



Competency Report

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CONFIDENTIAL

Introduction

The 16PF® Fifth Edition Competency Report contains several sections, each written so that no training in psychological assessment is necessary to interpret them.

Overall Summary

A graphical summary is presented of the respondent's likely performance on a range of competencies. The competencies in the IPAT Competency Model represent those that are most commonly used across different organizations. A respondent's potential is predicted from their profile on the 16PF questionnaire; this is evaluated on the basis of past research about the relationship between the 16PF questionnaire and competencies, and compiled using expert judgment. The appendix at the end of this report provides a quick reference guide to the meaning of each competency.

Competency Results

In this section, each competency is explored in detail. The likely fit of the respondent to the competency is described, and development tips are offered. The descriptions are based on the degree of compatibility between the respondent's 16PF profile and the likely demands of the competency. The development tips are written according to whether they correlate positively or negatively with the 16PF factors. This correlation is denoted by a symbol at the side of each indicator from the 16PF:

- + for when the results of a 16PF factor suggest a positive relationship with the competency
- for a relationship which appears negative
- o when the 16PF result is moderate or balanced between a positive and negative relationship.

Interview Questions

This section can be used as a guide to conducting interviews based on the competencies. Two standard interview questions are presented for all respondents in each competency, followed by more explorative questions that vary according to the respondent's 16PF profile. These questions focus on areas where the respondent may need to compensate for a potential gap between their 16PF profile and the requirements of the competency.

Use of the Report

The statements contained in any computer-generated report should be viewed as hypotheses to be validated against other sources of data such as interviews, biographical data and other assessment results. All information in this report is confidential and should be treated responsibly.

It is important to consider that:

- The results are based on the respondent's description of their own personality and behavior, which may not necessarily reflect the way other people see them. The accuracy of the results is therefore dependent on the respondent's openness in answering the questionnaire and upon their level of self-awareness.
- The results are compared against those of a large group of people who have completed the questionnaire.
- The report describes the respondent's likely style, but has not measured skills or knowledge, and therefore it does not present firm conclusions about their ability.

- The prediction of potential is based on studies showing the relationship between a large variety of competencies and 16PF characteristics; therefore these relationships show how competencies and personality relate for most people in these studies. However, there are different ways to fulfill the demands of a competency, and each person may have a different way to achieve this. The interview questions may be useful to understand the uniqueness of each individual in greater depth.

The results of the questionnaire are generally valid for 12-18 months after completion, or less if individuals undergo major changes in their work or life circumstances.

Overall Summary

| | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------|----------|--------------|----------------|----------|---------------|
| Competency | Poor Fit | Marginal Fit | Acceptable Fit | Good Fit | Excellent Fit |
| Intellectual | | | | | |
| Analytical Problem-Solving | | | | | |
| Innovation | | | | | |
| Strategic Vision | | | | | |
| Commercial Awareness | | | | | |
| Clear Written Communication | | | | | |
| Technological Orientation | | | | | |
| Drive and Resilience | | | | | |
| Drive for Excellent Results | | | | | |
| Customer Focus | | | | | |
| Continuous Learning | | | | | |
| Coping with Pressure | | | | | |
| Initiative | | | | | |
| Flexibility | | | | | |
| Decision-Making | | | | | |
| Planning and Organizing | | | | | |
| Reliability | | | | | |
| Interpersonal | | | | | |
| Cooperative Teamwork | | | | | |
| Influencing | | | | | |
| Clear Oral Communication | | | | | |
| Management of Others | | | | | |
| *Integrity and Respect for Others | | | | | |

* This competency is best assessed through interview or a specialized integrity assessment; the 16PF results should be treated with care.

Competency Results

Intellectual

Analytical Problem-Solving

| 1 | 2 | 3 | 4 | 5 |
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Result: Good Fit

Description

This competency is concerned with applying an analytical approach to solving problems and reaching logical conclusions. This means gathering information from a variety of sources and quickly gaining an understanding of it. It requires working effectively with complicated, conflicting or ambiguous information, and looking beyond the surface of issues to identify their underlying patterns and causes.

Indicators from the 16PF Questionnaire for Ms. Explorer

- o Ms. Explorer is likely to balance a logical, objective approach to data with a subjective evaluation of other factors, such as the feelings of others.
- + She may be inclined to analyze data and solve problems in a cautious, considered way.
- o When solving problems, she is likely to balance practical considerations with some thought for the broader context of the problem.

Development Tips

Ms. Explorer's balanced approach to problem-solving may be less well suited to problems that require a particularly logical and analytical mindset. When addressing this type of problem Ms. Explorer should try to give more weight to what her head is telling her than to what her heart is telling her, so that she can maintain an objective and dispassionate stance. Within a business context, she may find it easier to justify and explain her more objective decisions than she does her more subjective decisions.

Ms. Explorer's cautious approach may mean she takes too much time over her analysis, which could be a problem if she is required to analyze a lot of information in a short time. She should practice working quickly with data, perhaps structuring her time to ensure she dedicates enough attention to the various parts of a problem.

Competency Results

Intellectual

Innovation

| 1 | 2 | 3 | 4 | 5 |
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Result: Acceptable Fit

Description

Innovation is about turning creative ideas into original solutions. This competency is concerned with producing new or different approaches to current situations and enabling this creativity in others. An innovative approach involves both generating ideas and seeing them through to implementation.

Indicators from the 16PF Questionnaire for Ms. Explorer

- Ms. Explorer tends to be comfortable with existing methods, as well as being open to new ways of doing things.
- She is generally open to ideas, while keeping a focus on what is practical and immediately necessary.
- Her style is likely to appear cautious and thoughtful. She prefers to think ideas through thoroughly and methodically before sharing them with others, and avoids taking risks.
- + Her willingness to bend or break rules will allow her to comfortably adapt procedures and bypass standard practices, should they prevent her from achieving her goals.
- Being as organized as most, Ms. Explorer prefers to have some structure in her work, while at the same time adapting to changes as they arise.

Development Tips

Ms. Explorer is naturally cautious and will probably be slow to share her ideas with others, although this should mean those she does share are well-considered. Overcoming this will help her contribute more to establishing an environment that breeds and encourages creativity.

Ms. Explorer's apparent lack of respect for rules and regulations may create resistance in the organization, making it difficult for her to turn ideas into actions. She will probably find her suggestions are better received if she takes time to consider how the ideas she is promoting affect the standard procedures of the organization and the people who rely on or enforce them.

