

TriMetrix DNA

DEFINITIONS & INTERVIEW QUESTIONS

April 2015



Selection and Development Programs

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COMPETENCIES

Read the definitions and suggested interview questions as they relate to the rewards/culture environment of the job. Modify the questions to be more job-specific.

1. **ANALYTICAL PROBLEM SOLVING - Anticipating, analyzing, diagnosing, and resolving problems.** Analytical skills look at an individual's ability to evaluate large or complex situations in a logical and systematic way and to identify the most critical issues and factors that need to be dealt with. This competency asks the question: To what extent do you rapidly identify significant information through the use of a careful and structured analysis approach?
 - Describe a situation when you anticipated a problem. What, if anything, did you do about it?
 - Give me an example of when your diagnosis of a problem proved to be correct. What approach did you take to diagnose the problem? What was the outcome?
 - Describe the most difficult work problem you've ever encountered. What made it difficult? What steps did you take towards developing a solution? What factors did you consider in evaluating solutions? What solution was implemented and how successful was it in solving the problem?

2. **CONFLICT MANAGEMENT - The ability to resolve different points of view constructively.** Addressing and resolving conflict constructively. Conflict management ability looks at how well an individual manages any conflict that they encounter (conflict in which they are directly involved or caused by others). This competency asks the question: To what extent do you adopt a positive and constructive, solution focused approach whenever conflict arises.
 - Give me an example of a situation where you had to take control of an emotionally charged situation and exactly what you did to keep everyone and everything under control.
 - Who is the most difficult person you have ever encountered? What made that person so difficult? What did you do to remain as objective as possible when dealing with them?
 - Give me an example of a situation when you had to choose between two difficult alternatives in a very short time frame. What process did you use to reach your decision? How popular was your decision? What did you do to defend your position, if anything at all?
 - Tell me about a time when you had to solve a conflict between disputing parties. What was the outcome? What did you learn from the way you handled it?
 - How have you handled criticism of your work? Describe a time when you failed to resolve differing opinions.
 - How do you go about learning all sides of a dispute or disagreement before reaching a conclusion? Tell me about a situation that you observed where all sides or points of view were not heard and how you would have handled it differently.

3. **CONTINUOUS LEARNING - The ability to take personal responsibility and action toward learning and implementing new ideas, technologies and/or methods.** A learning attitude looks at an individual and their commitment to positively learn from any mistakes that they may make, and to engage enthusiastically in life-long learning activities. This competency asks the question: To what extent do you maintain an open mind in order to learn new skills, behaviors or better ways of doing things?
 - Tell me about the last book you read or seminar you attended. What was it? What were two important ideas you have learned? How did you put these things into practice?
 - Describe for me how you have invested in your own professional growth in the last 12 months.

- What are the 3 biggest trends or concepts that you need to learn about in order to stay ahead in your areas of expertise? How do you plan to learn them?
- Give me an example of a creative or innovative way in which you applied something you learned.
- Tell me about the most exciting book you have read in the last year that has helped you on the job. What led you to read this book?
- What do you enjoy learning about? Why is that? How does it help you?

4. CREATIVITY & INNOVATION - Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems. Creativity looks at how well an individual creatively thinks in lateral ways and draws together varied information to arrive at new solutions or courses of action. This competency asks the question: How challenging and/or innovative is an individual and their approach in processing different or conflicting data to make sense of it and propose new and potentially better ways of doing things?

- Describe a work situation when you adapted a concept, design, process or system to meet a need. How did you go about it?
- Describe a work situation when you took an unusual or non-traditional approach to get results. What made your approach so unusual? Why did you take that approach? How did others respond to your approach? What was the outcome? What, if anything, would you do differently?
- Give me an example of when you were given special recognition for a new idea, method or process that improved results.

5. CUSTOMER SERVICE - Anticipating, meeting and/or exceeding customer needs wants and expectations. It demands a commitment to customer satisfaction. Service orientation looks at an individual and their commitment to offering the best service and quality in every task performed. This competency asks the question: To what extent do you try to offer warm, friendly, accommodating and focused service excellence in every task or project that you undertake?

