



Report designed for

**Sally Sample**

**CONFIDENTIAL**

# ProfileXT<sup>®</sup>

## Performance Model Comparison

Performance Model: Widget Bender  
Performance Model Date: 2/4/10  
Assessment Taken: 3/25/10 Printed: 5/20/10

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## Introduction

Every employable person will match some positions better than other positions. This report provides information about Sally Sample presented in a manner to help you understand how she matches with this selected position within your organization.

This report reflects the responses provided by Sally Sample when she completed the **ProfileXT** assessment. The result for each characteristic is illustrated on a scale from 1 to 10. The darker area on each scale represents the best Performance Model for the position. The enlarged segment of the scale shows where Sally scored. If the enlarged segment is dark, Sally is in the Performance model. If it is lighter, she is not. Information about Sally is reported in these four categories:

- **Profile for Thinking Style** – Learning Index, Verbal Skill, Verbal Reasoning, Numerical Ability, and Numeric Reasoning.
- **Profile for Behavioral Traits** – Energy Level, Assertiveness, Sociability, Manageability, Attitude, Decisiveness, Accommodating, Independence, and Objective Judgment.
- **Profile for Interests** – Enterprising, Financial/Administrative, People Service, Technical, Mechanical, and Creative.
- **The Total Person & Management Considerations** – Description of Sally as a person and how to most effectively maximize her potential.

**Note:** Additional considerations are displayed when Sally falls outside your Performance Model.

If Sally is being considered for this position and her results fall outside the Performance Model, you should print the companion Interview Guide for Sally. This Guide provides appropriate interview questions for each instance where Sally is outside the model. These interview questions will guide the interviewer in exploring important areas where information from the interview will effectively assist the interviewer in making an informed decision about her placement.

Please consult the User's Guide for additional information on using these results when working with Sally. As discussed in the User's Guide for this product, the results from this or any assessment should never make up more than a third of the final decision in placements.

## Profile for Thinking Style

When viewing the scales on this page and the next, the darker shading represents the Job Performance Model for the role of Widget Bender. The larger box indicates the individual's score.

### Learning Index

An index of expected learning, reasoning, and problem solving potential.



### Verbal Skill

A measure of verbal skill through vocabulary.



### Verbal Reasoning

Using words as a basis in reasoning and problem solving.



### Numerical Ability

A measure of numeric calculation ability.



### Numeric Reasoning

Using numbers as a basis in reasoning and problem solving.



## Profile for Behavioral Traits

### Energy Level

Tendency to display endurance and capacity for a fast pace.



### Assertiveness

Tendency to take charge of people and situations. Leads more than follows.



### Sociability

Tendency to be outgoing, people-oriented, and participate with others.



### Manageability

Tendency to follow policies, accept external controls and supervision, and work within the rules.



### Attitude

Tendency to have a positive attitude regarding people and outcomes.



### Decisiveness

Uses available information to make decisions quickly.



### Accommodating

Tendency to be friendly, cooperative, agreeable. To be a team person.



### Independence

Tendency to be self-reliant, self-directed, to take independent action, and make own decisions.



### Objective Judgment

The ability to think clearly and be objective in decision-making.



Distortion for this assessment is within the acceptable range.

## Profile for Interests

The Interests section assesses the relative interests between the six interest areas: Enterprising, Financial/Administrative, People Service, Technical, Mechanical, and Creative. For the Job Match Performance Model of Widget Bender, the top three interests, presented in order, are Financial/Administrative, People Service, and Enterprising. The top three interests for Sally are Enterprising, People Service, and Creative. Ms. Sample shares two of these interest areas: People Service and Enterprising.

### Top Interests for Sally Sample



#### Enterprising

Indicates interest in activities associated with persuading others, sales, and presenting ideas.



#### People Service

Indicates interest in activities such as helping people and promoting the welfare of others.



#### Creative

Indicates interest in activities using imagination, creativity, and original sales ideas.

