SELECTION, TRAINING

AND PERFORMANCE MANAGEMENT SYSTEMS

THAT PRODUCE (AND RETAIN)

SUPERIOR PERFORMERS

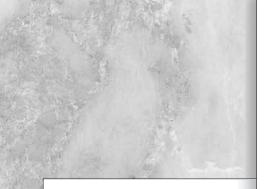C O M P E T E N C Y

Portfolio

E X A M P L E S   O F   O U R   W O R K

workitect
BLUEPRINTS FOR SUPERIOR PERFORMANCE

Example

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

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 Improv

Main Tasks

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

CORE COMPETENCIES IDENTIFIED AS MOST IMPORTANT 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 dictionary, 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.

workitect
BLUEPRINTS FOR SUPERIOR PERFORMANCE

Project Manager Positions

Competency Models

JOB MODEL FOR PROJECT MANAGERS*
workitect™

(High Technology - Research Organization)

C. OVERVIEW OF MOST IMPORTANT RESPONSIBILITIES OF PROJECT MANAGERS

1. Define the Work Program
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 Product

D. DESCRIPTION OF MOST IMPORTANT RESPONSIBILITIES

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 the project's goals
- Alignment ___ with ___ strategic direction and priorities
- ___ ion of the project with available resources

Required Competencies

- Diagnostic Information Gathering
- Analytical Thinking
- Concern for Clarity
- Self Confidence

Responsibility 2. Establish and Maintain Relationships with 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 project and project managerRequired Competencies

---

JOB MODEL FOR PROJECT MANAGERS*

(High Technology - Research Organization)

3 ___ structure, operations, and key players
4.Knowledge of the sponsor organization's key customers
5. _____ procedures
6 _____ organizational knowledge:
- Goals and strategies
- Internal politics and priorities
- Knowledge of how to get things done within _____
- Procedures
- Administrative system
7. _____ Blueprint: what types of work _____ can and cannot do
8. Domain knowledge of air traffic control
9 Project management knowledge

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

Selection involves assessing candidates or staff to ensure that they have demonstrated a certain level of the competency before placing them in a project manager position.

Development involves enabling people to learn on the job through observing project managers, trying out competency-related behaviors, and receiving coaching and m

Training involves providing candidates with structured courses and learning ex

RECOMMENDATIONS		
Competency	Select	Develop
1.Diagnostic Information Gathering		√
2.Analytical Thinking	√*	√
3.Results Orientation	√*	√**
4.Attention to Detail	√*	√**
5.Fostering Teamwork	√*	√
6.Performance Management		√
7.Impact Awareness	√*	√
8.Influence Skill		√
9. Interpersonal Awareness	√*	√
10. Concern for Clarity		√
11. Self Confidence	√*	

Select to ensure that candidates possess at least a moderate level.
Develop to a high level.
Train to a high level, through courses in project management (e.g., work breakdown structures, risk analysis, project management software)

JOB MODEL FOR PROJECT MANAGERS*
workitect™

(High Technology - Research Organization)

Required Competencies

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

F. LINKS BETWEEN MAIN RESPONSIBILITIES AND COMPETENCIES

Competencies	1. Define and Scope the Work Program	2.Establish and Maintain Relationships with Sponsors	3. Staff the Project	4.Develop the Plan	5. Assign Work and Delegate Responsibility	6.Communicate Progress and Issues	7.Monitor Readjust Plan as Necessary, Ensure Execution
1.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 _____ Project Manager role and to provide information about job requirements. The panel was asked about specific technical and organizational knowledge requirements. The items below provide an outline of the main areas in which knowledge is required.

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.

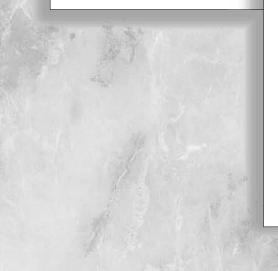Contact us for a copy of the complete 10-page model for Project Manager.

❷

workitect
BLUEPRINTS FOR SUPERIOR PERFORMANCE

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.
- ❏ Recognizes patterns in the message for themes and intentions.
- ❏ Maintains focus on the message, not the emotions expressed.
- ❏ Empathizes with the speaker.
- ❏ 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:
  - Organizes.
  - Illustrates key points with concrete examples.
  - ...appropriate for the audience.
  - ...nd is prepared to answer the questions.
  - ...utcome.

