



Job Plus Report

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## Teaching Position

2005

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# INTRODUCTION

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If the job could talk, it would clearly define the knowledge, hard skills, people skills, behavior and culture needed for superior performance. Your unbiased input regarding the specific requirements of the job in question has been applied to the TriMetrix job benchmarking process. The result is an evaluative report that analyzes a total of 37 separate areas in Sections 1 through 3. Additional feedback on each area is presented in Sections 4 through 6. Suggested interview questions that pertain to each area complete this report in Sections 7 through 9.

## SECTION 1: JOB ATTRIBUTES HIERARCHY (23 AREAS)

This section presents 23 key job attributes and quantifies their importance to this specific job. Each job has a unique ranking of attributes, reflecting different levels of capacities required by different jobs for superior performance.

## SECTION 2: REWARDS/CULTURE HIERARCHY (6 AREAS)

This section clearly identifies the rewards/culture of the job, which defines its sources of motivation. It clarifies "why" and "in what kind of environment" this job will produce success.

## SECTION 3: BEHAVIORAL HIERARCHY (8 AREAS)

This section explores the behavioral traits demanded of the job. The higher the ranking, the more important the behavioral trait will be to the job for stress reduction and superior performance.

The results of Sections 1 through 3 (above) are ranked on a scale, reflecting the unique levels of applicability and importance to the job. These rankings illustrate what is essential for this job to deliver superior performance and maximum value to your organization.

# INTRODUCTION

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## SECTION 4: JOB ATTRIBUTES FEEDBACK

This section will assist in understanding the type and kind of attributes (people skills) that are needed for superior job performance. Read the feedback on each of the top seven attributes thoroughly to understand the job's requirements.

## SECTION 5: REWARDS/CULTURE FEEDBACK

This section expands on the fact that every job in every organization has its own culture. The culture of any job is clearly defined by how it rewards superior performance.

## SECTION 6: BEHAVIORAL FEEDBACK

This section clarifies the nature of the behavioral traits demanded by the job.

## SECTION 7: ATTRIBUTE INTERVIEW QUESTIONS

This section contains suggested interview questions that pertain specifically to the attributes of the job.

