



SKILL AND BEHAVIORAL MODELING  
FOR  
SELECTING AND HIRING  
THE BEST TALENT<sup>©</sup>



An exclusive tool to select the best talent to join your company

DEVELOPED BY  
DOUGLAS W. EDWARDS  
DB EDWARDS GROUP LLC

COPYRIGHT © 2002-2010 BY DOUGLAS W. EDWARDS ALL RIGHTS RESERVED

## Contents

Preface	4
The Johari Effect	5
Establishing 1st Year Objectives	5
Determining Skills	5
Identifying the Required Behaviors	6
Preparing the Job Description	6
The Recruiting Process	6
Conducting the Interview	7
Making the Offer	7
Additional Features and Uses	7
<b>APPENDIX A:</b> Behavioral Interview Traits	8
<b>APPENDIX B:</b> Glossary of Behavioral Traits	
Intellectual Functioning	9
Emotional and Work Related Behaviors	10
Interpersonal and Social Behaviors	11
Leadership and Management Behaviors	12
<b>APPENDIX C:</b> Contact Details	13



## PREFACE

Selecting and hiring the best talent is more than getting lucky by running an ad or searching the Internet and trying to select the “**BEST**” of the unemployed, unhappy, or unqualified. Rather, it requires a structured methodology to select only those candidates who meet all of the requirements for a given position. One of a company’s most valuable assets is its employees, and to compete effectively in today’s challenging business climate, all hiring participants must be involved in a focused and structured process and be skilled at identifying and employing candidates who meet or exceed the company’s highest standards. The advantages of a disciplined approach include:

### **AVOID:**

- Personal bias and pre-judgments in the selection process.
- Making offers based on “gut feelings” and “intuitions”.
- Costly turnover (30%-40% of annual salary to replace someone).
- Legal problems in the selection process.
- Hiring candidates who “look good” and “feel good” but who then later fail to meet expectations.

### **BENEFITS TO BE DERIVED:**

- More reliable and accurate process that provides a holistic profile.
- Greatly increase improved quality of management decision making for hiring.
- Choose “Best” candidate with the ability to accomplish what EVERYONE agrees needs to be done.
- Hiring the right person in the right job through a highly accurate and cost effective process.
- Minimize Johari Effect during the candidate selection process.
- Provide foundation for many other assessment and development issues and programs.
- Aid in compensation strategies.

Selecting and hiring the top talent, utilizing skill and behavioral modeling, is a methodology that brings focus to the job of the hiring manager(s) and the Human Resources Department. It facilitates making decisions during the selection process, which ultimately lead to choosing the best candidate for all the right reasons.

The following is an outline of the basic steps that will help you select the best talent for your organization and insure making the right hiring decisions:

### **THE JOHARI EFFECT – What is it? Why does it matter?**

The Johari Effect is an adaptation from the psychological concept, “Johari’s Window”. Essentially, this concept states that each of us carry four (4) separate and distinct behavioral profiles with us at all times.

- How I really am.
- How others see me.
- How I think others see me (based on my prior interactions).
- How I see myself (as a result of how I think others see me).

This distinction is most incongruent when two people meet for the first time and/or early in a relationship. During the hiring process, every candidate who wants the job will always try to reflect to the hiring authorities what they think this group needs to see and hear to get the job. Remember, manage your risk... and reduce your opportunity to fail. Uncovering the “**real**” person is essential to proper hiring.

### **ESTABLISHING 1<sup>st</sup> YEAR ACCOMPLISHMENTS**

The purpose of this exercise is to identify clearly and specifically those top four or five accomplishments that the candidate must achieve in the first year to be successful in the job. Keep in mind, years two and three don’t matter if year one is not successful.

Once completed, this will become the foundation for determining essential skills and behaviors.

### **DETERMINING SKILLS**

A specific list of required technical job skills and experience that are required to meet the demands of the position (not including behaviors) must first be developed. Skills are black and white. Review all skill requirements against your list of first year accomplishments. Make certain that your list is inclusive of the skill requirements to accomplish the first year deliverables you have established. A candidate either possesses them or does not. Skills defined here include: education, specific industry knowledge and/or experience, technical literacy, previous management background, specific past accomplishments, budget size, number of people supervised, etc. Once you have identified those skills, you must then prioritize them:

- **Required:** Will not hire if skill is missing.
- **Desired:** Borderline required/desired (still critical, but not a deal breaker).

## **DETERMINING SKILLS (continued)**

Once you have completed the skills list, review and compare this against the job description for any revisions. Remember that, as you list each skill, you want to be able to review and compare the list against what each candidate has to offer.

