psychologica

Skills Spectrum

Personal Development Profile
for Simon Sample

psychologica

This report shows results from the on-line strengths survey you completed recently. It reflects your own views and, ideally, should be shared with a coach, colleague or HR professional to confirm results and relate these to your personal development objectives, career opportunities or effective team-working.

Research shows that we are most effective when we focus on what we are good at, our strengths, rather than spending too much time trying to improve the things we find hard. This report helps you do this.

The information in this report can be used to help you:

- Recognize your key strengths and where your skills work to best effect

- Recognize where your strengths can sometimes work against you

- Recognize the *Key Qualities* which underpin and drive your behaviours, giving you a *sense of purpose*

- Identify any 'gaps' between how you see yourself and your overall aims and objectives — as a focus for your self development

- Compare your key strengths with those of the team in which you work (if fed back as part of a team development program) and help team members understand each other better

- Identify career options suited to your personal skill set

- Establish your own Personal Development Plan

Your Score Conversions

This report is presented using Raw Scores on a scale of 1 (low) to 10 (high). The on-line survey used a scale of 1-7 and this table shows how the report scores compare with your original survey responses.

All Psychologica tools are structured around use of a specific development model and this has been used as a basis for this report. Although this is clearly explained in the following pages it is recommended that you work through the report with the help of an experienced coach, Psychologica practitioner or member of HR who can help you relate the findings to your own career, role, or development agenda—and build an appropriate development plan based on the opportunities available to you.

Survey Scale to Raw Score Conversion

Survey Scale	Survey Scale Anchors	Raw Score Report
1	ineffective	1
2	help needed	2.5
3	adequate	4
4	capable	5.5
5	strength	7
6	real strength	8.5
7	highly effective	10

Your Scores

In the main body of this report scores from your survey responses are shown as averages in each area. These are represented as bar charts showing your self-assessments and, in some cases, the importance you have placed on a particular area. The range of scores is also shown, if this is an average of more than one survey item.

	1	2	3	4	5	6	7	8	9	10	Avg	Range
Score											7.2	2.5 < 10.0
Importance											6.1	4.0 < 10.0
	1	2	3	4	5	6	7	8	9	10	Avg	Range
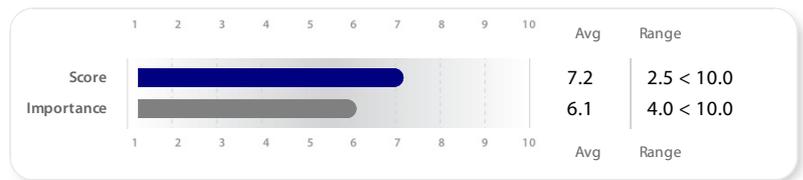
Please note: this chart is an example only

Your Interpretation

We want you to get the most out of your report and this depends on how you interpret the contents and, even more importantly, how you use that information. There are development questions for you to consider at each stage and it can be helpful to have a coach, appraiser or trusted colleague to help confirm findings and keep things in perspective. Receiving any kind of feedback can be challenging, even when based on our own assessments, and we often interpret less than perfect scores as 'negative'. Please remember, we all have some development needs, as well as strengths, and these should be seen as positive opportunities to change and grow. This is a chance for you to celebrate your strengths and recognize where they may be used to even greater benefit in your life—as our strengths are often our best tools for addressing our development potential. For example, those strong on theoretical or organizational skills can develop strategies for meeting and getting to know others better; while those who are very much 'people focused', but may be somewhat disorganized, may be able to draw on the skills of others to help bring more structure to their work.

Improved self-awareness, which usually results from this process, is useful to you in many aspects of your life and career development—as a first step towards positive change. Remember, you gave yourself the scores you will see in this report so their validity is limited by your current level of self-awareness or subjectivity. Normally we expect to see a range of scores: some 'strengths' (7 and above), a few 'weaknesses' (below 4) and most somewhere in between. If yours are exclusively high, or low, you may be judging yourself in an unrealistic way and it can help to get external feedback to provide a more balanced view—to enable you to make meaningful decisions about your development needs.

