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## 08 - COGNISSESS COMPETENCIES REPORT

Report compiled for

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REPORTS:  
**LEADERSHIP OVERVIEW**  
**DETAILED REPORT**

PRIVATE AND CONFIDENTIAL





**At Cognisess we believe in people. We believe that everyone has potential, and we know that much of an individual's cognitive and emotional potential remains unrecognised and untapped. Through this report, the results of every person's performance and preferences are placed front and centre.**

Using data collected from the Cognisess Pro platform, this report gives an insight into how each competency is likely to influence an individual's behaviours and performance within a team, department or organisation.

## WHAT COMPETENCIES ARE ASSESSED?

Cognisess Pro reveals the full spectrum of an individual's cognitive and emotional capabilities by measuring **49 competencies**

<b>Core</b>	<b>Cognitive</b>
<b>Interpersonal</b>	<b>Contextual</b>
<b>Self-Management</b>	<b>People Management</b>
<b>Stress &amp; Resilience</b>	

A full description of each performance area and competency is provided in the appendix.

For a full list of assessments and linked competencies please see the guide.

To get the most from this report, we suggest completion of our 'Competency Profiler' – this includes all the assessments needed to provide a detailed evaluation of an individual's capabilities.

## HOW ARE AN INDIVIDUAL'S SCORES PRESENTED?

Results are presented in two parts: **Competency Overview** and **Competency Summary**.

1.Competency Overview: Provides a bar graph of the individual's performance against each competency. Scores range from **1** (well below average) to **5** (well above average). Each competency that can be assessed on Cognisess Pro is listed on the report, and a score of 0 is given when the appropriate assessment has not been completed.

2.Competency Summary: Offers an overview of the individual's likely behaviour when utilising each competency.

More information on scoring can be found in the appendix of this report.



## HOW CAN THE REPORT BE USED?

This report can be used in three ways. It provides:

1. A snapshot of the individual's capability and likely behaviours.
2. A way to evaluate the individual's areas of strength and weakness.
3. A primer for thinking about performance improvement and professional development.

While reading this information, please keep in mind four important points. First, it is possible that not every statement will accurately describe how others may think about the individual, so the report is best used in conjunction with all other data and information relevant to the evaluation of the individual's capability. Second, everyone has strengths and weaknesses, and there are positive and negative performance implications of any score. Third, focus on the overall themes of the report rather than any single detail. It is not about a good or bad individual, rather the tool presents the information needed to make informed decisions about improving performance. Finally, an individual's Competency scores can change over time. Through learning, experience and targeted self-improvement an individual can develop their skills and knowledge and adjust their behaviour appropriately. Therefore, it is assumed that the Competency report is stable over a period of approximately one year.



## HOW ARE INDIVIDUALS SCORED?

Each Competency is scored on a five-point scale. This provides a coherent and concise view of an individual's likely strengths, values and challenges. The scale also supports comparisons of individual performance over time or between several different individuals.

As many of the competencies are formed from several attributes assessed by Cognisess, there are a variety of ways in which an individual might achieve a particular score. For example, the competency Numeracy is comprised from an aggregate of a range of attributes, which include numerical memory, and mental arithmetic. Therefore, it is possible that two individuals might perform differently on the assessments and in their role, but still achieve the same Competency score.

The distribution of each Competency score is assumed to be a normal distribution curve.

The curve shows the likelihood of achieving a particular score and the percentage of the population who will be found in each part of the distribution. Therefore, for each Competency an individual is more likely to achieve an average score than either a high or low score.

# Fernando Henrique Gleriano

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## Skills and abilities that form a necessary base for the completion of most work-related tasks.

Those who are high in core competencies are likely to have mastery of the fundamental aspects that will make many career paths and jobs easier. It is also likely that they are perceived as accomplished and professional. Those low in core competencies are likely to find some of the more day-to-day aspects of certain jobs to be more taxing, or are likely to benefit from further education in these areas in order to engage with clients and peers in a more professional way.

### Numeracy

An individual's ability to work with numeric information.



SCORE

**Cannot be scored.** This person hasn't completed all assessments required to calculate this score.

Missing attributes: Mental Arithmetic

### Reading

An individual's ability to understand written information.



SCORE

**Cannot be scored.** This person hasn't completed all assessments required to calculate this score.

Missing attributes: Concentration, Vocabulary

### Literacy

An individual's ability to use reading and writing to communicate information.