## SECTION 8: REWARDS/CULTURE INTERVIEW QUESTIONS

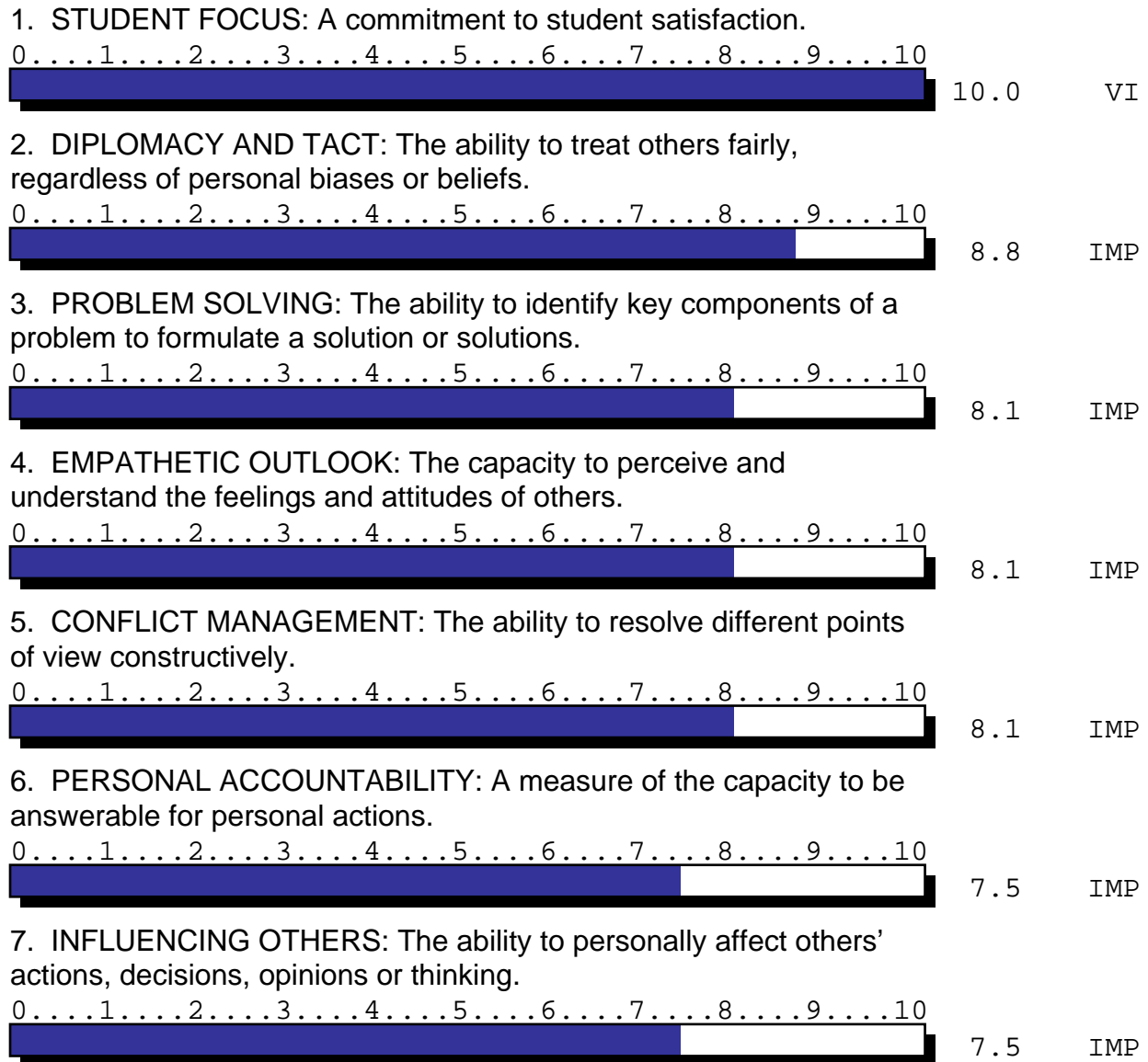
This section contains suggested interview questions that pertain specifically to the rewards/culture of the job.

## SECTION 9: BEHAVIORAL INTERVIEW QUESTIONS

This section contains suggested interview questions that pertain specifically to the behavioral traits required by the job.

# JOB ATTRIBUTES HIERARCHY

All human jobs require certain people attributes. This section of the report identifies those human attributes that lead to superior performance in most jobs. The graphs below are in descending order from the highest rated attributes required by the job to the lowest.



The following scale is used throughout the report.

- 0 - 4.9 = NOT IMPORTANT TO JOB
- 5.0 - 7.4 = SOMEWHAT IMPORTANT
- 7.5 - 9.9 = IMPORTANT
- 10 = VERY IMPORTANT

# JOB ATTRIBUTES HIERARCHY

8. INTERPERSONAL SKILLS: The ability to interact with others in a positive manner.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



6.9 SWI

9. OBJECTIVE LISTENING: The ability to listen to many points of view without bias.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



6.9 SWI

10. RESILIENCY: The ability to quickly recover from adversity.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



6.9 SWI

11. GOAL ACHIEVEMENT: The overall ability to set, pursue and attain achievable goals, regardless of obstacles or circumstances.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



6.2 SWI

12. RESULTS ORIENTATION: The ability to identify actions necessary to complete tasks and obtain results.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



6.2 SWI

13. PLANNING AND ORGANIZATION: The ability to establish a process for activities that lead to the implementation of systems, procedures or outcomes.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



6.2 SWI

14. CONTINUOUS LEARNING: The ability to take personal responsibility and action toward learning and implementing new ideas, methods and technologies.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



6.2 SWI

15. FLEXIBILITY: The ability to readily modify, respond to and integrate change with minimal personal resistance.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



