

Turning Team Selection on its Head by Profiling the 'DNA' of a Project or Change Initiative

INTRODUCING LNT: NeuroMatch©

No project or organisational change is ever the same, each requires different thinking, a different approach, cultural considerations and a different set of values and rules, it therefore follows, that each intervention needs people that fit with its unique needs and consequently are aligned with the projects distinctive DNA!

All too often, organisations make the mistake of focusing on the skills required to achieve a project or change, believing that the skills alone will ensure it is delivered on time, on budget, and on target. They then wonder why some or all of those three KPIs have not been hit?

To ensure that you achieve the optimum outcomes of a project or any other major change in your organisation, you need to successfully predict that the teams you put together have the requisite **behavioural** 'soft' skills to meet the specific characteristics of any new undertaking.

'Hard' skills alone are not a guarantee of performance. The true measures of performance are the behaviours and resilience of people who are forming the project or change teams. To be clear, this is not about personalities, qualifications, and experience (although of course, they all play a part), it is about a team's drive and fit to achieve results at that moment in time. This has been incredibly difficult to predict in the past that is until now...

NOW YOU CAN MATCH BEHAVIOURS TO THE REQUIRED RESULTS!

LNT: NeuroMatch© takes the guesswork and risk out of putting the correct teams together for projects, change initiatives, new strategies,

mergers or any other scenario where high performing teams are demanded.

We have achieved this breakthrough by profiling the key behaviours that give you the best chance of a positive project outcome. We measure these in '22' areas (see breakdown below), and have configured these into our online PRISM profiling system, which has been developed in conjunction with Harvard business school and the Center for Applied Neuroscience to harness the power of Neuroscience, thereby enabling organisations to measure the critical 'must have' deliverables of a project or change.

This is a five-step process. 4 of the steps you complete yourselves and one step (step 4) is completed as a remote discussion with one of our **NeuroMatch**© programme directors. There is also a support line available when required. The whole procedure can be completed within a few hours, once a clear understanding of the key behavioural drivers for positive outcomes of each project have been fully established.

Ultimately **LNT: NeuroMatch**© can save you time, money and the all important credibility by giving you the best chance of achieving your KPIs, both for your internal projects and for your external ones.

Below, you will read about how the five steps work, and how any organisation can predict with a high level of certainty (**LNT: NeuroMatch**© based on **PRISM Brain Mapping** has 99.5% validity), whether a team will succeed in delivering high performance.

Step 1: Having a clear concise brief of the project or change

Significant to the success of the **LNT: NeuroMatch**© process is that you have a very precise understanding of your project or change intervention. This important stage is completed by your organisation as an in-depth questioning process.

Some of the key questions you should be asking yourselves are:

1. What are the five critical outcomes of the project or change?
2. What will be the measure of success in each (the KPIs)?
3. What are the timescales to achieve the outcomes?
4. Do we have a full understanding of our own culture, or that of our clients (if an external project)? And how should that impact on implementation?
5. On a scale of 1 to 10 how demanding a project is (10 being very high demand)?
6. Do we fully understand and appreciate the project's objectives?
7. Who are the stakeholders involved in this project? And what are their expectations?
8. What are the key skills sets required? (The hard skills, not the behaviours)

This is just a sample of some of the all-important questions you should be asking yourselves. Once completed, it will form your blueprint for considering the behaviours required when you benchmark these for your project (online), as explained in step 2 below.

Step 2: Benchmarking the '22' measures required, for the optimum outcome of a project or change

The next critical stage is to measure the levels of delivery you require in each of the '22' areas. The list below gives you the questions you need to ask yourselves, based on your clear understanding of the project or change.

You do this by **ranking** each 'key' word (shown in capitals and in brackets, after each question) the outcomes are plotted onto the online form.

Finally, you now **rate** the '22' areas, 1 to 8 in Mindsets and Capabilities (8 being critical and then descending in value to 1), and 1 to 6 in Characteristics (6 being very important and then descending in value to 1). Again this process is completed online.

A support line is available for this element of the process, if you require help in completing the benchmarking.

