

Selection - Communication and Planning/Strategy



ProfileSoft

Getting the most from your human capital

First name Name
433-4710

Report #00LDWN
2020-12-15

Table of contents

Page

3	Key behaviours
4	Performance conditions
5	Interview questions
6	Training needs - Communication
11	Training needs - Planning/Strategy
15	Integration guide
16	Profile results

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)

This individual is efficient in a structured work situation. She is calm and relaxed. She reacts satisfactorily to sporadic stress. She requires a detailed work plan, a structure, specific activities and objectives. She is resigned, pleasant and cautious.



Motivation (Criteria, motivator factors)

She is considerably motivated by factors other than money or standing. She seeks a lifestyle that is unhurried, solid and secure. She is moderately ambitious. She needs work objectives that are valuable for her and for the company. She occasionally commits herself to achieving high performance levels. Effective motivational factors help her maintain a level of activity essential to attaining this performance.



Leadership (Tendency to act alone or in a team)

She is competent in a group environment. She prefers a minimum amount of freedom on a well-structured team. She accepts a certain amount of supervision. At times, she also appreciates leading the group. She requires a group of people with similar affinities.



Interaction style (Approach to maintaining contacts with others)

She is keen, jovial and friendly. She values social interaction. She achieves her objectives through her individual contacts. She is ill at ease, however, in meeting people for the first time or in carrying out new activities.



Technical orientation (Interest in theory or practice)

She is rational, factual and precise. She is stimulated by technical tasks and assignments that require intellectual and conceptual problem-solving. She is talented in specialized tasks that require her to be meticulous.

Performance Conditions

Short term

An environment where there is daily pressure. She likes a job with established objectives and detailed work plans. She likes to use her skills to adapt to and follow an already established procedure.

A work situation where she can contribute to the development of the people working with her. She prefers a job that has social value. Ultimately, she needs an environment geared towards helping others, which also provides sufficient security and offers opportunities to invest her talents and energy.

A job with opportunities to be a member of a team and contribute to her co-workers' efforts. An environment where she will occasionally be team leader.

She seeks work involving interactions with other people. She prefers a job requiring contact with people and a limited number of exchanges with strangers. An environment offering regular interactions with people.

She requires working conditions with technical training requirements. She seeks opportunities to be creative and to put ideas into action. She prefers a job that demands precision.

Long term

This person is more oriented towards a support or a service position than towards developing business. For her to be productive and satisfied in a supervisory role, her job must be very well structured and involve tasks that are established and defined.

Her motivational pattern prompts her to develop the skills of people who work with her. She must have the opportunity to invest a lot of effort and to help others. Long-term objectives are preferable.

She is stimulated by a job that regularly combines independence and team spirit. She is sufficiently flexible to supervise independent people as well as those who like to take part in teamwork.

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.

Interview Questions

Suggested questions to improve knowledge of updated potential :

■ Entrepreneurship

- Check through her references to find out how she reacts under pressure.
- Who provided her with the details of her plans and objectives?
- What type of support did she need to achieve her results?
- How many times did she achieve her results using more time or more support than originally planned?
- What was her actual contribution in the achievement of her results?

■ Motivation

- Check her references to determine her actual contribution towards attaining results.
- What did she do? When and how?
- Question her in detail on her actual efforts accomplished to attain results.

■ Leadership

- Ask her to provide you with examples of situations where she worked independently.
- What kind of relations does she have with her immediate superiors?
- How does she perceive her role as a team member?
- Has she ever had problems with work colleagues?

■ Interaction style

- How does she get along with work colleagues?
- Has she ever experienced a conflict of personality?
- How important are her relations with other people?

■ Technical orientation

- Check and see whether her learning and work experiences are transferable to your industry.
- Does she consider technical learning experiences to be positive and essential to her occupational development?

Training needs - Communication

Her knowledge of communication skills is insufficient. 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
Obtain information		
▶ Promote interaction		X
▶ Listen and speak	X	
▶ Interpret		X
▶ Lead the discussion	X	
▶ Question	X	
Provide information		
▶ Consult	X	
▶ Adapt approach	X	
▶ Attract attention	X	
Verify understanding		
▶ 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.

- ▶ She uses an interactive technique to communicate – as a result she “shares” information with the other individual. This approach helps convince the other person to really get involved and participate in the discussion.
- ▶ She talks much too much and should instead listen and ask more questions. Talking too much hinders information sharing. Communication is only possible if you can discern those things that are important to the other person.

As a general rule, it is more effective to open with a question rather than with a lengthy “pitch”, especially if one's point of view or the arguments presented are completely different from those of the other party.

- ▶ 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 lacks the ability to ask questions. A person who is disinterested or unresponsive can be encouraged to talk if the right question is asked, the right way. It is often necessary to explain why you are asking a question, especially if there is any chance that the objective of this question may be misinterpreted.

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 is not sufficiently skilful at providing information. While some people provide too much information, others provide too little as they mistakenly believe that whatever they say may be held against them.

Providing information establishes credibility and creates a positive climate that is conducive to a mutual exchange of thoughts and ideas. Providing information is an art; as the other person requires help to understand the relationship that brings various ideas together and as a result, makes them clearer.

- ▶ She does not always give sufficient consideration to the other person. The communication process should not be perceived as an adversarial competition. It would be to her advantage to establish a climate of trust. She must use her acquired knowledge and experience to gain people's trust.
- ▶ She does not adapt what she has to say to the other person. She should be comfortable discussing trivial matters as well as technical, or specialized issues. More importantly still, she must learn to distinguish between the two and to adapt her style to the people with whom she is talking.

Role playing, simulated presentations and knowledge acquired during meetings are effective methods that can be used to increase her level of confidence. It would be appropriate to simulate situations with people within her organization who hold various jobs and who each have different personality traits.

- ▶ She does not decide ahead of time what she is going to say. This indicates that she does not understand one of the basic principles of communication: to obtain information she must, first and foremost, provide information at the very onset of the discussion.

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

She does not always check for mutual understanding during discussions. It is just as easy to misunderstand as it is to be misunderstood. The task of effective communication entails a confirmation that ideas have been expressed or that arguments have reached their target. This ensures that doubts have come to light as well as other differences of opinions. She must ascertain that she really understands what was said by clarifying and confirming what she understood:

- 'so what you are saying is...'
- 'if I understand you correctly...'

- ▶ She has no terms of reference to gauge how successfully she is at being understood or persuasive. She must be able to identify specific facts, i.e. statements or answers expressed by the other party that confirm the likelihood that she understood what was said. She risks assuming that she has been understood when in fact, the opposite is true.

It would be to her advantage to acquire an example of a technique that demonstrates how needs, attitudes, doubts and objections are linked to each other at various levels of the interactive process. That would provide her the opportunity to compare her own performance with that of the model and to determine what skills she has mastered and which need to be improved.

- ▶ She is comfortable clarifying and confirming information. She views it as an opportunity to re examine what has been discussed, and the issues raised. This provides a useful, reassuring reminder of the reasons why such and such a conclusion was reached.
- ▶ She perceives the expression of disagreement or doubt as an obstacle rather than as a situation that can be analyzed and resolved. The danger in perceiving a disagreement as an obstacle is often intuitive and unfounded. One must be careful not to identify the disagreement with the other person's request.

It is important to learn techniques to respond to an expression of doubt or to manage disagreement. The first technique is to clarify the doubt or the disagreement before responding to it.

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
Organization & clientele		
▶ Know the market	X	
▶ Know the clientele	X	
▶ Know the services		X
Time management		
▶ Establish priorities		X
▶ Understand procedures	X	
▶ Plan activities		X
Intervention strategy		
▶ Analyze the situation		X
▶ Know the different steps	X	
▶ Create opportunities	X	

Training needs - Planning/Strategy

■ Know the organization and clientele

She is insufficiently informed about her organization, its services and its market. Such knowledge is essential to performance, yet more often than not, is either incomplete or superficial. She must be provided the opportunity to benefit from support factors such as communications, wage plans and clear instructions from management.

- ▶ Her knowledge of the organization, its services and more specially of similar organization, is incomplete. If she does not become familiar with market characteristics, she cannot effectively compare her activities with those of the market. She must be capable of adding value to services provided.
- ▶ Her knowledge of the various types of stakeholders is too limited to allow her to recognize their needs and to clearly understand how her organization's characteristics and service benefits can respond to such needs. It would be to her advantage to confirm what is important to other stakeholders.
- ▶ She is familiar with all services provided by her organization. Such knowledge is a great advantage to her in understanding the importance of her work within the organization and the latter's position within the market.

Training needs - Planning/Strategy

■ Time management

She manages 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 establishes priorities in terms of tasks that she needs to accomplish and deploys both her efforts and her energy in consideration of the return on investment. She takes 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 plans her activities adequately. She is aware of the number of daily activities she should accomplish and the need to use her time efficiently.

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 is aware that collaboration is a key point that should not be neglected when preparing an action plan. She analyzes the decision-making process and takes into account those individuals who influence the decision-making process..
- ▶ 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.

Integration guide

Here are a few pointers that will make it easier for this person to assume new responsibilities :

Entrepreneurship

It is of the utmost importance for her to learn to cope with the stress imposed on her by her work structure. It is worthwhile to teach her how to develop her work plan, and to supervise her. Make sure that she masters the specific techniques that are essential for her performance.

Motivation

She will have a tendency to delay her integration. You will have to persuade her to work harder. During her integration, she will require an ongoing motivational plan.

Leadership

She needs to know that she is part of the integration plan. She is committed towards her supervisors and her organization. She definitely likes to be recognized and rewarded for that commitment. She readily accepts her integration period.

Interaction style

During her integration, she requires help from her co-workers and her supervisor. She appreciates interactions with others.

Technical orientation






She has a positive attitude towards integration programs. Learning new concepts represents an intellectual challenge that motivates her and makes her efficient.


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, access your client account, click "Tools", then "Interpreting results" and enter results in appropriate boxes.

Results

- | | | | |
|-----------|---|------------------------------|--|
| 30 |  | Entrepreneurship | (Tendency to plan, organize and respect procedures) |
| 34 |  | Motivation | (Tendency to obtain results and desire to help others) |
| 42 |  | Leadership | (Tendency to work alone or in a team) |
| 42 |  | Interaction style | (Feelings of satisfaction in exchanging ideas with others) |
| 64 |  | Technical orientation | (Interest in theory or practice) |

- | | | | |
|-----------|---|------------------|---|
| 90 |  | Predictor | (The predictor is a statistical estimator that identifies the type of functions that best suit each individual) |
|-----------|---|------------------|---|

People with these results are comfortable in line positions. Their performance possibilities are very good in a 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.

