



# John Example

Report Competences report

**Client**  
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**Consultant**  
Example Advisor

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# Introduction

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This is the report of the Competence Test Selection. Your results are based on the Work-related Personality Inventory Ipsative (WPI-I) and the Career Values Ipsative (CV-I) questionnaire. Your aptitude for several competencies is calculated on the basis of your personality and motivational drives. This does not mean that you also have developed these competencies to that extent: this report only gives an indication of where your talents lie, as the development of competencies is partly dependent on your experiences and knowledge.

Competencies that greatly rely on intellectual capacities are not included. It's not possible to satisfactorily determine the extent to which competencies that are based on communication skills can be developed purely based on a personality profile. These are therefore not included in the Competency Indicator.

Your adviser has selected one or more competencies, on which more information will be given in the report. These are set out on separate pages, ranking from high to low.

In your case it concerns the following competencies:

- Manage groups
- Stress resilience
- Cooperation
- Decisiveness
- Manage individuals
- Planning and organising
- Willingness to learn

## Competency indicator



# Manage groups



Definition: Being able to lead a group.

You have an average aptitude for directing groups. You are moderately motivated by influencing groups and processes. It's not difficult for you to take the lead in a group, but are also content if another takes on this role. You are well able to assign different tasks within a group, and to enthuse people.

Your score for this competency is based on various, individually weighted components. These are given here, sorted by weighting. Some scores even contribute negatively; if this is the case, this will be indicated for each individual case.

The following scores have contributed to your score for the competency **Manage groups**:



## Developmental tips

- Develop this competency through the art of imitating others. Examples are fellow managers, your superiors, project managers, etc. Which are obviously accepted as natural leaders? These are not necessarily the ones who hold a formal leader position. Which qualities do they have? How do they exercise influence, how do they make sure processes run smoothly, how do they react to conflicts, problems and such?
- Experiment with giving direction. Try out different ways of influencing others. How do people react, what works well and what does not. Seek out situations where you can experiment. For example, lead projects, conduct a work conference at a client; chair a meeting; supervise peer-to-peer coaching at work; take up a prominent post in an association; become captain of a football team; train a sports team, etc.
- After experimenting, ask yourself and others questions. What worked well, what did not? When did you persuade someone, in what situation were you faced with resistance? Also ask yourself the following questions: In which situations do you have difficulties giving direction? What in particular is difficult for

you in that situation? Which personal characteristics are at the basis of this difficulty?

# Stress resilience

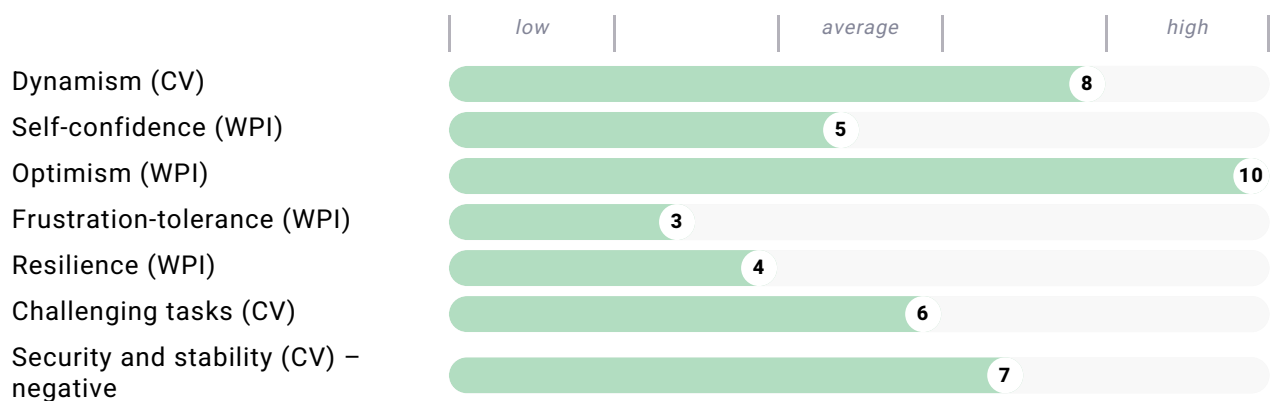


Definition: Being able to continue to function effectively under stressful circumstances.

The questionnaire shows you are reasonably stress-resistant. You try to remain calm in hectic situations and take well-considered actions. Sometimes, when under pressure, you find it difficult to stay calm and raise your personal productivity. Yet, you can generally cope quite well with unexpected circumstances and time constraints.

