# PSYTECH
## INTERNATIONAL

**Sam Sample**
**09 Jun 2020**

**EXPERT**

# FINE NINE COMPETENCY FRAMEWORK

**SOLUTIONS**
**DEVELOPMENT**

# REPORT STRUCTURE

This report presents Sam Sample's competency profile in the following sections:

**1. Guide to Using This Report**
- Introduction
- Context
- Dimensions
- Results Scale
- Response Style

**2. Competency Profile**
- Competency Profile Chart

**3. Competency Results**
- Integrity
- Resilience
- Energy and Drive
- Interpersonal Skills
- Persuasiveness
- Planning and Organising
- Quality Orientation
- Creativity
- Logical and Analytical

**4. Development Planning**
- Feedback and Reactions
- Selecting Areas for Development
- Feedback and Reactions

## DISCLAIMER

This is a strictly confidential assessment report on Sam Sample. The information contained in this report should only be disclosed on a 'need to know basis' with the prior understanding of Sam Sample.

The competency profile arises from a self-report questionnaire and must be interpreted in the light of corroborating evidence gained from feedback and in the context of the role in question taking into account available data such as performance appraisals, actual experience, motivation, interests, values, abilities and skills. As such the authors and distributors cannot accept responsibility for decisions made based on the information contained in this report and cannot be held directly or indirectly liable for the consequences of those decisions.

# GUIDE TO USING THIS REPORT

## INTRODUCTION

Organisations use competencies and competency frameworks to identify, develop and reinforce certain types of behaviours that are required to achieve organisational success. Today almost all the Fortune 500 corporations have integrated the concept of competencies in all critical areas of human resources management. The Competency Development Report aids organisations to identify and develop competency related behaviours.

This report uses Psytech's Fine Nine Competency Framework to predict Sam's typical behaviour in each of the model's competency domains against hte competency requirements for the role of . A competency is defined as the specific set of skills, knowledge and behaviour that is required to complete particular work tasks effectively. Unlike aptitudes or personality traits, which are relatively enduring and stable over time, competencies can be acquired and refined through appropriate mentoring, coaching and training. The report is intended as a tool to facilitate her personal development. It can be used as a starting point to:

- Explore possible development needs with her, and produce a development strategy for her.
- Consider reasons for any possible discrepancies between her predicted behaviour and her actual performance as assessed by peer ratings, performance appraisals, etc.

## CONTEXT

The profile arises from a personality questionnaire. It must be interpreted In the context Of other relevant factors such As experience, training, And wider skills. For example, Sam's past performance can be assessed through a critical review of references, her work history and previous qualifications, and via a structured interview. Her level of job specific knowledge can be assessed via the use of work sample tests and simulations, and behavioural interviews. Finally, her skills can be assessed in greater detail through behavioural observation, role-plays and assessment centre exercises.

The profile should also be considered in light of the organisation's own competency framework and culture. While the report uses Psytech's Fine Nine competency framework, users are encouraged to identify and focus on the most relevant competencies to the job of interest.

# DIMENSIONS

The behaviours/dimensions used in the questionnaire are derived from Psytech's Fine Nine competency framework. They were selected to provide a clear picture of a respondent's capabilities within a framework familiar to most HR professionals and trainers, and which could be derived from personality traits and values.

**PERSONAL ATTRIBUTES**

**Integrity -** The tendency to be reliable and honest. People who have a strong competency in this area can be trusted to work independently, with only minimal supervision. They tend to avoid taking inappropriate risks and take responsibility for their own mistakes and errors. They are likely to act with due diligence and have a strong sense of business ethics.

**Resilience -** The tendency to cope well with pressure. People who have a strong competency in this area tend to be calm and keep control of their emotions. They are unlikely to get flustered or lose their temper in emotionally charged situations. They would be expected to accept criticism in a constructive manner and not to be disheartened by setbacks.

**Energy and Drive -** The tendency to have high levels of drive, energy and enthusiasm. People with this competency are likely to be lively and energetic and to display passion and pride in their work. They would be expected to be enthusiastic about their work, take the initiative and be self-motivated and committed.

**WORKING WITH PEOPLE**

**Interpersonal Skills -** The tendency to build positive working relationships with others. People who have a strong competency in this area have a high level of interpersonal sensitivity and empathy. They tend to be good at building rapport, and promoting and maintaining harmonious relationships. They would be expected to effective at resolving interpersonal conflicts and are likely to be viewed as being supportive.

**Persuasiveness -** The tendency to communicate in a persuasive, confident manner. People who have a strong competency in this area tend to enjoy public speaking and are effective communicators. They are likely to enjoy socialising and to have a strong social presence. They would be expected to be charismatic and good at bringing people around to their point of view.

**WORKING WITH TASKS AND PROCESSES**

**Planning and Organising -** The tendency to organise one's own and others' work and to plan for all contingencies. People who have a strong competency in this area are likely to be tidy and well-organised. They would be expected to plan their work so it can be completed within agreed timeframes and to be happy to delegate work appropriately.

