

**Sam Sample**  
**30 Jul 2013**

**EXPERT**

# COMPETENCY DEVELOPMENT REPORT

**FIFTEEN FACTOR QUESTIONNAIRE PLUS**





# REPORT STRUCTURE

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### 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 Universal (Fine Nine) Competency Framework to predict Sam's typical behaviour in each of the model's competency domains. 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 his personal development. It can be used as a starting point to:

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

### SUPPLEMENTARY REPORTS

The information gained from this report can be used in conjunction with other supplementary reports. The supplementary reports available for the Competency Focused Personality Assessment are:

#### Extended Report

The Extended Report is the most comprehensive of the 15FQ+ expert reports. The main narrative is broken down into three major behavioural clusters: Interpersonal Style, Thinking Style and Coping Style. Further information is provided on behavioural styles and likely business outcomes such as Team Roles, Leadership Styles, Subordinate Styles, Influencing Styles and Career Themes. This is followed by a brief summary of potential strengths and development areas. The report also provides an appendix of profile charts which covers the primary and secondary factors of the test as well as criterion derived scales and response style scales.

#### Behavioural Interview Report

The Behavioural Interview Report is similar to the competency report though also provides interview questions which can be used to probe Sam Sample's tendency to exhibit effective workplace behaviours.

#### Emotional Intelligence Report

This report investigates respondents' Emotional Intelligence (EI) in terms of the conceptual framework proposed by Daniel Goleman and his colleagues. This framework defines EI as a set of personal and inter-personal competencies that can be refined and developed through mentoring, coaching and training.

#### Derailer Report

The Derailer Report describes respondents' results in terms of a series of dysfunctional behaviours that can present challenges for organisations in a variety of work settings. The report can be used to identify potential challenges which may impair an individual's performance, facilitate personal development or facilitate behavioural interviews in order to inform and support selection decisions.



## 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, his work history and previous qualifications, and via a structured interview. His level of job specific knowledge can be assessed via the use of work sample tests and simulations, and behavioural interviews. Finally, his 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 Universal 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 Universal 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.

### UNIVERSAL COMPETENCY FRAMEWORK DIMENSIONS

**Integrity** - is defined as 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.

**Creativity** - is defined as 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** - is defined as 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.

**Interpersonal Skills** - is defined as 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 be effective at resolving interpersonal conflicts and are likely to be viewed as being supportive.

**Resilience** - is defined as 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.

**Persuasiveness** - is defined as 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 breaking down barriers and bringing people around to their point of view.

**Planning and Organising** - is defined as 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** - is defined as 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.

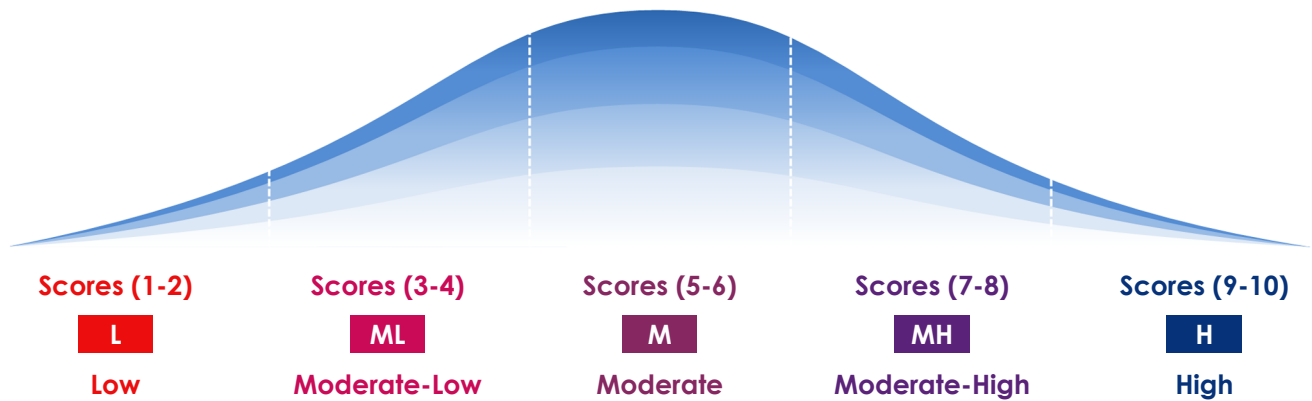
**Energy and Drive** - is defined as the tendency to have high levels of drive, energy and enthusiasm. People with this competency are likely to be lively and energetic and to display passion and pride in their work. They would be expected to be enthusiastic about their work, take the initiative and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



