



PROJECT MANAGEMENT IN DEVELOPMENT

Assessment Report

John Doe
Month DD, YYYY

Company Name

Confidential Document

INTRODUCTION

- This assessment report for John Doe has been generated by the **D-TECK** expert system.
- It contains information that will help you maximize the individual’s development potential for a position including project management or coordination responsibilities within a matrix-based approach, such as a project manager or project lead.

This report contains the following:

HUMAN RESOURCES	DISTINCTIVE COMPETENCIES	- An indicator of the applicant’s potential to demonstrate the key skills that generally lead to success in a project management position
	OVERALL FIT SCORE	- A score for the overall fit between the individual’s results on key competencies for a project management position and the expected profile
	LEVERS OF DEVELOPMENT	- Results based on ten levers of development
MANAGER	ACTION PRIORITIES AND DEVELOPMENT TIPS	- Action priorities and development advice to help establish conditions for a successful development process

The results of this report will help determine the actions that the individual should engage in for development. Implementation of a development plan that meets the needs identified in this report, supported by sound strategies, will strengthen the development process.

CAVEAT ON USE OF THE REPORT

- This assessment report may only be used as part of an individual's development process with the competencies and job category as recommended by **D-TECK**, in compliance with the **consent form signed by the candidate**.
- It must not be used to make a recruiting decision more than **24 months after the assessment**, to set a reasonable time limit on the assessment findings.
- The report may not be released to the candidate without the customary precautions and must not be published or released to persons not involved in the assessment.

INTERPRETATION OF FINDINGS

The competency ratings and levers of development are based on [personality or cognitive ability indicators](#) derived from the candidate's responses. Note that demonstration of a competency depends on other factors as well, including the candidate's work experience, degree of motivation and the work context. It therefore is strongly recommended that this report be used in combination with other sources of information related to the succession and development management process.

The overall fit score, developed using the [Delphi method](#), helps assess to what extent the candidate's competency results match the expected profile for a project management position. This profile has been established by our experts and represents what many organizations typically expect in this type of role. However, the context, culture and requirements specific to your organization and the type of position to be filled must be taken into consideration when making your decision on candidates, because some competencies may have greater importance than others.

Therefore, **the fit score must not be considered a hiring recommendation**, but rather a general indication of the fit between the candidate's profile and the typical profile of a project management position.

