

Fifteen Factor Questionnaire +  
COMPETENCIES REPORT

## Guide to Using This Report

This report uses Psytech's *Fine Nine Competency Model* to predict Sam Sample's typical performance 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 outlines Sam Sample's most likely personal strengths and weaknesses in each of the model's competency domains (which are described in detail in the next section of the report). These should be treated as hypotheses to be explored in greater detail via further assessment. For example, Sam Sample's level of job specific knowledge can be assessed through a critical review of his work history and previous qualifications, and by the use of objective tests and structured interviews. His skills can be assessed in greater detail through work sample tests, behavioural observation, role-plays and assessment centre exercises.

If this report is to be used for assessment purposes, it is important to note the following points:

- The competency scores are calculated from Sam Sample's responses on the 15FQ+ personality questionnaire. Therefore it is essential that all the reports have been produced using the same norms.
- The scores are weighted composites of the core competencies that contribute to each of the *Fine Nine* global competency dimensions. The score any given individual obtains on these scales depends not only upon that person's pattern of strengths and weakness across the core competencies, but also on the importance of each core competency in contributing to that global competency.
- Scores in the mid range (i.e. 4-7) indicate the person is **either** likely to have average levels of competency across the range of core competencies assessed by that *Fine Nine* global competency dimension, **or** have strengths in some of the core competencies in that domain but weaknesses in others. Scores in the high (i.e. 8-10) or low (i.e. 1-3) ranges indicate respectively, that the person has strengths or weakness across a broad range of core competencies in that domain.
- As the report contains information relating to a number of different competencies, it is important when using it to focus on those competencies that are specific to the role being considered.
- The report describes Sam Sample's competencies in terms of his typical behaviour, and should not be taken as an assessment of his maximum (or most effective) performance. Rather, it describes his *core* competencies, with his actual performance in any particular setting being influenced by a number of factors in addition to his core competencies. These include: the specific skills he has developed; the impact the environment has in facilitating or inhibiting his performance; his motivation; his current level of emotional wellbeing, etc.

If the report is to be used as a tool to facilitate Sam Sample's personal development, rather than as an assessment tool, it can be used as a starting point either to:

- Begin exploring with him possible development needs, and produce a shared development strategy for promoting his competencies in those domains that are work relevant, or
- Begin considering reasons for any possible discrepancies between Sam Sample's predicted competencies in each of these domains and his actual performance as assessed by peer ratings, performance appraisals, etc.

\* This report was generated using a sample of 1186 respondents from the Professional Managerial reference group.

## Fine Nine Competency Profile

| Competency Cluster      | Raw | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-------------------------|-----|---|---|---|---|---|---|---|---|---|----|
| Integrity               | 5   |   |   |   |   |   |   |   |   |   |    |
| Creativity              | 6   |   |   |   |   |   |   |   |   |   |    |
| Logical and Analytical  | 6   |   |   |   |   |   |   |   |   |   |    |
| Interpersonal Skills    | 8   |   |   |   |   |   |   |   |   |   |    |
| Resilience              | 7   |   |   |   |   |   |   |   |   |   |    |
| Persuasiveness          | 4   |   |   |   |   |   |   |   |   |   |    |
| Planning and Organising | 10  |   |   |   |   |   |   |   |   |   |    |
| Quality Orientation     | 9   |   |   |   |   |   |   |   |   |   |    |
| Energy and Drive        | 8   |   |   |   |   |   |   |   |   |   |    |

**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. (The *quality* of the ideas Sam generates will however depend in part upon his level of reasoning ability.) 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. (The *quality* of the decisions he takes will however depend upon his level of verbal, numerical and abstract reasoning ability.)

**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.

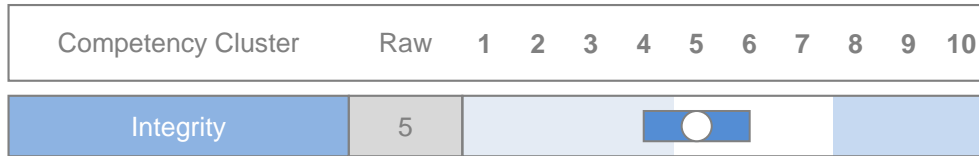
**Planning and Organising** is defined as the tendency to organise one's own and others' work and to plan for all contingencies. People who have a strong competency in this area are likely to be tidy and well-organised. They would be expected to plan their work so it can be completed within agreed timeframes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

## Integrity

Sam Sample's score on this global *Fine Nine* competency is presented below. This is a weighted composite of the following subcomponents: Dependability, Business Ethics, Risk Avoidance, Responsibility and Realistic Self-assessment.