- Give me an example of a time when you knew the customer was wrong but you had to accommodate their wishes. How did you handle it? What did you say? What did you do? How did you feel about it?
- Tell me about a situation where you were able to anticipate a customer's needs before the customer even brought up what they wanted.
- Describe a situation where you went over and above what was expected to exceed a customer's expectations. How did you feel about that? How comfortable would you feel about doing that regularly?
- In your view, what makes some customers more valuable than others? Should all customers be treated the same?
- Is there ever a time when a customer who is in error should be confronted? If so, give me an example of when that would be and how you would do that.

6. DECISION MAKING - The ability to analyze all aspects of a situation to gain thorough insight to make decisions. Utilizes effective processes to make decisions. Decision making ability looks at how well an individual maintains focus on the results or goals that matter or are important and makes crisp and clear decisions that help themselves and others to move forward positively. This competency asks the question: How well do you distinguish between what is important and make high quality decisions that yield the best possible results in the circumstances?

- How much of your decision making is based strictly on data? What other input do you use for making decisions? What role does "gut instinct" play?
- What is the most unpopular decision you ever made? How did you prepare yourself to communicate that decision? What was the reaction of those affected?

- Give me an example of a decision you made quickly? Why were you able to make it so quickly? Give me an example of a decision that took a very long time to make. How long did it take and why?
- Describe a decision you had to make where you put the needs of the organization before your personal preferences.
- What decision have you made that had the most strategic impact on others or an organization? What were those implications? Which were good? Bad?
- Describe a situation when you had to explain the rationale for a decision you made to other people? How did you communicate your rationale? What were the reactions of others? How did you handle any negative reactions?

7. DIPLOMACY - The ability to treat others fairly, regardless of personal biases or beliefs. Effectively handles difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics.

- Give me an example of a time when you had to exhibit diplomacy while under pressure on the job. How did you do that?
- Give me an example of a time when you or someone you know set aside their personal agenda for the sake of larger, business-oriented issues? What did you think of that?
- How do you identify key stakeholders in an organization? Give me an example of a time when you not only identified them but also maintained a positive relationship with a diverse group of people at all levels of an organization.
- Give me an example of a time when you overcame internal resistance or “politics” to an idea or project. How did you go about doing that?
- Is there ever a time when your personal agenda should supersede the needs of your organization? If so, when?
- Describe the most politically sensitive situation in which you ever found yourself. What were the three things you did to ensure that you maintained your position in that situation without offending anyone?

8. EMPATHY - Identifying with and caring about others. The capacity to perceive and understand the feelings and attitudes of others. The psychological identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another. The power of understanding and imaginatively entering into another person's feelings. The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner

- Describe ways you are able to show others you care about them, yet do not compromise the needs and requirements of the overall organization.
- How would you communicate to a co-worker that they are not fulfilling their professional obligations because they are spending an excessive amount of time on a personal issue at the expense of the organization?
- Give me a concrete example of how one person's actions have impacted another person negatively and you have gone about correcting the first person's activity.
- What do you do to ensure that you are accurately listening to what another person is really saying and meaning? When have you dealt with cross-cultural issues of a sensitive nature?
- When have your skills in empathy been put to the test? Describe how you handled the situation.
- Do you consider yourself to be more emotional or rational in your thinking? What is the difference? Please give me an example where either or both would be necessary in resolving an issue at work.

9. EMPLOYEE DEVELOPMENT & COACHING - Facilitating and supporting the professional growth of others. This ability looks at the extent to which an individual offers on-going assistance and guidance to people to help them realize their full potential. This competency asks the question: How successfully do you work with people to ensure that they feel confident to learn and develop new skills and behaviors with your support?

- 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?
- What influence or role have you had in advancing individual and organizational learning?

10. FLEXIBILITY - Agility in adapting to change. The ability to readily modify, respond to and integrate change with minimal personal resistance. Flexibility skills involve how well an individual anticipates and plans for possible future changes, as well as how well he or she copes with change themselves, and helps others adjust. This competency asks the question: How effectively do you manage change that affects many people to actively steer the process to positive and beneficial ends?

- Give me an example of a time when you had to make a difficult transition. What made it difficult? How did you feel about it at the time? How did it work out?
- Give me an example of a time when you had to suddenly change directions on an assignment or project at work. How did you accomplish this? Were deadlines still met?
- How do you regroup when things haven't gone as planned?
- Describe a situation where you have had to be flexible. How did you feel about having to be so flexible? How did it work out for you on a long-term basis?
- Describe a work situation where you had to accommodate someone else. How did it work out long term?
- Describe a conceivable situation where you might have to adjust a plan or make significant changes (i.e. budget cut, deadline moved, etc.). Describe how you would go about doing that.