The **Skills Spectrum**
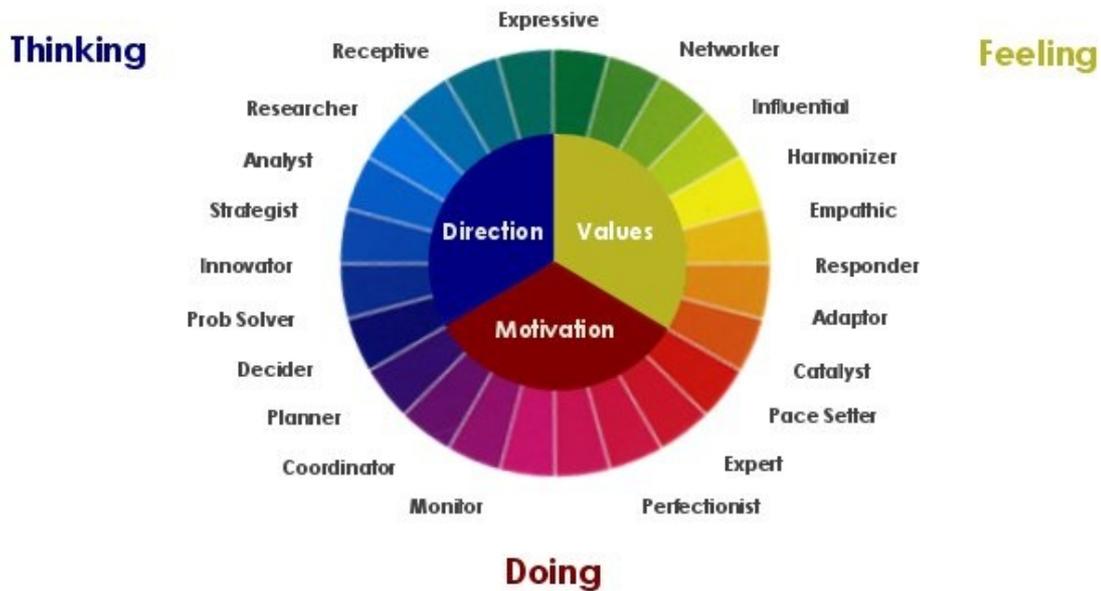
The **skills spectrum** shows the range of **behaviours** (outside of circle) which are important for effective performance, and the **qualities** (inside of circle) which influence them. We can learn to increase our level of skill in most areas, but are most successful when we focus on our greatest **strengths**, or use these to compensate for areas of challenge.

Behaviours
Actions and outcomes in key areas of importance in work and life, based on combinations of *thinking, feelings* (emotions) and doing (practical expertise).

Qualities
Characteristic attributes and attitudes we *have* or *hold*. These give *purpose* to our behaviours, influencing where we place focus.

Our **Sense of Direction** refers to our aims in life and is linked to our thoughts and decisions; our **Values** relate to our beliefs and guide our behaviour and social choices; our **Motivation** determines the energy we invest in activities, in order to fulfil our desired outcomes.

'*Skills*' *refer to the behaviours or qualities which are key to effective functioning as individuals, teams or within organizations (equivalent to 'competences')*

'*Strengths*' *refer to the specific skills we demonstrate with a high degree of effectiveness (ie: demonstrate 'with competence')*

Your **Skills Profile**

Behaviours:

Category	Skill	Score
Divergent Thinking	Analyst	7.5
	Researcher	7.5
	Strategist	9
Convergent Thinking	Innovator	7
	Solver	8.5
	Decider	9.5
Organization	Planner	7
	Coordinator	7.5
	Monitor	5.5
Outcomes Focus	Perfectionist	7.5
	Expert	7
	Pace-Setter	7.5
Change & Adaptation	Catalyst	7
	Adaptor	7.5
	Responder	5.5
People Focus	Empathic	5.5
	Harmonizer	7
	Influential	7
Communication	Expressive	6
	Networker	7
	Receptive	5.5

Qualities:

Category	Quality	Score
Direction	Optimist	8.5
	Independent	7
	Transformer	7.5
Motivation	Enthusiast	8.5
	Achiever	9.5
	Competitor	9.5
Values	Responsible	7.5
	Humanitarian	6
	Moralist	4.5
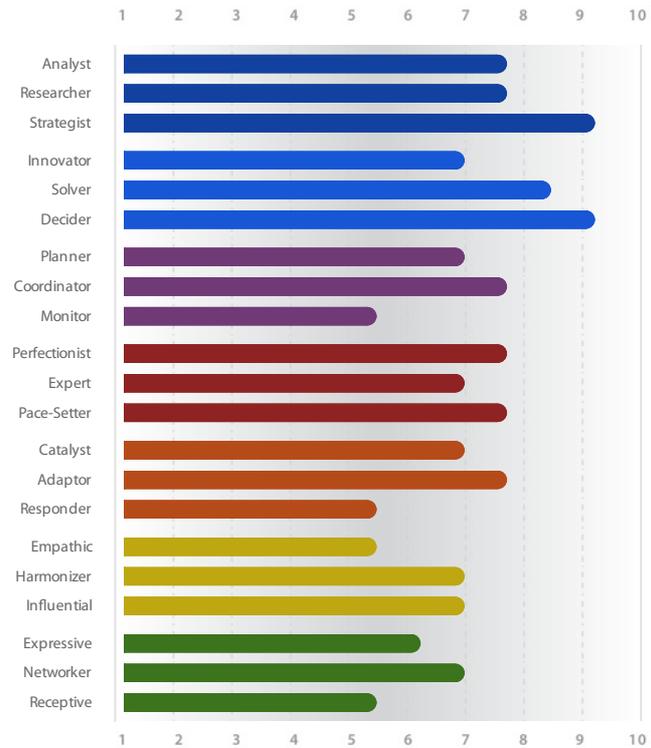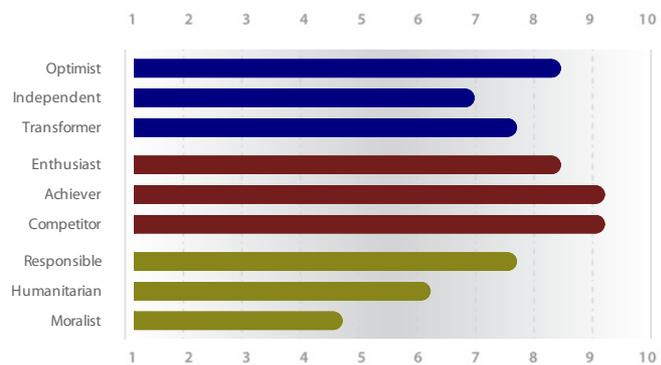
These profiles show your relative scores across all Skill Areas (Behaviours *and* Qualities). Scores of 7 and above refer to 'strengths', as defined by you in the survey. Note the range of scores you have given yourself. Exclusively low, or high, scores may indicate an unrealistically negative or positive self-perception. It can be helpful to discuss these with someone else, to help put them into perspective.

Please note: full definitions and descriptions for each 'skill' and 'quality' can be found within the strengths ranking on the following three pages.

Your **Strengths Ranking**

The following section shows a ranking of all 30 skills & qualities, from your greatest strengths through to the areas of least strength. Each is colour-coded to show where it fits into the 'skills spectrum' (page 4) and your 'skills profile' (page 5).

Strengths can be vital in some areas but less useful in others, so you need to consider these in terms of the work you do, or would prefer to be doing. Strengths can also be seen as 'double edged swords' and may not always be constructive. If overused, some can become weaknesses. Detailed descriptions are given for each individual strength, as well as indications of where it can also sometimes 'work against you' and undermine effectiveness. This is useful to consider for your personal development.

Note your *mean scores* (average of items which relate to that skill) for each area:

8.50 < 10.00	= 'real strength'	indicates highly effective or excellent performance
7.00 < 8.49	= 'strength'	indicates real ability
5.00 < 6.99	= 'capable'	indicates adequate performance
3.50 < 4.99	= 'intermediate'	indicates areas of development potential
Below 3.49	= 'least strong'	indicates areas of real challenge