Competency Results

Intellectual

Strategic Vision

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Result: Acceptable Fit

Description

This competency is concerned with creating a clear view of the future of the business. People demonstrating Strategic Vision consider the long-term goals of their organization and define the strategy that will enable others to achieve this. They also take into account the environment in which their business operates and anticipate future changes or challenges for the organization.

Indicators from the 16PF Questionnaire for Ms. Explorer

- o Ms. Explorer is likely to strike a balance between considering broad strategic concerns and attending to immediate tasks.
- o She is likely to combine a focus on maintaining stability and an enthusiasm for defining new directions, according to the situation.

Development Tips

Ms. Explorer thinks through the practicalities of how strategic changes will be implemented. However, she may at times allow this tendency to limit the scope of her strategic thinking. Ms. Explorer could try to split the 'what' and the 'how' into two separate stages, so that some of her more visionary, future-focused ideas are not rejected prematurely on the grounds of being unrealistic or impractical.

Competency Results

Intellectual

Commercial Awareness

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Result: Marginal Fit

Description

Those who are commercially aware consider the flow of money and resources through an organization, and the need to get maximum value at each stage. They seek to achieve commercial objectives, such as profitability, so that the business can be as competitive and successful as possible.

Indicators from the 16PF Questionnaire for Ms. Explorer

- o Ms. Explorer seems likely to show a preparedness to compete with others to gain commercial advantage, but will also show willingness to concede in some situations to avoid unnecessary conflict.

Development Tips

When it comes to achieving commercial objectives, it may be beneficial for Ms. Explorer to exert more influence and provide more direction to others. She may find it useful to consider what holds her back from being more direct in the way she attempts to influence others on commercial matters. Considering the commercial benefits in these situations may encourage Ms. Explorer to be more assertive and direct.

Competency Results

Intellectual

Clear Written Communication

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Result: Marginal Fit

Description

This competency concerns the ability to write clearly and succinctly. Clear Written Communication means adapting the style and content to meet the demands of the situation and audience. To communicate clearly and effectively will usually mean using well-structured, logical arguments and avoiding unnecessarily technical or complex language.

Indicators from the 16PF Questionnaire for Ms. Explorer

- She is likely to use both imaginative, subjective information and factual data in her communication.
- Her style of communication will reflect her individuality, as she is less likely to adhere to the standard ways of writing documents.
- A reasonably well-thought-through approach to her writing is likely to appeal to Ms. Explorer, while still making room for spontaneity.

Development Tips

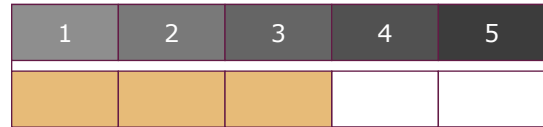
To ensure that she is understood by a diverse audience, Ms. Explorer should ensure that she takes a logical and well structured approach to her working. From time to time, Ms. Explorer may wish to enlist the assistance of a colleague, who she feels demonstrates a strong ability to communicate in writing in a highly logical and structured way, so that this colleague can review her work and provide constructive feedback.

Her preference for expediency suggests Ms. Explorer will be frustrated by some of the conventions of written communication. She may need to spend more time checking her grammar and reviewing content, particularly in emails or large documents.

Competency Results

Intellectual

Technological Orientation



Result: Acceptable Fit

Description

Those demonstrating Technological Orientation show comfort and aptitude using technology in order to reach goals more efficiently and to a higher standard of quality. It means showing an openness to advancements in technology and being quick to understand them. People who are strong in this area will use technology appropriately, and will help others to appreciate and understand the benefits of using technology.

Indicators from the 16PF Questionnaire for Ms. Explorer

- o She is prepared to use familiar methods as well as try new approaches when appropriate.

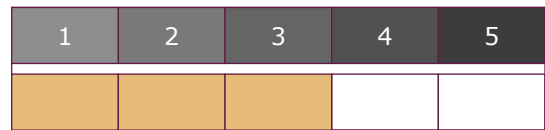
Development Tips

Ms. Explorer may find it helpful to consider what prevents her from more readily seeking and applying technological advancements in the way that she meets her objectives. Even though she may not have the natural curiosity to experiment with new technology, it may be worth her considering the trade-off between the time required to learn the new technology and the potential time savings and performance improvements.

Competency Results

Drive and Resilience

Drive for Excellent Results



Result: Acceptable Fit

Description

This competency requires a strong focus on setting and meeting high standards. People who drive for excellent results expect high standards from themselves and others. To be sure of this, they will take appropriate steps to monitor the quality of their own work and that of others.

Indicators from the 16PF Questionnaire for Ms. Explorer

- o Ms. Explorer will show as much concern as most people for completing tasks with a high level of quality.
- + Her cautious nature is likely to mean she approaches tasks patiently and seriously, preferring not to rush into a decision.
- o Her sense of responsibility is likely to lead Ms. Explorer to check the quality of work where appropriate.

Development Tips

In general, Ms. Explorer's caution and focus will support her ability to drive results. However, she may find that occasional injections of energy will allow others to see how dedicated and committed she is to achieving great results.

Competency Results

Drive and Resilience

Customer Focus

| 1 | 2 | 3 | 4 | 5 |
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Result: Marginal Fit

Description

People demonstrating Customer Focus are eager to develop strong, lasting relationships with their clients. They are driven by a desire to understand and satisfy their customers' needs, exceeding their expectations wherever possible. This competency may be concerned with clients inside or outside the organization; internal customers may be other departments or individuals from the same organization.

Indicators from the 16PF Questionnaire for Ms. Explorer

- Ms. Explorer may take time to build relationships with customers, and may not appear immediately warm or accommodating.
- o Customers will find Ms. Explorer plans ahead and is generally organized, without being inflexible.
- o Her attitude towards others is generally trusting, allowing her to get on well with customers, while being alert to anyone taking advantage of her.

Development Tips

Ms. Explorer will probably focus more on demonstrating her expertise or solving the customer's problem than on building the relationship. She could try taking a more active interest in the customer as a person, perhaps imagining herself in the customer's position or asking questions to develop a deeper understanding of their needs and motivations. This should help her address the customer's needs more effectively.

