

# Go assessment

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## PEOPLE AND PROPERTY PROTECTION DEVELOPMENT

Assessment Report

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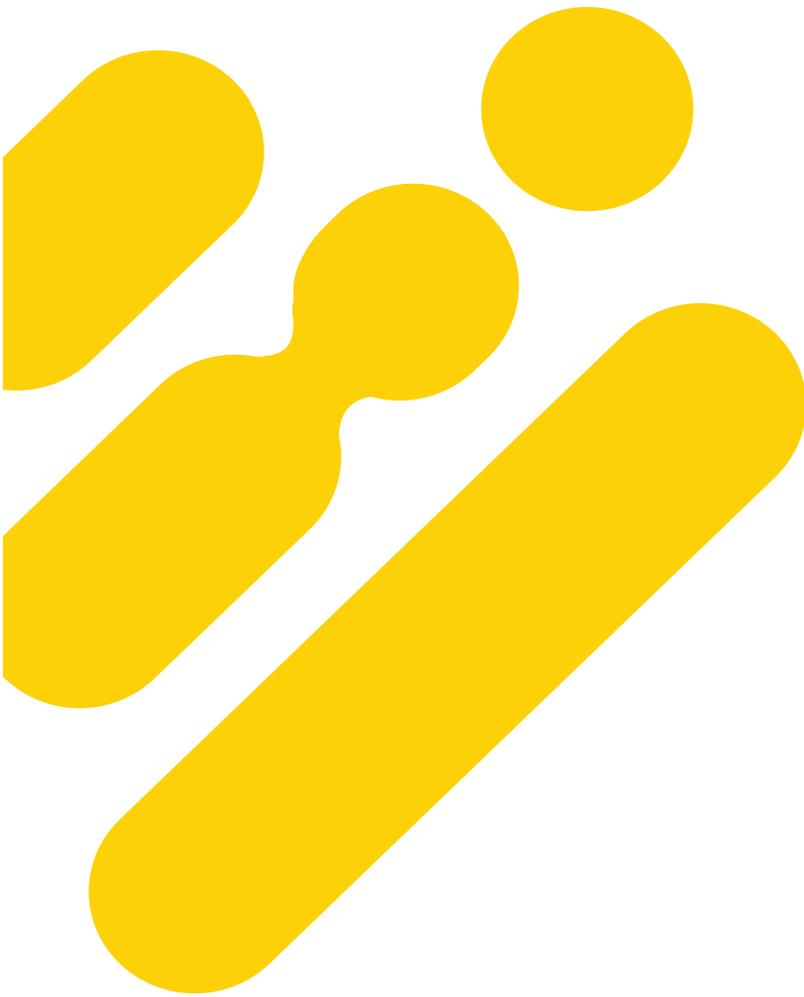
**Sample candidate**

January 1, 2020

Company name

Confidential Document

**HUMANCE**   
Culture & Performance



## INTRODUCTION

- This assessment report for **Sample candidate** has been generated by the **Humance** expert system.
- It contains information that will help you maximize the individual’s development potential for a position that involves the protection of people and property—such as a police officer, a fire fighter, an ambulance technician, a 911 dispatcher, a security officer or a correctional officer—and that requires safe behaviour, particularly when working in dangerous locations, ensuring the safety of people and places or participating in tasks that involve risks.

This report contains the following:

HUMAN RESOURCES	DISTINCTIVE COMPETENCIES	- An indicator of the applicant’s potential to demonstrate the key skills that generally lead to success in a position that involves the protection of people and property
	OVERALL FIT SCORE	- A score for the overall fit between the individual’s results on key competencies for a position involving protection of people and property and the expected profile
	SAFETY INDICATORS	- An overall safety score with an average of six safety indicators
	RISK FACTORS	- Risk factors for performance presenting the main ways in which the individual is likely to behave when under pressure
	LEVERS OF DEVELOPMENT	- Results based on ten levers of development
MANAGER	ACTION PRIORITIES AND DEVELOPMENT TIPS	- Action priorities and development advice to help establish conditions for a successful development process

The results of this report will help determine the actions that the individual should engage in for development. Implementation of a development plan that meets the needs identified in this report, supported by sound strategies, will strengthen the development process.