## RESULTS SCALE

A reference group is used to evaluate Sam's results and determine his tendency to exhibit effective workplace behaviours compared to others. His 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.



## REFERENCE GROUP USED

The following norm was used to generate this report:

Test	Norm Used	Sample Size
Fifteen Factor Questionnaire Plus (15FQ+)	Professional Managerial	1186

## RESPONSE STYLE

The 15FQ+ 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.

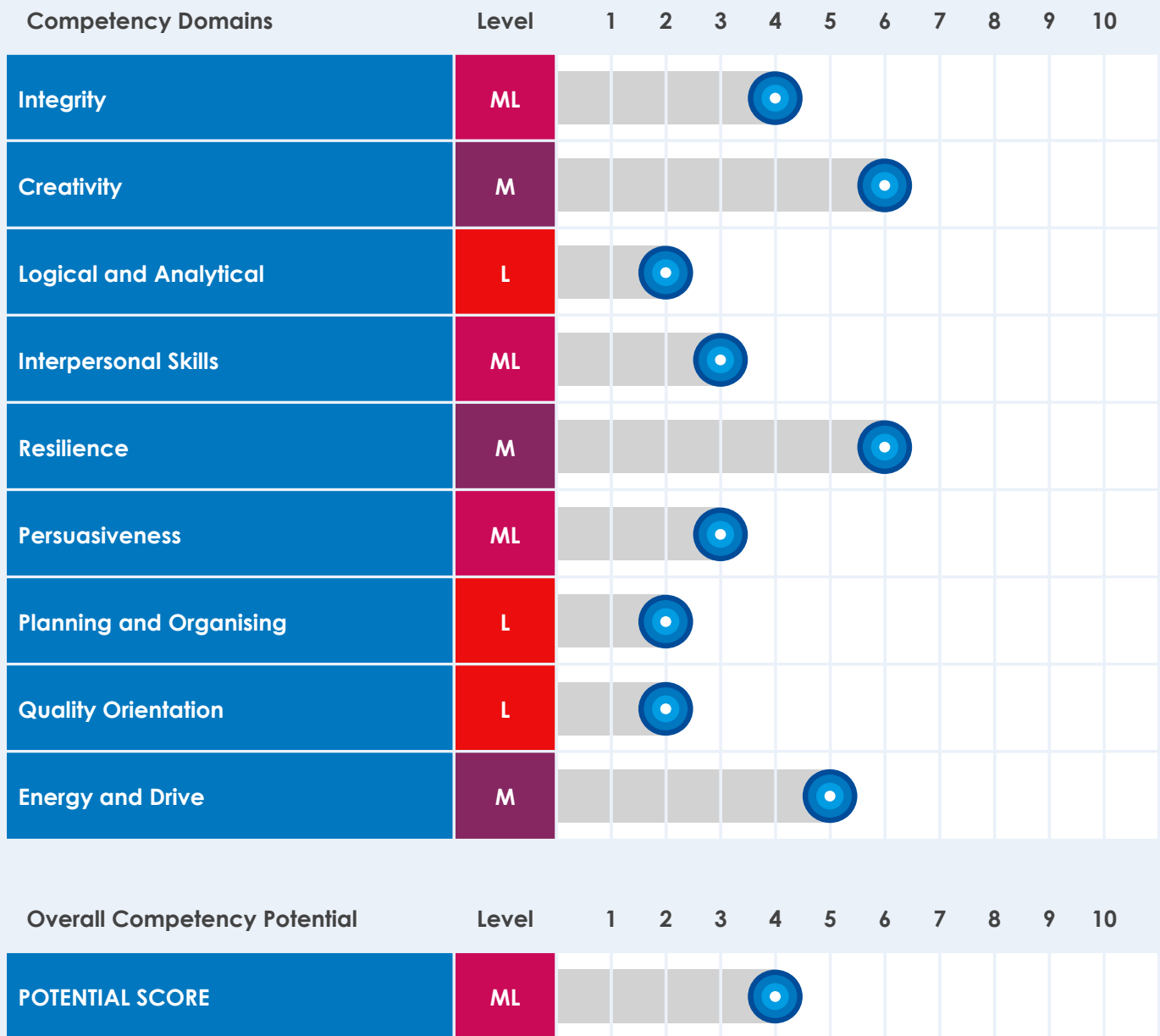
While the results suggest that Sam Sample may not have been particularly concerned about projecting a positive image of himself, he appears to have selected an unusually high number of middle or uncertain answers. This indication may be the result of his considered desire to reveal little of his true self, or may be a function of a genuinely moderate personality, perhaps reflective of someone who prefers not to readily express strong views on many issues. Furthermore, Sam Sample's results indicate that there was a strong element of randomness within how he answered the questionnaire. This indication may be the result of a conscious lack of commitment to the assessment process, a failure for him to buy into the process or simply a lack of willingness to portray his true self. Consequently, the number of central answers combined with the degree of randomness represents a high risk of distortion to the profile.