SCORE

**Cannot be scored.** This person hasn't completed all assessments required to calculate this score.

Missing attributes: Vocabulary, Spelling

## Learning

An individual's ability to acquire new skills.



**Cannot be scored.** This person hasn't completed all assessments required to calculate this score.

Missing attributes: Continuous Updating

## Written Communication

An individual's ability to convey information through written documents.



**Cannot be scored.** This person hasn't completed all assessments required to calculate this score.

Missing attributes: Spelling



## PERFORMANCE AREA **COGNITIVE**



OVERALL SCORE

### Goal-directed abilities concerned with the acquisition, manipulation, and implementation of information.

Individuals who have high scores in cognitive competencies are likely to excel in their ability to absorb and process information. They are more likely to make quicker decisions and make fewer errors or have a better ability to retain and mentally manipulate numbers and patterns. Those who score lower are likely to either require more time to deal with higher levels of complexity or might make more errors in terms of recalling or applying the information. It should be noted that not all cognitive abilities are required for all job roles, and people can often find their own way of completing tasks and solving problems that might play more to their strengths.

#### Decision Making

An individual's ability to use relevant information, experience, and reasoned judgement to make decisions.



SCORE

**Cannot be scored.** This person hasn't completed all assessments required to calculate this score.

Missing attributes: Continuous Updating

#### Strategic Thinking

An individual's ability to use strategic thinking to meet long-term work-related goals.



SCORE

**Cannot be scored.** This person hasn't completed all assessments required to calculate this score.

Missing attributes: Prediction

#### Critical Thinking

An individual's ability to form reasoned judgements through evidence and deliberate reflection.



SCORE

**Fernando Henrique:** People in this range of scores are excellent at proposing novel alternative actions and circumstances. They will also skillfully balance questioning information as to its factual content and likelihood, and using established facts to inform their decision making process.

## Multitasking



An individual's ability to engage in two or more tasks simultaneously.

**Fernando Henrique:** People with a similar score for Multitasking can complete a variety of tasks in parallel. They are likely to distribute their attention expertly and balance the error risks of processes. When working on different tasks, they also tend to make very few errors relating to concentration.

## Problem Solving



An individual's ability to identify problems and develops strategies to overcome them.

**Fernando Henrique:** People with similar scores for Problem Solving are likely to have a slightly above average capability in this domain. Whilst they might struggle with highly complex problems, they are likely to have little difficulty at the basic and intermediate level. They will most likely plan multiple steps ahead and can consider a range of complex solution pathways.

## Thinking Quickly



An individual's ability to think on the spot and respond quickly.

**Cannot be scored.** This person hasn't completed all assessments required to calculate this score.

Missing attributes: Processing Speed

## Planning



An individual's ability to plan systematically.

**Fernando Henrique:** People with similar scores are likely to make far-reaching and detailed plans. Their planning is likely to allocate resources very effectively and efficiently, and they will most likely have taken into consideration a range of possible difficulties that might require further action or adaptation at a later date.

## Information Retention



An individual's ability to store information in their mind.

**Cannot be scored.** This person hasn't completed all assessments required to calculate this score.

Missing attributes: Pattern Memory





## PERFORMANCE AREA **INTERPERSONAL**



### Personal qualities and behaviour involved in interactions between groups of people.

Good interpersonal skills indicate that an individual is strongly able to work alongside others to negotiate, solve problems and make decisions towards company goals and targets. Poor interpersonal skills can cause problems in the workplace as this can act as a barrier to open and effective communication and understanding of others.

#### Empathy

An individual's ability to use empathy to take the perspective of other people.



**Fernando Henrique:** People with similar scores tend to empathise with others effectively. They have good levels of interpersonal connectedness, can empathise and are able to suggest ways to help others. That being said, complex feelings and internal states of others may seem ambiguous to them.

#### Active Listening

An individual's ability to actively listen to other people.



**Fernando Henrique:** People with similar scores to this tend to be less able to actively listen to others. While they can seem attentive in conversation, they are often pre planning their next speech and not fully absorbing what the speaker is saying. While they may be able to recall some things spoken by the other speaker, they are likely to be hazy in their recall due to their inattention. This is likely to cause problems for their communicative abilities.

#### Assertiveness

An individual's ability to be assertive when communicating with others.



**Fernando Henrique:** People with similar scores to this are extremely high in Assertiveness. They are able to share their viewpoint and opinion with others regardless of the audience and are exceptional at supporting their argument. People with such high levels of assertiveness may be strong-willed to the extent of being somewhat unable to listen to the opposing views of others, which may prove to be a barrier to effective teamwork.

