

Go assessment

By

HUMANCE 

Assessment Report

SAFETY LEADER

Sample candidate

Date

HUMANCE

Confidential Document

INTRODUCTION

This assessment report was generated by the Humance expert system.
It contains information that can help you better understand the assessed individual's potential.

This report contains the following:

HUMAN RESOURCES	DISTINCTIVE COMPETENCIES	An indicator of the individual's potential to demonstrate the key skills that generally lead to success in a given role.
	SAFETY INDICATORS	An indication of an individual's propensity for adopting workplace safety behaviours
	DETAILED RESULTS	Detailed results for each of the competencies measured
	PROBLEM-SOLVING ABILITY	An indication of an individual's tendency to quickly assimilate new information, understand complex ideas, demonstrate a logical mind, and draw appropriate conclusions.
	RISK FACTORS	Risk factors for performance presenting the main ways in which the individual is likely to behave when under pressure
	ONBOARDING AND DEVELOPMENT ADVICE	Tips to optimize new hires' onboarding experience - Advice to establish conditions for a successful development process
MANAGER	BEHAVIORAL QUESTIONS	Suggested questions for the recruitment interview or to stimulate discussions around development based on the assessment results

CAVEAT ON USE OF THE REPORT

The results obtained through the assessment process may provide insight for selection or promotion decisions or fuel reflection as part of a professional development or succession management process

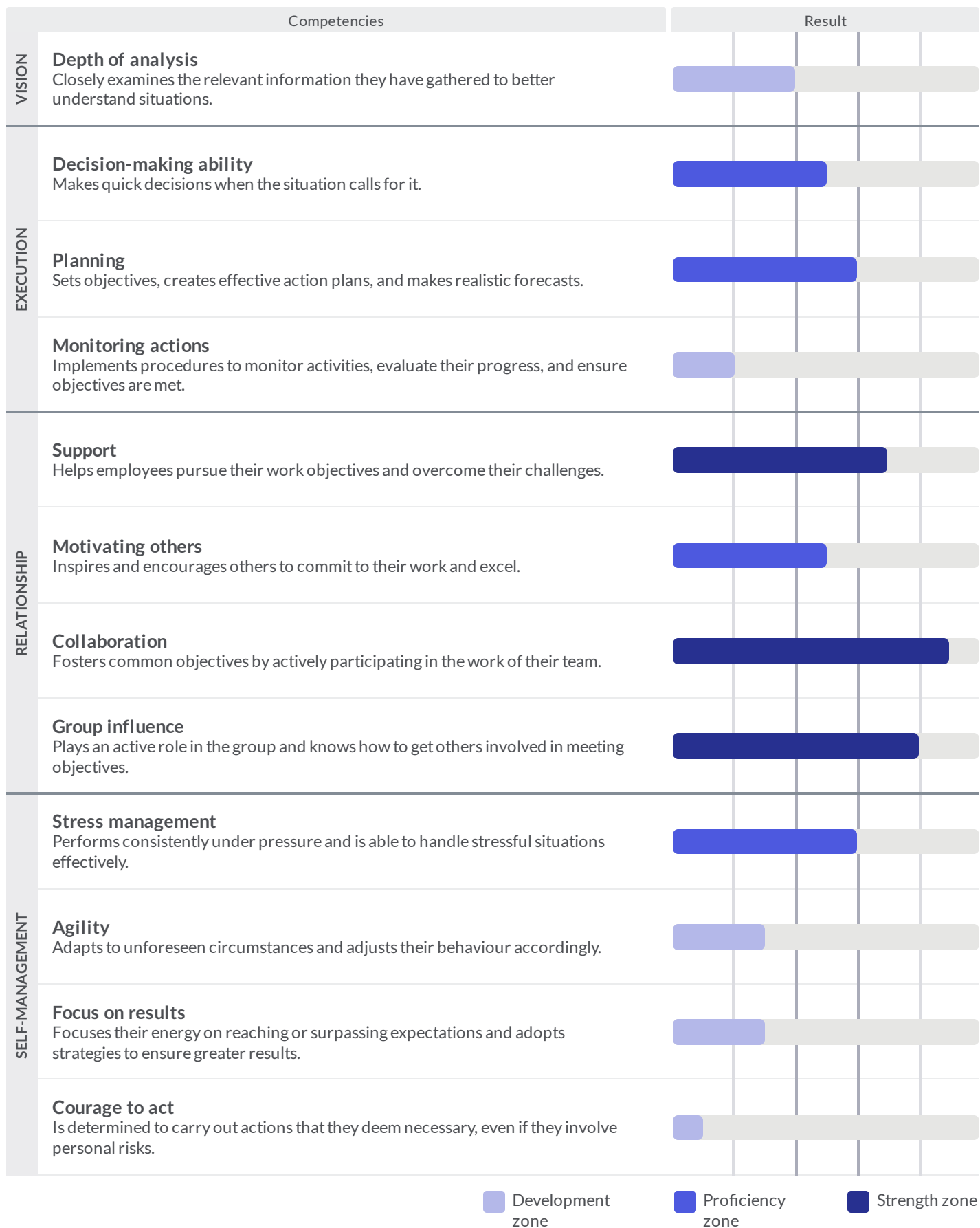
These results are valid for up to two years.