## **IDENTIFYING REQUIRED BEHAVIORS**

A list of key “required” success behaviors (see Appendix A) must be developed. Review all behaviors against your list of first year accomplishments keeping in mind company dynamics, environment, and culture. Make certain that your list is inclusive of the behavioral requirements to accomplish the first year deliverables you have established. Select the top three **REQUIRED** behaviors in each of the four behavioral categories. Always use the clinical definitions to avoid individual interpretations. These behaviors will be those required for anyone in this position to be successful. Each person in the selection process should identify the top 12 behaviors (3 in each category) independently, without any input from or discussion with others. Avoid the negative behaviors shown on the matrix unit. They are included only as an aid when using the matrix as an interviewing and screening document.

Once the behaviors are selected, assign a point value (1-100) to each behavior. The total points for each category must equal 100. This will establish the relative priority for each behavior for this position. After everyone has completed his rankings, they should be collectively reviewed by everyone for differences in behavior selection and priority ranking. Consolidate and eliminate any differences to produce one (1) consensus set of required behaviors and priorities. This rules out broad variations and the Johari Effect and has everyone focused on the most critical issues. Compare this final listing with the job description for any revisions.

## **PREPARE THE JOB DESCRIPTION**

Once you have completed the 1<sup>st</sup> year accomplishments and the skill and behavioral exercises, you will now have a foundation for writing the job description. It is particularly important to identify company values as they relate to the position and the company as a whole. Candidates benefit from a clear understanding of the personal/professional values of the company and management. Use of the behavioral definitions (see Appendix B) will greatly facilitate writing and accurately focusing the job description. A separate document outlining company benefits for a position is also helpful.

## **THE RECRUITING PROCESS**

Recruiting may be done directly through your Human Resources Department or you may choose to work with a professional recruiter. You will want to develop a relationship with a recruiter who can work with you on all aspects of the job search and focus individually on all of the skill and behavioral requirements. Their findings should be documented and submitted to you along with each candidate's resume. It is certainly preferable that the recruiter understands, supports, and be well trained in the techniques of behavioral interviewing.

## **CONDUCTING THE INTERVIEW**

The best possible interviewing methodology is behavioral interviewing. The best predictor of future behavior is past and present behavior. The behavioral interviewing process teaches the interviewer how to probe in order to identify specific behaviors and to match these against your own hiring requirements. During the interview process it is really important to listen carefully to what a candidate says and how he/she may frame their responses and answers as sometimes there may be some difference in interpretation from what is represented on the resume. Everyone directly involved in the interviewing process within a company would benefit from an understanding and competency in the behavioral interview process.

## **MAKING THE OFFER**

Once you have matched all skills and behaviors, you will be able to complete a prioritized list of all candidates. You will have clearly focused and identified the rationale for making an informed offer. You've done all your work; you're ready to proceed with your offer to the best candidate.

## **ADDITIONAL FEATURES AND USES**

Behavioral modeling as a concept and practice can enhance a company's human resource function and support success in achieving "World Class" status. This modeling exercise also provides a foundation of understanding for:

- Identifying high potential employees.
- Aligning positions to match specific individual and corporate business strategies.
- Improving team building.
- Enhancing success of diversity recruiting.
- Resolving associate conflict.
- Providing framework for developmental activities and employee development.
- Supporting behavioral interviewing.
- Developing common vocabulary to assure accuracy of understanding and quality of decision-making.
- Permitting and supporting consensus among hiring authorities.
- Conducting career assessment and individual developmental planning.
- Enhancing 360° review process.
- Facilitating change management.

