

A practical guide

# FROM TALENT TO PERFORMANCE

Talent-oriented selection assessment,  
development and performance appraisal

Including the complete  
TMA® Competency Model



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## Colophon

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# FROM TALENT TO PERFORMANCE

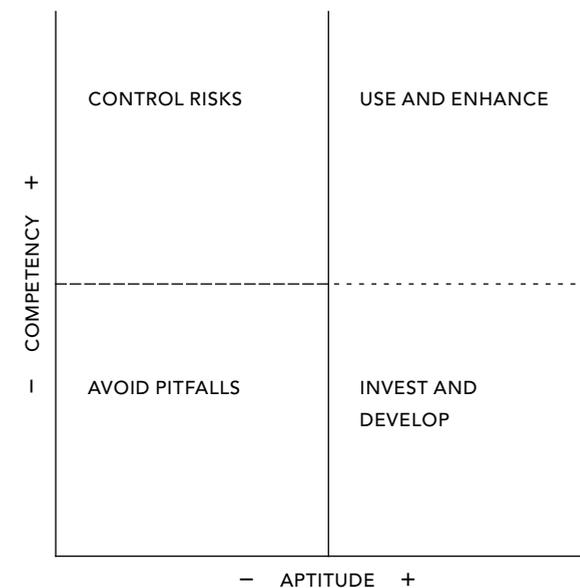
**“What kind of person do I have in front of me?” “How can I let this person’s talent shine; I am sure she has it in her.” “How can I best motivate this candidate?” These are important questions for you as an HR professional, manager or executive if you want to make the most of your employees.**

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 appraisal.

The TMA Method helps you understand the relationship between drives, and competencies. You will know exactly which competencies to look for in your (prospective) employees in order to obtain excellent performances. Below you will find the TMA Performance Matrix which helps you decide what to do with your employees’ competency and aptitude (based on their drive 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 avoiding pitfalls.



## **CONTENTS**

This Practical Guide contains the 53 TMA Competencies in alphabetical order as well as 23 key result areas with which you can create virtually every job or competency profile within your organization.

Each competency 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 competency 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 competencies support a successful performance of this task. Both the key result areas and competencies help you define the specific successful behavior and clear results that are expected in your organization.

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 a summary of the theory behind the TMA Method as well as some background on 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 competency 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 competency profiles. Secondly, this guide is meant as a practical manual for conducting structured and talent-oriented development and assessment interviews. Thirdly, this guide is meant to inform you about the supporting instruments, theory and background of the TMA Method.

## **GUIDE AND WEBSITE**

What makes this guide unique is the website that was especially developed in order to support its contents: [www.talent2performance.com](http://www.talent2performance.com). As a registered user of this website you are free to create as many job and competency 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](http://www.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 competencies 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. 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 Competency Model consists of 53 elaborate competencies and 23 key result areas. This is extensive, yet not exhaustive. It is impossible to cover all potential key result areas, competencies, 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](http://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 competencies 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://www.talent2performance.com) offers the TMA Model in various other languages, such as Dutch, German, Danish and French. Most instruments of the TMA Method are available in various languages and are language independent. This means, for instance, that it is possible to have a candidate sit a TMA Talent analysis in French and then download the report in English or Dutch. Another advantage of this language independency is that it is possible for participants in 360° feedback analysis to provide feedback in their own language.

## **THE TMA TALENT ANALYSIS**

People are motivated best and effective and successful in work that lies the closest to their true nature. It's from this starting point that, in particular, the TMA Talent analysis focuses on the candidate and finds her the position that is appropriate. This is the vision with which you can shape your talent and competency management by using the TMA method and instruments.

The TMA Talent analysis makes it possible to conduct an objective, constructive and especially thorough analysis of motivations, talent and development possibilities. The TMA Talent analysis can be used for selection, development, mobility, career choice and reintegration issues.

With the TMA Talent analysis, 22 drives and 44 talents are exhaustively mapped. Also you get insight in the development potential of most of the 53 TMA Competencies. The Talent analysis takes about an hour that is spent by the candidate at her computer. The questionnaire for the candidate consists of statements, behavioral items from which the candidate always has to choose the one that matches him best. Thus the motivations of the candidate are unravelled in a subtle manner. The outcomes of the talent analysis are systematically correlated with each other and are analysed in terms of talents that reinforce and neutralise each other.

You receive a balanced candidate report that has been formulated positively in terms of talents and development and does not judge your candidate. Because of this, the outcomes are generally recognised and accepted by your candidate. In addition as the conversation partner of the candidate you receive shadow (expert) reports and matching reports to aid conducting your feedback conversation and to evaluate the drives and talents that are present. The reports give insight in qualities and pitfalls and offer you an extensive range of interview questions, de-

velopment activities and coaching recommendations matched to your candidate. With this at your disposal, you can get to core questions more exhaustively and you acquire a more thorough and more valuable insight into your candidate. You make the final choices and recommendations yourself, but then in a structured and well-reasoned manner.

**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 offer you 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.

The TMA team

# 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 competency profile or how to conduct a structured selection assessment, development or appraisal interview, go to Practical Manuals (Chapter 1) and read the manual you need.

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

## **EXAMPLES FOR USE**

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

You need to know which competencies 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 competencies are mentioned with the tasks you find there.

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

You want to create a complete job or competency 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 competency profiles.

As you can see from these examples, it is not necessary to use all the sections in this to the full extent completely. It is possible but not necessary to follow the entire cycle of selection assessment, development and appraisal. 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](http://www.talent2performance.com) with the complete TMA Job and Competency Model in various languages. This means that you can choose the right components for your job and competency profiles at your leisure with this guide and then use those components to create the profiles online. Here 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.

# 1. PRACTICAL MANUALS

In this Chapter you will find practical manuals regarding the selection, development and appraisal 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 competency profiles

1.2 Manual behavioral based interview

1.3 Manual selection assessment interview

1.4 Manual development interview

1.5 Manual performance appraisal interview

## EVALUATION INSTRUMENTS FOR SUPPORT

In order to support a selection, development or appraisal 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
- ▶ Cognitive capability analysis

### HR ISSUE: DEVELOPMENT

#### *General instruments*

- ▶ Personality tests
- ▶ Competency feedback tests

#### *Instruments TMA Method*

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

### HR ISSUE: PERFORMANCE APPRAISAL

#### *General instruments*

- ▶ Appraisal forms

#### *Instruments TMA Method*

- ▶ Competency appraisal
- ▶ Result appraisal

### HR ISSUE: MOBILITY

#### *General instruments*

- ▶ Personality tests
- ▶ Competency feedback tests
- ▶ Career tests

#### *Instruments TMA Method*

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

## HR ISSUE: CAREER CHOICE

### General instruments

- ▶ Personality tests
- ▶ Intelligence tests
- ▶ Career tests

### Instruments TMA Method

- ▶ TMA Talent analysis
- ▶ Cognitive capability analysis
- ▶ Career and activity interest analysis

## HR ISSUE: REINTEGRATION

### General instruments

- ▶ Personality tests
- ▶ Career 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 for a certain position or role. The TMA Method contains a Talent Match and a Competency Match which can be applied after a candidate has done a TMA Talent analysis or a Feedback Competency analysis. The results of those analysis 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 analysis 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 analysis online anywhere. The analysis forms are designed to be filled in anywhere; they do not require any kind of test room. Particularly in selection procedures we advise to have Cognitive capability analysis 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 Cognitive capability analysis without being disturbed. For more information on the TMA Method and its instruments we like to refer you to [www.tmamethod.com](http://www.tmamethod.com).