Branch Manager Competencies (Develop) & Observable Behaviors

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.
- ❏ 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.
- ❏ Develops the competencies of sales associates.
- ❏ Coaches sales associates to improve their performance.
- ❏ 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.
- ❏ Forms teams of specialists to support the sales process.
- ❏ Supports National Accounts activities.
- ❏ Develops alliances and partnerships with vendors and customers.

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.

4

workitect
BLUEPRINTS FOR SUPERIOR PERFORMANCE

Examples from Manufacturing

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

1. Identifying and growing profitable business with existing and new customers
2. Maintaining and growing profitable core business
3. Managing one's territory with internal customers and suppliers
4. Managing commercialization of product development: new and maintenance projects

5. Staying current in product, market and compet[...]
edge

DETAILED DESCRIPTION OF MAIN RESPONSIBILITIES

1. 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

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.

5

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

Information Systems Positions

Competency Models

Example: Analyst/Programmer

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

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.

6

DETAILED DESCRIPTION OF MAIN RESPONSIBILITIES

1. 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 Approved
- Proposed Solution Approved to Move Forward
Documentation)

2. System Support/Customer Service

Main Tasks

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

CORE COMPETENCIES IDENTIFIED AS MOST IMPORTANT FOR THIS JOB

1. 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: Identifying 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

workitect
BLUEPRINTS FOR SUPERIOR PERFORMANCE

Retailing Positions

Competency Models

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

STORE SALES MANAGER
CRITICAL CORE COMPETENCIES: DEFINITIONS

Selling/Customer Service: *The ability to know* [cus]*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[er] 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 performance

- Matches candidates accurately to job requirem[ents; pro]ject the brand
- Provides appropriate training in selling skills t[o staff]
- Develops capabilities of CSM's
- Sets clear, understandable performance standa[rds;] insures accountability
- Effectively delegates both tasks and responsib[ilities]
- Provides specific feedback, both positive and c[orrective]
- Motivates and supports associates in their eff[orts to] achieve goals

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 decisions
- Provides accurate, timely information; coordinates schedules to produce the product
- Tracks the flow of product to ensure deadlines are met; follows 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

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.

7

workitect
BLUEPRINTS FOR SUPERIOR PERFORMANCE

Scaled Ratings

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:

• be guided exclusively by the scale examples when making a judgment about a person's level of capability
• try to recall concrete examples of a person's behavior at work to support your rating

Make ratings by checking the appropriate box.

Level	Setting Goals	Rating	Progressing Goals	Rating
Not Developed	Little evidence of setting or communicating goals		Rarely acts on own to progress goals: No strong concern shown: Seldom follows through	
Developing	Sets goals but they are sometimes unclear or unrealistic		Occasionally acts to progress goals but is not always timely or consistent in approach	
Capable	Typically sets goals which are specific and achievable, but are often not challenging		Typically monitors and progresses goals in a timely fashion	
Outstanding	Typically sets goals that are specific, realistic and challenging			

Impact & Influence

☐ **Novice**
- Advances arguments without using relevant data or authoritative sources
- Does not address other arguments or evidence that does not support own position
- Tends to use the same approach (e.g., logical arguments) for all influence situations
- Rarely considers others' concerns when trying to gain their support
- Often uses heavy-handed influence strategies when they are inappropriate (e.g., immediately appealing to the other person's boss)

☐ **Developmental**
- Sometimes supports own position with data or reference to authoritative sources
- Is usually ineffective in trying to address others' concerns, objections and alternative positions
- Sometimes varies;approach to influencing but range is limited and often insensitive
- Considers more obvious concerns of others but does not ask questions to learn about less obvious concerns

☐ **Capable**
- Typically supports a position with arguments which are internally consistent and based on authoritative sources
- Effectively responds to concerns, objections and alternative positions by offering counter arguments and presenting relevant data

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.

8

workitect
BLUEPRINTS FOR SUPERIOR PERFORMANCE

INTERVIEW GUIDE

Candidate _____   Interviewer _____   Date _____

Position Applying For: **BUYER /ASSOCIATE BUYER**

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

Weakness 1	OK 2	Strength 3	Don't Know DK

Competency	Rating	Comments
Creativity Identifying fashion opportunities and sourcing product that supports the Lane Bryant BRAND		
Organizational Skills Keeping track of schedules, people, resources and other information in a way that supports the accomplishment of goals		
Technical Expertise Having depth of knowledge and skill in fashion and retail apparel		
Analytical Identifying and interpreting information from multiple sources to make decisions		
Results Orientation Focusing individual and team efforts on achieving results		
Team Orientation Ensuring that the team develops goals and works together to achieve business and financial targets that support the Brand		
Communication Sharing opinions, concepts and information in a passionate and persuasive way		
Building Partnerships Developing and maintaining productive partnerships inside and outside Lane Bryant		
Developing Others Taking accountability for the growth and development of		

_____ Not Hire   _____ Other Action
in Human Resources

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

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 competency-based selection systems implemented for other organizations.

