

CONFIDENTIAL

interpreto

AUTOMATED EVALUATION REPORT



FILE # - 2024-09-05

SCHOOL MANAGEMENT

REQUESTED BY
Fictive establishment

FOR THE POSITION OF
Fictive position

SCHOOL MANAGEMENT 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 was to facilitate decisions regarding their career path in management positions within a school.

The data collected using psychometric tests was interpreted by our Interpreto analysis system. This system was developed by 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 offers you:

- An indication of the evaluated person's mastery of certain competencies required in a school management position;
- A rating of the match between the results obtained by the evaluated person and the requirements for the position being evaluated;
- 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.
- By taking these tests, personal information about me will be collected, stored, used and communicated by brh in order to produce a report of the results and to evaluate my candidacy for the position I have applied for.
- 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 offer feedback on the results of this evaluation. This practice could have a motivating impact on the candidate, helping them to put their talents to better use in your organization.

SUMMARY TABLE

	Below expectations	Partially meets expectations	Meets expectations	Exceeds expectations
Ability to coordinate		✓		
Mobilizing leadership		✓		
Results oriented			✓	
Problem solving	✓			
Spirit of collaboration				✓
Educational leadership			✓	
Inclusion			✓	
Self-control				✓
Compliance			✓	

PROFILE ADEQUACY

RECOMMENDED

The candidate has obtained results that correspond to the profile required for the position being assessed

Ability to coordinate

Below expectations

Partially meets expectations

Meets expectations

Exceeds expectations



Shows ability to organize resources, but could benefit from further development to manage several complex tasks simultaneously.

Mobilizing leadership



Seeks to inspire and engage their team, although the approach can gain in consistency and impact.

Results oriented



Takes action with energy, perseveres despite difficulties and sets ambitious goals that will help meet or exceed performance targets.

Problem solving



Would benefit from a strengthening of skills in the analysis and management of complex problems.

Spirit of collaboration



Demonstrates sensitivity to the achievement of common goals, is supportive of team decisions. Knows how to obtain the cooperation of others by being available and sharing information and resources.

**Below
expectations**

**Partially meets
expectations**

Meets expectations

**Exceeds
expectations**

Educational leadership

Guides teachers in their professional development, supporting them in the application of best pedagogical practices and encouraging them to innovate in their teaching methods.

Inclusion

Welcomes diversity in all its forms and ensures an inclusive environment for all students and staff.

Self-control

Effectively manages emotions and stress, even in high-pressure situations, contributing to a calm and productive environment and serving as an example of resilience for their team.

Compliance

Relies on ethical principles as well as the standards, procedures and values of the field to make quality decisions and acts with integrity and responsibility.

LEADERSHIP STYLE

Based on the completed questionnaires, certain personal tendencies emerge from the candidate's profile. A colored box appears to indicate the predominant style(s), under the optimal conditions where the leadership could manifest itself. It is important to note that these tendencies cannot be considered a measure of leadership effectiveness. Thus, in daily action, or under pressure, it is possible that those around the individual perceive them in a slightly different way.



PEOPLE

FOCUS "WITH WHO"

The manager shows consideration, understanding and respect for the people they work with. They tend to provide assistance to those who need it and work positively and harmoniously with their colleagues to achieve common goals. They strive to build cohesive teams and the well-being of people is at the center of their concerns.



ACTION

FOCUS "HOW"

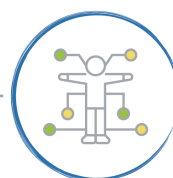
The manager acts quickly despite the constraints they face and adjusts their behavior appropriately. They also take steps and calculated risks to address a problem, improve a situation or seize an opportunity. Finally, they tend to be receptive to original and innovative ways of doing things or solving problems.



DECISION

FOCUS "WHAT"

The manager knows how to take control of the situation by establishing objectives and clearly indicating the directions to be taken. They also allocate resources and ensure that work is organized in an optimal manner in order to achieve the set objectives. They place importance on monitoring the work done, in order to ensure that their collaborators are progressing in the desired direction.



CONTEXT

FOCUS "WHY"

The manager has a sense of the environment and therefore understands the main issues, both internal and external to the organization, that influence and shape it. They are open-minded in the face of novelty and convey information that is adapted to the context and to the people. The way in which the environment is taken into account influences their communications and actions.

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 in the average range on the personality facet that represents the orientation towards imagination, creativity and interiority. They can be attentive to their inner world, without the analysis of their emotions and intuition occupying an important place in their functioning. This person may also occasionally consider factual data in their decisions.

APPROACH TO WORK

This person places less importance than the average on professional success and performance. They may have a tendency to procrastinate or to invest themselves with moderation in the projects they undertake. They may have difficulty completing projects on their own, particularly with long-term projects and when they are faced with difficulties. They generally prefer to enjoy the present moment rather than plan and work for the future. Performance, competitiveness and the achievement of goals are not their main sources of satisfaction and personal fulfillment.

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 in the average range in terms of altruism, kindness, goodwill, empathy and helpfulness. They will be willing to help and give of their time to people with whom they have friendships (friends, colleagues) and will be sensitive to their needs and attentive to their difficulties. However, they may be less altruistic with people they are less close to or when the action to be taken would require personal effort or sacrifice.

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.

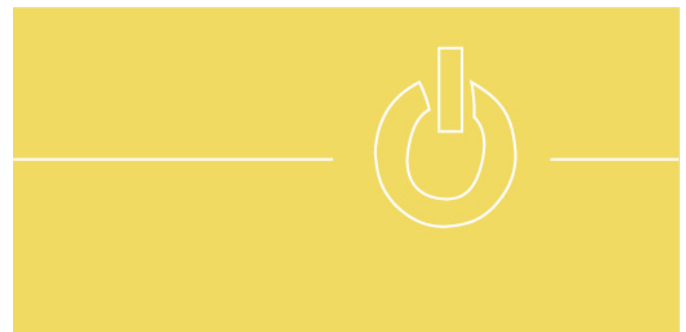
PERSONALITY (cont'd)

EMOTIONAL MANAGEMENT



This person has a low propensity to feel negative emotions such as anger and frustration and has a good ability to manage them when they occur. They are generally calm, stable in mood and in control of their emotional reactions. They are not easily irritated by the events and behaviours of others. They generally receive criticism with calm. They do not panic easily and remain calmer than the average of people when under pressure or when faced with an emergency situation. They do not tend to react impulsively.

This person is unlikely to feel anxious or depressed and when these emotions do manifest themselves, they are rarely overwhelming or long-lasting. This person rarely has tendency to doubt, blame or feel guilty about themselves. They are generally confident about what the future holds. On the social level, they do not have a tendency to worry about the judgment of others. They also have a high level of resilience in the face of life's setbacks.



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.



ABILITY TO COORDINATE

Could you share a specific example where you had to manage several tasks or resources simultaneously? How did you organize the work? What strategies did you use to prioritize activities, and what were the results?

Tell me about a situation where you had difficulty effectively coordinating the resources needed to support the facility's activities? What challenges did you encounter and what actions did you take to overcome these challenges?

MOBILIZING LEADERSHIP



Can you give me an example of how you successfully motivated your team during a difficult project? What specific strategies did you use to engage and motivate them?

Describe a situation where the work climate was tense or demoralizing. What actions did you take to improve the situation, and what was the result?



PROBLEM SOLVING

Describe a complex challenge you've encountered as a school activity leader, and how you contributed to its resolution.

How do you use data and feedback to identify and solve pedagogical problems?

DEVELOPMENT SUPPORT

In this section, you will find a few suggestions on how to approach the new manager to support their development and help them acquire new reflexes, based on the competencies that were less well demonstrated during the assessment. With a view to putting forward a coaching-type approach, a reflection question is also proposed.

If all skills meet expectations, there are no areas for development in this section. On the other hand, some skills can still benefit from continuous improvement. A discussion with the new manager is strongly recommended in order to identify the best tools to provide to help them perform well in their role, particularly for the skills that are most crucial to success in the position or that would allow them to better align with the organizational culture.

ABILITY TO COORDINATE

Encourage the manager to take part in project management training that covers the essential aspects of planning, organizing resources and monitoring projects.

Pair the manager with an internal mentor who excels at coordinating and managing resources in complex contexts. This mentoring could include regular feedback sessions, observation of management in action and discussion of concrete cases.

COACHING QUESTION

When you think of a recent situation where you had to coordinate several activities simultaneously, what strategies did you use to prioritize and manage your resources? What were the challenges, and how could you improve your approach in the future to increase the effectiveness of your coordination?

MOBILIZING LEADERSHIP

Encourage the manager to take transformational leadership training, which teaches how to become a leader who not only leads, but inspires and transforms their team.

Set up a 360-degree feedback program where the manager receives anonymous feedback on their leadership style from superiors, peers and subordinates.

COACHING QUESTION

When you think of a leader you admire, what specific qualities or actions inspire you the most? How could you integrate some of these qualities into your own leadership style to become more mobilizing?

DEVELOPMENT SUPPORT (cont'd)

PROBLEM SOLVING

Participate in workshops or training focused on developing critical thinking and problem-solving skills, including case studies, role-playing and simulations to practice real-life problem scenarios.

Setting up an individual coaching program with a focus on problem solving. The coach would help the manager identify and reflect on their current thought processes, and to develop new strategies.

SPIRIT OF COLLABORATION

Encourage the manager to participate in workshops that teach advanced interpersonal skills, effective communication techniques and strategies for productive teamwork.

Organize mentoring with leaders recognized for their ability to collaborate effectively within the organization. Mentoring can include observation sessions, feedback and discussion of concrete cases.

SELF-CONTROL

Workshops on stress management and mindfulness, with practical techniques for maintaining self-control in all situations.

Individual coaching focused on developing skills in emotional management and assertive communication, to help the manager understand and manage their emotions in a more effective way.

COACHING QUESTION

When you're faced with a complex problem with no obvious solution, what's your first step in breaking it down and starting to find solutions? Can you identify an approach that has sometimes prevented you from effectively solving a problem, and how could you adjust this approach in the future?

COACHING QUESTION

Think of a time when you managed to achieve an excellent result by collaborating with others. What elements of your approach do you think contributed most to this success? How could you apply these elements more regularly in your daily work?

COACHING QUESTION

Think of a time when you felt overwhelmed or stressed at work. What strategies did you use to manage this situation? What aspects of your stress management could you improve to become a model of resilience for your team?