



Integrated Competency Report

for ABC Company Example

STRICTLY CONFIDENTIAL

NAME OF CANDIDATE

Alex Sample

PURPOSE OF ASSESSMENT / ROLE

Development / Branch Manager

REPORT NUMBER

ICR-76882

REPORT DATE

2025-05-19

VALIDITY PERIOD

This report is valid for 12 months

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SECTION 1: INTRODUCTION

Cognadev Integrated Competency Reports

The Cognadev Integrated Competency Reports are generated using an automated report integration system. The assessment that is required for the report to be generated is:

- Cognitive Process Profile (CPP)

The optional assessments that can be added to the report are:

- Value Orientations (VO)
- Motivational Profile (MP)
- Myers-Briggs Type Indicator (MBTI)
- Fifteen Factor Personality Questionnaire Plus (15FQ+)
- Giotto
- Belbin Team Role
- Emotional Quotient Inventory 2.0 (EQ-i 2.0)
- Occupational Personality Questionnaire (OPQ)
- Hogan Personality Inventory (HPI)
- Hogan Development Survey (HDS)
- Motives, Values, Preferences Inventory (MVPI)
- Wave™ Professional Styles / Focus Styles
- Independent Competency Scoring (360 / Interview / CV)

Report Sections

The assessments on which this report is based are described in [Section 3](#). This report describes the level of work complexity of the role to which the person's psychological profile is matched ([Section 4](#)).

The report is based on the following sections which include general themes and a summary of the candidate's results based on key psychological constructs:

- Introduction
- Assessment Tools
- Work Context
- Intellectual Functioning (as based on the CPP)
- Value Orientations and Worldviews
- Motivation
- Personality
- Emotional Functioning
- Job Competency Comparison
- Behavioural Components for the competencies involved at the appropriate work complexity level of the position

Report Application

This report can be used for:

- Talent Auditing
- Job and Organisational Structuring
- Selection And Placement
- High Potential Identification
- Diversity Management
- Capacity Building
- Succession Planning and Career Pathing
- Personal And Group Development
- Intellectual Capital Management

SECTION 2: BIOGRAPHICAL INFORMATION

Full name	Alex Sample
Gender	Male
Date assessed	2001-12-06
Report date	2025-05-19
Unique test number	CPP18133
Date of birth	1984-03-31
Nationality	Republic of South Africa
Ethnicity	Caucasian/White
Highest education	Grades 8 - 11 (St 6 - 9)
Discipline	Unknown
Functional area	Unknown
Current position	Unknown
Colour blind	No
Previous CPP	No

SECTION 3: ASSESSMENT TOOLS

Description of Tools Used

Assessment Tool	Description
 Cognitive Process Profile	The CPP is a simulation exercise which explores how an individual navigates through unfamiliar environments. It measures strategic capability, thinking styles and processes, learning potential, and complexity capability.
 Value Orientations	The VO describes valuing systems. It measures the organising frameworks that shape an individual's worldviews, perceptions, attitudes and behaviours.
 Motivational Profile	The MP assesses motivational drivers in terms of life script, self-insight, energy themes, defence mechanisms, self-representation, motivation, EQ skills, and self-application in life, work and relationship contexts.

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SECTION 4: WORK CONTEXT

Candidate's name	Alex Sample
Role	Branch Manager

The candidate's profile is compared to the work requirements of the following SST/RO environment:

Tactical Strategy

- Optimising systems efficiencies
- Formulate functional strategy
- Benchmarking
- Goal achievement of a functional unit
- Create alternative strategic paths
- Evaluate and implement systems
- Planning and resource allocation
- Follow theoretical guidelines
- Project management
- Professional work

Specific Competency Requirements

The standard developmental competencies that are used for comparison are:

- Inspirational leadership
- Innovation
- Confidence
- Results orientation
- People development
- Compliance and risk awareness
- Visionary and strategic
- Learning orientation
- Judgement and decision-making
- Analytical approach
- Integrity
- Persuasion

SECTION 5: COGNITION

Introduction and Theory

The CPP uses an automated simulation exercise to track a person's thinking processes in real time. The results are algorithmically interpreted by an expert system. Other than in the case of intellectual assessment using IQ and knowledge tests, the CPP does not measure right or wrong answers or domain specific knowledge.

Information processing skills are indicated in terms of the holonic Information Processing Model (IPM) of M Prinsloo and the recommended work environment is represented in terms of a holonic model of work complexity as based on the Stratified Systems Theory (SST) or the Requisite Organizations (RO) model of E Jaques and the Viable Systems Model (VSM) of S Beer.

The model of work complexity is described below. A person's complexity preferences and capabilities are measured by the CPP in terms of (a) the unit of information they tend to use; their (b) cognitive style; (c) work-related processing tendencies; (d) learning agility; (e) metacognitive awareness; and their (f) judgement and intuitive clarification of vagueness.

CPP ASSESSMENT SELF-EVALUATION

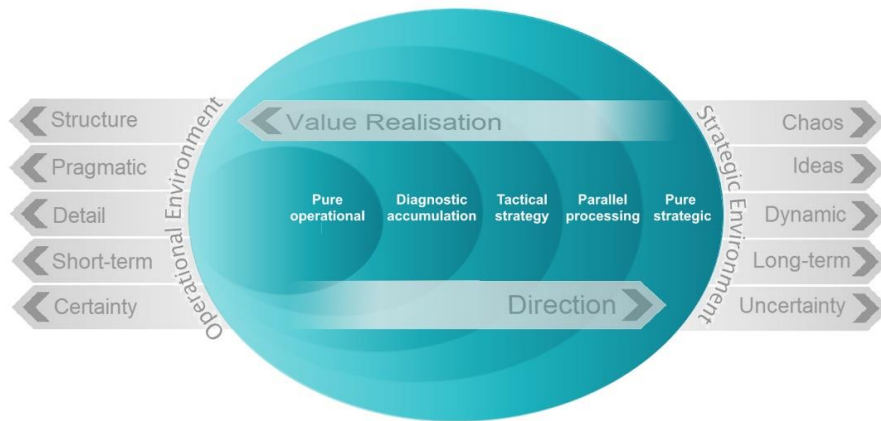
This section was filled out by the candidate after completing the CPP.