Your score for this competency is based on various, individually weighted components. These are given here, sorted by weighting. Some scores even contribute negatively; if this is the case, this will be indicated for each individual case.

The following scores have contributed to your score for the competency **Stress resilience**:



## Developmental tips

- Look at how others cope with situations that you experience as stressful. Ask them how they cope with this stress. What do they do differently? What can you learn from this? Make notes.
- Put into practice the tips you heard from others, found in the literature, courses and the Internet. For example, see if relaxation exercises make you feel better and more able to keep functioning well under stress.
- Ask yourself questions after experimenting. What worked well, what did not?

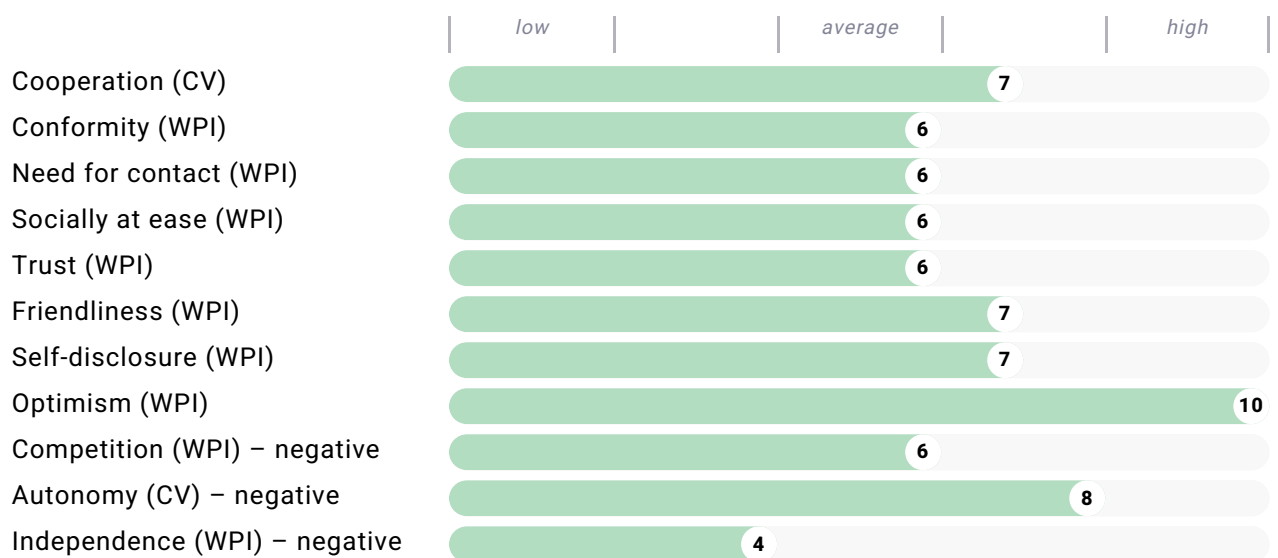
# Cooperation



You score an average on cooperation. Your motivational drives cause you to not primarily be driven by collectively attained results, but are very able to work as part of a group. You are helpful to colleagues, but also defend your own interests. You can work autonomously, but also involve others in your projects.

Your score for this competency is based on various, individually weighted components. These are given here, sorted by weighting. Some scores even contribute negatively; if this is the case, this will be indicated for each individual case.

The following scores have contributed to your score for the competency **Cooperation**:



## Developmental tips

- A colleague that regularly asks opinions of you or others is probably someone who applies themselves to achieving goals with others. Look at how they motivate and encourage your colleagues to help each other. Which arguments do they use; do they ask the opinions of others?
- In addition to observing a cooperation-oriented colleague, it is also useful to turn the tables and ask them to give you feedback on the way you cooperate.
- Try to share your ideas and questions with colleagues as much as possible. You can set yourself a specific goal and, for example, drop by a colleague every day and share with them a new idea, difficult problem, or interesting article.
- You can also offer to contribute to a project a colleague is responsible for. In the informal sphere, you could take on the organisation of social activities, so that you can also talk with your colleagues about things outside work matters.
- Consider jobs you most enjoyed doing. What role did you have in this cooperation?
- Was the goal also a collective goal, and was the result achieved by working actively together?
- Ask your colleagues for feedback and also indicate your needs.

