SELECTION, TRAINING AND PERFORMANCE MANAGEMENT SYSTEMS THAT PRODUCE (AND RETAIN) SUPERIOR PERFORMERS



EXAMPLES OF OUR WORK

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Executive Positions

Competency Models

Example



DETAILED DESCRIPTION OF MAIN RESPONSIBILITIES

1.Responsibility for the Financial Perform of the Business

Main Tasks

- Establishing a Budget
- Controlling Costs
- Exceeding the Budget
- Achieving Sales Goals
- Achieving Growth
- Achieving Income Goals
- Recommending and Justifying Investment

Performance Outcomes and Measures

- Income Targets
- Return on Capital Employed
- Cost Control Numbers
- Rate of Growth of the Business

2.Managing Change for Organizational Impro Main Tasks

- Identifying opportunities for improvement
- Leading the process of redesigning structures processes by which work is accomplished
- Sponsoring and championing experimentation

JOB MODEL FOR EXECUTIVE STAFF

INTRODUCTION

This job model includes:

- A summary of the main responsibilities
- A detailed description of the main responsibilities, showing key tasks and performance outcomes/measures
- The core competencies identified as most important for effectiveness in this job, with descriptions of specific behaviors contributing to effectiveness

Note that the core competencies for this job were selected from the larger set of 31 "building block" core competencies. The selected set of core competencies provides a focus for performance management and development for people in the job. The selected set does not include all the skills and competencies that are important in this job.

SUMMARY OF MAIN RESPONSIBILITIES

- Responsibility for the Financial Performance of the Business
- Managing Change for Organizational Improvement
- Management of a Function (Including Managing a Cost
- Base)Planning: Both Medium Term (1-2 years) and Long-Term Strategic

CORE COMPETENCIES IDENTIFIED AS MOST IMPOR-TANT FOR THIS JOB

1.Fostering Teamwork

Definition: As a team member, the ability and desire to work cooperatively with others on a team; as a team leader, Interest, skill, and success in getting groups to learn to work together cooperatively

Behaviors for Team Members:

- Listens and responds constructively to other team members' ideas
- · Offers support for others' ideas and proposals
- Is open with other team members about his/her concerns
- Expresses disagreement constructively (e.g., by emphasizing points of agreement, suggesting alternatives that may be acceptable to the group)
- Reinforces team members for their contributions
- Gives honest and constructive feedback to other team members
- Provides assistance to others when they need it
- Works for solutions that all team members can support
- Shares his/her expertise with others
- Seeks opportunities to work on teams as a means to develop experience and knowledge

These pages are taken from a model for a senior management team. Shown to the left are:

1) An introduction and a summary of main responsibilities (the top page).

2) A listing of key responsibilities and performance measures (the middle page).

3) A listing of critical core competencies, with definitions (the bottom page).

The process for doing this model included some strategic planning that included the identification of existing core competencies, required competencies and the "gap". The competency dictionery, containing 35 competencies from which the models are developed, was reviewed and modified.

Starting with the executive group is the ideal way to implement a competency system. Actually going through the modeling process brings about understanding, ownership and commitment. Executives then see the competency system as a way to ensure that the right competencies are in place to carry out the business plan, and not just as a human resource activity.

To help demonstrate these payoffs for line executives, ask for our "Competencies and Competitiveness" and "ROI of Competency Technology" white papers.



Project Manager Positions

Competency odel

Example from Research/High Technology

JOB MODEL FOR PROJECT MANAGERS* (High Technology - Research Organization

C. OVERVIEW OF MOST IMPORTANT RESPONSIBILITIES OF PROJECT MANAGERS

workitect

workitect

- 1. Define the Work Program Establish and Maintain Relationships with Sponsors

Product

- 2. Establish and Maintain Relationships with Sponsors
 3. Resource the Project
 4. Develop the Plan
 5. Assign Work and Delegate Responsibility
 6. Communicate Progress and Issues
 7. Monitor Progress and Readjust Plan as Necessary, Ensure Execution, and Deliver the
 Development

D. DESCRIPTION OF MOST IMPORTANT RESPONSIBILITIES

strategic direction and priorities

Responsibility 1. Define and Scope the Work Program

· Gather relevant information Talk to sponsors, customers, and knowledgeable ______ staff Determine the project's focus or approach Scope the project to available resources Re-scope the project as required

