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IDENTIFYING KEY COMPETENCIES OF A HIGH POTENTIAL CANDIDATE FOR A POSITION OF A DISTRICT MANAGER AT CALZEDONIA PORTUGAL.

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Abstract

The following Direct Research Work Project aims at solving the challenge of recruiting appropriate candidates for a position of a District Manager at Calzedonia Portugal. The purpose of this work project is to identify key competencies of a high potential District Manager for that position and to help the company in the process of finding these competencies on candidates. A sample of twenty seven responses from the employees working for Calzedonia Portugal was obtained and analysed. Results indicate that the top five key competencies of a high potential District Manager at this company are leadership, assertiveness, technical expertise and a need for achievement.

Index

1. Introduction

The objective of this work project is to improve the recruitment process for a position of a District Manager (DM) at Calzedonia Portugal by identifying the profile of a high potential District Manager at the company and use such information to prepare a tool for the Human Resources Department to screen candidates. The work project is therefore a Direct Research Internship format and includes a literature review, a methodology section, a presentation of the results, as well as implications for management.
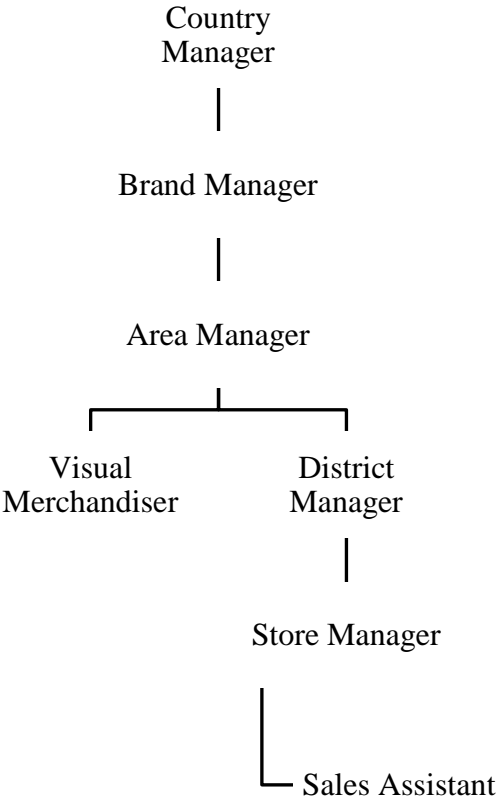
1.1 The challenge

It is increasingly difficult for recruitment teams to fill in vacancies with capable business professionals. There is a number of factors that contribute to this situation. To begin with, competition has become fiercer among companies fighting to maintain their market position at all costs. Secondly, companies' demands in terms of potential candidate's skills and qualifications are getting higher each decade. Another factor that makes recruitment more difficult is personal mobility. Today talented individuals are not expecting to work in one country or company only. Travelling is easier and cheaper as it has never been before. The fact that we live in a global village approximates countries, markets and people and organisations have to fight for attracting and recruiting the same pool of talent. There are more opportunities of working abroad than ever before. Today talented individuals think about their careers with an international prospect and are not tight to work in one country or company only. Last but not least, an aging workforce and lower rates of fertility indicate that the number of younger workers who enter the labour market will continue to fall.

1.2 Calzedonia Group

Calzedonia Group is a fashion retail company specialized in hosiery, beachwear and underwear market. Founded in Italy in 1986, it has established a network of more than 4,000 stores in over 42 countries, with stores in many major cities such as Milan, Rome, Paris, London, Berlin, Moscow, Barcelona and Hong Kong. Calzedonia has more than 32,000 employees worldwide.

The following organogram presents the company structure, in particular, the commercial area.

```
            Country
            Manager
               |
         Brand Manager
               |
         Area Manager
          ┌────┴────┐
      Visual        District
   Merchandiser     Manager
                       |
                  Store Manager
                       |
                    └── Sales Assistant
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The reason why this work project focuses on a District Manager position is that it is the last job that is being filled in by people from outside of the company. The majority of Area, Brand, Country Managers and Visual Merchandisers are chosen through internal recruitment.

That is why it is so critical to guarantee that people who become DM meet company expectations and show potential for further career growth.

1.3 District Managers' job description

According to Calzedonia official website, a DM is responsible for a portfolio of stores of a certain geographic region. They work within the stores to align them with the brand, sales and visual merchandising policies with the aim to increase sales. As managers responsible for a certain region, DMs consistently visit their stores, monitor sales, supervise the management of stock and orders made by the stores. They also train and guide their teams to reach the established goals. DMs function as reference points for the stores and stand out as examples within the stores.

2. Literature Review

2.1 Definition of competency

The literature is rich in the number of definitions of the concept of a competency. In Oxford dictionary, a competency is defined as "*the ability to do something successfully or efficiently*". In a more academic approach, Boyatzis (1982, 23) defines competencies as "*characteristics that are causally related to effective and/or superior performance in a job*" that could be "*a person's generic knowledge, motive, trait, self-image, social role, or skill which is essential to performing a job, but is not causally related to superior job performance*". Hornby and Thomas (1989, 52-55) define competencies as "*the knowledge, skills and qualities of effective managers/leaders*", which restricts the scope of the concept to managerial jobs.

