

Sam Sample

DECISION MAKER

UNIVERSAL COMPETENCY FRAMEWORK



**SOLUTIONS
SELECTION**

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REPORT STRUCTURE

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

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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 focused 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. 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 selection decisions. It can be used as a starting point to facilitate behavioural interviews and help elicit evidence of Sam Sample's actual behaviour in the workplace based on the dimensions used in this report.

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 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.

FINE NINE 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.

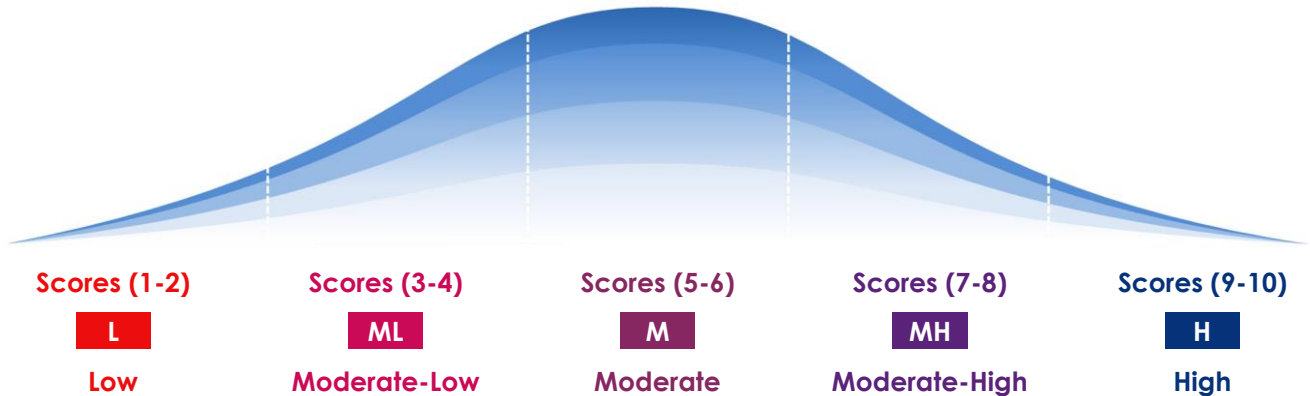
Energy and Drive - is defined as the tendency to have high levels of drive, energy and enthusiasm. People with this competency are likely to be lively and energetic and to display passion and pride in their work. They would be expected to be enthusiastic about their work, take the initiative and be self-motivated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



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.

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 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





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 behavioural interview guides.

POTENTIAL STRENGTHS

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

POTENTIAL AREAS FOR DEVELOPMENT

Level	Competency	Behavioural Dimension
ML	Integrity	Desire to conform to established principles of right and wrong
L	Creativity	Intuition and motivation to generate many ideas
L	Creativity	Preference for considering strategic, 'bigger picture' issues
L	Logical and Analytical	Interest in solving problems and contributing to intellectual debates
L	Interpersonal Skills	Interest in establishing rapport with colleagues and clients
L	Interpersonal Skills	Tact and diplomacy
L	Interpersonal Skills	Interest in developing trusting relationships with colleagues
ML	Resilience	Ability to cope well under pressure
L	Planning and Organising	Delegation of tasks and responsibilities
ML	Quality Orientation	Commitment to finishing tasks
ML	Energy and Drive	Excitement and enthusiasm



BEHAVIOURAL INTERVIEW GUIDE

The report provides structured behavioural interview questions to attempt to elicit information about a respondent's past behaviour. Such a technique is based on the premise that past behaviour is seen as the best predictor of future behaviour. Interviewees' responses are generally considered reliable because they are based on what they actually did, as opposed to offering opinions or hypothetical responses.

INTERVIEW MODEL

The interview model follows the STAR behavioural interviewing method in which evidence must be gained to indicate the context of the behaviour, the nature of the behaviour and the consequences of the behaviour. STAR is an acronym for:

Situation	Task	Action	Result
What was the context of the behaviour?	What needed to be achieved?	What behaviour resulted from the situation?	What was the outcome?