# Decisiveness

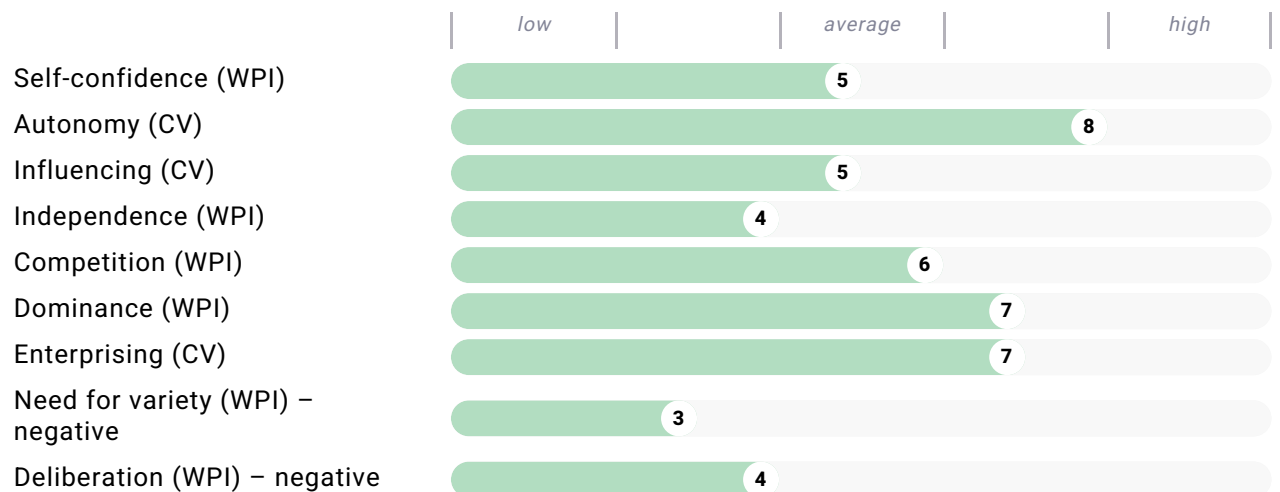


Definition: Being able to make quick and adequate decisions.

You are reasonably decisive in making choices. You are able to make quick decisions, but, if circumstances allow, you can also take very well-considered actions. You find it important to look at both the short and long term, and to consider problems from all sides. You also make sure that you, and any others involved, are fully informed before a decision is made. Even though you first consider everything properly, you are able to make crucial decisions under pressure. You do not stay doubtful for too long and are able to bring people with differing opinions to make a decision.

Your score for this competency is based on various, individually weighted components. These are given here, sorted by weighting. Some scores even contribute negatively; if this is the case, this will be indicated for each individual case.

The following scores have contributed to your score for the competency **Decisiveness**:



## Developmental tips

- Try to seek out others whom are known to be decisive. Ask them about difficult situations they have recently experienced and listen to their considerations. How did they deal with these situations? In which situations did they actually take a decision or implement action and when, for example, did they put off making a decision? Which risks are they prepared to take when they have to decide without having all the information available.
- Begin with a situation in which you know you can and dare come to a decision. Make sure that each week you seek out a situation, each time more difficult, in which people expect you to take a decide.
- Ask yourself questions after experimenting. How did you succeed in readily making a decision to your satisfaction in a situation that seemed difficult beforehand. What or who helped you? What held you back in another situation? What will you need for the next time?



# Manage individuals

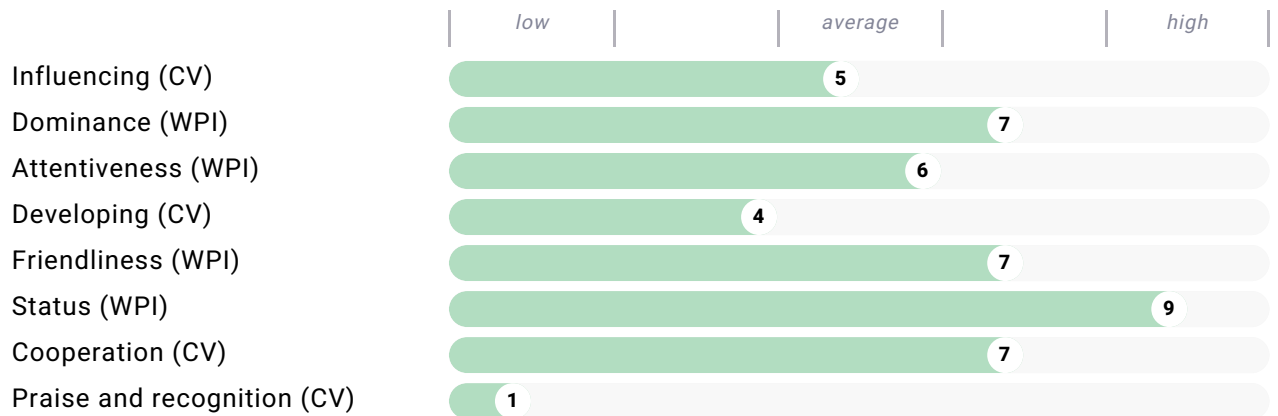


Definition: Being able to lead an individual.