11. FUTURISTIC THINKING - Imagining, envisioning, projecting and/or predicting what has not yet been realized. Futuristic thinking looks at how well an individual links specific events, tasks and actions in a wider perspective or pattern. This competency asks the question: How effectively do you look at the wider or larger picture to connect related and unrelated information to make sense of what you experience?

- Describe a situation when you were correct in seeing a future trend that others didn't.
- What reaction did you have to those who did not see the trend?
- Give me an example of when you predicted something that would happen in your department, organization or industry. What caused you to make that prediction?
- What was the most "far-out" concept you've ever had or supported? Why did you believe in it? What was the outcome?
- What, in your opinion, are the trends or events that will impact this organization and its industry?
- Give me an example of an idea you had that others thought was too far out but has since proved to be visionary.
- Describe a situation when you maintained your commitment to a futuristic idea or venture even though others predicted failure.

12. GOAL ORIENTATION – Energetically focusing efforts on meeting a goal, mission or objective.

Strategizing ability examines the capability of an individual to identify a credible destination and indicate how to get there in a clear, straightforward and simple way. This competency asks the question: How clearly, credibly and unequivocally do you develop strategy to help people to travel with you and to stay on track?

- Describe the most complex project you ever worked on. How did you establish action steps and milestones for that project? What was the most difficult part of that project for you?
- Share with me 5 goals you have previously set for yourself in your career. How many have you accomplished? What have been the reasons for your successful completion of them? How about those you have not completed?
- Give me an example of a time when you really procrastinated before getting started on something. How did you get started? Did you complete that goal or project?
- Is there one thing in your life that you have accomplished that gives you the most satisfaction? What is it? How tough was it to accomplish?
- What is the one thing in your life that you have not been able to accomplish or complete that gives you the most frustration? Why didn't you complete it? How could you complete it?

13. INTERPERSONAL SKILLS - Effectively communicating, building rapport and relating well to all kinds of people. The ability to interact with others in a positive manner. Interpersonal skills look at an individual and their ability to engage with other people in a positive way, regardless of their level, status or rank in the organization (or outside it). This competency asks the question: To what extent do you demonstrate effective relationship skills (building and maintaining) with every individual you meet in your day-to-day work activity?

- Describe for me the most difficult business relationship you have ever had to deal with. Why was it so difficult? What did you do to make the relationship go more smoothly?
- What is the most stressful or difficult situation where you had to maintain your composure at work? What did you do to maintain the composure? How do you think you did? If you had it to do over, what would you do the same? Differently?
- What is your single biggest communication strength? How do you know? What is your greatest business success acquired as a result of this strength?
- Describe the most difficult, demanding person you have ever encountered. What made them so difficult? What did you do to better understand and relate to them?
- Give me an example of a situation when a personal relationship you had or developed was helpful in a business situation. How did you cultivate that relationship without appearing to be patronizing?
- Give me a specific example of a situation where you had to develop a productive relationship with someone whose point of view was different from your own. How did you go about sustaining the relationship?

14. LEADERSHIP - Achieving extraordinary business results through people. The ability to organize and motivate people to accomplish goals while creating a sense of order and direction. Leadership ability looks at the extent to which an individual trusts, coaches and guides people to influence and control of their own destiny, through their own efforts. This competency asks the question: How well do you lead individuals and teams to feel that the consequences of their actions are their own?

- Who is the most effective leader you have ever seen? What made that person so effective?
- Would you consider yourself to be a leader? What is your philosophy of leadership?
- What do you believe are the attributes of an effective leader? How have you demonstrated these qualities? Where would you like to grow?
- Who was the worst leader you have ever encountered? What did they do that made them the worst?

- Who is a role model you have had in your life? What did that person do to justify being a role model? Would you do the same? How would you do it?
- If we asked your immediate subordinates to describe your leadership style, what would they say? In what areas would they make positive comments? Negative comments?

15. MANAGEMENT - Achieving extraordinary results through effective management of resources, systems and processes. This skill looks at the extent to which an individual systematically and comprehensively gathers the information needed to solve problems or work challenges efficiently and effectively. This competency asks the question: How resourceful are you in acquiring all the relevant data and people and then organize these appropriately to create a successful outcome?

