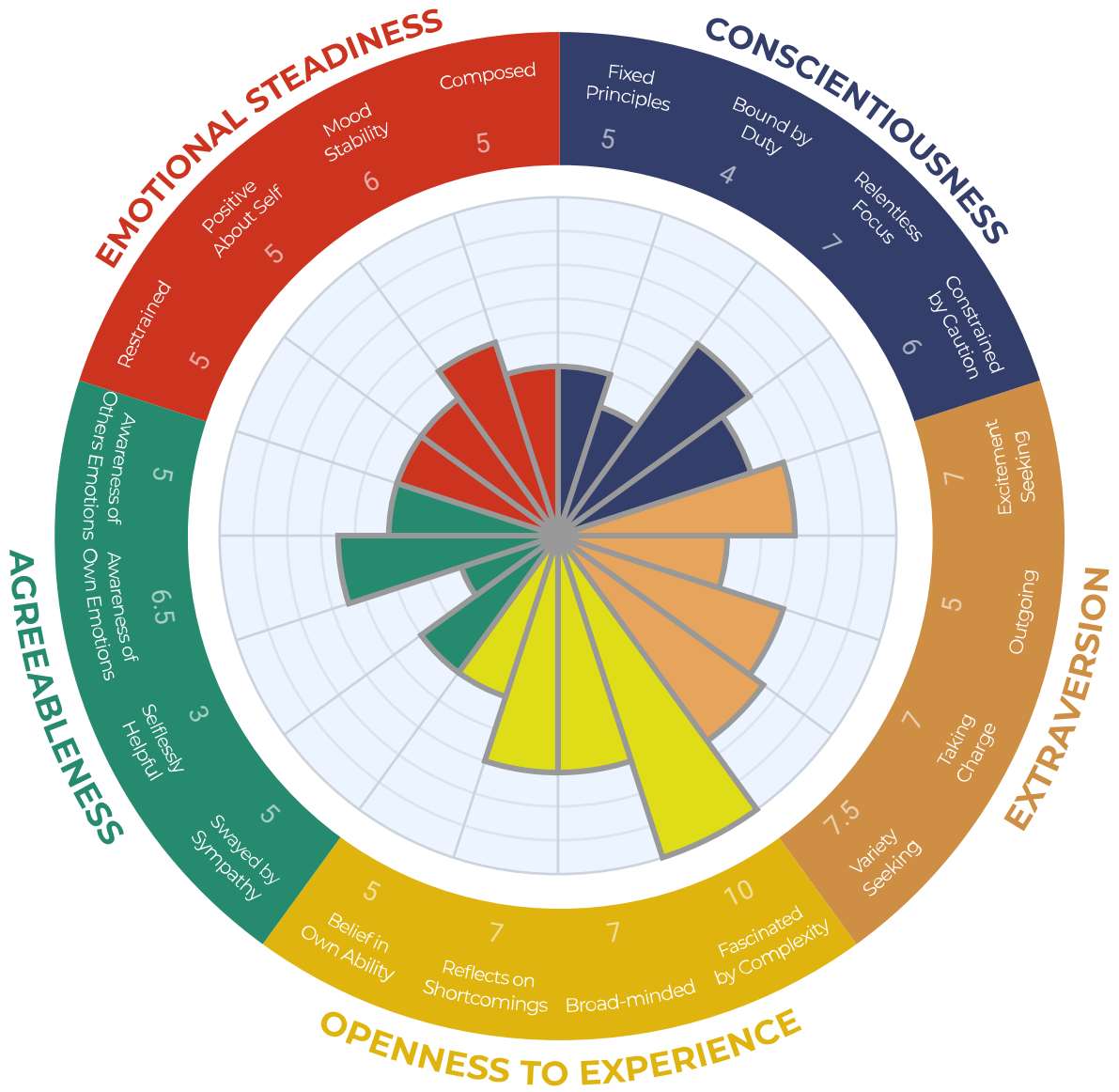[scale with marker at 6]
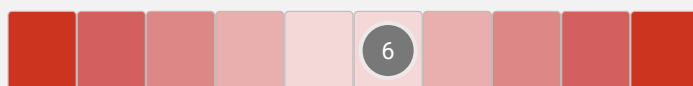
COMPOSED

