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Hiring, Promoting and Developing Winners

Ever wonder:

“How can I be sure I’m promoting the person who will do the best job?”

“How can I hire salespeople with the best chance of succeeding in our unique environment?”

“How can I help John excel in his new position? What skills does he need to develop?”

To get what you want, know what you want.

When you clarify what’s required for success in a position, you increase your chances of hiring, promoting and developing ‘winners’.

Many of you are likely using behavioural interviewing practices to identify **demonstrated** behavioural competence in your candidates. This method works to the extent that you are able to identify the **specific** behavioural competencies that are necessary for success in a particular position.

Most managers find it relatively easy to define the knowledge and technical skills candidates must have, yet they find it difficult to identify the ‘soft skills’ required by the position.

One way to identify the competencies most important for performance is to interview subject matter experts who understand the job well enough to develop a competency profile. This takes a considerable amount of your time and resources.

We have tools available to facilitate the development of competency profiles.

Performance DNA Position Survey

- On-line questionnaire analyzes the input of subject matter experts or key stakeholders.
- Survey prioritizes the relative importance of 23 soft-skills to the job in question.
- Results highlight different perspectives, biases or areas of agreement in rankings among the respondents. (When significant differences in perspective occur, they should be explored in a meeting to build consensus on the competencies that contribute most to fulfilling the key accountabilities of the position.)
- Report includes detailed descriptions and behavioural interview questions for each of the top seven soft skill competency areas.

Work Environment

- On-line assessment of the 'ideal' behavioural style required by a position.
- Outlines expectations of HOW the job is to be done.

Competency profiles:

- Create appropriate behavioural interview questions.
- Identify training and development needs.
- Guide career planning.
- Guide succession planning.
- Develop job descriptions.

“Tom Gilbert, one of the strongest advocates of competency-based learning, tells a story of three superb salespeople working for the same manufacturer of forklifts. One of these exemplary forklift sales representatives spent his time cruising through the countryside looking for abandoned warehouses that might be opening in the future. Another spent his morning on the telephone tracking down leads. The third top performer, who hated telephones, waded through all manner of paperwork – new building permits, business section articles in local newspapers, help wanted ads – looking for prospects. All three, Gilbert points out, were distinguished from the rest of the salesforce by the excellent quality of their prospecting. Their prospecting led to sales, the outcome the company desired. Although they had strikingly different ways of going about finding potential forklift purchasers, all three were highly skilled at the competency that mattered most – prospecting.”
(exerpted from Grote, *The Complete Guide to Performance Appraisal*)



What is competency and how does it relate to performance?

Stated simply, competency is a level of proficiency required to fulfill the responsibilities of a job. It consists of a combination of skills, knowledge and abilities. In classic job analysis, skills, knowledge and abilities are referred to as “SKAs.”

Unless people understand how competencies relate to performance, however, competencies can create confusion. Most employees relate performance requirements to technical knowledge and skills. Research has confirmed that in addition to these technical SKAs, certain behaviours, intelligence, attitudes and beliefs are also necessary for performance. Taking this into consideration, competency is “a unique configuration of behaviour, skills, beliefs, attitude and intelligence required for superior performance.”

Why the term “Performance DNA?”

DNA is the name scientists use to describe a virtual blueprint for all forms of life. Once the blueprint for a life form is identified, that life form can be duplicated or cloned.

Competencies provide the equivalent of DNA-type codes for duplicating or cloning superior performance. By analyzing jobs, competency profiles can be established that serve as DNA-type codes for performance.

The Performance DNA is supported by over 20 years of research into the behaviours and attitudes that drive competencies. The research identifies 23 of the most important soft skill competencies and helps you with the difficult task of targeting the seven competencies which are most critical to success in a specific job.

The 23 competencies:

Customer service	Empathy	Creativity/innovation
Teamwork	Flexibility	Conflict management
Decision making	Leadership	Management
Persuasion	Negotiation	Continuous learning
Interpersonal skills	Self management	Futuristic thinking
Diplomacy	Presenting	Analytical problem solving
Persuasive effectiveness	Goal orientation	Employee development/coaching
Written communication	Planning/organizing	

Helpful Resources:

→ Grote, Dick.. [The Complete Guide to Performance Appraisal.](#)
1996.AMACOM

This excellent reference book is a guide to all aspects of Performance Management. It is not inexpensive, but it is a worthwhile investment. Grote draws on more than 25 years experience in the field of Performance Management and Appraisal Systems. I appreciate his forthright writing style and willingness to tell the reader frankly what works and what doesn't work. He includes many forms for you to review and borrow from in creating your own. He devotes two chapters to defining objectives, accountabilities, standards and behavioural competencies.

Would you like to recommend a book or resource?

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