

Integrated competency report

on the work behavior of

Jane Doe



Introduction

into the interpretation and usage of the Spectrum Competency Report

This report provides useful information on the work competencies of Jane Doe based on her answers on the Spectrum Competency Questionnaire.

The scales of the report

The Spectrum Questionnaire provides a comprehensive description on the test taker on eight **generic factors**, each of which may be broken down into three smaller **dimensions**.

- **LEADING** – directing, deciding, empowering,
- **THINKING** – knowledgeable, effective thinker, learner,
- **COOPERATING** – considerate, caring, team player,
- **DEPENDABILITY** – disciplined, company worker, principled,
- **ADAPTING** – to the environment, to people, to change,
- **ACTING** – achieving, competing, enterprising,
- **INFLUENCING** – communicating effectively, convincing, networking,
- **INNOVATING** – creative, change oriented, visioning.

The relative **importance** of the above generic factors and dimensions depends on the **job requirements** .

In this report the eight generic factors and the dimensions within are rated on a ten point scale. These ratings determine the structure of the report:

- the generic factors that the test taker is **most likely** to display at the workplace are discussed first (with score 7, 8, 9 or 10),
- these are followed by generic factors that the test taker is significantly **less likely** to display than others (with score 1, 2, 3 or 4),
- finally generic factors that the test taker is as likely to display as others are discussed (with score 5 or 6).

The dimensions within the generic factors are arranged in descending order of their scale values. Personalized examples and explanations may be given for each dimension if they were characteristic enough.

The reliability of the report

The final page of the report contains the following information about the **reliability of the report**:

1. the **rating and comment** of the test taker on this competency description (if given),
2. a **consistency** score,
3. information on the **response speed** of the test taker ,
4. information on the **number of answers changed** during test taking ,
5. information on whether the test taking was **continuous** or not.

If the test taker strongly disagrees with this report, the consistency is very low, the response rate is extremely high or low, the number of times the test taker changed his or her answers and the test taking was not continuous we recommend serious **caution when interpreting and using these test results** .

The test taker was given the opportunity to rate and comment on each statement of this report. In the report her comments appear as footnotes to the given statement while the rating of a statement is indicated by different underlining styles in the following manner:

- **totally agree** (double underline, green)
- **agree** (simple underline, green)
- **disagree** (wave underline, red)
- **totally disagree** (bold wave underline, red)

Characteristic behaviors

The following large behavioral areas may be strengths of Jane Doe at the workplace

Acting

Jane Doe is energetic and ready to act at her workplace because she

is highly motivated to achieve,

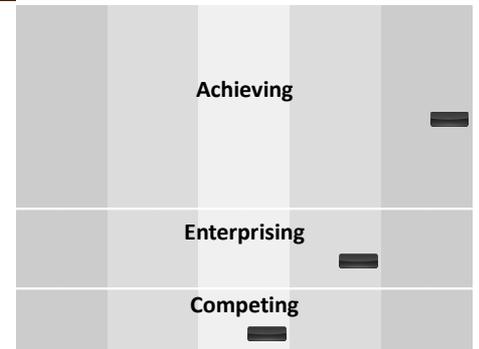
- sets difficult targets to self (looks for challenging tasks; enjoys difficult tasks; sets difficult targets for herself),
- works energetically (puts a lot of energy into work; can work at full stretch for a long time; keeps working after working hours if needed),
- works enthusiastically (feels enthusiastic about her work; enjoys her work; is strongly motivated to work),
- is persistent (overcomes difficulties; carries things through; does not give up),

is entrepreneurial,

- seizes business opportunities (recognizes new business opportunities; constantly monitors the emergence of new business opportunities),

and is just as motivated by competition as others.

1 2 3 4 5 6 7 8 9 10



Innovating

Jane Doe often comes up with innovations because she

has a vision of the company's future,

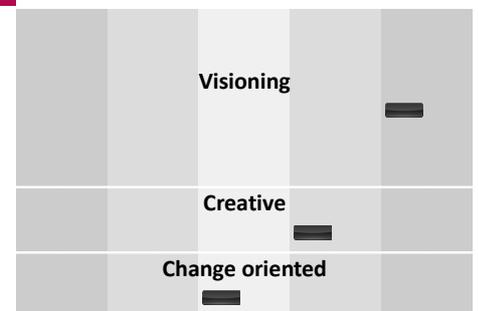
- is optimistic (tries to look on the bright side of things; is confident that eventually everything will go well),
- has a strategic view (works in the light of long-term goals; takes into account the long-term effects of her work),
- prepares organizational strategy (makes action plans based on long-term predictions; creates strategy; prepares long-term business plans),

is creative,

- imaginative (comes up with many ideas; finds several solutions to a problem; is full of ideas),

and is just as able or willing to change the existing situation as others.