The Projects Mindsets required (Its behaviours measured in 8 areas)

- What levels of generating ideas and challenging the existing practices are required for this project? (**INNOVATION**)
- What level of initiating new ideas and enthusiasm will be needed? (**INITIATING**)
- What levels of sensitivity and understanding of people's needs will be required? (**SUPPORTING**)
- What level of collaborating with others will be needed? (**COORDINATING**)
- What level of drive, determination, challenge and forthright approach will be required? (**FOCUSING**)
- What level of independence (self-sufficiency, with minimum supervision) will be needed to deliver demanding outcomes in tight deadlines? (**DELIVERING**)
- What level of being methodical and conscientious, with a high attention to quality and detail, whilst processing big amount of data, will be required? (**FINISHING**)
- What level of logical, analytical and unemotional approach to the task is needed? (**EVALUATING**)

When you have completed the 'ranking' process, please rate each of the behaviours on a scale of '8-1' as follows:

*'8' = 'Critically important' '7' = 'Very important' '6' = 'Important'
 '5' = 'Useful, but not important' '4' = 'Neutral - neither important nor unimportant'
 '3' = 'Rarely important' '2' = 'Unimportant' '1' = 'Potentially counter-productive'*

Enter the 'rating' in the relevant green box. You may use a 'rating' more than once.

Follow Steps in this order

STEP 1 From all the eight behaviours, choose the **single most important** behaviour for achieving excellent performance in the role and enter the behaviour name in the box below.

RANKING 1st - 8th = RATING 8 - 1

STEP 2 Next, from the remaining seven behaviours, choose the **second or next most important** behaviour for achieving excellent performance in the role and enter the behaviour name in the box below.

RANKING 1st - 8th = RATING 8 - 1

STEP 5 Of the four remaining behaviours, choose the one which would be **very important** for achieving excellence in the role and enter the behaviour name in the box below.

RANKING 1st - 8th = RATING 8 - 1

STEP 7 Of the remaining two behaviours, choose the one that would be **most beneficial** to the post holder in carrying out the role and enter the behaviour name in the box below.

RANKING 1st - 8th = RATING 8 - 1

STEP 8 Finally, enter the name of the last **remaining** behaviour in the box below.

RANKING 1st - 8th = RATING 8 - 1

STEP 6 Of the three remaining behaviours, choose the one which would be **least beneficial** to the post holder

RANKING 1st - 8th = RATING 8 - 1

STEP 4 From the remaining five behaviours, choose the behaviour **next most likely to undermine, or detract from**, excellent performance in the role and enter the behaviour name in the box below.

RANKING 1st - 8th = RATING 8 - 1

STEP 3 From the remaining six behaviours, choose the behaviour that is **most likely to undermine, or detract from**, excellent performance in the role and enter the behaviour name in the box below.

RANKING 1st - 8th = RATING 8 - 1

The Projects Capabilities (Its aptitudes, measured in 8 areas)

- What levels of practical and mechanical and practical problem solving are required for this project? (**PRACTICAL AND MECHANICAL**)
- What levels of investigation and analytical approaches are required? (**INVESTIGATIVE AND ANALYTICAL**)
- What levels of creativity and artistic approach will be required? (**CREATIVE AND ARTISTIC**)
- What levels of social interaction and taking an emphatic approach will be required? (**SOCIAL AND EMPHATIC**)

- What levels of directing, leading, influencing, motivating and an entrepreneurial approach is needed? (**COMPETITIVE AND ENTREPRENEURIAL**)
- Will the project require a lot of work with paper and/or computer based aspects of business, high on admin? (**ORDERLY AND EFFICIENT**)
- What levels of study and evaluation of numerical data will be required to enable sound decision-making based on logic and analysis? (**LOGICAL AND MATHEMATICAL**)
- What levels of expressiveness and persuasion is required, will the project require selling new ideas to people. And will establishing a quick rapport with others in fast moving environments be needed? (**OUTGOING AND EXPRESSIVE**)

When you have completed the 'ranking' process, please rate each of the work aptitudes on a scale of '8-1' as follows:

*'8' = 'Critically important' '7' = 'Very important' '6' = 'Important'
 '5' = 'Useful, but not important' '4' = 'Neutral - neither important nor unimportant'
 '3' = 'Rarely important' '2' = 'Unimportant' '1' = 'Potentially counter-productive'*

Enter the 'rating' in the relevant green box. You may use a 'rating' more than once.

| | | |
|--|---|---|
| From all the eight aptitudes listed, choose the most important one for achieving excellent performance in the job being benchmarked. Enter the name of that trait in the box below. | <small>RANKING 1st - 8th</small> 1st = <input type="text"/> | <small>RATING 8 - 1</small> <input type="text"/> |
| From all the seven remaining aptitudes listed, choose the most important one for achieving excellent performance in the job being benchmarked. Enter the name of that trait in the box below. | <small>RANKING 1st - 8th</small> 2nd = <input type="text"/> | <small>RATING 8 - 1</small> <input type="text"/> |
| From all the six remaining aptitudes listed, choose the most important one for achieving excellent performance in the job being benchmarked. Enter the name of that trait in the box below. | <small>RANKING 1st - 8th</small> 3rd = <input type="text"/> | <small>RATING 8 - 1</small> <input type="text"/> |
| From all the five remaining aptitudes listed, choose the most important one for achieving excellent performance in the job being benchmarked. Enter the name of that trait in the box below. | <small>RANKING 1st - 8th</small> 4th = <input type="text"/> | <small>RATING 8 - 1</small> <input type="text"/> |
| From all the four remaining aptitudes listed, choose the most important one for achieving excellent performance in the job being benchmarked. Enter the name of that trait in the box below. | <small>RANKING 1st - 8th</small> 5th = <input type="text"/> | <small>RATING 8 - 1</small> <input type="text"/> |
| From all the three remaining aptitudes listed, choose the most important one for achieving excellent performance in the job being benchmarked. Enter the name of that trait in the box below. | <small>RANKING 1st - 8th</small> 6th = <input type="text"/> | <small>RATING 8 - 1</small> <input type="text"/> |
| From the two remaining aptitudes listed, choose the most important one for achieving excellent performance in the job being benchmarked. Enter the name of that trait in the box below. | <small>RANKING 1st - 8th</small> 7th = <input type="text"/> | <small>RATING 8 - 1</small> <input type="text"/> |
| Enter the remaining aptitude in the box below. | <small>RANKING 1st - 8th</small> 8th = <input type="text"/> | <small>RATING 8 - 1</small> <input type="text"/> |

The Projects Characteristics (Its core traits. measured in 6 areas)

- What level of relationships management will be required, including the ability to deal with difficult people (individuals and groups) for this project (**RELATIONSHIP MANAGEMENT**)
- What levels of emotional stability is required of the team. Will the project be stressful with possible moving deadlines, long hours and high demands? (**EMOTIONAL STABILITY**)
- Will the project require fast decision making skills when information will potentially be vague and unclear. Clear decision-making required when under pressure? (**DECISIVENESS**)
- Will the project require a self-motivated team, with self-confidence and self-belief. People who can pursue demanding goals in the face of rejection or difficult questioning? (**SELF-MOTIVATION**)
- Will the project require the team to be consistent, thorough and persevering and highly self-disciplined, taking responsibility and accountability of their actions? (**CONSCIENTIOUSNESS**)
- Will the project require a high level of flexibility, the acceptance of fast change, and the ability to find new ways of doing things? (**FLEXIBILITY**)

Now, please **rate** each of the 'Core Traits' on a scale of '6-1' as follows:

6 = Very important
 5 = Important
 4 = Useful, but not important
 3 = Neutral - neither important nor unimportant
 2 = Rarely important
 1 = Unimportant

You may use a rating more than once.

From all the six core traits listed, choose the **most important** one for achieving excellent performance in the job being benchmarked. Enter the name of that trait in the box below.

RANKING
1st - 6th
1st =

RATING
6 - 1

From the remaining five core traits listed, choose the **most important** one for achieving excellent performance in the job being benchmarked. Enter the name of that trait in the box below.