# 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 universal 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





## SUMMARY OVERVIEW

The following tables list the major strengths and potential areas of concern that can be inferred from Sam's responses to the questionnaire. Further details are available in the Development Planning Section.

### POTENTIAL STRENGTHS

Level	Competency	Behavioural Dimension
H	Creativity	Adaptability and change-orientation
MH	Interpersonal Skills	Collaboration with others
MH	Resilience	Confidence

### POTENTIAL AREAS FOR DEVELOPMENT

Level	Competency	Behavioural Dimension
L	Integrity	Commitment to following organisational rules
ML	Integrity	Desire to conform to established principles of right and wrong
ML	Integrity	Ability to work without close supervision
L	Creativity	Intuition and motivation to generate many ideas
L	Logical and Analytical	Interest in solving problems and contributing to intellectual debates
L	Logical and Analytical	Preference for approaching problems in a rational and analytical manner
ML	Logical and Analytical	Preference for balancing practical and theoretical approaches to problem solving
L	Interpersonal Skills	Interest in establishing rapport with colleagues and clients
L	Interpersonal Skills	Tact and diplomacy
ML	Interpersonal Skills	Interest in developing trusting relationships with colleagues
ML	Persuasiveness	Social Presence
L	Persuasiveness	Empathy and support
L	Planning and Organising	Desire to be organised and create plans
L	Planning and Organising	Effective time management
L	Planning and Organising	Delegation of tasks and responsibilities
L	Quality Orientation	Commitment to producing work of a high standard
L	Quality Orientation	Detail orientation



L	Quality Orientation	Commitment to finishing tasks
ML	Energy and Drive	Excitement and enthusiasm





# INTEGRITY

## ML INTEGRITY

### L Commitment to following organisational rules

#### Profile Description

- Having a profile that suggests he is spontaneous and flexible in his attitude and approach towards work, Sam is unlikely to feel bound by organisational rules, regulations and procedures.

#### Development Recommendations

- Training aimed at facilitating Sam's understanding of, and adherence to, the organisation's rules regulations and procedures is likely to be of benefit to him.
- Monitor Sam's adherence to the organisation's rules, regulations and procedures fairly closely. Ensure he understands why it is important to adhere to these and reward/reinforce his compliance with them.