**Quality Orientation -** The tendency to attend to detail and produce work that is accurate and of a high standard. People with this competency are inclined to set themselves high standards, to be detail conscious systematic and orderly in their work. They would be expected to be motivated to see tasks through to the end.

**WORKING WITH CONCEPTS**

**Creativity -** The tendency to think in a creative and innovative manner. People who have a strong competency in this area are good at generating novel, innovative ideas. They tend to be adaptable and often come up with original solutions to problems. They are inclined to 'focus on the bigger picture' and to approach problems strategically.
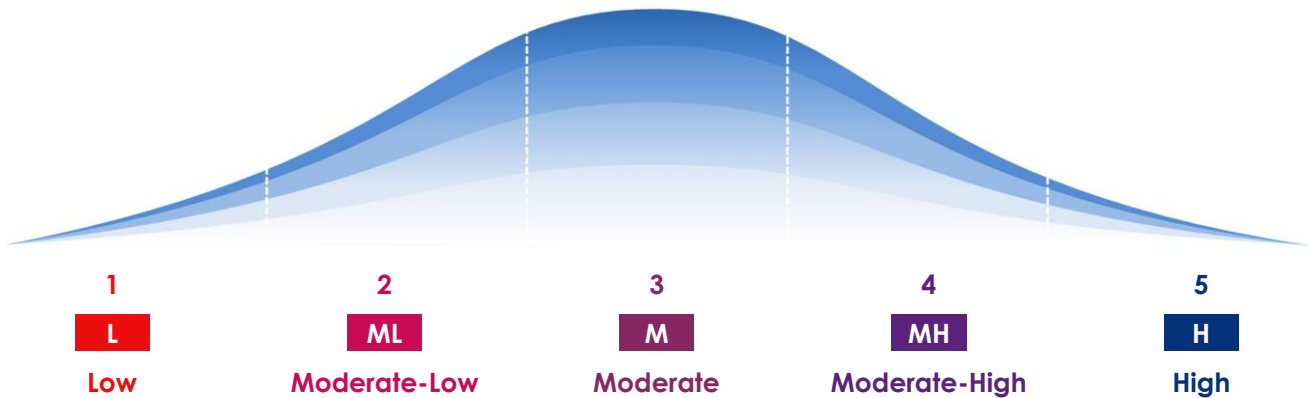
**Logical and Analytical -** The tendency to approach problems in a rational, intellectual manner. People who have a strong competency in this area like to base their decisions on a logical analysis of the available evidence. Their decisions are typically well-considered and thought through. They would be expected to have a well-tuned critical faculty.

# RESULTS SCALE

Reference groups are used to evaluate Sam's results and determine her tendency to exhibit effective workplace behaviours compared to others. Her results are presented as standardised scores on a scale of 1 to 10.

The following chart represents a distribution of individuals on a particular scale, where high scores represent greater tendency to behave in a particular manner and low scores represent a reduced likelihood of behaving in a particular manner. An overall level ranging from a 'Low' to a 'High' tendency is provided to help highlight areas of concern.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **L** | **ML** | **M** | **MH** | **H** |
| **Low** | **Moderate-Low** | **Moderate** | **Moderate-High** | **High** |

# RESPONSE STYLE

The questionnaire contains several scales which measure individuals' test taking attitudes and whether they were committed to portraying themselves accurately. Such measures inform practitioners of the degree to which they can trust and rely on the interpretation of respondents' profiles:

- The response style indicators would suggest that Sam was happy to present herself openly, honestly and without wishing to project a positive or distorted image of herself.

# COMPETENCY PROFILE

The overall competency potential score estimates Sam's tendency to exhibit effective workplace behaviours. The competency scores are weighted composites of the behavioural dimensions that contribute to each of Psytech's Fine Nine competencies. The score any given individual obtains on these scales depends not only upon that person's pattern of strengths and weakness across the behavioural dimensions, but also on the importance of each behavioural dimension in contributing to the particular competency.

## COMPETENCY PROFILE CHART

| PERSONAL ATTRIBUTES | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Integrity | ML | 2 | | ● | | | |
| Resilience | ML | 2 | | ● | | | |
| Energy and Drive | ML | 2 | | ● | | | |

| WORKING WITH PEOPLE | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Interpersonal Skills | ML | 2 | | ● | | | |
| Persuasiveness | ML | 2 | | ● | | | |

| WORKING WITH TASKS AND PROCESSES | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Planning and Organising | ML | 2 | | ● | | | |
| Quality Orientation | ML | 2 | | ● | | | |

| WORKING WITH CONCEPTS | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Creativity | MH | 4 | | | | ● | |
| Logical and Analytical | M | 3 | | | ● | | |

| Overall Competency Potential | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| POTENTIAL SCORE | ML | 2 | | ● | | | |

# INTEGRITY

## INTEGRITY PROFILE CHART

| Competency | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Integrity | ML | 2 | | ● | | | |

| Behavioural Dimensions | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Risk Avoidance | L | 1 | ● | | | | |
| Ethics | MH | 4 | | | | ● | |
| Responsibility | M | 3 | | | ● | | |
| Dependability | ML | 2 | | ● | | | |
| Realistic Self-Assessment | M | 3 | | | ● | | |

**Risk Avoidance**

❶ Sam expresses limited concern for safety and security and is a risk-taker who is driven to experience life in all its variety. She expresses a very strong need for stimulation and excitement.