How well did you understand the test?	NA
How difficult did you find it?	NA
How well do you think you did?	NA
Were you anxious or afraid?	NA
How well could you concentrate?	NA
How much did you enjoy the test?	NA

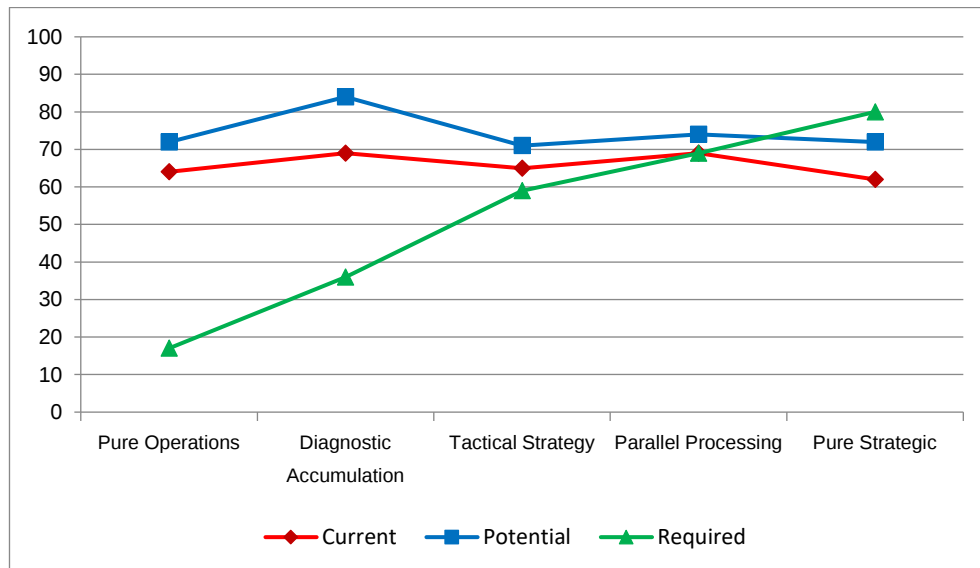
Summary of Alex's Cognitive Process Profile results

For more information see the [interpretation guidelines](#).

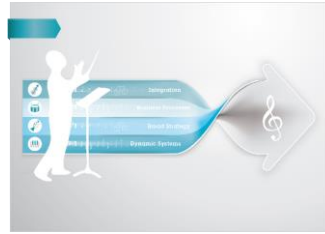
The CPP indicates the level of work complexity an individual's profile is best suited to.



Alex's progress through the assessment was tracked and this is shown graphically below. It provides an indication of his preferred current and potential working environments.



Alex's current level of work complexity

CURRENT LEVEL OF WORK COMPLEXITY	
Parallel Processing 	- Integrate dynamic systems (value chains, supply-demand factors) - Synchronise parallel pathways - Use trade-offs to maintain progress - Coordinate functional units - Formulate business processes and broad business strategy - Ensure organisational viability - Systems focused - Maintain the pace of and monitor interacting projects

Cognitive Styles

Cognitive styles indicate a person's intellectual response tendencies. The candidate's preference and capability to apply the following cognitive styles, as measured by the CPP, are indicated in rank ordered format below: from left to right; from top to bottom.

REFLECTIVE		HOLISTIC	
LOGICAL		INTEGRATIVE	
QUICK INSIGHT		EXPLORATIVE	
ANALYTICAL		STRUCTURED	
INTUITIVE		LEARNING	
METAPHORIC		MEMORY	
TRIAL-AND-ERROR		REACTIVE	

When dealing with unfamiliar information, Alex tends to apply the following cognitive styles.

STYLISTIC PREFERENCES AND CAPABILITIES	
	REFLECTIVE STYLE: - Tends to explore and consider information very carefully - May be guided by existing knowledge and information structures - Shows a careful approach and revisits previous conclusions - May work relatively slowly - Tries to avoid making mistakes - Indicates a preference for working with tangible information in structured contexts - Shows a need for certainty
	HOLISTIC STYLE: - Tends to see the big picture without losing sight of detail - Emphasises wholeness and unity - Identifies critical factors in calibrating the big picture - Views elements in relation to the whole - Wants to contextualise information and tends to ask why? - Synthesises and integrates separate information structures - Usually deals with abstract and complex concepts - May be aware of detail but may not focus on it or analyse it to any great extent
	LOGICAL STYLE: - Tends to look for logical evidence - Is self-aware and rigorously monitors own reasoning processes - Follows reasoning processes through in a rule-based manner - May apply convergent or divergent reasoning - Tends to verify or falsify arguments logically - May prefer to focus on complex issues and long-term implications - Tends to be a disciplined and critical thinker - May pursue complex cognitive challenges - May focus on detail in an analytical manner
	INTEGRATIVE STYLE: - Tends to make sense of information as they go along - Likes the challenge of reconciling discrepant, ambiguous and fragmented elements to create a coherent whole - Tends to formulate, verify and falsify hypotheses to eliminate unnecessary information - Has a need to understand and usually learns in the process - Often uses abstract concepts to express ideas - Tends to focus on complex information and intellectual challenges

Information Processing Model (IPM) and Competencies (IPC's)

Information Processing Competencies (IPC's), as measured by the Cognitive Process Profile (CPP) are represented by the IPM model.

The Cognitive Matrix indicates the degree by which a candidate's work complexity preferences, cognitive styles, information processing skills and learning potential will support cognitive functioning in specific work environments.