The level of composure when under pressure

On balance likely to remain somewhat composed and clear-headed when under pressure. Can control or manage worries and anxieties but occasionally performance may be affected.
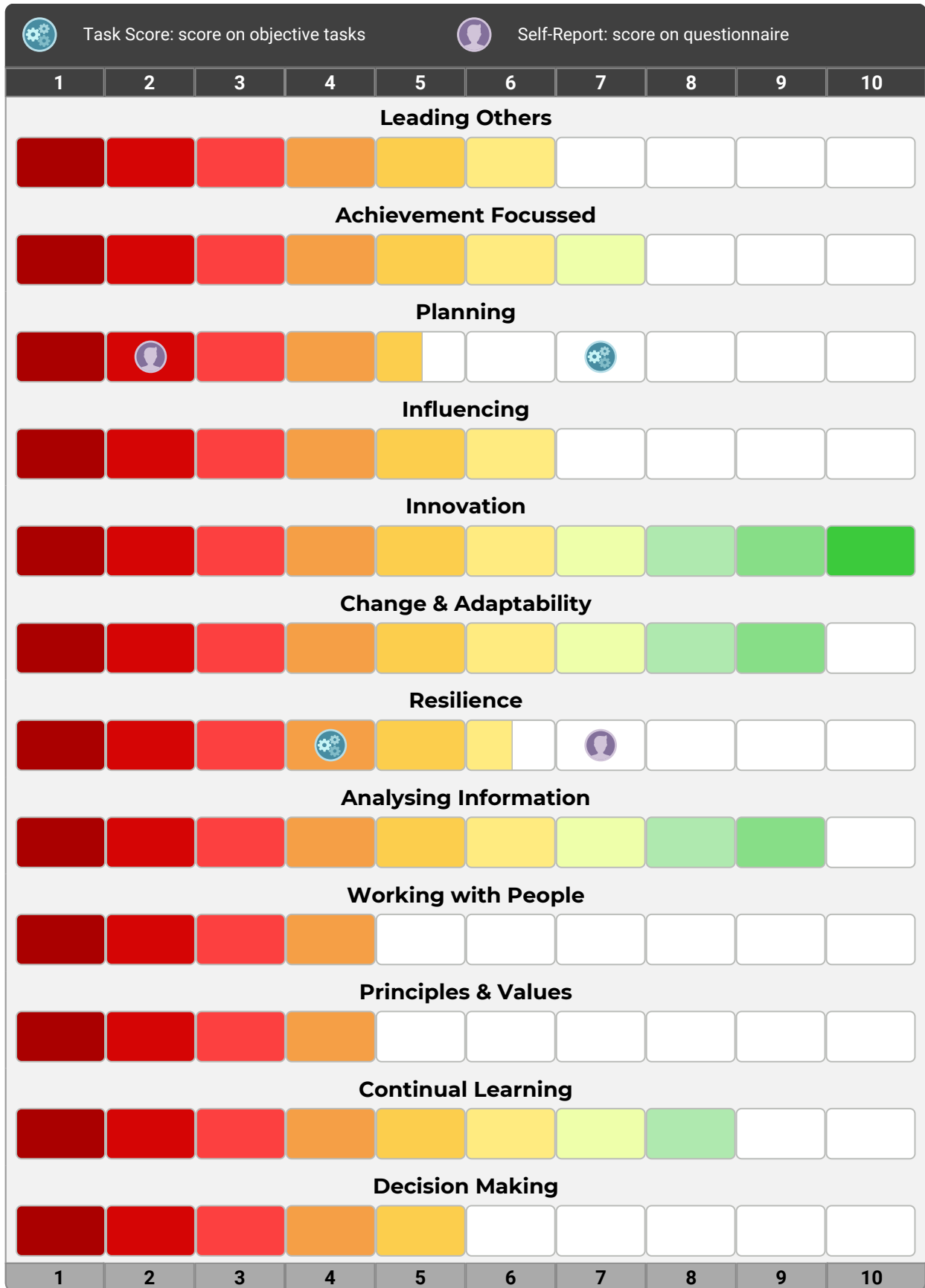
[scale with marker at 5]
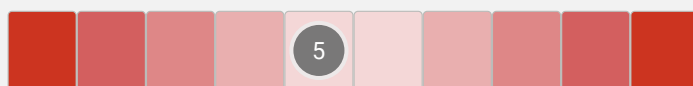
% of the comparison group that obtained each score	2.3	4.4	9.3	15	19	19	15	9.3	4.4	2.3

