

User Manual

Strengths QK360



User Manual - Strengths

Everything you need to know to get started with Strengths.



Table of Contents

- 1. *Introduction* 2
 - 1.1 Intended Use 2
 - 1.2 Format..... 2
 - 1.3 Areas of Application..... 3
 - 1.4 Possibilities and Limitations 4
 - 1.5 Certified Users 4
 - 1.6 Feedback 5
- 2. *Use* 6
 - 2.1 Administration 6
 - 2.2 Scoring and Standardisation 6
 - 2.3 Reporting 7
- 3. *Theoretical Background*..... 8
 - 3.1 General Overview 8
 - 3.2 Feedback and Positive Psychology 8
- 4. *Research Data* 12
- 5. *Definitions* 15
- 6. *Literature* 17



1. Introduction

1.1 Intended Use

Q1000 Strengths 360 (QK360) evaluates how people use their strengths in work situations. Identifying their biggest strengths can help employees reach their potential. By discovering what they are good at, as well as what others appreciate about them, people can develop into better professionals. The questionnaire can be used for various purposes, such as career development (see 1.3 Areas of Application).

1.2 Format

The questionnaire can be used as a 360-degrees instrument. This means that it can be completed by both the person themselves and by feedback givers. After the questionnaire is answered, the user receives an integrated report reflecting everyone's feedback. Reports are created per area of strength.

A strength is a collection of behaviours with the same goal, effect, or result. Each strength includes a wide range of behaviours that serve a common purpose. The questionnaire is designed to reflect concrete, work-related behaviour.

1.2.1 Questions

Each set of questions corresponds to a certain strength. There are 11 questions related to each strength – 10 of which are about specific behaviours, and one about an overall assessment of the strength in question. Because all questions related to one strength are displayed on the same page, the user can get a clear overview of what the strength is about and adjust their answers if necessary.

The respondent has the option to give a justification for their answers. This is strongly recommended, as it makes the feedback more personal. At the end of the questionnaire, the respondent is asked to formulate a conclusion (i.e., in the form of a short quote).

Each strength has a dedicated screen or page. This page displays the name and definition of the strength, and all the statements related to it. The respondent must indicate the extent to which each statement applies to them or to the person to whom they are offering feedback. Example of statement: 'Sets the right priorities.' Q1000 Strengths 360 allows respondents to pick between three answer options (see table below).

Answer Options	Meaning
1	Not a strength
2	Applies in most situations
3	Strength

Table 1.2 Overview of answer options and their meanings



Most people will have some things in which they excel (i.e. score 3) and some in which they do not (i.e. score 1). In addition, there will also be some strengths that they can use well enough in most situations (i.e. score 2). Getting an overview of your strengths is only useful when it is accurate. This is why the instructions encourage the respondent to answer sincerely. The respondent will also be asked to give a total score per strength. This does not have to be the arithmetic mean of the scores on the statements. The feedback giver determines what the total score should be. The corresponding statements can be used as a reference.

1.2.2 Results

The report shows the answers to all questions, from all feedback givers. This makes the questionnaire very transparent. The definitions of the scales are given in Section 3.3.

1.2.3 Q1000 Strengths 360 and Other Instruments

The results of Q1000 Strengths 360 are based on a self-description of the person, supplemented by feedback from others. The instrument is part of the program 'My Strengths'. Besides this questionnaire, the program also includes other tools for investigating somebody's strengths.

To paint a complete picture of the person, it is advisable to use other instruments as well. For example, Q1000 Personality and Q1000 Motivation can offer insights into the employees' personal characteristics, as well as the motives that drive them.

1.2.4 Facts and Figures

The questionnaire includes a total of 55 questions, 11 per strength. The results provide insight into 5 strengths: *Mental Strength*, *Managerial Strength*, *Influential Strength*, *Social Strength*, and *Personal Strength*. It takes about 15 minutes to complete the questionnaire. However, this is only an indication, as there is no time limit.

1.3 Areas of Application

1.3.1 Career Development

Q1000 Strengths 360 can provide valuable information for people who are in the process of planning their career. The questionnaire can be used for vocational orientation, career development, as well as internal and external mobility programs. The tool can be used by (selection) psychologist, career advisors, HR professionals, trainers, and consultants looking to answer the following questions:

- What talents do my employees have?
- How can employees make the most of their talents?
- How can team members best divide their work based on their talents?
- Which of employees' talents are the most visible to the people around them?
- How can the employee focus on activities that are in line with their talents?



