

A practical guide

FROM TALENT TO PERFORMANCE

Talent-oriented selection,
development and assessment

Including the complete TMA®
Competence Model

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Colophon

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FROM TALENT TO PERFORMANCE

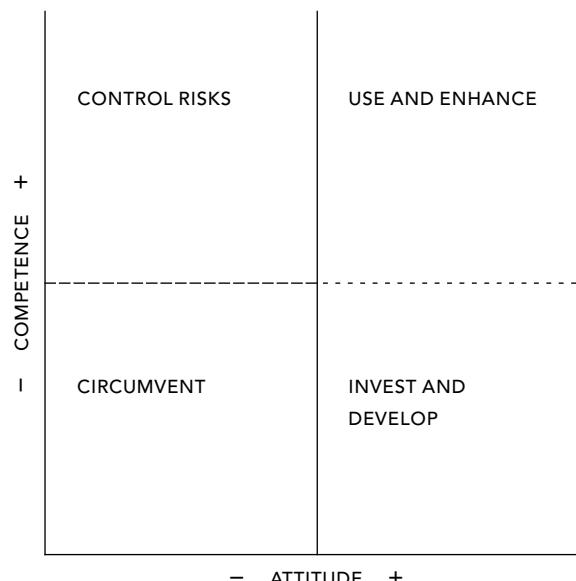
“What kind of person do I have in front of me?” “How can I let this person’s talent shine; I am sure she has it in her.” “How can I best motivate this candidate?” These are important questions for you as an HR professional, manager or executive if you want to make the most of your employees.

The selection, development and assessment of staff are often not what they could be. Talents are being rejected, and hired staff often behave differently than they did during their selection process. Some employees do not develop themselves in a way you may have expected and assessments are often disputed – with all the consequences that may have.

A lack of time, insufficient experience, fuzzy or inappropriate criteria such as gut feelings - they all come into play. If you really want to know who is sitting in front of you and how to make the most of your staff, you have to know exactly what is expected of them in terms of work and results and what behavior is desired of them in order to be successful.

This practical guide provides a clear grip on these matters: it helps you define expected results and desired behavior - so you can use them for selection, development and assessment.

The TMA Method helps you understand the relationship between talents and competences. You will know exactly which competences to look for in your (prospective) employees in order to obtain supreme performances. Below you will find the TMA Performance Matrix which helps you decide what to do with your employees’ competence and aptitude (based on their talent scores) in order to enhance their performance. The TMA Method provides a tangible tool for enhancing and developing staff as well as for controlling risks and circumventing pitfalls.



CONTENTS

This Practical Guide contains the 50 TMA Competences in alphabetical order as well as 23 key result areas with which you can create virtually every job or competence profile within your organization.

Each competence comes with behavioral indicators, development activities, and coaching suggestions. The key behavioral indicators are divided into four levels: a general, operational, tactical, and strategic level. Thus, you can fine-tune any competence to the specific behavioral level your organization requires.

Each key result area comes with specific tasks and performance indicators. Within every task is indicated which competences support a successful performance of this task. Both the key result areas and competences help you define specific successful behavior and clear results your organization expects.

This guide also contains practical manuals to use within your daily HR routine when it comes to talent-oriented selection, development and assessment of employees for your organization.

Finally, this guide contains background information as well as several real-life examples of companies who have applied the TMA Method and its instruments.

FOR WHOM

This guide can be useful for every HR professional, manager, entrepreneur, psychologist, coach or trainer who deals with the selection, development, and assessment of people. Whether you are to create a job or competence profile for a single person or an entire organization: this guide provides structured help. Next to that, it can be used during application, development, and assessment interviews.

PURPOSE OF THIS GUIDE

The primary purpose of this guide is to empower you as a professional in creating clear and consistent job and competence profiles. Secondly, this guide is meant as a practical manual for conducting structured and talent-oriented application, development, and assessment interviews. Thirdly, this guide is meant to inform you about the supporting instruments, the background of the TMA Method, and online real-life examples of organizations using this method successfully in their competence and talent management.

GUIDE AND WEBSITE

What makes this guide unique is the website that was especially developed in order to support its contents: www.talent2performance.com. As a registered user of this website you are free to create as many job and competence profiles as you like. You can also use the website to share your profiles with others or to see other people's profiles.

You can download supplementary forms and instruments from talent2performance.com to support your selection, development, and assessment processes. In this guide, we refer regularly to the website so you will know which relevant forms and instruments are available. This guide serves as a reference book, making it easy for you to have elaborate competences and key result areas at hand. An asset of this guide is that it is easy to use; you can browse it whenever you need to make a decision. Since modern jobs and circumstances are all but static – quite the opposite – you can easily modify your profiles online if you like. Doing so will keep your jobs clearly described and up to date and will add value to your organization.

EXTENSIVE, NOT EXHAUSTIVE

As this guide is published the TMA Job and Competence Model consists of 50 elaborate competences and 23 key result areas. This is extensive, yet not exhaustive. It is impossible to cover all potential key result areas, competences, tasks, indicators of performance and of behavior since the numerous organizations we can think of all have their unique work, goals and cultures. We did not strive to be exhaustive in creating this guide. We decided to publish this book at the same time the website www.talent2performance.com went online – where the latest updates can simply be added. If you choose to implement the TMA Method for your organization, you can easily manage your unique and specific key result areas and competences online.

LANGUAGE AVAILABILITY

Globalization and international cooperation make it more and more common for people to work abroad and for organizations to deliver services and products abroad. It is important that your local and foreign applicants and employees are selected, developed and assessed on the same criteria. Therefore, [talent2performance](http://talent2performance.com) offers the TMA Model in various other languages, such as Dutch, German and French. Most instruments of the TMA Method are available in various languages and language independent. This means, for instance, that it is possible to have a candidate sit a TMA Talent Analysis in Dutch and then download the report in English or French. Another advantage of this language independence is that it is possible for participants in 360° feedback analyses to provide feedback in their own language.

EMPOWERMENT

We believe that you know best which criteria to apply to your (potential) employees. We also believe you know best what you are looking for within your organization. With this guide we hope to provide you with a talent-oriented approach that allows you to reach your employees' maximum potential. We would, therefore, like to encourage you to use this guide and the supporting website to actively think about and create your own positions. Then you can take the selection, development and assessment of applicants and employees into your own hands in a structured and professional manner.

We wish you the best of success in doing so.

Edwin van IJzendoorn - Psychologist

Liesbeth van Weert - Psychologist

Bastian Müller - CEO EhrmVision

Andre Blom - Director International Operations

READING SUGGESTIONS

You don't have to read this practical guide front to back. You can use it as a reference book in which to look for support with your specific demands.

USE OF THIS GUIDE

If you want to know how to create a job or competence profile or how to conduct a structured selection, development or assessment interview, go to Practical Manuals (Chapter 1) and read the manual you need.

If you want to know something about a competence or a key result area because you are in the middle of a selection, development or assessment process with a candidate, go to Key result areas (Chapter 2) or Competences (Chapter 3).

If you want to know something about the background of this guide: the TMA Method or its instruments, go to Theory and background (Chapter 4).

If you are curious to see how other organizations have used the TMA Method and its instruments, go to Real-life examples (Chapter 5).

EXAMPLES FOR USE

All you need is a few coaching suggestions regarding a particular competence. You can look up the competence in Chapter 3 and find the coaching suggestions there.

You need to know which competences are relevant regarding an upcoming position. In Chapter 2 you can look up the key result areas you find relevant for the position and see which facilitating competences are mentioned with the tasks you find there.

You are conducting a selection interview and want to question the candidate about a certain competence. You can look up the competence in Chapter 3 and ask the relevant interview questions you find there.

You want to create a complete job or competence profile for a particular position. You can look at the Practical manuals in Chapter 1 and follow the instructions provided in the manual for creating job and competence profiles.

As you can see from these examples, it is not necessary to use all the sections in this guide completely. It is possible but not necessary to follow the entire cycle of selection, development and assessment. You could, for instance, start with introducing a more consistent selection procedure or with a more structured assessment of your employees.

USE OF THE SUPPORTING WEBSITE

This guide is supported by www.talent2performance.com with the complete TMA Job and Competence Model in various languages. This means that you can choose the right components for your job and competence profiles at your leisure with this guide and then use those components to create the profiles online. There you will also find supplementary forms, examples and instruments to support you. We therefore refer regularly to the website in this guide so you will know which relevant forms and instruments are available to help you with your specific demand.

On talent2performance.com you will find dozens of competence profiles of prevailing positions based on the TMA Competence Model. This means that you can begin selecting, developing and assessing your candidates presently.

You can also choose to create your own profile so you can tailor it specifically to your candidate.

1. PRACTICAL MANUALS

In this Chapter you will find practical manuals regarding the selection, development and assessment of applicants and employees. Every manual explains a different component step by step in order to make it easy for you to reach your HR goals.

The following manuals are available:

- 1.1 Manual creating job and competence profiles**
- 1.2 Manual behavioral based interview techniques (STAR)**
- 1.3 Manual selection interviews**
- 1.4 Manual development interviews**
- 1.5 Manual assessment interviews**

EVALUATION INSTRUMENTS FOR SUPPORT

In order to support an application, development or assessment process it can be very useful to evaluate the candidate's personality or general behavior. Different instruments have been developed to help you in different situations.

Evaluation instruments are resources to enhance any interview. We find it less useful to use such instruments in HR issues if the candidate does not receive feedback on the results derived from those instruments.

A SUMMARY OF EVALUATION INSTRUMENTS

Below you will find which instruments can be used in general in specific HR issues and which are used within the TMA Method:

HR ISSUE: SELECTION

General instruments

- Personality tests
- Intelligence tests

Instruments TMA Method

- TMA Talent analysis
- Capability analyses

HR ISSUE: DEVELOPMENT

General instruments

- Personality tests
- Competence feedback tests

Instruments TMA Method

- TMA Talent analysis
- 90° or 360° feedback analyses

HR ISSUE: APPRAISAL

General instruments

- Assessment forms

Instruments TMA Method

- Competence appraisal
- Result appraisal

HR ISSUE: MOBILITY

General instruments

- Personality tests
- Competence feedback tests
- Vocational tests

Instruments TMA Method

- TMA Talent analysis
- 90° or 360° feedback analyses
- Career and activity interest analysis

HR ISSUE: CAREER CHOICE

General instruments

- Personality tests
- Intelligence tests
- Vocational tests

Instruments TMA Method

- TMA Talent analysis
- Capability analyses
- Career and activity interest analysis

HR ISSUE: REINTEGRATION

General instruments

- Personality tests
- Vocational tests

Instruments TMA Method

- TMA Talent analysis
- Career and activity interest analysis

For most HR issues matching instruments can be applied to see if a candidate is suitable to a certain position or role. The TMA Method contains a Talent Match and a Competence Match which can be applied after a candidate has done a TMA Talent Analysis or a Feedback Competence Analysis. The results of those analyses can be matched with different job profiles as often as you like.

One of the TMA Method's biggest assets is that its instruments are integrated into an automated portal (the TMA Portal) in which the various analyses support each other. Apart from that, each analysis generates its own clear report to support you in your interview with the candidate. The TMA Method provides practical reports containing relevant interview questions, development activities and coaching suggestions for the candidate.

As long as candidates have a computer with Internet connection at their disposal they can fill in the TMA Method's analyses online anywhere. The analyses are designed to be performed anywhere; they do not require any kind of test room. Particularly in selection procedures we advise to have Capability Analyses done in a controlled environment to prevent other people than the candidate from providing the answers. This means that you place a quiet room with a computer and Internet at your candidates' disposal where they can sit the Capability Analyses without being disturbed. For more information on the TMA Method and its instruments we like to refer you to www.talent2performance.com.

In the manuals on selection, development and assessment interviews we will refer to TMA instruments as resources for enhancing the interview.

1.1 MANUAL CREATING JOB AND COMPETENCE PROFILES

Creating job and competence profiles are very important in order to learn how to speak and think in the same language, to use the same definitions and to have a mutual understanding. In doing so, you know exactly what behavior to expect, which tasks need to be performed and what results can be expected.

Step 1: Determining key result areas for a position

To begin, decide which key result areas (see Chapter 2) are important to fill the position.

Step 2a: Determining tasks for a position

You can choose several tasks per key result area the employee needs to perform within the position.