Performance Criteria Customer approval of th Alignment of the project with a

Required Competencies Diagnostic Information Gathering Analytical Thinking oncern for Clarity

iships w ith Sponsors Gather information about sponsors' and customers' needs and concerns
 Understand and respond to sponsors' and customers' needs and concerns

Performance Criteria

· Customer satisfaction with the project and project manager Sponsor satisfaction with the iect managerRequired Competencies

JOB MODEL FOR PROJECT MANAGERS

(High Technology - Research Organization)

Required Competencies

- Diagnostic Information Gathering
- Attention to Detail Analytical Thinking
- Analytical Thinking
 Results Orientation
 Performance Management
 Self Confidence

F. LINKS BETWEEN MAIN RESPONSIBILITIES AND COMPETENCIES

			MAIN RESPO	NSIBILITIES			
Competencies	1. Define and Scope the Work Program	2.Establish and Maintain Relationships with Spansors	3. Staff the Project	4.Develop the Plan	5. Assign Work and Delegate Responsibility	6.Communicate Progress and Issues	7.Monitor Readajust Pia as Necessary Ensure Execution
I.Diagnostic Information Gatering	High	Moderate	High	High			High
2.Analytical Thinking	High		Moderate	High	Moderate		High
3. Results Orientation	Moderate			Moderate	Moderate		High
4.Attention to Detail	High		Moderate	High	Moderate	Moderate	High
5. Fostering Teamwork			High	Moderate	High	High	Moderate
6.Performance Management			Moderate	Moderate	High		Moderate
7.Impact Awareness		High	Moderate		Moderate	Moderate	Moderate
8.Influence Skill		High	High		High	Moderate	Moderate
9. Interpersonal Awareness		High	High		High	Moderate	Moderate
10 .Concern for Clarity	High	Moderate	Moderate	High	High	Moderate	Moderate
11.Self	High	Moderate	High			Moderate	High

F. KNOWLEDGE REQUIREMENTS FOR PROJECT MANAGERS

Note: the following items were generated by the resource panel that met early in the project to reflect on the

1.Some technical understanding of the technical work being done 2.Sponsor organization, its players, and their sensitivities

This model contains several unique features. In addition to the listing of responsibilities and competencies, the competencies are linked with specific responsibilities. The top page to the left lists four competencies that are key to carrying out responsibility #1. Each responsibility contains a similar listing.

These "links" are summarized in the matrix shown in the middle page. The strength of the link, showing whether the link between responsibilities and competencies is high or moderate, is also listed. This chart can aid in the prioritization of competencies for selection or development.

The bottom page contains another matrix showing whether it is best to select for, develop or train, in order to acquire each competency.

Contact us for a copy of the complete 10-page model for Project Manager.



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JOB MODEL FOR PROJECT MANAGERS

(High Technology - Research Organization)

- structure, operations, and key players Knowledge of the sponsor organization's key customers
 procedures

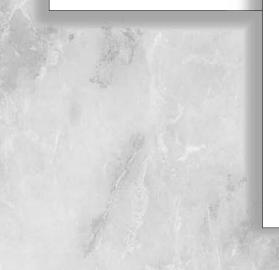
- Goals and strategies
 Internal politics and priorities
 Knowledge of how to get things done within _____
- Procedures Administrative system
- can and cannot do

G. RECOMMENDATIONS ON ENSURING THAT PROJECT MANAGERS HAVE THE PROJECT MANAGE COMPETENCIES

Selection involves assessing candidates or staff to ensure that they have demonstrat certain level of the competency before placing them in a project manager position Development involves enabling people to learn on the job through observing jagers, trying out competency-related behaviors, and receiving coaching and

Training Involves providing candidates with structured courses and learning

	RECOMME	NDATIONS	
Competency	Select	Develop	
I.Diagnostic Information Gathering		V	
2.Analytical Thinking	vis	1	
3.Results Orientation	vis	\sqrt{aa}	
4.Attention to Detail	vis	v/ex	
5.Fostering Teamwork	vis.	1	
6.Performance Management		1	
7.Impact Awareness	vis.	1	
8.Influence Skill		1	
9. Interpersonal Awareness	vis	1	
10. Concern for Clarity		1	
II. Self Confidence	\sqrt{s}		



Branch Manager Positions

Competency Mode

Examples from Industrial Distribution

Branch Manager Competencies (Select) & Observable Behaviors

COMPETENCIES TO SELECT FOR

LISTENING SKILLS

SKILL: The ability to hear, understand and respond to oral information received from others

OBSERVABLE BEHAVIORS

- Receives complete message before reacting.
- Focuses on the message regardless of internal or external distractions
- ٥ Recognizes patterns in the message for themes and intentions Maintains focus on the message, not the emotions expressed.
- Empathizes with the speaker
- п Responds effectively to both the words and tone of voice (meaning behind the words).
- Summarizes or paraphrase what others have said to verify understanding and preventing
 - miscommunication.