## CAVEAT ON USE OF THE REPORT

- This assessment report may only be used as part of an individual's development process with the competencies and job category as recommended by **Humance**, in compliance with the **consent form signed by the candidate**.
- It must not be used to make a recruiting decision more than **24 months after the assessment**, to set a reasonable time limit on the assessment findings.
- The report may not be released to the candidate without the customary precautions and must not be published or released to persons not involved in the assessment.

## INTERPRETATION OF FINDINGS

The competency ratings and levers of development are based on [personality or cognitive ability indicators](#) derived from the candidate's responses. Note that demonstration of a competency depends on other factors as well, including the candidate's work experience, degree of motivation and the work context. It therefore is strongly recommended that this report be used in combination with other sources of information related to the succession and development management process.

The overall fit score, developed using the [Delphi method](#), helps assess to what extent the candidate's competency results match the expected profile for a position involving protection of people and property. This profile has been established by our experts and represents what many organizations typically expect in this type of role. However, the context, culture and requirements specific to your organization and the type of position to be filled must be taken into consideration when making your decision on candidates, because some competencies may have greater importance than others.

Therefore, **the fit score must not be considered a hiring recommendation**, but rather a general indication of the fit between the candidate's profile and the typical profile of a position that involves the protection of people and property.

### POOR FIT

A profile with poor fit means that the candidate obtained results that do not really match the profile typically sought for the position.

### BELOW AVERAGE PARTIAL FIT

A profile with below average partial fit means that the candidate obtained results that match a few points of the profile typically sought for the position.

### ABOVE AVERAGE PARTIAL FIT

A profile with above average partial fit means that the candidate obtained results that match several points of the profile typically sought for the position.

### GOOD FIT

A profile with good fit means that the candidate obtained results that match the profile typically sought for the position.

## DISTINCTIVE COMPETENCIES

This section presents the assessment results of Sample candidate for the distinctive competencies. These results provide an indication as to the candidate's potential to demonstrate the key skills relating to a position that involves the protection of people and property.

### ASSESSMENT RESULTS Sample candidate

Average

Competency Category	Competency	Sample Candidate Score	Average
TAKE EFFECTIVE ACTION	<b>Abstract Reasoning Skills</b> <i>Ability to understand and assimilate new abstract information.</i>	[Bar]	
	<b>Depth of Analysis</b> <i>Tends to seek additional information, to anticipate potential obstacles and to take a step back to understand situations more thoroughly before taking action.</i>	[Bar]	
	<b>Autonomy</b> <i>Tends to be self-reliant when no instructions are given and use the full latitude granted in their work.</i>	[Bar]	
BE TRUST-WORTHY	<b>Compliance with Rules</b> <i>Tends to comply with established rules, policies and procedures.</i>	[Bar]	
	<b>Reliability</b> <i>Tends to show integrity, be easy to supervise and do what it takes to fulfill their responsibilities.</i>	[Bar]	
DEAL WITH PRESSURE	<b>Self-Control</b> <i>Tends to remain calm in situations of differing views and adversity.</i>	[Bar]	
	<b>Stress Management</b> <i>Tends to remain calm and maintain a consistent level of performance under pressure.</i>	[Bar]	
	<b>Agility</b> <i>Tends to adapt quickly, be flexible and effectively manage ambiguity.</i>	[Bar]	
BE A PARTNER	<b>Collaboration</b> <i>Tends to show that they are available to partners (clients, colleagues and superiors), to help achieve shared goals and create opportunities for discussion.</i>	[Bar]	
	<b>Consideration for Clients and Citizens</b> <i>Tends to seek to understand the needs of clients and citizens, and prioritize their satisfaction.</i>	[Bar]	
	<b>Conflict Management</b> <i>Tends to react calmly and try to understand the other's point of view when there are disagreements about interests, motivations or ideas.</i>	[Bar]	
	<b>Persuasiveness</b> <i>Tends to share ideas with confidence and to try to convince others by understanding their perspective and using different strategies.</i>	[Bar]	

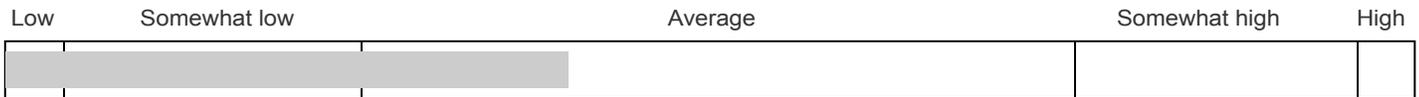
Legend  Above average  Slightly below average  Significantly below average

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**ABOVE AVERAGE PARTIAL FIT WITH THE EXPECTED PROFILE**

## OVERALL SAFETY RATING

This section presents the individual's overall safety rating, i.e. the person's tendency to adopt safe behaviour in the workplace. The following graph positions the individual by comparing their rating to those of people working in positions where safe behaviour is necessary to avoid accidents.