### ML Desire to conform to established principles of right and wrong

#### Profile Description

- Sam's results indicate he is not strongly inclined to follow social conventions and codes of conduct without question. As a result, he might not be expected to feel a very strong sense of allegiance to the organisation's ethical values and culture.

#### Development Recommendations

- Mentoring/development aimed at promoting Sam's commitment to the organisation's values, culture and ethics may well be of benefit to him.

### M Ownership and responsibility for own mistakes or errors

#### Profile Description

- Sam's responses to the questionnaire suggest he is no more suspicious than most and is not unduly threat sensitive. Consequently, he should not be unduly reluctant to own up to and take responsibility for his own mistakes or errors.

#### Development Recommendations

- While this has not been identified as an area for development, it is often good practice to promote a work environment that facilitates staff members taking personal responsibility for their own mistakes and errors.

### ML Ability to work without close supervision

#### Profile Description

- His profile suggests he is fairly self-sufficient. However, as he is likely to be rather inclined not to diligently attend to the detailed requirements of tasks, Sam might be expected to require somewhat closer supervision than most to ensure he completes work on time and to the required standard.

#### Development Recommendations

- Team Sam up with more detailed colleagues who can help attend to the detailed requirements of tasks or provide a high level of supervision to ensure tasks are completed in an appropriate manner.



# CREATIVITY

## M CREATIVITY

### M Preference for seeking new solutions to problems

#### Profile Description

- Having a profile that suggests he has no greater preference than most for following tried and tested methods, Sam should not be unduly inclined to reject novel ideas and approaches to problems; particularly if he can see their benefits.

#### Development Recommendations

- Encourage Sam to be open to new ideas.
- Set a clear agenda for brainstorming sessions. Remind Sam that ideas should be generated without critically appraising them, where the critical appraisal of ideas should only be done once all the ideas have been produced.
- Value the originality of Sam's ideas separately from evaluating their quality and practicality.
- Sam might possibly benefit also from training programmes that develop creative problem solving and the ability to 'think outside of the box'.

### L Intuition and motivation to generate many ideas

#### Profile Description

- Sam's responses to the questionnaire suggest he is relatively pragmatic and concrete in his thinking and is no more intuitive by nature than most. As a result, he is not likely to be naturally drawn towards idea generation. Tending to take a fairly pragmatic approach to issues, others may view him as being slightly lacking in imagination.

#### Development Recommendations

- Ensure Sam remains mindful of the importance of not addressing issues of implementation before an overall approach to solving the problem has been formulated.
- Actively value Sam's use of intuition to solve problems.
- Sam may benefit from training programmes that are designed to foster a more intuitive approach to idea generation (i.e. training in lateral thinking, etc.)

### M Preference for considering strategic, 'bigger picture' issues

#### Profile Description

- Sam's profile suggests he may not be very confident of his intellectual ability and may feel disinclined to tackle complex strategic issues which he feels may be out of his depth. However, as the pattern of scores he obtained suggests he is flexible, it is not expected that Sam would lose sight of the 'bigger picture'.

#### Development Recommendations

- Ensure Sam does not become so focused on the 'bigger picture' that he does not pay sufficient attention to detail.

### H Adaptability and change-orientation

#### Profile Description

- Having obtained results which suggest he is quite adaptable, Sam would be expected to be as open as most to change and is unlikely to experience particular difficulty adjusting to new working practices and procedures.

#### Development Recommendations

- Sam's profile indicates no specific training or development needs in this dimension.



## LOGICAL AND ANALYTICAL

### L LOGICAL AND ANALYTICAL

#### L Interest in solving problems and contributing to intellectual debates

##### Profile Description

- Sam's profile suggests he is significantly lacking in confidence in his own academic abilities. Therefore, he would not be expected to be motivated to contribute actively to intellectual debates and discussions.

##### Development Recommendations

- Sam is very likely to benefit from mentoring aimed at helping him feel more confident about his own intellectual abilities.
- Bolster Sam's confidence in his own intellectual abilities by offering praise when he contributes to debates and discussions.