- Describe the largest budget you've ever developed and had responsibility for managing.
- What process did you use to develop it?
- Give me an example of when you exceeded your budget, what caused the overage and what you did, if anything, to remedy the situation.
- Give me an example of when you had a quality problem and what you did to resolve it.
- Give me an example of when you were able to turn an organization around financially.
- Describe a time when you were able to achieve extraordinary results by effectively managing resources, systems or procedures.
- Tell me about how you handled a situation when you had to choose between the bottom line and making people happy.
- Give me an example of when you took a significant risk for the sake of a principle, value or mission.
- Describe a situation when you had to hold people accountable for results.
- Give me an example of how you removed a significant barrier in order to meet objectives.
- Describe a situation when others believed you had set the standard too high but you continued to push them to achieve the goal.

16. NEGOTIATION - Facilitating agreements between two or more parties.

Negotiation skills look at an individual's ability to engage positively and successfully in a range of bargaining or negotiating situations. This competency asks the question: To what extent do you apply appropriate and effective negotiation and influence strategies to create beneficial outcomes from the discussions?

- Give me an example of when you were able to facilitate a "win-win" agreement between two or more adversarial parties.
- How did you use to get them to agree? What were the obstacles? How did you get over them? What was the outcome?
- Give me an example of when you were unable to facilitate a "win-win" agreement.
- What factors hindered the agreement? What, if anything, would you do differently?
- Describe a situation when you had to negotiate an agreement with someone who took an unreasonable position. What did you do to bring them closer to agreement?

17. PERSONAL EFFECTIVENESS - Demonstrating initiative, self-confidence, resiliency and a willingness to take responsibility for personal actions. A measure of the capacity to be answerable for personal actions. This skill looks at an individual's ability to stand up and be counted to find an appropriate solution, and for taking the necessary action without any prompting. This competency asks the question: To what extent are you prepared to be personally accountable and take initiative when issues and problems arise and before you have been asked to do so?

- Tell me about a time when it was necessary to admit to others that you had made a mistake. How did you handle it?

- Give an example of a situation where others had made an error or mistake and you had to take the blame for their actions. How did you feel about doing that?
- What is the worst business decision you ever made? What made it the worst? Would knowing what you do now have helped you to avoid making that decision?
- Give me an example of a lesson you have learned from making a mistake. What did you do differently going forward?
- Give me an example of someone you know whose personal actions led to disastrous results. How answerable is that person for what happened? What advice would you give to that person?
- What person from history do you most admire for taking the blame for a failure? What did taking the blame do for that person?

18. PERSUASION - Convincing others to change the way they think, believe or behave.

Persuasion skills involve using a range of verbal and non-verbal communication skills intelligently to both negotiate with people and influence them to achieve positive outcomes that are beneficial to as many people as possible. This competency asks the question: How effectively do you deploy a range of influencing and bargaining tactics to ensure that problems are tackled or the best results are achieved in a range of different situations?

- Describe a situation where you were able to convince others to your way of thinking.
- How did you do it?
- Describe a situation when the only way you could accomplish a goal was to get buy-in from others.
- What obstacles did you have in obtaining their buy-in?
- How did you overcome them?
- What was the outcome?
- Give me an example of when you were able to facilitate a dramatic shift in the thinking, actions or beliefs of others.
- What techniques or methods did you use?
- Give me an example of a situation when you were given special recognition or acknowledgement for your ability to get others to say yes.
- Describe a situation when you accomplished something significant as a result of your persuasive ability.

19. PLANNING AND ORGANIZING - Utilizing logical, systematic and orderly procedures to meet objectives.

The ability to establish a process for activities that lead to the implementation of systems, procedures and outcomes. Planning and organizing looks at an individual and their ability to build balanced and comprehensive strategies to achieve his/her goals through careful preparation and organization. This competency asks the question: How well do you orchestrate yourself, the resources and time available to you, and the people around you, to give yourself the best possible chance to achieve your objectives successfully?