## Teamwork

An individual's ability to share responsibilities and communicate effectively.



**Fernando Henrique:** People with similar scores to this tend to be those with higher levels of Interpersonal skills than average. They are able to communicate effectively with others and work in collaboration to achieve goals. These people are effective team members and often meet desired goals effectively.

## Persuasion

An individual's ability to influence others by crafting strong and convincing arguments.



**Fernando Henrique:** Similar scores indicate an average ability to influence the decision making and perception of a situation of others. Whilst they are likely to adapt their approach for the situation or the person they are aiming to convince, they are less likely to succeed in both areas at the same time. They will be perceived as averagely charismatic and convincing in their delivery.

## Building Relationships

An individual's ability to build meaningful relationships with other people.



**Fernando Henrique:** People with similar scores to this show extremely high capabilities in Building Relationships. They are able to socialise with ease and can effectively communicate with others. These people work best in client-facing roles as they appear friendly and easy to engage with.

## Networking

An individual's ability to network with internal and external stakeholders.



**Fernando Henrique:** People with similar scores to this show extremely high capabilities in Networking. These people seek opportunities to engage with other business professionals and make lasting connections that may be of use to themselves in their future career.



OVERALL SCORE

### Qualities associated with the creation and application of knowledge to accomplish organisational goals.

People with high scores on contextual competencies are likely to deal well with changes in their surroundings and expected changes to the way they work. They see opportunities for positive change and can apply their skills flexibly. Individuals with lower scores are likely to require more stable and defined frameworks to deploy their skills with full effect. They might generally show a preference for less changeable environments.

#### Creativity

An individual's ability to apply creativity to accomplish work-related goals.

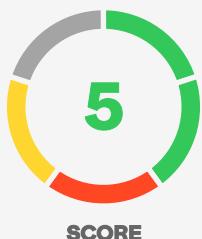


SCORE

**Fernando Henrique:** People with similar scores to this tend to be average at proposing creative solutions to business related problems. These people will likely feel confident in discussing new approaches to tackle existing issues.

#### Flexibility

An individual's ability to complete a wide range of tasks.



SCORE

**Fernando Henrique:** People with similar scores on Contextual competencies excel in fluid, fast-paced environments. They respond quickly to changes and successfully adapt their skills to maintain their performance. They are more likely to proactively suggest changes to the environment to build a more effective and efficient framework.

#### Innovation

An individual's ability to turn ideas into actionable outcomes.



SCORE

**Fernando Henrique:** People with similar scores to this tend to be averagely able to act innovatively in the workplace. They will apply creative thought processes to familiar workplace scenarios and can often implement new approaches capably.

## Knowledge Application

An individual's ability to apply existing personal knowledge to address work-related goals.



SCORE

**Cannot be scored.** This person hasn't completed all assessments required to calculate this score.

Missing attributes: Innovation

## Business Sense

An individual's ability to understand how business operations influence organisational success.



SCORE

**Cannot be scored.** This person hasn't completed all assessments required to calculate this score.

Missing attributes: Prediction, Control

## Forward-Thinking

An individual's ability to consider the broader implications of business activities.



SCORE

**Cannot be scored.** This person hasn't completed all assessments required to calculate this score.

Missing attributes: Innovation



OVERALL SCORE

**Behaviour concerned with the completion of work-related goals, individually or as part of a team.**

People with high scores in Self-Management are likely to be self-sufficient and able to manage their emotions as well as their motivations well. People with lower scores are likely to be influenced more by their emotional states and changes in motivation and might look more for external guidance to re-align with current goals and needs.

**Autonomy**

An individual's ability to maintain adequate levels of productivity with little to no supervision.



**Fernando Henrique:** Individuals with similar scores are in the highest category of Autonomy. They are likely to want to make their own choices about their work and do their own planning and scheduling. Trying to hold these individuals to rigid and overly-detailed external plans is likely to frustrate them. They benefit from the freedom to self-manage and are likely to maintain smooth running processes that have not yet been scheduled.

**Initiative**

Initiative describes how much a person is likely to engage with tasks without being prompted to do so.



**Fernando Henrique:** People in this score category are in the highest range of Initiative. They are likely to start new projects and new workstreams autonomously and will proactively resolve issues that are holding up themselves or others. They are unlikely to require external reminders to start projects and can be a driving force for innovation and goal achievement.