9

workitect
BLUEPRINTS FOR SUPERIOR PERFORMANCE

©2014, Workitect, Inc.

Performance Management

A p p l i c a t i o n s

An Example From Retailing

1997 PERFORMANCE GOALS AND RESULTS
BUYER

Name: _____
Supervisor: _____

Date of Spring Discussion: _____
Date of Fall Discussion: _____

GOAL: To MEET or EXCEED Sales and Margin Budgets for Spring and Fall 1997

PERFORMANCE MEASURES	TACTICS	SPRING RESULTS	FALL RESULTS
1. To have the Hottest Fashion key items for our customer. Spring Budget Fall Budget $ % $ % Sales ___ ___ ___ ___ Margin ___ ___ ___ ___ Turn ___ ___ ___ ___ 2. To increase % of Key Items to total Department Volume from ___ to ___. 3. Other: _____	• 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, Kohls) to stay ahead. • Develop partnership with product coordinator and controller to improve results. Comments: _____	TY LY $ % $ % SALES ___ ___ ___ ___ MARGIN ___ ___ ___ ___ TURN ___ ___ ___ ___ % of Key Items: _____ Comments: _____	TY LY $ % $ % SALES ___ ___ ___ ___ MARGIN ___ ___ ___ ___ TURN ___ ___ ___ ___ % of Key Items: _____ Comments: _____

OVERALL RATING: Circle the appropriate number for the Overall Performance Rating: 1   2   3   4   5

H:\perform\buyer   1= OUTSTANDING   2=EXCEEDS EXPECTATIONS   3= MEETS EXPECTATIONS   4= NEEDS IMPROVEMENT   5= UNSATISFACTORY

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 page.

(+) Towering Strength   (✓) OK/Effective   (-) Ineffective/Needs Improvement   (OS) Overused Strength   (ND) Needs Demonstration   (NA) Not Applicable

Creativity: Identifying fashion opportunities and sourcing product that supports the Lane Bryant 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 supported the accomplishment of goals
- Knows the appropriate people to go to for the best answers, gets them involved and makes decisions
- Provides accurate, timely information; coordinates schedules to produce the product
- Tracks the flow of product to ensure deadlines are met; follows up with business partners to ensure execution of plans
- Possesses strong sense of urgency (makes it happen)
- Maintain records in a logical, user friendly system.
- Delegates tasks and responsibilities to develop associates

Technical Expertise: Having depth of knowledge and skill in fashion and retail apparel
- Demonstrates in-depth knowledge of a merchandise category
- Demonstrates a good taste level and fashion awareness
- Understands the production and sourcing process and uses it to deliver product, sales and profit
- Is sought out as an expert for factories, countries, fabrics, product specs; provides advice or solutions

Analytical: Identifying and interpreting information from multiple sources to make decisions
- Gathers and evaluates information; industry, competition, market, historical
- Thinks through advantages and disadvantages of a situation before making a decision
- Assesses profitability and volume potential of merchandise category
- Takes analysis to action
- Examines the impact of a merchandise category on the department, division, and company business

Results Orientation: Focusing individual and team efforts on achieving results
- Identifies what needs to be done and does it before being asked or required by the situation
- Commits to results and maintains commitment, regardless obstacles and frustrations
- Demonstrates a passion and desire to maximize all business opportunities
- Owns the product, process, plan and results
- Leads change by overcoming obstacles, confronting issues and ensuring decisions are made

Project Management: Taking concept through production to sales (dollars and margin)
- Identifies the necessary steps to achieve goals
- Leads and manages the details of a project
- Takes responsibility for results

Team Orientation: Ensuring that the team develops goals and works together to achieve business and financial targets that support the Brand
- Gets others' opinions and/or agreements when making decisions
- Provides opinions/information to others in a timely, consistent and professional manner
- Encourages and supports other's ideas and plans
- Shares expertise with others
- Gives honest and constructive feedback to other team members
- Understands

