

## Development Profile



# ProfileSoft

Getting the most from your human capital

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## Key Behaviours

This individual's answers to the ProfileSoft questionnaire are significantly off the norms. He belongs to the 1% of the population having the most extreme answers. Consequently, we must take into account a greater uncertainty in the interpretation of his results.



### **Entrepreneurship** (Approach to undertaking projects, activities)

She competes to achieve her own standards of performance. She can occasionally evaluate herself. She is determined to achieve imposed objectives. To be productive, this individual requires at least a basic structure in her work. She is positive and enterprising in specific situations. She uses traditional means to achieve her objectives.



### **Motivation** (Criteria, motivator factors)

She is an obstinate, relentless and determined worker. She works constantly to obtain better results. She wants to achieve her goals. She seeks challenging situations where the emphasis is on financial reward and the importance of her image. A short-term environment suits her.



### **Leadership** (Tendency to act alone or in a team)

She develops practical alternatives for reaching her goals. She needs responsibilities to perform. She is determined and demanding. Detailed work bores her.



### **Interaction style** (Approach to maintaining contacts with others)

She appreciates personal interaction and personal contact. She is pleasant, kind, sincere and very lively. She likes to highlight her own self-image and the image of her organization. She prefers achieving her objectives via friends and relations. A public relations environment is ideal for her.



### **Technical orientation** (Interest in theory or practice)

She is stimulated by practical aspects of the work. She is more at ease with concrete notions and prefers practical instruction. She prefers dealing with practical problems or applications with her colleagues, rather than theoretical ones. She is not stimulated by detailed or conceptual work.

## Performance Conditions

### Short term

A work situation that offers opportunities for the gradual development of her planning skills in relation to time and activities. She likes an environment where talents are highly valued.

A work environment with challenging opportunities where financial reward is commensurate with the effort required to succeed. She prefers an environment that will call upon her abilities to achieve short-term goals.

A job where supervision is such that it allows her to acquire and develop her autonomy. She prefers work with performance responsibilities.

She seeks work where she develops many contacts. She prefers working conditions that expect and require that tasks be performed with other people. An environment that provides constant feedback through others' reactions.

She needs a work environment where training is practical. A job with few intellectual demands suits her best.

### Long term

In a competitive environment, she is good at finding new business and developing existing clients. She can develop her management and planning potential through formal training.

She needs a stimulating work environment that offers challenges, recognition and financial rewards. She requires a position where productivity is the key to success. Such stimuli are most appropriate to her self-motivation.

A job with minimal supervision, especially at the beginning of her career, is ideal. She is more at ease with people that are like her. She is flexible with team members.

Work involving a lot of contact with new people stimulates her. She uses persuasion rather than her technical knowledge to manage people on an individual basis.

## Training Needs Summary

The training needs, as they were identified among the 4 major groups of techniques, are as follows :

Training and development			
<b>Communication</b>	Yes	Advisable	No
■ Obtain information	X		
■ Provide information			X
■ Verify understanding			X
<b>Planning/Strategy</b>	Yes	Advisable	No
■ Organization and clientele		X	
■ Time management	X		
■ Intervention strategy	X		
<b>Personnel management</b>	Yes	Advisable	No
■ Manpower planning	X		
■ Selection criteria			X
■ Hiring decision	X		
<b>Supervision</b>	Yes	Advisable	No
■ Performance standards	X		
■ Help and support people			X
■ Plan priorities	X		
■ Decision-making	X		

## Training needs - Communication

She has good communication skills. To interact effectively, people must feel that their personal opinions are understood and will be taken into account. To reach this objective, the following conditions must be met:

- obtaining information (ideas, opinions, preferences, concerns);
- supplying information (personal opinion, personal preferences);
- ensuring a climate of mutual understanding.

	Training and development	
	Required	Not required
<b>Obtain information</b>		
▶ Promote interaction	X	
▶ Listen and speak		X
▶ Interpret		X
▶ Lead the discussion	X	
▶ Question		X
<b>Provide information</b>		
▶ Consult		X
▶ Adapt approach		X
▶ Attract attention		X
<b>Verify understanding</b>		
▶ Make oneself understood		X
▶ Clarify / confirm	X	
▶ Manage disagreement		X

## Training needs - Communication

### ■ Obtain information

It is difficult for her to obtain information. People do not always share their opinions, preferences or concerns readily. More often than not, determining and understanding another person's point of view requires active listening, i.e. asking questions, seeking clarification or confirmation until ideas are perceived clearly. Once this has been accomplished, we can agree or disagree with the ideas expressed and pursue the interactive process.

Besides, there are other means of obtaining information that go beyond identifying and developing ideas. For example, information on the decision making process provides important clues about a person's needs, preferences and attitude. These indicate what may be important to this individual.

