

Competency-Based Hiring: The Key to Recruiting and Retaining Successful Employees

AVOIDING “FAKE IT UNTIL they make it” new hires in today’s competitive job market means hiring managers are eschewing the more traditional job description and interview structure in favor of the competency-based hiring model. According to the Centre for Professional Learning and Development at Nottingham Trent University, competency-based hiring prevents recruiters from “making hasty decisions or from assessing interviewees on the basis of characteristics that are not relevant to the job.”¹ Hiring the wrong employee can have devastating effects on the organization’s morale and stress levels, not to mention the financial burdens associated with these errors. Ineffective hires can cost an employer \$25,000 or more, according to findings published by the National Business Research Institute, while the US Department of Labor estimates the cost of a bad hire to be 30% of the employee’s annual salary.²

Competency-based job descriptions tether work responsibilities specifically to the competencies necessary to successfully perform them. Competency-based hiring not only improves recruitment efforts, according to industry experts, it enhances the retention of knowledgeable employees and guides performance management, talent review, and professional development for staff throughout the organization.

TRADITIONAL VS COMPETENCY-BASED JOB DESCRIPTIONS

From a hiring perspective, it is important to consider whether your job descriptions are adding value to the organization. Traditional job descriptions

function primarily as a tool for outlining the responsibilities of a position, typically with a list of duties to be performed by the employee. A competency-based job description, on the other hand, emphasizes the experience and skills the staff member will need to successfully thrive in the position.³

According to the Guidelines for Writing a Competency Based Job Description, published by Northwestern University, Chicago, IL, “Competencies are ...‘worker-based’ factors that help differentiate superior performance from average performance under specified circumstances.”⁴ There are three types of competencies that can be included in a job description according to these guidelines: skills, knowledge, and the behavior necessary to perform the job.⁴ Many other organizations that employ a competency-based hiring model—including Duke University and the foodservice company Sodexo in Gaithersburg, MD—also define job description competencies as a combination of knowledge, skills, abilities.^{5,6} The guidelines published by Northwestern University offer expanded definitions of each competency group:

- **Skills:** Abilities needed to execute job duties, such as software and computer proficiency, interpersonal skills, accounting skills, or specific laboratory techniques.
- **Knowledge:** Areas of specialty or expertise; for example, nursing, finance, employment law, or history.
- **Behavior:** Characteristics an employee must display in the job; for instance, initiative, collegiality, resourcefulness, or professionalism.⁴

Another way to think about competency-based job postings vs a more traditional model is to remember that competencies typically refer to the “attitudes and behavior patterns that underpin how people do their jobs.”¹

In other words, competencies reveal how well individuals apply their skills and professional knowledge.

“I think every dietitian comes in with a pretty good skill level,” said Kathleen McClusky, MS, RD, FADA, consultant for patient services with Morrison Management Specialists in Atlanta, GA, a company that provides food, nutrition, and dining services to the health care and senior living markets. “Most [RDNs] can generally do the basic things, such as give dietary recommendations, or even perform duties at a more advanced level. But it is the way they organize their work and set priorities, and it is their attitude towards their role and towards other team members—the way they do their job, in other words—that is important,” explained McClusky. Morrison has a sophisticated competency-based hiring model, according to McClusky, particularly when it comes to behavioral-based interviewing of potential new hires.

According to GuideStar USA, Inc, an information service specializing in reporting on not-for-profit organizations, there are two different kinds of core competencies: position-specific and organizational.⁷

Position-specific competencies refer to the abilities and behavioral characteristics required for success in a specific role or job. Developing these competencies, particularly for a new position, often requires collaboration with team members and other stakeholders and input from the human resources (HR) department or recruiter.⁷

Organizational competencies refer to the qualities and attributes that characterize success across an entire organization. Organizational competencies could include values established by a company or association’s mission statement.⁷

Chris Biesemeier, MS, RD, LDN, FADA, a former Academy Board member and director of Clinical Nutrition Services at Vanderbilt University Medical Center

This article was written by **Tony Peregrin**, editor and writer for a Chicago-based medical association and freelance writer in Chicago, IL.