You have an average aptitude for directing individuals. You are able to support others and give feedback, but are not primarily motivated by exercising influence. You are not inclined to correct others, and you can find it difficult when close guidance is expected of you.

Your score for this competency is based on various, individually weighted components. These are given here, sorted by weighting. Some scores even contribute negatively; if this is the case, this will be indicated for each individual case.

The following scores have contributed to your score for the competency **Manage individuals**:



## Developmental tips

- Seek out situations where direction is given to an individual or a group. Perhaps you can assess your immediate superior; compare their manner of directing with yours and look at what they do differently. What do you do the same and what not? How do you experience their approach? Are they clear and task-oriented?
- Talk to other leaders, for example, of a peer-to-peer coaching group or training course and ask them about their manner of directing, and their pitfalls.
- Set to work yourself and start by clearly formulating assignments. You could, for example, first record and detail your expectations and tasks, competencies and responsibilities on paper. Present this to your employees, and check with them if you have come across clearly. If you are used to being more relation-oriented in your direction, force yourself to put tasks first, and to make agreements on progress monitoring. Arrange interim evaluation times and plan in performance interviews twice a year, for example.
- After experimenting, question your employees: Was I clear and concrete enough? What do you think of my manner of directing and giving feedback? Am I open to ideas from your side? Take their remarks and those from other colleagues into consideration for next time.

# Planning and organising

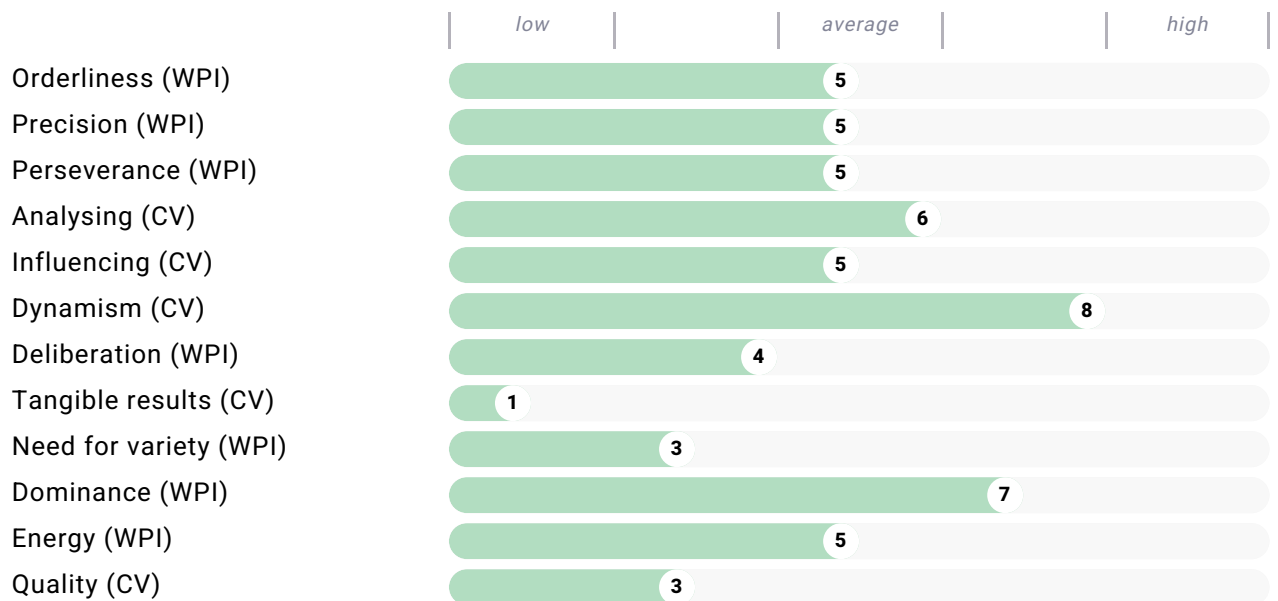


Definition: Being able to plan and organise activities and tasks.

Your aptitude for planning and organising is average. You are slightly motivated by methodical working, and by structuring information and activities. You are able to set priorities and to roughly estimate how much time certain activities will take. However, you also have no problem with adjusting plans made, or abandoning them altogether. You are reasonably well-organised in your work.