❶ Sam profiles as a particularly spontaneous, expedient person who may be somewhat careless when attending to detail.

■ Sam is likely to benefit from safety training that incorporates identifying and assessing risks.

■ Training in techniques aimed at improving her attention to detail is likely to benefit Sam.

**Ethics**

❺ Being very respectful of authority and quite inclined to conform to established principles of right and wrong, Sam would be expected to be very committed to an organisation's ethical culture.

❸ Having as positive a view of human nature as most people, Sam is as inclined as most to deal with others in an honest and trustworthy manner.

■ Remind Sam that trust is reciprocal and that in order for her to gain the trust of others, she must be willing and able to place her trust in them.

## Responsibility

❸ As confident and self-assured as most people, Sam should not be unduly reluctant to take responsibility for her work.

❸ Sam is no more threat-sensitive and mistrusting of others' motives than most people. Consequently, she should generally feel as safe as most owning up to her mistakes and errors.

■ Support staff in taking personal responsibility for their own mistakes. Make it very clear to Sam that she will not be unduly criticised as a result of owning up to errors she has made.

■ Promote an open and trusting work environment that facilitates staff members taking personal responsibility for their own mistakes and errors.

## Dependability

❸ Obtaining results that suggest her work ethic or belief that work is intrinsically rewarding is in the average range, Sam is likely to believe work is reasonably important, and she would be expected to be as committed to work as most other people.

❸ Being as motivated by recognition and achievement as most people, Sam is as likely as most to attempt to gain the admiration of others as someone who can be depended on to get things done.

❺ Sam profiles as being a very independent, self-sufficient person who may prefer making her own decisions.

❶ Tending to solve problems as they arise rather than follow plans and procedures, Sam is likely to work the most productively with others who can 'dot the i's and cross the t's' on her behalf.

■ If Sam is required to work independently of others, provide her with supervision to ensure that she attends to the detailed requirements of the task she is working on.

## Realistic Self-

❷ Feeling and subjectivity will influence her rather more than objective analysis and her initial appraisal of her strengths and limitations will tend to be based on her spontaneous, intuitive feelings.

❺ Reasonably secure and self-assured, she should be fairly open to exploring her personal weaknesses or shortcomings without being overly critical of her abilities and achievements.

■ Make Sam aware of the different biases that may affect her self-perception and encourage her to seek feedback from others regarding her strengths and limitations to confirm the accuracy of her own perceptions.

**Sam Sample**

# RESILIENCE

## RESILIENCE PROFILE CHART

| Competency | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Resilience | ML | 2 | | ● | | | |

| Behavioural Dimensions | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Adjustment | MH | 4 | | | | ● | |
| Composure | ML | 2 | | ● | | | |
| Trustfulness | M | 3 | | | ● | | |
| Temperance | ML | 2 | | ● | | | |
| Prudence | ML | 2 | | ● | | | |

**Adjustment**

❺ Having a strong belief in her ability to face difficulties, Sam is likely to be quite resilient and strive to overcome setbacks and challenges.

❸ No more prone to unpredictable mood swings than most, Sam should be as capable as most of keeping her emotions in check and demonstrating a positive attitude when faced with challenges.

■ Encourage Sam to see the positives in challenging situations.

■ If Sam is upset about something, try to understand the situation from her perspective.

**Composure**

❸ Sam is no more affected by feelings than most other people. While generally capable of coping with stress, she may find it difficult to control her emotions under more intense situations.

❷ Sam may come across as being somewhat tense. Scoring in this range, she may have difficulty maintaining her composure when things go wrong.

■ Work with Sam to identify and resolve stressors in the workplace.

■ Help her recognise when feelings of anger or frustration are being triggered, and work with her to develop methods for controlling her reactions in such situations.

**Trustfulness**

❸ Not particularly suspicious or sceptical, Sam is likely to give people the benefit of the doubt when receiving advice or feedback. She should, however, understand that people cannot always be taken at face value and therefore may exercise some caution with people who have previously let her down or with individuals she does not know.

❸ As confident and self-assured as the average person, she is no more prone than most to be upset by critical comments. Consequently, she should be capable of accepting constructive feedback from others.

■ Training aimed at increasing Sam's self-confidence and ability to accept criticism might benefit her.

**Temperance**

❸ Sam's profile suggests she is as laid-back as the average person. As a result, she should be fairly patient when dealing with others.

❷ Sam may come across as being somewhat temperamental. At times, people with this profile can have a low tolerance for petty inconveniences. Scoring in this range, she may become annoyed or irritable when dealing with slow or indecisive people.

❶ Forceful and vocal in expressing her opinion, Sam is more likely than most people to generate conflict and discord in those around her.

