# TriMetrix® DNA

## Multiple Respondent Job Report

**Combined Job Reports**

ABC Chief Estimator

07.26.2023

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KERRHILL

*Advancing People in Business* SM

# Table of Contents

**ABC Chief Estimator**

# Introduction

If the job could talk, it would clearly define the knowledge, hard skills, people skills, behavior and culture needed for superior performance.  Your unbiased input regarding the specific requirements of the job in question has been applied to the TriMetrix® DNA Job benchmarking process.  The result is an evaluative report that analyzes a total of 41 separate areas, presented in three sections:

## Job Competencies Hierarchy (23 Areas)

This section presents 23 key job competencies and quantifies their importance to this specific job.  Each job has a unique ranking of competencies, reflecting different levels of capacities required by different jobs for superior performance.

## Rewards/Culture Hierarchy (6 Areas)

This section clearly identifies the rewards/culture of the job, which defines its sources of motivation.  It clarifies "why" and "in what kind of environment" this job will produce success.

## Behavioral Hierarchy (12 Areas)

This section explores the behavioral traits demanded of the job.  The higher the ranking, the more important the behavioral trait will be to the job for stress reduction and superior performance.

The results of each area are ranked on a scale, reflecting the unique levels of applicability and importance to the job.  These rankings illustrate what is essential for this job to deliver superior performance and maximum value to your organization.

## Summary Of Top Competencies

This section will assist in understanding the type and kind of competencies that are needed for superior job performance.  Read the feedback on each of the top seven competencies thoroughly to understand the job's requirements.

## Job Rewards/Culture Feedback

This section expands on the fact that every job in every organization has its own culture.  The culture of any job is clearly defined by how it rewards superior performance.

## Behavioral Feedback

This section clarifies the nature of the behavioral traits demanded by the job.

## Job Competency Questions

This section contains suggested interview questions that pertain specifically to the competencies of the job.

## Job Rewards/Culture Questions

This section contains suggested interview questions that pertain specifically to the rewards/culture of the job.

## Behavioral Questions

This section contains suggested interview questions that pertain specifically to the behavioral traits required by the job.
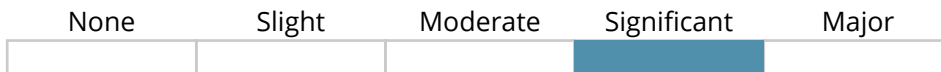
# Key Characteristics of the Position

*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.

| None | Slight | Moderate | Significant | Major |
|------|--------|----------|-------------|-------|
|      |        |          | ████        |       |
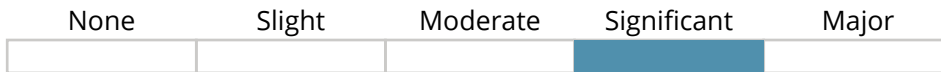
**Results Through People:** This characteristic addresses the emphasis on producing results through the efforts and cooperation of people. This characteristic is not limited to management or leadership positions. Many non-management or leadership positions in team-based organizational structures depend heavily upon the efforts and cooperation of people to produce results.

| None | Slight | Moderate | Significant | Major |
|------|--------|----------|-------------|-------|
|      |        |          | ████        |       |

**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.

| None | Slight | Moderate | Significant | Major |
|------|--------|----------|-------------|-------|
|      |        |          | ████        |       |

**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.

| None | Slight | Moderate | Significant | Major |
|------|--------|----------|-------------|-------|
|      |        |          |             | ████  |

# 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 job.*

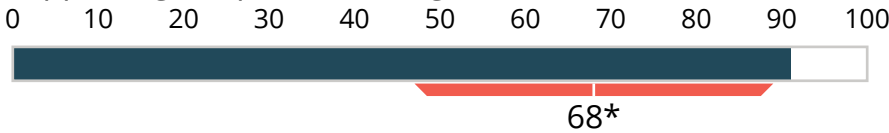| | Hierarchy of Competencies |
|---|---|
| 1 | Employee Development/Coaching |
| 2 | Teamwork |
| 3 | Written Communication |
| 4 | Goal Orientation |
| 5 | Personal Effectiveness |
| 6 | Self-Management (time and priorities) |
| 7 | Planning/Organizing |
| 8 | Customer Service |
| 9 | Leadership |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

■ Very Important        ■ Important

■ Somewhat Important        □ Not Important
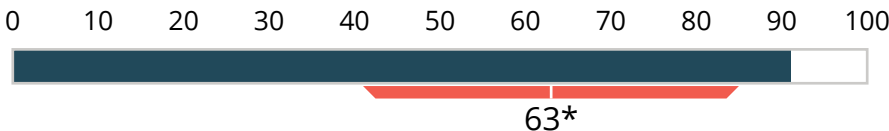
# Job Competencies Hierarchy

*All human jobs require certain competencies. This section of the report identifies those competencies that lead to superior performance in most jobs. The graphs below are in descending order from the highest rated competency required by the job to the lowest.*
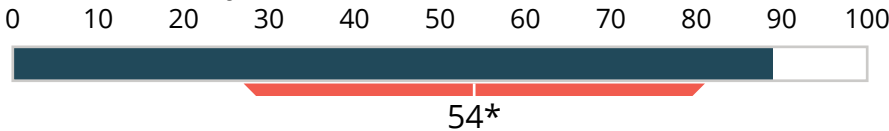
**1. Employee Development/Coaching** - Facilitating and supporting the professional growth of others.
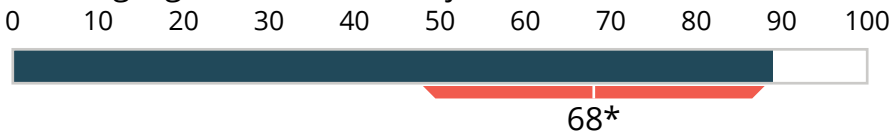
0   10   20   30   40   50   60   70   80   90   100

68*

**91**
VI

**2. Teamwork** - Working effectively and productively with others.

0   10   20   30   40   50   60   70   80   90   100

63*

**91**
VI

**3. Written Communication** - Writing clearly, succinctly and understandably.

0   10   20   30   40   50   60   70   80   90   100

54*

**89**
IMP

**4. Goal Orientation** - Energetically focusing efforts on meeting a goal, mission or objective.

0   10   20   30   40   50   60   70   80   90   100

68*

**89**
IMP

**5. Personal Effectiveness** - Demonstrating initiative, self-confidence, resiliency and a willingness to take responsibility for personal actions.

0   10   20   30   40   50   60   70   80   90   100

55*

**89**
IMP

**6. Self Management (Time and Priorities)** - Demonstrating self control and an ability to manage time and priorities.

0   10   20   30   40   50   60   70   80   90   100

44*

**88**
IMP
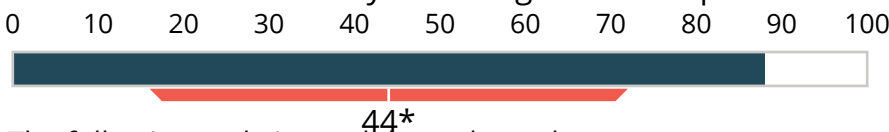
The following scale is used throughout the report.

|         |   |                      |
|---------|---|----------------------|
| 0 - 4.9 | = | NOT IMPORTANT TO JOB |
| 5.0 - 6.9 | = | SOMEWHAT IMPORTANT |
| 7.0 - 8.9 | = | IMPORTANT |
| 9.0 - 10 | = | VERY IMPORTANT |

* 68% of the population falls within the shaded area.

**7.  Planning/Organizing** - Utilizing logical, systematic and orderly procedures to meet objectives.

0    10    20    30    40    50    60    70    80    90    100

**88** IMP

48*
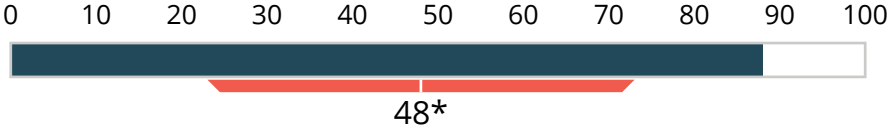
**8.  Customer Service** - Anticipating, meeting and/or exceeding customer needs, wants and expectations.

0    10    20    30    40    50    60    70    80    90    100

**88** IMP

63*
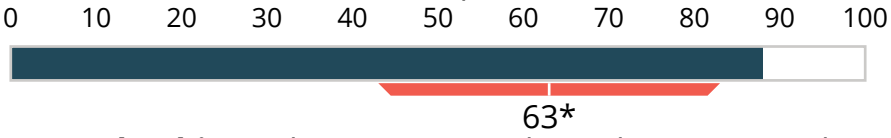
**9.  Leadership** - Achieving extraordinary business results through people.

0    10    20    30    40    50    60    70    80    90    100

**87** IMP

61*
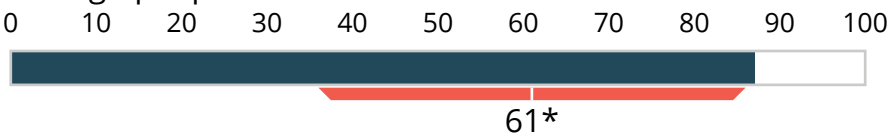
**10.  Persuasion** - Convincing others to change the way they think, believe or behave.

0    10    20    30    40    50    60    70    80    90    100

**86** IMP

55*
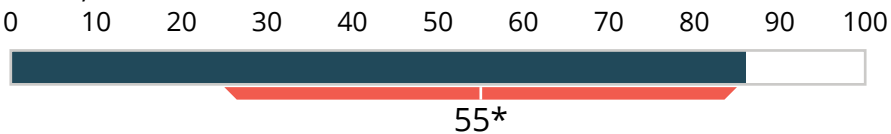
**11.  Interpersonal Skills** - Effectively communicating, building rapport and relating well to all kinds of people.

0    10    20    30    40    50    60    70    80    90    100

**85** IMP

68*
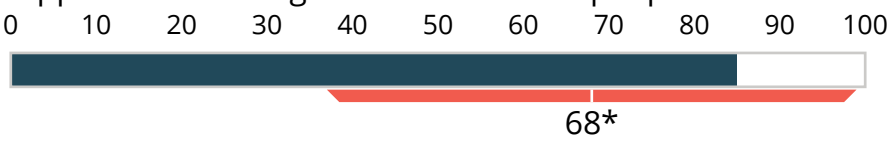
**12.  Presenting** - Communicating effectively to groups.

0    10    20    30    40    50    60    70    80    90    100

**84** IMP

61*
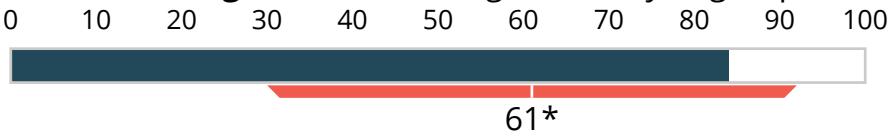
**13.  Continuous Learning** - Taking initiative in learning and implementing new concepts, technologies and/or methods.

0    10    20    30    40    50    60    70    80    90    100

**84** IMP

61*
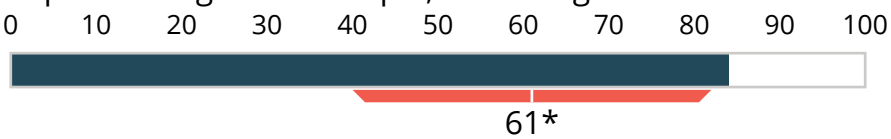
**14.  Empathy** - Identifying with and caring about others.

0    10    20    30    40    50    60    70    80    90    100

**84** IMP

36*

* 68% of the population falls within the shaded area.

# Job Competencies Hierarchy

**15.  Conflict Management** - Addressing and resolving conflict constructively.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

52*

**84** IMP

**16.  Futuristic Thinking** - Imagining, envisioning, projecting and/or predicting what has not yet been realized.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

28*
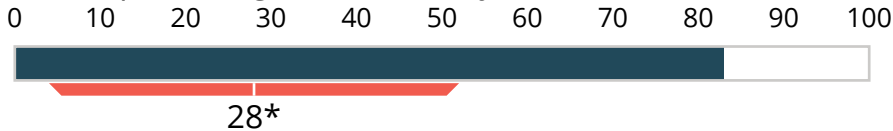
**83** IMP

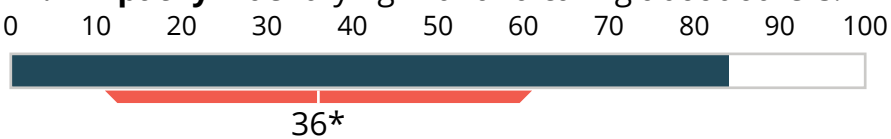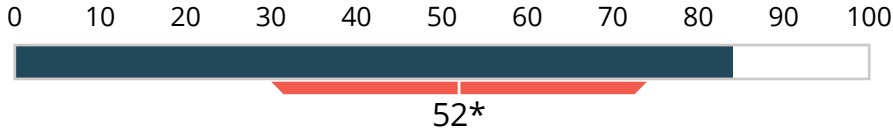**17.  Creativity/Innovation** - Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

48*
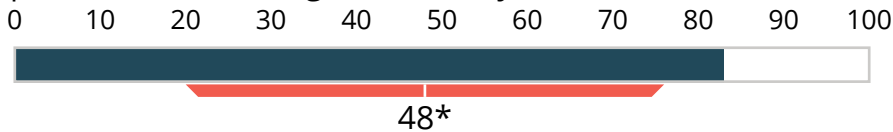
**83** IMP

**18.  Diplomacy** - Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

59*
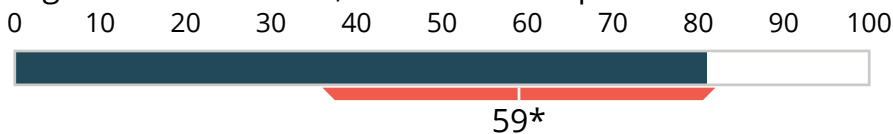
**81** IMP

**19.  Negotiation** - Facilitating agreements between two or more parties.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

38*
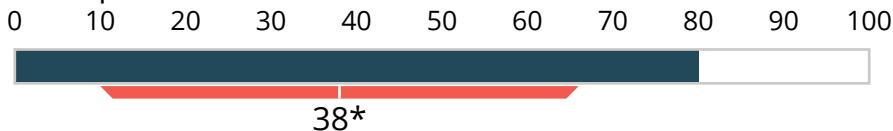
**80** IMP

**20.  Flexibility** - Agility in adapting to change.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

45*
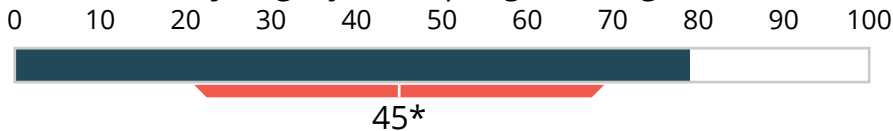
**79** IMP

**21.  Decision Making** - Utilizing effective processes to make decisions.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

40*
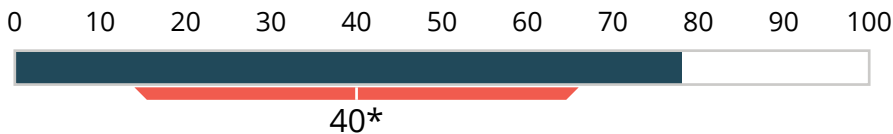
**78** IMP

* 68% of the population falls within the shaded area.

# Job Competencies Hierarchy

**22.  Analytical Problem Solving** - Anticipating, analyzing, diagnosing, and resolving problems.

0    10    20    30    40    50    60    70    80    90    100

**76**

IMP

47*
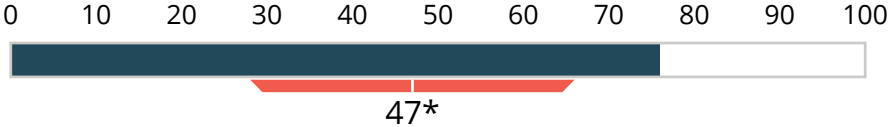
**23.  Management** - Achieving extraordinary results through effective management of resources, systems and processes.

0    10    20    30    40    50    60    70    80    90    100

**76**

IMP

57*
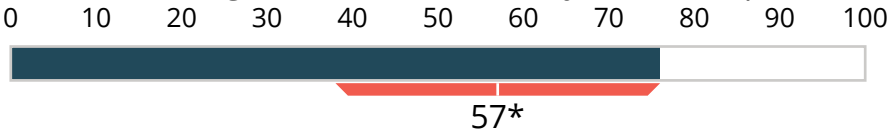
* 68% of the population falls within the shaded area.

# Organizational Rewards/Culture Hierarchy

*This section identifies the rewards/culture system of a specific organization.  Matching a person's passion to an organization that rewards that passion always enhances performance.  The graphs below are in descending order from the highest rewards/culture required by the organization to the lowest.*

**1.  Theoretical** - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|

72

60*

**2.  Utilitarian/Economic** - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|

62

52*

**3.  Individualistic/Political** - Rewards those who value personal recognition, freedom, and control over their own destiny and others.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|

48

55*

**4.  Traditional/Regulatory** - Rewards those who value traditions inherent in social structure, rules, regulations and principles.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|

42

45*

**5.  Aesthetic** - Rewards those who value balance in their lives, creative self-expression, beauty and nature.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|

25

45*

\* 68% of the population falls within the shaded area.

**6.  Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.

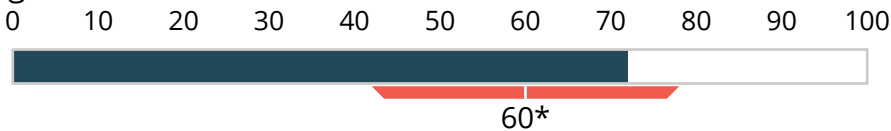| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

20

43*

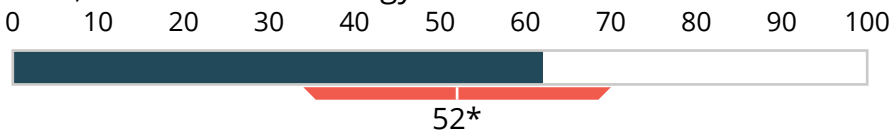* 68% of the population falls within the shaded area.

# Job Rewards/Culture Hierarchy

*This section identifies the rewards/culture system of a specific job.  Matching a person's passion to a job that rewards that passion always enhances performance.  The graphs below are in descending order from the highest rewards/culture required by the job to the lowest.*

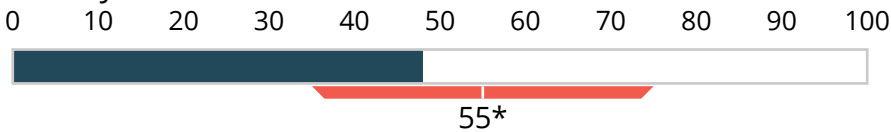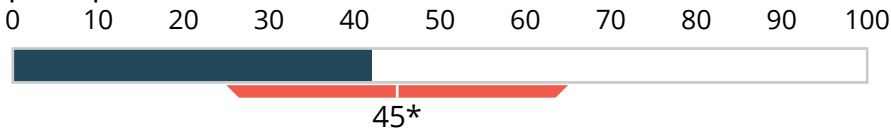**1.  Utilitarian/Economic** - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.
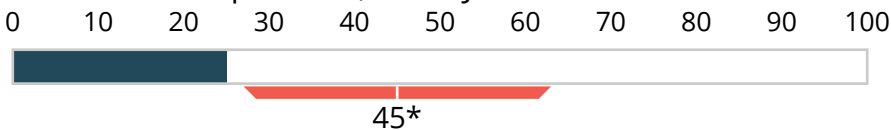
0   10   20   30   40   50   60   70   80   90   100

**60**

52*

**2.  Theoretical** - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.

0   10   20   30   40   50   60   70   80   90   100

**56**

60*

**3.  Individualistic/Political** - Rewards those who value personal recognition, freedom, and control over their own destiny and others.

0   10   20   30   40   50   60   70   80   90   100

**56**

55*

**4.  Traditional/Regulatory** - Rewards those who value traditions inherent in social structure, rules, regulations and principles.

0   10   20   30   40   50   60   70   80   90   100

**39**

45*

**5.  Aesthetic** - Rewards those who value balance in their lives, creative self-expression, beauty and nature.

0   10   20   30   40   50   60   70   80   90   100

**31**

45*

* 68% of the population falls within the shaded area.

**6. Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

**31**

43*

* 68% of the population falls within the shaded area.

# Motivation Insights® Graph

*The following graph represents the score range of each Motivator for the identified position. The ranges are denoted by the highlighted areas.*

ABC Chief Estimator
7-26-2023



| THE. | UTI. | AES. | SOC. | IND. | TRA. |
|------|------|------|------|------|------|
| 56 | 60 | 31 | 31 | 56 | 39 |
| 2nd | 1st | 5th | 6th | 3rd | 4th |

Job Range (20 point range)

**ABC Chief Estimator**
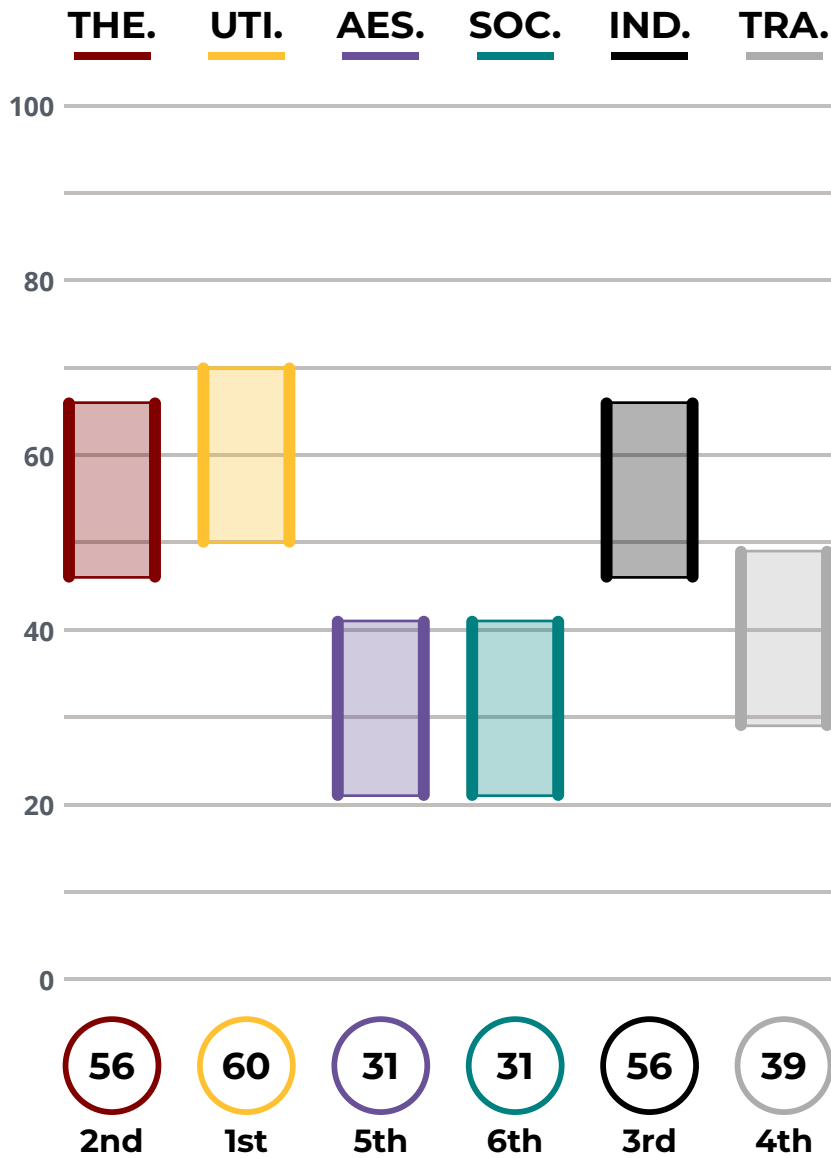
# Conflicting Job Requirements

*The TTI Success Insights Workplace Behaviors assessment is designed to analyze the job by letting the job talk.  This section describes the potential conflicts or concerns for people in this position.  In some cases an organization may choose to re-evaluate the position or its key accountabilities.*

This position requires a behavioral style with the potential for me-me conflicts.  This is quite common in positions and normal for individuals to possess such behavioral styles.  Based on this behavioral style, the organization may need to make modifications to the communication flow and activity levels of the position.

# Behavioral Hierarchy

*This section is designed to give a visual understanding of the behavioral traits demanded of the position. The graphs below are in descending order from the highest rated behavioral traits required by the job to the lowest. This means the higher the score the more important that behavioral trait is to stress reduction and superior job performance.*

**1. Urgency** - The job requires decisiveness, quick response, and fast action.

0    10    20    30    40    50    60    70    80    90    100

**65**

43*

**2. Competitive** - The job requires assertiveness and a "will to win" when dealing with highly competitive situations.

0    10    20    30    40    50    60    70    80    90    100
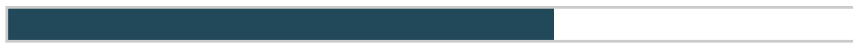
**64**

49*

**3. People-Oriented** - The job requires building rapport with a wide range of individuals.

0    10    20    30    40    50    60    70    80    90    100

**64**

64*

**4. Analysis** - The job requires compiling, confirming, and organizing information.

0    10    20    30    40    50    60    70    80    90    100

**62**

54*

**5. Organized Workplace** - The job requires establishing and maintaining specific order in daily activities.

0    10    20    30    40    50    60    70    80    90    100

**61**

53*

**6. Frequent Change** - The job requires rapid shifts between tasks.

0    10    20    30    40    50    60    70    80    90    100

**60**

52*

* 68% of the population falls within the shaded area.

# Behavioral Hierarchy

**7. Versatile** - The job requires adapting to various situations with ease.

0   10   20   30   40   50   60   70   80   90   100

54*
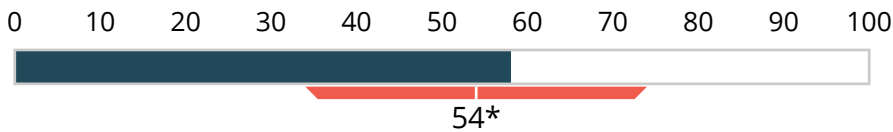
**58**

**8. Persistence** - The job requires finishing tasks despite challenges or resistance.

0   10   20   30   40   50   60   70   80   90   100

62*

**58**
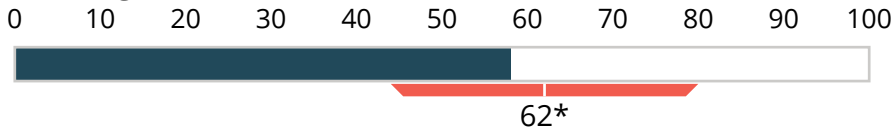
**9. Following Policy** - The job requires adhering to rules, regulations, or existing methods.

0   10   20   30   40   50   60   70   80   90   100

61*
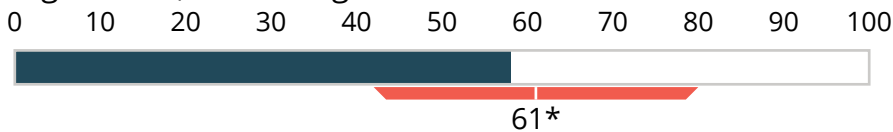
**58**

**10. Consistent** - The job requires predictable performance in repetitive situations.

0   10   20   30   40   50   60   70   80   90   100

62*

**52**
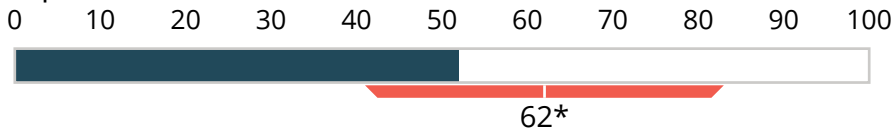
**11. Customer-Oriented** - The job requires identification and fulfillment of customer expectations.

0   10   20   30   40   50   60   70   80   90   100

63*
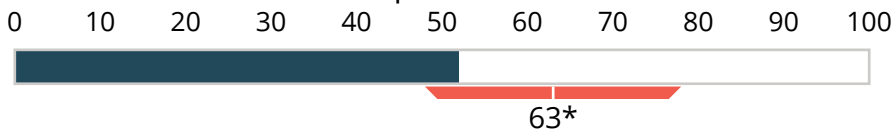
**52**

**12. Interaction** - The job requires frequent communication and engagement with others.

0   10   20   30   40   50   60   70   80   90   100

58*
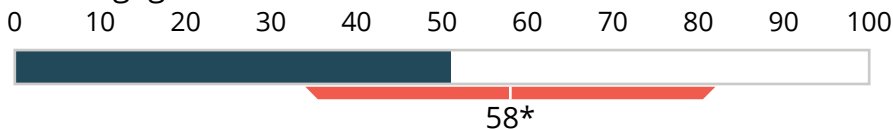
**51**

WB: 66-68-38-77 (55)
* 68% of the population falls within the shaded area.

# Workplace Behaviors®

*The following graph represents the score range of each behavioral factor for the identified position. The ranges are denoted by the highlighted areas.*

## Combined Job Reports

ABC Chief Estimator

7-26-2023

**D    I    S    C**

|  |  |  |  |
|---|---|---|---|
| 66 | 68 | 38 | 77 |

Job Range (20 point range)

**ABC Chief Estimator**
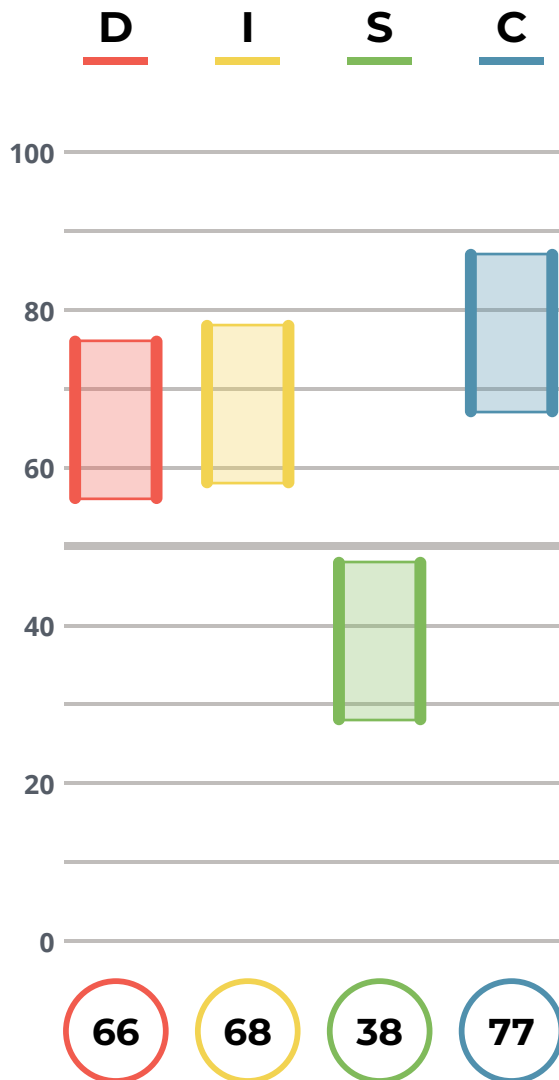
# The TTI Success Insights® Wheel

**7-26-2023**
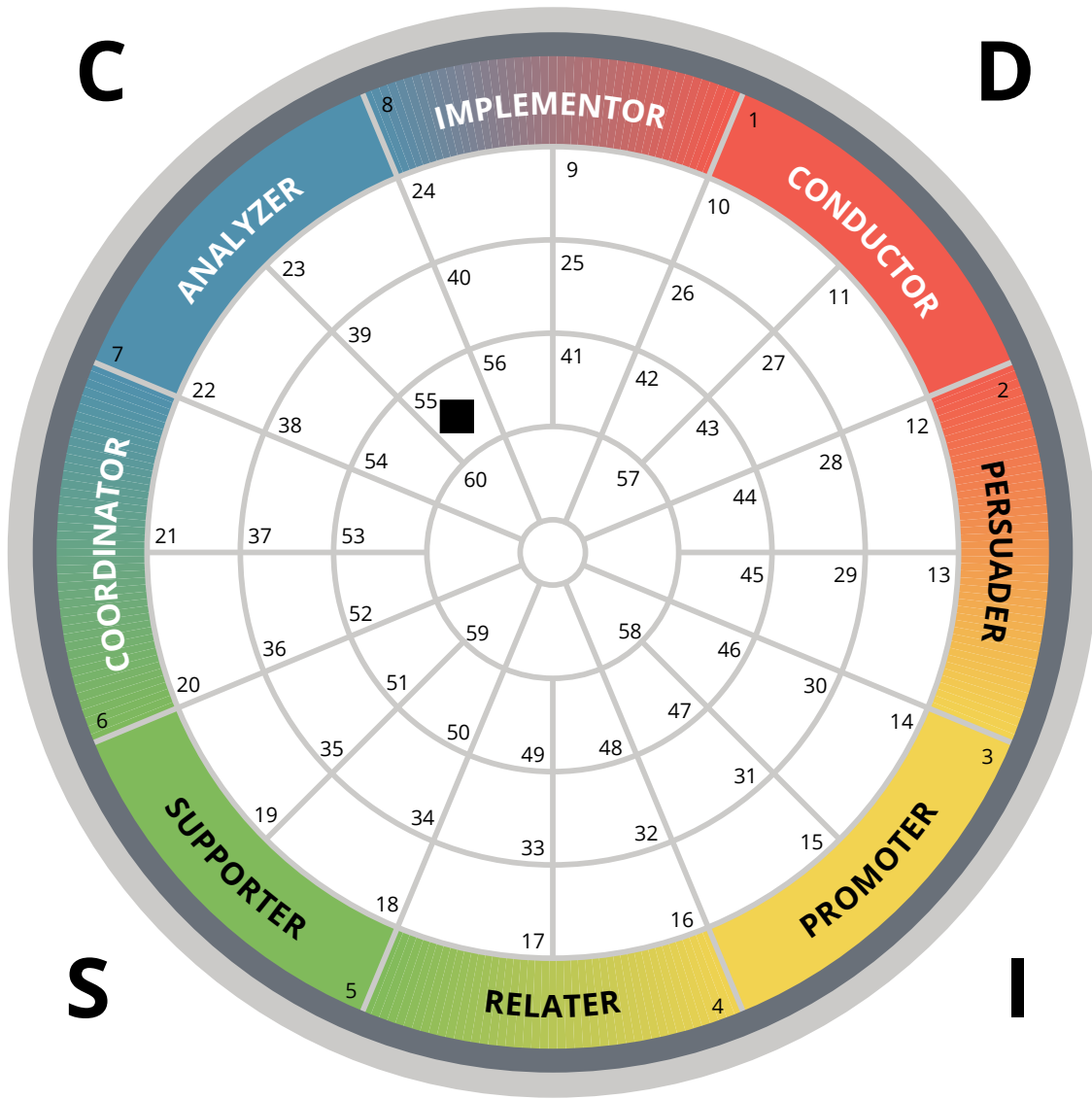


Workplace Behaviors: ■ (55)   IMPLEMENTING ANALYZER (ACROSS)

# Summary Of Top Competencies

*This report focuses on personal skill competencies because they are usually more difficult to identify or assess than technical 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 your job. More importance is typically placed on those behaviors that must be demonstrated consistently on a daily, weekly or monthly basis.*

1. **Employee Development/Coaching:** Facilitating and supporting the professional growth of others.

    1. Expresses confidence in others' ability to perform.
    2. Identifies developmental needs.
    3. Encourages initiative and improvement.
    4. Provides opportunities for training.
    5. Gives new, difficult and/or challenging work assignments.
    6. Acknowledges and praises improvements.
    7. Trains, coaches and mentors others to develop.
    8. Views mistakes as opportunities for learning.
    9. Promotes learning and growth.

2. **Teamwork:** Working effectively and productively with others.

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

**3. Written Communication:** Writing clearly, succinctly and understandably.

1. Writes in ways that make abstract concepts, issues and information clear and understandable.
2. Utilizes a wide range of appropriate writing techniques and methods.
3. Succinctly presents objective or subjective viewpoints and arguments.
4. Achieves communication objectives by organizing information in logical sequences that lead readers to come to natural conclusions.
5. Determines what information needs to be communicated.
6. Skillfully utilizes written language to convey key messages and meaning.
7. Effectively involves readers in the material.
8. Adjusts writing style to specific audiences as needed.

**4. Goal Orientation:** Energetically focusing efforts on meeting a goal, mission or objective.

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

**5. Personal Effectiveness:** Demonstrating initiative, self-confidence, resiliency and a willingness to take responsibility for personal actions.

1. Possesses unwavering confidence and belief in personal capabilities.
2. Takes initiative and does what ever it takes to achieve goals.
3. Projects confidence and self-assurance.
4. Bounces back after setbacks.
5. Asserts self in personal and professional life.
6. Admits mistakes and works to avoid repeating them.
7. Accepts personal responsibility for achieving personal and professional goals.

8.  Functions effectively and achieves results even in adverse circumstances.

6.  **Self Management (Time and Priorities):** Demonstrating self control and an ability to manage time and priorities.

    1.  Effectively manages emotions and impulses.
    2.  Effectively manages time and priorities to meet deadlines.
    3.  Presents self assertively.
    4.  Demonstrates an ability to maintain composure in the midst of crisis.
    5.  Strives for continuous improvement.
    6.  Balances personal and professional life.
    7.  Takes initiative and acts without waiting for direction.
    8.  Accepts responsibility for actions and results.

7.  **Planning/Organizing:** Utilizing logical, systematic and orderly procedures to meet objectives.

    1.  Works effectively within established time frames and priorities.
    2.  Utilizes logical, practical and efficient approaches.
    3.  Prioritizes tasks for optimum productivity.
    4.  Develops procedures, processes and systems for order, accuracy, efficiency and productivity.
    5.  Anticipates probable effects, outcomes and risks.
    6.  Develops contingency plans to minimize waste, error and risk.
    7.  Allocates, adjusts and manages resources according to priorities.
    8.  Monitors implementation of plans and makes adjustments as needed.

# Job Rewards/Culture Feedback

*This section provides a brief description of the top three Job Rewards for this position. These rewards are listed in hierarchical order, with the most important listed at the top.*

1. **Utilitarian/Economic**

   - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.

2. **Theoretical**

   - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.

3. **Individualistic/Political**

   - Rewards those who value personal recognition, freedom and control over their own destiny and others.

# Behavioral Feedback

*This section provides a brief description of the top three Behaviors required for this position. These are the behaviors that will need to be demonstrated most often for superior performance.*

1. **Urgency**

   - The job requires decisiveness, quick response, and fast action.

2. **Competitive**

   - The job requires assertiveness and a "will to win" when dealing with highly competitive situations.

3. **People-Oriented**

   - The job requires building rapport with a wide range of individuals.

# Job Competency Questions

1. **Employee Development/Coaching:** Facilitating and supporting the professional growth of others.

   Listen for a belief in the potential of others and promoting of learning and development. 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.

   1. Describe your personal experience with a mentor or coach.
   2. What role have they played in your career development?
   3. What training or development activities have you participated in over the last three years?
   4. Give me an example of when your mentoring or coaching helped someone develop.
   5. What process or approach did you take?
   6. What, if any obstacles did you encounter?
   7. How did you overcome them?
   8. Describe a situation when you gave someone an assignment you knew would be a stretch for them.
   9. What was the outcome?
   10. What influence or role have you had in advancing individual and organizational learning?
   11. Describe a situation when your personal learning and development objectives conflicted with business objectives.
   12. How did you resolve it?

2. **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.

   1. Give me an example of one of the most significant contributions you made as a member of a high performing team.
   2. What, in your opinion, made it a high performing team?
   3. Describe how you felt about the contributions of the others on the team.
   4. Give me an example of a situation where you had difficulties with a team member.
   5. What, if anything, did you do to resolve the difficulties?
   6. Describe how you felt about a decision the team wanted to make that you didn't agree with.
   7. Describe a situation where the team was having trouble agreeing on a decision and what you did to facilitate consensus.

8. Give me an example of when you were on a team that failed to meet its objectives.
9. What could the team have done differently?

3. **Written Communication:** Writing clearly, succinctly and understandably.

Listen for examples of clear, understandable writing that is effective at achieving a specific communication 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.

1. Give me an example of something you wrote that was effective in achieving a communication goal.
2. What were the challenges in writing it?
3. Give me an example of when you adapted your writing to your reader(s).
4. How did you adapt your writing?
5. How do you know when something you've written has achieved its communication goal?
6. Describe the most difficult writing challenge you've had.
7. How did you meet it?
8. Tell me about any experiences you've had with publishing your writing.
9. Do you have any examples of writing that demonstrate your ability to write effectively?
10. Give me an example of when you were given special recognition or acknowledgement for your ability to write a business document such as a proposal, report, newsletter or article.
11. Describe a situation when your editing improved the effectiveness of someone else's writing.

4. **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.

   1. Give me an example of the most significant professional goal you have met.
   2. How did you achieve it?
   3. What were the obstacles?
   4. How did you overcome them?
   5. Give me an example of when you took a risk to achieve a goal.
   6. What was the outcome?
   7. What are your future professional goals?
   8. How do you plan to achieve them?
   9. What might keep you from achieving them?
   10. Tell me about a time when you overcame great obstacles to achieve something significant.
   11. Give me an example of when you achieved something by your persistence that others couldn't.

5. **Personal Effectiveness:** Demonstrating initiative, self-confidence, resiliency and a willingness to take responsibility for personal actions.

   Listen for a strong sense of self, personal responsibility, courage and resilience. 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.

   1. What do you think has enabled you to meet your goals?
   2. Give me an example of when you were able to accomplish something others didn't believe you could.
   3. Why were you able to accomplish it despite the negative opinions of others?
   4. Describe a time when all indications were that you probably would fail but you still didn't give up.
   5. What were your feelings during this time?
   6. Describe a situation when you failed to achieve a professional goal.
   7. How did you handle it?
   8. What happened next?
   9. Describe the lowest point in your career.
   10. How did you get beyond that point and go forward?

6. **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.

   1. 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.
   2. Describe a situation when you had to exercise a significant amount of self control.
   3. Describe a situation when you demonstrated initiative and took action without waiting for direction.
   4. What was the outcome?
   5. Give me an example of when your ability to manage your time and priorities proved to be an asset.
   6. What have you done in the past that demonstrates your commitment to continuous improvement?
   7. Give me an example of when you were responsible for an error or mistake.
   8. What was the outcome?
   9. What, if anything, would you do differently?
   10. Describe a time when you had to make a difficult choice between your personal and professional life.

7. **Planning/Organizing:** Utilizing logical, systematic and orderly procedures to meet objectives.

   Listen for logical, organized and systematic approaches.  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.

   1. Describe the most complex assignment or project you've worked on.
   2. What actions did you take to start the assignment or project?
   3. What were the most challenging aspects of the assignment or project?
   4. How did you determine what steps needed to be taken to complete it?
   5. How did you determine what resources were needed?
   6. What obstacles did you encounter that you didn't anticipate?
   7. What could you have done differently?
   8. Describe a situation when your planning and preparation was a major factor in the success of a project.

# Job Competency Questions

9. Describe a work situation where your lack of planning and organizing had a negative effect.
10. Give me an example of when you were given special recognition or acknowledgement for your attention to detail.

# Job Rewards/Culture Questions

*Read the following suggested interview questions as they relate to the rewards/culture environment of the job. Modify the questions to be more job-specific and assure that all candidates are asked the same questions.*

1. **Utilitarian/Economic:** Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.

    1. How important is earning a lot of money to you? What do you consider to be a "lot of money"?
    2. Where would you like to be, financially, in 5 years? 10 years? Why?
    3. What role does earning a significant income play in your job choices? In staying in a job?
    4. Would you consider yourself to be a bottom line, practical thinker or are you more theoretical or philosophical? Why do you say that?

2. **Theoretical:** Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.

    1. Which is more important, action or knowledge?
    2. Would you consider yourself to be an expert in something? What is it? How did you go about gaining the knowledge?
    3. Tell me what you especially like or enjoy about learning things. What topics or subjects do you enjoy?
    4. How comfortable are you in taking the time, energy and effort required to master a subject or topic you currently know very little about? How about one in which you have very little interest?

3. **Individualistic/Political:** Rewards those who value personal recognition, freedom, and control over their own destiny and others.

    1. What role does being in control of a situation play in your job satisfaction? How important is it for you to control your own destiny?
    2. How important is independence to you? Power? Influencing others? What would be your level of satisfaction with a job if you had none of these?
    3. How good are you in taking directions from others? How much do you like doing so?
    4. How do you go about influencing others to act? Give me a concrete, real-world example of a time when you were able to move a group of people to action and exactly how you did it.

# Behavioral Questions

*Read the following suggested interview questions as they relate to the most desired behavioral traits to perform the job. Modify the questions to be more job-specific and assure that all candidates are asked the same questions.*

1. **Urgency:** The job requires decisiveness, quick response, and fast action.

   1. When faced with a deadline, how do you respond?
   2. How important is it to you to have all the facts before proceeding? Give me an example of a time when you didn't have all the facts and you proceeded anyway. How did you feel? How did it work out?

2. **Competitive:** The job requires assertiveness and a "will to win" when dealing with highly competitive situations.

   1. How demanding are you of yourself and others? Do you think you are sometimes too demanding? Give me an example of a job situation where being demanding helped achieve the goal. Did it lead to other problems? Would others ever describe you as aggressive or pushy? If so, why?
   2. How important is winning to you? How do you define winning? Give me an example of a situation where you felt you were going to lose. How did it feel? How did you handle it?

3. **People-Oriented:** The job requires building rapport with a wide range of individuals.

   1. How important is it for people to like you? Which is more important, being trusted or liked? Why do you say that?
   2. Do you stop and listen to others or express your opinions quickly? Give me examples where both of these situations occurred. What were the outcomes?

# Job Competencies Composite

*This last section lists each respondent's individual rankings, produces an average of them, and displays a resulting composite score. Respondents are listed separately under "R1, R2," etc. The composite score for each competency is indicated under "C."*

| | Competencies | C | R1 | R2 | R3 | R4 |
|---|---|---|---|---|---|---|
| 1 | Employee Development/Coaching | 91 | 100 | 74 | 100 | 91 |
| 2 | Teamwork | 91 | 93 | 83 | 100 | 89 |
| 3 | Written Communication | 89 | 85 | 81 | 98 | 91 |
| 4 | Goal Orientation | 89 | 81 | 85 | 100 | 89 |
| 5 | Personal Effectiveness | 89 | 87 | 87 | 96 | 87 |
| 6 | Self-Management (time and priorities) | 88 | 91 | 78 | 96 | 89 |
| 7 | Planning/Organizing | 88 | 74 | 89 | 94 | 93 |
| 8 | Customer Service | 88 | 87 | 76 | 98 | 89 |
| 9 | Leadership | 87 | 76 | 91 | 94 | 87 |
| 10 | Persuasion | 86 | 87 | 74 | 98 | 83 |
| 11 | Interpersonal Skills | 85 | 94 | 63 | 96 | 87 |
| 12 | Presenting | 84 | 83 | 81 | 93 | 81 |
| 13 | Continuous Learning | 84 | 87 | 87 | 91 | 72 |
| 14 | Empathy | 84 | 98 | 59 | 98 | 83 |
| 15 | Conflict Management | 84 | 91 | 69 | 94 | 83 |
| 16 | Futuristic Thinking | 83 | 69 | 91 | 89 | 83 |
| 17 | Creativity/Innovation | 83 | 78 | 83 | 94 | 76 |
| 18 | Diplomacy | 81 | 87 | 63 | 93 | 80 |
| 19 | Negotiation | 80 | 74 | 70 | 94 | 80 |
| 20 | Flexibility | 79 | 76 | 76 | 87 | 76 |
| 21 | Decision Making | 78 | 63 | 78 | 91 | 78 |
| 22 | Analytical Problem Solving | 76 | 70 | 72 | 87 | 74 |
| 23 | Management | 76 | 65 | 78 | 83 | 80 |

# Organizational Rewards/Culture Composite

| | Rewards/Culture | C | R1 | R2 | R3 | R4 |
|---|---|---|---|---|---|---|
| 1 | Theoretical | 72 | 100 | 50 | 60 | 80 |
| 2 | Utilitarian/Economic | 62 | 80 | 70 | 40 | 60 |
| 3 | Individualistic/Political | 48 | 30 | 50 | 50 | 60 |
| 4 | Traditional/Regulatory | 42 | 50 | 70 | 20 | 30 |
| 5 | Aesthetic | 25 | 20 | 40 | 20 | 20 |
| 6 | Social | 20 | 20 | 20 | 20 | 20 |

# Job Rewards/Culture Composite

| | Rewards/Culture | C | R1 | R2 | R3 | R4 |
|---|---|---|---|---|---|---|
| 1 | Utilitarian/Economic | 60 | 60 | 80 | 40 | 60 |
| 2 | Theoretical | 56 | 68 | 64 | 20 | 72 |
| 3 | Individualistic/Political | 56 | 72 | 56 | 40 | 56 |
| 4 | Traditional/Regulatory | 39 | 44 | 60 | 20 | 32 |
| 5 | Aesthetic | 31 | 40 | 20 | 20 | 44 |
| 6 | Social | 31 | 36 | 28 | 20 | 40 |

# Behaviors Composite

| | Behaviors | C | R1 | R2 | R3 | R4 |
|---|---|---|---|---|---|---|
| 1 | Urgency | 65 | 49 | 68 | 79 | 64 |
| 2 | Competitive | 64 | 50 | 65 | 77 | 65 |
| 3 | People-Oriented | 64 | 75 | 50 | 70 | 60 |
| 4 | Analysis | 62 | 50 | 75 | 63 | 60 |
| 5 | Organized Workplace | 61 | 50 | 80 | 60 | 55 |
| 6 | Frequent Change | 60 | 60 | 55 | 65 | 62 |
| 7 | Versatile | 58 | 67 | 50 | 57 | 57 |
| 8 | Persistence | 58 | 57 | 65 | 52 | 58 |
| 9 | Following Policy | 58 | 55 | 65 | 55 | 58 |
| 10 | Consistent | 52 | 52 | 58 | 45 | 52 |
| 11 | Customer-Oriented | 52 | 65 | 45 | 42 | 55 |
| 12 | Interaction | 51 | 60 | 40 | 50 | 55 |

# Respondent Key

R1: JEFF SCALISI
R2: TAYLOR BASS
R3: BILL COLL
R4: MATT BARE

# Job Summary

*The following page is a summary of the behaviors, motivators and skills of the position.*

## Behaviors

1. Urgency
2. Competitive
3. People-Oriented
4. Analysis

| D | I | S | C |
|---|---|---|---|
| 66 | 68 | 38 | 77 |

## Motivators

1. Utilitarian/Economic
2. Theoretical
3. Individualistic/Political
4. Traditional/Regulatory

| THE. | UTI. | AES. | SOC. | IND. | TRA. |
|------|------|------|------|------|------|
| 56 | 60 | 31 | 31 | 56 | 39 |
| 2nd | 1st | 5th | 6th | 3rd | 4th |

## Skills

1. Employee Development/Coaching
2. Teamwork
3. Written Communication
4. Goal Orientation
5. Personal Effectiveness
6. Self-Management (time and priorities)
7. Planning/Organizing