5.6 SWI

16. SELF MANAGEMENT: The ability to prioritize and complete tasks in order to deliver desired outcomes within allotted time frames.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



5.0 SWI

# JOB ATTRIBUTES HIERARCHY

17. **TEAMWORK:** The ability to cooperate with others to meet objectives.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



4.4 NI

18. **SELF STARTING:** The ability to initiate and sustain momentum without external stimulation.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



4.4 NI

19. **CONCEPTUAL THINKING:** The ability to analyze hypothetical situations or abstract concepts to compile insight.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



2.5 NI

20. **DECISION MAKING:** The ability to analyze all aspects of a situation to gain thorough insight to make decisions.

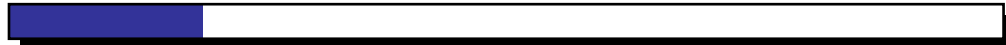
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



2.5 NI

21. **DEVELOPING OTHERS:** The ability to contribute to the growth and development of others.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



1.9 NI

22. **LEADING OTHERS:** The ability to organize and motivate people to accomplish goals while creating a sense of order and direction.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



0.0 NI

23. **ACCOUNTABILITY FOR OTHERS:** The ability to take responsibility for others' actions.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

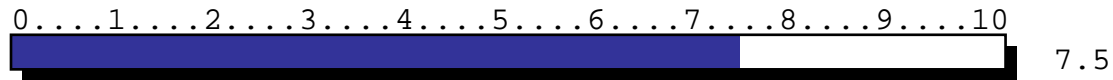


0.0 NI

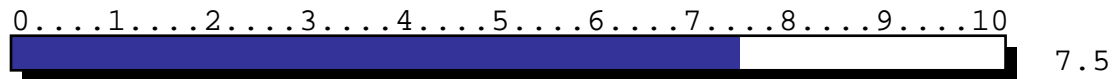
# REWARDS/CULTURE HIERARCHY

*This section identifies the rewards/culture system of a specific job. Matching a person's passion to a job that rewards that passion always enhances performance. The graphs below are in descending order from the highest rewards/culture required by the job to the lowest.*

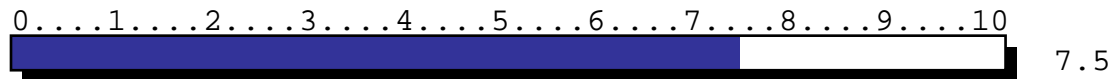
1. THEORETICAL



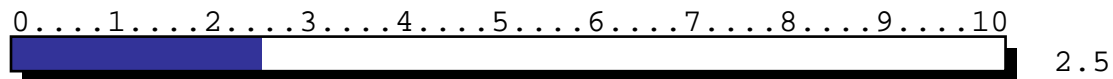
2. UTILITARIAN/ECONOMIC



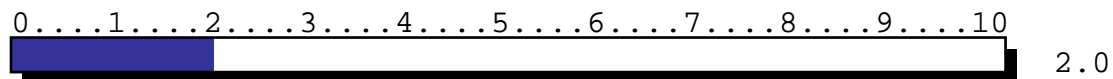
3. TRADITIONAL/REGULATORY



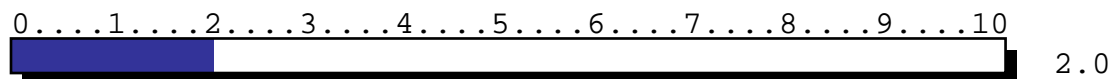
4. AESTHETIC



5. SOCIAL



6. INDIVIDUALISTIC/POLITICAL

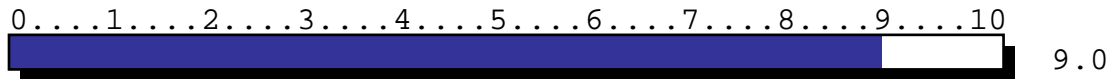


Section 3

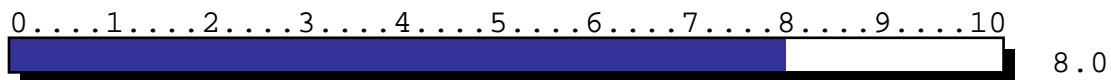
# BEHAVIORAL HIERARCHY

*This section is designed to give a visual understanding of the behavioral traits demanded of the position. The graphs below are in descending order from the highest rated behavioral traits required by the job to the lowest. This means the higher the score the more important that behavioral trait is to stress reduction and superior job performance.*

