### Content Page

#### Job Models

<table>
<thead>
<tr>
<th>Content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Positions</td>
<td>1</td>
</tr>
<tr>
<td>Project Manager Position</td>
<td>2</td>
</tr>
<tr>
<td>Branch Manager Position</td>
<td>3-4</td>
</tr>
<tr>
<td>Sales Position</td>
<td>5</td>
</tr>
<tr>
<td>Information Systems Position</td>
<td>6</td>
</tr>
<tr>
<td>Retailing Position</td>
<td>7</td>
</tr>
<tr>
<td>Optional Format: Scaled Ratings</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Applications

<table>
<thead>
<tr>
<th>Content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection</td>
<td>9</td>
</tr>
<tr>
<td>Performance Management</td>
<td>10</td>
</tr>
<tr>
<td>Training (in separate documents)</td>
<td></td>
</tr>
<tr>
<td>Software Applications</td>
<td>11</td>
</tr>
</tbody>
</table>
Example

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.
### Job Model for Project Managers*

(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 Refocus as Necessary, Ensure Execution, and Deliver the Product

#### D. Description of Most Important Responsibilities

**Responsibility 1. Define and Scope the Work Program**

- Communicate project vision and strategic goals
- Align work with the sponsor's and customer's strategic direction and priorities

**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 manager

**Required Competencies**

- Completion of the project with available resources
- Alignment of the project with the organization's strategic direction and priorities

**Performance Criteria**

- Re-scope the project as required
- Scope the project to available resources
- Determine the project's focus or approach
- Talk to sponsors, customers, and knowledgeable staff
- Understand and respond to sponsors' and customers' needs and concerns

**Knowledge Requirements for Project Managers**

1. **Project management knowledge**
   - Knowledge of how to get things done within the administrative system
   - Knowledge of how to get things done within internal politics and priorities
   - Goals and strategies

2. **Domain knowledge of air traffic control**
   - ____ Blueprint: what types of work ____ can and cannot do
   - _____ organizational knowledge:
     - ____ structure, operations, and key players
     - ____ procedures
     - ____ administrative systems
     - ____ knowledge of how to get things done within ____
   - ____ impact:
     - ____ information gathering
     - ____ attention to detail
     - ____ diagnostic

3. **Interpersonal Awareness**
   - ____ concerned about sponsors and customers' needs and concerns
   - ____ performance management

4. **Concern for Clarity**
   - ____ attitude towards communication
   - ____ analytical thinking
   - ____ attention to detail

5. **Orientation**
   - ____ orientation towards results
   - ____ attention to detail
   - ____ diagnostic

6. **Attention to Detail**
   - ____ orientation towards results
   - ____ attention to detail
   - ____ diagnostic

7. **Diagnostic Information Gathering**
   - ____ analysis of data
   - ____ diagnostic
   - ____ attention to detail

8. **Concern for Performance**
   - ____ performance management
   - ____ attention to detail
   - ____ diagnostic

9. **Performance Management**
   - ____ performance management
   - ____ attention to detail
   - ____ diagnostic

10. **Self-Confidence**
    - ____ attitude towards communication
    - ____ analytical thinking
    - ____ attention to detail

**F. Knowledge Requirements for Project Managers**

1. Some technical understanding of the technical work being done
2. Sponsor organization, its players, and their interactions
Branch Manager Position

**Competency Models**

**COMPETENCIES TO SELECT FOR**

**LISTENING SKILLS**
- **SKILL:** The ability to hear, understand and respond to oral information received from others.

**OBSTERVABLE BEHAVIOR:**
- Receives complete message before回应ing.
- Focuses on the message regardless of external distractions.
- Recognizes pattern in the message by themes and implications.
- Maintains focus on the message, not nonverbal expressions.
- Empathizes with the speaker.
- Responds effectively to both the words and tone of voice (meaning behind the words).
- Summarizes or paraphrases what others have said to verify understanding and prevent miscommunication.

**ORAL COMMUNICATION**
- **SKILL:** The ability to express oneself clearly in conversations, presentations, and interactions with others.