1 2 3 4 5 6 7 8 9 10



Thinking

Jane Doe is able and willing to think effectively because she

enjoys and never stops to learn new things,

- strives to learn (enjoys learning new things; looks for the learning method that fits her best; is looking for learning opportunities),

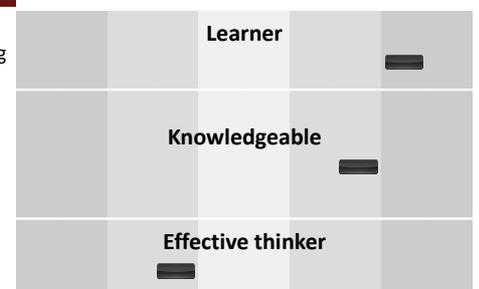
is able to utilize her knowledge at work well,

- knows what the job takes (knows the work inside out; has the necessary knowledge to work; has excellent professional knowledge),
- erudite (has a comprehensive knowledge; reads a lot in her spare time; knows a broad range of subjects),

but cares less about theories and reasoning than others

- is less objective than others (pays less attention to formulate sound opinions; doesn't always use all the available information to formulate her opinion; sometimes fails to be objective in reasoning).

1 2 3 4 5 6 7 8 9 10



Uncharacteristic behaviors

The test taker is less likely to display the following behaviors

Dependability

People may find it difficult to rely on Jane Doe at the workplace because she

1 2 3 4 5 6 7 8 9 10

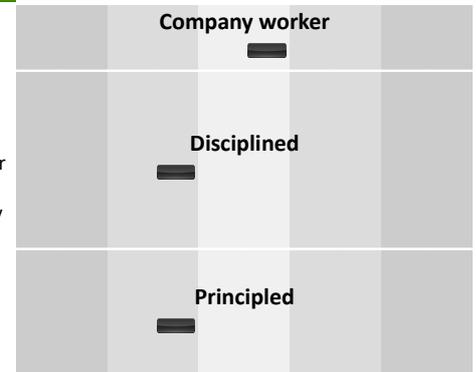
is just as dedicated to the company as others,

works in a less disciplined way than others do,

- works in a less structured way (doesn't always keep her workplace tidy ; rarely plans her work in advance),
- is flexible about deadlines (doesn't always keep internal project deadlines ; doesn't always submit her work in time),
- does not always require a perfect quality from others (doesn't always check that the work is correctly done ; sometimes accepts substandard work),

and sometimes does not adhere to what others declare to be right

- cares little about the social responsibility of the company (pays little attention to the organization's social responsibility ; doesn't insist that the organization operate in a socially responsible way),
- is not always able to live up to her moral values and principles (doesn't necessarily does what she feels right ; doesn't necessarily insists on her own values).



Leading

Jane Doe possesses somewhat less leadership competencies than others do because she

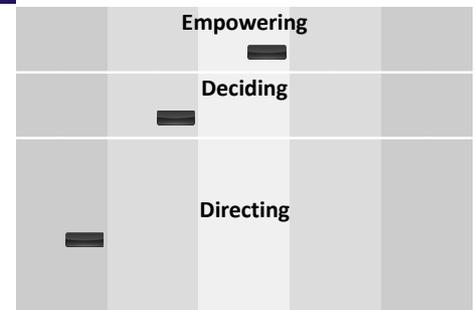
1 2 3 4 5 6 7 8 9 10

empowers people no more or less than others,

is less able or less willing to make decisions than others,

and is a little less able or willing to direct people than others do

- does not make detailed plans (doesn't always consider all possibilities in advance ; the plans she makes are sometimes vague),
- rarely tells people what to do (rarely tells people what to do ; doesn't ensure that everybody knows what to do),
- rarely checks the work of people (pays little attention to how others work ; rarely notices when someone is doing a substandard job).



