Applicant: **Karen Demo**
Administrator: **Jim Roberts**
Date: **06/08/06**

Overview

A Personal Asset Analysis was conducted using the following work related dimensions:

1. Work Culture
2. Knowledge
3. Skills
4. Abilities
5. Work Activities
6. Work Environment
7. Work Styles
8. Performance and Retention
9. Customer Service
10. Sales

The results of the analysis were used to generate an organized listing of all work related assets called the "Competency Portfolio." All of the strengths in this portfolio are organized by the above dimensions and listed in a hierarchical fashion from high to low.

These dimensions offer a common language for communication across all jobs and in support of workforce development efforts. It provides definitions and concepts for describing worker attributes/assets and workplace requirements that can be broadly understood and easily accepted. The data accumulated from this analysis is designed to improve the quality of the dialogue among organizations and the workforce.

How to use the Competency Portfolio

Today, it is increasingly clear that using competencies to describe assets is more important to HR professionals than traditional resumes. Employers are inundated with look-alike resumes and are struggling to find information that can differentiate one applicant from another.

The Competency Portfolio consists of multiple dimensions but particular attention should be paid to the Work Culture dimension. When considering any new position it is important to determine if the desired job is a good "FIT". Numerous studies have proven that the FIT of an individual to the job or the organization determines whether or not the individual will be happy and excel in the position.

The language used in the portfolio is considered to be the new language of work. This is how the US Government describes all jobs in the present economy and how companies are defining their job requirements. The language is generic and transferable across "All Jobs."

The Competency Portfolio will provide assistance in the following ways:

- o Provide a clear insight into accumulated strengths, assets, competencies and job preferences
- o Provide language that will foster meaningful discussions with potential employers
- o Provide the content to develop a new and dynamic supplemental resume
- o Provide the content for a unique letter of introduction
- o Convert assert statements into task accomplishments
- o Provide the framework for matching individual assets to over 900 jobs in the O*NET database

Work Culture - consists of a series of 48 sets of dichotomous or opposite statements that deal with preferences related to work values, beliefs and work environment. The list below shows the preferences and non-preferences ordered by the three levels: Strongly, Somewhat, and Slightly.

Preferred by Applicant	Level	Not Preferred by Applicant
work in a frequently changing environment	Strongly	work in a stable, steady environment
make your own decisions	Strongly	consult with others when making decisions
work on an overall plan or strategy	Strongly	work out the details
develop new approaches and ideas	Strongly	rely on tried and true approaches and ideas
give direction and guidance to others	Strongly	get direction and guidance from others
decide how to proceed yourself	Strongly	follow established rules and procedures
work on many short-term projects/assignments	Strongly	work on one long-term project
work on different types of activities each day	Strongly	work on the same types of activities each day
control your own schedule and activities	Strongly	be on call whenever others need you
work on problems related to people	Strongly	work on problems related to objects or equipment
work a flexible schedule	Strongly	work regular hours
work more than 40 hours a week	Strongly	work 40 hours a week
develop your own plans	Strongly	carry out others' plans
work on problems related to ideas or concepts	Strongly	work on problems related to objects or equipment
be promoted based on performance	Strongly	be promoted based on seniority
maintain and work with existing systems	Strongly	create new systems
respond to unplanned crises or opportunities	Strongly	have your work planned in advance
work within informal lines of authority	Strongly	work within clear lines of authority
know a great deal about the product	Strongly	know a great deal about the user
strive to reach goals you set for yourself	Strongly	strive to reach goals that have been set for you
be held accountable for daily or weekly results	Somewhat	be held accountable for long-term or annual results
work in an intense, high-pressure environment	Somewhat	work in a relaxed, low pressure environment
work on problems solved by learning new information	Somewhat	work on problems solved by relating on experience
search for and identify problems	Somewhat	develop solutions to problems identified by others
focus on making decisions quickly	Somewhat	focus on analyzing situations carefully
work at a fast, hectic pace	Somewhat	work at a comfortable pace
do the work yourself	Somewhat	get things done through others
work in your office most days	Somewhat	work out of your office most days
work on problems related to ideas or concepts	Somewhat	work on problems related to people
work with frequent interruptions	Somewhat	work without distractions or interruptions
work with technologically sophisticated equipment	Somewhat	work with technologically unsophisticated equipment
interact a great deal with others	Somewhat	work mostly alone
help a group to achieve something	Somewhat	achieve something on your own
plan as you go along	Somewhat	follow clearly specified plans
work in a different location than your boss	Somewhat	work in the same location as your boss
receive weekly feedback on your performance	Somewhat	get only an annual performance review
be paid solely for performance	Somewhat	be paid a fixed salary
receive thorough job training	Somewhat	learn for yourself on the job
have infrequent contact with many people	Somewhat	have daily contact with a small number of people
work with technically sophisticated people	Somewhat	work with technically unsophisticated people
get a lot of visibility in the organization	Somewhat	work behind the scenes
share responsibility with others	Somewhat	be given sole responsibility for assignments
communicate primarily via the phone or in person	Somewhat	communicate primarily via paperwork
have a private work space	Somewhat	share a work space with others

