

INTERPRETATION GUIDE FOR THE SAFETY LEADER IN DEVELOPMENT

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 safety leader in development position.
2. Concrete examples illustrating the behaviours associated with each competency.
3. A description of the safety behaviours that can be adopted by the person being evaluated for the position.
4. 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 being assessed that can be used to their advantage in their current and future role.
- The areas requiring development (indicated in red) will help the person being assessed 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
- A situational judgment test
- A development readiness questionnaire.

This section of the guide reviews the behaviours associated with each of the competencies measured in your assessment report for the position of safety leader 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.

PROBLEM SOLVING AND ANALYSIS

- Takes action faster
- Prefers a trial-and-error approach

For example: Lucie helps her team restart a computer program that has crashed. She tries familiar commands first, to eliminate possibilities.

- Collects a lot of useful information
- Evaluates the impact of their decisions

For example: Sylvie consults many of her employees and internal documentation to restart a computer program. She tries to understand the reason for the crash and find the right solution.

ABILITY TO ORGANIZE AND COORDINATE WORK

- Leaves employees to get organized
- Is flexible in allocating resources and tasks

For example: Janet is organizing a new event for the company. She outlines a plan of action that she conveys to her team. She prefers that her employees themselves plan the detailed steps of the work to be carried out and allocate the tasks among themselves.

- Likes to set up an efficient structure
- Provides clear instructions

For example: As soon as Robert receives the mandate to organize a new corporate event, he quickly establishes a sequence of activities to be carried out, evaluates the time required for their execution and sets a timetable for each member of his team.

ABILITY TO CONTROL WORK

- Performs sporadic follow-ups
- Lets others confirm whether or not they have understood the action plans to be carried out

For example: Melanie is overseeing a major project. She has meetings planned with her supervisors, sometimes reviews the progress of tasks with her employees and asks about the status of schedules a few days before the filing dates of documents.

- Enquires about the progress of the activities
- Steps in when there are differences

For example: Roger has set up weekly meetings with the members of his team to report on the progress of the project he is leading. He monitors the progress of assigned tasks and investigates the causes of delays.

AREAS OF DEVELOPMENT

STRENGTHS

ENGAGING LEADERSHIP

- Prefers to concentrate on the task at hand
- Prefers to let others motivate their team

For example: When members of Jonathan's team wrap up an important project, he immediately presents them with the next project, without marking the end of the last project. Instead, he concentrates on upcoming tasks.

- Likes to encourage others
- Naturally tries to lift other people's spirits

For example: When Caroline completes a major mandate, she has a meeting with the people who participated in it to mark its end. She brings muffins for her team members and asks them to name one of their strengths that was useful on the project.

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 the work. He likes to exchange ideas with others. He easily reaches a consensus with the team.

STRESS MANAGEMENT

- Takes situations to heart
- Is a worrier

For example: Michelle, head of the accounting team, cares a lot about her job performance. When the end of the fiscal year approaches, she finds it difficult to stay focused, loses sight of her goals and has difficulty standing back from the situation. She really feels the pressure.

- Puts situations into perspective
- Is rarely preoccupied

For example: Max manages a small team of accountants. He is known for his ability to stay focused. During busy periods, he manages to be effective in achieving his set goals and seems little affected by the pressure in the department.

AGILITY

- Likes clear procedures
- Prefers stability and routine activities

For example: Adam has just arrived in a new organization that he finds very chaotic. He decides to implement the work system he was using at his old job, even if it is ill suited to his new position. He knows he has a very good command of this system and is confident that it will eventually work.

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

For example: Luke is comfortable working in his new environment, which he finds rather unpredictable, even chaotic. He is very flexible with the various project management tools he uses and can easily adjust them to respond to his employer's requests, which are often unclear.

FOCUS ON RESULTS

- Sets modest goals
- Is flexible in terms of standards

For example: Sandra has accepted the ambitious performance objectives proposed by her team, which are comparable to those of the previous year. She received no specific instructions to increase them and knew that they were achievable targets for the team. At the end of the year, when she reviewed the goals, she was not bothered when her team did not reach all the targets she had set.

