



Professional Capability Indicator (PCI)

For

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Risk Assessment Institute

Date:

Apr 12, 2009



About the Professional Capability Indicator

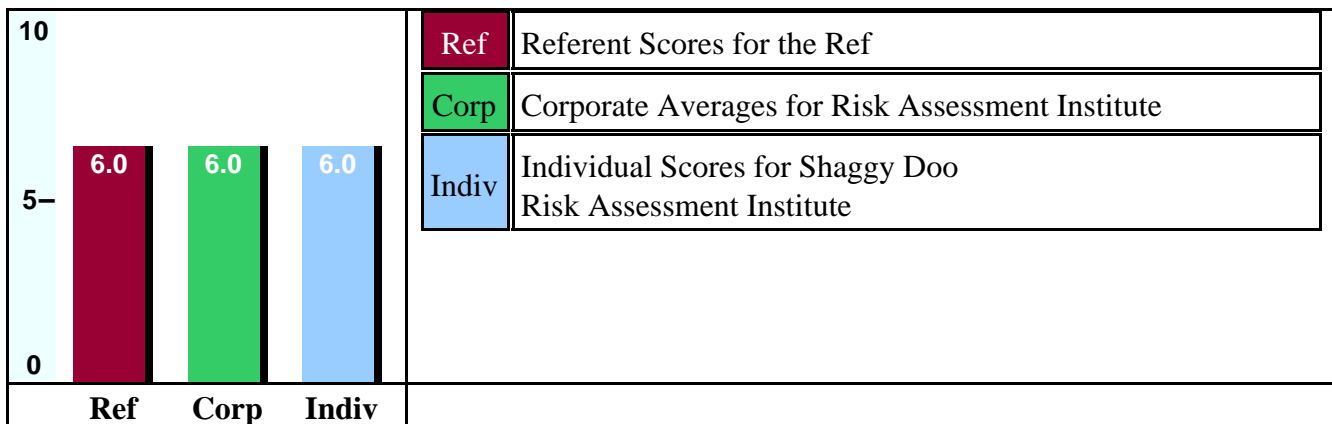
The Professional Capability Indicator (PCI) is a collection of twelve key metrics that have been proven by scientific research to be predictive of employee success in professional and customer service roles. This assessment tool should not be used as the exclusive informational source in hiring decisions. However, the twelve indicators measured in this report have all been demonstrated to have substantial reliability and validity. These twelve key metrics are also assessments of a person's natural state; their natural state should not be confused with their current behavioral mode, which is sometimes influenced by where they are and with whom they are interacting. Instead, it is how they would prefer to behave in a relaxed environment, uninfluenced by outside pressures and perceived expectations. To the untrained eye, this could create some confusion when observed behavior is different than the person's preferred (natural) state. These differences simply mean that the person has learned a certain behavior, or possibly they have been subject to some kind of traumatic event in their life which has influenced how they behave in certain circumstances.

The critical thing to understand is that these metrics can help with a myriad of decisions regarding personnel. They can be helpful in development activities and self-insight processes. If used in personnel selection processes, they should be used with great care. The warning here is to develop an understanding of fit, and not be overly focused on a person's scores. Focus on fit and develop a clear concept of a person's fit within job criteria.

As a final note, only people certified in the proper interpretation and use of the PCI instrument should conduct interpretation and debriefing work with this tool. Those not trained in the interpretation of the complex interactions of the report criteria are likely to make errors in reading the report and understanding the intricacies of how the twelve indicators function together to complete a cohesive profile of an individual. Focusing too much on any one metric in this assessment is likely to cause errant decisions.

Good luck with your development and selection activities.

Table Reference and Color Codes:





Professional Capability Indicator And The Three Cs

Capacity, Character and Communication

It is critical for users of the Professional Capability Indicator (PCI) to understand the measurement linkages between specific measures related to an individual's cognitive abilities and personality characteristics. Each of the Three Cs – Capacity, Character and Communication – is supported by a number of metrics from the assessment questionnaire. Scores derived from these metrics are compared to benchmark scores within the assessment database. To accomplish this, we define each of the Three Cs below and carefully outline how one might develop an understanding of a person's leadership profile around the Three Cs.

Two important assumptions related to the Professional Capability Indicator must be mentioned. First, each of the individual components of the profile does not operate independently – rather, certain metrics support multiple components. This is not unusual, and is quite typical when examining a person's predispositions and innate capabilities. Second, it is critical to realize that all of these data are based on a person's innate preferences, and not specific work-related behaviors. Environmental and contextual situations are likely to affect how these preferences are revealed within the work environment. Given the above perspectives, definitions for the Three Cs are provided below:

Capacity: In the Professional Capability Indicator, Capacity includes an individual's level and type of intellectual capability.

