Profile - Professional Success

Performance Overview

51

21

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56

100

- ■ Not a Strength **1-20**
- ■ Adequate Strength **21-50**
- ■ Substantial Strength **51-100**
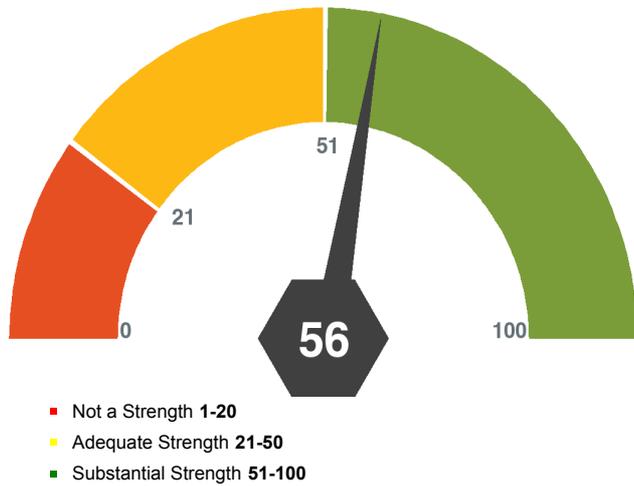
Performance Analysis

Test Competencies
Percentile Performance Compared to Other Test Takers

Adapts and Leads in Change

50%

Demonstrates Interpersonal Effectiveness

36%

Demonstrates Performance Orientation and Drive

41%

Develops Customer Focused Solutions

55%

Influences Others

88%

COMPETENCY DEFINITIONS

Adapts and Leads in Change

This assessment measures Adapting and Leading in Change, which is defined as an individual's ability to effectively handle and lead others in complex or changing work environments. This also includes effectively managing time to address issues. This assessment included the following facet(s):

- **Adaptability** – Includes being flexible and able to adapt behavior to changing circumstances in the work environment; is open to change (positive or negative) and considering a variety of tasks and environments in the workplace; rapidly recovers energy and enthusiasm following a discouraging situation or interaction.
- **Maintains Composure** – Includes being even-tempered, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations; is able to effectively work under tight time frames, heavy workloads, or conflicting demands without "burnout" or negative impact on self; willingly accepts criticism from others.
- **Improvement Orientation** – Includes seeking to grow as a person at work; asks for and accepts constructive criticism and feedback; seeks out challenges that will lead to growth; is willing to learn new tasks or gain new skills to perform every day job duties.
- **Time Management** – Includes managing the completion of work tasks or projects on-time without needing to be monitored or reminded by others; plans and organizes job tasks or resources; decides which tasks, resources, or needs are most important and gives them priority; quickly and effectively shifts between two or more tasks or sources of information; performs multiple activities at the same time.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

- **Substantial Strength** (Scores above 50)
Individuals scoring in this range demonstrate high levels of adaptability and flexibility. They are open to change, willingly accept it, and can effectively explain and model appropriate acceptance behaviors to subordinates and peers. Moreover, these individuals often are change agents as they are driven to improve their performance as well as the performance of their team and the organization. They actively seek out feedback, look for stretch opportunities to grow, and do so with an open, accepting attitude. They are highly resilient and able to work very effectively in uncertain and highly stressful situations. They also have highly effective time management, planning, and prioritizing skills. Their resilience and time management skills allow these individuals to identify many opportunities for change and improvement that will be missed by others.

- **Adequate Strength** (Scores between 21-50)
Individuals scoring in this range demonstrate average levels of adaptability and flexibility. They typically are open to change and accept it when provided with a reasonable explanation. At times, they may struggle to effectively explain and model acceptance behaviors to subordinates and peers. These individuals are somewhat driven to improve their performance and the performance of their immediate teams. They periodically may seek feedback, but they generally do not actively look for stretch opportunities to grow. If opportunities are given to them, these individuals may require explanation and guidance to fully accept them. They are relatively resilient and typically able to work effectively in uncertain or stressful situations, although they may struggle at times. They tend to have an average level of time management, planning, and prioritizing skills. Their resilience and time management skills make them more effective than some, but these individuals may fail to identify opportunities for change and improvement that individuals stronger in this area would expose.

- **Not a Strength** (Scores between 1-20)
Individuals scoring in this range demonstrate low levels of adaptability and flexibility. They are not open to change and require substantial explanation, if they accept change at all. Their closed approach to change leaves them unable to explain or model acceptance behaviors to subordinates and peers. These individuals lack the drive to improve their performance or the performance of their immediate teams. They do not seek feedback or look for stretch opportunities to grow. If opportunities are given to them, they may tacitly or even overtly reject these opportunities. They are not resilient, and uncertain or stressful situations block their ability to perform. They lack effective time management, planning, and prioritizing skills. Their lack of resilience and time management skills cause these individuals to miss opportunities for change and improvement.