ORAL COMMUNICATIONS

Skill: The ability to express oneself clearly in conversations, presentations, and interactions with others.

OBSERVABLE BEHAVIORS:

- Speaks logically so that others can follow the reasoning.
- Speaks clearly enough so that others can understand the words. Uses appropriate grammar and vocabulary that do not detract from credibility.
- Directs the flow of a conversation by paraphrasing what the other person has said.
- Organizes ideas clearly
- Presents ideas and opinions forcefully and directly ō

& Observable Behaviors

Organizes

Branch Manager Competencies (Develop)

Illustrates key points with concrete examples appropriate for the audience

d is prepared to answer the questions.

To the left are two pages illustrating the listing of required core competencies for a branch manager job. The top page lists two competencies to

"select for" and the bottom page lists several competencies that can be developed. The model contains eight to twelve critical core competencies developed through a combination of focus groups and behavioral event interviews.

COMPETENCIES THAT CAN BE DEVELOPED

RECRUITING AND SELECTION

Skill: The ability to recognize the competencies of candidates, and to staff the branch with those who display the immediate and long-term potential for high performance

OBSERVABLE BEHAVIORS

- Follows Applied's hiring policies.
 Uses competencies model for function to identify the abilities for which to select.
- Identifies sources of qualified candidates.
- Uses a screening process to select high potential candidates to interview.
- Asks the right questions to validate competencies. ٥
- Explains what the company offers. Describes the working conditions, key responsibilities, major tasks and performance measures
- of the job.
- Selects and hires the highest potential candidate.

SALES MANAGEMENT

Skill: The ability to develop and implement sales strategies that increase revenues, profitability, and customer satisfaction (Customer Jubilation).

OBSERVABLE BEHAVIORS

- Champions Applied's Cornerstone Strategy.
 Creates a branch business plan that defines the sales strategies.
- Implements sales strategies to increase volume and profitability in one's own current and potential accounts.
- Creates strategies with sales associates to build their business
- Π Develops the competencies of sales associates.
- Coaches sales associates to improve their performance. Ο
- Maximizes leverage on the selling process by entering the sales cycle at the appropriate time.
- Models effective selling competencies.
- Creates win-win outcomes by negotiating effectively.
- σ Forms teams of specialists to support the sales process Supports National Accounts activities.
- Develops alliances and partnerships with vendors and customers.







Sales Positions

Competency Models

Examples from Manufacturing

5.Staying current in product, market and competedge

DETAILED DESCRIPTION OF MAIN RESPONSIBILITIES

I.Identifying and growing profitable busi existing and new customers

Main Tasks

A. Identifying opportunities for new business

- Prospect for new business
- Develop relationships with existing and new c
- Target major potential customers
- Analyze customer needs
- Identify key contacts and decision makers
- Create an account development strategy
- Qualify potential customers
- Assess competitive forces (e.g., competitor position, pricing)

B.Developing new opportunities

- Conduct sales presentations
- Identify structures
- Coordinate with R & D
- Qualify pricing
- Obtain marketing buy-in
- Coordinate pricing and plant buy-in



JOB MODEL FOR SALES PROFESSIONALS

INTRODUCTION

This job model includes:

- A summary of the main responsibilities
- A detailed description of the main responsibilities, showing key tasks and performance outcomes/measures
- The core competencies identified as most important for effectiveness in this job, with descriptions of specific behaviors contributing to effectiveness

Note that the core competencies for this job were selected from the larger set of 31 "building block" core competencies. The selected set of core competencies provides a focus for performance management and development for people in the job. The selected set does not include all the skills and competencies that are important in this job.

SUMMARY OF MAIN RESPONSIBILITIES

 $\ensuremath{\mathsf{l.Identifying}}$ and growing profitable business with existing and new customers

2.Maintaining and growing profitable core business3.Managing one's territory with internal customers and

suppliers

4.Managing commercialization of product development: new and maintenance projects

CORE COMPETENCIES IDENTIFIED AS MOST IMPORTANT FOR SALES PROFESSIONALS

Note: The number in parentheses following each competency title is the number in the list of 30 core competencies and in the Resources Guide.

