

**Comments  
on the parameters  
of the QPD Questionnaire  
(Questionnaire Profile of Demands)**

**Talent Attraction and Retention**

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## **General Recommendations for Working with the QPD Questionnaire to Create Competency Profiles.**

1. This commentary is intended to facilitate the completion of the QPD questionnaire and provides explanations for all key concepts used in each question.
  2. The first three questions are "Free Text" type, where you share your vision and wishes in direct text. The more specific your wording in the description, the better.
  3. Start from the goals of the position and think in the medium and long term. In the QPD questionnaire, describe only the PROCESS and PROCEDURAL goals, which must always be aligned with the company's GUIDING and GENERAL goals (see the Goal Cascade in the Appendix section at the end of this document).
  4. Often, descriptions are too generalized and offer little benefit. Be concise; the "Free Text" area is limited to 1000 characters.
  5. From the fourth question onwards, you will be presented with different types of single or multiple-choice questions.
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### **1. Working Position, Job Title, or Role.**

Specify the name of the position, job title, or role for the creation of the competency profile.

### **2. Goals and Objectives**

The second question of the QPD questionnaire asks you to describe the goals and objectives of the position, job title, or role:

1. First, we define the goals of the position, which are described in a short and generalized form. These goals are a kind of "long-term mandate" from company management to the employee in this position. (Goals are the hope that in the future, desired states will emerge through undertaken actions.)

Describe 3-6 main Detailed Goals for this position (activity or role) that create value. Always consider the following:

- Why are we creating this position?
- What value does it create? (i.e., how is it linked to company goals)
- What goals need to be achieved?

We begin the formulation of a goal with the phrase "In this position, it is necessary to achieve..., in order to...". This formulation forces concentration on the essential.

Limit yourself to 3-5 main Detailed Goals. If you have more goals, you should check if you are describing goals or if you have already moved on to describing tasks.

**Example 1:** Position - Client Relationship Manager. Goal - Clients "A" feel and appreciate personal support from the company.

#### **2. Next, we derive key tasks (Intermediate Goals).**

A task is a self-assumed goal for which a person takes responsibility.

- What key tasks need to be addressed to achieve the goals?
- 4-6 key tasks with...

#### **3. Next, we outline the key tasks (Intermediate goals).**

A task is a self-undertaken goal for which an individual takes responsibility.

- What key tasks need to be addressed to achieve the goal?
- 4-6 key tasks directly related to the aforementioned goals.

- Maintain a direct connection to the position's goals.

Tasks can be formulated according to the question: "What needs to be done to achieve the position's goal?"

**Example 1:** Position - Client Relations Manager.

Tasks:

- Analyzing client specifics,
- Compiling client lists,
- Making phone calls,
- Visiting clients.

**Example 2:** Position - Director of Organizational and Human Resources Development:

Tasks:

1. Developing, optimizing, and implementing systems for organizational and people management.
2. Supporting managers and improving the quality of inter-departmental relationships within the company in accordance with the company's strategy.
3. Training managers in the effective use of management methodologies and tools.
4. Organizing the work of one's own department and leading employees.
5. Ensuring the availability of qualified employees...

### **3. Customer Expectations**

The third question of the QPD questionnaire asks you to describe customer expectations:

- What do internal (manager, colleague, subordinate) and external (customer, partner, supplier) clients want the employee in this position to be like? What should the employee in this position be able to do and want to do, according to these clients, to successfully accomplish the assigned tasks?

You can start the formulation with phrases like "Must be able to...", "Must want to...", "Must be...". At the same time, remember that people are hired for their knowledge and skills, but fired for their behavior. Behavior is based on personal qualities and motivation, and relevant requirements that ensure the desired behavior should be included in the competency profile.

**Example 1:** Position - Client Manager when performing the task "client visit" must be able to, be, want to:

- Readiness for contact,
- Active listening skills,
- Empathy/ability to understand others,
- Desire to persuade,
- Fluent spoken and written language...

**Example 2:** Position - Director of Organizational and HR Development must be able to, be, want to:

- Strong strategic and conceptual abilities,
- Business acumen and understanding of enterprise economics,
- Holistic personality with high social competencies,
- Experience in managing change-related projects,
- Developed communication skills and abilities (oral and written),
- Ability to build long-term relationships and connections (internal and external),
- Professional knowledge in working with potential, PM, Change Management,
- ...