1.3.2 Entry and Advancement

With the help of Q1000 Strengths 360 you can collect information on the topics mentioned above. The format of this instrument does not make it the most appropriate for selection decisions. Nevertheless, research indicates that one could use peer reviews to make valuable predictions regarding job success (Hunter, 2020). However, we only recommend using Q1000 Strengths 360 in selection to gain a more detailed picture of the candidate. In a selection procedure, it is best to combine Q1000 Strengths 360 with other instruments, such as cognitive ability tests, interviews, and practical assessments.

1.4 Possibilities and Limitations

The idea behind Q1000 Strengths 360 is that one goal can be achieved through a variety of behaviours. Therefore, each employee can achieve good results in their own unique way, relying on authentic behaviour. Because the focus is on what they are good at, the employees are encouraged to dedicate their time and energy to better using their strengths. This helps the employees work more effectively, and it also makes work feel more fun. As a result, the employees will experience higher motivation and job satisfaction.

Due to its clear and simple language, the questionnaire is suitable for people with a wide range of educational levels and (cultural) backgrounds. However, it must be considered that a low level of intelligence or a poor command of the test language (e.g., NT2 level or lower than B1 in terms of the Common European Framework) hinders the understanding of the questions. In these situations, a meaningful interpretation of the results is not possible.

1.5 Certified Users

Users of Q1000 Strengths 360 are expected to be aware of the responsible test use guidelines. Below there is a summary of what a user is expected to know about responsible test use.

- The user is expected to have knowledge of basic statistical and technical concepts, such as reliability and norm scores. They should understand how these are determined and what they mean.
- In addition, it is important that the user is aware of the possibilities and limitations of the questionnaire and that they can effectively deal with those in practice.
- The user must know the intended purpose of Q1000 Strengths 360. This means that they should know what each of the strengths entail and what are the situations in which the test can or can't be used.
- The user should be able to interpret test scores based on the reports and through their own analysis of scale and item scores.
- The user must be able to provide correct feedback to the candidates, based on the test results.
- The user should be aware of common rules regarding professional ethics, and they should be able to apply those rules in practice.



1.6 Feedback

The 360° feedback capability increases value and usability. After all, it is important that people see whether others perceive their strengths in the same way as they do. The feedback confirms their self-image or reveals qualities that they did not notice in themselves. This stimulates people to investigate how they can better use their strengths. Those who fill in the questionnaire can decide for themselves how many people they want to approach for feedback. The space given for explanation ensures that the feedback is really tailored to the person.

We always advise users to seek feedback in addition to completing the questionnaire themselves and then compare the results. Consider the number of feedback providers carefully. Feedback is valuable but having more than 10 feedback givers can make the results more difficult to interpret. Feedback from 3 to 7 people is often enough to get an accurate impression of how one is perceived. We advise users to seek feedback from people with diverse perspectives, such as managers, colleagues, employees, customers, partners, and friends. In addition, we recommend users to personally inform the feedback givers about the feedback request in advance. Then, the feedback givers know that they should be expecting an invitation e-mail, and they can plan some time to complete the test. This makes it more likely that valuable feedback will be received.



2. Use

2.1 Administration

2.1.1 Notes for the Test Proctor

The questionnaire is administered online, by a computer, tablet, or mobile phone. In principle, personal instruction is not necessary. The test-taker can find all the necessary information in the instruction screens. However, we do recommend that you provide test-takers with the contact details of a process facilitator/certified user. When taking a test under supervision, we recommend that a certified user or test assistant is present to guide the test-taker and answer any additional questions. Please ensure that the test-takers are treated equitably, and that they can work under stress-free conditions. We recommend using a pleasant and neutral space, in which disturbing environmental influences are limited as much as possible.

2.1.2 Analysis

There are two ways to view the results of Q1000 Strengths 360.

- **Report.** The report provides a breakdown of the scores into three categories. In addition, it provides an overview of both self-ratings and ratings given by others.
- **Detailed analysis.** When you click on 'Detailed analysis', you will have access to the answers of the candidate and those of the feedback givers. However, these are all included in the report as well.