Competency Results

Drive and Resilience

Continuous Learning

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Result: Acceptable Fit

Description

This competency is concerned with continually seeking new knowledge and skills, as well as developing existing capabilities. It involves taking advantage of all opportunities for professional development, seeking feedback on both style and performance, learning from others and gaining valuable lessons from successes and mistakes.

Indicators from the 16PF Questionnaire for Ms. Explorer

- She may enjoy building on her existing knowledge and developing new skills.
- She is likely to take a reasonably planned approach to developing herself so as to achieve her goals.
- Being generally confident in her ability, Ms. Explorer is likely to be realistic about feedback and prepared to learn and develop in certain areas.
- With a typical level of social confidence, she is likely to cope as well as most people with constructive feedback or perceived criticism from others.

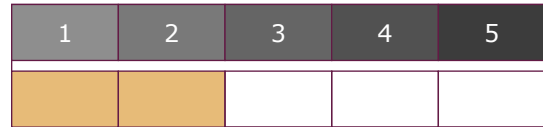
Development Tips

Ms. Explorer is reasonably open to feedback from others, although she could at times be more proactive in directly approaching others for feedback. By initiating this process of seeking out the views, guidance and experience of others, she may be able to gain a more comprehensive picture of her strengths and development needs. To achieve this, Ms. Explorer should seek feedback from people who work with her in a range of situations.

Competency Results

Drive and Resilience

Coping with Pressure



Result: Marginal Fit

Description

Coping with pressure requires a positive attitude in stressful situations or following failure. It relies on the ability to manage one's own emotions, a willingness to take on challenging tasks, and the energy to remain focused on those tasks when presented with obstacles.

Indicators from the 16PF Questionnaire for Ms. Explorer

- She has less control over her emotions than most people, and may not deal calmly with difficulties and setbacks.
- o She is likely to be as confident in her own abilities as most people and therefore she is likely to accept personal responsibility for her actions.
- o As socially confident as most people, Ms. Explorer is probably inclined to face up to difficult interpersonal situations.

Development Tips

Ms. Explorer describes herself as being more affected by stress and pressure than most people – to the extent that she can feel overwhelmed and less able to deal with everyday setbacks. It is worth exploring whether this is due to her current circumstances or if this is a general trend for her. She may need to find ways to consciously manage her emotional reaction to stress, and create a greater sense of control over her environment. This will be particularly true if at some point she fails to achieve what was expected of her.

Competency Results

Drive and Resilience

Initiative

| 1 | 2 | 3 | 4 | 5 |
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Result: Marginal Fit

Description

People showing Initiative are constantly looking for things to do. They are self-confident and proactive and will generate activity for themselves rather than waiting for instruction. They are also prepared to take risks if they feel there is potential benefit in doing so.

Indicators from the 16PF Questionnaire for Ms. Explorer

- o Ms. Explorer is likely to display as much activity and energy at work as most people.
- o As self-assured as most people, she should usually feel secure about using her initiative.
- She tends to have ups and downs in her productivity depending on her mood.
- o She is as comfortable as most people when it comes to taking risks in social situations.
- o Generally her preference is to remain open to opportunities, while not dismissing stability and routine.
- o She is likely to be as willing as most to take the initiative and express her views about how goals should be achieved.

Development Tips

There may be times when Ms. Explorer talks herself out of putting herself forward and taking the initiative due to concerns about performing poorly in the new area. It may be valuable for Ms. Explorer to remember that most learning comes from experiences that are outside of one's comfort zone and that inevitably involve a degree of risk and a step into the unknown. Sometimes not taking the initiative can in fact bring greater risk than taking the initiative and seizing opportunities.

The success of past experience is highly likely to determine how willing Ms. Explorer will be to take initiative. Her responses to the questionnaire suggest that she will react negatively to failure, subsequently avoiding risk-taking, challenging goals and taking the initiative until she has had sufficient time and successes to recover her confidence. To have maximum impact and generate opportunities for herself and her organization, she will need to find strategies for coping more effectively with her emotions.

Competency Results

Drive and Resilience

Flexibility

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Result: Acceptable Fit

Description

This competency is concerned with responding well to change. It requires a positive attitude toward change and a readiness to adapt when presented with new information, new situations or shifting priorities.

Indicators from the 16PF Questionnaire for Ms. Explorer

- o Ms. Explorer appears to be as open to change and new approaches as most people.
- Ms. Explorer may find it difficult to deal with unexpected demands.
- + Preferring not to follow rules and regulations, she is likely to be flexible when it comes to bending or breaking rules, unless they are perceived as very important.
- o It is likely that she will enjoy some structure in her work environment, but will be prepared to adapt her plans when necessary.
- She tends to be cautious and will reflect before reacting.

Development Tips

Ms. Explorer becomes more stressed than other people when she feels things are going wrong or are out of her control. It is worth exploring whether she has too much change in her daily work life, or not enough.

At her most enthusiastic, Ms. Explorer may break important rules or regulations to achieve her objectives. She might benefit from considering the immediate and longer term impact of doing so in order to evaluate the costs of such flexibility.

When unpredicted events arise, there may be scope for Ms. Explorer to react and adapt more quickly than she does at present. Ms. Explorer may find it useful to give some thought to the factors that prevent her from adapting her plans more rapidly in light of changing circumstances. Whilst plans and systems are key to successfully achieving objectives, they should be flexible enough to allow for the unexpected. Ms. Explorer could potentially further develop her flexibility by deliberately seeking out projects that encompass a high degree of uncertainty and change.

Being cautious and considered, Ms. Explorer will probably take considerable time to think about the implications of any changes before committing to action. She may need to make it clear that this is what she is doing, as others could assume she is simply resisting change. Similarly, once she has agreed to a suggested change, she may need to convince people of her commitment as they could mistake her seriousness for a lack of enthusiasm.

Competency Results

Drive and Resilience

Decision-Making

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Result: Acceptable Fit

Description

This competency is concerned with making clear, appropriate decisions. This may be necessary even with incomplete or ambiguous information, and under time pressure. An effective decision-making style requires the resilience to make unpopular decisions where necessary, and to take responsibility for the outcomes and impact of those decisions.

Indicators from the 16PF Questionnaire for Ms. Explorer

- o Ms. Explorer tends to incorporate both subjective and objective data in order to make a decision.
- o She is probably as confident as most people in sharing her opinions with others.
- o Preferring to strike a balance between leading and being led, Ms. Explorer should be comfortable taking on decision-making responsibility when appropriate.
- o Her focus is likely to be on both facts and hard data as well as insights and possibilities when making decisions.
- o Making decisions either alone or with the support of others will be comfortable for her.

Development Tips

Ms. Explorer could improve her decision-making by ensuring that she remains detached and objective in her approach. When working on problems that require a quick, objective decision Ms. Explorer may find that allowing her subjective impressions to enter the process will slow down her decision-making. She could experiment with taking more rapid, objective decisions relating to issues that are relatively low in importance to see if this produces better or worse outcomes. If this approach yields positive outcomes, she could then extend this logical, objective decision-making style to issues of higher importance.

Competency Results

Drive and Resilience

Planning and Organizing

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Result: Marginal Fit

Description

This competency requires people to establish and prioritize tasks and objectives in order to manage time and resources appropriately. Effective planners will set deadlines based on the time required for each task, and on how each part of their plan affects the others. They will also have backup plans in case the situation changes.

Indicators from the 16PF Questionnaire for Ms. Explorer

- o Ms. Explorer is likely to be generally organized, and will prioritize and follow plans when necessary without rigidly adhering to them.
- She shows a tendency to follow her own approach and may dislike being restricted by set procedures or strict plans.

Development Tips

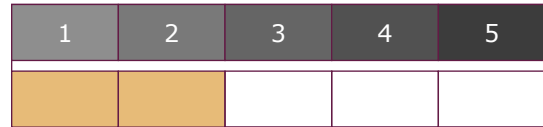
Ms. Explorer could further develop her capacity to plan and organize projects by being more detailed and thorough in the way she manages time and resources. One way of doing this would be for her to review her plans, looking at where certain parts of the project can be further broken down into more discrete sub-tasks. Furthermore, she could increase the extent to which she considers the interdependencies between the various components of a project. This could be achieved either through formal project management training or by working closely alongside an experienced project manager.

Ms. Explorer prefers an informal way of working and is unlikely to want to adopt any formal or official approach to planning in its entirety. She is also unlikely to see the benefit in protocols and procedures and may overlook them until it is too late, assuming they can be overcome or ignored. She might benefit from adopting more formal procedures and including these in her plans from the beginning. This should help reduce conflict with the people who monitor those procedures, earning Ms. Explorer credit for those occasions when she needs these structures to be flexible.

Competency Results

Drive and Resilience

Reliability



Result: Marginal Fit

Description

People demonstrating Reliability are conscientious and focused on working for the good of their team and organization. They willingly follow processes and procedures, rarely miss work or appointments and always warn others in advance if it seems they might fail to meet their commitments.

Indicators from the 16PF Questionnaire for Ms. Explorer

- Ms. Explorer may dislike following the rules, preferring flexibility in her approach.
- o She is as self-disciplined as most people, leading her to appear generally conscientious and reliable when faced with important issues, but prepared to be more casual at other times.
- o Prepared to follow other people's lead when necessary, she will also be capable of being autonomous when it comes to meeting commitments.

Development Tips

Ms. Explorer may be unpredictable when it comes to following rules and meeting her commitments, especially if she has not been convinced of the need for a specific deadline or a particular method. There are several things she could do to avoid seeming overly casual. For instance, she could make an effort to understand the reasons for any rules, deadlines or decisions that seem wrong or unnecessary, challenging these where appropriate but agreeing to abide by the final decision. Similarly, when given a task to complete, she could ask whether she is expected to take a particular approach, has complete freedom to do it her own way or has freedom within certain limits.

Competency Results

Interpersonal

Cooperative Teamwork

| 1 | 2 | 3 | 4 | 5 |
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Result: Marginal Fit

Description

Cooperative teamworking means building supportive relationships within a team, based on trust and respect. It requires listening to each other, adapting to other people's different work styles and focusing on shared goals. It also means being willing to challenge others and to accept challenge as a way of getting the best results for the team.

Indicators from the 16PF Questionnaire for Ms. Explorer

- She is likely to prefer to strike a balance between having a sense of belonging to a team and retaining her independence.
- With a tendency to be more formal than personal in her style, she may not develop close or personally meaningful relationships with her team members.
- She generally trusts others, but will not be naïve in her assessments of their motivations.
- As someone who has typical levels of social confidence, she should be comfortable expressing herself in a group.
- Ms. Explorer has as much energy and drive as most people and is therefore likely to contribute a sense of urgency when appropriate.

Development Tips

Ms. Explorer is likely to focus on meeting objectives rather than on building supportive relationships with her colleagues or maintaining morale. Developing a deeper understanding of her colleagues could help her make more efficient use of her talents and create a stronger, more effective team. She could set herself specific objectives where this is concerned. For example, she could aim to have more non-work-related conversations or learn personal facts about others. Alternatively, she could share information about herself or how she is feeling to encourage others to engage in these conversations.

Competency Results

Interpersonal

Influencing

| 1 | 2 | 3 | 4 | 5 |
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Result: Acceptable Fit

Description

Influential communicators balance the need to shape outcomes in the short term with the requirement to maintain successful long-term relationships. This means understanding others, knowing what will motivate and inspire them to achieve common goals, and also what to give and what to hold back in negotiations. It also often requires the use of personal and professional contacts to influence people across teams or organizations.

Indicators from the 16PF Questionnaire for Ms. Explorer

- o Ms. Explorer is as inclined as most people to attempt to influence others.
- o She will generally appear socially confident and is as comfortable as most people being the center of attention.
- o She is as unlikely as most to be hampered by feelings of self-doubt when attempting to influence others.
- o On the whole, she will generally assume people are trustworthy, but will remain aware of the motives of others so as not to be taken advantage of.
- o Ms. Explorer will appear as open about her thoughts and as politically astute as most people.

Development Tips

Ms. Explorer could further develop her capacity to influence others by considering to a greater extent the true intentions behind people's words and actions. There may be times when Ms. Explorer is a little too quick to trust others and to assume that they are genuine. She may benefit by learning from experienced colleagues how to recognize those situations in which she can let down her guard versus those situations in which it pays to be more wary of the intentions of others. The next time she is in a situation that requires her to use her influencing skills, Ms. Explorer could experiment by making a conscious effort to look for hidden agendas and to ask herself what the other person may want or need from the situation.

Competency Results

Interpersonal

Clear Oral Communication

| 1 | 2 | 3 | 4 | 5 |
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Result: Acceptable Fit

Description

This competency concerns the ability to speak clearly and fluently. It is demonstrated by taking a logical, structured approach, adapting to the needs of the situation and the nature of the audience. It also involves checking the audience has understood the message. Beyond merely presenting clearly, this competency is also concerned with ensuring strong two-way communication.

Indicators from the 16PF Questionnaire for Ms. Explorer

- o Ms. Explorer is generally self-assured and as comfortable as most when required to introduce herself in social settings.
- o Public speaking and giving presentations should not worry Ms. Explorer unduly, and she will generally feel as confident as most people in these situations.
- o Ms. Explorer seems motivated to adapt her presentational style to meet new or unexpected demands when necessary.

Development Tips

Ms. Explorer might consider what factors prevent her from communicating in a more confident and clear manner. In some situations, where Ms. Explorer feels less confident, this could result in her failing to fully engage her audience. To develop this area further, Ms. Explorer may wish to proactively seek out feedback from key individuals with whom she regularly communicates, to establish whether the information she thinks that she has communicated is consistent with the message that her audience has received. In areas where she is keen to develop - such as when communicating outside her areas of experience or expertise - Ms. Explorer should ensure that she prepares by considering her subject matter and the needs of her audience.

Competency Results

Interpersonal

Management of Others

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Result: Marginal Fit

Description

At all levels, effectively managing others means enabling them to perform. Essential to achieving this is setting a clear direction and delegating fairly and appropriately to give direct reports the means to achieve their goals. Those who manage others effectively will also look for opportunities to develop them by encouraging them to take on greater responsibility and make decisions for themselves.

Indicators from the 16PF Questionnaire for Ms. Explorer

- o Ms. Explorer is likely to express her opinions, taking the lead but showing willingness to consider other people's wishes when appropriate.
- She may have a low tolerance for obstacles and setbacks, perhaps showing a tendency to overreact to problems.
- Less inclined to seek close personal involvement, her management style is likely to be more task-focused than people-oriented.
- o She is as comfortable as most people expressing herself in groups and being the center of attention.
- o Reasonably self-assured, she is likely to project confidence to others, while at the same time being alert to the possibility of what might go wrong.
- o Realistic about others and their motivations, she will trust other people to do their best unless they prove otherwise.

Development Tips

Ms. Explorer may overreact under challenging circumstances, in emotional situations or when she feels other people have failed to deliver what she expected. In order to maintain her team's morale and their confidence in her ability to lead them to success, she might need to develop greater control of any negative emotions.

Ms. Explorer is likely to focus on the task more than on the people she needs to help her complete it. She should pause occasionally to ask herself what she knows about people's morale – for instance, do they feel involved, supported and recognized for their contributions?

Competency Results

Interpersonal

Integrity and Respect for Others

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Result: Marginal Fit

Description

People demonstrating integrity take an ethical approach to their work and relationships. They are discreet with confidential information, whether it is of a personal or professional nature, and treat others fairly. They will also take action when they believe others, or the organization itself, are acting unethically.

Indicators from the 16PF Questionnaire for Ms. Explorer

- o Ms. Explorer will be realistic about standards of behavior, being flexible when necessary but abiding by the rules when she needs to.
- o She will aim to be appropriate in what she reveals and should be willing to monitor herself when dealing with confidential information.
- Less likely to abide by agreed rules and standards of behavior, she may only pay minimal attention to social expectations and established norms.

Development Tips

To demonstrate integrity, Ms. Explorer may need to show more respect for traditional rules and conventions. Her expedient approach could be interpreted negatively by others.

Interview Questions

Intellectual

Analytical Problem-Solving

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Good Fit

Description

This competency is concerned with applying an analytical approach to solving problems and reaching logical conclusions. This means gathering information from a variety of sources and quickly gaining an understanding of it. It requires working effectively with complicated, conflicting or ambiguous information, and looking beyond the surface of issues to identify their underlying patterns and causes.

Questions

Can you tell me how you approached solving a complex problem?

- Did you consider the feelings of others or use hard facts to solve this problem?
- Could this problem have been solved more quickly?
- Were you more aware of the context or the detail of the issues involved? Why?

Tell me about a time when you needed to quickly understand a situation.

- Was it more important to understand facts and figures, or feelings and opinions?
- How do you feel about having to understand a situation under time-pressure?
- Did you need to see an overview of the situation to understand it, or were you more concerned with the details?

Interview Questions

Intellectual

Innovation

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Acceptable Fit

Description

Innovation is about turning creative ideas into original solutions. This competency is concerned with producing new or different approaches to current situations and enabling this creativity in others. An innovative approach involves both generating ideas and seeing them through to implementation.

Questions

Can you tell me about a time when you made a significant improvement to the ways things were done in your team, department or organization?

- Did the improvements build on existing methods or introduce new approaches?
- How did you ensure you kept a focus on the immediate practicalities as well as the big picture?
- What did you do to convey energy and enthusiasm for your ideas?
- How did you ensure that relevant existing procedures were adhered to in this process?
- How did you plan this work?

Tell me about a time when you transformed an idea into a significant improvement for your organization, department or team.

- Where did this idea originate?
- How did your ideas impact at the strategic and practical levels?
- How did you set your ideas in motion?
- How did you ensure your idea fit with the accepted approach to getting things done?
- What plans did you put in place?

Interview Questions

Intellectual

Strategic Vision

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Acceptable Fit

Description

This competency is concerned with creating a clear view of the future of the business. People demonstrating Strategic Vision consider the long-term goals of their organization and define the strategy that will enable others to achieve this. They also take into account the environment in which their business operates and anticipate future changes or challenges for the organization.

Questions

Tell me about your role in creating a compelling vision for the future of your department or organization.

- How did you balance considering a new direction with taking practical implications into account?
- How did you balance the current situation and future possibilities when creating your vision?

What has been the greatest strategic challenge that you have faced in your career so far and how did you respond to it?

- What was more important: getting day-to-day considerations right or attending to a longer term vision?
- Were you more concerned with initiating change or with maintaining stability?

Interview Questions

Intellectual

Commercial Awareness

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Marginal Fit

Description

Those who are commercially aware consider the flow of money and resources through an organization, and the need to get maximum value at each stage. They seek to achieve commercial objectives, such as profitability, so that the business can be as competitive and successful as possible.