**Example of Generalization: Client Manager (Requirements Profile)**

Position Goals	Key Position Tasks	Expectations - "Able to," "Want to," and "Be" Requirements
Clients "A" feel and value personal support from the company	<ul style="list-style-type: none"> <li>• Analysis of client specifics,</li> <li>• Client list compilation,</li> <li>• Telephone contact,</li> <li>• Regular client visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Wants to persuade,</li> <li>• Able to articulate purposefulness,</li> <li>• Able to listen,</li> <li>• Wants to satisfy client needs at a high level,</li> <li>• Able to remain calm with difficult clients,</li> <li>• Able to delegate,</li> <li>• Able to make decisions and implement them in practice.</li> </ul>

**ATTENTION:** The primary purpose of the second and third questions of the QPD questionnaire is not only to OBTAIN INDICATORS FOR ASSESSING REQUIRED POTENTIAL AND COMPETENCIES, as demonstrated by CAPTain psychometrics, but also to achieve the following objectives:

1. Managers acquire an important management tool;
2. A valuable skill is developed in formulating client goals, objectives, and expectations in a concise and specific manner, i.e., to the point;
3. It facilitates and optimizes communication **between managers at all levels when making organizational, managerial, and HR decisions.**

## 4. Activities and Key Requirements (Part 1)

**Strategic tasks** are understood as tasks related to future development, which require a broad, global perspective, the ability to systematize and structure large blocks of information, and to develop general concepts for their successful resolution.

**Operational tasks** are those related to the practical implementation of planned initiatives and the achievement of set goals, as well as the development and execution of tactical moves to realize strategic objectives.

Successful **management** requires qualities such as the ability to work with general information and react flexibly to situations, to defend one's point of view and think strategically, and to have a sufficiently high level of readiness to make decisions.

**Record Keeping/Administration.** This type of activity demands a high degree of attention to detail, clarity and structure in work, the ability to systematize and independently complete assigned tasks, and an aptitude for routine work.

**Systemic Tasks** require the ability to see the overall development direction of all interconnected units (directions, departments) and to analyze the degree and quality of their mutual influence.

**For tasks within a single area, it is sufficient to focus on the development of one area (department, unit) without the need to consider the multifaceted nature of the process and interaction with all others.**

**Employee Management.** For this type of activity, the ability to interact with people is crucial, but above all, it is the individual's readiness to be a leader and take responsibility for the work of their subordinates.

### **Personal Responsibility**

If a given job position requires the ability to make independent decisions, possibly without expending additional time and effort for their approval and endorsement by higher management, to independently define work stages and set goals, then personal responsibility in such a position is high.

Conversely, activities performed based on instructions, orders, and in accordance with another employee's decision imply the individual's ability to follow someone else's directives and, consequently, a low desire to act independently.

## **5. Types of Activities and Key Requirements (Part 2)**

### **Problem-Solving Tasks.**

The necessity to solve problems exists in varying degrees in different workplaces. Every manager solves problems daily; however, the scale of these solutions, the need for new approaches, or the specifics of the solutions (organizational, intellectual, communicative) differ for everyone. The ability to solve problems is comprised of several skills, such as creative thinking, openness to new ideas, the ability to defend one's beliefs, and to develop plans for their implementation. Furthermore, high intellectual potential and knowledge level are necessary, as is a conceptual approach. An individual responsible for resolving problematic situations must be prepared for personal accountability, meaning they must make well-considered and thoughtful independent decisions and possess sufficient composure for their implementation.

### **Administrative Activities.**

Such activities typically require the ability to perform routine work, accuracy, and thoughtful actions, without a drive for innovation.

### **Conceptual Tasks.**

Developing concepts, general development directions, and theoretical reflections imply the presence of the same abilities as in problem-solving, with the exception of the drive and specific abilities for their practical implementation.

**The tasks of practical implementation** of the set goals require precise and reliable work.

**Multifaceted/Multilevel decision-making** involves the development of general strategies, concepts, and other large-scale tasks, the implementation of which will affect practically all divisions, departments, and areas, and therefore every employee, from manager to executor.

### **Detailed Work**

On the other hand, work that requires particular attention to specifics, accuracy in every detail, and neatness, demands a high degree of attention to detail.

### **Teamwork**

This refers to the need for close cooperation and joint creativity with a group of people. For successful work with and within a team, it is necessary to understand and see oneself in the role of a team member, to have the ability and desire to be emotionally connected with everyone, to work for a common result, and to be interested in supporting colleagues.

**Leadership**, on the contrary, implies a desire to perform, a wish to be the center of attention, as well as a high level of personal responsibility and the ability (desire) to see oneself in a leadership position.

**External Contacts Tasks** involve working with external clients.

## **6. Engagement in the Assessment / Control Process**

**Assessing human behavior** requires a high level of attention to people and communication in general, a willingness to compromise, and a focus on fostering a positive team atmosphere.

In contrast, **quality control of items and objects** demands particular attention to work tasks and their correct execution. Attention to personal friendly emotional relationships will hinder the successful completion of such work.

**Checking compliance with standards** involves a certain readiness to work within a system of agreements, rules, instructions, regulations, and directives, without making new independent decisions.

