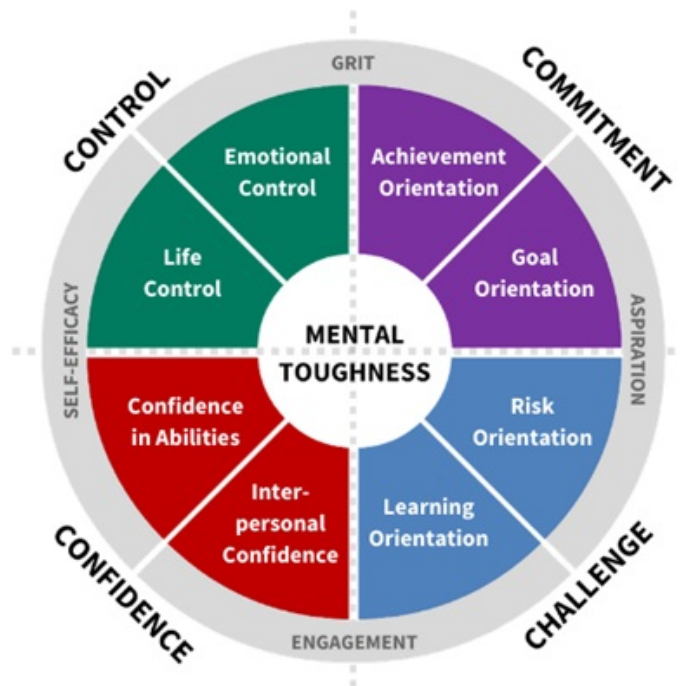


MTQPlus

Development Report

John Doe

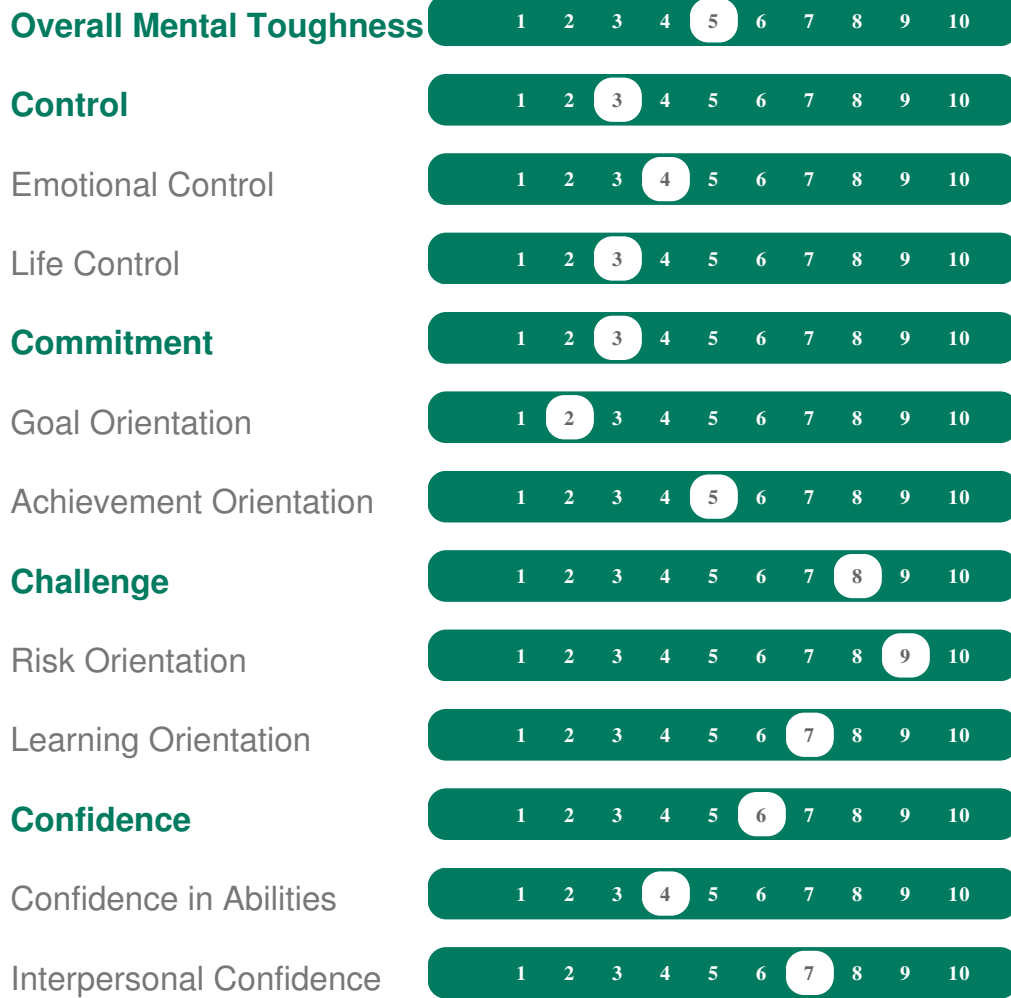
Completion Date: 2021-09-17



This Development Report provides the candidate with:

- Feedback on their MTQPLUS scores
- Suggestions for their own development

SUMMARY



Mental Toughness Report for John Doe

How to use this report

The information used to generate this report was obtained solely from the questionnaire you completed. It represents one source of information. It is important to recognise that other forms of evidence about your mental toughness will exist. The report should be understood within this wider context.

Its purpose is to give you developmental feedback on your mental toughness. This has been achieved by comparing your scores with scores obtained from a large sample of people in the general population.

The best way to maximise the usefulness of this report is to:

- Read the text with an open mind
- Consider the findings carefully. Factor in other information from other sources. For example, you may wish to discuss the report with others - a manager, coach, friend or family member. The report gives you a starting point – the discussion allows you to really get to the truth!
- Then choose to accept all, some or none of the findings presented here. No questionnaire is infallible and you may feel that this report does not represent your mental toughness. That is fine! However, it should provide you with a useful insight into one aspect of the way you interact with the world.

The findings presented here represent a snapshot in time. Your mental toughness can be developed in a number of ways. This report includes some suggestions as to how you can develop some aspects of your mental toughness, if this is appropriate for you.

They are presented in the sections on Challenge, Control, Commitment, and Confidence.

They are designed to give you some ideas, but you may know of many other ways of developing your skills - use these in conjunction with the ideas presented here.

AQR International has developed toolkits of interventions and exercises which support developing each of the elements of Mental Toughness. See: <https://aqrinternational.co.uk/mental-toughness-development-toolkit>

Mental Toughness

Mental Toughness is a personality trait which determines, in some part, how individuals perform when exposed to stressors, pressure, opportunity, and challenge. It can play a significant role in determining how an individual manages stress as well as being a key factor in enabling individuals and organisations to perform at the peak of their abilities.

Mental Toughness

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



You are able to cope with most of life's challenges, although, when facing some difficult circumstances, you can feel nervous and a little threatened.