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

## 1.1 MANUAL CREATING JOB AND COMPETENCY PROFILES

It is important to create a job competency profile in order to learn how to speak and think in the same language, to use the same definitions and to have a mutual understanding of them. 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 competencies for a position

Decide which specific competencies (see Chapter 3) a candidate should have in order to fill the position. We advise to choose between 3 and 7 competencies for a position. To support your choice of competencies, you can look at the tasks (step 2a) you have chosen for the position and see which facilitating competencies are mentioned there. These are the competencies 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 competencies. You can choose key behavioral indicators at various levels. We advise to choose about 5 key behavioral indicators for every competency.

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

### CREATING POSITIONS ONLINE AT [WWW.TALENT2PERFORMANCE.COM](http://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. Creating and determining positions as well as job and competency 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 assessment 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 competencies 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 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 competency.

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 in such a way so the candidate is given the opportunity to say what she did in the past in a particular situation.

The past tense is used 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 her 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 competency 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 she did in a given situation. The answer may give an impression of the candidate's imagination or theoretical knowledge. Maybe she 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 implied 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 her, what was her 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?

#### Action

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

#### Task

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

#### Result

- ▶ results?
- ▶ consequences?
- ▶ effects?

By copying or printing this schedule 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 ASSESSMENT INTERVIEW

### PREPARATION

Make sure you have determined the competencies 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 competencies that are required.

### RESOURCES

In order to grasp the candidate's personality on forehand and to see whether his competencies 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 53 TMA competencies 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 Cognitive capability analysis, depending on the skills you require for a particular position. Please look at [www.tmamethod.com](http://www.tmamethod.com) for more information on our Cognitive capability analysis.

### GENERAL SUGGESTIONS FOR THE INTERVIEW

- ▶ allow time 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 she 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 of your current organization?
- ▶ 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 latest assessment?

#### Step 3: Ask the interview questions on competencies relevant to the position

You can use the interview questions regarding specific competencies in this guide to find out whether your candidate possesses the competencies 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 competency, 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 somebody else 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. 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 she 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 her behavior is being ineffective. Try and make her 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' competencies 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 competencies can be developed easily, moderately or hardly at all - based on her personality. You can find an example of a competency report on [www.tmamethod.com](http://www.tmamethod.com).

### STEPS FOR THE DEVELOPMENT INTERVIEW

#### Step 1: Determining the direction

In this phase you try to find out which competencies 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 she 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 competencies for your candidate to develop within a certain period of time. It could be useful in this phase to know which competencies are easy or hard to develop based on the candidate's personality. A TMA Talent analysis can help you assess this.

#### Step 2: Determining the competencies' development level

In this phase you try to assess the candidate's current behavior and thus her competencies. To do so you can use the questions provided with the competencies 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 competency, and the more effective you can help and advise them. You can use the STAR schedule provided at the end of Chapter 1.2.

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.

### **Step 3: Establishing SMART goals**

Agree on a fixed period of time with your candidate in which she should work on particular competencies 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 competencies**

As soon as you have established on which competencies 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 competencies. You can find the various development activities under the relevant competencies 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 competencies.

We suggest that you finish your interview by asking your candidate about the most important discoveries she 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 PERFORMANCE APPRAISAL INTERVIEW

### **PREPARATION**

Make sure you have established the competencies 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 performance 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 competencies that are required.

### **RESOURCES**

In order to review the candidate's competencies and the way you perceive them as her manager you could do a competency appraisal with your candidate prior to the interview. This makes it possible for you to assess her recent performance at both competency 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 her manager, you assess the candidate per performance indicator.

### **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 ASSESSMENT 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 assessment**

- ▶ Discuss your performance appraisal first, making sure to explain every detail clearly;
- ▶ Found your performance 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 competency or key result area fully before allowing the candidate to respond. (The response does not affect your performance appraisal - which you have already established.)

After you have expressed your performance 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 her future development based on your assessment, this can be written down in a Competency Development Plan (CDP). Available within TMA Portal.

## 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 customary 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 of time.

Key performance indicators are SMART:

**Specific:** results have to be clearly defined;

**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 attainable;

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

Account management  
Administration & accounting  
Coaching  
Consulting  
Development & innovation  
Governance & management  
Human resource management  
Logistics & Fac. Management  
Management  
Marketing  
Planning & organizing  
Policy development  
Process management  
Production & services  
Project management  
Public relations  
Purchasing management  
Quality management  
Research  
Sales & acquisition  
Security  
Service & support  
Training & education

# ACCOUNT MANAGEMENT

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

## MAINTAINING CUSTOMER CONTACTS

*Facilitating competencies*

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

## ADVISING EXISTING CUSTOMERS ON ONE'S SERVICES (SUPPLYING ADDED VALUE)

*Facilitating competencies*

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

## SELLING PRODUCTS AND SERVICES TO EXISTING CUSTOMERS

*Facilitating competencies*

- ▶ Ambition
- ▶ Commercial power
- ▶ Creativity
- ▶ Stress management

## NEGOTIATING WITH CUSTOMERS

*Facilitating competencies*

- ▶ Assertiveness
- ▶ Commercial power
- ▶ Courage
- ▶ Sensitivity
- ▶ Sociability

## ADMINISTERING CUSTOMER CONTACTS

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Written expression
- ▶ Controlling progress

## TRANSFERRING SPECIFIC CUSTOMER NEEDS TO PRODUCERS AND/OR SUPPLIERS

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Verbal expression

## DRAFTING FINANCIAL FORECASTS

*Facilitating competencies*

- ▶ Commercial power
- ▶ Listening

## SURVEYING CUSTOMER NEEDS AND DEMANDS

*Facilitating competencies*

- ▶ 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 existing 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 & ACCOUNTING

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

## RECORDING FINANCIAL DATA

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Focus on quality
- ▶ Integrity