- Likes to push their team to excel
- Sets ambitious goals

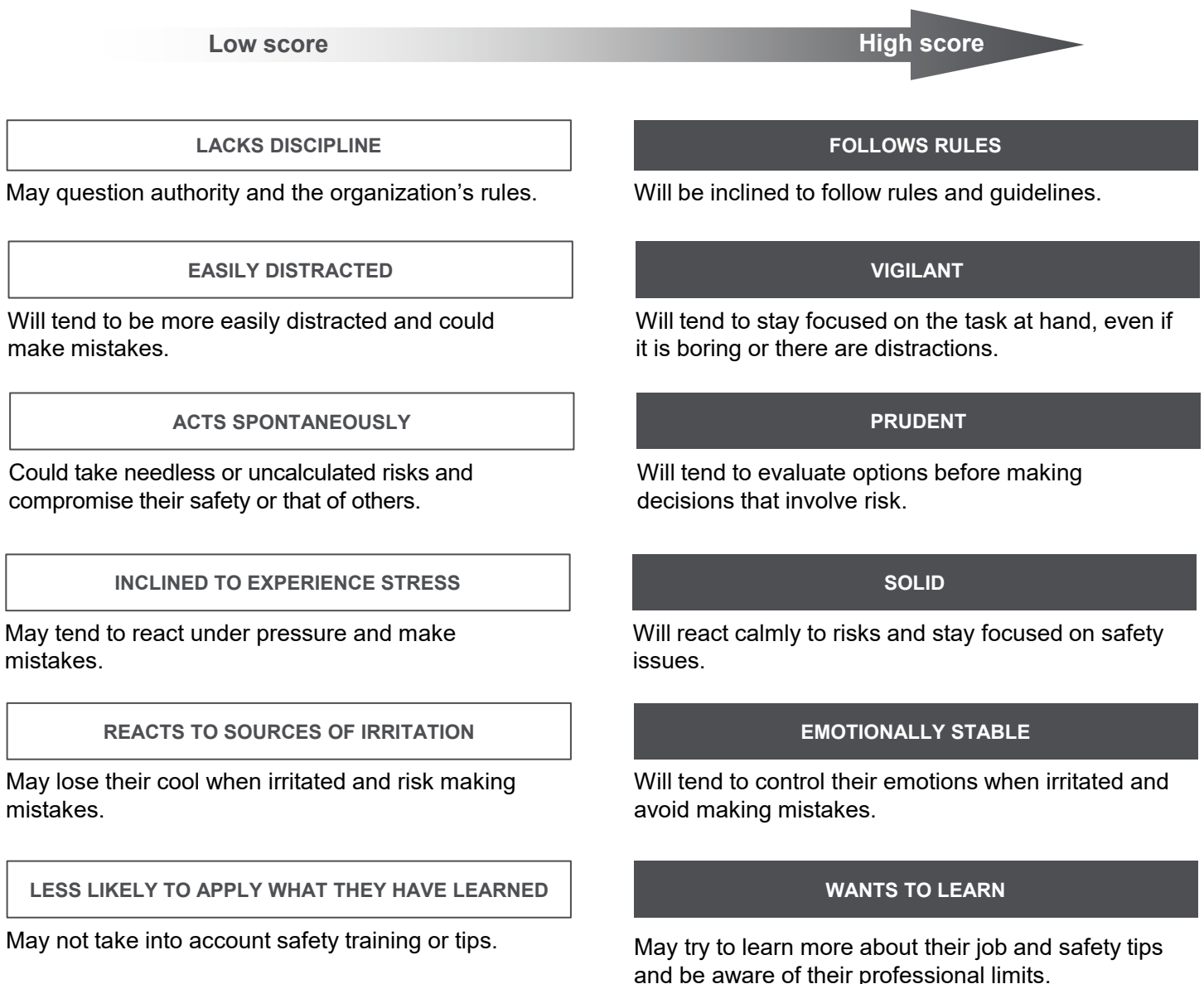
For example: Melissa has asked her team to set ambitious, but realistic, performance targets, although she had received no specific instructions to increase them. She has adjusted the goals to match her high expectations. At the end of the year, when she reviewed the goals, she knew she had done everything in her power to ensure that all members of her team had met her goals.

SAFETY INDICATORS

This section describes the safety indicators measured in the report. These let you know about the tendency of the person being evaluated to adopt safe behaviour at work and limit the risk of accident. These behaviours can be organized into six categories, described below. The results point to areas a person can leverage or where they need to pay particular attention to be safe at work.

WHAT IS IMPORTANT TO KNOW:

People can get a high score on most of the scales and still have had accidents, because unfortunate accidents can happen. However, the test results indicate that, compared with the average worker whose job requires safe conduct, they are less at risk of behaving in a manner that could lead to an accident.



INTERPRETING THE OVERALL FIT SCORE

This section of the guide is intended to help you interpret the overall fit score provided in the Safety Leader 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 **safety leader 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 following legend to determine the relative weight of each of the competencies assessed for a typical safety leader 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
Problem solving and analysis	1,5	Collaboration	1
Ability to organize and coordinate work	2	Stress management	1
Ability to control work	2	Agility	1,5
Engaging leadership	1,5	Focus on results	1,5

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 safety leader 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.