You are fairly confident in your abilities, but your self-belief can be affected by others' criticism. On occasions, you may experience major self-doubts. When opportunities for development present themselves, you are likely to accept the challenge, although the potential for failure may concern you. You might, on occasions, overly focus on things that could go wrong. You are likely to be reasonably comfortable in most social situations, and you will sometimes contribute to group discussions. On occasions, you may find you can't get your point of view across.

You will often achieve your goals, although you may occasionally become distracted when facing difficult circumstances. You are likely to feel in control in many situations and feel that you have some power to influence what goes on around you. However, you will occasionally feel that events have overtaken you a little.

Under normal circumstances, you are in control of your emotions. You tend to be fairly calm and stable but you can, on occasions, feel anxious and worried. You might let this show, which could unsettle others.

Control

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

You may not really feel you are in control of your destiny, but rather you are more at the mercy of what is happening around you. You may pointlessly expend energy trying to change those things outside your control, whilst too quickly giving up on those things that you could change.

Typically, you will feel tense and/or anxious when exposed to stress and pressure. You will often reveal your emotional state to others. Your doubts may transmit to others around you and in some instances, you might unsettle them.

You may undervalue your contribution to the workplace and may be dismissive of your own achievements.

The challenge here is to recognise your strengths – and everyone has those! – and to work on any weaknesses.



Emotional Control

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

Whilst you may worry about the important aspects of your life, you do not usually get this out of proportion.

You can, on occasion, adjust your emotional responses to different situations and, sometimes, mask any nervousness you may feel.

You will normally remain cool, calm and collected but some of the time you may have difficulty in controlling your emotions.

Development suggestions

- Use imagery to see yourself making a real difference. Imagine what would be effective behaviours and actions. Body language can be important here.
- Remind yourself repeatedly that what you do really matters.
- Recognise the difference between the things that can be controlled by you, the things that you can influence, and the things completely outside your control. Don't try to control the uncontrollable.
- Relaxation techniques, for example, breathing exercises, walking, yoga, progressive muscular relaxation, may help you cope effectively with very stressful events.
- It can be useful to gather your thoughts and feelings away from other people or with a close friend/colleague or two before engaging with them.
- Try "controlled distraction". Do something you really like doing for a short while before returning to a worrying or difficult situation. E.g. playing with a pet or listening to a favourite piece of music.
- Use "self-talk" to manage your thoughts.

Life Control

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

You may not fully believe that what you do really makes a difference, sometimes feeling that you are simply 'going through the motions'. You tend to think that what you do does not matter.

You rarely feel influential when something needs to be done, and will often feel that what you do makes little difference. You may tend to prefer to do one thing at a time rather than handling several tasks at once.

Obstacles and setbacks can make you stop what you are doing. You find it difficult to find a way of dealing with them most of the time.

Development suggestions

- Try to take a more positive view about yourself. Identify at least 5 things with which you have been successful. Examine those to see if you can see why – and plan to apply these learning points in future.
- Identify simple and important tasks which are achievable and do them! For instance, at the end of each day, set a simple task that can be completed quickly early on the following dayand do it!! Build from that – either identifying more difficult tasks or a range of tasks.
- When asked to do several things, take time to list them, prioritise them (according to importance) and handle them one by one starting with the easiest.
- Try adopting positive thinking techniques. E.g., Avoid the use of the words "but", "maybe" or "if" in your head. It's surprising how it changes the way you approach tasks.
- Clearly identify what you can control and those factors that you can't
- Look at others – in work and outside – who appear to be successful. Identify what it is they are doing and seek to adopt some of those behaviours. This is an important way to learn – others often succeed not because they are more skilled but because of their attitude and tenacity.
- Try to plan out work given to you – particularly breaking it down into smaller more manageable chunks. Get someone to help you with this in the first instance.

Commitment

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



You may become easily diverted from the task at hand. You may find it difficult to complete tasks when facing significant adverse circumstances and you may consequently give up too easily.

You may become unwilling to sustain effort if you believe that you cannot overcome the obstacles in your way.

In general, you may find it hard to summon up enthusiasm for some tasks.

Goal Orientation

1 2 3 4 5 6 7 8 9 10

You can often feel intimidated by the pressure that working to goals might bring. When taking on tasks and activities you may have a good idea of what a successful outcome will be but you may also visualise too readily the problems associated with achieving the goal and with the consequences of not achieving the goal.

Working to goals can demotivate you – especially where you feel that you need the support when you feel that the goal is not achievable. You may more readily identify why a goal is challenging rather than how it can be achieved.

You may find it especially difficult when working to more than one goal – prioritising time effort and resource can be challenging.

Development suggestions

- Identify what really interests and motivates you and then ensure that you incorporate this into your planning of the task
- When asked to do something take time to analyse it to identify how you can achieve. Use structured problem-solving tools and techniques (5 whys', SWOT, mind mapping, etc)
- Always set specific, measurable, achievable, relevant and time-bound goals.
- Try to be optimistic. There is a lot of truth in the old adage "If you think you can, you can. If you think you won't, you won't". Use Force Field analysis to identify blockages to success and how to tackle them.
- Ask others – friends, colleagues, managers, etc. – for help and coaching.
- Use visualisation to imagine what a successful outcome would be. And imagine how that might feel. For many, a well-formed goal is a source of motivation and drive.
- Break the ultimate goal into more manageable milestones (mini goals to be achieved along the way). The goal may feel more achievable.

Achievement Orientation

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

You will generally put in an effort to achieve your goals – whether they are set by you or by others. However, you can also give up more easily than many – especially when tired or facing too many setbacks and too much pressure.

You can display a reasonable degree of concentration maintaining reasonable levels of mental efforts for moderate lengths of time. Others are likely to see you as conscientiousness and as reliable as most people.

Achieving things does provide a source of satisfaction for you but not always. You can sometimes find ready reasons for not completing something rather than overcoming those obstacles.

At times, you might believe that what you do makes little difference to the task.

Development suggestions

- Identify what really interests and motivates you and then ensure that you incorporate this into your planning of tasks
- Always set specific, measurable, achievable, relevant and time-bound goals.
- Try to be optimistic. There is a lot of truth in the old adage “If you think you can, you can. If you think you won’t, you won’t”.
- Use Force Field analysis to identify blockages to success and how to tackle them.
- Ask others – colleagues, friends, etc – for help and coaching.
- Don’t give up too early. Give yourself a time-out to allow yourself to refocus.
- Use visualisation to imagine what a successful outcome would be. And imagine how that might feel. Imagine what you need to do and how you could do it well.
- Take regular exercise even if it’s a 15-minute walk every day.
- Adopt positive thinking tools and techniques.

Challenge

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

You tend to see a challenge as an opportunity rather than a threat, often using it as a way to achieve personal development. You are not intimidated by changes in your routine and you may be actively drawn to fast-moving, challenging environments.



You will be comfortable doing things which others may feel are daunting, difficult or even impossible. Responding positively to a challenge is, for you, an opportunity to demonstrate what you can do. You see a challenge as an opportunity to shine, not to fail.

You will tend to be “quick on your feet”, having an ability to quickly deal with unexpected events. The unexpected will often give you a ‘buzz’. However, you may become quickly bored by repetitive tasks, becoming frustrated by what you see as mundane. You will probably appreciate, and often seek out, an unstructured environment that allows you scope to be flexible.