	Mean	Min	Max
Competitors have a desire to out-perform others. Often ambitious they may measure success in terms of reward level and personal status. Although often to organizational benefit, their approach can undermine collaborative team-working at times and detract from fulfilment of group goals.	9.25	8.5	10
Deciders make sound decisions quickly and with confidence, even with limited information, without needing to consult with others. This can risk actions being taken prematurely, without adequate consideration of possible consequences, and this may appear risky or disempowering to colleagues at times.	9.25	8.5	10
Achievers take pride in a job well done. They do not seek status or reward but gain satisfaction from doing something useful or meaningful. Strongly motivated to perform, without need of persuasion, at times they may become over-attached to the task in hand and lose sight of its wider objective.	9.25	8.5	10
Strategists think over the longer term, regarding future needs and broad objectives. They notice related patterns within whole systems rather than focusing on isolated events and issues. At times they may get absorbed in abstract complexities and fail to respond to operational demands of the 'here and now'.	9.25	8.5	10
Optimists share a positive vision of the future which creates enthusiasm and can be inspirational. This relates to their aspirations, or confidence to influence future events to advantage. This can become counter-productive if based on naivety, wishful thinking, or denial of real obstacles to success.	8.5	8.5	8.5
Solvers focus on solutions rather than problems. They quickly figure out what is wrong and come up with a range of options and fixes. Care should be taken not to try and fix problems hastily, before they are fully understood, or try to mend what isn't actually broken.	8.5	8.5	8.5
Enthusiasts have a lot of vitality and are pro-active. They are motivated self-starters who are 'hands-on' and get deeply engaged in projects and activities which interest them. With a lot of energy to draw on they may get frustrated and impatient at times, if things do not move at their own dynamic pace.	8.5	8.5	8.5
Adaptors are emotionally resilient and calm in the face of change. They are flexible and quickly react to new realities or set-backs without becoming angry or stressed. At times they may be too 'laid back' and ready to 'go with the flow', losing sight of established objectives or tried and tested methods.	7.75	7	8.5

Your **Strengths Ranking** continued

STRENGTHS RANKING	Mean	Min	Max
Analysts are 'critical thinkers' and explore the reasons and causes behind events or opportunities. They tend to interpret information rationally and objectively. At times they may risk 'over-thinking' things or overlooking the role of emotional factors, or intuition, which can influence and motivate behaviour.	7.75	7	8.5
Researchers have a desire for knowledge and continuously seek new information to enhance understanding and add to their considerable 'knowledge base'. They may spend more time attempting to satisfy their curiosity than actually applying their knowledge, as there is always more to be discovered.	7.75	7	8.5
Pace-setters focus on results, maximizing output and profitability and driving tasks to completion. They are great at getting things done but at times may drive others too hard, overlook important details, or cut corners—in their relentless pursuit of target fulfilment or commercial gain.	7.75	7	8.5
Responsibles take personal ownership of their beliefs and commitments. They can be trusted to do as they say and accept accountability for outcomes and consequences. At times, they may risk taking their sense of responsibility too far and exceed their authority or the boundaries of their role.	7.75	7	8.5
Perfectionists emphasise accuracy and attention to detail, often resulting in work of exceptional quality and reliability. They may need to ensure their input does not exceed the value of the task or project in hand and be prepared to accept less than perfect outcomes, at times, to ensure project viability.	7.75	7	8.5
Transformers are self-aware, recognising their own development needs, and those of others, and approaching these through transformational change and 'personal growth'. At times of urgency, or lack of resources, structural (transactional) solutions may be more expedient, in the short term.	7.75	7	8.5
Coordinators manage resources and organize activities efficiently in the pursuit of effective outcomes, for projects, teams or organizations. At times they may need to ensure they do not over-prioritize efficiency and process control, at the expense of real achievements and team commitment.	7.75	7	8.5
Harmonizers work effectively with others and collaborate to achieve shared or team outcomes. They seek consensus and are inclusive and accepting of peoples' differences. As 'people pleasers' they may accept less than ideal outcomes, at times, through a wish to avoid conflict or hurt peoples' feelings.	7	7	7
Catalysts bring about changes to try and improve how things are done, rather than just sticking with the status quo. At times they may need to ensure that this results in real improvements, rather than just being 'change for changes sake', and that others are actually ready to embrace the changes they propose.	7	7	7
Experts focus on practical, technical or academic skills, enabling them to perform at high levels of professionalism and expertise. Care should be taken not to underestimate the value of alternative approaches, or 'schools of thought', which may fall outside their specific methodology or discipline.	7	7	7
Influentials tend to take the lead in social and work situations, often persuading people to change opinions and fall into step with their ways of thinking. Good at creating focus, at times they can be controlling and domineering, failing to adapt or recognize the value of alternative opinions and approaches.	7	7	7
Innovators generate lots of original ideas or use existing knowledge in new and creative ways. While some innovations will be highly beneficial others may be unnecessary and, at times, cost-benefit analysis may help avoid the temptation to 're-invent the wheel'.	7	7	7
Planners establish realistic objectives before starting work and schedule priorities and tasks to ensure they are actually fulfilled. They may need to allow some flexibility at times, to adapt to unforeseen or changing circumstances, and also ensure they actually deliver their plans, before starting new ones.	7	7	7
Networkers are good at engaging with others and build useful relationships, within groups and across organizations and systems. They are natural facilitators, often being the 'glue' which binds groups together. Although their connections may be numerous, some relationships may lack depth and be somewhat superficial.	7	7	7