■ Coach Sam on developing relaxation skills.
■ Encourage Sam to be more accommodating and to work with others to resolve issues in a constructive and non-confrontational manner.

**Prudence**

❹ Having a profile that suggests she is a naturally restrained person, Sam is likely to avoid impulsive action; preferring more guarded responses to opportunities that come her way. This preference may, however, prevent her from taking advantage of opportunities.

❶ Sam profiles as a particularly spontaneous, expedient person who may be somewhat irresponsible when making decisions.

❶ Her responses to situations are also likely to be affected by her strong need for adventure and excitement. Drawn to situations in which there is an element of risk or danger, she may not accurately assess the risks involved when responding to situations.

■ Remind her to verify information before acting or making decisions.
■ Training in identifying and mitigating risks is likely to be of benefit to Sam.

PSYTECH INTERNATIONAL

# ENERGY AND DRIVE

## ENERGY AND DRIVE PROFILE CHART

| Competency | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Energy and Drive | ML | 2 | | ● | | | |

| Behavioural Dimensions | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Self-Motivation | ML | 2 | | ● | | | |
| Energy | ML | 2 | | ● | | | |
| Results Orientation | M | 3 | | | ● | | |
| Initiative | ML | 2 | | ● | | | |
| Motivating Others | ML | 2 | | ● | | | |

**Self-Motivation**

❸ Sam rates achievement as highly as most people and will gain as much satisfaction from succeeding in her work as most others.

❷ Slightly less enthusiastic about work than most, Sam may tire more easily than most.

■ She may require motivation and encouragement to help her develop enthusiasm for her work. Discuss possible implications and solutions with her.

**Energy**

❷ Sam's profile indicates that she has a relatively low level of personal drive and energy. Less enthusiastic about work than most, Sam may not have sufficient stamina to meet demanding work schedules.

■ Fatigue can impact on energy and motivation levels at work, in particular the ability to focus attention, retain information and persist with tasks. Work with Sam to identify aspects of her work that she feels are particularly draining. Also, identify methods with her for regaining her energy and drive.

**Results Orientation**

❸ Sam should gain as much satisfaction from succeeding in challenging tasks as her peers.

❸ Sam's profile suggests she should strive to balance work and personal interests. While she is likely to set sets herself goals that are as ambitious as most, she will rarely take on more work than she can handle.

■ No development recommendations could be derived from Sam's profile on this dimension.

**Initiative**

❷ Having a relatively low level of personal drive and energy, Sam may not be as driven as some to take initiative.

❸ Balancing a relaxed attitude towards work with a need to influence events and get things done, Sam should be as motivated as most to take initiative.

■ Reward and praise the initiatives that Sam takes.

**Motivating Others**

❶ Being rather dour and lacking a sense of fun, Sam may find it difficult to engender enthusiasm and excitement in others.

❸ Sam is as likely as most to enjoy influencing others and encouraging them to do their best.

■ Encourage Sam to show enthusiasm when attempting to stimulate others.

**Sam Sample**

12

# INTERPERSONAL SKILLS

## INTERPERSONAL SKILLS PROFILE CHART

| Competency | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Interpersonal Skills | ML | 2 | | ● | | | |

| Behavioural Dimensions | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Empathy | M | 3 | | | ● | | |
| Appropriate Assertion | M | 3 | | | ● | | |
| Diplomacy | L | 1 | ● | | | | |
| Building Relationships | ML | 2 | | ● | | | |
| Interpersonal Support | ML | 2 | | ● | | | |

**Empathy**

❸ No more or less caring or empathic than most people, Sam should be fairly capable of being attentive to others' needs. While she isn't expected to be distant in her interpersonal interactions, she may take time to open up to others and form close personal relationships.

❶ Considerably more genuine and forthright than most people, Sam is likely to lack awareness of the nuances of social situations and may find it difficult to anticipate others' reactions to events/situations.

■ Interpersonal skills training that focuses on developing interpersonal savvy and the ability to interpret and anticipate others' reactions is likely to be of benefit to her.

## Appropriate Assertion

❹ As a very assertive individual, Sam is expected to be vocal in expressing her opinion. At times, she may need to consciously step back, so as to ensure that other less assertive individuals can have their say.

❸ As composed as the average person, Sam should be as capable as most of ignoring petty inconveniences. While she may feel frustrated at times, she should rarely lose her temper when trying to get things done.

❶ Sam's responses to the questionnaire suggest she is extremely forthright and plain-speaking. Consequently, she is very likely to express herself in a rather direct manner without giving sufficient regard to the sensitivities of the setting she finds herself in.

■ Work with Sam to develop non-aggressive leadership techniques such as transformational leadership which aims to create positive change in those being led.

## Diplomacy

❶ Sam profiles as being direct and to the point in her communications. While some situations may call for a more open and forthright approach, she may distance others unnecessarily by coming across as excessively blunt and off-hand. Probably tending to speak first and think later, she may be seen as lacking tact.