- How much time do you normally spend planning on a weekly basis? Daily basis? Specifically, when do you plan for a specific week? For a day? How does your weekly planning differ from your daily planning?
- Tell me about your personal organization system. How do you organize your work area?
- What system do you have in place to ensure that longer-term projects and goals are accomplished within the time frame that you have set?
- When you find yourself losing focus on a project, how do you get back on track?
- Give me an example of a specific plan that you personally had established and then had to totally restructure it. How did you do it? Was it done on time?
- Give me an example of how you planned a specific event, project or activity.

20. PRESENTING - Communicating effectively to groups. Presentation skills involve the ability to prepare for a communication to a group well and then deliver the message in clear and appropriate language to the audience. This competency asks the question: To what extent do you plan presentations carefully and then deliver them to people in concise, enthusiastic and compelling ways (and field the questions that people may have afterwards)?

- Describe a situation when you had to give a presentation to a group of people you had never met. What did you do to prepare for the presentation?
- What were the objectives of the presentation?
- What was the feedback from the audience on the presentation?
- Give me an example of a particularly effective presentation you gave. What made it effective?
- Give me an example of a time when your presentation was criticized. What changes did you make, if any, based on that feedback?
- What have you done to develop your presentation skills?
- Give me an example of when you gave such a powerful presentation that the same group wanted you to give another presentation.
- Describe a situation when you were given special recognition or acknowledgement for delivering an excellent presentation.

21. SELF MANAGEMENT Time and Priorities) - Demonstrating self control and the ability to manage time and priorities. The ability to prioritize and complete tasks in order to deliver desired outcomes within allotted time frames. Ability to work independently looks at an individual and their capacity to perform his/her work with little or no guidance from others. This competency asks the question: To what extent can you operate in a self motivating way and rely on your own common sense and judgment to achieve goals and targets (without necessarily referring to other people)?

- Give me a specific example of a project that you were responsible for organizing from beginning to end. How did you go about it? How did you deal with changes that arose? What was the outcome?
- Have you ever faced a day in which you just couldn't get everything done that you had planned? How did you handle it? Do you consider yourself to be a good time manager? Share with me the planning system you use and show me how you use it.
- We have all had times where it was necessary to balance work and personal or family time. Give me an example of a time when you had too many things to do in both areas of your life and describe how you went about prioritizing your time.
- How much time do you spend getting organized on a daily basis? When do you do it? What impact do you think this habit has on your results?
- What is the difference between activity and results? How do you personally define this difference?

22. TEAMWORK - Working effectively and productively with others. The ability to cooperate with others to meet objectives. Teamwork ability looks at the extent to which this individual works well with others, harnesses different skills and experience and builds a strong sense of team spirit. This competency asks the question: How well do you build a shared commitment to chosen courses of action, solutions, goals and strategies for the future?

- Describe a team in which you have participated that you feel was effective. What made it a good team? Describe a team that was less effective. What was the difference between the two?
- What, in your opinion, is the most important thing to always remember when you are on a team? What is the worst mistake a person on a team can make?
- Have you ever seen someone violate a trust relationship with another team member? What was the trust issue that was violated? What was the result? How could it have been avoided?

- Give me an example of a group or team decision that was made and you felt that it was wrong or was something you disagreed with. How did you handle it? Were there others who agreed with you? What was the end result?
- List some things you think are important to remember in order to be a productive team member?

23. WRITTEN COMMUNICATION - Writing clearly, succinctly and understandably.

Written communication skills looks at the ability of an individual to communicate with others in written form that is clear, concise and entirely appropriate to each circumstance. This competency asks the question: To what extent do you adopt or vary your written communication style to best meet the needs of a particular audience?

- Give me an example of something you wrote that was effective in achieving a communication goal.
- What were the challenges in writing it?
- Give me an example of when you adapted your writing to your reader(s). How do you know when something you've written has achieved its communication goal?
- Describe the most difficult writing challenge you've had. How did you meet it?
- Tell me about any experiences you've had with publishing your writing.
- Do you have any examples of writing that demonstrate your ability to write effectively?
- 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.
- Describe a situation when your editing improved the effectiveness of someone else's writing.

REWARDS/CULTURE HEIRARCHY

Read the definitions and suggested interview questions as they relate to the rewards/culture environment of the job. Modify the questions to be more job-specific.

1. AESTHETIC - Rewards those who value balance in their lives, creative self-expression, beauty and nature. A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent has talents in creative artistry. It indicates a primary interest in the artistic episodes of life. This ability examines how well an individual looks ahead and manages their own improvement to ensure that their performance is optimal, now and into the future. This competency asks the question: How effectively do you engage in self improvement to keep enhancing your personal capability and performance?