**Self-Motivation**

An individual's ability to overcome uncertainty, difficulty, and distractions to complete tasks.



**Fernando Henrique:** People at this level are above average in terms of their level of Self-Management. They are likely to have a good understanding of their own needs and their abilities, and are happy to plan more flexibly. They will most likely appreciate being able to make their own decisions about work arrangements, and are often seen as well balanced in terms of their emotional responses.

## Takes Responsibility



An individual's ability to assume positions of responsibility.

**Fernando Henrique:** People with similar scores are slightly above average in terms of Takes Responsibility. They are likely to be committed to the delivery of the work that they are part of, and that they can have an affect on. They are likely to see it as their duty to ensure delivery of their work, and are likely to feel a relatively strong sense of investment in their work. They will own success as well as failure to a large extent.

## Organisation



An individual's ability to order their activities to make efficient use of time and resources.

**Fernando Henrique:** People with similar scores are slightly above average for Organisation. They are likely to prefer clear structure over flexible approaches, and will either enforce existing structures or introduce new procedures to suit the needs of the situation. They are likely to plan projects diligently, but will not always feel the need for - or see the benefit of - the same level of detail in the planning of the process.

## Drive for Results



An individual's ability to consistently exceed organisational benchmarks.

**Fernando Henrique:** People with similar scores are slightly above average at Drive for Results. They most likely have a strong tendency to prioritise outcomes and potential impact over other factors. They are still likely to consider situational circumstances and current developments, but are likely to pay more attention to aspects that ensure that deadlines and delivery commitments are met.

## Detail-Oriented



An individual's ability to be thorough and accurate when completing tasks.

**Cannot be scored.** This person hasn't completed all assessments required to calculate this score.

Missing attributes: Concentration, Visual Search

## Customer Focus



An individual's ability to consider how organisational activities affect the customer.

**Fernando Henrique:** Similar scores indicate that a person is slightly below average at Customer Focus. They are likely to give slight priority to the operational requirements over the wants and needs of the client, and demonstrate little enthusiasm for delivering exceptional service.





## PERFORMANCE AREA

# PEOPLE MANAGEMENT



### Interpersonal skills and personal behaviour related to the coordination of a small or large number of stakeholders.

Those who are high in this attribute are able to inspire and motivate those around them and help them achieve their best. Those who are low in this attribute are less likely to be suited to leadership and do not make the best use of those around them. They may attempt to micromanage and ignore the advice and expertise of their team.

#### Integrity

An individual's ability to demonstrate consistency between personal beliefs and actions.



**Fernando Henrique:** People with similar scores to this tend to have average Integrity. This means that they are likely to be aware of their own values and follow them for the majority of the time. However, when they are put under a large amount of pressure from management or their team members, they will engage in behaviours that contradict their values.

#### Leadership

An individual's ability to direct and coordinate others to complete tasks.



**Fernando Henrique:** People with similar scores have above average People Management skills. They are able to guide their teams through difficult times by listening to them effectively. They are also skilled at conflict resolution within their team. While some projects may push them past their limits, they are generally trusting of their team and know how to manage them effectively.

#### Risk Taking

An individual's ability to initiate tasks that involve a significant degree of risk and uncertainty.



**Fernando Henrique:** People with similar scores are above average at Risk Taking. They are likely to have a preference for maximising their rewards over taking a safe option. Whilst they rarely take extreme risks independently, they can be relatively easily influenced to accept more risky scenarios.

## Diplomacy

An individual's ability to adopt an open and tolerant communication style when interacting with other people.



**Fernando Henrique:** Those who have similar scores to this are likely to be around the average in Diplomacy. They can remain unbiased during the majority of their interactions with others and are likely to be effective at weighing up the advantages and disadvantages of a variety of different arguments and positions. That being said, when interpersonal conflicts get heated it's likely that they will still show a degree of bias in their decision-making skills.

## Motivating Others

An individual's ability to make other people enthusiastic and motivated to complete tasks.



**Fernando Henrique:** Those who have similar scores are likely to be highly motivated individuals. They are able to work towards a goal without wavering and can keep those around them focussed - even on a long-term project with little external encouragement.

## Delegating

An individual's ability to delegate tasks to other people.



**Fernando Henrique:** Those who are similar to this score are likely to be above average delegators, and can effectively manage the workloads of those around them and ensure that they are working efficiently. They are highly attuned to their team members and will give out work based on skill set and personal preference to ensure that those around them are happy and motivated.