This document is strictly confidential. The only people who may consult it are those authorized by the assessed individual, i.e. those directly involved in the selection, promotion, or professional development process. We recommend that you keep this document in a safe place. Also, the report may not be released to the assessed individual without the customary precautions .

INTERPRETATION OF FINDINGS

The competency results are based on psychometric indicators derived from the person's responses. Note that demonstration of a competency depends on other factors as well, including the person's work experience, degree of motivation and the work context. This report should be used as a complement to other information sources, such as the behavioral interview and reference checks, to create a more accurate portrait of the competencies of the person assessed.

DISTINCTIVE COMPETENCIES



DETAILED RESULTS

This section describes the assessed individual's results and helps define their contribution value. The competency profile trends presented are calculated based on algorithms developed from thousands of psychometric data points aimed at replicating the analysis of assessment experts.

Depth of analysis

Development zone 

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.

Decision-making ability

Proficiency zone 

People with a similar score tend to:

- Consult specific people before finalizing their decision.
- Be able to make a decision within a set time frame and in somewhat ambiguous circumstances.

Planning

Proficiency zone 

People with a similar score tend to:

- Set general objectives and make an approximate assessment of a project's scope before beginning the work.
- Closely estimate the time needed to complete an activity.

Monitoring actions

Development zone 

People with a similar score tend to:

- Not follow up on the activities and projects they are responsible for.
- Not assess gaps in standards or performance targets.

SupportStrength zone 

People with a similar score tend to:

- Offer clear alignment on their team's role and be available to help manage challenges and suggest solutions.
- Make the work easier by limiting the number of obstacles and their impact on objectives.

Motivating othersProficiency zone 

People with a similar score tend to:

- Try to assign tasks and projects based on team members' needs and general interests.
- Recognize and takes action when mobilization may be at risk.

CollaborationStrength zone 

People with a similar score tend to:

- Create a climate of support in their team by helping others.
- Foster everyone's participation and play a key role in achieving goals.

Group influenceStrength zone 

People with a similar score tend to:

- Rally others around shared goals by enthusiastically participating in group discussions.
- Easily orient discussions with others and adapt interventions to manage resistance.

Stress managementProficiency zone 

People with a similar score tend to:

- Be able to let go of sources of stress that are beyond their control.
- Introduce strategies to deal with normal stress at work, but be momentarily thrown off when under pressure.

AgilityDevelopment zone 

People with a similar score tend to:

- Prefer routine and be resistant to change and new ideas.
- Consider the unexpected and new ideas as hard to manage and fail to adapt behaviour to new demands in their environment.

Focus on resultsDevelopment zone 

People with a similar score tend to:

- Have little concern about their performance or that of their team and the achievement of objectives.
- Hold low expectations regarding performance and give little effort to achieving objectives.

Courage to actDevelopment zone 

People with a similar score tend to:

- Wait too long to intervene in unacceptable situations and avoid giving constructive feedback.
- Have trouble holding themselves accountable when problems arise.