2.2 Scoring and Standardisation

2.2.1 Scoring

Q1000 Strengths 360 has a very transparent scoring system. All scores will be displayed in the report. There are no calculations of average scores. This is because items are not quantitative, but qualitative. It's not about how easily someone makes decisions, but whether they are making the right decisions at the right times. Nor is it about how often someone collaborates with others, but whether this collaboration is perceived as constructive, useful, or inspiring by others. Here is another example: whether a manager thinks about the development of employees does not say much. It is more interesting to know whether employees really feel supported in their development. In short, we do not want to know how often someone shows a behaviour, but how that behaviour is typically perceived by others.

Because it is not about quantity but about quality, it does not make sense to calculate average scores. After all, each item provides unique information that the feedback recipient can use. The aim of this questionnaire is not providing an objective judgment expressed in a score. Instead, we want to collect the subjective opinions of all feedback givers.

2.2.2 Standardisation - Comparison with Others



For Q1000 Strengths 360, there is no norm group available. This is because standardisation does not fit the nature of the instrument (see section 2.2.1 Scoring). In their assessment, the feedback givers use an implicit standard (i.e., whether the behaviour could be considered a strength of not, or whether it is performed ‘sufficiently well’ in most situations). The respondent should answer the questions with their work situation in mind. The 'norm' is for each person (i.e. each feedback giver makes their own assessment) (see section 4.2 Norms).

2.3 Reporting

The report contains all ratings received from every feedback giver (i.e., per statement and per strength). The report starts with an overview of all total scores per strength, followed by a list of all answers per strength. Icons are used to make the strengths in the report more easily recognisable. All explanations from feedback givers are included in the report.

Scores

You have - or your feedback provider has - rated ten statements for each strength and then given an assessment of the strength in its total. The answer options were as follows:

- No strength
- Applies in most situations
- Strength

Most people will have some things in which they excel (i.e. score 3) and a some things in which they do not (i.e. score 1). In addition, there will also be some strengths that they can use well enough in most situations (i.e. score 2). You - or your feedback provider - have determined what your total score is. This is not necessarily the mean of the ratings on the statements. Below you will see an overview of all total assessments per strength. On the following pages you will find the results per strength. The most common rating is marked by a border. An overview of the feedback providers is shown in the legend.

Legend

- Mark Example
- A Karla Colleague
- B Mali Manager

Overall score

	1	2	3
Total score mental strength			● A B
Total score managerial strength	●	A B	
Total score influential strength		●	A B
Total score social strength		●	A B
Total score personal strength		●	A B

Social strength

Finding it easy to form and maintain relationships with different people. Adopting an appropriate role in social situations. Understanding and catering to other people's intentions and interests.

	1	2	3
Treats others tactfully and with respect.		●	A B
Has a friendly and engaging attitude.		● B	A
Can cater to other people's sensitivities and interests.		●	A B
Shows an interest in other people; is a good listener.		●	A B
Has a pleasant manner of interacting with others.		●	A B
Has a good understanding of social situations.		● B	A
Is socially skilled; influences people to take action.		● A B	
Adapts easily to other people.		●	A B
Finds it easy to make contact with others; is amicable.		●	A B
Is able to maintain relationships.		●	A B
Total score social strength		●	A B

Your strength in quotes

Mark Example
All in all, I think I am decent fit for the job. I guess mental strength is my strongest out of the five strengths. About my development: I sometimes think it is hard to make people completely aware of what is important. I would really like to learn to convince others more easily.

Karla Colleague
I consider you a very reliable colleague, and I really enjoy working with you side by side.

Mali Manager
I think your biggest strengths are your analytical abilities and your cooperative attitude. You are agile and a good team player. You are fast in dealing with problems and you seem to enjoy helping your colleagues. I am glad to have you on the team!



3. Theoretical Background

3.1 General Overview

Q1000 Strengths 360 has been developed based on positive psychology and the power of appreciative exploration (Fry & Barrett, 2005; Whitney et al, 2019). Reinforcing someone's strengths makes people feel competent and valued. Starting from recognising your strengths is the most effective way to initiate improvement or change.

A strength is a collection of behaviours with the same goal, effect or result. One goal can be achieved through a variety of behaviours. Thus, everyone can achieve results in their own unique way, while also behaving authentically.

At Assessio Bloom, we believe that people feel the most empowered when they are aware of their strengths and know how to use them. People who rely on their strengths often experience a state of 'flow'. This refers to a mental state in which one is completely absorbed by their work. When they are in flow, people work with a lot of energy and achieve optimal concentration. They enjoy what they are doing and feel like everything is running smoothly. This also helps them achieve better results. Focusing on what someone can't do (i.e., their mistakes and imperfections) only gets in the way of flow. To enter this positive mental state, one needs to focus on their strengths rather than what they still need to develop.

