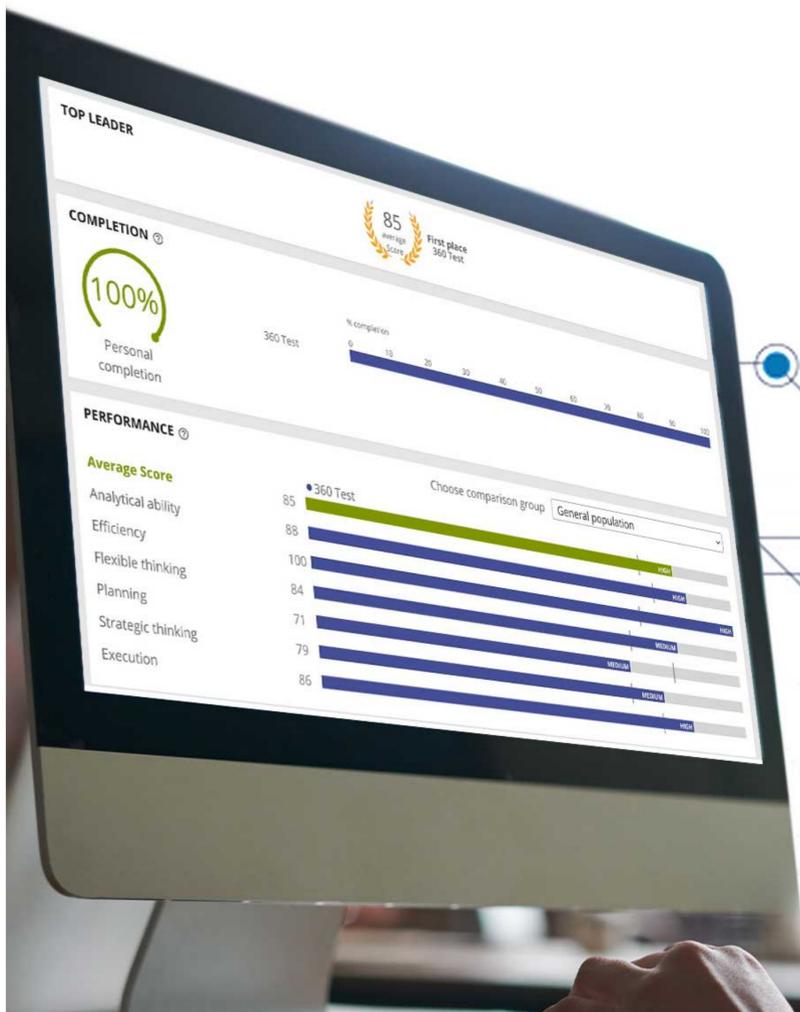




DANA LEVI





PROJECT REPORT
TALENT- EXPERT- DEMO

TALENT EXPERT ▾



DANA LEVI

User name:
danal@acc.com

Last seen:
14/1/2020

TOP LEADER



COMPLETION

% completion



Personal
completion



PERFORMANCE

Choose comparison group

Average Score



USER INSIGHT

General description

The examinee demonstrated mediocre performances (their average score is 81). Their strongest skill is Analytical Ability, while the skill they can work to develop is their Quick Thinking. Although their scores are not very high, the examinee showed high persistence throughout the test: They spent a lot of time and effort to solve each level, even if they found it very difficult, and they did not rush to skip and give up.

Analytical Ability

Analytical ability allows us to examine several possible courses of action, to assess their outcomes, and to help us choose the best one. High level of analytical ability is demonstrated in the games by finding optimal solutions and avoiding unneeded moves. The examinee's Analytical ability score is high (93), which indicates they were very accurate while solving the game challenges throughout the test. They carefully analyzed each challenge, constructed a winning plan and successfully executed it. It seems like they are the ones to turn to with analytical problems or with tasks that require analyzing information and drawing conclusions. Whenever accuracy is critical, when there is a need to prepare a plan and to calculate the results and implications of each action – we expect them to work well and suggest best solutions.