In a more comprehensive way, Charles Woodruffe (1993, 30) lists generic competencies together with their respective behaviour. These few examples below show how the concept of a competency is viewed within the business world.

Table I – A list of generic competencies

Competency	List of behaviours
Organisation to work productively	Identifies priorities; thinks back from deadline; identifies elements of tasks; schedules elements; anticipates resource needs; allocates resources to tasks; sets objectives for staff; manages own and others' time.
Drive to achieve results	Prepared to compromise to achieve a result; installs solution within time frame; innovates or adapts existing procedures to ensure a result; takes on problems; suffers personal inconvenience to ensure problems are solved; comes forward with ideas; sets challenging targets; sets out to win new business; sets own objectives; recognizes areas for self-development; acquires new skills and capabilities; accepts new challenges.
Self-confidence to lead the way	Expresses and conveys a belief in own ability; prepared to take and support decisions; stands up to seniors; willing to take calculated risk.
Sensitivity to identify others' viewpoints	Listens to others' viewpoints; adapts; takes account of others' needs; shows empathy in oral and written communications; aware of others' expectations.
Goal-orientation to win in the long term	Sticks to a plan; does not get sidetracked; sacrifices the present for the future; bides time when conditions are not favourable.

Source: Woodruffe, 1993

For the purpose of this work project, Woodruffe's approach is used and a competency (also called competence) is defined as a set of patterns of behaviour that are required of business people (employees) in order to perform their jobs effectively.

2.2 Definition of a high potential

In order to assess the relevant competencies for a job, but also to help companies make valid selection decisions, understanding what differentiates high potential employees is important. The question is whether there is a relatively clear understanding throughout the business world of what a high potential employee is like. Many business sources describe such individuals as somebody who: "*consistently and significantly outperform their peer groups in a variety of settings and circumstances. While achieving these superior levels of performance, they exhibit behaviours that reflect their companies' culture and values in an exemplary manner. Moreover, they show a strong capacity to grow and succeed throughout their careers within an organisation — more quickly and effectively than their peer groups do.*" (Douglas A. Ready, Jay A. Conger and Linda A. Hill, 2010).

Features such as delivery of strong results, mastering new types of expertise and recognizing that behaviour counts, are recurring in the business literature covering the topic.
These factors align with the way Calzedonia Group (CG) understands who high potential employees are.

Both business in general and CG value delivering strong and credible results the most. A high potential employee (HP) is defined as someone who not only delivers results and presents outstanding levels of performance, but also proves his/her credibility. In other words, a HP builds trust and confidence among colleagues and consequently influences a wide array of stakeholders. The reason for this is that delivering results is not, by itself, enough to consider someone a HP if they don't perform with distinction or if their results come at the expense of someone else. Technical competence is the baseline quality for high performance but it is indispensable to be trustworthy and, thereby, capable of influencing others.

The second feature that characterises a high potential is their self-developed long-term strategic mindset. As they progress in their career and start assuming leadership roles, HPs recognize that, to be capable of influencing others, having technical expertise is not enough but that they have to master new types of expertise and develop other skills, like communication skills, project-management or strategic-thinking. They do this because they have the capacity to learn new things and put that knowledge in practice to the benefit of their customers and the organisation.

The third feature that defines a high potential employee is their outstanding capacity of motivating others and being role models for the organisation. High potentials know that as they progress in their careers, they must recognize that behaviour counts and shift from "*fit and affiliation*" to "*role model and teacher.*" This is true because, according to Douglas A. Ready, Jay A. Conger and Linda A. Hill (2010) although high levels of performance is what allows them to get noticed and promoted at early career stages, it is behaviour what keeps a HP on the radar for promotion. Outstanding skills never really diminish in importance, but become a given as employees are expected to excel in roles with broader reach.

Fourthly, having a feel for timing is what sets high potentials apart. This is particularly important because, as the authors state, HP's drive to excel and enterprising spirit, combined with an urge to find new approaches, can become a recipe for career disaster. Why? Because they might be tempted for a number of reasons. For example, to impulsively accept what seems to be a good opportunity but that has no long-term career payoff. Knowing when to pursue an opportunity and when to pull back is another distinctive asset that sets a HP apart from ordinary employees.

To sum up, high potentials can be characterised by a drive to excel, a catalytic learning capability, an enterprising spirit and a sense of opportunity.

2.3 Recruitment and selection

Recruitment is the process of seeking and finding appropriate candidates for vacant jobs (permanent or temporary) in the organisation whereas selection refers to getting information on the candidates in relevant criteria, so that the hiring choice may be taken.

2.3.1 General recruitment goals

The overall recruitment goals are defined as a consensus among three main recruitment measures (HR Management Guide, 2017). There are three such measures:

- Quality of candidates;
- Time to Hire;
- Cost of Recruitment.

No company can accomplish its mission without an effective recruitment process. The organisation has to determine the right recruitment strategy to get the best value added recruitment process for the organisation.

2.3.2 Types of recruitment

The two types of recruitment which are relevant for this work project are: internal and external recruitment. Internal recruitment includes job candidates that are actually working at the company and external recruitment includes job candidates that are not currently employed at the company. Each type of recruitment sources has different recruitment methods.

2.3.2.1 Internal recruitment

Internal recruitment is the process of hiring current company employees to fill in job vacancies. Recruitment methods for internal sources can be referrals, job posting via intranet and career planning.