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in Nashville, TN, said strong job descriptions include both position-specific and organizational competencies. “We have general competencies that every employee is expected to possess—for example, how we treat our customers—and that is 25% of their reviews. And then we have other competencies that are linked to specific jobs and roles,” explained Biesemeier. Vanderbilt University uses a Targeted Selection Training program that teaches managers how to develop competency-based hiring techniques over the course of a 2-day workshop.

“We’ve been using the competency-based assessment as part of the accreditation process, so the idea of competency in job descriptions should not be all that different,” said Susan H. Laramee, MS, RDN, FAND, past-president of the Academy of Nutrition and Dietetics and former clinical recruiting manager for Sodexo Talent Acquisition Group.

CREATING THE COMPETENCY-BASED JOB DESCRIPTION

In *Job Descriptions: Models for the Dietetics Profession*, a job description, in its most basic form, is defined as a “written narrative of responsibilities and expectations for a specific position that serves as a communications and management tool for employers and employees.”⁸ A job description also provides various stakeholders with a “view of how a job fits within the organizational structure of a department and the entire organization.”⁹ Similar to a traditional job posting, a competency-based job description will include key elements such as the position title, responsibilities, and where the role fits within the organization or department’s hierarchy; however, these descriptions will also outline “desired behavioral competencies of the job candidates.”⁹ These could include teamwork, multicultural sensitivity, and interpersonal communication competencies, among others.⁹ Two examples of competency-based job descriptions are provided in the [Figure](#).

“The traditional job description is very task-oriented, with a focus on technical skills,” added Laramee. “However, communication competencies are every bit as important as how to design a tube-feeding regimen. Look at the resumes [RDNs] typically

present—frequently they are very task-oriented, because we typically think of ourselves in terms of tasks that we can complete. On a resume, an [RDN] might state that he or she ‘*completes* patient education with patients’ instead of ‘*communicates* with patients to develop a plan.’”

“One of the key differences [between traditional and competency-based job descriptions] is length—a competency-based job description generally includes a great deal of detail,” observed McClusky. “Start by separating responsibilities into categories. Identify those that are essential and those that are more basic or general. As the hiring manager, you need to ask ‘What is the real function of this job?’”

Northwestern University’s competency-based job descriptions follow a standard format including the following categories:

- **Job Information:** Position title, department name, title of supervisor, and titles of those supervised, if applicable.
- **Scope:** The job’s financial, supervisory, and faculty and student responsibilities.
- **Job Summary** consisting of one or two concise sentences summarizing the main purpose of the job.
- **Principal Accountabilities** comprising a list of the primary tasks and responsibilities this job is expected to perform, as well as the end results that are to be achieved.
- **Minimum Qualifications** containing a list of experience, education, and certification required of the employee performing the job.
- **Minimum Competencies** consisting of a list of the skills, knowledge, and behaviors that are required for the employee performing the job.
- **Preferred Qualifications** containing a list of experience, education, and certification preferred for the employee performing the job.

POSITION TITLE: Clinical Research Dietitian

DEPARTMENT/SECTION:

REPORTS TO:

DATE PREPARED:

POSITION SUMMARY

The Clinical Research Dietitian implements and directs nutrition research studies. Primary responsibilities include planning and implementing research protocols; coordinating and providing nutrition care to research subjects; supervising dietary staff and/or dietetic interns; and maintaining professional competency and skills required for professional practice.

PRIMARY DUTIES AND RESPONSIBILITIES

Clinical Research (50%)

- Collaborates with investigators in the planning and implementation of research studies; may include reviewing relevant literature, assisting with grant proposal writing, designing the dietary/nutritional component of research protocols, and implementing diets for research participants consistent with protocol constraints, general nutrition principles, and needs of the subject.
- Plans and calculates research diets; develops and tests recipes to meet dietary specifications of research protocol, as needed.
- Develops and implements instruments and procedures for collecting dietary intake and other nutrition-related data, such as body composition or indirect calorimetry, energy expenditure, and other data.
- Directs and monitors the production and service of all research diets, if relevant to research study.
- Analyzes, interprets, and summarizes diet records and other research data.
- Develops and conducts independent nutrition projects and research.
- Writes abstracts and papers for publication; presents results in the form of abstracts, oral presentations, and manuscripts.
- Orients and contributes to the development of nursing staff, physicians, clinical investigators, and study staff relating to dietary aspects of clinical research.

