

INTERPRETATION GUIDE FOR THE PEOPLE AND PROPERTY PROTECTION

ASSESSMENT REPORT IN THE CONTEXT OF RECRUITMENT

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 position that involves people and property protection.
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:

- Four personality inventories
- A cognitive abilities test

This section of the guide reviews the behaviours associated with each of the competencies measured in your assessment report for the position that involves people and property protection. 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

REASONING SKILLS

- Assimilates new and abstract information more slowly
- Likes concrete examples and learning on the job

Example: When Maria receives training on new report-writing software, she has to set aside time to review the documentation, try the software out herself and refer regularly to the manual as she starts to use it.

- Can handle abstract concepts and is very logical
- Learns effortlessly

Example: Emmanuel was recently trained on using new report-writing software. Drawing parallels with similar software he has used in the past, he becomes familiar with its many features soon after his training.

DEPTH OF ANALYSIS

- Takes a position even with limited information
- Loses interest in complex issues and analyzes them superficially

Example: Normand wants to respond quickly to problems from citizens who call the emergency centre. However, sometimes he realizes he hasn't gathered all the information he needs to come up with an action plan. In fact, sometimes his hasty decisions have required him to review resources sent to an incident site and call in reinforcements.

- Likes to tackle complex problems
- Identifies and analyzes different facets of a situation before acting

Example: When Rodrigue receives a call at the emergency centre, he ensures he has asked the citizen all required questions about the problem (e.g.: degree of urgency, number of injured, current level of danger, etc.). He then determines the correct number of vehicles to deploy and the type of intervention teams (e.g.: police officers, firefighters, ambulance attendants, etc.) to dispatch to the incident site.

AUTONOMY

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

Example: Mélissa, a correctional officer, doesn't feel micro-managed when her supervisor asks for reports on security measures she has taken with inmates in her facility. She likes to receive regular feedback from him and seeks opportunities to confirm her decisions before acting.

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

Example: Jag is not bothered when his supervisor gives him few instructions regarding an intervention he has to handle alone with penitentiary inmates. He sees it as a challenge and does not feel the need to check his decisions with others. Instead he relies on his expertise and know-how to carry out activities for his mandates.

AREAS OF DEVELOPMENT

STRENGTHS

COMPLIANCE WITH RULES

- Bends the rules
- Questions certain rules and policies

Example: Francesco's partner regularly has to remind him of the importance and value of some of the police force's safety rules, because he tends to circumvent or bend them if that enables him to respond faster on assignments.

- Complies with policies
- Willingly follows guidelines

Example: Sonia, a police officer, has no difficulty understanding the importance of setting up a security perimeter after an incident and making sure it is respected. However, she is not very inclined to go beyond the strict application of security rules and adapt them to the specifics of a situation.

SENSE OF RESPONSIBILITY

- Doesn't anticipate the consequences of their actions, sometimes preventing them from respecting their commitments
- May resist guidance

Example: Gemma likes to be in the heat of the action and agrees to take on many assignments with other police officers. However, she can be unrealistic about what she can accomplish in a work week and doesn't always take the time to fully detail her interventions in reports, because she doesn't want work to encroach too much on her personal time.

- Thinks before acting and honours commitments
- Respects authority even in the face of adversity

Example: Solange worked on a major investigation of a crime. When she started work on the investigation, she and her supervisor set the parameters for the assignment. She then ensured she met her professional obligations throughout the investigation, even if it meant working late at night.

SELF-CONTROL

- Lets their emotions show without considering the impact
- Has difficulty staying calm and patient when dealing with frustrations

Example: Réal, a police officer, has to intervene regularly with the homeless as part of his job. They are often inebriated and can be incoherent and inappropriate. In such situations, Réal tends to feel irritated and express it.

- Stays calm
- Tolerates annoyances and adversity

Example: Amanda often has to intervene with juvenile delinquents. They tend to make uncalled-for comments about her and her colleague's physical appearance. While she doesn't appreciate the comments, she manages to stay calm and hide her irritation. However, she often gives the impression of indifference in such situations and has difficulty conveying the urgency to act to reduce their recurrence.

STRESS MANAGEMENT

- Takes situations to heart
- Is a worrier

Example: Mathilde, an ambulance attendant, is concerned about the quality of her work. On days when demand for ambulance transport is high and when she has to take on extra work, she has a hard time staying focused and stepping back from the situation. She really feels the pressure.