Possible areas for attention include working with others who see challenge and change in a more threatening light. They may be intimidated by your positive approach and it may be difficult, at times, for you to understand why they respond more cautiously.

Similarly, your preference for change and variety may mean that you bring lots of new ideas and initiatives to whatever you are involved with. However, others with whom you need to work and who prefer a more stable and less changeable life may find this stressful and respond poorly to your enthusiasm for change and challenge.

Finally, you may be TOO optimistic at times. You need to ensure that you build in a reality check to your decisions.

- Check that you have finished one activity before launching on another.
- Sometimes an activity which looks difficult or impossible is impossible or ultimately not worth doing. Carry out feasibility checks especially when exposing others to the challenge.

Risk Orientation

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

You are someone who enjoys a challenge. You are prepared to try new things, carry out new activities, meet new people, etc especially when it exposes you to new and different experiences.

You are quite happy to take risks and attempt things that others may find too challenging. Things that might scare you or others, don't stop you trying them. You are alert to opportunities and will try them when they come along.

You have a belief that nothing is impossible and that there is always a better way. You enjoy dealing with change and variety. Generally, these represent opportunities, not threats.

A potential issue is that you may take on too much risk. If there isn't enough change or variety, you might also provoke change to make things interesting – which can be problematic for those who prefer a more stable situation.

Another issue might be that you could become bored with prolonged spells of routine activity – even where these are important. Similarly, you might be distracted by new and interesting opportunities and can fail to complete existing tasks.

Development suggestions

- You may need to ensure that you take routine tasks more seriously. Think about their value, and therefore their importance, to the organisation and to others.
- Look at time management tools and techniques to help you organise things better – particularly when working with others.
- Plan your work out more clearly and make it visible. Review progress regularly – perhaps asking someone to prompt you to do this.
- Take time to consider the impact of your ideas and your actions on others on whom you may need to depend to achieve your goals. Consider how they might be made more comfortable with your approach to change and challenge
- Consider listening skills training – you might need to take into account others needs in carrying out your work.

Learning Orientation

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

You respond positively most of the time to challenge, change and opportunity knowing these provide an opportunity for personal development – knowledge, skills, etc. You will mostly welcome these and can look forward to changes in your routines and to new experiences.

You adapt reasonably well to changes and to unexpected changes. Although you will be aware that they carry a threat, you will worry less than most about this and you are equally likely to see opportunity in these challenges

In particular in reviewing setbacks and failures, you will often extract the learning to be gained from these, particularly when they are comparatively minor. You may also respond by wanting to try again where many will want to walk away.

Major setbacks might throw you and you might need time to recover.

Sometimes, this positive outlook can lead to too much risk, change and challenge – increasing the possibility of failures and setbacks.

Development suggestions

- It can be important to avoid responding impulsively to each new piece of learning. Take time to reflect on what you learn
 - Is it generally true or it only applies to this situation?
 - How does it connect with what else you know?
- It can be useful to discuss what you learn and what you observe with others before coming to a conclusion - in order to widen the perspective and to gather others ideas
- Consider whether you are responding too freely to events and to others. Take time to reflect – perhaps set aside time for a weekly review meeting to set priorities and options.
- Where you have avoided a new experience, think about other times you have done something new or different and about what you learned or gained from that experience.
- When asked to do something especially challenging try carrying out a SWOT analysis – listing Strengths, Weaknesses, Opportunities and Threats. It's useful to let someone review it with you. Then decide "Will I benefit from doing this?"

Confidence

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



You are reasonably self-assured, having moderate levels of self-confidence. You normally feel you are a worthwhile person.

Typically, you can be relied upon to deliver satisfactorily most of the time. However, if subject to a run of setbacks then your confidence and inner belief will diminish. You will, on occasions, rely on others to help you regain your self-belief.

The challenge here is to restore that feeling of self-worth and self-belief.

Confidence in Abilities

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

You have the self-belief to attempt most tasks but you may, on occasions, fail to tackle challenges that you are, in reality, capable of dealing with. You may, on occasions, begin to question your abilities when things go wrong.

You will normally believe that things will come right in the end, but you may become overly self-critical at times, allowing mistakes to prey on your mind.

You can at times doubt that you have the knowledge and skills that others may believe you possess.

Development suggestions

- Praise yourself consciously when you achieve – and seek every opportunity to do so.
- Change your work environment temporarily to set new challenges that are not tainted by recent “failures”. Ensure that you are given the best opportunity for success by devoting time to planning what you are going to do.
- Use the strength of the team to bring you back to full speed.
- Take time off for recovery.
- Consider assertiveness training or personal confidence training to refresh your range of tools and techniques – and ensure that support is there to apply them in the workplace.
- Recognise when you develop new skills and acquire new knowledge – and recognise when you use it.
- Listen carefully for praise and recognition from others – don’t dismiss it or undervalue it.

Interpersonal Confidence

1 2 3 4 5 6 7 8 9 10

You will tend to feel comfortable in groups, but you may not always speak your mind when you have something to say. You will sometimes be willing to take charge of a situation, but on some occasions, you may fail to act proactively. Normally, you will play a significant role when working with other people.

You can, at times allow yourself to be influenced by others when you know inside you are right.

Development suggestions

- List 5 positives about yourself. Work with your manager, a friend, a colleague or family to identify these. In times of stress repeat them to yourself.
- Make sure that if you have something to say that you say it!
- Monitor your self-talk – be aware of how many times you have negative thoughts about yourself – then simply tell yourself to STOP when you are about to think a negative thought. It is as easy to think positively as negatively – so choose the former.
- Get other people to tell you positives about yourself.
- Don't dwell on mistakes. Avoid over-generalising – one mistake does not mean that everything is wrong. Also, avoid 'black and white' thinking – mistakes are not all bad. In fact, they provide a very useful form of feedback which can be used to help improve your work performance.
- When faced by others who are challenging or dominating, respond by asking questions such as "why do you say that?" and "what led you to think that?" rather than challenging directly.
- Volunteer to do short talks or presentations, initially to "safe" audiences.
- Use visualisation to imagine how you would handle a conversation or presentation more effectively.
- Don't worry about not knowing the answer to every question. No-one knows everything about every subject. Acknowledge the question and offer to come back with an answer.



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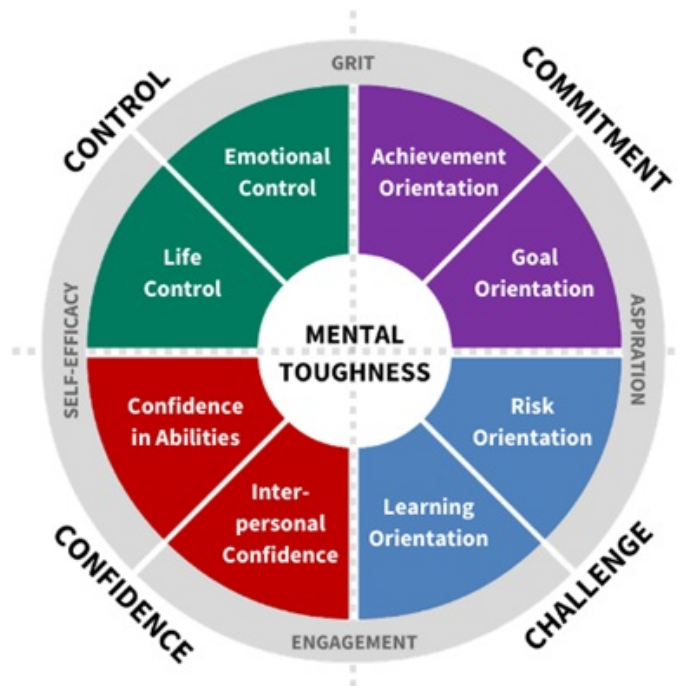
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MTQPlus

Coaching Report

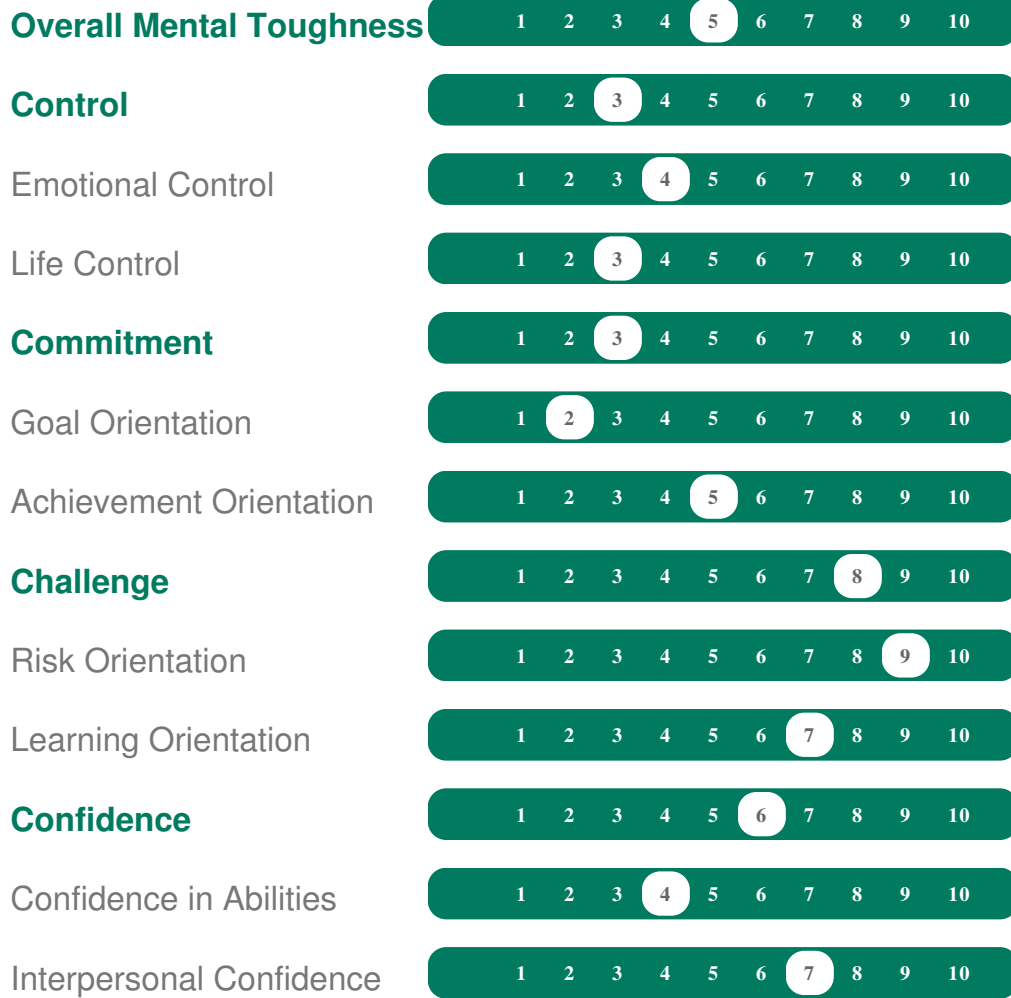
John Doe

Completion Date: 2021-09-17



This Coaching Report provides manager/coach with narrative about the person's mental toughness and offers coaching suggestions to help them to guide the candidate more effectively.

SUMMARY



Mental Toughness Report for John Doe

How to use this report

The information used to generate this report was obtained solely from the questionnaire that was completed by the individual. It represents one source of information and it is important to recognise that other forms of evidence about their mental toughness will exist. The report should be interpreted within this wider context.

The purpose of this report is to give information about the individual's mental toughness – which essentially describes and assesses “how they think”. This has been achieved by comparing their scores with scores obtained from a large sample of people in the general population.

The report identifies some implications for behaviour or performance in life and in a workplace as well as suggesting possible coaching or development actions. Coaching activity for individuals with high scores tends to focus on self-awareness about themselves and the extent to which they are aware of their impact on those around them. These are intended as prompts and suggestions - they are not comprehensive. There are other ways of helping the individual.

It is important that you check the report and ensure that it's comments are supported by observations of the individual in their life or at work.

The best way to maximise the usefulness of this report is to:

- Read the text carefully with an open mind. Factor in other information from other sources. It is important that you discuss the findings with the individual in question.
- The discussion should be used to help you work more productively with the individual in question. This can be achieved by having a better understanding of what makes them tick.
- This report should not be used for selection decisions. The Assessor report is more appropriate for this application.

The findings presented here represent a snapshot in time. Mental Toughness can be enhanced in a number of ways. These are introduced in the DEVELOPMENT REPORT, which is available elsewhere in this package.

AQR International has developed toolkits of interventions and exercises which support developing each of the elements of Mental Toughness. See: <https://aqrinternational.co.uk/mental-toughness-development-toolkit>

Mental Toughness

Mental Toughness is a personality trait which determines, in some part, how individuals perform when exposed to stressors, pressure, opportunity and challenge. It can be a key factor in enabling individuals to perform at the peak of their abilities.

AQR International has developed a workbook which illustrates how the Mental Toughness Framework can be used with a coaching process such as the GROW model. For a FOC copy please contact headoffice@aqr.co.uk

Mental Toughness

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



This individual is able to cope with most of life's challenges, although, when facing some difficult circumstances they can feel nervous and a little threatened. They are fairly confident in their abilities, but their self-belief may be affected by others' criticism.

When opportunities for development present themselves, they are likely to accept the challenge, although the potential for failure may concern them. In these situations, they may dwell too long on things that could go wrong.

They are likely to be comfortable in most social situations, and will usually contribute in some way to group activities. They might find that they don't always feel they get their views across.

They will achieve their goals, although they may occasionally become distracted when facing difficult circumstances. They are likely to feel in control in most situations and feel that they have some power to influence what goes on around them.

However, they may occasionally feel that events have overtaken them and may experience a degree of self-doubt.

Under normal circumstances, they are in control of their emotions. They tend to be fairly calm and stable but they may, on occasions, feel anxious and worried.

Control

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

These individuals may feel they are not really in control of their destiny but are more at the mercy of the things and the people around them. Their control orientation can be split into two distinct areas: Life Control and Emotional Control.

Typically, in the workplace, these individuals will be tense and anxious when exposed to stress and pressure – and may demonstrate that to others. They may unsettle others around them if their anxiety takes over. They may often undervalue their contribution to the organisation and dismiss their achievements.

They may also tend to expend energy pointlessly trying to change what isn't in their control whilst giving up too quickly on the things they could change.



Emotional Control

1 2 3 4 5 6 7 8 9 10

Whilst they may worry about important aspects of their lives, they do not usually get this out of proportion. They will normally remain cool, calm and collected but from time to time they may have difficulty in controlling their emotions.

They can, on occasion, adjust their emotional responses to different situations and, sometimes, mask any nervousness they may feel.

They may manage their frustrations much of the time but will, on occasion, let their frustration show.

Coaching suggestions

- Help them to consider how others who are less emotionally stable will see them? And those who have higher levels of emotional control.
- Help them to consider when it will be useful to reveal the emotional state to others and when not to do this – so that others understand their position better and can respond accordingly.
- Help them to understand why others will respond more emotionally to situations that they can manage well – and how they can deal with that for their own benefit and the benefit of others.
- What situation and circumstances do they find it difficult to control emotionally. How do they think others manage? How could they do it differently?
- When they react emotionally to events what impact does it have:
 - For them and what they want to do
 - For others with whom they deal or work?
- What might be a more effective way of responding? – and what do they need to do to adopt that?
- Can they recognise the signs that they are about to lose emotional control? What can they do to manage that? Perhaps finding a quiet place to calm down, doing something that makes them happier?

Life Control

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

They may not believe what they do really makes a difference, sometimes feeling that they are simply 'going through the motions'. They tend to think that what they do may not matter to anyone.

This person rarely feels influential when something needs to be done, and will often feel that what they do makes little difference. They may tend to prefer to do one thing at a time rather than handling several tasks at once.

Obstacles and setbacks can make them stop what they are doing. They find it difficult to find a way of dealing with them most of the time.

Coaching suggestions

- Encouraging them to take a more positive view of themselves. Help them to identify (specifically) where they do contribute.
- Introduce positive thinking and visualisation tools and techniques
- Identify role models who appear to be in control. Help them to identify those behaviours and encourage their adoption by the individual.
- Help them to plan their work with milestones where they can see their success more clearly.
- Help them to reflect on their successes
- Carry out a force field exercise – help them to reflect on what are the factors that stop them from achieving and what are the factors that help them to achieve. How can they deal with the stoppers?

Commitment

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



This individual may become easily diverted from the task at hand. They may find it difficult to complete tasks when facing significant adverse circumstances and may consequently give up too easily.

They may become unwilling to sustain effort if they believe that they cannot overcome the obstacles in their way. In general, they may find it hard to summon up enthusiasm for some tasks.

In the workplace, this may manifest itself in uncompleted tasks and increasing levels of stress where individuals become more and more demotivated - particularly when the unexpected happens. They may “stop in their tracks” and may not seek help or support. They may become identified as a person who doesn’t keep their promises.

These individuals may offer apparently plausible excuses for why things don’t happen – they will overemphasise the negatives of a situation. They can convince themselves that something is not achievable – when it is achievable.

They will tend to avoid clear unambiguous goals and targets. Where some will see these as potential measures of success, they may see these as measures of failure.

Goal Orientation

1 2 3 4 5 6 7 8 9 10

This individual can often feel intimidated by the pressure that working to set out goals might bring. When taking on tasks and activities they may have a good idea of what a successful outcome will be but they may also visualise too readily the problems associated with achieving the goal and with the consequences of not achieving the goal.

Working to goals can demotivate them – especially where they feel that they need support or they feel it's not achievable. They may more readily identify why a goal is challenging rather than how it can be achieved.

They may find it especially difficult when working to more than one goal – prioritising time effort and resource can be challenging.

Coaching suggestions

- Introduce closer project management to introduce an element of learning – introduce regular reviews and meetings to support and develop the individual to achieve.
- Helping the individual to visualise what a goal looks like and what it feels like to achieve it.
- Helping the individual to identify what might be the result of not setting goals – lack of direction, losing focus, not knowing what others can expect from you, their role in a team – the interdependence of goals
- Introduce positive thinking techniques to encourage a more positive attitude towards goals
- Identify where the individual has previously set goals and achieved them – and support reflection on that.
- Help the individual to understand how to set milestones towards a bigger goal – enabling the big goal to be achieved through a set of smaller much more achievable goals. Perhaps through the 2-4-8 approach (AQR Toolkit)

Achievement Orientation

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

This individual will generally put in effort to achieve their goals – whether they are set by themselves or by others. However, they can also give up more easily than many – especially when tired or facing too many setbacks and too much pressure.

They can display a reasonable degree of concentration maintaining reasonable levels of mental efforts for moderate lengths of time. Others are likely to see them as conscientious and reliable as most people.

Achieving things does provide a source of satisfaction for this person but not always. They can sometimes find ready reasons for not completing something rather than overcoming those obstacles.

At times, they might believe that what you do makes little difference to the task.

Coaching suggestions

- Getting the individual to think about the strengths and weaknesses of the people around him or her and to plan to play to strengths – particularly where some have less energy and drive but will still contribute.
- Help the individual to analyse work assignments (perhaps using techniques like the 5 whys') and identify how they can achieve
- Use techniques like SWOT or Force Field analysis to identify what is blocking them and how to get past the blockage.
- Introduce closer project management for some work assignments to introduce some elements of learning – introduce regular reviews and meetings to support and develop the individual to achieve.
- Operate an open door policy for others – make yourself very accessible so that they can seek help when they are stopped by a setback or problem.
- Help the individual to think of rewards they can give themselves for achieving an end goal or a milestone – especially where that recognition isn't forthcoming from elsewhere.

Challenge

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

This individual will tend to see a challenge as an opportunity rather than a threat, often using it as a way to achieve personal development.

They are not intimidated by changes in their routine and may be actively drawn to fast moving, challenging environments. They will tend to be “quick on their feet”, having an ability to quickly deal with unexpected events.

They will be comfortable doing things which others may feel are daunting, difficult or even impossible. Responding positively to a challenge is, for them, an opportunity to demonstrate what you can do.

They may become quickly bored by repetitive tasks, becoming frustrated by what they see as mundane. They will probably appreciate an unstructured environment that allows them scope to be flexible. Dealing with the unexpected will give them a “buzz”.

Areas for attention might include working with others who see challenge and change in a more threatening light. They may be intimidated by this person’s positive approach and it may be difficult, at times, for this person to understand why they respond more cautiously.

Similarly, their preference for change and variety may mean that they bring lots of new ideas and initiatives to whatever you are involved with. However, others with whom they need to work and who prefer a more stable and less changeable life may find this stressful and respond poorly to their enthusiasm for change and challenge.

This might include taking on too many tasks or projects – because each one seems interesting. In turn, this might mean that some work is not completed properly or is forgotten.

They can also be overly enthusiastic at times. They need to ensure that this is grounded in reality.



Risk Orientation

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

This individual enjoys a challenge. They are prepared to try new things, carry out new activities, meet new people, etc especially when it exposes them to new and different experiences.

They are quite happy to take risks and attempt things that others may find too challenging. Things that might scare them or others, don't stop this individual from trying them. They are alert to opportunities and will try them when they come along.

This individual has a belief that nothing is impossible and that there is always a better way. They enjoy dealing with change and variety. Generally, these represent opportunities not threats.

A potential issue is that this individual may take on too much risk. If there isn't enough change or variety, they might also provoke change to make things interesting – which can be problematic for those who prefer a more stable situation.

Another might be that they could become bored with prolonged spells of routine activity – even where these are important. Similarly, they might be distracted by new and interesting opportunities and can fail to complete existing tasks.

In extreme case, these individuals may enjoy the “thrill” of taking risks and exploring new experiences and ideas so much that they find this is a primary source of motivation for them.

They may constantly think of new ideas and experiences. If they are in a position where they lead others, there is sometimes a risk that they can create initiative overload for those who work with them. If those are much less open to challenge and prefer stability and steadier progress, this can lead to stressors for those persons.

Sometimes they may provoke change for change's sake. Especially where they are becoming bored with a routine activity or a long project.

Coaching suggestions

- Rationing new work until current work is handled
- Reminding the individual of the importance and value of completing tasks
- Drawing attention to the impact of their work on others.
- Diary management and time management tools and techniques.
- Developing communication and consultation with others on whom they may have an impact (sometimes to provide a reality check).

Learning Orientation

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

This individual responds positively most of the time to challenge, change and opportunity knowing these provide an opportunity for personal development – knowledge, skills, etc. They will mostly welcome these and can look forward to changes in their routines and to new experiences.

They adapt reasonably well to changes and to unexpected changes. Although they will be aware that these carry a threat, they will worry less than most about this and are equally likely to see opportunity in these challenges.

In particular in reviewing setbacks and failures, this individual will often extract the learning to be gained from these, particularly when they are comparatively minor setbacks. They may also respond by wanting to try again where many will want to walk away.

Major setbacks might throw them and they might need time for reflection and recovery.

This individual is more likely to engage in new activities, perhaps volunteering for a challenging project or taking on a new role (e.g. a promotion or an overseas assignment). These are sources of personal development for them. They are also likely to enjoy working with others who are open to challenge.

Sometimes, this positive outlook can lead to too much risk, change and challenge – increasing the possibility of failure and setback.

Coaching suggestions

- Getting the individual to see challenge and change as an opportunity for growth and personal development. Guide them to see the positive in each situation.
- It can be important to avoid responding impulsively to each new piece of learning. Encourage them to take time to reflect on what they learn
 - Is it generally true or it only applies to this situation?
 - How does it connect with what else you know?
- Guide them to discuss what they learn and what they observe with others before coming to a conclusion - in order to widen the perspective and to gather others ideas
- Consider whether the individual is responding too freely to events and to others. Take time to reflect – perhaps set aside time for a weekly review meeting to set priorities.
- Help them to consider their impact on others – can they keep up? Do they need development, better guidance and communication?
- Where they have avoided a new experience, help them to think about other times they have done something new or different and about what they learned or gained from that experience.
- When asked to do something especially challenging show them how to carry out a SWOT analysis – listing Strengths, Weaknesses, Opportunities and Threats. Get someone to review it with them. Then decide “How will I benefit from doing this?”

Confidence

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



This individual is reasonably self-assured, having moderate levels of self-confidence. Most of the time they feel they are worthwhile.

Typically, these are people who can be relied upon to deliver satisfactorily most of the time. However, if subject to a run of setbacks then their confidence and inner belief will diminish – and they may underperform even though they clearly still possess the ability. In these circumstances, they may turn to others to regain some sense of self-belief.

Confidence can be one of the most volatile of the 4Cs constructs.

When working with others who have lower levels of confidence they can be seen as dominating, even intimidating.

Confidence in Abilities

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

They will usually have the self-belief to attempt most tasks but may, on occasions, fail to tackle challenges they are in reality capable of dealing with. They will normally believe that things will come right in the end, but they may become overly self-critical at times, allowing mistakes to prey on their mind.

They can at times doubt that they have the knowledge and skills that others may believe they possess.

Coaching suggestions

- Giving praise consciously when they achieve – and seek every opportunity to do so.
- Change temporarily their work environment to give new challenges that are not tainted by recent “failures”. Ensure that they are given the best opportunity for success by helping them to plan.
- Get them to reflect on the true extent of their abilities. How recently did they engage in CPD activity? How often do they read about new ideas?
- When they fail to do something they should, how do they assess what impact their abilities, skills and knowledge might have on this? What do they do when this is the case?

Interpersonal Confidence

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

They will tend to feel comfortable in groups, but may not always speak their mind when they have something to say. They will sometimes be willing to take charge of a situation, but on some occasions, they may fail to act proactively. Normally, they will play a significant role when working with other people.

They can, at times allow themselves to be influenced by others when they know inside they are right or have a better option.

Coaching suggestions

- Use the strength of the team to bring back the individual to full speed.
- Give time off to allow the individual to recover.
- Consider assertiveness training or personal confidence training to freshen the individual's range of tools and techniques – and ensure that support is available to them in the workplace.
- Help them to understand the importance and significance of active listening skills.
- Help them to understand their potential impact on others who may have lower levels of interpersonal confidence – do they block out the contributions of others?
- Support them in considering different ways of engaging in a conversation, discussion or meeting. They could, for instance, ask others for a view before launching in with their own.



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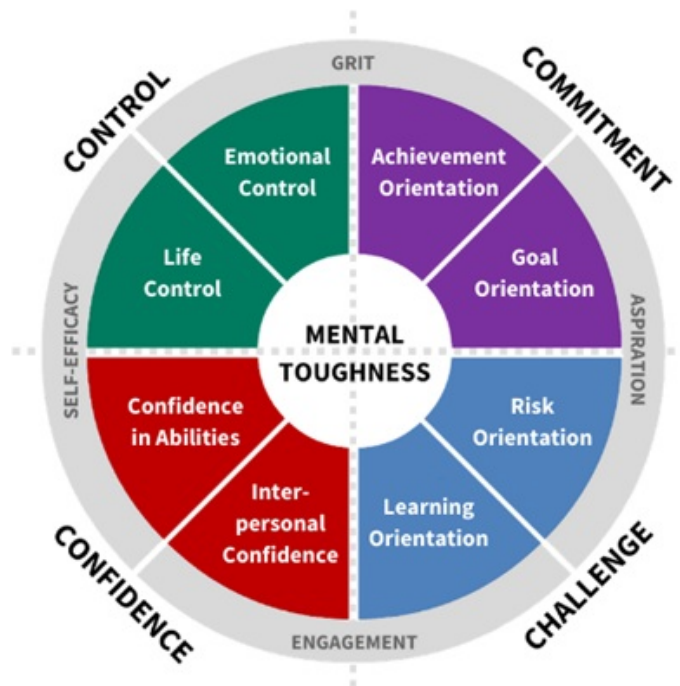
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MTQPlus

Assessor Report

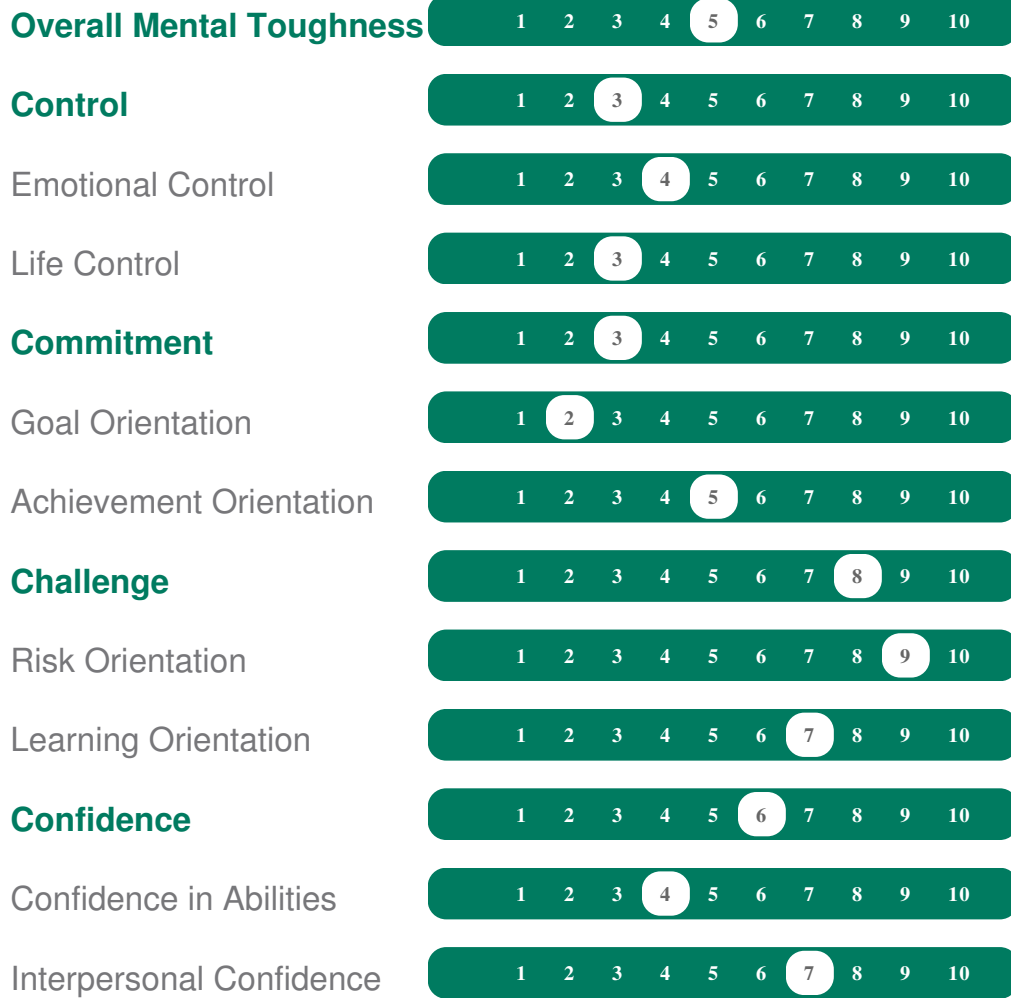
John Doe

Completion Date: 2021-09-17



This Assessor Report provides at least 5 sample questions on each scale to enable managers or coaches to probe individual scores.

SUMMARY



Mental Toughness Report for John Doe

How to use this report

The assessment report is designed to support the user of the Mental Toughness Questionnaire in exploring further an individual candidate's scores in order to arrive at a more complete picture of the individual. This is useful in both selection and development applications.

The report is designed to be used in a number of settings:

- Recruitment and Selection
- Coaching
- Counselling
- Employee development processes such performance management, training needs analysis, coaching, preparation for training and development, assessment or development centres, etc.

The user of the MTQ in assessment settings is responsible for its professional use. It is important that the following information is both read and understood. Any queries should, in the first instance, be directed to AQR International.

As with the use of all valid and reliable psychometric measures, the assessor has a number of basic responsibilities. You should:

- Ensure that Mental Toughness is actually needed for the job/role
- Provide other evidence of Mental Toughness. NEVER use MTQ scores on their own
- Provide equal opportunities monitoring
- Carry out local validation studies

To what extent do you really need mentally tough individuals?

This is the first question that needs to be answered. It is not sufficient to simply WANT them - you have to SHOW, with evidence, that this is a CORE requirement for the role. Many posts do not require particularly high levels of Mental Toughness.

Please note: The organisation is responsible for ensuring that unnecessary/undue stressors are not placed on any employee. It is not appropriate to select mentally tough individuals to cope with stressful situations that should be reasonably capable of being remedied by the employer.

Confirming the information provided

The MTQ is designed to give some insight into the Mental Toughness of those completing the questionnaire. It is not infallible and is based on the candidate's own self reports. These may over-estimate or underestimate their Mental Toughness (or elements of it!).

It is therefore vital that it is supported by other evidence gained from assessment techniques e.g. interviews, references, group exercises, other questionnaires. The MTQ must NEVER be used in isolation when selecting candidates.

Use with interviews

Mental Toughness assesses 4 distinct areas: Challenge; Control; Commitment & Confidence.

The assessment report provides sample interview probe questions and these should be used to verify the questionnaire data. Discrepancies should be fully explored and a judgement formed as to the true Mental Toughness of the candidates, based on a synthesis of the information obtained from different sources.

Specific evidence should be recorded to support your judgments and kept in a secure environment for at least 6 months.

You should explain to the candidate how the information from the questionnaire has been used. For example, you may say:

"The questionnaire you have completed is not a pass or a fail test. It provides us with your own views about how you approach aspects of work and how you deal with them that we feel are important to your current post. The purpose of the questionnaire is to help us structure the interview and other aspects of the selection process."

Equal opportunities monitoring

It is the users (individual/organisations) responsibility to set up an equal opportunities monitoring system. Information on gender and ethnic origin of candidates should be collected and stored. At regular intervals, the data should be returned to AQR

International or analysed locally to ensure that unfair gender or ethnic biasing is not occurring. Advice on how to do this can be obtained from AQR International.

Local validation studies

The MTQ has been shown to predict performance in stressful situations. However, it is the end users legal responsibility to carry out local validity studies to show that performance in your particular organisation is related to MTQ scores. Advice on how to do this can be obtained from AQR International.

Mental Toughness

Mental Toughness is a personality trait which determines, in some part, how individuals perform when exposed to stressors, pressure, opportunity and challenge. It can play a significant role in determining how an individual manages stress as well as being a key factor in enabling individuals and organisations to perform to the peak of their abilities.