Patient Care (30%)

- Coordinates and provides individual patient nutrition care, including nutrition assessment; nutrition care planning, implementation, and monitoring; nutrition counseling; and medical record documentation per research study.
- Reviews, updates, and coordinates patient nutritional care and protocol implementation through ongoing communications and conference participation with nursing and other interdisciplinary staff.
- Demonstrates accountability for the proper use of patients' protected health information.

Administrative/Supervisory (10%)

- Develops, implements, and evaluates orientation and training programs related to nutrition for the research and dietary staff.
- Assists in establishing and maintaining policy and performance standards.
- Supervises and approves food procurement procedures for research diets, as needed.
- Assists in developing, implementing, and evaluating all policies and procedures relating to the functioning of the metabolic kitchen and/or nutrition components of research studies.
- Supervises the operations of the metabolic kitchen, including dietary personnel, food production and service, and equipment operation.
- Collaborates with other professional staff in the evaluation and documentation of dietary staff performance reviews.
- Assists in the evaluation of staffing needs and development of staffing patterns.
- Participates in interviewing, hiring, and training dietary staff.
- Assists in the preparation of the annual dietary budget for personnel, equipment, and supplies.
- Participates in curriculum planning and implementation for dietetic interns and other students.
- Supervises the research experience for dietetic interns and completes intern performance evaluations.
- Serves as a resource person and lecturer in subject areas related to clinical research and study results.

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Figure. Competency-based job descriptions for clinical research dietitian and supermarket dietitian. Competency-based job descriptions typically detail the scope of responsibility and essential duties with percentage amounts, as shown. They include a section on Key Competencies, organized into subgroups, and described using action verbs. Adapted with permission from reference 8.

Professional Development (10%)

- Maintains dietetic registration and continuing education requirements.
- Develops and implements an individualized portfolio plan for professional growth and development including participation in professional organizations, seminars, workshops, and professional activities.
- Performs other related duties as required.

KEY COMPETENCIES

Communication

- Provides clear and consistent interpersonal communications and counseling.
- Communicates clearly and effectively through professional communications, technical writing, and presentations.
- Organizes and gathers data, interprets results, and prepares reports.

Knowledge

- Advanced knowledge of human physiology, biochemistry, and metabolism as it relates to clinical nutrition status; food chemistry, nutrient composition, and dietary analysis; and food production and service systems in relation to quality, nutritious, and safe food.
- Knowledge of principles and procedures of clinical research.
- Proficiency in use of word processing, nutrient analysis, and spreadsheet software.

Leadership

- Directs and supports the work of others.
- Motivates and mentors students and staff.
- Manages, plans, implements, and evaluates clinical experiences of students.

Professionalism

- Advances the profession of dietetics through research, education, and advocacy by optimizing the nation's health through food and nutrition.

KNOWLEDGE AND SKILLS REQUIREMENTS

Education/Experience

Bachelor's degree in dietetics, nutrition, or related area, granted by a US regionally accredited college or university. Master's degree preferred. Completion of a didactic program in dietetics and supervised practice program approved by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. Minimum of 2-3 years experience in clinical dietetics or equivalent work experience required.

Certification/License

Registered Dietitian Nutritionist with active registration by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics; Certification/Licensure as required by state of practice.

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Figure. *(continued)* Competency-based job descriptions for clinical research dietitian and supermarket dietitian. Competency-based job descriptions typically detail the scope of responsibility and essential duties with percentage amounts, as shown. They include a section on Key Competencies, organized into subgroups, and described using action verbs. Adapted with permission from reference 8.

POSITION TITLE: Supermarket Dietitian

DEPARTMENT/SECTION:

REPORTS TO:

DATE PREPARED:

POSITION SUMMARY

The Supermarket Dietitian develops and implements wellness activities for the supermarket and provides guidance on nutrition issues to all areas of the company. Primary responsibilities include planning and executing food and nutrition wellness events; delivering nutrition presentations; serving as a nutrition resource for customers, employees, and company leadership; providing nutrition content for the supermarket's Web site, brochures, newsletters and other promotional materials; serving as a media spokesperson on issues related to nutrition, health, and food safety; and maintaining professional competency and skills required for professional practice.

