

WORKFORCE DEVELOPMENT

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Growing The Workforce and Creating a Great Workplace

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Special Acknowledgement

- Kathleen Iannacchino, RN, MS

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WELCOME!

- Managers, HR Staff, Coaches
- “Getting on the same page”
- Aim:
 - Prepare and support practices to utilize diagnostic tool as a “current state” measure
 - Learn and design new strategies and methods to result with improved outcomes for staff

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Agenda

- Session #1: 4 hours
 - 1. Introductions & why we are here 30 minutes
 - 2. Overview of tools and materials 15 minutes
 - 3. Growing the Workforce 30 minutes
 - 4. So what about Cambridge Results? 45 minutes
 - Break 15 minutes
 - 5. Using the results to take action 75 minutes
 - "Climbing to the Summit"
 - Base Camp to the Summit
 - Workforce development worksheet
 - 6. Wrap up and Evaluation 30 minutes

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Agenda

- Session #2: 4 hours
 - 1. Review of yesterday and lingering questions/thoughts 15 minutes
 - 2. The Four Keys of Great Managers 3 hours 15 min
 - Select the right person
 - Hiring Smart/Video
 - Interview Guides
 - Define the outcomes
 - Focus on strengths
 - Individual development plan
 - Find the right fit
 - 3. Wrap up /Next Steps/Evaluation 30 minutes

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Introductions & Why we are here

- Introductions
- Name, practice, role
- One thing that would make a difference in my workplace that would result in happy staff

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Why we are here

- Learn about and improve our practice and our work life
- Learn from “great managers” to become the best possible managers
- Develop action plans to improve the work place. (Action Plan – Ex. K)

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Current Reality

- Nursing shortage
- Shortage in other professional roles
- Sinking morale
- National attention:
 - Baldrige
 - VHA
 - IHI
 - Harvard Business Review:
 - Tucker, A, Edmondson A, and Spear S. Why Your Organization isn't Learning All It Should. HBR Jul 30, 2001.

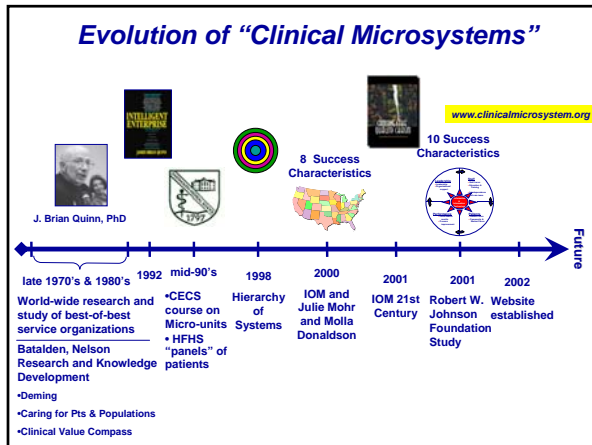
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Current Reality

- Traditionally organizations under value how employees feel about their work, work place and customers
- Productivity, cutting costs, profitability and growth are the issues that get the most attention

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Workforce Development

**First Break All the Rules
Climbing to the Summit**

Buckingham M, Coffman C (1999): *First Break All The Rules*. New York, NY: Simon & Schuster.

First Break All the Rules

- **Background on book**
 - Massive meta-analysis
 - Over 1,000,000 surveys
 - Over 35,000 organizations
 - Goal: to find key quality of worklife characteristics that **SEPARATE** great work places from terrible work places

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Meta-analysis

- 24 Companies (12 distinct industries)
- 2528 work units (microsystems)
- 105,680 employees
- Average of 42 employees/business unit/
90 business units/company
- Divided work units -- high performers vs. low performers
 - Productivity
 - Profits
 - Turnover
 - Customer Satisfaction

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Meta-analysis

- 31% of all business units retail operations
- 28% financial organizations
- 21% health care units
- 9% education units
- 11% other business

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Gallup Results

- Analysis to determine what differentiated them
- 12 questions separated the high performers from the low performers
- 12 questions “tap” 4 broader, underlying dimensions
 - Productivity
 - Profits
 - Turnover
 - Customer Satisfaction

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The Secret KQCs

- Know what is expected
- Materials and equipment
- Do what I do best everyday
- Recognition last 7 days
- Supervisor/someone at work cares
- Encourages development
- My opinions count
- Mission/purpose of company
- Quality work by co-workers
- Friend
- Progress in last 6 months
- Opportunity to learn and grow

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FBATR 12-Item Survey

- I know what is expected
- I have the materials I need to accomplish my role
- I have the opportunity to do what I do best
- I have received recognition or praise for good work
- Someone truly cares about me as a person
- Someone always encourages my development
- My opinions count
- Mission/purpose of my organization makes me feel my job is important
- Co-workers are committed to doing highest quality work
- I have a friend
- Someone has talked to me about my progress
- I have had opportunities to learn and grow

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Worklife quality -- getting started

- What it is
- How it works
- What you get
 - Use results to diagnose your strengths & weaknesses

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What is it?

- 12 item survey based on Gallup research

WORKFORCE DEVELOPMENT SURVEY
Please answer these questions about your worklife. In answering the questions, please think about the "clinical microsystem" -- i.e., the clinical practice or clinical unit that you work in on a daily basis or that you spend most of your time with.

1. I have exactly what is expected of me in my clinical microsystem.
 Strongly Disagree Disagree Agree Strongly Agree
2. I have the materials and equipment I need to accomplish my role in my clinical microsystem.
 Strongly Disagree Disagree Agree Strongly Agree
3. In my clinical microsystem, I always have the opportunity to do what I do best everyday.
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8. The mission/purpose of my organization makes me feel my job is important.
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9. My co-workers are committed to doing the highest quality work.
 Strongly Disagree Disagree Agree Strongly Agree
10. I have a "voice" to share work-related concerns and thoughts.
 Strongly Disagree Disagree Agree Strongly Agree
11. In the last six months, someone in my clinical microsystem has talked to me about my program.
 Strongly Disagree Disagree Agree Strongly Agree
12. This last year, I have had many opportunities in my clinical microsystem to learn and grow.
 Strongly Disagree Disagree Agree Strongly Agree

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How does it work?

- Administer once every 6 to 12 months to all members of the microsystem
- Analyze data to “pop out” results
 - top box (strongly agree)
 - poor performance (disagree + strongly disagree)

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What do you get?

- A guide to reaching the summit
- Powerful view of what you need to maintain
 - high rate of strongly agree
- and what you need to strengthen
 - any area that is not “strongly agree”

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Ways to Improve Worklife

- FBATR provides a framework and ideas for improving worklife
- The basic idea is to “diagnose” your microsystem’s worklife
 - Strengths and defects
- Develop “treatment” based on diagnosis
- Use ideas & tips from the “best managers” to build your treatment plan
 - These ideas are described in FBATR

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“The only way to generate enduring profits (and outcomes) is to begin to by building the kind of work environment that attracts, focuses, and keeps talented employees..”

» [The Service Profit Chain](#), Heskett, Sasser, Schlesinger

Follow up Books

Now, Discover Your Strengths



Follow This Path

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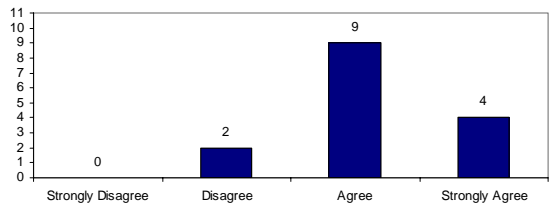
**It must be
“acknowledged that the success
of this survey is heavily
influenced by the manager.”**

Coffman C. and Gonzalez-Molina, G. *Follow This Path: How the world's greatest organizations drive growth by unleashing human potential.* Warner Books, New York, NY. 2002.