Step 2b (optional): Determining key performance indicators for a position

If you want, you can indicate at what level every task within a key result area needs to be performed so you can assess the candidate's performance exactly. For every key result areas several examples of key performance indicators are given in Chapter 2.

Step 3: Determining specific competences for a position

Decide which specific competences (see Chapter 3) a candidate should have in order to fill the position. We advise to choose between 3 and 7 competences for a position. To support your choice of competences, you can look at the tasks (step 2a) you have chosen for the position and see which facilitating competences are mentioned there. These are the competences necessary to perform those tasks.

Step 4: Determining required behavior for a position

Finally, you decide the specific behavior that is required within the selected competences. You can choose key behavioral indicators at various levels. We advise to choose about 5 key behavioral indicators for every competence.

With these four simple steps you have created a complete job and competence profile for a position.

CREATING POSITIONS ONLINE AT WWW.TALENT2PERFORMANCE.COM

The website supporting this guide helps you especially in creating and determining positions. You are guided through an easy workflow and make your positions concrete, feasible and directly downloadable in PDF format. If you want to make changes you can do so online. The online position form also makes it possible for you to determine other aspects such as a job description, required training level and critical demands. At www.talent2performance.com you will find exemplary positions and profiles other organizations use. If you register (free of cost) you can use the online position form. Creating and determining positions as well as job and competence profiles is completely free of cost.

1.2 MANUAL BEHAVIORAL BASED INTERVIEWS

Conducting a good interview is no simple task. People tend to be reserved or to provide answers they think you want to hear. In other words: the answers to good questions asked in a selection interview do not always correspond with the behavior the candidate shows in the performance of a position. The HR professional does not exactly know what specific behavior to look for and candidates show behavior they think is required.

This guide helps you determining behavior that is required for all your positions and to conduct interviews that help you find such behavior, using the STAR method. This is what we call behavioral based interviews. STAR is short for: Situation - Task - Action - Result.

Behavioral based interviews are based on the analysis of a candidate's behavior in the past. The idea is simple: the HR professional links the candidates' answers to their behavior in the past and to project it to their (likely) behavior in the future.

BEHAVIORAL BASED INTERVIEWS (STAR)

In assessing a candidate's behavior you look at what the person did and said in specific situations in the past. Eventually, you evaluate their behavior based on the data you collect during the interview.

You investigate the candidate's behavior by asking specific questions.

You look for examples of behavior that are typical of competences that are required for the position at stake and lead to a successful result.

In order to obtain information on the candidate's behavior it is important to ask the right kind of questions.

Questions need to be asked in a way so candidates describe in their answer what they have done and said in a particular situation in the past.

Only behavioral based questions result in detailed information on the basis of which behavior can be evaluated. The answer to such a question indicates whether the candidate's behavior will be effective within a given situation. In this Chapter, we will briefly discuss two kinds of questions that - as opposed to behavioral based questions - provide virtually no information on the effectiveness of a candidate's behavior: theoretical and suggestive questions.

Distinctive features of a behavioral based question are:

- use of past tense;
- focus on a tangible example;
- focus on what was said and done;
- use of personal pronoun 'you';
- focus on competence.

An example of a behavioral based question would be:

"How exactly did you manage your employee when she indicated she could not continue her work; what did you say or do?"

This question is phrased so the candidate is given the opportunity to say what she did in the past in a particular situation.

The question is put in the past tense to help the candidate focus on the given situation. If you do not use the past tense the candidate's focus may wander off to an imaginary situation.

By using the personal pronoun 'you' you ask for information about the actions taken by the candidate. You want to know what your candidate did – not what their colleagues did. In order to obtain the information you want, you use phrases such as: 'what did you do', 'what did you say', 'how did you continue'.

Questioning candidates about concrete examples makes it easier for them not to lose themselves in vague or general remarks about their behavior. The more concrete the example, the easier it will be for them to talk about their behavior with regards to a competence and the easier it will be for you to evaluate their behavior.

Questions that provide virtually no information about behavior are theoretical and suggestive questions.

THEORETICAL QUESTIONS

A theoretical question focuses on potential behavior a candidate may display in a hypothetical situation – not on what they did in a given situation. The answer may give an impression of the candidate's imagination or theoretical knowledge. Maybe he has read a book on the topic. It provides little information on the candidate's actual behavior – which may differ substantially from the bookish answers. Typical of a theoretical question is that it focuses, implicitly or not, on what a person will or would do in a given situation. The answer always refers to a hypothetical situation.

Examples

Theoretical question (provides no information on actual behavior)

- How do you take charge?

Behavioral based question

- How did you take charge then? What did you say?

Theoretical question

- What do you do when you see an employee in distress?

Behavioral based question

- Tell me about the last time you saw an employee in distress. What did you do?

Theoretical question

- Would you be able to delegate?

Behavioral based question

- Which tasks have you delegated recently?

Theoretical question

- How do you proceed when making a planning?

Behavioral based question

- How exactly did you plan that project? What did the plan contain?

SUGGESTIVE QUESTIONS

Another kind of question that does not provide any relevant information on a person's actual behavior is the suggestive question. The answer you are looking for is incorporated in the question: the candidate will know exactly what will provoke a positive response and answer accordingly. As with the theoretical question, the interviewer is often unaware of guiding the candidate to a particular answer.

Examples

Suggestive question (provides no information on actual behavior)

- Are you good at taking charge?

Behavioral based question

- How did you take charge then? What did you say?

Suggestive question (provides no information on actual behavior)

- Are you usually successful in breaking bad news?

Behavioral based question

- Tell me about the last time you had to break bad news to someone.

Suggestive question (provides no information on actual behavior)

- Did you achieve what you had in mind? Did it go well?

Behavioral based question

- What was the result?

THE STAR MODEL

In order to evaluate a person's behavior you need to know about the context in which that behavior took place. In other words, you need to know about the situation, the task at hand, the actions taken, and the results that were achieved. Before you can evaluate you need to know about:

S = Situation: the candidate's situational circumstances that lead to certain actions;

T = Task: what was the person's task, what was expected of him, what was his role?;

A = Action: which actions did he undertake; what did he say and do?;

R = Result: what were the results of his actions?

Each of these elements matters. If we do not know the situational circumstances it is impossible to judge whether the candidate's behavior was ineffective because of the circumstances or otherwise. Without knowing the exact task, we cannot discriminate between the candidate's reference to personal actions or a team's performance – and therefore we cannot judge the effectiveness of the actions. By asking for the result we understand whether the candidate has lived up to a certain expectation. And obviously we need information on the action, the behavior, itself.

STAR SCHEDULE

Situation

- situation?
- people involved?
- when?
- where?
- which problem?

Task

- role?
- expectations?
- task?
- goal?

Action

- said?
- done?
- other people's response?
- then what?

Result

- results?
- consequences?
- effects?

By copying or printing this schedule (downloadable from www.talent2performance.com once you are logged in) and filling in the candidate's answers you are certain not to leave anything out. Make sure to ask further questions; do not be satisfied by superficial answers. They do not help you evaluate the candidate's behavior.

1.3 MANUAL SELECTION INTERVIEW

PREPARATION

Make sure you have determined the competences and key result areas for the position at stake. You need to know what the candidate expects. For conducting a successful selection interview you need to:

- know the key result areas for which the candidate will be responsible;
- know the position within the organization;
- know its responsibilities and qualifications;
- know the competences that are required.

RESOURCES

In order to grasp the candidate's personality on forehand and to see whether his competences can be easily developed based on his unique personality we recommend that your candidate does a TMA Talent Analysis prior to the interview. The TMA Talent Analysis provides a detailed personality profile and specific interview questions to help you question the strengths and weaknesses that comply with your candidate's personality. This analysis also indicates whether the 50 TMA competences can be easily developed for your candidate – based on his personality. In order to determine whether your candidate has sufficient cognitive skills you could use our Capability Analyses, depending on the skills you require for a particular position. Please look at www.talent2performance.com for more information on our Capability Analyses.

GENERAL SUGGESTIONS FOR THE INTERVIEW

- allow room for response;
- pay attention to non-verbal behavior;
- make notes.

STEPS FOR THE SELECTION INTERVIEW

Step 1: Make sure your candidate is at ease and explain the procedure

Create a situation in which your candidate is fully at ease and feels s/he can talk freely. Provide information about the position and the organization you work for.

Step 2: Ask general questions prior to the interview

General introductory questions:

- What do you expect from this position?
- What are your daily tasks and activities now?

General development questions:

- In what direction would you like to progress?
- What gives you energy?
- What makes you less enthusiastic?
- What are your ambitions?
- Can you see a pattern in your career choices?

General selection questions:

- What kind of work do you do now; have you been doing it for long?
- What do think of your current position?
- Can you tell me anything about the culture in which you work?
- What do you see as the upsides and downsides of your current circumstances?

- ▶ How would your colleagues describe you?
- ▶ How did you find out about this new challenge/position?
- ▶ What do you find interesting about this position?
- ▶ What was the contact with this organization like so far? What do you think about that?

Extra general questions:

- ▶ What do you hope to achieve in your career five years from now?
- ▶ What is the most important motivation for you in your career (e.g. recognition, money, status, colleagues, self-realization)?
- ▶ Which tasks and activities appeal most to you in your current or former position? Which least? Why?
- ▶ Could you give an example of a work situation you would rather never experience again?
- ▶ What are your strengths, personal qualities and assets?
- ▶ What are your weaknesses and liabilities?

Critical negative selection questions:

- ▶ Could you name a few weak points you have?
- ▶ What would you like to change about yourself?
- ▶ Which problems in your current work would you rather not experience again?
- ▶ Have you worked on any of your weaknesses lately? Which ones?
- ▶ Which aspects of this position seem difficult to you?
- ▶ What did you find difficult in your last position?
- ▶ What do you dislike most in interviews like this?
- ▶ What kind of problems have you encountered with your colleagues?
- ▶ How do you try to hide your weak points?
- ▶ Why should we not hire you?
- ▶ What aspects did you have to work on according to your last assessment?

Step 3: Ask the interview questions on competences relevant to the position

You can use the interview questions regarding specific competences in this guide to find out whether your candidate possesses the competences you require. You can also assess whether the candidate is competent at the level you require (operational, tactical, or strategic). Please make notes on the answers you receive and behavior you notice; they may help you in your conclusion and candidate report.

By asking behavioral based questions (see Chapter 1.2) you will make it more difficult for candidates to provide general or vague information about their behavior. The more concrete the examples candidates provide, the easier it is for you to assess their (future) behavior regarding a particular competence, and the more effective you can be in your selection.

Step 4: Closure

In closing the interview you can tell the candidate how the selection will proceed, what you will do and what you expect the candidate to do.

1.4 MANUAL DEVELOPMENT INTERVIEW

PREPARATION

Make sure you create an environment in which your candidates feel free to express themselves. Make it explicitly clear to them that you are there for them, to coach and encourage their development, not to judge anything they may say.

If you conduct a development interview with a person who is directly under your supervision it is important that the content of the interview has no bearing on a later assessment. If you know yourself to find it hard to separate those functions, it may be advisable to ask another person to conduct the development interview, e.g. an internal or external coach.

Please keep in mind that your attitude during the interview has a tremendous effect on the candidate. Here are a few suggestions you may want to consider in preparing and conducting the interview:

- ▶ Consider generally which goals you think the candidate is likely to achieve;
- ▶ Keep in mind that your position at the table characterizes the relationship you have with the candidate. Sitting opposite each other, for instance, creates more distance than sitting next to each other.
- ▶ Think before conducting the interview how you want to come across in order to help your candidate best. Do you want to achieve a goal by being confrontational, helpful, cooperative, critical, educational, exemplary? Be aware of the impact of these different roles.
- ▶ Ask your candidate to express the problem or challenge s/he is facing in one simple sentence. Refer to this sentence during the interview.
- ▶ Avoid asking 'why?' Those questions are likely to generate defensive answers since your candidate may feel attacked by them.
- ▶ Avoid using negative suggestions such as: 'I don't think that...' or 'you shouldn't'. They are likely to generate a defensive response. Try generally to begin a question with phrases like: 'What would happen if...' or 'maybe you could' or 'another option might be'.
- ▶ Avoid comparing candidates' achievements and development. Treat every individual as such.
- ▶ Stick to the facts you know; avoid using hearsay information.
- ▶ Keep in mind that your candidate's doubts, insecurities or defensive behavior may be caused by underlying obstacles as a consequence of conscious or unconscious processes (the candidate's personality). (A TMA Talent Analysis may help you grasp the candidate's personality. For more information, please see 'Resources' in this Chapter.)
- ▶ The timing of your interventions contribute importantly to the success of your candidate's development.
- ▶ Indicate clearly to your candidate when his behavior is being ineffective. Try and make him see which behavior would be more effective next time.
- ▶ In order to make progress the candidate needs to be aware of lesser achievements. Ask your candidates to review their own behavior so they see which areas need attention.
- ▶ Be generous in your approval for both small and larger achievements and keep the interview as clear and transparent as possible.

