

# Go assessment

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## ADMINISTRATIVE SUPPORT IN DEVELOPMENT

Assessment Report

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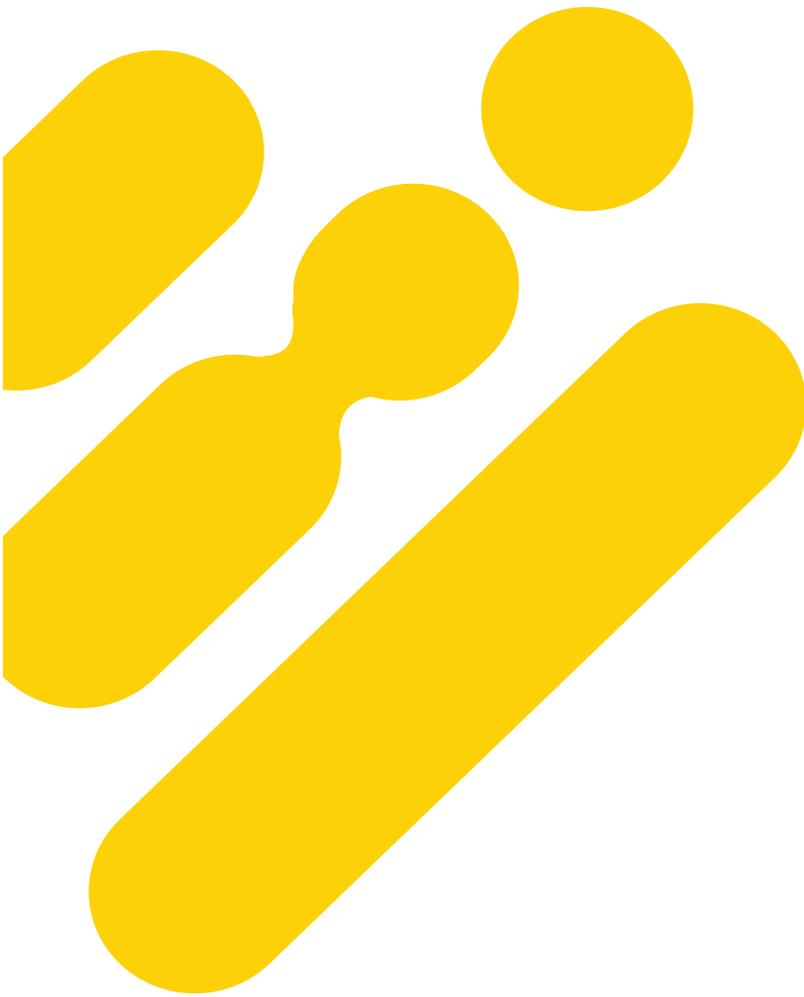
**Sample candidate**

January 1, 2020

Company name

Confidential Document

**HUMANCE**   
Culture & Performance



## INTRODUCTION

- This assessment report for Sample candidate has been generated by the **Humance** expert system.
- It contains information that will help you maximize the individual’s development potential for an administrative support position.

This report contains the following:

HUMAN RESOURCES	DISTINCTIVE COMPETENCIES	- An indicator of the applicant’s potential to demonstrate the key skills that generally lead to success in an administrative support position
HUMAN RESOURCES	OVERALL FIT SCORE	- A score for the overall fit between the individual’s results on key competencies for an administrative support position and the expected profile
HUMAN RESOURCES	LEVERS OF DEVELOPMENT	- Results based on ten levers of development
MANAGER	ACTION PRIORITIES AND DEVELOPMENT TIPS	- Action priorities and development advice to help establish conditions for a successful development process

The results of this report will help determine the actions that the individual should engage in for development. Implementation of a development plan that meets the needs identified in this report, supported by sound strategies, will strengthen the development process.

## CAVEAT ON USE OF THE REPORT

- This assessment report may only be used as part of an individual’s development process with the competencies and job category as recommended by **Humance**, in compliance with the **consent form signed by the candidate**.
- It must not be used to make a recruiting decision more than **24 months after the assessment**, to set a reasonable time limit on the assessment findings.
- The report may not be released to the candidate without the customary precautions and must not be published or released to persons not involved in the assessment.

## INTERPRETATION OF FINDINGS

The competency ratings and levers of development are based on [personality or cognitive ability indicators](#) derived from the candidate’s responses. Note that demonstration of a competency depends on other factors as well, including the candidate’s work experience, degree of motivation and the work context. It therefore is strongly recommended that this report be used in combination with other sources of information related to the succession and development management process.

The overall fit score, developed using the [Delphi method](#), helps assess to what extent the candidate’s competency results match the expected profile for an administrative support position. This profile has been established by our experts and represents what many organizations typically expect in this type of role. However, the context, culture and requirements specific to your organization and the type of position to be filled must be taken into consideration when making your decision on candidates, because some competencies may have greater importance than others.

Therefore, **the fit score must not be considered a hiring recommendation**, but rather a general indication of the fit between the candidate’s profile and the typical profile of an administrative support position.

