

# PERFORMANCE DNA™

## Position Analysis Report

A complete evaluation of the soft skill competencies  
necessary to achieve superior performance in the position.

John Doe  
Customer Service  
ABC Company

01/18/2001

# INTRODUCTION

The purpose of this report is to provide insight into the most soft skill criteria for the position. Managers or leaders are encouraged to discuss the results of the report with new hires and incumbents to enhance their understanding of performance expectations. The information in this report is particularly valuable to organizations in the following Human Resource activities:

- BUILDING COMPETENCY PROFILES OR MODELS
- DESIGNING PERFORMANCE EVALUATION PROCESSES
- ASSESSING TRAINING AND DEVELOPMENT NEEDS
- DESIGNING SUCCESSION PLANNING PROCESSES
- DEVELOPING BEHAVIORAL INTERVIEWS

Information in the report is based on an objective analysis of data collected from specially selected individuals who understand the position well. The report results are generated by a computer analysis of all responses. Thousands of calculations are performed to determine the key performance criteria of the position.

Each section of the report is designed to address important aspects of the position. Clarity, understanding and consensus on what competencies are required for superior performance is essential to optimize training and development, performance evaluation, behavioral interviewing, and succession planning programs.

Research indicates that a specific group of competencies are required to produce superior performance in most positions. This report provides detailed descriptions on seven (7) of the most important competencies required for superior performance in the position. It is recommended that the results of the report be discussed with incumbents and management to obtain consensus before integrating the information into Human Resource processes.

The last section of the report provides samples of behavioral interview questions designed to assist hiring authorities to plan structured selection interviews. The questions provide a framework for comparing candidate competency strengths with the competency requirements of the position. Select the questions that seem most appropriate to the position being analyzed.

# HIERARCHY OF COMPETENCIES

*The competencies required for superior performance have been prioritized based on the analysis of responses to the questionnaire. The hierarchical order of the competencies represents their relative importance to each other in producing superior performance in the position.*

HIERARCHY OF COMPETENCIES	
1	Customer Service
2	Continuous Learning
3	Self-Management (time and priorities)
4	Teamwork
5	Interpersonal Skills
6	Goal Orientation
7	Empathy
8	Diplomacy
9	Persuasion
10	Creativity/Innovation
11	Presenting
12	Written Communication
13	Flexibility
14	Employee Development/Coaching
15	Negotiation
16	Conflict Management
17	Personal Effectiveness
18	Planning/Organizing
19	Decision Making
20	Analytical Problem Solving
21	Futuristic Thinking
22	Leadership
23	Management

Very Important   
  Important   
  Not Important

## **SUGGESTIONS FOR IMPLEMENTING REPORT RESULTS**

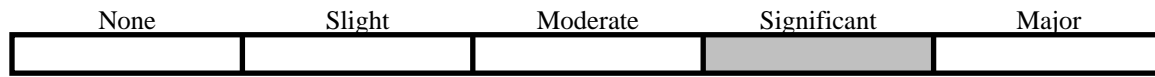
Before implementing the information in this report, it is recommended that management meet to verify the results of the report. The hierarchy of competencies should not be accepted at face value as a competency model for the position. The hierarchical order of the competencies represents the relative importance of competencies in relationship to each other. Although competencies are shown in a hierarchy, several competencies may be relatively equal in importance.

Position reports on hundreds of positions confirms that it is more practical to eliminate the competencies that are not important for superior performance than to debate the precise order of the most important competencies. Based on the analysis of the responses to the questionnaire, the competencies noted as not important should not be emphasized in selection, training and development, performance evaluation, or succession planning processes aimed at this position.

## Key Characteristics of The Position

*The position has been analyzed relative to four key characteristics. These characteristics are accountability for results, results through people, authority, and risk. Based on the responses to the questionnaire, these characteristics have been measured on a sliding scale and are illustrated by a bar graph. The scale range includes none, slight, moderate, significant and major.*

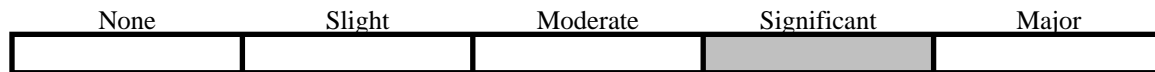
**Accountability For Results:** This characteristic addresses the accountability for producing measurable results in the position. This includes accountability for meeting financial, operations and/or system objectives.