PRIMARY DUTIES AND RESPONSIBILITIES

Nutrition Programs (50%)

- Understands demographics of customer base and tailors nutrition and health messages to satisfy customer needs and interests.
- Plans and executes in-store wellness events and represents supermarket at off-site health fairs and events.
- Coordinates and conducts supermarket tours with emphasis on healthful eating and other needs, such as diabetes, weight management, child nutrition.
- Develops food and wellness promotion materials for store events and website, including healthy recipes, shopping lists, and suggested menus.
- Writes food and nutrition features for brochures, signage, newsletters, food pages, website, and promotional materials.
- Responds to customer questions and concerns related to nutrition and food safety.

Media and Public Speaking (25%)

- Develops and delivers nutrition presentations for community groups, store events, and corporate meetings.
- Creates food and nutrition pitch topics for local media.
- Serves as a nutrition spokesperson with print, radio, and television media.

Administrative (15%)

- Participates in planning and executing nutrition outreach in the community.
- Fosters business relationships with corporate office, local managers, and vendors.
- Monitors issues and trends relevant to food products.
- Provides technical support and guidance on nutrition issues to all areas of the company.
- Represents company at professional meetings, conferences, and trade shows.
- Competence with nutrient analysis, word processing, spreadsheet, and presentation software.

Professional Development (10%)

- Maintains dietetic registration and continuing education requirements.
- Develops and implements an individualized portfolio plan for professional growth and development including participation in professional organizations and activities, workshops, seminars, and staff development programs.
- Continuously improves skills in writing, media relations, and public speaking.
- Performs other related duties as required.

KEY COMPETENCIES

Communication

- Strong interpersonal and media skills.
- Ability to communicate effectively in written and verbal form.
- Skill in delivering presentations to small and large groups.

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Figure. *(continued)* Competency-based job descriptions for clinical research dietitian and supermarket dietitian. Competency-based job descriptions typically detail the scope of responsibility and essential duties with percentage amounts, as shown. They include a section on Key Competencies, organized into subgroups, and described using action verbs. Adapted with permission from reference 8.

Organization/Efficiency

- Ability to organize and prioritize work under pressure to meet deadlines.
- Ability to work on multiple tasks simultaneously.

Initiative

- Knowledge of accurate science, trends, and topics of interest to customer base.
- Ability to function independently and work without immediate supervision.
- Ability to generate ideas and think creatively.

Professionalism

- Provides ethical and informed services while planning and executing food and nutrition wellness events and serving as a nutrition resource for customers, employees, and company leadership.

KNOWLEDGE AND SKILLS REQUIREMENTS

Education/Experience

Bachelor's degree with major in a relevant field, such as nutrition, dietetics, or food science, granted by a US regionally accredited college or university. Completion of a didactic program in dietetics and supervised practice program approved by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. Minimum of 3-5 years experience as a registered dietitian preferred.

Certification/License

Registered Dietitian with active registration by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics; Certification/Licensure as required by state of practice.

Figure. (continued) Competency-based job descriptions for clinical research dietitian and supermarket dietitian. Competency-based job descriptions typically detail the scope of responsibility and essential duties with percentage amounts, as shown. They include a section on Key Competencies, organized into subgroups, and described using action verbs. Adapted with permission from reference 8.

- **Preferred Competencies** consisting of a list of those skills, knowledge, and behaviors preferred for the employee performing the job.⁴

Northwestern's competency-based job description format is one example of how these postings may be structured; there are other models available featuring a variety of categories and subcategories emphasizing preferred competencies. And larger organizations typically offer pre-approved job description templates that may be customized for specific roles. Regardless of the format of the job description, industry experts suggest hiring managers use clear, concise language and avoid jargon and unexplained acronyms or abbreviations when creating a job posting.⁸

"It's important to be specific and to avoid vague wording, particularly in the key skills area of the job description," added Biese-meier. "For example, do not use the word 'handles' when referring to a task or project, because it's unclear

what the applicant is expected to do. A recruiter in your HR department who does an initial screen on resumes may not attribute the highest level of skill to a job requirement that is "handled" like they would a job description that uses action verbs such as *implements*, *researches*, or *evaluates*," asserted Biese-meier. "It's also important that the job description also include the desired outcome as well, such as 'ensures provision of nutrition care,' she said.

For hiring managers whose files are full of traditional job descriptions that seemed to work just fine for recruiting new employees in the past—there's some good news. It's entirely possible to revamp traditional job descriptions so that they highlight desired competencies and behaviors, according to McCluskey, especially if the hiring manager seeks input from other team members and HR when retooling existing job descriptions.