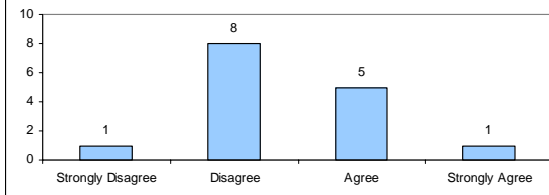
Workforce Development Results

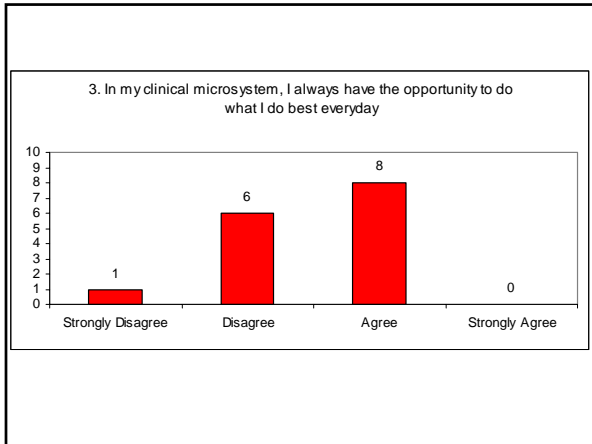
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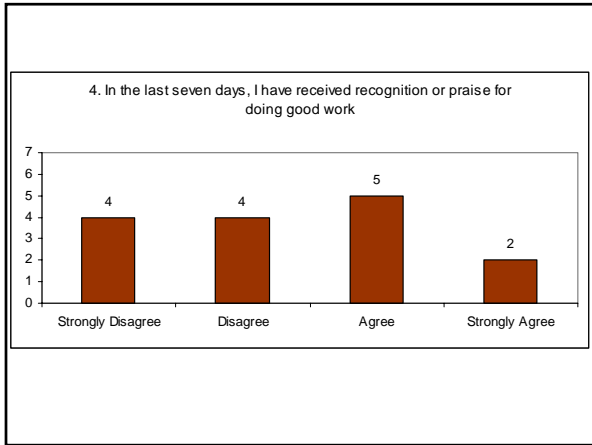
1. I know exactly what is expected of me in my clinical Microsystem

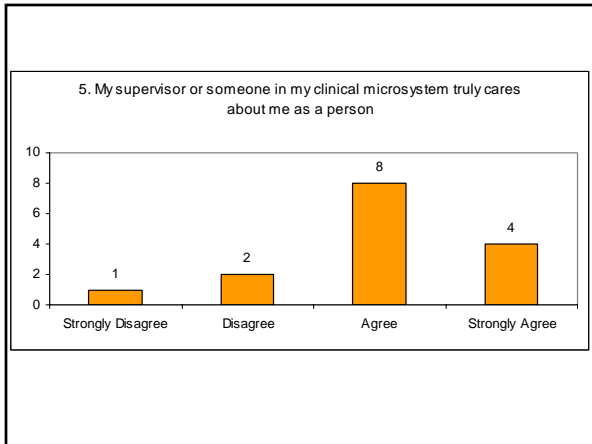


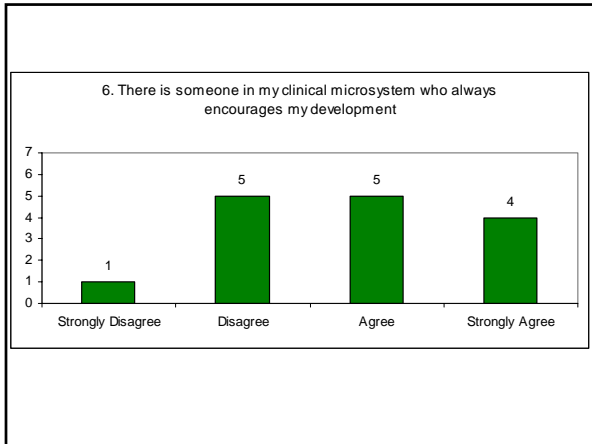
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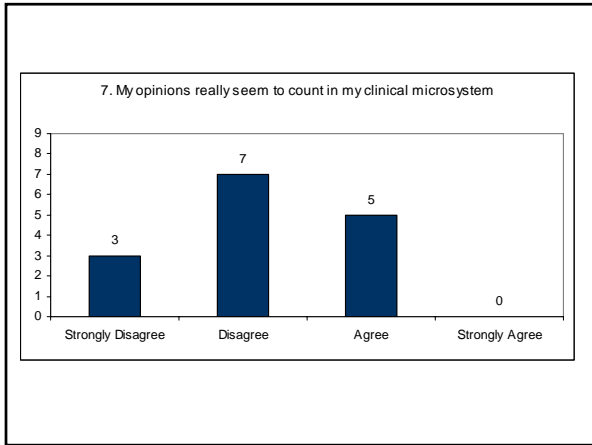