Your **Strengths Ranking** continued

STRENGTHS RANKING	Mean	Min	Max
Independents are authentic and comfortable with themselves, managing their lives and tasks in their own way. Ideally their independence is based on a realistic appraisal of personal capabilities, founded on evidence, rather than self-delusion. At times their independence may undermine team-working.	7	7	7
Humanitarians have a sense of social responsibility and concern for human welfare. They will often model social values in their behaviour. They are likely to work for the common good, but their own individual needs or opportunities may suffer as a consequence at times.	6.25	5.5	7
Expressives can be highly articulate, easily putting their thoughts into words—ideally at the right level to maintain interest. They can dominate conversations, failing to listen or allow others space for response or reflection. At times they may fail to grasp subtle implications and speak before thinking things through.	6.25	5.5	7
Monitors focus on targets, priorities and practices to ensure objectives are met without cutting corners regarding: safety, quality, legality, etc. They are great at ensuring task completion but, at times, may lose sight of the spirit of the objective, through excessive scrutiny of the process.	5.5	5.5	5.5
Responders react to the needs of others, accomodating or complying quickly and positively. They are likely to be patient and tolerant, providing excellent service. At times they may be inclined to follow instructions which they do not fully agree with, rather than challenging them or promoting their own views or needs.	5.5	5.5	5.5
Receptives are open to the views and needs of others, listening to them and paying attention to different viewpoints. They may be introspective and somewhat inscrutable, thinking things through in depth before promoting their own views. This risks valid ideas being overlooked, or misappropriated by others.	5.5	5.5	5.5
Empathics understand and share the feelings of others, seeing things from their perspective. They can be caring and supportive, understanding and compassionate. At times this can make it hard for them to make tough and objective decisions, on an individual basis, which may be for the greater good.	5.5	5.5	5.5
Moralists are able to restrain their behaviour, or personal wishes, in order to fulfil moral principles or maintain rules over 'right and wrong'. They may be inflexible and judgemental at times, finding it hard to navigate the 'grey areas', or 'moral dilemmas', between the rule of law and individual human needs.	4.75	2.5	7

Key questions for your personal development:

The following page is for notes and reflections on your unique combination of strengths. *Middle Ranking* are those skills around your average score, *Top* will be the higher scoring (p.6) and *Bottom* those which fall below average (p.8). Consider the following:

- *How well aligned are my ranked skills to my current role, career objectives or team membership?*

- *Are my strengths distributed randomly, or is there a pattern across the boxes – with similar colours as strengths or areas for development? What does this imply?*

- *Where might I overuse some skills, rather than drawing on others, and how does this manifest—does this work against me, or others, at times?*

Your **Reflections**

Top Ranking (Greatest Strengths) *Includes those on page 6*
- *How can I play to these strengths and use them to compensate for low scoring areas?*

Middle Ranking (Mid-range Strengths) *Likely to include those on page 7*
- *Can any of these be developed and turned into 'real' strengths?*

Bottom Ranking (Least Strong) *Includes some on page 8.*
- *What strategies can I use to compensate or mitigate for these in my work?*

Your **Individual Qualities**
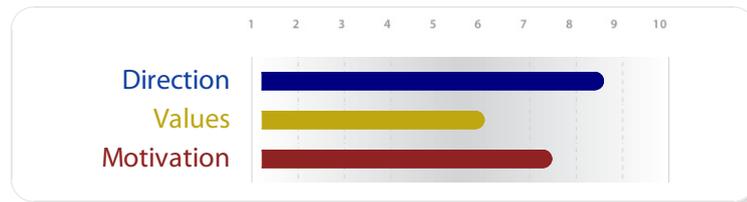
The bar chart shows the relative emphasis you place on the three main 'qualities', as an average score in each area. These set the tone for you work style, approach to life and people, and your sense of purpose. Exploring them can help you understand why you behave as you do, help develop meaning in your life and identify where your energies really lie.

