Job and Culture Fit
May 5, 2016

Pam Holloway, MS

About People

Cost of a bad hire

- ## 2 ½ to 5 times salary*
  - $100,000 a year employee costs $250,000 - $500,000
  - Quantifiable costs (interviews, relocation, training & orientation, outplacement, unemployment, COBRA, etc.)
  - Hard to quantify costs (lower morale, customer dissatisfaction, lost revenue, reduced performance, disruption, etc.)
  - Robert Half survey showed managers spend 17% of time managing poorly performing employees**

*Based on SHRM studies and Dept. of Labor statistics
**Robert Half – *Surprising Costs of a Bad Hire*

Why do we hire the wrong person?

1. Haven't fully or accurately defined what we want/need

2. Not good at assessing fit

3. Let personal biases get in the way

How do we fix it?

- Expand thinking on "fit"
  - Not just job, but also group/culture
  - Include psycho-social elements
- Document what it takes to do the job
  - Beyond job description – activities, results, KSAs
  - Talk to people in the job, managers and SMEs
- Add tools for assessing fit
- Team interviews

What does it mean to "fit"?

- **Job Fit** - nature of the work and the way work is done aligns with employee's preferences and mental makeup

- **Culture fit** - employee shares the values of the organization and naturally performs in ways that are consistent with cultural norms

Examples of poor fit and impact

- Examples of poor fit
  - Amanda – structure mismatch
  - Matt – control mismatch
- Poor fit results in:
  - Sub-optimal performance
  - Added toxicity
  - Wasted Training & Development dollars
  - Additional management time and headaches

How to assess the culture and job?
And turn results into something useful?

- Culture
  1. Cultural assessment surveys
  2. Observation, review of artifacts
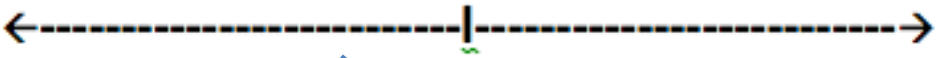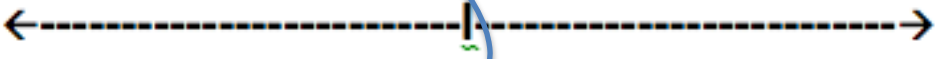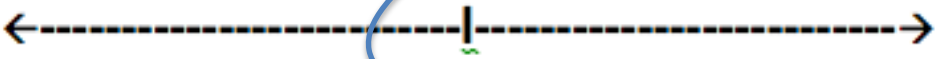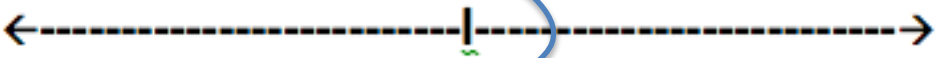 3. Interview those who best know the organization
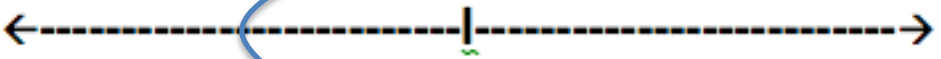
- Job
  1. Let the job talk
  2. Interview job incumbents considered ideally suited
  3. Interview those who best know the job

How to assess candidates?

- Assessments

- Interview
  - LAB (language and behavior) questions
  - Behavioral interview questions

- Continuum Profile

Sample Job Assessment Continuums

STRATEGIC Longer-term thinking, future-focused	←------------------------|------------------→	TACTICAL Shorter-term thinking, "now" focused
TASK More task, process, or "thing" focused	←------------------------|------------------→	PEOPLE More "people" focused
THINK Time to think and figure out what to do	←------------------------|------------------→	ACT Must respond quickly
HIGH STRUCTURE Work is defined and structured	←------------------------|------------------→	LOW STRUCTURE Work is unstructured, more ad hoc
SINGULAR FOCUS Able to focus on one thing at a time	←------------------------|------------------→	MULTIPLICITY Must juggle many things at one time
BIG PICTURE More important to see big picture, concepts	←------------------------|------------------→	DETAILS Attention to detail is critical

Sample Culture Assessment Continuums

Low Structure Processes and expectations are not well-defined	← - - - - - - - - - - - - | - - - - - - - - - - - - →	**High Structure** Processes and expectations are well-defined & followed
Tried & True The organization stays with what's worked in the past	← - - - - - - - - - - | - - - - - - - - - - - - - →	**New & Innovative** The organization encourages new ideas
Risk-Engaging People are comfortable with uncertainty and risk taking	← - - - - - - - - - - - | - - - - - - - - - - - →	**Risk-Avoiding** Uncertainty is minimized and risks discouraged/avoided
Action Ready-FIRE-Aim, get-it-done approach	← - - - - - - - - - - | - - - - - - - - - - - - →	**Thinking/Learning** Ready-Aim-RETHINK, study approach
Swing for the fences If you're going to go, go BIG!	← - - - - - - - - - | - - - - - - - - - - - - - →	**Slow and steady** Slow and steady wins the race.
Low Influence Individuals have limited influence on org outcomes	← - - - - - - - - - | - - - - - - - - - - - - - →	**High Influence** Individuals are able to influence org outcomes
Individualism Focus primarily on personal gain	← - - - - - - - - - - | - - - - - - - - - - - - →	**Collectivism** Focus primarily on collective good