## CREATING AN ADMINISTRATION

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Focus on quality
- ▶ Vision

## INSPECTING AN ADMINISTRATION

*Facilitating competencies*

- ▶ Controlling progress
- ▶ Focus on quality
- ▶ Integrity

## INVOICING

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Focus on quality

## SUPPLYING INFORMATION FROM THE ADMINISTRATIVE SYSTEMS

*Facilitating competencies*

- ▶ 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 competencies*

- ▶ Coaching
- ▶ Listening
- ▶ Verbal expression
- ▶ Sensitivity

## ANALYSING CANDIDATES' CAREER AND DEVELOPMENT QUESTIONS

*Facilitating competencies*

- ▶ Forming judgment
- ▶ Problem analysis
- ▶ Sensitivity

## ENHANCING CANDIDATES' SELF-KNOWLEDGE

*Facilitating competencies*

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

## IMPLEMENTING, DISCUSSING AND INTERPRETING PSYCHOLOGICAL OR COMPETENCY TOOLS AND INSTRUMENTS

*Facilitating competencies*

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

## MEASURING THE EFFECTS OF COACHING AND DEVELOPMENT

*Facilitating competencies*

- ▶ Controlling progress

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

*Facilitating competencies*

- ▶ Coaching
- ▶ Verbal expression

## SUGGESTING DEVELOPMENT ACTIVITIES TO CANDIDATES

*Facilitating competencies*

- ▶ Creativity
- ▶ Verbal expression

**SUPPORTING CANDIDATES IN THEIR CAREER PLANNING**

*Facilitating competencies*

- 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 no less than a satisfactory assessment from candidates who were coached by her over the last year.
- At least x number of candidates who were coached by 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 ADVICE**

*Facilitating competencies*

- Creativity
- Forming judgment
- Result-orientedness
- Vision
- Problem analysis

**UNDERSTANDING PROBLEMS**

*Facilitating competencies*

- Attention to detail
- Problem analysis
- Listening

**DEFINING VARIOUS SOLUTIONS AND ALTERNATIVES FOR PROBLEMS AND QUESTIONS**

*Facilitating competencies*

- Creativity
- Innovative power
- Forming judgment
- Result-orientedness
- Vision
- Problem analysis

**WRITING ADVISORY REPORTS AND POLICY DOCUMENTS**

*Facilitating competencies*

- Attention to detail
- Written expression

**Examples of key performance indicators:**

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

# DEVELOPMENT & INNOVATION

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

### INVENTING NEW PRODUCTS OR SERVICES

#### *Facilitating competencies*

- ▶ Creativity
- ▶ Innovative power
- ▶ Vision
- ▶ Problem analysis

### MAKING PRODUCTS AND SERVICES SUITABLE TO THE MARKET

#### *Facilitating competencies*

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

### INVESTIGATING CUSTOMER NEEDS IN CUSTOM-MADE DEVELOPMENT PROJECTS

#### *Facilitating competencies*

- ▶ Listening
- ▶ Problem analysis

### WRITING DEVELOPMENT PLANS

#### *Facilitating competencies*

- ▶ Creativity
- ▶ Written expression

### WRITING BUSINESS CASES FOR DEVELOPMENT PROJECTS

#### *Facilitating competencies*

- ▶ Creativity
- ▶ Written expression

### IMPROVING EXISTING PRODUCTS OR SERVICES

#### *Facilitating competencies*

- ▶ Attention to detail
- ▶ Focus on quality
- ▶ Innovative power

### PLANNING FUTURE DEVELOPMENTS AND INNOVATIONS OF PRODUCTS OR SERVICES

#### *Facilitating competencies*

- ▶ Creativity
- ▶ Planning & 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.

# GOVERNANCE & MANAGEMENT

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

## DECIDING STRATEGY

*Facilitating competencies*

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

## SETTING GOALS

*Facilitating competencies*

- ▶ Decisiveness
- ▶ Business orientation
- ▶ Result-orientedness
- ▶ Discipline

## MOTIVATING PEOPLE

*Facilitating competencies*

- ▶ Conduct
- ▶ Networking
- ▶ Persuasiveness
- ▶ Presenting

## REPRESENTING THE ORGANIZATION OR DEPARTMENT

*Facilitating competencies*

- ▶ Conduct
- ▶ Networking
- ▶ Presenting

## TAKING RESPONSIBILITY FOR PROJECTS, PRODUCTS OR SERVICES

*Facilitating competencies*

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

## REPORTING AND INSPECTING PROGRESS

*Facilitating competencies*

- ▶ Controlling progress

## CREATING AND IMPLEMENTING ORGANIZATIONAL STRUCTURES, SYSTEMS AND METHODS

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Planning & organizing

## TAKING DECISIONS

*Facilitating competencies*

- ▶ Decisiveness
- ▶ Forming judgment
- ▶ Vision

## SETTING PRIORITIES

*Facilitating competencies*

- ▶ Decisiveness
- ▶ Planning & organizing
- ▶ Organization sensitivity
- ▶ Forming judgment

## ADMINISTRATING RESOURCES TO DEPARTMENTS, EMPLOYEES AND PROJECTS

*Facilitating competencies*

- ▶ Business orientation
- ▶ Result-orientedness
- ▶ Planning & organizing

## ADMINISTRATING TASKS AND RESPONSIBILITIES TO DEPARTMENTS, EMPLOYEES AND PROJECTS

*Facilitating competencies*

- ▶ Delegating
- ▶ Business orientation
- ▶ Planning & 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 her organization or department over the last year.

# HUMAN RESOURCE MANAGEMENT

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

## ADVISING AND SUPPORTING (LINE) MANAGEMENT IN CONDUCTING JOB INTERVIEWS

*Facilitating competencies*

- ▶ Assertiveness
- ▶ Listening
- ▶ Sensitivity
- ▶ Sociability

## ADVISING AND SUPPORTING (LINE) MANAGEMENT IN DISMISSAL PROCEDURES

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Controlling progress
- ▶ Integrity

## ENHANCING EMPLOYABILITY

*Facilitating competencies*

- ▶ Coaching
- ▶ Developing employees

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

*Facilitating competencies*

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

## DEFINING AND IMPLEMENTING HR POLICY

*Facilitating competencies*

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

## DEFINING AND ADVISING ON REMUNERATION POLICY

*Facilitating competencies*

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

## ADVISING AND SUPPORTING (LINE) MANAGEMENT IN ASSESSMENTS

*Facilitating competencies*

- ▶ Integrity
- ▶ Listening
- ▶ Sensitivity

## DETERMINING AND ADVISING ON ABSTINENCE POLICY AND WORK CONDITIONS

*Facilitating competencies*

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

## DETERMINING AND ADVISING ON (INTERNAL) TRAINING POLICY

*Facilitating competencies*

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

## INFORMING EMPLOYEES ABOUT THEIR RIGHTS AND RESPONSIBILITIES (E.G. REMUNERATION, SECONDARY WORK CONDITIONS, OVERTIME)

*Facilitating competencies*

- ▶ 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 competency assessment instruments in x percentage of selection and development procedures over the last year.
- ▶ No more than x percentage of employees under her guidance left the organization over the last year.
- ▶ Attained at least x (e.g. satisfactory) from a direct manager regarding HR policy documents she produced over the last year.