RANKING
1st - 6th
2nd =

RATING
6 - 1

From the remaining four core traits listed, choose the **most important** one for achieving excellent performance in the job being benchmarked. Enter the name of that trait in the box below.

RANKING
1st - 6th
3rd =

RATING
6 - 1

From the remaining three core traits listed, choose the **most important** one for achieving excellent performance in the job being benchmarked. Enter the name of that trait in the box below.

RANKING
1st - 6th
4th =

RATING
6 - 1

From the remaining two core traits listed, choose the **most important** one for achieving excellent performance in the job being benchmarked. Enter the name of that trait in the box below.

RANKING
1st - 6th
5th =

RATING
6 - 1

Enter the **remaining** core trait in the box below.

RANKING
1st - 6th
6th =

RATING
6 - 1

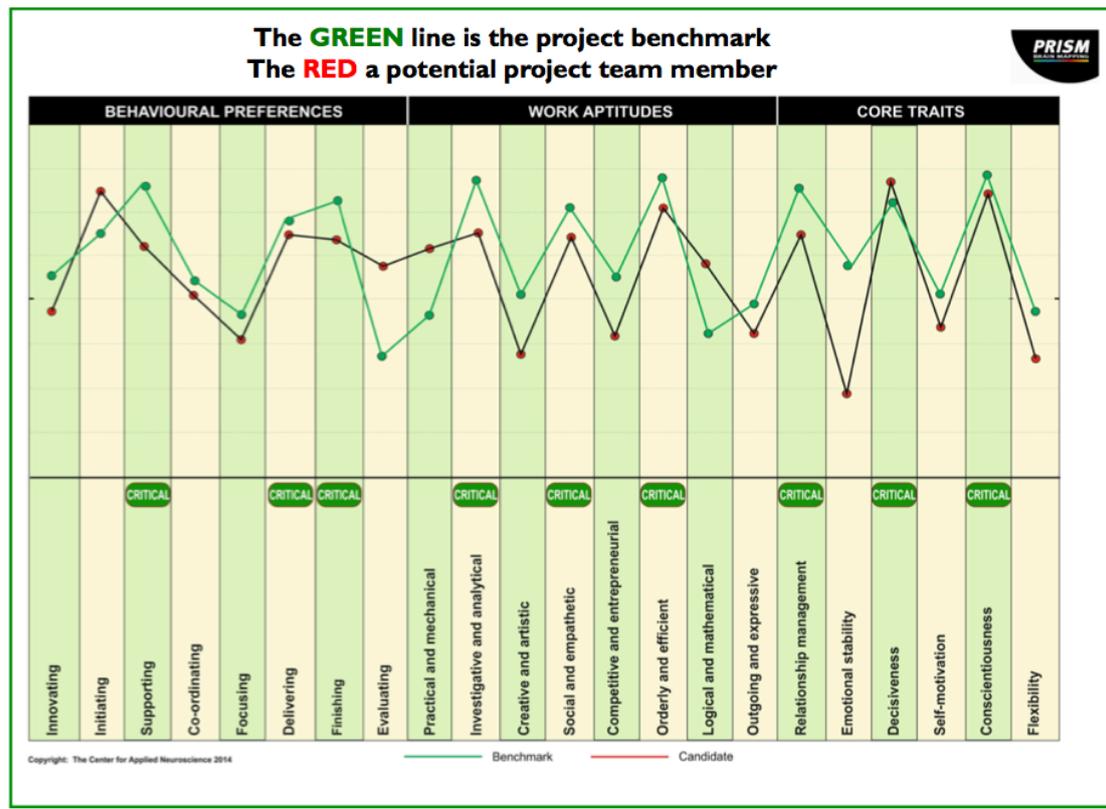
Step 3: Profiling employees who initially have the required 'hard' skills, to assess if they have the correct characteristics to match the projects requirements

Once step 2 is completed, the system will generate a 'project' needs 'MAP' in graph form, the **GREEN** graph lines will represent the projects very specific needs.

Next stage is to start profiling the potential team members.

Each potential team member will complete a questionnaire on-line, this will generate a 'person' match 'MAP' represented by a **RED** graph line, once overlaid with the **GREEN** line it will show a potential match.

This instantly gives a very clear picture of how close each individual matches the requirements of a project from a behavioural perspective.



Considerations

First and foremost, you are looking for a close match in all the CRITICAL areas (the ones that you scored the highest when you were profiling the projects required behaviours (these are marked CRITICAL on the online report)).

In the less critical areas, if there is not a strong match (for example, the persons emotional stability is low against the benchmark), this does not mean that you would not select this individual for the team, providing all the critical areas are at acceptable levels. However, when you move to the next stage (step 4) i.e. assigning specific roles and responsibilities, you probably would avoid giving this person roles, that would involve their least preferred characteristics (i.e. working with difficult people and areas of high pressure).

Step 4: A remote discussion with one of our Project NeuroMatch© directors

Once you have decided on your project team, based on the match between the project's benchmarks and the selected team's overlaid behaviours, the next stage is to have a remote discussion with one of our facilitators (normally around 1h1/2).

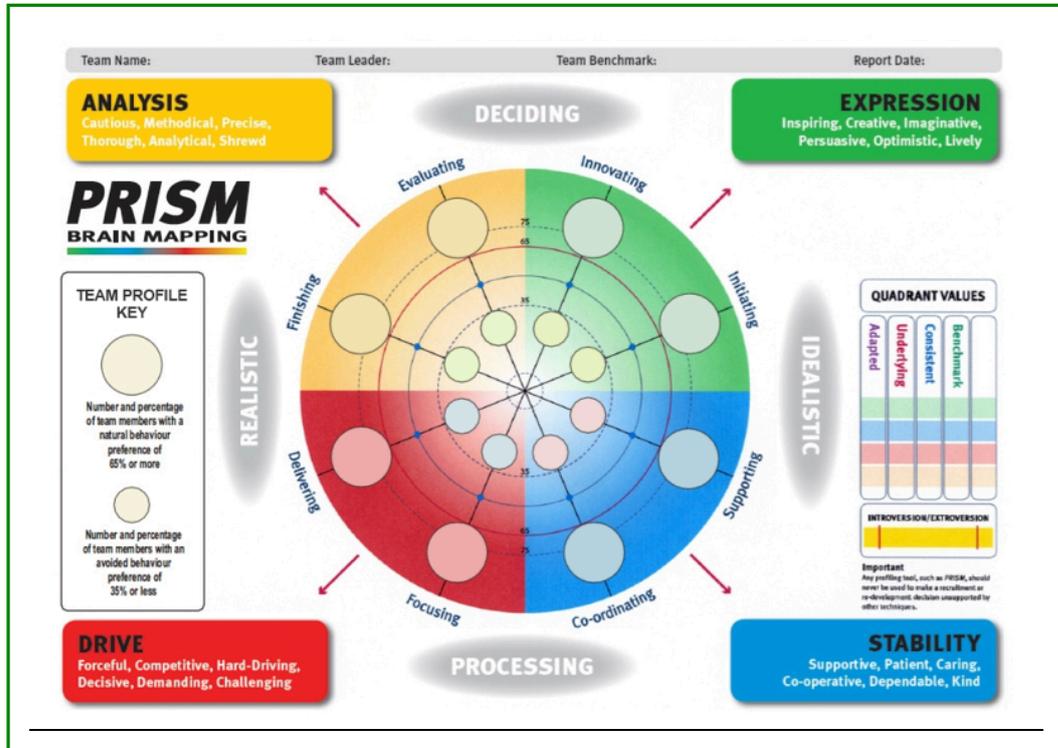
A facilitator will have your team's maps on their system. The purpose of this stage is to answer any questions you may have with regards to the different behaviours and their meanings, and also to support you for the next stage, which is matching people to particular roles in your project.

Please note this discussion is not about their skills (these will be a given), but about which elements of managing and/or delivering the project would most suit individuals.

Step 5: Assigning specific roles for the project or change

After your in-depth discussion with the facilitator you can now start to assign roles and responsibilities within the project. This process is supported by checking the scores of your selected team in each of the 8 project 'Mindsets' (behaviours). The scores are taken from the 'consistent' behaviours results of their prior completed **PRISM** Personal Profiles.