The key metrics for Capacity are Cognitive Activity, Learning Agility and Conscientiousness.

These metrics provide a perspective related to a person's capacity for:

- Cognitive processing (Cognitive Activity);
- Their ability to learn and apply their learning (Learning Agility);
- Their use of methodical and careful approaches to work and problem-solving (Conscientiousness).

Taken together, these metrics help describe how a person is able to handle problems and solve them.



Capacity, Character and Communication (cont'd)

Character: In the Professional Capability Indicator, Character includes an individual's level of integrity, stability, maturity and perseverance.

The key metrics for Character are:

- Reactions to stress, issues with anxiousness, and emotional control (Emotional Stability);
- A person's belief in their ability to accomplish tasks and their own view of self worth (Self Confidence);
- The desire a person has to maintain control of those things around them (Need for Control);
- The extent to which a person under significant challenge goes into a mode of problem solving (Problem Solving);
- A person's view of accomplishment and their need to accomplish (Need for Achievement Internal/External)

For the Professional Capability Indicator, Character is the extent to which an individual is able to maintain their composure under stress, be managerially courageous, has self belief and no issues with control, and the extent to which they are able to view the world as a positive opportunity.

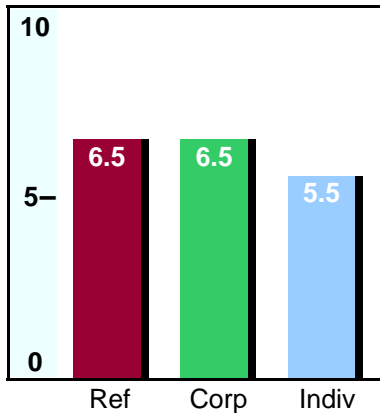
Communication: In the Professional Capability Indicator, Communication includes interpersonal communication capacity, and the broader ability to build and maintain productive relationships with others.

There are two key metrics that indicate competency around communication and relationship development:

- A person's need for interaction with others (Extraversion); and,
- A person's overall level of self awareness when interacting with others (Emotional Quotient)

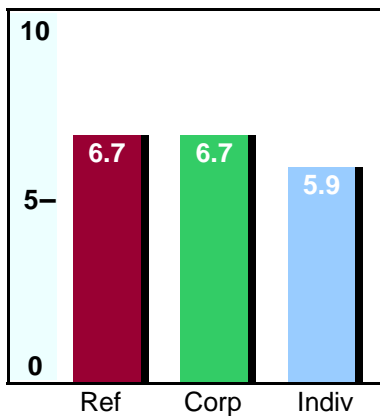
Together, Extraversion and Emotional Quotient serve as the basis for understanding a person's innate abilities to communicate and connect with others. A person that is high on these factors, relative to norm groups, is likely to have fewer issues developing and maintaining relationships with others.

Overview of the Three Cs



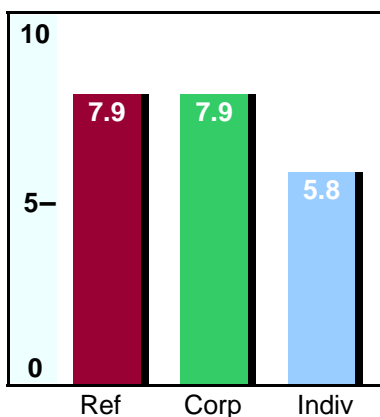
Capacity – In the Professional Capability Indicator, Capacity includes an individual's level and type of intellectual capability.

Individual Results – This person is likely to have issues with complex problems and they will be challenged by issues around Capacity from time to time. Overall, this is a person who should not be expected to lead problem solutions of more complex issues. With persistence and Character, they are certainly capable of being successful but they will find Capacity to be an overall challenge.



Character – In the Professional Capability Indicator, Character includes an individual's level of integrity, stability, maturity and perseverance.

Individual Results – This is a person of moderate overall leadership Character. Not to say that they are not a good moral and ethical person, but rather they are a person who clearly has a strong challenge. The form of this challenge or challenges is critical. It is imperative that this person come to a clear understanding about their leadership Character challenges and that they form real self insight in regard to how Character works for them and where their strengths and development areas lie.

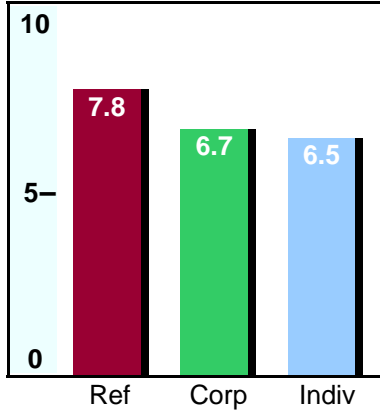


Communication – In the Professional Capability Indicator, Communication includes interpersonal communication capacity, and the broader ability to build and maintain productive relationships with others.

Individual Results – This is a person that will be challenged at times with building and maintaining relationships and communicating effectively with others. There is likely a strong challenge among the key cognitive mechanisms that drive functionality in Communication. It is essential that self insight be developed by the individual so that they can develop strong responses to these challenges.

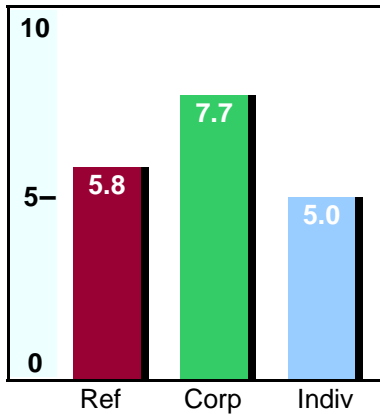
Professional Capability Indicator – Analysis of Results

Capacity: In the Professional Capability Indicator, Capacity includes an individual's level and type of intellectual capability.



Cognitive Activity – Cognitive Activity is highly correlated with general intelligence and has been demonstrated to be predictive of problem solving and decision making. Cognitive activity here is intended to help us understand the extent to which the executive or manager in question enjoys thinking enough to process the complex problems that managers tend to face.

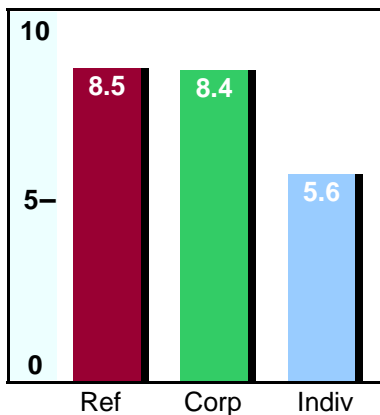
Individual Results – This person will not like cognitive processing and will believe that thinking for the sake of thinking is a waste of time and energy. They are likely to avoid very complex problems and will gravitate toward problems that are simpler and more routine. They are likely to use their cognitive processing power only when it is pressed into service and find it quite unappealing to be in an environment where they are constantly required to think.



Learning Agility – Learning Agility is the ability to apply learning to one's behavior. The idea is that a person would alter their behavior when they learn new things.

Think of it as how many times does an executive have to hit the wall before they turn and take another direction.

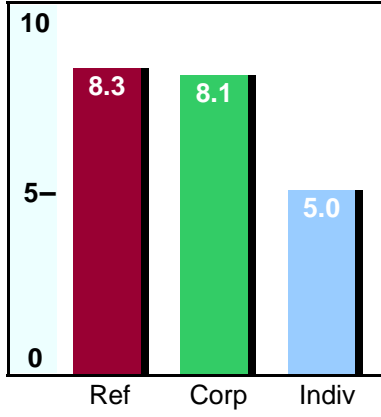
Individual Results – This person will be challenged learning and performing new tasks. They are likely to have moderate difficulty dealing with different kinds of problems.



Conscientiousness – Conscientiousness measures the extent to which a person uses methodical approaches in their decision making. It is also indicative of organization, being careful, and developing logical processes. Higher scores are more conscientious.

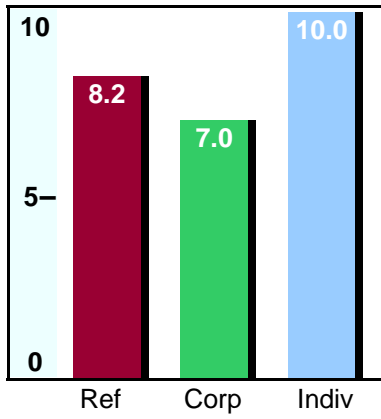
Individual Results – This person will have difficulty staying organized enough to make regular managerial decisions and will tend to use an emotional rather than a logical base for decisions.

Character: In the Professional Capability Indicator, Character includes an individual's level of integrity, stability, maturity and perseverance.



