

Getting the Right People on the Bus Using Targeted Selection

iaclea Mid-Year Conference

February 2009

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Road Map

- DDI
- The Business Case
- Initial Results
- The Targeted Selection Methodology
- Questions/Answers

Philosophical Background

- “First Who...Then What”
 - Jim Collins in *Good to Great*
- “First, you must select good people.”
 - Marcus Buckingham in *The One Thing You Need to Know*

Philosophical Background

- “If you’re not selecting the best, how can you be the best”
 - Chief Patrick Oliver, Fairborn, Ohio
- If you attract the best, expect that you may lose them
 - So, what is a reasonable attrition rate?

Philosophical Background

- Your investment:
 - Selection process –
 - Uniforms/Equipment –
 - Academy –
 - Field Training –
 - Total Investment:

Philosophical Background

You Do The Math:

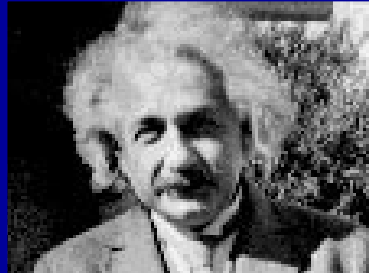
Starting Salary	\$46,000	\$22/hour	\$552,000
Benefits	\$8,280		\$99,360
Overtime	200 hours - \$33/hour		\$79,200
Uniforms/Equipment	\$500/year		\$6,000
Training	\$500/year		\$6,000
		Total (12 years)	\$742,560

Philosophical Background

- 2 major sources of turnover
 - “In the first quarter after hire, the major cause of turnover is “motivational fit”.”
(Dan Prachar, DDI)
 - “(The research) tells us that people leave managers, not companies.”
 - Marcus Buckingham & Curt Coffman in *First, Break All The Rules*

New Leadership DNA

Smart



Compassionate
Inspirational
Emotional
High morals & values

Driven
Strong work ethic



KSAs or Talent

- The difference between talents, knowledge, and skills
 - Talents
 - Knowledge
 - Skills
- Knowledge and skills are teachable; talents are inherent?
 - The debate continues

Success Profile Results

Drive Selection System Design

Who I Am:

Dispositions/Motivations

- Work Ethic
- Social Perceptiveness
- Positive Disposition
- Fit to the Organization
- Tenacity

What I Can Do:

Competencies

- Customer Service
- Decision Making
- Communication
- Collaboration/Teamwork
- Initiating Action
- Safety Awareness

What I Have Done:

Work Experience

- Basic Qualifications
- Work Accomplishments
- Skills

What I Know:

Technical Knowledge

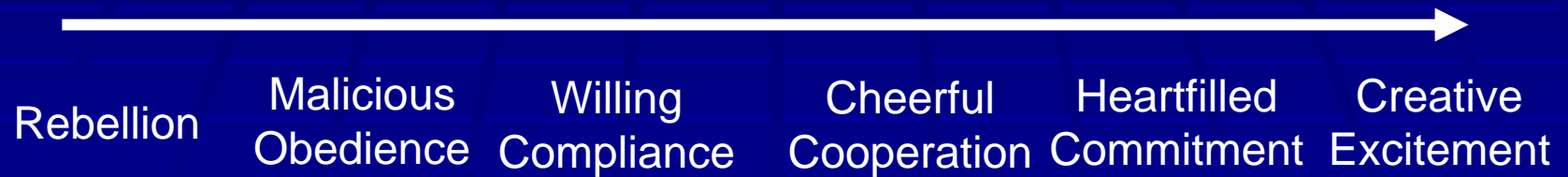
- Knowledge of law
- Knowledge of defense
- Knowledge of human relations

The Business Case

Who We Were

- The Department
 - January 2003
 - 62 members
 - Many long term employees, some actively engaged, others disengaged
 - Few apparent opportunities for movement
 - Some wrong people on the bus, some right people in the wrong seats

Levels of Commitment



The Business Case

The Opportunity

- February 2004
 - Provost authorizes several significant budget adjustments
 - 400K special incentive for those eligible for retirement
 - 6K to implement new promotional process
 - Sounds like a good deal, right?