RESOURCES

In order to review candidates' competences and how these are perceived by the people around them, you could ask them to do a 360° Feedback Analysis prior to a development interview or during a development process. Such an analysis gives you structured information on your candidate's behavior and self-perception. You could also use a TMA Talent Analysis in order to review whether your candidate's competences can be developed easily, moderately or hardly at all - based on his or her personality. You can find an example of a competence report on www.talent2performance.com.

STEPS FOR THE DEVELOPMENT INTERVIEW

Step 1: Determining the direction

In this phase you try to find out which competences your candidate wants to or needs to develop and at what level (operational, tactical, or strategic). This may be required by the candidate's current position or follow from the direction in which the person wants to progress. Below you will find several general questions that may help you see that direction:

- In which direction do you want to progress?
- What gives you energy?
- What makes you less enthusiastic?
- What are your ambitions?
- Can you see a pattern in your career choices?
- What do you hope to achieve in your career five years from now?
- What is the most important motivation for you in your career (e.g. recognition, money, status, colleagues, self-realization)?
- Which tasks and activities appeal most to you in your current or former position? Which least? Why?
- Could you give an example of a work situation you would rather never experience again?
- What are your strengths, personal qualities and assets?
- What are your weaknesses and liabilities?
- What would you like to work on? For what reason? Do you have any idea how to achieve this goal?

Select no more than three competences for your candidate to develop within a certain period of time. It could be useful in this phase to know which competences are easy or hard to develop based on the candidate's personality. A TMA Talent Analysis can help you assess this.

If the candidate has no idea about the direction in which s/he wants to progress, it might be interesting to ask the person to do a vocational test. Examples of career choice analyses and their reports can be found on www.talent2performance.com.

Step 2: Determining the competences' development level

In this phase you try to assess the candidate's current behavior and thus their competences. To do so you can use the questions provided with the competences in Chapter 3. By asking behavioral based questions (see Chapter 1.2) you will make it more difficult for candidates to provide general or vague information about their behavior. The more concrete the examples candidates provide, the easier it is for you to assess their (future) behavior regarding a particular competence, and

the more effective you can help and advise them. You can use the STAR schedule provided at the end of Chapter 1.2 (also available from www.talent2performance.com).

A resource like 360° Feedback Analysis can be useful particularly in this phase to see how people who work with your candidates (e.g. colleagues, employees, clients) assess their behavior. You can compare these to their own views. You can find examples of 360° Feedback Analysis reports on www.talent2performance.com.

Step 3: Establishing SMART goals

Agree on a fixed period of time with your candidate in which s/he should work on particular competences and on the goals that are to be achieved. The candidate should be committed to those goals, for instance by involving colleagues or managers.

Please be aware that changing one's behavior tends to be a difficult challenge: even partially attaining one's goals can be quite an achievement. Therefore, make sure to limit the number of goals and to use a SMART definition of them: goals should be Specific, Measurable, Attainable, Realistic and Timely. Your agreement can be established in a Personal Development Plan (PDP).

Step 4: Offering suggestions for developing competences

As soon as you have established on which competences your candidate will be working and within which period of time you can start offering development activities. Candidates can use these independently to develop their competences. You can find the various development activities under the relevant competences in this guide or you can receive them automatically per email after finishing a 360° feedback process. Apart from these activities you will be given coaching suggestions made to measure: concrete tasks for your candidates to perform in order to enhance their competences.

We suggest that you finish your interview by asking your candidate about the most important discoveries s/he made during the process. Not only will this satisfy and involve your candidate in the process; it also enables you to work toward an effective solution together.

1.5 MANUAL APPRAISAL INTERVIEW

PREPARATION

Make sure you have established the competences and key result areas for the position at stake. You need to know exactly what to expect from your candidate. So in order to conduct a successful appraisal interview you need to:

- ▶ collect as much reliable information on the candidate's performance as you can;
- ▶ know the key result areas for which the candidate is responsible;
- ▶ know the competences that are required.

RESOURCES

In order to review the candidate's competences and the way you perceive them as his manager you could do a competence appraisal with your candidate prior to the interview. This makes it possible for you to assess his recent performance at both competence and behavioral level. It also gives you an insight in the candidate's self-perception. In order to review the candidate's results you could use a result assessment. As his manager, you assess the candidate per performance indicator. Examples of assessment reports can be found on www.talent2performance.com.

GENERAL SUGGESTIONS FOR THE INTERVIEW

- ▶ Avoid subjectivity as much as possible;
- ▶ The candidate's perception should not play a role in your judgment;
- ▶ Discuss positive feedback first so the candidate is open to your recommendations.

STEPS FOR THE APPRAISAL INTERVIEW

Step 1: Set the agenda

The agenda contains the aspects that will be discussed as well as the purpose of the interview. Send it to your candidate in advance.

Step 2: The purpose of the interview

Start the interview by mentioning its purpose or goals. After that you can go through the agenda and ask whether the candidate has anything to add to it.

Step 3: Discuss your appraisal

- ▶ Discuss your appraisal first, making sure to explain every detail clearly;
- ▶ Found your appraisal on sound arguments;
- ▶ Use specific examples;
- ▶ Avoid a personal judgment (i.e. use phrases such as 'you do' rather than 'you are');
- ▶ Make sure you have discussed a competence or key result area fully before allowing the candidate to respond. (The response does not affect your appraisal - which you have already established.)

After you have expressed your appraisal it is the candidate's turn to respond. Make sure to listen carefully, keeping the candidate's feelings in mind. A critical or negative appraisal can be hard to take. It is, therefore, advisable to begin by giving positive feedback after which your candidate is more likely to be open to the

recommendations you discuss next. Take your candidate through all the aspects that you have assessed.

Step 4: Conclusion

Prior to drawing your conclusion you decide how it will affect the candidate. Your conclusion may have (financial) consequences within your organization.

Step 5: Agreement

Once you agree with the candidate on his future development based on your assessment, this can be written down in a Personal Development Plan (PDP).

2. KEY RESULT AREAS

In this chapter you will find 23 common key result areas. Generally speaking, this selection will suffice to define key result areas for most possible positions. It is possible, however, that for a very specific position an alternative key result area needs to be defined including tasks and key performance indicators (KPIs).

A key result area contains a number of closely related tasks that need to be performed in order to obtain a certain result.

Tasks describe work that needs to be performed within a key result area. Tasks as shown here are examples rather than exhaustive descriptions. Four key performance indicators are shown with every key result area.

Key performance indicators (KPIs) describe the criteria for assessment and are defined according to the SMART principle. All you need to do in the given examples is establish the exact norm you require and possibly adjust the period.

Key performance indicators are SMART:

Specific: results have to be univocal;

Measurable: it must be possible to measure or observe the conditions under which results have been achieved;

Acceptable: the target group or management will have to accept the results;

Realistic: results have to be feasible;

Timely: a period of time needs to be fixed when results have to be attained.

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Administration and accounting
Coaching
Consulting
Development and innovation
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ACCOUNT MANAGEMENT

Tasks directed at maintaining and enhancing returns of existing accounts and customers.

MAINTAINING CUSTOMER CONTACTS

Facilitating competences

- Commercial power
- Initiative
- Customer orientation
- Cooperation
- Sensitivity
- Sociability

ADVISING EXISTING CUSTOMERS ON ONE'S SERVICES

(SUPPLYING ADDED VALUE)

Facilitating competences

- Initiative
- Customer orientation
- Verbal expression
- Persuasiveness
- Written expression

SELLING PRODUCTS AND SERVICES TO EXISTING CUSTOMERS

Facilitating competences

- Ambition
- Commercial power
- Creativity
- Stress management

NEGOTIATING WITH CUSTOMERS

Facilitating competences

- Assertiveness
- Commercial power
- Courage
- Sensitivity
- Sociability

ADMINISTERING CUSTOMER CONTACTS

Facilitating competences

- Attention to detail
- Written expression
- Controlling progress

TRANSFERRING SPECIFIC CUSTOMER NEEDS TO PRODUCERS

AND/OR SUPPLIERS

Facilitating competences

- Attention to detail
- Verbal expression

DRAFTING FINANCIAL FORECASTS

Facilitating competences

- Commercial power
- Listening

SURVEYING CUSTOMER NEEDS AND DEMANDS

Facilitating competences

- Listening
- Problem analysis

Examples of key performance indicators:

- Visited at least x number of customers over the last year.
- Yielded x extra returns over the last year from exiting customers.
- Wrote down every customer contact over the last year in the CRM system.
- Attained at least x (e.g. satisfactory) in a manager's assessment with regards to transferring specific customer needs to producers and/or suppliers.

ADMINISTRATION AND ACCOUNTING

Tasks directed at efficiently administering and accounting data in a financial system.

RECORDING FINANCIAL DATA

Facilitating competences

- Attention to detail
- Focus on quality
- Integrity

CREATING AN ADMINISTRATION

Facilitating competences

- Attention to detail
- Focus on quality
- Vision

INSPECTING AN ADMINISTRATION

Facilitating competences

- Controlling progress
- Focus on quality
- Integrity

INVOICING

Facilitating competences

- Attention to detail
- Focus on quality

SUPPLYING INFORMATION FROM THE ADMINISTRATIVE SYSTEMS

Facilitating competences

- Attention to detail
- Focus on quality
- Problem analysis
- Written expression

Examples of key performance indicators:

- Made no more than x number of mistakes recording data into the system over the last year.
- Received no more than x number of complaints regarding invoices over the last year.
- Was late or failed to produce no more than x number of reports over the last year.
- Received no more than x number of complaints regarding clarity or sense of written reports.

COACHING

Tasks directed at coaching staff in their personal development and career.

CONDUCTING DEVELOPMENT AND CAREER INTERVIEWS WITH CANDIDATES

Facilitating competences

- Coaching
- Listening
- Verbal expression
- Sensitivity

ANALYSING CANDIDATES' CAREER AND DEVELOPMENT QUESTIONS

Facilitating competences

- Forming judgment
- Problem analysis
- Sensitivity

ENHANCING CANDIDATES' SELF-KNOWLEDGE

Facilitating competences

- Coaching
- Flexible behavior
- Verbal expression
- Developing employees
- Forming judgment

IMPLEMENTING, DISCUSSING AND INTERPRETING PSYCHOLOGICAL OR COMPETENCE TOOLS AND INSTRUMENTS

Facilitating competences

- Integrity
- Focus on quality
- Verbal expression
- Forming judgment

MEASURING THE EFFECTS OF COACHING AND DEVELOPMENT

Facilitating competences

- Controlling progress

IMPLEMENTING COACHING ACTIVITIES (E.G. EXERCISES, ROLEPLAY)

Facilitating competences

- Coaching
- Verbal expression

SUGGESTING DEVELOPMENT ACTIVITIES TO CANDIDATES

Facilitating competences

- Creativity
- Verbal expression

SUPPORTING CANDIDATES IN THEIR CAREER PLANNING

Facilitating competences
 ▶ Result-orientedness

Examples of key performance indicators:

- ▶ Performed x number of development and coaching procedures over the last year.
- ▶ Helped x number of candidates find a different position over the last year.
- ▶ Attained at least x times not less than a satisfactory assessment from candidates who were coached by him/her over the last year.
- ▶ At least x number of candidates who were coached by him/her over the last year have drafted a personal development plan.

CONSULTING

Tasks and results directed at providing information, potential solutions and recommendations for questions and problems.

