

# Gerard Clark

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IDSIM    bcbd24ea87-51604826f1  
 Project    HR Manager  
 SimulationThe Office Day

User added  
 07/26/2018  
 1:45 PM

Finished  
 07/26/2018  
 1:51 PM

Exported  
 04/21/2020  
 11:21 AM

Score  
**6.1**

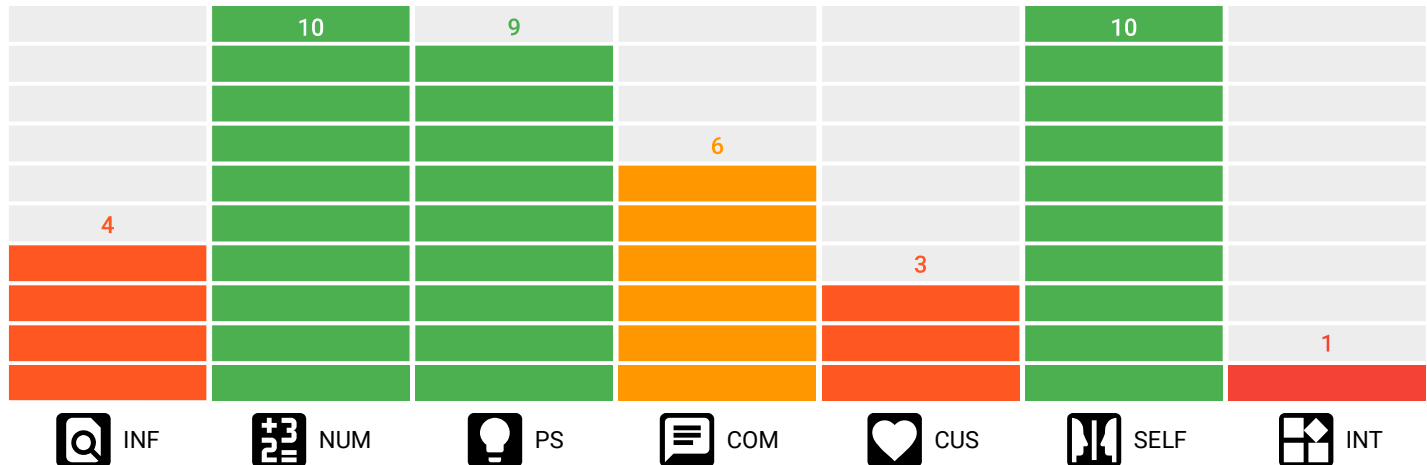
Skipped tasks  
**0**

Preparations  
**0:03 min**

Time on tasks  
**5:36 min**

Total time  
**5:39 min**

## Competencies overview



### Information Processing 4

- has trouble understanding the given text
- identifies the key essentials of the message with difficulties
- fails to apply the information obtained sufficiently to solve a practical problem



### Numeracy 10

- understands the core of the problem on the basis of analysis
- thinks in numbers and is able to tackle the problem on a concrete level
- performs the necessary mathematical operations correctly
- perceives relations and regularities between the individual problem elements



### Problem Solving 9

- is able to solve problems in an efficient way
- views problems in various contexts and perspectives
- respects the instructions, timeframe and resources
- identifies risks and alternatives properly



### Effective Communication 6

- shares most necessary information
- chooses adequate language means both in written communication and in dialogues
- maintains positive or neutral relationships with communication partners

**Customer Orientation 3**

- views the issues at hand from the clients perspective in a lower extent
- values good relationships with customers insufficiently
- does not place particular importance to mutual utility in cooperation with parties with seemingly different interests

**Self-Reflection 10**

- evaluates his/her performance adequately and distinguishes actions leading to success or failure
- is able to name both his/her strengths and features to be improved
- formulates specific points to be improved
- perceives the value of experience for self-development and learns a lesson

**Integrity 1**

- acts and behaves inconsistently
- has a tendency to not act in accordance with his/her beliefs
- justifies his/her decisions insufficiently

**Work-related indicators****Social Desirability**

Low tendency

The participant behaves independently and has no need to conform or to adapt to social influence.

**Work Pace**

Fast

The participant's workplace is fast. He/she prefers to deal with problems in a swift fast way.

**Independence**

High

The participant acts independently. They do not seek help even if they do feel uncertain; they prefer to rely on their own resources.

**Conclusions and recommendations****How does the participant work with information?**

The participant is oriented to work with numbers; they are able to use numbers adequately to complete the given tasks successfully. The participant achieves good results in tasks requiring mainly computational and mathematical-logical operations.

**How does the participant communicate?**

Communicates efficiently – is able to use their communication skills to achieve their goals successfully. However, the participant focuses too much on achieving their goals in their communication, even at the expense of derailing from their original intentions, opinions or attitudes.



In further work with the participant, be it in further selection procedure rounds or within onboarding or employee development, we recommend focusing on their personal integrity, since there is a risk that the participant is inclined towards a so called "socially desirable behaviour" – mainly when dealing with clients (internal and external). May tend to oblige or agree even though they are not in accord with it themselves. We recommend to open this topic with the participant and give them some space for self-reflection, verify their work priorities and the process they choose to follow when interests of customers and those of the organization are not 100 % in sync.

**Is the participant focused more on data or on people?**



The participant prefers tasks and assignments that allow them to apply their communication and negotiation skills. On the other hand, the participant finds tasks requiring data processing rather difficult.