A. Core Competencies Common to all Jobs

!. Fostering Teamwork (#3)

Definition: As a team member, the ability and desire to work cooperatively with others on a team; as a leader, Interest, skill, and success in getting groups to learn to work together cooperatively.

Behaviors for Team Members:

• Listens and responds constructively to other team members' ideas

- Offers support for others' ideas and proposals
- Is open with other team members about his/her concerns

• Expresses disagreement constructively (e.g., by emphasizing points of agreement, suggesting alternatives that may be acceptable to the group)

• Reinforces team members for their contributions

• Gives honest and constructive feedback to other team members.

• Provides assistance to others when they need it

These pages are taken from a model for a sales job in a manufacturing company. Shown to the left are:

1) An introduction and a summary of main responsibilities (the top page).

2) A listing of key responsibilities (the middle page).

3) A listing of critical core competencies, with definitions (the bottom page).

The model contains eight to twelve critical core competencies developed through a combination of focus groups and behavioral event interviews.

Organizations often start with competency models for sales positions because sales performance is usually easier to measure than performance in other positions. The difference between what a top performing sales person sells and what an average sales person sells is significant in most organizations, and translates directly into higher revenue and bottom-line impact. Most executives easily understand the payoff of having a competency model that reflects what top sales performers do, backed by selection, training and performance management processes that produce more top performers than average performers.

Our "ROI of Competency Technology" white paper cites research showing this payoff as it applies to sales positions.

Workitect Blueprints for Superior Performance

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Information Systems Positions

Competency 0

Example: Analyst/Programmer

DETAILED DESCRIPTION OF MAIN RESPONSIBILITIES

I. Analysis

Main Tasks

- Data Modeling
- Identifying and Understanding Requirements
- Defining Scope
- Investigating Current System and/or Process
- Identifying Alternatives
- Conducting Fact Finding, i.e JAD Sessions
- Developing Issues/Problems List
- Investigating Outside Packages
- Estimating
- Buy/Build Comparison
- Follow Department Methodology

Performance Outcomes and Measures

- Analysis Reports Completed (Preparation of B
- Approved Scope
- Customer Requirements Defined and Approve Proposed Solution Approved to Move Forward

2.System Support/Customer Service Main Tasks

Documentation)

- Maintaining Systems at Acceptable Levels
- Solving On-Going Problems (Crises)

JOB MODEL FOR ANALYST AND PROGRAMMER

INTRODUCTION

This job model includes:

- A summary of the main responsibilities
- A detailed description of the main responsibilities, showing key tasks and performance outcomes/measures
- The core competencies identified as most important for effectiveness in this job, with descriptions of specific behaviors contributing to effectiveness

Note that the core competencies for this job were selected from the larger set of 32 "building block" core competencies. The selected set of core competencies provides a focus for performance management and development for people in the job. The selected set does not include all the skills and competencies that are important in this job.

SUMMARY OF MAIN RESPONSIBILITIES

- 1. Analysis 2. System support/Customer Service
- 3 Design
- 4. Programming
- 5. Communications
- 6. Implementation
- 7. Administration

CORE COMPETENCIES IDENTIFIED AS MOST IMPORTANT FOR THIS JOB

I.TECHNICAL EXPERTISE

Definition: Depth of knowledge and skill in a technical area.

a) Effectively applies knowledge to solve a range of problems. b) Possesses an in-depth knowledge and skill in technical area

c) Is able to develop technical solutions to new or highly complex problems that cannot be solved using existing methods or approaches.

d) Is sought as an expert, to provide advice or solutions in his/her technical area.

e) Keeps informed about cutting-edge technology in his/her technical area

f) Keeps abreast of business, industry and technical information that may reveal business process improvement opportunities.

2.DIAGNOSTIC INFORMATION GATHERING

Definition: Identifuing the information needed to clarify a situation. seeking that information from appropriate sources and using skillful questioning to draw out the information, when others are reluctant to disclose it.

a) Identifies the specific information needed to clarify a situation or to make a decision.

b) Gets more complete and accurate information, by checking

These pages are taken from a model for Analyst/Programmer. Shown to the left are:

1) An introduction and a summary of main responsibilities (the top page).

2) A listing of key responsibilities and performance measures (the middle page).

3) A listing of critical core competencies, with definitions (the bottom page).

The model contains eight to twelve critical core competencies developed through a combination of focus groups and behavioral event interviews.