**Assessment based on norms with multiple interpretations** requires thoughtful behavior, theoretical reflection, structure, and systematicity from the individual.

## **7. Type of Communicative Activity**

When providing **consultations** (giving advice) to other employees, colleagues, or clients, a communication style is needed that, on the one hand, is not overbearing, and on the other hand, is sufficiently influential.

During **negotiations**, the ability to defend one's interests is crucial, without losing personal contact with the negotiation partner or exerting excessive pressure on them, as well as the ultimate desire to reach an agreement.

To persuade someone of something, one needs **sufficient persuasive** power, which is demonstrated by a clear presentation of one's own position, regardless of the correctness of the arguments. Furthermore, significant effort is required to lead others, thanks to the ability to maintain good relationships and negotiate.

If a given work position involves **conducting training**, the individual must possess sufficient patience and the ability to influence their trainees. If training programs are to be conducted for a group of employees, colleagues, or partners, then the ability and desire for public speaking are necessary.

When **conducting surveys** (referring to active interviews with strangers), it is necessary to be able to quickly establish good personal rapport and maintain an emotionally open communication style with the interviewee. If surveys are conducted in a group of people, then a quality such as a sufficiently high desire to be visible and in the spotlight is required.

In the course of performing their job duties, employees need to exchange information, which can be quite diverse or rather monotonous and narrowly focused.

Curious and creative people with a need for change, ready for transformations, are interested in **exchanging new information**.

**The exchange of monotonous information** is well-received and carried out by people not inclined to change, who prefer constancy.

**Public speaking** requires certain internal attitudes and behavioral skills that allow for easy and successful presentations.

## 8. Interpersonal Contact and Interaction

If the activity at this workplace involves the need **to work alone**, independently, without a team and frequent interaction with other employees, then a person who is far from striving for collective work and does not possess a high level of cooperation skills can apply for such a position.

If, however, the work position still implies the possibility of contacting colleagues, i.e., in **individual work with the possibility of contacts**, the person should feel comfortable in a team.

A person who constantly works in **a group**, or **in close contact with another person**, should have completely different skills and preferences. Such activity implies a person's desire to belong to a group, the ability to distribute work, defend and submit to the interests of the group, rather than their personal ones, to share work and negotiate.

If job duties include the necessity to **establish contact with unknown people** (meaning more than just greeting hotel staff, flight attendants, or exchanging professional information), then the person must be sufficiently sociable and approachable.

There are areas of activity where, in order to achieve success, it is necessary to rely **on personal contacts** and build long-term cooperation solely on their basis. The ability to establish and maintain them, to be attentive to partners, colleagues, and special clients, is key in such cases.

## 9. Intellectual Potential.

Any work activity presupposes the presence of intellectual potential. However, different job positions require both specific knowledge (education) and the ability to think scientifically. Different job positions involve solving tasks of varying intellectual levels – from a simple choice between several known options (requiring secondary or vocational education) to a creative and scientific

approach in finding solutions (requiring higher education or multiple higher degrees). As a rule, high intellectual demands are directly correlated with a conceptual-theoretical work style.

## **10. Complexity of Decisions Made.**

The complexity of decisions made depends on how complex/multi-layered the tasks are that need to be solved, i.e., how many factors and their interrelationships need to be calculated and considered before making a decision. Such decisions will affect all employees and all departments, therefore, thoughtfulness and foresight, creative aptitude, independence, the search for new solutions, and a theoretical approach are necessary. Undoubtedly, making such decisions requires a calm work pace.

## **11. Variety in Work.**

The more diverse the activities, the more initiative and, if possible, creative abilities are required, as well as a high degree of readiness to work with new ideas and actively promote them.

## **12. Creative Abilities**

To study creative abilities and creativity, CAPTain has a separate scale. Very high scores on this scale correspond to high demands on creative abilities, pushing implementation issues to the background.

## **13. Detail Orientation**

## **14. Self-Organization**

## **15. Ambition**

In these sections, you need to choose one statement that is most suitable.

## **16. Direct Reports**

The more direct reports a candidate is expected to have for this position, the higher their potential for leadership, their desire to see themselves as a leader, and their ability to delegate tasks and authority should be.

## **17. Overall Company Responsibility**

This parameter determines the level of weight and complexity of decisions made in this position, how many people in the company will be affected by them, as well as the level of leadership skills.

## **18. Leadership and Management**

You need to choose the leadership style that is most characteristic or most suitable for the job position.

A directive-controlling style is suitable for low-skilled and unmotivated employees.

A collegial-cooperative style is well-suited for leading highly skilled and motivated employees.

Leadership in the style of a coordinator (mentor, consultant) is well-suited for managing sufficiently independent individuals and requires the ability to persuade and dissuade while maintaining and supporting relationships.