PROBING

The STAR interview questions are used to probe the individuals' responses from multiple angles. However, in most situations interviewers need only ask the "Situation" question as it is the main question which attempts to elicit examples from past behaviour. Interviewers are only required to use the other questions if the responses to the "Situation" are unclear or incomplete. In such cases interviewers can use the remaining STAR questions to further probe respondents and gain a better understanding of their behaviour, context of the behaviour and outcomes.

Two lines of questions are provided for each dimension of the competency framework. Each line provides a full list of questions to complete the STAR interview model. Interviewers are encouraged to use both lines of questions as they attempt to elicit evidence from different sources.

While the STAR interviewing method provides valid interview questions as well as further structure to how interviews are conducted and how responses are evaluated, interviewers are encouraged to:

- Identify which dimensions listed in the report are related to the organisation's competency framework.
- Develop their own list of questions and not rely solely on the interview questions provided.
- Determine what other job related factors are not covered in the report and prepare additional questions to cover those areas.
- Gather additional information about respondents from other sources such as background checks, references, role plays, past performance, etc.
- Utilise the evidence gathered from all the sources in order to make a decision.

SCORING

Scoring forms are provided as part of the interview guide. Interviewers are encouraged to use the forms to take notes and are advised to score responses using the following 5-point scale:

1	2	3	4	5
Only circumstantial evidence gained, or evidence gained which supports a low ability.	No explicit evidence gained, or little evidence gained which supports a low ability.	Explicit evidence gained which supports a moderate ability.	Explicit evidence gained which supports a strong ability.	Detailed evidence gained which supports a strong ability.



INTERVIEW GUIDE: INTEGRITY

M INTEGRITY

M Commitment to following organisational rules

Profile Description

Sam is likely to feel a reasonable sense of commitment to organisational rules, regulations and procedures. However, since he is as spontaneous and flexible as most people, he is unlikely to feel compelled to rigidly adhere to rules if he believe they are unfair or unreasonable.

	Situation	Task	Action	Result
Q1	■ Tell me about a time when you had to work with or enforce organisational procedures on a project or task.	■ What were the procedures? ■ What purpose did they serve?	■ How did you apply the procedures? ■ Were there any you felt inclined to disregard?	■ Ultimately, did adhering to the procedures advance or hinder the work? ■ Please explain your reasoning.
Q2	■ Describe a situation where you tried your hardest despite working on a project you did not feel committed to.	■ Why did you feel less commitment to this particular project?	■ How did you support the project?	■ Was the project ultimately successful? ■ How were your efforts received?

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.

	Situation	Task	Action	Result
Q1	■ Describe a situation where you disagreed with you management over their decisions.	■ What were the decisions? ■ Why did you disagree with them?	■ How did you deal with the situation?	■ Why did you deal with the situation in this manner?
Q2	■ Give an example of having to work despite the formalities and protocols of your workplace.	■ Why did you have to deal with such formalities?	■ How did you deal with such formalities?	■ Do you believe that such formalities support or hinder your work?



M Ownership and responsibility for own mistakes or errors

Profile Description

Sam's pattern of results suggests that although he is relatively suspicious by nature, he is no more threat sensitive than most. Consequently, he should not be that reluctant to own up to and take responsibility for his own mistakes or errors.

	Situation	Task	Action	Result
Q1	■ Tell me about a project you were involved in that did not go well.	■ Why did the project not go so well?	■ How were you involved in the project?	■ Was there a negative response from others to the project's shortcomings in any way? Why?
Q2	■ Describe a project you were directly involved in and that you felt you could have done better on.	■ What was your objective on the project?	■ What were your shortcomings on the project? ■ What did you do to correct them?	■ To what extent did you feel responsible for the project's outcome and why?

M Ability to work without close supervision

Profile Description

While Sam is inclined to be no more attentive to detail than most and is likely to be fairly self-sufficient, he is unlikely to require closer supervision than most to ensure that he completes tasks to the required standard.

	Situation	Task	Action	Result
Q1	■ Give me an example of having to set your own objectives and schedules.	■ What were you trying to achieve?	■ How did you set the targets and manage your time?	■ What was the outcome?
Q2	■ Give me an example of a project or assignment you had to complete on your own and without any guidance or supervision.	■ What were you trying to achieve?	■ How did you cope working on your own?	■ What advantages are there to working independently from others?