#### L Preference for approaching problems in a rational and analytical manner

##### Profile Description

- Sam's responses to the questionnaire suggest he prefers to adopt a balanced thinking style, which is neither overly intuitive nor too factual in approach. He would be expected to appreciate the value of making decisions in a rational and analytical manner, while also being aware that it is necessary at times to base decisions on an intuitive appraisal of whether or not things feel right. However, it should be noted that his lack of confidence in his intellectual abilities may greatly reduce his capacity to appreciate logical arguments.

##### Development Recommendations

- Value Sam's balanced approach to problem solving; his use of both intuition and logic. Encourage him to build on this by developing a logical analysis of why his intuitive judgements are correct.
- Training aimed at promoting a more logical and analytical approach to solving intellectual problems may be of some benefit to Sam.

#### ML Preference for balancing practical and theoretical approaches to problem solving

##### Profile Description

- The pattern of results Sam obtained on the questionnaire indicates he is fairly pragmatic and concrete in his thinking. Consequently, he would be expected to have something of a preference for focusing on what he considers to be practical/realistic matters rather than approach problems in an abstract theoretical way. It should be noted that the quality of his appraisal of how realistic solutions to problems are, will depend in part on his level of reasoning ability which he does not rate highly.

##### Development Recommendations

- Encourage him to recognise the value of theoretical approaches to problem solving.
- Sam may benefit from training in theoretically based approaches to problem solving.



## INTERPERSONAL SKILLS

### ML INTERPERSONAL SKILLS

#### L Interest in establishing rapport with colleagues and clients

##### Profile Description

- Having a profile which suggests he is quite lacking in interpersonal warmth and is not by nature that understanding and thoughtful, Sam may at times experience difficulty establishing rapport with colleagues and/or clients.

##### Development Recommendations

- Sam is very likely to benefit from training aimed at developing his awareness and concern for others' feelings and emotions as well as promoting active listening skills.
- Encourage Sam to take a greater interest in his colleagues and their working lives.

#### MH Collaboration with others

##### Profile Description

- As his results suggest he is as assertive as most, Sam is likely to try to collaborate with others and achieve a balance between being able to push others into action when this is called for, while not being too dominant or confrontational.

##### Development Recommendations

- Ensure that Sam's authority is not undermined when he asserts himself appropriately with colleagues.

#### L Tact and diplomacy

##### Profile Description

- Sam's responses to the questionnaire suggest he is very forthright and plain-speaking. As a consequence, he is quite likely to express himself in a rather direct manner without giving sufficient regard to the sensitivities of the setting he finds himself in.

##### Development Recommendations

- Sam is very likely to benefit from training and/or mentoring aimed at promoting a more diplomatic interpersonal style.
- Promote a working environment that respects diversity and values differences of opinion.

#### ML Interest in developing trusting relationships with colleagues

##### Profile Description

- Sam's pattern of results suggests that while he does not have a great need for others' company, he is no more or less inclined to be cynical about human nature than most. Consequently, it would not be expected to take him much longer than his more sociable colleagues to develop trusting relationships.

##### Development Recommendations

- Promote an environment that encourages a collaborative/team-based approach to work.
- Foster a working environment that encourages trust.



# RESILIENCE

## M RESILIENCE

### M Emotional stability

#### Profile Description

- Sam's results indicate he is no more likely than most to be prone to unpredictable mood swings that may adversely affect his performance at work or have a negative impact on those around him.

#### Development Recommendations

- Training in positive thinking techniques may be of some value to Sam.
- If Sam is unhappy about something, carefully consider what merit there may be in his perspective.

### M Ability to cope well under pressure

#### Profile Description

- Sam's profile indicates he is likely to have average levels of frustration tolerance. Consequently, he would generally be expected to cope relatively well with stress and to stay composed when things go wrong, but may become irritated if people are being particularly slow or indecisive. In addition to this, Sam's responses indicate he is no more likely than most to be prone to mood swings. As a result, he would not be expected to experience any more difficulty than most managing his emotional reactions to situations.