● **Sense of Direction** is future-focused and relates to our aspirations and anticipations, in terms of positivity, confidence and self-reliance (Av: *Optimist, Transformer, Independent*)

● **Values** are your 'moral compass' and guide our behaviours and decisions according to our personal beliefs, sense of humanity and 'moral purpose' (Av: *Responsible, Humanitarian, Moralist*)

● **Motivation** refers to the energy and drive we have to get things done, which can be reflected in the pride we take in achievements and sometimes the need to compete with others and win (Av: *Enthusiast, Achiever, Competitor*)

Your **Overall 'Sense of Purpose'**

The degree and combination of these qualities is likely to be reflected in behaviours and habits which, in turn, can 'feed-back' and affect these characteristics. Changing what we *do* can influence how we *think/feel* and vice versa – in a self-reinforcing *positive* or *negative spiral* ('feed-back loop').

Although some characteristics may be more deep rooted than others, most can be modified over time, through where we focus our attention, the attitudes and beliefs we hold, the habits we develop, the situations or people we allow to influence us, and so on.

Positive change starts with developing a clear *sense of purpose* in our lives. The following questions help us to explore this.

Your **Personal Aspirations**

> ### *In an ideal world, what would you like your job/life to be like in 1/5/10 years time?*
>
> In 5 years time I expect to be in a board level role, having already gained experienced in an assistant director position. I will have moved from operations into a more strategic area of work. I will have built a wide network of potential partners and stakeholders across the region and be working at a systems level. I will have successfully completed my MBA. I hope that the mortgage will be nearly paid off and we will have enough put by to help the children through uni. I will remain active and hope to still be in good health.

This box shows your response to the free-text question within the survey – usually some intention or aspiration. The specific question, and your answer, are shown in the above 'statement of intent'

Key questions for your personal development:

- What is my overall *sense of purpose*, in terms of my *Direction*, *Values* and *Motivations* (see previous page)? Can I put this into a few words?

- How well is my *sense of purpose* aligned with my aspirations (*as outlined in the statement above*)? If there is a mismatch, how can I find an authentic approach I am happy with?

- To what extent do my key strengths support me in achieving this aspiration (*see 'skill gaps' on following pages*)? What should I be doing more/less of? Should I modify this aspiration?


Your **Development Gaps**

This section shows your average scores, in each main skill area within the Spectrum. These are compared to the *importance* you placed on that area, in the on-line survey, in achieving your *personal aspirations* (shown on previous page). If your skills evaluation level falls below your *importance* score this indicates room for improvement, regardless of the actual level of strength. The size of the 'gap' represents the level of priority for development. In some cases your skill level may exceed the importance you place on that skill area. These are called 'burn-out skills': things you may be good at but which don't actually help you in achieving your aims. These may be part of your role but a low priority for development. The relative merits of these different scores will depend on the type of work you do - and also suggest the kind of work to which you may be most suited.

Divergence

Figuring things out

(Gap score -1.8)
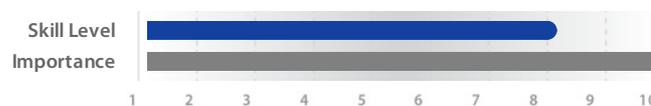
Divergent or Critical Thinking helps us make sense of the world by: analysing and interpreting information, managing complexity and forming Strategy. It is key to intellectual tasks such as: research, theorizing, teaching & learning, 'horizon scanning', etc. Over-emphasis on *divergence* can result in abstraction and procrastination, leading to a failure to take decisions and tangible actions.

Convergence

Figuring **what** to do

(Gap score -0.2)

Convergent Thinking involves synthesising ideas and options to form conclusions or resolutions, based on objective appraisal of the information available. Key to solving problems and getting things done it is essential for all leadership or executive roles. However, premature conclusions and decisions can miss potential information, or alternative approaches, which may result in better outcomes.