The Business Case Movement Realized

- 6 took advantage of incentive
 - 1 Lieutenant
 - 1 existing vacancy/1 approved for long-term disability
 - 1 Parking Enforcement Supervisor
 - 3 PSO IIs
 - 1 PSO I
 - Additional PSO IV approved for long-term disability
- Result = 9 vacancies as of July 1, 2004
 - 3 in supervisory level

The Business Case

The Results

- April 2004
 - 3 new supervisors promoted
 - Promotions created additional vacancies throughout organization
 - 3 police vacancies
- Result - by September we had 12 vacancies
- We needed a new plan

Targeted Selection Overview

Effective Selection Systems



Accuracy



Equity



Buy-in

Targeted Selection[®]

Interview Components:

1. Are built on job-related competencies (legally defensible).
2. Select for both motivation and skills.
3. Use past behavior to predict future behavior.
4. Include tailored interview guides.
5. Optimize input of multiple interviewers.

Targeted Selection -- The Model

- Why Targeted Selection works:
 - Provides a systematic and professional method for:
 - Determining job requirements
 - Gathering complete information about candidates
 - Evaluating the collected information
 - Making hiring decisions based on that data

Targeted Selection -- The Model

- Dimension/Competency:
 - Cluster of behaviors, motivations, knowledge related to job or organization success
 - Specific activities performed on the job
 - Aspects of the job, the organization, and the location that relate to satisfaction
 - Technical and/or professional information necessary to perform job activities

Types of Job/Role Competencies

Behavioral competencies



Clusters of behaviors that share some common theme, or attribute, that enable one to perform essential job responsibilities (e.g., judgment, communication).

Technical competencies



Technical knowledge or capability required to perform essential job responsibilities – usually acquired through training or supervised experience.

Motivational competencies



Satisfaction or dissatisfaction with job, organization, or location attributes.

Customer Focus (Example)

Definition:

Making customers and their needs a primary focus of one's actions; developing and sustaining productive customer relationships.

■ Key Behaviors: (abbreviated)

