

Sam Sample

DECISION MAKER

FINE NINE 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.

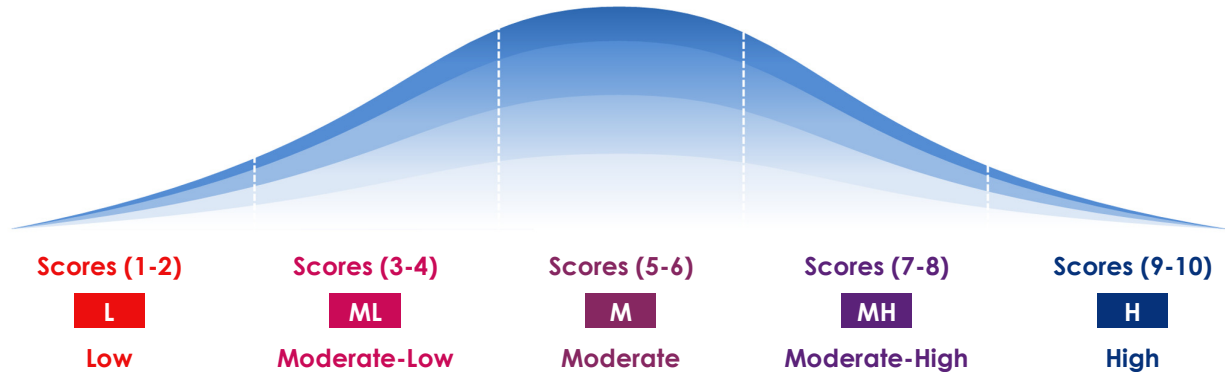
Energy and Drive - is defined as the tendency to have high levels of drive, energy and enthusiasm. People with this competency are likely to be lively and energetic and to display passion and pride in their work. They would be expected to be enthusiastic about their work, take the initiative and be self-motivated 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 opted for middle, non-committal responses over 50% of the time. Consequently, there is a very high risk of distortion within the profile, which may be the result of a significant lack of understanding or a conscious effort to avoid disclosing information which he considers may be of some importance. It is recommended that his attitude towards the assessment process is ascertained before spending time in the interpretation and feedback process. The report should therefore be viewed with extreme caution.



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	Preference for seeking new solutions to problems
MH	Creativity	Preference for considering strategic, 'bigger picture' issues
H	Creativity	Adaptability and change-orientation

POTENTIAL AREAS FOR DEVELOPMENT

Level	Competency	Behavioural Dimension
L	Integrity	Commitment to following organisational rules
L	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
ML	Logical and Analytical	Preference for approaching problems in a rational and analytical manner
L	Interpersonal Skills	Interest in establishing rapport with colleagues and clients
ML	Interpersonal Skills	Collaboration with others
L	Interpersonal Skills	Tact and diplomacy
L	Interpersonal Skills	Interest in developing trusting relationships with colleagues
ML	Resilience	Emotional stability
L	Resilience	Ability to cope well under pressure
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	Ability to cope with setbacks
L	Energy and Drive	Results orientation



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

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.

	Situation	Task	Action	Result
Q1	<ul style="list-style-type: none"> Give an example of having to follow strict organisational procedures on a project or task. 	<ul style="list-style-type: none"> What were the procedures and why were you required to follow them? 	<ul style="list-style-type: none"> How did you comply with them? Were there any you felt inclined to disregard? 	<ul style="list-style-type: none"> Ultimately, did complying with the procedures advance or hinder the work? Please explain your reasoning.
Q2	<ul style="list-style-type: none"> Tell me about a time where you felt you were working on a trivial project. 	<ul style="list-style-type: none"> Why would you put effort into a trivial project? 	<ul style="list-style-type: none"> What did you contribute to the project? 	<ul style="list-style-type: none"> Was the project ultimately successful and beneficial? Can you explain why?

L Desire to conform to established principles of right and wrong

Profile Description

Sam's results indicate he is not particularly inclined to conform to established principles of right and wrong and to social norms. As a result, he might not be expected to feel much sense of allegiance to the organisation's ethical culture and values.

	Situation	Task	Action	Result
Q1	<ul style="list-style-type: none"> Describe a situation where you disagreed with your management over their decisions. 	<ul style="list-style-type: none"> What were the decisions? Why did you disagree with them? 	<ul style="list-style-type: none"> How did you deal with the situation? 	<ul style="list-style-type: none"> Why did you deal with the situation in this manner?
Q2	<ul style="list-style-type: none"> Give an example of having to work despite the formalities and protocols of your workplace. 	<ul style="list-style-type: none"> Why did you have to deal with such formalities? 	<ul style="list-style-type: none"> How did you deal with such formalities? 	<ul style="list-style-type: none"> 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?

ML Ability to work without close supervision

Profile Description

His profile suggests he is extremely 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.