#### Development Recommendations

- Ensure the goals and targets that are set for Sam are realistic and achievable.
- Structure the working environment to make it as stress free as possible.

### MH Confidence

#### Profile Description

- Sam's results suggest he is relatively confident and self-assured. Consequently, he would be expected to be relatively happy to accept feedback as long as it is presented in a fairly constructive manner.

#### Development Recommendations

- Offer feedback in a constructive, non-judgemental way.
- Remember to offer praise when praise is due.



# PERSUASIVENESS

## ML PERSUASIVENESS

### ML Social Presence

#### Profile Description

- Having obtained a pattern of scores that suggests he may be a little prone to feel slightly ill at ease in social settings and may be a little more lacking in social confidence than many, Sam is unlikely to have a particularly strong social presence. Sam may be inclined on occasion to feel slightly uncomfortable in group settings and, as a result, he may wish to avoid presentations and public speaking if possible. Consequently, he is not highly likely to be a persuasive speaker.

#### Development Recommendations

- Sam might benefit from training in presentation and public speaking skills.
- Depending upon the role demands of his job, Sam may well benefit from training in sales techniques.
- Try to avoid putting Sam in the public spotlight.
- Acknowledge that he may well need some support and encouragement if he has to deal with a lot of people he does not know.

### L Empathy and support

#### Profile Description

- Sam's results indicate he is quite lacking in empathy and warmth and does not have a great interest in others. As a result, colleagues are unlikely to see him as being that supportive and he would not be expected to be a highly good listener. His profile further suggests he is unlikely to feel a great attraction to roles that require supporting others, encouraging them and promoting their personal development.

#### Development Recommendations

- Sam is likely to benefit from training aimed at developing his understanding of others' goals and motives and promoting active listening skills.
- Encourage Sam to consider how others' motives and goals may influence their behaviour.
- Model how to build rapport with colleagues and clients.

### M Balanced negotiation style

#### Profile Description

- As his results suggest he is as competitive as most, he is likely to try to achieve a balance between being able to push others into action, while not being too domineering. Sam's responses further suggest that he is likely to try to balance between making concessions to move negotiations forward while not conceding on important issues. Having said this, his direct and forthright nature may cause him to express his views in an ill-considered or thoughtless manner.

#### Development Recommendations

- Be careful not to undermine Sam when he asserts himself effectively.



## PLANNING AND ORGANISING

### L PLANNING AND ORGANISING

#### L Desire to be organised and create plans

##### Profile Description

- Sam's profile suggests he is not highly organised by nature. As a result, he is likely to prefer to deal with problems as they arise rather than plan ahead. His results further suggest he is a little inclined to leave things to the last moment. This may occasionally result in him facing some difficulty meeting schedules and deadlines.

##### Development Recommendations

- Set Sam clear targets and goals.
- Ensure he stays mindful of the importance of forward planning to achieving targets.
- Remember to offer praise when Sam meets the targets he has been set.

#### L Effective time management

##### Profile Description

- Sam's responses to the questionnaire indicate he is not likely to be as meticulous as most. Consequently, he may be inclined to give a little less priority than many to time management issues.

##### Development Recommendations

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

#### L Delegation of tasks and responsibilities

##### Profile Description

- Sam's results indicate he is as trusting as most. As a result, he would be expected to be happy to delegate work to others. However, his profile also suggests he may be prone to set himself less exacting standards than most and may not monitor his colleagues' quality of work as closely as may be required at times.

##### Development Recommendations

- Sam might possibly benefit from training in goal setting.
- Encourage Sam to monitor the quality of work produced by colleagues he has delegated tasks to.