Trainability Factor. – This characteristic is quite stable and does not lend itself to quick change. Any change obtained will require substantial personal commitment and must be consistently reinforced to ensure that modifications to work behaviors remain. It should be noted that individuals who struggle in this area, by definition, are less adaptable and willing change. Therefore, they will find it very difficult to commit to changing themselves.

Demonstrates Interpersonal Effectiveness

This assessment measures Interpersonal Effectiveness, which reflects an individual's tendencies and approach to interacting with others at work through words and actions. This assessment included the following facet(s):

- **Demonstrates Respect** – Includes the ability to know how a person or group will react to words and actions; understands others' points of view; is sensitive to people of different backgrounds; maintains positive working relationships with others, regardless of their background or perspectives; manages behavior to avoid negative organizational behavior such as damaging company property or theft; manages behavior to avoid negative interpersonal behavior.
- **Interpersonal Communication** – Includes the ability to present ideas to others in formal and informal settings; understands the needs and preferences of the audience; speaks clearly and in a manner that is easily understood by others; uses correct grammar and word usage; effectively listens to and understands spoken information such as comments, questions, or directions from others; demonstrates active listening and gives full attention to others, uncovering all relevant information to understand the points being made, asks questions as appropriate, and does not interrupt at inappropriate times.
- **Social Orientation** – Includes being more extroverted and driven by personal interactions; enjoys working with others in business

and social situations; demonstrates a tendency to be assertive and prefers situations in which there is a lot of action; demonstrates a natural tendency and need to interact with others; is positive and optimistic in interactions.

- **Team Orientation** – Includes going above and beyond to assist others; is sensitive to others' needs and feelings and actively looks for ways to help; is aware of others' reactions and understanding why they react as they do.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

- **Substantial Strength** (Scores above 50)
  Individuals scoring in this range enjoy and thrive in environments in which they work with others. They effectively interact with managers, peers, and subordinates given their ability to effectively craft and present ideas while taking the perspectives of their audience into account. They may not be extroverted, but they have the ability to move quickly between working alone and effectively working with others. They are sensitive to others' needs and can view their own efforts and successes through the lens of work groups and teams of which they are a part. They prefer to work through issues, not place blame on others, and effectively manage their behavior to keep a positive working environment for themselves and others.

- **Adequate Strength** (Scores between 21-50)
  Individuals scoring in this range likely prefer working with others. They likely interact better with certain groups at work, such as with their managers or peers. They may craft and present ideas fairly well but may be limited by an inability to take the perspectives of their audience fully into account. They may be more extroverted or introverted and can move between working alone to working with others, but they are not likely to be adept at doing so. They are usually sensitive to others' needs and can view their own efforts and successes through the lens of work groups and teams of which they are a part. They have the ability to work through issues with others, typically without placing blame. They prefer to be in a working environment that is positive for themselves and others.

- **Not a Strength (Scores between 1-20)** *Individuals scoring in this range likely have difficulty working with others. They may interact at a base level with peers but likely struggle with others dissimilar to themselves. They have difficulty presenting ideas, and they fail to take the perspectives of their audience into account. They likely are highly extroverted or introverted and have trouble with events that require a change to their natural social orientation. They are tend to be insensitive to others' needs and find it challenging to view their own efforts through the lens of work groups and teams of which they are a part. They may be quick to place blame when faced with issues, which can make it difficult to maintain a positive working environment for themselves and others.*

Trainability Factor. – This characteristic, while stable, lends itself to change that can be achieved through feedback, training, or coaching. Change can be made somewhat quickly, but reinforcement of proper behavior is required to ensure that modifications to work behaviors are consistent. Individuals who struggle in this area will find it is easy to fall back to their natural tendencies when placed in very difficult or stressful situations.