The Information Processing Model (IPM)

IPC's	Definitions of the various processing constructs	Information Processing Constructs (IPCs)
Memory	The retention and recall of relevant information to contextualise perceptions and to support thinking processes.	Information Processing Constructs (IPCs) Transformation: Transfer, re-structure, logical reasoning, lateral creation Structuring: Categorise, order, group, generalise, integrate, represent, abstract, conceptualise Analysis: Differentiating (break up), compare, apply rules, identify relationships Exploration: Search, scan, investigate, clarify, hypothesise, discriminate, select Memory: Retention, recall, internalisation, automation Metacognition: Self-awareness, self-monitoring, learn, strategies, use judgement & intuition Metacognitive criteria which guide the application of the IPCs Transformation: Purposefulness, application, degree of change, appropriateness, perspective, contextualisation Structuring: Core issues, representation, metaphors, coherence, meaningfulness, abstraction, inclusiveness, parsimony Analysis: Precision, rules, systematic, necessity, detail, appropriate level of analysis, relationship (e.g. similarity, difference) Exploration: Clarity, depth of exploration, relevance Memory: Relevance, depth
Exploration	The appropriateness, depth, width, focus and metacognitive directedness of searches to gather and select relevant information.	
Analysis	The independent, systematic and appropriately detailed unpacking of relatively complex information to identify the building blocks as well as their associated interrelationships and the rules involved.	
Structuring and Integration	The ordering, categorization and synthesis of fragmented and complex information to understand the subject matter and conceptualize or formulate meaningful ideas and approaches.	
Logical Reasoning	The disciplined, rule-based, logical following through of reasoning processes or arguments to contextualize information; to infer implications, consequences and interactive effects; and/or to formulate alternative approaches and interpretations.	
Learning	The curiosity to investigate unfamiliar contents, problems or challenges; to grasp new concepts and acquire, apply and transfer new knowledge and understanding.	
Judgement	The open-minded and confident identification and appropriate exploration of unclear or unfamiliar information and the metacognitively aware reliance on intuitive insights to clarify vagueness in order to make decisions.	

A graphic summary of Alex's cognitive results as based on the CPP is provided below:

Cognitive Matrix: Person-job matching

Work environments	Cognitive functioning Alex's CPP results							
	Level of work complexity	Cognitive styles	Information Processing Competencies (IPCs)					
The following cultural and/or work environments reflect both the Spiral Dynamics (SD) and the Information Processing Models (IPM)	His cognitive complexity preferences and capabilities best support intellectual functioning in the following environments	His stylistic preferences and capabilities best support intellectual functioning in the following contexts	His IPC results match the cognitive requirements of the following contexts					
			Memory	Exploration	Analysis	Structuring & Integration	Logical Reasoning	Judgement
STRUCTURED		⚙️ Reflective ⚙️ Logical						
RESULTS DRIVEN		⚙️ Reflective 🌐 Holistic ⚙️ Logical						
TECHNICAL		⚙️ Reflective ⚙️ Logical						
STRATEGIC		⚙️ Reflective 🌐 Holistic ⚙️ Logical 🔄 Integrative						
THEORETICAL		⚙️ Reflective 🌐 Holistic ⚙️ Logical 🔄 Integrative						
INTEGRATIVE								

For more information see the [interpretation guidelines](#).

Work Environment Descriptions

The various work / cultural environments	Description of contexts and work requirements
Structured	Routine operational, team functioning
Results Driven	Operational drive for results, competitive, energetic, tangible focus, goal-directed
Technical	Technical depth, maintenance, compliance, structured, coordination of support and services
Strategic	Entrepreneurial, flexible, resilient, opportunity spotting, perception management, win-win value creation
Theoretical	Open-minded, intellectual, humanistic, environmentally aware, balancing of complexity
Integrative	Learning oriented, systems thinking, values functionality and simplicity-after-complexity, trend spotting, intentionality, potentiality
Transcendent	Holistic, non-attached, existential awareness, ecosystems

Noteworthy findings based on Alex's CPP results:

- Alex shows a high level of intellectual functioning.
- He obtained relatively equal scores for discriminating between relevant and irrelevant information in a structured and an unstructured environment. This is an indication that Alex should be able to adapt to working in both structured and unstructured contexts.
- Considering the degree of detail he prefers to work with, Alex seems to make insufficient use of his memory capacity. This may be due to a tendency to check information and a need for precision rather than to work with boldness. This careful approach is required in particular work environments but may be unsuitable in more generalised or more strategic environments.
- He obtained a significantly higher score on quick insight than on speed. This indicates that Alex can probably, without affecting his performance, work at a faster rate and with greater boldness.

Learning Potential

Alex shows an above average to high level of learning potential.

Alex's current strengths that can be capitalised on in actualising his learning potential are:

Strength of finding	Indications of existing skill	Description
2	Current Level of Functioning	Alex has a well-developed repertoire of cognitive skills and these are likely to serve as a basis for acquiring new skills.

Note: the strength of the finding is indicated numerically in the table above. Higher numbers indicate a more significant finding. Treat scores two and above as significant

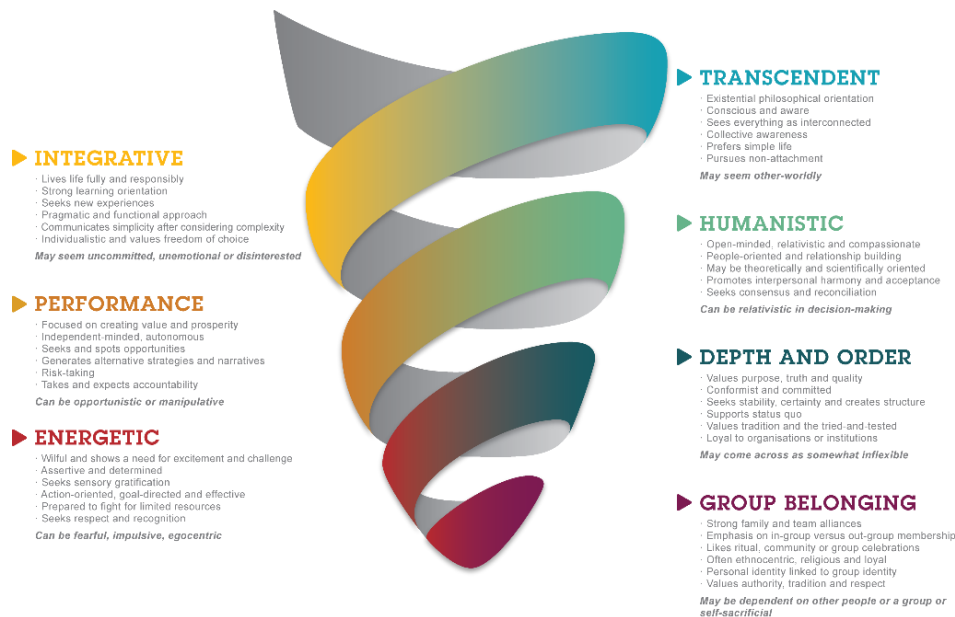
SECTION 6: VALUES AND WORLDVIEWS

6.1: The Value Orientations (VO)