YOUR MOSAIC PROFILE

EMOTIONAL STEADINESS
- Composed — 5
- Mood Stability — 6
- Positive About Self — 5
- Restrained — 5

CONSCIENTIOUSNESS
- Fixed Principles — 5
- Bound by Duty — 4
- Relentless Focus — 7
- Constrained by Caution — 6

EXTRAVERSION
- Excitement Seeking — 7
- Outgoing — 5
- Taking Charge — 7
- Variety Seeking — 7.5

OPENNESS TO EXPERIENCE
- Fascinated by Complexity — 10
- Broad-minded — 7
- Reflects on Shortcomings — 7
- Belief in Own Ability — 5

AGREEABLENESS
- Swayed by Sympathy — 5
- Selflessly Helpful — 3
- Awareness of Own Emotions — 6.5
- Awareness of Others Emotions — 5

COMPETENCY POTENTIAL PROFILE

	1	2	3	4	5	6	7	8	9	10
Leading Others										
Achievement Focussed										
Planning		👤					⚙			
Influencing										
Innovation										
Change & Adaptability										
Resilience				⚙			👤			
Analysing Information										
Working with People										
Principles & Values										
Continual Learning										
Decision Making										

1	2	3	4	5	6	7	8	9	10

MOSAIC
Personality Tasks

DEVELOPMENT AREAS

The development tips below will help you develop in 2 of your lowest competencies (highlighted in the box below). Some of the tips are relevant for more than one competency so first select which competency you would like to improve and the read the relevant tips.

Competencies to Develop	Go To:	
	TIP 1	**TIP 2**
WORKING WITH PEOPLE	✔	
PRINCIPLES & VALUES	✔	✔

In the section below you will find feedback and development tips. Each development tip identifies an aspect of personality that may impact your competency potential, as well as two or three specific recommendations.

▶ Please take your time to consider the feedback carefully, seeking feedback from others where appropriate.
▶ Do not feel you are bound by the development tips given. They are only there to provide ideas.
▶ You may feel comfortable with having a lower score on some competencies. In that case, just focus on the competencies that you would like to make progress on.

Try developing 2 or 3 actions that you are able to commit to that will help you develop. Monitor and review these actions on a regular basis.

TIP 1

COMPETENCY: WORKING WITH PEOPLE

Also links to: PRINCIPLES & VALUES

PERSONALITY AREA: SELFLESSLY HELPFUL

Although you can be helpful and may respond to others requests for assistance, you are less likely to proactively help others or to volunteer help unless asked. You are therefore able to remain focused on your own goals and deliverables at work.

Potential Development Area:

Although it is useful to remain focused on your own goals and objectives, others may sometimes sense a lack of teamwork and concern for others. Consider whether this is having an impact on your working relationships, including when you need help from others. Whilst making permanent personality changes can be very challenging, to take on a more helpful approach when required, try:

i. making a conscious effort to look out for opportunities where you can help. People remember acts of helpfulness, especially so when it was not requested. The favour would likely be returned when you need help.
ii. not saying 'no' immediately to requests for help but consider what you can do. There may be small things you can do that will not impact you greatly but may make a difference to others.
iii. considering requests for help from the other person's position. How would you feel if you were in a position where you were struggling and needed help?

TIP 2

COMPETENCY: PRINCIPLES & VALUES

As this competency is, compared to the other competencies, one of your lower ones there may be times where your performance drops or is not consistent. Therefore, it may be useful to consider possible tips for enhancing this competency during these times. *Please be aware that you may feel that some of these tips are not relevant or useful for you. Please focus on anything that resonates with you.*

When you find yourself operating at the lower end of this competency, try:

i. tuning in to any frustrations others have about decisions you are taking that are deemed not to fit into their expectations and consider reviewing them in light of these observations.
ii. considering the implications of not following through on your responsibilities. Even if you don't see the need, what might be the consequences for others if you don't follow them.
iii. taking care about the way you let people down. You are likely to be good at making objective decisions but keep in mind that others are impacted by these decisions and when communicating with them you should be sympathetic to this impact.
iv. not saying 'no' immediately to requests for help but consider what you can do. There may be small things you can do that will not impact you greatly but may make a difference to others.
v. explaining your methods of coming to decisions to others. If you have followed a fair process it will help other people understand that they are being treated fairly and build trust.