Knowledge - represents assets related to knowledge in work-related areas of business & management, manufacturing & production, engineering & technology, mathematics & science, health services, education & training, arts & humanities, law & public safety, and communications. The list below shows the knowledge assets ordered individual's rating. A "7" is the highest rating while a "1" is the lowest rating. The list includes the asset, the asset's definition and a generic example or frame of reference for the rated level.

Individual Possesses	Level
Clerical - Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.	
Example - More than...Organize a storage system for company forms	6
Education and Training - Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.	
Example - Design a training program for new employees	6
Philosophy and Theology - Knowledge of different philosophical systems and religions. This includes their basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture.	
Example - Compare the teachings of major philosophers	6
Administration and Management - Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.	
Example - More than...Monitor progress of a project to ensure timely completion	5
Sales and Marketing - Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.	
Example - More than...Call a list of clients to introduce them to a new product line	5
Customer and Personal Service - Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.	
Example - More than...Work as a day care aide supervising 10 children	5
Psychology - Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.	
Example - More than...Understand the impact of alcohol on human responses	5
Sociology and Anthropology - Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures, and their history and origins.	
Example - Write a pamphlet about cultural differences	5
Geography - Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.	
Example - More than...Identify Turkey on a world map	5
Therapy and Counseling - Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.	
Example - More than...Provide job counseling to the unemployed	5
English Language - Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.	
Example - More than...Edit a feature article in a local newspaper	5
Fine Arts - Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.	
Example - Design an artistic display for a major trade show	5
Personnel and Human Resources - Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.	
Example - More than...Interview applicants for a secretarial position	4
All Other Items (Not Shown)	54
Total	121

Skills - represents assets in basic as well as cross-functional skills in the areas of processing, social, problem-solving, technical, systems, and resources. The list below shows the skills ordered individual's rating. A "7" is the highest rating while a "1" is the lowest rating. The list includes the asset, a definition and a generic example or frame of reference for the rated level.

Individual Possesses	Level
Writing - Communicating effectively in writing as appropriate for the needs of the audience.	
Example - Write a novel for publication	6
Coordination - Adjusting actions in relation to others? actions.	
Example - Work as director of a consulting project calling for interaction with multiple subcontractors	6
Reading Comprehension - Understanding written sentences and paragraphs in work-related documents.	
Example - More than...Read a memo from management describing new personnel policies	5
Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.	
Example - More than...Answer inquiries regarding credit references	5
Speaking - Talking to others to convey information effectively.	
Example - More than...Interview applicants to obtain personal and work history	5
Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.	
Example - More than...Evaluate customer complaints and determine appropriate responses	5
Active Learning - Understanding the implications of new information for both current and future problem solving and decision-making.	
Example - More than...Determine the impact of new menu changes on a restaurant's purchasing requirements	5
Learning Strategies - Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.	
Example - More than...Identify an alternative approach that might help trainees who are having difficulties	5
Monitoring - Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.	
Example - More than...Monitor a meeting's progress and revise the agenda	5
Social Perceptiveness - Being aware of others' reactions and understanding why they react as they do.	
Example - More than...Be aware of how a coworker's promotion will affect a work group	5
Persuasion - Persuading others to change their minds or behavior.	
Example - More than...Convince a supervisor to purchase a new copy machine	5
Negotiation - Bringing others together and trying to reconcile differences.	
Example - More than...Contract with a wholesaler to sell items at a given cost	5
Instructing - Teaching others how to do something.	
Example - More than...Instruct a coworker in how to operate a software program	5
Service Orientation - Actively looking for ways to help people.	
Example - More than...Make flight reservations for customers, using airline reservation system	5
Equipment Selection - Determining the kind of tools and equipment needed to do a job.	
Example - More than...Choose a software application to use to complete a work assignment	5
Time Management - Managing one's own time and the time of others.	
Example - More than...Allocate the time of subordinates to projects	5
Management of Financial Resources - Determining how money will be spent to get the work done, and accounting for these expenditures.	
Example - More than...Prepare and manage a budget for a short-term project	5
Management of Personnel Resources - Motivating, developing, and directing people as they work, identifying the best people for the job.	
Example - More than...Direct the activities of a road repair crew with minimal disruption of traffic flow	5
All Other Items (Not Shown)	46
Total	138