Demonstrates Performance Orientation and Drive

This assessment measures Performance Orientation and Drive, which reflects an individual's levels of conscientiousness, integrity, need for achievement, and drive related to obtaining personal and organizational goals. This assessment included the following facet(s):

- **Achievement Orientation** – Includes striving to achieve goals or objectives and shows strong follow through to complete what has been started; maintains an optimal level of effort until work tasks are completed successfully; meets productivity goals at work and maintains high quality and quantity of work over time; quickly and efficiently moves from one task to the next.
- **Conscientiousness** – Includes seeking to make an impact at work and demonstrating a willingness to exert additional effort or hours to meet goals or deadlines; fulfills obligations by being reliable, responsible, and organized; takes on responsibilities and needed action at work without being asked and takes the lead in performing tasks or promoting new ideas or work methods; demonstrates honest and ethical behavior in all situations and follows company policies and procedures.
- **Personal Motivation** – Includes consistently exhibiting an optimistic and cheerful manner, regardless of obstacles or challenges; behaves in a positive manner with others; demonstrates energy and shows interest and excitement in performing the job; projects enthusiasm when interacting with others; takes ownership and responsibility for the completion of job tasks; owns mistakes and follows through with corrective actions.
- **Self Management** – Includes being self-assured when working with others, performing challenging job tasks, or making decisions; demonstrates the ability to defend one's own beliefs or opinions; works without needing to be closely watched or to have progress frequently checked; demonstrates resourcefulness and is able to make decisions without consulting others.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

- **Substantial Strength** (Scores above 50)
  Individuals scoring in this range are driven, task focused, and able to accomplish more than others. They think carefully about how to approach issues and the consequences of their actions. They are planful, proactive, and extremely reliable. They crave achievement and work hard to achieve personal and organizational goals. To this end, they tend to set goals, organize their activities around those goals, and continually refine or polish their performance to achieve them. They require little or no direction to accomplish their work and objectives. They thrive on completing work and achieving objectives. These individuals also demonstrate a high degree of integrity.

- **Adequate Strength** (Scores between 21-50)
  Individuals scoring in this range have moderate drive and task focus. They dedicate some thought to approaching issues and the consequences of their actions. They are proactive and reliable, but may need some direction from time to time. They enjoy achievement and work to achieve defined goals. They likely need an expected level of assistance to set goals and organize their activities around those goals. They enjoy completing work and achieving objectives and have an occasional need to refine or polish their efforts. They may over commit themselves occasionally, which may impact their ability to reliably complete work. These individuals also demonstrate integrity in words and actions.

- **Not a Strength (Scores between 1-20)** *Individuals scoring in this range lack drive and task focus. They often do not think through their approaches to issues and the consequences of their actions. They are less reliable and need much more direction than others. They are satisfied with status quo, are not proactive, and do not strive to achieve defined goals. They need substantial assistance in goal setting and organizing their activities around those goals. They feel little need to refine or polish their efforts. They also do not commit or consistently over commit themselves, which impacts their ability to reliably complete work. These individuals may have lapses in integrity from time to time.*

Trainability Factor. – This characteristic is quite stable and does not lend itself to quick change. Any change obtained will require substantial personal commitment and must be consistently reinforced to ensure that modifications to work behaviors remain. However, individuals who struggle in this area will have difficulty committing the effort required to make needed changes. Also note that lack of strength on this characteristic can impact the ability to leverage strengths or address other performance deficits.

Develops Customer Focused Solutions

This assessment measures Developing Customer Focused Solutions, which reflects an individual's ability to understand others' needs and develop innovative, high-quality solutions that exceed expectations. This assessment included the following facet(s):

- **Customer Centricity** – Includes consistently doing what it takes to meet or exceed customer expectations and responding appropriately to their needs or requests; makes a connection with people, projects a friendly, supportive tone, and maintains rapport through validating others' feelings and situations; understands, is sensitive to, and vicariously experiences others' feelings, thoughts, and experiences; does not take customer problems personally and maintains composure in handling issues.
- **Develops Innovative Solutions** – Includes being innovative and generating original ideas and alternative thinking to develop solutions for work-related problems; demonstrates visionary perspective through effectively seeing and communicating how things will be in the future; influences desired organizational outcomes by modeling this vision so others can see and feel the future perspective; understands key global trends and the organization's position within the global environment; identifies emerging markets and key stakeholders, such as suppliers, distribution channels, and customers.
- **Quality Orientation** – Includes attending to the details of key job tasks when working with products, equipment, schedules, or resources on the job; strives for product or service quality by ensuring work is completed carefully and correctly; meets quality goals that have been set; makes sure to do work the right way the first time; seeks to find and suggest new ideas to make the work place better; looks for ways to improve work procedures or services.
- **Service Orientation** – Includes being willing and able to go above and beyond to assist others; is sensitive to others' needs and feelings, actively looks for ways to help; demonstrates an awareness of others' reactions and understands why they react as they do.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

- **Substantial Strength** (Scores above 50)
  Individuals scoring in this range are extraordinarily customer focused and strive to view interactions and situations from the perspective of the customer. They are very effective in determining customers' true needs and developing solutions that always meet and often exceed expectations. These individuals tend to find alternate or innovative approaches to developing solutions. At the same time, they demonstrate very high levels of quality and service orientation, which allows them to focus on ensuring that solutions are being developed and deployed consistent with customers' needs. These individuals regularly take steps that customers consider "above and beyond" what is expected. Because they have a keen understanding of customers' needs, these individuals know how others will react; thus, they are highly effective at managing expectations and driving successful customer interactions.

