

Motivation

Report

Candidate Name : ms ms

Date : 26-07-2020 14:54:50

Organization | 

ASSESS Motivation assessment helps in pinpointing and identifying the candidate's underlying motivators across 5 major clusters of factors, namely: Physiological; Relatedness; Growth; and Work Dynamics-related factors. Through ASSESS Motivation, Candidate is assessed on 16 sub-dimensions to identify the factors that contribute most and least to her/his motivation to work and perform, as well as those factors that reduce her/his motivation to work (hence, demotivating factors).

The first section of the report provides an overview on Candidate's motivation profile; presented as, both, raw scores and percentiles (in comparison to the norm group), through two bar charts. The second section provides the descriptions of each of the 16 factors of motivation.

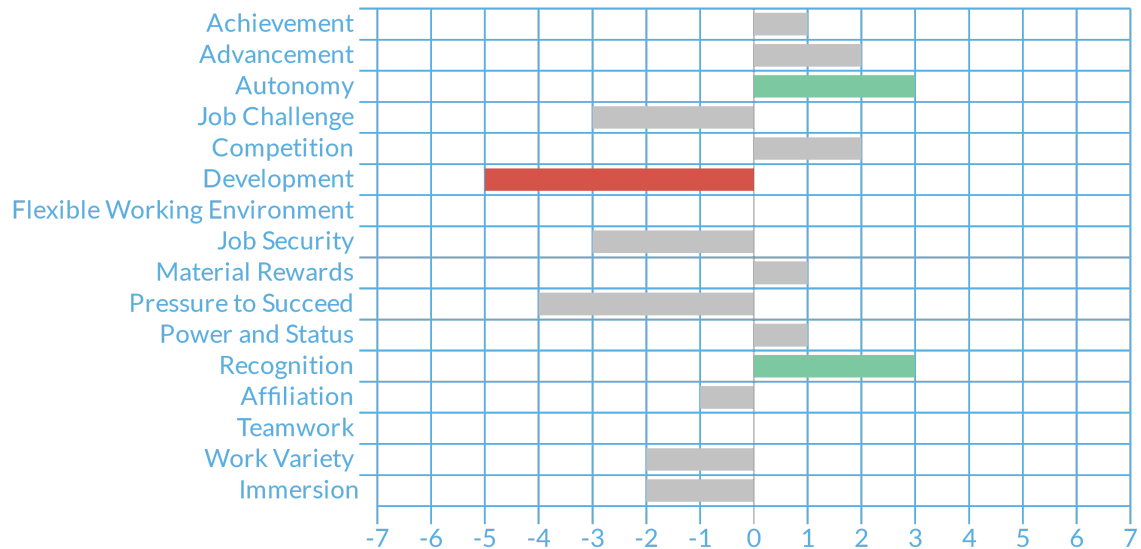
This report has a shelf-life of 24 months and should be treated confidentially. The accuracy of this report depends on the frankness with which Candidate answered the questions as well as their self-awareness. Major personal or work-related events may invalidate Candidate's report, and accordingly a new assessment should be completed.