SAFETY INDICATORS

This section presents the results obtained by [the assessed individual for the characteristics generally associated with safe behaviours. These position the individual by comparing their scores with those of workers in jobs where it is required to engage in safe behaviour to avoid accidents.

Results obtained do not designate the person's propensity to create a culture of safety and 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.

COMPLIANCE WITH RULES

Tends to follow established rules, policies, and procedures.



VIGILANCE

Tends to remain focused on the task at hand.



CAUTION

Tends to avoid risk.



STRENGTH UNDER PRESSURE

Tends to manage stressful and high-pressure situations effectively.



EMOTIONAL CONTROL

Tends to manage their anger effectively.



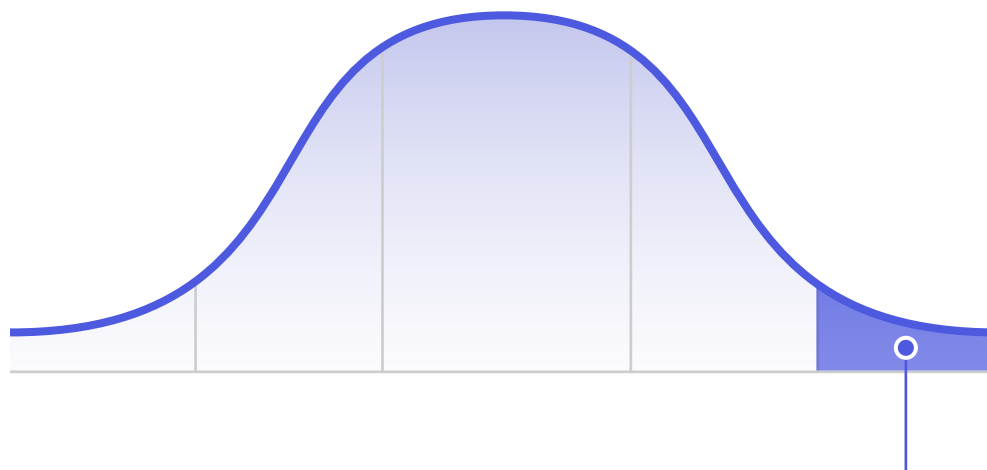
OPENNESS TO TRAINING AND SECURITY

Tends to be alert and attentive to training or advice about security.



PROBLEM-SOLVING ABILITY

This section presents the assessed individual's potential to quickly assimilate new information, understand complex ideas, demonstrate a logical mind, and draw appropriate conclusions.



People with a similar score tend to:

- Needs little support to grapple with new and complex ideas.
- Quickly assimilates information to solve complex problems.



Onboarding Advice

It would be beneficial for the organization to:

Offer them the opportunity to tackle relatively complex projects to take advantage of their ability to assimilate and process information. Do not hesitate to ask for their help in explaining complex concepts to others.



Development Advice

It would be beneficial for the person assessed to:

Be willing to explain complex ideas to colleagues. Use common sense by willingly helping to solve the organization's complex problems.

RISK FACTORS

'Risk factors' include behaviors individuals are likely to adopt when they are in a demanding situation, e.g., when many of their personal resources are solicited or they have to deal with pressure, fatigue, uncertainty, or stress. It 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, role or organizational culture. These behaviours are generally more likely to emerge if the "stress management" competency is below average. Moreover, the impact of these potential risks depends on when they are most likely to occur. This impact could be lessened if the person is aware of the potential risks and takes corrective action.

In this section, the risk factors presented indicate the ways in which the person being assessed might be perceived by those around them under stress.

Reminder: these risk factors are likely to be adopted when the person is under pressure.



This risk factor relates to the tendency to resist, either indirectly or passively, when disapproving of a direction being taken, to be independent-minded and to show opposition while continuing to do things one's own way. Individuals with this risk factor may seem cooperative while, in fact, following their own agenda and quietly, but intentionally, opposing other people's interests.