### POOR FIT

A profile with poor fit means that the candidate obtained results that do not really match the profile typically sought for the position.

### BELOW AVERAGE PARTIAL FIT

A profile with below average partial fit means that the candidate obtained results that match a few points of the profile typically sought for the position.

### ABOVE AVERAGE PARTIAL FIT

A profile with above average partial fit means that the candidate obtained results that match several points of the profile typically sought for the position.

### GOOD FIT

A profile with good fit means that the candidate obtained results that match the profile typically sought for the position.

## DISTINCTIVE COMPETENCIES

This section presents the assessment results of Sample candidate for the distinctive competencies. These results provide an indication as to the candidate’s potential to demonstrate the key skills relating to an administrative support position.

### ASSESSMENT RESULTS Sample candidate

Average

<b>Agility</b> <i>Tends to adapt quickly, be flexible and effectively manage ambiguity.</i>	
<b>Learning Ability</b> <i>Tends to understand and assimilate new information.</i>	
<b>Collaboration</b> <i>Tends to show that they are available to partners (clients, colleagues and superiors), to help achieve shared goals and create opportunities for discussion.</i>	

**ADMINISTRATIVE  
SUPPORT SKILLS**

<b>Communication of Information</b> <i>Tends to convey information well to stakeholders using appropriate approaches.</i>	
<b>Organization</b> <i>Tends to be methodical and structured in order to plan and organize work.</i>	
<b>Decision Making</b> <i>Tends to take a stance and implement their decisions despite the presence of obstacles.</i>	
<b>Attention to Detail</b> <i>Tends to be conscientious, pay attention to details and want to perform duties without error.</i>	

**Legend**

Above average

Slightly below average

Significantly below average

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**BELOW AVERAGE PARTIAL FIT WITH THE EXPECTED PROFILE**

## DETAILED RESULTS

This section describes the candidate's results and helps identify the candidate's strengths and developmental priorities. This section details the behaviours that a person who obtained similar results is likely to display.



### Agility

People with a similar score tend to:

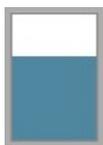
- Be curious and enthusiastic about new ideas and change.
- Adapt quickly and readily try new approaches in ambiguous or changing situations.



### Learning Ability

People with a similar score tend to:

- Need little support to learn new things.
- Quickly become familiar with procedures and methods in a new position or role.



### Collaboration

People with a similar score tend to:

- Do the work expected by their team and help others when they need it.
- Seize only certain opportunities to facilitate discussion or to foster their team's synergy.



### Communication of Information

People with a similar score tend to:

- Have difficulty conveying key information to stakeholders.
- Use an ineffective approach and communication tools.

**Organization**

People with a similar score tend to:

- Have minimal structure in their work and avoid developing detailed action plans.
- Prefer mandates that require a bit of structure.

**Decision Making**

People with a similar score tend to:

- Assert themselves and make their position on a range of topics known.
- Take action despite obstacles or constraints and take initiative.

**Attention to Detail**

People with a similar score tend to:

- Work comfortably on mandates that require relative diligence.
- Approach a task taking into account both the global aspects and the details.

## LEVERS OF DEVELOPMENT

This section presents results from different levers of development. Some levers represent an individual's natural tendencies, and others, their beliefs, which may evolve depending on the context. Combined with the above information, this section helps you assess how your organization can maximize the candidate's development potential. People develop faster if they have a number of levers at a high level. Their development will be average if a number of levers are at a low level and their development will be fairly difficult if all levers are at a low level. Decisions should not be made based solely on this information. The following information represents the two ends of the spectrum. Tips are offered to guide individuals, help them use their levers and maximize their development. People with an average score are encouraged to consider two types of strategies because they may be of benefit to them. Sample candidate's score is represented by a triangle.

### Learning Ability – Ability to understand and assimilate new information.



#### Low

*Identify several strategies that have worked when you tried to develop a new skill and make them part of your professional development.*

*Set aside time to integrate new concepts and experiment with new competencies.*

#### High

*Use this ability to easily acquire new information by quickly experimenting with skills you would like to develop.*

*Read books about areas you want to develop or work with a mentor to speed up your development.*

### Handles Complexity – Tends to enjoy a complex reality and seeks opportunities to play with ideas and concepts and draw connections between them.