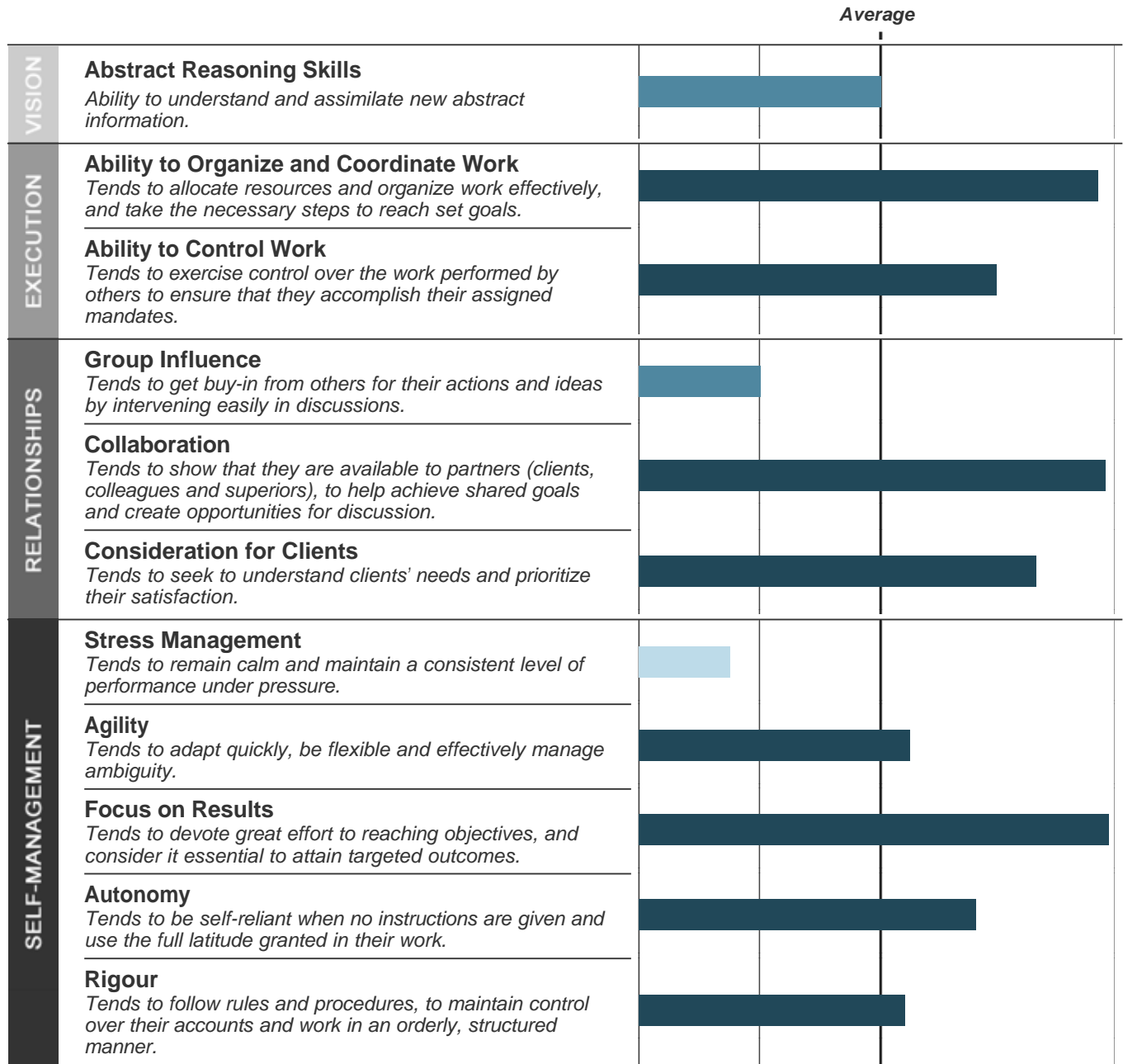
POOR FIT	BELOW AVERAGE PARTIAL FIT	ABOVE AVERAGE PARTIAL FIT	GOOD FIT
A profile with poor fit means that the candidate obtained results that do not really match the profile typically sought for the position.	A profile with below average partial fit means that the candidate obtained results that match a few points of the profile typically sought for the position.	A profile with above average partial fit means that the candidate obtained results that match several points of the profile typically sought for the position.	A profile with good fit means that the candidate obtained results that match the profile typically sought for the position.

DISTINCTIVE COMPETENCIES

This section presents the assessment results of John Doe for the distinctive competencies. These results provide an indication as to the candidate's potential to demonstrate the key skills relating to a project management position.

ASSESSMENT RESULTS

John Doe



Legend Above average Slightly below average Significantly below average

> ABOVE AVERAGE PARTIAL FIT WITH THE EXPECTED PROFILE

DETAILED RESULTS

This section describes the candidate's results and helps identify the candidate's strengths and developmental priorities. This section details the behaviours that a person who obtained similar results is likely to display.



Abstract Reasoning Skills

People with a similar score tend to:

- Deal with relatively abstract ideas, as quickly as expected.
- Take a little more time to assimilate and think about less common ideas and problems.



Ability to Organize and Coordinate Work

People with a similar score tend to:

- Plan and organize the work of their team in a detailed and effective manner.
- Be concerned about giving clear and specific instructions to their team and distribute resources effectively.



Ability to Control Work

People with a similar score tend to:

- Diligently stay informed of the progress of operations and the completion of projects and tasks under their responsibility.
- Set goals and take necessary measures to ensure the group's orientations are followed.