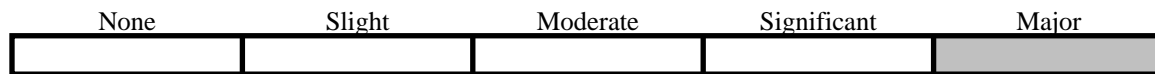
**Results through People:** This characteristic addresses the emphasis on producing results through the efforts and cooperation of people. This characteristic is not limited to management or leadership positions. Many non-management or leadership positions in team-based organizational structures depend heavily upon the efforts and cooperation of people to produce results.



**Authority:** This characteristic addresses the level of authority that exists in the position. Evidence of authority can be found in the ability to make decisions or changes without prior approval from upper management. This characteristic is not limited to management or leadership positions. In their efforts to become more responsive, many large organizations are finding it necessary to drive decision-making downward. In these organizations, many positions can be characterized by a moderate to significant amount of authority but are not considered management or leadership.



**Risks:** This characteristic addresses the inherent level of business risk or liability to the organization that exists in the position. Positions with indications of moderate, significant or major levels of inherent risk or liability to the organization may warrant the use of drug, alcohol and/or other appropriate assessments in their selection and management systems.



# SUMMARY OF TOP COMPETENCIES

*This report focuses on soft skill competencies because they are usually more difficult to identify or assess than technical competencies or experience. Observing the behaviors people use to produce superior performance can provide insight into the demonstration of competencies. Seven (7) of the most important competencies required to produce superior performance are described below in terms of observable behaviors. The behaviors listed below each competency provide examples of some of the ways the competency is demonstrated. Read each behavior and check the ones that must be demonstrated to produce superior performance in the position. More importance is typically placed on those behaviors that must be demonstrated consistently on a daily, weekly or monthly basis.*

1. **CUSTOMER SERVICE:** Anticipating, meeting and/or exceeding customer needs, wants and expectations.
  - \* Strives to anticipate, identify and understand customers' wants, needs and concerns.
  - \* Responds to customers with a sense of urgency.
  - \* Follows through on customer requests.
  - \* Is patient and courteous with customers.
  - \* Resolves issues and complaints to the satisfaction of customers.
  - \* Expend extraordinary effort to satisfy customers.
  - \* Develops relationships with customers.
  - \* Partners with customers to assist them in achieving their objectives.
  - \* Acts as an advocate for customers' needs.
  - \* Takes professional risks for the sake of customers' needs.
  
2. **CONTINUOUS LEARNING:** Taking initiative in learning and implementing new concepts, technologies and/or methods.
  - \* Demonstrates curiosity and enthusiasm for learning.
  - \* Takes initiative in acquiring and mastering the skills and knowledge requirements of a position.
  - \* Keeps abreast of current or new information through reading and other learning methods.
  - \* Actively interested in new technologies, processes and methods.
  - \* Welcomes or seeks assignments requiring new skills and knowledge.
  - \* Expend considerable effort and/or expense on learning.
  - \* Genuinely enjoys learning.
  - \* Identifies applications for knowledge.
  - \* Is considered a knowledgeable resource by others.

# SUMMARY OF TOP COMPETENCIES

## 3. SELF-MANAGEMENT (TIME AND PRIORITIES): Demonstrating self control and an ability to manage time and priorities.

- \* Effectively manages emotions and impulses.
- \* Effectively manages time and priorities to meet deadlines.
- \* Presents self assertively.
- \* Demonstrates an ability to maintain composure in the midst of crisis.
- \* Strives for continuous improvement.
- \* Balances personal and professional life.
- \* Takes initiative and acts without waiting for direction.
- \* Accepts responsibility for actions and results.

## 4. TEAMWORK: Working effectively and productively with others.

- \* Respects team members and their individual perspectives.
- \* Makes team mission and objectives a priority.
- \* Works toward consensus when team decisions are required.
- \* Meets agreed-upon deadlines on team assignments and commitments.
- \* Shares responsibility with team members for successes and failures.
- \* Keeps team members informed regarding projects.
- \* Supports team decisions.
- \* Recognizes and appreciates the contributions of team members.
- \* Behaves in a manner consistent with team values and mission.
- \* Provides constructive feedback to team and its members.
- \* Responds positively to feedback from team members.
- \* Raises and/or confronts issues limiting team effectiveness.