### Top Interests for this Performance Model



#### Financial/Administrative

Indicates interest in activities such as organizing information or business procedures.



#### People Service



#### Enterprising

 = Match

## The Total Person

This part of the report discusses the results for Sally Sample on each of the scales in all three sections. The Behavioral and Management Considerations for each scale relate to her scores without reference to the Widget Bender model. If her score falls outside the model for a particular scale, Additional Considerations will be listed as suggestions to help Sally Sample adapt her behavior to better fit the job.

### Learning Index

An index of expected learning, reasoning, and problem solving potential.



### Behavioral Considerations

- Her overall learning index is high average which suggests a good potential for quickly learning new information.
- She is generally adaptive in a variety of training situations.
- Upon completing a training program, Ms. Sample should pick up new concepts easily when appropriately presented.
- Overall, Ms. Sample may be expected to complete a typical training program with success.

### Management Considerations

- While capable of meeting the challenge of advanced training, Ms. Sample may become frustrated during the more fundamental portions. Create enthusiasm during these phases by directing as much responsibility to participate as is possible.
- Require consistent performance by Ms. Sample in order to avoid boredom on her part. Sally will respond best to challenges in both the training and daily work experiences.
- Ms. Sample acquires and understands general information, but may find highly complex data or instruction challenging. Her ability to conceptualize and utilize ideas put forth in training is high average, but not significantly beyond the norm.
- During fundamental training, use creative participation to maintain her motivation, which she may lose if not particularly challenged.

## Verbal Skill

A measure of verbal skill through vocabulary.



### Behavioral Considerations

- With training and experience, Ms. Sample should be able to develop a higher level of verbal ability.
- She demonstrates a level of verbal skill slightly below that of the general population.
- Sally may initially need extra time when using verbal and written information.
- Ms. Sample may not have had much recent opportunity to use verbal skills in a work situation.

### Management Considerations

- When giving verbal instruction to her do not make the communication too lengthy. Break down complex instructions into individual steps. Have her report back to you on her progress. Be very procedural.
- Practice patience and acceptance when communicating with Ms. Sample.
- To achieve the best results from communications with Sally, review instructions after they have been given to her, focusing on her step-by-step understanding of the information.
- Do not be vague in your instructions to her. Follow a straightforward and structured line of communication.

### **Additional Considerations**

On the Verbal Skill scale Ms. Sample is below the designated Performance Model for this position. This suggests that her ability to use a thorough vocabulary is less than the position typically requires and that she could have a problem with communicating ideas and concepts. Discussions with her should explore the possibility that for Ms. Sample, the position may be overly challenging and could lead to frustration and a reduction in her level of performance.

## Verbal Reasoning

Using words as a basis in reasoning and problem solving.



### Behavioral Considerations

- She demonstrates adequate and, in some areas, good verbal reasoning ability; certain areas and complexities will need training.
- Ms. Sample will typically assimilate information as well as most people in the general population.
- Sally would not be expected to have any difficulty in effectively communicating thoughts and ideas to others.
- Ms. Sample is proficient in the use of words and language.

### Management Considerations

- Ms. Sample requires additional time to process verbal information. You should communicate with her in a direct and structured manner. Review information and ask for clarity in her communications.
- To help overcome any difficulties in verbal problem solving, maintain close observation to be certain that verbal information is clearly understood by Ms. Sample.
- Using complex words and verbal information may require deliberation and consideration on her part. Observe her effectiveness in solving problems and offer assistance when necessary.
- In some situations, especially with complex verbal information, Ms. Sample may require additional time to make decisions. Offer supervision and provide explanations of the information as needed.

## Numerical Ability

A measure of numeric calculation ability.



### Behavioral Considerations

- She may need assistance with complex mathematics or technical calculations.
- Sally is comfortable analyzing basic numerical material and performing some mathematical functions without relying on a calculator.
- Ms. Sample should be able to grasp mathematical principles that apply to the job.
- Ms. Sample should be capable of learning basic mathematical principles as necessary.