INTERVIEW GUIDE: CREATIVITY

ML 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.

	Situation	Task	Action	Result
Q1	■ Describe a situation where you recommended changes to the way things were done in your department / organisation.	■ What needed to be changed?	■ How did you recommend to change things?	■ Were the changes better than what was previously done? ■ Explain your reasoning.
Q2	■ Give me an example of a situation when someone proposed to you an idea or way of working that was unique or unusual.	■ What were they proposing? ■ What made their ideas unique or unusual?	■ How did you respond and why?	■ Were the ideas adopted? ■ What was your role?

L Intuition and motivation to generate many ideas

Profile Description

Sam's responses to the questionnaire suggest he is as pragmatic in his thinking as most and is not intuitive by nature. As a result, he is not likely to be naturally drawn towards idea generation. Tending to take as pragmatic an approach to issues as most, others may view him as being ever so slightly lacking in imagination.

	Situation	Task	Action	Result
Q1	■ Tell me about a situation where you had to work on a project / task which required imagination/creativity.	■ What did the project / task involve?	■ What did you contribute to the project/task?	■ What aspects of the project / task did you enjoy the most and why?
Q2	■ Describe a situation where you considered different options to solve a problem.	■ What were you trying to achieve?	■ What different solutions did you consider?	■ What recommended ideas did you prefer and why? ■ Did you feel it was a waste of time to have to consider several options?



L

Preference for considering strategic, 'bigger picture' issues

Profile Description

Having a pattern of scores which indicates he has no greater preference than most for focussing on detail, he should be capable of being as open as most people to attending to the 'bigger picture'. However, his profile further 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.

	Situation	Task	Action	Result
Q1	■ Tell me of a time you worked on project that required you to balance 'bigger picture' issues with the details of matters?	■ What was the project and what did it involve?	■ How did you go about working on such a project?	■ How did you ensure you didn't neglect any aspect of the project?
Q2	■ Describe a situation where you were able to consider 'bigger picture' issues.	■ What were you trying to achieve?	■ What did you consider?	■ What impact if any did this have on your overall achievement?

MH

Adaptability and change-orientation

Profile Description

Having obtained results which suggest he is fairly 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.

	Situation	Task	Action	Result
Q1	■ Describe a situation where you had to adapt your plans to constantly changing conditions.	■ What were the working conditions and why were they constantly changing?	■ What did you do to adapt to the situation or help stabilise the conditions? ■ Why did you decide on this response?	■ What was the outcome?
Q2	■ Tell me about an instance where you had to break with your organisation's protocols.	■ What was the situation ■ Why did you have to break with the protocols?	■ How did you go about breaking with the protocols? ■ How did this make you feel and why?	■ What response did you get from your management? ■ How did you justify your position?



INTERVIEW GUIDE: LOGICAL AND ANALYTICAL

ML LOGICAL AND ANALYTICAL

L Interest in solving problems and contributing to intellectual debates

Profile Description

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

	Situation	Task	Action	Result
Q1	■ Describe a situation where you were asked to work on a complex problem that was outside of your scope of expertise.	■ What was the problem? ■ How did you feel when you were asked to work on it?	■ How did you tackle the problem?	■ What was the outcome and would you put yourself in such a situation again? Why?
Q2	■ Describe a situation where you were asked to explain a complex/technical concept to others.	■ What did you have to explain? ■ How did you feel when you were asked to explain it?	■ How did you explain the concept?	■ Did others comprehend the information you were communicating? ■ What helped/hindered the communication and why?

M Preference for approaching problems in a rational and analytical manner

Profile Description

Sam's responses to the questionnaire suggest he is very tough-minded and unsentimental, and is likely to prefer to approach problems in a very rational and analytical manner rather than an intuitive one. However, it should be noted that his lack of confidence in his intellectual abilities may greatly reduce his capacity to appreciate logical arguments.