## QUALITY ORIENTATION

### L QUALITY ORIENTATION

#### L Commitment to producing work of a high standard

##### Profile Description

- Having obtained a pattern of results that suggests he is fairly unstructured by nature and is not unduly disposed to approach tasks in a very systematic and well-organised manner, Sam is likely to be less committed to meeting agreed quality standards than many.

##### Development Recommendations

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

#### L Detail orientation

##### Profile Description

- Sam's profile further suggests he is somewhat less methodical and meticulous than many. As a result, he would not be expected to be very motivated to attend to the detailed requirements of tasks.

##### Development Recommendations

- Sam is likely to benefit from training in techniques aimed at improving his attention to detail.

#### L Commitment to finishing tasks

##### Profile Description

- The results he obtained on the questionnaire indicate Sam is likely to have a slightly less strong sense of duty than many. Consequently, he may not always feel very committed to finishing tasks he has started. Moreover, as his scores also suggest he is likely to be rather less attentive to detail than most, it would be anticipated that he may experience difficulty persevering with boring or repetitive tasks.

##### Development Recommendations

- 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 he does not leave tasks unfinished.
- Encourage him to persevere with boring, repetitive tasks.





## ENERGY AND DRIVE

### M ENERGY AND DRIVE

#### M Ability to cope with setbacks

##### Profile Description

- The pattern of results Sam obtained on the questionnaire suggests he is no more prone to feelings of despondency or depression than most. Consequently, he would be expected in general to be able to maintain his energy when faced with routine setbacks and challenges.

##### Development Recommendations

- Training in problem solving techniques may possibly be of some value to Sam in helping him maintain his levels of energy and drive when confronted by setbacks and failures.
- Offer words of encouragement when he is faced with setbacks or failures.
- Remember to focus on Sam's successes rather than on problems or failings.

#### ML Excitement and enthusiasm

##### Profile Description

- Having a profile that suggests he is fairly subdued, Sam may possibly appear to lack motivation and drive in comparison with his more lively and animated colleagues. As others might be prone to view him as being slightly dour, he may not find it very easy to engender enthusiasm in his colleagues and subordinates.

##### Development Recommendations

- Training in strategies for enthusing and motivating subordinates may well be of some benefit to Sam.
- Model how to enthuse and motivate subordinates.

#### M Results orientation

##### Profile Description

- Sam's responses to the questionnaire indicate he is as assertive as most and should be capable of pushing for action if this is called for. Moreover, Sam's results suggest that although he may not be naturally inclined to take the lead, he should be capable of doing so when necessary.

##### Development Recommendations

- Sam may find training in leadership skills to be of some value to him.
- Support Sam when he pushes for action.
- Remember to offer praise when Sam takes the lead and shows initiative.



## 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 his profile. Before working with Sam Sample on his development plan, please ensure that you refer to his 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 him. Use the following questions to gauge his 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?



## 2. SELECTING AREAS FOR DEVELOPMENT

Discuss with Sam which areas he 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:
<b>Name</b>	Sam Sample	
<b>Position</b>		
<b>Signature</b>		
<b>Date</b>		

The table below lists the competencies used in Universal 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
<b>Integrity</b>	Commitment to following organisational rules. Desire to conform to established principles of right and wrong. Ability to work without close supervision.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Creativity</b>	Intuition and motivation to generate many ideas.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Logical and Analytical</b>	Interest in solving problems and contributing to intellectual debates. Preference for approaching problems in a rational and analytical manner. Preference for balancing practical and theoretical approaches to problem solving.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Interpersonal Skills</b>	Interest in establishing rapport with colleagues and clients. Tact and diplomacy. Interest in developing trusting relationships with colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Resilience</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>Persuasiveness</b>	Social Presence. Empathy and support.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Planning and Organising</b>	Desire to be organised and create plans. Effective time management. Delegation of tasks and responsibilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Quality Orientation</b>	Commitment to producing work of a high standard. Detail orientation. Commitment to finishing tasks.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Energy and Drive</b>	Excitement and enthusiasm.	<input type="checkbox"/>	<input type="checkbox"/>

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?