## Appendix A

### Behavioral Traits – Interviewing Matrix

Position: \_\_\_\_\_

<b>Intellectual Functioning Behaviors</b> (How does He/She think?)				<b>Emotional and Work Related Behaviors</b> (How does He/She Complete the Assignment?)			
Analytical	_____	Logical	_____	Aggressive	_____	Hard Working	_____
Anticipates	_____	Objective	_____	Ambitious	_____	Honest	_____
Common Sense	_____	Open Minded	_____	Argument	_____	Impulsive	_____
Conceptual	_____	Perspective	_____	Assertive	_____	Initiative	_____
Creative	_____	Plans and Organizes	_____	Competitive	_____	Mature	_____
Critical Thinker	_____	Practical	_____	Completes Assignments	_____	Pace	_____
Decisive	_____	Problem Solver	_____	Confident	_____	Patient	_____
Deductive	_____	Realistic	_____	Conservative	_____	Procrastinates	_____
Detail-Oriented	_____	Resourceful	_____	Conscientious	_____	Responsible	_____
Flexible	_____	Response Time	_____	Controlled	_____	Results Oriented	_____
Follows Through	_____	Strategic	_____	Cooperative	_____	Risk Taker	_____
Good Judgment	_____	Tactical	_____	Credible	_____	Security Minded	_____
Imaginative	_____	Versatile	_____	Diligent	_____	Seeks Recognition	_____
Incisive	_____			Disciplined	_____	Selfish	_____
Inductive	_____			Drive	_____	Sense of Urgency	_____
Intellectually Curious	_____			Energetic	_____	Stress Tolerance	_____
Learns	_____			Expressive	_____	Tolerates Ambiguity	_____
<b>Interpersonal and Social behaviors</b> (How does He/She relate to People [Me]?)				<b>Leadership and Management Behaviors</b> (How does He/She Manage People?)			
Can't Interrupt	_____	Persuasive	_____	Accomplishments	_____	High Standards	_____
Confidence	_____	Poised	_____	Astute	_____	Hire Good People	_____
Considerate	_____	Responsive	_____	Authoritative	_____	Mentors	_____
Controlled	_____	Sensitive	_____	Coaches	_____	Motivator	_____
Expressive	_____	Shy	_____	Cooperative	_____	Organized	_____
Foreceful	_____	Sincerity	_____	Delegates	_____	Proud of Others	_____
Formal	_____	Solitary	_____	Demanding	_____	Seeks Consensus	_____
Friendly	_____	Sophisticated	_____	Develops People	_____	Supportive	_____
Listens	_____	Tactful	_____	Directive	_____	Team Spirit	_____
Open	_____	Warm	_____	Fires Quickly	_____	Tough Minded	_____
Outgoing	_____			Gives Feedback	_____	Visionary	_____

## APPENDIX B

### Glossary of Behavioral Traits

#### INTELLECTUAL FUNCTIONING BEHAVIORS

- **Analytical** Breaks down ideas and problems into parts; thoroughly explores component parts and handles complexity and ambiguity.
- **Anticipates** Perceives possible future consequences.
- **Common Sense** Assesses situations in an objective fashion.
- **Conceptual** Deals with complex ideas in a broad context.
- **Creative** Puts ideas together in unusual ways.
- **Critical Thinker** Probes beneath the surface; does not accept things at face value.
- **Decisive** Readily chooses course of action.
- **Deductive** Assesses current situations based on general principles.
- **Detail Oriented** Provides very specific information.
- **Flexible** Tries new ways to accomplish goals
- **Follows Through** Completes tasks.
- **Good Judgment** Discerns and chooses the correct course of action.
- **Imaginative** Changes and shapes ideas.
- **Incisive** Gets to heart of the matter quickly.
- **Inductive** Generalizes from specific situations to general principles.
- **Intellectually Curious** Wants to know “why?” Shows interest in gaining knowledge.
- **Learns** Changes behavior as result of experience.
- **Logical** Reviews things in a methodical, linear manner.
- **Objective** Separates fact from feeling when making appraisals.
- **Open Minded** Willingly considers new ideas and approaches not tied to tradition.
- **Perspective** Keeps things in context; has a balanced view.
- **Plans and Organizes** Structures responses to anticipated events.
- **Practical** Has ideas that are useful and doable.
- **Problem Solver** Decisive and action oriented.
- **Realistic.** Perceives positive and negative elements.
- **Resourceful.** Improvises; finds ways around obstacles.
- **Response Time** Moves quickly into action.
- **Strategic** Anticipates and plans ahead with broad designs and ideas.
- **Tactical** Plans and implements ideas with short term benefits; practical.
- **Versatile** Applies a wide range of skills, aptitudes and abilities.

