

CONFIDENTIAL

interpreto

AUTOMATED
EVALUATION REPORT



FILE # - 2024-09-03

SCHOOL MANAGEMENT

REQUESTED BY
Fictive establishment

FOR THE POSITION OF
Fictive position

SCHOOL MANAGEMENT REPORT

INTRODUCTION

Interpreto conducted a psychometric evaluation of the proposed candidate. Following the administration of various scientifically validated psychometric tests, we analyzed the traits that characterize their functioning, identifying their strengths and areas for improvement. The aim was to facilitate decisions regarding their career path in management positions within a school.

The data collected using psychometric tests was interpreted by our Interpreto analysis system. This system was developed by Interpreto professionals who are members in good standing of the Ordre des psychologues du Québec or the Ordre des conseillers et conseillères d'orientation du Québec.

This report offers you:

- An indication of the evaluated person's mastery of certain competencies required in a school management position;
- A rating of the match between the results obtained by the evaluated person and the requirements for the position being evaluated;
- Avenues for development support.

USING THE REPORT

- This document is confidential. Only those involved in the employee evaluation process are authorized to consult it.
- This report is intended solely to facilitate an informed decision as part of the evaluation process for the position sought.
- By taking these tests, personal information about me will be collected, stored, used and communicated by brh in order to produce a report of the results and to evaluate my candidacy for the position I have applied for.
- As a matter of professional ethics, we suggest that you do not make copies of this document.
- Since human beings are constantly evolving, the content of this automated assessment report is considered valid for a period of two years.

CONDITIONS OF SUCCESS

To encourage the professional development of the person being evaluated, we recommend that you offer feedback on the results of this evaluation. This practice could have a motivating impact on the candidate, helping them to put their talents to better use in your organization.

SUMMARY TABLE

	Below expectations	Partially meets expectations	Meets expectations	Exceeds expectations
Ability to coordinate		✓		
Mobilizing leadership				✓
Results oriented		✓		
Problem solving	✓			
Spirit of collaboration				✓
Educational leadership				✓
Inclusion			✓	
Self-control				✓
Compliance			✓	

PROFILE ADEQUACY

RECOMMENDED

The candidate has obtained results that correspond to the profile required for the position being assessed



Below expectations

Partially meets expectations

Meets expectations

Exceeds expectations

Ability to coordinate



Shows ability to organize resources, but could benefit from further development to manage several complex tasks simultaneously.

Mobilizing leadership



Knows how to create a work climate that makes everyone want to do their best. Motivates employees through a personalized, humane approach.

Results oriented



Shows energy and sets goals, while still being able to develop perseverance and ambition.

Problem solving



Would benefit from a strengthening of skills in the analysis and management of complex problems.

Spirit of collaboration



Demonstrates sensitivity to the achievement of common goals, is supportive of team decisions. Knows how to obtain the cooperation of others by being available and sharing information and resources.

Below expectations

Partially meets expectations

Meets expectations

Exceeds expectations

Educational leadership



Guides teachers in their professional development, supporting them in the application of best pedagogical practices and encouraging them to innovate in their teaching methods.

Inclusion



Welcomes diversity in all its forms and ensures an inclusive environment for all students and staff.

Self-control



Effectively manages emotions and stress, even in high-pressure situations, contributing to a calm and productive environment and serving as an example of resilience for their team.

Compliance



Relies on ethical principles as well as the standards, procedures and values of the field to make quality decisions and acts with integrity and responsibility.

LEADERSHIP STYLE

Based on the completed questionnaires, certain personal tendencies emerge from the candidate's profile. A colored box appears to indicate the predominant style(s), under the optimal conditions where the leadership could manifest itself. It is important to note that these tendencies cannot be considered a measure of leadership effectiveness. Thus, in daily action, or under pressure, it is possible that those around the individual perceive them in a slightly different way.



PEOPLE

FOCUS "WITH WHO"

The manager shows consideration, understanding and respect for the people they work with. They tend to provide assistance to those who need it and work positively and harmoniously with their colleagues to achieve common goals. They strive to build cohesive teams and the well-being of people is at the center of their concerns.



ACTION

FOCUS "HOW"

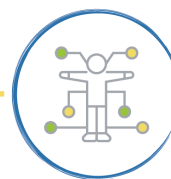
The manager acts quickly despite the constraints they face and adjusts their behavior appropriately. They also take steps and calculated risks to address a problem, improve a situation or seize an opportunity. Finally, they tend to be receptive to original and innovative ways of doing things or solving problems.



DECISION

FOCUS "WHAT"

The manager knows how to take control of the situation by establishing objectives and clearly indicating the directions to be taken. They also allocate resources and ensure that work is organized in an optimal manner in order to achieve the set objectives. They place importance on monitoring the work done, in order to ensure that their collaborators are progressing in the desired direction.



CONTEXT

FOCUS "WHY"

The manager has a sense of the environment and therefore understands the main issues, both internal and external to the organization, that influence and shape it. They are open-minded in the face of novelty and convey information that is adapted to the context and to the people. The way in which the environment is taken into account influences their communications and actions.



