

CONFIDENTIAL

interpreto

AUTOMATED EVALUATION REPORT



FILE # - 2024-11-05

PROFESSIONAL - IT

REQUESTED BY
Fictive establishment

FOR THE POSITION OF
Fictive position

PROFESSIONAL - IT 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 IT 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 IT 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.

SUMMARY TABLE

	Below expectations	Partially meets expectations	Meets expectations	Exceeds expectations
Cognitive Agility	✓			
Relational Effectiveness			✓	
Collaboration			✓	
Self-Management			✓	
Adaptability			✓	
Professional Rigour				✓
Decision-Making				✓
Innovation Mindset				✓
Planning and Organizing	✓			
Problem-Solving		✓		

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



Favors familiar, tried-and-tested approaches when faced with new situations, drawing on past experience to navigate complex contexts.

Relational Effectiveness



Enjoys social interactions and easily builds connections with others. Respectful and interested in others, seeks to ensure everyone feels accepted and valued.

Collaboration



Easily establishes relationships with others and approaches teamwork with enthusiasm. Is likely to energize a group by their positive contribution.

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.

Below expectations

Partially meets expectations

Meets expectations

Exceeds expectations

Professional Rigour



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

Decision-Making



Shows determination and self-assurance by making clear-cut decisions when it comes to making important decisions, while taking full responsibility for their choices.

Innovation Mindset



Likes to juggle with new ideas and is interested in different concepts. Will consider different options, even if they are outside the box.

Planning and Organizing



Is less inclined to organize work around goals and objectives. Prefers a spontaneous rather than a planned approach.

Problem-Solving



Is sometimes able to analyze information relevant to problem solving, but may have more difficulty resolving complex or abstract issues in creative and innovative ways.

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 has a concrete sense of mind and is more conformist than the average in terms of thinking. They can be described as pragmatic because they have a preference for things that are functional and useful, and they often place less importance on their aesthetic aspect. They prefer to get to know others through their behaviors rather than by being interested in their feelings. This person prefers to make decisions based on facts and previous experiences and relies little on their intuition and feelings.

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 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 high levels of leadership and assertiveness. They like to influence and convince. In a social situation, they are not afraid to speak their mind and assert themselves. This is a person of action who is inclined to take charge of things, is comfortable being in a position of authority and who demonstrates a sense of initiative. They seek to bring people to work together, to involve them in their projects, and to be part of the leaders.

This person stands out by their sociability. This is someone who actively seeks to meet new people and work in a team. They are quick to create contacts with the people they meet. They are prone to feeling positive emotions such as joy and pride. They have an enthusiastic and optimistic approach, and have fun and laugh easily. They bring a contagious energy to the people around them and to their work team.

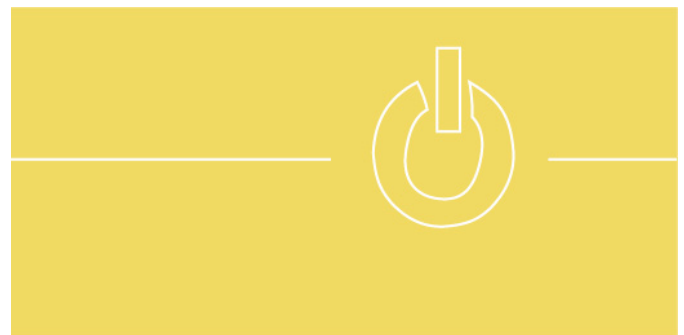
PERSONALITY (cont'd)

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 feels negative emotions such as anxiety and guilt more frequently and strongly than others. It regularly happens to them to have doubts and worries about their value and their future, as well as to feel overwhelmed by events. They have a certain propensity for pessimism. They have a tendency to be critical of themselves, quick to blame themselves and to have regrets. They can sometimes feel embarrassed in social situations and they often worry about what others think of them.



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.

PLANNING AND ORGANIZING



Tell me about a recent moment at work when you had to establish an action plan to complete an important project.

Tell me about the last time you had to coordinate several tasks at the same time as part of a project.



PROBLEM-SOLVING

Can you tell me about a time when you were able to identify the source of a problem in order to resolve it?

Tell me about a time at work when you found an innovative solution to a complex problem?

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

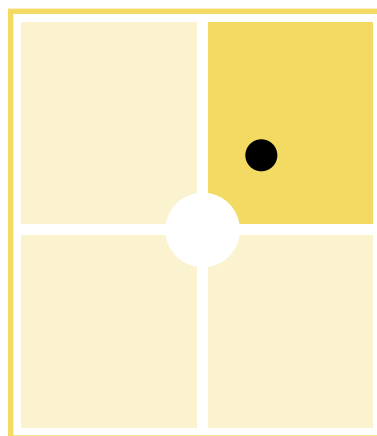
The interaction between the Openness trait and the Conscientiousness trait provides information on how one will approach learning

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.

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).



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.

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



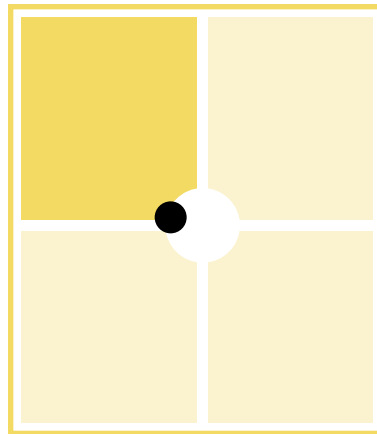
The interaction between the agreeableness and extroversion gives information about the interpersonal style, meaning the way the person will take on his relationship with others.

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.

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.



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.

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



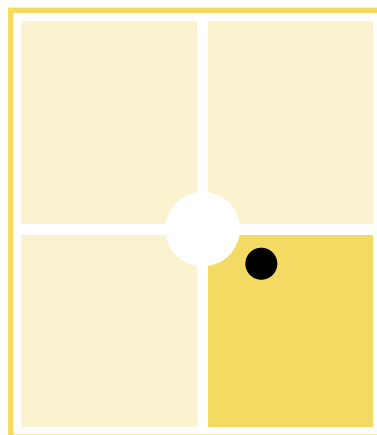
The interaction between openness and extroversion provides information about the interests that person may have, both professionally and personally.

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.

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).



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).

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).

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.

PLANNING AND ORGANIZING

Encourage the employee to plan their days or weeks in advance by establishing a list of priorities, in order to better concentrate on essential tasks and avoid being overwhelmed by unforeseen events.

Encourage the employee to use project management tools (such as Gantt charts or task management software) to better structure and organize their projects according to deadlines.



COACHING QUESTION

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



COACHING QUESTION

What strategies do you use to anticipate obstacles and integrate them into your planning?

DEVELOPMENT SUPPORT (cont'd)

PROBLEM-SOLVING

Encourage the employee to take the time to structure their thinking using tools such as mental cards or flow diagrams, in order to organize information and clarify problems before looking for solutions.

Have the employee work in pairs with an experienced colleague who can help them develop more effective analysis strategies and identify the key information needed to resolve problems.



COACHING QUESTION

What steps could you take to better organize information and clarify problems before making a decision?