INTERPRETATION GUIDE FOR THE
INDUSTRIAL SUPPORT REPORT

ASSESSMENT REPORT IN THE CONTEXT OF RECRUITMENT

This guide was designed to enhance the interpretation of the report and to put into perspective the scores obtained by an individual against the possible scores for each element being evaluated.

IT CONTAINS:

1. A review of the key competencies for an industrial support position.
2. Concrete examples illustrating the behaviours associated with each competency.
3. A description of the safety behaviours that can be adopted by the person being evaluated for the position.
4. The interpretation of the overall fit score.

REVIEW OF GENERAL INFORMATION:

- It is **impossible** to have a perfect profile. We all have some areas that can be developed further.
- The strengths (indicated in green) help to identify certain characteristics of the person under evaluation that can be used to their advantage in their current and future role.
- The areas requiring development (indicated in red) will help the person under evaluation identify what needs to be worked on.
- The person's performance will be enhanced if they learn to build on their strengths and work on areas that need to be developed.

WITH WHOM ARE YOUR CANDIDATES BEING COMPARED?

They are being compared with workers who have been identified as high-potential employees by firms in various sectors and industries. Specifically, the averages used for this report are based on a sample of high-potential candidates who have participated in an assessment process with experts at Humance, a firm specializing in organizational psychology.

THE CONTENT OF THIS REPORT IS BASED ON:
- Two personality inventories
- A cognitive abilities test

HUMANCE

COMPETENCIES

HUMANCE

This section of the guide reviews the behaviours associated with each of the competencies measured in your assessment report for the position of industrial support. For each competency, we provide examples of behaviours that would lead to a low or high score, and we illustrate with examples how this could be manifested on a daily basis. In order to support the progress of the person being evaluated, we remind you that the assessment report contains onboarding advice on each of the indicated areas of development.

AREAS OF DEVELOPMENT

STRENGTHS

LEARNING ABILITY

- Assimilates new information more slowly
- Prefers concrete examples

Example: Richard needs to set aside time to review documentation, repeat steps from the training manual a number of times and refers to the manual frequently to learn to use new software.

- Absorbs information
- Learns effortlessly

Example: Laura quickly learns to use a new machine. She quickly familiarizes herself with processes and draws parallels between commands in the new and the old machine.

ENERGY

- Lacks drive after long hours of work
- Rarely paces effort based on workload

Example: Mathieu, a production employee, has a heavier workload during his colleagues' annual vacations. He feels like he has to be everywhere at once and has difficulty managing his energy based on the scope of current and future tasks. He feels worn out after his work day and has a great deal of difficulty getting through his regular workload after vacation.

- Makes ongoing efforts at work
- Is energetic

Example: Joël, a plant worker, has to handle a number of responsibilities when his colleagues leave for summer vacation. He does what is necessary to keep his energy up (for example, going running at lunchtime) to be able to work at a sustained pace for long periods of time. When vacation period is over, he finds it easy to settle back into his usual workload.

APPRECIATES ROUTINE

- Is curious about new things and ideas
- Tries new approaches

Example: Louisa appreciates that her employer offers her opportunities to interact with a range of suppliers, use a variety of tools and work with different colleagues on a variety of tasks. However, she quickly gets bored with routine. She appreciates diversity because it exposes her to new situations, and her days go faster that way.

- Remains motivated when work is routine
- Likes traditional methods

Example: Normand is a labourer and is comfortable performing a number of handling tasks that involve a series of repetitive movements. He believes that having a limited number of changes to tasks allows him to work in a known, predictable environment where he feels comfortable.

SELF-CONTROL

- Lets their emotions show without considering their impact
- Has difficulty staying calm and patient when dealing with adversity

Example: Mathilde has to enter the results of her inspections in a program every day. The program often crashes. When it does, Mathilde feels frustrated and becomes irritable with colleagues.

- Stays calm
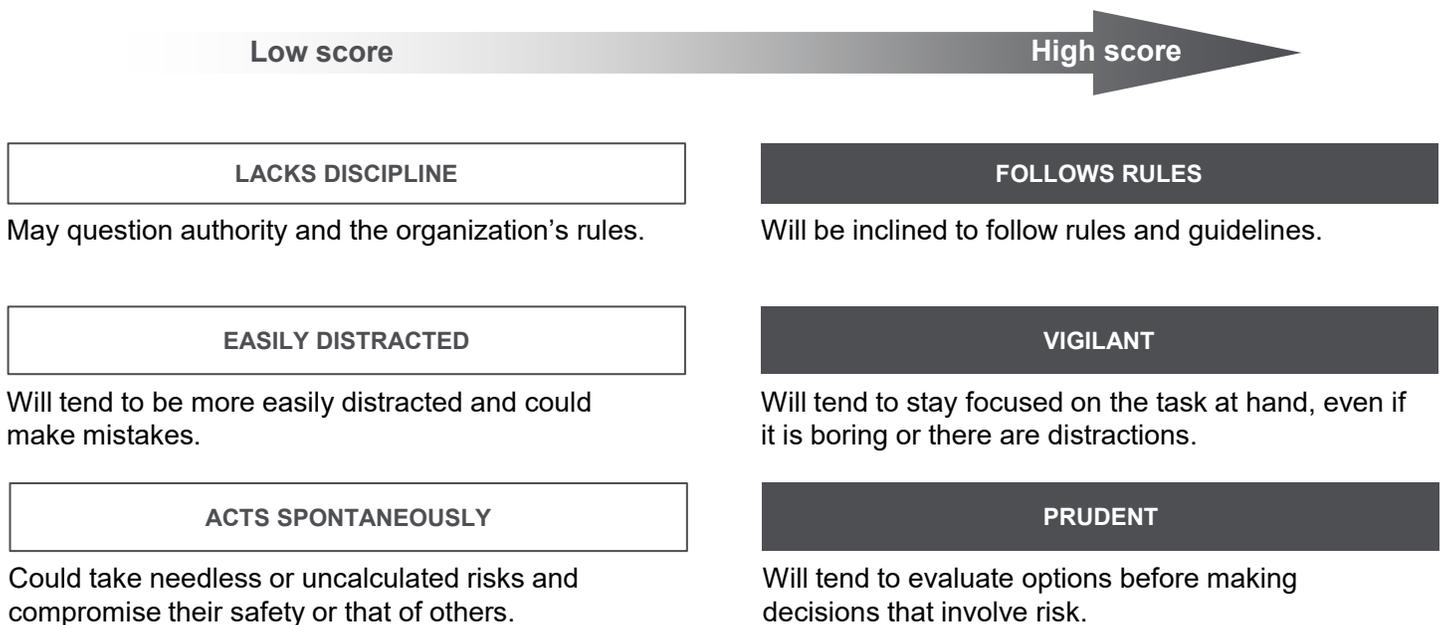- Tolerates contrariety and adversity

Example: Laurent works on a production line that runs at a very fast pace. However, some machines need to be updated. As a result, he often has to deal with the mistakes they make. This slows down the pace of work, but he manages to stay calm and not appear exasperated. However, he has difficulty conveying the urgency to his supervisor so that he can quickly correct the situation.

SAFETY INDICATORS

This section describes the safety indicators measured in the report. These let you know about the tendency of the person being evaluated to adopt safe behaviour at work and limit the risk of accident. These behaviours can be organized into three categories, described below. The results point to areas a person can leverage or where they need to pay particular attention to be safe at work.

WHAT IS IMPORTANT TO KNOW:

People can get a high score on most of the scales and still have had accidents, because unfortunate accidents can happen. However, the test results indicate that, compared with the average worker whose job requires safe conduct, they are less at risk of behaving in a manner that could lead to an accident.

Low score ➡ High score

LACKS DISCIPLINE	FOLLOWS RULES
May question authority and the organization's rules.	Will be inclined to follow rules and guidelines.

EASILY DISTRACTED	VIGILANT
Will tend to be more easily distracted and could make mistakes.	Will tend to stay focused on the task at hand, even if it is boring or there are distractions.

ACTS SPONTANEOUSLY	PRUDENT
Could take needless or uncalculated risks and compromise their safety or that of others.	Will tend to evaluate options before making decisions that involve risk.

INTERPRETING THE OVERALL FIT SCORE

This section of the guide is intended to help you interpret the overall fit score provided in the Industrial support report, by answering three frequently asked questions.

1. WHAT IS THE OVERALL FIT SCORE?

The goal of the overall fit score is to support your decision making by providing an indication of the fit between a candidate's score and the desired skills profile for the position being assessed. This fit can be poor, somewhat below average, somewhat above average or good.

2. HOW WAS THE OVERALL FIT SCORE DESIGNED?

By combining information from a review of the scientific literature, client surveys and the analysis of data from some 100 assessments conducted by Humance senior assessment experts, the key competencies for an **industrial support** position were identified.

Then each key competency assessed was weighted based on its relative importance to the profile, as identified by many organizations for this type of position. This weighting was determined by a committee of assessment experts using the *Delphi method*. This method was designed to increase the rigour of the scientific approach by allowing experts to take positions and independently answer a questionnaire that evaluates the relative importance of each of the competencies assessed. Then a directed discussion provides a forum for sharing different viewpoints and achieving consensus about the relative weight of each of the competencies.

3. WHAT IS THE RELATIVE WEIGHT OF EACH OF THE COMPETENCIES ASSESSED?

Our assessment experts used the legend below to determine the relative weight of each of the competencies assessed for a typical industrial support position.

2 = Critical for the position   1.5 = Very important for the position
1 = Important for the position   0.5 = An asset for the position

Competencies assessed	Weight	Competencies assessed	Weight
Energy	1	Follows rules	2
Appreciates routine	2	Vigilant	2
Self-control	1,5	Prudent	2

Additional rule: For the competency "**Learning ability**", we used a minimum score rather than relative weight. The score is 10 (as a percentile), i.e., 90% of the population scores higher than the candidate according to the test designer's validity studies. Scientific studies suggest that the likelihood that candidates perform well in the position being assessed is considerably lower if they score below the minimum threshold. Given that a score below this minimum threshold is a predictor of poor on-the-job performance, for the overall fit score, candidates who score below this threshold for the "Learning ability" competency are automatically a poor fit for the position being assessed.

There may be situations in which candidates being assessed have most of the skills for an industrial support position, but they are still a poor fit because they score below the minimum threshold for "Learning ability". As such, when you use this general indication of fit, it is important to take into account the context, culture and requirements of your organization and the position being assessed, because the relative importance of each of the competencies assessed may depend on your situation.