# LOGISTICS & FACILITY MANAGEMENT

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

## INSPECTING QUALITY OF STOCKS

*Facilitating competencies*

- ▶ Focus on quality
- ▶ Controlling progress

## ATTRACTING RESOURCES SUCH AS PRODUCTS, COMMODITIES, SEMI MANUFACTURES, SERVICES OR PEOPLE

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Planning and organizing
- ▶ Controlling progress

## DISTRIBUTING RESOURCES SUCH AS PRODUCTS, COMMODITIES, SEMI MANUFACTURES, SERVICES OR PEOPLE

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Planning & organizing
- ▶ Controlling progress

## ARRANGING LOGISTIC PROCESSES AND STOCK WITH THOSE INVOLVED

*Facilitating competencies*

- ▶ Verbal expression
- ▶ Planning & organizing
- ▶ Cooperation

## ANTICIPATING POTENTIAL OBSTACLES IN THE LOGISTIC PROCESS

*Facilitating competencies*

- ▶ Organization sensitivity
- ▶ Forming judgment
- ▶ Initiative
- ▶ Controlling progress

## ARRANGING STOCK, DELIVERY AND DISTRIBUTION AT PEAK MOMENTS

*Facilitating competencies*

- ▶ Social awareness
- ▶ Planning & organizing

## CREATING LOGISTIC PLANS FOR THOSE INVOLVED

*Facilitating competencies*

- ▶ Planning & organizing
- ▶ Written expression
- ▶ Vision

## CONTROLLING STOCK OR SUPPLIES

*Facilitating competencies*

- ▶ Planning & organizing

## GUARDING AMOUNTS OF STOCK

*Facilitating competencies*

- ▶ Planning & 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 impracticable plans she had produced.
- ▶ Reported x times over the last year on the quality of the stock.

# MANAGEMENT

**Tasks directed at managing subordinates and employees.**

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

*Facilitating competencies*

- ▶ Flexible behavior
- ▶ Identification with management
- ▶ Planning & organizing

## ASSESSING EMPLOYEES

*Facilitating competencies*

- ▶ Integrity
- ▶ Listening
- ▶ Forming judgment
- ▶ Controlling progress

## FACILITATING, COACHING AND SUPPORTING EMPLOYEES

*Facilitating competencies*

- ▶ Coaching
- ▶ Developing employees

## CONTROLLING AND ENHANCING COOPERATION AND AMBIANCE WITHIN THE TEAM OR DEPARTMENT

*Facilitating competencies*

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

## BREAKING BAD NEWS

*Facilitating competencies*

- ▶ Assertiveness
- ▶ Conflict management
- ▶ Verbal expression

## INSPECTING EMPLOYEES

*Facilitating competencies*

- ▶ Discipline
- ▶ Controlling progress

## MOTIVATING EMPLOYEES TO REALIZE THE ORGANIZATION'S GOALS AND MISSION

*Facilitating competencies*

- ▶ Persuasiveness
- ▶ Flexible behavior
- ▶ Managing

## MEDIATING BETWEEN EMPLOYEES IN CONFLICTS

*Facilitating competencies*

- ▶ Conflict management

## INSPECTING EMPLOYEES

*Facilitating competencies*

- ▶ Discipline
- ▶ Controlling progress

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

*Facilitating competencies*

- ▶ Persuasiveness
- ▶ Leadership of groups
- ▶ Identification with management

## INSTRUCTING EMPLOYEES ON THEIR TASKS AND RESPONSIBILITIES

*Facilitating competencies*

- ▶ Delegating
- ▶ Focus on quality
- ▶ Managing
- ▶ Verbal expression

## DELEGATING TASKS AND RESPONSIBILITIES TO EMPLOYEES

*Facilitating competencies*

- ▶ Delegating
- ▶ Planning and organizing

## IMPLEMENTING SYSTEMS AND METHODS

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Planning & 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 her team or department over the last year.
- ▶ No more than x percentage of staff were absent in her team or department over the last year.
- ▶ There were no more than x number of complaints about services or products her team or department delivered over the last year.

# MARKETING

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

## DEVELOPING AND IMPLEMENTING A MARKETING CAMPAIGN

*Facilitating competencies*

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

## DETERMINING A MARKETING STRATEGY

*Facilitating competencies*

- ▶ Innovative power
- ▶ Social awareness
- ▶ Problem analysis
- ▶ Vision

## CREATING MARKETING PLANS

*Facilitating competencies*

- ▶ Written expression

## DETERMINING AND DEFINING (STRATEGIC) TARGET AUDIENCES

*Facilitating competencies*

- ▶ Social awareness
- ▶ Vision

## CONDUCTING MARKET RESEARCH

*Facilitating competencies*

- ▶ Social awareness
- ▶ Problem analysis

## INVESTIGATING WHAT THE EFFECTS OR RETURNS OF MARKETING CAMPAIGNS ARE

*Facilitating competencies*

- ▶ Problem analysis

## RESEARCHING THE TARGET AUDIENCE'S NEEDS

*Facilitating competencies*

- ▶ Problem analysis

## DETERMINING THE TARGET AUDIENCE

*Facilitating competencies*

- ▶ 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 she 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 & ORGANIZING

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

## MAKING PLANNINGS

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Organization sensitivity
- ▶ Planning & organizing

## ORGANIZING ACTIVITIES

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Planning & organizing
- ▶ Controlling progress

## ORGANIZING MEETINGS

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Planning & organizing

## MAKING AN INVENTORY OF AVAILABLE TIME AND RESOURCES

*Facilitating competencies*

- ▶ Planning & organizing

## SETTING PRIORITIES

*Facilitating competencies*

- ▶ Planning & 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 competencies*

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

## WRITING AND DEFINING (STRATEGIC) POLICY PLANS

*Facilitating competencies*

- ▶ Written expression

## ANALYSING VARIOUS MATTERS OF POLICY

*Facilitating competencies*

- ▶ Forming judgment
- ▶ Problem analysis

## MAKING SWOT ANALYSIS FOR THE ORGANIZATION

### OR DEPARTMENT

*Facilitating competencies*

- ▶ Social awareness
- ▶ Problem analysis
- ▶ Polical sensitivity
- ▶ Vision

## TRANSLATING POLICY PLANS INTO GOALS AND ACTIVITIES

*Facilitating competencies*

- ▶ Creativity
- ▶ Result-orientedness
- ▶ Vision

## IMPLEMENTING POLICY OR STRATEGY

*Facilitating competencies*

- ▶ Conduct
- ▶ Persuasiveness
- ▶ Presenting
- ▶ Polical sensitivity

## ARGUING FOR (STRATEGIC) POLICY DECISIONS

*Facilitating competencies*

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

**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 competencies*

- ▶ Attention to detail
- ▶ Focus on quality
- ▶ Sociability

**RESOLVING PROBLEMS IN PRODUCTION AND ORGANIZATIONAL PROCESSES**

*Facilitating competencies*

- ▶ Problem analysis
- ▶ Forming judgment
- ▶ Result-orientedness

**DESCRIBING PRODUCTION AND ORGANIZATIONAL PROCESSES**

*Facilitating competencies*

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

**UNDERSTANDING PRODUCTION AND ORGANIZATIONAL PROCESSES**

*Facilitating competencies*

- ▶ Organization sensitivity
- ▶ Problem analysis
- ▶ Vision

**DESIGNING AND IMPROVING PRODUCTION AND ORGANIZATIONAL PROCESSES**

*Facilitating competencies*

- ▶ 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.

