



Profiles WorkForce Compatibility™

User's Guide

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UNDERSTANDING AND USING THE WorkForce Compatibility Assessment

Research has demonstrated that in the business world good communication between a supervisor and employee is an important aspect of successful performance. Where there is an appreciation for differences in individual characteristics, there is typically also an appreciation for the need for accommodation between the individuals.

Employees who have good communication with their supervisors create less turnover, have greater job satisfaction, and good job performance. Both the supervisor and the employee share the benefits of enhanced work force compatibility.

As part of the Profiles International, Inc. line of products, the WorkForce Compatibility assessment is designed to facilitate an appreciation of the differences between a supervisor and their employee as well as an understanding that this information is an important part of good working compatibility. This product shows where the supervisor and employee differ in their personal characteristics and makes suggestions for enhancing the relationship and increasing the compatibility between the individuals.

The WorkForce Compatibility reports identify seven important characteristics of a supervisor and an employee. These characteristics are defined in the following pages. A comparison of the results for both individuals yields information to help them appreciate the differences between them, and their similarities. Suggestions for improving the compatibility of the supervisor and employee are also provided.

WorkForce Compatibility Reports

- A. **The Supervisor Report** is typically utilized to help a supervisor identify their own important individual characteristics and those of one of their subordinates. The report is written from the perspective of the supervisor and shares the characteristics of both individuals and how those characteristics will impact their compatibility in the workplace. The Supervisor Report reports on the six behavioral characteristics and the preferred Approach to Learning characteristic for both individuals.

- B. **The Employee Report** is typically utilized to help an employee identify their own important individual characteristics and those of their supervisor. The report is written from the perspective of the employee and shares the characteristics of both individuals and how those characteristics will impact their compatibility in the workplace. The Employee Report reports on the six behavioral characteristics for both individuals.

WorkForce Compatibility reports are presented clearly and do not require interpretation beyond the printed reports. The use of business language helps for an easy understanding. Your Profiles International, Inc. representative is an outstanding resource for understanding how to utilize the reports.

On the Employee Report, there are no scores reported. However, comments about both the supervisor and the employee are presented to help facilitate the working relationship. The Supervisor Report contains comments about both supervisor and employee, action steps for the supervisor, and a graphical representation of the scores for both individuals.

Review of the WorkForce Compatibility Scales

Approach to Learning (Supervisor Report Only)

A primary resource for learning is the ability to process information coming from the environment. In most training situations, the information is in the form of either words or numbers. Each of the two Approach to Learning sub-sections measures an aspect of understanding words or numbers and using each as a part of the reasoning process. They form the foundation of almost all problem solving, communication, interaction, and learning activities that are used on the job.

The Approach to Learning score is a composite that indicates the level at which a person may use their verbal and numerical abilities in the application of a learning style to various training situations. It suggests the individual's preferred approach to learning new information. Typically, the greater the number of avenues available for receiving information, the more open the individual will be to a variety of approaches for learning. Finding the approach that will make the most of their available learning skills will usually maximize the learning experience for them.

APPROACH TO LEARNING – An indication of the preferred approach to learning. While some prefer a methodical approach, others prefer a more open approach. There are four different approaches that are reported:

Open – Open learners typically observe and explore their environment and naturally retain the data and information they find. While they are comfortable with an ordered training environment, they tend to learn new knowledge and skills from their surroundings and from a wide variety of presentations.

Flexible – People who are flexible in their approach to learning tend to view the acquisition of new knowledge as necessary for progress. They appreciate structure in a training environment, but can adapt to and learn from a variety of teaching modes.

Structured – Learning occurs when there is a need for new information that can be applied immediately to bring about results. Structured learners respond best to training that is specifically relevant to solving urgent issues and problems.

Methodical – Most effective learning takes place through systematic repetition and hands-on application. Methodical learners tend to be most comfortable in traditional instructional settings with well defined objectives.

Behavioral Characteristics (All Reports)

Behavioral Characteristics help define who we are by influencing the behaviors that we exhibit. As the strengths and combinations of our behavioral characteristics vary, so do our behaviors. The WorkForce Compatibility assessment assesses some of the characteristics that have been shown to be important in business settings for both a supervisor and an employee. A brief description for each behavioral characteristic is provided here.

SELF-ASSURANCE – One's level of influence/assertiveness toward another person or group. It may be associated with the level of confidence.

High Scores

- Comfortable in leadership role
- Competitive
- Confident

Low Scores

- Accepting of a leader
- Diplomatic
- Low need for control

CONFORMITY – Relates to one's willingness to follow established protocols without questions. It is associated with accepting and following rules and policies.

High Scores

- Understands the need for procedures
- Accepting of rules
- Comfortable with authority

Low Scores

- Cautious of authority
- Prefers individual freedom
- Outspoken

OPTIMISM – The level of trust one is willing to express toward another person or group. It relates to the tendency to believe that things will have a positive outcome.

High Scores

- Accepts others
- Trusting
- Positive outlook

Low Scores

- Skeptical
- Sometimes critical of prospects for the future
- Aware of the inconsistency in other's behavior

DECISIVENESS – Relates to the capacity a person has for accepting risk associated with making a timely decision based on available information. It may be seen as the willingness to take action with limited information.

High Scores

- Makes decisions with the available information
- Often accepts the risk of making a timely decision with minimal information

Low Scores

- Not impulsive
- Prefers to carefully study of the situation before making a decision
- Uses careful analysis

SELF-RELIANCE – The desire to work free from the constraints of others, to rely on one's own resources. It may be seen as a person's need to work autonomously without input from others.

High Scores

- Works autonomously
- Slow to seek help
- May resist coaching

Low Scores

- May seek coaching
- Comfortable with coaching
- Easily accepting of supervision

OBJECTIVITY – The level at which one uses logic and reason more than intuition to solve problems. It is seen as a person's need to have objective facts before taking action.

High Scores

- Comfortable with a systematic approach
- Logical approach to problem solving

Low Scores

- Intuitive
- Willing to follow a hunch
- Not overly bound by traditional thinking