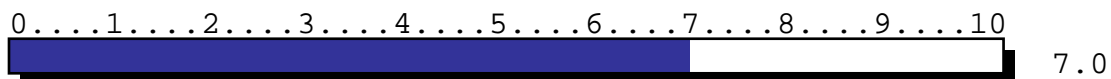
1. FREQUENT INTERACTION WITH OTHERS



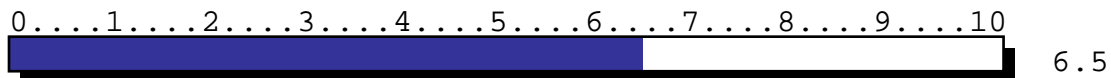
2. STUDENT ORIENTED



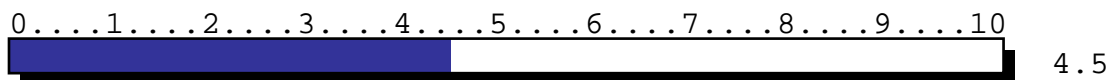
3. VERSATILITY



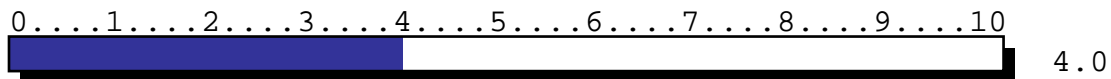
4. FREQUENT CHANGE



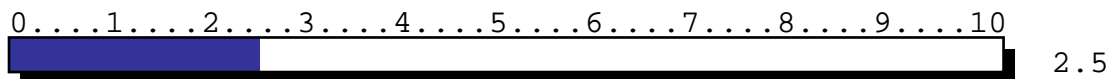
5. URGENCY



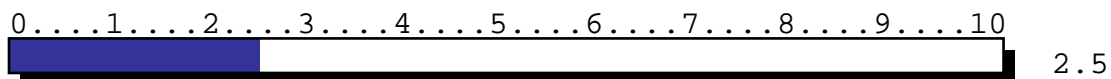
6. COMPETITIVENESS



7. ORGANIZED WORKPLACE



8. ANALYSIS OF DATA





# JOB ATTRIBUTES FEEDBACK

*This section provides you with a better understanding of the job attributes required for superior performance. Feedback is provided on the seven most highly ranked attributes. Read each one to gain insights about the job. This information is designed to apply to coaching and other developmental activities for anyone selected to perform this job.*

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1. **STUDENT FOCUS:** A commitment to student satisfaction.
  - Consistently places a high value on students and all issues related to students
  - Objectively listens to, understands and represents customer feedback
  - Anticipates student needs and develops appropriate solutions
  - Meets all promises and commitments made to students
  
2. **DIPLOMACY AND TACT:** The ability to treat others fairly, regardless of personal biases or beliefs.
  - Maintains positive relationships with others through treating them fairly
  - Demonstrates respect for others
  - Understands and values differences between people
  - Respects diversity in race, national origin, religion, gender, life style, age and disability.
  
