

INTERPRETATION GUIDE FOR THE SENIOR MANAGEMENT – 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 senior management – 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 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
- Two cognitive abilities tests
- 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 senior management – 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

ABSTRACT REASONING SKILLS

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

Example: When Roxane receives training on new management practices, she likes to experiment with what she has learned through case studies. She also likes to receive documentation and set aside time after training to master the subject.

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

Example: After training on new management approaches, Henry finds it easy to draw parallels with similar ideas he understands and quickly familiarizes himself with the range of ideas addressed.

CONCEPTUAL THINKING

- Likes resolving simple and known problems
- Prefers to use established problem solving methods

Example: When Nathalie is informed of a decline in corporate revenue, she asks her team to institute proven strategies (e.g.: increasing advertising, taking part in business events) to respond to clearly defined problems, without exploring underlying causes in depth.

- Likes solving complex problems
- Enjoys complex environments

Example: Nancy likes to propose solutions to problems that have no established solution. When her employees tell her about a reduction in the resources available to produce a product, she works with them to develop theories that might explain the causes of this reduction. She then considers the long-term consequences of strategies that her organization plans to put in place to deal with this difficult period for the company.

PROBLEM SOLVING AND ANALYSIS

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

Example: Lucie helps the Sales department increase sales, which have dropped dramatically in the past three months. She immediately proposes strategies that come to her intuitively, without taking the time to collect additional information to support her solutions. She is confident that her experience will be useful to put in place strategies that will have the desired impact on the client base.

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

Example: Sylvie consults a number of sources (for instance, clients, employees and colleagues) and studies the benchmarks her team has developed with high-performance organizations to determine which strategies would enable her to increase the organization's sales, which dropped in the last quarter. She tries to better understand factors that might explain this drop and find an appropriate solution.

INNOVATION

- Likes tradition
- Prefers the conventional and the known

Example: Rolande is part of a discussion group on new leadership trends but doesn't really look into the approaches her colleagues use. She recognizes the potential benefits of the new practices discussed during these meetings, but she believes that they are not really suited to the organizational reality. She believes it is better to use traditional approaches that have been proven with her team.

- Likes to question approaches
- Proposes original, innovative solutions

Example: Alex regularly attends discussion groups with leaders to stay up to date on what is going on in his field and promote his new ideas. After these meetings, he is eager to explore with his team how he could integrate and further the outcome of these discussions with current organizational procedures.

AREAS OF DEVELOPMENT

STRENGTHS

TALENT DEVELOPMENT

- Is less comfortable sharing their knowledge
- Prioritizes tasks over development

Example: Normand, the director general of a large international institution, has to plan, lead and coordinate operating activities. Since market demand is growing quickly, Normand thinks it is important for his team to prioritize efficiency and results. As such, he is not really willing to free up his more senior employees to devote a few hours a month to mentoring less experienced staff.

- Likes to take part in others' development
- Enjoys being a mentor

Example: Mathilde started a skills development program in which employees can choose among several approaches to development (e.g.: coaching, mentoring and training). She believes that this program will promote skills development among her employees and offer activities suited to their needs.

MOTIVATIONAL LEADERSHIP

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

Example: When members of a department achieve a major goal, Jean immediately presents their next project, without taking the time to mark this milestone and tell them how their individual contributions benefitted the entire organization.

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

Example: When a major milestone in the company's strategic plan is achieved, Caroline organizes a business event with members of her team, her main contributors and her partners to recognize their efforts. She also takes time to tell them how their contribution is having an impact on the rest of the organization.

CLIENT FOCUS

- Takes into limited account customer satisfaction when developing strategies
- Neglects the importance of having customer needs drive their efforts

Example: When Stéphanie engages in strategic planning for the company, she often proposes strategies similar to those that were efficient in other successful organizations. However, she often fails to ensure that the proposed strategies are adapted to the company's clientele, which can differ from that of other organizations. Not having a strong drive to explore her customers' needs, she sometimes has to review strategies that did not work out because of the gap between the strategies and clients' needs.

- Tries to exceed customer expectations when developing strategies
- Suggests quality products and services to meet customer needs

Example: Emmanuel fosters an organizational culture that prioritizes customer satisfaction. To do this, in his latest strategic plan, he proposed a program to recognize employees who deliver good customer service. Plus, he encourages his team to take training in customer service and to conduct periodic surveys about the level of satisfaction and customers' needs.

COLLABORATION

- Prefers to work in a silo
- Devotes little effort to maintaining synergy on their team

Example: Adrien is not overly inclined to hold meetings between members of the organization to share employee points of view and talk about each person's needs. As a result, some employees feel that their opinions and ideas are not often heard or taken into account by their colleagues and senior management.