The output map shows the individual's areas of *strengths, which will enable you to select suitable roles for each team member.



***Please note** that if strength is very high it can potentially work against a person and a project. For example: if in 'Delivering' the score is +75 - under stress this individual may not listen to others and be too forceful. This is explained and discussed in detail during a remote discussion session.

The system also gives you indicators as to what types of tasks and responsibilities would suit each person in the team based on their scores, thus ensuring that you not only have a team that matches the required behaviours (demands) of a project or change initiative, but that you are also assigning them the correct roles.

| | |
|----------------------|--|
| Innovating | This role requires the post holder to generate lots of new ideas and demonstrate a high level of original thinking and creativity, as well as looking for new, original and untried ways of doing things. Success depends on taking a radical and imaginative approach to situations and having the freedom to work in an unstructured environment in which attention to detail and/or meeting deadlines are relatively unimportant. Occasionally, may react negatively to criticism, show poor attention to detail and disregard rules. |
| Initiating | This role requires the post holder pro-actively to approach and talk enthusiastically to customers and to communicate ideas and information effectively to a wide range of people. Success depends on being able to create positive relationships with strangers and being lively, enthusiastic, upbeat and persuasive. The job involves considerable variety and face-to-face interaction with others. Occasionally, may make decisions based on popularity and fail to complete tasks. |
| Supporting | This role requires the post holder to be comfortable handling routine or repetitive work at a steady pace and to deliver reliable, consistent performance as well as the creation of harmonious relationships. Success depends on being able to defuse tensions and to be diplomatic, supportive, empathetic and understanding, and without a need to take tough decisions or to meet tight deadlines. Occasionally, may be very sensitive and dislike making difficult decisions or dealing with conflict. |
| Co-ordinating | This role requires the post holder actively to enable others to participate in the decision making process and to be calm under pressure, as well as steering, or helping to steer, people from different backgrounds, roles or hierarchical positions towards some common goal. Success depends on taking a consultative approach, plus the ability to keep an open mind, seek consensus and develop or make good use of others' skills. Occasionally, may be slow-moving and over-reliant on the views of others when making decisions. |
| Focusing | This role requires the post holder to be a robust, win-lose negotiator, to take tough and potentially unpopular decisions and to be aggressively single-minded in pursuit of demanding objectives or deadlines. Success depends on having a strong sense of urgency and on being a strong-willed individualist who can be forceful, forthright, and aggressively competitive in the pursuit of goals. Occasionally, may be forceful, argumentative, blunt speaking and quick to anger. |
| Delivering | This role requires the post holder to work effectively under pressure to achieve demanding targets and to be good at turning ideas into practical action, as well as being ambitious, independent and single-minded in the pursuit of results. Success depends on taking a self-sufficient, structured and practical approach to work, as well as being able to juggle multiple tasks and deliver consistent high performance in a fast-paced environment. Occasionally, may be demanding, inflexible in changing plans and competitive for status. |
| Finishing | This role requires the post holder to work alone, or with a minimum of supervision, to handle large quantities of data for prolonged periods and follow strict policies and procedures to the letter. Success depends on being conscientious, precise and methodical in delivering consistent, high quality work on time and without error, and without the need to have lots of face-to-face contact with strangers. Occasionally, may prefer to work alone and find it difficult to establish rapport with strangers. |
| Evaluating | This role requires the post holder to make sound judgements unaffected by emotion by using shrewd judgement and the ability to interpret complex information and difficult concepts. Success depends on being astute, analytical, logical, vigilant and questioning, and on a willingness to consider a wide range of options carefully before reaching a decision. Occasionally, may appear cynical, negative and be unreceptive to new ideas. |

For more information on how this remarkable tool can enhance the success of your own projects, or for those that you implement for your clients, please contact: Philip@leadingnationaltraining.co.uk or Tel: +44 (0) 7966 570421. Or checkout our website: www.leadingnationaltraining.co.uk

The LNT NeuroMatch© system is only available from **Leading National Training Limited**.