### Management Considerations

- She may become frustrated by tasks involving the calculation of complex data. If needed, provide training in appropriate mathematical areas and give consistent feedback.
- Observe her performance in calculating complex data that convey multivariate information. Aid Sally as needed with a mentor or formalized training.
- Ms. Sample may occasionally require additional time to process complex numerical information. Provide assistance in the form of available tools to aid in calculations.
- To facilitate her development, you will need to have Sally trained in any advanced mathematics relevant to her work.

## Numeric Reasoning

Using numbers as a basis in reasoning and problem solving.



### Behavioral Considerations

- She completes numerical problems with greater success than the general population.
- Sally grasps numerical concepts readily.
- Ms. Sample demonstrates a relatively strong ability to solve problems of a numerical nature.
- Ms. Sample works well with numbers and numerical concepts.

### Management Considerations

- Ms. Sample is capable of assimilating data to make decisions, but may occasionally be frustrated by a lack of challenge in this area. Address frustrations and provide ways to challenge her abilities.
- To avoid miscommunications when Sally is expressing numerical information, coach her on proper communication techniques that emphasize a common level of expression as needed.
- Sally is adept at seeing the relationship between numerical data and decision making. She may however, require extra challenges if not provided by the job to avoid a loss of motivation.
- Ms. Sample is more proficient in processing numerical information than most people. She may experience frustration if not sufficiently challenged, and may be willing to take on extra duties that allow her to practice this skill.

### **Additional Considerations**

On the Numerical Reasoning scale Ms. Sample is outside the designated profile for this Performance Model. This suggests that her ability to analyze numerical data as part of the decision making process is different than the position typically requires. Discussions with her should explore the possibility that for Ms. Sample, the position may be inappropriate for her ability level.

## Energy Level

Tendency to display endurance and capacity for a fast pace.



### Behavioral Considerations

- Ms. Sample can be relied upon to complete assignments in a timely manner.
- She can act with a sense of urgency, even under pressure.
- Sally typically works at a pace that is consistent.
- Ms. Sample is able to consistently maintain a quick work pace.

### Management Considerations

- Sally is a focused individual who prefers a busy work environment in most cases. This is productive but can lead to frustration if she becomes bored. When extra work becomes available, delegate it to her. This will help maintain her motivation as long as she is not the sole target of delegation.
- On occasion, Ms. Sample may demonstrate frustration with her energy level if the workload slows. Listen to her complaints or feelings about this and provide structure to maintain motivation.
- Ms. Sample may appear less motivated if the duties of this position do not keep her busy. Coach her on how to pace herself and how to make use of any occasional lag time with spontaneous projects that help her work with others.
- She typically demonstrates a somewhat high level of energy. Give her the opportunity to take on additional projects on occasion and involve her in group projects that require timely resolution.

## Assertiveness

Tendency to take charge of people and situations. Leads more than follows.



### Behavioral Considerations

- Ms. Sample can make decisions, enforce company policies and act with authority. She should be capable of making unpopular decisions when necessary.
- Sally is highly motivated by situations in which she is held accountable for results. She is motivated by power and authority.
- She has a strong need to make decisions and determine outcomes.
- Ms. Sample has a strong need to be in charge, to be the leader.

### Management Considerations

- Ms. Sample tends to take charge in a group. Encourage her participation as a peer within the group and foster her ability to be patient with the opinions of others. Training in active listening may enhance her ability to cooperate with her team.
- She expresses a preference for influencing the decisions of others. Act as a role model in your capacity as a group leader, demonstrating an authoritative yet democratic leadership style. Provide feedback concerning the effectiveness of your style and why it works in certain situations.
- If necessary, give Ms. Sample the opportunity to act as a follower from time to time. Provide constant feedback in private and mentor her ability to sometimes let go of her control and responsibility for the actions and decisions of others.
- Sally may have a tendency to insist on leading others. This may need to be tempered with a willingness to allow others a certain amount of control. Training that focuses on control issues may reveal a way to do this. Offer her the opportunity to lead the group as a reward for successful participation in such training.

