interpreto

AUTOMATED EVALUATION REPORT

FILE # - 2024-11-05

PROFESSIONAL – BUSINESS ADMINISTRATION

REQUESTED BY
Fictive establishment

FOR THE POSITION OF
Fictive position

PROFESSIONAL – BUSINESS ADMINISTRATION 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 is to facilitate decisions relating to their career development as a professional in the business administration field.

The data collected through psychometric tests was interpreted by Interpreto's analysis system. This system was developed by the 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 provides you with :

· An indication of the evaluated person's mastery of certain competencies for a professional position in the business and administration field;

· A rating of adequacy between the individual's results and the job requirements;

· Suggestions for probing questions, advices on integration into a new position and 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.

· 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 provide feedback on the results of the evaluation. This practice could have an engaging impact on the candidate, facilitating their integration into the position and helping them to make better use of talents to the service of your organization.

Automated evaluation report of
John Smith

SUMMARY TABLE

	Below expectations	Partially meets expectations	Meets expectations	Exceeds expectations
Cognitive Agility		✓		
Relational Effectiveness		✓		
Collaboration		✓		
Self-Management				✓
Adaptability				✓
Professional Rigour				✓
Decision-Making		✓		
Planning and Organizing				✓
Negotiation and Conflict Resolution			✓	
Leadership				✓
Critical Thinking			✓	

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

Cognitive Agility

Can adapt to changes or new information by building on previous knowledge, but may sometimes need more time or support to fully integrate less familiar concepts.

Relational Effectiveness

Sometimes prioritizes personal goals over those of others. May show less interest in others, while generally remaining pleasant.

Collaboration

Shows a balance between a willingness to work as part of a team when necessary and the ability to work alone in certain circumstances.

Self-Management

Manages negative emotions well and is generally open to criticism. Handles stressful or high-pressure situations with calm and confidence.

Adaptability

Adopts a positive approach to change and does not hesitate to experiment with new ways of doing things. Can modify their behaviour according to circumstances.

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	Below expectations	Partially meets expectations	Meets expectations	Exceeds expectations

Professional Rigour ✓ (Exceeds expectations)

Works in a systematic and reliable way, with great attention to detail and strict adherence to procedures and deadlines.

Decision-Making ✓ (Partially meets expectations)

Is able to make decisions, but may sometimes hesitate to fully assert themselves when opinions differ or the stakes are high.

Planning and Organizing ✓ (Exceeds expectations)

Is inclined to take the time to plan and organize work according to deadlines. Generally demonstrates discipline and foresight to achieve set objectives.

Negotiation and Conflict Resolution ✓ (Meets expectations)

Is able to use nuanced approaches in order to manage disputes effectively. Can work towards mutually satisfactory solutions or favor compromises.

Leadership ✓ (Exceeds expectations)

Likes to influence and convince others. Results-oriented, can exert leverage over others in order to direct efforts towards achieving objectives.

Below expectations **Partially meets expectations** **Meets expectations** **Exceeds expectations**

Critical Thinking

✔

Questions ideas systematically and objectively, analyzing facts and evidence to draw informed conclusions.

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 higher than average imagination and sense of aesthetics. This is a person who places importance on intuition and may sometimes tend to get lost in their thoughts or daydreams. It is important for them to be able to express their creativity and they generally dislike routine. They are attentive to their inner world and questions of meaning are important to them. This person tends to allow place for 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 does not distinguish themselves from the average in their levels of dependability, organization, planning, sense of duty, attention to detail and meticulousness. They like a certain balance between flexibility and organization and between spontaneity and planning. They would not systematically do everything in their power to respect their commitments, the rules and the protocols.

PERSONALITY
(cont'd)

RELATIONAL QUALITY

This person is generally altruistic, kind, personable, helpful, respectful and interested in others. They show interpersonal warmth, listen to others, are sensitive to their emotions and are interested in their difficulties. They generally trust people and believe that most of them are well-intentioned. In terms of decision-making, they value the impact of their decisions on others. In a work team, they aim to make everyone feel accepted and important.

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 has very high levels of leadership and assertiveness. They seek to influence and convince. In a social situation, they do not hesitate to give their opinion and to assert themselves. This is a person of action who likes to take charge of things, to be in a position of authority and who demonstrates a great sense of initiative. They actively seek to involve people in their projects, and to be responsible for a team. They have an influence on others and are said to have a strong personality.

