



PHASE THREE: REFINE POSITIONING STRATEGY

CONTENTS

| | |
|--|------|
| Step One: Brainstorm Competency Requirements for New Role..... | 1 |
| Step Two: Brainstorm Relationship/Influence Requirements for New Role..... | 1 |
| Step Three: Identify Gaps and Development Options..... | 1-2 |
| Business Competencies Gap Analysis Worksheet..... | 3-12 |
| Relationships Gap Analysis Worksheet..... | 13 |

PHASE THREE: REFINE POSITIONING STRATEGY

OVERVIEW

Conduct a rigorous gap analysis against the competencies, relationships and influence required to make the move a reality within your current company. Identify which specific critical competencies demand development. Determine the advocacy you need to support your plan.

In Phase One, you considered to what extent you are engaging your talent in the workplace today and projected goals for more fully engaging your talent in the future. You asked: “What do I want to do next?” In Phase Two, you inventoried the range of resources (competencies, relationships, influence) available to you as you consider pursuing these Incremental or Quantum career goals. You put your goals in context by asking: “What unique value do I bring to my company?”

Now, we want to look at where the gaps or opportunities for development exist between what you now offer and what you need to make available to the opportunity, in order to make the leap. We’ll call this a gap analysis: identifying the actions you need to take to prepare to launch your next step. The analysis requires rigorous honesty on your part, willingness to see things as they are. Also, frankly, it is hard work. So, approach it in steps and then put it all together in the Gap Analysis Worksheet. If you are considering both an initial Incremental and a subsequent Quantum next step, address these separately using the two distinct worksheets.

Step One: Brainstorm Competency Requirements for New Role

In preparation for this step, review “Positioning Scripts” (Phase One) to focus your thoughts on what you want to accomplish. Visit the “Competency Worksheet” and “Relationship Map” (Phase Two) to remind yourself of your unique competencies and the relationships you have developed, which support the value of those competencies. Now you are ready to brainstorm the growth your new role will require.

First consider Competencies. As you review the Competency Worksheet, which of these key abilities will propel you toward your Incremental next role advance? Your Quantum role advance? Take each category one at a time and evaluate how important that capability will be to making the leap to the next level(s). What skills subsets might you add that will be critical?

Step Two: Brainstorm Relationship/Influence Requirements for New Role

Next consider Relationships/Influence. As you review your “Relationship Map,” determine who of these contacts will best serve you in accomplishing your goals. Who will be included in your internal network of champions? Who wants you to succeed? What is the state of these relationships now?

Step Three: Identify Gaps and Development Options

For both capabilities and relationships, identify gaps between where you are now and where you need to go.

Questions to Ask Yourself

Capabilities:

- What developmental activities will ratchet up your credentials? Brainstorm possibilities for strengthening competencies that you know your company values.
- Which gaps could your B-school studies fill?
- Where do you need further training? Research courses (B-School) and other training that might punch the appropriate tickets for you. Consider joining professional associations dedicated to developing competency within its membership.
- What do you need to be reading? Writing? Presenting?
- Where might you gain further exposure to the ideas/issues/solutions you need to be addressing?

Relationships:

- Which momentum-linked relationships need attention? With whom do you need to reconnect?
- Of those people identified in your Network Map as potential supporters, who is currently aware of your work interests?
- Who would be willing to advocate for you in either an Incremental or Quantum next step? Of the detractors you have listed, who is in a position to hold you back?
- What could you do to win the support of potential detractors or at least lessen their negative impact?

Action: Complete the Gap Analysis Worksheets

These worksheets ([Business Competencies Gap Analysis Worksheet](#) and [Relationships Gap Analysis Worksheet](#)) can be downloaded in Word format under Meridian Career Compass.

PHASE THREE: BUSINESS COMPETENCIES GAP ANALYSIS WORKSHEET

Name:

Current or Targeted Role:

Date:

Every job position is comprised of key business competencies that are required for success in the role. In the following worksheet, there are 50 business competencies. In this exercise you will identify the **top 8-15 competencies** that are required for your current or targeted role. It is beneficial to get input from your manager, peers, mentor, and professors. You may also conduct research for key business competencies by function and review relevant job leads.

