HOW PEOPLE DIFFER: CAPABILITIES AND ATTRIBUTES

Overview

The chart on the next page describes 11 different types of attributes into which almost every skill/talent/disposition can be fit. This was derived from competency research done over the past 40+ years by the author. As you move from the left column to the right, the level of effort for someone to acquire or enhance the type of skills and competencies associated with each of the attributes becomes more difficult. In other words, the left of the chart reflects those types of attributes that are relatively easy to learn, while those on the right side of the chart are more reflective of attributes of personality, i.e. they are biology/genetically based - and therefore, not easily learned or enhanced. Those attributes listed in **GREEN text** are considered to be primarily sociogenic, i.e., developed through the interaction with the environment/ecosystem. Those attributes in **BLUE text** are considered to be primarily determined by DNA/personality dispositions.

The implications are obvious when it comes to developing capabilities. If skills and competencies have been identified that have been validated as crucial to success in a specific position, and they fall into the "High" category of effort to acquire or enhance, and someone doesn't possess them, it will be a stretch for him/her to become proficient in those skills/competencies and become successful in the position. The exception to this is if someone is very aware of their his/her skill/talent deficits and these limitations can be managed through the creation of a team where <u>all the skill/ competency requirements are met across the team</u>, and each team member's job requirements are designed accordingly.

Another way of understanding the information in the chart is to think of how instruction is differentiated for students. Goals for learning are reflected in the left column, i.e., to impart specific knowledge and skills reflected in items 1-3. The understanding of a student with regard to items 4-11 (values/beliefs, drives, traits, interests, etc.) is used to differentiate the learning methodology employed to meet that student's particular needs, i.e., to personalize the learning experience for that student to maximize the acquisition of the specific knowledge and skills reflected in items 1-3.

Every job or role requires a different mix of the skills and competencies reflected in the 11 categories, meaning someone can be very good in one job but not another, unless they gain the skills/competencies required. An important point to remember is that while personalities don't change (items 8-11 in column three), <u>people can change their behavior</u>, i.e., their knowledge and skills. The issue will always be how motivated the person is to make those changes - particularly if the effort is very high, as it is for those types of attributes listed in column three. Bottom line – DNA is not destiny but does play a large role in job fit and success.

Attribute Chart

Low Effort to Acquire or Enhance	*Moderate to High Level of Effort to Acquire or Enhance*	*High Level of Effort to Acquire or Enhance*
1. KNOWLEDGE • What someone knows to include specific technical and interpersonal facts, cause-effect relationships, and operations **2. TECHNICAL SKILLS** • Specific technical job skills: the ability to apply technical/task-related knowledge **3. BASIC INTERPERSONAL, MANAGEMENT, OR SALES SKILLS** • Interpersonal skills such as reading people, building relationships, team building, or sales and supervisory skills	**4. LEARNING/PLANNING STYLE*** • The approach a person employs when learning and making decisions, e.g., quick to decide, slow to decide, or goes with gut feelings rather than logic. How a person selects and processes stimuli/data **5. VALUES/BELIEFS** • Qualities that define what people hold as being personally important, e.g., to treat people fairly and **ALTRUISM** **6. SELF-IMAGE** • View of own roles and level of proficiency, e.g., good sales person, good or poor parent **7. INTERESTS** • Specific likes or dislikes, i.e., preferences for certain types of activities	**8. MOTIVES** • Three needs which direct behavior, i.e., the need to build and maintain personal **RELATION-SHIPS** for their own sake, the need for **TASK ACCOMPLISHMENT**, and the need for **INFLUENCE** **9. TRAITS** • Enduring qualities of a person, e.g., friendly, aggressive, kind, optimistic, extroverted, introverted, reflective, or intellectual curiosity **10. APTITUDES** • Specific intellectual capabilities or other unique abilities, e.g., musical or artistic talents **11. PHYSICAL CHARACTERISTICS** • Body attributes you are born with, e.g., hair or eye color • Stages of physical and neurological development

Those attributes noted in **RED** reflect key mindsets that select, direct, and energize a person's thoughts, feelings, and behaviors. The TBG Decision Drive Inventory (DDI) is designed to measure the relative strengths of the five mindsets. Relative strength is highly predictive of the competencies a person is likely to demonstrate and which type of positions they are a best fit for.

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Competency Research Results – Distribution of Attributes

- **SUP**: Attributes/skills and talents of SUPERIOR performers in a specific position.
  - The skills and competencies are demonstrated exclusively, or much more frequently, than either Average or Poor performers.
  - If you have a competency model of 10 competencies, invariably 8 of the 10 will be personality based and have little or no relationship to technical knowledge or skills.

- **AVERAGE**: Attributes/skills and competencies shared by Superior, Average, and Poor performers – threshold capabilities for the position.

- **POOR**: Negative attributes/failure factors you wish the person left at home. Can totally undermine the positive attributes.