- Puts situations into perspective
- Is rarely preoccupied

Example: Marianne is an ambulance attendant and she has to respond to demands in her sector despite a shortage of resources resulting from budget cuts. Her workload has increased since the cuts, but she manages to stay calm and focused to respond to the needs of citizens, and the pressure doesn't really seem to affect her.

AREAS OF DEVELOPMENT

STRENGTHS

AGILITY

- Likes clear procedures
- Prefers stability and routine activities

Example: David, a 911 dispatcher, has just been transferred to another city and finds his new work environment chaotic. He has chosen to continue with the same methods he used at his last job, even though they are ill-suited to his new job. He knows them inside and out and believes his approach will eventually work.

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

Example: Adrien, a 911 dispatcher, is comfortable in his new work environment, which he finds unpredictable, even chaotic. He is flexible in the methods he uses to respond to the municipality's needs and is inclined to adapt them to meet the often ambiguous demands of his supervisor and citizens.

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 go along with the group's opinions
- Likes working as part of a team

For example: At work, when Peter is given a task to do by himself, he still seeks the opinions of other team members to improve the quality of his interventions. He likes to exchange ideas with others. He easily reaches a consensus with the team.

CONSIDERATION FOR CLIENTS AND CITIZENS

- Is relatively unconcerned about the work climate
- Stays focused on the task

Example: Gabrielle is responsible for responding to calls received in an emergency call centre. She likes to jump into the heat of the action, so she doesn't always take time to consider the overall needs of citizens. As a result, sometimes they feel they haven't been heard and that their needs haven't been fully met.

- Has a strong interest in people
- Seeks to promote the well-being of people

Example: When the degree of urgency of calls allows it, Estelle takes the time to ask questions she feels will help her better understand the caller's needs. Her concern for thoroughly understanding the nature of the emergency allows her to maintain cordial relationships with the public.

CONFLICT MANAGEMENT

- Fails to consider other points of view in disagreements
- Stays focused on the problem

Example: Sofia works as a corrections officer, and when there is a conflict between prisoners, she quickly separates them and takes corrective action with the person responsible for the dispute. Focused on restoring order in the facility, she doesn't take much time to understand the parties' points of view and fails to look for solutions to prevent such conflicts from arising.

- Stays calm in conflicts
- Maintains good relationships

Example: Isaac, a corrections officer, regularly has to manage conflicts between prisoners. When conflicts arise, he tries to understand the points of view of the people involved, and he knows how to identify common interests. He encourages the prisoners to present facts about the conflict and to propose constructive solutions to their differences. The prisoners in his unit appreciate his approach, because they feel their needs are being heard.

PERSUASIVENESS

- Is cautious and hesitant in their arguments
- Can give up easily when faced with opposition

Example: When Steven, a firefighter, believes that members of his team should take a particular course of action to better control a fire, often he doesn't speak up. Concerned that members of his team doubt his ability to evaluate situations, he often misses opportunities to reduce the intensity and consequences of these unfortunate incidents.

- Is confident and knows how to rally others to their ideas
- Puts together arguments taking into account the other person's motivations

Example: Daniel, a firefighter, considers fire prevention a crucial part of his duties. To convince members of his firehouse and municipality to introduce prevention activities, he points to the added value of his suggested interventions for each of the parties concerned (e.g.: anticipated reduction of costs).

INTERPRETING THE OVERALL FIT SCORE

This section of the guide is intended to help you interpret the overall fit score provided in the People and Property Protection report, by answering three frequently asked questions.

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 position that includes people and property protection 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 following legend to determine the relative weight of each of the competencies assessed for a typical position that includes people and property protection:

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
Depth of Analysis	1.5	Agility	1
Autonomy	1	Collaboration	1
Compliance with Rules	1	Consideration for Clients and Citizens	1
Sense of Responsibility	2	Conflict Management	1.5
Self-Control	2	Persuasiveness	1
Stress Management	2		

Additional rule: For the competency “Reasoning skills”, 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 “Reasoning skills” 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 position that includes people and property protection, but they are still a poor fit because they score below the minimum threshold for “Reasoning skills”. 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.