Introduction and History

The Value Orientations (VO) assesses acceptance and rejection of particular valuing systems or worldviews. Value orientations can be likened to complex belief systems, specifically about what is desirable, or good, beautiful and important in life and what is not. These represent core intelligences, ways of perceiving the world and decision-making frameworks that guide a person's thinking, emotions and behaviour in different contexts. A value orientation acts as an organising framework according to which a person adapts to the world. Due to psychological and environmental factors, value orientations may gradually change and develop during a person's lifetime.

The VO is based on the Spiral Dynamics model of C Graves. It also incorporates Wilber's AQAL model, May's Whirl model, Gebser's cultural model, Myss's work on the structures of consciousness reflected by various spiritual traditions, as well as the work of developmental psychologists such as Kohlberg's, Perry Piaget and Loevinger. All the above models essentially reflect the same theoretical structure and can be arranged into a holonic spiral as can be seen in the image below.



Summary of Alex's Value Orientation results

Accepted Value Orientation

Alex accepted the following value orientations. This means that he is likely to follow this approach in perceiving and responding to his world.

Characteristics of the Yellow value orientation	
Those who accept the Yellow value orientation are typically perceived as:	Those who reject the Yellow value orientation may perceive it as:
Being flexible, open, individualistic, responsible Balancing past-present-future considerations Focused on pragmatic-functional solutions Applying an integrative approach An adaptable, contextualised orientation	Somewhat emotionally withdrawn Simplistic Uncommitted, uninvolved and inconsistent Critical and changeable Lack of involvement and commitment

Characteristics of the Orange value orientation	
Those who accept the Orange value orientation are typically perceived as:	Those who reject the Orange value orientation may perceive it as:
Innovative, entrepreneurial, achievement driven Individualistic and future oriented Focused on personal performance and people's perceptions May be strategic and risk-taking	Possibly uncommitted to group goals Egocentric, wilful or arrogant Politically inclined and manipulative Careless or superficial at times Competitive

Rejected Value Orientation

Alex rejected the following value orientation(s).

Characteristics of the Purple value orientation	
Those who accept the Purple value orientation are typically perceived as:	Those who reject the Purple value orientation may perceive it as:
Preferring a traditional culture Being religious, superstitious or spiritual Focused on group responsibility / team cohesion Pursuing ingroup belonging, security and protection	Dependent on others Displaying groupthink Avoiding taking personal responsibility Rigid and inflexible (close-minded) Family orientated / nepotistic

Work Implications

The value orientations accepted by Alex show how he is likely to come across in the work environment.



Summary of Accepting Work Environments

Purple	Values group belonging. Finds safety and security in the familiar. Tends to be attached to traditions and customs. May have an us-versus-them orientation
Red	Energetic, driven, but could be impulsive. Self-focused and wants to be recognised and respected
Blue	Self-controlled, ordered and disciplined. Dutiful and diligent in tasks. Strives to do the right thing and values the ultimate truth
Orange	Achievement/performance orientated. Self-reliant, values success and the good life. Works with perceptions. Motivated by challenge and opportunity. May take calculated risks
Green	Humanistic and energised by interpersonal relationships. Likely to be sensitive, compassionate, philosophical, relativistic, open-minded and idealistic
Yellow	Individualistic and may have an intellectual perspective. May seem somewhat emotionally detached. Has the capacity to deal with unstructured situations. Likely to use systems thinking and focus on practical utility
Turquoise	Self-transcendent, reflective, holistic thinker, spiritual and guided by a higher consciousness. Seeks deep connection. Planetary concerns. Focuses on the human experience.

Culture and Work Environment	His Value Orientation or worldview best supports performance in the following cultural/work environments:	
Routine, structured, familiar, team-based		
Results-driven, competitive		Orange
Technical, committed, structured		
Strategic, adaptive	Yellow	Orange
Theoretical, open-minded. relativistic	Yellow	
Integrative, objective, systems integration	Yellow	
Transcendent, non-attached		

SECTION 7: MOTIVATION

7.1: The Motivational Profile (MP)

Introduction to Theory

The psychological construct of Motivation is measured by the Motivational Profile. The MP is based on a variety of theories and a description of each theory can be found in the full report. The MP uses a card game based on archetypes or metaphors which requires the person to accept and reject certain metaphors in their life, work and relationships. The person then rates their selected metaphors according to various criteria.

Summary of Alex's Motivational Profile results

Life script: Principled

The life script is a general theme that Alex is likely to apply in his life, work and relationships. Alex's results indicated that he preferred the **Principled** life script. This predisposition indicates that Alex is likely to have a well-developed sense of identity and tends to remain loyal to his convictions and principles. This is likely to result in him being consistent in his behaviour, have clear ideas on what is right and wrong and have courage to implement these principles even under stress. Alex will probably be objective, pursue integrity, honesty and ethical behaviour, focus on important matters and adhere to high personal standards. He may not always be flexible, but he can be expected to strive towards consistency and reliability.