	Situation	Task	Action	Result
Q1	■ Tell me of a situation where you were able to identify logical flaws in proposed solutions or courses of action.	■ What flaws did you identify?	■ What corrective actions did you propose?	■ What impact did this have?
Q2	■ Describe having to oversee a project.	■ What were you required to achieve?	■ How did you know everything was progressing according to plan?	■ How did you use this information?



M

Preference for balancing practical and theoretical approaches to problem solving

Profile Description

The pattern of results Sam obtained on the questionnaire indicates he is likely to try to maintain a balance between recognising the value of theoretical approaches while also being aware of the need to 'keep his feet firmly on the ground' and be mindful of practicalities. 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.

	Situation	Task	Action	Result
Q1	<ul style="list-style-type: none"> Describe working on a complex problem. 	<ul style="list-style-type: none"> What was the problem? What were you trying to achieve? 	<ul style="list-style-type: none"> What was your role? What did you enjoy about it? 	<ul style="list-style-type: none"> Were there aspects of solving the problem that you wished you were more involved with? Please explain.
Q2	<ul style="list-style-type: none"> Give me an example of having to recommend solutions to a problem. 	<ul style="list-style-type: none"> What was the problem? 	<ul style="list-style-type: none"> What was your role? 	<ul style="list-style-type: none"> Which did you enjoy more, generating solutions or evaluating their practicality? Please explain.



INTERVIEW GUIDE: INTERPERSONAL SKILLS

ML INTERPERSONAL SKILLS

L Interest in establishing rapport with colleagues and clients

Profile Description

Having a profile which suggests he is rather lacking in interpersonal warmth and is not by nature particularly understanding and thoughtful, Sam may occasionally experience difficulty establishing rapport with colleagues and/or clients.

	Situation	Task	Action	Result
Q1	■ Give me an example of a situation where you helped or supported a colleague at work.	■ Why did they need help?	■ What did you do?	■ How do you know they received the help they needed? ■ What do you think you could have done to better support them?
Q2	■ Tell me of a time when you had to establish rapport with people regardless of your differences.	■ What were the differences?	■ What did you do?	■ How would you describe your relationship now?

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.

	Situation	Task	Action	Result
Q1	■ Tell me of a situation where you had to collaborate or cooperate with others.	■ What obstacles did you face?	■ How did you interact with the other party/individual?	■ How did this affect your relationship with them?
Q2	■ We all have experiences working with people we don't get along with. Give me an example of having to deal with one such situation.	■ Why was it difficult to get along with them?	■ What did you do?	■ How did it work out?



L

Tact and diplomacy

Profile Description

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

	Situation	Task	Action	Result
Q1	■ Tell me about a situation where you decided to communicate bad news or poor performance related results to someone.	■ What did you have to communicate and why?	■ How did you go about communicating the information? ■ What did you decide to tell them and why?	■ How did they react to the results?
Q2	■ Give me an example of having to deal with two or more individuals or groups who were in conflict at work.	■ Why were the parties in conflict, and what was your role?	■ How did you deal with them?	■ Which did you rely on most, openness and honesty or tact and diplomacy? ■ Please explain.

L

Interest in developing trusting relationships with colleagues

Profile Description

Sam's pattern of results suggests that he does not have a great need for others' company and is prone to be relatively cynical about human nature and suspicious of others' motives. Consequently, it may take him a little time to develop trusting relationships with his colleagues.

	Situation	Task	Action	Result
Q1	■ Describe a team experience you found particularly disappointing.	■ Why did you find the team disappointing?	■ What is your role within the team?	■ Would it have been better to work on your own? ■ Please explain.
Q2	■ Tell me about a team experience where other members did not pull their or where you felt you could not completely trust other members.	■ What were the team's objectives? ■ Why was their dysfunction within the team?	■ What is your role within the team? ■ What did you do about the situation?	■ Would it have been better to work on your own? ■ Please explain.



INTERVIEW GUIDE: 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.