Group Influence

People with a similar score tend to:

- Easily express their ideas when they are in line with the group's general orientation.
- Share their opinions and ideas when the opportunity is favourable and try to adapt their behaviour if there is resistance from others.



Collaboration

People with a similar score tend to:

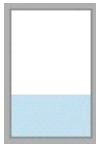
- Create a climate of support in their team by helping others.
- Foster everyone's participation and play a key role in achieving goals.



Consideration for Clients

People with a similar score tend to:

- Show a great deal of interest in the needs of their clients and citizens and introduce strategies to satisfy them.
- Be sensitive to the reality and concerns of clients and citizens and therefore have a positive impact on them.



Stress Management

People with a similar score tend to:

- See stress factors as threats and have difficulty taking a step back from situations.
- Have a hard time introducing strategies to manage stress and stay focused on goals when under pressure.



Agility

People with a similar score tend to:

- Be curious and enthusiastic about new ideas and change.
- Adapt quickly and readily try new approaches in ambiguous or changing situations.



Focus on Results

People with a similar score tend to:

- Be concerned about their performance and that of their team.
- Place emphasis on exceeding performance targets and seek ways to surpass objectives.



Autonomy

People with a similar score tend to:

- Be comfortable drawing on their own expertise and experience to make decisions.
- Be proactive and comfortable acting in an ambiguous context or role.



Rigour

People with a similar score tend to:

- Demonstrate a facility for clearly and optimally structuring how they work and appear organized and concerned about details.
- Be comfortable following the organization's procedures.

LEVERS OF DEVELOPMENT

This section presents results from different levers of development. Some levers represent an individual’s natural tendencies, and others, their beliefs, which may evolve depending on the context. Combined with the above information, this section helps you assess how your organization can maximize the candidate’s development potential. People develop faster if they have a number of levers at a high level. Their development will be average if a number of levers are at a low level and their development will be fairly difficult if all levers are at a low level. Decisions should not be made based solely on this information. The following information represents the two ends of the spectrum. Tips are offered to guide individuals, help them use their levers and maximize their development. People with an average score are encouraged to consider two types of strategies because they may be of benefit to them. John Doe’s score is represented by a triangle.

Learning Ability – Ability to understand and assimilate new information.



Low

High

Identify several strategies that have worked when you tried to develop a new skill and make them part of your professional development.

Use this ability to easily acquire new information by quickly experimenting with skills you would like to develop.

Set aside time to integrate new concepts and experiment with new competencies.

Read books about areas you want to develop or work with a mentor to speed up your development.

Handles Complexity – Tends to enjoy a complex reality and seeks opportunities to play with ideas and concepts and draw connections between them.



Low

High

Separate complex situations into parts to simplify them.

Take on mandates with major issues that have an impact on different levels and require in-depth analysis.

Identify concrete ways to put what you have learned into practice.

Determine how you can use your strengths to work on your development opportunities.

Receptiveness to Feedback – *Tends to seek opportunities to learn from their mistakes by being open to constructive comments from others.*



Low

High

Keep in mind that there is more than one approach and that by being receptive to others' opinions, you can learn valuable things.

Ask for a second opinion when you are not convinced by some aspects of the feedback.

Evaluate comments and consider the consequences associated with using them.

Ask questions to obtain more information to better understand others' comments before responding to them.

Agility – *Tends to adapt quickly, be flexible and manage ambiguity.*



Low

High

Take small steps by experimenting with a new behaviour with which you are more comfortable.

Use learning strategies you are comfortable with or that worked well for you in the past.

Step outside your comfort zone and experiment with a behaviour that is different from your usual approach.

Use new and different strategies to acquire new knowledge.

Willingness/Determination to Develop – *Tends to set ambitious objectives to exceed own expectations and overcome obstacles that arise.*



Low

High

Develop more ambitious development objectives than those you would normally choose. Then break them down into smaller objectives.

Keep in mind the importance of consistency in pursuing your development objectives even when demands at work increase.

Choose realistic development objectives taking into account your day-to-day duties.