GIVING ADVISE

Facilitating competences
 ▶ Creativity
 ▶ Forming judgment
 ▶ Result-orientedness
 ▶ Vision
 ▶ Problem analysis

UNDERSTANDING PROBLEMS

Facilitating competences
 ▶ Attention to detail
 ▶ Problem analysis
 ▶ Listening

DEFINING VARIOUS SOLUTIONS AND ALTERNATIVES

FOR PROBLEMS AND QUESTIONS

Facilitating competences
 ▶ Creativity
 ▶ Innovative power
 ▶ Forming judgment
 ▶ Result-orientedness
 ▶ Vision
 ▶ Problem analysis

WRITING ADVISORY REPORTS AND POLICY DOCUMENTS

Facilitating competences
 ▶ Attention to detail
 ▶ Written expression

Examples of key performance indicators:

- ▶ Attained x (e.g. satisfactory) for his/her consulting from the target group over the last year.
- ▶ Over the last year, x percentage of his/her consults were adopted.
- ▶ Spent x percentage of his/her time analysing problems and questions.
- ▶ Wrote x number of advisory reports or policy documents over the last year containing sound arguments.

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DEVELOPMENT AND INNOVATION

Tasks directed at improving and expanding processes, products and services.

INVENTING NEW PRODUCTS OR SERVICES

Facilitating competences

- Creativity
- Innovative power
- Vision
- Problem analysis

MAKING PRODUCTS AND SERVICES SUITABLE TO THE MARKET

Facilitating competences

- Attention to detail
- Focus on quality
- Result-orientedness

INVESTIGATING CUSTOMER NEEDS IN CUSTOM-MADE DEVELOPMENT PROJECTS

Facilitating competences

- Listening
- Problem analysis

WRITING DEVELOPMENT PLANS

Facilitating competences

- Creativity
- Written expression

WRITING BUSINESS CASES FOR DEVELOPMENT PROJECTS

Facilitating competences

- Creativity
- Written expression

IMPROVING EXISTING PRODUCTS OR SERVICES

Facilitating competences

- Attention to detail
- Focus on quality
- Innovative power

PLANNING FUTURE DEVELOPMENTS AND INNOVATIONS

OF PRODUCTS OR SERVICES

Facilitating competences

- Creativity
- Planning and organizing
- Vision

Examples of key performance indicators:

- Wrote at least x number of business cases for development projects over the last year.
- At least x number of proposals for innovations of products or services were adopted over the last year.
- At least x percentage of returns over the last year were yielded from products or services that were introduced less than two years ago.
- At least x percentage of time at work was spent on innovative or development projects.

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GOVERNANCE AND MANAGEMENT

Tasks directed at optimal managing and directing the organization or department.

DECIDING STRATEGY

Facilitating competences

- Innovative power
- Social awareness
- Business orientation
- Problem analysis
- Vision

SETTING GOALS

Facilitating competences

- Decisiveness
- Business orientation
- Result-orientedness
- Discipline

MOTIVATING PEOPLE

Facilitating competences

- Conduct
- Networking
- Persuasiveness
- Presenting

REPRESENTING THE ORGANIZATION OR DEPARTMENT

Facilitating competences

- Conduct
- Networking
- Presenting

TAKING RESPONSIBILITY FOR PROJECTS, PRODUCTS OR SERVICES

Facilitating competences

- Delegating
- Result-orientedness
- Focus on quality
- Controlling progress

REPORTING AND INSPECTING PROGRESS

Facilitating competences

- Controlling progress

CREATING AND IMPLEMENTING ORGANIZATIONAL STRUCTURES, SYSTEMS AND METHODS

Facilitating competences

- Attention to detail
- Planning and organizing

TAKING DECISIONS

Facilitating competences

- Decisiveness
- Forming judgment
- Vision

SETTING PRIORITIES

Facilitating competences

- Decisiveness
- Planning and organizing
- Organization sensitivity
- Forming judgment

ADMINISTRATING RESOURCES TO DEPARTMENTS, EMPLOYEES AND PROJECTS

Facilitating competences

- Business orientation
- Result-orientedness
- Planning and organizing

ADMINISTRATING TASKS AND RESPONSIBILITIES TO DEPARTMENTS, EMPLOYEES AND PROJECTS

Facilitating competences

- Delegating
- Business orientation
- Planning and organizing
- Result-orientedness

Examples of key performance indicators:

- Set x goals for the department or organization over the last year.
- Produced a clear annual report that attained at least x (e.g. satisfactory) from the target group over the last year.
- The organization or department yielded at least x returns over the last year.
- Achieved x goals with his/her organization or department over the last year.

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HUMAN RESOURCE MANAGEMENT

Tasks directed at employing staff in order to optimise the organization's productivity and returns.

ADVISING AND SUPPORTING (LINE) MANAGEMENT

IN CONDUCTING JOB INTERVIEWS

Facilitating competences

- Assertiveness
- Listening
- Sensitivity
- Sociability

ADVISING AND SUPPORTING (LINE) MANAGEMENT IN DISMISSAL PROCEDURES

Facilitating competences

- Attention to detail
- Controlling progress
- Integrity

ENHANCING EMPLOYABILITY

Facilitating competences

- Coaching
- Developing employees

IMPLEMENTING, DISCUSSING AND INTERPRETING (PSYCHOLOGICAL) SELECTION, DEVELOPMENT AND ASSESSMENT INSTRUMENTS

Facilitating competences

- Integrity
- Focus on quality
- Verbal expression
- Forming judgment

DEFINING AND IMPLEMENTING HR POLICY

Facilitating competences

- Attention to detail
- Creativity
- Social awareness
- Persuasiveness
- Problem analysis
- Written expression
- Vision

DEFINING AND ADVISING ON REMUNERATION POLICY

Facilitating competences

- Attention to detail
- Creativity
- Social awareness
- Written expression
- Vision

ADVISING AND SUPPORTING (LINE) MANAGEMENT IN ASSESSMENTS

Facilitating competences

- Integrity
- Listening
- Sensitivity

DETERMINING AND ADVISING ON ABSTINENCE POLICY AND WORK CONDITIONS

Facilitating competences

- Attention to detail
- Creativity
- Social awareness
- Written expression
- Vision

DETERMINING AND ADVISING ON (INTERNAL) TRAINING POLICY

Facilitating competences

- Attention to detail
- Creativity
- Social awareness
- Written expression
- Vision

INFORMING EMPLOYEES ABOUT THEIR RIGHTS AND RESPONSIBILITIES

(E.G. REMUNERATION, SECONDARY WORK CONDITIONS, OVERTIME)

Facilitating competences

- Verbal expression

Examples of key performance indicators:

- Helped x number of employees find a different position within or outside the organization over the last year.
- Implemented relevant psychological or competence assessment instruments in x percentage of selection and development procedures over the last year.
- No more than x percentage of employees under his/her guidance left the organization over the last year.
- Attained at least x (e.g. satisfactory) from a direct manager regarding HR policy documents s/he produced over the last year.

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LOGISTICS AND FACILITY MANAGEMENT

Tasks directed at managing and controlling logistic processes such as deliveries, distribution and stock control.

INSPECTING QUALITY OF STOCKS

Facilitating competences

- Focus on quality
- Controlling progress

ATTRACTING RESOURCES SUCH AS PRODUCTS, COMMODITIES, SEMIMANUFACTURES, SERVICES OR PEOPLE

Facilitating competences

- Attention to detail
- Planning and organizing
- Controlling progress

DISTRIBUTING RESOURCES SUCH AS PRODUCTS, COMMODITIES, SEMIMANUFACTURES, SERVICES OR PEOPLE

Facilitating competences

- Attention to detail
- Planning and organizing
- Controlling progress

ARRANGING LOGISTIC PROCESSES AND STOCK WITH THOSE INVOLVED

Facilitating competences

- Verbal expression
- Planning and organizing
- Cooperation

ANTICIPATING POTENTIAL OBSTACLES IN THE LOGISTIC PROCESS

Facilitating competences

- Organization sensitivity
- Forming judgment
- Initiative
- Controlling progress

ARRANGING STOCK, DELIVERY AND DISTRIBUTION AT PEAK MOMENTS

Facilitating competences

- Social awareness
- Planning and organizing

CREATING LOGISTIC PLANS FOR THOSE INVOLVED

Facilitating competences

- Planning and organizing
- Written expression
- Vision

CONTROLLING STOCK OR SUPPLIES

Facilitating competences

- Planning and organizing

GUARDING AMOUNTS OF STOCK

Facilitating competences

- Planning and organizing
- Controlling progress

Examples of key performance indicators:

- Delivered no more than x percentage of products or services late to customers over the last year.
- Reduced stock by x percentage over the last year without hindering production or distribution.
- Received no more than x number of complaints over the last year about impractical plans s/he had produced.
- Reported x times over the last year on the quality of the stock.

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MANAGEMENT

Tasks directed at managing subordinates and employees.

ADJUSTING EMPLOYEES' ACTIVITIES TO THE ORGANIZATION'S OR DEPARTMENT'S GOALS

Facilitating competences

- Flexible behavior
- Identification with management
- Planning and organizing

ASSESSING EMPLOYEES

Facilitating competences

- Integrity
- Listening
- Forming judgment
- Controlling progress

FACILITATING, COACHING AND SUPPORTING EMPLOYEES

Facilitating competences

- Coaching
- Developing employees

CONTROLLING AND ENHANCING COOPERATION AND AMBIANCE WITHIN THE TEAM OR DEPARTMENT

Facilitating competences

- Conflict management
- Leadership of groups
- Listening
- Organization sensitivity
- Developing employees

BREAKING BAD NEWS

Facilitating competences

- Assertiveness
- Conflict management
- Verbal expression

INSPECTING EMPLOYEES

Facilitating competences

- Discipline
- Controlling progress

MOTIVATING EMPLOYEES TO REALISE THE ORGANIZATION'S GOALS AND MISSION

Facilitating competences

- Persuasiveness
- Flexible behavior
- Managing

MEDIATING BETWEEN EMPLOYEES IN CONFLICTS

Facilitating competences

- Conflict management

INSPECTING EMPLOYEES

Facilitating competences

- Discipline
- Controlling progress

COMMUNICATING THE HIGHER MANAGEMENT'S GOALS AND VISION TO THE EMPLOYEES

Facilitating competences

- Persuasiveness
- Leadership of groups
- Identification with management

INSTRUCTING EMPLOYEES ON THEIR TASKS AND RESPONSIBILITIES

Facilitating competences

- Delegating
- Focus on quality
- Managing
- Verbal expression

DELEGATING TASKS AND RESPONSIBILITIES TO EMPLOYEES

Facilitating competences

- Delegating
- Planning and organizing

IMPLEMENTING SYSTEMS AND METHODS

Facilitating competences

- Attention to detail
- Planning and organizing

Examples of key performance indicators:

- Assessed x percentage of employees by the end of the year.
- There was no more than x percentage turnover in his/her team or department over the last year.
- No more than x percentage of staff were absent in his/her team or department over the last year.
- There were no more than x number of complaints about services or products his/her team or department delivered over the last year.

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MARKETING

Tasks directed at attracting positive attention to the organization's products and services with target audiences.

DEVELOPING AND IMPLEMENTING A MARKETING CAMPAIGN

Facilitating competences

- Creativity
- Innovative power
- Social awareness
- Result-orientedness
- Vision

DETERMINING A MARKETING STRATEGY

Facilitating competences

- Innovative power
- Social awareness
- Problem analysis
- Vision

CREATING MARKETING PLANS

Facilitating competences

- Written expression

DETERMINING AND DEFINING (STRATEGIC) TARGET AUDIENCES

Facilitating competences

- Social awareness
- Vision

CONDUCTING MARKET RESEARCH

Facilitating competences

- Social awareness
- Problem analysis

INVESTIGATING WHAT THE EFFECTS OR RETURNS OF MARKETING CAMPAIGNS ARE

Facilitating competences

- Problem analysis

RESEARCHING THE TARGET AUDIENCE'S NEEDS

Facilitating competences

- Problem analysis

DETERMINING THE TARGET AUDIENCE

Facilitating competences

- Problem analysis

Examples of key performance indicators:

- The campaign yielded x number of extra customers due to marketing activities.

- Attained at least x (e.g. satisfactory) from a manager for a marketing plan s/he produced.
- Set up x number of marketing campaigns over the last year.
- Market research shows the organization's or product's brand awareness has gone up by x percentage over the last year.

PLANNING AND ORGANIZING

Tasks directed at optimal planning, arranging and coordinating activities and meetings.