	Situation	Task	Action	Result
Q1	<ul style="list-style-type: none"> Have you ever changed your mind or gone back on a decision? Describe the situation. 	<ul style="list-style-type: none"> What changed since making your decision? 	<ul style="list-style-type: none"> What did you have to do to make the change? 	<ul style="list-style-type: none"> Thinking back would you have still changed your mind?
Q2	<ul style="list-style-type: none"> Describe a situation where you were very concerned about a potential crisis though felt others seemed oblivious to your concerns. 	<ul style="list-style-type: none"> What was the potential crisis? Why were you concerned about it? Why did others seem oblivious to it? 	<ul style="list-style-type: none"> How did the lack of concern from others make you feel? How did you respond to the situation? 	<ul style="list-style-type: none"> How did you resolve the situation?

ML Ability to cope well under pressure

Profile Description

While Sam's responses to the questionnaire indicate he is no more prone to mood swings than most, his results also indicate he is likely to have slightly lower levels of frustration tolerance than many, which might make him prone to becoming irritated if people are being particularly slow or indecisive. Consequently, he may experience more difficulty than many in controlling his emotional reactions to situations.

	Situation	Task	Action	Result
Q1	<ul style="list-style-type: none"> Tell me about a situation or time when something or someone got 'under your skin'. 	<ul style="list-style-type: none"> What caused you to become annoyed? 	<ul style="list-style-type: none"> How did you respond to the situation? 	<ul style="list-style-type: none"> How was the situation resolved, and what affect did your attitude have?
Q2	<ul style="list-style-type: none"> Describe a situation where you faced great setbacks and delays. 	<ul style="list-style-type: none"> What caused the delays? 	<ul style="list-style-type: none"> How did you respond to the situation and deal with the cause of the delays? 	<ul style="list-style-type: none"> Were you able to achieve your targets on time and how?

**M****Confidence****Profile Description**

As Sam's results suggest he is as confident and self-assured as most, he is not likely to be unduly threat sensitive. Consequently, he would be expected to be no more prone than most to be upset by critical comments.

	Situation	Task	Action	Result
Q1	<ul style="list-style-type: none"> Give an example of a situation where you were given negative feedback on your accomplishments or performance. 	<ul style="list-style-type: none"> Why did you get negative feedback How did this make you feel? 	<ul style="list-style-type: none"> What was your reaction to the feedback? 	<ul style="list-style-type: none"> Did you address any of the issues that were raised in the feedback? What did you do?
Q2	<ul style="list-style-type: none"> Describe a situation where a mistake occurred on a project or task you were working on. 	<ul style="list-style-type: none"> How did it occur? 	<ul style="list-style-type: none"> How much responsibility did you take and why? 	<ul style="list-style-type: none"> How did you deal with the mistake?



INTERVIEW GUIDE: PERSUASIVENESS

ML PERSUASIVENESS

M Social Presence

Profile Description

Having obtained a pattern of scores that suggests he is no more or less inclined than most to feel anxious in social settings and has average levels of social boldness, Sam is likely to have as strong a social presence as most. His scores further indicate he is likely to feel relatively comfortable speaking in front of groups even if he does not know them that well. As a result, he should be capable of being as persuasive a speaker as most people should he be required to take on such roles.

	Situation	Task	Action	Result
Q1	<ul style="list-style-type: none"> Describe a situation where you had to present to a large audience. 	<ul style="list-style-type: none"> What did you have to present? How did the idea of presenting to others make you feel? 	<ul style="list-style-type: none"> How did you prepare? How was your presentation? 	<ul style="list-style-type: none"> What challenges did you encounter during your presentation? How did you overcome them?
Q2	<ul style="list-style-type: none"> Give an example of attending a conference or work function where you met new people. 	<ul style="list-style-type: none"> Why did you attend the function? Did you meet many people? 	<ul style="list-style-type: none"> Did you start conversations with others or did you wait for them to initiate the contact? How did this happen? 	<ul style="list-style-type: none"> Were you able to benefit from these contacts? What did you benefit?

L Empathy and support

Profile Description

Sam's results suggest he is a little lacking in empathy and warmth and is unlikely to have a strong interest in others. As a result, his colleagues are unlikely to see him as being very supportive and he would not be expected to be a good listener. His profile further suggests that roles which require supporting others, encouraging them and promoting their personal development are unlikely to have a great appeal to him.