# PRODUCTION & SERVICES

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

## MANUFACTURING PRODUCTS CORRECTLY AND TIMELY

*Facilitating competencies*

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

## RENDERING SERVICES CORRECTLY AND TIMELY

*Facilitating competencies*

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

## INSPECTING PRODUCTS AND SERVICES

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Focus on quality

## FOLLOWING PROCEDURES AND DEMANDS

*Facilitating competencies*

- ▶ 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 competencies*

- ▶ Attention to detail
- ▶ Organization sensitivity
- ▶ Planning & organizing

## ORGANIZING ACTIVITIES FOR PROJECTS

*Facilitating competencies*

- ▶ Initiative
- ▶ Planning & organizing
- ▶ Result-orientedness

## WRITING PROJECT PLANS

*Facilitating competencies*

- ▶ Written expression
- ▶ Vision

## CHAIRING PROJECT MEETINGS

*Facilitating competencies*

- ▶ Conduct
- ▶ Organization sensitivity
- ▶ Persuasiveness
- ▶ Verbal expression

## ORGANIZING PROJECT MEETINGS

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Planning & organizing

## BUDGETTING PROJECTS

*Facilitating competencies*

- ▶ Planning & organizing

## CONTROLLING PROJECT PROGRESS

*Facilitating competencies*

- ▶ Result-orientedness
- ▶ Controlling progress

## SETTING PRIORITIES WITHIN PROJECTS

*Facilitating competencies*

- ▶ Decisiveness
- ▶ Planning & organizing
- ▶ Result-orientedness

**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 competencies*

- ▶ Verbal expression
- ▶ Written expression
- ▶ Presenting

**ANALYZING NEWS ARTICLES ON THE ORGANIZATION AND ITS SERVICES**

*Facilitating competencies*

- ▶ Social awareness
- ▶ Problem analysis

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

*Facilitating competencies*

- ▶ Social awareness
- ▶ Forming judgment
- ▶ Problem analysis

**RESPONDING TO MESSAGES IN THE MEDIA AND ON THE INTERNET**

*Facilitating competencies*

- ▶ Assertiveness
- ▶ Forming judgment
- ▶ Problem analysis
- ▶ Written expression

**WRITING COMMUNICATION PLANS**

*Facilitating competencies*

- ▶ Written expression

**WRITING PRESS RELEASES**

*Facilitating competencies*

- ▶ Written expression

**ORGANIZING COMMUNICATION EVENTS AND PRESS CONFERENCES**

*Facilitating competencies*

- ▶ Planning & 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.

# PURCHASING MANAGEMENT

**Tasks directed at purchasing and acquiring products and services in order to optimize the organization's productivity and returns.**

## PURCHASING PRODUCTS AND SERVICES

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Focus on quality
- ▶ Forming judgment
- ▶ Negotiating

## DETERMINING PURCHASING POLICY

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Creativity
- ▶ Social awareness
- ▶ Vision

## FINDING OPTIMAL PURCHASING CONDITIONS

*Facilitating competencies*

- ▶ Commercial power
- ▶ Negotiating
- ▶ Independence

## NEGOTIATING PURCHASING CONDITIONS

*Facilitating competencies*

- ▶ Commercial power
- ▶ Courage
- ▶ Negotiating
- ▶ Perseverance

## UNDERSTANDING THE MARKET AND PRICE LEVELS

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Networking
- ▶ Social awareness

## CONTROLLING BUDGETS

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Controlling progress

## ASSESSING QUOTES AND OFFERS

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Focus on quality
- ▶ Forming judgment
- ▶ Independence

## RESEARCHING AND ASSESSING SUPPLIERS

*Facilitating competencies*

- ▶ Focus on quality
- ▶ Forming judgment
- ▶ Independence

## ADVISING ON THE ADDED VALUE OF PRODUCTS AND SERVICES

*Facilitating competencies*

- ▶ Assertiveness
- ▶ Problem analysis

## Examples of key performance indicators:

- ▶ Received at least x percentage discount on standard prices for products and services.
- ▶ Saved at least x amount on targeted budgets over the last year.
- ▶ Over the last year no more than x percentage of products were delivered late.
- ▶ Over the last year at least x percentage of products and services were delivered correctly and without any mistakes.

# QUALITY MANAGEMENT

Tasks directed at inspecting and guarding the organization's products, services and processes.

## INSPECTING WHETHER THE REQUIRED DEMANDS AND QUALITY ARE MET

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Focus on quality
- ▶ Controlling progress

## REPORTING ON INSPECTIONS

*Facilitating competencies*

- ▶ Verbal expression
- ▶ Written expression

## DETERMINING DEMANDS AND QUALITY CRITERIA FOR PRODUCTS, SERVICES AND PROCESSES

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Focus on quality
- ▶ Vision

## RAISING EMPLOYEES' AWARENESS OF THE IMPORTANCE OF QUALITY CONTROL

*Facilitating competencies*

- ▶ Persuasiveness
- ▶ Focus on quality
- ▶ Verbal expression

## INFORMING EMPLOYEES AND STAKEHOLDERS ABOUT QUALITY CRITERIA

*Facilitating competencies*

- ▶ Presenting
- ▶ Verbal expression
- ▶ Written expression

### Examples of key performance indicators:

- ▶ Inspected x percentage of delivered products over the last year.
- ▶ Organised x number of meetings or wrote x letters over the last year informing employees about required demands and quality criteria for their products, services and processes.
- ▶ Produced x number of control reports over the last year.
- ▶ Made x number of proposals over the last year to improve the quality of products, services or processes.

# RESEARCH

Tasks directed at researching issues, questions or problems.

## CONDUCTING RESEARCH

*Facilitating competencies*

- ▶ Focus on quality
- ▶ Problem analysis
- ▶ Controlling progress

## TRANSLATING CUSTOMER QUESTIONS INTO RESEARCH QUESTIONS

*Facilitating competencies*

- ▶ Listening
- ▶ Forming judgment
- ▶ Problem analysis

## REPORTING ON AND PUBLISHING RESULTS

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Focus on quality
- ▶ Written expression

## DEFINING RESEARCH QUESTIONS

*Facilitating competencies*

- ▶ Creativity
- ▶ Problem analysis
- ▶ Written expression

## SETTING UP RESEARCH

*Facilitating competencies*

- ▶ Focus on quality
- ▶ Planning & organizing
- ▶ Problem analysis

## DRAWING CONCLUSIONS FROM RESEARCH RESULTS

*Facilitating competencies*

- ▶ Forming judgment
- ▶ Problem analysis

### Examples of key performance indicators:

- ▶ Set up x number of (partial) researches over the last year.
- ▶ Performed x number of (partial) researches over the last year.
- ▶ Attained at least x (e.g. satisfactory) in an assessment from her target group for a report or publication she produced over the last year.
- ▶ Over the last year x percentage of her research results lead to a solution to a problem or an answer to a question.