Motivation in Life, Work, Relationships

The work of Shalit and Lazarus provides useful guidelines for the assessment of various aspects of motivation, including a person's:

- Attitudes towards self (positive versus negative)
- Differentiation or cognitive inclination (a detailed, focused and structured versus a holistic and intuitive approach)
- Involvement (amount of emotional energy invested)
- Control or the reported effectiveness of the person's control, monitoring or implementation

The above constructs are referred to as "Attitude", "Head", "Heart" and "Feet" respectively. The interaction between these aspects of motivation in the different contexts of life, work and relationships, provides useful information on the person's motivational patterns and current situational adaptation.

Alex's motivation in terms of Attitude, Head, Heart and Feet in Life, Work and Relationships:

	Life	Work	Relationships
			
Attitude (General)	2	2	2
Differentiation (Head)	5	5	5
Involvement (Heart)	3	3	3
Control (Feet)	2	1	1

Note: Scores range from 1 to 5

Summary	• Critically evaluates information • Methodical • Could be relaxed and composed • Emotionally adaptable • May follow rather than lead • Dissatisfied with own control	• Critically evaluates information • Methodical • Could be relaxed and composed • Emotionally adaptable • May follow rather than lead • Dissatisfied with own control	• Critically evaluates information • Methodical • Could be relaxed and composed • Emotionally adaptable • May follow rather than lead • Dissatisfied with own control
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Energy Themes

Alex's current focus seems to be on:

Identity: This energy theme pertains to one's sense of selfhood and personal power. It involves an awareness of one's own individuality and worth, a trust in own instincts, a sense of self-empowerment, and the tendency to react emotionally, make decisions and take actions.

Performance: This energy theme refers to energy involved in participation in the external world. It includes physical, social and functional power, control and responsibility. This energy theme centres around effectiveness in the material domain and reflects stability, creativity and personal drive.

Wisdom: This energy theme pertains to learning, understanding, insight, intuition and wisdom. It is the centre of visualisation and intellect. This theme may indicate a current preoccupation with significant life choices and challenges or it may indicate a quest for existential meaning.

Compassion: This energy theme is the centre of love, affection, compassion, devotion and spiritual growth. It involves giving of oneself, connecting with others and creating interpersonal harmony.

Ipsative

FOCUSED Energy The degree of energy Alex currently focuses on:	Current DISCOMFORT The degree of discomfort Alex currently experiences regarding:
Groundedness Energy related to the sense of safety, security and 'groundedness' in the physical world. This is the centre of abundance, survival issues and physical vitality	
Performance Energy related to issues of power and control in the external material world, including money and the control of other people. This is the centre of stability, creativity and personal drive	
Identity Energy pertaining to your sense of selfhood and personal power. This is the centre of reactive emotions	
Compassion Energy related to all issues involving love and compassion. This is the centre of love, affection, compassion, devotion and spiritual growth	
Self-expression Energy involving issues of personal expression. This is the centre of personal purpose, willpower, communication and self-expression	
Wisdom Energy pertaining to insight and wisdom. This is the centre of intuition, telepathy and intellect	
Connection Energy pertaining to the essence of 'being' and the overall meaning of life. This is the centre of spiritual and collective connection	

SECTION 8: PERSONALITY

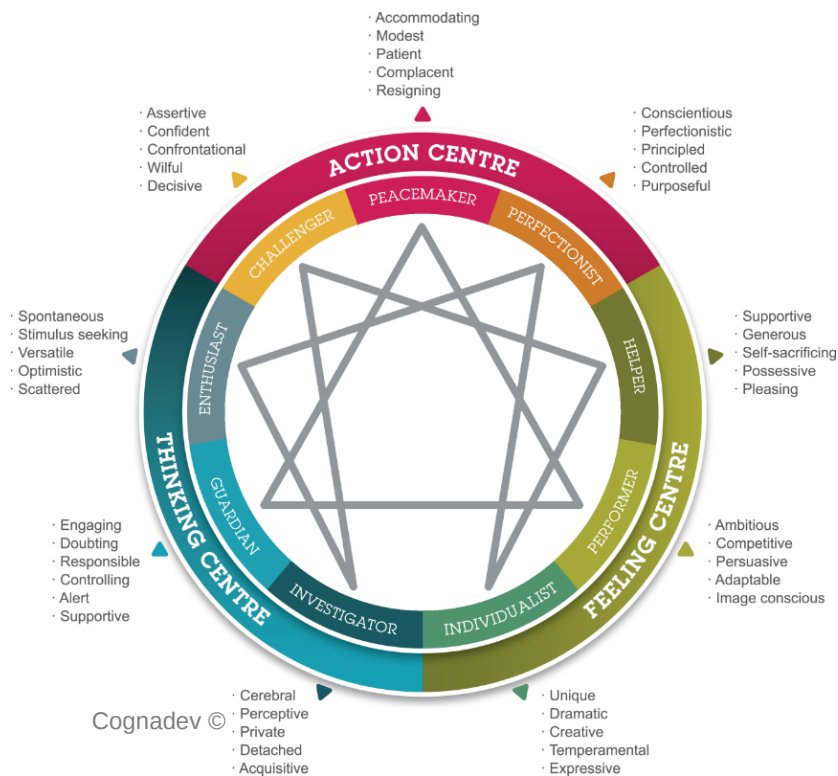
8.1: The Enneagram as based on the Motivational Profile (MP)

Introduction to Theory

Personality is measured in terms of Dynamic Personality Patterns as specified by the Enneagram and assessed by means of the Motivational Profile (MP).

According to the Enneagram, “love” and “power” are the core drivers of behaviour. Personality is a defensive structure that is shaped by three conditions of feeling unloved, namely: (a) a lack of control, (b) insecurity, and (c) disapproval from others. Our defensive responses to these conditions become our personality over time. Personality, according to the Enneagram, thus seldom reflects a person's true being. By identifying the pattern(s) reflected by a person's behaviour, the Enneagram also reveals the developmental path towards realising the true self, emotional essence and / or “soul child” of the person, thereby enhancing psychological and spiritual growth. The Enneagram has been developed over a period of 2500 years and is based on the contributions of philosophers and spiritual masters across various cultural contexts.

The Enneagram model



Alex's Enneagram Profile Summary

Type 3: The Performer (to achieve, to impress, to shine)

You:

- often self-assured, energetic and competent motivators and achievers
- are success-oriented, pragmatic, adaptable, driven and image-conscious
- can be aggressive approval-seekers who want to be admired
- can be very competitive and publicly project high levels of self-esteem
- are good at reading subtle cues from others
- project the quality of leaders: drive, energy, success
- often are extroverted: charming, good at networking
- are adaptable, tailor their responses to appeal to different audiences
- are much appreciated in corporate contexts where image is valued

Developmental theme to be integrated

Type 3: Performer → Type 6: Guardian

The 3 needs to connect to own inner reality by developing the 6's substance, depth of honesty with self, dedication and compassion for others.

Alex's second most prominent Enneagram pattern:

Type 5: The Investigator (to know, leave me alone)

You:

- are investigative and may have a variety of knowledge-based interests
- observe, reflect, research and understand proactively
- are perceptive, mentally alert, can concentrate, may be open-minded
- can be cerebral, secretive or isolated
- have a need for intellectual independence and privacy
- may challenge conventional wisdom
- tend to avoid what they regard as excessive emotionality
- may adopt a problem solving, management, specialist or academic role

Developmental theme to be integrated

Type 5: Investigator → Type 8: Challenger

The 5 needs to overcome own emotional withdrawal by developing the 8's sense of personal empowerment, involvement, control and achievement

SECTION 9: EMOTIONAL FUNCTIONING

9.1: EQ as measured by the Motivational Profile (MP)

Emotional intelligence or Emotional quotient (EQ) refers to a range of psychological constructs involved in sensing and interpreting emotions; managing and channelling these; and effectively integrating rational and emotional awareness to enhance adaptation within the context of interpersonal and intrapersonal functioning.

The following aspects of emotional intelligence are measured by the MP:

Intrapersonal functioning:

- Self-esteem
- Self-insight
- Self-management
- Energy and motivation
- Resilience

Interpersonal functioning:

- Empathy
- Influence
- Managing others

Alex achieved the highest scores on the following three aspects of emotional intelligence:

Resilience: Alex seems capable of dealing with adversity, uncertainty and ambiguity. He is likely to show emotional fitness and balance, creativity, flexibility and open-mindedness. He will probably show the necessary self-acceptance to be able to deal with the criticism and alternative views of others with openness rather than with defensiveness and rigidity.

Managing others: Alex may be able understand other people, show interest in them and acknowledge their feelings. He may also be capable of positively challenging and motivating others. In addition to this, he may show political awareness, may tend to take responsibility, be goal-directed, results oriented, decisive and transparent in dealing with others.

Self-insight: Alex can be expected to show self-awareness and may well be in touch with his own thoughts and feelings. He seems to understand his own emotional strengths, developmental areas and behaviour patterns. He will probably learn from his mistakes..

Shadow Index

A person's everyday functioning in the roles they selected encompasses both positive and negative (or "hidden") aspects. The Shadow index specifies a person's degree of awareness of these mental and emotional aspects.

A person's Shadow index is calculated by considering the following aspects:

- the degree that negative role behaviour is denied
- the extreme rejection of the negative implications of role behaviour
- relatively lower scores on attitude, satisfaction, involvement and control in relationships as opposed to life and work
- contradictions in responses, for example, describing a role as very important and reporting a high degree of control with regards to that particular role, yet indicating unhappiness about the role
- indications of gullibility, uncritical acceptance of issues and socialised responses

James Hollis, in "The Midlife Passage" (1993, p 78-79) describes the shadow in the following way:

"...the Latin poet Terence said 'nothing human is alien to me'. This maxim hurts when we apply it to ourselves.

The shadow should not be equated with evil, only with life that has been suppressed. As such, the shadow is rich in potential. Becoming conscious of it, makes us more fully human, more interesting. ...A willingness to allow our darkest impulses, as well as our repressed creativity, to surface and be acknowledged is a step towards their integration. Negative shadow contents such as rage, lust, anger, etc., can be destructive when acted out unconsciously, but when consciously acknowledged and channelled they can provide new directions and new energy.

A score of 1 indicates a high degree of self-awareness, while a score of 5 may indicate a lack of introspection, self-insight and experience of the different aspects of one's identity.

Alex received the following score in terms of the Shadow index:



Score of 1

Alex seems to be introspective and shows a high level of self-awareness. He does not deny his own characteristics but seems to understand, accept and manage his strengths and weaknesses. His behaviour will rarely be extreme or surprising and others may regard him as conscious, mature and integrated.

SECTION 10: Integration of results

Work complexity and value orientation

- Alex's cognitive profile currently seems best suited to the complexity requirements of Parallel Processing work environments, which are characterised by strategic involvement aimed at organisational integration and sustainability. It may also involve professional work in complex and vague domains of application. A well-developed theoretical knowledgebase and management experience across functional units and contexts are also required.
- Given his Yellow value orientation, he can be expected to focus on the big picture to understand systems dynamics and to identify leverage points - an approach usually associated with a change orientation. Although those with a Yellow value orientation are unlikely to get involved with routine application and hands-on problem-solving, their contextual and functional inclination allows for effective adaptation to diverse environments. Given their learning orientation and flexibility, they also seem to be able to relate to others who show a variety of different worldviews. However, their ideas may not be well understood as they value simplicity and tend to communicate their final conclusions without explaining the reasoning behind it. Given this Yellow value orientation, Alex will probably not experience job satisfaction in a stable and unchallenging work environment and is also unlikely to commit to a situation where their development would stagnate.
- He may also be guided by Orange values and come across as achievement oriented, independent-minded, self-reliant and may value success and the good life. In his interpersonal relationships he may focus on dealing with the perceptions of others. In terms of motivation, he may seek challenge and opportunity and be likely to take calculated risks.
- Alex appears to maintain a good image, may strive to achieve and perform well and is ambitious and competitive.
- Others may view him as being stable, principled and consistent, with a well-developed sense of morality.