The 360° feedback option reinforces the value and usefulness of the tool. After all, it is important that people see whether others perceive their strengths in the same way as they do. The feedback confirms people's self-image or reveals new qualities that they have not noticed in themselves. This stimulates people to investigate how they could use their strengths even more.

3.2 Feedback and Positive Psychology

Giving or receiving feedback is valuable. It provides the opportunity to learn and grow. Feedback based on positive psychology leads to noticeable performance improvements (Ciocanel et al. 2016, Seligman et al., 2009, Waters, 2011). It also has a positive influence on someone's perceived sense of competence and well-being. It promotes an optimistic outlook on the future, improves social-emotional functioning, increases someone's confidence in their own abilities, and leads to better academic performance (Seligman et al., 2009; Shoshani & Steinmetz, 2014; Taylor et al., 2017; Waters, 2011). According to positive psychology, good feedback can reduce feelings of anxiety, stress, and depression. This effect is still present six months after receiving the feedback (Brunwasser et al., 2009; Shoshani & Steinmetz, 2014; Taylor et al., 2017). We have put together some tips for giving and receiving feedback, based on positive psychology.

3.2.1 Tips for the Feedback Giver

- Remember that your feedback is important to the feedback recipient. Thus, try to formulate your feedback carefully and positively.



- Believe in the power of positivity. Mention what went well and why, and who benefited from it. People often learn a lot from what they have done well. In addition, positive feedback is very motivating. Thus, it is useful to give sincere and targeted compliments.
- Base your feedback on recent events and self-perceived behaviour. This will make your feedback more personal and relatable. Give as many concrete examples as possible.
- If there are areas for improvement, focus on what can be changed. Insisting on aspects that are outside of the recipient's control will only create frustration. Make sure that you are not making statements that you do not have evidence for. Give concrete suggestions for alternative behaviours.
- Use negative feedback sparingly, focusing on a maximum of two or three key areas for improvement. Formulate this as positively as possible, with a focus on the end result (i.e., what can be achieved by implementing the change).
- End on a positive note.

3.2.2 Tips for the Feedback Recipient

- Please read the feedback carefully. Try not to see it as criticism, but as information that you can learn something from. Do you understand the information? Otherwise, contact the feedback giver and ask for clarifications.
- Think seriously about the feedback. Do you recognise this in yourself? Have you heard this before?
- Reflect on how it makes you feel and whether you agree with it. Does it feel positive or negative? Right or wrong? The purpose of feedback is to help you, teach you something, or to express appreciation. What is the purpose here? What can you achieve by following others' recommendations?
- Think about whether you can or want to do something with the feedback. Decide what to do with it and when. These aspects are up to you.
- Show appreciation for the feedback. Feedback is always given with a good intention in mind. Consider that the feedback giver might be wanting to help you.

3.3 Defining the Strengths

3.3.1 Mental Strength

Using your cognitive ability to make the right analyses and form your own opinion. Supporting your opinion with arguments. At the same time, being curious about different lines of thinking.

- Is quick to understand.
- Can switch quickly (e.g., between topics, from short to long term goals).
- Can analyse well, swiftly gets to the heart of the matter.
- Makes links, sees connections.
- Finds it easy to see the big picture by taking a step back.
- Is able to think beyond the usual conceptual framework (to think outside the box).
- Masters new information easily.
- Asks relevant and challenging questions.
- Thinks up intelligent solutions.



- Thinks up creative solutions.

3.3.2 Managerial Strength

Coordinating people and situations. Building credibility by communicating a clear vision and bringing this vision to life. Setting targets and ensuring that they are being met.

- Determines the direction or goal (e.g., of a business, team, or activity).
- Has an impact on other people; their words and actions make an impression on others.
- Has no trouble finding sufficient support for their ideas and plans.
- Is able to make others enthusiastic.
- Is able to influence opinions and viewpoints; is convincing.
- Shows courage; enters into confrontations when necessary and tackles problems.
- Encourages others to take initiative.
- Gets other people to go in the desired direction.
- Supports and guides other people's development.
- Inspires others based on a personal or shared vision.

3.3.3 Influential Strength

Completing your work on time and meeting the quality requirements. Contributing significantly to achieving company goals. Looking for opportunities and take advantage of them.

