

INTERPRETATION GUIDE FOR THE SALES REPORT

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 sales position.
2. Concrete examples illustrating the behaviours associated with each competency.
3. A description of each motivational lever.
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 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:

- Two personality inventories
- A cognitive abilities test
- A values and interest questionnaire

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

GROUP INFLUENCE

- Does not seek to be the centre of attention
- Prefers to follow guidelines

Example: Jonathan uses the process proposed by his supervisor to identify reasons for purchasing and respond to the clients' needs. He is uncomfortable orienting discussions beyond established process and may have difficulty convincing clients reluctant to make an offer to purchase.

- Likes to lead discussions
- Tries to rally support for their own ideas

Example: When Mélissa has suggestions for reviewing sales processes introduced by her supervisor, she is comfortable presenting her ideas and knows how to get his buy-in. She also has an easy time convincing her interdisciplinary team to make changes to services to better meet customers' needs.

PERSEVERANCE

- Relaxes efforts when doing less interesting tasks
- Prefers tasks that generate fast results

Example: Anne enjoys the holidays as she makes many sales and quickly reaches her objectives. Her motivation flags at slower times of the year or when her supervisor transfers her to another department where sales take longer.

- Perseveres when encountering obstacles
- Makes ongoing efforts

Example: When a difficult client asks Sylvie to change many parts of a proposal, she shows determination. She makes the adjustments requested to meet the client's needs, even though this is the third time the client has asked for major changes and it is the part of the sales process that she likes least.

SELF-CONTROL

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

Example: Mathilde has to enter her sales numbers in a program daily. The program often crashes. When it does, Mathilde feels frustrated, and her irritation is apparent to colleagues.

- Stays calm
- Tolerates annoyances and adversity

Example: Laurent works in a busy store. He often has technical difficulties with the computer he uses to record sales information. This slows him down, but he manages to stay calm in front of clients. However, he has difficulty conveying the urgency of certain situations to his supervisor so that he can make corrections quickly.

CONSIDERATION FOR CLIENTS

- Not very concerned about the workplace climate
- Stays focused on the task

Example: Laurie likes making fast sales with minimal acquisition costs. Sometimes she has to resolve issues related to the use of products sold, because when she did the initial needs analysis, she recommended products that weren't a close enough fit for her clients' needs.

- Is very interested in people
- Seeks to promote the well-being of people

Example: Melina likes to use various strategies so that the products she offers clients are personalized to their needs. She doesn't hesitate to set up a number of meetings with her clients to ensure they are on the same wavelength. She therefore has no difficulty in maintaining cordial relations with them.

AREAS OF DEVELOPMENT

STRENGTHS

BUSINESS RELATIONSHIPS

- Takes little initiative to maintain customer relationships
- Has difficulty establishing new business relationships

Example: Andrée was approached by the representative of a multinational and met that person's needs. However, she didn't take the opportunity to suggest that they talk more about the products available that could have international reach.

- Maintains cordial, personal relations with clients
- Increases the number of opportunities to develop business relations

Example: When Anthony started in his new position, he was quickly able to identify the key players likely to be interested in developing mobile applications and sought opportunities to interact and talk business with them.

RIGOUR

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

Example: When Rodrigue's supervisor asks him to create a new type of proposal, he likes having a great deal of flexibility in its structure and being able to adapt the content based on what inspires him as he is writing.

- Likes to have a structure in place
- Is methodical

Example: When Manon has a new type of sales contract to draft, she draws up an outline of the main items to address, looks at the structure of similar documents and identifies the steps and the time required to complete the project.

LEARNING ABILITY

- Assimilates new information more slowly
- Prefers concrete examples

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

- Absorbs information
- Learns effortlessly

Example: Laura quickly learns to use a new machine. She quickly familiarizes herself with processes and draws parallels between commands in the new and old machines.

MOTIVATIONAL LEVERS

This section describes the motivational levers for the person being assessed, in other words, what motivates them to succeed and what type of job they will be most productive in. You can compare their main levers with what your organization has to offer to determine their compatibility with your organizational culture. The scores on motivational levers can also point to ways you can motivate this employee.

| ACHIEVEMENT | |
|---|--|
| Motivation from competition, achieving ambitious objectives and the possibility of major advancement. | |
| LOW <ul style="list-style-type: none">● May attach little importance to competition and prefer letting others manage their level of performance. | HIGH <ul style="list-style-type: none">● May encourage success and insist on completing projects. |

| AFFILIATION | |
|--|---|
| Motivation from a setting that values team work, where the emphasis is on the success of the group. | |
| LOW <ul style="list-style-type: none">● May enjoy working alone, having personal time and completing tasks in a silo. | HIGH <ul style="list-style-type: none">● May appreciate collaboration, meeting new people and creating networks and strategic alliances. |

| FINANCIAL | |
|--|--|
| Motivation from rewards such as bonuses, commission and other personal gains. | |
| LOW <ul style="list-style-type: none">● Will tend to be motivated more by relationships and good ideas than by profit or money. | HIGH <ul style="list-style-type: none">● May focus on profit and be interested in the budget as well as compensation. |

| RECOGNITION | |
|--|--|
| Motivation related to public recognition of their personal achievements. | |
| LOW <ul style="list-style-type: none">● May prefer to avoid attention and enjoy sharing credit for results. | HIGH <ul style="list-style-type: none">● May enjoy participating in high-profile projects and seek opportunities to be noticed. |

INTERPRETING THE OVERALL FIT SCORE

This section of the guide is intended to help you interpret the overall fit score provided in the Sales 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 sales 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 sales 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 |
|-----------------------|--------|-------------------------------|--------|
| Group influence | 2 | Consideration for Clients | 1.5 |
| Perseverance | 1.5 | Business relationships | 1.5 |
| Self-control | 1 | Rigour | 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 sales 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.