Map continuum elements to assessment elements

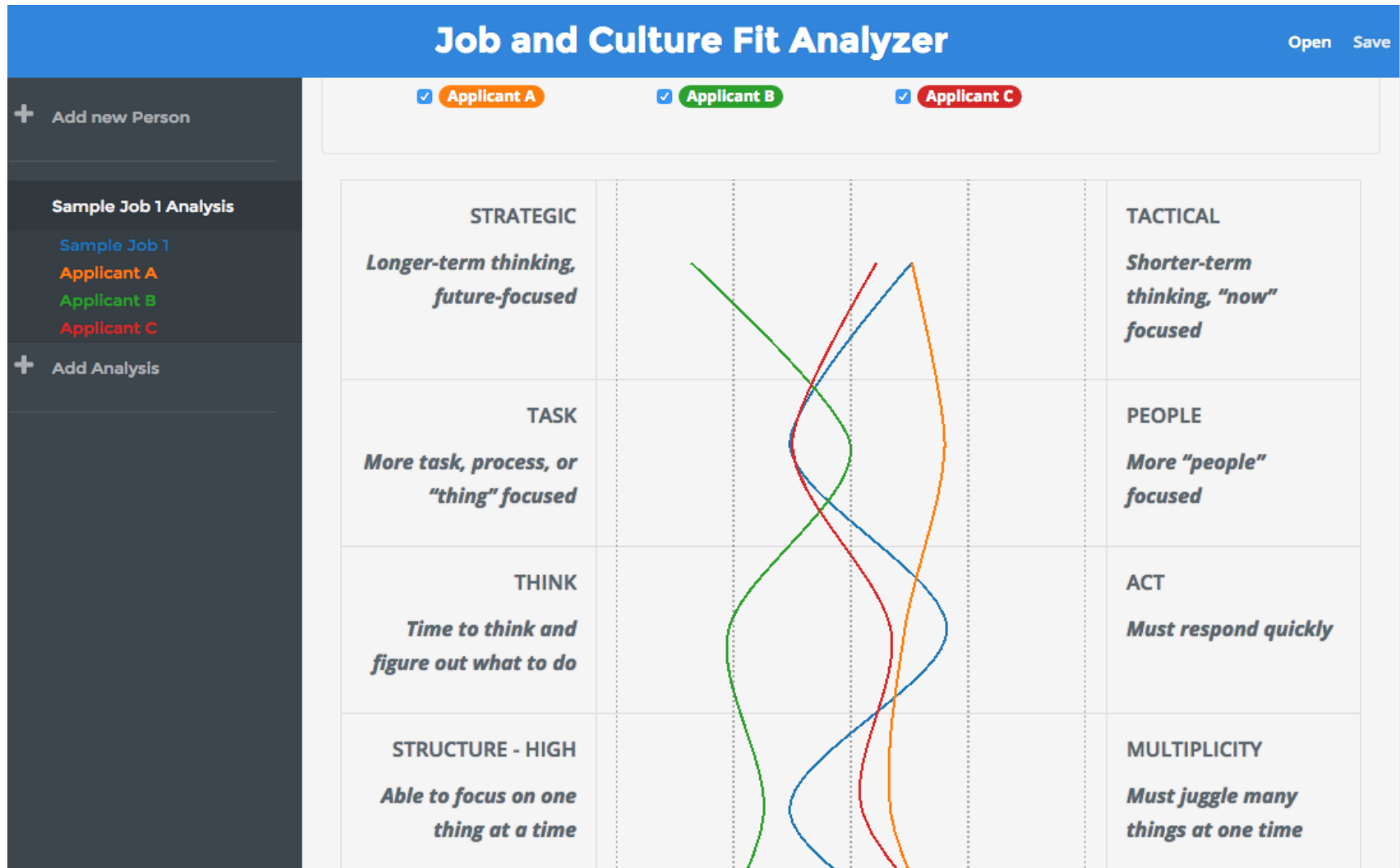| Hierarchy Top-down decision making and communication	←--------------------------|--------------------------→ I (Internal) Mental Filters E (External) High Responsibility Mental Filters Low Responsibility	Flat/Team Lateral /bottom up decision making and communication
Fun The organization is a fun place to work	←--------------------------|--------------------------→ P (Perceiving) Jung J (Judging) Options Mental Filters Procedures Floating Mental Filters Controlled	**Professional** The organization is a professional place to work.
Low Structure Processes and expectations are not well-defined	←--------------------------|--------------------------→ P (Perceiving) Jung J (Judging) Options Mental Filters Procedures Floating Mental Filters Controlled	**High Structure** Processes and expectations are well-defined & followed
Tried & True The organization stays with what's worked in the past	←--------------------------|--------------------------→ S (Sensor) Jung N (Intuitive) Sameness Mental Filters Difference	**New & Innovative** The organization encourages new ideas
Risk-Engaging People are comfortable with uncertainty and risk taking	←--------------------------|--------------------------→ Low cautiousness IPIP-NEO High cautiousness High adventurous IPIP-NEO Low adventurous	**Risk-Avoiding** Uncertainty is minimized and risks discouraged/avoided