This result cannot predict an individual's safety or accident record. Some people will be involved in an accident in spite of an average or high overall safety rating, because bad things can happen to good people. Similarly, some people who have a lower overall safety rating, and who adopt unsafe behaviour, may never be involved in an accident. Nonetheless, they may behave in a manner that can result in an accident. The lower the score, the greater the risk.



## DETAILED RESULTS

This section describes the candidate's results and helps identify the candidate's strengths and developmental priorities. This section details the behaviours that a person who obtained similar results is likely to display.



### Abstract Reasoning Skills

People with a similar score tend to:

- More easily understand and assimilate new information associated with concrete ideas.
- Need time to assimilate and deal with new, abstract ideas.



### Depth of Analysis

People with a similar score tend to:

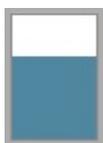
- Analyze situations superficially and take positions with little information.
- Use trial and error rather than consider complex information in seeking solutions to problems.



### Autonomy

People with a similar score tend to:

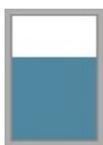
- Try to understand project guidelines before acting in new or uncertain situations.
- Be comfortable working in an environment that offers a certain degree of latitude.



### Compliance with Rules

People with a similar score tend to:

- Comply only with safety rules that have meaning for them.
- Need to be convinced of the relevance of a procedure before adopting it.



### Reliability

People with a similar score tend to:

- Honour their commitments and accept responsibility when there is no major obstacle or when little personal sacrifice is necessary.
- Generally respect authority, but be difficult to supervise at times when they do not adhere to the given guidelines.



### Self-Control

People with a similar score tend to:

- Recognize the nature of their emotions and experience few mood swings when faced with adversity.
- Adapt the expression of their emotions to the context, to help achieve their goals.



### Stress Management

People with a similar score tend to:

- See stress factors as challenges, by acting on things within their control while distancing themselves from things beyond their control.
- Introduce strategies to remain effective and focused on goals even when under pressure.



### Agility

People with a similar score tend to:

- Be curious and enthusiastic about new ideas and change.
- Adapt quickly and readily try new approaches in ambiguous or changing situations.



### Collaboration

People with a similar score tend to:

- Do the work expected by their team and help others when they need it.
- Seize only certain opportunities to facilitate discussion or to foster their team's synergy.



### Consideration for Clients and Citizens

People with a similar score tend to:

- Be attentive and prepared to satisfy the needs of clients or citizens when they solicit them.
- Be respectful about the reality and concerns of clients or citizens.



### Conflict Management

People with a similar score tend to:

- Be assertive and encourage sharing goals and interests to resolve conflicts.
- Bring something constructive to conflicts by finding solutions that will satisfy all parties and bring them closer together.



### Persuasiveness

People with a similar score tend to:

- Be cautious and hesitant in their arguments and have difficulty adapting their means and arguments to convince others.
- Easily come around to others' positions if they don't manage to persuade them, without trying to understand the reasons for their opposition.

## RISK FACTORS

'Risk factors' include behaviour that a candidate is likely to adopt when under pressure that can affect their performance or interpersonal relations at work. Basically, it is often an individual's strength that becomes overused in certain circumstances.

Most individuals display risk factors, some of which will be more harmful than others, depending on the context, position or organizational culture. **These behaviors are generally more likely to emerge if the "stress management" competency is below average.** Moreover, the impact of these potential risks could be reduced if the person is aware of them and when they are most likely to occur.

In this section, the risk factors marked with a box and a check mark indicate the ways in which the person being evaluated could be perceived by colleagues in a stressful situation.

Under pressure, people with a similar score will tend to:



- Give the impression of being inconsistent, with irregular moods, and seem hard to please.
- Seem unpredictable and be perceived to lack perseverance.
- Appear genuine but, because of their lack of consistency, have difficulty forming strong interpersonal relationship with the people they work with.