- **Adequate Strength** (Scores between 21-50)
  Individuals scoring in this range demonstrate an effective level of customer focus and attempt to view interactions and situations from the perspective of the customer. They are reasonably effective in determining customers' needs and developing solutions that typically meet and may occasionally exceed expectations. These individuals may find some alternate or innovative approaches to developing solutions. They demonstrate good levels of quality and service orientation, but they may struggle to ensure that the solutions are being developed and deployed consistent with customers' needs. These individuals take the necessary steps to satisfy customers, but they may not always go "above and beyond" what is expected. These individuals may struggle to understand how others will react; thus, they may fail to manage expectations, which is critical for driving successful customer interactions.

- **Not a Strength** (Scores between 1-20)
  Individuals scoring in this range lack customer focus and fail to view interactions and situations from the perspective of the customer. They struggle to determine customers' needs and develop solutions that meet expectations. These individuals typically either miss opportunities to develop alternate or innovative solutions, and when they do develop a solution, it does not align with customers' needs. They lack quality and service orientation and often fail to ensure that solutions are being developed and deployed consistent with customer needs. These individuals often fail to satisfy customers. They generally do not know how others will react; thus, they do not effectively manage expectations, which is critical for driving successful customer interactions.

Trainability Factor. – This characteristic lends itself to change that can be achieved through feedback, training, or coaching. Change is likely to occur over time as individuals must recognize when they are in situations that require change and then actively practice modifying their behavior. This can be difficult, but reinforcement will help ensure that modifications to work behaviors are consistent. Individuals who struggle in this area will find it is easy to fall back to their natural tendencies when placed in very difficult or stressful situations.

Influences Others

This assessment measures Influencing Others, which reflects an individual's ability to demonstrate the confidence, assertiveness, and ability to change and direct others' thoughts and actions by using persuasive arguments and actions. This assessment included the following facet:

- **Influence** – Includes being able to present information to influence others' opinions or actions, uses persuasive tactics to sway others' thinking or behaviors and bargains appropriately to gain commitment or resolve conflict; convinces others to accept an idea or a point of view; persuades others to act in a certain manner; expresses one's beliefs and opinions boldly; displays self assuredness in social situations and communicates an appropriate level of assurance and optimism when interacting with others.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

- **Substantial Strength** (Scores above 50)
  Individuals scoring in this range enjoy and have superior ability working with and through others. They demonstrate a high degree of confidence and credibility across a range of situations. They use their credibility and assertiveness as a base to present ideas or suggest direction others accept. They gain acceptance by leveraging their ability to understand audiences, presenting arguments in ways that are logical and likely to be accepted, and doing all of this with expert authority required to change others' thoughts or actions. They are not easily threatened by challenges from others and demonstrate skill in turning challenges into opportunities to gain commitment from others. These individuals are highly effective at working within and across organizational boundaries, sharing information, and gaining consensus.

- **Adequate Strength** (Scores between 21-50)
  Individuals scoring in this range have an average ability to work with and through others. They typically demonstrate confidence and credibility, but may encounter situations that cause them to waiver. They are assertive and can present ideas or suggest directions others usually accept. They understand most audiences and present arguments that are accepted more often than not. They do these things with a reasonable amount of the expert authority required to change others' thoughts or actions. At times, they may be threatened by challenges from others and miss some opportunities to gain commitment from others. These individuals likely are not equally effective working within and across organizational boundaries, but they tend to share information freely.

- **Not a Strength (Scores between 1-20)** *Individuals scoring in this range have difficulty and often do not enjoy working with and through others. They lack confidence and credibility and encounter many situations that cause them to waiver. They lack assertiveness and do not present ideas or suggest direction others accept. They struggle with understanding audiences and presenting arguments that are accepted. A key reason for their difficulty is that they lack the expert authority required to change*

others' thoughts or actions. They are likely to be threatened by challenges from others. These individuals have difficulty working within and across organizational boundaries, tend to not share information freely, and rarely are able to gain consensus.