Retailing Positions

Competency Models

Examples: Store Sales Manager & Buyer

STORE SALES MANAGER

CRITICAL CORE COMPETENCIES: DEFINITIONS

Selling/Customer Service: The ability to know tomer needs and wants

- Demonstrates ability to achieve sales goals
- Models selling skills to staff
- Meets sales and service standards
- Projects the brand
- Builds relationships with customers witch fost loyalty
- Presents self with confidence
- Provides Product Information to staff

Select, Train & Manage performance of associates:

The ability to identify talent, train them well and manage their nerformance

- Matches candidates accurately to job requiren ject the brand
- Provides appropriate training in selling skills t
- Develops capabilities of CSM's
- Sets clear, understandable performance standard insures accountability
- Effectively delegates both tasks and responsib
- Provides specific feedback, both positive and o
- Motivates and supports associates in their efforts achieve goals



STORE SALES MANAGER KEY RESPONSIBILITIES

Sales and Service Standards

Major Tasks

- Achieve Sales Plan
- Personal Selling
- Manage Associate Selling efforts
- Supervise and participate in major sales event preparation, i.e.
 - Theme signage
 - Merchandise placement
 - Pricing signs and handtags
 - Customer calls and cards
- Insures associates and self build/cultivate customer familiarity
- Resolve customer complaints and returns in a positive manner
- Activate New Credit Accounts
- Model Selling

Managing Human Resources

Major Tasks

- Hire individuals who are outgoing, enjoy selling, and can protect the brand
- Ensures that there is an available and qualified pool of internal and external candidates for future openings

Pages from two different competency models are displayed. Shown to the left are:

1) A listing of key responsibilities (for store sales managers, the top page on the left).

2) A listing of critical core competencies, with definitions (for store sales managers, the middle page and for buyer, the bottom page).

Each model contains eight to twelve critical core competencies developed through a combination of focus groups and behavioral event interviews.

BUYER

Critical Core Competencies

DEFINITIONS

Creativity: Identifying fashion opportunities and sourcing product that supports the company brand.

- Displays openness to different and new ways of doing things to produce merchandise
- Continually identifies new resources to produce product
- Demonstrates a business curiosity; seeks new information and asks appropriate questions
- Discusses impact of new fashion trends across the business Generates new ideas; vendors, product and process

Organizational Skills: Keeping track of schedules, people, resources and other information in a way that supports the accomplishment of goals

- Knows the appropriate people to go to for the best
- answers, gets them involved and makes decisionsProvides accurate, timely information; coordinates sched-
- ules to produce the product • Tracks the flow of product to ensure deadlines are met; fol-
- lows up with business partners to ensure execution of plans • Possesses strong sense of urgency (makes it happen)
- Maintains records in a logical, user-friendly system
- Delegates tasks and responsibilities to develop associates



Scaled Ratings

ad the column headed

Optional Formats for Competency Descriptions

Scaled Rating Form for People Managers (Leadership Practice Version)

Person being rated:	Rater:	Date:
---------------------	--------	-------

Instructions

The tables below are designed to help you accurately assess an individual's capability on 12 leadership practices. The first column displays the labels used to describe four levels of capability: 'Not Developed', 'Developing', 'Capable' and 'Outstanding'. Most practices have different aspects which have to be rated separately. In the example on the next 2 pages, the four aspects for Delivering Business Results are 'Setting Goals', 'Progressing Goals', 'Maximizing Value' and 'Concem for Standaids'. You are asked to rate each aspect and then make an overall rating for the Leadership Practice as a whole.

Two things are important in using this scale accurately. You should:

 \bullet be guided exclusively by the scale examples when making a judgment about a person's level of capability

authoritative sources

gain their support

the other person's boss)

erence to authoritative sources

is limited and often insensitive

and presenting relevant data

concerns

sources

does not support own position

ments) for all influence situations

· Does not address other arguments or evidence that

• Tends to use the same approach (e.g., logical argu-

• Rarely considers others' concerns when trying to

· Often uses heavy-handed influence strategies when

they are inappropriate (e.g., immediately appealing to

· Sometimes supports own position with data or ref-

Is usually ineffective in trying to address others' concerns, objections and alternative positions
Sometimes varies;approach to influencing but range

• Considers more obvious concerns of others but does not ask questions to learn about less obvious

 Typically supports a position with arguments which are internally consistent and based on authoritative

• Effectively responds to concerns, objections and alternative positions by offering counter arguments

 \bullet try to recall concrete examples of a person's behavior at work to support your rating

Make ratings by checking the appropriate box.

istic and challenging

					ing Goals', with specific
Level	Setting Goals	Rating	Progessing Goals	Rating	ing douis, with specific
Not Developed	Little evidence of setting or communi- cating goals		Rarely acts on own to progress goals: No strong concern shown: Seldom follows through		x next to the statement
Developing	Sets goals but they are sometimes unclear or unrealistic		Occasionally acts to progress goals but is not always timely or consis- tent in approach		1/10
Capable	Typically sets goals which are specific and achievable, but are often not challenging		Typically monitors and progresses goals in a timely fashion		A.
Outstanding	Typically sets goals that are specific, real-		Impact & Inf		e vithout using relevant data or

Novice

Developmental

Capable

Most job competency models include a description of each competency that includes observable behaviors which indicate the demonstration of that competency.

Some organizations prefer that each competency be described by levels of proficiency. The examples on this page show several variations, each with descriptions that range from a low level of proficiency to a superior level.

When doing models for multiple levels of a job category, an option preferred by some organizations is to describe the competency in terms indicative of the way it would be demonstrated at each job level. For example, the behavioral indicators of the competency of "fostering teamwork" may be somewhat different for a supervisor of manufacturing than for a vice president of manufacturing, even though the competency is common to both jobs.

These competency description variations can also be applied to organizations wanting to "certify" performers in a specific job category, such as customer service representatives or mechanics.



Selection

Applications

An Example from Retailing

INT	'ERV	IEW	GUI	IDE

Position Applying For: BUYER /ASSOCIATE BUYER

Interviewe

Directions: Use this rating scale when scoring the competencies below.
--

	Weakness 1	ОК 2	Strength 3	-	on't Know DK		
				_Ų			
Compete	ncy			Rating	Comments		
Creativity Identifying fa supports the L	shion opportunities an ane Bryant BRAND	d sourcing pro	sduct that				
Keeping track	onal Skills of schedules, people, a way that supports t	resources and he accomplish	other ment of				
Technical Having depth apparel	Expertise of knowledge and skil	l in fashion a	nd retail				
Analytical Identifying an sources to mai	d interpreting informa ke decisions	tion from mul	tiple				
Results Or Focusing indi	ientation vidual and team efforts	s on achieving	results				
Team Orie Ensuring that achieve busin	ntation the team develops goa and financial target	is and works t is that support	ogether to the Brand				
Communic Sharing opinio and persuasive	ons, concepts and infor	mation in a p	assionate				
	artnerships of maintaining product the Bryant	ive partnersh	ips inside				
Developing	Contraction of the growthe gro						

BUYER/ASSOCIATE BUYER

INTERVIEW QUESTIONS

OPENING QUESTIONS

Opening questions generate wonderful opportunities to probe and understand a candidate's thought process, skill level and accomplishments.

Try one of these: • Tell me about your business.

- Tell me about your company.
- How do you drive your business?

PROBES

Probes allow you to clarify more information which we need to make a decision about a candidate's fit within our organization. After asking a selection question, try to understand:

- 1) What prompted the candidate to take action?
- 2) What specific action did the candidate take?
- 3) What impact did the action have on business?
- 4) What did the candidate learn from that situation?

SELECTION QUESTIONS BASED ON COMPETENCIES

- Creativity
- Tell me where you trend shop for your business.
- What key designers do you look at as fashion pacesetters?
- What fashion trends do you see happening in women's apparel today?
- Describe a fashion trend that you translated into sellable product.
- How did you learn your business?
- Describe a new idea, source or process that you brought to your business that impacted sales or improved productivity of work

Not Hire Other Action



Interview guides can be created to assist interviewers in assessing competencies.

The top form on the left is used to rate the competencies of a job candidate during and after the actual interview and summarize the assessment of the candidate. In this organization, a form was created for each job category for which a competency model had been developed.

The bottom page is one page taken from a manual used to train and guide interviewers, most of whom are line managers. Asking the suggested questions will elicit information necessary to evaluate the competencies of a candidate.

Training in a special interviewing technique to assess competencies is also available and is recommended. Contact us for more information about this training or for information about competencybased selection systems implemented for other organizations.



Performance Management

Applications

An Example From Retailing

ame:		Date of Spring Discussion: Date of Fall Discussion:						
OAL: To MEET or EXCEED Sales DERFORMANCE MEASURES To have the Hottest Fashion key items for our customer. Spring Budget Fall Budget S% S% iales Argin To increase % of Key Items to total Department Volume from to . Other: 	and Margin Budgets for Spring and Fall 199 TACTICS Maximize partnerships with top ten LB vendors by: Raise "Perceived value" of all key items by insuring best at fit and quality: Build/Improve Customer Advocacy by: Shop Competition (Sears, Penneys, Kohla) to stay ahead. Develop partnership with product coordinator and controller to improve results. Comments:	7 SPRING RESULTS TY LY SALES Y SALES Comments: Comments						

COMPETENCIES-BUYER

Directions: Using the rating scale provided, circle your rating in the space next to each competency. Finally, use the individual competency rating to select an overall rating at the bottom of the name.

bottom of the page.	(0.0)						
(+) Towering Strength (✓) OK/Effective (-) Ineffective/Needs Improvement reativity: Identifying fashion opportunities and sourcing product that supports the Lane	(OS) +	Ove	rused St	rength (ND) Needs Demonstration (NA) Not Applicable Team Orientation: Ensuring that the team develops goals and works together to			
yant URAND,			- NA	I cam Orientation: Ensuring that the learn develops goals and works together to achieve business and financial targets that support the Brand	+ OS		
Displays openness to different and new ways of doing things to produce merchandise	03	ND	PA.	Gets others' opinions and/or agreements when making decisions	OS	ND	NA
Continually identifies new resources to produce product				 Provides opinions/information to others in a timely, consistent and professional 			
Demonstrates a business curiosity; seeks new information and asks appropriate				 Provides opinionismitorination to outers in a timery, consistent and protessional manner 			
questions				Encourages and supports other's ideas and plans			
Discusses impact of new fashion trends across the business				Shares expertise with others			
Generates new ideas; vendors, product and process				Gives honest and constructive feedback to other team members			
rganizational Skills: Keeping track of schedules, people, resources and other information		1		Understands			
a way that supported the accomplishment of goals			NA	Communication: Sharing opinions, concepts and information in a passionate way		~	
Knows the appropriate people to go to for the best answers, gets them involved and	03	мо	na	Organizes and expresses ideas clearly, concisely and accurately, verbally and	os		Ĵ.
makes decisions				 Organizes and expresses meas crearry, concisely and accuracily, verbally and in writing 	US	ND	NA
Provides accurate, timely information; coordinates schedules to produce the product				 Actively participates in meeting; shares ideas; asks appropriate questions 			
Tracks the flow of product to ensure deadlines are met; follows up with business				 Activery participates in meeting; snares locas; asks appropriate questions Keeps business partners informed about progress and problems; avoids 			
partners to ensure execution of plans							
Possesses strong sense of urgency (makes it happen)				surprises			
Maintain records in a logical, user friendly system.				 Keeps caim under pressure; responds professionally 			
Mamian records in a logical, user friendly system. Delegates tasks and responsibilities to develop associates				Takes time to listen to peoples' ideas and concerns and responds constructively Delivers mesentations with a passionate and persuasive sivin	1		
clinical Expertise: Having depth of knowledge and skill in fashion and retail apparel	+	1	-	 Influences others' thoughts and actions to do what is right for the business 			
Demonstrates in-depth knowledge of a merchandise category Demonstrates a good taste level and fashion awareness	os	ND	NA	Building Partnerships: Developing and maintaining productive partnerships inside	+	1	
				and outside Lane Bryant	OS	ND	NA
Understands the production and sourcing process and uses it to deliver product, sales				Identifies and negotiates "win-win" agreements Conducts business with bonesty and integrity			
and profit							
Is sought out as an expert for factories, countries, fabrics, product specs; provides				 Treats others with respect 			
advice or solutions				 Recognizes and responds to the business concerns of internal/external partners 			
nalytical: Identifying and interpreting information from multiple sources to make decisions	+	1	-	 Educates business partners to Lane Bryant standards and Brand 			
Gathers and evaluates information; industry, competition, market, historical	os	ND	NA	 Networks to identify mew resources and business partners 			
Thinks through advantages and disadvantages of a situation before making a decision				Developing Others: Taking accountability for the growth and development of	+	1	•
Assesses profitability and volume potential of merchandise category				associates	OS	ND	NA
Takes analysis to action				 Ensures associates have clear, measurable goals and responsibilities; lets 			
Examines the impact of a merchandise category on the department, division, and				associates know what is expected of them and when			
company business	1.1			 Provides training to associates on their job responsibilities 			
esults Orientation: Focusing individual and team efforts on achieving results	+	1	-	 Provides prompt, specific performance feedback, both positive and corrective; 			
Identifies what needs to be done and does it before being asked or required by the	OS	ND	NA	willing to make tough decisions			
situation				 Gives associates opportunities/assignments to help their development; prepares 			
Commits to results and maintains commitment, regardless obstacles and frustrations	i			others for next career step	1		
Demonstrates a passion and desire to maximize all business opportunities				 Motivates others by removing obstacles, providing recognition, acknowledging 			
Owns the product, process, plan and results				and thanking people for contributions	[
Leads change by overcoming obstacles, confronting issues and ensuring decisions are				Strategic Thinking: Understanding and driving Lane Bryant's BRAND position	+	1	
made	+	1	-	 Demonstrates awareness and commitment to the customer and the BRAND 	OS	ND	NA
roject Management: Taking concept through production to sales (dollars and margin)	os	ND	NA	 Sources product that supports company philosophy of fashion, fit and quality 			
Identifies the necessary steps to achieve goals				 Develops and maintains vendor relationships that support the BRAND's 			
Leads and manages the details of a project				identity and integrity	1		
Takes responsibility for results				 Understands Lane Bryant's strengths and weaknesses as compared to the 			
				competition and uses this successfully uses them to drive the business	1		
	1			 Links new ideas to the BRAND identity 			
	1			 Considers long-term impact of plans and decisions 	I I		
ssociate's Signature				Overall Leadership Assessment Rating (Circle One): Considering you	r ass	essm	ient
interview of the second s				the associate's leadership competency how would you rate their overa			
upervisor's SignatureEffective Date					u em	cov	enes
Current Salary Effective Date				as a leader?			
vierit Increase New Salary				A - Highly Effective B - Effective C - Ineffec			

The top page on the left is the front form used to help employees establish goals and the bottom page is the back of that form. The "Goals and Results" page is customized for each major job category, the one shown being for a Buyer job. This organization believes that there needs to be clarity and consistency in the goals set for each major job category.

The back side of the form lists competencies for each specific job along with a rating template. Supervisors are trained to assess and rate performance and competencies and to complete the form properly.

Many different formats are possible. The important thing is to create a system that is compatible with the organization's way of doing business and to ensure that people get feedback on the degree to which the required competencies are being demonstrated on the job.

For more information about performance management systems, ask for a reprint of Ed Cripe's article in ACA News titled "Making Performance Management a Positive Experience", a description of our "Managing Performance-With Competence" training program and/or project profiles describing systems we have implemented for other organizations.



Software Applications

ent, Merit Performance, Inc. - trai

On-line Information At Your Employees' Fingertips

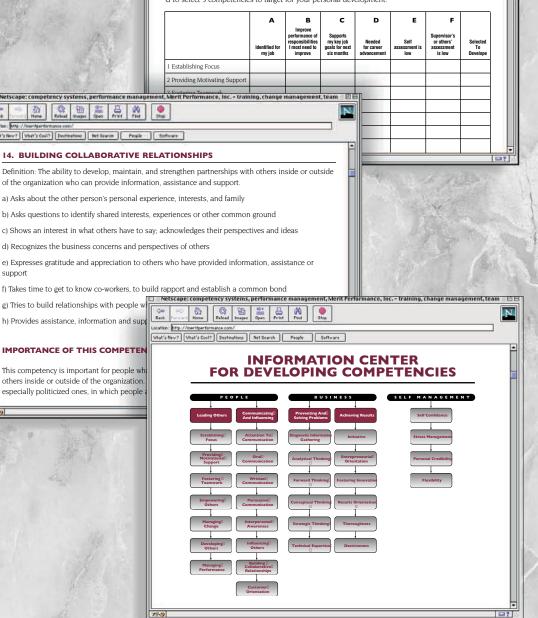
Inhat's Nev? What's Cool? Destinations Net Search People Software

COMPETENCY SELECTOR

Employee

Date: _____

Instructions: If there are competencies identified for your job, check these competencies in column A. Read the definition and behaviors for each competency, beginning on page 23. Then check any boxes that apply in columns B-G. After completing this process for all 31 competencies, use column G to select 3 competencies to target for your personal development.



Flexibility

• Any competency system that we create can be put on-line and be made compatible with your existing or planned information system.

• We do not have a "standard"

software package that you have to force-lift into your system. Nor do you have to modify your system to fit our specifications.

• Each organization has different needs and system capabilities, which makes customization the only way to go.

• Merit will work with your IS people to see that you get a system that is user-friendly at a reasonable cost.