Questions

Tell me about an organization that you have worked for that has maximized its profitability. What part did you play?

- Did you have too much or too little control over others?

Describe a situation where you ensured financial factors were considered.

- How did you influence others to contribute to the organization's commercial success?

Interview Questions

Intellectual

Clear Written Communication

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Marginal Fit

Description

This competency concerns the ability to write clearly and succinctly. Clear Written Communication means adapting the style and content to meet the demands of the situation and audience. To communicate clearly and effectively will usually mean using well-structured, logical arguments and avoiding unnecessarily technical or complex language.

Questions

Can you give me examples of how you have adapted your writing style to communicate with different audiences?

- Did you adapt to be more empathic or more logical according to your audience?
- How did you ensure your work was appropriate to the audience?
- Could you talk me through how you researched this project?

Can you give me an example of a time when you communicated complex matters to a non-specialist audience in a written format?

- How did you engage your audience?
- What conventions did you follow?
- Tell me about the planning you did for this.

Interview Questions

Intellectual

Technological Orientation

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Acceptable Fit

Description

Those demonstrating Technological Orientation show comfort and aptitude using technology in order to reach goals more efficiently and to a higher standard of quality. It means showing an openness to advancements in technology and being quick to understand them. People who are strong in this area will use technology appropriately, and will help others to appreciate and understand the benefits of using technology.

Questions

Give an example of when you have used technology effectively to deliver a project.

- If you did this again, would you change anything?

Describe a time when you have had to learn to use new technology.

- How long were you aware of this new technology before you learned to use it?

Interview Questions

Drive and Resilience

Drive for Excellent Results

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Acceptable Fit

Description

This competency requires a strong focus on setting and meeting high standards. People who drive for excellent results expect high standards from themselves and others. To be sure of this, they will take appropriate steps to monitor the quality of their own work and that of others.

Questions

Please give an example of when you have exceeded the expected quality of work.

- Were creativity and flexibility required, or were organized planning and attention to detail more important?
- What risks did you take?
- How did you ensure that you got things right?

Give an example of when you have had to ensure others worked to deliver high-quality results.

- How did you communicate the expected level of quality?
- How did you inject a sense of urgency into this work?
- Who was responsible for achieving high quality – you or others?

Interview Questions

Drive and Resilience

Customer Focus

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Marginal Fit

Description

People demonstrating Customer Focus are eager to develop strong, lasting relationships with their clients. They are driven by a desire to understand and satisfy their customers' needs, exceeding their expectations wherever possible. This competency may be concerned with clients inside or outside the organization; internal customers may be other departments or individuals from the same organization.

Questions

Please give an example of when you have demonstrated a customer-oriented approach.

- Can you tell me how you have developed a relationship with the customer as a way of supporting them?
- How much planning did you do?
- How did you develop trust in this relationship?

Tell me how you dealt with a challenging customer.

- How did you accommodate and support this customer?
- Did you follow a plan or adapt as you progressed? Why?
- Who was responsible for this situation being challenging?

Interview Questions

Drive and Resilience

Continuous Learning

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Acceptable Fit

Description

This competency is concerned with continually seeking new knowledge and skills, as well as developing existing capabilities. It involves taking advantage of all opportunities for professional development, seeking feedback on both style and performance, learning from others and gaining valuable lessons from successes and mistakes.

Questions

How have you ensured that your knowledge and skills are sufficiently up to date?

- How do you ensure that you are open to learning new things as well as perfecting what you already know?
- Does your learning tend to be planned in advance or unstructured?
- How do you know if you have a development need?
- What risks and challenges have you encountered when learning new skills?

Tell me about a time when you have sought feedback from others. How did you do it and how did you use the information to improve the way you work?

- What changes in your approach resulted from this?
- Did you plan in advance or take opportunities as they arose?
- What prompted you to seek feedback?
- Tell me how criticism affects you.

Interview Questions

Drive and Resilience

Coping with Pressure

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Marginal Fit

Description

Coping with pressure requires a positive attitude in stressful situations or following failure. It relies on the ability to manage one's own emotions, a willingness to take on challenging tasks, and the energy to remain focused on those tasks when presented with obstacles.

Questions

Describe a time when you received criticism at work. How did you react?

- What would others have noticed about your feelings in this situation?
- Which aspects of the criticism did you accept and which did you reject?
- In what way did you challenge this criticism?

Tell me about a time when you had to deal with aggressive customers or colleagues.

- How did you manage your feelings and emotions?
- How much responsibility did you take for this problem?
- Did you react with sensitivity or with a challenge to the other person?

Interview Questions

Drive and Resilience

Initiative

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Marginal Fit

Description

People showing Initiative are constantly looking for things to do. They are self-confident and proactive and will generate activity for themselves rather than waiting for instruction. They are also prepared to take risks if they feel there is potential benefit in doing so.

Questions

Tell me about an important project you were responsible for.

- How did you motivate yourself?
- What personal shortcomings affected your ability to do this?
- What tactics did you use to ensure you coped with any ups and downs?
- What was your reaction to any pressure or criticism from others?
- What was important here – to develop better approaches or sticking to a routine?
- Tell me how you included other people's needs as well as your own.

Please give an example of when you had to take the initiative to get something done. What prompted you to do this?

- What pace was appropriate to adopt?
- How did you know you were taking the right course of action?
- Did you experience any challenges or disappointments? In what way did this affect your work?
- How did you manage the risks in this situation?
- Were you focused on maintaining predictability or creating something new?
- Did you get things done your way or include other people's views? Why?

Interview Questions

Drive and Resilience

Flexibility

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Acceptable Fit

Description

This competency is concerned with responding well to change. It requires a positive attitude toward change and a readiness to adapt when presented with new information, new situations or shifting priorities.

Questions

Tell me about the most difficult change you have dealt with at work.

- What did you need to know about the changes before you responded?
- What do you think others noticed about your mood and coping strategy during this time?
- Did you conform to what was expected?
- Tell me about the planning and organization necessary for this task.
- What did you do to stimulate enthusiasm for this change?

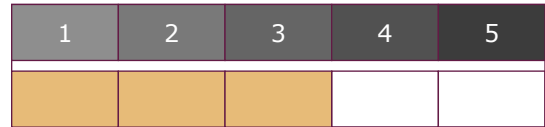
Please give an example of when you have responded to changing work priorities.

- What was your reaction to the need for change?
- What coping strategies did you adopt to deal with this situation?
- What standards did you have to adhere to in order to respond?
- Describe how you altered your usual work plan to accommodate this change.
- How did you convey enthusiasm for this change?

Interview Questions

Drive and Resilience

Decision-Making



Result: Acceptable Fit

Description

This competency is concerned with making clear, appropriate decisions. This may be necessary even with incomplete or ambiguous information, and under time pressure. An effective decision-making style requires the resilience to make unpopular decisions where necessary, and to take responsibility for the outcomes and impact of those decisions.

Questions

Tell me about an occasion when you have had to make a difficult decision involving other people.

- What was more important to you, people's feelings or the objective facts?
- How did you share unpopular decisions with people?
- How did you include others in the decision as well as ensure your own views were incorporated?
- Did you pay more attention to the facts or to your insights?
- Describe how you involved other people in making this decision.

Using a recent example of an important decision you have made with other people, tell me about your decision-making process.

- Were you detached from, or involved in, this decision?
- How did you know you had made the right decision?
- Who made the final decision?
- How much time did you spend focusing on the facts and how much time on the broader possibilities?
- How much of this was done independently and how much with other people?

Interview Questions

Drive and Resilience

Planning and Organizing

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Marginal Fit

Description

This competency requires people to establish and prioritize tasks and objectives in order to manage time and resources appropriately. Effective planners will set deadlines based on the time required for each task, and on how each part of their plan affects the others. They will also have backup plans in case the situation changes.

Questions

Give me an example of when you have had to organize a major piece of work, project or event.

- How did you balance following plans with the need for flexibility?
- How did you establish guidelines and processes for this work?

Describe a time when you planned a project that involved other people. How did you allocate tasks to them?

- How did you respond to those who had a different planning approach than you?
- How did you ensure consistency of standards and behavior between people?

Interview Questions

Drive and Resilience

Reliability

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Marginal Fit

Description

People demonstrating Reliability are conscientious and focused on working for the good of their team and organization. They willingly follow processes and procedures, rarely miss work or appointments and always warn others in advance if it seems they might fail to meet their commitments.

Questions

Give an example of a time when you were unable to fulfill a promise you had made to a work colleague or client.

- What more could you have done to fulfill your commitments?
- How did you show a willingness to be reliable and flexible in this situation?
- Did you take control or fit in with what others wanted?

Describe a time when you had to do some work that didn't stimulate you.

- Did you persevere or find a way around it?
- Did you change your approach to the work or stick with convention?
- Did you comply or fight for what you wanted?

Interview Questions

Interpersonal

Cooperative Teamwork

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Marginal Fit

Description

Cooperative teamworking means building supportive relationships within a team, based on trust and respect. It requires listening to each other, adapting to other people's different work styles and focusing on shared goals. It also means being willing to challenge others and to accept challenge as a way of getting the best results for the team.

Questions

Tell me about how you built strong working relationships in your current/last job.

- Did you prefer working independently of others or as a team member?
- How did you indicate an interest in building relationships with your colleagues?
- How did you ensure that people didn't take advantage of you, whilst ensuring trusting relationships were developed?
- Tell me how you provided others with feedback.
- How would others describe your energy levels and patience?

Give an example of when you have had to manage a difficult relationship at work.

- Did you solve this problem alone or with the support of others?
- In what way did you want to support this person?
- How did you become aware of the motives behind the other person's behavior?
- Could you have been tougher in this situation?
- How patient were you in resolving this issue?

Interview Questions

Interpersonal

Influencing

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Acceptable Fit

Description

Influential communicators balance the need to shape outcomes in the short term with the requirement to maintain successful long-term relationships. This means understanding others, knowing what will motivate and inspire them to achieve common goals, and also what to give and what to hold back in negotiations. It also often requires the use of personal and professional contacts to influence people across teams or organizations.

Questions

Please give an example of when you have persuaded a colleague to use a particular approach when completing a project.

- Was it more important to be assertive or accommodating in this situation?
- How confident do you think you appeared in this situation?
- What went well and what went less well in this situation?
- How did you know you could trust this person?
- Were you diplomatic or forthright with this person?

Give an example of when you have had to negotiate your way past objections.

- How did you put forward your own needs and viewpoints, while ensuring that others' wishes were accommodated?
- Do you think you were more sensitive or more tough in this situation?
- How self-confident were you in this situation?
- Did you feel trust or suspicion about other people's motives and intentions in this situation?
- Was it more important to be cautious about what you revealed or open with others in this situation?

Interview Questions

Interpersonal

Clear Oral Communication

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Acceptable Fit

Description

This competency concerns the ability to speak clearly and fluently. It is demonstrated by taking a logical, structured approach, adapting to the needs of the situation and the nature of the audience. It also involves checking the audience has understood the message. Beyond merely presenting clearly, this competency is also concerned with ensuring strong two-way communication.

Questions

Please give an example of a time when you have used effective oral communication to explain complex concepts to others. How did you ensure they understood your points?

- What went well and what went less well?
- How would you describe your level of confidence in this situation?
- Did you need to adopt a conventional approach or an original approach for this audience?

Tell me about the last presentation you gave.

- How did you deal with any signs of criticism from others?
- What sort of feedback were you aware of as you were presenting?
- Did you stick to a familiar approach or try something new?

Interview Questions

Interpersonal

Management of Others

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Marginal Fit

Description

At all levels, effectively managing others means enabling them to perform. Essential to achieving this is setting a clear direction and delegating fairly and appropriately to give direct reports the means to achieve their goals. Those who manage others effectively will also look for opportunities to develop them by encouraging them to take on greater responsibility and make decisions for themselves.

Questions

Tell me about a time when you were responsible for managing someone or a team of people. This may be with or without formal management authority.

- Do you think you achieved the right balance when consulting with others?
- How do you think people viewed your reactions to problems or difficulties?
- Would you consider yourself task – or people-oriented? Can you explain why?
- Are you more resilient or sensitive to criticism?
- Have you been alerted to any personal errors you've made when managing others?
- How do you gain an insight into the motivations and trustworthiness of others?

Tell me about a time when you have delegated an important task to someone else.