2.3.2.2 External recruitment

External recruitment is the process of hiring external company professionals to fill in job vacancies. Recruitment methods for external sources can be advertisements, job fairs, internships and open-days.

2.3.3 Selection

Selection is the process of choosing the right candidates from a pool of applicants. Selection processes comprise different phases that are used according to the strategy of the organisation and/or the complexity of the job vacation in question. They may include a curricular triage, tests, interviews and assessment centres.

2.3.3.1 Curricular triage

A curricular triage is a Curriculum Vitae screening based on specific criteria to evaluate the suitability of a job applicant to fill in a job vacancy.

2.3.3.2 Tests

Selection tests are used in employment selection processes to assess candidate's competencies, aptitudes, experience and personality features. There are different forms of selection tests that are used by companies depending upon their requirements. Aptitude and personality tests are

examples of selection tests that, respectively, allow recruiters to assess applicant's capabilities and character.

2.3.3.3 Interview

There are different types of interviews depending on whether its purpose is to select candidates for a job vacancy, to promote employees or to dissuade a person from leaving a company. Interviews can also be individual, if they are on a one-to-one basis, in group, if they are performed with several candidates at the same meeting, or in the form of a panel, if one candidate is interviewed by several persons at the same time.

Interviews can be conducted face to face or remotely, via telephone/skype, be more or less structured, formal or specific depending on what its objective is. Examples of interviews are: stress interviews, where the recruiter places the candidate under pressure to see how he/she reacts; case-study interviews, where candidates are asked to solve problems and recruiters can test their problem-solving or communications skills. There are also behavioural interviews in which employers and/or hiring managers ask questions to find out if the candidate has the competencies required for the job. In a traditional interview, candidates are asked questions with straightforward answers (e.g. W*hat are your strengths and weaknesses?*), whereas in a behavioural interview candidates are asked about past situations (e.g. *Tell me about a time you were under a lot of pressure. How did you handle it*?). Behavioural interviews allow candidates to express themselves in greater detail and with more context.

Some companies prefer to conduct personality or aptitude surveys during an interview. These can include DISC, Gallup or company specific tools. The extended DISC survey is a psychometric assessment tool used to measure individual's behaviour. It is a personality test

that determines individual's personal DISC profile based on their day-to-day typical behaviour. The DISC factors are Dominance, Influence, Steadiness and Compliance. Gallup is an interview method focused on candidate's natural talents as a predicator for job success. Gallup interviews aim to challenge candidates to think about their natural talents and to prove how do they apply in their everyday life.

2.3.3.4 Assessment Centre

An assessment centre (AC) is "*a variety of testing techniques designed to allow candidates to demonstrate, under standardized conditions, the skills and abilities that are most essential for success in a given job*" (Coleman 1987, 3). They may include psychometric tests, interviews, group exercises, job-related simulations or presentations.

Candidates are evaluated by trained observers, usually Human Resources consultants and/or line managers, that judge and score their performance against competency frameworks.

2.4 Recruitment and selection at Calzedonia

2.4.1 Recruitment

Calzedonia takes advantage of both internal and external recruitment types. The company has a policy of employing people on lower positions from outside until a position of a District Manager. Calzedonia uses internal recruitment to fill in positions of Area Manager, Brand Manager, Country Manager and Visual Merchandiser.

Calzedonia prefers to interview candidates on one-to-one meetings rather than to perform selection tests or hold assessment centres.

The company utilizes many different tools to guarantee that their choice of candidates is the best fit for the job. HR department occasionally uses DISC survey to find more detailed insights about the candidates.

Another recruitment method that Calzedonia uses to attract candidates for a DM position includes job postings on the CG official career website, sites such as Net Empregos, Sapo Empregos, Fashion jobs and Linkedin and via University recruitment platforms.

The turnover of a DM is 48,35%. This is due to the fact that this particular job entails much exposure to stress. It also requires employees to devote much of their time to manage their many duties and responsibilities. All that means that the percentage of DMs that stay at Calzedonia for more than a year is 61,2%. This leads to a high demand for recruitment for DMs. If Calzedonia HR department had a tool which would help them better define the quality of candidates, shorten the time needed to hire the best candidates and at the same time lower the cost of recruitment, this would greatly benefit the company's overall recruitment strategy.

2.4.2 Employer Branding

According to the official website of an Employer Branding consultant firm, Universum Global, the term Employer Branding is defined as *"the process of promoting a company, or an organisation, as the employer of choice to a desired target group, one which a company needs and wants to recruit and retain"*. Employer branding assists companies in the process of accomplishing their recruitment goals by attracting and recruiting most fitting candidates.

Calzedonia is involved in employer branding activities. It promotes open-days, recruitment events as well as participates in job fairs. The company also participates and organizes events

in several universities to attract top talent and increase company visibility among students and graduates.

2.4.3 Selection

The selection processes of a DM at Calzedonia Portugal includes a curricular triage, a phone interview to confirm generic aspects such as the candidate's availability as well as three personal interviews. The first interview is with the Human Resources, second with the direct operational manager: usually the Area Manager, and finally with the Brand Manager. The interviews are mostly behavioural interviews.