## 5. INTERPERSONAL SKILLS: Effectively communicating, building rapport and relating well to all kinds of people.

- \* Strives for self-awareness.
- \* Demonstrates sincere interest in others.
- \* Treats all people with respect, courtesy and consideration.
- \* Respects differences in the attitudes and perspectives of others.
- \* Listens, observes and strives to gain understanding of others.
- \* Communicates effectively.
- \* Sensitive to diversity issues.
- \* Develops and maintains relationships with many different kinds of people regardless of cultural differences.

# SUMMARY OF TOP COMPETENCIES

6. **GOAL ORIENTATION:** Energetically focusing efforts on meeting a goal, mission or objective.

- \* Acts independently to achieve objectives without supervision.
- \* Expends the necessary time and effort to achieve goals.
- \* Recognizes and acts on opportunities to advance progress towards meeting goals.
- \* Establishes and works toward ambitious and challenging goals.
- \* Develops and implements strategies to meet objectives.
- \* Measures effectiveness and performance to ensure results are attained.
- \* Acts with a sense of urgency to achieve goals.
- \* Demonstrates persistence in overcoming obstacles to meet objectives.
- \* Takes calculated risks to achieve results.

7. **EMPATHY:** Identifying with and caring about others.

- \* Demonstrates genuine concern for others.
- \* Respects and values people.
- \* Perceives and is sensitive to the emotions people experience.
- \* Expends considerable effort to understand the real needs, concerns and feelings of others.
- \* Advocates for the interests, needs and wants of others.
- \* Demonstrates cross-cultural sensitivity and understanding.
- \* Takes personal and/or professional risks for the sake of others.

# BEHAVIORAL INTERVIEW QUESTIONS

Studies show that traditional interviewing methods are less than 14% accurate in predicting performance. Properly conducted structured interviewing techniques, focused on assessing the competencies most important for superior performance in a position, can significantly improve accuracy over traditional interviewing methods.

Behavioral interviewing is a disciplined approach that has been used effectively by corporate America since the 1970s. Behavioral interviewing is based on the premise that past behavior is the best predictor of future behavior. Behavioral interview questions ask for specific examples and experiences from the candidate's past. Interviewers can determine whether or not candidates have actually demonstrated the required competencies by the examples they use.

To plan a structured or behavioral interview, start by reviewing the job description to clarify the most important accountabilities of the position. Then review the list of top seven competencies and determine their relative importance as selection criteria according to which ones are necessary to produce the most important results of the position. Next, review the suggestions for behavioral interview questions and select the ones that seem most appropriate for the position.

The suggested behavioral interview questions relate specifically to the top seven (7) competencies. For most positions, additional questions will need to be developed. Since technical competencies are not a part of the Position Survey, questions relative to technical competencies are not provided in this report. The technical competencies required for superior performance in positions will need to be identified and addressed in selection interviews. A complete interview plan includes the development of appropriate behavioral interview questions relating to both soft skill and technical competencies.

The manual provides a suggested methodology for evaluating candidates by weighting the competencies according to their importance, developing benchmarks for evaluating competency levels and a standardized candidate rating scale. Regardless of the interviewing, evaluation and selection methodologies an organization uses, the same process should be consistently applied with each and every candidate.

# BEHAVIORAL INTERVIEW QUESTIONS

1. **CUSTOMER SERVICE:** Anticipating, meeting and/or exceeding customer needs, wants and expectations.

Listen for extraordinary effort in responding to customer needs and wants to insure satisfaction. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- \* Give me an example of when you went out of your way for a customer.
- \* What was the outcome?
- \* Describe the most difficult customer you've ever had to deal with and how you handled them.
- \* Describe a situation when you were given outstanding customer service.
- \* What made it stand out?
- \* Describe a situation when you felt a particularly demanding customer may have been trying to take advantage of you or the organization.
- \* What was the outcome?
- \* Give me an example of a situation where you improved the level of customer service in your organization.
- \* What did you do to improve it?
- \* What was the outcome?
- \* Give me an example of when you were given special recognition or acknowledgement for going the extra mile to satisfy a customer.
- \* Question: Describe a situation when you took a stand for a customer.

2. **CONTINUOUS LEARNING:** Taking initiative in learning and implementing new concepts, technologies and/or methods.

Listen for positive attitude towards self-improvement, learning and the application of knowledge. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- \* How do you keep current on what's going on in your field?
- \* What books and magazines you have read or classes you have taken to keep abreast of what's new in your field?
- \* What was the last book you read?
- \* What learning activities have you been involved with since College/High School?
- \* Give me an example of when you were able to apply a concept, theory or knowledge to a work problem or situation.
- \* Describe how something you learned made a significant difference in your career.
- \* Give me an example of when you did not know enough about something to be effective.
- \* What did you do about it?