- ▶ At times, and in an effort to convince the other party, she tends to communicate unilaterally. As a result, she lacks sufficient information to demonstrate why her point of view should prevail and the consideration she is giving to the other person's point of view. Communication is an interactive process. Drawing conclusions, reaching agreement or making decisions all require that the interlocutor be fully involved in information or opinion sharing.
- ▶ She talks neither too much nor too little and as a result can listen and discover the other's point of view, ideas, concerns and determine those things that are important to him or to her.
- ▶ She listens carefully and effectively interprets what she hears. People provide a number of clues as to their attitude, preferences and needs. An expression of doubt often signals a disagreement or the fact that one specific element is particularly important to that person. In such situations, it is important to remain alert to this type of signals to understand and to respond accordingly.

## Training needs - Communication

### ■ Obtain information (cont'd)

- ▶ She tends to control the conversation. She could remain in control yet allow the other person to express him or herself. The course of a conversation can be changed at any given moment. One can, for example, ask a question that draws attention to another subject or summarize what the other person has just said before directing the conversation to a new subject. People usually want “equal time” in any conversation even if they are not totally in control.
  
- ▶ She is skilful at asking questions and at getting even unresponsive individuals to speak. It is important to initiate a conversation by asking questions that open up the discussion instead of limiting it to what the other person has to say. Should open-ended questions prove ineffective, there will always be time to become more specific...



## Training needs - Communication

### ■ Provide information

She provides information effectively. As a result, she is credible and creates a positive climate that is conducive to a mutual exchange of thoughts and ideas.

- ▶ She considers the other person and as a result, establishes a climate of trust.
- ▶ What she says is relevant. She is capable of adapting her approach to the other party's knowledge and concerns.
- ▶ She has a good understanding of one of the basic communication principles: obtaining information is insufficient, it must also be offered. The most useful information that can be provided when initiating any conversation is that with which the other party can identify, e.g. making reference to needs or problems he or she has previously expressed or experienced.

## Training needs - Communication

### ■ Verify understanding

During a discussion, she makes sure there is mutual understanding. Providing and obtaining information is insufficient, it is important that information be well understood. The task of effective communication entails a confirmation that ideas have been expressed or that arguments have reached their target.

- ▶ She has terms of reference to gauge how successfully she is being understood. She is capable of identifying specific facts, i.e. statements or answers expressed by the other party that confirm the likelihood that she understood what was said.
- ▶ She either does not dare, or she has difficulty in clarifying or confirming information. She is ill at ease having to confirm comprehension. Clarification and confirmation are simply the natural conclusion of this process. It is the opportunity to review the facts on which parties have agreed. It is a useful, reassuring reminder of the reasons why such and such a conclusion was reached. The message must be: "...we reached this decision together because...".
- ▶ She perceives the expression of disagreement or doubt as a situation that can be analyzed and resolved. Even the most important disputes are not insurmountable if they are put into perspective.

## Training needs - Planning/Strategy

She makes insufficient use of strategies and could be better prepared to face specific situations. Reaching an objective requires in-depth knowledge of the various steps involved, the ability to develop the process and plan activities, as well as the skill to assess the chances for success. These are the fundamental elements, the very foundation of any fruitful and successful intervention.

	Training and development	
	Required	Not required
<b>Organization &amp; clientele</b>		
▶ Know the market		X
▶ Know the clientele		X
▶ Know the services	X	
<b>Time management</b>		
▶ Establish priorities	X	
▶ Understand procedures	X	
▶ Plan activities	X	
<b>Intervention strategy</b>		
▶ Analyze the situation	X	
▶ Know the different steps	X	
▶ Create opportunities	X	

## Training needs - Planning/Strategy

### ■ Know the organization and clientele

She has some understanding of her organization, its services and its market. Such knowledge is essential to performance, yet more often than not, is either incomplete or superficial. Support factors such as communications, wage plans and clear directives from management are required to sustain performance.

- ▶ She endeavors to not only understand the characteristics of her organisations and the services it provides, but also to understand similar organizations. As a result, she is able to add value to services provided by comparing them to what is available in the market.
- ▶ She recognizes the various types of stakeholders and can specifically perceive how her organization's advantages, characteristics and services meet each party's needs.
- ▶ She is only familiar with some of the services provided by her organization. Mastering only those elements that relate to her work or division is insufficient; it would be to her advantage to also be knowledgeable of all aspects that will allow her to improve her performance and reach her objectives.

## Training needs - Planning/Strategy

### ■ Time management

She does not manage her time efficiently. One of the most effective ways of improving results is to allocate time adequately. This is a complex task when one is required to execute numerous tasks.

- ▶ She does not set priorities in terms of tasks that need to be accomplished. It would be to her advantage to identify priorities in consideration of minimal return on investment in consideration of efforts deployed and energy required. In other words, she should take into account the expected results versus efforts that need to be deployed.
- ▶ She does not master all stages required to reach an objective. For example, if potential results have not been “qualified”, she may be wasting her time. She should make sure she assesses the impact, interest and importance of obtaining results or specific objectives before investing her time in the process.
- ▶ She can significantly improve the manner in which she plans her activities. She could jot down her activities over a one week period and revise the results in order to analyze how she could have used her time more efficiently. For example, it is important to:
  - work according to well established plans,
  - follow a pre determined plan to maximize the number of activities,
  - use waiting time to read or complete documents,
  - delegate tasks that can be better executed by others.

## Training needs - Planning/Strategy

### ■ Intervention strategy

She does not develop a strategic plan to deal with a specific situation although it would be to her advantage to determine ahead of time what she hopes to accomplish and how she is going to go about it. She would therefore be in control and not controlled. Strategy is an effective way of measuring progress. It not only indicates what stage of the process has been reached, but also identifies the next step required to reach the targeted objective.

- ▶ She appears to be omitting some key points. She does not analyze the decision-making process or consider the people who influence this process. It is essential to examine and to understand how and why decisions are made. Participating in a group session on problem solving will help explain why important issues are not resolved and what can be done to avoid such situations..
- ▶ She does omit some steps required to reach an objective. It is useful to examine how essential steps fit into the process to maintain a high level of interest until a successful conclusion is reached.
- ▶ She does not know how to develop the potential of a situation. She tends to concentrate on the obvious, ignoring other opportunities which can affect her results. She must make it a habit to provoke situation that open the door to new opportunities.

## Training needs - Personnel management

She is skilled in certain employee recruitment and selection techniques. The ability to select the right person for the right job is critical in any organization. Mistakes in hiring and promoting are very costly to the individual and to the organization. It costs thousands of dollars to recruit a competent employee.

This investment is lost and must be repeated each time the wrong person is hired or promoted to a management position. Added to these costs, which are difficult to estimate, are negative effects such as loss of time, a slackening of efforts and lower morale when the person recruited is not productive.

	Training and development	
	Required	Not required
<b>Manpower planning</b>		
▶ Plan recruiting	X	
▶ Set standards		X
▶ Identify new generation of employees		X
<b>Selection criteria</b>		
▶ Establish desired features		X
▶ Hire according to criteria		X
▶ Promote equity and equal opportunity		X
<b>Hiring decision</b>		
▶ Lead the interview	X	
▶ Question according to criteria	X	
▶ Select objectively	X	

## Training needs - Personnel management

### ■ Manpower planning

Her manpower planning is insufficient. In a management role, manpower planning is an investment for the future. Identifying potential candidates or sources of candidates for each key position makes it possible to act quickly if an opening arises from a promotion, a layoff or a resignation.

- ▶ Insufficient attention is being paid, on her part, to replacing personnel. She must continually recruit and select candidates, even if she has no immediate opening. She must create or exploit similar positions as a training base, from which she can promote specific people.
- ▶ She is familiar with conditions for promotion. She has set standards for each position and is realistic about opportunities for advancement, for herself or her group.
- ▶ She is alert in identifying a replacement. She is familiar with criteria for success..

### ■ Sélection criteria

In hiring and promoting, she concentrates on selection criteria. She has a good understanding of the prerequisites for recruiting and selecting the right people.

- ▶ She knows the personal qualities that an individual needs in order to work with her successfully.
- ▶ Her selection decisions are justified in relation to selection criteria.
- ▶ Her recruiting sources and methods are not discriminatory..



## Training needs - Personnel management

### ■ Hiring decision

She has not mastered interview techniques.

- ▶ In an interview, she tends to sell the company and the position she wants to fill. A well-conducted interview requires that she play more of a buyer's role. As a rule, the interviewee must sell herself while the interviewer seeks specific traits, supported by facts. She should present the advantages of the job and the company only after having obtained the information needed for reaching the hiring decision.
- ▶ During the interview, she does not get all the information needed to determine whether the interviewee is capable of filling the position. Her questions are too general and many candidates have stock answers for responding to such questions. These answers give only a superficial glimpse of the candidate's qualifications.

She should follow a well-defined strategy, with questions focused on topics that relate to the job offered.

- ▶ Her personal biases influence her hiring decisions. For example, she may hire people who resemble her in physical appearance, personality traits, interests and/or prior experiences.

Ideally, various colleagues should interview candidates, either together or in turn, and compare notes and opinions before making a hiring decision. In this way, each one recognizes and guards against their own biases and the candidate(s) can be assured that they will be evaluated on their actual merit.

## Training needs - Supervision

She has not mastered supervisory techniques well enough. It is important to determine in which areas she is efficient and which techniques require further development. It is very important for the company's long-term success to improve performance among management staff. This is the simplest and quickest method of increasing productivity.

	Training and development	
	Required	Not required
<b>Standards of performance</b> <ul style="list-style-type: none"> <li>▶ State expectations</li> <li>▶ Grant merit</li> </ul>	X	X
<b>Help and support</b> <ul style="list-style-type: none"> <li>▶ Be available</li> <li>▶ Train employees</li> <li>▶ Delegate</li> </ul>		X X X
<b>Plan priorities</b> <ul style="list-style-type: none"> <li>▶ Plan the approach</li> <li>▶ Follow-up on plan</li> <li>▶ Respond to requests</li> </ul>	X	X X
<b>Decision-making</b> <ul style="list-style-type: none"> <li>▶ Reprimand objectively</li> <li>▶ Negotiate solutions</li> <li>▶ Solve problems</li> </ul>	X	X X

## Training needs - Supervision

### ■ Standards of performance

She has difficulty setting standards of performance. Maintaining performance standards and offering assistance and support to employees are two ways of providing the leadership that people need in order to be productive.

- ▶ Her employees don't always know what she expects of them. She should inform them of her expectations and review employee performance on a more frequent basis. She must make sure that employees are directly involved in determining the objectives to be reached. She must work with them and supervise their work to find out if their performance corresponds to the established standards of performance.
  
- ▶ She gives praise and recognition when and where praise is due.

## Training needs - Supervision

### ■ Help and support people

She easily offers help and support to her colleagues and employees. She does not confine herself to merely providing objectives. She gives the help and support people need to reach these objectives.

- ▶ She is readily available to her employees, insofar as possible..
- ▶ She is competent in integrating, training and developing her employees. She can effectively explain successful strategies and techniques to them.
- ▶ Assigned tasks are readily performed by her employees.

## Training needs - Supervision

### ■ Plan priorities

She has not mastered the techniques for identifying and planning priorities. These are essential management techniques for ensuring that company operations run smoothly.

- ▶ She plans adequately ways and means of achieving her objectives. Her plans take hows and whys into account and help obtain the desired results.
- ▶ She works in close cooperation with her employees and therefore makes sure that plans follow predetermined steps towards meeting objectives.
- ▶ It is difficult for her to cope with demands made of her. She reacts rather than assuming responsibility. She must learn to plan better, to set her priorities and to delegate certain responsibilities to her employees.

She may be unable to cope with the demands because she does not understand exactly what her work consists of. If the parameters of her work and the expectations are not clearly defined, the results will be affected as well as her performance.

## Training needs - Supervision

### ■ Decision-making

She has not mastered the techniques for solving problems and making decisions in a supervisory capacity; however, these techniques are not abstract concepts and, in a supervisory role, these are practical tools that should be used every day.

- ▶ She deals objectively with reprimands, including disciplinary actions.
- ▶ She is efficient in negotiating solutions with employees in other departments.
- ▶ She tends to solve the symptoms and not the causes of the supervision problem. Meanwhile, the problem continues. She has difficulty implementing and putting viable solutions into action. At times, she tries to pass on the problem to someone else rather than solving it herself.

Her action plan should try to include:

- 
- a detailed analysis of the problem, with its implications, its symptoms and its causes;
- a list of possible solutions, their advantages and their short-term results;
- a clear, precise recommendation;
- a practical and explicit action plan: who does what, when, where and how?; and -
- a professional commitment on the part of the people implementing the solution, with everything becoming part of their performance appraisal.






Problem-solving and decision-making skills are acquired more quickly when the individual is responsible and accountable for the solution.


## Profile results

It is important to note that there are no good or bad results. The ProfileSoft system measures behaviours that are key to workplace performance; quantified results represent trends.

For additional details, consult our website [www.profilessoft.ca](http://www.profilessoft.ca), access your client account, click "Tools", then "Interpreting results" and enter results in appropriate boxes.

### Results

- |    |                                                                                     |                              |                                                            |
|----|-------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------|
| 60 |    | <b>Entrepreneurship</b>      | (Tendency to plan, organize and respect procedures)        |
| 76 |    | <b>Motivation</b>            | (Tendency to obtain results and desire to help others)     |
| 66 |    | <b>Leadership</b>            | (Tendency to work alone or in a team)                      |
| 65 |   | <b>Interaction style</b>     | (Feelings of satisfaction in exchanging ideas with others) |
| 34 |  | <b>Technical orientation</b> | (Interest in theory or practice)                           |

- |   |                                                                                     |                  |                                                                                                                 |
|---|-------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------|
| 4 |  | <b>Predictor</b> | (The predictor is a statistical estimator that identifies the type of functions that best suit each individual) |
|---|-------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------|

People with these results are comfortable in staff positions. Their performance possibilities are very good in a non-competitive environment. They may also perform in other work environments. However they will then need more time, effort and energy in order to reach equivalent level of performance and goals.