■ Support Sam respond with tact and diplomacy in high pressure conflict situations. There are many skills and techniques that can help manage conflict that are often taught as part of communication, conflict resolution or even customer service skills training courses.

■ Coaching Sam on how to effectively deal with conflict and conducting role plays with 'difficult' customers can also be of benefit.

## Building Relationships

❶ Sam profiles as being a very autonomous, self-sufficient person. With such a strong preference for working on her own she is likely to avoid team settings and may be reluctant to ask others for help or involve them in her work.

❸ Sam's profile indicates that she is as likely as most people to project a friendly and personable nature and be attentive to the needs of others. Consequently, Sam is likely to be as good as most at building close personal relationships with colleagues and clients.

❸ No more cynical about human nature than most other people, Sam is as likely as most to foster trust and goodwill in her relationships.

■ Encourage Sam to check her thinking with others in order to improve the quality of her decisions and ensure colleagues are not left behind.

■ Promote an environment that encourages a collaborative/team-based approach to work.

■ Encourage Sam to invest time in building rapport with others by sharing personal interests and showing interest in others.

■ Meet with her after a relationship building meeting to discuss what happened and provide suggestions.

■ Sam is likely to benefit from mentoring aimed at helping her appraise others' motives and goals in a more realistic (less suspicious) manner.

■ Actively promote a working environment that encourages trust.

**Interpersonal Support**

❸ Her profile she has average levels of empathy and warmth. While she is unlikely to be naturally drawn to roles that require supporting others, she should be capable of being as considerate as most in such roles.

❷ Sam's results indicate that she rates altruism as being of fairly low importance. Believing that people are better served if they take responsibility for themselves, she may not be sufficiently accessible to others and responsive to their needs.

■ Training on developing empathy skills which focuses on giving positive and supportive advice may benefit her.

■ Encourage Sam to give others her time and to relate to their feelings and needs without judgement or blame.

# PERSUASIVENESS

## PERSUASIVENESS PROFILE CHART

| Competency | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| **Persuasiveness** | ML | 2 | | ● | | | |

| Behavioural Dimensions | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| **Social Presence** | M | 3 | | | ● | | |
| **Listening Skills** | L | 1 | ● | | | | |
| **Communication Skills** | M | 3 | | | ● | | |
| **Written skills** | L | 1 | ● | | | | |
| **Coaching** | M | 3 | | | ● | | |

**Social Presence**

❸ Sam's profile indicates is no more or less inclined than most to feel anxious in social settings and has average levels of social boldness. As a result, she is likely to have as strong a social presence as most, though may feel a little uncomfortable if she is suddenly put on the spot in front of groups she does not know that well.

❸ Sam's profile suggests that she is as likely as most to enjoy convincing others of her point of view. While she should be interested in work that involves influencing others, she is likely to need to believe in the ideas, products or services she is offering in order to effectively persuade others.

■ Sam may benefit from training in presentation and public speaking skills.
■ Provide support and encouragement if she has to deal with a lot of people she does not know or if she is to be put in the public spotlight.
■ Work with Sam to develop her influencing skills. Select training or development interventions that focus on developing specific persuasion techniques such as getting buyers emotionally involved through the use of stories and painting word pictures.
■ If she is required to support or sell products or services then product training can also help her recognise the benefits and advantages of the products and services she is required to sell and ultimately build her confidence in offering those products and services.

## Listening Skills

❸ No more or less caring or empathic than most other people, Sam should be fairly capable of being attentive to other's needs. The situation may, however, have an effect over her ability to listen to others and pick up on their needs.

❶ Sam profiles as being a very autonomous, self-sufficient person. With such a strong preference for individual activity, she may not always see the need to consult others or keep others informed.

❶ Being very assertive, Sam would be expected to be vocal in expressing her opinions and may, as a result, dismiss points of view that differ from her own views.

■ Model listening skills, responsiveness and sensitivity in your interactions with Sam.

■ Coach Sam by observing her and providing feedback on her listening skills.

■ Encourage Sam to seek others' opinions and feedback.

■ Remind Sam not to quickly dismiss other points of view and to consider others' views to see if they can be adopted or tweaked. If their views are not applicable, then she should provide well-reasoned arguments as to why they may not be appropriate.

## Communication Skills

❸ Enjoying opportunities to communicate her point and influence others as much as most, Sam is as likely as most to be an effective speaker.

❹ Intellectually orientated and somewhat confident of her ability to understand relatively complex ideas, she would be expected to be fairly capable of distilling information and communicating what is important.

■ Encourage Sam to look for opportunities to express or present her ideas.

■ Encourage her to join clubs such as toastmasters to practice giving short talks and become a more effective communicator.

■ Remind Sam to avoid using technical terms her audience may not be familiar with.

## Written skills

❶ Sam's profile suggests that she is less systematic and detail-conscious than most people. As a result, she would not be expected to show much concern for the organisation and structure of her written arguments.

■ Training that teaches communication structure and methods of presenting complex information may be of benefit to Sam.