Sample Job Analysis

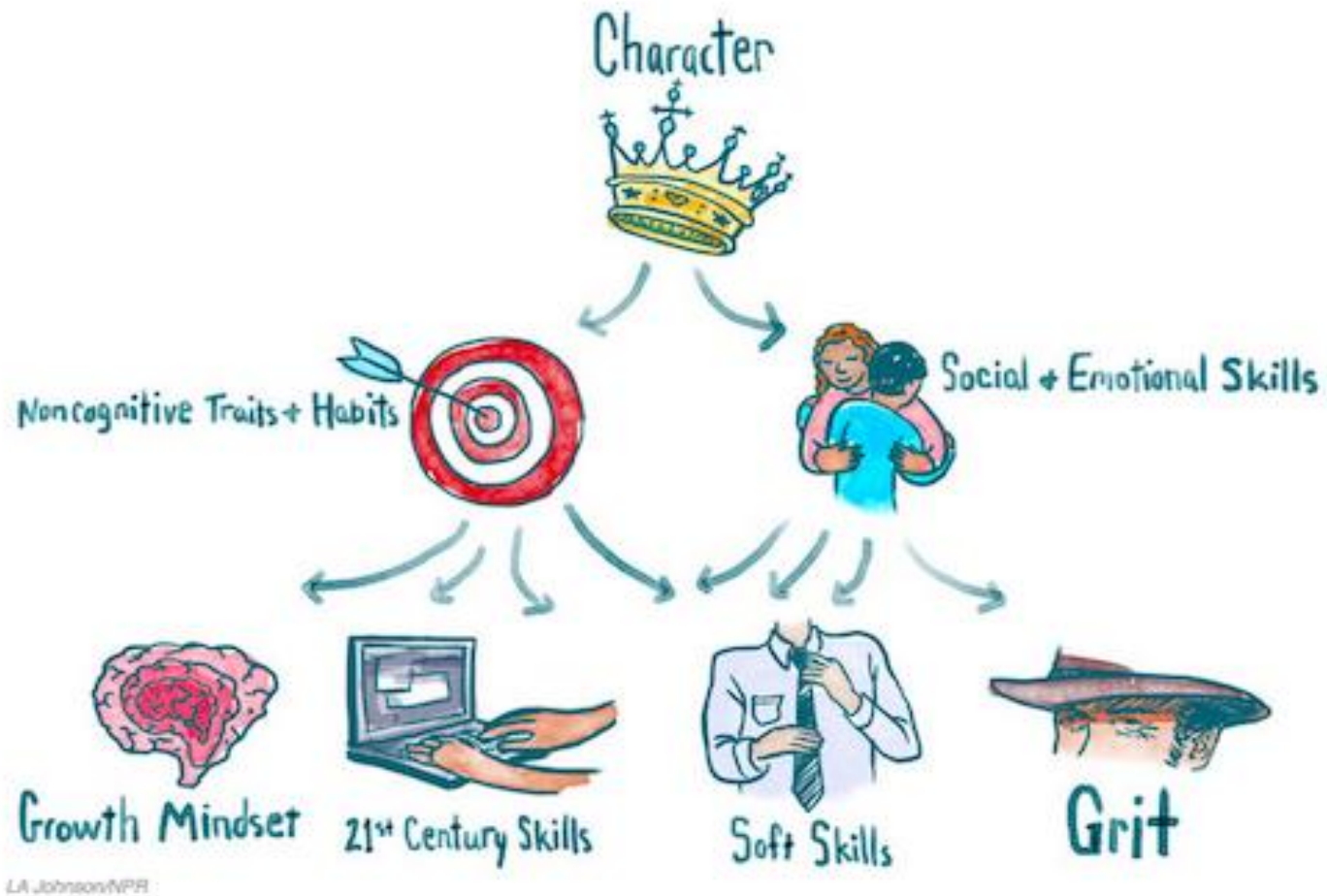|		
Low Structure Processes and expectations are not well-defined	←--------------------|--------------------→	**High Structure** Processes and expectations are well-defined & followed
Tried & True The organization stays with what's worked in the past	←--------------------|--------------------→	**New & Innovative** The organization encourages new ideas
Risk-Engaging People are comfortable with uncertainty and risk taking	←--------------------|--------------------→	**Risk-Avoiding** Uncertainty is minimized and risks discouraged/avoided
Action Ready-FIRE-Aim, get-it-done approach	←--------------------|--------------------→	**Thinking/Learning** Ready-Aim-RETHINK, study approach
Swing for the fences If you're going to go, go BIG!	←--------------------|--------------------→	**Slow and steady** Slow and steady wins the race.
Low Influence Individuals have limited influence on org outcomes	←--------------------|--------------------→	**High Influence** Individuals are able to influence org outcomes
Individualism Focus primarily on personal gain	←--------------------|--------------------→	**Collectivism** Focus primarily on collective good