- Is this job interesting to you because of the design, creative and artistic possibilities that it offers? If not, what does attract you to it?
- Would you consider yourself to be a creative person? If so, share with me the most creative thing you've ever done.
- How disruptive is it for you to work in an environment that is not necessarily orderly, quiet or aesthetically pleasing all the time?
- Describe how you feel when you see an organization misusing our natural resources. Would you work for them? Would you demonstrate against them? How would you share your displeasure?

2. INDIVIDUALISTIC/POLITICAL - Rewards those who value personal recognition, freedom, and control over their own destiny and others. Research studies indicate that leaders in most fields have a high power drive. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for direct expression of this motive is uppermost; who wish, above all, for personal power, influence and renown.

- 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?
- 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?
- How good are you in taking directions from others? How much do you like doing so?
- 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.

3. SOCIAL - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society. Concern for the welfare and good of others and/or society in general. Someone with strong altruistic orientation is motivated to high levels of performance through personal satisfaction of giving back to community, children, or the disadvantaged. This competency asks the question: To what extent do you derive personal satisfaction and well-being through serving others who need help and education? Those who score very high for this motivator have an inherent love of people. The social person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic attitudes cold and inhuman. Compared to the Individualistic motivator, the Social person regards helping others as the only suitable form for human relationships. Research indicates that in its purest form, the Social interest is selfless.

- Is there ever such a thing as “too much” service? Explain your answer to me, please.
- Is there ever a point when employees should stand up and tell their manager that they are being mistreated? Give me an example of a circumstance where that might be the case.
- Tell me how you would service an account that kept having problems with your product and kept coming back, yet showed no promise of future business.
- What would you do if an employee was missing an undue amount of time to a family crisis? How would you handle it? At what point would you take drastic action? What would that drastic action be?

4. THEORETICAL - Rewards those who value knowledge for knowledge’s sake, continuing education and intellectual growth. The primary drive with this motivator is the discovery of TRUTH. In pursuit of this drive, an individual takes a "cognitive" attitude. This value looks at an individual’s capacity to think rigorously and broadly about issues, challenges or problems and optimize their route to finding potential solutions that work. It reveals an individual’s willingness to maintain an open mind in order to learn new skills, behaviors or better ways of doing things? Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests of the theoretical person are empirical, critical and rational, the person appears to be an intellectual. It asks the question, how much confidence do you have in your own open-mindedness and ability to solve problems of many types through the successful application of your personal thinking and judgment?

- Which is more important, action or knowledge?
- Would you consider yourself to be an expert in something? What is it? How did you go about gaining the knowledge?
- Tell me what you especially like or enjoy about learning things. What topics or subjects do you enjoy?
- 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?

5. TRADITIONAL/REGULATORY - Rewards those who value traditions inherent in social structure, rules, regulations and principles. The highest interest for this motivator may be called "unity," "order," or "tradition." Individuals with high scores for this motivator seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living. It values traditions inherent in social structure, rules, regulations, principles, established, conventional, standard, fixed, usual, transmitted, orthodox, accustomed, customary, ancestral, long-established, written and unwritten rules and procedures.

- Is there an absolute right and absolute wrong? How do you decide what is right and what is wrong?
- Tell me about "rules". Give me an example of a rule that you have relative to managing or leading others, for example. Where did you learn that rule? How rigid is it?
- Have there been situations in your work experience when you were absolutely convinced that your rules or standards were superior to your employers? If so, why were they better? Were you able to convince your employees that yours were better?
- How do you sometimes feel that things would be easier and better if there were fewer rules and procedures? How do you deal with it?

6. UTILITARIAN/ECONOMIC - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy. The Utilitarian score shows a characteristic interest in money, resources, time and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This motivator includes the practical affairs of the business world - the production, marketing and consumption of goods, the use of credit, and the accumulation of tangible wealth. This type of individual is thoroughly practical and conforms well to the stereotype of the average business person. A person with a high score is likely to have a high need to surpass others in wealth. This value looks at an individual's ability to assess the business or commercial impact of issues or challenges that might arise and to react in an appropriate way. It ensures that they remain constantly aware of the need to ultimately generate more income than expenses in all their efforts. It displays a practical approach to life. It defines the extent to which an individual maintains a firm focus on useful results and outcomes and not just input activity and/or misdirected effort. This value asks the question: How tough are you on yourself and others in only accepting outcomes that add real value or represent measurable achievements that can be recognized and rewarded accordingly?