# SALES & ACQUISITION

Tasks directed at acquiring new customers and assignments.

## ACQUIRING NEW CUSTOMERS AND ASSIGNMENTS

*Facilitating competencies*

- ▶ Ambitio
- ▶ Courage
- ▶ Initiative
- ▶ Verbal expression
- ▶ Persuasiveness
- ▶ Presenting
- ▶ Perseverance
- ▶ Commercial power

## APPROACHING POTENTIAL CUSTOMERS

*Facilitating competencies*

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

## NEGOTIATING WITH NEW CUSTOMERS

*Facilitating competencies*

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

## EXPLORING ALTERNATIVE MARKETS

*Facilitating competencies*

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

## DRAFTING SALES PLANS

*Facilitating competencies*

- ▶ Commercial power
- ▶ Social awareness
- ▶ Written expression
- ▶ Vision

## ADMINISTRATING CUSTOMER CONTACTS

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Written expression
- ▶ Controlling progress

## WRITING QUOTES

*Facilitating competencies*

- ▶ 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.

# SECURITY

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

## COMPLYING WITH SECURITY PRESCRIPTIONS

*Facilitating competencies*

- ▶ Discipline
- ▶ Integrity

## DRAFTING SECURITY PRESCRIPTIONS

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Written expression

## RECOGNIZING AND DETECTING UNSAFE SITUATIONS

*Facilitating competencies*

- ▶ Decisiveness
- ▶ Forming judgment

## MAKING PROPOSALS FOR ENHANCING SECURITY

*Facilitating competencies*

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

## ACTING ADEQUATELY IN UNSAFE SITUATIONS

*Facilitating competencies*

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

## REPORTING ON SECURITY INCIDENTS

*Facilitating competencies*

- ▶ 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 & SUPPORT

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

## MANAGING HELP AND SUPPORT QUESTIONS

*Facilitating competencies*

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

## MANAGING COMPLAINTS

*Facilitating competencies*

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

## HELPING COLLEAGUES, PROVIDING SUPPORT WITH THEIR WORK

*Facilitating competencies*

- ▶ Customer orientation
- ▶ Cooperation

## EXPLAINING PEOPLE HOW TO DO SOMETHING

*Facilitating competencies*

- ▶ Verbal expression
- ▶ Sensitivity

## HELPING AND SUPPORTING PEOPLE OVER THE TELEPHONE

*Facilitating competencies*

- ▶ Verbal expression
- ▶ Sensitivity

## PREPARING OR CORRECTING DOCUMENTS FOR COLLEAGUES

*Facilitating competencies*

- ▶ Attention to detail
- ▶ Written expression

## CONTROLLING COLLEAGUES' AGENDAS

*Facilitating competencies*

- ▶ Planning & organizing

## WELCOMING AND REFERRING CUSTOMERS AT THE DESK

*Facilitating competencies*

- ▶ Verbal expression
- ▶ Conduct

**ANSWERING THE TELEPHONE, PUTTING PEOPLE THROUGH**

*Facilitating competencies*

- ▶ Verbal expression
- ▶ Listening

**WRITING UP THE MINUTES IN MEETINGS**

*Facilitating competencies*

- ▶ Listening
- ▶ Written expression

**HELPING AND SUPPORTING CUSTOMERS**

*Facilitating competencies*

- ▶ 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 & EDUCATION

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

**CONVEYING KNOWLEDGE**

*Facilitating competencies*

- ▶ Verbal expression
- ▶ Presenting

**TEACHING SKILLS**

*Facilitating competencies*

- ▶ Coaching
- ▶ Listening
- ▶ Verbal expression

**CONDUCTING EXERCISES AND ROLEPLAY**

*Facilitating competencies*

- ▶ Courage
- ▶ Presenting

**PREPARING TRAINING COURSES**

*Facilitating competencies*

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

**COACHING STUDENTS AND TRAINEES**

*Facilitating competencies*

- ▶ Coaching

**DEVELOPING NEW TRAINING COURSES**

*Facilitating competencies*

- ▶ Innovative power
- ▶ Vision

**READING UP ON RELEVANT LITERATURE**

*Facilitating competencies*

- ▶ 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. COMPETENCIES

This Chapter contains the TMA Competency Model, consisting of 53 competencies with their explanations.

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

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

- ▶ A definition of the competency.
- ▶ Behavioral examples at general, operational, strategic and tactical level.
- ▶ Development potential based on the TMA Drives – 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 Competencies.
- ▶ 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 competency themselves without guidance from a manager or coach.
- ▶ Coaching suggestions: advice for a manager or coach to help enhance the candidate's behavior.

Accountability  
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  
Insight  
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  
Stress management  
Verbal expression  
Vision  
Workmanship  
Written expression

- 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
- Insight
- Integrity
- Leadership of groups
- Learning ability
- Listening
- Managing
- Need to achieve
- Negotiating
- Networking
- Organization sensitivity
- Perseverance
- Persuasiveness
- Planning & organizing
- Political sensitivity
- Presenting
- Problem analysis
- Result-orientedness
- Self development
- Sensitivity
- Sociability
- Social awareness
- Stress management
- Verbal expression
- Vision
- Workmanship
- Written expression

# ACCOUNTABILITY

**Is accountable and passes on accountability for one's own actions and those of colleagues and the organization.**

## BEHAVIORAL EXAMPLES

### GENERAL

- ▶ adheres to deadlines and appointments
- ▶ delivers work on time and as agreed
- ▶ is transparent when she anticipates problems or errors
- ▶ takes responsibility for mistakes

### OPERATIONAL

- ▶ communicates clearly towards stakeholders when deadlines and agreements cannot be fulfilled
- ▶ continues to work effectively while not losing sight of quality standards
- ▶ jumps into the breach for colleagues if problems arise or mistakes are made
- ▶ keeps to agreements that have been made
- ▶ takes responsibility for her own behavior and the related results

### TACTICAL

- ▶ acts in accordance with the organizational and quality standards
- ▶ clearly states her reasons for important decisions
- ▶ ensures that colleagues step into the breach for one another when mistakes are made
- ▶ supports colleagues in an appropriate manner when he delegates tasks
- ▶ takes personal responsibility for her own mistakes or those of the department

### STRATEGICAL

- ▶ ensures that departments and team step into the breach for one another when mistakes are made
- ▶ ensures that the organizational culture is one in which taking responsibility for personal activities and the actions of others is very important
- ▶ is accountable towards stakeholders for the activities and actions of the organization
- ▶ is a role model for others in terms of reliability and integrity
- ▶ shares her quality standards and norms with stakeholders
- ▶ takes personal responsibility for her own actions, those of department and the entire organization

## DEVELOPMENT POTENTIAL

- ▶ Accountability can be easily developed if the candidate has a more than average score (7,8,9) on the drives Conformity, Responsibility & leadership and Self-esteem.