Abilities - represent enduring talents (cognitive, psychomotor, physical, and sensory) that support a number of work related areas such as verbal, idea generation and reasoning abilities, qualitative, memory, perceptual, spatial, attentiveness, fine manipulative, control movement, reaction (time & speed), physical strength, endurance, flexibility (balance & coordination), visual, auditory and speech. The list below shows the abilities ordered by the individual's rating. A "7" is the highest rating while a "1" is the lowest rating. The list includes the talent, a definition and a generic example or frame of reference for the rated level.

Individual Possesses	Level
Reaction Time - The ability to quickly respond (with the hand, finger, or foot) to a signal (sound, light, picture) when it appears.	
Example - Hit the brake when a pedestrian steps in front of the car	6
Extent Flexibility - The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.	
Example - Work under the dashboard of a car	6
Auditory Attention - The ability to focus on a single source of sound in the presence of other distracting sounds.	
Example - Listen to instructions from a coworker in a noisy saw mill	6
Speech Clarity - The ability to speak clearly so others can understand you.	
Example - Give a lecture to a large audience	6
Oral Comprehension - The ability to listen to and understand information and ideas presented through spoken words and sentences.	
Example - More than...Understand a coach's oral instructions for a sport	5
Written Comprehension - The ability to read and understand information and ideas presented in writing.	
Example - More than...Understand an apartment lease	5
Oral Expression - The ability to communicate information and ideas in speaking so others will understand.	
Example - More than...Give instructions to a lost motorist	5
Fluency of Ideas - The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).	
Example - More than...Think of as many ideas as possible for the name of a new company	5
Originality - The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.	
Example - More than...Redesign job tasks to be interesting for employees	5
Problem Sensitivity - The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem.	
Example - More than...Recognize from the mood of prisoners that a prison riot is likely to occur	5
Category Flexibility - The ability to generate or use different sets of rules for combining or grouping things in different ways.	
Example - Much more than...Classify flowers according to size, color, and smell	5
Flexibility of Closure - The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.	
Example - More than...Look for a golf ball in the rough	5
Visualization - The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.	
Example - More than...Follow a diagram to assemble a metal storage cabinet	5
Selective Attention - The ability to concentrate on a task over a period of time without being distracted.	
Example - More than...Monitor security TV screens for intruders throughout the night shift	5
Manual Dexterity - The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.	
Example - More than...Pack oranges in crates as quickly as possible	5
Finger Dexterity - The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.	
Example - More than...Attach small knobs to stereo equipment on an assembly line	5
All Other Items (Not Shown)	141
Total	225

Work Activities - represent actions that are similar and can be performed across many different jobs including information input, mental processing, work output, and interacting with others. The list below shows the activities ordered by the individual's rating. A "7" is the highest rating while a "1" is the lowest rating. The list includes the activity, a definition and a generic example or frame of reference for the rated level.