Leadership in the style of a moderator also involves consulting and mentoring, however, it is combined with a less pronounced need to defend one's point of view.

## **19. Leadership and Management**

This section can be used to specify what other leadership styles may be employed in this workplace.

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Leadership in the style of a moderator also involves consulting and mentoring, however, it is combined with a less pronounced need to defend one's point of view.

## **20. Customer Service**

To describe successful behavior for establishing and maintaining contact with customers, the CAPTain version for Salespeople/Consultants should be used.

Directing a customer towards a deal is characterized by a salesperson's high readiness to decide for themselves what is right for the customer and to clearly and unambiguously defend that decision. There is no need to be responsible for upholding the customer's interests, to be sensitive, or to show excessive care for them.

Completely opposite indicators are required when providing consultation. First and foremost, this involves restraint in one's demeanor and allowing the customer to make their own decisions. The salesperson-consultant strives for recognition of their work, takes responsibility for the customer, and wants to provide recommendations and guidance. Simultaneously, they must be composed and patient in project support. Furthermore, a strong understanding of technical matters is necessary.

In the sale of products and solutions, the question may arise as to which specific product (or solution) the customer has received – one that was pre-arranged, or does the salesperson need to quickly assess the situation and find the right (sometimes non-standard) solution?

Professional support necessitates the ability to pay close attention to detail and content. If it concerns technology, a technical approach is required.

Professional support can be results-oriented, meaning the salesperson makes decisions for the customer independently, as they have a thorough understanding of the matter.

It can also be consultative, meaning providing the customer with necessary information and support while simultaneously influencing them.

## **21. Closing the Deal**

### **(For Salespeople/Consultants Version)**

Individuals with very low scores struggle to guide clients towards a deal. For them, technical details are paramount. Those with high scores can lead clients to a deal without getting too bogged down in technical aspects.

Low scores are preferred for employees solely engaged in professional consultations. Medium scores are suitable for finding and selling complex solutions. Very high scores are required for selling ready-made products in the form of boxed solutions.

Does not point clients to solutions, shows little concern for them and their pressing issues.

Primarily focuses on subject-matter (technical) content in sales.

Consults and assists, but does not point clients to ready-made solutions, keeping their focus on subject-matter (technical) questions.

Does not point clients to ready-made solutions, but cares about them, consults, and assists them without delving into subject-matter (technical) details.

Cares deeply about the client and guides them with advice, without dictating what decision they should make.

Suggests a solution to the client, but without being overbearing.

Suggests a solution to the client, providing intensive support and consultation.

Suggests a solution to the client, without delving into subject-matter (technical) details, providing intensive support and consultation.

## **22. Position of the Filling QPD**

Shareholder, Founder, Owner  
Head of Organization  
Head of Department/Direction  
HR Director  
HR Business Partner  
Employee (Line)  
Consultant  
Lecturer/Instructor  
Partner  
Not in the list

## **23.**

1. Budgetary responsibility and authority
2. Temporary performance of duties (who the candidate will temporarily cover for, who will cover for the candidate in their absence)

## **24.**

Salary range per year and other components of monetary compensation.

## **25. Special Requirements for the Candidate:**

1. Citizenship
2. Gender
3. Foreign language proficiency
4. Start date of employment
5. Other special requirements

### Appendix

## **FIVE LEVELS OF GOALS ATG-CNT**

Goals are the expectation that, in the future, the actions taken will lead to a desired state. A task is an accepted goal for which a person (team, organization) assumes responsibility.

We distinguish FIVE categories (levels) of goals:

GUIDING, GENERAL, PROCESS, PROCEDURAL, PERSONAL.

1. **GUIDING GOALS:** values, principles, mission, vision, organizational development strategy, etc. These goals describe how the company presents itself to its environment in a long-term and holistic way. They are documented in a publicly available document that takes on the character of a company constitution and is reflected in its vision and mission as a “formulated mission”.
2. **GENERAL GOALS:** financial goals, customer goals, process goals and learning goals that follow from one another. These goals can conveniently be derived using the Balanced Scorecard (BSC) method. They are recorded in a public document that forms the basis for designing processes, organizing activities, allocating areas of responsibility and setting deadlines for the implementation of planned measures.
3. **PROCESS (DETAILED) GOALS:** goals for the achievement of which a given position has been created – in effect, the assignments and requirements set by those who are interested in the results of the work (management, customers, partners). They are documented in the QPD Competence Profile.
4. **PROCEDURAL (INTERMEDIATE) GOALS:** recurring and ad-hoc tasks that are important for achieving the detailed goals. They are also documented in the QPD Competence Profile.
5. **PERSONAL GOALS:** motives, predispositions and strengths that support the achievement of the intermediate goals. They are recorded in individual development plans.