2.4.4 Official candidate profile

According to the company's official website, the formal requirements of a DM successful candidate are as follows:

- is a recent graduate with passion for the fashion retail industry,
- has a driving licence,
- is flexible,
- is dynamic,
- is modest,
- is positive

and has geographic availability, which means being able to move away from home to other regions and being able to travel long distances.

3. Methodology

This research intends to define a profile of a high potential District Manager at Calzedonia Portugal from other hierarchy levels of the company structure. The inputs of all respondents will contribute to identify what makes a high performer at this company.

3.1 Sample

This study was exclusively performed in Lisbon, a region where a higher employee turnover is identified and where the highest sales volume stores are located.

The number of respondents who took part in this research is twenty seven: two Brand Managers, one Area Manager, nine District Managers, ten Store Managers, the Heads of the Commercial and Expansion & Franchising Departments and three people from the HR Training Department. Visual Merchandisers were not included in the sample because Calzedonia Portugal HR Department considered to be more significant to interview employees working in the commercial area hierarchy above or below DMs.

The whole research sample constitutes 3% of the total company's workforce.

3.2 Procedure

All participants were interviewed on a one to one basis. The interviews followed a semi-structured format, with a script that allowed some questions to be more developed.

Additionally, District Managers answered to one DM profile interview script prepared for this study and to two surveys that were provided by the company: an extended DISC survey and a behavioural profile of the function. The results of the extended DISC survey would be of use

for this project in order to get to know more about the profile of a DM at Calzedonia Portugal. The behavioural profile of the function is a survey about the behavioural requirements of the job function of a District Manager. It determines what the job role requires based on what DMs consider to be a priority. The results of this survey would be of use for this project to gather more information about the job DMs exercise.

No results of relevance for this project were derived from these two surveys provided by the company, reason why they will not be explored in this work project. The results derived from these two surveys did not add any value in the process of defining the profile of a high potential DM at Calzedonia Portugal. Knowing, from the Extended DISC, for instance, if for a current DM it is more important to perform activities with lots of precision or to accomplish all the tasks planned for one day or, from the behavioural profile of the function survey, to get to know if for a current DM the function requires them to be flexible or to have to plan activities with great advancement, really does not support at any level none of the information collected from the interviews.

All the remaining interviewees (Headquarters, Brand, Area and Store Managers) answered to the same DM profile interview script that was asked to the DMs. Different versions of this script were prepared for the different job functions of the interviewed. The questions asked varied according to the operational proximity of the interviewed with DMs. Employees working, at an operational level, closer to the DMs were asked questions about, for instance, their relationship with their peers and subordinates whereas employees working on the back office were asked less questions about the daily work behaviour of a DM.

The above mentioned surveys, namely: the integral DM profile interview script, an extended DISC and a behavioural profile of the function are included in the appendix.

4. Findings and discussion

In order to find a profile of a high potential DM at Calzedonia Portugal, the data collected from the interviews was thoroughly analysed and compared. The key competencies were identified according to the frequency they were mentioned by interviewees when asked to "*think of anything else that might help describe a high potential District Manager*". Respondents could not mention more than three competencies.

The results indicate conclusively that the top five key competencies of a high potential DM are: leadership, assertiveness, technical expertise and a need for achievement. These key competencies will be defined and exemplified in the paragraphs below. They are presented in order of importance. The complete list of competencies are in the appendix 1.

At the request of the Human Resources Department, the identification of the interviewee's quotes exhibited below are kept confidential.

Leadership

The feature that came on top in the research was leadership. It is clear from the data that DMs need to be leaders.

As Dwight D. Eisenhower, former President of the USA (1953-1961), stated, leadership can be defined as "*the art of getting someone else to do something you want done because he wants to do it*". A leader is someone who is authentic, has positive influence over their environment and is driven by the pursuit to improve the place and people around them.

Seventy percent of respondents identified leadership skills as one of the qualities they valued the most in their DMs. This is illustrated in the following comments:

"High potential DMs have to have the capacity to motivate and lead their teams, meaning, they have to give the example and inspire their teams. Why? Because they are not the ones who achieve their own objectives but their stores, that work for them. They work from their team's hands, and so they have to know how to drive them";

"What differentiates a high potential DM from the others is their capacity to train their Store Managers to be autonomous so that they can decentralize the decision-making power".

Emotional intelligence

The second feature that was highlighted in the research was emotional intelligence. Interviewees asserted that DMs must also be strong at emotional intelligence.

Someone who is emotionally intelligent is fully grown or developed both as a manager and a person. Somebody who is responsible, trustworthy and has a sense of opportunity. Another aspect of an emotionally intelligent person is ability to control one's and other's emotions. Stay calm and composed in stressful situations.

Emotional intelligence was mentioned directly and indirectly by the respondents when they said that

"a high potential DM has to have emotional intelligence, meaning, he has to know how to relate with their teams, to adapt himself to people, to learn to like their teams and to make them reach their goals"

and also highlighted that

"even if they are feeling down or having bad results, they cannot let their teams notice it, they have to control their emotions and be rational".

Assertiveness

Assertiveness was the third competency derived from the research. Interviewees were very clear about the importance of assertiveness in an overall profile of a DM. An assertive person is someone who behaves in a confident way, that is confident enough to say what he or she thinks and in a way so that people notice them. They are self-assured, self-confident, decisive, and insistent.