### Most Typical Behaviour

Having obtained a profile that indicates he is likely to set himself extremely high standards of conduct and behaviour in work, Sam would be expected to be very committed to following organisational rules, regulations and procedures.

His scores however also indicate he is not inclined to blindly accept organisational codes of conduct and social norms. As a result, Sam might not be expected to feel much sense of allegiance to the organisation's ethical culture and values.

His responses to the questionnaire suggest he is not at all suspicious. Consequently, he should generally be fairly happy to own up to and take responsibility for his own mistakes or errors. However, prone to be somewhat threat sensitive, he may be slightly reluctant to do so if he anticipates strong criticism or censure.

Sam's profile suggests he is extremely self-sufficient and is highly motivated to attend to the detailed requirements of tasks. As a result, Sam would be expected to be able to work independently of others without the need for close supervision.

### Possible Staff Development and Training Needs

- Sam may benefit from routine training aimed at familiarising him with the organisation's rules, regulations and procedures.
- Mentoring/staff development aimed at promoting Sam's commitment to the organisation's values, culture and ethics is very likely to be of benefit to him.

### Possible Line Management Needs

- Ensure that Sam understands the *reasons* for the organisation's rules, regulations and procedures. To promote his sense of personal commitment to these, do not monitor his compliance in an obtrusive manner.
- Support staff in taking personal responsibility for their own mistakes. Make it fairly clear to Sam that he will not be unduly criticised as a result of owning up to errors he has made.

## Creativity

Sam Sample's score on this global *Fine Nine* competency is presented below. This is a weighted composite of the following subcomponents: Ideas Generation, Innovation, Strategic Thinking, Holistic Thinking and Adaptability.

| Competency Cluster | Raw | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------------------|-----|---|---|---|---|---|---|---|---|---|----|
| Creativity         | 6   |   |   |   |   |   |   |   |   |   |    |

### Most Typical Behaviour

Having obtained a pattern of scores which indicates a very strong preference for following tried and tested methods, Sam is unlikely to be that motivated to seek out new solutions to problems. Moreover, he may be disinclined to accept novel ideas unless their benefits are clear.

Having a profile which suggests he is highly intuitive and quite abstract minded, Sam is likely to be motivated to generate lots of ideas.

As idea generation should come naturally to him, Sam is likely to make a relatively significant contribution to brain storming sessions. (It should be noted however that the *quality* of the ideas he generates will depend in part on his level of reasoning ability.)

Having obtained a pattern of scores that suggests a very strong preference for focussing on detail Sam may not always fully appreciate the bigger picture.

As his profile indicates he is prone to be rather rule bound and rigid, he might be expected to be somewhat less open to change than many. Consequently, he may have a little more difficulty than most in adapting to new working practises and procedures.

### Possible Staff Development and Training Needs


- Sam is very likely to benefit from mentoring aimed at helping him value change and openly embrace it.
- Sam is very likely to benefit from training programmes that develop creative problem solving and the ability to 'think outside of the box'.

### Possible Line Management Needs

- Encourage Sam to be open to new ideas.
- Value the originality of *any* unconventional ideas Sam develops, *prior* to evaluating their quality and practicality.
- Ensure Sam remains mindful of the importance of not critically appraising ideas as they are being generated, but rather evaluating them once all the ideas have been produced.
- Encourage Sam to focus on the 'bigger picture' before addressing issues relating to detail.