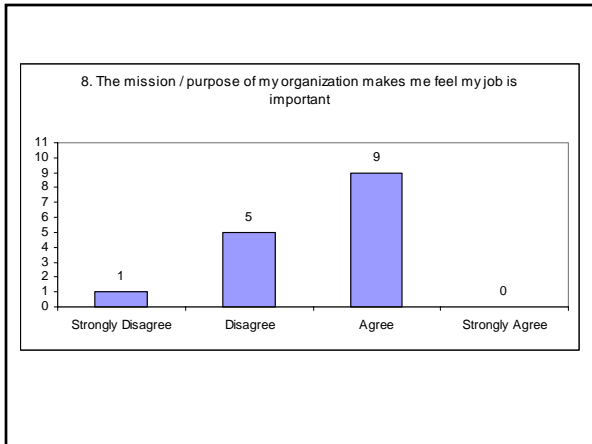


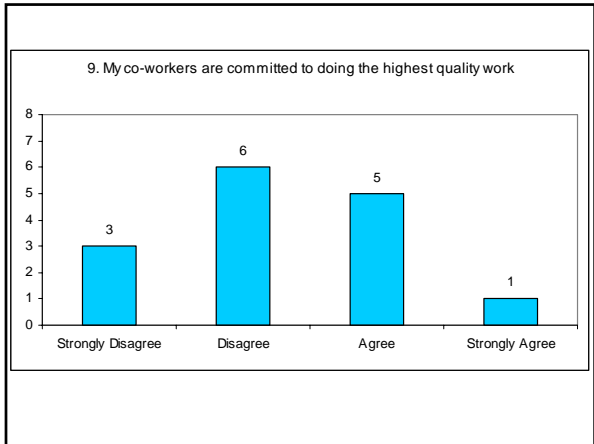


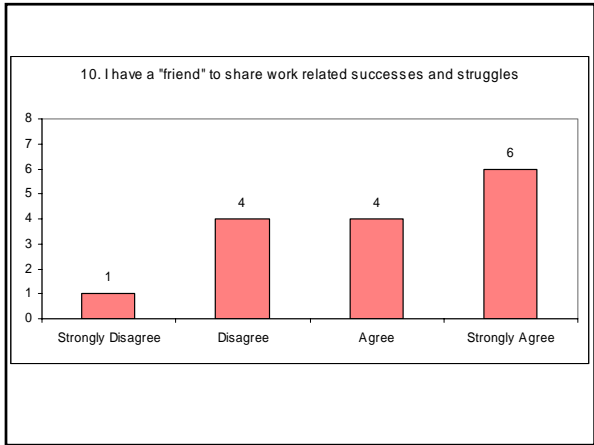


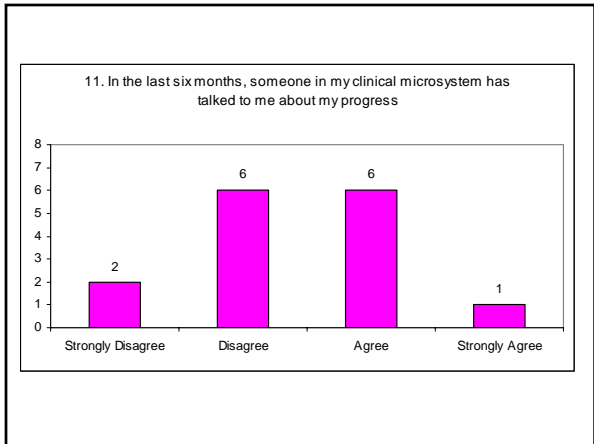


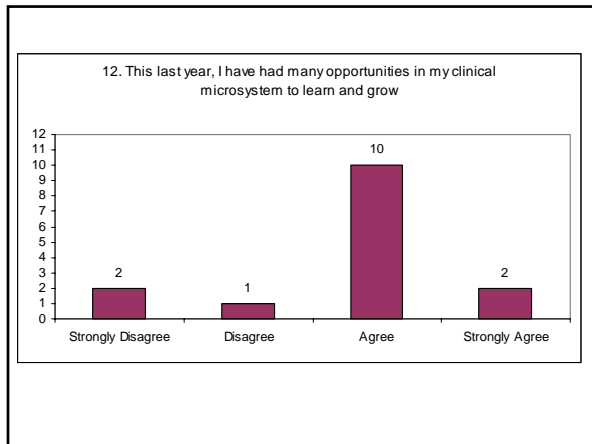


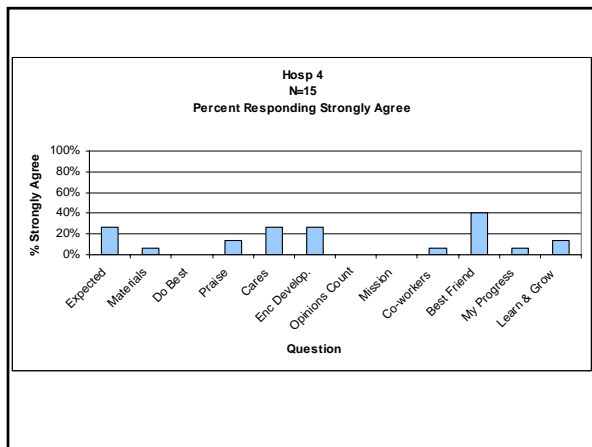


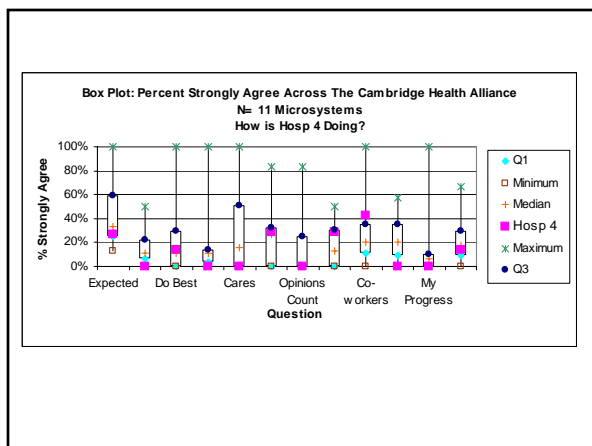


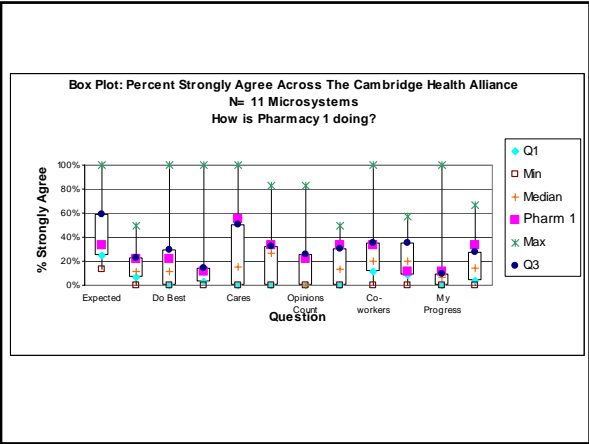


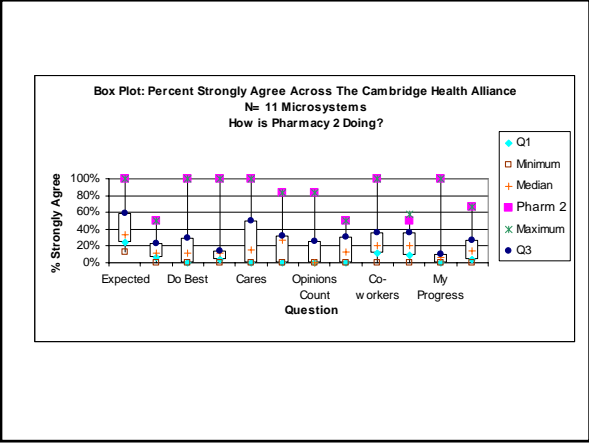


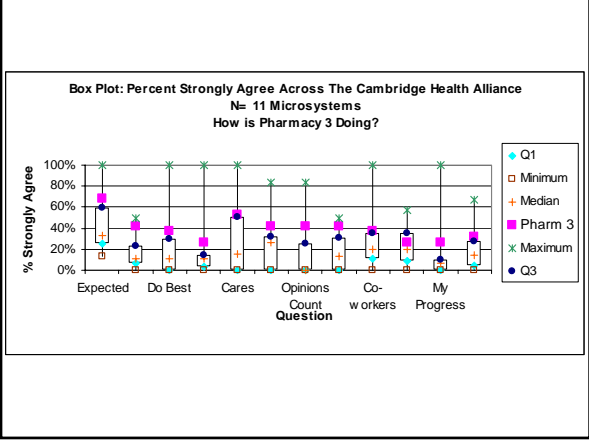












WORKFORCE DEVELOPMENT SURVEY

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Exercise A

- Review your workforce survey results
- What do you see as
 - Strengths?
 - Weaknesses?
- Report to group

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Ways to Improve Worklife

- Reaching the Summit





Base Camp - "What do I get?"

- Needs are pretty basic
- What is expected of me, how much will I earn, how long is the commute, where is the bathroom, where do I get food, will I have an office?
 - #1 I know exactly what is expected of me in my clinical microsystem.
 - #2 I have the materials and equipment I need to accomplish my role in my clinical microsystem.

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Camp One - "What do I give?"

- Can I excel in my role?
- Do others think I'm excelling?
- If not, what DO they think about me?
- Will they help me?

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"What do I give?"

- #3 I always have the opportunity to do what I do best everyday (doing well in my role)
- #4 In the last seven days, I have received recognition or praise for doing good work (other people value my individual performance)
- #5 My supervisor or someone in my clinical microsystem truly cares about me as a person (Other people value me as a person)
- #6 There is someone who always encourages my development (Other people prepared to invest in my growth)

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Camp Two “Do I belong here?”

- **Whatever your basic value system happens to be, at this stage you really want to know if you fit**
 - #7 My opinions really seem to matter
 - #8 The mission/purpose of my organization makes me feel my job is important
 - #9 My co-workers are committed to doing highest quality work
 - #10 I have a “friend” to share work related successes and struggles

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Camp Three “How can we all grow?”

- **Advanced stage of the development. You are impatient for everyone to improve!**
- **Focus on making things better, learning, growing, and innovation**
 - #11 In the last six months, someone in my clinical microsystem has talked to me about my progress.
 - #12 This last year, I have had many opportunities to learn and grow

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Reaching the Summit

- **Focus is clear**
- **Recurring sense of achievement**
- **The best of you is being called upon and the best of you responds every single day.**
- **Others are thrilled with the challenge of their work**
- **Buoyed by mutual understanding and shared purpose, your team looks out and forward to challenges over the horizon**

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Are the “Camp” levels stable?

- Not always.
 - Your organization is going through times of change...may need to go back to Base Camp
 - You may have been promoted...may need to go back to Camp One
 - The levels can change depending on the organization, the environment, personal changes

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CAUTION #1

- Regardless of how POSITIVELY you answer questions at Camp Two or Camp Three, the longer your lower level needs remain UNMET, the more likely it is you will burn out, become unproductive, and leave

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Be Careful

On the surface everything seems like your team members are learning and growing...but deep down there is disengagement. Less productivity than could be, and members would jump ship at the first good offer.

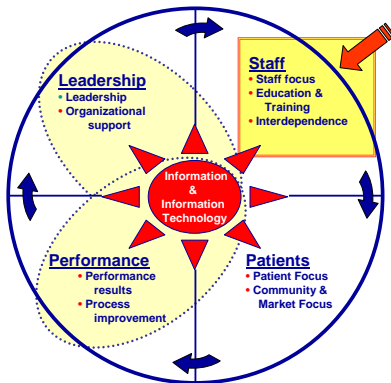
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Mountain Sickness

- Brought on by lack of oxygen at high altitudes
- Starved of oxygen, your heart starts pounding, you feel breathless, and disoriented
- If you don't climb down to lower altitudes, your lungs fill with fluid and you will die.
- The only cure..climb down and give your body time to acclimatize.

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Focus on Workforce Development



The Foundation Questions #1-6

- Base Camp and Camp One are the foundation for building a healthy work environment - focus on these needs.
- Ignore these needs and you are much more likely to psychologically disengage.
- If the lower level needs remain unaddressed, then everything you do further along is irrelevant.
- Focus here and the team building and innovating is so much easier.

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Great Managers Take Aim at Base Camp and Camp #1

- 1. Do I know what is expected of me at work?
- 2. Do I have the materials and equipment I need to do my work right?
- 3. At work, do I have the opportunity to do what I do best every day?

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Great Managers Take Aim at Base Camp and Camp #1

- 4. In the past seven days, I have received recognition or praise for doing good work?
- 5. Does my supervisor or someone at work seem to care about me as a person?
- 6. Is there someone at work who encourages my development?