## INTERVIEW QUESTIONS

- ▶ Can you name an example of a major problem within your department or organization that you were not initially involved in, and for which you still took responsibility to ensure that everything was resolved? What did you do? Who did you involve in it? How was the problem resolved?
- ▶ Did you consciously deviate from an important agreement or rule? What was going on? How did you communicate that to the stakeholders? On what basis did you make that choice? What was the result?
- ▶ Give an example of an error made by someone else for which you took responsibility towards third parties? Why? What did you do afterwards with regard to the person who made the mistake? What was the outcome?

## DEVELOPMENT ACTIVITIES

- ▶ Inform the employee what is about to happen.
- ▶ Encourage employees to make a plan of action and to stick to it.
- ▶ Encourage the employee to consider (both positive and negative) consequences of a decision.
- ▶ Practice taking responsibility yourself.
- ▶ Make sure the limits of your responsibility are clear.

## COACHING ADVICE

- ▶ Talk with the candidate about responsibility. What does she understand this to be exactly? In what situation does she regard being responsible as appropriate? In which situations does he think that he acted responsibly? Find out what the limits are of what she considers is feasible and what just no longer is acceptable.
- ▶ Discuss with the candidate the effects of less responsible behavior in her environment and allows her to reflect on this.
- ▶ Practice a situation where her responsibility is put to the test. Do not make it easy for the candidate. Discuss afterwards what she thought, felt and why she acted the way she did.

- Adaptability
- Ambition
- Assertiveness
- Attention to detail
- Business orientation
- Coaching
- Commercial power
- Conduct
- Conflict management
- Controlling progress
- Cooperation
- Courage
- Creativity
- Customer orientation
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- Perseverance
- Persuasiveness
- Planning & organizing
- Political sensitivity
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- Problem analysis
- Result-orientedness
- Self development
- Sensitivity
- Sociability
- Social awareness
- Stress management
- Verbal expression
- Vision
- Workmanship
- Written expression

# ADAPTABILITY

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

## BEHAVIORAL EXAMPLES

### GENERAL

- ▶ does not confuse adaptability with giving up her identity
- ▶ is not rigid
- ▶ is prepared to change her routine

### OPERATIONAL

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

### TACTICAL

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

### STRATEGICAL

- ▶ acts appropriately in different cultures and adopts the right values
- ▶ adjusts her own view and objectives in order to achieve a shared goal
- ▶ adopts the rules and attitude belonging to her new position both within and outside the organization
- ▶ 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

## DEVELOPMENT POTENTIAL

- ▶ Adaptability can be easily developed if the candidate has a less than average score (1,2,3) on the drive Order & structure and a more than average score (7,8,9) on the drive Variety.

## INTERVIEW 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?
- ▶ In case 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 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 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 she 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 her to adjust to others. Find out what standards she has for her own achievements. Are there certain types of work for which she displays more ambition? What kind of work?

Accountability  
▶ **Adaptability**  
Ambition  
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Cooperation  
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Focus on quality  
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Identification with management  
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Innovative power  
Insight  
Integrity  
Leadership of groups  
Learning ability  
Listening  
Managing  
Need to achieve  
Negotiating  
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Accountability  
**Adaptability**  
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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 EXAMPLES

### GENERAL

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

### OPERATIONAL

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

### TACTICAL

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

### STRATEGICAL

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

## DEVELOPMENT POTENTIAL

- ▶ Ambition can be easily developed if the candidate has a more than average score (7,8,9) on the drives Ambition & challenges, Energy & action and Persistence.

## INTERVIEW 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

- ▶ Figure out what your candidate's standards for her own accomplishments are. Is she more ambitious in certain kinds of work than in others? In what kind of work? Ask her to find out how she could engage more in that kind of work.
- ▶ Ask your candidate to think about opportunities for herself and ask how these could be realised.
- ▶ Discuss your candidate's personal future goals. Confront her, when necessary, with a lack of ambition and ask where it comes from.
- ▶ Make sure your candidate is engaged in work in which she 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 EXAMPLES

### GENERAL

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

### OPERATIONAL

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

### TACTICAL

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

### STRATEGICAL

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

## DEVELOPMENT POTENTIAL

- ▶ Assertiveness can be easily developed if the candidate has a more than average score (7,8,9) on the drives Confrontation, Dominance and Sociability & contact.

## INTERVIEW QUESTIONS

- ▶ What kind of other people's behavior do you find difficult to handle? How come? What exactly do you find difficult? What do you do?
- ▶ Could you give an example of the way you begin a sales interview? Do you ever do it differently? Could you give an example?

- ▶ Could you describe a recent experience in which it was important to make a good first impression? What exactly was the situation? What was your purpose? What happened exactly? What was the outcome?
- ▶ When was the last time you had to convince a client of your qualities? What was the outcome?
- ▶ Could you give an example of a difficult sales interview you experienced recently? What exactly was the situation? What was your purpose? What happened exactly? What was the outcome?

## 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 empathize 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

- ▶ Confront your candidate with certain difficulties in a role play ("this cannot happen; you cannot do this; this does not work like this") and encourage her to deal with these problems strategically.
- ▶ Ask your candidate to describe a situation in which she encountered resistance. What did this do to 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 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 her. Explain that the two may diverge - which can be to 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 competency 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 EXAMPLES

#### GENERAL

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

#### OPERATIONAL

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

#### TACTICAL

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

#### STRATEGICAL

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

### DEVELOPMENT POTENTIAL

- ▶ Attention to detail can be easily developed if the candidate has a more than average score (7,8,9) on the drive Order & structure.

### INTERVIEW 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 she does it.

### COACHING ADVICE

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

# BUSINESS ORIENTATION

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

## BEHAVIORAL EXAMPLES

### GENERAL

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

### OPERATIONAL

- ▶ approaches other people to direct their attention to products and services available
- ▶ is actively involved in brainstorming with others about new products and services
- ▶ 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

### TACTICAL

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

### STRATEGICAL

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

## DEVELOPMENT POTENTIAL

- ▶ Business orientation can be easily developed if the candidate has a more than average score (7,8,9) on the drives Ambition & challenges, Energy & action and Independent thinking & acting.

## INTERVIEW 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 complain.
- ▶ Work with successful entrepreneurs. Ask them for advice.

## 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 her suggestions up for discussion (yet). Review the pros and cons of each suggestion together.
- ▶ Ask your candidate which competencies she 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 her. Use development and brainstorming suggestions, and possibly mindmapping techniques.

# COACHING

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

## BEHAVIORAL EXAMPLES

### GENERAL

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

### OPERATIONAL

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

### TACTICAL

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

### STRATEGICAL

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

## DEVELOPMENT POTENTIAL

- ▶ Coaching can be easily developed if the candidate has a more than average score (7,8,9) on the drives Helpfulness and Social empathy

# INTERVIEW QUESTIONS

- ▶ How do you enhance your employees' personal development?
- ▶ How do you conduct a development interview with an employee who is lacking motivation? Could you give an example?
- ▶ 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 do and would you like to do in order 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, summarize, 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 advice given on coaching and development interviews in Chapter 1.4.