This risk factor relates to the tendency to be easily worried about criticism or failure. Individuals with this risk factor may be very cautious, which could cause them to postpone making certain decisions, to be reluctant to express certain opinions, or to implement certain changes more slowly.

ONBOARDING AND DEVELOPMENT ADVICE

This section presents advice on how to maximize the onboarding and the professional development of the assessed individual in light of the results of this assessment.

COMPETENCIES WITH THE HIGHEST SCORES



It would be beneficial for the organization to:



It would be beneficial for the person assessed to:

Collaboration

Encouraging them to participate in projects where creating synergy between colleagues is crucial.

Participating in interdisciplinary assignments that require sustained collaboration with various parties.

Group influence

Leveraging their talent for influence by entrusting them with projects in which several decision-makers can have an impact on the progress of activities, so that they can play an active role in the discussions.

Helping a co-worker have a greater impact on the group decision-making process.

Support

Assigning roles to them (management, project management, etc.) that require them to oversee the work of multiple people and ensure the completion of a shared task.

Putting themselves in a position where they are expected to provide support. Asking their team if they understand what is expected (deliverables and timelines) and what their needs are, while remaining open and attentive.

COMPETENCIES WITH THE **LOWEST** SCORES

It would be beneficial for the organization to:



It would be beneficial for the person assessed to:

Courage to act

Matching them with colleagues or providing coaching to build their courage and help them identify when to intervene for the good of the organization and its members.

Practising making brave interventions in situations involving limited personal risk.

Monitoring actions

Encouraging them to plan frequent follow-ups with team members from the start of the project.

Setting time aside to ensure everyone understands their instructions and using performance indicators to follow up.

Focus on results

Clearly stating performance expectations.

Daring to set more ambitious performance objectives for themselves than those that would be determined at the outset.

BEHAVIORAL QUESTIONS

The following is a list of questions on the distinctive competencies assessed that will allow you to capture concrete examples of behaviors exhibited by the assessed individual . A constructive discussion will confirm the levers to focus on to maximize performance and target certain conditions for success to avoid potential pitfalls in the exercise of the role.

Depth of analysis

Tell me about a time at work when you had to give your opinion on a situation that involved numerous issues.

- How was it original?
- How did you come up with this idea? How did you implement it?

Decision-making ability

Tell me about a situation where you had to make decisions in a new or ambiguous context.

- How did you react?
- What approach did you adopt to make those decisions?

Planning

Give me an example of a situation where you managed an event or major project.

- What initial steps did you take?
- How did you get the project or event done?

Monitoring actions

Describe a situation where you should have conducted more regular follow-ups on a task or project that you entrusted to someone else.

- What happened?
- What would you do differently if you could do it over?

Support

Tell me about a situation where you assigned a task to someone but noticed later that their role and objectives may not have been sufficiently clear.

- How did you realize that they didn't have all the information they needed?
- What did you do?

Motivating others

Tell me about a team project you worked on that ran into several obstacles.

- How did you keep your team's interest and enthusiasm up throughout the project?
- What was your approach with those who were less keen?

Collaboration

Tell me about a recent situation at work in which you had to work with partners (colleagues, clients, superiors) to achieve an objective.

- What was your role within the group?
- What did you do or say to foster teamwork? What was the outcome?

Group influence

Tell me about a recent situation in which you found it especially hard to direct or lead the conversation with a colleague regarding a project.

- What were you trying to accomplish and what was the outcome?
- Which of your strategies proved most or least effective?

Stress management

Describe a recent situation at work where your stress level was higher than normal.

- What concerned you? What did you do to manage the situation? What was the outcome?
- What situations normally cause you stress at work?

Agility

Tell me about a recent situation in which you had to adapt to a major unexpected event at work.

- What was your comfort level in this situation?
- What strategies did you use to deal with this unexpected event? What was the outcome?

Focus on results

Tell me about a recent project for which you set high or ambitious objectives.

- What did you do to see this project through to completion? What was the outcome?
- What obstacles did you encounter? How did you overcome them?

Courage to act

Tell me about a situation where you had to turn down a request, despite it seeming acceptable to some.

- In concrete terms, how did you say no?
- What was the outcome?