	Situation	Task	Action	Result
Q1	<ul style="list-style-type: none"> Have company actions or policies ever hurt any individuals at work? What was the situation? 	<ul style="list-style-type: none"> How were the individuals hurt? 	<ul style="list-style-type: none"> What was your perspective and role? 	<ul style="list-style-type: none"> Ultimately, how were the individuals' issues resolved?
Q2	<ul style="list-style-type: none"> Tell me about a situation where you were approached by a colleague for advice. 	<ul style="list-style-type: none"> What was the issue? 	<ul style="list-style-type: none"> Did you get involved and why? 	<ul style="list-style-type: none"> How did they respond?

**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.

	Situation	Task	Action	Result
Q1	<ul style="list-style-type: none"> Describe a situation where you had to get others to work on a project with you. 	<ul style="list-style-type: none"> Why did you have to involve others? 	<ul style="list-style-type: none"> How did you encourage them to work with you on the project? 	<ul style="list-style-type: none"> How assertive were you in dealing with them and why? Was there a need to be more accommodating? Why?
Q2	<ul style="list-style-type: none"> Give an example of asserting your point of view over others' views. 	<ul style="list-style-type: none"> What were you trying to convince them of? 	<ul style="list-style-type: none"> What tactics did you use to convince them? How did you deal with objections? 	<ul style="list-style-type: none"> What were you able to convince them of? Was there a need to compromise? What did you compromise and how?



INTERVIEW GUIDE: PLANNING AND ORGANISING

ML PLANNING AND ORGANISING

M Desire to be organised and create plans

Profile Description

Sam's profile suggests he is likely to have average levels of detail consciousness. Consequently, he would be expected to be aware of the value of forward planning, while at the same time not being overly rigid or inflexible.

	Situation	Task	Action	Result
Q1	■ Describe a situation where you had to develop a plan for an assignment or project you were working on.	■ What was the assignment/project? ■ Why did you have to do plan for it?	■ How did you go about the planning? ■ What did you consider and why?	■ Did you have to change any aspects of your plan due to unexpected circumstances? ■ How did you deal with them?
Q2	■ Describe a situation where you had to organise your work.	■ Why is it necessary to organise your work?	■ How did you organise your work?	■ Which aspects of planning were helpful and which aspects were not? ■ Please explain

M Effective time management

Profile Description

Sam's responses to the questionnaire indicate he is likely to be as meticulous as most, and to be as aware as most of the value of effective time management.

	Situation	Task	Action	Result
Q1	■ Describe a situation where you had to manage your time and prioritise your work.	■ Why did you manage your time? ■ What were you trying to accomplish?	■ What did you do to manage your time?	■ Did you achieve your objective(s)? ■ What do you think worked well? ■ What would you have done differently?
Q2	■ Give me an example of a situation where being efficient was important in accomplishing an assigned task.	■ What were you trying to achieve? ■ Why was it important to be efficient?	■ How did you handle the situation?	■ What was the outcome? ■ How did you measure your effectiveness?

**L****Delegation of tasks and responsibilities****Profile Description**

Sam's results indicate he is inclined to set himself as high standards as most, though is somewhat prone to doubt that others can be trusted to complete tasks on time and to his own standards. Consequently, he is likely to feel the need to supervise the work he delegates to others.

	Situation	Task	Action	Result
Q1	<ul style="list-style-type: none"> Describe a situation where you had to coordinate the efforts of others. 	<ul style="list-style-type: none"> What were you trying to achieve? 	<ul style="list-style-type: none"> How did you keep track of what was going on? What information did you rely on and why? 	<ul style="list-style-type: none"> How closely did the progress match your plans? What did you attribute this to?
Q2	<ul style="list-style-type: none"> Describe a situation where you had to assign tasks or assignments to others. 	<ul style="list-style-type: none"> Who did you assign them to and why? 	<ul style="list-style-type: none"> Were you able to fully trust them with the work or did you have to closely monitor them? Please explain. 	<ul style="list-style-type: none"> Was the work ultimately delivered? What would you have done differently?