## Coaching

❸ Sam's profile suggests that while she is unlikely to be naturally drawn to roles that require coaching others, she should be as capable as most of providing helpful feedback as well as recognising and reinforcing people's developmental efforts.

❷ Rating altruism as being of fairly low importance, Sam may not be as motivated as some people to regularly meet with employees in order to review their development goals and progress.

❸ Sam appears sufficiently trusting and would be expected to be comfortable sharing information with others and trusting them with responsibilities.

■ Encourage %FIRSTNEM% to show more interest in others in order to help recognise and reinforce their efforts to develop themselves.

■ Remind Sam of the importance of scheduling regular development sessions with her employees.

■ Encourage her to look for opportunities to help others through formal or informal coaching and mentoring.

■ Creating a foundation of trust is the first step in building a strong coaching relationship. Remind Sam to model openness and be open with her experiences by sharing her achievements and strengths as well as her mistakes and weaknesses. Team members are likely to appreciate the openness and share more with her.

# PLANNING AND ORGANISING

## PLANNING AND ORGANISING PROFILE CHART

| Competency | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Planning and Organising | ML | 2 | | ● | | | |

| Behavioural Dimensions | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Planning | L | 1 | ● | | | | |
| Time Management | ML | 2 | | ● | | | |
| Delegation | H | 5 | | | | | ● |
| Prioritisation | L | 1 | ● | | | | |
| Future Orientation | M | 3 | | | ● | | |

**Planning**

❶ Sam's profile suggests she is not very organised by nature. As a result, she is likely to much prefer to deal with problems as they arise rather than create detailed plans.

- Set Sam clear targets and goals.
- Ensure she stays mindful of the importance of planning to achieving targets.

**Time Management**

❶ Sam's responses to the questionnaire indicate she is not likely to be as meticulous as most people. Consequently, she may be inclined to give less priority than most to time management issues.

❸ Obtaining results that suggest her work ethic is in the average range, Sam is likely to believe work is reasonably important, and she would be expected to be as committed to meeting deadlines as most other people.

- Training in time management skills is very likely to benefit Sam.

**Delegation**

❺ Striking a balance between being relaxed and hard-driving, Sam should be capable of assigning tasks to others and overseeing their completion.

❺ Sam's profile suggests that she is likely to be as trusting of others as most people and therefore is as likely as most to trust others with responsibilities. Her profile further suggests that her balanced level of trust should enable her to realise if and when her trust is misplaced in order to take corrective action.

■ No development recommendations could be derived from Sam's profile on this dimension.

**Prioritisation**

❶ Sam's results indicate she has a strong preference for being spontaneous. As a result, she is likely to approach tasks in an expedient and casual manner, and may not give due consideration to prioritising tasks or setting clear work targets.

■ Training in prioritisation skills and techniques may be of benefit to Sam.

**Future Orientation**

❸ Sam's profile indicates that she achieves a balance in her focus on short-term and long-term objectives. As a result, Sam should be as capable as most at incorporating future contingencies into her plans.

■ Ensure Sam remains mindful of the importance of maintaining a balance between not losing sight of long-term objectives and attending to immediate obligations.

■ When assigning a project to Sam, remind her to think of possible problems and plan ways to address those problems.

# QUALITY ORIENTATION

## QUALITY ORIENTATION PROFILE CHART

| Competency | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Quality Orientation | ML | 2 | | ● | | | |

| Behavioural Dimensions | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| High Standards | ML | 2 | | ● | | | |
| Detail Consciousness | L | 1 | ● | | | | |
| Task Finishing | M | 3 | | | ● | | |
| Task-Focus | M | 3 | | | ● | | |
| Systematic | L | 1 | ● | | | | |

**High Standards**

❶ Preferring to approach tasks in a casual manner, Sam is less likely than most to set high standards for herself and others and may be inconsistent in the quality of work she produces.

❸ The need for achievement, success and gaining the recognition of others is likely to be as strong a motivator as most for Sam to produce work of high quality and standard.

- Set Sam quality standards that are clear.
- Remember to monitor Sam's work to ensure that she is able to meet the set standards of quality.
- Ensure she stays mindful of the importance of meeting quality standards and offer praise when she does.

**Detail Consciousness**

❶ Profiling as a particularly spontaneous, expedient person, Sam is not inclined to attend to the detailed requirements of tasks and is more likely than most to make mistakes due to carelessness.

- Stress the importance of being thorough and remind Sam to carefully check and review her work.
- Team Sam up with more detailed colleagues who can help her attend to the detailed requirements of tasks or provide supervision to ensure tasks are completed in an appropriate manner.

## Task Finishing

❸ Sam's results indicate that she is likely to have as strong a need for achievement as most. Consequently, it would be anticipated that she will feel at least as committed as most people to finishing tasks she has started.

❸ Obtaining results that suggest her work ethic is in the average range, Sam is as likely as most to go above and beyond (e.g. work longer hours or take on responsibilities outside the scope of her work) to see tasks through to the end.

