viewpoint

Graduate SJT

A candidate report for:
Sam Sample

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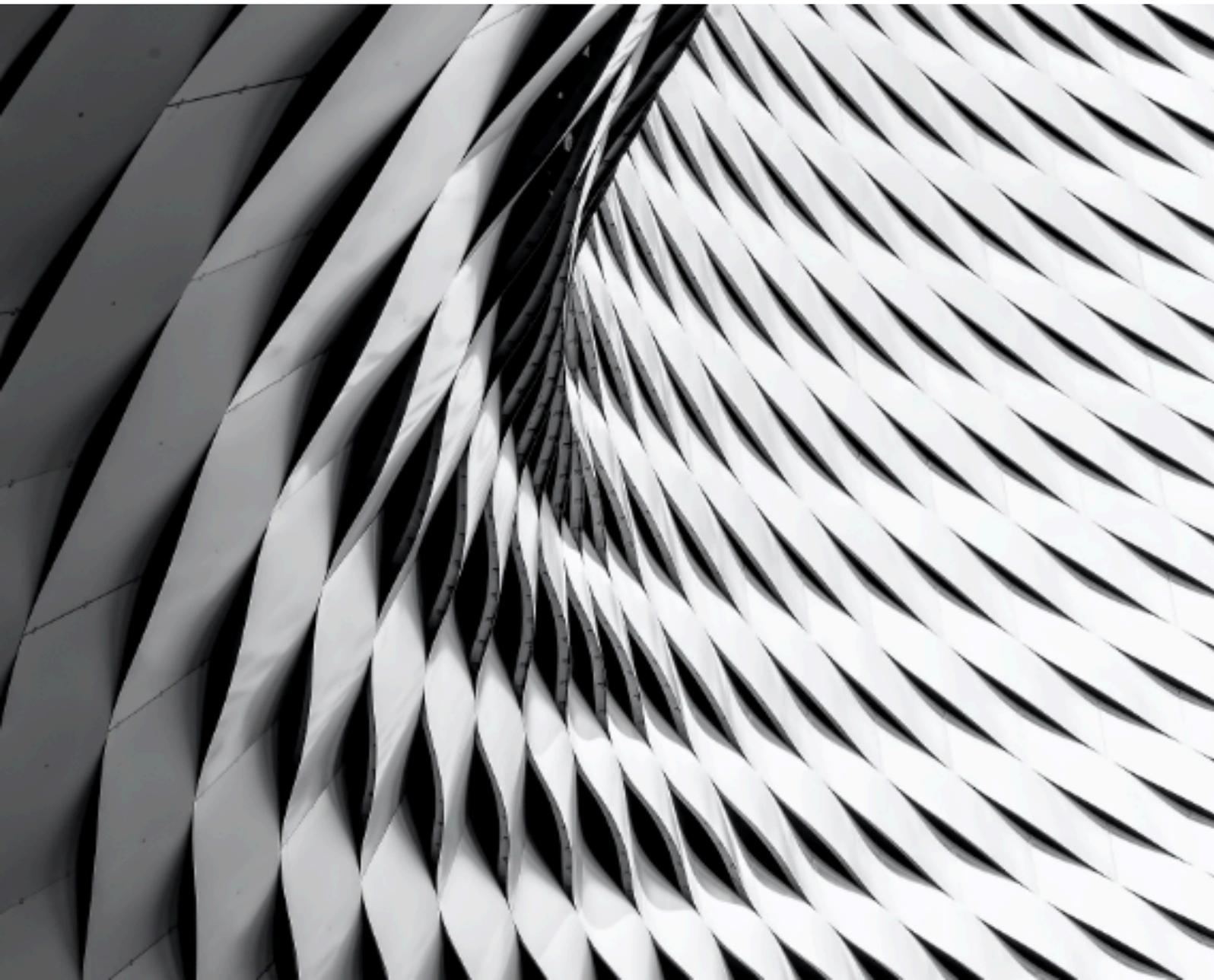
Introduction

This report is confidential and is intended to provide you with feedback on your results.The exercise you completed is designed to assess areas of critical importance for success in the role of a graduate. The competencies assessed are defined below.

Graduate Competencies

Teamwork: Working with others in order to maximise outcomes.

1. Building and maintaining caring and supportive relationships with individuals
2. Encouraging and motivating others to achieve goals
3. Creating a 'team ethic', harnessing strengths across relevant groups of individuals
4. Being assertive and convincing when communicating or initiating action
5. Negotiating effectively (especially with challenging individuals, teams, and situations)

Problem Solving: Gathering sufficient information in order to make valid decisions and solve problems.

1. Understanding the company (i.e. culture, priorities etc.)
2. Utilising others in order to inform and establish consensus opinion
3. Gathering sufficient information to weigh options appropriately
4. Analysing risks, benefits and opportunities appropriately to draw valid conclusions
5. Demonstrating insight into own and others' strengths and limitations, as well as the underlying attitudes, perspectives and approaches of others

Meeting Expectations: Working in a systematic manner in order to achieve performance expectations.