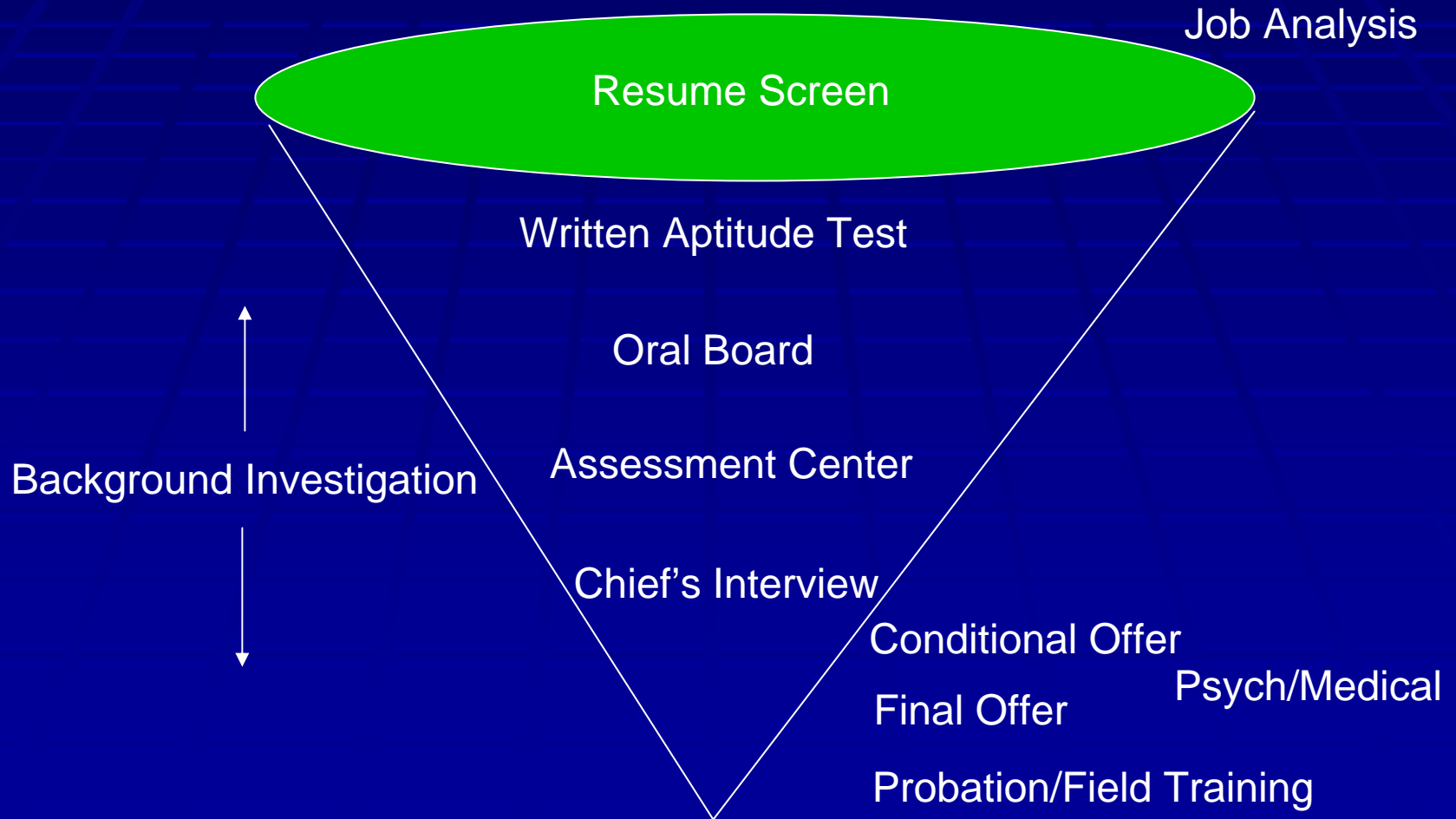
- Seeks to understand customers
- Educates customers
- Builds collaborative relationships
- Takes action to meet customer needs and concerns
- Sets up customer feedback systems.

TS Research Findings

- Reduced Turnover
- Improved Workforce Quality / Time to Contribution
- Improved Confidence in Interviewers
- Improved Image
- Improved Legal Defensibility
- Improved Customer Satisfaction & Productivity

Targeted Selection

The Princeton Experience



The Princeton Experience

Job Descriptions

Critical Dimensions – Campus Police Officer:

1. Building Trust – Interacting with others in a way that gives them confidence in one's intentions
2. Communication – Clearly conveying information and ideas
3. Decision Making – Identifying and understanding issues, problems, and opportunities
4. Contributing to Team Success – Actively participating as a member of a team
5. Building Customer Loyalty – Effectively meeting customer needs

The Princeton Experience

Job Descriptions

Critical Dimensions – Campus Police Officer:

6. Building Strategic Working Relationships – Developing and using collaborative relationships
7. Adaptability – Maintaining effectiveness when experiencing major changes in work tasks or the work environment
8. Managing Conflict – Dealing effectively with others in an antagonistic situation
9. Impact – Creating a good first impression, commanding attention and respect, showing an air of confidence.
10. Stress Tolerance – Maintaining stable performance under pressure or opposition

Targeted Selection

The Princeton Experience

Written Aptitude	—————>	Standardized Test: name of test; Pass/Fail; 70%
Oral Board	—————>	Behavioral Interviewing; DDI Methodology
Assessment Center	—————>	Targeted Simulations; DDI Methodology
Chief's Interview	—————>	Behavioral Interviewing; DDI Methodology

Targeted Selection

The Princeton Experience

- Training the Assessors
 - Engaging the community
 - Engaging department members
 - Learning opportunity
 - Creating a cadre of trained assessors

Targeted Selection First Experiences

- January 1, 2005
 - All initial vacancies filled (but more were created)
 - Challenges: time, assessor, buy-in & fear
- The good news
 - Created significant movement; achieved stability
 - 3 of our most recent hires received Police Academy awards

Targeted Selection Overview

- 1st Component of Targeted Selection:

Dimensions or Competencies:

Dimensions are the requirements of the job or role; what people need to know, do, and like to be successful in the job and the organization

Dimensions describe the knowledge, motivations, and behaviors associated with success or failure in a job or role.