## Logical and Analytical

Sam Sample's score on this global *Fine Nine* competency is presented below. This is a weighted composite of the following subcomponents: Analytical, Critical Appraisal, Decision Making and Rational/Theoretical. (Although Numerical Skills form a component of this *Fine Nine* competency, as these cannot be predicted from the 15FQ+ they do not form a component of this score.)

| Competency Cluster     | Raw | 1 | 2 | 3 | 4 | 5 | 6  | 7 | 8 | 9 | 10 |
|------------------------|-----|---|---|---|---|---|--|---|---|---|----|
| Logical and Analytical | 6   |   |   |   |   |   |  |   |   |   |    |

### Most Typical Behaviour

Sam's profile suggests he is highly intellectually orientated and has a very high level of confidence in his ability to quickly understand complex ideas. As such, he would be expected to be very keen to contribute to intellectual debates and discussions. (However, the *quality* of his contribution to such debates and discussions will depend in part upon his level of reasoning ability.)

Sam's responses to the questionnaire suggest he is extremely tender-minded and aesthetically orientated. As a result, he is likely to prefer to adopt a highly intuitive approach to problem solving; basing his judgements on whether or not things 'feel right', rather than on a logical analysis of the facts. (Depending upon his level of reasoning ability, he may nonetheless be more than able to develop sound logical arguments, should he choose to approach problem solving in an analytical rather than intuitive way.)

The pattern of scores Sam obtained on the questionnaire indicates he is relatively abstract-minded and conceptually orientated. Consequently, he would be expected to prefer to approach problems from a theoretical perspective. (It should be noted that the *quality* of the solutions he generates will depend in part upon his level of reasoning ability.)

### Possible Staff Development and Training Needs

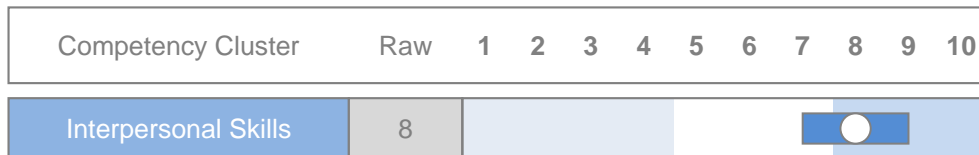
- Depending upon his reasoning ability, Sam might be expected to benefit from mentoring aimed at promoting a more logical and analytical approach to problem solving.

### Possible Line Management Needs

- Ensure that Sam's confidence in his own intellectual abilities does not undermine other, less confident, members of the team and prevent them from contributing to debates and discussions.
- Encourage him to develop his analytical abilities by offering praise when he produces a well-reasoned argument that is based on logic rather than intuition.
- Ensure that abstract, theoretical approaches to problem solving are valued by Sam's colleagues.
- Encourage Sam to 'keep his feet firmly on the ground' when solving problems and ensure that the solutions he generates are practical and realistic.

## Interpersonal Skills

Sam Sample's score on this global *Fine Nine* competency is presented below. This is a weighted composite of the following subcomponents: Empathy, Appropriate Assertion, Diplomacy, Relationships and Interpersonal Support.



### Most Typical Behaviour

Having a profile which indicates he is extremely warm, sympathetic and has a deeply felt interest in other people, Sam is likely to find it easy to establish rapport with colleagues and/or clients.

As Sam's results suggest he is fairly assertive, he may however come across on occasion as being slightly pushy or domineering.

Sam's responses to the questionnaire indicate he is likely to be relatively attuned to the nuances of interpersonal relationships. As a consequence, he would be expected to tend to relate to people in a relatively diplomatic and tactful manner.

Having a profile which indicates he has a degree of sensitivity to social norms and expectations, Sam should generally be fairly keen to smooth over difficult interpersonal situations.

His pattern of scores suggests that while Sam does not have much need for others' company, he is not inclined to be at all cynical about human nature. Consequently, it should not take him much longer than his more sociable colleagues to develop trusting relationships.

### Possible Staff Development and Training Needs

- Training and/or mentoring to help Sam learn how to assert himself in a more appropriate manner may well be of benefit to him.

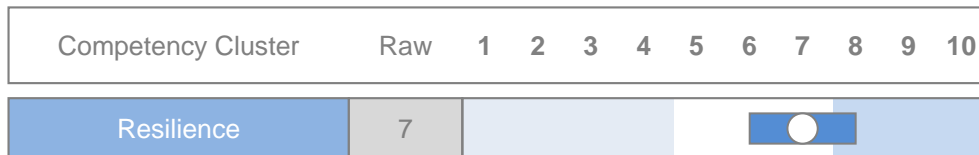
### Possible Line Management Needs

- Promote an environment that encourages a collaborative approach to work.
- Value Sam's interpersonal skills, delegating tasks to him where he can put these to good use.
- Model appropriate assertive behaviour.
- Offer praise/support when Sam asserts himself in a way that is appropriate to the situation/context.