### Additional Considerations

Ms. Sample scored above the Performance Model for this position in the Assertiveness scale. She may find the environment of this position challenging in the area of how much control is appropriately exerted over others. While talking with her, determine her ability to practice greater diplomacy in her interpersonal relations.

## Sociability

Tendency to be outgoing, people-oriented, and participate with others.



### Behavioral Considerations

- Ms. Sample is only moderately motivated by assignments that require interpersonal contact with people.
- She may sometimes enjoy work that requires interpersonal contact with the public.
- Her sociability is only moderately compatible with establishing a network of contacts.
- Ms. Sample prefers direct and to the point communication and may avoid spending time on small talk and social amenities.

### **Management Considerations**

- If you need to develop her ability to interact with the group, engage Sally in casual conversation. Breaking down walls of interpersonal distance between her and others may encourage better participation.
- As a way to develop her interpersonal skills, invite Sally to as many group discussions as possible. Maintain a casual demeanor with her, as appropriate, to model the culture of your organization.
- In her interactions with team members, Sally may be hesitant on occasion to communicate her perspective. If needed, encourage participation and make a point of initiating her involvement if necessary. As time passes, she should become more comfortable with the group and provide her fair share of input.
- On occasion, Ms. Sample may appear distant with the group. If necessary, support her efforts to interact with others and maintain consistency with your rewards.

### **Additional Considerations**

Ms. Sample achieved a Sociability score that is outside the designated profile for this Performance Model. This suggests that her orientation for working within a team is different than the position typically requires but that she may be able to perform well with adequate training. Discussions with her should determine her potential for training and willingness to adapt to the work environment of this position.

## Manageability

Tendency to follow policies, accept external controls and supervision, and work within the rules.



### Behavioral Considerations

- Sally demonstrates a positive attitude concerning organizational constraints and restrictions.
- She should be willing to conform to company policies without feeling any loss of personal freedom.
- Ms. Sample is friendly, cooperative and should be fairly easy to manage.
- Ms. Sample is typically willing to accept guidance and suggestions from others.

### Management Considerations

- If it becomes necessary to decrease her reliance on procedural norms, demonstrate in your daily work how it is acceptable to bend the rules within the limits of your organizational culture. Provide assistance initially, until she gains the confidence to make independent choices.
- Sally may fall back on concrete procedure when the task at hand becomes complex or stressful. If this tendency needs to be changed, do so by involving her in group discussions that require creative brainstorming and developing unique options.
- In a situation that appears frustrating, Ms. Sample may try to seek out supervision too quickly. If necessary, encourage independence by providing leading questions that challenge her to create her own solutions.
- Ms. Sample appears to prefer a strict procedural structure to help guide her daily work pattern. If it becomes necessary, help her break out of this mold by encouraging independence. Reward efforts to develop creative solutions to accomplishing tasks.

## Attitude

Tendency to have a positive attitude regarding people and outcomes.



### Behavioral Considerations

- Ms. Sample may be slow to show a positive attitude regarding risk, changes in policies and guidelines, and unexpected challenges.
- She may be less easily misled than others.
- Sally may tend to be more vigilant and on-guard than others.
- Ms. Sample may be inclined to assume a negative position and become critical of others.

### Management Considerations

- Ms. Sample demonstrates a tendency to be guarded when interacting with others. If necessary, build her basic trust with informal group activities to ease her doubt about the motivations of others. These activities can be as simple as lunchtime office meetings and informal discussions.
- Sally may demonstrate a distrustful attitude about her co-workers, customers, or her work. If necessary, provide her with an appropriate amount of time to discuss her feelings, but redirect her by displaying a calm and cooperative demeanor. Stress the necessity to focus on the tasks at hand and to accept responsibility for her own work.
- She may have a tendency to blame others for outcomes that are her responsibility. Should this become an issue, suggest discussion for a later time to address her negative attitude, then give feedback on her performance and how to make positive steps toward more productive behavior.
- Sally may express doubts about the outcome of some projects, appearing pessimistic. While maintaining an empathetic manner, confront her on alternative solutions and how she may contribute to the group's success.