Your score for this competency is based on various, individually weighted components. These are given here, sorted by weighting. Some scores even contribute negatively; if this is the case, this will be indicated for each individual case.

The following scores have contributed to your score for the competency **Planning and organising**:



## Developmental tips

- Take on the responsibility for planning an activity or project together with someone who is particularly good at organising. Establish goals together and discuss your progress so that you get a good idea of the way they plan, the aids they use, and the factors they consider when planning.
- Also imitate people who are strong in this competency, or accompany someone for a day whose work demands great organising skill, such as a secretary, management assistant, or event organiser.
- Seek out situations where you take on the responsibility for the organisation and planning. Some examples are, planning a project, organising a work meeting or workshop, a company excursion, or a study plan. In your free time, you can take on the organisation of a holiday, sports tournament, party, or family get-together, for example. Ask others for feedback. Also make use of aids such as a diary, to-do lists, a felt-tip pen to strike off finished tasks, a watch, or an archive system.
- For example, ask yourself the following questions. What could be a reason for my planning difficulties? What do I base my priorities on? What went well and what did not with an activity I organised? What do good planners do to succeed? In addition, personality lists, capacity tests and planning simulations can provide insight into your strengths and weaknesses in this field.

# Willingness to learn

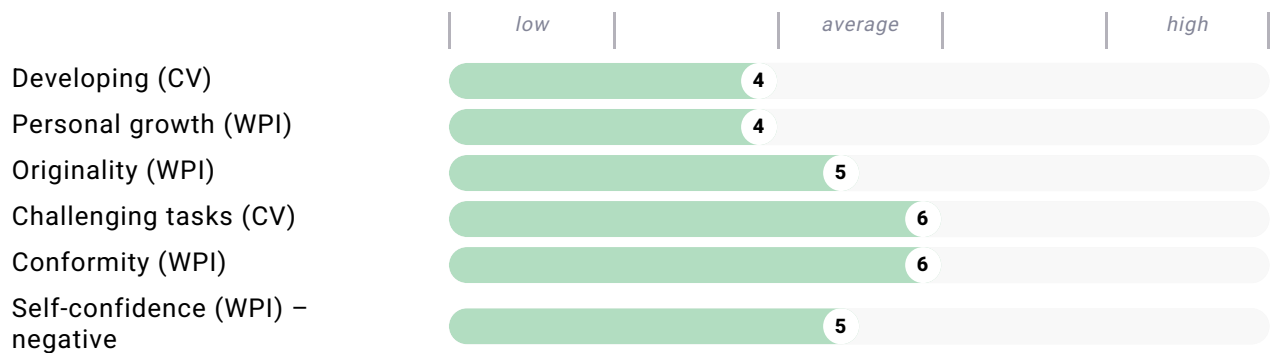


Definition: Being prepared to develop and extend knowledge and skills by learning.

Your willingness to learn is average. You are open to feedback, but also have confidence in your own skills and way of working. You don't become defensive when receiving criticism, but will not quickly ask others for suggestions on how you work. In a changing environment, you are prepared to a certain extent to develop your knowledge and skills. You like to learn from others if you are unable to find the solution to a problem yourself.

Your score for this competency is based on various, individually weighted components. These are given here, sorted by weighting. Some scores even contribute negatively; if this is the case, this will be indicated for each individual case.

The following scores have contributed to your score for the competency **Willingness to learn**:



## Developmental tips

- Seek out people around you who like learning, and who are always working on developing themselves. Ask them where their need comes from, and what helps them to persevere. You might come across some useful ideas that you have not yet thought of yourself.
- Try to seek out a learning situation in which the learning goal matches your own. It does not necessarily have to be a work goal, but could also be a situation in your free time, for example. Look at what you enjoy about learning there, and try to use this aspect in other learning situations.
- Perhaps the previous tips offered some ideas you can apply yourself. It is also important to look at what an increased willingness to learn can provide: increased success, increased satisfaction in your work and hobbies, a more satisfied boss, more satisfied colleagues, etc. Find out which ways of gaining knowledge and skills there are, and which way suits you best.

# Interpretation of the scores

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This report uses a number of figures that we would like to explain. Your competency scores are given in percentages. The higher the percentage, the easier it probably is for you to develop this competency. Whether a percentage is high enough depends on how important this competency is for a certain position, amongst other things.

The scores for the personality traits have the following meaning:

<b>Sten score</b>	<b>Meaning</b>
1	Far below average
2	Well below average
3	Below average
4	Just below average
5	Average
6	Average
7	Just above average
8	Above average
9	Well above average
10	Far above average