PERFORMANCE AREA

## STRESS & RESILIENCE



### Personal traits and behaviour exhibited when unexpected and/or demanding circumstances are present.

Good resilience leads to a heightened ability to manage stressful situations and bounce back from setbacks and mistakes. Poor resilience can cause someone to become quickly overwhelmed if things do not go according to plan, requiring a break to recover from stress.

#### Stress Management



An individual's ability to cope with demanding environments, situations, and tasks.

**Fernando Henrique:** People with similar scores to this are exceptionally resilient. They are able to endure immense stress while keeping a level head and remaining focused on their work. They often act as a supporter for others, ensuring that those around them are able to cope with challenging circumstances.

#### Dealing with Ambiguity



An individual's ability to maintain adequate levels of productivity with little to no information and supervision.

**Fernando Henrique:** Those with similar scores are above the average at Dealing with Ambiguity, so they can work from relatively little information for an extended period of time. These people require minimal supervision and only struggle when left entirely to their own devices on a project that they are not familiar with.

#### Composure Under Pressure



An individual's ability to maintain composure in demanding situations and when assigned challenged tasks.

**Fernando Henrique:** People with similar scores are less likely than the average person to remain calm under pressure. These people feel pressure more intensely than those around them and are more likely to panic when things become difficult. These people work best when they have a strong support network.

## Adaptability to Change

An individual's ability to adapt to constant change and maintain adequate levels of productivity.



**Fernando Henrique:** Those with similar scores are above average at working with adaptability. They are quick to make most changes to their working methods and are able to effectively adapt elements of their old plans into the new. These people rarely struggle to adapt, unless they are faced with an entire overhaul of their work life.

## Conflict Resolution

An individual's ability to identify sources of interpersonal conflict.



**Fernando Henrique:** Those with similar scores are lower than average in Conflict Resolution, meaning that they may not always listen to the opposing side of an argument and remain abrasive when making their point. These people can occasionally mediate conflicts when they are supported by other team members, though when alone they may rely on emotive arguments.

## Resilience

An individual's ability to persevere in the face of stressful demands and uncertainty.



**Fernando Henrique:** Similar scores indicate that a person has a very high level of Resilience. They are likely to manage their emotional response to setbacks very well and - whilst they might be emotionally invested - can move on quickly. Individuals at this level are likely to learn quickly from negative experiences and will most likely recover all of their drive and determination, if not strengthen these attributes.

## Dealing with Criticism

An individual's ability to bounce back quickly after being criticised.



**Fernando Henrique:** Those with similar scores are exceptional at dealing with a wide range of criticisms, including more disapproving evaluations of their performance. These people are always prepared to listen to feedback - often proactively seeking it out - and carefully consider how others' appraisals might support their own development. They are also likely to help those around them respond more positively to criticism, making them a valuable asset to a team.



### PERFORMANCE AREA CORE

#### NUMERACY

An individual's ability to work with numeric information. High numeracy allows people to manipulate and understand numbers with ease, whilst low numeracy means that numerical information might not be easily understood or can not be worked with or used without additional tools.

#### READING

An individual's ability to understand written information. People with high Reading scores are likely to be able to make sense of complex sentence structures and lengthy descriptions. They can extract information and find the key aspects of an argument with ease. Individuals with lower Reading scores are likely to overlook information or get lost in longer and more complex sentence structures. They might need to re-read more complex or more specialist passages more often, and might generally show a lower reading speed.

#### LITERACY

An individual's ability to use reading and writing to communicate information. High levels of Literacy allow people to communicate in a very effective, succinct style. Lower levels of Literacy lead to a misalignment of message and words chosen, as well as unclear and unstructured communication.

#### LEARNING

An individual's ability to acquire new skills. High Learning ability is characterised by ease of uptake and application of new information as well as translation of information into applied actions and skills. Low Learning abilities are indicated when new actionable skills require a lot of information, practise and support.

#### WRITTEN COMMUNICATION

An individual's ability to convey information through written documents. Individuals with high scores on Written Communication are likely to excel at writing succinctly and clearly. They are likely to use vocabulary highly effectively and can cover generalist as well as specialist topics. People with lower scores on written communication are likely to make grammatical or vocabulary based errors that can lead to them being misunderstood. Whilst they are likely to be able to get general points cross, more specialist aspects will cause difficulty.