Step 1: Read the following list of workplace competencies and definitions.

Step 2: In the column titled **Include**, select 8-15 competencies required for success in your current or targeted role.

Step 3: In the column titled **Importance**, indicate whether the competency is considered of High (H), Medium (M) or Low (L) importance to the role.

*From this point forward, only use the competencies you selected in the **Include** column.*

Step 4: In the column titled **Self-Evaluation**, rank your perceived level of strength from 1-5 (1 being lowest, 5 being the highest).

Step 5: (OPTIONAL) In the column titled **Evaluator**, you may have a manager, peer, mentor, or professor provide a rank your level of strength 1-5.

Once completed, you will be able to identify competencies weaknesses and gaps. It is important to understand that every individual is unique. You may identify competencies that are necessary for success that you do not have the ability to increase. In these circumstances, you will need to develop strategies for how you will compensate or gain support in your position to be able to meet the demands of the role.

| Competency | Theme | Definition | Include | Importance | Self-Evaluation | Evaluator |
|--|---------------------|--|---------|------------|-----------------|-----------|
| Action Orientation | Self-Management | Displays a sense of urgency; speedy and timely decision maker; is ambitious and driven. | | | | |
| Adherence to Policy | Managing Processes | Follows established procedures and adheres to industry guidelines; tends to go "by the book." | | | | |
| Ambiguity and Paradox (comfort with) | Professional Growth | Is able to act even though the details are unresolved; comfortable leaving issues open and waiting for resolution or answers; at ease with theory and the unknown. | | | | |
| Ambition | Leadership | Demonstrates a strong sense of career that is characterized by vision and purpose; wants to have influence and make a difference. | | | | |
| Analytical Thinking | Work Mechanics | Strong desire to understand and have insight; good at and enjoys solving problems and formulating strategy. | | | | |
| Business Acumen | Work Mechanics | Uses resources wisely and to advantage; naturally oriented toward cost containment and maximizing financial performance. | | | | |
| Change (comfort with) | Professional Growth | Lives and breathes continual improvement on either a large or a small scale; always seeking a better way. | | | | |

| Competency | Theme | Definition | Include | Importance | Self-Evaluation | Evaluator |
|------------------------------------|---------------------|---|---------|------------|-----------------|-----------|
| Competitiveness | Sales | Is energized by competition and the need to win, and cannot rest until the contest is over; has the courage to take risks. | | | | |
| Computer/Keyboarding Skills | Work Mechanics | Easily focuses on the here and now and careful to avoid errors; patient paying close attention to detail and resisting distractions. | | | | |
| Creativity | Professional Growth | Can dream up new marketing, product, and other business strategies; innovative and resourceful; personally adds value to any task. | | | | |
| Decision-Making Skills | Managing Others | A reputation for high quality decisions that stick; does not put off decisions inappropriately; considers downstream consequences. | | | | |
| Delegation | Managing Others | Comfortable directing and controlling the work of others; has the patience to provide necessary information and support; can confront when necessary. | | | | |
| Development of Personnel | Leadership | Shares expertise with anyone interested; is sought after for coaching, training, orientation; helps others plan their careers. | | | | |
| Diplomacy | Leadership | Has the interpersonal savvy for maintaining relationships with a variety of people; is easy to work with. | | | | |