- Seem critical or argumentative.
- Give the impression of adopting a defensive attitude.
- Be perceived as being distrustful of others and thus have difficulty quickly establishing a climate of confidence and trust.



- Seem reluctant to take risks and be hesitant to begin new projects.
- Give the impression of avoiding criticism and being particularly conservative.
- Be afraid of failure that could delay their decision making and be perceived as a lack of confidence or assertiveness.



- Distance themselves from others and thus appear unsympathetic and detached.
- Step aside and become overly autonomous or independent when their team requires support and thus appear less available.
- Step aside or be less inclined to offer colleagues feedback and support.



- Give the impression of ignoring colleagues' requests while hesitant to speak about it directly.
- Put off tasks that do not interest them and become irritated if they are interrupted to focus on something else.
- Give the impression, in the long term, of being nonchalant, unreliable, stubborn and not very collaborative.

## RISK FACTORS

Under pressure, people with a similar score will tend to:



- Seem exceptionally confident in their abilities and to engage in self-promotion.
- Overestimate their abilities and to ignore constructive comments or criticism.
- Seem less inclined to consult with others and to learn from mistakes.



- Make decisions intuitively and to be hesitant to submit to rules.
- Push limits, take many risks and promise more than they can really deliver.
- Ultimately, seem impulsive and less genuine.



- Monopolize discussions.
- Have difficulty letting others speak or may seem to place little importance on what others have to say.
- Be looking for attention, to worry more about being busy than being productive, and to give the impression that they are promoting their own abilities.



## LEVERS OF DEVELOPMENT

This section presents results from different levers of development. Some levers represent an individual's natural tendencies, and others, their beliefs, which may evolve depending on the context. Combined with the above information, this section helps you assess how your organization can maximize the candidate's development potential. People develop faster if they have a number of levers at a high level. Their development will be average if a number of levers are at a low level and their development will be fairly difficult if all levers are at a low level. Decisions should not be made based solely on this information. The following information represents the two ends of the spectrum. Tips are offered to guide individuals, help them use their levers and maximize their development. People with an average score are encouraged to consider two types of strategies because they may be of benefit to them. Sample candidate's score is represented by a triangle.

### **Learning Ability** – *Ability to understand and assimilate new information.*



#### **Low**

*Identify several strategies that have worked when you tried to develop a new skill and make them part of your professional development.*

*Set aside time to integrate new concepts and experiment with new competencies.*

#### **High**

*Use this ability to easily acquire new information by quickly experimenting with skills you would like to develop.*

*Read books about areas you want to develop or work with a mentor to speed up your development.*

### **Handles Complexity** – *Tends to enjoy a complex reality and seeks opportunities to play with ideas and concepts and draw connections between them.*



#### **Low**

*Separate complex situations into parts to simplify them.*

*Identify concrete ways to put what you have learned into practice.*

#### **High**

*Take on mandates with major issues that have an impact on different levels and require in-depth analysis.*

*Determine how you can use your strengths to work on your development opportunities.*

**Receptiveness to Feedback** – *Tends to seek opportunities to learn from their mistakes by being open to constructive comments from others.*



**Low**

*Keep in mind that there is more than one approach and that by being receptive to others' opinions, you can learn valuable things.*

*Ask for a second opinion when you are not convinced by some aspects of the feedback.*

**High**

*Evaluate comments and consider the consequences associated with using them.*

*Ask questions to obtain more information to better understand others' comments before responding to them.*

**Agility** – *Tends to adapt quickly, be flexible and manage ambiguity.*



**Low**

*Take small steps by experimenting with a new behaviour with which you are more comfortable.*

*Use learning strategies you are comfortable with or that worked well for you in the past.*

**High**

*Step outside your comfort zone and experiment with a behaviour that is different from your usual approach.*

*Use new and different strategies to acquire new knowledge.*

**Willingness/Determination to Develop** – *Tends to set ambitious objectives to exceed own expectations and overcome obstacles that arise.*



**Low**

*Develop more ambitious development objectives than those you would normally choose. Then break them down into smaller objectives.*

*Keep in mind the importance of consistency in pursuing your development objectives even when demands at work increase.*

**High**

*Choose realistic development objectives taking into account your day-to-day duties.*

*Have your development objectives in mind and find ways to combine them with your performance objectives.*

**Ability for Self-Reflection** – *An individual's questioning and reflection on their development process.*



**Low**

*Plan regular moments to go over what you have learned (every two weeks).*

*Identify obstacles that interfered with your development objectives during the week and plan strategies for the following week.*