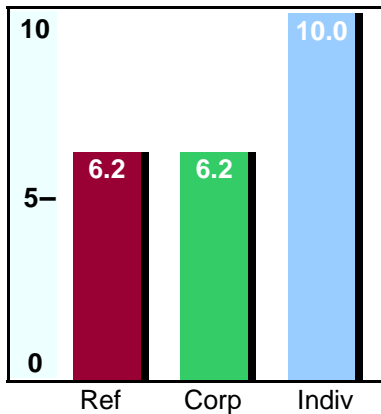
Emotional Stability – Emotional Stability is defined as the extent to which a person is naturally anxious or suspicious. Emotional Stability defines the extent to which the person can remain calm in stressful situations. This is not related to Extraversion where a person may naturally be loud or quiet, but instead, the extent to which a person maintains or loses self control. Displays of anger without provocation, and believing that others are out to get them, are examples of Emotional Stability. Higher scores are better.

Individual Results – This person will have difficulty controlling their own emotions and will find it difficult to function in even the least stressful situations. In very stressful situations, a person with this score might even have thoughts of doing harm to themselves or others.



Self Confidence – Self Confidence is the belief that one has in their ability to be motivated, think and problem solve, and get work done given the challenges of their job. The higher the Self Confidence score, the more positive the outlook.

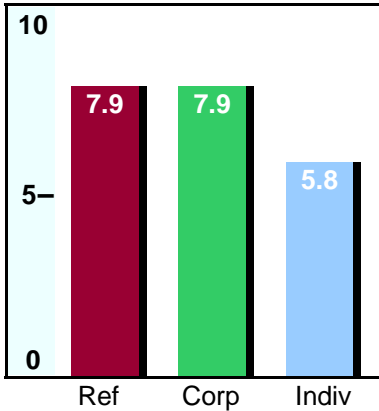
Individual Results – These individuals believe that they are able to do virtually any task and generally believe that they can perform most tasks well. They are generally not intimidated by new tasks and will tend to find these new tasks interesting. They enjoy a challenge.



Need for Control – The extent to which a person has a desire to control those issues and things around them. It is their desire for control and relates directly to a person's need to develop control mechanisms and efforts around them.

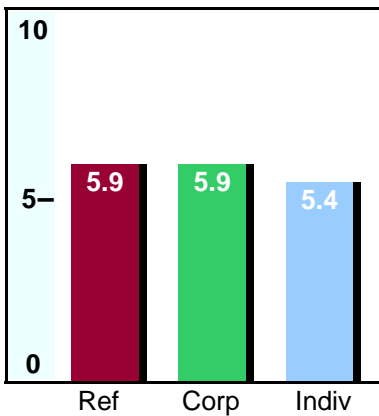
Individual Results – This person will believe that control is a critical issue for them and control is one of the critical drivers of their behaviors.

Need for Achievement – Need for Achievement has long been recognized as a critical aspect of tug and pull between achievement and self esteem. Our approach is a bit different than the traditional measure. Need for Achievement often shows up differently in different people. The externally focused need for achievement is focused on getting external validation for accomplishments. The internally focused version of need for achievement is focused on a set of internally driven norms of accomplishment whose metrics are set and measured by the individual.



Need for Achievement – External

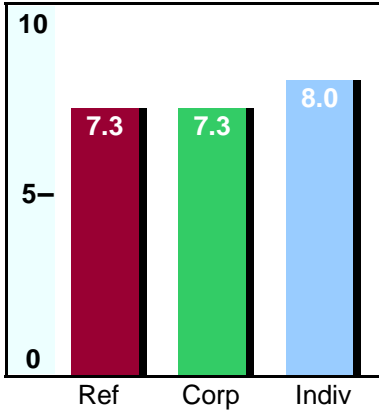
Individual Results – This person is likely to feel that some external validation of task accomplishment is a normal part of a healthy work environment. However, they are not likely to put great importance on such validation and it is not likely to be a significant driver for their efforts to achieve.



Need for Achievement – Internal

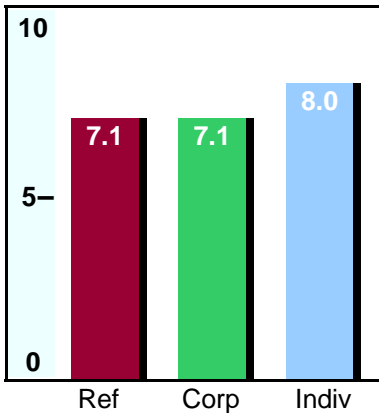
Individual Results – This person is likely to be challenged by situations that require them to remain engaged for longer periods of time. They are not likely to be great at self motivation and are likely to need a good deal of external encouragement.

