Go assessment

PROFESSIONAL
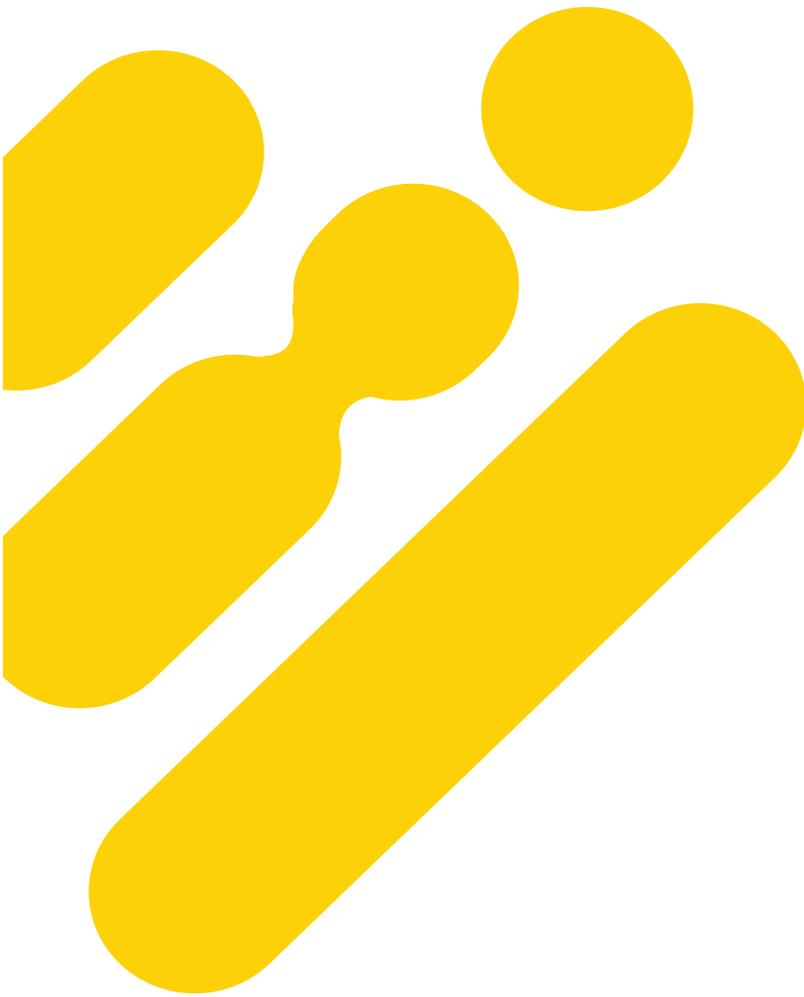### IN DEVELOPMENT
Assessment Report

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 a professional position that involves an advisory role. The advisory role must involve an intervention process whereby the professional puts their expertise at the service of an external or internal client. This involves studying facts to solve a problem, improve a situation or help the client deal with that situation.

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 a professional position

OVERALL FIT SCORE
− A score for the overall fit between the individual's results on key competencies for a professional position that involves an advisory role and the expected profile

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- − The report may not be released to the candidate without the customary precautions and must not be published or released to persons not involved in the assessment.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 a professional position that involves an advisory role. 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 a professional position.

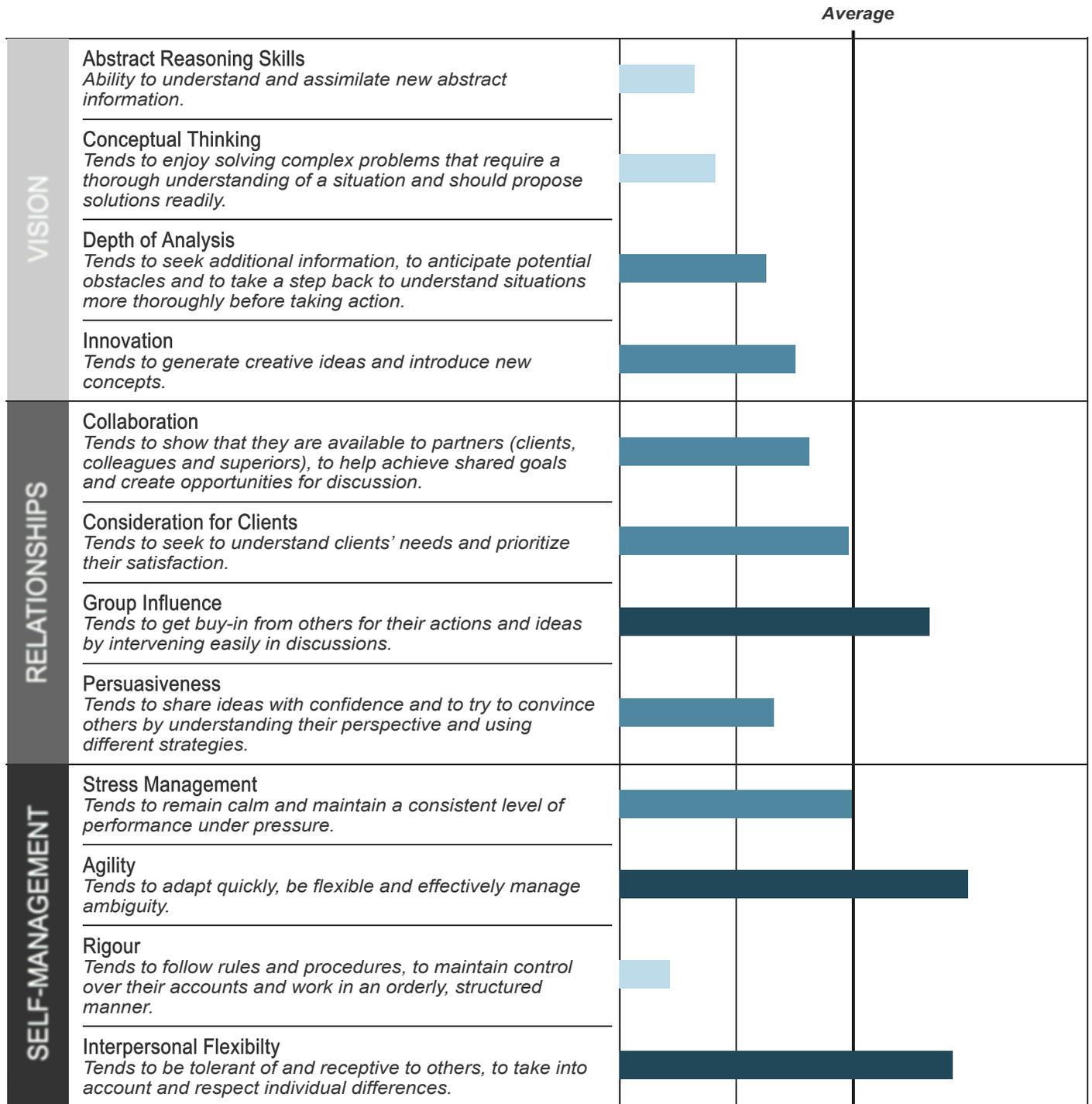| POOR FIT	BELOW AVERAGE PARTIAL FIT	ABOVE AVERAGE PARTIAL FIT	GOOD FIT
A profile with poor fit means that the candidate obtained results that do not really match the profile typically sought for the position.	A profile with below average partial fit means that the candidate obtained results that match a few points of the profile typically sought for the position.	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.	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 a professional position.

Average

VISION

Abstract Reasoning Skills
Ability to understand and assimilate new abstract information.

Conceptual Thinking
Tends to enjoy solving complex problems that require a thorough understanding of a situation and should propose solutions readily.

Depth of Analysis
Tends to seek additional information, to anticipate potential obstacles and to take a step back to understand situations more thoroughly before taking action.

Innovation
Tends to generate creative ideas and introduce new concepts.

RELATIONSHIPS

Collaboration
Tends to show that they are available to partners (clients, colleagues and superiors), to help achieve shared goals and create opportunities for discussion.

Consideration for Clients
Tends to seek to understand clients' needs and prioritize their satisfaction.

Group Influence
Tends to get buy-in from others for their actions and ideas by intervening easily in discussions.

Persuasiveness
Tends to share ideas with confidence and to try to convince others by understanding their perspective and using different strategies.

SELF-MANAGEMENT

Stress Management
Tends to remain calm and maintain a consistent level of performance under pressure.

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

Rigour
Tends to follow rules and procedures, to maintain control over their accounts and work in an orderly, structured manner.

Interpersonal Flexibilty
Tends to be tolerant of and receptive to others, to take into account and respect individual differences.

Legend — Above average — Slightly below average — Significantly below average

> 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.
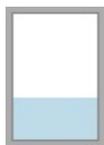
**Abstract Reasoning Skills**

People with a similar score tend to:

- More easily understand and assimilate new information associated with concrete ideas.
- Need time to assimilate and deal with new, abstract ideas.

Conceptual Thinking

People with a similar score tend to:

- Have more interest in seeking solutions to simple problems rather than furthering thinking about complex problems.
- Have more difficulty quickly coming up with solutions to a problem.
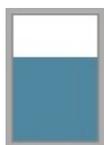
Depth of Analysis

People with a similar score tend to:

- Search for missing information to draw general conclusions about a situation.
- Study direct or obvious links between different facets of a situation and spend time mainly on key issues in seeking solutions.

Innovation

People with a similar score tend to:

- Promote or propose new ideas when the context is right.
- Ensure a new idea is implemented after a trial period.
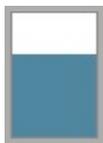
Collaboration

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.
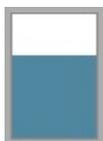
Consideration for Clients

People with a similar score tend to:

- Be attentive and prepared to satisfy the needs of clients or citizens when they solicit them.
- Be respectful about the reality and concerns of clients or citizens.

Group Influence

People with a similar score tend to:

- Rally others around shared goals by enthusiastically participating in group discussions.
- Easily orient discussions with others and adapt interventions to manage resistance.
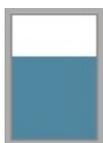
Persuasiveness

People with a similar score tend to:

- Be comfortable defending their positions with founded arguments when they face little resistance.
- Try to convince others by emphasizing the advantages or important aspects of their suggestions and do a superficial analysis of the reasons for their opposition.

Stress Management

People with a similar score tend to:

- Be able to let go of sources of stress that are beyond their control.
- Introduce strategies to deal with normal stress at work, but be momentarily thrown off when under pressure.

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.

Rigour

People with a similar score tend to:

- Have no particular method for organizing their work and pay little attention to detail.
- Prefer to have few rules and procedures to follow.

Interpersonal Flexibilty

People with a similar score tend to:

- Value any form of diversity and see the added value of it.
- Encourage and accept approaches that are different from their own and use them to better understand situations and adapt their behaviour.

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

High

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

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

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

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

High

Separate complex situations into parts to simplify them.

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

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

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

High

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.

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

High

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.

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

High

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.

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

High

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.

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

High

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.

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

High

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.

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

High

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.

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

High

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.

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

It would be beneficial for the person assessed to:

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.

Interpersonal Flexibilty

- Ask others to offer avenues for different solutions to encourage a variety of opinions.
- Encourage others to point out people's strengths rather than their areas of development.

Perceived Control over Events

- Determine to what extent their efforts have contributed to the success of a situation and the negative impact of external factors.
- Help colleagues better identify situations in which they have control over obstacles.

Perception of Personal Effectiveness

- Use this lever by being a role model to demonstrate to others or encourage them to also feel that they are capable of succeeding.
- Seek to tackle challenges that contain a high level of difficulty by using their confidence in their ability to achieve their objectives.

MAIN POINTS TO WATCH

It would be beneficial for the person assessed to:

Rigour

- Team up with someone known for being structured and learn from how they work.
- Put in place methods and tools to help track progress in their own assignments.

Abstract Reasoning Skills

- Take the time to structure new, abstract information and break it down into small parts to facilitate its assimilation and use in day-to-day situations.
- Choose actions to quickly put what they have learned into practice and identify colleagues they can consult if needed.

Motivation to Develop

- Question themselves on and discuss with their superior the elements in their work that foster their motivation to develop and those factors that generally reduce it; reflect on their needs, values, and on what counts for them in a development process.
- Name all the benefits to be drawn from their professional development to gain full awareness (i.e., what are they really gaining?).

Environmental Support

- Communicate their expectations for support to those around them (teammates, superior).
- Determine in advance opportunities for applying new knowledge in the field, and identify potential obstacles that may limit their impact.