Overview

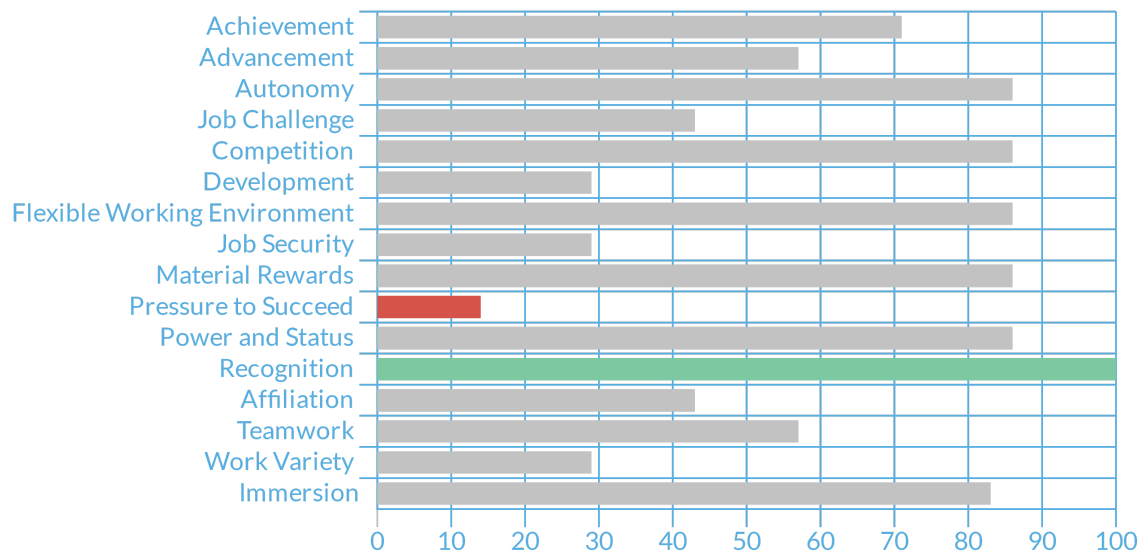
Motivating Factors

The following Bar Chart shows ms's scores on each of the 16 dimensions of motivation based on her/his responses to the relevant work-related preferences and behaviours. This merely reflect her/his underlying motivators, irrespective of comparison to the norm group.



Motivating Factors (Percentiles)

The following Bar Chart shows ms's scores across the 16 dimensions of motivation in comparison to the norm group. These are shown as percentiles.





Motivation Factors Description

Achievement

This comprises the degree to which accomplishing targets and realizing goals acts as a motivator.

Advancement

This comprises the degree to which the availability of opportunities for career progression (including promotion) acts as a motivator.

Autonomy

This comprises the degree to which discretion and independence in performing the job acts as a motivator.

Job Challenge

This comprises the degree to which always being on the go, facing time pressure, and deadlines act as a motivator.

Competition

This comprises the degree to which working in competitive environments acts as a motivator.

Development

This comprises the degree to which opportunities for development (personal and career development); hence, acquiring new skills, knowledge, and developing competencies acts as a motivator.

Flexible Working Environment

This comprises the degree to which flexibility within the working environment acts as a motivator.

Job Security

This comprises the degree to which stability that is entailed in the job act as a motivator.

Material Rewards

This comprises the degree to which financial and other tangible rewards act as motivators.

Pressure to Succeed

This comprises the degree to which fear of failure and of not being able to overcome challenges acts as a motivator.





Motivation Factors Description

Power and Status

This comprises the degree to which possessing influence, authority, and control and having a higher position, rank, or grade act as motivators.

Recognition

This comprises the degree to which non-financial recognition and acknowledgement act as motivators.

Affiliation

This comprises the degree to which establishing and maintaining interpersonal relationships with others at work acts as a motivator.

Teamwork

This comprises the degree to which collective - versus individual- work acts as a motivator.

Work Variety

This comprises the degree to which work that entails varied and non-routine aspects acts as a motivator.





Important Considerations

This section provides general considerations and reminders to interviewers with respect to use of ASSESS Motivation Report.

1. Chance

Assessment is occasionally subject to chance. Assesseees may occasionally misunderstand the question, may interpret the meaning of words incorrectly, or may choose by mistake a response she/he did not intend to choose. If there are doubts about whether the person has had adequate understanding of the assessment instructions, then a complete reassessment is required, given that the reassessment does not provide the assessee with an unfair advantage. Alternatively, other evidence gathered from interview, academic achievement, experience, behavioral or situational performance can provide assistance in decision making. In all cases great care must be exercised in interpretation of all evidence.

2. Extreme Highs and Lows

Extreme high or low scores are uncommon and may involve irregularity. When the profile of assessment scores shows one or more pronounced highs or lows, then some inconsistency may be evident. A skillfully conducted interview is necessary to find out the reason for inconsistency, without upsetting the candidate by inadvertently suggesting that the assessee did not provide frank or genuine responses. Where an extreme score is scrutinized for validity and reliability, an interview must be considerably handled to avoid giving the impression that a single assessment has been sufficient to disqualify the candidate for a job or impair his development potential.

3. General Recommendations on Fair Practice

It is important to explain procedures and practices before administering ASSESS Motivation, and ensure that the candidate understands these procedures and practices. Assessments results should not be offered as a reason for non-acceptance of a candidate. ASSESS assessments and the question inventories should never be used in isolation to justify redundancy decisions. Such use could be construed as unfair.





| Validity Indicators

The below measures indicate the extent to which the report can be relied on to interpret results. Some patterns of answers may invalidate results (e.g. random or neutral answers to all questions).

Impression Management:

Respondent social desirability (i.e. tendency to create a positive self-image)

Compliance:

The tendency of the respondent to agree with the statements regardless of its content.

Irregularity:

Respondent tendency to answer "neutral" to most of the statements.