## Resilience

Sam Sample's score on this global *Fine Nine* competency is presented below. This is a weighted composite of the following subcomponents: Emotional Control, Composure, Self-Control and Acceptance.



### Most Typical Behaviour

Sam's scores suggest he is not at all prone to mood swings. As a result, his emotions would not be expected to cloud his judgement or adversely affect his performance at work.

His profile further indicates he is likely to have high levels of frustration tolerance and to be extremely composed and accepting. Consequently, it is not at all likely that he will lose his temper when things go wrong and he would be expected to cope very well working under pressure.

As Sam's responses indicate he is not at all prone to mood swings and has high levels of frustration tolerance, he should not experience any difficulty controlling his emotional reactions to situations.

Having scores that suggest he is somewhat lacking in confidence and is slightly less self-assured than many, Sam may tend to worry about potential problems or anticipated threats. Consequently, he might be prone to be relatively easily upset by comments he views as being critical.

### Possible Staff Development and Training Needs

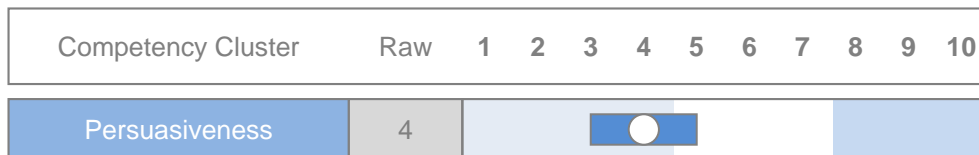
- Training aimed at increasing Sam's self-confidence might benefit him.

### Possible Line Management Needs

- If Sam is unhappy about something, carefully consider what merit there may be in his perspective.
- Try to build on the positive aspects of Sam's performance, rather than focus on any shortcomings he may have.
- Ensure feedback is provided in a constructive manner.
- Remember that even people who work very well under pressure can find their performance is impaired by chronic, long-term stress.

## Persuasiveness

Sam Sample's score on this global *Fine Nine* competency is presented below. This is a weighted composite of the following subcomponents: Social Presence, Coaching, Listening Skills and Negotiation. (*Although Writing Skills form a component of this Fine Nine competency, as these cannot be predicted from the 15FQ+ they do not form a component of this score.*)



### Most Typical Behaviour

Having obtained a pattern of scores that indicates he is very prone to feel ill at ease in social settings and is rather lacking in social confidence, Sam is unlikely to have a strong social presence.

Inclined to feel quite uncomfortable in group settings, he may wish to avoid presentations and public speaking if at all possible. As a result, he is not likely to be a persuasive speaker.

Sam's results indicate he is extremely personable, very affable and has a natural interest in others. As a result, he would be expected to be quite a good listener.

Sam is likely to be strongly inclined to be supportive of others and to be highly empathic. As such, he would be expected to be quite motivated to encourage and promote other's personal development.

His responses to the questionnaire suggest that, in situations where he is negotiating with others, he is likely to try to achieve a balance between making sufficient concessions to move the negotiations forward while not conceding on the most important issues.

### Possible Staff Development and Training Needs

- Sam is very likely to benefit from training in presentation and public speaking skills.
- Depending upon the role demands of his job, Sam is very likely to benefit from training in sales techniques.

### Possible Line Management Needs

- Try to avoid putting Sam in the public spotlight.
- Acknowledge that he is very likely to need support and encouragement if he has to deal with a lot of people he does not know.
- Value his ability to build rapport with colleagues and clients.
- Encourage his colleagues to see the importance of understanding and respecting others' points of view.
- Be careful not to undermine Sam when he asserts himself effectively.

## Planning and Organising

Sam Sample's score on this global *Fine Nine* competency is presented below. This is a weighted composite of the following subcomponents: Planning, Time Management, Future Orientation and Prioritisation.

| Competency Cluster      | Raw | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-------------------------|-----|---|---|---|---|---|---|---|---|---|----|
| Planning and Organising | 10  |   |   |   |   |   |   |   |   |   |    |

### Most Typical Behaviour

Sam's profile suggests he is extremely organised by nature. As a result, he would be expected to be very keen to carefully plan his work for maximum efficiency.