Nine percent of the interviewed stated that what distinguishes a high potential DM from ordinary employees is their assertiveness. This was often described by the respondents as capacity to instil security, make decisions confidently and to be perfectly clear in the way they communicate with all the stakeholders they relate with. Respondents mentioned that

> *"DMs need to be assertive, meaning, they must be decisive and go straight to the point. Examples can be when giving instructions to the stores or during phone calls throughout the day".*

Technical expertise

To have technical expertise was another characteristic identified as one of the top five key competencies of a high potential DM at Calzedonia Portugal.

Having technical expertise means possessing the ability to perform a specific task or job that is acquired through study, training, or practice. A technical expert is someone who is capable of demonstrating depth of knowledge or skill in a particular field.

Eight percent of the respondents mentioned that DMs must have some technical expertise. Interviewed mentioned that

"DMs have to be intelligent and have some technical expertise" and that "a high potential DM has to be methodical, practical and analytical and also to find a balance between being rigorous and capable of creating a friendly environment".

It is relevant to notice that although technical expertise was identified as one of the top five most important features in a DM, respondents also identified emotional intelligence as being more important that technical expertise. The following comments sustain this observation:

"A HP has to have some technical expertise, but that can be trained and learned. The most important is to have emotional intelligence"; "The behaviour is much more important than technical expertise. The second can be taught and learned, the first is not so malleable".

Need for achievement

The fifth competency identified by the research was a need for achievement. It is evident that DMs are required to have a desire to excel. A person who is driven to achieve is someone who desires significant accomplishment, pursues mastery in skills, control or high standards. Henry Murray (1938, 164) describes the need for achievement as *"intense, prolonged and repeated efforts to accomplish something difficult. To work with singleness of purpose towards a high and distant goal. To have the determination to win".*

Seven percent of the respondents identified drive for achievement as one of the most important features in a DM. They highlighted that

"a high potential DM has to be passionate about his work and have the capacity to motivate others"; and that "the most important characteristic in a DM is to have drive for achievement and to influence others with such passion and self-motivation".

5. Limitations

The findings from this work project have some limitations that must be understood.

Firstly, the results from this research may not be completely generalised because the sample size was restricted to twenty seven people from the region of Lisbon.

Secondly, the duration of the interviews, between thirty to forty five minutes per person, imposed a restricted period of time for respondents to think about and answer to each question placed. Finally, the collection and interpretation of the qualitative data are susceptible to the researcher biases.

For a future research, it would be wise to extend the size of the sample, the time spent per interview and to have more than one person conducting the interviews.

6. Recommendations

The purpose of this work project has been to improve the success rate for filling in the position of a DM at Calzedonia Portugal. It was understood that if the HR staff could identify the competencies that ensure better fit for this position, their choices of candidates would be more successful. The recommendations provided below aim to help the company in the process of identifying these top five key competencies the research found to be critical for a high potential DM.

6.1 Tools for the HR staff

First of all, there is a list of behavioural questions to be used during the recruitment interview. These questions will facilitate the process of identifying the key competencies Calzedonia seeks in DM candidates. By asking these questions a recruiter can probe a candidate to see to what extend they fit the profile of a high potential.

These behavioural questions are prepared following the STAR (Situation, Task, Action, Results) technique. The STAR technique is a structured method of asking behavioural-based

interview questions by discussing a specific situation, task, action and result. This method is particularly useful because it helps an interviewer to identify with a greater detail the set of behavioural traits considered to be crucial for the job.

Secondly, there is an evaluation checklist for a recruiter to measure and compare candidates against each competency.

6.1.1 Behavioural-based interview questions

Leadership

Situation: Describe a situation where you had to persuade people to your way of thinking.

Task: What objective were you working toward?

Action: What actions did you take to persuade them?

Result: Were you successful at convincing them to do what you intended?

Emotional intelligence

Situation: Describe a situation when you had to deal with a conflict at work/university.

Task: What was the argument about?

Action: How did the other person(s) react? How did you react?

Result: Did you manage to resolve this situation in a mutually beneficial manner?

Assertiveness

Situation: Tell me about a time when you had to boost the morale of your colleagues or friends.

Task: What was exciting or difficult about it?

Action: What did you do or said in order to motivate them?

Result: Were you capable of motivating or boost your colleagues or friends' morale?

Technical expertise

Situation: Tell me about a situation when you had to gather key data in order to solve a problem.

Task: What sources of data were you trying to utilize?

Action: What actions did you take to ensure that you find relevant data and ensure its reliability?

Result: Were you successful at collecting all relevant information you required?

Need for achievement

Situation: Give me an example of an important objective you set for yourself in the past.

Task: What were you looking forward to achieve?

Action: What did you do to achieve it?

Result: Did you achieve your objective?