- Has a lot of energy.
- Takes decisions.
- Goes on until the intended result is achieved, even when there are setbacks.
- Is not afraid to take risks to achieve a goal.
- Addresses problems immediately.
- Can organise well (e.g., events or job-related activities).
- Works efficiently and with a goal in mind.
- Sets the right priorities.
- Sets the bar high; delivers high-quality work.
- Keeps to agreements and promises.

3.3.4 Social Strength

Finding it easy to form and maintain relationships with different people. Adopting an appropriate role in social situations. Understanding and catering to other people's intentions and interests.

- Treats others tactfully and with respect.
- Has a friendly, engaging attitude.
- Can cater to other people's sensitivities and interests.
- Shows an interest in other people; is a good listener.
- Has a pleasant manner of interacting with others.
- Has a good understanding of social situations.
- Is socially skilled; influences people to take action.
- Adapts easily to other people.
- Finds it easy to make contact with others; is amicable.



- Is able to maintain relationships.

3.3.4 Personal Strength

Maintaining balance by adapting to different people and situations. Staying focused on what you want or need to do. Keeping your emotions under control and coping well with uncertainty.

- Is self-confident and able to estimate their own worth.
- Deals flexibly with changes and unexpected situations.
- Can improvise.
- Finds their way without rules and guidelines.
- Can manage their own weak points and vulnerabilities.
- Can withstand stressful situations.
- Keeps their own emotions under control.
- Makes a professional impression.
- Communicates clearly and fluently.
- Communicates their message appealingly.



4. Research Data

4.1 Reliability of the Scales

Reliability ensures that the scores can be used to make valid statements about the constructs being measured. Typically, the reliability of a questionnaire is determined by calculating the internal consistency coefficient. The most used coefficient is the Cronbach's alpha (α). Some authors also use McDonald's omega or Guttman's lambda 2 (λ^2). According to the COTAN guidelines, the appropriate value for the reliability coefficients depends on the intended use of the test. For important decisions (e.g., hiring new employees), reliability should be at least .80. For less important decisions (e.g., setting development goals), .70 is sufficient. According to the COTAN, important decisions are those that are, in principle or in the short term, irreversible and that have an influence on aspects outside of the testing situation. Q1000 Strengths 360 was designed for less important decisions (i.e., career orientation, development, etc.). Thus, our aim was to create scales with a reliability of at least .70.

The reliability of the questionnaires was calculated based on a sample of 2909 candidates. These candidates were tested by Assessio Bloom (formerly known as eelloo) as part of a mobility program. The sample included a higher proportion of women than men (68% versus 32%). The average age of the participants was 40 years old. The table below presents the reliability coefficients (Cronbach's alpha and Lambda 2) for all five strengths. All of them are above the .70 limit set by the COTAN. The average alpha is .76. However, it is relevant to mention that the total score is also a rating in itself and does not represent an average of the other item scores.

Scale	Cronbach's alpha (α)	Guttman's lambda 2 (λ^2)
Mental Strength	.71	.72
Managerial Strength	.80	.80
Influential Strength	.72	.72
Social Strength	.83	.83
Personal Strength	.74	.74

Table 4.1 Reliability coefficients for Q1000 Strengths 360

4.2 Norms

As previously described (see section 2.2.2 Standardisation - Comparison with Others), there is no norm group available for Q1000 Strengths 360. This is because norms do not fit the nature of the instrument. In their assessment, the feedback giver uses an implicit standard (i.e., whether the behaviour could be considered a strength or not, or whether it is performed 'sufficiently well' in most situations). The respondent should answer the questions with their work situation in mind. The 'norm' is for each person (i.e., each feedback giver makes their own assessment). However, to illustrate how people could be compared to others, we provide the distribution of the scoring categories (i.e., based on self-assessments) in the table below.