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Camp #2

- 7. My opinions really seem to count in my clinical department.
- 8. The mission/purpose of my organization makes me feel my job is important.
- 9. My co-workers are committed to doing the highest quality work.
- 10. I have a "friend" to share work related successes and struggles.

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Camp #3

- 11. In the last six months, someone in my clinical department has talked to me about my progress.
- 12. This last year, I have had many opportunities in my clinical department to learn and grow.

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Manager role is "Catalyst"

- Reach inside each employee and release unique talents into performance
- Best played one employee at a time..
 - One manager asking questions of, listening to, and working with one employee

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Manager role is “Catalyst”

- Manager’s function is to speed up the reaction between 2 substances to create desired end product.
- The manager created performances in each employee by speeding up the reaction between the employee’s talents and the company goals
- and between the employee talents and the customer needs.

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So, What Might You Do?

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EXERCISE B

- Review the worksheet and begin to complete ACTION steps specific to your results and your unit
- Discuss with buddy at your table
- Report Out

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Workforce Development Reaching the Summit Worksheet

Exercise B

	Question	To achieve a rating of "Strongly Agree":	Action Steps	Completion Date
Base Camp	1. Do I know exactly what is expected of me at work? Current % Strongly Agree: _____	<ul style="list-style-type: none"> ➤ Set accurate performance expectations. <ul style="list-style-type: none"> ➤ Are roles properly defined? ➤ Focus on today's performance ➤ Clarify when standardization is expected and when to exercise own style. AVOID: Too many rules; Too much chaos		
	2. Do I have the materials and equipment I need to do accomplish my role? Current % Strongly Agree: _____	<ul style="list-style-type: none"> ➤ Understand processes and ask employee about equipment and materials. ➤ Communication and information flow freely - create improved methods/strategies. 		
Camp One	3. I always have the opportunity to do what I do best every day. Current % Strongly Agree: _____	<ul style="list-style-type: none"> ➤ Hire Right <ul style="list-style-type: none"> ➤ Be clear headed. ➤ Know how much of a person you can change. ➤ Know the difference between talent, skills, and knowledge and which can be taught and which can only be hired in. ➤ Interview questions which cut through a candidates desire to impress and reveal true talents. 		
	4. In the past 7 days, I have received recognition or praise for doing good work. Current % Strongly Agree: _____	<ul style="list-style-type: none"> ➤ Ability to motivate EACH employee = TIME. ➤ Whom you spend it with. ➤ How you spend it. <ul style="list-style-type: none"> ➤ Should you spend time with your best people or your struggles? ➤ Should you help a person fix weaknesses or should you focus on strengths? ➤ Can you give too much praise and when? If not - why not? 		
	5. My supervisor or someone in my clinical microsystem truly cares about me as a person. Current % Strongly Agree: _____	<ul style="list-style-type: none"> ➤ How often do you provide praise and acknowledgement? ➤ How are others encouraged to do the same? e.g. Good comment board. 		
	6. There is someone in my clinical microsystem who always encourages my development. Current % Strongly Agree: _____	<ul style="list-style-type: none"> ➤ Development of employees. <ul style="list-style-type: none"> ➤ Develop a plan for EACH person. <ul style="list-style-type: none"> ➤ Where do I go from here? ➤ Can you help me grow? ➤ Should each person get promoted? ➤ Can you get too close to staff? ➤ Quarterly/2x per year performance evaluations. 		

Workforce Development Reaching the Summit Worksheet - Side B

Exercise B

	Question	To achieve a rating of "Strongly Agree":	Action Steps	Completion Date
Camp Two	7. My opinions really seem to count in my clinical department Current % Strongly Agree: _____	<ul style="list-style-type: none"> ➤ Gather innovative ideas to be acted on through all-staff meetings, suggestion box, public good idea list, etc. ➤ Provide forums for staff to be heard. ➤ Find the right audience for their opinion. 		
	8. The mission or purpose of my company makes me feel my job is important. Current % Strongly Agree: _____	<ul style="list-style-type: none"> ➤ Clarify organization purpose. ➤ Post mission on unit, post on all meeting agendas - make it visible. ➤ Facilitate discussions linking staff values with the organization. 		
	9. My associates or fellow employees are committed to doing quality work. Current % Strongly Agree: _____	<ul style="list-style-type: none"> ➤ Facilitate discussions and actions to determine shared commitment for the group for quality services. ➤ Determine if everyone understands what quality service is. ➤ Identify actions the group can work on together to improve. ➤ Build opportunities to engage and promote teamwork. ➤ Encourage understanding by each staff member of the various roles and contributions in the unit. 		
	10. I have a "friend" to share work related successes and struggles. Current % Strongly Agree: _____	<ul style="list-style-type: none"> ➤ Promote team work - provide opportunities at work for staff to get to know each other. ➤ Encourage employees to form and sustain genuine work place friendship. ➤ How can co-workers help out during times of duress? ➤ Suggest social events. 		
Camp Three	11. In the last 6 months, someone at work has talked to me about my progress. Current % Strongly Agree: _____	<ul style="list-style-type: none"> ➤ 6 month reviews. ➤ Hold regular one-on-one meetings. ➤ Record progress. Ask employees to record own progress. ➤ Shared goals for the year and active support of staff. ➤ Catch someone excelling and let them know. 		
	12. This last year, I have had opportunities to learn and grow at work. Current % Strongly Agree: _____	<ul style="list-style-type: none"> ➤ Target learning to enhance existing strengths. ➤ Engage in clinical improvement through multidisciplinary approach and new improvement knowledge. ➤ Make it the manager's job to provide a range of learning options and lay ground rules on how and when. 		

Agenda

July 11, 2003 10:30 am – 2:30 pm

- 1. Review of yesterday and lingering questions/thoughts 10:30 -10:45
- 2. The Four Keys of Great Managers 10:45 – 2:00
 - Select the right person
Hiring Smart/Video
Interview Guides
 - Define the outcomes
 - Focus on strengths
Individual development plan
 - Find the right fit
- 3. Wrap up /Next Steps/Evaluation 2:00 – 2:30

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Review of Yesterday

- Any lingering thoughts or questions?
- Any “muddy points?”

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Exercise C

- What do you know?

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Workforce Development What Do You Know?

1. List 3 people (multidisciplinary) who work in your unit.
 - a. _____
 - b. _____
 - c. _____

2. What are their talents?
 - a. _____
 - b. _____
 - c. _____

3. What are their goals for the coming 6 months?
 - a. _____
 - b. _____
 - c. _____

4. How much time do you spend with them over a period of a month?

5. What gives them joy in their work?
 - a. _____
 - b. _____
 - c. _____

6. Where do they want to be 5 years from now?
 - a. _____
 - b. _____
 - c. _____

7. How do they prefer to receive praise and acknowledgement?
 - a. _____
 - b. _____
 - c. _____

4 Keys of Great Managers

2. Focus on Defining the Right Outcomes

- How you can get people to do what you want them to do when you are not there?
- Set performance expectations
- Keep person focused on performance today
- Be clear on conformity and ability to exercise own style
- Balance standardization/efficiency with flair and originality
- Define the right outcomes, NOT the right steps
- Yet at the same time, treat each person differently
- Make each person feel as though he is in a role that uses his talents, while simultaneously challenging him to grow
- Care about each person, praise each person and as necessary, terminate a person you have cared about and praised.

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4 Keys of Great Managers

3. Let them become more of who they already are.

- Focus on each person's strengths and manage around weaknesses
- YOUR TIME is your biggest investment.
- Focus on STRENGTHS not weaknesses

80

4 Keys of Great Managers

4. Find the Right Fit

- Help each person find the right fit
- Regardless of what the employee wants, the manager's responsibility is to steer the employee toward the roles where the employee has the greatest chance of success.
- Develop the "right" fit
- Not just promotion to the next rung of the ladder

81

Key #1: Select a person

- Must know the difference between talent, skills, and knowledge
- Must know how much a person you can change
- Must know how to ask questions that reveal true talent
- Knowledge and skills are important, but only talent holds the potential for top performance.

82

Key # 1: Select a person

- The key to highest individual performance lies in the unbeatable combination of experience, training and talent.

83

Key #1: Select a person

- Must select on talent, not just experience, intelligence or determination.
 - Talent-Recurring pattern of thought, feeling, or behavior that can be productively applied.