Developing a competency-based job description—particularly for a newly created position—typically involves a meeting with the organization's HR department to ensure the description

includes the aforementioned position-specific and organization-specific competencies. "I actually have a phone interview with my HR recruiter to discuss the various functions of the job and to verify we are on the same page," said Biese-meier.

WHAT IS A BEHAVIORAL-BASED INTERVIEW?

Competency-based candidate screening—often referred to as behavioral-based interviewing—was originally developed in the 1970s by William C. Byham, PhD, and Douglas W. Bray, PhD, both organizational psychologists.¹⁰ The behavioral interviewing model is based on the idea that past performance—rather than a personality test—is an accurate indicator of future behavior. Hiring managers who engage in this type of interviewing "probe for these behaviors through a gentle but relentless examination of past job experiences."¹⁰ Instead of having an interview candidate "tell me about yourself" or asking, "How would your peers or current

supervisor rate your customer service skills?”, hiring managers ask the interviewee to discuss his or her most challenging interaction with a patient or client during the past year, how the interviewee approached the situation, and in hindsight, what he or she might do differently next time.

“In a more traditional hiring setting, you would ask an applicant to state their weaknesses and they typically respond with ‘I work too hard’ or other nonsense like that, and the hiring manager can’t assess how quickly, for example, the individual will learn on their feet, or how they will act in real-life situations,” explained Lucille Beseler, MS, RD, LDN, CDE, a director-at-large on the Academy’s Board of Directors and president and owner of the Family Nutrition Center of South Florida in Coconut Creek, FL. The Family Nutrition Center of South Florida typically conducts more than 300 wellness and health screenings throughout the state, and the RDs Beseler recruits connect with more than 300,000 people a year, providing them with individualized guidelines for improving health.

“We want an [RDN] who has experience in health and wellness and nutrition screening, which is a little different than a hospital-based clinical assessment,” said Beseler. “At these wellness events, we are doing health risk assessment, and so we need to know that the [RDN] consultants we hire have worked with a well population—not just the chronically ill population. We need [RDs] who are hands-on and comfortable touching people. They should be outgoing, flexible, and be able to work independently, and they should be comfortable working outside in the heat. We are able to determine these things through a competency-based interview over a more traditional interview format.”

The Wisconsin Department of Natural Resources (DNR), a state government office dedicated to managing the environment and air and water resources in Wisconsin, follows a competency-based hiring model. According to their hiring guidelines, a behavioral interview is described as a way for an applicant to tell “stories” regarding what he or she has done in the past by drawing on actual experiences.¹¹ According to the guidelines, the interview “moves away from

providing knowledge by reciting what the applicant theoretically might do in a given situation, or what they think the interviewers want to hear. In short, the competency-based, behavior-focused interview cannot be ‘aced’ so to speak, because it requires the applicant to reveal more of himself or herself rather than rehearse ‘canned’ answers. It is less a matter of what they know, and more a matter of who they are and how they approach their work.”¹¹

Many interview candidates find behavioral interviews a more relevant and memorable experience when compared with a traditional interview format because they provide an opportunity for applicants to sell themselves in a more natural way (answers sound less rehearsed) and to learn more about the position for which they are interviewing. “Interestingly, quite often the people we have hired vividly remember their interview because they were given the opportunity to give examples of things they’ve done that show excellence,” explained Biesemeier. “They feel listened to and proud of what they’ve done in their career, which is why they find these interviews so rewarding. They’re telling us all the interesting things they’ve done in their careers—who doesn’t like to do that? In many ways, we’re establishing that peer relationship right at the moment of the behavioral interview.”

Leading a successful behavioral interview means a hiring manager should be prepared to ask competency-based questions such as the following:

- Describe a situation where you had to arrive at a quick conclusion and take action. What happened as a result?
- Tell me about a situation in which you had to make a decision on your own under pressure.
- Give me a time when you had to rely on your own judgment to make a decision. What did you do first? Second? Walk me through the steps you took.
- Tell me about the most difficult decision you’ve had to make in your job. What made it difficult?

Motivational interviewing—which includes reflective listening techniques employed by RDs to build relationships with patients and clients—can also be used when interviewing job

applicants.¹² “For example, we’ll say ‘Let me summarize what you’ve said, Mary—at this time you did this and this and that,’” explained Biesemeier. “Have I described this accurately? Is this how you met the challenges of that situation?” By using motivational interview techniques during a job interview, you can make sure you comprehend both the answers and the intent behind those actions and behaviors.”

From the job applicant’s perspective, preparing for a behavioral interview can seem like a daunting task. The STAR (situation, task, action, results) method assists interviewees in developing organized and specific responses to behavioral interview questions.¹³ Sodexo suggests new-hires engage in the STAR method, while Vanderbilt University promotes the CAR (challenge, action, result) method when responding to behavior interview questions.^{13,14} Both strategies have obvious parallels and provide applicants with a framework to tell a story—with a beginning (the situation/task/challenge), a middle (the action taken to solve the problem), and an ending (the results of the action taken.)

Biesemeier noted that it is perfectly acceptable to give interview candidates a few minutes to think about their answer to a question, if necessary, and that she often uses this time to compile and organize her interviewer notes. She also takes potential new-hires on a tour of the facilities at Vanderbilt University. “Taking a tour provides a great opportunity to see what kinds of questions the applicants might have for you, and it allows you to gauge their enthusiasm level,” said Biesemeier.

YOU’RE HIRED—NOW WHAT?

Competencies developed for specific roles in an organization can also form the foundation of key human resources activities, such as setting goals and objectives for annual reviews, identifying areas for professional development and training, enhanced employee engagement, and retention of employees.^{7,11} “Most organizations now have competency-based employee appraisals,” said Laramée. “If there are areas that need to be developed, then we send the employees to our education training department. In a competency-based system, everything works together—the selecting, hiring,

and development of employees.” Laramee pointed out that a competency-based model also fosters an employee's ability to adapt to quickly changing job demands while helping to focus employee attention on department and organization goals and values.

A competency-based talent management system benefits both the organization and the individual staff member—which is important because in today's job market, where employee expectations are evolving, according to Development Dimensions International, Inc (DDI), the consulting company founded by behavioral screening pioneer William Byham.¹⁵ DDI asserts that new employee expectations “force organizations to place a greater emphasis on talent management strategies and practices” in order to retain employees and enhance employee engagement. Evolving or new employee expectations can include:

- Increasingly interested in having challenging and meaningful work.
- More loyal to their profession than to the organization.
- Less accommodating of traditional structures and authority.
- More concerned about work–life balance.
- Prepared to take ownership of their careers and development.¹⁵

Because a competency-based system establishes a pathway for constructive feedback for both managers and employees and provides clear performance expectations, communication between staff and management improves as do employee engagement and motivation. Clear performance expectations coupled with enhanced communication at all staff levels helps position both new hires and existing employees for success in elevated roles throughout the organization.

CONCLUSION

Creating a competency-based job description is the first step in developing a successful talent management system. Competencies are a cluster of traits including attitude, personality, ability, knowledge, and experience that, together, indicate how an applicant will perform in a new role. A competency-based job posting

includes many of the elements of a traditional job description, including required education and work experience—but a competency-based hiring model also describes key behavioral competencies, such as initiative, interpersonal communication, multicultural sensitivity, and adaptability.

Once candidates are selected for interviews, hiring managers engage in the next phase of the competency recruitment model—behavioral-based interviews. In a behavioral interview, applicants are not queried about their general weaknesses and strengths as is the case in a more traditional interview setting. In a behavioral interview, applicants are invited to describe real-world challenges they've encountered during their careers, and the steps taken to resolve those problems. Each applicant's response is a kind of story, with a beginning, middle, and ending. Savvy behavioral interviewers ask direct, open-ended questions to help guide applicants to reveal all the pertinent details behind their experiences. For potential new hires, behavioral interviews provide an opportunity to highlight their skills in a more authentic manner as they describe specific challenges and strategies they developed for problem-solving.

After a new hire is brought on board, the competencies defined in the job description provide a framework for setting goals, identifying areas for professional development, and developing staff for future promotions and raises.

Industry experts agree that competency-based recruitment is an efficient approach to talent management as it streamlines the hiring process and saves costs associated with ineffective hires, including recruiting and training another employee and the negative impact a “bad hire” can have on employee morale.

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