INTERPRETATION GUIDE FOR THE
PROJECT MANAGEMENT REPORT IN DEVELOPMENT

ASSESSMENT REPORT IN THE CONTEXT OF DEVELOPMENT

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 a project manager in development position.
2. Concrete examples illustrating the behaviours associated with each competency.
3. The interpretation of the overall fit score.
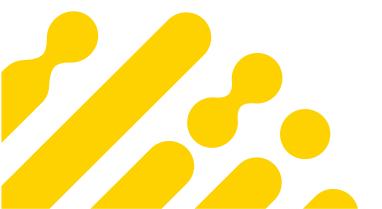
REVIEW OF GENERAL INFORMATION:

- 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 evaluation process with experts at Humance, a firm specializing in organizational psychology.

THE CONTENT OF THIS REPORT IS BASED ON:

- Three personality inventories
- A cognitive abilities test
- A situational judgment 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 project manager in development. 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

ABSTRACT REASONING SKILLS

- Assimilates new and abstract information more slowly
- Likes concrete examples and learning on the job

For example: When Sara is being trained on the use of a new IT product for which she will coordinate the launch, she needs to set aside time to review the product documentation, experiment with the product on her own, and refer regularly to the manual during the new stages of managing this project.

ABILITY TO ORGANIZE AND COORDINATE WORK

- Allows employees to get organized
- Is flexible in allocating resources and tasks

For example: Janet is organizing a new event for the company. She outlines a plan of action that she conveys to her team. She prefers that her employees themselves plan the detailed steps of the work to be carried out and allocate the tasks among themselves.

ABILITY TO CONTROL WORK

- Performs sporadic follow-ups
- Lets others confirm whether or not they have understood the action plans to be carried out

For example: Melanie is overseeing a major project. She has meetings planned with her supervisors, sometimes reviews the progress of tasks with her employees and asks about the status of schedules a few days before the filing dates of documents.

INFLUENCE EN GROUPE

- Does not seek to be the center of attention
- Prefers to follow guidelines

For example: Larry likes to put in place guidelines that he has received from his supervisor, in order to manage the activities for which he is responsible. He rarely speaks during discussions that are aimed at improving processes with members of his department.

STRENGTHS

- Can handle abstract concepts and is very logical
- Learns effortlessly

For example: William is responsible for coordinating the implementation of a new product on which he has been trained. After the training, he soon becomes familiar with its many possible uses and quickly draws parallels with similar projects he has led in the past. He thereby establishes a logical process, allowing his team to carry out this project.

- Likes to set up an efficient structure
- Provides clear instructions

For example: As soon as Robert receives the mandate to organize a new corporate event, he quickly establishes a sequence of activities to be carried out, evaluates the time required for their execution and sets a timetable for each member of his team.

- Enquires about the progress of the activities
- Steps in when there are differences

For example: Roger has set up weekly meetings with the members of his team to report on the progress of the project he is leading. He monitors the progress of assigned tasks and investigates the causes of delays.

- Likes to guide discussions
- Tries to rally support for their own ideas

For example: When Myriam makes suggestions to review processes in place for managing a large project, she presents her ideas with ease at meetings and knows how to rally support from her team for her new proposals.

COMPETENCIES (cont.)

AREAS OF DEVELOPMENT

STRENGTHS

COLLABORATION

- Tends to maintain their individuality in a group
- Prefers to work alone

For example: At work, Rebecca tends to stand by her opinion and rarely reaches a consensus with the team, although she doesn't try to undermine the common objectives. She enjoys tasks that require her to focus on her work without interacting with several other stakeholders.

- Tends to go along with the group's opinions
- Likes working as part of a team

For example: At work, when Peter is given a task to do by himself, he still seeks the opinions of other team members to improve the quality of the work. He likes to exchange ideas with others. He easily reaches a consensus with the team.

CONSIDERATION FOR CLIENTS

- Is not concerned about the work climate
- Stays focused on the task

For example: Mary works for a large company, where she is responsible for marketing projects. Following initial discussions with team members, she likes to act quickly and launch the new projects, without always considering the others' points of view. She sometimes needs to review the plan she has put in place because it did not adequately meet the needs expressed by the team members.