### PERFORMANCE AREA COGNITIVE

#### DECISION MAKING

An individual's ability to use relevant information, experience, and reasoned judgement to make decisions. Higher scores in this ability indicate quick, well-considered and balanced Decision Making. Lower scores indicate slow and unbalanced Decision Making, with a limited consideration of the available information.

#### STRATEGIC THINKING

An individual's ability to use strategic thinking to meet long-term work-related goals. Highly skilled strategic thinkers will identify advantages that can be created or exploited and that will give them a medium to long-term advantage. Less skilled strategic thinkers will not be able to differentiate between goals and advantages and are unable to build actions around positions of superiority.

#### CRITICAL THINKING

An individual's ability to form reasoned judgements through evidence and deliberate reflection. High levels of Critical Thinking are exemplified by thorough questioning, an investigation of all available information and a consideration of a broad range of options. Lower levels of Critical Thinking tend to lead to an acceptance of statements without questioning or poor consideration of alternative scenarios.

#### MULTITASKING

An individual's ability to engage in two or more tasks simultaneously. High levels of Multitasking can be seen in people who can seemingly pay attention to different tasks simultaneously and react effectively to changes within these tasks. Poor Multitasking can be found in people who need to concentrate on one aspect or task at a time to avoid making errors or slowing down performance substantially.

## PROBLEM SOLVING

An individual's ability to identify problems and develops strategies to overcome them. People with high scores at Problem Solving are likely to be able to find solutions to not only difficult linear problems, but also complex systemic issues. They are likely to enjoy challenges and optimisation problems. Individuals with lower scores are likely to be able to solve more linear and less complex problems and might feel overwhelmed by non-linear and unstructured problems.

## THINKING QUICKLY

An individual's ability to think on the spot and respond quickly. People with high levels of Thinking Quickly tend to act upon new information instantly, and can efficiently assess the viability of opportunities and options. Low levels of 'quick thinking' often lead to slow deliberation of possible actions, the need to contemplate options, and missing brief windows of opportunity.

## PLANNING

An individual's ability to plan systematically. High Planning ability can be seen in effective consideration of resources, timings and potential changes in circumstances. Low planning ability can manifest in missed deadlines, poor consideration for uncertainty and inefficient resource allocation.

## INFORMATION RETENTION

An individual's ability to store information in their mind. High levels of Information Retention can be seen in people with exceptional memory abilities for shapes, numbers, or other information, making their work fast and accurate. Lower levels of Information Retention can be seen in recall errors, forgetfulness and a slow working pace due to the need to 'double check' information.



## PERFORMANCE AREA INTERPERSONAL

### EMPATHY

An individual's ability to use empathy to take the perspective of other people. High levels of Empathy lead to a greater understanding of others, and stronger interconnectedness as part of a team. Low levels of Empathy lead to a lack of understanding of others and inefficient teamwork.

### ACTIVE LISTENING

An individual's ability to actively listen to other people. People that score highly in Active Listening are able to focus on what another speaker is saying, providing their input to the conversation at an accurate and suitable point in time. People scoring poorly in Active Listening will prematurely fixate on what they wish to respond to the speaker without being present and fully aware of what others are saying.

### ASSERTIVENESS

An individual's ability to be assertive when communicating with others. A person scoring highly in Assertiveness will likely be very self-confident and sure of themselves. This person will be capable and willing to voice their point in a team discussion and will likely be very determined to be heard. A person with a low score in Assertiveness will likely struggle to get their needs met by others due to an inability to specify and project these needs. They may lack the confidence to project themselves and their ideas.

### TEAMWORK

An individual's ability to share responsibilities and communicate effectively. High levels of Teamwork would indicate a great ability to communicate with others and delegate tasks according to strengths and preferences of others. Low levels of Teamwork would indicate an inability to listen effectively to others and a lack of cooperation with others.

### PERSUASION

An individual's ability to influence others by crafting strong and convincing arguments. High levels of Persuasion would indicate a strong ability to influence others into believing the individual's argument, whereas low levels of Persuasion would indicate an inability to convince others to see a situation from the person's point of view.

### BUILDING RELATIONSHIPS

An individual's ability to build meaningful relationships with other people. High scores in Building Relationships would indicate that this person can form connections with others with ease, whereas low scores in Building Relationships would indicate an inability to engage with and form bonds with others.

### NETWORKING

An individual's ability to network with internal and external stakeholders. High scores in Networking would indicate that this person can build working relationships both inside and outside of the organisation with ease. Low scores would indicate that this person has difficulties establishing working relationships both in and out of the organisation or are using these connections to very little effect.



## PERFORMANCE AREA CONTEXTUAL

### CREATIVITY

An individual's ability to apply creativity to accomplish work-related goals. High scores in Creativity indicate that this person often thinks inventively in order to complete tasks in novel ways. Low scores in Creativity indicate a more conventional thought process behind task solving and completion.

### FLEXIBILITY

An individual's ability to complete a wide range of tasks. High levels of Flexibility indicate that a person has a strong ability to multitask and prioritize accordingly. Low levels of Flexibility suggest that the person shows rigidity in task completion, ensuring that each individual task is completed before starting the next.

### INNOVATION

An individual's ability to turn ideas into actionable outcomes. High scores in Innovation indicate that an individual not only has a large number of ideas, but also applies this creativity practically. Low Innovation scores suggest that the person is unable to transform creative thought into practical applications.

### KNOWLEDGE APPLICATION

An individual's ability to apply existing personal knowledge to address work-related goals. High scores in Knowledge Application suggest that this person is very proactive in implementing their learning to relevant situations. Low scores in knowledge application indicate an inability to understand how their expertise might be applied to different situations.

### BUSINESS SENSE

An individual's ability to understand how business operations influence organisational success. High scores indicate a person that is very experienced in organisational settings and is aware of business-related procedures and how complex systems and relationships work together. Low scores indicate a lack of understanding of systems relating to organisational settings, and a lack of awareness of business procedures.

### FORWARD-THINKING

An individual's ability to consider the broader implications of business activities. High scores indicate a person that often considers the consequences of actions. Low scores suggest an inability to think ahead to the possible implications of actions and environmental factors.



## PERFORMANCE AREA SELF-MANAGEMENT

### AUTONOMY

An individual's ability to maintain adequate levels of productivity with little to no supervision. People with high levels of Autonomy will tend to manage their own time and workload and make decisions where necessary to ensure progress. People with lower levels of Autonomy are likely to require input on a regular basis and be uncomfortable with making choices about their performance and priorities.

### INITIATIVE

Initiative describes how much a person is likely to engage with tasks without being prompted to do so. Individuals with high levels of Initiative are likely to aim to resolve issues immediately - without it having been 'scheduled' or them having been 'tasked' with it. People with low levels of Initiative will await input to start work, even if they are currently not busy doing anything else. If there are decisions to be made or new work to be started, they will first wait for authorisation or direction.

### SELF-MOTIVATION

An individual's ability to overcome uncertainty, difficulty, and distractions to complete tasks. People with high levels of Self-Motivation are likely to find joy and value in their work as it aligns with their personal values. Their work supports their personal growth, and they are less concerned with external recognition. Individuals low in Self-Motivation are likely to need constant praise or incentives to drive their performance. It is likely that they are more easily disenfranchised and are less keen to push the boundaries of what could possibly be achieved.

### TAKES RESPONSIBILITY

An individual's ability to assume positions of responsibility. Individuals who have high levels of this competency are likely to feel a sense of ownership and be personally invested in the work that they do. People with lower levels of this competency are likely to feel little involvement in their work, and consequently, rarely strive for influence on their assigned tasks or projects.

## ORGANISATION

An individual's ability to order their activities to make efficient use of time and resources. People with high levels of Organisation are likely to plan their work with clear structures and detailed procedures. Individuals who score low on Organisation are likely to work in a less structured and flexible way. This does not mean that they do not appreciate structure, but they might either not be able to impose such structures independently or continue them if they are pre-established.

## DRIVE FOR RESULTS

An individual's ability to consistently exceed organisational benchmarks. People with high Drive for Results are likely to have a keen eye for deadlines and progress metrics. They are likely to be motivated by delivering a final product and take pride in completing tasks or projects within an agreed timeframe. Individuals with low levels of Drive for Results are likely to be less focussed on timely delivery, but more on the perceived quality of the process.

## DETAIL-ORIENTED

An individual's ability to be thorough and accurate when completing tasks. Individuals with high detail orientation are likely to enjoy working on intricate and complex projects. They take pride in getting every aspect right, and might become irritated if details are left unresolved or unattended. People with lower levels of detail-orientation are likely to focus on the main features of a task, and are likely to pay little attention to its production or appreciate the inclusion of extensive detail.