Influencing

Jane Doe is less effective than others in influencing people because she

1 2 3 4 5 6 7 8 9 10

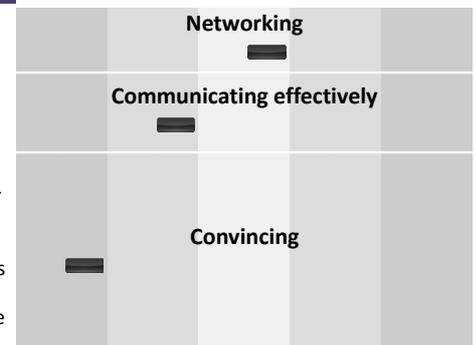
pays as much attention to building her professional network as others do,

communicates less effectively than others,

- is not a very good writer (her writing is less clear or fluent ; sometimes makes mistakes in writing ; finds it hard to write expressively),

and much less convincing than others

- has little impact on the course of negotiations (finds it difficult to make sure that meetings follow her agenda ; finds it difficult to make sure that her issues are discussed in meetings ; finds it hard to influence the course of meetings deliberately),
- is not a good negotiator (finds it hard to use different negotiation methods effectively ; rarely reaches her goal during negotiations ; less effective when arguing her point),
- sometimes fails to close a deal reliably (deals made by her are not always reliable ; sometimes unable to ensure that parties could trust the agreement they reached).



Moderately characteristic behaviors

The test taker is as likely to display the following behaviors as most other people in similar positions

Cooperating

Jane Doe is just as capable in cooperating as others are because she

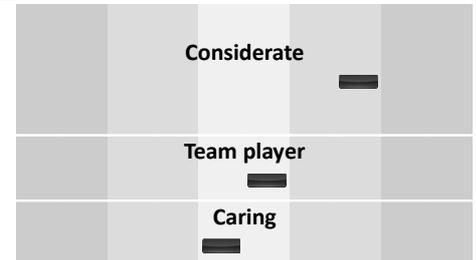
is **considerate**,

- listens to people (listens carefully to colleagues; patiently listens to the speaker),
- understands people (understands the reason behind what people do; understands motives),
- appreciates colleagues (recognizes the different needs and viewpoints; treats people with respect; accepts people as they are),

is just as able or willing to work in teams as others,

and cares just as much about colleagues as others.

1 2 3 4 5 6 7 8 9 10



Adapting

Jane Doe can adapt generally as easily as others because she

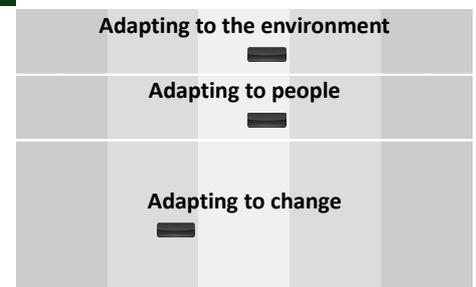
adapts as easily to the environment as others,

can adapt to people as easily as others,

and finds it hard to adapt to change

- rarely supports new developments (rarely supports changes; rarely supports new ideas),
- finds it hard to adapt to changing locations (prefers jobs with little travel; finds it hard to move to another city to work; finds it hard to move to another country to work),
- finds it hard to change her work methods (finds it hard to changes her work style; finds it hard to adapt her work style to the changing requirements).

1 2 3 4 5 6 7 8 9 10



The reliability of the report

The overall agreement of Jane Doe with this competency description

Jane Doe altogether **agreed** that this description – combined with her comments and ratings – was characteristic of her work behavior.

1 2 3 4 5

Agreement with the description

Technical data

She was **somewhat less consistent than others** when describing her own behavior.

1 2 3 4 5 6 7 8 9 10

Consistency

She was **as fast as others** when answering the questionnaire.

Speed of response

Changed **significantly more (30)** of her answers than others.

Number of response changes

The longest time-gap between her responses was more than 21 hours. Although occasionally someone could ponder on a response for a long time the most frequent cause of gaps like this is that for some reason the test taker **could not fill out the questionnaire continuously and without interruption** this might be something worth checking upon during a feedback interview.

Was the test taking continuous?
No.

This competency report was generated by a **computer expert system** based on a **self descriptive questionnaire**. Its content largely reflects the **answers** of the test taker. When interpreting these results the **limitations** of self descriptive questionnaires must be taken into consideration and any decision based on these results lies solely on the decision maker.

These test results are typically **valid for 1 year** .

These test results should only form **part of an assessment process** .