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**General Version**

**Bob Smith  
Shift Supervisor  
Performed: 11 – 2 – 2020  
Rater(s):**

* **Jim Hope**
* **Sally Smith**
* **Bill Burger**

**Background**

This program has been developed after decades of observing workplace behaviors and applying them along side common phycological profiles and care practices. It has been designed to provide people managers to understand an employee’s strategic value to an organization and likely training needs/requirements.

Why is this important? There are many self assessments that provide insight into behavior, motivators, and values, however being self administered, they lack an outside view of the individual.

This program which can be administered by an individual or group of raters, provides insight into observational conduct and skill assessment from the outside.

This information can be used to develop professional development plans, and/or provide a review of an employees future value to the organization.

**What The Report Tells Us**

The report measures and individual on two scales, job skills and conductive attitudes; how someone conducts themselves in their workplace environment.

Along the skills axis, the report uses three levels of measuring job skills.

1. Can’t Do. Can’t do is an indicator that the person being assessed does not currently have the skills required to perform effectively in their job. They will likely require an investment in training and it would be sensible to enrol them into job specific training to raise their assessment score.
2. Can Do. People that are scored in the can do are displaying the necessary skills to perform their job likely without regular supervision and/or without supervision at all. A Can do individual is highly valuable and should be considered for future advancement.
3. Can Teach. Can teach people are so highly skilled, that they can mentor, train or teach others specific to their job. Can teach people for the most part should be highly valued in and organization and aligned with Can’t do individuals who are striving to achieve Can do or Can teach status.

Along the conductive attitudes axis, the report measures individuals on how they conduct themselves in their job. To measure conductive attitudes, two attitudinal sets are used; problem solving, resilience/responsibility.

It should be noted that these traits are considered to be the most attractive characteristics in those that many others choose to align with, build relationships with and trust.

These attitudes are measures as follows:

1. Positive problem solving and positive resiliency/responsibility. When a person scores in this category, it shows that the person has a highly accountable workplace attitude. Individuals who in this category will display a willingness to get things done. This person takes responsibility for their actions, can bounce back from difficult situations and not just solves problems, but actively works to find solutions when problems arise. They will not blame others or situations and they will face difficult situations with energy and face forward.
2. Positive resiliency/responsibility and negative problem solving. People that score in this category require coaching and training so that they can learn to problem solve. Although rare, the opposite can also occur where a person can problem solve but lacks resiliency/responsibility. Organically, more often problem solving skills are a result of resiliency and responsibility, therefore the latter is required to exhibit the former.
3. Negative resiliency/responsibility and negative problem solving. This represents a challenging management situation. A person that is missing these attitudinal sets can require from many months to many years of coaching and counselling to reverse these negative traits. A manager needs to ask “do I have the time and resources to reverse this?”

**How the Matrix Works**

**Conduct and Attitudes**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Positive Problem Solving  Positive Resiliency and Responsibility | Positive Problem Solving  Negative Resiliency and Responsibility | Negative Problem Solving  Negative Resiliency and Responsibility |
| Can Teach  **Skills and Performance** | **1**  People that fall into this category are leaders. They can be used as coaches, mentors or corporate guides. Their problem solving skills are high, and they will push through challenges while maintaining a positive mental attitude. | **2**  People in this category are well capable of performing job strategic and tactical activities likely with no supervision and or mentor others, however they will likely need coaching to improve their ability to understand and accept difficult work situations and/or solve problems. | **3**  The most perplexing category, people who fall into this area can be extremely difficult to work with. They have excellent skills, however they are not able to transfer these skills to others and can create a toxic work environment. Consideration should be given to how this person affects those around them and the overall team. |
| Can Do | **4**  People that are in this category are productive and can generally perform functions without supervision. Their problem solving skills are high, and they will push through challenges while maintaining a positive mental attitude. | **5**  Those in this category are generally able to perform job functions without supervision, however they will likely need coaching to improve their ability to understand and accept difficult work situations and/or solve problems. Additionally, it would likely cause difficulty if this person was placed in a supervisory or management role. | **6**  Lacking problem solving skills along with likely shirking responsibilities and/or blaming others, consideration should be given as to the future value of this person within the team or corporation. |
| Can’t Do | **7**  Although people in this category may not have the skills required to perform their job functions, their positive approach to solving problems make them excellent candidates for training and upgrading, and likely see upgrading as an opportunity, rather than an issue. | **8**  Lacking the skills to perform the job at hand and missing the ability to deal with the typical challenges of the job at hand, it would be wise to consider re-deploying this person to a position requiring a more suitable set of skills and attitudes. | **9**  When a person cannot perform the required job functions, can’t solve problems, does not take responsibility for things in their realm, along with failing to take on necessary challenges, they very well may be a candidate for termination. |

**Overall Results**

Bob has been identified under category Can Teach with Positive Problem Solving, Resiliency and Responsibility.