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ADDITIONAL TIPS

Based on your personality preferences as assessed by Mosaic, the following additional development tips are provided for you. Try developing 2 or 3 actions that you are able to commit to that will help you develop. Monitor and review these actions on a regular basis.

DEVELOPMENT AREA 1: FASCINATED BY COMPLEXITY (STEN 10)

You probably feel quite comfortable working with complexity, ambiguity and enjoy intellectual discussions. You enjoy using your analytical skills.

Potential Development Area:

You may tend to become too immersed in complexity and analysis. Consider whether you are able to communicate with others (who may not be as interested in complexity) in a way that is not overly abstract, complex or unpractical. Whilst making permanent personality changes can be very challenging, to take a more pragmatic approach when required, try:

   i. to consider your audience. Many people want pragmatic workable solutions to issues and are less concerned with the complexity or patterns of thinking that surround these solutions.
   ii. keeping language simple. You have more chance of engaging a wider group of people if language and ideas are kept simple. Remember, that many people do not like intellectual discussions and may not be familiar with complex words.
   iii. staying patient. Most people will not grasp complex things first time and will require things to be explained more than once.

DEVELOPMENT AREA 3: VARIETY SEEKING (STEN 7.5)

You have a clear preference for new activities, experiencing new things and for variety. You are well equipped to cope with substantial change.

Potential Development Area:

You may find familiarity and routine activities difficult and frustrating. Consider whether your drive to experience new things is resulting in wasted effort (e.g. change for the sake of it), avoidance of necessary but routine tasks or not giving sufficient focus. Whilst making permanent personality changes can be very challenging, to manage unnecessary variety seeking when required, try:

   i. questioning whether something really needs to change or be done differently. Are you wasting time on making changes for the sake of it? Get the opinion of other people if not sure.
   ii. Setting aside time each day for completing routine tasks and rewarding yourself by doing something new afterwards.
   iii. considering how you can change your role so that you are getting opportunities to try new things on a regular basis.

COMPETENCY POTENTIAL

The table below describes the 12 key Mosaic competencies for succeeding in the workplace. Following these descriptions, you will find your own competency potential profile. The scores you see do not show your actual skill in each competency, but reflect your likely potential in each case based on your personality preferences. It is possible to improve in these competencies and in the Development Areas section you will find some tips for development.

Leading Others	**Leads and manages others effectively** People scoring high on this competence 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.
Achievement Focus	**Commitment and drive to deliver results** People scoring high on this competence 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.
Planning	**Planning and organising work to achieve goals** People scoring high on this competence 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.
Influencing	**Capacity to effectively persuade and influence others** People scoring high on this competence 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.
Innovation	**Applies creativity and innovation within their role** People scoring high on this competence 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.
Change & Adaptability	**Sees the need for change and personally adapts** People scoring high on this competence 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.
Resilience	**Resilient to setbacks and challenges** People scoring high on this competence 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.

Analysing Information	**Assimilates and effectively utilises business information** People scoring high on this competence 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.
Working with People	**The ability to work effectively with others** People scoring high on this competence 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.
Principles and Values	**Demonstrates sound principles and values** People scoring high on this competence are likely to live by sound principles and values. They have the potential to demonstrate respect to others and practice what they preach. They are likely to be open and honest with their communications. They have the potential to win respect from others through their conduct and their behaviours.
Continual Learning	**Invests in personal development for self and others** People scoring high on this competence have the potential to be highly effective at focusing on investing in their own and others' development. They are likely to value the concept of 'investment in people' i.e. growing and improving people's capability. They are likely to give time to support others' development and they will enjoy acting as a coach for others.
Decision Making	**Making decisions to get the best result** People scoring high on this competence have the potential to be effective at assimilating information, weighing up the issues, and making an informed decision in a timely manner. They are likely to be skilled at exploring options and are not afraid to take calculated risks. They have the potential to know when and how to seek advice and to work effectively with others to achieve sound decisions.

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