SECTION 11: Alex's integrated competency analysis

Alex's results have been compared to the competency requirements of the Tactical Strategy work environment. This section uses the results from the assessments to calculate an overall, integrated score. The specific assessment-related scores are given to assist interpreting and identifying strengths and development areas, but the total score is the most important one.

Key to interpreting the results

Colour	Interpretation
1	does not meet requirements
2	meets few of the requirements
3	meets the requirements
4	exceeds some of the requirements
5	exceeds the requirements

Complete selected competency results:

*Please note, the cognitive competency scores, as measured by the CPP, are indicated in terms of the job requirements of the role in question. High CPP scores therefore do not necessarily translate into high competency scores, but indicate the degree of person-job matching.

In the case of operational (relatively tangible and structured) work environments, high cognitive (CPP) competency scores may well support work performance, although it may also cause boredom in the longer term.

Inspirational leadership	Showing the required skill, confidence and insight to exert social influence to accomplish certain professional or business goals by formulating tactical strategies, by managing projects and by providing information and inspiration.	
	CPP*	
	MP	
	VO	
	TOTAL	

Innovation	Applying an enterprising and original approach to initiate change by exploring and formulating new ideas and tactical strategies to continuously improve systems functioning, professional application or business unit performance.	CPP* MP VO TOTAL
Confidence	Understanding oneself, believing in own capabilities and showing the willpower and intention to achieve personal, professional and business unit goals.	CPP* MP VO TOTAL
Results orientation	An action orientation and commitment to the productivity, goal achievement and value creation for a specific professional or business unit, by capitalising on the diverse behavioural skills of self and others.	CPP* MP VO TOTAL
People development	Directing, coordinating, training and mentoring others to ensure continuous personal development, productivity and goal achievement, job satisfaction and employee engagement.	CPP* MP VO TOTAL
Compliance and risk awareness	Alertness to the potential impact of operational and business risks, the creation and disciplined implementation of measures to prevent loss and adherence to the necessary regulations, policies, control systems and ethical standards.	CPP* MP VO TOTAL

Visionary and strategic	The creation of clear tactical strategies for business unit or professional value creation based on the consideration of various options and opportunities, as well as forward, pro-active and big-picture thinking to ensure the medium-term viability of the functional unit.	CPP*  5 MP  4 VO  4 TOTAL  5
Learning orientation	The necessary curiosity, flexibility and self-awareness to acquire new insights, coping strategies and understanding through investigation, experimentation, application and the integration of feedback within management and professional contexts.	CPP*  5 MP  5 VO  4 TOTAL  5
Judgement and decision-making	The confidence and capability to identify, clarify, prioritise and contextualise vague issues to inform business and professional decisions in complex and unfamiliar operational environments where different theoretical options may apply.	CPP*  5 MP  4 VO  4 TOTAL  5
Analytical approach	Applying a appropriately detailed, technical-specialist, reasoning approach by capitalising on previously acquired knowledge and experience in implementing tactical strategies and theoretical solutions within functional units.	CPP*  5 MP  4 VO  4 TOTAL  5
Integrity	Pursuing moral and ethical awareness through introspection, objectivity, big-picture thinking, an internal locus of control, the personal courage to act and having internalised the necessary values to support ethical business practices.	CPP*  4 MP  3 VO  3 TOTAL  4

Persuasion	The capacity to influence and energise others through leadership, knowledgeable, personal substance, confidence, a sense of direction, communication skill, integrity, authenticity, resilience, credibility and goal-orientation.	CPP*  5 MP  3 VO  4 TOTAL  4
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Overall total of selected competencies	CPP*  5 MP  4 VO  3 TOTAL  4
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Please note: some competencies accuracy depend on qualifications, work experience and current performance. Psychometric results can only indicate the potential to develop these competencies. A person's 360 degree results should be used to provide a more accurate indication of current performance and competence.

Report checked by:

(Professional's name) _____

(Professional qualification) _____

(Date checked) _____

By signing the above, I acknowledge that I have checked the contents of the report and changed what results needed to be changed to accurately reflect the person's results. I take responsibility for changing the results and / or leaving them unchanged. I also acknowledge that while editing the report, I did not edit any of the disclaimer information or take responsibility for doing so.

SECTION 12: Tactical Strategy definitions of selected competencies

Leadership applied at Tactical Strategy

Inspirational leadership applied at Tactical Strategy

Showing the required skill, confidence and insight to exert social influence to accomplish certain professional or business goals by formulating tactical strategies, by managing projects and by providing information and inspiration.

- comfortable with a management role
- understand processes and systems
- exercise decision-making power within a functional unit
- position self and use authority appropriately
- communicate a compelling vision for the functional unit
- set the operational direction
- show political awareness, skill and cultural sensitivity
- show charisma, enthusiasm and energise others
- build relationships and networks
- create trust and show openness and listening skills
- structure the environment for optimal functioning
- communicate tactics, plans, purposes and reasons
- manipulate perceptions and show political skills
- model desirable traits
- set high standards
- monitor performance in a disciplined manner
- show commitment to work-related goals
- manage people and do resource allocation
- allow others a sense of ownership
- resolve conflict
- spot opportunities for continuous systems improvement
- apply a learning orientation
- show an action orientation
- foster a sense of urgency

Innovation applied at Tactical Strategy

Applying an enterprising and original approach to initiate change by exploring and formulating new ideas and tactical strategies to continuously improve systems functioning, professional application or business unit performance.

- continuous critical evaluation of the effectiveness of systems and processes
- benchmark and implement improved systems
- reorganise operational structures and processes
- change tactics in allocating resources
- experiment in leveraging resources and people skills creatively
- engage in benchmarking
- apply an entrepreneurial and experimental approach
- spot opportunities
- show personal resilience and resourcefulness
- show energy and optimism
- identify and capitalise on untapped resources
- show change awareness
- use effective communication
- ensure wide adoption of best practices
- build a culture of improvement
- reward creative contributions
- challenge the status quo
- show risk awareness
- monitor transition processes

Confidence applied at Tactical Strategy

Understanding oneself, believing in own capabilities and showing the willpower and intention to achieve personal, professional and business unit goals.

