ID-MANAGEMENT/STAFF OPERATIONS

INDIVIDUAL REPORT

NAME:

Doe, John

DATE:

2025/05/05

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Introduction

The objective of the ID-Management/Staff Operations Test (Gci) is to assess a candidate's ability to react adequately to a variety of realistic situations that may arise in a middle Management position within an administrative context.

The test is based on a structured taxonomy of roles and responsibilities associated with staff supervision. The competencies assessed are derived from a grouping of elements taken from the theoretical model developed by Tett and his collaborators, in order to accurately reflect the requirements of the supervisory role.

Target level:
Middle Management

Administrative context:
Responsible for the internal client support sector, involving supervision of first-level managers who supervise employees providing support to operational teams.

The test is based on realistic scenarios taken from the daily life of a supervisor in an operational and commercial context. The candidate was asked to analyze several professional communications and make appropriate decisions, based on the nature, degree of urgency and nature of the situation context of each situation.

This report presents the results obtained for each of the skills assessed. It highlights the strengths, development paths and concrete strategies to support the candidate's progress in a supervisory role.

1 Test Administration Information

Time remaining/Total: 10 min. / 90 min.   **Questions answered/Total:**   70 / 71 Questions

Added time: 5 min.   * time added to the test for accommodation measurements

2 Overview

Development Area
- Problem-solving
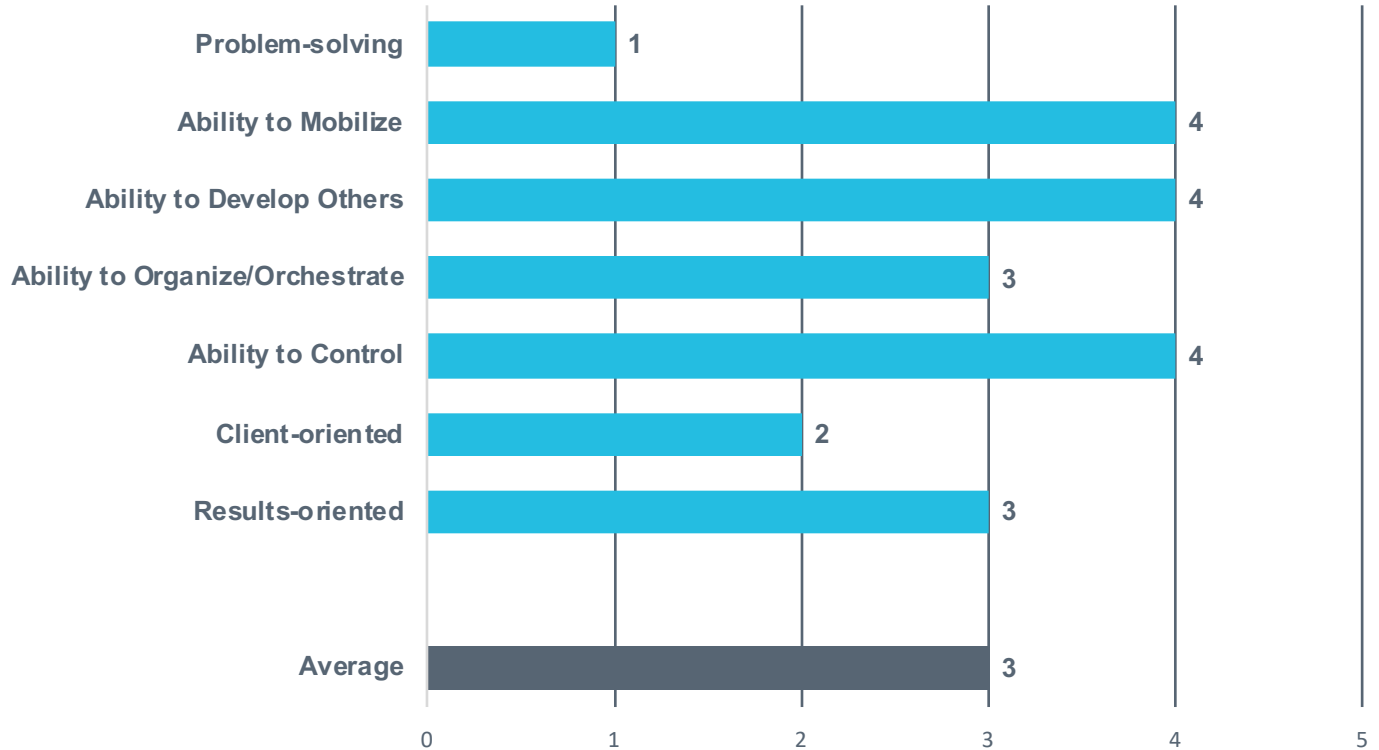- Client-oriented

Evolution/mastery Area
- Ability to Mobilize
- Ability to Develop Others
- Ability to Control
- Ability to Organize/Orchestrate
- Results-oriented

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3 Overall Results

Rating Scale Indicators

5 Very High: The candidate meets the main evaluation criteria. His answers are relevant and exceed expectations.

1 Very weak: The candidate does not meet the expected criteria. Several key elements are omitted or addressed in a way that is inappropriate to the context.