- Encourages teamwork
- Fosters harmonious work relationships

Example: Rosalie regularly holds meetings between her employees and partners to promote mutual assistance. During these meetings, she pays attention to how much those present are participating. When she notices that some people are quieter than others, she encourages them to express their point of view to ensure their ideas are heard.

AREAS OF DEVELOPMENT

PERSUASIVENESS

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

Example: When Steven, a plant manager, believes that particular action should be taken by managers of different areas to ensure better accident prevention, he often fails to present his point of view. Because of his fear that the other managers doubt his ability to evaluate situations, he often misses opportunities to mention the potential consequences of failing to act.

BUSINESS PARTNERSHIPS

- Is fairly reserved
- Makes little effort to maintain partnerships

Example: When Juan takes part in activities with his professional association, he tends not to share his organization's challenges and successes with his peers, limiting the possibility of building rewarding business relationships that will help him tackle many of his professional challenges. He is also not overly inclined to explore the needs of those who attend these activities, which means that he doesn't take advantage of opportunities to demonstrate his expertise and develop trust with others.

AGILITY

- Likes clear procedures
- Prefers stability and routine activities

Example: Adam has been vice-president of a young company for a short while, and he finds it chaotic. After taking on the role, he introduced the same work system he used with his former employer, even though it is not well suited to the new organizational reality. He knows that he has mastered that system and is confident that eventually it will work.

ENERGY

- Lacks drive after long hours of work
- Rarely paces effort based on workload

Example: Germain, a director of human resources, sees his workload increase when one of his colleagues takes vacation. He feels like he has to be everywhere at once and has difficulty managing his energy to match the scope of his role. He feels depleted after his work day and finds it difficult to deal with his regular workload.

STRENGTHS

- 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 director of health and safety, believes accident prevention is a crucial part of his duties. To convince members of his team to introduce prevention activities, he points to the added value of his proposed interventions for each of the stakeholders (e.g.: reducing costs).

- Is interested in opportunities to socialize
- Establishes and builds trust with partners

Example: Marindo naturally tends to get involved in professional associations to expand his network. He quickly identifies key people who can help him advance his project, and he readily organizes formal activities, such as meetings, and informal ones, such as playing golf, to help him maintain good relationships with these new contacts.

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

Example: Luc, vice-president of a new, innovative company, is comfortable working in his new professional setting, which he considers unpredictable, even chaotic. He is open to exploring different approaches to identify those that will most benefit his team members and product quality.

- Makes ongoing efforts at work
- Is energetic

Example: Raphaël, a vice-president of finance, has to take on additional responsibilities when his colleagues leave for summer vacation. He does what needs to be done to keep his energy up (e.g.: having lunch with his colleagues in the cafeteria to clear his mind, jogging outdoors on his lunch hour) and can therefore work at a sustained pace for long periods. Once summer vacation is over, he easily returns to his regular pace of work.

STRESS MANAGEMENT

AREAS OF DEVELOPMENT

- Takes situations to heart
- Is a worrier

Example: Michelle, the general sales manager at a multinational, cares about the quality of her work. During busy periods, she has difficulty staying focused, loses sight of her team's objectives and has a hard time taking a step back. She really feels the pressure.

STRENGTHS

- Puts situations into perspective
- Is rarely preoccupied

Example: Maxime, the general sales manager for a large company, is known for his ability to stay focused. During busy periods, he manages to achieve his objectives and doesn't seem terribly affected by the pressure.

The following two skills are measured solely through behavioural interview questions, which provide information about the candidate's experiences and achievements to predict how they will work in the future.

COURAGE TO ACT

- Is conciliatory or hesitant
- Has hard time saying no

Example: Rather than taking steps with members of an area of the organization whose performance has dropped in recent months, Nadine looks the other way, attributing the causes of the problem to external factors, such as the recent gloomy weather that may have reduced employees' motivation.

- Backs unpopular decisions
- Admits his mistakes

Example: Sandra has no difficulty taking action with members of a department when she notices that delays on a number of their projects will have major repercussions on the entire organization. She presents the facts with confidence, clarifies her expectations and encourages them to find different solutions.

IMPLEMENTING STRATEGY

- Has a harder time converting strategic objectives into concrete actions
- Has difficulty targeting resources and efforts to ensure strategies are put in place

Example: When Mathieu evaluates the objectives set for each of the divisions he is responsible for, he tends not to make connections between the organization's objectives, vision and priorities. Since he tends not to question established action plans, sometimes his results do little to support the organization's strategic directions and vision.

- Converts strategic objectives to operational objectives
- Adapts organizational systems to facilitate the deployment of strategic initiatives

Example: When Samuel notices a shortfall between organizational objectives and actual performance, he questions the systems in place and looks into the practices of other successful organizations. Then he redefines the actions the divisions he is responsible for should take and specifies each one's areas of responsibility and steps to take. The employees feel efforts are better organized between departments and are more in line with the organization's objectives.