Coping strategies are used by executives to deal with their professional and personal challenges. Coping strategies include *Problem Solving* by working to solve the issue, *Support Seeking* is reaching out to others to discuss and confide their hopes and fears about their particular challenge. Both of these coping mechanisms are designed to help and propel the executive when they face challenges. *Problem Avoidance* is a coping mechanism but it is often not productive and is a sign of a growing issue that the executive is likely to have to face in the end.



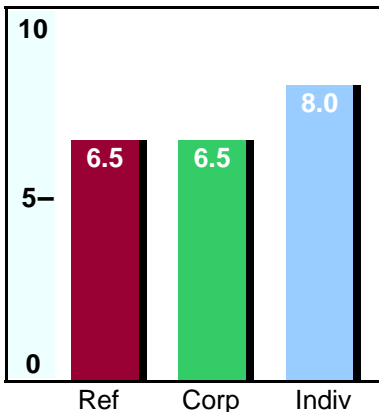
Problem Solving

Individual Results – This person is likely to use problem solving as the basis for dealing with issues and challenges that they feel. Problem solving is likely to be their main approach to coping with significant challenges.



Support Seeking

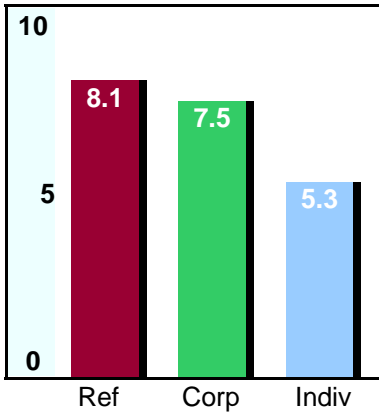
Individual Results – This person is likely to use counsel and advice as their single most important coping mechanism when faced with significant issues. It is possible that advice seeking and counseling is the foundation of their problem solving approach.



Problem Avoidance

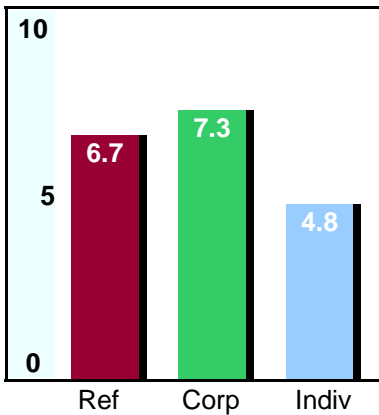
Individual Results – This person will likely use problem avoidance as their constant companion. They are likely to feel that avoiding a problem or challenge is just as likely to make it go away as dealing with it head on. This individual is likely to choose to avoid issues and challenges rather than taking them on directly.

Communication: In the Professional Capability Indicator, Communication includes interpersonal communication capacity, and the broader ability to build and maintain productive relationships with others.



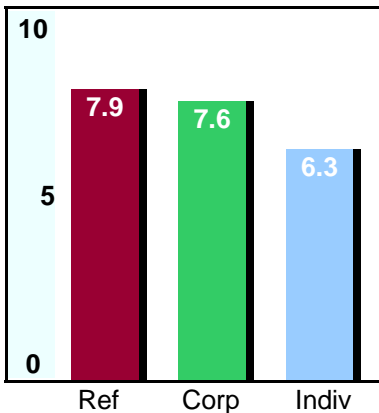
Emotional Quotient – Emotional Quotient is the extent to which a person naturally bonds with others and has a high level of self awareness. A person with a high emotional quotient will tend to find others easy to connect and bond with and they will enjoy building relationships with other people.

Individual Results – This person will have difficulty connecting with others. They will seem awkward at times and will tend to find it difficult to maintain relationships with anyone. They are likely to have great difficulty interacting with people in general. They are also likely to be completely unaware of their inability to connect with others.



Extraversion – Extraversion is the extent to which a person gets their energy from being alone or from being around other people. This scale measures the extent to which a person is extraverted, or their need for social interaction. Higher scores are more extraverted.

Individual Results – This person will be seen as an individual who has difficulty getting along at times. They will, however, be able to persist through almost any trial as they will have a great deal of perseverance. They will be seen as cold and calculating by others and this could impact their ability to develop long term relationships.



Communication Competence – The extent to which a person has innate or developed capabilities around communications. Communication Competence also includes the extent to which a person has the capability to use their communication skills effectively. The Communication Competence measure goes directly to a person's ability to use all portions of the communications process.

Individual Results – This person will be in balance between getting energy from others and needing quite time to re-energize. Though they don't mind social interaction, they will spend considerable time attempting to minimize it. If they spend too much time with others, they will become withdrawn and very quiet.