	Situation	Task	Action	Result
Q1	■ Tell me about a situation where you had to set your own objectives and schedules.	■ Why did you find yourself in such a situation? ■ How did this make you feel?	■ What did you do?	■ 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

MH CREATIVITY

MH Preference for seeking new solutions to problems

Profile Description

Having obtained results which indicate he is somewhat radical by nature and inclined to question existing methods and procedures, Sam should be relatively motivated to seek out new solutions to problems.

	Situation	Task	Action	Result
Q1	■ Give an example of experimenting with new ideas or ways of working in order to solve a problem.	■ What was the problem and what new ideas did you experiment with?	■ How did you experiment with the ideas? ■ What did you do?	■ Did you take on any of the ideas and why?
Q2	■ Tell me about recommending 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.

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 very 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?



MH 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'.

	Situation	Task	Action	Result
Q1	■ Tell me of a long-term objective you were able to identify.	■ What was the objective?	■ How did you identify the objective?	■ What strategies did you develop to achieve it?
Q2	■ Give me an example of a situation where your ability to consider 'bigger picture' issues benefitted your organisation.	■ What were you trying to achieve?	■ What did you consider?	■ How did it benefit your organisation?

H Adaptability and change-orientation

Profile Description

Having obtained results which suggest he is quite adaptable, Sam would be expected to be open 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	■ Give an example of breaking 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 rather lacking in confidence in his own academic abilities. Therefore, he would not be expected to be very 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?

ML Preference for approaching problems in a rational and analytical manner

Profile Description

Sam's responses to the questionnaire suggest he is relatively tough-minded and unsentimental, and is likely to prefer to approach problems in a fairly 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

L 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.

	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?

ML Collaboration with others

Profile Description

As Sam's results suggest he is a little lacking in assertion, he might be expected to experience some difficulty pressing uncooperative colleagues into action.

	Situation	Task	Action	Result
Q1	■ Describe a time when you acted as a cooperative team member.	■ What were your team's goals?	■ What was your role?	■ How accommodating were you? ■ Why did you participate in such a manner
Q2	■ Tell me about a time you worked as part of a team that did not get along well.	■ Why was the team dysfunctional?	■ What was your role?	■ How did the team resolve their issues?



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.

	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 that much need for others' company and is prone to be relatively cynical about human nature and suspicious of others' motives. Consequently, it may take him some 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

ML RESILIENCE

ML Emotional stability

Profile Description

Sam's results indicate he is a little 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 your decisions ever been swayed by your emotions? Describe the situation. 	<ul style="list-style-type: none"> What influenced you? 	<ul style="list-style-type: none"> How did you justify your decision? 	<ul style="list-style-type: none"> Thinking back would you have still have made the decision?
Q2	<ul style="list-style-type: none"> Give me an example of facing a situation which concerned you greatly though did not seem to concern others at all. 	<ul style="list-style-type: none"> What was the situation and why did it have this affect on you? 	<ul style="list-style-type: none"> How did the lack of concern from others make you feel? How did you respond to this? 	<ul style="list-style-type: none"> How was the situation resolved?

L Ability to cope well under pressure

Profile Description

Sam's responses indicate he is likely to be relatively prone to mood swings and have relatively low levels of frustration tolerance. Consequently, he may become irritated if people are being particularly slow or indecisive and may experience more difficulty than many managing 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"> Give an example of a situation where you faced great setbacks and delays whilst also having to meet a looming deadline. 	<ul style="list-style-type: none"> What caused the delays? 	<ul style="list-style-type: none"> How did you react and deal with the cause of the delays? 	<ul style="list-style-type: none"> Were you able to achieve the deadline 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

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.

	Situation	Task	Action	Result
Q1	■ Tell me about a situation where you were asked to present to a large audience.	■ What did you have to present? ■ What fears/inhibitions did you have to overcome?	■ How did you overcome your fears/inhibitions and prepare for the presentation?	■ What were the most difficult aspects of giving the presentation? ■ Please explain.
Q2	■ Describe a situation where you had to attend a conference or work function.	■ Why did you attend the function? ■ Did you meet many people?	■ What did you do during the social gatherings or breaks?	■ What did you benefit from your attendance of the conference/function?

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.

	Situation	Task	Action	Result
Q1	■ Have company actions or policies ever hurt any individuals at work? ■ What was the situation?	■ How were the individuals hurt?	■ What was your perspective and role?	■ Ultimately, how were the individuals' issues resolved?
Q2	■ Tell me about a situation where you were approached by a colleague for advice.	■ What was the issue?	■ Did you get involved and why?	■ How did they respond?



L

Balanced negotiation style

Profile Description

As his results suggest he is fairly lacking in assertion, he might be expected to experience some difficulty pressing uncooperative colleagues into action. Sam's responses further suggest that he might be a little inclined to concede ground. This tendency may prevent him from being particularly effective as a negotiator.

	Situation	Task	Action	Result
Q1	<ul style="list-style-type: none"> Give an example of 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 convince them to collaborate with you on the project? 	<ul style="list-style-type: none"> How accommodating were you in dealing with them and why? Was there a need to be more assertive? 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

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.