**High**

*Identify strategies that have worked for you when you tried to develop a new competency.*

*Take a moment to identify what motivates you to achieve your objectives.*

**Perceived Control over Events** – *An individual's belief about the control they have over their professional life.*



**Low**

*Take a moment to identify obstacles to your development and determine how you can change the situation or your behaviour to facilitate learning.*

*Be attentive to opportunities that have an impact on events.*

**High**

*Take a step back when obstacles arise to determine what you have control over.*

*Identify obstacles and determine methods to overcome the obstacles to maximize your development.*

**Motivation to Develop** – *An individual's belief in the value of investing time and effort in their development.*



**Low**

*Identify motivating aspects of objectives and approaches for development you have chosen.*

*Make a list of benefits you will enjoy once you have achieved your development objectives and read it when you lack motivation.*

**High**

*Identify the best way to put your efforts into pursuing objectives that will have the greatest impact.*

*Choose a realistic number of development objectives.*

**Perception of Personal Effectiveness** – *An individual's degree of confidence in their ability to succeed.*



**Low**

*Break down development objectives. Start with sub-objectives about which you are most confident and progress to those about which you are less confident.*

*Think of moments when you achieved a difficult objective and identify a personal quality that enabled you to achieve it.*

**High**

*Have confidence in your chances of success and experiment with new strategies to step out of your development comfort zone.*

*Think of moments where overconfidence in your abilities tripped you up and identify potential pitfalls to your development.*

**Environmental Support** – *An individual's positive perception about the availability of support for their development.*



**Low**

*Take a moment to identify resources available for your development by talking to Human Resources or your supervisor.*

*Share obstacles to your development with your supervisor.*

**High**

*From the resources available, identify which are most likely to help you based on the obstacles you encountered.*

*Discuss the resources available to you and ensure you have a clear picture of everything that is available to you.*

## ACTION PRIORITIES AND DEVELOPMENT TIPS

This section presents tips to help you ensure the best integration of the individual into the position and to also identify considerations for the individual's development. The items below integrate the main characteristics that the individual should apply in the organization to maximize success.

### MAIN STRENGTHS

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It would be beneficial for the person assessed to:

#### Conflict Management

- Use their natural talent for getting along with others by helping the people affected by a conflict check their understanding of the causes, recognize shared interests and find lasting, consensual solutions.
- Rely on their ability to diagnose causes of a conflict and maintain good relationships to assert themselves constructively when there is a difference in opinion.

#### Stress Management

- Reflect on the stress management practices they use to help them remain focused when pressure increases and readily share these practices with members of their team.
- Serve as a model or coach to balance stressful situations with colleagues who are less skilled in managing their stress.

#### Perception of Personal Effectiveness

- Use this lever by being a role model to demonstrate to others or encourage them to also feel that they are capable of succeeding.
- Seek to tackle challenges that contain a high level of difficulty by using their confidence in their ability to achieve their objectives.

#### Willingness and determination to develop

- Suggest to their superior that they join long-term initiatives with a number of obstacles and motivate people along the way.
- Share the tricks that help them focus naturally on achieving objectives to inspire others to surpass themselves.

## MAIN POINTS TO WATCH

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It would be beneficial for the person assessed to:

### Depth of Analysis

- Take a step back to determine the information needed to develop solutions to problems or situations, particularly when they involve major issues.
- Have discussions with colleagues before intervening in a situation or problem to explain their reasoning, consider different perspectives and anticipate potential issues.

### Persuasiveness

- Think more about the motivations, needs and concerns of others and develop arguments that take them into account to foster greater buy-in to their ideas.
- Observe colleagues who have a lot of influence and pay attention to things that generate buy-in among others, to draw inspiration from the persuasive strategies that seem to work for them.

### Abstract Reasoning Skills

- Take the time to structure new, abstract information and break it down into small parts to facilitate its assimilation and use in day-to-day situations.
- Choose actions to quickly put what they have learned into practice and identify colleagues they can consult if needed.

### Motivation to Develop

- Question themselves on and discuss with their superior the elements in their work that foster their motivation to develop and those factors that generally reduce it; reflect on their needs, values, and on what counts for them in a development process.
- Name all the benefits to be drawn from their professional development to gain full awareness (i.e., what are they really gaining?).