MAKING PLANNINGS

Facilitating competences

- Attention to detail
- Organization sensitivity
- Planning and organizing

ORGANIZING ACTIVITIES

Facilitating competences

- Attention to detail
- Planning and organizing
- Controlling progress

ORGANIZING MEETINGS

Facilitating competences

- Attention to detail
- Planning and organizing

MAKING AN INVENTORY OF AVAILABLE TIME AND RESOURCES

Facilitating competences

- Planning and organizing

SETTING PRIORITIES

Facilitating competences

- Planning and organizing

Examples of key performance indicators:

- Made x number of plannings over the last year of which the deadline was met.
- Organised x number of meetings over the last year.
- Organised x number of activities over the last year.
- Received no more than x number of complaints over the last year about unattainable plans.

POLICY DEVELOPMENT

Tasks directed at establishing and implementing the organization's policy in order to enhance and secure continuity.

DETERMINING THE ORGANIZATION'S OR DEPARTMENT'S POLICY (STRATEGY)

Facilitating competences

- Social awareness
- Forming judgment
- Organization sensitivity
- Problem analysis
- Vision

WRITING AND DEFINING (STRATEGIC) POLICY PLANS

Facilitating competences

- Written expression

ANALYSING VARIOUS MATTERS OF POLICY

Facilitating competences

- Forming judgment
- Problem analysis

MAKING SWOT ANALYSES FOR THE ORGANIZATION OR DEPARTMENT

Facilitating competences

- Social Awareness
- Problem analysis
- Polical sensitivity
- Vision

TRANSLATING POLICY PLANS INTO GOALS AND ACTIVITIES

Facilitating competences

- Creativity
- Result-orientedness
- Vision

IMPLEMENTING POLICY OR STRATEGY

Facilitating competences

- Conduct
- Persuasiveness
- Presenting
- Polical sensitivity

ARGUING FOR (STRATEGIC) POLICY DECISIONS

Facilitating competences

- Problem analysis
- Focus on quality
- Verbal expression
- Written expression

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Examples of key performance indicators:

- Invited at least x number of colleagues for strategic meetings over the last year.
- Indicated clearly in strategic plans over the last year which goals to pursue and which actions to take.
- Attained at least x (e.g. satisfactory) in an assessment of the quality of strategic plans over the last year.
- At least x number of proposals or plans were adopted by the board over the last year.

PROCESS MANAGEMENT

Tasks directed at managing and controlling production and organizational processes.

CONDUCTING AND SUPPORTING PRODUCTION AND ORGANIZATIONAL PROCESSES

Facilitating competences

- Attention to detail
- Focus on quality
- Sociability

RESOLVING PROBLEMS IN PRODUCTION AND ORGANIZATIONAL PROCESSES

Facilitating competences

- Problem analysis
- Forming judgment
- Result-orientedness

DESCRIBING PRODUCTION AND ORGANIZATIONAL PROCESSES

Facilitating competences

- Attention to detail
- Organization sensitivity
- Problem analysis
- Written expression

UNDERSTANDING PRODUCTION AND ORGANIZATIONAL PROCESSES

Facilitating competences

- Organization sensitivity
- Problem analysis
- Vision

DESIGNING AND IMPROVING PRODUCTION AND ORGANIZATIONAL PROCESSES

Facilitating competences

- Innovative power
- Focus on quality
- Organization sensitivity
- Problem analysis
- Vision

Examples of key performance indicators:

- Described and wrote about x number of production or organizational processes over the last year.
- Resolved all problems occurring in production or organizational processes within the estimated period over the last year.
- All audits were successful and certification conditions were met.
- Offered at least x number of proposals over the last year for improving production or organizational processes.

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► **Production and services**
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PRODUCTION AND SERVICES

Tasks directed at delivering products and services within the required parameters.

MANUFACTURING PRODUCTS CORRECTLY AND TIMELY

Facilitating competences

- Attention to detail
- Focus on quality
- Result-orientedness

RENDERING SERVICES CORRECTLY AND TIMELY

Facilitating competences

- Attention to detail
- Focus on quality
- Result-orientedness

INSPECTING PRODUCTS AND SERVICES

Facilitating competences

- Attention to detail
- Focus on quality

FOLLOWING PROCEDURES AND DEMANDS

Facilitating competences

- Discipline
- Focus on quality

Examples of key performance indicators:

- Manufactured x number of products over the last year.
- Rendered x percentage of services within the budget over the last year.
- Received no more than x number of complaints about sub-standard products over the last year.
- Attained x number of relevant certificates over the last year.

PROJECT MANAGEMENT

Tasks directed at managing projects to a successful closure.

MAKING PLANNINGS FOR PROJECTS

Facilitating competences

- Attention to detail
- Organization sensitivity
- Planning and organizing

ORGANIZING ACTIVITIES FOR PROJECTS

Facilitating competences

- Initiative
- Planning and organizing
- Result-orientedness

WRITING PROJECT PLANS

Facilitating competences

- Written expression
- Vision

CHAIRING PROJECT MEETINGS

Facilitating competences

- Conduct
- Organization sensitivity
- Persuasiveness
- Verbal expression

ORGANIZING PROJECT MEETINGS

Facilitating competences

- Attention to detail
- Planning and organizing

BUDGETTING PROJECTS

Facilitating competences

- Planning and organizing

CONTROLLING PROJECT PROGRESS

Facilitating competences

- Result-orientedness
- Controlling progress

SETTING PRIORITIES WITHIN PROJECTS

Facilitating competences

- Decisiveness
- Planning and organizing
- Result-orientedness

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Examples of key performance indicators:

- Managed x number of projects within their given budget and deadline over the last year.
- Organised x number of project meetings over the last year.
- Wrote x number of project plans over the last year.
- Received no more than x number of complaints regarding unattainable project plannings or activities over the last year.

PUBLIC RELATIONS

Tasks directed at informing the public about the organization.

PROVIDING INFORMATION

Facilitating competences

- Verbal expression
- Written expression
- Presenting

ANALYSING NEWS ARTICLES ON THE ORGANIZATION AND ITS SERVICES

Facilitating competences

- Social awareness
- Problem analysis

GUARDING THE ORGANIZATION'S REPUTATION IN THE MEDIA AND ON THE INTERNET

Facilitating competences

- Social awareness
- Forming judgment
- Problem analysis

RESPONDING TO MESSAGES IN THE MEDIA AND ON THE INTERNET

Facilitating competences

- Assertiveness
- Forming judgment
- Problem analysis
- Written expression

WRITING COMMUNICATION PLANS

Facilitating competences

- Written expression

WRITING PRESS RELEASES

Facilitating competences

- Written expression

ORGANIZING COMMUNICATION EVENTS AND PRESS CONFERENCES

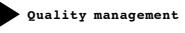
Facilitating competences

- Planning and organizing

Examples of key performance indicators:

- Attained at least x (e.g. satisfactory) in an assessment from a manager on written communication plans over the last year.
- Wrote at least x number of press releases over the last year.
- Found and responded adequately to at least x negative messages in printed media and on the Internet over the last year.
- Organised at least x number of communication events or press conferences over the last year.

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SALES AND ACQUISITION

Tasks directed at acquiring new customers and assignments.

ACQUIRING NEW CUSTOMERS AND ASSIGNMENTS

Facilitating competences

- Ambition
- Courage
- Initiative
- Verbal expression
- Persuasiveness
- Presenting
- Persistence
- Commercial power

APPROACHING POTENTIAL CUSTOMERS

Facilitating competences

- Ambition
- Courage
- Verbal expression
- Sociability
- Commercial power

NEGOTIATING WITH NEW CUSTOMERS

Facilitating competences

- Assertiveness
- Commercial power
- Courage
- Negotiating
- Sensitivity
- Sociability

EXPLORING ALTERNATIVE MARKETS

Facilitating competences

- Initiative
- Creativity
- Social awareness
- Business orientation
- Commercial power
- Flexible behavior
- Sociability
- Vision

DRAFTING SALES PLANS

Facilitating competences

- Commercial power
- Social awareness
- Written expression
- Vision

ADMINISTRATING CUSTOMER CONTACTS

Facilitating competences

- Attention to detail
- Written expression
- Controlling progress

WRITING QUOTES

Facilitating competences

- Attention to detail
- Written expression

Examples of key performance indicators:

- Yielded at least x returns over the last year.
- At least x percentage of written quotes was accepted over the last year.
- Approached at least x number of new customers in a different market segment over the last year.
- Drafted a sales plan that was accepted by a direct manager over the last year.

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Sales and acquisition

Security
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Training and education



SECURITY

Tasks directed at providing and maintaining security of people and property.

COMPLYING WITH SECURITY PRESCRIPTIONS

Facilitating competences

- ▶ Discipline
- ▶ Integrity

DRAFTING SECURITY PRESCRIPTIONS

Facilitating competences

- ▶ Attention to detail
- ▶ Written expression

RECOGNISING AND DETECTING UNSAFE SITUATIONS

Facilitating competences

- ▶ Decisiveness
- ▶ Forming judgment

MAKING PROPOSALS FOR ENHANCING SECURITY

Facilitating competences

- ▶ Forming judgment
- ▶ Persuasiveness
- ▶ Problem analysis
- ▶ Verbal expression

ACTING ADEQUATELY IN UNSAFE SITUATIONS

Facilitating competences

- ▶ Forming judgment
- ▶ Decisiveness
- ▶ Verbal expression
- ▶ Stress management
- ▶ Conflict management
- ▶ Integrity
- ▶ Conduct

REPORTING ON SECURITY INCIDENTS

Facilitating competences

- ▶ Attention to detail
- ▶ Verbal expression
- ▶ Written expression

Examples of key performance indicators:

- ▶ Violated no more than x number of security prescriptions over the last year.
- ▶ Attended x number of meetings on security issues over the last year.
- ▶ Made x number of proposals to enhance security over the last year.
- ▶ Reported x times on unsafe situations over the last year.

SERVICE AND SUPPORT

Tasks directed at providing help, service and support to other people such as customers and colleagues.

MANAGING HELP AND SUPPORT QUESTIONS

Facilitating competences

- ▶ Customer orientation
- ▶ Verbal expression
- ▶ Problem analysis
- ▶ Result-orientedness

MANAGING COMPLAINTS

Facilitating competences

- ▶ Conflict management
- ▶ Listening
- ▶ Verbal expression
- ▶ Problem analysis
- ▶ Result-orientedness
- ▶ Sensitivity

HELPING COLLEAGUES, PROVIDING SUPPORT WITH THEIR WORK

Facilitating competences

- ▶ Customer orientation
- ▶ Cooperation

EXPLAINING PEOPLE HOW TO DO SOMETHING

Facilitating competences

- ▶ Verbal expression
- ▶ Sensitivity

HELPING AND SUPPORTING PEOPLE OVER THE TELEPHONE

Facilitating competences

- ▶ Verbal expression
- ▶ Sensitivity

PREPARING OR CORRECTING DOCUMENTS FOR COLLEAGUES

Facilitating competences

- ▶ Attention to detail
- ▶ Written expression

CONTROLLING COLLEAGUES' AGENDAS

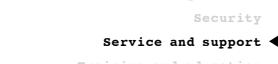
Facilitating competences

- ▶ Planning and organizing

WELCOMING AND REFERRING CUSTOMERS AT THE DESK

Facilitating competences

- ▶ Verbal expression
- ▶ Conduct



ANSWERING THE TELEPHONE, PUTTING PEOPLE THROUGH

Facilitating competences

- ▶ Verbal expression
- ▶ Listening

WRITING UP THE MINUTES IN MEETINGS

Facilitating competences

- ▶ Listening
- ▶ Written expression

HELPING AND SUPPORTING CUSTOMERS

Facilitating competences

- ▶ Customer orientation
- ▶ Problem analysis
- ▶ Result-orientedness

Examples of key performance indicators:

- ▶ Managed x number of complaints successfully over the last year.
- ▶ Referred no more than x number of help and support questions to a colleague unnecessarily over the last year.
- ▶ Responded timely and accurately to x percentage of help and support questions over the last year.
- ▶ No more than x number of complaints recurred over the last year.

TRAINING AND EDUCATION

Tasks directed at training and educating people in order to enhance their knowledge and skills.

CONVEYING KNOWLEDGE

Facilitating competences

- ▶ Verbal expression
- ▶ Presenting

TEACHING SKILLS

Facilitating competences

- ▶ Coaching
- ▶ Listening
- ▶ Verbal expression

CONDUCTING EXERCISES AND ROLEPLAY

Facilitating competences

- ▶ Courage
- ▶ Presenting

PREPARING TRAINING COURSES

Facilitating competences

- ▶ Attention to detail
- ▶ Focus on quality
- ▶ Planning and organizing

COACHING STUDENTS AND TRAINEES

Facilitating competences

- ▶ Coaching

DEVELOPING NEW TRAINING COURSES

Facilitating competences

- ▶ Innovative power
- ▶ Vision

READING UP ON RELEVANT LITERATURE

Facilitating competences

- ▶ Learning ability
- ▶ Self development

Examples of key performance indicators:

- ▶ Attained at least x on average in assessments from students and trainees for conducting courses over the last year.
- ▶ Participated in x number of courses and peer supervision sessions over the last year.
- ▶ Conducted at least x number of courses over the last year.
- ▶ Developed at least x number of new exercises or courses over the last year.

3. COMPETENCES

This Chapter contains the TMA Competence Model, consisting of 50 competences with their explanations.

Within the TMA Competence Model you can choose the competences you require for a position. After that, you specify the behavioral level you require for each competence by choosing the relevant behavioral examples. You can add behavioral examples if you like. We advise to choose between 3 and 7 examples per competence. Behavioral examples can be chosen at different levels (general, operational, strategic, tactical).

The TMA Competence Model can be further adjusted to suit your organization's specific needs and contains for every competence:

- ▶ A definition of the competence.
- ▶ Behavioral exemplars at general, operational, strategic and tactical level.
- ▶ Development potential based on the TMA Talents – which can be assessed by allowing the candidate to do a TMA Talent Analysis. See Chapter 4.3 for background information on and a survey of the development potential of all TMA Competences.
- ▶ STAR based interview questions that help you acquire reliable information on your candidates by asking for the relevant Situation, Task, Action and Result.
- ▶ Development activities: suggestions for candidates to develop the competence themselves without guidance from a manager or coach.
- ▶ Coaching suggestions: advise for a manager or coach to help enhance the candidate's behavior.
- ▶ A relation between personality and the competence's development potential. For certain personalities a competence can be easier to develop than for others. In order to assess whether a candidate's personality is prone to develop a certain competence, the TMA Talent Analysis can be used. A person's aptitude does not only indicate whether s/he possesses a certain competence in relation to a position or environment; it also indicates which development areas are more likely to be enhanced successfully.

Adaptability
Ambition
Assertiveness
Attention to detail
Business orientation
Coaching
Commercial power
Conduct
Conflict management
Controlling progress
Cooperation
Courage
Creativity
Customer orientation
Decisiveness
Delegating
Developing employees
Discipline
Energy
Flexible behavior
Focus on quality
Forming judgment
Identification with management
Independence
Initiative
Innovative power
Integrity
Leadership of groups
Learning ability
Listening
Managing
Need to achieve
Negotiating
Networking
Organization sensitivity
Perseverance
Persuasiveness
Planning and organizing
Political sensitivity
Presenting
Problem analysis
Result-orientedness
Self development
Sensitivity
Sociability
Social awareness
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ADAPTABILITY

The ability to remain fully functional by adapting to changing circumstances (environment, procedure, people).

BEHAVIORAL EXEMPLARS

GENERAL

- is prepared to change his/her routine
- is not rigid
- does not confuse Adaptability with giving up his/her identity

OPERATIONAL

- adapts his/her own methods when called for
- does not need too much time adapting to a new task
- continues working effectively when tasks suddenly change
- easily adapts to a new work environment with different rules
- handles other standards and values with ease

TACTICAL

- adapts to different tasks and demands easily after a fusion or take-over
- is able to develop professional relationships with colleagues and customers from different cultural backgrounds, religions, et cetera
- adjusts his/her own plans and goals if a certain benefit is at stake
- adjusts his/her behavioral style to a certain norm in a different environment; does not stand out
- adapts plans and schemes easily when needed

STRATEGICAL

- adopts the rules and attitude belonging to his/her new position both within and outside the organization
- acts appropriately in different cultures and adopts the right values
- adjusts his/her own view and objectives in order to achieve a shared goal
- is open to various standards, values and rules without losing a sense of identity
- readily detects in various situations and contexts what are relevant cultural elements and acts accordingly

► *Adaptability can be easily developed if the candidate has a more than average score on the talents Variety and Conformity.*

STAR QUESTIONS

- Did your organization ever have to change in a way with which you did not agree? Why and when did you give in to that change?
- An organization's policy changes sometimes. Did you ever come across such change and how did you respond to it?

- If you ever changed jobs, what were the difficulties you encountered? Describe your personal changing process.
- Organizations are usually progressing. Could you describe the way your position has changed? How did you cope with this?
- Could you describe a recent situation in which you had to adjust your plan or rethink your priorities? What was the context and what exactly did you do? What were the adjustments you made and how did you implement them? What was difficult for you to release?

DEVELOPMENT ACTIVITIES

- Try and figure out in a new situation what exactly you find difficult.
- Try and keep working efficiently under changing circumstances by adjusting to new tasks, environments, responsibilities, or people.
- Deliberately seek out situations in which your adaptability is tested.
- Whenever possible, work together with a colleague who is known to adjust easily and learn from his/her talent.
- Try and control yourself when facing adversity without losing sight of your interests.

COACHING ADVICE

- What goes well and what could possibly improve? Discuss your candidate's report with him/her.
- Adjust your style and role during the interviews (friendly, strict, role model) and ask how these changes affect the candidate.
- Engage your candidate in a communicative role play and practice with a type of character s/he finds difficult to deal with.
- Set your candidate certain difficulties in a role play ("this cannot happen; you cannot do this; this does not work like this") and encourage your candidate to deal with these problems strategically.
- Review with the candidate what hinders him/her to adjust to others. Find out what standards s/he has for his/her own achievements. Are there certain types of work for which s/he displays more ambition? What kind of work?

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AMBITION

The drive to climb up, to pursue a career, to strive for success and make an effort to achieve this.

BEHAVIORAL EXEMPLARS

GENERAL

- ▶ makes an effort to learn and develop
- ▶ learns from successful people
- ▶ has sufficient energy
- ▶ draws his/her own career plan and acts accordingly

OPERATIONAL

- ▶ works hard and wants to achieve well in his/her position
- ▶ looks for possibilities to achieve visible successes
- ▶ positions him/herself based on expert quality
- ▶ further develops expertise through training or study

TACTICAL

- ▶ explores his/her possibilities within the organization
- ▶ takes on responsibilities and attracts extra work
- ▶ is not satisfied with a situation in which few opportunities arise for promotion
- ▶ builds a network within and outside of the organization in order to expand his/her career opportunities
- ▶ has clear personal objectives

STRATEGICAL

- ▶ is engaged in several committees, organizations and/or boards
- ▶ looks beyond his/her own organization
- ▶ represents the organization in relevant networks
- ▶ is actively interested in his/her organization and its surroundings
- ▶ actively recognises opportunities to further develop the organization's profile

▶ *Ambition can be easily developed if the candidate has a more than average score on the talents Ambition and Challenges, and Energy.*

STAR QUESTIONS

- ▶ Could you give an example that shows how important money is to you?
- ▶ Have you planned your personal career? How does your current position fit in?
- ▶ When are you satisfied with your work? What are your standards?
- ▶ How did you shape your career so far? Why did you want your current position and how did you get there?
- ▶ Why do / did you want this / that position? What have you done to acquire it?

DEVELOPMENT ACTIVITIES

- ▶ Try and see a problem as a challenge.
- ▶ Find out what your real ambitions are.
- ▶ Brainstorm with 'commercial' colleagues on possibilities to make the organization more successful.
- ▶ Do not hesitate when an opportunity arises.
- ▶ Set goals for yourself with your superior in order to achieve more.

COACHING ADVICE

- ▶ Ask him/her to find out how s/he could engage more in that kind of work.
- ▶ Ask your candidate to think about opportunities for him/herself and ask how these could be realised.
- ▶ Discuss your candidate's personal future goals. Confront him/her, when necessary, with a lack of ambition and ask where it comes from.
- ▶ Make sure your candidate is engaged in work in which s/he is successful; this might encourage the person to achieve more.
- ▶ Review what kind of work brings out most and least ambition in the candidate. Discuss these differences and try to figure where they come from.

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ASSERTIVENESS

The ability to bring one's views across clearly without damaging the relationship with the other party.

BEHAVIORAL EXEMPLARS

GENERAL

- ▶ communicates his/her views or statements clearly
- ▶ speaks his/her mind when something is the matter - does not wait for something to happen
- ▶ communicates self-confidence by his/her attitude and looks the other person in the eye
- ▶ speaks his/her mind (e.g. in a meeting) even if it is diametrically opposed to his/her colleagues'
- ▶ stays calm even if others are loud and dominant

OPERATIONAL

- ▶ expresses him/herself clearly and voices his/her opinions
- ▶ does not refrain from expressing his/her opinion but does so in a non-provocative way
- ▶ clearly indicates what kind of behavior is not appreciated without voicing an opinion on the person

TACTICAL

- ▶ voices his/her opinion in a way that does not harm interrelations
- ▶ expresses his/her own interests without losing sight of the organization's interests
- ▶ stands up for his/her own interests, taking the shared interest into account

STRATEGICAL

- ▶ acts with diplomacy; knows when to be direct and when not
- ▶ can keep his/her opinion to him/herself until enough support is built up
- ▶ stands up for the organization's interests in a context of cooperation

▶ *Assertiveness can be easily developed if the candidate has a more than average score on the talents Dominance, Sociability, and Social empathy.*

STAR QUESTIONS

- ▶ What style of behavior do you like best? What styles do you find difficult and what are the limits to what you can handle?
- ▶ Could you give an example of the way you begin a sales interview? Do you ever do it differently? Could you give an example?
- ▶ Did anyone ever tell you what first impression you made? What did you do with that information?
- ▶ When was the last time you had to convince a client of your qualities?
- ▶ Do you take initiative to talk about your career? What initiative?

DEVELOPMENT ACTIVITIES

- ▶ Try and obtain more insight in your motives and needs by taking a TMA Talent Analysis.
- ▶ Try and say more often phrases like: 'I think', 'In my opinion'.
- ▶ Try and empathise more with another person's needs and preferences without neglecting your personal goals.
- ▶ Try not to regard others as opponents; tackle the ball, not the player.
- ▶ Avoid using euphemistic language whenever you can. Say clearly what you want to say.

COACHING ADVICE

- ▶ Set your candidate certain difficulties in a role play ("this cannot happen; you cannot do this; this does not work like this") and encourage your candidate to deal with these problems strategically.
- ▶ Ask your candidate to describe a situation in which s/he encountered resistance. What did this do to him/her? What was the other person's reaction? What went well and what could be better? Try to think of alternative assertive responses together.
- ▶ Ask your candidate to display behavior that is atypical of him/her. This can first be done during coaching, later possibly 'for real'.
- ▶ Ask your candidate to take careful notice of another person's verbal signals and body language while talking to him or her. Explain that the two may diverge - which can be to his/her advantage. If the candidate's lack of assertiveness is due to a personality trait such as low self-esteem or an introverted disposition, there is little one can do; in that case this competence is difficult to coach. You can find out with the TMA Talent Analysis.

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ATTENTION TO DETAIL

The ability to process detailed information effectively and consistently

BEHAVIORAL EXEMPLARS

GENERAL

- ▶ stays alert and concentrated
- ▶ is annoyed by small mistakes
- ▶ remains focused when dealing with detailed information

OPERATIONAL

- ▶ handles details meticulously and makes very few mistakes
- ▶ follows instructions carefully and flawlessly
- ▶ checks his/her own work and focuses on details
- ▶ stays critical in routine tasks and keeps an eye on his/her own performance
- ▶ is able to work with numbers for a long time on end

TACTICAL

- ▶ orders data on topics discussed with an eye for relevant detail
- ▶ readily recognises contradictions in detailed information
- ▶ readily recognises gaps in graphic representations
- ▶ develops ideas thoroughly and meticulously into an effective plan of action
- ▶ devises systems to monitor and control detailed information adequately

STRATEGICAL

- ▶ readily detects inconsistencies in reports, budgets et cetera
- ▶ picks essential details from a complex amount of information
- ▶ readily recognises contradictions in a large amount of complex information
- ▶ recognises trends in numerical information
- ▶ recognises details in behavior and data that are relevant to a certain pattern

▶ *Attention to detail can be easily developed if the candidate has a more than average score on the talent Order and Neatness.*

STAR QUESTIONS

- ▶ How do you check your, and other people's, work for mistakes? When was the last time you did this? How did you do it?
- ▶ Could you give an example of a work situation in which you had to process a large amount of data?
- ▶ Have you ever performed a task for which precision was paramount?
- ▶ What do you do in your position to avoid making mistakes?
- ▶ When was the last time your work was flawed?

DEVELOPMENT ACTIVITIES

- ▶ Take time to solve a problem; the success of your work is in the details.
- ▶ Review other people's work and look for inaccuracies.
- ▶ Review your question, take a break, and review it again.
- ▶ Remain accurate, particularly when you are put under pressure.
- ▶ Observe a colleague who is known to work neatly and see how s/he does it.

COACHING ADVICE

- ▶ Review your candidate's work with him/her and see if you can make him/her think of a way to improve that work next time.
- ▶ Give your candidate ample time to finish his/her work so s/he does not feel rushed to finish it rashly.
- ▶ Let your candidate reflect on the importance of accuracy and detail in his/her work and what the consequences of inaccuracy might be.
- ▶ Review together with your candidate whether you can find a pattern in his/her inaccuracies.
- ▶ Create an open learning environment in which mistakes are allowed.

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BUSINESS ORIENTATION

The ability to recognise opportunities for new services and products and to act accordingly, taking measured risks into account.

BEHAVIORAL EXEMPLARS

GENERAL

- ▶ takes calculated risks
- ▶ does not need much support from others
- ▶ is able to manage stress
- ▶ is ambitious
- ▶ knows when to say 'yes' or 'no'

OPERATIONAL

- ▶ is alert to clients' needs and wishes and acts accordingly
- ▶ sees opportunities to interest clients for new products and services
- ▶ talks in terms of opportunities, not in terms of problems
- ▶ is actively involved in brainstorming with others about new products and services
- ▶ approaches other people to direct their attention to products and services available

TACTICAL

- ▶ knows relevant developments within the client's organization and offers services accordingly
- ▶ knows and uses his/her client's relevant networks
- ▶ observes problems within the client's organization and services and uses them to make a relevant offer
- ▶ builds network relationships and uses them to advertise his/her services
- ▶ explores unusual and innovative possibilities to advertise his/her services

STRATEGICAL

- ▶ generates ideas about the organization's future and its scope of services; translates them into tangible strategies and goals
- ▶ explores opportunities for cooperation, partnerships or take-overs that could improve his/her organization's position
- ▶ presents new concepts in services and products that have not been marketed before
- ▶ recognises the right moment for marketing innovative products and services
- ▶ explores strategic positions in (inter)national networks that could benefit the organization
- ▶ does not avoid risks even when certain aspects and facts are still unknown

▶ *Business orientation can be easily developed if the candidate has a more than average score on the talents Ambition and Challenges, Energy, and Independent thinking.*

STAR QUESTIONS

- ▶ Are you an enterprising person? Could you give examples?
- ▶ Have you ever been your own boss? What kind of business did you have? What kind of successes did you attain?
- ▶ Have you ever had to think of ways to obtain funding?
- ▶ What did you do in order to improve your results in your last job?
- ▶ Have you ever been in a situation as a manager in which goals were not met? What did you do?

DEVELOPMENT ACTIVITIES

- ▶ Make sure your business model answers three questions: What do I enjoy?; What am I good at?; What is economically feasible and attractive?
- ▶ Try and think outside the box.
- ▶ Do not just think about today but invest in the long term.
- ▶ Remain positive, do not whinge.
- ▶ Work with successful entrepreneurs. Ask them for advise.

COACHING ADVICE

- ▶ Discuss your candidate's personal and professional targets and wishes.
- ▶ Practise with your candidate defining goals in a SMART (Specific, Measurable, Attainable, Realistic, Timely) way.
- ▶ Consider a certain issue or problem with your candidate by brainstorming. Do not put his/her suggestions up for discussion (yet). Review the pros and cons of each suggestion together.
- ▶ Ask your candidate which competences s/he likes to use at work; what kind of work gives the candidate energy?
- ▶ Engage in an associative or brainstorming session with the person over a certain topic or a problem that is bothering him/her. Use development and brainstorming suggestions, and possibly mindmapping techniques.

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COACHING

Encouraging and guiding employees in order to make their performance more effective and to enhance their self-perception and problem solving skills.

BEHAVIORAL EXEMPLARS

GENERAL

- has the skills, knowledge and experience to coach
- distinguishes his/her own position as a coach and its influence on others
- has an adequate self-perception

OPERATIONAL

- makes it clear to others what is expected of them and helps them realise these objectives
- encourages and motivates others to come up with their own solutions
- provides directions and professional advise in order to improve other people's performance
- identifies and clarifies problems others may have in performing their tasks
- allows other people their responsibility, especially over their own learning process

TACTICAL

- does not provide solutions but enhances others in their problem solving skills
- helps other people find the right contacts within the organization
- helps other people see the importance of a broad orientation within the organization
- enhances other people's grasp of the organization's informal rules and circuits
- encourages others in becoming involved in organization-wide activities

STRATEGICAL

- encourages others in planning their own careers
- helps others explore their limitations and possibilities - even if they can only be found outside the own organization
- encourages others to take steps toward realising their own professional goals
- distinguishes other people's talents and competences
- helps other people realise their professional goals, even if they reach beyond the own organization

- *Coaching can be easily developed if the candidate has a more than average score on the talents Helpfulness and Social empathy.*

STAR QUESTIONS

- How much time do you spend on average your employees' development? Could you give an example of the way you spend this time?

- Were you ever confronted with an employee or a team lacking motivation?
- Could you give an example of an employee you found difficult to coach?
- Could you give an example of a situation in which you enquired after a colleague's or employee's personal circumstances?
- How much time do you spend on average on your employees' personal development? Could you give examples of recent, successful personal developments?

DEVELOPMENT ACTIVITIES

- Discuss with others how they perceive your style of coaching. Is their perception in line with your own views?
- What can you and do you want to improve easily?
- Provide feedback to others regularly, both in terms of compliments and appreciation and as constructive criticism.
- Be aware of your listening attitude. Make sure it is active and positive (look at the other person, summarise, nod, report back).
- Make a review of your employees' talents. What are their qualities? How could they develop them further? Set tangible goals for their personal development on the basis of your review.
- Get acquainted with the advise given on coaching and development interviews in Chapter 1.4.

COACHING ADVICE

- Decide with your candidate when and how s/he is going to practise coaching. Ask for feedback on this experience. If possible, observe the candidate's style of coaching and provide feedback.
- Simulate a coaching interview in a role play (you being the coachee), provide feedback, and encourage your candidate to practise personal development issues.
- Try and find out with your candidate which aspects of coaching s/he would like to develop. Write down a number of goals and points of action.
- Ask your candidate to think about the question what stops him/her to coach other people. Where is his/her resistance coming from? Ask the candidate to coach someone on an 'easy' issue and review what happens.
- Discuss with the employee what the organization's goals are and how they affect his/her daily routine. Discuss whether s/he can learn or develop things in order to help achieving these goals.

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COMMERCIAL POWER

Acting from opportunities in the market; acting with a customer focus and affiliating with the appropriate contacts.

BEHAVIORAL EXEMPLARS

GENERAL

- demonstrates commercial awareness and understanding
- identifies opportunities and products in the market and values the commercial potential
- identifies customer needs and demands
- conducts correctly uncomplicated sales meetings
- acts credible and creates a good setting to convince (potential) customer to purchase

OPERATIONAL

- knows the market and its actors
- creates autonomously opportunities for enhancing sales
- takes financial consequences of commercial proposals into account
- shows interest in the customer and knows how to translate the customer's requirements into sales actions for the longer term
- conducts sales meetings independently and uses the information to deliver an accepted sales proposal

TACTICAL

- discovers independently new sales opportunities and converses these into successful propositions
- turns ideas into improved Product Market Combinations (PMC) that are well suited for the actual and future market demands
- performs independently complex sales calls and convinces customers to purchase the products and / or services
- takes initiative to examine the client's situation
- negotiates successfully, identifies the negotiating strategy of the partner and demonstrates adaptability

STRATEGICAL

- conducts a proactive commercial strategy and manages interdepartmental collaboration
- affiliates and maintains relations in order to obtain sustainable customer relationship for the organization
- builds and maintains proactively a diverse network
- utilizes customers demands and needs for development of new products or services
- negotiates at high level, is able to explore various strategies in doing so
- manages conflicts effectively in order to attain better results

► *Commercial power can be easily developed if the candidate has a more than average score on the talents Ambition and Challenges, and Sociability.*

STAR QUESTIONS

- Clients have both expressed and unexpressed needs. It is often difficult to find out what those unexpressed needs are. Describe the last conversation you had with a client in which you were looking for his or her needs. How did it go? What did you find out?
- Describe a recent situation in which you succeeded convincing others of your view despite their resistance. What were the conflicting views and interests and how did you cope with them?
- When was the last time you had to convince someone? What exactly did you do?
- Could you give an example of a negotiation in which you estimated the other party's motives, wishes, or feelings wrongly?
- What characterises a good salesperson, according to you? What makes you think that? Which of those traits do you have?

DEVELOPMENT ACTIVITIES

- Promise less than you actually deliver (underpromise and overdeliver).
- Ask further questions when your service is rejected.
- During negotiations, try and listen carefully to both verbal and non-verbal signals in order to understand the other party's motives and interest. Try and make use of those interests strategically.

COACHING ADVICE

- Simulate a situation in a role play in which a tough customer asks a vague question and review your candidate's response. Provide feedback afterwards. Does s/he listen well? Does s/he understand the customer? Does s/he ask further questions?
- Explain the importance of knowing the customer's expectations and the notion that it is better to promise less and to deliver more (underpromise and overdeliver).
- Ask your candidate to take careful notice of another person's verbal signals and body language while talking to him or her. Explain that the two may diverge - which can be to his/her advantage.
- Encourage your candidate to ask 'open questions': questions that cannot be answered with 'yes' or 'no' (and often begin with 'who', 'what', 'where', 'which', or 'how').

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CONDUCT

Making a good first impression and sustaining it for a long time.

BEHAVIORAL EXEMPLARS

GENERAL

- ▶ follows the rules of etiquette
- ▶ shows respect for other people
- ▶ looks well groomed

OPERATIONAL

- ▶ dresses appropriately, in line with his/her position
- ▶ makes a good first impression and maintains it
- ▶ behaves correctly and according to current standards
- ▶ provides knowledgeable answers professionally
- ▶ addresses people correctly, in accordance with the organization's culture

TACTICAL

- ▶ represents the organization in his/her choice of dress
- ▶ is consistent in his/her conversational style; does not suddenly change mode
- ▶ builds a personal relationship with clients and colleagues by showing a genuine interest in the other person
- ▶ demonstrates self-confidence and competence in responding to questions
- ▶ does not pretend to be knowledgeable in any area other than his/her own
- ▶ adopts a style and dress appropriate to his/her position

STRATEGICAL

- ▶ understands etiquette and acts accordingly
- ▶ is able to operate in different circles and companies
- ▶ is able to readily adopt a new environment's rules, standards and values
- ▶ is able to assess what kind of behavior is appropriate and effective in different situations
- ▶ is able to adjust his/her use of language and behavior to his/her own and other people's roles
- ▶ uses non-verbal behavior to reinforce his/her appearance

▶ *Conduct can be easily developed if the candidate has a more than average score on the talents Need for status, and Conformity.*

STAR QUESTIONS

- ▶ Did you ever experience being evaluated differently at first than after people had got to know you better? Could you give an example? What was the difference between their first impression and a later one? What had changed in between?
- ▶ Could you give an example of the way you begin a sales interview? Do you ever do it differently? Could you give an example?

- ▶ Did anyone ever tell you what first impression you made? What did you do with that information?
- ▶ Could you give an example of a presentation you did that did not go according to plan? What happened exactly and how did your audience respond? What was the outcome?
- ▶ What do you find difficult about doing a presentation?

DEVELOPMENT ACTIVITIES

- ▶ Observe someone who presents his/herself well; look at this person's behavior and attitude. What can you learn from him/her?
- ▶ Be aware of your attitude, use of voice, and body language.
- ▶ Take careful notice of what people signal so you can adjust your performance.
- ▶ Adjust your appearance to the situation or organization.
- ▶ Prepare conversations well so you will know what to say.