# BEHAVIORAL INTERVIEW QUESTIONS

- \* In what ways have you invested in yourself to improve your performance?
- \* What self-improvement activities are you currently involved in?
- \* Give me an example that illustrates how other people have used you as a resource for knowledge in your field.
- \* What do you want to learn before you die?

### 3. SELF-MANAGEMENT (TIME AND PRIORITIES): Demonstrating self control and an ability to manage time and priorities.

Listen for composure, assertiveness and emotional stability. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- \* Give me an example of when you were able to meet the personal and professional demands in your life yet still maintained a healthy balance.
- \* Describe a situation when you had to exercise a significant amount of self control.
- \* Describe a situation when you demonstrated initiative and took action without waiting for direction.
- \* What was the outcome?
- \* Give me an example of when your ability to manage your time and priorities proved to be an asset.
- \* What have you done in the past that demonstrates your commitment to continuous improvement?
- \* Give me an example of when you were responsible for an error or mistake.
- \* What was the outcome?
- \* What, if anything, would you do differently?
- \* Describe a time when you had to make a difficult choice between your personal and professional life.

### 4. TEAMWORK: Working effectively and productively with others.

Listen for strong commitment and contributions to team members working towards a specific goal. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- \* Give me an example of one of the most significant contributions you made as a member of a high performing team.
- \* What, in your opinion, made it a high performing team?
- \* Describe how you felt about the contributions of the others on the team.

# BEHAVIORAL INTERVIEW QUESTIONS

- \* Give me an example of a situation where you had difficulties with a team member.
- \* What, if anything, did you do to resolve the difficulties?
- \* Describe how you felt about a decision the team wanted to make that you didn't agree with.
- \* Describe a situation where the team was having trouble agreeing on a decision and what you did to facilitate consensus.
- \* Give me an example of when you were on a team that failed to meet its objectives.
- \* What could the team have done differently?

## 5. INTERPERSONAL SKILLS: Effectively communicating, building rapport and relating well to all kinds of people.

Listen for self awareness, understanding and an ability to communicate effectively with others regardless of differences. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- \* Describe the most difficult working relationship you've had with an individual.
- \* What specific actions did you take to improve the relationship?
- \* What was the outcome?
- \* Describe the types of people you get along with best and why.
- \* Describe the types of people you have difficulty getting along with and why.
- \* Give me an example of a situation when you demonstrated sensitivity to diversity issues.
- \* Describe a situation when you were able to strengthen a relationship by communicating effectively.
- \* What made your communication effective?
- \* Describe your relationship with the people you work with.
- \* What have you done in the past to build rapport and relationships with people?
- \* Give me an example of your ability to communicate effectively and build relationships with people regardless of cultural differences.
- \* Describe how your ability to communicate effectively and build relationships with many different types of people has contributed to one of your greatest accomplishments.

## 6. GOAL ORIENTATION: Energetically focusing efforts on meeting a goal, mission or objective.

Listen for determination, persistence and a "never-give-up" attitude in efforts to meet goals. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

# BEHAVIORAL INTERVIEW QUESTIONS

- \* Give me an example of the most significant professional goal you have met.
- \* How did you achieve it?
- \* What were the obstacles?
- \* How did you overcome them?
- \* Give me an example of when you took a risk to achieve a goal.
- \* What was the outcome?
- \* What are your future professional goals?
- \* How do you plan to achieve them?
- \* What might keep you from achieving them?
- \* Tell me about a time when you overcame great obstacles to achieve something significant.
- \* Give me an example of when you achieved something by your persistence that others couldn't.

## 7. EMPATHY: Identifying with and caring about others.

Listen for genuine caring, compassion and initiative in assisting others without expectations of rewards. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- \* Give me an example of when you identified with someone else's difficulties at work.
- \* What, if anything, did you do to help them?
- \* Give me an example of a time when a company policy or action hurt people.
- \* What, if anything, did you do to mitigate the negative consequences to people?
- \* Give me an example of when you went out of your way to help someone.
- \* What were your thoughts and feelings about that situation?
- \* Give me an example of when you had to make a decision in favor of your own self-interest or someone else's.
- \* What were your thoughts and feelings?
- \* What did you do?
- \* What positive contributions have you made to your community or society?
- \* Give me an example of when you were given special recognition or acknowledgement for your contributions to the disadvantaged.
- \* Describe a situation when you were criticized for being too concerned about the difficulties of others.