INTERPRETATION GUIDE FOR THE
CLIENT SERVICE IN DEVELOPMENT REPORT

ASSESSMENT REPORT IN THE CONTEXT OF DEVELOPMENT

This guide was designed to enhance the interpretation of the report and to put into perspective the scores obtained by an individual against the possible scores for each element being evaluated.

IT CONTAINS:

1. A review of the key competencies for a customer service in development position.
2. Concrete examples illustrating the behaviours associated with each competency.
3. The interpretation of the overall fit score.
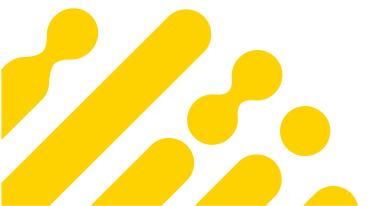
REVIEW OF GENERAL INFORMATION:

- It is **impossible** to have a perfect profile. We all have some areas that can be developed further.
- The strengths (indicated in green) help to identify certain characteristics of the person under evaluation that can be used to their advantage in their current and future role.
- The areas requiring development (indicated in red) will help the person under evaluation identify what needs to be worked on.
- The person's performance will be enhanced if they learn to build on their strengths and work on areas that need to be developed.

WITH WHOM ARE YOUR CANDIDATES BEING COMPARED?

They are being compared with workers who have been identified as high-potential employees by firms in various sectors and industries. Specifically, the averages used for this report are based on a sample of high-potential candidates who have participated in an assessment process with experts at Humance, a firm specializing in organizational psychology.

THE CONTENT OF THIS REPORT IS BASED ON:

- Three personality inventories
- A cognitive abilities test
- A development readiness questionnaire

HUMANCE

COMPETENCIES

This section of the guide reviews the behaviours associated with each of the competencies measured in your assessment report for the position of customer service in development. For each competency, we provide examples of behaviours that would lead to a low or high score, and we illustrate with examples how this could be manifested on a daily basis. In order to support the progress of the person being evaluated, we remind you that the assessment report contains onboarding advice on each of the indicated areas of development.

AREAS OF DEVELOPMENT

STRENGTHS

LEARNING ABILITY

- Assimilates new information more slowly
- Prefers concrete examples

For example: Richard needs to set aside time to review documentation, repeat steps from the training manual a number of times and refer to the manual frequently to learn to use new software.

- Absorbs information
- Learns effortlessly

For example: Laura quickly learns to use new software. She quickly familiarizes herself with processes and draws parallels between commands in the new and the old software.

COLLABORATION

- Tends to maintain their individuality in a group
- Prefers to work alone

For example: At work, Rebecca tends to stand by her opinion and rarely reaches a consensus with the team, although she doesn't try to undermine the common objectives. She enjoys tasks that require her to focus on her work without interacting with several other stakeholders.

- Tends to rally to group opinions
- Likes working as part of a team

For example: At work, when Élie has to work alone on an insurance file for a client, he still asks for his colleagues' opinion to improve the quality of the job. He enjoys sharing his ideas with others. He also readily buys into the team consensus.

AGILITY

- Appreciates clear procedures
- Prefers stability and routine

For example: Adam has joined a new organization that he finds chaotic. He decides to use the methods he was using with his former employer, even though they are ill-suited to his new job. He knows them inside and out and believes his approach will eventually work.

- Adjusts quickly
- Likes a changing environment and deals well with uncertainty

For example: Luc is at ease in his new work environment, which he finds unpredictable, even chaotic. He is flexible in the methods and tools he is using and will adapt them to meet the often ambiguous demands of his clients.

RIGOUR

- Prefers to have minimal procedures to follow
- Is flexible with respect to methods

For example: When Norma, a call centre agent, drafts reports about problems encountered by clients, she likes to work without a defined structure. However, the quality of her reports varies, because sometimes she forgets to gather and include elements needed to improve services.

- Likes to have a structure in place
- Is methodical

For example: When Manon has a document to produce regarding problems clients encountered, she draws up a plan of the main items to address, consults the structure for similar documents and sets out the steps and time required to complete it.

AREAS OF DEVELOPMENT

AUTONOMY

- Likes to have clear directives
- Prefers working in a supervised environment

For example: Nathalie, an insurance agent, does not feel constrained when her supervisor asks to check some of the client files she has managed. She likes to receive regular feedback from her supervisor and seeks out opportunities to validate her decisions before taking action.

CLIENT ORIENTATION

- Keeps a certain distance in relationships with clients
- Has a harder time identifying client needs

For example: When worried clients phone the helpdesk because a bug has caused the loss of important files, Dominic is not very understanding about their concerns. He rapidly proposes a series of solutions from the company's technical manual, without a thorough understanding of the problems.

EMOTIONAL STABILITY

- Moody and can show irritation with others
- Openly shows emotions in difficult situations

For example: As Nancy handles a complaint, she grows annoyed when the client tries to explain their situation. After the call, she stays in a bad mood for a while, which has a negative impact on the work environment.

RELIABILITY

- Has difficulty following schedules and instructions
- Makes hasty decisions

For example: During peak periods, André, a real estate agent, is pleased with the number of clients who want his services and immediately agrees to meet their needs. However, sometimes he has to break his commitments, since he was unrealistic about what he could accomplish within a given timeframe.

STRENGTHS

- Likes to have some latitude and just a few guidelines to follow
- Likes making decisions

For example: Oscar isn't concerned when his supervisor gives him little instruction about how to respond to complex requests from hesitant clients. He sees this as a challenge and does not feel the need to check his decisions with others. Instead he relies on his expertise and know-how.

- Enjoys interacting with clients and has trusting relationships
- Offers above-average customer service

For example: Étienne cares about maintaining positive relationships with clients who call the helpdesk. This is evidenced in the time he spends reassuring clients who are worried about computer problems and proposing solutions that reflect their needs.

- Maintains an even temper and is tolerant of others
- Stays calm in the face of adversity

For example: Irène works as a customer service representative for a cell phone company. When clients make a complaint about a product, she stays calm and understands the reasons for the complaint, which has a calming influence on clients.

- Respects schedules
- Considers the consequences of their actions ahead of time

For example: Serge, a real estate agent, puts in place a number of strategies to respect commitments to clients. He sets out certain milestones, including steps and time required for each of the tasks involved in buying a home. After clarifying expectations with clients, he makes sure he respects his commitments, even if it sometimes means working longer.

INTERPRETING THE OVERALL FIT SCORE

HUMANCE

This section of the guide is intended to help you interpret the overall fit score provided in the Customer service in Development report, by answering three frequently asked questions.

1. WHAT IS THE OVERALL FIT SCORE?

The goal of the overall fit score is to support your decision making by providing an indication of the fit between a candidate's score and the desired skills profile for the position being assessed. This fit can be poor, somewhat below average, somewhat above average or good.

2. HOW WAS THE OVERALL FIT SCORE DESIGNED?

By combining information from a review of the scientific literature, client surveys and the analysis of data from some 100 assessments conducted by Humance senior assessment experts, the key competencies for a customer service **in development** position were identified.

Then each key competency assessed was weighted based on its relative importance to the profile, as identified by many organizations for this type of position. This weighting was determined by a committee of assessment experts using the **Delphi method**. This method was designed to increase the rigour of the scientific approach by allowing experts to take positions and independently answer a questionnaire that evaluates the relative importance of each of the competencies assessed. Then a directed discussion provides a forum for sharing different viewpoints and achieving consensus about the relative weight of each of the competencies.

3. WHAT IS THE RELATIVE WEIGHT OF EACH OF THE COMPETENCIES ASSESSED?

Our assessment experts used the legend below to determine the relative weight of each of the competencies assessed for a typical customer service in development position.

2 = Critical for the position   1.5 = Very important for the position
1 = Important for the position   0.5 = An asset for the position

Competencies assessed	Weight	Competencies assessed	Weight
Collaboration	1	**Client orientation**	2
Agility	1	**Emotional stability**	2
Rigour	1,5	**Reliability**	1,5
Autonomy	1		

Additional rule: For the competency "**Learning ability**", we used a minimum score rather than relative weight. The score is 10 (as a percentile), i.e., 90% of the population scores higher than the candidate according to the test designer's validity studies. Scientific studies suggest that the likelihood that candidates perform well in the position being assessed is considerably lower if they score below the minimum threshold. Given that a score below this minimum threshold is a predictor of poor on-the-job performance, for the overall fit score, candidates who score below this threshold for the "Learning ability" competency are automatically a poor fit for the position being assessed.

There may be situations in which candidates being assessed have most of the skills for a customer service in development position, but they are still a poor fit because they score below the minimum threshold for "Learning ability". As such, when you use this general indication of fit, it is important to take into account the context, culture and requirements of your organization and the position being assessed, because the relative importance of each of the competencies assessed may depend on your situation.