84

Help staff find their hidden talents

- **Never confuse talent with skills and knowledge**
 - Reposition staff based on talent to be more effective
 - Teach new skills (how to of role)
 - Teach new knowledge (Things you know and experiential understandings)

85

Talent

“Even today, remarkably few Americans are prepared to select jobs for themselves. When you ask “Do you know what you are good at? Do you know your limitations?” They look at you with a blank stare. Or often they respond in terms of subject knowledge which is the wrong answer”

86

3 Kinds of Talent

- **Striving**
 - Explains the WHY of a person
- **Thinking**
 - How of a person-how he thinks and makes decisions
- **Relating**
 - Who of a person (Whom he trusts, builds relationships with, confronts, ignores)

87

Know What Talents you are looking for

- Look beyond job title and description
- Think about culture of organization
- Think about other people on the team and total work environment into which this person must fit

88

EXERCISE D "Buddy-cise"

- Identify a role
- Identify ONE critical talent in each of the 3 talent categories
- Brainstorm interview questions/content and list best one
- Report to group

89

Workforce Development "First Break All The Rules"		Exercise D
Select A Person Talent Worksheet		
Job: _____		
Instructions: Identify ONE critical talent in each of the 3 categories.		
Strategic <small>(Explains the WHY of a person)</small>	Interview Process	
Thinking <small>(Explains the HOW of a person's thinking and decision making)</small>		
Building <small>(Explains the WHO of a person's team, relationships)</small>		
Stephen M. Cohen © First Break All the Rules: What the world's greatest managers do differently. Simon & Schuster, New York, NY, 1999. © 2003, Trustees of Dartmouth College Rev: 10/01/03		

**Workforce Development
“First Break All The Rules”**

Exercise D

Select A Person Talent Worksheet

Job: _____

Instructions: Identify ONE critical talent in each of the 3 categories:

Interview Process

<p><u>Striving</u> (Explains the WHY of a person)</p>	
<p><u>Thinking</u> (Explains the HOW of a person/thinking and decision making)</p>	
<p><u>Relating</u> (Explains the WHO of a person/trust, relationships)</p>	

Buckingham M, Coffman C: First, Break All the Rules: What the world’s greatest managers do differently. Simon & Schuster, New York, NY. 1999.

Select a Person

- Use the talent questions when interviewing
- Reference the talent questions when asking for referrals
- DO NOT COMPROMISE ON THEM

91

Learn to Observe the Best

- Study the best roles to learn about these talents.
- Learn the whys, the hows, and the whos of your very BEST and then select for similar talent.

92

A Method and Tool for Hiring

- “Hiring Smart”
 - Eliminate “guess and hope” approach to hiring.
 - Minimize the guesswork by maximizing the information gathered

93

Key Questions

- Can this person do the job?
 - First Break All the Rules
- Will this person do the job
 - Meet standards
 - Get sufficient satisfaction from the job
 - Fit culture
 - Bring performance/behavior problems with her
 - Find some aspects of the job so dissatisfying she quits before investment realized

94

“Hiring Smart”

- Know How to Ask Questions
- Know What You’re Looking For
- Focus the Interview
- Know How to Evaluate Applicants

95

Know How To Ask Questions

- What to ask for: Four best sources of information
- How to ask for it: Ten techniques for asking questions that elicit the information you need to hire smart
- How to resolve the reliable information dilemma.

96

EXERCISE E

- Take the short quiz and discuss at your table

97

Workforce Development		Exercise E		
Short Quiz Response Form				
Short Quiz #1				
Rate each of these questions on your response form.				
<ol style="list-style-type: none"> 1. Have you accomplished anything in your present job that you are particularly proud of? 2. Do you dislike anything about your present job? 3. Did you leave that job voluntarily? 4. Tell me about the most difficult goal that you have accomplished. 				
		Very Good	Good	Poor
Short Quiz #1:	Question #1 is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Question #2 is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Question #3 is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Question #4 is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short Quiz #2				
Rate each of these questions on your response form.				
<ol style="list-style-type: none"> 1. We need people who are highly reliable, who have good records of absenteeism and tardiness. How good has your record been? 2. This job requires a great deal of patience, particularly with people who have complaints. How do you handle such people? 3. This is a high-pressure job. Think you can handle it? 				
		Very Good	Good	Poor
Short Quiz #1:	Question #1 is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Question #2 is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Question #3 is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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What to Ask For 4 Best Sources

- **Relevant Experience**
 - Demonstrates knowledge, skills, personal characteristics
- **Understanding of Technique**
 - ?Mastered techniques required for skillful performance
- **Applicant Self-Evaluation**
- **Applicant Preferences**

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Short Quiz Response Form

Short Quiz #1

Rate each of these questions on your response form.

1. Have you accomplished anything in your present job that you are particularly proud of?
2. Do you dislike anything about your present job?
3. Did you leave that job voluntarily?
4. Tell me about the most difficult goal that you have accomplished.

		Very Good	Good	Poor
Short Quiz #1:	Question #1 is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Question #2 is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Question #3 is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Question #4 is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Short Quiz #2

Rate each of these questions on your response form.

1. We need people who are highly reliable, who have good records of absenteeism and tardiness. How good has your record been?
2. This job requires a great deal of patience, particularly with people who have complaints. How do you handle such people?
3. This is a high-pressure job. Think you can handle it?

		Very Good	Good	Poor
Short Quiz #1:	Question #1 is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Question #2 is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Question #3 is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How To Ask For it

- Relevant Experiences
- Understanding of Techniques
- Self-evaluation
- Likes and Dislikes
- Reference Questions
- Situation/Success Stories
- Testing Questions
- Outside perspective
- Rating Scale Questions
- Review Questions

100

Relevant Experiences
Demonstrate knowledge, skills, personal characteristics

- **Situation and Success Stories**
 - Describe the situation
 - What they did, How they did it, How successful was it?
 - “Describe a clinical situation where you did more than what was expected. What did you do? How? What was the success?”

101

Understanding of the Technique

- **Testing Questions**
 - “How do you cope with pressure on the job?”
 - Prioritizing daily tasks
 - “Describe your experience with spinals, epidurals, anesthesia agents”
 - List of skills

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Applicants Self-Evaluation

- **2 step approach**
 - How reliable are you in emergencies when you need to think and act rapidly?
 - “Good, tell me about the last emergency when you had to think and act rapidly.”
- **Rating Scale 1-10**
 - On a scale of 1-10, how would you rate your ability to be a team player?
 - What would make you a 10?

103

Outside perspective *(Self-evaluation)*

- **How might your colleagues rate you on the scale of 1-10 for being a team player?**
- **What might your co-workers tell me about your ability to prioritize?**

104

Applicant Preferences

- **Likes and Dislikes**
 - About past bosses, pace of work, different shifts, previous jobs

105

References

- **Convince applicant you will attempt to contact their previous supervisors**
 - Read the applicant reaction
 - “What sort of reference do you think Ms. Monet will give us for you?”
 - What might she say you:
 - Did well?
 - Need to improve?
 - Might she give us any other reasons for your leaving?

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Review Question

- **2 step**
 - When was your last review?
 - What was the evaluation process?
 - Did your supervisor sit with you and review?
 - Overall rating
 - What did your boss say you needed to improve?
 - What did you improve the most from the previous review?

107

Open-ended Questions

- **Ask questions:**
 - Why
 - What
 - How
 - Tell me about.....

108

Avoid Revealing Questions

- Don't give applicant a chance to tell you what you want to hear.
- Tell them about the job AFTER you get information to assess their qualifications.

109

EXERCISE F

- Take 5 minutes and review the "Steve Case Study"
- Match interview guide questions to the 10 Questioning techniques
- Discuss and compare with group

110

How to Resolve the reliable information dilemma

- Applicants may exaggerate or stretch the truth
- Most want to impress you and some have been trained in how to do so
 - Read the Honesty Dilemma
- Give the benefit of the doubt
- Use the Question techniques

111

CASE STUDY

Marjorie M. Godfrey, MS, RN
Kathleen Iannacchino, MS, RN

The First Step

Key Point: Take the first step toward HIRING SMART™ by defining what you're looking for – the job performance criteria against which you will evaluate applicants.

To help us make that point, consider this true account of a manager who improved the caliber of his staff dramatically after he spent a couple of hours defining the qualities he wanted in people to have.

Example: Steve C. is the manager of a small group within the information management department of a medium-sized corporation. His group acts as a liaison between programmers and systems people in the information management department and the users of automated systems throughout the organization. His people are responsible for “facilitating the design, development, implementation, and maintenance of user-oriented automated systems.” In short, they act as translators and project managers. They translate computerese into the user's language and vice versa. And they shepherd their assigned projects through the bureaucratic maze of the organization with the goal of completing the project to specifications, on time, and within budget. These are difficult jobs!