	Situation	Task	Action	Result
Q1	■ Tell me about a situation where you were asked to develop a project plan.	■ Would it not have been better to start work on the project rather than take time to plan? ■ Please explain.	■ What did you consider and why? ■ Were there any things that you felt you could leave out of the plan and why?	■ Did you have to change any aspects of your plan due to unexpected circumstances? ■ How did you deal with them?
Q2	■ Give me an example of facing difficulty while organising your work.	■ Why is it necessary to organise your work?	■ How did you organise your work?	■ Did organising your work help you or impede you? ■ Please explain.

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.

	Situation	Task	Action	Result
Q1	■ Tell me about a situation where you were overwhelmed with too many things to do.	■ What were you trying to accomplish?	■ What did you do to sort things out?	■ What do you think worked well? ■ What would you have done differently?
Q2	■ Describe a difficult experience where you could not afford to waste any time or effort.	■ What kind of difficulties did you face and why?	■ How did you handle the situation?	■ What was the outcome?



L

Delegation of tasks and responsibilities

Profile Description

Sam's results indicate he is slightly disinclined to trust others. As a result, he is likely to be fairly reluctant to delegate work. However, as he is not inclined to give a high priority to accuracy and attention to detail, once he has delegated work he may not feel much need to monitor the quality of the work he has delegated.

	Situation	Task	Action	Result
Q1	<ul style="list-style-type: none"> Tell me about a situation where you tried 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 know the project was progressing well? What did you base this on and why? 	<ul style="list-style-type: none"> Did you achieve your objectives? What do you attribute the result 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

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.

	Situation	Task	Action	Result
Q1	■ Tell me about some of the standards you apply to yourself.	■ What are the standards and why have them?	■ How do you apply these standards?	■ Are there any aspects that need to be improved? ■ Please explain.
Q2	■ Describe a situation where you had to sacrifice quality for the sake of meeting an important and looming deadline.	■ 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?

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.

	Situation	Task	Action	Result
Q1	■ Sometimes things just 'slip through the cracks'. Give me an example of when this happened to you.	■ What went unnoticed and how did you eventually find out?	■ What did you do once you found out?	■ Did you feel you had to change or introduce processes to deal with errors in the future? ■ What were they and why did you introduce them?
Q2	■ Describe a difficult experience you had in working with details.	■ What kind of difficulties did you face and why?	■ How did you handle the situation?	■ In the end, did you feel paying attention to detail was worth the effort? ■ What difference did it make?



L

Commitment to finishing tasks

Profile Description

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

	Situation	Task	Action	Result
Q1	<ul style="list-style-type: none"> All jobs have unpleasant tasks. Tell me about the most unpleasant tasks you were required to do at work. 	<ul style="list-style-type: none"> What were the tasks? Why were they unpleasant? 	<ul style="list-style-type: none"> How did you respond to the tasks? 	<ul style="list-style-type: none"> Were all the tasks 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

ML ENERGY AND DRIVE

ML Ability to cope with setbacks

Profile Description

The pattern of results Sam obtained on the questionnaire suggests he may be slightly prone to feelings of despondency if things go wrong. Consequently, he might be expected to experience a little difficulty maintaining his levels of energy when faced with setbacks and challenges.

	Situation	Task	Action	Result
Q1	■ Describe some of your major disappointments you have faced during your career.	■ What were the disappointments? ■ How did they affect you?	■ How did you respond?	■ What was the outcome?
Q2	■ Tell me about some of the work related challenges which affected your spirit over the years.	■ What were the challenges? ■ How did they affect you?	■ What did you do?	■ What was the outcome?

M Excitement and enthusiasm

Profile Description

Having a profile that indicates he is as active and participative as most, Sam should not experience undue difficulty if he is required to motivate and enthuse those around him. However, he may find himself feeling depleted and drained if he is cast in such a role for extended periods of time.

	Situation	Task	Action	Result
Q1	■ Tell me about a situation in which you had to adjust to uncontrollable changes that occurred in your workplace.	■ What were the changes that occurred?	■ How did you adjust to the changes?	■ What impact, if any, did the changes have on you?
Q2	■ Describe some of the most appealing jobs you have been involved in.	■ What was your role?	■ Why were the jobs so appealing?	■ How do you maintain your enthusiasm for such jobs in the long run?



L

Results orientation

Profile Description

Sam's responses to the questionnaire indicate he is likely to be accommodating and prefers to avoid confrontation. As a result, he is likely to experience some difficulty if required to push others into action. Sam's profile further suggests he may prefer to let others take the lead and might at times appear to lack initiative.

	Situation	Task	Action	Result
Q1	■ Describe a competitive work situation you found yourself in.	■ Why did you regard the situation to be competitive?	■ How did you respond to the situation?	■ What was the outcome?
Q2	■ Give me an example of a project or initiative of yours that never came to light.	■ What was the project or initiative?	■ What did you do on the project?	■ Why was it not adopted?



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