Individual Possesses	Level
Communicating with People Outside the Organization - Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.	
Example - Highest Level	7 - Highest Level
Selling or Influencing others - Convincing others to buy merchandise/goods or to otherwise change their minds or actions.	
Example - Highest Level	7 - Highest Level
Handling and Moving Objects - Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.	
Example - Load boxes on an assembly line	6
Establishing and Maintaining Interpersonal Relationships - Developing constructive and cooperative working relationships with others, and maintaining them over time.	
Example - Much more than Maintain good working relationships with almost all coworkers and clients	6
Performing for or Working Directly with the Public - Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.	
Example - Perform a monologue on national TV	6
Making Decisions and Solving Problems - Analyzing information and evaluating results to choose the best solution and solve problems.	
Example - More than Select the location for a major department store	5
Scheduling Work and Activities - Scheduling events, programs, and activities, as well as the work of others.	
Example - More than Prepare the work schedule for salesclerks in a large retail store	5
Organizing, Planning, and Prioritizing Work - Developing specific goals and plans to prioritize, organize, and accomplish your work.	
Example - More than Plan and organize your own activities that often change	5
Communicating with Supervisors, Peers, or Subordinates - Providing information to supervisors, coworkers, and subordinates by telephone, in written form, e-mail, or in person.	
Example - More than Report the results of a sales meeting to a supervisor	5
Assisting and Caring for others - Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.	
Example - More than Assist a stranded traveler in finding lodging	5
Resolving Conflicts and Negotiating with others - Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.	
Example - More than Get two subordinates to agree about vacation schedules	5
Coordinating the Work and Activities of others - Getting members of a group to work together to accomplish tasks.	
Example - More than Organize the cleanup crew after a major sporting event	5
Guiding, Directing, and Motivating Subordinates - Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.	
Example - More than Supervise a small number of subordinates in a well-paid industry	5
Coaching and Developing others - Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.	
Example - More than Provide on-the-job training for clerical workers	5
Providing Consultation and Advice to others - Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.	
Example - More than Recommend a new software package to increase operational efficiency	5
All Other Items (Not Shown)	75
Total	157

Work Environment - represents a willingness to perform in certain types of working conditions in the areas of interpersonal relationships, physical working conditions and structural conditions (criticality of position, routine vs. changing work, competition). The following list includes the work environment question and response.

Willingness to Perform

How frequently would you be willing to engage in telephone conversations?
Response - Every day

How frequently would you be willing to use electronic mail?
Response - Every day

How frequently would you be willing to write letters and memos?
Response - Every day

How often are you willing to work indoors in an environmentally controlled environment (like a warehouse with air conditioning)?
Response - Every day

How often are you willing to have your decisions affect other people or the image or the reputation or financial resources?
Response - Every day

How much freedom do you prefer for making decisions without the input of a supervisor?
Response - A lot of Freedom

How much freedom would you like to have in determining tasks, priorities, or goals?
Response - A lot of Freedom

How often would you be willing to have face-to-face discussions with individuals and within teams?
Response - Once a week or more but not every day

How frequently would you willing to engage in public speaking (one speaker with an audience)?
Response - Once a week or more but not every day

How much contact with others (by telephone, face-to-face, or otherwise) would you be willing to perform in a job?
Response - Contact with others most of the time

How important is it for you to have interactions with or contribute to a work group or team?
Response - Very important

How important are interactions that require you to deal with external customers (as is retail sales) or the public in general (as in police work)?
Response - Very important

How often are you willing to deal with unpleasant, angry, or discourteous people as part of a job?
Response - Once a week or more but not every day

How often are you willing to work in a closed vehicle or operate enclosed equipment (like a car)?
Response - Once a week or more but not every day

How much time are you willing to spend sitting?
Response - More than half the time

How much time are you willing to spend standing?
Response - More than half the time

What level do the results of your decisions usually have on other people or the image or reputation or financial resources?
Response - Important Results

How often would you be willing to meet strict deadlines?
Response - Once a week or more but not every day

How often are you willing to deal with conflict situations as part of a job?
Response - Once a month or more but not every week

Work Styles - represents the characteristics that are critical to job performance in the areas of achievement orientation, social influence, adjustment, conscientiousness, interpersonal orientation, independence, and practical intelligence. The following list includes the work style, the work style's definition and the level of importance.

