

Go assessment

SAFETY LEADER IN DEVELOPMENT

Assessment Report

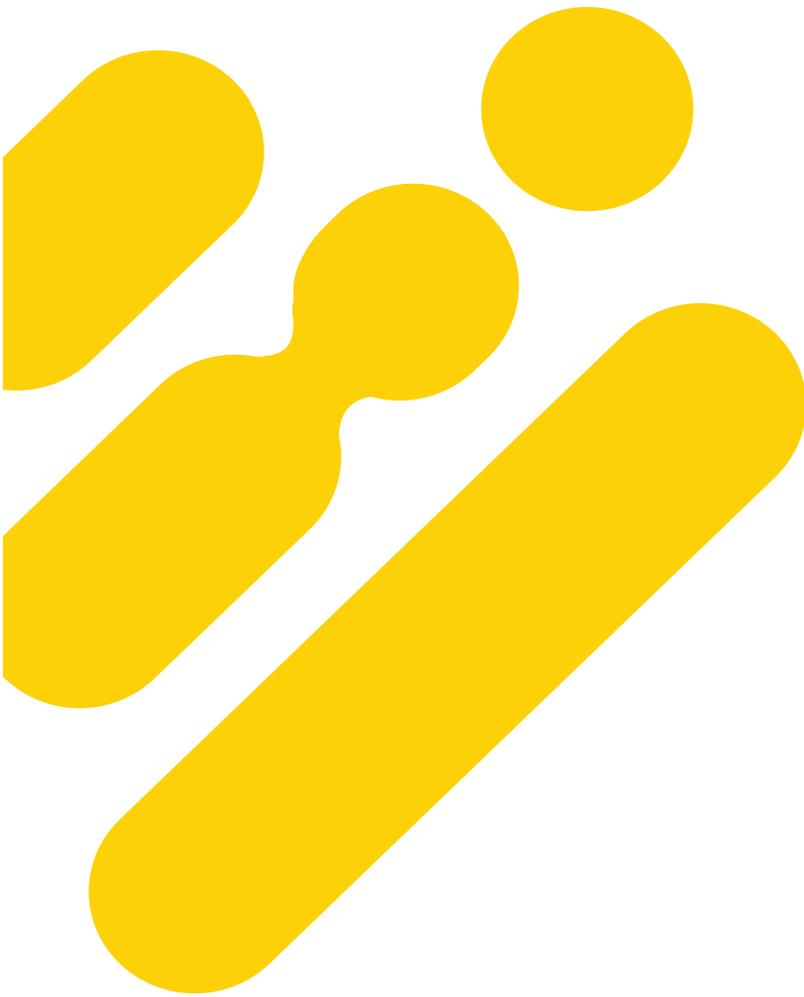
Sample candidate

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 managerial position exercising formal authority over employees, coordinating operational activities and requiring the candidate to adopt a safe behaviour, such as when accompanying their employees in hazardous locations or when taking part in tasks that involve risks.

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 safety leader position
	OVERALL FIT SCORE	- A score for the overall fit between the individual's results on key competencies for a position of safety leader and the expected profile
	SAFETY INDICATORS	- An overall safety score with an average of six safety indicators
	RISK FACTORS	- Risk factors for performance presenting the main ways in which the individual is likely to behave when under pressure
	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- The report may not be released to the candidate without the customary precautions and must not be published or released to persons not involved in the assessment.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 position of safety leader. 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 safety leader 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.

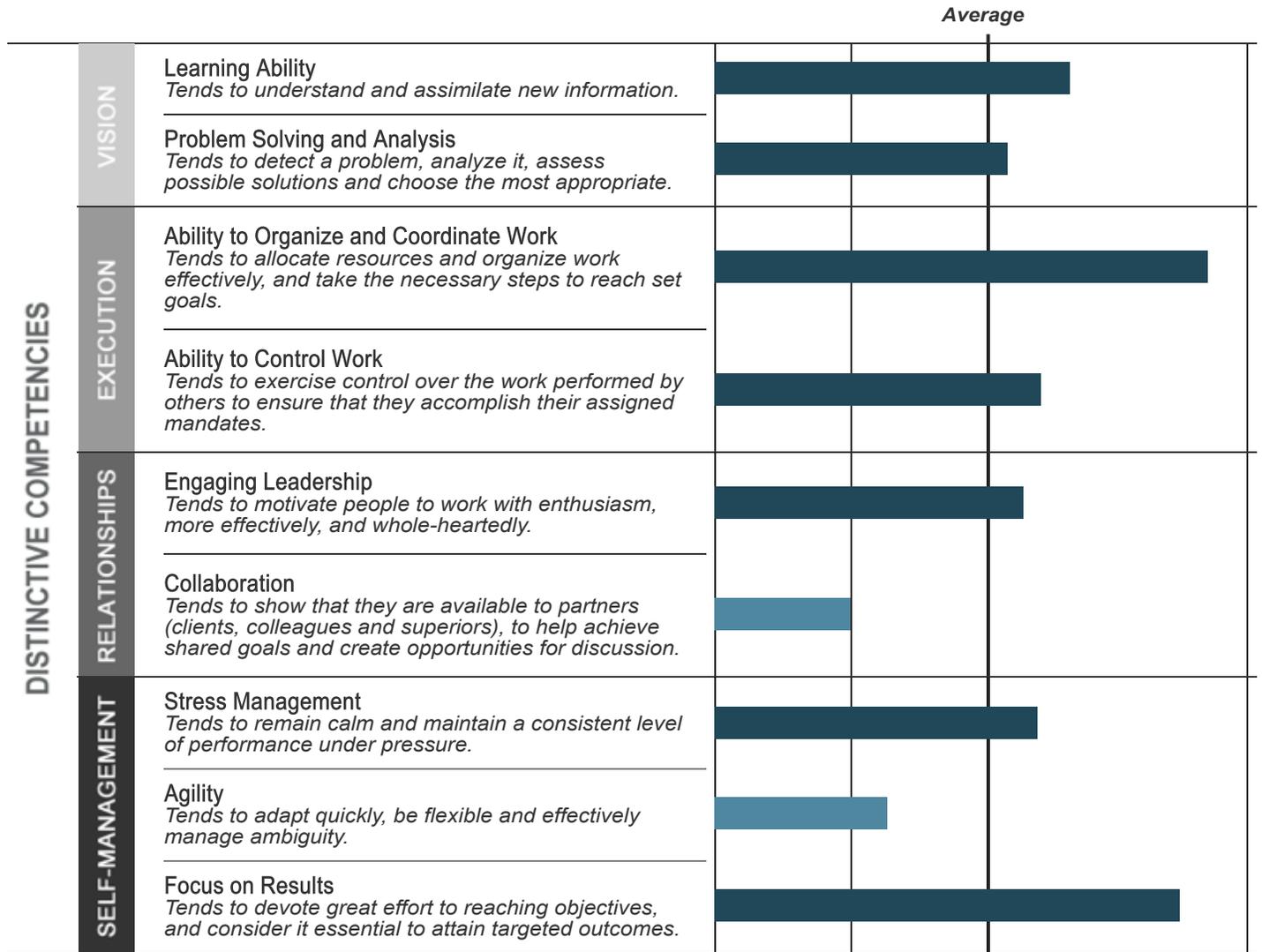
GOOD FIT

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 a safety leader position.

ASSESSMENT RESULTS Sample candidate

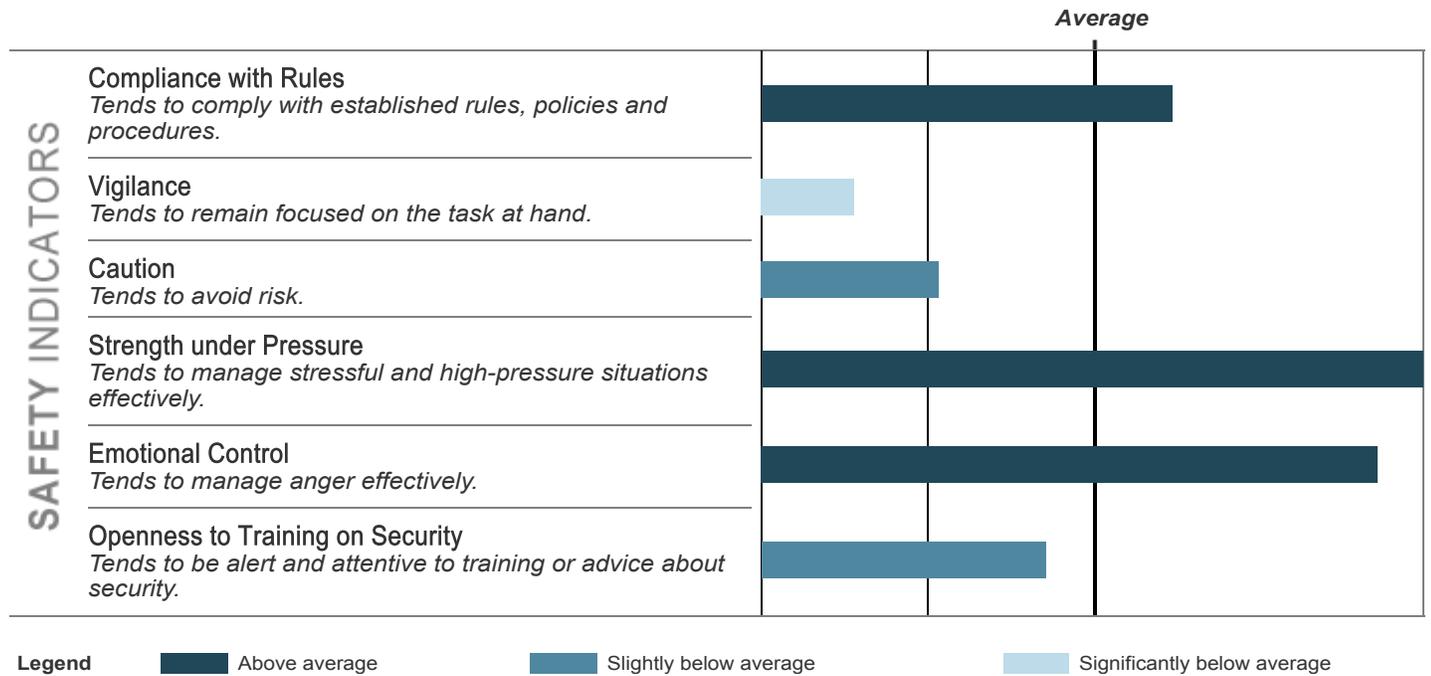


Legend Above average Slightly below average Significantly below average

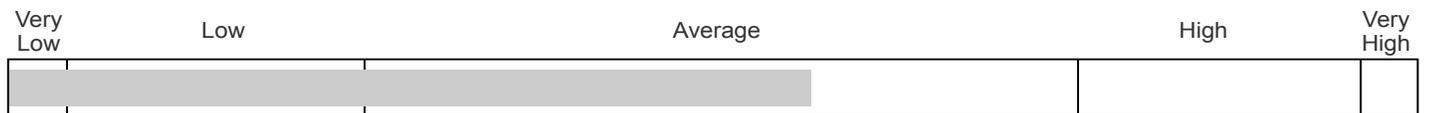
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ABOVE AVERAGE PARTIAL FIT WITH THE EXPECTED PROFILE

SAFETY INDICATORS

This section presents the results obtained by Sample candidate for the characteristics generally associated with safe behaviours. These position the candidate by comparing their scores with those of workers in jobs where it is required to engage in safe behaviour to avoid accidents. Note that these safety indicators do not designate the person’s propensity to create a culture of safety. The overall safety index presents the average obtained by candidates based on six safety indicators.



OVERALL SAFETY RATING



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.



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.



Problem Solving and Analysis

People with a similar score tend to:

- Conduct an in-depth analysis of situations or problems before making a decision.
- Take the time to gather relevant information, show concern for finding the most suitable solution, and assess the impacts that their decision could have.



Ability to Organize and Coordinate Work

People with a similar score tend to:

- Plan and organize the work of their team in a detailed and effective manner.
- Be concerned about giving clear and specific instructions to their team and distribute resources effectively.



Ability to Control Work

People with a similar score tend to:

- Diligently stay informed of the progress of operations and the completion of projects and tasks under their responsibility.
- Set goals and take necessary measures to ensure the group's orientations are followed.



Engaging Leadership

People with a similar score tend to:

- Show genuine concern about motivating their team and pay close attention to the work climate.
- Seek to positively influence their team to give their best performance at work.



Collaboration

People with a similar score tend to:

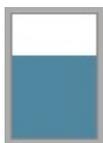
- Do the work expected by their team and help others when they need it.
- Seize only certain opportunities to facilitate discussion or to foster their team's synergy.



Stress Management

People with a similar score tend to:

- See stress factors as challenges, by acting on things within their control while distancing themselves from things beyond their control.
- Introduce strategies to remain effective and focused on goals even when under pressure.



Agility

People with a similar score tend to:

- Show an interest in new ideas and change, while conveying their concerns.
- Be uneasy when there is a great deal of ambiguity and be reluctant to try unproven methods.



Focus on Results

People with a similar score tend to:

- Be concerned about their performance and that of their team.
- Place emphasis on exceeding performance targets and seek ways to surpass objectives.

DETAILED RESULTS – SAFETY INDICATORS



Compliance with Rules

People with a similar score tend to:

- Be disciplined and comply with safety policies and procedures in place.
- Willingly comply with safety rules advocated by their superior or organization without questioning them.



Vigilance

People with a similar score tend to:

- Be frequently distracted and make mistakes due to lack of attention.
- Be surprised by risks or hazards they could have predicted by being more alert and in tune with their environment.



Caution

People with a similar score tend to:

- Generally avoid exposing themselves to hazardous situations, but not take time to calculate the risks of their decisions when under pressure.
- Sometimes act spontaneously and be less attentive to the risks in their environment.



Strength under Pressure

People with a similar score tend to:

- Stay calm, consistent and confident when under pressure.
- React calmly to the risk and remain focused on safety issues when stressful situations arise.

**Emotional Control**

People with a similar score tend to:

- Possess excellent self-control in irritating or frustrating situations.
- Remain level-headed in critical situations and should maintain safe behaviour.

**Openness to Training
on Security**

People with a similar score tend to:

- Occasionally fail to consider safety advice or training provided.
- Recognize their professional limitations while sometimes failing to consider security advice.

RISK FACTORS

'Risk factors' include behaviour that a candidate is likely to adopt when under pressure that can affect their performance or interpersonal relations at work. Basically, it is often an individual's strength that becomes overused in certain circumstances.

Most individuals display risk factors, some of which will be more harmful than others, depending on the context, position or organizational culture. **These behaviors are generally more likely to emerge if the "stress management" competency is below average.** Moreover, the impact of these potential risks could be reduced if the person is aware of them and when they are most likely to occur.

In this section, the risk factors marked with a box and a check mark indicate the ways in which the person being evaluated could be perceived by colleagues in a stressful situation.

Under pressure, people with a similar score will tend to:



- Give the impression of being inconsistent, with irregular moods, and seem hard to please.
- Seem unpredictable and be perceived to lack perseverance.
- Appear genuine but, because of their lack of consistency, have difficulty forming strong interpersonal relationship with the people they work with.



- Seem critical or argumentative.
- Give the impression of adopting a defensive attitude.
- Be perceived as being distrustful of others and thus have difficulty quickly establishing a climate of confidence and trust.



- Seem reluctant to take risks and be hesitant to begin new projects.
- Give the impression of avoiding criticism and being particularly conservative.
- Be afraid of failure that could delay their decision making and be perceived as a lack of confidence or assertiveness.



- Distance themselves from others and thus appear unsympathetic and detached.
- Step aside and become overly autonomous or independent when their team requires support and thus appear less available.
- Step aside or be less inclined to offer colleagues feedback and support.



- Give the impression of ignoring colleagues' requests while hesitant to speak about it directly.
- Put off tasks that do not interest them and become irritated if they are interrupted to focus on something else.
- Give the impression, in the long term, of being nonchalant, unreliable, stubborn and not very collaborative.



- Not act in a way that hampers performance.



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

It would be beneficial for the person assessed to:

Ability to Organize and Coordinate Work

- Make use of their natural tendency to plan their work and that of their team to carry out assignments that contain ambiguity.
- Working with their team, review a project that was successfully completed using planned resources to help others to understand and adopt efficient approaches.

Focus on Results

- Readily track progress on their team's objectives and share, as needed, different methods to work more efficiently.
- Analyze how they lead their team to distinguish themselves at work and share their methods with less effective teams.

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.

Strength under Pressure

- Seek responsibilities that require working under high pressure without making mistakes.
- Frequently remind their team of the importance of remaining calm and in control, even in highly stressful situations.

MAIN POINTS TO MONITOR

It would be beneficial for the person assessed to:

Collaboration

- Volunteer for projects that require a more collaborative role or for which they act as the pivot point between various teams.
- Allocate the time necessary to adapt to the team and seek to maintain good relationships with their partners (clients, colleagues, superiors).

Agility

- Address unexpected situations that arise with some openness.
- Obtain additional information to understand how new circumstances will influence their work and try to find solutions to their concerns.

Motivation to Develop

- Remember the importance of focusing as much effort on the talents that they have mastered and can put to use as compared to elements which they do not master as much.
- Establish their development priorities in cooperation with their organization to make sure that they devote their effort and energy to the objectives that will be the most profitable.

Vigilance

- Limit distractions present in their environment or introduce them gradually to these elements in order to ensure they remain focused on the task.
- Determine situations in which the risk of distractions increases and pay special attention to these tasks in these situations (fatigue, monotonous tasks, complex work, etc.).