PERSONALITY

The traits and facets of personality allow us to evaluate the foundations of a person's psychological functioning, while providing us with information on their motivational and behavioral aspects. The following descriptions are based solely on the trends observed in terms of personality and do not take into account the interactions between the various traits on the one hand, nor the interactions with cognitive abilities such as learning, reasoning and analytical skills on the other. The additional information provided is therefore very general and should be used with caution.



OPEN-MINDEDNESS

▶ This person can enjoy juggling ideas and considering different possibilities and points of view. They are most comfortable with abstract concepts when their practicality is visible. This person has a sense of innovation that is comparable to the average. They do not seem to stand out in terms of their interest in solving complex problems, their diversity of interests, their desire to learn, nor in their openness to new ideas or ways of working and to different opinions and values.

This person is characterized by a vivid imagination and a very high sense of aesthetics. They have a rich imagination, they actively seek to express their creativity and they tend to avoid routine. They may have a tendency to get lost in their thoughts or daydreams. They are attentive to their inner world and questions of meaning are very important to them. This person places a lot of importance on their emotions and intuition in their life and in their decisions.

APPROACH TO WORK

▶ This person is success-oriented and demonstrates self-discipline. They are more ambitious, competitive and persistent than the average. They usually get on with their tasks quickly and see their projects through to completion despite the difficulties that may arise. They are diligent in their work and enjoy being given responsibility and taking charge of things. They are stimulated by challenges, have confidence in their ability to succeed in most common situations, and can face adversity with determination. They have a high sense of self-efficacy about the tasks in which they are invested.

This person is generally reliable and organized. They keep their word and commitments as much as possible. They tend to follow rules and protocols. They like to work according to a schedule and to organize and plan their work. They are detail-oriented and more meticulous than the average. In terms of decision-making, they usually take the time to study the situation and consider the different options before making their choice. They are generally uncomfortable with uncertainty. They are more reliable, organized, methodical and forward thinking than the average.

PERSONALITY (cont'd)

RELATIONAL QUALITY



This person has a lower than average degree of sympathy and goodwill. They show some distrust towards others. Interpersonal relationships must be of some use to them and they maintain only a small number of relationships that are emotionally meaningful. In terms of decision-making, they place more importance on options based on logic or their own needs rather than on the impact they may have on others. They may appear more interested in results than in people.

This person prefers to act in a way that maintains social cohesion and avoid confrontation whenever possible. They tend to be quiet rather than say something that could be hurtful or cause interpersonal tension, and they tend to forgive easily. They show modesty and do not consider to be superior to others. This person is usually polite and respectful of authority. In terms of decision-making, they generally prefer to consult with others before making a decision.

INTERPERSONAL PROPENSITY



This person does not have a tendency to seek to assert themselves in a group. Within a team, they will be more comfortable as a team member than as a leader. In a social situation, they prefer to let others speak and take the lead. They do not seek to give their opinion and to influence others. When they take initiative or make decisions, it will rarely be with the goal of involving others in their project.

This person is sociable, enjoys meeting new people and working in a team. They are friendly and easily establish contacts and bonds with the people they meet. They have an approach that is generally enthusiastic and optimistic, and they have fun easily. They bring energy to the people around them and to their work team.

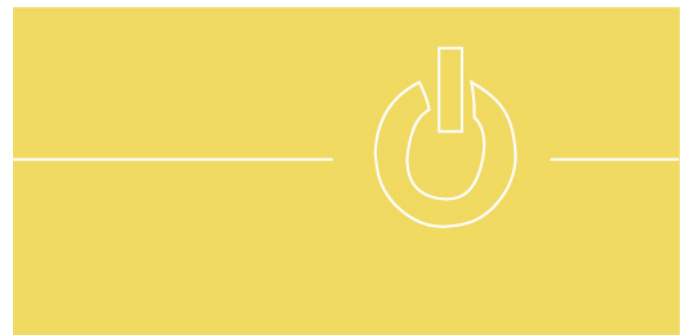
PERSONALITY (cont'd)

EMOTIONAL MANAGEMENT



This person is in the average range in terms of their propensity to feel negative emotions such as anger and frustration, as well as their ability to manage these emotions when they arise. It happens that they get angry and they can be irritated by certain events and by certain behaviours of others. Their level of sensitivity to criticism is also in the average range. They may sometimes have difficulty keeping their calm when they are under pressure or in emergency situations. They react impulsively on certain occasions.

This person is in the average range in terms of their tendency to be anxious or depressed. Although they have a good ability to manage these emotions on a daily basis, it happens to them to experience negative emotions in a more pervasive and long-lasting way when faced with difficult situations. Their levels of self-confidence and confidence in their ability to cope with life's setbacks do not stand out from the average. On the social level, like most people, they would not be indifferent to the judgment of others.



PROBING QUESTIONS

In this section, you will find examples of questions to ask in an interview with the candidate or to use as inspiration when taking references for competencies and skills that came out as Weak or In Progress in relation to the assessment.