Communication: Sharing opinions, concepts and information in a passionate way
- Organizes and expresses ideas clearly, concisely and accurately, verbally and in writing
- Actively participates in meeting; shares ideas; asks appropriate questions
- Keeps business partners informed about progress and problems; avoids surprises
- Keeps calm under pressure; responds professionally
- Takes time to listen to peoples' ideas and concerns and responds constructively
- Delivers presentations with a passionate and persuasive style
- Influences others' thoughts and actions to do what is right for the business

Building Partnerships: Developing and maintaining productive partnerships inside and outside Lane Bryant
- Identifies and negotiates "win-win" agreements
- Conducts business with honesty and integrity
- Treats others with respect
- Recognizes and responds to the business concerns of internal/external partners
- Educates business partners to Lane Bryant standards and Brand
- Networks to identify new resources and business partners

Developing Others: Taking accountability for the growth and development of associates
- Ensures associates have clear, measurable goals and responsibilities; lets associates know what is expected of them and when
- Provides training to associates on their job responsibilities
- Provides prompt, specific performance feedback, both positive and corrective; willing to make tough decisions
- Gives associates opportunities/assignments to help their development; prepares others for next career step
- Motivates others by removing obstacles, providing recognition, acknowledging and thanking people for contributions

Strategic Thinking: Understanding and driving Lane Bryant's BRAND position
- Demonstrates awareness and commitment to the customer and the BRAND
- Sources product that supports company philosophy of fashion, fit and quality
- Develops and maintains vendor relationships that support the BRAND's identity and integrity
- Understands Lane Bryant's strengths and weaknesses as compared to the competition and uses this successfully uses them to drive the business
- Links new ideas to the BRAND identity
- Considers long-term impact of plans and decisions

Each competency category rated with: + ✓ -   OS ND NA

Associate's Signature _____
Supervisor's Signature _____
Current Salary _____ Effective Date _____
Merit Increase _____ New Salary _____

Overall Leadership Assessment Rating (Circle One): Considering your assessment of the associate's leadership competency how would you rate their overall effectiveness as a leader?

A - Highly Effective   B - Effective   C - Ineffective

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.

10

workitect
BLUEPRINTS FOR SUPERIOR PERFORMANCE

©2014, Workitect, Inc.

Software Applications

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.

11

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.

	A Identified for my job	B Improve performance of responsibilities I most need to improve	C Supports my key job goals for next six months	D Needed for career advancement	E Self assessment is low	F Supervisor's or others' assessment is low	Selected To Develope
1 Establishing Focus							
2 Providing Motivating Support							
3 Fostering Teamwork							

---

14. BUILDING COLLABORATIVE RELATIONSHIPS

Definition: The ability to develop, maintain, and strengthen partnerships with others inside or outside of the organization who can provide information, assistance and support.

a) Asks about the other person's personal experience, interests, and family

b) Asks questions to identify shared interests, experiences or other common ground

c) Shows an interest in what others have to say; acknowledges their perspectives and ideas

d) Recognizes the business concerns and perspectives of others

e) Expresses gratitude and appreciation to others who have provided information, assistance or support

f) Takes time to get to know co-workers, to build rapport and establish a common bond

g) Tries to build relationships with people wh

h) Provides assistance, information and sup

IMPORTANCE OF THIS COMPETEN

This competency is important for people wh
others inside or outside of the organization.
especially politicized ones, in which people a

INFORMATION CENTER
FOR DEVELOPING COMPETENCIES

PEOPLE
- Leading Others
- Establishing Focus
- Providing Motivational Support
- Fostering Teamwork
- Empowering Others
- Managing Change
- Developing Others
- Managing Performance

- Communicating And Influencing
- Attention To Communication
- Oral Communication
- Written Communication
- Persuasive Communication
- Interpersonal Awareness
- Influencing Others
- Building Collaborative Relationships
- Customer Orientation

BUSINESS
- Preventing And Solving Problems
- Diagnostic Information Gathering
- Analytical Thinking
- Forward Thinking
- Conceptual Thinking
- Strategic Thinking
- Technical Expertise

- Achieving Results
- Initiative
- Entrepreneurial Orientation
- Fostering Innovation
- Results Orientation
- Thoroughness
- Decisiveness

SELF MANAGEMENT
- Self Confidence
- Stress Management
- Personal Credibility
- Flexibility

---

workitect
BLUEPRINTS FOR SUPERIOR PERFORMANCE