Trainability Factor. – This characteristic lends itself to change that can be achieved through feedback, training, or coaching. Change is likely to occur over time as individuals must recognize when they are in situations that require change and then actively practice modifying their behavior. This can be difficult, but reinforcement will help ensure that modifications to work behaviors are consistent. Individuals who struggle in this area will find it is easy to fall back to their natural tendencies when placed in very difficult or stressful situations.

INTERVIEW FOLLOW-UP SUGGESTIONS

ADAPTS AND LEADS IN CHANGE

- Describe a time when you proactively asked for feedback at work. Why did you ask? What was the feedback? How did you react? What did you learn from this situation?
- Describe a time when you knew you would not be able to complete all your work on time. What was the situation? What did you do? What was the outcome?
- Describe a time when you had to plan how an important project or task would be completed at work. What was it? How did you approach the situation? What was the outcome?
- Describe a time when you had to deal with a difficult subordinate or coworker. What made them difficult? What did you do? What was the outcome?
- Describe a time when you had more work to do than you could reasonably complete. How did you handle it? What was the outcome?
- Describe a time when you had to convince others that change was not a bad thing. What was the change? How did you approach the situation? What was the outcome?
- Describe a time when you became very angry at work? What was the situation? What was your reaction? What was the outcome?
- Describe a time at work when you had to deal with a new situation that you had never faced before. What was the situation? What did you do? What was the outcome?

DEMONSTRATES INTERPERSONAL EFFECTIVENESS

- Describe a time when your performance was being judged based on team performance but not all the team members were "pulling their own weight." What was your role in the team? What did you do? What was the outcome?
- Describe a time when you had to interact with others outside your immediate work team to accomplish an important task. What was the task, and with whom did you have to interact? How did you approach the situation? What was the outcome?
- Describe a time when you and a coworker had a disagreement about how to do a task or project at work. What was the situation? What did you do and what was the other person's reaction? What was the outcome?
- Describe a situation in which you had to be very outgoing toward others. Why did you need to be outgoing? How did you approach it? What was the outcome and would you do anything differently if you did it again?
- Describe a time when you had to understand your audience or customers to be successful. What was the situation? What was the key to understanding the audience or customers? How did you approach the situation and what was the outcome?
- Describe a time when you had to make a decision that impacted others at work. What was the situation? How did you approach making the decision? What was the outcome?

INFLUENCES OTHERS

- Describe a time when you had to make an argument for something in which you believed. What was it? What kind of argument did you make? What was the outcome?
- Describe when you spoke up at work to change others' minds on a topic. What was the topic? How did you approach the situation? What was the outcome?
- Describe a time when you had to be assertive to make your opinion known at work. What was the situation? What did you do? What was the outcome?

DEMONSTRATES PERFORMANCE ORIENTATION AND DRIVE

- Describe a time when it was not clear to you and your coworkers how to complete a project or task. What was the project or task? What did you do? What was the outcome?
- Describe a situation in which it was difficult to keep a positive attitude about work. What caused it? What did you do? What was the outcome?
- Describe a time when you had to make an important decision on your own. What was it? Did you consult others and if so, why did you need them? What was the outcome?
- Describe a time when you encountered a work rule that limited individuals' or the company's effectiveness. What did you do? What was the outcome?
- Describe a time when you did not complete your assigned work. What happened? What did you do when you knew you would not complete it? What was the outcome?
- Describe a time when you saw someone else at work do something dishonest. What did you do? What was the outcome?
- Describe a situation in which you had multiple, competing goals. How did you approach the situation? What was the outcome for each goal?
- Describe a time when you had a task that seemed impossible to complete. What was it? How did you approach it? What was the outcome?

DEVELOPS CUSTOMER FOCUSED SOLUTIONS

- Describe a time when a customer or coworker found an error in your work. What was it? What did you do in this situation? What was the outcome?
- Describe a time when you fixed an issue for a customer or coworker because you knew they were not happy. How did you know they were

not happy? What did you do? What was the outcome?

- Describe a time when you demonstrated empathy for a customer or coworker. What was the situation? What did you do to demonstrate empathy? What was the outcome and would you do anything differently if you were in the same situation again?
- Describe a time when you had to work very closely with customers. What was the situation? What did you do? What was the outcome?
- Describe a time when you had to develop rapport with a customer. What was the situation? What did you do? What their reaction and do you think you should have done anything differently?
- Describe a time when your concern for a customer or coworker lead to a positive outcome. What was the situation? What did you do? What was the outcome?