6.1.2 Evaluation Checklist

Factor	Unsatisfactory	Improvement needed	Meets expectations	Exceeds expectations	Exceptional
Leadership					
Emotional intelligence					
Assertiveness					
Technical expertise					
Need for achievement					

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8. Appendixes

Exhibit 1 – List of competencies identified from the research

Leadership	**17%**
Emotional intelligence	11%
Assertiveness	9%
Technical expertise	8%
Need for achievement	7%
Energy	4%
Integrity	4%
Positivism	4%
Priority management	4%
Team management	4%
Flexibility	4%
Ambition	3%
Commercial vision	3%
Communication	3%
Humbleness	3%
Perspicacity	3%
Professionalism	3%
Availability	1%
Charisma	1%
Empathy	1%
Listening	1%
Persuasiveness	1%
Time management	1%

Exhibit 2 – The integral DM profile interview script

This survey is part of a Work Project conducted in partnership with Calzedonia Portugal, Lda. The goal of this research is to identify the key competencies of a high potential candidate for a position of a District Manager at Calzedonia Portugal. Such a set of qualities and features will help the company to improve the hiring decision making process.

The survey should only take 15 minutes, and your responses are completely anonymous. Your time and efforts are greatly appreciated!

1. **Which of the qualities below do you value most in your District Managers? Please choose a maximum of 5.**
   ❏ Decision-making
   ❏ Humbleness
   ❏ Learning agility
   ❏ Passionate for fashion
   ❏ Being able to travel long distances

- ❏ Time management skills
- ❏ Positive mindset
- ❏ Communication skills
- ❏ Leadership skills
- ❏ Dynamism
- ❏ Resilience
- ❏ Drive
- ❏ Flexibility
- ❏ Sales leadership
- ❏ Problem solver

2. How important is it for you that your District Managers deliver results?
- ❏ Extremely important
- ❏ Very important
- ❏ Somewhat important
- ❏ Not so important
- ❏ Not at all important

3. How important is it for you to feel that you can depend upon and trust your District Managers?
- ❏ Extremely important
- ❏ Very important
- ❏ Somewhat important
- ❏ Not so important
- ❏ Not at all important

Please while answering the following questions keep in mind the most talented District Managers you have ever worked/currently work with at Calzedonia Portugal.

4. How well do your high potential District Managers master the technical expertise that the job requires?
- ❏ Extremely well
- ❏ Very well
- ❏ Somewhat well
- ❏ Not so well
- ❏ Not at all well

5. How effectively do your high potential District Managers use company resources?
- ❏ Extremely effectively
- ❏ Very effectively
- ❏ Somewhat effectively
- ❏ Not so effectively
- ❏ Not at all effectively

6. How much time do your high potential District Managers take to make decisions?

❏ Much too much time
❏ Too much time
❏ About the right amount of time
❏ Too little time
❏ Much too little time

7. How reasonable are the decisions made by your high potential District Managers?

❏ Extremely reasonable
❏ Very reasonable
❏ Somewhat reasonable
❏ Not so reasonable
❏ Not at all reasonable

8. How well do your high potential District Managers solve problems independently?

❏ Extremely well
❏ Very well
❏ Somewhat well
❏ Not so well
❏ Not at all well

9. How well do your high potential District Managers manage priorities?

❏ Extremely well
❏ Very well
❏ Somewhat well
❏ Not so well
❏ Not at all well

10. How resistant to stress are your high potential District Managers?

❏ Extremely resistant
❏ Very resistant
❏ Somewhat resistant
❏ Not so resistant
❏ Not at all resistant

11. How professionally do your high potential District Managers behave?

❏ Extremely professionally
❏ Very professionally
❏ Somewhat professionally
❏ Not so professionally
❏ Not at all professionally

12. Do you see your high potential District Managers as role models for the organisation?

- ❏ Strongly agree
- ❏ Agree
- ❏ Neither agree nor disagree
- ❏ Disagree
- ❏ Strongly disagree

13. How well do your high potential District Managers handle criticism of their work?
- ❏ Extremely well
- ❏ Very well
- ❏ Somewhat well
- ❏ Not so well
- ❏ Not at all well

14. How adjustable are your high potential District Managers to the volatility of the retail business?
- ❏ Extremely adjustable
- ❏ Very adjustable
- ❏ Somewhat adjustable
- ❏ Not so adjustable
- ❏ Not at all adjustable

15. How supportive are your high potential District Managers to other District Managers?
- ❏ Extremely supportive
- ❏ Very supportive
- ❏ Somewhat supportive
- ❏ Not so supportive
- ❏ Not at all supportive

16. How well do your high potential District Managers work with their subordinates?
- ❏ Extremely well
- ❏ Very well
- ❏ Somewhat well
- ❏ Not so well
- ❏ Not at all well