## APPENDIX B

### Glossary of Behavioral Traits

#### EMOTIONAL AND WORK-RELATED BEHAVIORS

- **Aggressive** Acts forcefully; quick and intense.
- **Ambitious** Seeks positions of power and influence.
- **Argumentative** Challenges others.
- **Assertive** Clearly states and defends beliefs and ideas.
- **Competitive** Strong desire to be first and to win.
- **Completes Assignments** Gets things done in a timely fashion
- **Confident** Believes in self and abilities.
- **Conservative** Relies on tried and true.
- **Conscientious** Lives up to responsibilities; eager.
- **Controlled** Feelings measured in a monitored fashion.
- **Cooperative** Willing and able to work constructively with others.
- **Credible** Gains trust of others.
- **Diligent** Steady earnest effort.
- **Disciplined** Carries out what must be done even when difficult or unpopular.
- **Drive** Moves with high energy and persistence.
- **Energetic** Works without apparent fatigue.
- **Expressive** Shows feeling and emotions.
- **Hard Working** Makes personal sacrifices for the sake of the job.
- **Honest** Sincere and candid; avoids deception.
- **Impulsive** Reactive rather than planned or purposeful
- **Initiative** Proactive; takes action without prompting.
- **Mature** Takes responsibility for self and others.
- **Pace** Speed of thought and action.
- **Patient** Maintains composure in face of problems and delays.
- **Procrastinates** Puts things off.
- **Responsible** Reliable and trustworthy; willing to be held accountable.
- **Results Oriented** Concentrates energy and attention on getting things done.
- **Risk Taker** Acts without assurance of success.
- **Security Minded** Seeks stability and safety.
- **Seeks Recognition** Wants attention for achievements
- **Selfish** Focuses only on self-interest.
- **Sense of Urgency** Timely and diligent; moves quickly.
- **Stress Tolerance** Effective under pressure.
- **Tolerates Ambiguity** Copes well with complex and vague situations.

## APPENDIX B

### Glossary of Behavioral Traits

#### INTERPERSONAL AND SOCIAL BEHAVIORS

- **Can't Interrupt** Does not listen well; pushes self over others.
- **Confidence** Communicates a sense of well-being and belief in his/her abilities.
- **Considerate** Cares about others' comfort and progress.
- **Controlled** Maintains rational over affective tendencies.
- **Expressive** Uses bodily actions to make a point.
- **Forceful** Ability to speak with conviction and influence others.
- **Formal** Follows established social rules.
- **Friendly** Shows a personal interest in others.
- **Listens.** Carefully attends to what others are saying and what they mean.
- **Open** Shares personal feelings and ideas with others.
- **Outgoing** Reaches out to people.
- **Persuasive** Able to influence others.
- **Poised** Polished, mannered, responds in a calm manner.
- **Responsive** Quick to pick up on social cues.
- **Sensitive** Aware of feelings of self and the wishes of others.
- **Shy** Hesitant and/or uncomfortable with others.
- **Sincerity** Genuine and natural when dealing with people.
- **Solitary** Prefers to be alone rather than with others.
- **Sophisticated** Impressive and dignified demeanor.
- **Tactful** Presents ideas in the least offensive manner.
- **Warm** Shows positive caring feelings for others.

## APPENDIX B

### Glossary of Behavioral Traits

#### LEADERSHIP AND MANAGEMENT BEHAVIORS

- **Accomplishments** Gains satisfaction from seeing others grow and succeed
- **Astute** Builds relationships with key people within the organization.
- **Authoritative** Makes quick forceful decisions when necessary.
- **Coaches** Observes performance, gives advice and guidance.
- **Cooperative** Able to accommodate to the needs of others within the organization; works effectively with others as partners.
- **Delegates** Assigns work to a subordinate that is appropriate to their level of competence; willing to stretch to develop people.
- **Demanding** Sets high expectations; pushes people to do their best.
- **Develops People** Works at enhancing the competency of subordinates.
- **Directive** Provides purpose and instructions; sets standards.
- **Fires Quickly** Terminates incompetent people without undue delay; focuses on performance rather than personal issues.
- **Gives Feedback** Informs people of their strengths, limitations and performance levels.
- **High Standards** Demands excellence; communicates and enforces high standards.
- **Hires Good People** Evaluates others accurately and chooses the best objectively.
- **Mentors** Guides and directs others to appropriate courses of action.
- **Motivator** Inspires people to want to do their best and achieve success.
- **Organized** Structures work and create systems and schedules.
- **Proud of Others** Gains a real sense of satisfaction from seeing others grow
- **Seeks Consensus** Gathers input and ideas from others to arrive at a mutually agreed upon course of action.
- **Supportive** Provides necessary physical and emotional resources to people.
- **Team Spirit** Believes in and values cooperation and a sense that "the whole world is greater than the sum of its parts".
- **Tough Minded** Able to make difficult decisions for the good of the organization.
- **Visionary** Can imagine and communicate what the future will be and get others to rally round the cause; realistic and altruistic.

## APPENDIX C

### Contact Details:

#### Charlotte

14100 Harlequin Drive;  
Charlotte NC 28273

Doug Edwards:  
Tel: 704.588.4929  
Email: [doug.edwards@dbedwardsgroup.com](mailto:doug.edwards@dbedwardsgroup.com)

Beth Edwards:  
Tel: 704.588.9609  
Email: [beth.edwards@dbedwardsgroup.com](mailto:beth.edwards@dbedwardsgroup.com)