This is the strongest skill of this examinee.

Quick Thinking

Quick Thinking is the ability to think and react quickly and effectively. Participants' thinking speed is evaluated by the time it took them to solve each challenge. The examinee's Quick Thinking score is mediocre (72). Although they successfully solved their levels accurately, it took them relatively long time. It seems that this examinee tends to take their time before making a decision as they carefully weigh their moves. This indicates that they have level-headed, rational, and thorough thinking. However, it's important to make sure that in time-sensitive situations they're also able to act quickly and make fast decisions when needed. In addition, this may impair their ability to provide quick solutions when needed, give an urgent response to a hurried problem, perform well under time pressure and more. Thinking speed can be improved by training and by adopting some control procedures: setting them frequent deadlines, asking them for progress reports more often and revisiting their prioritizing.

This is the lowest skill score of this examinee, so we recommend you to focus their work here.

Efficiency

Efficiency is the ability to do things well, successfully, and without waste (of time or other resources). Participants' efficiency is evaluated by their ability to solve as many levels as possible, as accurate and as fast as possible. The more levels they successfully solve or win, the higher score they get. The examinee showed mediocre level of efficiency (their score is 82). They weren't so efficient in solving their challenges: they invested a lot of time and energy on some of the levels. On the one hand, this indicates a high perseverance, as they didn't rush to skip or give up a level. But, on the other hand, this caused them, at the end, to achieve lower performance. In situations in which efficiency is needed: when resources are limited, or when there are a lot of tasks to complete in parallel, this examinee might have difficulty. Efficiency is strongly connected to setting or adopting the appropriate state of mind, this

means that in order to execute a project more efficiently, we need to better define our goals in its early stages. Our goals must include more than one criterion: it must include the desired results and achievement, and the given schedule and resources for it as well. For example, before examining different providers, we need to define our budget for this goal, the time we are willing to invest in it, and the minimum requirement from this provider. These definitions will influence our choice of which providers to examine and how many of them. To encourage this state of mind, we recommend to hold a reflection discussion after each project, focusing on how efficient was it, and what could have been done better in terms of efficiency.

Performance Under Pressure

High performance under pressure is the ability to maintain a high level of performance with high-quality results even under time pressure. The examinee showed only mediocre performances under pressure (their score is 75): when their time was very limited and they were required to solve as many levels as they can, their performances were only mediocre. It seems like too much time pressure is not a positive environment for this examinee, but on the other hand, it's not that time pressure paralyzes them. They may prefer to work at their own pace, and to try to neutralize the pressure when possible, but when there is unavoidable pressure, they will handle it, even if not in the optimal way. Performance under pressure can be improved by practicing task management and prioritization. In addition, we recommend you to discuss with the examinee the effect time pressure has on them, and together map out possible ways to offset these effects.

Flexible Thinking

The ability to maintain consistent performance and adapt to changes such as unpredicted surprises or unforeseeable changes in the field relies on our flexible thinking. The examinee showed mediocre performance of flexible thinking (their score is 81). They did not always react well to changes in the games, and did not always find the way to adjust their game playing accordingly. But, on the other hand, it's not that changes or surprises paralyze them: they dealt with the challenges and found ways to deal with them, even if not in the optimal way. This indicates the examinee can deal with changes and surprises, although not in the optimal way. When something is not working as planned, the natural respond is anger and frustration. It seems like this examinee can overcome this first reaction, rationally analyze the change and suggest a change in the plan accordingly, but it may take them some time, and their respond would not be always the best one. To boost flexibility and adaptability, there is a need to work more on the initial planning: to ask for more than one solution, and to call for alternatives plan also. Another tool that can be useful is testing assumptions: is asking 'what if' questions. The more we practice this tool and practice finding solutions to diverse changing situations, the more we'll be prepared for unpredicted changes in real time.

COMMENTS

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