- Seek ways of making the work more interesting and stimulating to employees by offering job rotation programmes or creating self-directed teams.
- Monitor Sam's work very closely to ensure that she does not leave tasks unfinished.
- Recognise Sam's effort or provide incentives/rewards when she works longer hours and performs duties outside the scope of her job description.

## Task-Focus

❶ Sam's profile suggests she is likely to be considerably less conscientious than most, it would be anticipated that she may experience difficulty persevering with boring or repetitive tasks.

❺ Sam's profile indicates that she is likely to adopt a balanced approach to managing the number of tasks and responsibilities she undertakes, which should improve her ability to focus on what is important.

- Encourage her to persevere with boring, repetitive tasks.
- Seek ways of making the work more interesting and stimulating to employees by offering job rotation programmes or creating self-directed teams.
- Help Sam identify and remove distractions as well as develop methods for dealing with interruptions.
- Remind her to focus on one task at a time and to ensure that she gives each task her fullest attention.

## Systematic

❶ Sam's profile suggests she is quite unstructured and is not disposed to approach tasks in a particularly systematic and methodical manner.

- Courses in project management may be of benefit to Sam.
- Work with Sam to develop processes for organizing her work and for monitoring progress on projects.

**Sam Sample**

**21**

# CREATIVITY

## CREATIVITY PROFILE CHART

| Competency | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Creativity | MH | 4 | | | | ● | |

| Behavioural Dimensions | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Innovation | MH | 4 | | | | ● | |
| Idea Generation | H | 5 | | | | | ● |
| Holistic Thinking | MH | 4 | | | | ● | |
| Adaptability | H | 5 | | | | | ● |
| Strategic Thinking | M | 3 | | | ● | | |

**Innovation**

❺ Open to experimentation, Sam is more likely than most to search for new and inventive solutions to problems.

❹ Having a strong interest in creative and abstract ideas, Sam is more likely than most to be viewed as a creative and imaginative individual. Oriented towards the world of creativity and imagination, she may become engrossed in her own ideas to the exclusion of practical realities.

❹ Sam's profile indicates that she is likely to respond to situations and events at an intuitive, emotional level. This preference, however, may cause her to overlook practical realities.

❸ Sam appears to be sufficiently trusting and would be expected to be comfortable sharing and exchanging information with others.

■ Promote the open exchange of ideas and collaboration among co-workers and team members.

## Idea Generation

❺ Having a preference for questioning the status quo, Sam is likely to favour new, radical approaches.

❺ Having a profile which suggests she is quite imaginative, Sam is likely to be motivated to generate lots of ideas. As idea generation should come relatively naturally to her, she is likely to make a significant contribution to brainstorming sessions.

■ No development recommendations could be derived from Sam's profile on this dimension.

## Holistic Thinking

❹ With a strong interest in abstract, theoretical ideas, Sam should be naturally inclined to look beyond the obvious facts in a given situation. Strongly interested in understanding fundamental principles and concepts, she may overlook practical considerations.

❺ The pattern of scores Sam obtained indicates that she is flexible. As a result, it is not expected that Sam would focus on details to such an extent as to lose sight of the 'bigger picture'.

■ No development recommendations could be derived from Sam's profile on this dimension.

## Adaptability

❺ Sam's results suggest that she is likely to be excited by experimentation and change. As a result, she is likely to adapt well to changes in her environment and is likely to look for ways to make changes work.

❹ Considerably more spontaneous and expedient than most people, Sam will tend to resolve issues as they arise rather than follow a detailed plan of action. Approaching tasks in an expedient, casual manner, she may be somewhat disorganized and even a little chaotic.

■ No development recommendations could be derived from Sam's profile on this dimension.

## Strategic Thinking

❸ Balancing short-term and long-term considerations, Sam is as likely as most to be influenced by strategic concerns when solving problems.

❹ Naturally drawn to look beyond the obvious in search of broader possibilities and perspectives, Sam is more likely than most to realise the impact of her ideas on the organisation.

■ Training focused in strategic thinking is likely to be of benefit to Sam.

■ Work with Sam to set long-term goals.

# LOGICAL AND ANALYTICAL

## LOGICAL AND ANALYTICAL PROFILE CHART

| Competency | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Logical and Analytical | M | 3 | | | ● | | |

| Behavioural Dimensions | Level | Score | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| Critical Appraisal | MH | 4 | | | | ● | |
| Rationality | ML | 2 | | ● | | | |
| Analytical Thinking | M | 3 | | | ● | | |
| Decision making | M | 3 | | | ● | | |
| Numerical Skills | MH | 4 | | | | ● | |

**Critical Appraisal**

❸ No more or less sceptical and cynical than others, Sam should be as motivated as most in critically appraising information presented to her.

❹ Sam's profile suggests she is fairly intellectually orientated and is fairly confident of her ability to understand relatively complex ideas. As such, she would be expected to be fairly motivated to critically appraise new ideas and information.

■ Encourage Sam to probe for more information, question her sources and seek information from multiple sources in order to verify and clarify and properly diagnose issues.