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

BEHAVIORAL HEIRARCHY

Read the definitions and suggested interview questions as they relate to the behavioral traits of the job.
Modify the questions to be more job-specific.

1. ANALYSIS OF DATA - The job deals with a large number of details. It requires that details, data and facts are analyzed and challenged prior to making decisions and that important decision-making data is maintained accurately for repeated examination as required.

It looks at an individual and their ability to manage his or her own work and the work of others to ensure that it is fit for purpose and free from error. This competency asks the question: To what extent do you try to create high levels of accuracy in your work and make sure that smaller or apparently less significant (but important) requirements are not forgotten?

- Would you ever consider yourself to be careless? Why do you say that?
- Tell me about a time when you caught an error that others may have missed, and why correcting the error was important
- Tell me about a time when you had to be 100% accurate, no matter how long it was going to take, what you did to ensure a quality result.
- How do you organize details for recall and use? What system do you use?
- What is the most amount of time you have ever spent ensuring that the facts, details and components of a system were accurate? What was the system? Where was it? Describe it for me.

2. COMPETITIVENESS - The job exists within a demanding environment where consistently winning is critical. The job demands tenacity, boldness, assertiveness and a “will to win” in dealing with highly competitive situations. Looks at the extent to which an individual takes reasonable and considered risks and acts to take advantage of opportunities rather than to let them pass. This competency asks the question: How effectively do you calculate risk in a systematic and measurable way to ensure that problems are avoided but that opportunities are not missed?

- 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. Led to other problems?
- Would others ever describe you as aggressive? Pushy? Why?
- 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?
- Tell me about a time when you felt that your example caused others to push their performance to the limit.

3. CONSISTENCY- The ability to do the job the same way on a regular basis. This behavior looks at an individual and their ability to be seen as reliable, steady, and responsible as well as committed in relation to everything they do for themselves and others.

- Do you follow processes the same way every time or do you make changes that fit your own style?
- Are your actions precise and methodical or do you make decisions quickly?
- How do you feel when someone does not meet your defined standards, procedures and policies?
- Which is more important to you, following a process or getting immediate results?

4. CUSTOMER RELATIONS - The job demands a desire to convey your sincere interest in your internal and/or external customers. It requires a sincere interest in customers. There will be a high percentage of time spent in listening to, understanding and successfully working with a wide range of people from diverse backgrounds to achieve win-win outcomes. It looks at an individual's commitment to offering the best service and quality in every task performed. This behavior asks the question: To what extent do you try to offer warm, friendly, accommodating and focused service excellence in every task or project that you undertake?

- How important is it for people to like you?
- Which is more important, being trusted or liked? Why do you say that?
- Do you stop and listen to others or express your opinions quickly? Give me examples and situations where both of these situations occurred. What was the outcome?
- Tell me about a time when you found it difficult, if not impossible, to meet a service obligation you made. What did you do?

5. FOLLOW UP AND FOLLOW THROUGH – The job requires a need to be thorough and complete tasks that have been started. A person must be seen as someone upon whom they can

rely and trust to meet your commitments, as well as follow through successfully. It involves the extent to which you energetically follow through and persevere with tasks and projects until they are complete. This competency asks the question: How effectively do you stick at a task or job even in the event of obstacles, challenges and pressure to ensure that it is successfully completed?

- Are you able to focus even when there are distractions? Do distractions ever prevent you from finishing what you start? How do you handle distractions?
- When faced with an unfavorable task, do you accomplish it first or last?
- Describe a project or assignment that was really difficult to bring to closure. What was the problem and what did you do about it?
- Tell me about a time when you found a way to be more efficient or effective at work. What did you do about it?

6. FOLLOWING POLICY – Complying with the policy or if no policy, complying with the way it has been done in the past. Has a positive effect on morale due to even treatment of staff. Provides consistency in actions and applications of policies.

- Do you tend to stick with established policies, standards and procedures or fluctuate based on customer requests?
- Do you feel that rules and policies serve or hinder your work?
- Give me an example of a time when a client wanted an exception to a policy. How did you respond and how did it make you feel?
- Tell me about a time when your priorities didn't match those of your boss. What happened?
- Is there a time when a current rule or policy should be broken? If so when and how would you go about it?

7. FREQUENT CHANGE - The job requires a comfort level with “juggling many balls in the air at the same time!” It will be asked to leave several tasks unfinished and easily move on to new tasks with little or no notice. Involves how well an individual anticipates and plans for possible future changes, as well as how well he or she copes with change themselves, and helps others adjust. This competency asks the question: How effectively do you manage change that affects many people to actively steer the process to positive and beneficial ends?

- When you are forced to change priorities or direction, what is your first reaction?
- When things keep coming at you and nothing seems to get completed, how do you feel? When this happens, how do you handle this situation?
- Give me an example of how you had to adjust your plans to accommodate a change that came out of nowhere.
- Change isn't always a good thing... tell me about a change you experienced that didn't turn out as expected.

8. FREQUENT INTERACTION WITH OTHERS - The job requires a strong “people orientation”, versus a task orientation. The job will comfortably deal with multiple interruptions on a continual basis, always maintaining a friendly interface with others.

Looks at an individual's ability to engage with other people in a positive way, regardless of their level, status or rank in the organization (or outside it). This competency asks the question: To what extent do you demonstrate effective relationship skills (building and maintaining) with every individual you meet in your day-to-day work activity?

- How do you handle frequent interruptions by other people?
- How about your response to people who ask you question after question?

- Are you more comfortable with details or people with the big picture or with bits of data?
- Describe a time when you deliberately invested time in building a new relationship. What was the value?

9. ORGANIZED WORKPLACE - The job's success depends on systems and procedures; its successful performance is tied to careful organization of activities, tasks and projects that require accuracy. Record keeping and planning are essential components of the job.

Whether you can do your job without staying organized isn't the question. It's how well you can do your job and how you can do it better. Employees with better organizational skills are more productive on the job.

- How systematic are you?
- Tell me about how you organize activities, tasks and projects. Explain your system.
- How effective are you when you face repetitive tasks?
- Tell me about jobs you have had that required diligent record keeping and systematic planning. Describe the job. Describe your level of satisfaction with that job. What was your level of success?

10. PEOPLE ORIENTED – The job demands a positive and constructive view of working with others. There will be a high percentage of time listening to, understanding and successfully working with a wide range of people from diverse backgrounds to achieve “win-win” outcomes.

Looks at the extent to which an individual creates a positive climate for an empathetic communication to take place and demonstrates an understanding of the other person's viewpoint and feelings. This competency asks the question: How well do you build a spirit of trust and sincerity in order for people to feel that you identify with them and their feelings?

- Would you say that you are more comfortable working around people or being alone? Why?
- How important is it for people to like you? Which is more important, being trusted or liked? Why do you say that?
- Tell me about a time when you felt you were pretty good at knowing when someone at work needed help or support.
- Do you stop and listen to others or express your opinions quickly? Give me examples and situations where both of these situations occurred. What was the outcome?

11. URGENCY - The job requires decisiveness, quick response, and fast action. It will often be involved in critical situations demanding that on-the-spot decisions be made with good judgment. The job will repeatedly face important deadlines that must be met on time.

Looks at an individual's ability to stand up and be counted to find an appropriate solution, and for taking the necessary action without any prompting. This competency asks the question: To what extent are you prepared to be personally accountable and take initiative when issues and problems arise and before you have been asked to do so?

- When faced with a deadline, how do you respond?
- How important is it to you to have all the facts before proceeding?
- Give me an example of a time when you had several major projects or assignments going at the same time. How did you allocate your time and energy?
- Tell me about a time when you were on a deadline and you found a way to be more efficient or effective. What was the result?

12. VERSATILITY - The job calls for a high level of optimism and a “can do” orientation. It will require multiple talents and a willingness to adapt them to changing assignments as required. Capable of doing many things competently and able to easily change from one task to another. Thrives in an environment that is inconstant and variable. Has strength in “going with the flow”.

- Are you a patient or impatient person?
- Give me an example of how you handle slower moving people.
- Would you consider yourself to be opinionated? Strong-willed? Explain.
- How important is it for you to be systematic? Describe a system you have set up, used and been successful with in any previous job you have ever had.