## CUSTOMER FOCUS

An individual's ability to consider how organisational activities affect the customer. People with high scores are likely to be natural 'customer champions', going above and beyond their duty to fulfill customer needs. People with lower scores are likely to prioritize efficiency and will deliver a level of customer service in line with minimum expectations.



## PERFORMANCE AREA PEOPLE MANAGEMENT

### INTEGRITY

An individual's ability to demonstrate consistency between personal beliefs and actions. Those who are high in this value are likely to stay true to their values and beliefs regardless of their external circumstances, even if it causes them distress. Those low in this value are more likely to perform actions that are not in line with their own values if there is pressure from those around them to do so.

### LEADERSHIP

An individual's ability to direct and coordinate others to complete tasks. Those who are high in this ability are comfortable taking charge and giving direction in group situations. Those who are low in this ability are more likely to doubt their own ability and to prefer collaborative work.

### RISK TAKING

An individual's ability to initiate tasks that involve a significant degree of risk and uncertainty. Individuals with high scores on Risk Taking are likely to have a high tolerance for uncertainty. They are likely to be more comfortable with taking greater risks that offer the potential of increasing rewards. People with lower scores are likely to have little risk tolerance. They are likely to avoid uncertain scenarios and will aim for low risk decisions, even if this means fewer potential benefits.

### DIPLOMACY

An individual's ability to adopt an open and tolerant communication style when interacting with other people. Those who are skilled in this ability are able to mediate conflicts between team members and write effective arguments in presentations. Those who are lower in this ability are more likely to act with bias and favour one side over another in conflicts, leading to further dissatisfaction within the team.

### MOTIVATING OTHERS

An individual's ability to make other people enthusiastic and motivated to complete tasks. Those who are high in this skill are able to keep themselves and those around them working at their best, bringing new and exciting ideas into the workplace. In contrast, those who are lower in this competency are more likely to struggle to focus on their work and may even distract those around them.

### DELEGATING

An individual's ability to delegate tasks to other people. Those who are effective delegators are able to ensure that those around them are never overloaded, whilst also ensuring all of their work matches their skill set. Those who are ineffective delegators are likely to burden those around them with tasks that they are not equipped for. Alternatively, they may find it difficult to give up any tasks at all and attempt to complete all of their work themselves.



## PERFORMANCE AREA STRESS & RESILIENCE

### STRESS MANAGEMENT

An individual's ability to cope with demanding environments, situations, and tasks. Those who are high in this ability are likely to be aware of events or situations that might cause them stress and have the means to manage their reactions appropriately. Those who are lower in this ability miss or ignore the signs that they are overly stressed, and have few strategies to manage their emotional responses.

### DEALING WITH AMBIGUITY

An individual's ability to maintain adequate levels of productivity with little to no information and supervision. Those who are able to deal with ambiguity effectively can make the best use of limited information and take calculated risks as needed. In contrast, those who are low in this ability are more likely to require additional information in order to make a decision, and consequently, might struggle to work effectively in uncertain environments.

### COMPOSURE UNDER PRESSURE

An individual's ability to maintain composure in demanding situations and when assigned challenged tasks. Those who are higher in this ability will maintain control over their emotions when events do not go as planned. In contrast, those with a lower score are more likely to show signs of stress when things go wrong.

### ADAPTABILITY TO CHANGE

An individual's ability to adapt to constant change and maintain adequate levels of productivity. Those who are high in this ability are likely to be able to adapt their plans flexibly and efficiently in light of critical new information. On the other hand, those who are low in this score are likely to stick to their previous plans, even when new information has rendered them obsolete.

### CONFLICT RESOLUTION

An individual's ability to identify sources of interpersonal conflict. Those who are skilled in this competency are able to de-escalate conflicts effectively by listening to both sides and reaching a compromise. On the other hand, those who are less skilled in this competency are more likely to show a bias to one side and may cause the conflict to escalate further.

### RESILIENCE

An individual's ability to perseverance in the face of stressful demands and uncertainty. Individuals with high levels of Resilience are likely to be minimally affected by results of misfortune or setbacks. They are able to regulate their emotions and can quickly return to a normal mood and behavior. People with lower scores are likely to be emotionally affected for longer periods of time and might have to expend considerable effort to move on from setbacks.

### DEALING WITH CRITICISM

An individual's ability to bounce back quickly after being criticised. Those who score highly in this ability are likely to welcome feedback on their performance and carefully consider how it might support their development. Those who are less skilled in this competency are more likely to perceive feedback as threatening and might ignore or reject any appraisal of their performance.

## Notes

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