**Rationality**

❷ Sam's responses to the questionnaire suggest she is relatively sentimental. As a result, she is likely to prefer to adopt a fairly subjective approach to problem solving; basing her judgements on whether or not things 'feel right' rather than on a logical analysis of the facts.

❹ Sam's relatively strong confidence in her intellectual abilities may improve her capacity to appreciate logical arguments.

■ Sam might be expected to benefit from mentoring aimed at promoting a more logical and analytical approach to problem solving.

■ Encourage her to examine her biases to ensure they do not cloud her judgement.

**Analytical Thinking**

❷ Sam's pattern of results indicates that she is quite abstract-minded and very conceptually orientated. Consequently, she would be expected to have a strong preference for approaching problems from a theoretical perspective.

❹ Fairly intellectually orientated and confident of her ability to understand relatively complex ideas, she would be expected to be fairly eager to contribute to analysis and problem solving.

- Ensure that abstract, theoretical approaches to problem solving are valued by Sam's colleagues.
- Encourage Sam to 'keep her feet firmly on the ground' when solving problems and ensure that the solutions she generates are practical and realistic.

**Decision making**

❸ Sam's profile suggests she is no more or less self-assured than most. As a result, she is as likely as most to strive to overcome difficulties and is only likely to be decisive when making decisions.

❹ Sam's ability to exercise good judgement when making decisions will depend, in part, on her level of confidence in her intellectual abilities which is relatively high compared to others.

- Empower Sam to make decisions in her area of work.
- Give her ongoing, constructive feedback about her behaviour in decision making situations.
- Be supportive when decisions do not work out by trying to turn them into learning opportunities.

**Numerical Skills**

❹ Sam's relatively strong confidence in her intellectual abilities may improve her capacity to interpret numerical data. Given her fairly strong grasp of numerical concepts, she should be able to cope with the demands of majority of jobs which require dealing with numerical information and basing decisions upon numerical data.

- No development recommendations could be derived from Sam's profile on this dimension.

**Sam Sample**

# DEVELOPMENT PLANNING

This section provides respondents with the opportunity for self-reflection and self-development. Work with Sam Sample to define development goals based on the results of her profile. Before working with Sam Sample on her development plan, please ensure that you refer to her competency results and development recommendations provided in the previous sections.

**Suggested development process:**
1. Feedback and reactions
2. Selecting areas for development
3. Development plan

# 1. FEEDBACK AND REACTIONS

Gauging Sam's reaction to the profile is essential to the interpretation of the results and is useful in determining a development plan. A copy of the Feedback Report can be shared with Sam before discussing the results with her. Use the following questions to gauge her reactions to the feedback.

**What did you learn from the results?**

**How did your perceptions of your workplace behaviour compare to those of the profile?**

**What areas did you agree with the most?**

**What areas did you disagree with the most?**

© Psytech International Ltd.

## 2. SELECTING AREAS FOR DEVELOPMENT

Discuss with Sam which areas she would like to focus on for development after having reviewed the report's findings. Use this page as the basis for all agreed development plans.

| | This development plan is for: | This development plan is overseen by: |
|---|---|---|
| **Name** | Sam Sample | |
| **Position** | | |
| **Signature** | | |
| **Date** | | |

The table below lists the competencies used in Fine Nine Competency Framework. The areas which have been determined as most in 'Need' for development from the profile have been marked with a check mark under the 'Need' column, though users may also select other areas which they deem to be in need for development.

| Competency | Highlighted Behavioural Dimensions | Need | Priority |
|---|---|---|---|
| **Integrity** | Risk Avoidance. Dependability. | ☑ | ☐ |
| **Resilience** | Composure. Temperance. Prudence. | ☑ | ☐ |
| **Energy and Drive** | Self-Motivation. Energy. Initiative. Motivating Others. | ☑ | ☐ |
| **Interpersonal Skills** | Diplomacy. Building Relationships. Interpersonal Support. | ☑ | ☐ |
| **Persuasiveness** | Listening Skills. Written skills. | ☑ | ☐ |
| **Planning and Organising** | Planning. Time Management. Prioritisation. | ☑ | ☐ |
| **Quality Orientation** | High Standards. Detail Consciousness. Systematic. | ☑ | ☐ |
| **Creativity** | | ☐ | ☐ |
| **Logical and Analytical** | Rationality. | ☐ | ☐ |

Dimensions selected as being in 'Need' of development and which have also been selected as a 'Priority' should be considered as part of Sam's development plan.

# 3. DEVELOPMENT PLAN

Please consider the following points in order to gain as much benefit from the development plan:

- Focus on the dimensions identified for development from the previous page.
- The development guides provide general recommendations for development. Use the development recommendations to help determine which development activities to pursue.
- Keep the objectives simple and measurable.
- Define how to monitor and evaluate progress.
- Use the provided form to put the plans in writing.
- Monitor Sam's progress through regular review meetings.

### What areas do you wish to develop?

### Why is it important or necessary to develop these areas?

### How will you go about developing these areas?

### Who do you need support from in order to achieve your development objectives?

### When do you wish to achieve the desired development?