- How did you balance allowing freedom with giving direction?
- What sorts of problems emerged and what skills did you use to deal with them?
- What were the needs of the other person in this situation?
- What disagreements were you aware of, and how did you manage them?
- How did you know you took the right approach to this situation?
- Were your initial expectations of this person positive, or did you question their intentions?

Interview Questions

Interpersonal

Integrity and Respect for Others

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

Result: Marginal Fit

Description

People demonstrating integrity take an ethical approach to their work and relationships. They are discreet with confidential information, whether it is of a personal or professional nature, and treat others fairly. They will also take action when they believe others, or the organization itself, are acting unethically.

Questions

Give an example of when you incorporated values and ethics into your decision-making.

- Were there established guidelines to help you decide what to do?
- Would it have been better to withhold information or reveal it in this situation? Why?
- How did you evaluate what was right and wrong in this decision?

Describe a time when you had to challenge the behavior or views of a colleague that were inappropriate or unlawful.

- Were there established guidelines to help you decide what to do?
- Was it more important to be direct or subtle?
- Could you have been more categorical about right and wrong in this situation?

Appendix 1: Competency Definitions

| Competency | Definition |
|------------------------------------|---|
| Analytical Problem-Solving | This competency is concerned with applying an analytical approach to solving problems and reaching logical conclusions. This means gathering information from a variety of sources and quickly gaining an understanding of it. It requires working effectively with complicated, conflicting or ambiguous information, and looking beyond the surface of issues to identify their underlying patterns and causes. |
| Clear Oral Communication | This competency concerns the ability to speak clearly and fluently. It is demonstrated by taking a logical, structured approach, adapting to the needs of the situation and the nature of the audience. It also involves checking the audience has understood the message. Beyond merely presenting clearly, this competency is also concerned with ensuring strong two-way communication. |
| Clear Written Communication | This competency concerns the ability to write clearly and succinctly. Clear Written Communication means adapting the style and content to meet the demands of the situation and audience. To communicate clearly and effectively will usually mean using well-structured, logical arguments and avoiding unnecessarily technical or complex language. |
| Commercial Awareness | Those who are commercially aware consider the flow of money and resources through an organization, and the need to get maximum value at each stage. They seek to achieve commercial objectives, such as profitability, so that the business can be as competitive and successful as possible. |
| Continuous Learning | This competency is concerned with continually seeking new knowledge and skills, as well as developing existing capabilities. It involves taking advantage of all opportunities for professional development, seeking feedback on both style and performance, learning from others and gaining valuable lessons from successes and mistakes. |

| Competency | Definition |
|------------------------------------|---|
| Cooperative Teamwork | Cooperative teamworking means building supportive relationships within a team, based on trust and respect. It requires listening to each other, adapting to other people's different work styles and focusing on shared goals. It also means being willing to challenge others and to accept challenge as a way of getting the best results for the team. |
| Coping with Pressure | Coping with pressure requires a positive attitude in stressful situations or following failure. It relies on the ability to manage one's own emotions, a willingness to take on challenging tasks, and the energy to remain focused on those tasks when presented with obstacles. |
| Customer Focus | People demonstrating Customer Focus are eager to develop strong, lasting relationships with their clients. They are driven by a desire to understand and satisfy their customers' needs, exceeding their expectations wherever possible. This competency may be concerned with clients inside or outside the organization; internal customers may be other departments or individuals from the same organization. |
| Decision-Making | This competency is concerned with making clear, appropriate decisions. This may be necessary even with incomplete or ambiguous information, and under time pressure. An effective decision-making style requires the resilience to make unpopular decisions where necessary, and to take responsibility for the outcomes and impact of those decisions. |
| Drive for Excellent Results | This competency requires a strong focus on setting and meeting high standards. People who drive for excellent results expect high standards from themselves and others. To be sure of this, they will take appropriate steps to monitor the quality of their own work and that of others. |

| Competency | Definition |
|---|--|
| Flexibility | This competency is concerned with responding well to change. It requires a positive attitude toward change and a readiness to adapt when presented with new information, new situations or shifting priorities. |
| Influencing | Influential communicators balance the need to shape outcomes in the short term with the requirement to maintain successful long-term relationships. This means understanding others, knowing what will motivate and inspire them to achieve common goals, and also what to give and what to hold back in negotiations. It also often requires the use of personal and professional contacts to influence people across teams or organizations. |
| Initiative | People showing Initiative are constantly looking for things to do. They are self-confident and proactive and will generate activity for themselves rather than waiting for instruction. They are also prepared to take risks if they feel there is potential benefit in doing so. |
| Innovation | Innovation is about turning creative ideas into original solutions. This competency is concerned with producing new or different approaches to current situations and enabling this creativity in others. An innovative approach involves both generating ideas and seeing them through to implementation. |
| Integrity and Respect for Others | People demonstrating integrity take an ethical approach to their work and relationships. They are discreet with confidential information, whether it is of a personal or professional nature, and treat others fairly. They will also take action when they believe others, or the organization itself, are acting unethically. |

| Competency | Definition |
|----------------------------------|---|
| Management of Others | At all levels, effectively managing others means enabling them to perform. Essential to achieving this is setting a clear direction and delegating fairly and appropriately to give direct reports the means to achieve their goals. Those who manage others effectively will also look for opportunities to develop them by encouraging them to take on greater responsibility and make decisions for themselves. |
| Planning and Organizing | This competency requires people to establish and prioritize tasks and objectives in order to manage time and resources appropriately. Effective planners will set deadlines based on the time required for each task, and on how each part of their plan affects the others. They will also have backup plans in case the situation changes. |
| Reliability | People demonstrating Reliability are conscientious and focused on working for the good of their team and organization. They willingly follow processes and procedures, rarely miss work or appointments and always warn others in advance if it seems they might fail to meet their commitments. |
| Strategic Vision | This competency is concerned with creating a clear view of the future of the business. People demonstrating Strategic Vision consider the long-term goals of their organization and define the strategy that will enable others to achieve this. They also take into account the environment in which their business operates and anticipate future changes or challenges for the organization. |
| Technological Orientation | Those demonstrating Technological Orientation show comfort and aptitude using technology in order to reach goals more efficiently and to a higher standard of quality. It means showing an openness to advancements in technology and being quick to understand them. People who are strong in this area will use technology appropriately, and will help others to appreciate and understand the benefits of using technology. |



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