**OBSTERVABLE BEHAVIOR:**
- 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.

**OBSTERVABLE**
- Organizes.
- Illustrates key points with concrete examples.

**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.

**OBSTERVABLE BEHAVIOR:**
- Follows specified 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.
- Determines 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).

**OBSTERVABLE BEHAVIOR:**
- Champions Applied Conversion 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.
- Coachs sales associates to improve their performance.
- Maximizes leverage on the selling process by expediting the sales cycle of the appropriate tone.
- Develops effective selling competencies.
- Creates win-win outcomes by negotiating effectively.
- Forms teams of specialists to support the sales process.
- Supports National Accounts in all areas.
- Develops alliances and partnerships with vendors and customers.
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.
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.
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.
Optional Formats for Competency Descriptions

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.

Scaled Ratings

Scaled Rating Form for People Managers (Leadership Practice Version)

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

Make ratings by checking the appropriate box.

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
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.

### 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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Expertise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analytical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Partnerships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing Others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**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

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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 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.

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.

### 1997 PERFORMANCE GOALS AND RESULTS

**BUYER**

**Date of Spring Discussion:**

**Date of Fall Discussion:**

<table>
<thead>
<tr>
<th>GOAL</th>
<th>TACTICS</th>
<th>SPENDING</th>
<th>FALL RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To have the Horizon Fashion toy lines for the customer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Budget $ %</td>
<td>Full Budget $ %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Margin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To increase % of gift items to total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMPELENCIES—BUYER**

<table>
<thead>
<tr>
<th>1997 PERFORMANCE GOALS AND RESULTS</th>
<th>BUYER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Spring Discussion:</td>
<td>Date of Fall Discussion:</td>
</tr>
<tr>
<td>GOAL:</td>
<td>TACTICS</td>
</tr>
<tr>
<td>1. To have the Horizon Fashion toy lines for the customer.</td>
<td></td>
</tr>
<tr>
<td>Spring Budget $ %</td>
<td>Full Budget $ %</td>
</tr>
<tr>
<td>Sales</td>
<td></td>
</tr>
<tr>
<td>Margin</td>
<td></td>
</tr>
<tr>
<td>Turn</td>
<td></td>
</tr>
<tr>
<td>2. To increase % of gift items to total</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Other</td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL RATING:**

1 = Outstanding
2 = Exceeds Expectations
3 = Meets Expectations
4 = Needs Improvement
5 = Unsatisfactory

**Auditor’s Signature:**

**Supervisor’s Signature:**

**Effective Date:**

**Current Salary:**

**New Salary:**

**COMPETENCIES—BUYER**

<table>
<thead>
<tr>
<th>COMPETENCIES—BUYER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using market research, obtain buy-in to the process from all key stakeholders, finalize, and implement the individual assessment rating system on an overall rating scale from 1 to 5.</td>
</tr>
</tbody>
</table>

**TACITOS:**

- Maximize partnerships with key top-line vendors to:
  - Know “tolerated” prices of a small degree difference between cost and quality.
  - Build/Maintain Close Advisory by:
  - Shop Comparative (Client, Peer, Key, Others) to stay ahead.
  - Develop atmospherically with product representation and controls to improve results.

**SPENDING RESULTS:**

<table>
<thead>
<tr>
<th>SALES</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARGIN</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>TURN</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of Key Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
</tr>
</tbody>
</table>

**FALL RESULTS:**

<table>
<thead>
<tr>
<th>SALES</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARGIN</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>TURN</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of Key Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
</tr>
</tbody>
</table>

**Selling and Accomplishments:**

- Key areas:
  - Competitive analysis
  - Sales effectiveness
  - Market focus

**Performance Support:**

- Build/Maintain Close Advisory by:
  - Shop Comparative (Client, Peer, Key, Others) to stay ahead.
  - Develop atmospherically with product representation and controls to improve results.

**Comments:**

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### 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.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Establishing Focus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Providing Motivating Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Fostering Teamwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Empowering Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Managing Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Developing Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**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 who can provide information, assistance or support
- h) Provides assistance, information and support

**IMPORTANCE OF THIS COMPETENCY**

This competency is important for people whose effectiveness depends on building partnerships with others inside or outside of the organization, especially in politically charged environments.

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**On-line Information At Your Employees’ Fingertips**

**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-fit 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.