If all skills meet expectations, no specific questions appear in this section. However, it may still be interesting to ask the candidate during a subsequent interview about their sources of motivation at work with a view to job integration. Finally, taking references can also be useful in order to confirm observations and provide concrete examples of behaviours related to the most crucial skills in the position to be filled.



ABILITY TO COORDINATE

Could you share a specific example where you had to manage several tasks or resources simultaneously? How did you organize the work? What strategies did you use to prioritize activities, and what were the results?

Tell me about a situation where you had difficulty effectively coordinating the resources needed to support the facility's activities? What challenges did you encounter and what actions did you take to overcome these challenges?

RESULTS ORIENTED



In an educational environment where results are not always easily quantifiable, can you describe a strategy you have put in place to evaluate and improve your team's performance?

What specific actions have you put in place to improve student academic success?



PROBLEM SOLVING

Describe a complex challenge you've encountered as a school activity leader, and how you contributed to its resolution.

How do you use data and feedback to identify and solve pedagogical problems?

DEVELOPMENT SUPPORT

In this section, you will find a few suggestions on how to approach the new manager to support their development and help them acquire new reflexes, based on the competencies that were less well demonstrated during the assessment. With a view to putting forward a coaching-type approach, a reflection question is also proposed.

If all skills meet expectations, there are no areas for development in this section. On the other hand, some skills can still benefit from continuous improvement. A discussion with the new manager is strongly recommended in order to identify the best tools to provide to help them perform well in their role, particularly for the skills that are most crucial to success in the position or that would allow them to better align with the organizational culture.

ABILITY TO COORDINATE

Encourage the manager to take part in project management training that covers the essential aspects of planning, organizing resources and monitoring projects.

Pair the manager with an internal mentor who excels at coordinating and managing resources in complex contexts. This mentoring could include regular feedback sessions, observation of management in action and discussion of concrete cases.

MOBILIZING LEADERSHIP

Encourage the manager to take transformational leadership training, which teaches how to become a leader who not only leads, but inspires and transforms their team.

Set up a 360-degree feedback program where the manager receives anonymous feedback on their leadership style from superiors, peers and subordinates.



COACHING QUESTION

When you think of a recent situation where you had to coordinate several activities simultaneously, what strategies did you use to prioritize and manage your resources? What were the challenges, and how could you improve your approach in the future to increase the effectiveness of your coordination?



COACHING QUESTION

When you think of a leader you admire, what specific qualities or actions inspire you the most? How could you integrate some of these qualities into your own leadership style to become more mobilizing?

DEVELOPMENT SUPPORT (cont'd)

RESULTS ORIENTED

Encourage the manager to participate in specific professional training on the use of data in education. Such training could cover topics such as data-driven assessment methods, the interpretation of test results and student assessments, and the use of this information to inform pedagogical practices and targeted interventions.

Pair the manager with an experienced mentor to develop targeted performance improvement strategies.

PROBLEM SOLVING

Participate in workshops or training focused on developing critical thinking and problem-solving skills, including case studies, role-playing and simulations to practice real-life problem scenarios.

Setting up an individual coaching program with a focus on problem solving. The coach would help the manager identify and reflect on their current thought processes, and to develop new strategies.

SPIRIT OF COLLABORATION

Encourage the manager to participate in workshops that teach advanced interpersonal skills, effective communication techniques and strategies for productive teamwork.

Organize mentoring with leaders recognized for their ability to collaborate effectively within the organization. Mentoring can include observation sessions, feedback and discussion of concrete cases.



COACHING QUESTION

Reflect on a time when you felt you could have been more committed to achieving a goal. What obstacles did you encounter and what specific actions could you take in the future to overcome these obstacles and improve your results?



COACHING QUESTION

When you're faced with a complex problem with no obvious solution, what's your first step in breaking it down and starting to find solutions? Can you identify an approach that has sometimes prevented you from effectively solving a problem, and how could you adjust this approach in the future?



COACHING QUESTION

Think of a time when you managed to achieve an excellent result by collaborating with others. What elements of your approach do you think contributed most to this success? How could you apply these elements more regularly in your daily work?

DEVELOPMENT SUPPORT (cont'd)

EDUCATIONAL LEADERSHIP

Encourage participation in professional conferences and workshops relevant to employees' roles in education.

Organize personalized coaching with a pedagogical expert who can observe the manager in action, provide constructive feedback and work with them to develop specific improvement strategies.

SELF-CONTROL

Workshops on stress management and mindfulness, with practical techniques for maintaining self-control in all situations.

Individual coaching focused on developing skills in emotional management and assertive communication, to help the manager understand and manage their emotions in a more effective way.



COACHING QUESTION

When you think about your current approach to educational leadership, what aspects do you consider to be the most successful, and why? Are there areas where you feel you could be more effective or innovative?



COACHING QUESTION

Think of a time when you felt overwhelmed or stressed at work. What strategies did you use to manage this situation? What aspects of your stress management could you improve to become a model of resilience for your team?