Bob will generally take on challenges with fortitude. Bob will most likely consider multiple solutions for problems that he has uncovered or if presented with a problem, thoughtfully execute a problem solving strategy in order to solve it.

When faced with adversity, Bob will see it as an opportunity rather than a threat and if the cause of a problem is in Bob’s realm of control, Bob will take full responsibility and more than likely use his problem solving skills to correct things.

Bobs role in the organization should be that of a mentor or leader. His positive attitude along with his high skill level makes him a good fit to impart his attitude and skills on others.

**Value to the Organization**

Bob will be a valuable asset throughout the organization. His most likely values are:

* Creative problem solver.
* Ability to learn new things and take pride in that learning.
* Self-reliant.
* Optimistic.
* A leading example for others to follow.

Bob may also be a valuable contributor to projects from other departments or activities, especially those where a project has been stalled and needs an injection of optimism and energy.

**Management Tips and Traps**

Because Bob falls into this category it would be wise to avoid micromanaging him. He can work comfortably on his own with very little supervision and likely enjoys the autonomy granted. Bob will get things done and will generally solve problems without reporting them immediately. He may later tell his supervisor about a problem he solved, but likely because he will see problem solving as a matter of course and his responsibility to deal with, while keeping things moving.

However a trap with Bob will be his that his love of his work may cause him to be overlooked at times. Be sure to check-in from time to time and ask very specific questions such as: “What three things can I do to ensure that you are properly supported?”

Ensure that Bob is receiving support in the key drivers of financial compensation, opportunities to achieve and/or opportunities to be recognized, if he desires the latter. When high performing people are overlooked they can sometimes become disillusioned. They will still work effectively, but they may begin to “look around” for a fresh new career where they receive driver support.

Removing personal accountability from Bob for elements of his job will be tolerated to a point, but may eventually cause Bob to seek out other opportunities.

People like Bob need ongoing challenges to stay energized.

**Training and Professional Development**

Because of Bob’s skills and attitudes, he would be a good candidate for leadership training and development. Determine what his past training experiences have been and look for higher value opportunities for him to learn and advance.

Because Bob values the skills required so highly, he may be interested in advancing those skills either to advance his abilities or to try new things.

**Action Plan**

Professional Development: Meet with Bob and get his views regarding his professional development needs. If he is not sure, consider different types of leadership, mentor training and/or skills advancements.   
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Modifications: Review Bob’s report and determine if the statements are correct and if so, what modifications to Bob’s job might be actionable?

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Mentorship: Consider how you might use Bob more effectively as a mentor within the organization. Who might be good candidates to work with Bob?

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**Position in the Matrix**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Positive Problem Solving**  **Positive Resiliency and Responsibility** | **Positive Problem Solving**  **Negative Resiliency and Responsibility** | **Negative Problem Solving**  **Negative Resiliency and Responsibility** |
| **Can Teach** |  |  |  |
| **Can Do** |  |  |  |
| **Can’t Do** |  |  |  |

**Conduct and Attitudes**

**Skills and Performance**

**Bob Smith**

**Conductive Attitudes Score Chart**

1. **Proficiency in the skills related to the position   
   0 10 20 30 40 50 60 70 80 90 100**
2. **Exceeds expectations without supervision****0 10 20 30 40 50 60 70 80 90 100**
3. **Viewed as a valuable resource by other staff**

**0 10 20 30 40 50 60 70 80 90 100**

1. **Solution seeker and problem solver   
   0 10 20 30 40 50 60 70 80 90 100**
2. **Takes responsibility for their obligations**

**0 10 20 30 40 50 60 70 80 90 100**

1. **Effective at taking corrective action with or without supervision**

**0 10 20 30 40 50 60 70 80 90 100**

1. **Anticipates problems early on  
   0 10 20 30 40 50 60 70 80 90 100**
2. **Performs position with little or no errors   
   0 10 20 30 40 50 60 70 80 90 100**
3. **Effective at training others   
   0 10 20 30 40 50 60 70 80 90 100**
4. **Requires very little coaching and supervision   
   0 10 20 30 40 50 60 70 80 90 100**
5. **Solves problems keeping inline with management directives   
   0 10 20 30 40 50 60 70 80 90 100**
6. **Level of motivation and job satisfaction   
   0 10 20 30 40 50 60 70 80 90 100**
7. **Focus and resolve to complete projects  
   0 10 20 30 40 50 60 70 80 90 100**

1. **Ability to overcome multiple obstacles****0 10 20 30 40 50 60 70 80 90 100**
2. **Positive it the face of aversity   
   0 10 20 30 40 50 60 70 80 90 100**
3. **Positive approach when setbacks occur   
   0 10 20 30 40 50 60 70 80 90 100**
4. **Taking responsibility at all times   
   0 10 20 30 40 50 60 70 80 90 100**
5. **Completion of tasks   
   0 10 20 30 40 50 60 70 80 90 100**

**Overall Score**

**0 10 20 30 40 50 60 70 80 90 100**