#### Low

*Separate complex situations into parts to simplify them.*

*Identify concrete ways to put what you have learned into practice.*

#### High

*Take on mandates with major issues that have an impact on different levels and require in-depth analysis.*

*Determine how you can use your strengths to work on your development opportunities.*

**Receptiveness to Feedback** – *Tends to seek opportunities to learn from their mistakes by being open to constructive comments from others.*



**Low**

*Keep in mind that there is more than one approach and that by being receptive to others' opinions, you can learn valuable things.*

*Ask for a second opinion when you are not convinced by some aspects of the feedback.*

**High**

*Evaluate comments and consider the consequences associated with using them.*

*Ask questions to obtain more information to better understand others' comments before responding to them.*

**Agility** – *Tends to adapt quickly, be flexible and manage ambiguity.*



**Low**

*Take small steps by experimenting with a new behaviour with which you are more comfortable.*

*Use learning strategies you are comfortable with or that worked well for you in the past.*

**High**

*Step outside your comfort zone and experiment with a behaviour that is different from your usual approach.*

*Use new and different strategies to acquire new knowledge.*

**Willingness/Determination to Develop** – *Tends to set ambitious objectives to exceed own expectations and overcome obstacles that arise.*



**Low**

*Develop more ambitious development objectives than those you would normally choose. Then break them down into smaller objectives.*

*Keep in mind the importance of consistency in pursuing your development objectives even when demands at work increase.*

**High**

*Choose realistic development objectives taking into account your day-to-day duties.*

*Have your development objectives in mind and find ways to combine them with your performance objectives.*

**Ability for Self-Reflection** – *An individual's questioning and reflection on their development process.*



**Low**

*Plan regular moments to go over what you have learned (every two weeks).*

*Identify obstacles that interfered with your development objectives during the week and plan strategies for the following week.*

**High**

*Identify strategies that have worked for you when you tried to develop a new competency.*

*Take a moment to identify what motivates you to achieve your objectives.*

**Perceived Control over Events – An individual’s belief about the control they have over their professional life.**



**Low**

*Take a moment to identify obstacles to your development and determine how you can change the situation or your behaviour to facilitate learning.*

*Be attentive to opportunities that have an impact on events.*

**High**

*Take a step back when obstacles arise to determine what you have control over.*

*Identify obstacles and determine methods to overcome the obstacles to maximize your development.*

**Motivation to Develop – An individual’s belief in the value of investing time and effort in their development.**



**Low**

*Identify motivating aspects of objectives and approaches for development you have chosen.*

*Make a list of benefits you will enjoy once you have achieved your development objectives and read it when you lack motivation.*

**High**

*Identify the best way to put your efforts into pursuing objectives that will have the greatest impact.*

*Choose a realistic number of development objectives.*

**Perception of Personal Effectiveness – An individual’s degree of confidence in their ability to succeed.**



**Low**

*Break down development objectives. Start with sub-objectives about which you are most confident and progress to those about which you are less confident.*

*Think of moments when you achieved a difficult objective and identify a personal quality that enabled you to achieve it.*

**High**

*Have confidence in your chances of success and experiment with new strategies to step out of your development comfort zone.*

*Think of moments where overconfidence in your abilities tripped you up and identify potential pitfalls to your development.*

**Environmental Support – An individual’s positive perception about the availability of support for their development.**



**Low**

*Take a moment to identify resources available for your development by talking to Human Resources or your supervisor.*

*Share obstacles to your development with your supervisor.*

**High**

*From the resources available, identify which are most likely to help you based on the obstacles you encountered.*

*Discuss the resources available to you and ensure you have a clear picture of everything that is available to you.*

## ACTION PRIORITIES AND DEVELOPMENT TIPS

This section presents tips to help you ensure the best integration of the individual into the position and to also identify considerations for the individual's development. The items below integrate the main characteristics that the individual should apply in the organization to maximize success.

### MAIN STRENGTHS

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It would be beneficial for the person assessed to:

#### Decision Making

- Use their ability to make decisions from a minimum of information by expressing opinions to team members when emergencies or changes arise in their mandates.
- Support colleagues who show little initiative to help them understand the consequences of their decision-making process on the work and share tips to help them make decisions faster.

#### Agility

- Choose a variety of assignments that require them to adapt quickly and take calculated risks.
- Seek opportunities to help less agile colleagues by sharing their enthusiasm and promoting changes that affect the team.

#### Receptiveness to Feedback

- Ask questions when comments made are not specific enough to learn as much as possible from them.
- Pay equal attention to positive and negative comments to learn to focus on their strengths and work on their areas of development.

#### Willingness and determination to develop

- Suggest to their superior that they join long-term initiatives with a number of obstacles and motivate people along the way.
- Share the tricks that help them focus naturally on achieving objectives to inspire others to surpass themselves.

## MAIN POINTS TO MONITOR

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It would be beneficial for the person assessed to:

### Communication of Information

- Remember times when they felt insufficiently informed at work and use that experience to come up with more effective strategies for disseminating information.
- Identify colleagues who can be role models and offer advice for effectively disseminating information to stakeholders.

### Organization

- Introduce ways of tracking progress on projects, particularly when highly complex tasks are involved.
- Take the time to develop a specific work plan and get comments from their supervisor and colleagues about how realistic it is.

### Perception of Personal Effectiveness

- Experience success quickly by seeing their development as a series of small steps and breaking down objectives to celebrate each small victory.
- Put new behaviours into practice in a “safe” context, i.e. with a superior who can oversee to create a trial and error period before being called on to apply the behaviour in their job.

### Perceived Control over Events

- Identify how their own efforts have helped the success of an event, as opposed to attributing success to chance or external factors.
- Take the time to understand which elements can help or hurt their professional development and make them accountable in the search for solutions.