| Competency | Theme | Definition | Include | Importance | Self-Evaluation | Evaluator |
|--|----------------------|---|---------|------------|-----------------|-----------|
| Diversity (comfort with) | Interpersonal Skills | Adapts appropriately to cultural differences; enjoys being around people of different religions, races, geography, values; reputation for fairness. | | | | |
| Entrepreneurship | Leadership | Is consumed by the desire to succeed in business; willing to risk it all; works well under pressure; continually considers new strategies. | | | | |
| Facilitation | Interpersonal Skills | Appropriately responsive to individual needs; keeps the conversation and other activity moving towards the goal; intervenes as appropriate; keeps personal needs and ego under control. | | | | |
| Flexibility | Professional Growth | Is willing to shift priorities as needed; bends policy when appropriate; is comfortable wearing many hats. | | | | |
| Follow Through | Managing Others | Stays with a project until its conclusion; doesn't let the details fall between the cracks; focus remains on priorities; perseveres; delivers. | | | | |
| Future Orientation/ Visionary Outlook | Professional Growth | Dreams about possibilities for future products, services, and markets; thinks more strategically; naturally considers the downstream consequences of present-day decisions. | | | | |
| Hiring and Staffing | Managing Others | Selection decisions result in | | | | |

| Competency | Theme | Definition | Include | Importance | Self-Evaluation | Evaluator |
|---|----------------------|--|---------|------------|-----------------|-----------|
| | | good performers across all jobs; has a reputation for good judgment about people; keeps politics and personal bias out of people decisions. | | | | |
| Humor | Interpersonal Skills | Enjoys life; can laugh at self from time to time; shows sensitivity to others in exercising sense of humor; spontaneous and playful. | | | | |
| Independent Work (comfort with) | Self-Management | Comfortable working alone when necessary; does not need others to provide structure or close supervision. | | | | |
| Informing Others | Interpersonal Skills | Avoids power games involving holding certain information privately; passes on information to co-workers and takes pride in them being well-informed. | | | | |
| Integrity and Trust | Self-Management | Delivers on promises; stays focused on the task at hand; always prepared; adheres to agreed upon principles. | | | | |
| Leadership | Leadership | Calm in the face of crisis; communicates frequently with associates; sufficiently tough in holding out for high expectations; disciplined. | | | | |
| Listening | Interpersonal Skills | Makes an effort to understand the other person before reacting to them; can refrain from talking. | | | | |

| Competency | Theme | Definition | Include | Importance | Self-Evaluation | Evaluator |
|---------------------------------|--------------------|--|---------|------------|-----------------|-----------|
| Managing Through Systems | Managing Processes | Understands how complex systems and processes interrelate; effectively monitors them and intervenes as necessary; trusts the system, but revises as needed. | | | | |
| Meeting Management | Managing Others | Facilitates discussion effectively; encourages diverse inputs, uses time wisely; neither belabors points nor allows superficial treatment, develops an agenda and follows through. | | | | |
| Motivation of Others | Leadership | Genuinely cares about other people; brings out the best in them; gives recognition to others in a fair and consistent manner. | | | | |
| Numerical Accuracy | Work Mechanics | Has a reputation for accurate numerical memory; enjoys looking for patterns on pages of numbers; easily focuses on the task at hand. | | | | |
| Objectivity | Managing Others | Keeps personal needs, values, and interests out of judgments; evaluates impartially; shows no reluctance to speak the truth. | | | | |
| Optimism | Sales | Accepts failure as temporary and points to future success; accepts credit for successes; resists taking failure personally. | | | | |
| Organization | Managing Processes | Naturally keeps personal area neat; puts things up when finished for the day; assembles | | | | |

| Competency | Theme | Definition | Include | Importance | Self-Evaluation | Evaluator |
|---|---------------------|--|---------|------------|-----------------|-----------|
| | | all necessary materials and information before starting a task. | | | | |
| Overseas Work Success (likelihood of) | Professional Growth | Acceptant of cultural differences, can subordinate personal discomfort for goal achievement; curious; attracted to the unknown. | | | | |
| Paperwork (comfort with) | Work Mechanics | Maintains accurate and timely records, files, and reports; tends to avoid making errors, and enjoys catching them; comfort with repetitious attention to detail. | | | | |
| Performance Focus | Managing Others | Manages time and priorities effectively; meets deadlines and other targets consistently; avoids procrastination; pushes for results. | | | | |
| Planning | Managing Processes | Is proactive in anticipating future needs; naturally thinks about being prepared for the future; has the habit of specifying steps for a project before implementing. | | | | |
| Political Savvy | Leadership | Is comfortable around persons at all levels, both inside and outside the organization; stays aware of all needs and issues throughout the organization; can be appropriately tough or soft as necessary. | | | | |
| Presentation Skills | Sales | Shows confidence when in front of groups; little or no evidence of self-consciousness | | | | |

| Competency | Theme | Definition | Include | Importance | Self-Evaluation | Evaluator |
|---|---------------------|---|---------|------------|-----------------|-----------|
| | | or discomfort; enjoys being the spokesperson for the team and handling questions; takes pride in making an effective presentation. | | | | |
| Quality Orientation | Managing Processes | Maintains high standards with staff and facility; effectively inspects and monitors for performance; shows a bias for proper maintenance, housekeeping, and adherence to requirements in general. | | | | |
| Range of Perspective and Interests | Professional Growth | Seeks broad business knowledge, not just one field; participates in activities outside the business (community, region, nation); active in professional or trade associations. | | | | |
| Responsibility Acceptance | Self-Management | Handles complaints without passing the buck; has internal locus of control; stands alone when called for. | | | | |
| Risk-Taking | Professional Growth | Fearless in approaching the unknown; unquenchable curiosity; spontaneous in pursuit of the unusual. | | | | |
| Safety Orientation | Managing Processes | Tends to stay healthy; cautious in operating equipment; respects good ergonomic design and principles; avoids impulsive behaviors. | | | | |
| Sales Orientation | Sales | Has pride in ability to persuade others; is optimistic; does not like to take no for an answer; | | | | |

| Competency | Theme | Definition | Include | Importance | Self-Evaluation | Evaluator |
|---------------------------------|----------------------|---|---------|------------|-----------------|-----------|
| | | mixes easily with others and genuinely wants to meet the needs of customers. | | | | |
| Self-Confidence | Sales | Typically feels that the situation is under control; is prepared; believes that self and material will succeed; accepts all reasonable challenges. | | | | |
| Self-Control | Self-Management | Maintains composure in the face of temptation; not known to be spontaneous or impulsive; tends to keep regular hours and follow regular patterns. | | | | |
| Self-Development | Self-Management | Uses available resources for personal improvement; seeks opportunities to learn; seeks and uses feedback; is open to criticism; non-defensively assesses own strengths and weaknesses. | | | | |
| Service Orientation | Managing Processes | Is driven by the desire to serve the customer; focused on customer needs; responds as promptly as possible to customer needs and requests; knows customers, alliances, and partners well and supports them in appropriate ways. | | | | |
| Teamwork and Cooperation | Interpersonal Skills | Voluntarily relinquishes more personal activity when team needs help; cheerfully responds to calls for help from team members; seen as more cooperative than competitive | | | | |

| Competency | Theme | Definition | Include | Importance | Self-Evaluation | Evaluator |
|-------------------------------|-----------------|--|---------|------------|-----------------|-----------|
| | | by team members. | | | | |
| Technical Learning | Work Mechanics | Prefers mastering the details before moving on to the next level; shows mastery of knowledge about the job, whether about products, markets, or subject areas; eagerly seeks and assimilates new relevant technical information. | | | | |
| Work/Life Balance | Self-Management | Has a personal life beyond job and career; avoids the temptation to work excessively long hours; neither a workaholic nor a freeloader. | | | | |
| Written Communications | Work Mechanics | Has the habit of taking the time and effort to put thoughts into writing; is concise and descriptive, keeping the reader in mind; keeps on top of regular written documentation. | | | | |

PHASE THREE: RELATIONSHIPS GAP ANALYSIS WORKSHEET

Relationships Required for Effective Transition

RELATIONSHIPS

List each name and include action items to develop relationships.

Key Influencers:

Colleagues:

Former Colleagues, Managers, Vendors:

Professional Contacts:

Social Networks:

Advocates:

Potential Detractors: