

**views**  
**work-related interests and motives**  
**preferences profile**

## TEST TEST

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Online Assessment



## **views preferences profile**

People are the more successful and efficient, the more their working environment harmonizes with their personal values, motives and interests. The success of every team depends considerably on how far all team members share the same values, and to which extent they are aware of existing differences.

Decisions on professional career movements therefore need detailed and objective information about the personal fabric of values, motives and interests.

The model underlying views has been thoroughly developed to measure the values, motives and interests determining the “cultural fit” of a person with a company, a department or team.

The views model consists of 18 values, grouped into 3 areas: objectives, relationships and environmental factors. The additional scale consistency measures to which extent the results of an administration can be reliably interpreted. A consistency score between 4 and 8 very likely indicates a stable value system. A score of 3 or 9 should be interpreted with slight caution since it may indicate a biased completion. A consistency score of 1 or 2 is seen as critical since it can indicate a lack of seriousness and openness in dealing with the instrument or a rather instable value system. This in turn sets narrow limits for a reliable interpretation.

The coloured point in the views profile marks the individual score on one dimension. The corresponding numerical score is displayed in the right column. In the preference-analysis, each score on a dimension is compared to the same person's scores on the other dimensions. With a high value ( $> 6$ ) a person expresses his or her preference for a dimension in comparison to the other views' dimensions. Only the score on “consistency” directly refers to a norm group. For example a low score on consistency ( $< 4$ ) should be interpreted as low in comparison to the norm group.

The grey shading indicates the distribution of scores in the norm group. Dark grey corresponds to the mean of the norm sample. The lighter grey area around the dark grey area marks the normal distribution of the scores on the scale. In each dimension around 50 % of all scores of the norm sample lie in that area. A value below grey area has to be interpreted as below average in comparison to the norm group, accordingly a score above that area as above average.

|               | views                      | Score |   |   |   |   |   |   |   |   | S |      |
|---------------|----------------------------|-------|---|---|---|---|---|---|---|---|---|------|
|               |                            | low   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |   | high |
| Objectives    | Professional Challenge     |       | ● |   |   |   |   |   |   |   |   | 1    |
|               | Recognition of Performance |       |   |   |   |   | ● |   |   |   |   | 5    |
|               | Financial Reward           |       |   |   |   |   |   |   |   | ● |   | 8    |
|               | Security                   |       |   |   |   |   | ● |   |   |   |   | 5    |
|               | Fun while working          |       |   |   |   |   |   |   | ● |   |   | 7    |
|               | Identification             |       |   |   |   |   |   |   |   | ● |   | 8    |
| Relationships | Harmony                    |       |   |   |   |   | ● |   |   |   |   | 5    |
|               | Honesty                    |       |   |   |   |   | ● |   |   |   |   | 5    |
|               | Cooperativeness            |       |   |   |   |   | ● |   |   |   |   | 5    |
|               | Integrity                  |       |   |   |   |   | ● |   |   |   |   | 5    |
|               | Fairness                   |       |   |   |   |   | ● |   |   |   |   | 5    |
|               | Hierarchy                  |       | ● |   |   |   |   |   |   |   |   | 1    |
| Environment   | Structuring                |       |   |   |   |   |   |   |   | ● |   | 8    |
|               | Rate of change             |       |   |   |   |   | ● |   |   |   |   | 5    |
|               | Development Opportunities  |       |   |   |   |   | ● |   |   |   |   | 5    |
|               | Absence of Stress          |       |   |   |   |   | ● |   |   |   |   | 4    |
|               | Influence Possibilities    |       |   |   |   |   | ● |   |   |   |   | 5    |
|               | Working Environment        |       |   |   |   |   | ● |   |   |   |   | 5    |
|               | Consistency                |       | ● |   |   |   |   |   |   |   |   | 1    |

Norm group: General adult population

Point distribution: 100%, Processing time (min): 5

|               | views                      | Definition   |
|---------------|----------------------------|--|
| Objectives    | Professional Challenge     | Prefers jobs which challenge individual abilities; would like to be able to utilise special knowledge or skills; prefers a working environment which requires constant learning and initiative for thinking things through |
|               | Recognition of Performance | Would like to receive personal recognition for special achievements; considers it important that successful actions are acknowledged and also accordingly appreciated  |
|               | Financial Reward           | Prefers a performance-oriented or adequate pay; considers it important that extra work is rewarded financially; is motivated by financial incentives   |
|               | Security                   | Considers the security of the workplace important; appreciates a working atmosphere that offers a good degree of confidence and insouciance regarding the own future   |
|               | Fun while working          | Prefers a relaxed and humorous working atmosphere; considers it important that despite the serious nature of the tasks one is still able to have a fair share of fun and pleasure  |
|               | Identification             | Would like to be able to be enthusiastic about the job and have the feeling to do something purposeful; wants to be proud of own work, and therefore always tries to give the absolute best                                |
| Relationships | Harmony                    | Appreciates a harmonious working atmosphere; would like to avoid quarrels and arguments among one another; considers a feeling of solidarity as important  |
|               | Honesty                    | Considers it important that people communicate openly with each other, and therefore it is assured that everyone receives all relevant information; does not like the fact that rumors are able to emerge                  |
|               | Cooperativeness            | Prefers a climate of cooperativeness; appreciates the willing support from others when this becomes necessary; would prefer that individuals put their own personal interests aside for the benefit of others              |
|               | Integrity                  | Considers it important that objectives are pursued, whereby one can stand behind them with conviction, and clear ethical principles are adhered to; appreciates a trusting relationship with one another                   |
|               | Fairness                   | Would prefer that people in the company are always treated fairly and with respect; considers it important that individual weaknesses are taken into consideration   |
|               | Hierarchy                  | Prefers a clear, hierarchical arrangement of responsibilities in the company; considers it important that there are authorities in the company who clearly determine the approach  |
| Environment   | Structuring                | Considers it important that everyone always knows exactly what is to be done, and that uncertainties regarding jobs and operational sequences are strictly avoided   |
|               | Rate of change             | Appreciates it when many things in the company change at a high rate of speed; considers it important that complicated sequences or antiquated approaches are very rapidly changed through appropriate measures            |
|               | Development Opportunities  | Considers it important that personal and career development is given enough "latitude", and would like to have sufficient opportunities to improve their professional skills   |
|               | Absence of Stress          | Would prefer that the activity is not perceived as excessive stress; considers it important that the work is able to be accomplished in the available time, and that excessive demands do not crop up                      |
|               | Influence Possibilities    | Appreciates it when self-initiative is welcomed, and the willingness to self-made decisions is fostered; would not like to always have to ask for permission for everything  |
|               | Working Environment        | Prefers well-arranged rooms and workstations; appreciates workstations which are pleasant and functional   |
|               | Consistency                | Level of distinction of your profile in comparison to others that completed the same questionnaire   |

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