3. **PROBLEM SOLVING:** The ability to identify key components of a problem to formulate a solution or solutions.
  - Analyzes all data relative to a problem
  - Divides complex issues into simpler components in order to achieve clarity
  - Selects the best options available to solve specific problems
  - Applies all relevant resources to implement suitable solutions
  
4. **EMPATHETIC OUTLOOK:** The capacity to perceive and understand the feelings and attitudes of others.
  - Demonstrates awareness of how actions will directly and indirectly impact others
  - Listens to others attentively
  - Demonstrates regard for and sensitivity to the feelings of others
  - Values and respects the diversity of others and their beliefs
  
5. **CONFLICT MANAGEMENT:** The ability to resolve different points of view constructively.
  - Faces difficult issues with objectivity
  - Considers all opinions and facts before drawing conclusions
  - Identifies appropriate solutions for volatile situations
  - Negotiates acceptable solutions between parties to successfully move beyond confrontation

## JOB ATTRIBUTES FEEDBACK

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6. **PERSONAL ACCOUNTABILITY:** A measure of the capacity to be answerable for personal actions.
  - Accepts personal responsibility for the consequences of personal actions
  - Avoids placing unnecessary blame on others
  - Maintains personal commitment to objectives regardless of the success or failure of personal decisions
  - Applies personal lessons learned from past failures to moving forward in achieving future successes
  
7. **INFLUENCING OTHERS:** The ability to personally affect others' actions, decisions, opinions or thinking.
  - Effectively impacts others' actions
  - Gains commitment from others to achieve desired results
  - Analyzes others' opinions and leads them to understand and willingly accept desired alternatives
  - Persuades others in a positive manner

## REWARDS/CULTURE FEEDBACK

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1. THEORETICAL

- Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.

2. UTILITARIAN/ECONOMIC

- Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.

3. TRADITIONAL/REGULATORY

- Rewards those who value traditions inherent in social structure, rules, regulations and principles.

## BEHAVIORAL FEEDBACK

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### 1. FREQUENT INTERACTION WITH OTHERS

- The job requires a strong "people orientation," versus a task orientation. The job will comfortably deal with multiple interruptions on a continual basis, always maintaining a friendly interface with others.

### 2. STUDENT ORIENTED

- The job demands a positive and constructive view of working with others. There will be a high percentage of time spent in listening to, understanding and successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.

### 3. VERSATILITY

- The job calls for a high level of optimism and a "can do" orientation. It will require multiple talents and a willingness to adapt them to changing assignments as required.

## JOB ATTRIBUTES QUESTIONS

*Below are suggested interview questions on each of the top seven attributes. Use these as a guide to write questions that could be more job-specific. Once the list is completed, assure that all candidates respond to the same questions.*

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### 1. STUDENT FOCUS: A commitment to student satisfaction.

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

### 2. DIPLOMACY AND TACT: The ability to treat others fairly, regardless of personal biases or beliefs.

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

## JOB ATTRIBUTES QUESTIONS

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3. **PROBLEM SOLVING:** The ability to identify key components of a problem to formulate a solution or solutions.
  - Give me an example of a difficult problem you solved at work and describe how you went about solving it.
  - What problem have you solved in your career that has provided you the greatest sense of fulfillment?
  - Give me an example of a problem at work that you just couldn't solve. What did you do?
  - Give me an example of how you approach a complex or difficult problem.
  - How do you identify resources and data and go about organizing them when working on a project or problem?
  - When confronted with a difficult or complex issue how do you prepare yourself with the right attitude and expectation?
  
4. **EMPATHETIC OUTLOOK:** The capacity to perceive and understand the feelings and attitudes of others.
  - Describe ways you are able to show others you care about them, yet do not compromise the needs and requirements of the overall organization.
  - How would you communicate to a co-worker that they are not fulfilling their professional obligations because they are spending an excessive amount of time on a personal issue at the expense of the organization?
  - Give me a concrete example of how one person's actions have impacted another person negatively and you have gone about correcting the first person's activity.
  - What do you do to ensure that you are accurately listening to what another person is really saying and meaning? When have you dealt with cross-cultural issues of a sensitive nature?
  - When have your skills in empathy been put to the test? Describe how you handled the situation.
  - Do you consider yourself to be more emotional or rational in your thinking? What is the difference? Please give me an example where either or both would be necessary in resolving an issue at work.