Level of Importance

Persistence - Persistence in the face of obstacles.
Response - Extremely Important

Integrity - Being honest and ethical.
Response - Extremely Important

Independence - Developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
Response - Extremely Important

Achievement/Effort - Establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.
Response - Very Important

Initiative - A willingness to take on responsibilities and challenges.
Response - Very Important

Cooperation - Being pleasant with others on the job and displaying a good-natured, cooperative attitude.
Response - Very Important

Concern for Others - Being sensitive to others' needs and feelings, and being understanding and helpful to others on the job.
Response - Very Important

Social Orientation - Preferring to work with others rather than alone, and being personally connected with others on the job.
Response - Very Important

Self-Control - Maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
Response - Very Important

Stress Tolerance - Accepting criticism and dealing calmly and effectively with high-stress situations.
Response - Very Important

Adaptability/Flexibility - Being open to change (positive or negative) and to considerable variety in the workplace.
Response - Very Important

Dependability - Being reliable, responsible, and dependable, and fulfilling obligations.
Response - Very Important

Attention to Detail - Being careful about details and thorough in completing tasks.
Response - Very Important

Innovation - Creativity and alternative thinking to develop new ideas for and answers to work-related problems.
Response - Very Important

Analytical Thinking - Analyzing information and using logic to address work-related issues and problems.
Response - Very Important

Leadership - A willingness to lead, take charge, and offer opinions and direction.
Response - Important

Additional Assets

The following characteristics deal with personality and behavior. These are traits as opposed to actual job requirements. They are indicators that will influence behavior on the job.

Performance and Retention - profiles are an indicator for potential success, performance, and retention. Behavior predictors include reliability, dependability, motivation, and conscientiousness. In addition, the Retention Profile indicates the likelihood of staying on the job for an extended period of time.

Performance

Higher Performance score suggests more reliable and generally satisfactory job performance.

Score: 61 - Recommend Hire

Recommend Rejection bottom 25%	Caution lower 25%	Recommend Hire top 50%
0 – 47	48 – 52	53 – 88
More likely to be terminated and have a tendency toward: excessive lateness/absence, shirking responsibility, gross violation of rules, and acting hostile or angry.	Less likely to follow rules or be reliable; may show: disruptive work behavior, low work motivation, and minor violation of rules.	More likely to be dependable and responsible on the job by: Adhering to rules more closely, Showing more self-control and stability in behavior, Being careful while performing tasks, and Taking responsibility.

Retention

These scores indicate how likely it is that an individual will stay on the job for at least three months, and arrive at work on time every day. Higher scores predict commitment, impulsiveness, responsibility and motivation.

Score: 23 - Recommend Caution

Recommend Rejection bottom 25%	Caution lower 25%	Recommend Hire top 50%
0 – 22	23 – 26	27 – 43

Customer Service - profile is an indication of success in working in a job that involves interaction with customers (either internal or external). The score is an indication of the likelihood to provide exceptional service to customers. It measures traits such as friendliness, tactfulness, courteousness, people orientation, and cooperative.

Customer Service

Higher Customer Service scores are associated with Job Success. Higher Customer Service scores suggest more competent, responsive, and courteous service behavior.

Score: 71 - Recommend Hire

Recommend Rejection bottom 25%	Caution lower 25%	Recommend Hire top 50%
0 – 57	58 – 64	65 – 85
Are more likely to be rude to customers and have a tendency to: act irritated at customers' requests, argue with customers, limit service to certain types of customers, and take too long processing customers' transactions.	Are less likely to be responsive by: forgetting to give customers special information, interrupting to failing to pay attention when customers speak, socializing with a co-worker while helping customers, and mumbling when talking to customers.	Are more likely to be competent and courteous on the job by: making good eye contact, smiling and communicating effectively, showing persistent enthusiasm in customer interactions, tolerating rude customers calmly, giving customers full attention, putting aside other work to help customers, finding solutions to customer problems, and remaining cheerful through a long, hard workday.

Sales - profile is a predictor of success in a job that involves sales. The score is an indicator of the ability to be committed, adaptable, highly energetic, persistent, persuasive, tolerant, influential, adaptable, taking initiative and goal orientated.

Sales

Higher Sales score suggest more committed, persistent, and energetic job behavior

Score: 101 - Recommend Caution

Recommend Rejection bottom 25%	Caution lower 25%	Recommend Hire top 50%
0 – 92	93 – 102	103 – 137
Are more likely to: work at a slow, steady pace, lack self-confidence and initiative, become overwhelmed by challenging goals, have trouble maintaining momentum, and be satisfied with average job performance.		Are more likely to: be rated above average on "sales skills", prefer challenging tasks, work quickly and get more done, be a self starter, and continually set new, higher goals for themselves.