- ↳ Furthermore, we recommend testing the participant's text processing abilities (or abilities to respond to open questions), their ability to find relevant information, sort it, process it, and last but not least, use it to solve simple tasks. The participant may prefer a different form of instruction (more open, creative or, on the contrary, step-by-step). In the process of onboarding or further development of the participant, we recommend paying more attention mainly to this area – to further training, mentoring, shadowing a senior employee and last but not least by checking the work performed by the participant thoroughly.

**Does the participant perceive the perspective of others?**



He/she is able to efficiently solve given tasks and assignments. He/she can manage. However, the participant approaches tasks strictly from their own perspective, with little regard to the needs of those around them – colleagues or customers. The problem solved therefore does not necessarily guarantee customer satisfaction.

- ↳ In further work, we recommend focusing on efficient communication – test the way in which the participant solves problems in terms of communication, how they are able to see problems “through the eyes of others” and how they approach their communication partners. This area is best tested in an interview or in a brief model situation (e.g. dealing with a client, dealing with a complaint, etc.). In further development or onboarding, we recommend focusing mainly on prevention of risks that may stem from potentially awkward communication (in the team, towards customers).

**How does the participant work with information?**



On general level, the participant is able to solve the given tasks highly efficiently. They are able to handle the tasks smoothly and complete them successfully in most cases. However, the participant has room for improvement in tasks requiring logical and analytical-synthetic operations with texts.

- ↳ Furthermore, we recommend testing the participant's text processing abilities (or abilities to respond to open questions), their ability to find relevant information, sort it, process it, and last but not least, use it to solve simple tasks. The participant may prefer a different form of instruction (more open, creative or, on the contrary, step-by-step). In the process of onboarding or further development of the participant, we recommend paying more attention mainly to this area – to further training, mentoring, shadowing a senior employee and last but not least by checking the work performed by the participant thoroughly.

**How does the participant assess himself/herself?**



The participant is able to assess their work performance properly and is well aware of their strengths and weaknesses. The participant is able to formulate specific steps for them to take in order to improve further. The participant perceives the value of experience and is able to learn from situations well. They have no need to act and conduct themselves in socially-desirable ways, their expression is natural.

## Operationalizations



### Information Processing

The ability to orient oneself in written information of various types (texts, numerical data, charts). It includes comprehension of the meaning and purpose of the information source and including their meaning in a wider context. It is also related to identification of relevant information (separating the significant from the insignificant) and important details. The construct is also related to the general mental ability (GMA), specifically with attention and analytical-synthetic thinking as an intelligence aspect. Typically, this combination concerns activities such as understanding a written set of instructions, analysis of underlying materials - data, outlining important points resulting from the information provided and necessary to involve in further steps to the solution.



### Numeracy

Numerical skills are a sign of numerical thinking that presumes achieving mental level of abstract operations. The default prerequisite is the ability to "think in numbers" (representing abstract phenomena), not only manipulate with them. It also involves numerical imagination - ability to recall the organizational structure set of real numbers (numbers are positive, negative, fractions, numbers, larger, smaller, etc.). Numerical skills are not based on knowledge of the concepts of the theory of numbers; however, they do include the ability to detect certain regularities in sets of numbers and the ability to apply the selected arithmetic operations.



### Problem Solving

Problem solving involves the ability to correctly identify a problem that requires a solution, to determine a solution process and implement it despite potential obstacles and complete the solution. The problem is perceived in various contexts and various perspectives are adopted. Significant elements are distinguished from those that do not support efficient solutions. The solution itself respects the instructions, timeframe and expending resources in terms of "price-performance ratio". When unforeseeable circumstances or obstacles occur, a rational assessment of alternatives and flexible adjustment of the solution to the new situation is involved.



### Effective Communication

Effective communication represents a significant part of interpersonal skills. It includes the ability to express oneself appropriately to a given situation, i.e. to select language resources with respect to the purpose of the statement and to adjust the communication style to the audience. Effective communication is usually comprehensible, fluent, accurate, unambiguous, structured and well-ranged. Effectiveness is also determined by the accord between the contents and formality of the expression, or by adequate emotions accompanying the statement to emphasize its meaning. In great part, effective communication involved both skills related to producing statements and to receiving them from others (making room for other people to express themselves, active listening, etc.).



### Customer Orientation

Customer orientation is based on general orientation towards other people, however, it is focused specifically on customers, both external and internal. It is the default setting of a person who values good relationships and positive atmosphere among their loved ones as well as in the wider circle of acquaintances. Customer orientation manifests in the strive for mutual utility of social relations. Interpersonal interaction is appreciated not only in terms of processing (information transfer, problem solution implementation), but also in terms of emotions (support in demanding situations). Customer orientation implicitly includes expectations of a reciprocal relationship that enriches all parties involved.



### Self-Reflection

Self-reflection reflects perception of the participant's self, of his/her own inner world (including motives, ambitions, experience, thoughts, interests, intentions, desires, values), personal characteristics (temperament, character traits), behaviours (habits, voluntary and planned behavior), their context and effects on the environment. High degree of self-reflection involves the causes and consequences of one's actions, the ability to see the big picture and the perspective of an outside observer to evaluate the strengths and weaknesses of approaches that the person applies. Self-reflection is a prerequisite for learning and development in any direction. Low rate of self-reflection is a barrier to learning and not even constructive feedback from the environment can replace it.



## Integrity

Integrity means solidity that manifests in the participant's personal experience, thinking and behaviour. Integrity comes when the aforementioned elements are in harmony and the person acts in accordance with what they feel and think. Stylization is absent as well as concealing one's true motivations and intentions. Integrity also refers to maintaining one's attitudes and work ethics in accordance with one's personal value system. Integrity may also mean unity between the individual's attitude to work and reflection of the company's values. Accepting related principles and policies is also involved.