This person is in the average range in terms of sociability and propensity to experience positive emotions. They are generally comfortable meeting new people and making new contacts, without however actively seeking them out. They will likely prefer a balance between teamwork and individual tasks. Their energy and enthusiasm levels may depend on the group dynamic.

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.

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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.

COGNITIVE AGILITY

Using a recent example, tell me how you usually go about quickly learning new ways of doing things.

Tell me about the most difficult task you've had to learn recently at work.

RELATIONAL EFFECTIVENESS

Using a recent, concrete example, tell me about your usual method for establishing good working relationships with your collaborators and clients.

Tell me about a recent situation at work where you had to communicate skillfully in difficult circumstances.

COLLABORATION

Tell me about a time when you worked together with members of your team to make progress towards reaching an objective.

Tell me about a recent time at work when you had to work as part of a team and you thought you could get results more efficiently or more quickly if you were on your own.

PROBING
QUESTIONS (cont'd)

DECISION-MAKING

Can you tell me about a time when you had to make a difficult decision despite differing opinions around you? How did you assert your position and make the final call?

Tell me about a time when it was essential to make a quick decision and assert yourself in the face of uncertainty or pressure. How did you handle the situation and take responsibility for your choice?

INTEGRATION TIPS

Successful integration into a new position requires an adaptation of the candidate to his new work environment. This adaptation includes three main issues:

· Learning the role and task
· The creation of a social network
· Adapting to the culture and values of the team and the organization

An employee who manages to adapt to these three major issues will have better chances to have a successful integration. Generally, well-integrated employees are happier at work, more productive, and have less intention of changing jobs. The indices presented in this section provide a glimpse of the style of integration of the candidate according to his personality. These indices aim to equip the manager in the integration of the candidate, and should not be considered as a selection tool.
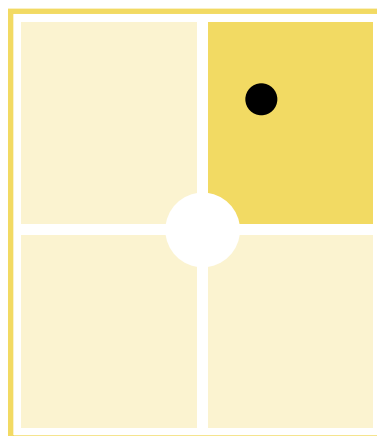
LEARNING STYLE

The interaction between the Openness trait and the Conscientiousness trait provides information on how one will approach learning

Pragmatic Learner

Pragmatic approach to learning. Knowledge is a means to an end and not an end in itself. Does what it takes to acquire the knowledge necessary to achieve a goal (training, professional, etc.). Approaches knowledge with conformism, little inclined to have a critical perspective of what is taught.

Good learner

The intellectual interest and creativity of the openness trait with the willingness to succeed and the organization of the conscientiousness trait produces the typical profile of a good learner. Interested in learning and taking the means to reach the end of his interests. Ability to take a critical step back from what is being taught. High probability of success in training.

Disengaged

Not focused on learning and studying. Little at ease in an academic context. Knowledge and deep understanding of things are of little interest to him. Constraining himself in the required learning efforts is hard. More comfortable in a short and practical training leading to practical applications (e.g. vocational training).

Inconsistent learner

Diversified intellectual and/or creative interests, diversified but at risk of not being deepened by lack of determination and organization. Learning may stop while the effort to pursue it increases, which can lead to the acquisition of great superficial knowledge without deepening.

INTEGRATION TIPS (cont'd)
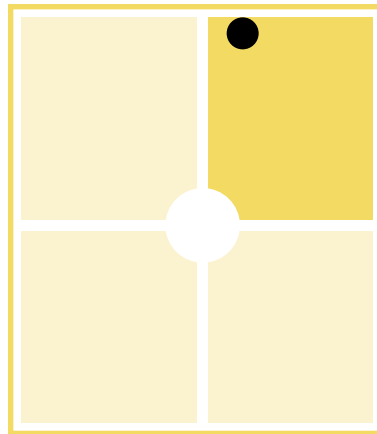
INTERPERSONAL STYLE

▶ **The interaction between the agreeableness and extroversion gives information about the interpersonal style, meaning the way the person will take on his relationship with others.**

Modest

Is not attracted to social situations and new encounters, but does not reflect a lack of interest towards others. Will prefer to maintain a small number of significant interpersonal relationships. Modest and discreet in a group.

Warm Leader

Actively seeking to create and maintain personal relationships with people. Sincerely makes friends with people. Brings life to a group and is often in a position of leadership and or initiator of common activities. A warm and collaborative leader. Likes teamwork.

Individualistic

Independent and individualistic. Little interested in social relations. Feels easily disturbed by the presence of others. Protects his personal sphere and privacy. May reflect a distrust towards others. Can be perceived as cold, distant and uncooperative.

Self-centered Leader

Actively seeks social relationships for the benefits and the pleasure that it gives him rather than by interest towards others. Tendency to create many superficial and utilitarian relationships. Likes being at the forefront. Can become an authoritarian leader and little inclined to listen to his subordinates.
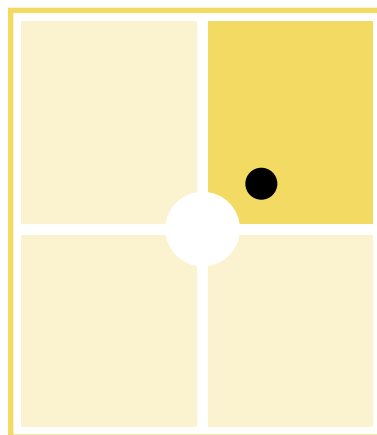
INTEREST STYLE

▶ **The interaction between openness and extroversion provides information about the interests that person may have, both professionally and personally.**

Popular Culture

Interest in activities in which social contacts are frequent, which require influencing others and in which it is possible to succeed by keeping to the usual ways of doing things. Would prefer continuity and consolidation to change and innovation.

Creative Interaction

His interests combine gregariousness, upward mobility, creativity and intellectual curiosity. Wants to share his knowledge and creativity. Creative and innovative leader. Interested in understanding and influencing people and society. Interested in sharing ideas and creativity with other people and influencing them (ex.: teacher, politician, manager).

Homebody

Introverted and concrete person whose simple interests can be pursued alone and in small groups. Prefers a quiet social and creative life. Preference for working with data rather than with ideas and with things rather than with people (ex: Accounting, mechanics and repair, construction trades).

Introspection

Concerned primarily by intellectual or artistic activities which can be pursued individually or in small groups (ex: literature, music). Will be more interested in working with ideas rather than with data and with things rather than people (ex: scientific research, artistic creation).

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DEVELOPMENT SUPPORT

In this section, you will find some suggestions on ways to approach the new employee to support their development and help them build new habits, based on the competencies that were less well demonstrated during the assessment. To emphasize a coaching approach, a reflective question is also included.

If all competencies meet expectations, there will be no development areas listed in this section. However, some skills may still benefit from continuous improvement. A conversation with the new employee is strongly recommended to identify the best tools to help them perform well in their role, particularly for the skills that are most critical to success in the position or would help them better align with the organizational culture.

COGNITIVE AGILITY

Involve the employee in projects requiring creative or unconventional solutions to help them develop agile learning and thinking strategies.

Provide tools or resources (such as analysis models, case studies, etc.) to help them structure their thinking when faced with complex situations.

COACHING QUESTION
How do you react to unexpected intellectual challenges, and what strategies do you use to adapt quickly?

RELATIONAL EFFECTIVENESS

Encourage the employee to identify the emotional and relational needs of their colleagues to adapt their communication accordingly.

Provide regular feedback on their interactions with others and encourage them to seek feedback to improve their relationships with their professional circle.

COACHING QUESTION
When it comes to building strong relationships with your colleagues, how do you make sure you understand their needs and show empathy?

COLLABORATION

Suggest that the employee start with projects where collaboration is essential, but limited to one or two people, so that they can get used to working in a small team without feeling overwhelmed by multiple interactions.

Encourage the employee to organize regular contact points with colleagues in order to exchange information in a structured way, while providing a clear framework that facilitates social interaction.

COACHING QUESTION
What strategies could you adopt to develop closer ties with your colleagues while respecting your need for autonomy?

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DEVELOPMENT
SUPPORT (cont'd)

DECISION-MAKING

Encourage the employee to make decisions in less risky contexts to boost their confidence, by gradually increasing the complexity of the choices to be made.

Encourage the employee to analyze the consequences of past decisions to better understand what has worked well and where adjustments would have been necessary, in order to strengthen their ability to fully assume responsibility for their choices.

COACHING QUESTION
How do you make important decisions with confidence, even in situations of uncertainty?

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