

Go assessment

TECHNICAL 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 in a technical role. Professional positions in a technical expertise role considered in this report require expertise in a specialized field, acquired through advanced training and involving intellectual activity.

This report contains the following:

HUMAN RESOURCES	<p>DISTINCTIVE COMPETENCIES</p> <p>OVERALL FIT SCORE</p> <p>LEVERS OF DEVELOPMENT</p>	<ul style="list-style-type: none"> - An indicator of the applicant’s potential to demonstrate the key skills that generally lead to success in a technical professional position - A score for the overall fit between the individual’s results on key competencies for a technical professional position and the expected profile - Results based on ten levers of development
MANAGER	<p>ACTION PRIORITIES AND DEVELOPMENT TIPS</p>	<ul style="list-style-type: none"> - 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- The report may not be released to the candidate without the customary precautions and must not be published or released to persons not involved in the assessment.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.

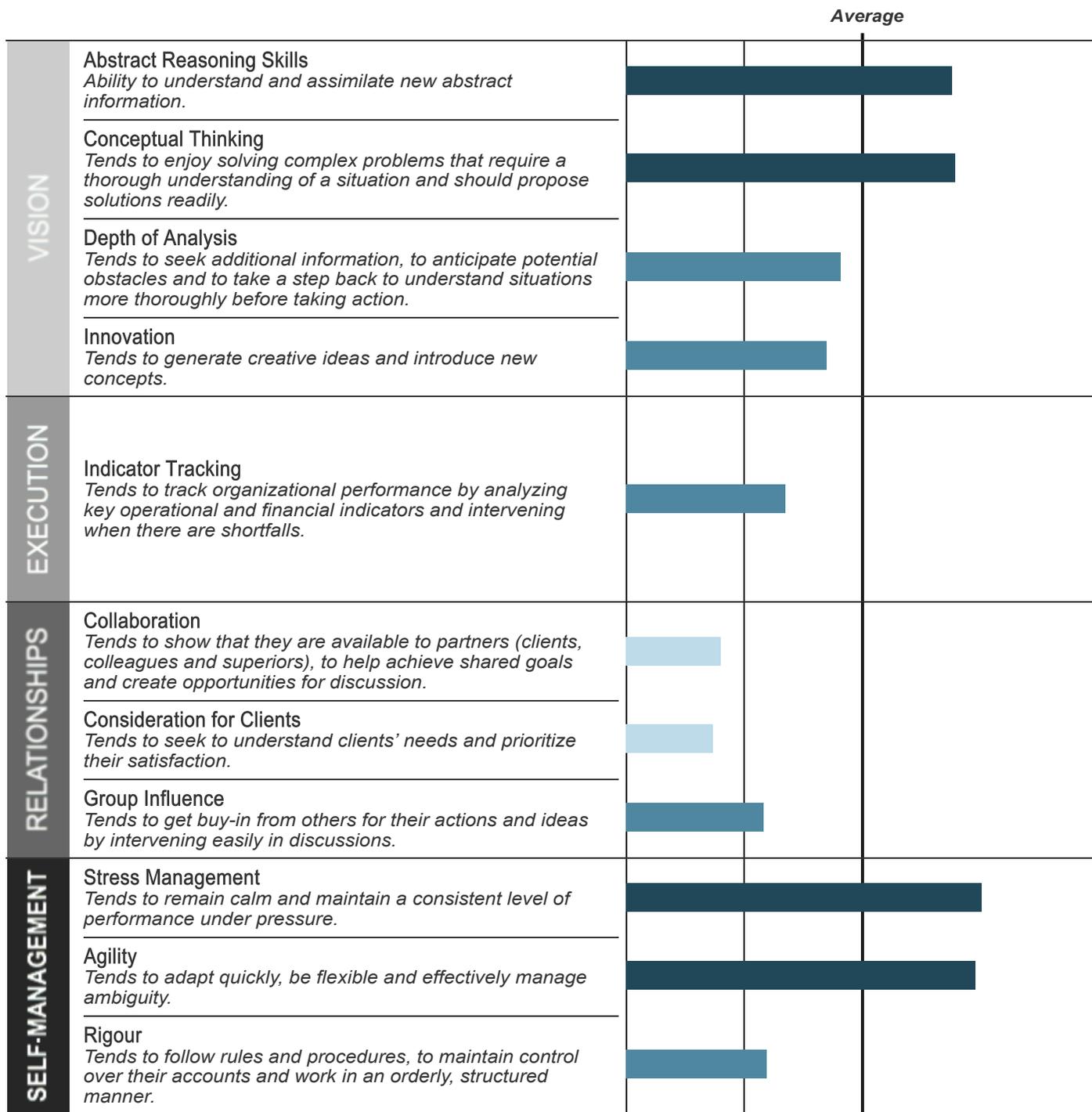
The overall fit score, developed using the [Delphi method](#), helps assess to what extent the candidate’s competency results match the expected profile for a technical professional position. This profile has been established by our experts and represents what many organizations typically expect in this 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 a technical professional position.

<p>POOR FIT</p> <p>A profile with poor fit means that the candidate obtained results that do not really match the profile typically sought for the position.</p>	<p>BELOW AVERAGE PARTIAL FIT</p> <p>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.</p>	<p>ABOVE AVERAGE PARTIAL FIT</p> <p>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.</p>	<p>GOOD FIT</p> <p>A profile with good fit means that the candidate obtained results that match the profile typically sought for the position.</p>
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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 technical professional position.



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.



Abstract Reasoning Skills

People with a similar score tend to:

- Need little support to deal with new, abstract ideas.
- Quickly assimilate information, allowing them to solve complex problems.



Conceptual Thinking

People with a similar score tend to:

- Naturally further their thinking about problems, even if they are complex, and enjoy finding solutions to them.
- Be able to easily come up with and propose a number of solutions to respond to a complex situation.



Depth of Analysis

People with a similar score tend to:

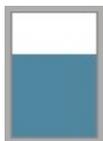
- Search for missing information to draw general conclusions about a situation.
- Study direct or obvious links between different facets of a situation and spend time mainly on key issues in seeking solutions.



Innovation

People with a similar score tend to:

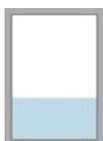
- Promote or propose new ideas when the context is right.
- Ensure a new idea is implemented after a trial period.



Indicator Tracking

People with a similar score tend to:

- Determine key indicators summarily to track progress on projects.
- Fail to intervene with colleagues when there are obvious shortfalls on operational targets.



Collaboration

People with a similar score tend to:

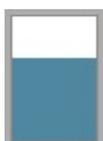
- Prioritize personal goals and interests and offer more limited support for group goals.
- Have difficulty joining group discussions and compromise team synergy at times.



Consideration for Clients

People with a similar score tend to:

- Fail to consider the needs of their clients and citizens in their efforts.
- Care little about the reality and concerns of clients and citizens and place little importance on their impact on them.



Group Influence

People with a similar score tend to:

- Easily express their ideas when they are in line with the group's general orientation.
- Share their opinions and ideas when the opportunity is favourable and try to adapt their behaviour if there is resistance from others.



Stress Management

People with a similar score tend to:

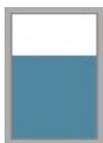
- See stress factors as challenges, by acting on things within their control while distancing themselves from things beyond their control.
- Introduce strategies to remain effective and focused on goals even when under pressure.



Agility

People with a similar score tend to:

- 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:

- Be concerned about organizing their work and pay some attention to detail.
- Follow the organization’s procedures when it is easy to do so.

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:

Stress Management

- Reflect on the stress management practices they use to help them remain focused when pressure increases and readily share these practices with members of their team.
- Serve as a model or coach to balance stressful situations with colleagues who are less skilled in managing their stress.

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.

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.

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 WATCH

It would be beneficial for the person assessed to:

Consideration for Clients

- Recall moments when they had specific needs as a client and reflect on how they would have liked those interactions to go.
- Ask for feedback on their approach with clients to understand the degree of customer satisfaction and receive advice that helps them better understand their needs.

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).

Ability for Self-Reflection

- Introduce time for reflection and to step back in the learning process and conduct self-reflection and self-analysis exercises.
- Broaden their self-knowledge by devoting time and conscious effort to self-observation and questioning, especially looking at their experiences and behaviours.

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.