Have your development objectives in mind and find ways to combine them with your performance objectives.

Ability for Self-Reflection – *An individual's questioning and reflection on their development process.*



Low

High

Plan regular moments to go over what you have learned (every two weeks).

Identify obstacles that interfered with your development objectives during the week and plan strategies for the following week.

Identify strategies that have worked for you when you tried to develop a new competency.

Take a moment to identify what motivates you to achieve your objectives.

Perceived Control over Events – *An individual's belief about the control they have over their professional life.*



Low

High

Take a moment to identify obstacles to your development and determine how you can change the situation or your behaviour to facilitate learning.

Be attentive to opportunities that have an impact on events.

Take a step back when obstacles arise to determine what you have control over.

Identify obstacles and determine methods to overcome the obstacles to maximize your development.

Motivation to Develop – *An individual's belief in the value of investing time and effort in their development.*



Low

High

Identify motivating aspects of objectives and approaches for development you have chosen.

Make a list of benefits you will enjoy once you have achieved your development objectives and read it when you lack motivation.

Identify the best way to put your efforts into pursuing objectives that will have the greatest impact.

Choose a realistic number of development objectives.

Perception of Personal Effectiveness – *An individual's degree of confidence in their ability to succeed.*



Low

High

Break down development objectives. Start with sub-objectives about which you are most confident and progress to those about which you are less confident.

Think of moments when you achieved a difficult objective and identify a personal quality that enabled you to achieve it.

Have confidence in your chances of success and experiment with new strategies to step out of your development comfort zone.

Think of moments where overconfidence in your abilities tripped you up and identify potential pitfalls to your development.

Environmental Support – *An individual's positive perception about the availability of support for their development.*



Low

High

Take a moment to identify resources available for your development by talking to Human Resources or your supervisor.

Share obstacles to your development with your supervisor.

From the resources available, identify which are most likely to help you based on the obstacles you encountered.

Discuss the resources available to you and ensure you have a clear picture of everything that is available to you.

ACTION PRIORITIES AND DEVELOPMENT TIPS

This section presents tips to help you ensure the best integration of the individual into the position and to also identify considerations for the individual's development. The items below integrate the main characteristics that the individual should apply in the organization to maximize success.

MAIN STRENGTHS

It would be beneficial for the person assessed to:

Focus on Results

- Readily track progress on their team's objectives and share, as needed, different methods to work more efficiently.
- Analyze how they lead their team to distinguish themselves at work and share their methods with less effective teams.

Collaboration

- Participate in interdisciplinary assignments that require sustained collaboration with various parties.
- Seek opportunities to implement projects that bring people together.

Perception of Personal Effectiveness

- Use this lever by being a role model to demonstrate to others or encourage them to also feel that they are capable of succeeding.
- Seek to tackle challenges that contain a high level of difficulty by using their confidence in their ability to achieve their objectives.

Willingness/Determination to Develop

- Suggest to their superior that they join long-term initiatives with a number of obstacles and motivate people along the way.
- Share the tricks that help them focus naturally on achieving objectives to inspire others to surpass themselves.

MAIN POINTS TO MONITOR

It would be beneficial for the person assessed to:

Stress Management

- Take a step back from stressful situations and talk to colleagues who have an easier time managing stress to learn their tricks.
- Determine and put into practice strategies to help them manage their stress effectively.

Group Influence

- Be paired with someone who has a knack for expressing ideas and influencing others in order to see how they do it.
- Seek opportunities to rally people around their point of view on issues they are comfortable with and take the time to properly prepare in advance.

Environmental Support

- Communicate their expectations for support to those around them (teammates, superior).
- Determine in advance opportunities for applying new knowledge in the field, and identify potential obstacles that may limit their impact.

Ability for Self-Reflection

- Introduce time for reflection and to step back in the learning process and conduct self-reflection and self-analysis exercises.
- Broaden their self-knowledge by devoting time and conscious effort to self-observation and questioning, especially looking at their experiences and behaviours.

D - T E C K
SMART PREDICTION