### Additional Considerations

On the Attitude scale Ms. Sample is below the designated Performance Model for this position. This suggests that her general response to others will be pessimistic compared to the most successful individuals in this position. Discussions with her should explore the possibility that for Ms. Sample, the position may be overly challenging and could lead to frustration and a reduction in her level of performance.

## Decisiveness

Uses available information to make decisions quickly.



### Behavioral Considerations

- Ms. Sample can stand firm on decisions and is not inclined to back down once a decision is made.
- Ms. Sample is decisive and quick to act. She is likely to enjoy positions which require immediate action.
- She is inclined to take decisive action, to move decisions forward.
- Sally is capable of responding to emergencies and resolving problems.

### Management Considerations

- It is important that the concept of patience in decision-making be stressed to Ms. Sample. If this is necessary, ask for deliberate and analytical processes in her decisions.
- Ms. Sample may require training in how to be more deliberate if her quick decision-making becomes a problem. Emphasize the importance of analyzing information more thoroughly.
- If unnecessary risk is to be avoided, stress that sometimes the importance of deadlines is outweighed by the level of consequence inherent with making uninformed decisions.
- Sally may appear too spontaneous in her decision-making. If this is the case, counsel her on the need to avoid unnecessary risk with cautious and deliberate decisions.

### **Additional Considerations**

On the Decisiveness scale, Ms. Sample is above the designated Performance Model for this position. This suggests that she may act without a thorough understanding of the related details. Discussions with her should determine the extent of her spontaneity in decision-making, and consider if her effectiveness could be enhanced by more deliberation.

## Accommodating

Tendency to be friendly, cooperative, agreeable. To be a team person.



### Behavioral Considerations

- Ms. Sample can stand her ground whenever someone disagrees with her.
- While Ms. Sample tends to be agreeable, she will not be afraid to question ideas if necessary.
- She is usually agreeable, cooperative and good natured, but does not go along just to get along.
- Sally can be slower than others to avoid arguments, disagreements and/or conflict.

### Management Considerations

- If she becomes frustrated by working with those who hold opinions contrary to her own, provide individual goals that satisfy the group's needs while allowing her the room to feel comfortable. She is somewhat skilled in cooperating with others, so foster this ability and reward her efforts to grow in this area.
- On occasion, Ms. Sample may choose to compete with her team in an unproductive manner. If this occurs, make yourself available to listen to her frustrations and make authoritative decisions with regard to bringing the team together.
- Under the stress of meeting goals in a timely manner, Ms. Sample may become less cooperative, tending to conflict with her team. Reinforce a cooperative style and reward her ability to seek out the resources of the team.
- Conflict may play a role in her performance when Sally is feeling the stress of deadlines. Redirect her frustration, providing feedback that helps her to realize the effect of her attitude on others.

### **Additional Considerations**

Ms. Sample achieved an Accommodating score outside the designated profile for this Performance Model. This suggests her willingness to cooperate with others is different than the position typically requires and she may have a problem with the work environment. Discussions with her should explore the possibility for Ms. Sample, the climate of this position may be too challenging and could lead to frustration and a reduction in her level of performance.

## Independence

Tendency to be self-reliant, self-directed, to take independent action, and make own decisions.



### Behavioral Considerations

- Ms. Sample takes on new developments independently, bringing in co-workers only when absolutely necessary.
- Ms. Sample prefers to run her own show and will quietly fight being restricted.
- She is highly independent, possibly requiring firm supervision and clearly defined guidelines.
- Sally is an independent worker who prefers minimal guidance and coaching.

### Management Considerations

- Her independence may create problems in the following of procedure. If this becomes an issue, reinforce compliance and regular, accurate performance. Reward her efforts to cooperate by allowing some independence in areas of lesser concern.
- If she becomes frustrated, allow Ms. Sample some breathing room to let off the pressure she may experience from supervisory attention. Remain authoritative without becoming authoritarian and rigid.
- Due to her self-reliance, you may rarely hear feedback from Sally. Maintain open communication with her to foster an appropriate supervisory relationship. Listen to her when she appears frustrated and recognize her positive performance.
- Ms. Sample prefers to act independently and may become frustrated with excessive supervisory attention. Handle with care but remain authoritative. Encourage a consultative relationship.

### **Additional Considerations**

On the Independence scale Ms. Sample is above the designated Performance Model for this position. This suggests that her self-reliance is greater than the position typically requires and that she may become frustrated by the level of supervisory attention typical of this position. Discussions with her should explore the possibility the position may be too challenging to maintain her motivation and/or level of performance.

## Objective Judgment

The ability to think clearly and be objective in decision-making.



### Behavioral Considerations

- Ms. Sample uses judgment that may become more subjective when she feels pressured.
- Ms. Sample may tend to make less thoughtful decisions if she allows personal biases and opinions to replace sound judgment.
- Her judgment will be much more intuitive when addressing critical independent decision making responsibilities.
- Ms. Sample tends to be a subjective thinker and emphasizes personal opinions more than factual data.

### Management Considerations

- Ms. Sample may require greater structure in her decision-making process. Coach her to avoid making assumptions and to be thorough in gathering appropriate details in order to make more informed decisions.
- Coach her on investigating a variety of information sources when making decisions. Emphasize dealing with facts and other objective data before acting on any assumptions.
- Coach Ms. Sample on how to be more objective when making decisions. Training should emphasize the step-by-step process of logical reasoning.
- Sally may require direction to take more time to gather information to make sound decisions. Review her efforts, guiding her on avoiding snap-judgments and making informed decisions.

### **Additional Considerations**

On the Judgment scale Ms. Sample is below the designated Performance Model for this position. This suggests that her decision-making process is less objective than the position typically requires and that she could have a problem with the pragmatic nature of the job. Discussions with her should explore the possibility that for Ms. Sample, the position could lead to frustration and a reduction in her level of performance.

## Interests

The Interests section assesses the relative interests between the six interest areas. The top three interests for Sally and the Performance Model are presented below in ranked order. The interests shared by both are circled.

### Sally



#### Enterprising

Indicates interest in activities associated with persuading others, sales, and presenting ideas.



#### People Service

Indicates interest in activities such as helping people and promoting the welfare of others.



#### Creative

Indicates interest in activities using imagination, creativity, and original sales ideas.

### Performance Model



#### Financial/Administrative

Indicates interest in activities such as organizing information or business procedures.



#### People Service



#### Enterprising

Ms. Sample scored highest in the Creative, Enterprising and People Service themes on the inventory. She is attracted to positions in which she can use her creative side in a business environment that allows for a high degree of contact with people. She appears to be drawn toward opportunities to solve problems in an innovative way. The chance to serve the needs of customers and the public in general also relates to this interest pattern.

With Enterprising as her primary area of interest, Ms. Sample is likely to seek out activities that involve entrepreneurial pursuits and leadership. Her focus, above all other areas of interest, lies in pursuing objectives in the lively world of business. These kinds of activities motivate her most effectively. Secondly, she is motivated by the interaction with others that comes with service to an interpersonal cause as demonstrated by her interest in People Service activities. Helping others or providing them

with services may help to energize her in what she does at work. Finally, her interest in Creative activities rounds out her profile of interests. It promotes a concentration in creative expression, trying novel approaches and appreciating the process of innovation. Although this interest area is not as crucial to overall job satisfaction as her stronger interests, it does play a role.

### **Additional Considerations**

Ms. Sample does not show Financial/Administrative activities as one of her top three interest areas. She may not find activities associated with this theme as motivating as those individuals who have been successful in this position.