Steve originally used the following specification for the job. He wanted people with strong technical skills.

Position Title: Systems Consultant

Department: Information Management

Education Required:

B.S. in computer science or related area of concentration
(MBA a plus).

Experience Required:

3-5 years' experience as a programmer analyst or systems analyst, designing, writing, implementing, and testing programs in an IBM mainframe environment (DOS/VSE, COBOL, CICS, PL/1, VSAM). Experience with distributed processing, on-line applications, mini- and microcomputers is desirable.

The First Step (cont.)

After he had been in the job a year, Steve took an informal audit of how his people were doing. He met with representatives of the client groups, the users of new automated systems, and learned that some were pleased while others were not. Two of Steve's people got particularly high marks. Two others got the opposite. All four had the strong technical skills Steve had valued so highly when he originally determined what was needed to do the job.

Then Steve analyzed what made one pair so effective. He used the concepts and tool that you will review next and, as a result, added these characteristics to his specifications for the job.

Desirable Characteristics:

1. Consultative Skills. Strives to understand and meet the user's needs. Communicates effectively with users; listens; seeks to understand users' problems; is understood when explaining technical problems to users; minimizes use of technical terms and jargon. Negotiates effectively with users when setting specifications and solving problems.
2. Goal Orientation. Defines pragmatic goals and action plans to meet them. Is motivated to accomplish goals. Does not deviate from goals and plans without strong justification.
3. Team Player. Works well in a group. Cooperates with others and contributes to reaching group goals. Subordinates self-interests to group interests.
4. High Initiative. A self-starter. Recognizes what should be done and does it. Initiates action. Proactive instead of reactive.

Next Steve learned how to evaluate applicants against his new specifications. He learned what questions to ask and how to ask them. Now he not only hires smarter, he also uses his specifications for developing and rewarding the performance of every member of his staff. His audits are positive, and Steve is recognized as a manager with high potential for promotion to more senior management positions.

Interview Guide for: Manager

Applicant _____ Position _____

Interviewed by _____ Date _____

EMPLOYMENT HISTORY **S** **A** **W** **U***

Discuss:	Duties & Responsibilities	Performance record
	Accomplishments/Contributions	Record of promotions
	Skills/Abilities demonstrated	Record of salary increases
	Likes/Dislikes	Reason for leaving

TECHNICAL COMPETENCE **S** **A** **W** **U***

EDUCATION **S** **A** **W** **U***

Discuss:	Grade point average	Extracurricular activities
	Honors/Awards	Leadership roles

Manager

PERFORMANCE MANAGEMENT

S A W U*

Look For: Accepts responsibility for the productivity of assigned staff. Establishes performance standards (with staff concurrence, as appropriate), monitors performance, and gives feedback. Provides guidance, coaching, and training, as required, to subordinates who need to acquire knowledge and/or skills in order to meet performance standards.

- Ask:**
- “How satisfied are you with the productivity of your staff?” Then, “What influence do you have on that productivity?” And, “What have you done to improve it?”
 - “Tell me about the last performance evaluation you conducted with a staff member.” Also, “What were your objectives for the meeting?” And, “What did the meeting accomplish?”
 - “What have you done to develop your skills in managing your peoples’ performance?”
-
-
-

CONFRONTATION SKILLS

S A W U*

Look for: Confronts subordinate's performance or behavior problems in an effective and timely manner. Addresses the issue while maintaining the pride, dignity, and self-respect of the individual. Provides negative feedback constructively.

- Ask:**
- “Many people prefer to avoid situations with others that may be unpleasant, like confronting unacceptable performance, or expressing a strong disagreement. A few people find it easy. How about you? Would you prefer to avoid such situations, or do you confront them easily?” Then, ask for examples.
 - “Tell me about the most difficult problem performer you have had to deal with.” Then, “How you deal with this person?” And, “What was the result?”
-
-
-

COMMUNICATION SKILLS

S A W U*

Look For: Written and spoken communications are easily understood. Makes points clearly and succinctly. Organizes communications effectively. Listens effectively to others. Questions others, as necessary, to understand their points or questions. Adjusts technical explanations to the sophistication of the listener.

*Legend: S= Strong A= Acceptable W= Weak U= Unknown

Manager

DELEGATING SKILLS

S A W U*

Look for: Uses subordinates appropriately to accomplish tasks. Is effective in selecting the right subordinate for the task, and in communicating both the assignment and performance expectations.

- Ask:**
- “How do you feel about the old adage, ‘If you want something done well, you’d better do it yourself’?”
 - “In your present job, what tasks do you do yourself, and which do you assign to your people?”
 - “On a scale of 1 to 10, with ten the highest, how would you rate yourself as a delegator?” Then, “What would you have to do to deserve a higher rating?”
-
-
-

PLANNING & ORGANIZING SKILLS

S A W U*

Look For: Plans, organizes, and prioritizes all responsibilities, including the activities of subordinates, sufficiently to accomplish expected results.

- Ask:**
- “How important is it for you to plan and organize your work?” Then, “Tell me about how you do it.” “Do you think you and your staff could be more effective if you planned and organized the work more than you do now?”
 - “How do you establish priorities?” Then, “Give me some examples of high and low priority tasks.”
-
-
-

HIGH STANDARDS OF PERFORMANCE

S A W U*

Look For: Is committed and self-motivated to produce work that meets high standards for both quality and quantity. Works hard. Takes pride in doing a good job.

- Ask:**
- “What are some of the major challenges you have faced since you became a [supervisor/manager]?” The probe to understand what the applicant has done to meet the challenge, and with what results.
 - “How challenging do you find the responsibility for managing others?” Then probe to understand what the applicant has done to meet the challenge, and with what results.
 - “What are some of the lessons you have learned about managing since you have had the responsibility.”
-
-
-

*Legend: S= Strong A= Acceptable W= Weak U= Unknown

EXERCISE G

- Your personal plan
- Strengthen your skills in basic techniques of questioning through a structured approach to practicing
- “Tip” sheet
- Work Sheet
- Practice, Practice, Practice, Practice

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Exercise G

Hiring Smart™
Skill Development Log: Questioning Techniques

Skill Self-Rating Scale:

U – Unskilled	I am unaware of using this technique.
S – Somewhat Skilled	I use this technique sometimes, but can use it more effectively and/or more frequently.
H – Highly Skilled	I could not improve my use of this technique.

Rate Your Present Skill at Using:

	Present	Goal
1. Situation and success stories	_____	_____
2. Testing questions	_____	_____
3. Self-evaluation questions	_____	_____
4. Outside perspectives	_____	_____
5. Preference questions	_____	_____
6. Reference question technique	_____	_____
7. Review question technique	_____	_____
8. Open-ended questions	_____	_____
9. Avoiding revealing questions	_____	_____
10. Rating scale questions	_____	_____

Practice Log

Interview With	Date	Skills to Practice	Results/Comments	Skill Status

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Hiring Smart™
Skill Development Log: Questioning Techniques

Skill Self-Rating Scale:

- | | |
|----------------------|---|
| U = Unskilled: | I am unaware of using this technique |
| S = Somewhat Skilled | I use this technique sometimes, but can use it more effectively and/or more frequently. |
| H = Highly Skilled | I could not improve my use of this technique. |

Rate Your Present Skill at Using:

	Present	Goal
1. Situation and success stories	_____	_____
2. Testing questions	_____	_____
3. Self-evaluation questions	_____	_____
4. Outside perspectives	_____	_____
5. Preference questions	_____	_____
6. Reference question technique	_____	_____
7. Review question technique	_____	_____
8. Open-ended questions	_____	_____
9. Avoiding revealing questions	_____	_____
10. Rating scale questions	_____	_____

Practice Log

Interview With	Date	Skill(s) to Practice	Results/Comments	Skills Rating

Select a Person

- Must know the difference between talent, skills, and knowledge
- Must know how much a person you can change
- Must know how to ask questions that reveal true talent

115

Select a Person

- Must select on talent, not just experience, intelligence or determination.
 - Talent - Recurring pattern of thought, feeling, or behavior that can be productively applied.

116

Key #2: Define The Right Outcomes Set Expectations

- Set performance expectations
- Keep person focused on performance today
- Be clear on conformity and ability to exercise own style
- Balance standardization/efficiency with flair and originality
- How will an employee know what the desired outcomes of their role are for today?
- How will they know if the desired outcomes of their job have been accomplished today?

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Set Expectations

- Define the right outcomes, NOT the right steps
- Stick to the defined outcomes religiously
- Standardizing the end prevents a manager from having to standardize the means
- No matter how carefully you select for talents, each person arrives with own style needs and motivations.