1. Establishing clear, SMART goals and expectations (within business, team and individual planning)
2. Having an effective system for monitoring progress in meeting goals and expectations
3. Being organised and timely in approach to all aspects of work (i.e., systematic, well-paced planning, delivery and review)
4. Having an effective approach or system for managing change and challenges (e.g. struggling or difficult individuals, and complex situations)
5. Having an effective system for managing own performance and health (including coping strategies)

Professional Integrity: Demonstrating a genuine commitment to company standards and priorities.

1. Demonstrating genuine, visible commitment to company goals
2. Demonstrating genuine respect for others (i.e., knowledge, expertise, opinions etc.)
3. Ensuring all decision-making is fair and appropriate
4. Maintaining company values and priorities in high-pressure situations
5. Being open and honest about own strengths and development needs (i.e., acknowledging errors and misjudgements etc.)

How To Use This Report

This report provides you with feedback from the Graduate SJT. It contains 'behavioural interpretation' that you can use to help you understand how you have performed on the exercise and 'development opportunities' to inform your development priorities, should you wish to improve your skills in specific areas.

Behavioural Interpretation

For each competency, an interpretation (four bullet points) has been provided to help you better understand the decisions you made on the exercise. Not every bullet point may apply equally to you, but you should consider them all, at least initially, and then decide which are most relevant for you.

Development Opportunities

You have also been provided with some ideas to help improve the competencies. The suggestions are intended to support you in your career progression, so working through these suggestions and identifying your own ideas for improving your skills should help you create a relevant development plan.When creating your development plan, it is best to set SMART Goals:

- **S = Specific:** Clearly defined and unambiguous
- **M = Measurable:** Contains specific criteria that you can use to measures your progress and goal accomplishment
- **A = Achievable:** Attainable in the timeframe you have set yourself and not impossible to achieve
- **R = Relevant:** Relevant to your goal, career or what you want to achieve
- **T = Time-bound:** Has a clear start and end date

The SMART Template below can be used to help you set a development goal.

S	**Specific**	• What do I want to achieve? • When do I need to achieve it? • Why is the goal important? • Who is involved?	
M	**Measurable**	• How will I measure my progress? • How will I know when my goal is achieved? • What will be different when I have completed my goal?	
A	**Achievable**	• Can I complete my goal in the time I have available? • How confident am I that I can achieve my goal? • What support will I need to achieve my goal?	
R	**Relevant**	• Why is this goal important to me? • How does this goal relate to my overall success? • What is especially meaningful about my goal?	
T	**Time-bound**	• When will I be ready to start working on my goal? • What specific date will I complete my goal? • How often will I check the progress I am making on my goal?	

Feedback

Teamwork

Your responses suggest that you:

- Carefully consider what support individuals need from you, especially when they are struggling
- Proactively engage others in sensitive or difficult conversations, quickly acting to resolve issues before they become problems
- Quickly take action to improve team relationships, being mindful to address the underlying causes
- Carefully and sensitively act to improve relationships with individuals you find difficult to get along with

Development Opportunities

You might usefully stretch your skills further in this area by:

- Build more supportive relationships with your colleagues, demonstrating care and empathy when others are struggling
- Role modelling how to have difficult conversations with others
- Establish how best to work with individuals that have a different style to you so that you can collaborate more effectively

Problem Solving

Your responses suggest that you:

- Carefully weigh up a range of information before making a decision
- Gather information from a range of sources to help solve challenges or complex problems
- Fully consider new information or perspectives to ensure earlier decisions remain valid
- Establish the perspectives of others before making difficult decisions

Development Opportunities

You might usefully stretch your skills further in this area by:

- Obtain new information by facilitating team or group discussions when a complex decision needs to be made
- Having conversations with a wide range of business stakeholders to explore their perspectives before implementing new solutions
- Encouraging others to rethink decisions when new information arises

Meeting Expectations

Your responses suggest that you:

- Set clear and ambitious expectations for acceptable standards of performance
- Are highly supportive and encouraging when team morale is low and performance is suffering
- Proactively involve others when setting objectives or when establishing a new direction for your team
- Are careful not to overpromise and underdeliver, clearly communicating when additional support is needed

Development Opportunities

You might usefully elevate your skills further in this area by:

- Role modelling the importance of regularly reviewing your own performance, focusing on 'what' you have achieved and 'how' you have achieved it in order to identify what you can improve
- Evaluating your goals to ensure they are all Specific, Measurable, Achievable, Relevant and Time-bound
- Thinking more broadly about all areas of your work and identify where you can take greater ownership of your professional development

Professional Integrity

Your responses suggest that you:

- Persevere with tasks even if you consider them to be mundane or unimportant
- Challenge individuals who demonstrate inappropriate behaviour
- Readily own up to errors or mistakes
- Speak up for yourself and present an opposing view

Development Opportunities

To develop your skills further in this area you might wish to consider:

- Fully establishing the importance of all your tasks and responsibilities, especially those you consider to be less relevant or business critical
- Encouraging yourself and others to share their views and consider how best to make individuals feel their perspective is valued
- When discussing emotive topics, carefully and sensitively establishing what matters to individuals before making a judgement or giving advice