Organization

Figuring **how** to do it

(Gap score -1.8)
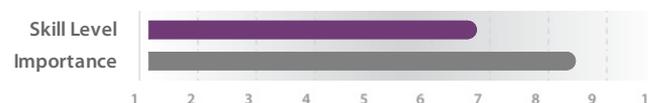
Organizational skills are used to turn decisions into tangible outcomes through: developing *plans*, *coordinating* activities to fulfil the plan, and assessing and *monitoring* outcomes against initial priorities. These are essential in all management and most supervisory roles. Excessive focus on organizational processes can sometimes lead to a lack of flexibility and resistance to change.

Your **Development Gaps**

Outcomes

*Getting things **done***

(Gap score + 2.0)

|	Skill Level	Importance
Skill Level		
Importance		

1 2 3 4 5 6 7 8 9 10
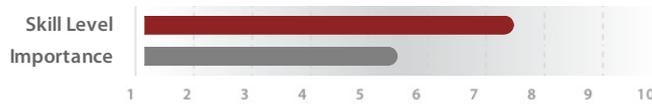
Outcomes Focus concerns achievement of tangible results (ie: 'products' or' bottom line'). It involves professional *expertise* and striking a balance between *quality* and drive for *quantity* as appropriate. Central to hands-on and entrepreneurial roles: operational management, clinical practice, technical expertise, etc. It can become very task-oriented and overlook people factors.

Adaptation

*Dealing with **change***

(Gap score -0.2)

Skill Level	
Importance	

1 2 3 4 5 6 7 8 9 10
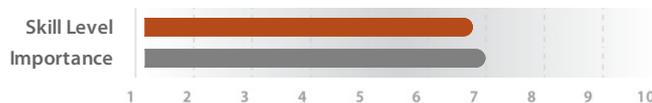
Adaptation involves *catalyzing change* (proactive), or *responding* to demands (reactive), ideally with *resilience* (stress management). Preferably related to 'continuous improvement', rather than change for its own sake. Key to leadership & management, customer service, or caring and supportive roles requiring emotional control. Excessive flexibility can undermine clear direction.

People Focus

*Being **engaged***

(Gap score -3.5)

| Skill Level	
Importance	

1 2 3 4 5 6 7 8 9 10
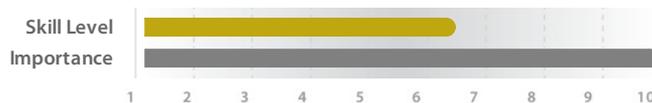
People Focus involves 'social management': understanding others and connecting on a 'human' level. Involves *empathizing* with their needs/motivations and exerting positive *influence* to bring about *harmonious* outcomes. Based on 'emotional intelligence', skills are useful for all interpersonal roles such as: consultancy, sales, team-working, coaching, etc. May lack task focus.

Communication

*Sharing **information***

(Gap score -3.8)

Skill Level	
Importance	

1 2 3 4 5 6 7 8 9 10
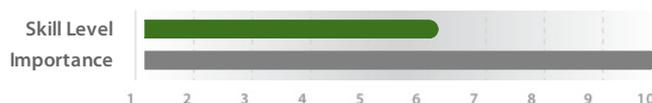
Communication is key to getting on with people and involves a two-way process of *interaction* - striking a balance between *expressing* views and *listening* to others. Key to all interpersonal roles which require presentation of ideas and information: educating and instructing, networking, media, sales, coaching and counselling, etc. Talking should lead to, and not replace, action .

Your **Action Steps**

Personal Goals (short term steps to achieving long term objectives or 'purpose')

Your Key Strengths (to use in achieving goals)

**Key areas for Development** (Eg: this year)

Actions (eg: training courses, mentoring, shadowing, etc)	Who can help?	Target Dates