Mental Toughness

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



This candidate is able to cope with many of life's challenges, although, when facing some difficult circumstances they may often feel nervous and a little threatened. They are quite confident in their abilities, but their self-belief may often be affected by others' criticism.

They are likely to be moderately comfortable in most social situations, and can often contribute to group activities although this may not be their first preference.

They will usually achieve their goals, although they may occasionally become distracted when facing difficult circumstances. They are likely to feel in control in many situations and feel that they have some limited degree of power to influence what goes on around them.

Under normal circumstances, they are in control of their emotions but can be susceptible to periods of sustained pressure and challenge.

Suggested questions

- With reference to a specific example, briefly describe how you deal with stressful situations at work?
- What aspect of your work do you find most stressful and how do you deal with it?
- What are the aspects of work that others find stressful – and how do you deal with those?
- With which aspects of work do you regularly find it difficult to cope?
- Which aspects of work or your life previously troubled you but you have now learned to deal with them. What did you do to develop that capability?
- What are the first thoughts which enter your mind when asked to carry out a challenging task or activity? Are these generally positive or negative thoughts? Give examples.
- Can you describe a situation where you gave up or failed to achieve a task which now you feel should have been achieved? What did you learn from that?

Control

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

This individual may not really feel in control of their destiny, but rather they are more at the mercy of what is happening around them. They may not fully believe that what they do really makes a difference.

They are quite an anxious individual and they may worry unduly. They may often find it quite hard to relax. They may also find it a little difficult to control their feelings on occasions.

They will show their anxiety to others quite readily. They can feel that others are “getting at them” some of the time.

This candidate is likely to be poor at managing their time.

Suggested questions

Control consists of Life Control and Emotional Control. The questions are grouped according to sub-scale but can often be used for both subscales.

Life Control

- Will you give an example of when you have been proactive at work?
- Where at work do you feel you make a difference – and where do you feel you make little difference?
- Describe an aspect of work in which you have little interest and are going through the motions.
- Describe a time when you were involved in a difficult task that others thought was especially difficult or “impossible”. How did you respond?
- Describe how you go about managing your time.
- How do you feel when others approach difficult tasks more positively than you? What could you do about that?

Emotional Control

- What things worry you at work?
- How do you ‘stay cool’ in stressful situations?
- Describe the things that worry you most - in work and outside work?
- What kinds of worries or concerns disturb you the most?
- What kind of situation causes you to show your feelings at work? How readily do you show your emotions when things go wrong?
- How often do you feel bullied and pressured by others? Give examples.
- How do you respond when others have tried to bully you?



Commitment

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



This individual may become easily diverted from the task at hand. They may find it difficult to complete tasks when facing significant adverse circumstances and may consequently give up too easily.

They may become unwilling to sustain effort if they believe that they cannot overcome the obstacles in their way. In general, they may find it hard to summon up enthusiasm for some tasks.

This individual may also be uncomfortable in setting goals and targets and may seek to avoid them. Even when set they may prefer to ignore them and may downplay their significance.

Suggested questions

Commitment consists of Goal Orientation and Achievement Orientation. The questions are grouped according to sub-scale but can often be used for both subscales.

Goal Orientation

- What things tend to distract you from achieving the task in hand?
- What things really motivate you?
- What things de-motivate you?
- Describe how you set your goals in life and the extent to which you achieve them.
- How do you deal with people who are more driven than you?
- Where do you think it would be useful to have some goals in your life and why would that help?

Achievement Orientation

- How do you prepare for a complex or a difficult task?
- How do you summon up enthusiasm for tasks that you do not really enjoy doing?
- What kinds of things get in your way when trying to get things done?
- Describe a situation where you were driven harder than you would have liked? Why was that and what happened?
- When problems arise which stop you, how do you respond?

Challenge

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

This candidate will tend to see a challenge as an opportunity rather than a threat, often using it as a way to achieve personal development. They are not intimidated by changes in their routine and may be actively drawn to fast-moving, challenging environments.

They will tend to be “quick on their feet”, having an ability to quickly deal with unexpected events. They may become quickly bored by repetitive tasks, becoming frustrated by what they see as mundane. They will probably appreciate an unstructured environment that allows them to be flexible.

This person will deal effectively with big challenges that others might find overwhelming.



Suggested questions

Challenge consists of Risk Orientation and Learning Orientation. The questions are grouped according to sub-scale but can often be used for both subscales.

Risk Orientation

- What is your ideal working environment?
- Can you give us an example of how you have dealt with an unexpected problem?
- How do you deal with routine/mundane tasks?
- Can you give us an example of how you have successfully coped with a major change in the workplace?
- Describe a routine job task that you are required to carry out regularly. How well is it done?
- Describe how you have approached dealing with a large high profile task or project. How did you feel at the outset?
- Describe who you worked with others to achieve a challenging piece of work

Learning Orientation

- Describe the last two or three projects/work you handled? How did they finish? What could you have done better?
- How do you cope with workplace rules? Is it ever acceptable to break a workplace rule?
- Describe a project you have been given which still has not been completed. What will it take to bring it to completion? What have you learned from this experience?
- What have you learned about the way others respond to change and challenge? How could you deal more effectively with this in future?
- When others have not responded as positively to a change programme as you would have liked, how have you dealt with that. What did you learn about managing this?

Confidence

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



This candidate is reasonably self-assured, having moderate levels of self-confidence. They have the self-belief to attempt most tasks but they may, on occasions, fail to tackle challenges that they are, in reality, capable of dealing with.

They will understand that tasks may not be achieved easily and there may be setbacks and problems en route to success. These may occasionally affect them but usually, they will respond positively and deal with the setback or problem and continue to achieve the task.

They will normally believe that things will come right in the end, but they may become overly self-critical at times, allowing mistakes to prey on their mind.

They are more likely than most to speak out in meetings and discussion and feel sufficiently confident to argue with others when they feel they are in the right. In general, they will speak their mind.

Suggested questions

Confidence consists of Confidence in Abilities and Interpersonal Confidence. The questions are grouped according to sub-scale but can often be used for both subscales.

Confidence in Abilities

- How do you deal with making mistakes?
- Describe 5 positive features about yourself – relevant to work?
- What are your biggest shortcomings? How do you deal with them?
- Describe your response when things go wrong and threaten your plans
- You can't win them all. How do respond when you fail to achieve something?
- Describe what happens when someone asks you to do something outside of your skill set or knowledge base.
- How often do you engage in training and CPD activities?
- How would you approach doing a presentation on behalf of the organisation in an area you know little about?

Interpersonal Confidence

- Would you describe yourself as a confident person?
- How does this show itself at work?
- What role/roles do you tend to take when working in groups?
- Please give an example of how you have tackled difficult people at work?
- In a discussion, someone says something that you know is totally wrong. Describe your response.
- How effective are you at listening to others and taking their ideas on board?
- How often do you win the argument? Are you always in the right?
- How do you deal with assertive people?



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