17. How often do your high potential District Managers listen to their team's' opinions when making decisions?
- ❏ Extremely often
- ❏ Very often
- ❏ Somewhat often
- ❏ Not so often
- ❏ Not at all often

18. **When some person of their teams makes a mistake, how often do your high potential District Managers respond constructively?**
❏ Always
❏ Most of the time
❏ About half of the time
❏ Occasionally
❏ Never

19. **Your high potential District Managers are more than willing to go that extra mile and realize they may have to make sacrifices in their personal lives in order to advance.**
❏ Strongly agree
❏ Agree
❏ Neither agree nor disagree
❏ Disagree
❏ Strongly disagree

20. **Your high potential District Managers have the capacity to scan for new ideas and translate that new learning into productive action for their customers and the organisation.**
❏ Strongly agree
❏ Agree
❏ Neither agree nor disagree
❏ Disagree
❏ Strongly disagree

21. **Your high potential District Managers take on the challenges of leaving their comfort zones.**
❏ Strongly agree
❏ Agree
❏ Neither agree nor disagree
❏ Disagree
❏ Strongly disagree

22. **Your high potential District Managers have a nose for opportunity.**
❏ Strongly agree
❏ Agree
❏ Neither agree nor disagree
❏ Disagree
❏ Strongly disagree

23. **Can you think of anything else that might help describe a high potential District Manager?**

Exhibit 3 – Extended DISC

DM *vs*

CALZEDONIA
GROUP

Nome	
Data	_____/_____/_____

O presente questionário tem como objectivo identificar algumas das suas convicções relativas ao que considera importante para a sua vida e para o seu futuro profissional.

Deve responder assinalando a opção que considera mais próximo da sua opinião ou a que mais o descreve.

Deve ser tão sincero quanto possível, na medida em que:
- Não existem respostas "certas" ou "erradas", mas apenas predisposições subjectivas
- Quanto mais sincera for a sua resposta, maior será a probabilidade de encontrar o papel adequado para si
- A informação proveniente do questionário será cuidadosamente analisada e confrontada com a sua experiência e com o resultado dos restantes testes.

Bom Trabalho

Tempo: 10 minutos

Parte 1

Em cada grupo de quatro afirmações, deve assinalar a que considera mais importante para si e a que considera menos importante. Neste sentido, atribua 1 à afirmação que considera ser a mais importante e 4 à menos importante. (O 4 será, portanto, algo que para si não é importante ou que é menos importante do que as restantes afirmações.)

Exemplo: Para mim é importante…

1	a) Realizar as actividades com muita precisão
	b) Cumprir todas as tarefas planeadas para um dia
	c) Poder ponderar sobre as decisões e opções
4	d) Estar sempre em contacto com as pessoas

Para mim é importante…

	a) Realizar as actividades com muita precisão
	b) Cumprir todas tarefas planeadas para um dia
	c) Ponderar sobre as decisões e opções
	d) Estar sempre em contacto com as pessoas

	a) Fazer "parte de algo", tornar-se uma pessoa empenhada e apreciada
	b) Encontrar um trabalho desafiante e com horário compatível com a minha vida pessoal
	c) Experienciar, experimentar coisas, ser prático
	d) Poder executar o meu trabalho correctamente, sem muitas interrupções

	a)	Tentar alcançar a perfeição naquilo que faço
	b)	Ser rápido e eficiente
	c)	Fazer coisas práticas
	d)	Ser conciso e objectivo na relação com colegas e colaboradores

	a)	Mover-me dinamicamente e, trabalhar também longe de casa
	b)	Trabalhar sem ansiedade, recebendo informações claras e favorecendo a qualidade
	c)	Utilizar o conhecimento adquirido, com empenho, na carreira académica
	d)	Dedicar-me às pessoas, influenciá-las, contagiá-las com o meu entusiasmo

	a)	Trabalhar com método, reduzindo atrasos e perturbações
	b)	Ser estimulado continuamente e convocado para a resolução de problemas de forma autónoma
	c)	Terminar todas as actividades planeadas, no sentido de estar tranquilo no tempo livre
	d)	Identificar-me com a minha função e com a minha empresa

	a)	Fazer muitas coisas, com um nível de qualidade adequado
	b)	Realizar as tarefas, dedicando o tempo e a atenção necessária
	c)	Escolher um trabalho com grande responsabilidade e compromisso, onde dar 110%
	d)	Separar, eficazmente, o trabalho e a vida privada de forma a não existirem interferências

	a)	Trabalhar perto da minha residência, no sentido de dar o melhor de mim no trabalho e estar perto dos "acontecimentos"
	b)	Fazer várias coisas, ainda que imprevistas; ser estimulado através de um desafio
	c)	Ter um trabalho em tempo integral, que me "ocupe" de corpo e a alma
	d)	Poder equilibrar os vários aspectos da minha vida com harmonia e equilíbrio

|	a)	Fazer bem muitas coisas
	b)	Ter tempo para aprofundar e reflectir cuidadosamente sobre o que fazer
	c)	Trabalhar concentrado, sem distrair-me ou ser excessivamente interrompido
	d)	Viajar, mover-me, trabalhar e viver onde a minha carreira me levar

Parte 2

Na seguinte lista são apresentados aspectos que caracterizam um trabalho, sendo que deve escolher 3: aqueles que considera mais motivadores ou que pensa serem essenciais para que dê o melhor no seu futuro trabalho.

O que me vai motivar mais no futuro trabalho? (máximo 3 aspectos)

○ Ter objectivos desafiantes

○ Tornar-se parte da empresa

○ Fazer as coisas com precisão

○ Pensar, reflectir, processar

○ Ser rápido, pronto, objectivo

○ Poder separar a vida pessoal do trabalho

○ ....