Sample Culture Analysis

Low Structure Processes and expectations are not well-defined		**High Structure** Processes and expectations are well-defined & followed
Tried & True The organization stays with what's worked in the past		**New & Innovative** The organization encourages new ideas
Risk-Engaging People are comfortable with uncertainty and risk taking		**Risk-Avoiding** Uncertainty is minimized and risks discouraged/avoided
Action Ready-FIRE-Aim, get-it-done approach		**Thinking/Learning** Ready-Aim-RETHINK, study approach
Swing for the fences If you're going to go, go BIG!		**Slow and steady** Slow and steady wins the race.
Low Influence Individuals have limited influence on org outcomes		**High Influence** Individuals are able to influence org outcomes
Individualism Focus primarily on personal gain		**Collectivism** Focus primarily on collective good

http://analyzer.aboutpeople.com/
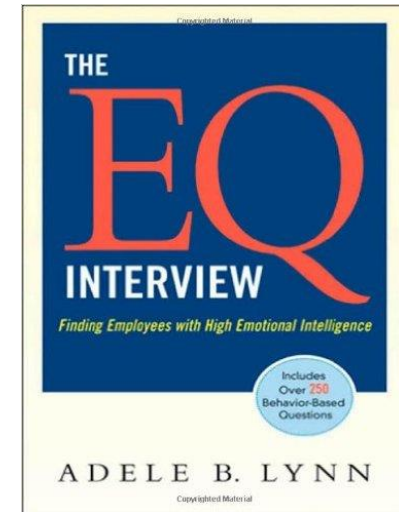
Part II - Identify Enabling Competencies

Graphic from [Nonacademic Skills Are Key To Success. But What Should We Call Them?](#)

Enabling Competencies

- Self Awareness /Self Control

- Empathy

- Personal Influence

- Relationship Building/Social Expertness

- Communication

- Critical thinking

- Collaboration & Knowledge Sharing

How to Assess Enabling Competencies

- Behavioral interview questions
  - Adele Lynn – EQ Interview
  - Pam's Behavioral Interview Questions for Enabling Competencies

- Assessments
  - EQ Assessments
  - Other Assessments

Upcoming Webcast:
Hiring Under the Microscope
5 Steps for Improving the Science of Selection

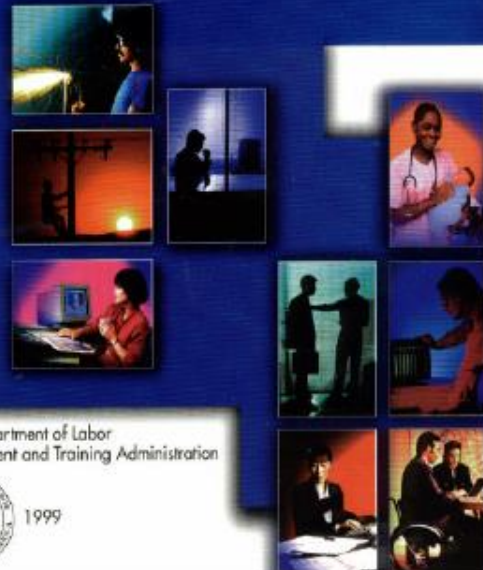June 9, 2016 at 1 pm ET

with

Assessment Expert

Whitney Martin, MS

whitney@consultproactive.com

www.consultproactive.com

TESTING AND ASSESSMENT:

AN EMPLOYER'S GUIDE TO GOOD PRACTICES

O*NET
The Occupational Information Network

U.S. Department of Labor
Employment and Training Administration

1999

Thank you!

Please complete your evaluations
before logging off!

Implementation/Use Challenges

- Cultural Assessments – are they a reflection of what the organization really is or what they <u>want</u> to be?

- What if there are cultural differences between the organization in focus and the larger company? Which one do you use?

- How important is fit to the job, if the person is likely to have many different kinds of jobs in the organization?