Data Gathering

- 2nd Component of TS
- To predict, you must collect and analyze
 - Must be in similar situations in the past
 - Tells us what candidate **can do**
- TS is based on the principle that past behavior predicts future behavior
- The more information you have, the less likely you are to misinterpret
 - Gather the information through interviews and simulations

Targeted Selection – Interview Process

- Using an Interview Guide
- Following up to get complete STARs
- Taking good notes
- Building rapport
- Managing the interview

Motivational Fit

- 3rd Component of TS
- Motivational Fit is the **will do**
 - Includes job fit/organization fit/location fit
- One of biggest sources of dissatisfaction
- Must determine motivational characteristics of the job, organization and location
- The goal is to predict job satisfaction

Data Evaluation

- 4th Component of TS
- Data Analysis:
 - Organize data
 - Evaluate data
 - Rate dimensions
- Data Integration:
 - Share & discuss
 - Consensus building
 - Make a hiring or continuing decision

Legal Considerations

- Final Component of TS
- System must meet all law and regulations
- TS is legally credible:
 - Applicants are treated equally and fairly
 - Based on documented, essential job requirements (dimensions)
 - Interviewers are trained

Types of Information

- Need three (3) types of information to make accurate prediction of performance:
 - Work and education history (when applicable)
 - Specific things person has done during that history
 - What the person is motivated to do

Types of Information

- Work and education history:
 - Facts on a resume
 - Broad, general background
 - Tells us if candidate appears to have experience and qualifications for job
 - Helps us decide whether the person warrants further consideration

Information About Me

- How would you describe yourself to an interviewer?
 - If you were applying for a job, what one or two things would you want the interviewer to know about you in each of these areas?
 - Work/Educational History/Certifications/Skills
 - Specific Experiences
 - Interests/Desires

Information About Me

- One thousand candidates were asked the question:
“How would you describe yourself to an interviewer?”
 1. I am a people person
 2. I am a hard worker
 3. I am a quick study
 4. I am dependable
 5. I am a team player

In Search of Behavior

- Key to predicting how someone **will perform** is to collect data on how they **have performed**
- Examining behaviors helps you:
 - **Understand** work history, experience, knowledge and motivation
 - **Analyze** these areas to predict how he/she will perform in the target job
- Behavioral examples help prevent false impressions and misunderstandings

In Search of Behavior

- To get complete profile of a candidate, you need evidence in the dimensions of the position
- Gathering behavioral examples is one of the most important tasks in the selection process

Elements of a STAR

- Situation or Task:
 - Background or context in which candidate took action; situations or tasks are created by:
 - Changes in responsibilities or processes;
 - Demands made by a customer or manager;
 - Challenges in meeting a deadline or in getting along with someone

Elements of a STAR

- Action:
 - What the candidate did or said in response to S/T
 - Heart of the STAR:
 - Shows behavior
 - Can also tell us what the candidate **did not** do

Elements of a STAR

- Results:
 - The effects of the candidate's actions
 - They tell us what changes or differences the person's actions made
 - Also tell us whether the actions were effective and appropriate
 - Why – Sometimes, depending on example, you want to ask why the person did what they did (Motivations)

False STARs

- Lots of glitter, no substance
 - Vague
 - State an opinion
 - Theoretical or future oriented
- Appear to give you substantive information, but don't

Partial STARs

- Gives you some of the story, but not all
- Candidate leaves out some element
- Requires you to dig deeper in order to get the complete STAR

Recognizing STARs

- Past behavior
- Present behavior
 - Observation during the interview
 - Participation in an Assessment Center (or Targeted Simulation)

Skills Practice

- Groups of 3
- 1 candidate/1 interviewer/1 observer
- Rotate roles

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