INTERVIEW GUIDE: QUALITY ORIENTATION

M QUALITY ORIENTATION

M Commitment to producing work of a high standard

Profile Description

Having obtained a pattern of results that suggests he is as committed to producing work of a high standard as most, Sam would be expected to approach tasks in a relatively organised and systematic manner.

	Situation	Task	Action	Result
Q1	■ Describe a situation where you worked to improve quality or performance.	■ What did you improve and why?	■ How did you improve standards?	■ What impact did the new standards have on the work?
Q2	■ Tell me about a situation where you had to choose between missing a looming deadline and sacrificing quality.	■ What were you trying to achieve?	■ Which did you choose and why?	■ How did you justify your actions to the recipient(s) of your work?

M Detail orientation

Profile Description

Sam's profile indicates he is likely to be as methodical and meticulous as most. As a result, he would be expected to be reasonably motivated to attend to details and to check his work to ensure he does not make careless mistakes and errors.

	Situation	Task	Action	Result
Q1	■ Give me an example of trying to prevent errors in your work or the work of others.	■ What errors were you trying to prevent and why?	■ What did you do to prevent errors?	■ What impact did your actions have on the occurrence of errors?
Q2	■ Give me an example of a situation where attention to detail was important in accomplishing an assigned task.	■ What were you trying to achieve? ■ Why was it important to pay attention to detail?	■ How did you handle the situation?	■ Did you feel paying so much attention to detail was necessary? ■ What difference did it make?



ML

Commitment to finishing tasks

Profile Description

The results he obtained on the questionnaire suggest that while Sam is likely to be as attentive to detail as most, he would not be expected to experience anymore difficulty than most in persevering with repetitive tasks. However, his scores also indicate he is likely to have a little less strong sense of duty than many. Consequently, he may not always feel highly committed to finishing work he has started.

	Situation	Task	Action	Result
Q1	<ul style="list-style-type: none"> Tell me about a time when you stayed with a job or task for longer than anyone had expected you to. 	<ul style="list-style-type: none"> What was the task? Why did you stay with it? 	<ul style="list-style-type: none"> What did you do to persevere? 	<ul style="list-style-type: none"> Was the task completed? Please elaborate.
Q2	<ul style="list-style-type: none"> Describe a situation where you were personally inconvenienced by being asked to work beyond your job description. 	<ul style="list-style-type: none"> Why did you have to work beyond your job description? How did this make you feel? 	<ul style="list-style-type: none"> How did you respond? 	<ul style="list-style-type: none"> Why did you respond in this manner?



INTERVIEW GUIDE: 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.

	Situation	Task	Action	Result
Q1	■ Give me examples of some of the setbacks or disappointments you have faced during your career.	■ What were the setbacks? ■ How did they affect you?	■ How did you overcome them?	■ What was the outcome?
Q2	■ Tell me about some of the work related challenges which have put you off over the years.	■ What were the challenges? ■ How did they affect you?	■ How did you respond to the challenges?	■ What was the outcome?

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.

	Situation	Task	Action	Result
Q1	■ Describe a situation in which you had to respond to changes over which you had no control.	■ What were the changes?	■ How did you respond to the changes?	■ What impact did the changes have on you?
Q2	■ Give me an example of the most interesting job you have been involved in.	■ What was the job?	■ Why did the job interest you?	■ How would you approach a job that did not interest you?



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.

	Situation	Task	Action	Result
Q1	■ What competitive activities have you participated in at work?	■ What did you consider to be competitive about the activities?	■ How did your respond?	■ Were you able to get your way and how?
Q2	■ Tell me about the last time that you undertook a project that demanded a lot of initiative.	■ What was the project?	■ What did you do on the project?	■ What was the outcome? ■ How did your efforts contribute to the outcome?



INTERVIEW SCORING

Use the following forms to calculate the overall interview score. Check (✓) the box corresponding to the appropriate score for each competency/dimension being assessed.

Dimension	Score				
	1	2	3	4	5

Scores measured through the behavioural interview guide:

1	Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Logical and Analytical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Interpersonal Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Resilience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Persuasiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Planning and Organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Quality Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Energy and Drive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scores from additional measures not included as part of the behavioural interview guide:

10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL SCORE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments