

Performance DNA International, Ltd.

Position Report

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

Assistant Fire Chief
Central Pierce Fire & Rescue

6/25/2007

2869-6942

Prepared by Performance DNA International, Ltd.

INTRODUCTION

The purpose of this report is to provide insight into the most important performance 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
- DEVELOPING COMPENSATION AND REWARD SYSTEMS
- DESIGNING SUCCESSION PLANNING PROCESSES
- DEVELOPING SELECTION SYSTEMS

Information in the report is based on an objective analysis of data collected from specially selected individuals who understand the position well. Report results reflect a summary of their responses to the Position Survey questionnaire. The report results are generated by a computer analysis of all responses. Hundreds of calculations are performed to determine the key performance criteria of the position. Where there were multiple respondent data, an average composite of all responses is provided.

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 selection, training and development, performance evaluation, rewards, recognition and succession planning programs. Read each section of the report carefully to gain insight into the most important position requirements.

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. Significant differences in respondent rankings of the competencies indicate a need for clarification. 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. Where there were multiple respondents to the questionnaire, the list represents a composite average of all responses. The hierarchical order of the competencies represents their relative importance to each other in producing superior performance in the position.

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

Very Important
 Important
 Not Important

SUGGESTIONS FOR IMPLEMENTING REPORT RESULTS

Before implementing the information in this report, it is recommended that the respondents 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, rewards, recognition or succession planning processes aimed at this position.

The data on hundreds of positions also confirms that differences in respondent rankings of competencies are common. The information in this report is designed to highlight both the differences as well as the similarities between respondent rankings of competencies.

Differences in competency rankings can be attributed to a number of factors. Some respondents may be high performing incumbents with a thorough understanding of the position, while others may be new to the position.

In some cases, respondents will have a different perspective of the importance of competencies by virtue of their unique relationship to the position. For example, a customer of the position may have a tendency to weight the customer service competency over others.

In cases where a position is being impacted by significant change, the difference in perspectives provides a valuable framework for respondents to create the new behavioral blueprint for success together. Working through the results of the report together, respondents can achieve a new level of understanding about how the demonstration of specific behaviors contributes to the fulfillment of the most important accountabilities and responsibilities in the position.

Distribution of Competency Rankings

The distribution of competency rankings illustrates individual differences in responses from multiple respondents to the questionnaire. The hierarchical listing of competencies on the left side of the chart represents the composite ranking of all respondents on each competency. The right side of the chart lists the competency rankings of each individual respondent.

| | HIERARCHY OF COMPETENCIES | R1 | R2 | R3 | R4 | R5 | R6 | R7 | R8 | R9 | R10 |
|----|-------------------------------|----|----|----|----|----|----|----|----|----|-----|
| 1 | Self Management | 1 | 5 | 14 | 5 | 9 | 1 | 5 | 1 | 1 | 3 |
| 2 | Employee Development/Coaching | 2 | 4 | 5 | 4 | 3 | 4 | 9 | 9 | 11 | 1 |
| 3 | Interpersonal Skills | 6 | 1 | 4 | 7 | 15 | 14 | 2 | 2 | 2 | 4 |
| 4 | Diplomacy | 16 | 3 | 2 | 1 | 18 | 3 | 4 | 8 | 16 | 2 |
| 5 | Teamwork | 3 | 6 | 7 | 12 | 13 | 2 | 6 | 16 | 8 | 5 |
| 6 | Planning/Organizing | 12 | 23 | 11 | 3 | 1 | 9 | 3 | 4 | 5 | 8 |
| 7 | Empathy | 8 | 2 | 9 | 11 | 11 | 13 | 12 | 7 | 9 | 6 |
| 8 | Written Communication | 19 | 14 | 3 | 2 | 8 | 8 | 1 | 10 | 19 | 14 |
| 9 | Decision Making | 4 | 10 | 20 | 13 | 16 | 12 | 7 | 11 | 4 | 7 |
| 10 | Leadership | 7 | 16 | 15 | 10 | 5 | 15 | 11 | 6 | 3 | 16 |
| 11 | Management | 11 | 18 | 22 | 8 | 2 | 10 | 14 | 3 | 6 | 12 |
| 12 | Presenting | 15 | 7 | 6 | 9 | 7 | 7 | 15 | 15 | 14 | 13 |
| 13 | Problem Solving | 5 | 11 | 17 | 18 | 17 | 5 | 13 | 5 | 10 | 9 |
| 14 | Negotiation | 17 | 9 | 12 | 6 | 14 | 20 | 10 | 20 | 12 | 10 |
| 15 | Conflict Management | 9 | 8 | 10 | 16 | 6 | 22 | 21 | 17 | 15 | 11 |
| 16 | Customer Service | 23 | 17 | 1 | 20 | 12 | 6 | 8 | 13 | 22 | 23 |
| 17 | Flexibility | 14 | 13 | 13 | 17 | 21 | 11 | 18 | 18 | 7 | 15 |
| 18 | Personal Effectiveness | 13 | 12 | 19 | 19 | 20 | 17 | 16 | 12 | 18 | 19 |
| 19 | Goal Orientation | 10 | 21 | 18 | 21 | 19 | 16 | 17 | 14 | 17 | 18 |
| 20 | Persuasion | 21 | 15 | 8 | 22 | 4 | 23 | 19 | 21 | 23 | 21 |
| 21 | Continuous Learning | 22 | 19 | 16 | 14 | 22 | 18 | 20 | 19 | 13 | 20 |
| 22 | Futuristic Thinking | 20 | 20 | 21 | 15 | 10 | 21 | 23 | 22 | 20 | 22 |
| 23 | Creativity/Innovation | 18 | 22 | 23 | 23 | 23 | 19 | 22 | 23 | 21 | 17 |

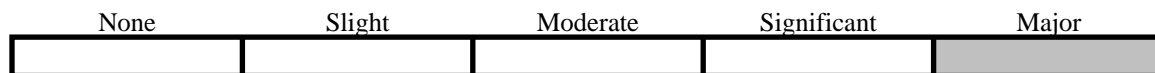
Very Important
 Important
 Not Important

Note: Based on the analysis of the responses to the questionnaire, the order of the competencies indicates three levels of importance shown by the average of the group as well as individual rankings. Competencies that are not important should not be emphasized in selection, training and development, performance evaluation, rewards, recognition or succession planning processes aimed at this position. Significant differences between respondents' rankings may indicate a need for clarification.

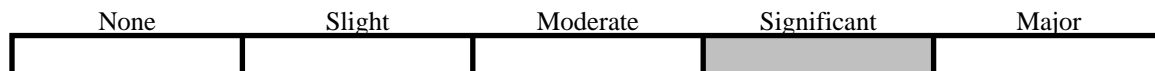
Key Characteristics of The Position

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.

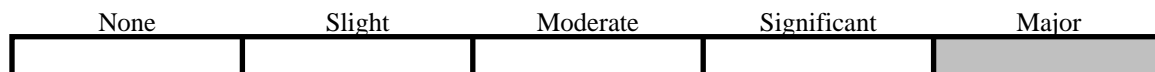
Accountability For Results: This characteristic addresses the accountability for producing measurable results in the position. This includes accountability for meeting financial, operations and/or system objectives.



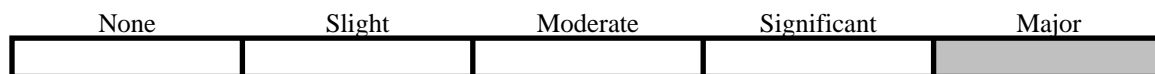
Results through People: This characteristic addresses the emphasis on producing results through the efforts and cooperation of people. This characteristic is not limited to management or leadership positions. Many non-management or leadership positions in team-based organizational structures depend heavily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

2. **EMPLOYEE DEVELOPMENT/COACHING:** Facilitating and supporting the professional growth of others.
 - * Expresses confidence in others' ability to perform.
 - * Identifies developmental needs.
 - * Encourages initiative and improvement.
 - * Provides opportunities for training.
 - * Gives new, difficult and/or challenging work assignments.
 - * Acknowledges and praises improvements.
 - * Trains, coaches and mentors others to develop.
 - * Views mistakes as opportunities for learning.
 - * Promotes learning and growth.

3. **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.

SUMMARY OF TOP COMPETENCIES

- * 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.
4. **DIPLOMACY:** Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics.
- * Effectively utilizes tact and diplomacy in working with people across hierarchical, functional and/or cultural borders.
 - * Understands cultural, climate and organizational issues.
 - * Adapts conduct and communications to "politically correct" standards.
 - * Effectively leverages networks of influence to get things done.
 - * Is sensitive to the needs of "special interest" groups within organizations.
 - * Builds relationships and networks with key people of influence.
 - * Provides advice, counsel and mentoring on organizational issues.
 - * Utilizes both formal and informal networks internally to obtain support and achieve results.
 - * Utilizes both formal and informal networks externally to obtain support and achieve results.
5. **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.

SUMMARY OF TOP COMPETENCIES

6. **PLANNING/ORGANIZING:** Utilizing logical, systematic and orderly procedures to meet objectives.
 - * Works effectively within established time frames and priorities.
 - * Utilizes logical, practical and efficient approaches.
 - * Prioritizes tasks for optimum productivity.
 - * Develops procedures, processes and systems for order, accuracy, efficiency and productivity.
 - * Anticipates probable effects, outcomes and risks.
 - * Develops contingency plans to minimize waste, error and risk.
 - * Allocates, adjusts and manages resources according to priorities.
 - * Monitors implementation of plans and makes adjustments as needed.

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.
 - * Expend 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. **SELF MANAGEMENT:** 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.

2. **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.

- * Describe your personal experience with a mentor or coach.
- * What role have they played in your career development?
- * What training or development activities have you participated in over the last three years?
- * Give me an example of when your mentoring or coaching helped someone develop.
- * What process or approach did you take?
- * What, if any obstacles did you encounter?
- * How did you overcome them?
- * Describe a situation when you gave someone an assignment you knew would be a stretch for them.
- * What was the outcome?

BEHAVIORAL INTERVIEW QUESTIONS

- * What influence or role have you had in advancing individual and organizational learning?
- * Describe a situation when your personal learning and development objectives conflicted with business objectives?
- * How did you resolve it?

3. 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.

4. DIPLOMACY: Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics.

Listen for insight, sensitivity and wisdom in handling issues associated with organizational culture, climate and politics. 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 a situation when politics played a major role in your career.
- * Who were the key players?

BEHAVIORAL INTERVIEW QUESTIONS

- * How did you know who the key players were?
- * What part did they play in the situation?
- * What was the outcome?
- * Give me an example of when you used tact and diplomacy effectively.
- * Describe a situation when politics negatively affected your career.
- * What, if anything, would you do differently?
- * Describe a situation when your sense of what was "politically correct" proved to be an asset.
- * Give me an example of when you were given special recognition or acknowledgement for handling a sensitive organizational issue effectively.
- * Describe a situation when you gave someone good advice on how to handle a politically sensitive issue.

5. 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.
- * 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?

6. 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.

BEHAVIORAL INTERVIEW QUESTIONS

- * Describe the most complex assignment or project you've worked on.
- * What actions did you take to start the assignment or project?
- * What were the most challenging aspects of the assignment or project?
- * How did you determine what steps needed to be taken to complete it?
- * How did you determine what resources were needed?
- * What obstacles did you encounter that you didn't anticipate?
- * What could you have done differently?
- * Describe a situation when your planning and preparation was a major factor in the success of a project.
- * Describe a work situation where your lack of planning and organizing had a negative effect.
- * Give me an example of when you were given special recognition or acknowledgement for your attention to detail.

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.