%	Mental Strength	Managerial Strength	Influential Strength	Social Strength	Personal Strength
Not a strength	1	5	1	1	1
Applies in most situations	65	73	56	44	76
Strength	35	22	43	55	23

Table 4.2 Overview of the distribution of the scoring categories (i.e., based on self-assessments)

4.3 Correlations

Some additional psychometric information can be derived from the correlations between the strengths. These can be found in the table below. Generally, it is considered that two constructs are the same when their correlation goes over .70. In this case, the correlations are only moderate, which means that the strengths are related yet distinct constructs.

r	Mental Strength	Managerial Strength	Influential Strength	Social Strength	Personal Strength
Mental Strength	-	.48	.37	.15	.49
Managerial Strength		-	.40	.33	.51
Influential Strength			-	.16	.46
Social Strength				-	.32
Personal Strength					-

Table 4.3 Overview of Correlations between the strengths (i.e., based on self-assessments)

4.4 Relationship between Strengths and Cognitive Abilities

To get an impression of how Q1000 Strengths 360 could be used with other instruments, we investigated its relationship with Q1000 Cognitive Abilities. The meta-analyses of Schmidt & Hunter (e.g., 1998, 2016) showed that general mental abilities (i.e., GMA) are the best single predictor of job performance. They also conducted research on the incremental validity (i.e., added value in predicting performance) of other instruments over GMA tests. Although structured interviews have the highest incremental validity, other instruments also bring added value. One such example are peer reviews (e.g., conducted by relatives or colleagues). Often, these types of assessments are limited in the sense that they can't be used for assessing people outside of the organisation. However, they are frequently used for internal organisational procedures, such as assigning employees on different positions, promotions, or admissions to training programs. Some examples of organisations that make use of peer reviews are military organisations (i.e., because people are regularly promoted to new positions) and large commercial organisations (e.g., insurance companies) (Schmidt, 2016). One common concern about peer reviews is that they are influenced by friendship, popularity, or both. However, research does not seem to support this idea. For example, perceived friendship does not seem to affect the validity of the ratings (Waters & Waters, 1970).

When general mental abilities are not considered, peer reviews show a predictive validity of .49 (Schmidt & Hunter). However, their incremental validity over GMA is not large – only 1%. Researchers argue that this is because the two assessment methods correlate very highly with each other.



Based on the information above, it is expected that cognitive abilities will correlate with others' assessment of strengths. In addition, it is expected that the highest correlation will be with Mental Strength.

Q1000 Strengths 360	ACAP
Mental Strength	.37
Managerial Strength	.34
Influential Strength	.26
Social Strength	.33
Personal Strength	.18

Table 4.4 Relationship between Q1000 Strengths 360 (i.e., based on others' assessment) with Q1000 Cognitive Abilities (i.e., total score ACAP)

Q1000 Strengths 360 has been completed by 74 candidates who have also taken a cognitive abilities test. Specifically, 25 of the participants completed Q1000 Cognitive Abilities Mid-Level Shortened (i.e., QCMV), while 49 completed Q1000 Cognitive Abilities High-Level Shortened (QCHV). Unfortunately, the sample size is not very large. However, this is because the instrument is not suitable to use in large-scale (selection) processes. The data presented comes from 25 different customers. The sample consisted of 28% men and 72% women. In terms of age, 49% of participants were 34 or younger, 46% were between 35 and 54, and 5% were 55 or older. The data was collected between 2017 and 2020. If we look at the table, we see that there is a significant correlation between the ACAP score and multiple strengths. As expected, *Mental Strength* has the highest correlation with cognitive abilities. However, the correlation between ACAP and *Managerial Strength* has almost the same strength. This is probably due to a strong correlation between the two strengths (correlations between .28 and .75). Thus, these results support the relationship between peer reviews and job success that has been previously found in meta-analyses.



5. Definitions

Q1000 Strengths 360	Definition	Examples of Behavioral Anchors
Mental Strength	Using your cognitive ability to make the right analyses and form your own opinion. Supporting your own opinion with arguments. At the same time, being curious about different lines of thinking.	<ul style="list-style-type: none"> ▪ Can quickly switch between tasks. ▪ Can analyse well. ▪ Can easily connect ideas. ▪ Can think outside the box. ▪ Can easily acquire new knowledge. ▪ Can come up with creative solutions.
Managerial Strength	Coordinating people and situations. Building credibility by communicating a clear vision and bringing this vision to life. Setting targets and ensuring that they are being met.	<ul style="list-style-type: none"> ▪ Determines the direction or goal of the business. ▪ Makes a significant impact. ▪ Knows how to make others enthusiastic. ▪ Supports and guides others. ▪ Inspires others.
Influential Strength	Completing your work on time and meeting the quality requirements. Contributing significantly to achieving company goals. Looking for opportunities and take advantage of them.	<ul style="list-style-type: none"> ▪ Can easily take decisions. ▪ Tries to solve problems right away. ▪ Organises their work well. ▪ Sets the correct priorities. ▪ Delivers high-quality work.
Social Strength	You find it easy to form and maintain relationships with different people. You adopt an appropriate role in social situations. You understand and cater to other people's intentions and interests.	<ul style="list-style-type: none"> ▪ Shows interest in others. ▪ Approaches others with tact and respect. ▪ Makes new contacts easily. ▪ Has a good understanding of social situations. ▪ Knows how to maintain relationships.
Personal Strength	Maintaining balance by adapting to different people and situations. Staying focused on what you want or need to do. Keeping your emotions under	<ul style="list-style-type: none"> ▪ Knows how to evaluate themselves. ▪ Handles changes smoothly. ▪ Can improvise.



	control and coping well with uncertainty.	<ul style="list-style-type: none">▪ Withstands stressful situations.▪ Communicates clearly and fluently.▪ Appeals to their audience.
--	---	--



6. Literature

Ciocanel, O., Power, K., Eriksen, A., & Gillings, K. (2016). Effectiveness of Positive Youth Development Interventions: A Meta-Analysis of Randomized Controlled Trials. *Journal of Youth and Adolescence*, 46(3), 483–504.

Erez, A., & Judge, T. A. (2001). Relationship of core self/evaluations to goal/setting, motivation and performance. *Journal of Applied Psychology* 86 , 1270-1279.

Fry, R., & Barrett, F. (2005). *Appreciative inquiry: A positive approach to building cooperative capacity*. Chagrin Falls, OH: Taos Institute Publications.

Hofstee, W. K. (1999). *Principles of Assessment*. Lisse: Swets & Zeitlinger.

Haslin, P. (2003) Self- and other referent criteria of Career success. *Journal of career assessment*, Vol. 11 No. 3, August 2003 262–286.

Hunter, J. E. & Hunter, R. F. (1984). Validity and utility of alternative predictions of job success. *Psychological Bulletin* 96 , 72-98.

Judge, T. A., & Bono, J. A. (2001). Relationship of core self-evaluations traits - self-esteem, generalized self-efficacy, locus of control, and emotional stability - with job satisfaction and job performance: A meta-analysis. *Journal of Applied Psychology* 86 , 80-92.

Linford, B, Bekker, J; Ameen, J; Warren, J ((2021) Implementation of a Positive Psychology Curriculum in a High School Setting: A Mixed Methods Pilot Study. *Journal of Positive School Psychology*, vol 6, no 1, 25-37.

Mumford, M (1983) Social comparison theory and the evaluation of peer evaluations: review and some applied Implications. *Personnel psychology*, Volume 36, Issue 4 p. 867-881.

Pulakos, E. D., Arad, S. D., & Plamondon, D. E. (2000). Adaptability in the workplace: Development of a taxonomy of adaptive performance. *Journal of Applied Psychology* 85 , 612-624.

Schmidt, F. & Hunter, J. (1998). The validity and utility of selection methods in personnel psychology: practical implications of 85 years of research findings. *Psychological Bulletin* 144, 262-274.

Schmidt, F. (2016). The validity and utility of selection methods in personnel psychology: practical and theoretical implications of 1000 Years of research findings. Working paper on www.researchgate.net.

Seligman, M. E., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: positive psychology and classroom interventions. *Oxford Review of Education*, 35(3), 293–311.

Shoshani, A., & Steinmetz, S. (2014). Positive Psychology at School: A School-Based Intervention to Promote Adolescents' Mental Health and Well-Being. *Journal of Happiness Studies*, 15(6), 1289–1311.

Stokes, S. L. (1996). Managing your I.S. career: Coping with change at the top. *Information Systems Management* 13 , 76-78.



Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. *Child Development*, 88(4), 1156–1171.

Viswesvaran, C., Ones, D. S., & Schmidt, F. L. (1996). Comparative analysis of the reliability of job performance ratings. *Journal of Applied Psychology*, 81, 557-560

Waters, L & Waters, C. (1970) Peer nominations as predictors of short-term role performance. *Journal of applied Psychology*, 54, 42-44.

Waters, L. (2011). A Review of School-Based Positive Psychology Interventions. *The Australian Educational and Developmental Psychologist*, 28(2), 75–90.

Whitney, D; Trosten-Bloom, A; Vianello, M (2019). Appreciative Inquiry: positive action research. In: Zuber-Skerritt, O. and Wood, L. (Ed.) *Action Learning and Action Research: Genres and Approaches*, Emerald Publishing Limited, Bingley, pp. 163-177.