## JOB ATTRIBUTES QUESTIONS

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5. **CONFLICT MANAGEMENT:** The ability to resolve different points of view constructively.
  - Give me an example of a situation where you had to take control of an emotionally charged situation and exactly what you did to keep everyone and everything under control.
  - Who is the most difficult person you have ever encountered? What made that person so difficult? What did you do to remain as objective as possible when dealing with them?
  - Give me an example of a situation when you had to choose between two difficult alternatives in a very short time frame. What process did you use to reach your decision? How popular was your decision? What did you do to defend your position, if anything at all?
  - Tell me about a time when you had to solve a conflict between disputing parties. What was the outcome? What did you learn from the way you handled it?
  - How have you handled criticism of your work? Describe a time when you failed to resolve differing opinions.
  - How do you go about learning all sides of a dispute or disagreement before reaching a conclusion? Tell me about a situation that you observed where all sides or points of view were not heard and how you would have handled it differently.
  
6. **PERSONAL ACCOUNTABILITY:** A measure of the capacity to be answerable for personal actions.
  - Tell me about a time when it was necessary to admit to others that you had made a mistake. How did you handle it?
  - Give an example of a situation where others had made an error or mistake and you had to take the blame for their actions. How did you feel about doing that?
  - What is the worst business decision you ever made? What made it the worst? Would knowing what you do now have helped you to avoid making that decision?
  - Give me an example of a lesson you have learned from making a mistake. What did you do differently going forward?
  - Give me an example of someone you know whose personal actions led to disastrous results. How answerable is that person for what happened? What advice would you give to that person?
  - What person from history do you most admire for taking the blame for a failure? What did taking the blame do for that person?

## JOB ATTRIBUTES QUESTIONS

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7. INFLUENCING OTHERS: The ability to personally affect others' actions, decisions, opinions or thinking.
- What do you consider to be the most effective way to influence someone to a particular point of view? Give me an example of when you have done that successfully.
  - Who is the most convincing person you have ever known? What did that person do that made them so convincing?
  - What steps do you take when trying to gain the support for an idea of another person(s)? What is the biggest mistake someone could make when doing that?
  - Give me an example of a time when you listened carefully and you learned something that helped you gain support or convince someone of something. What is the one, single thing you listened to and how did it help you?
  - Have you ever seen someone continue to persuade someone even though the other person had already committed to the first person's point of view? What are some signs that communicate that this has happened?
  - How often do you use tools or aids to help you persuade someone to your point of view? Give me several examples of what you have used and how you used them. How successful were you?



## REWARDS/CULTURE QUESTIONS

*Read the following suggested interview questions as they relate to the rewards/culture environment of the job. Modify the questions to be more job-specific and assure that all candidates are asked the same questions.*

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### 1. THEORETICAL

- Which is more important, action or knowledge?
- Would you consider yourself to be an expert in something? What is it? How did you go about gaining the knowledge?
- Tell me what you especially like or enjoy about learning things. What topics or subjects do you enjoy?
- How comfortable are you in taking the time, energy and effort required to master a subject or topic you currently know very little about? How about one in which you have very little interest?

### 2. UTILITARIAN/ECONOMIC

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

### 3. TRADITIONAL/REGULATORY

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

## BEHAVIORAL QUESTIONS

*Read the following suggested interview questions as they relate to the most desired behavioral traits to perform the job. Modify the questions to be more job-specific and assure that all candidates are asked the same questions.*

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### 1. FREQUENT INTERACTION WITH OTHERS

- How do you handle frequent interruptions by other people? How about your response to people who ask you question after question?
- Are you more comfortable with details or people with the big picture or with bits of data?

### 2. STUDENT ORIENTED

- How important is it for people to like you? Which is more important, being trusted or liked? Why do you say that?
- Do you stop and listen to others or express your opinions quickly? Give me examples and situations where both of these situations occurred. What was the outcome?

### 3. VERSATILITY

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