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4 Detailed Results by Competency

PROBLEM-SOLVING   Result: 1/5

📖 **Definition:** Identifies and analyzes a problem, evaluates possible solutions and selects the most appropriate one.

High Score	Quickly identifies key issues, organizes thinking in a structured way and makes appropriate decisions according to the level of urgency. Proposes solutions adapted to the context, mobilizing the perspectives of relevant people to obtain a clear overview of the situation and identify operational and effective courses of action.
Low Score	Struggles in quickly identifying key issues, structuring thinking and making decisions that are adapted to the urgency of the situation. Proposed solutions are often incomplete and fail to take sufficient account of stakeholder perspectives, limiting their scope and operational effectiveness.

📤 Measures Taken

Identifying issues

The candidate struggled to identify issues needing action. They rarely broke down the information provided and the facts surrounding the situation before choosing the most appropriate solution.

Considering Imputs

The candidate occasionally consults with relevant stakeholders, but does so on a sporadic basis or to a limited extent. The candidate is somewhat open to seeking information that could inform their decisions, but could benefit from using this input more systematically in order to gain a more complete understanding of the issues.

Providing Solutions

The candidate can suggest some relevant solutions. While some responses are appropriate for the context, others would benefit from being better targeted to ensure a fully effective resolution of the issues at hand.

💡 ***Competency level of difficulty:*** ***Hard to master***

Developing this competency requires a great deal of effort, as it is based on cognitive, social and emotional aspects. It must be put into practice in a variety of contexts, requiring flexibility, discernment and constant adaptation.

A few tips to help you build this competency

1 **Offer supervised problem-solving opportunities.** Give the person targeted mandates to analyze a situation, identify the issues, formulate possible solutions and present them. Start with simple, low-stakes situations, then gradually increase the complexity and level of responsibility.

2 **Encourage reflective thinking.** Help them use an analysis grid or method (e.g. 5W, cause tree, SWOT analysis) to organize their thoughts. Check in with them to make sure they're on the right track so they can better frame the issues and solutions.

3 **Favour collaborative work.** Encourage the person to consult colleagues or other stakeholders as part of the analysis of the situation. This approach helps to enrich their understanding, integrate different points of view, and develop a comprehensive view of the issues at stake.

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ABILITY TO MOBILIZE   Result: **4/5**

📖 **Definition:** The ability to motivate people to perform at their best, to work more efficiently and with greater enthusiasm.

High Score	Recognizes team strengths and roles, and integrates them constructively in a spirit of collaboration. Demonstrates active listening skills and mobilizes team members to achieve high standards, encouraging them to give their best.
Low Score	Struggles in recognizing and integrating team members' roles and strengths, which limits the development of a collaborative spirit. Listens inconsistently to others, reducing ability to effectively mobilize the group toward common goals and commitment to high standards.

↗ Measures Taken

Identifying human issues

The candidate demonstrated the ability to collaborate with and listen to others with regard to challenging situations at work. This made it possible for the candidate to identify what caused people to be motivated or not in performing their duties. However, this understanding remains incomplete and would benefit from further study to mobilize efforts more effectively.

Generate engagement

The candidate actively engages team members, exerting positive influence and creating conditions conducive to performance. They solicit ideas, listen to perceptions, and value each person's contributions in order to foster a work environment that is engaging, collaborative, and accountable.

💡 *Competency difficulty level:* ***Very difficult to master***

Mastering this competency is particularly challenging. Mobilizing others requires not only appealing to their emotions and willingness to commit, but also creating positive interpersonal relationships, accurately interpreting the organization's mission, and formulating inspiring goals. Its complexity lies in the simultaneous integration of human, motivational, and strategic factors.

A few tips to help you build this competency

1. **Clarify roles and strengths within the team.** Encourage the person to take the time to identify the strengths, skills and key roles of his or her team members through one-to-one meetings or expertise-sharing workshops.

2. **Active listening and regular exchanges.** Set up regular communication sessions where they can practice active listening and rephrase other people's ideas or concerns to improve mutual understanding.

3. **Give feedback after key interactions on her ability to mobilize the team.** After key meetings or situations, offer sympathetic feedback on how well they mobilize (or don't mobilize) others: did they listen, engage, give clear direction to the team?

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ABILITY TO DEVELOP OTHERS

Result: **4/5**

📖 **Definition:** Encourages people's professional development by helping them learn and developing relevant skills and increasing their participation in the organization.

High Score	Demonstrates a strong ability to support team members' progress. This level of performance is reflected in the establishment clear, appropriate development objectives, the provision varied tasks encourage learning in context, and the integration of constructive assessment and feedback practices geared to continuous improvement.
Low Score	Struggles in actively supporting the development of team members. Few indicators suggest the establishment of clear development objectives, the diversification of tasks for learning purposes, or the use of structured assessment and feedback practices geared towards improvement.

📤 Measures Taken

Set development goals

The candidate provides partial support to the professional development of their team. They may occasionally help set objectives or suggest training activities, but these initiatives lack regularity or consistency. They encourage task diversification on an ad hoc basis.

Assessing performance

The candidate places great importance on performance evaluation based on established objectives. They make a point of reviewing employees' skills and progress with them. On several occasions, they gave targeted advice and constructive feedback to support continuous improvement, and further develop skills related to the duties carried out.

💡 *Competency difficulty level :* *Moderately difficult to master*

It is moderately difficult to master the competency "developing others" as it involves the ability to accurately analyze organizational needs and individual skills in order to target the most relevant development approaches. It also requires the ability to provide constructive feedback and address development needs sensitively, taking into account the emotional and social aspects that are often present in this type of exchange.

A few tips to help you build this competency

1. **Help with skills development planning.** Accompany this person in analyzing the strengths and needs of their staff, and together establish a few concrete learning objectives as a frame of reference.

2. **Encourage task diversification.** Help this person to find concrete ways of diversifying his or her team's tasks, for example proposing temporary mandates, expanded responsibilities or support roles. Discuss these possibilities with them and their team members, highlighting the development goals associated with each.

3. **Establish a structure for follow-up and feedback.** Provide a simple feedback model that they can use when interacting with their staff (e.g. the STAR method) and suggest a practical exercise or role-play.

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ABILITY TO ORGANIZE/ORCHESTRATE   Result: **3/5**

📖 **Definition:** Allocates resources, organizes work efficiently, and takes the necessary steps to achieve the objectives set.

High Score	Can plan activities, coordinate resources effectively and delegate responsibilities thoughtfully. Directs operations with clarity, sets realistic priorities and structures tasks to promote smooth, orderly execution.
Low Score	Struggles in planning activities in a structured way, coordinating available resources and delegating responsibilities effectively. Actions taken lack clarity or consistency, and the direction given to operations sometimes appears inappropriate or ill-suited to the context.

↗ Measures Taken

Leading and delegating

The candidate generally works to ensure that efforts remain aligned with objectives. They delegate some tasks, allowing team members to work according to established priorities.

Planning

Whenever possible, the candidate plannedtasks so that current and future projects could be completed.

Coordinating resources

The candidate organizes work in a structured and operational manner, aligned with the organization's objectives. They coordinate tasks efficiently and allocate resources optimally, enabling smooth execution and strong alignment with strategic priorities.

> 💡 *Competency difficulty level:* **Difficult to master**
>
> The "organize/orchestrate" competency is particularly difficult to master, as it requires simultaneous consideration of human, material and financial factors. It requires precise plans and rigorous implementation, as well as the ability to adjust actions according to the realities on the ground. To achieve this, it is often essential to establish positive relationships and take into account the emotions and reactions of those involved, to ensure effective and lasting coordination.
>
> **A few tips to help you build this competency**
>
> 1 **Optimize activity planning.** Help this person define priorities, deadlines and milestones. Include weekly validation points to monitor progress and make any necessary adjustments.
>
> 2 **Structure delegation and coordination.** Work with this person to determine which tasks can be delegated, taking into account the team's strengths and capabilities. Suggest an effective delegation model (e.g. what to delegate, to whom, how, with what follow-up).
>
> 3 **Grow their ability to lead execution.** Give them real chances to lead operations (like managing a tricky shift, a change in procedure, or a mini-project). Give them an observation grid or a meeting or follow-up plan.

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ABILITY TO CONTROL

Result: 4/5

📖 **Definition:** Able to supervise the work of others and ensure that the tasks assigned to them are carried out successfully.

High Score	Ensures rigorous monitoring of activities, verifies achievement of objectives and, if necessary, emphasizes the importance of compliance with organizational rules and guidelines. Intervenes in a relevant and targeted manner when deviations are observed, thus contributing to maintaining high standards of performance and compliance.
Low Score	Struggles ensuring rigorous monitoring of activities, checking that objectives are being met, and intervening in a timely manner in the event of deviations. Does not systematically remind people, at the right moment, of the importance of respecting the organization's orientations and rules.

📤 **Measures Taken**

Compliance with guidelines

The candidate occasionally highlights the importance of following the organization's rules and guidelines. While they help maintain some alignment between objectives and expected behaviors, this consistency could be reinforced in a more systematic way.

Establish follow-up mechanisms

In general, the candidate implemented regular follow-up mechanisms when they had to monitor the progress in current files.

💡 *Competency difficulty level:* ***Very easy to master***

Control relies mainly on cognitive and technical skills, with little emotional or social involvement. To improve this skill, we need learn how to assess situations objectively and choose the most effective means of ensuring that tasks are carried out correctly.

A few tips to help you build this competency

1 **Clarify control expectations.** Determine the indicators to be monitored, the standards to be met, and the expected behaviors to structure effective monitoring mechanisms.

2 **Set up simple, practical monitoring tools.** Provide or co-develop a supervision adapted to the position (e.g. monitoring objectives, key indicators, weekly observation points) and support the person using this tool (e.g. monitoring frequency, data collection method, data interpretation).

3 **Develop intervention reflexes.** Work with this person to identify warning signs or frequent deviations that need to be monitored within their team. Work on intervention scenarios and support them in implementing concrete corrective measures.

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CLIENT-ORIENTED

Result: 2/5

Definition: Aims to establish positive long-term relationships with customers and maintain a high level of satisfaction by offering quality services or products that meet their desires, needs and expectations.

High Score	Demonstrates an excellent ability to identify and respond effectively to client needs and ensure client satisfaction. Stands out for their sustained focus on service quality and constant commitment to providing a positive client experience. This proactive approach, combined with a genuine concern for service quality, is a major asset in client relations.
Low Score	Lacks attention to client needs and satisfaction, as well as to the quality of services provided. Few initiatives are taken to anticipate expectations or adjust actions based on added value for clients, which limits the overall impact of the intervention.

Measures Taken

Focusing on quality and customer satisfaction

The candidate devotes limited focus to customer satisfaction and service quality. There is little evidence of a desire to improve the customer experience or exceed established standards, thereby minimizing the impact of their actions on customer relationships.

Competency difficulty level: *Moderately difficult to master*

Being customer-oriented involves managing emotions well, understanding expressed needs, establishing a positive rapport with customers and using effective approaches to respond appropriately. This combination of interpersonal, analytical and adaptive skills requires some refinement, but can be developed steadily with practice and targeted feedback.

A few tips to help you build this competency

1. **Clarify customer service and quality expectations.** Identify the key indicators linked to customer satisfaction (internal or external), and the quality criteria expected.

2. **Improve listening and understanding of needs.** Help them integrate client-oriented reflexes into their team's communications (e.g. seeing things from the client's perspective, clarifying expectations, following up). Encourage them to highlight and value service-oriented behavior within their team.

3. **Monitor the quality of services rendered.** Co-develop with this person a simple tool for monitoring the quality of interventions or deliverables, such as a validation sheet. Encouragethem to carry out quick assessments after certain interventions or customer requests, to identify what went well and what can be improved.

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RESULTS-ORIENTATED

Result: **3/5**

📖 **Definition:** Devotes significant effort to achieving set objectives and considers that achieving results is of paramount concern.

High Score	Actively focused on the task at hand, demonstrating clear motivation to meet performance requirements. high level of initiative, a strong sense of urgency and constant preoccupation with achieving targets, both in terms of quantity and efficiency. This focused mobilization execution-oriented behaviors strong alignment with organizational goals.
Low Score	Shows few action-oriented reflexes and limited mobilization in the face of performance demands. Behaviors linked to a sense of urgency, proactive initiative or the search for efficiency are not very present. This posture could hinder the ability to generate concrete results on a constant and sustained basis.

↗ Measures Taken

Key Objectives

In general, the candidate showed proper concern in meeting the objectives set and the overall performance of the organization.

Responsiveness and Initiative

The candidate was not inclined to react rapidly to organizational constraints and rarely showed any initiative regarding the situations faced.

💡 ***Competency difficulty level:*** *Moderately difficult to master*

The Results Orientation competency is considered moderately difficult to master. It is based on the ability to stay focused objectives despite obstacles, by mobilizing rigor, perseverance, initiative and efficiency in action. it may sometimes call social or emotional dimensions, it relies above all on cognitive and operational skills. Its development relies on consistency, self-discipline and the will to perform within a structured framework.

A few tips to help you build this competency

1 **Define performance expectations and target objectives.** Work with them to identify two or three clear goals to be achieved within three months (e.g. improvement in processing time, compliance rate, number of deliverables completed).

2 **Initiative and proactivity.** Encourage the individual to anticipate obstacles or needs linked to the achievement of results, rather than acting in reaction. Encourage autonomous management of results-oriented mini-projects (e.g. optimizing a process or achieving a key performance indicator (KPI)).

3 **Develop a sense of urgency and pace execution.** Introduce weekly monitoring points to track progress on objectives, readjust quickly and create a rhythm of deliverables. Introduce a simple urgent/important priority management tool to distinguish what is really a priority by separating tasks according to urgency and degree of importance.