The **Psychologica Model**
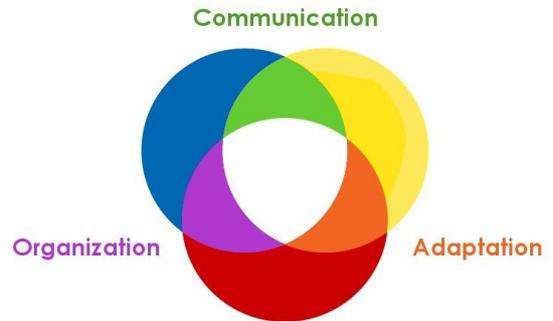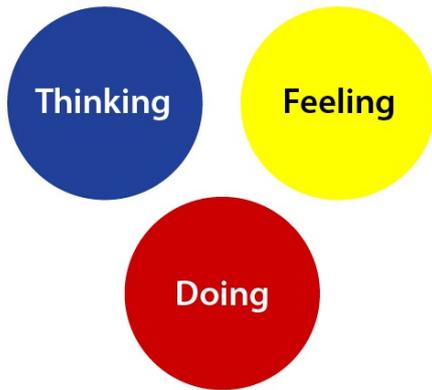
1. Our 3 Capacities

Our **Thinking** processes and mental clarity (*intellectual zone*).

Our ability to manage our **Feelings** and get on with people (*emotional zone*).

The practical expertise we use in **Doing** things well (*action zone*).

2. Our 3 Capabilities *('functions')*

Turning ideas into outcomes through **Organization.**

Managing our actions to accommodate the needs and demands of others through **Adaptation**.

Exchanging information, feelings and ideas with others through effective **Communication**.
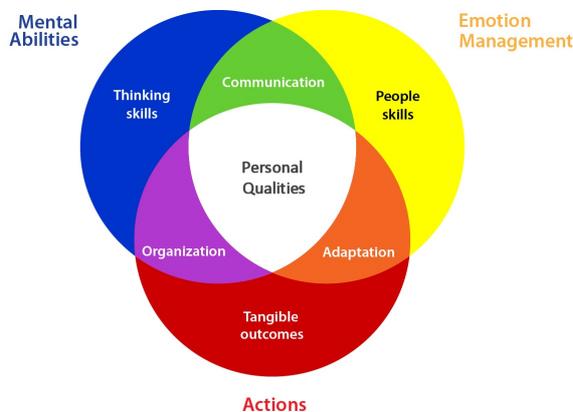
3. Our Overall Makeup

Our overall makeup is influenced by our central qualities:

Our **Motivation** provides the driving energy to initiate positive action;

Our **Values** guide us and enable us to regulate our actions and work effectively with others;

Our sense of **Direction** provides us with a purpose on which to focus our 'drive'.

4. Our Skills Spectrum

Our Skills result from various combinations of our Capacities and Capabilities, and the Personal Qualities which determine how we use these.

Strengths refer to the Skills at which we excel, or demonstrate at a high level of Competence.

ENDNOTE: References and Further Reading

The contents of this report are structured around the dimensions of the *Psychologica Model™* This was developed over more than a decade of extensive funded research and is a method for bringing about individual, team, and organizational change, based on engagement and a process of *continuous improvement* (see series of research papers outlined in Bardzil 2015). The underlying model emerged from analysis of customers' perceptions of service quality and the organizational and individuals factors which impact them. Research showed clear linkages between leadership behaviors, organizational climate, staff engagement and service outcomes (eg: Bardzil. 2007, Schneider et al. 1998).

The model, and associated tools and techniques, takes a 'ground-up' approach to change and is used to help individuals reach full potential, organizations to create customer-focused cultures and for leaders and their teams to develop the skills required to support them. Synergies and correspondences have been identified with other existing models and theories, eg: personality type (Myers et al. 1985) and trait (eg Costa & McCrae. 1992); team types (Belbin. 1981); emotional intelligence (eg Goleman et al. 2002) etc; and these have been accentuated and incorporated, where appropriate, to move towards a universal and 'joined up' approach to individual and organizational development. A comprehensive directory of competences underpins each of the dimensions of the model and is used as a basis for generating survey items for the 'behavior types' shown here as well as a range of related products, for development of individuals, teams and whole organizations. These include *Customer surveys* , *Staff and Culture surveys* , *360⁰ Analyses* and *Job Analyses*, as well as *Individual Strengths* assessments. Use of these tools and approaches enables organizations to align their activities and staff development processes to meet changing customer needs and demands, as well as helping individuals grow and develop to fulfill their true potential.

The Psychologica Model was, to our knowledge, the first to use rational colour coding, to help guide understanding and maintain consistency across dimensions. Colours are based on those associated with the 7 'energy centres' in the body (in Eastern traditions). These are used in a symbolic sense only.

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