- driven by internal energy
- show an internal locus of control
- show personal ambition
- competitive in capitalising on own skills
- manipulate resources and perceptions
- exercise decision-making power
- comfortable in coping with crises
- avoid defensiveness
- tendency to take on a leadership role
- take initiative
- formulate creative alternatives

Management applied at Tactical Strategy

Results orientation applied at Tactical Strategy

An action orientation and commitment to the productivity, goal achievement and value creation for a specific professional or business unit, by capitalising on the diverse behavioural skills of self and others.

- show awareness of commercial considerations
- manage projects
- ensure results through planning, structuring, delegation, monitoring, measurement and feedback
- ensure availability of resources
- performance driven
- goal directed
- improve systems efficiencies
- act decisive in high-stake situations, crises or uncertainties
- show a risk awareness
- set priorities
- set high standards
- communicate clearly
- do damage control
- ensure an economical approach
- foster a sense of urgency
- ensure high quality outputs

People development applied at Tactical Strategy

Directing, coordinating, training and mentoring others to ensure continuous personal development, productivity and goal achievement, job satisfaction and employee engagement.

- implement the principles of a learning environment
- show a humanistic value orientation
- identify, develop and retain key talent
- specify training needs and developmental objectives
- create developmental opportunities
- ensure knowledge transfer
- develop others via coaching and mentoring
- share knowledge to empower others
- implement performance appraisal systems
- provide constructive feedback
- be firm with poor performers

- show sensitivity to emotional and cultural factors affecting performance
- show wisdom
- clearly express expectations
- structure situations and monitor various contributions
- allow space for emerging strategy and entrepreneurial ideas
- show a participative management approach
- be assertive
- show emotional control, transparency and sincerity
- explain the long-term consequences of decisions and behaviour
- show awareness of equity issues

Compliance and risk awareness applied at Tactical Strategy

Alertness to the potential impact of operational and business risks, the creation and disciplined implementation of measures to prevent loss and adherence to the necessary regulations, policies, control systems and ethical standards.

- show risk awareness
- ensure adequate health and safety measures
- knowledgeable of applicable legislation
- aware of regulatory frameworks
- ensure quality and standards
- protect brand and business reputation
- show political awareness
- show cultural sensitivity
- accept accountability
- honour commitments
- show transparency
- show business and work ethic

Decision-making applied at Tactical Strategy

Visionary and strategic applied at Tactical Strategy

The creation of clear tactical strategies for business unit or professional value creation based on the consideration of various options and opportunities, as well as forward, pro-active and big-picture thinking to ensure the medium-term viability of the functional unit.

- understand the organisational value proposition and broad strategy
- capitalise on market trends and opportunities
- communicate clear tactical strategies, plans and operational goals
- develop alternative and creative tactics

- plan and prioritise resource allocation
- consider implications of tactical strategies
- leverage the organisation's resources strategically
- counter key competitive threats in the business area
- build functional capabilities
- ensure the viability of the functional unit

Learning orientation applied at Tactical Strategy

The necessary curiosity, flexibility and self-awareness to acquire new insights, coping strategies and understanding through investigation, experimentation, application and the integration of feedback within management and professional contexts.

- pursue cognitive challenge
- show interest and flexibility in thinking
- experimental, investigative and explorative in approach
- learn through theoretical exposure, experience and by teaching others
- transfer theoretical principles to practical contexts
- learn from performance feedback
- driven by interest and internal locus of control
- take responsibility for own learning
- show metacognitive or self-awareness
- apply a critical, evaluative and discerning approach
- regard learning as a value
- encourage learning in others

Judgement and decision-making applied at Tactical Strategy

The confidence and capability to identify, clarify, prioritise and contextualise vague issues to inform business and professional decisions in complex and unfamiliar operational environments where different theoretical options may apply.

- decide on operational tactics of the functional unit
- show awareness of own biases and assumptions
- identify and clarify contextual fuzziness or vagueness
- evaluate alternative tactical strategies in terms of appropriate criteria
- pursue operational efficiency
- remain goal directed
- show flexibility and adaptability
- make management decisions on resource allocation, budgets, procedures
- evaluate and improve systems
- plan change and discontinuation

- monitor effectiveness of self, team and functional unit
- learn from mistakes
- continuously plan and evaluate issues

Analytical approach applied at Tactical Strategy

Applying an appropriately detailed, technical-specialist, reasoning approach by capitalising on previously acquired knowledge and experience in implementing tactical strategies and theoretical solutions within functional units.

- analyse systems
- differentiate between systems components and their interactions
- determine interrelationships and link various aspects
- plan, control and measure as part of project management
- apply a detailed, systematic and accurate approach
- capitalise on technical specialist knowledge base
- be specific in measuring degree of goal achievement
- manage systems rigorously

Intrapersonal applied at Tactical Strategy

Integrity applied at Tactical Strategy

Pursuing moral and ethical awareness through introspection, objectivity, big-picture thinking, an internal locus of control, the personal courage to act and having internalised the necessary values to support ethical business practices.

- show self-insight
- awareness of values
- sense of personal purpose
- uphold moral and ethical standards
- principled and compliant
- take responsibility for choices and decisions
- learn from mistakes
- conscientious and self-disciplined
- honest and transparent
- professional and self-controlled
- non-defensive
- act as a role model
- show resilience
- willing to make unpopular decisions
- refrain from involvement in organisational politics

- approachable
- ensure positive customer experience
- accept cultural diversity

Interpersonal applied at Tactical Strategy

Persuasion applied at Tactical Strategy

The capacity to influence and energise others through leadership, knowledgeability, personal substance, confidence, a sense of direction, communication skill, integrity, authenticity, resilience, credibility and goal-orientation.

- professional demeanour
- decisive
- people-oriented
- show social skills
- show energy and contagious enthusiasm
- recognise performance of others
- motivate others
- advocate issues
- sell ideas and strategies
- show confidence
- maintain good business or professional reputation
- show sound judgement
- show political awareness and skill
- be approachable

SECTION 13: Final comments

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