○ Lidar com pessoas

○ Poder planificar cuidadosamente

○ Receber feedback positivo

○ Movimentar-me muito e deslocar-me

○ Ter também tempo para mim

○ Pesquisar em autonomia

○ Trabalhar com qualidade

○ "Ocupar-se" de corpo e a alma

○ Trabalhar perto de casa

○ Ser prático, concreto

○ Fazer bem uma coisa de cada vez

○ Obter reconhecimento

Parte 3

Neste exercício, deve posicionar-se entre os dois conceitos extremos, numa escala de 5 pontos, consoante se sentir mais perto de um do que de outro conceito. *(Se se posicionar no meio da escala significa que os conceitos têm, para si, a mesma importância).* Um exemplo:

Velocidade ├───┼───┼───┼───┤ Precisão
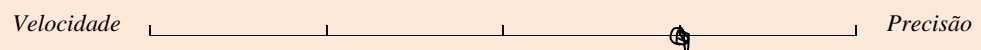
Para mim é importante...

Velocidade						Precisão
Gerir pessoas						Ser bem coordenado
Autonomia						Cooperação
Ponderado						Impulsivo
Resultados pessoais						Relacionamento com as pessoas
Planear/prever						Reagir/Responder
Trabalho						Vida pessoal
Pertença						Independência
Estabilidade e continuidade						Variedade e diversidade
Transmitir						Receber
Entusiasmo						Ponderação
Quantidade						Rigor

Parte 4
Qual dos seguintes adjectivos o descreve melhor? (máximo 3 aspectos)

O Influente

O Determinado/a

O Meticuloso/a

O Sociável

O Flexível

O Ambicioso/a

O Rápido/a

O Independente

O Seguro/a

O Extrovertido/a

O Ponderado/a

O Activo/a

O Incansável

O Prático/a

O Alegre

O Concreto/a

O Autónomo/a

O Cooperante

Parte 5
Descreva, de forma sucinta, o que gostaria de encontrar no seu emprego futuro.

....

....

....

Fim.

Exhibit 4 – Behavioural profile of the function

SuccessInsights®
INTERNATIONAL, INC.

Perfil Comportamental da Função

Empresa_____Função em Análise_____

Nome_____Função _____Analisado por_____

A seguir, dispõe de 14 categorias de questões. Cada uma delas tem quatro opções para levar em consideração.
Para cada categoria, classifique as quatro opções por ordem de importância ou relevância para a sua função.
Indique as suas escolhas do seguinte modo: a opção mais importante, assinale com 1, a segunda opção mais importante, assinale com 2, e assim por diante.
Cada número (1-4) deve ser usado apenas uma vez e cada caixa deve ter uma classificação.
Ao responder, concentre-se na identificação dos requisitos de comportamento que são necessários para desempenhar com sucesso a função. Por outras palavras, se a FUNÇÃO pudesse "falar", como seriam ordenadas as quatro opções apresentadas em cada categoria.
Deve demorar cerca de 15 minutos a preencher este questionário; certifique-se que o faz num local sem interrupções

1) Esta função requer
Análise de dados e factos, antes de actuar
Decisões diplomáticas
Decisões rápidas e enérgicas
Raciocínio lógico antes de decidir

2) Esta função requer
Poucas mudanças
Alguma mudança
Muitas mudanças
Nenhuma mudança

3) Esta função requer
Local de trabalho limpo, arrumado e organizado
Liberdade para agir, de forma independente
Desempenho consistente
Poder confiar nas capacidades das outras pessoas

4) Esta função requer
Realizar as tarefas bem feitas, logo à primeira vez
Ser flexível
Planear actividades com grande antecedência
Identificar-se com a equipa

5) Esta função requer
Fazer as coisas de forma sistemática
Contactar com muitas pessoas
Tomar decisões rápidas
Ter diplomacia e cooperação

6) Esta função requer
Evitar conflitos
Resolver problemas
Verbalizar pensamentos e ideias
Trabalhar com coisas concretas

7) Esta função requer
Trabalhar apenas num único local
Acelerar os acontecimentos
Seguir normas e procedimentos
Gerar entusiasmo nas pessoas

8) Esta função requer
Influenciar os outros para alcançar um objectivo comum
Concentrar-se em detalhes
Realizar tarefas, actividades ou projectos estimulantes
Ter paciência e tolerância

9) Esta função requer
Contactar pessoas
Seguir instruções
Obter resultados
Desempenhar actividades de acordo com padrões estabelecidos

10) Esta função requer
Seguir procedimentos para obter a perfeição
Resolver os problemas das pessoas.
Executar acções "vincadas" e agressivas.
Fazer trabalho de rotina

11) Esta função requer
Dispor de procedimentos de controlo com elevada qualidade
Ter pensamento criativo e original
Ter uma perspectiva optimista
Executar as tarefas no quadro de um sistema de trabalho

12) Esta função requer
Autoridade total para assumir responsabilidades
Análise de factos e dados
Interacção com muitas pessoas
Paciência

13) Esta função requer
Não ter de executar demasiado trabalho de pressão
Ter uma concentração no trabalho orientado para a tarefa
Julgamento condicionado na avaliação dos prós e contra
Ambiente de trabalho amigável

14) Esta função requer
Mais ênfase na qualidade do que na eficiência
Inexistência de conflito ou confronto
Comunicar com elevado grau de persuasão
Aceitar e iniciar a mudança