COACHING ADVICE

- ▶ Encourage your candidate to ask others for 360° feedback regarding the way s/he comes across in a group. What does the candidate do exactly and to what effect? What are his/her strengths and what could improve? Discuss the results with the candidate.
- ▶ Ensure that your candidate does not avoid situations in which s/he could meet other people but, on the contrary, looks them up. Ask the candidate to think on beforehand what kind of impression s/he wants to make and encourage him/her to act accordingly. Evaluate what went well and what could improve.
- ▶ Investigate with your candidate why s/he finds it difficult to act in public. Is s/he scared? Is s/he afraid to make a fool out of him/herself? Is s/he overly concerned what others might think? Ask the candidate to reflect on the question what the worst thing is that could happen.
- ▶ Encourage your candidate to pay attention to colleagues who know how to present themselves. Is there anything s/he can copy from them?
- ▶ Let the candidate ask people around him/her what they perceive to be his/her qualities.

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CONFLICT MANAGEMENT

The ability to handle conflicting interests diplomatically and to help solve them.

BEHAVIORAL EXEMPLARS

GENERAL

- is able to assess the gravity of a conflict and the emotions that play a role in it
- distinguishes interests and motivations in other parties
- is able to assess the potential reach of a conflict

OPERATIONAL

- is sensitive to tensions in a team and able to address them
- looks for tangible solutions that are satisfactory for all parties involved
- proposes several solutions that can be accepted by conflicting parties
- finds out what the reasons and backgrounds for a conflict are

TACTICAL

- distinguishes complex interests and unvoiced opinions
- anticipates potential conflicts of interests and other complications
- thinks of various strategies on beforehand with which to diminish tensions
- reconciles opposing opinions by looking for common denominators
- is able to assess the hierarchy within a group or team

STRATEGICAL

- asks directed questions in order to analyse the depth and reach of the oppositions or the conflict
- encourages conflicting parties to come up with their own solutions
- persuades conflicting parties of the mutual advantages of finding a solution to their conflict
- demonstrates the advantages of mutual cooperation
- seeks information with all conflicting parties about the reasons for the conflict

Conflict management can be easily developed if the candidate has a more than average score on the talents Sociability and Social empathy on the one hand and a below average score on the talent Confrontation on the other hand.

STAR QUESTIONS

- If something happens that you do not like, how do you respond? How do the people around you respond? Could you give a recent example?
- How do you respond when somebody offends you or your family?
- How did you deal with people who actively worked against you in the past? Could you give an example? What exactly did you do to correct this wrong?
- What style of behavior do you like best? What styles do you find difficult and what are the limits to what you can handle?

- When someone puts you at a disadvantage by acting against your values or principles, how do you respond? Could you give a recent example?

DEVELOPMENT ACTIVITIES

- When you are in conflict with someone, try not only to listen to his or her arguments but observe the body language as well. What does it say?
- Express your impression of the other person's feelings; ask if your impression is correct.
- Evaluate for yourself in what situations you find it difficult to solve a conflict. Can you find a pattern? What could you do in order to avoid these situations?
- Try and observe signals of resistance in others: not looking at you, looking bored, obsessing with their own story, repeating themselves, interrupting you, saying 'yes but' all the time, turning away physically.

COACHING ADVICE

- Simulate a situation in a role play in which you annoy your candidate and engage him/her in a conflict by being direct and personal ('you are...; this is impossible; you can't do this; this doesn't work'). Encourage the candidate to deal with the situation.
- Ask your candidate to describe a situation in which s/he encountered resistance. What did this do to him/her? What was the other person's reaction? What went well and what could be better? Try to think of alternative assertive responses together.
- Encourage your candidate to take notice not only of what another person says but also of what he or she signals with body language, facial expressions and attitude. How do the words and signals diverge in a conflict situation?
- Ask your candidate about the people with whom s/he communicates regularly: do they require different approaches in a conflict situation? Does s/he always take that approach? What would happen if s/he did not?
- Encourage the candidate to practise his/her listening skills outside of work as well. Involve family and friends to provide feedback.

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CONTROLLING PROGRESS

The ability to control the progress of employees' processes, tasks, or activities and of one's own work and responsibilities.

BEHAVIORAL EXEMPLARS

GENERAL

- works structuredly (and manages his/her time well)
- inquires regularly about the progress of current projects
- is disciplined

OPERATIONAL

- provides clear deadlines
- checks progress regularly
- uses his/her planner effectively, sets deadlines for him/herself
- makes appointments with employees in order to provide feedback on their performance
- notices and minimises work slowdowns

TACTICAL

- defines objectives for the department in terms of measurable results
- uses certain administrative procedures to control the work's progress
- plans follow-up actions for finished work
- evaluates progress from different points of view such as costs, pace, quality and effort
- is able to assess when to step in if the work is stagnant

STRATEGICAL

- phases change processes and indicates when progress needs to be checked
- monitors the essentials of actual progress without losing sight of relevant details
- channels and directs information about progress from various sources; makes sure (higher) management receives accurate information
- plans individual interviews with key sponsors and 'ambassadors' for the change initiative
- is alert to signals from the organization regarding the work's progress and discusses them with key staff involved

► *Controlling progress can be easily developed if the candidate has a more than average score on the talents Persuasiveness and Order and Neatness.*

STAR QUESTIONS

- How do your employees inform you with regards to the progress of their work?
- How do you know exactly what your employees are doing? How do you evaluate the quality of their work? Could you give a few concrete examples?

- Could you give examples of the kind of your employees' work that you do check?
- Could you give examples of the kind of your employees' work that you do not check?
- What deadline did you have to reach recently? How did you manage to do so?

DEVELOPMENT ACTIVITIES

- Check the quality of your employees' work at random.
- Define objective criteria with which you can check the quality of your employees' work.
- Address your employees regarding their responsibilities. Be clear which aspects of their work you check.
- Make clear agreements with your employees about the nature and frequency of your progress checks.
- Be alert to potential problems and try to avoid or limit them by acting quickly.

COACHING ADVICE

- Ensure that your candidate keeps promises s/he makes and finishes a job once begun, without leaving loose ends. Evaluate after every assignment or project.
- Practise with your candidate defining goals in a SMART (Specific, Measurable, Attainable, Realistic, Timely) way.
- Ensure your candidate sets his/her own goals which s/he will practise attaining. Ask for feedback which goals are attained and which are not. What are the reasons for (lack of) success?
- Ask your candidate to write down motives that help attaining a certain goal and motives that get in the way. Encourage him/her to find a way to deal with hindering motives constructively.
- Ask the candidate to reflect on a situation in which s/he controlled progress well and one in which s/he could do better in that respect. What were the differences in context? Think about people, tasks, resistance, interests, time factors, et cetera. What does the candidate learn from these situations?

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COOPERATION

The ability to work effectively with others in order to achieve a shared goal - even when the object at stake is of no direct personal interest.

BEHAVIORAL EXEMPLARS

GENERAL

- ▶ has a proper self-perception
- ▶ knows his/her preferences for certain team roles
- ▶ is able to let the group's interests prevail over his/her own

OPERATIONAL

- ▶ is willing to share knowledge and experience
- ▶ is open to other people's opinions and ideas
- ▶ notices when others need help and relieves them when necessary
- ▶ clearly demonstrates the importance of a shared result
- ▶ celebrates success and commiserates failure together

TACTICAL

- ▶ recognises the contributions from other disciplines and uses them by inviting representatives
- ▶ discusses plans and ideas with others and invites them to contribute
- ▶ emphasises common denominators in a team to reinforce team spirit and the importance of a shared result
- ▶ is able to compromise; lets a group's interest prevail over his/her own
- ▶ makes others see their contribution is vital for achieving a shared goal

STRATEGICAL

- ▶ finds opportunities to set up shared projects with other organizations
- ▶ turns enemies into friends (finds opportunities to work together with competitors)
- ▶ understands the organization's strengths and weaknesses and finds partners to help correcting the latter and
- ▶ enhancing the first
- ▶ communicates in terms of win-win situations instead of us-against-them
- ▶ looks out for the organization's interests at all times, not for personal gain

▶ Cooperation can be easily developed if the candidate has a more than average score on the talents Helpfulness and Sociability.

STAR QUESTIONS

- ▶ Were you ever part of a team that failed to reach its targets due to a lack of cooperation? What was your role?
- ▶ What do you think of the way people cooperate in your department? How do you contribute to this cooperation? What problems have occurred in the past?

- ▶ How did you deal in the past with "opponents" in your organization, in other words with people who did not agree with you? Could you give an example?
- ▶ What have you done recently in order to improve cooperation within your team?
- ▶ Were you ever in a situation in which you did not agree with the way things went within your team? Could you give an example?

DEVELOPMENT ACTIVITIES

- ▶ Allow room for other people's opinions. Everyone has a right to an opinion.
- ▶ Be open to other people's ideas, try not to dismiss them readily.
- ▶ Listen carefully to other people's ideas and give them compliments.
- ▶ Show involvement with your colleagues even if it does not affect your work directly.
- ▶ Observe the employee's listening attitude and discuss what attributes to an active attitude (e.g. summarising, nodding, humming).

COACHING ADVICE

- ▶ Investigate with your candidate what is keeping him/her from working with others effectively.
- ▶ Encourage your candidate to practise in a role play communicating with a 'type' of person s/he does not like.
- ▶ Set your candidate certain difficulties in a role play ("this cannot happen; you cannot do this; this does not work like this") and encourage your candidate to deal with these problems strategically.
- ▶ Evaluate with your candidate what is keeping him/her from being flexible when working with others.

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COURAGE

The ability to take risks in order to benefit (in the long run).

BEHAVIORAL EXEMPLARS

GENERAL

- ▶ takes accountable risks
- ▶ understands the reach of a risk that is taken
- ▶ does not act impulsively but contemplates consequences
- ▶ distinguishes between courage and bravado

OPERATIONAL

- ▶ chooses an approach that is not quite according to standard procedure when facing a problem
- ▶ seeks, when necessary, for solutions beyond the conventional
- ▶ takes personal risks regularly and is not afraid to express bold opinions
- ▶ is willing to choose an approach that has not been tried before
- ▶ expresses uncommon, original views

TACTICAL

- ▶ prefers a promising plan with unknown risks over a mediocre plan that offers certainty
- ▶ offers products or services to clients that have not been offered before
- ▶ commits to completely new activities that are innovative and feasible
- ▶ expresses constructive criticism in the organization's interest
- ▶ takes responsibility for actions of which the consequences are uncertain

STRATEGICAL

- ▶ dares to invest in partnerships that involve risk but may be beneficial to the organization
- ▶ makes decisions that could change the entire organization's appearance
- ▶ estimates and spreads the risks attached to new activities
- ▶ invests in new experiments without being certain of their outcome
- ▶ is guided by his/her intuition

▶ *Courage can be easily developed if the candidate has a more than average score on the talents Self-esteem and Independent thinking on the one hand and a below average score on the talent Conformity on the other hand.*

STAR QUESTIONS

- ▶ Could you give an example of a 'risky' decision that turned out positively?
- ▶ Could you give an example of a 'risky' decision that turned out negatively?
- ▶ Do you like to gamble? Could you give an example of a gamble you took that turned out positively?
- ▶ What was the biggest risk you ever took in your life? How did it turn out?

- ▶ Do you like to play games which involve an element of chance? Could you give an example?

DEVELOPMENT ACTIVITIES

- ▶ Say 'no' more often.
- ▶ Come up with a proposition more often, even if you cannot quite see the consequences. Simply try it and see what exactly those consequences are.
- ▶ Try and say more often phrases like: 'I think', 'In my opinion'.
- ▶ Try and think outside the box.
- ▶ Analyse someone who is more courageous than you are, observe his/her behavior and its consequences, and the risks s/he takes.

COACHING ADVICE

- ▶ Investigate with your candidate what is keeping him/her from showing courage in certain situations.
- ▶ Encourage your candidate to form an agreement with his/her superior regarding the way in which s/he could show more courage in his/her work.
- ▶ Investigate with your candidate whether s/he has been in situations in which s/he showed courage when others did not. How come s/he did manage to do so in that particular situation?
- ▶ Investigate with your candidate whether s/he has been in situations in which s/he did not show courage when others did. What was the risk assessment of those others compared to your candidate's? What stopped him/her from taking that risk?
- ▶ Encourage your candidate to ask a colleague to signal him/her when the colleague feels the candidate is missing opportunities due to a lack of courage.

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