- Has a strong interest in people
- Seeks to promote the well-being of people

For example: Melina likes to understand the needs of team members before developing plans for projects she coordinates, in order to meet their needs. She does not hesitate to set up meetings with the other team members, to ensure they are on the same wavelength and to maintain cordial relations with them.

STRESS MANAGEMENT

- Takes situations to heart
- Is a worrier

For example: Patricia is responsible for a portfolio of projects and is very concerned about her job performance. When two key members of her team leave the company, she has to take on extra work. She finds it difficult to remain focused, loses sight of her goals and has difficulty detaching herself from the situation. She really feels the pressure.

- Puts situations into perspective
- Is rarely preoccupied

For example: Max manages a number of projects and has to ensure they get completed, despite a lack of resources and staff and an increase in customer requests. He manages to maintain his concentration in finding an effective strategy to achieve his goals. He does not appear to be particularly affected by the pressures within his department.

AGILITY

- Likes clear procedures
- Prefers stability and routine activities

For example: Adam has just arrived in a new organization that he finds very chaotic. He decides to implement the work system he was using at his old job, even if it is ill suited to his new position. He knows he has a very good command of this system and is confident that it will eventually work.

- Adapts quickly
- Likes a changing environment and deals well with uncertainty

For example: Luke is comfortable working in his new environment, which he finds rather unpredictable, even chaotic. He is very flexible with the various project management tools he uses and can easily adjust them to respond to his employer's requests, which are often unclear.

RESULTS FOCUS

- Sets modest goals
- Is flexible in terms of standards

For example: Sandra has accepted the ambitious performance objectives proposed by her team, which are comparable to those of the previous year. She received no specific instructions to increase them and knew that they were achievable targets for the team. At the end of the year, when she reviewed the goals, she was not bothered when her team did not reach all the targets she had set.

- Likes to push their team to excel
- Sets ambitious goals

For example: Melissa has asked her team to set ambitious, but realistic, performance targets, although she had received no specific instructions to increase them. She has adjusted the goals to match her high expectations. At the end of the year, when she reviewed the goals, she knew she had done everything in her power to ensure that all members of her team had met her goals.

COMPETENCIES (cont.)

AREAS OF DEVELOPMENT

STRENGTHS

AUTONOMY

- Likes to have clear directives
- Prefers working in a supervised environment

For example: Melissa does not feel constrained when her supervisor asks her whether he can review several of the steps related to the projects she coordinates. On the contrary, she likes to receive regular feedback from her supervisor and seeks opportunities to verify the appropriateness of the decisions she makes.

- Likes to have some latitude and just a few guidelines to follow
- Likes making decisions

For example: Martin isn't concerned when his supervisor gives him very little guidance on a new project that he must deliver alone. He sees it as a challenge and feels no need to verify with others decisions made under his watch. Rather, he relies on his expertise and skills to carry out project activities.

RIGOUR

- Prefers to have minimal procedures to follow
- Is flexible regarding methods

For example: When Frank's supervisor asks him to manage a new type of project, he likes to have a lot of flexibility in structuring it. He makes sure he has a project summary and sets up a few metrics to assist him with the planning.

- Likes to implement a structure
- Is methodical

For example: When Sonia is assigned a new type of project, she draws up a plan of the main elements she wishes to discuss. She consults the structure of similar projects undertaken in the past and sets up key indicators to guide her planning.

INTERPRETING THE OVERALL FIT SCORE

HUMANCE

This section of the guide is intended to help you interpret the overall fit score provided in the Project Management in Development 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 a **project management in development** 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 following legend to determine the relative weight of each of the competencies assessed for a typical project management in development 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
Ability to organize and coordinate work	2	Stress management	1
Ability to control work	2	Agility	1.5
Group influence	1.5	Results focus	1.5
Collaboration	1	Autonomy	1
Consideration for clients	2	Rigour	1.5

Additional rule: For the competency "**Abstract reasoning skills**", 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 "Abstract reasoning skills" 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 a project management in development position, but they are still a poor fit because they score below the minimum threshold for "Abstract reasoning skills". 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.