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Example

- If a practice manager can measure the cycle time for visits and patient satisfaction ratings, he won't have to monitor how the visit process is standardized or how staff interact with patients.

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Setting Expectations

- The most efficient way to turn someone's talent into performance is to help him find his own path of least resistance toward the desired outcomes.
- Great managers want each employee to feel a certain tension, a tension to achieve. Defining the right outcomes creates that tension.
- Expects a lot from employers but no better way to nurture self-awareness and self reliance.

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“Why do so many managers try to control their people?”

- Allure of control is too tempting
- My people don't have enough talent
- Trust is precious-it must be earned
 - If you expect the best from people, then more often than not the best is what you get
- Some outcomes defy definition
 - Customer satisfaction
 - Employee morale

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Rules of Thumb

- Manager challenge is not to perfect people, but to capitalize on each person's uniqueness.
- Don't break the bank
 - Employees must follow certain required steps for all aspects of their role that deal with accuracy or safety.
 - All roles require employees to execute some standardized steps.

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Rules of Thumb

- Standards rule
 - Employees must follow required steps when those steps are part of a company or industry standard.
- Don't let the creed overshadow the message
 - Required steps are useful only if they do not obscure the desired outcome.

123

Rules of Thumb

- **There are no steps leading to customer satisfaction**
 - Required steps only prevent dissatisfaction. They cannot drive customer satisfaction.

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The Customer is the Ultimate Judge of Value

- **Gallup survey on doctors and quality of service. Once you feel secure in your doctor's basic competence, there are only 4 things you really want from your doctor when you visit:**

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4 Things You Want....

- Kept waiting no more than 20" (Availability)
- Feel as though someone cared about you. It doesn't have to be the doctor. It might be the receptionist or the nurse. (Partnership)
- You want the doctor to explain what your condition is in words you can understand. (Partnership)
- You want the doctor to give you something that you can do for yourself at home to alleviate your condition. (Advice)

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Outcomes

- Using the previous 4 outcomes as their measure of service informs the insurance company and then holds the doctor accountable for quality of service **WITHOUT** having to dictate how each doctor should run his or her practice.

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What is Right for Your Organization?

- Be sure the outcomes you define for your staff are in line with the company's current strategy.

128

What is Right for the Individual?

- Identify a person's strengths and define outcomes that play to those strengths.
- Find a way to count, rate, or rank those outcomes..and let the person run.
- Go from the players to the plays....

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EXERCISE H

- Based on your organization's vision, goals and strategy, list the outcomes to be measured in your unit specific to roles.

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Exercise H	
Outcomes	
ORGANIZATION GOALS AND STRATEGY	
YOUR UNIT GOALS AND STRATEGY	
OUTCOME MEASURES FOR STAFF linked to organizational and unit goals	
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Hiring Smart

- Know How to Ask Questions
- Know What You are Looking For
- Focus the Interview
- Know How to Evaluate the Applicants

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Outcomes

ORGANIZATION GOALS AND STRATEGY

YOUR UNIT GOALS AND STRATEGY

OUTCOME MEASURES FOR STAFF linked to organizational and unit goals.

Review

- **Four best sources of information**
- **How to ask for it: Ten techniques for asking questions that elicit the information you need to hire smart**

133

Know What You're Looking For

- **You know TEN questioning techniques that produce reliable information.**
- **NOW you need to apply this learning to a SPECIFIC job and to develop HIRING SMART tools and techniques for evaluating the fit between applicants and the job.**

134

At the End of Today...

- **You will know how to apply the questioning techniques to your interviews**
- **You will know how to define the KEY SELECTION CRITERIA for the positions you hire people into**
- **You will know how to make an interview and selection guide.**

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Advantage of Interview Guide

- Interview with confidence due to the pre-work of creating a guide
- Concentrate on evaluating applicants against the KQCs
- Evaluate and rate the applicant while information and impressions are fresh in your mind
- Have a record of ratings and impressions for future reference
- Easier to compare applicants and pick most qualified one

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Interview Guide for:	
KQC: _____	S A W U [*]
Look For:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ask: >	
>	
>	
>	
>	
>	

KQC: _____	S A W U [*]
Look For:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ask: >	
>	
>	
>	
>	
>	

*Legend: S=Strongly Agree; A=Agree; W=Weakly Agree; U=Unsure

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Can and Will Criteria

- “Can” criteria influence how well an applicant CAN do the job. Technical knowledge and skills are obvious criteria for jobs that require them.
 - Technical Preparation and Skills
 - Skills and Abilities
 - Personal Characteristics

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Will Criteria

- “Will” criteria address motivational issues.
- People who CAN do the job well may turn out to be poor performers.
 - They may have the skills but not the drive
 - They may have skills, drive, but not the motivation
 - They find the environment so dissatisfying they perform poorly or quit

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Will Criteria

- Intrinsic Motivation
 - They bring these with them.
 - Part of applicants work ethic, drive, energy level.
- Extrinsic Motivators
 - Strong need for motivating factors at work
 - Very ambitious people must see need for advancement
 - Some need to be able to accomplish things, to achieve and would be frustrated in a highly political, bureaucratic organization where progress comes slowly.

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Dissatisfiers

- Practically every job contains something that would dissatisfy some people. List them!
 - Overnight travel
 - Airplanes
 - Shift work
 - Blood and body fluids
 - Others

141

Key Selection Criteria

- Limit the KSC to the most important eight or less
- Involve others to brainstorm
- Start by giving each member of your team a Job/Person analyzer and complete steps one and two.
- Bring team together to discuss
- Rank Order the KSCs
- Make the final list and create the interview form

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KSCs

- What you look for in the people you hire.
- If you hire unskilled, entry level people you might want people who are:
 - Hard working, reliable and dependable
- If people must work closely with each other you might want people who have strong:
 - Interpersonal Skills
 - Team player skills

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EXERCISE I

- In your group, select one role to hire.
- Using the Job/Person Analyzer, complete the form. (Interview Guide - KSCs)
 - Brainstorm the initial list of KSC
 - Analyze and Refine the list with team
 - Rank order the KSCs
 - Select top 8 to build interview guide

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The HIRING SMART™ Job/Person Analyzer

Position Title _____ Job Code _____
 Location _____ Department _____
 This Analysis By _____ Date _____

This job/person analyzer contains worksheets to help you define the key selection criteria (KSCs) for your job – the technical specifications, skills and abilities, personal characteristics, and motivational factors that most contribute to positive job performance. Follow these three steps:

Step #1: Develop the Initial List

- On the first worksheet, write a draft definition of the technical requirements for the job.
- Review the KSCs on the skill and ability worksheets. If you feel a specific skill or ability is a characteristic of people who perform the job well, check the box in column 1. If the description of a KSC can be modified to better fit the job, write the changes on the lines provided. Also add any new KSCs for the job on the last skill and ability worksheet.
- Select KSCs from the personal characteristic worksheets, using the above process.
- Complete the final worksheet – “Will” Criteria.

Step #2: Analyze and Refine the List

- Review your draft definitions of the technical KSCs. Separate “must have” from “nice to have” (but not essential) skills, and check the appropriate boxes in column 2. Also consolidate similar skills into a single KSC.
- Answer these two questions for each of the skill and ability KSCs that you selected in Step #1 and check the appropriate boxes in column 2:
 - Is this a “must have” skill – is it essential – or is it “nice to have,” but not essential?
 - Must applicants bring this skill to the job or can they acquire it via training after they are hired?
- Repeat the above procedure (without the second question) for personal characteristics and for the “will” criteria.

Step #3: Make Selections for the Final List

- Select the eight or fewer KSCs, not including extrinsic motivation and dissatisfiers, that you believe are the most important, that best define the characteristics of people who fit the job well. Copy these KSCs on a person specification and add your justification for each.

The Interview

- Interview with a style that is comfortable and effective
- Structure the interview for a smooth and natural flow
- Identify issues about the applicant you need to probe further on
- Optimize time to get most information

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Focus the Interview

- Interviewing style
 - Effective, efficient
 - Obtain info while leaving candidate with a positive impression of you and your organization
 - Combine people and task orientations
 - Listen effectively

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Focus the Interview

- Getting and giving information
- Combine a people and task orientation
 - Cordial and pleasant, businesslike and professional
 - Control the interview as necessary
- Interview for Information
 - Focus on issues, on resolving questions around applicants' qualifications
 - Probe to resolve issues by digging for more information
 - Confront sensitive issues constructively

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Focus the Interview

- Structure the interview
 - Begin with a few minutes of small talk
 - Use bridging statements to transition from topic to topic and to reinforce your intent to control the interview
 - Discuss work history/experience. What have they done and how well
 - Use a section of the interview to focus on getting information specific to KSCs
 - Reserve time for information giving about the job and organization
 - When you close interview, leave applicants with the impression that their qualifications will be evaluated relative to other applicants.