His scores further suggest he will be strongly motivated to create detailed plans that account for all future contingencies, rather than respond to problems as they arise.

Sam's responses to the questionnaire indicate he is likely to be very meticulous and be very strongly motivated to organise his time efficiently.

His results indicate he is likely to be extremely trusting and should be happy to delegate tasks to others. However, when delegating work, Sam would be expected to be concerned to ensure that others complete their work to his own exacting standards.

Sam's profile further indicates he would be expected to be highly motivated to prioritise work effectively in order to ensure he meets the standards he sets himself.

### Possible Staff Development and Training Needs

- Sam's profile indicates no specific training needs in this competency domain.

### Possible Line Management Needs

- Encourage Sam to focus on key performance indicators.
- Reinforce the value of forward planning.
- When Sam delegates work, be careful not to undermine him by reassigning tasks to different people.

## Quality Orientation

Sam Sample's score on this global *Fine Nine* competency is presented below. This is a weighted composite of the following subcomponents: Systematic, High Standards, Detail Consciousness, Task Finishing and Task-Focus.

| Competency Cluster  | Raw | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---------------------|-----|---|---|---|---|---|---|---|---|---|----|
| Quality Orientation | 9   |   |   |   |   |   |   |   |   |   |    |

### Most Typical Behaviour

Having obtained a pattern of scores that indicates Sam is extremely committed to producing work of a high standard, he would be expected to approach tasks in a highly well-organised and systematic way.

Sam's score profile indicates he is highly methodical and very meticulous by nature. As a result, he is likely to be strongly motivated to diligently attend to detail and to check his work extremely carefully to ensure it is error-free.

The results he obtained on the questionnaire indicate Sam is likely to have a less strong sense of duty than many. Consequently, he may not always feel committed to finishing work he has started.

However, his scores also suggest he is likely to be extremely attentive to detail and, as a result, would not be expected to experience undue difficulty persevering with boring, repetitive tasks.

### Possible Staff Development and Training Needs

- Sam may find attending routine training in time management skills to be of some benefit to him.

### Possible Line Management Needs

- Remember to praise Sam for the quality of the work he produces.
- Encourage other staff to value Sam's desire to attend to detail.
- Ensure Sam remains mindful of the importance of completing all the tasks he has been given.
- Remember to offer praise when he finishes tasks.

## Energy and Drive

Sam Sample's score on this global *Fine Nine* competency is presented below. This is a weighted composite of the following subcomponents: Energy, Self-motivation, Initiative, Motivating and Results Orientation.

| Competency Cluster | Raw | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------------------|-----|---|---|---|---|---|---|---|---|---|----|
| Energy and Drive   | 8   |   |   |   |   |   |   |   |   |   |    |

### Most Typical Behaviour

The pattern of scores Sam obtained on the questionnaire suggests he is not at all prone to feelings of despondency or depression. Consequently, he would not be expected to experience difficulty maintaining his levels of energy and enthusiasm when faced with setbacks and challenges.

Having a profile that indicates he is fairly active and participative, Sam is quite likely to enthuse others with his above average levels of energy and drive.

Moreover, as he is likely to be quite lively and animated, he would be expected to be quite motivated to seek out variety and change. However, he might be prone to become bored relatively quickly if there is not enough activity to maintain his interest and attention.

His responses to the questionnaire suggest he would be quite forceful and assertive. As a result, Sam is likely to be fairly happy pushing for action.

As Sam is inclined to be quite reluctant to take no for an answer, he would be expected to be relatively results orientated. Moreover, as he is likely to be quite happy giving others instructions and directions, he should generally have a fairly strong desire to show initiative and take charge of situations.

### Possible Staff Development and Training Needs

- Sam's profile indicates no specific training needs in this competency domain.

### Possible Line Management Needs

- Value Sam's tendency to see the positives in challenging situations.
- Don't forget to praise his achievements.
- Try to make good use of his tendency to motivate and enthuse those around him.
- Ensure he has sufficient variety and change to maintain his interest.
- Give him opportunities to show leadership and initiative.
- Value his desire to push for action.