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When and How to Probe

- “It sounds like you are doing very well with your present job. Why are you interested in leaving?”
- “I wouldn’t be if it weren’t for my boss. He is very hard to take. Just about everyone in the department is looking to get out.”

? PROBE
Why/Why not
Next question?

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When and How to Probe

- “What kind of person do you get along with best?”
- “Oh, I get along with just about everybody.”

? PROBE
Why/why not
Next question ?

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When and How to Probe

- “What do you dislike most about your present job?”
- “I really don’t dislike that much. My boss is real nice and everybody works well together. The work has been pretty interesting too. My problem with the company is that it doesn’t offer enough opportunity for promotion.”

PROBE?

NEXT QUESTION?

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When and How to Probe

- When you determine you need more information, use follow up questions.

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Exercise J: Style Evaluation Questionnaire

- Compare your current interviewing style with the “improved” interview techniques
 - Complete the survey
 - Select the elements you want to add or use more frequently
 - Prioritize them
 - Make a plan to adapt the style into your interviews

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Style Evaluation Questionnaire

	Always	Often	Rarely	Never	Priority
People Orientation					
1. I am cordial and pleasant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. I receive applicants promptly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. I attempt to put applicants at ease by starting the interview with small talk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
4. I eliminate interruptions to the interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
5. I use opportunities to congratulate the applicant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
6. I allow ample time for the applicant to interview me about the job, company, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Task Orientation					
7. I am businesslike and professional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
8. I control the interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
9. I use bridge statements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
10. I interrupt applicants when necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Effective Listening					
11. I talk for less than 30% of the interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
12. I use listening checks when I am not sure that I understand the applicant's point.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Constructive Confrontation					
13. I occasionally confront and discuss some issues that the applicant might prefer to avoid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
14. Whenever I confront, I do so constructively; I confront the issue, not the individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Rating Pitfalls to avoid

- Insufficient information mistake
- Gut feeling mistake
- Halo mistake
- “This time will be different” mistake

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Know How to Evaluate Applicants

- Apply questioning techniques to your job
- Develop a simple highly effective guide
- Recognize and avoid common evaluation pitfalls
- Learn simple rating system

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References

- Questions to avoid
- How to check references
- Variations
- The No-Sale Mistake
- How to identify high risk applicants

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Questions to avoid

- Check with your local human resource department
 - Place of birth
 - Religious
 - Age/sex
 - Have you been arrested?
 - Childcare
 - Are you pregnant?
 - How old are you?
 - Where do you live?
 - How old are your children?
 - How difficult would the commute be for you?
 - What is your marital status?
 - Previous military experience...did you receive an honorable discharge?

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How to Check References

- Check with your organization
 - Most organizations have policies that restrict information shared
 - If a supervisor will talk with you, you will probably only hear the positive side sometimes inflated.
- Rely on the questioning techniques to get reliable information. Convince them you WILL contact their supervisor

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Managers who have excellent hiring records...

- Accept full responsibility for the quality of their entire workforce
 - The right people give competitive edge
 - Embeds the need to acquire and retain the best people into the culture and values of his organization
- Take Active role in the selection process

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Types of Interviews

- Placement
- Executive
- Second
- Campus
- Telephone
- Interview Teams
- Panel Interviews

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Avoid the “No-Sale Mistake”

- The selection process is not one way only...buy but do not sell
- The applicant will need to make an informed decision if offered the job
 - The job
 - The challenges
 - Opportunity for promotion
 - The boss
 - Organizational structure
 - Salary/Compensation
 - Raises
 - Benefits

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Avoid the “No-Sale Mistake”

- Assess candidates needs and wants
- Be honest and realistic
- Make candidates feel wanted
 - Arrive on Time
 - Don't take phone calls/interruptions
 - Give a tour of the area
 - Give your business card
 - Encourage phone calls/emails post interview for follow up thoughts/questions
 - Introduce to a staff member and allow time for them to chat
 - Give a reasonable timeframe for a decision

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KEY #3: *Let them become more of who they already are.*

- Focus on each person's strengths and manage around weaknesses.
 - Don't try to fix the weaknesses
 - Cultivate their talents
- Each person has a unique set of talents and a unique pattern of behaviors
- Individuality fascinates Great Managers

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Great managers can describe the unique talents of each person

- What drives them
- How they think
- How they build relationships
- Become a novelist and describe the characters
- Deliberately look for something to like about each person

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Great Managers are deliberate

- Ask about strengths/weaknesses
- Ask about goals/dreams
- Know about decision making
- Know who supports who
- Watch their behavior over time

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The Trick is in the Casting

- **Everyone has the talent to be exceptional at something**
- **Find out preferences**
 - How to give praise
 - Who is her best audience
 - How do they learn?
 - Mentors or partners who have helped

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Spend the most time with your best people

- **You have a catalyst role**
 - **TURN TALENT INTO PERFORMANCE**
 - Time spent is not “fixing or correcting”
 - Time IS spent trying to figure out better and better ways to unleash the distinct talents.
 - Create a unique set of expectations that will stretch and focus each individual (Rodman)
 - Highlight and perfect each person’s unique style
 - Run interference for them

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Time away is destructive

- **Human beings are wired to need attention of some kind ... If not getting attention they will tend, either consciously or subconsciously will alter their behavior until they do get attention.....**

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When you are done today...

- **Go back and “rehire” your best people**
 - Tell them why they are one of the cornerstones of the team’s success.
 - Tell them why they are so good.
 - Don’t assume they know.
- **Go back and study your TOP performers**

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How to Manage around a Weakness

- **Two most frequent cause of employee’s poor performance...**
 - “mechanical causes”
 - “personal causes”

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Weak performances

- **Is the poor performance:**
 - trainable
 - being triggered by the manager (misread what motivates them)
- **If it is not a skills/knowledge issue and it is not a trigger issue....**
 - “Talent issue”...training is NOT an issue

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Weak Performances

- Three possible routes to help
 - Devise a support system
 - Find a complementary partner
 - Find an alternative role

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Support System

- Terrible speller...use spell check
- Can't remember names...palm pilot
- Easily distracted...move office

- Manage around the employee's weaknesses so that they can spend time focusing on their strengths.

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Find a Complementary Partner

- Know your shortcoming and seek a partner
- Partnerships are effective
- Individuals not well rounded, but the partnership leads to well roundedness.
- You succeed by finding ways to capitalize on who you are, not by trying to fix who are aren't.

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Partnership examples

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Find an Alternative Role

- Some people nothing works...
 - Triggers, train, partners, support..
- Find the employee an alternative role
- When? If you find yourself with one particular employee spending MOST of your time managing around weaknesses then know you have a casting error...fix the casting error NOT the person

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KEY #4 Find the Right Fit

- What to do when the employee wants to grow....
 - Help him find roles that ask him to do more and more of what he is naturally wired to do
 - Help each person find roles where her unique combination of strengths-skills, knowledge, and talents-match the distinct demands of the role

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Find the Right Fit

- **Promotion is not necessarily the next step**
 - **Regardless of what the employee wants, the manager's responsibility is to steer the employee toward the roles where the employee has the greatest chance of success.**

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Find the Right Fit

- **One rung on the ladder DOES NOT necessarily lead to the next**
- **Conventional career path is condemned to create conflict...Make prestige more available - Create Heroes in every role.**
- **Varied experiences DOES NOT make an employee more attractive.**

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Summary

- **Workforce development**
- **Survey results and actions**
- **Hiring Smart**
- **The Four Keys of Great Managers**
- **Action Plan (Ex. K)**

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Name:
Unit:
Date:

Exercise K

ACTION PLAN TO BUILDING A STRONG AND PRODUCTIVE WORKPLACE

1. WORKFORCE DEVELOPMENT RESULTS:

STRENGTHS

WEAKNESSES

THE 4 KEYS TO SUCCESS

ACTION PLAN

DATE

1. SELECT A PERSON/
Select for talent

2. SET EXPECTATIONS/
Define outcomes

3. MOTIVATE THE PERSON/
Focus on the strengths

4. DEVELOP THE PERSON/
Help them find the right fit

Date to review progress on action plan:

With Whom?