## COACHING ADVICE

- ▶ Decide with your candidate when and how she 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 she would like to develop. Write down a number of goals and points of action.
- ▶ Ask your candidate to think about the question what stops her coaching other people. Where is 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 her daily routine. Discuss whether she 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 appropriate contacts.**

## BEHAVIORAL EXAMPLES

### GENERAL

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

### OPERATIONAL

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

### TACTICAL

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

### STRATEGICAL

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

# DEVELOPMENT POTENTIAL

- ▶ Commercial power can be easily developed if the candidate has a more than average score (7,8,9) on the drives Ambition & challenges and Sociability & contact.

## INTERVIEW 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 characterizes 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 she listen well? Does she understand the customer? Does she 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 her. Explain that the two may diverge - which can be to 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 EXAMPLES

### GENERAL

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

### OPERATIONAL

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

### TACTICAL

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

### STRATEGICAL

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

## DEVELOPMENT POTENTIAL

- ▶ Conduct can be easily developed if the candidate has a more than average score (7,8,9) on the drives Conformity and Need for status.

## INTERVIEW 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 herself well; look at this person’s behavior and attitude. What can you learn from 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 she comes across in a group. What does the candidate do exactly and to what effect? What are her strengths and what could improve? Discuss the results with the candidate.
- ▶ Ensure that your candidate does not avoid situations in which she could meet other people but, on the contrary, looks them up. Ask the candidate to think on forehand what kind of impression she wants to make and encourage her to act accordingly. Evaluate what went well and what could improve.
- ▶ Investigate with your candidate why she finds it difficult to act in public. Is she scared? Is she afraid to make a fool out of herself? Is she 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 she can copy from them?
- ▶ Let the candidate ask people around her what they perceive to be her qualities.

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# CONFLICT MANAGEMENT

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

## BEHAVIORAL EXAMPLES

### GENERAL

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

### OPERATIONAL

- ▶ finds out what the reasons and backgrounds for a conflict are
- ▶ 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

### TACTICAL

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

### STRATEGICAL

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

## DEVELOPMENT POTENTIAL

- ▶ Conflict Management can be easily developed if the candidate has a more than average score (7,8,9) on the drives Sociability & contact and Social empathy and a less than average score (1,2,3) on the drive Confrontation.

## INTERVIEW QUESTIONS

- ▶ If something unpleasant happens to you, 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 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 she encountered resistance. What did this do to 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 she communicates regularly: do they require different approaches in a conflict situation? Does she always take that approach? What would happen if she did not?
- ▶ Encourage the candidate to practise 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 EXAMPLES

### GENERAL

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

### OPERATIONAL

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

### TACTICAL

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

### STRATEGICAL

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

## DEVELOPMENT POTENTIAL

- ▶ Controlling progress can be easily developed if the candidate has a more than average score (7,8,9) on the drives Order & structure and Purposiveness.

## INTERVIEW 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 meet 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 she 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 her own goals which she 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 her to find a way to deal with hindering motives constructively.
- ▶ Ask the candidate to reflect on a situation in which she controlled progress well and one in which she 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 EXAMPLES

### GENERAL

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

### OPERATIONAL

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

### TACTICAL

- ▶ discusses plans and ideas with others and invites them to contribute
- ▶ emphasizes 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 her own
- ▶ makes others see their contribution is vital for achieving a shared goal
- ▶ recognizes the contributions from other disciplines and uses them by inviting representatives

### STRATEGICAL

- ▶ communicates in terms of win-win situations in stead of us-against-them
- ▶ finds opportunities to set up shared projects with other organizations
- ▶ looks out for the organization's interests at all times, not for personal gain
- ▶ 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

## DEVELOPMENT POTENTIAL

- ▶ Cooperation can be easily developed if the candidate has a more than average score (7,8,9) on the drives Helpfulness and Sociability & contact.

## INTERVIEW QUESTIONS

- ▶ Were you ever part of a team that failed to reach its targets due to a lack of co-operation? 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?

## DEVELOPMENT ACTIVITIES

- ▶ Allow time to hear 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.

## COACHING ADVICE

- ▶ Encourage your candidate to ask employees or colleagues for 360° feedback. How do they assess her ability to cooperate? What are they optimistic about and what do they think could improve? Discuss the report with your candidate.
- ▶ Investigate with your candidate what is keeping her from working with others effectively.
- ▶ Encourage your candidate to practise in a role play communicating with a 'type' of person she 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 her to deal with these problems strategically.
- ▶ Evaluate with your candidate what is keeping 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 EXAMPLES

### GENERAL

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

### OPERATIONAL

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

### TACTICAL

- ▶ commits to completely new activities that are innovative and feasible
- ▶ expresses constructive criticism in the organization's interest
- ▶ offers clients products or services that have not been offered before
- ▶ prefers a promising plan with unknown risks over a mediocre plan that offers certainty
- ▶ 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
- ▶ estimates and spreads the risks attached to new activities
- ▶ invests in new experiments without being certain of their outcome
- ▶ is guided by her intuition
- ▶ makes decisions that could change the entire organization's appearance

## DEVELOPMENT POTENTIAL

- ▶ Courage can be easily developed if the candidate has a more than average score (7,8,9) on the drives Independent thinking & acting and Self-esteem and a less than average score (1,2,3) on the drive Conformity.

## INTERVIEW 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?

## 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.
- ▶ Analyze someone who is more courageous than you are, observe her behavior and its consequences, and the risks she takes.

## COACHING ADVICE

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

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# CREATIVITY

**The ability to come up with original and innovative ideas and solutions, to adopt points of view outside the usual parameters.**

## BEHAVIORAL EXAMPLES

### GENERAL

- ▶ believes in her abilities
- ▶ has the courage to come up with unusual solutions
- ▶ thinks independently

### OPERATIONAL

- ▶ experiments with new methods and opportunities
- ▶ looks beyond obvious solutions
- ▶ looks for better alternatives
- ▶ offers suggestions for original products, methods, approaches
- ▶ sees connections between seemingly unconnected aspects

### TACTICAL

- ▶ is able to abandon existing structures and methods
- ▶ is flexible in her thinking and has many ideas
- ▶ recognizes other people's ideas for what they are worth
- ▶ restructures data and ideas in order to achieve innovative or alternative approaches
- ▶ talks in terms of possibilities in stead of problems

### STRATEGICAL

- ▶ comes up with ideas from outside the tickboxes
- ▶ comes up with new ideas that seem (yet) impossible to others
- ▶ comes up with unconventional solutions and ideas
- ▶ is able to connect concepts and views from different disciplines
- ▶ is sometimes hard to follow because of her swift and unusual associations

## DEVELOPMENT POTENTIAL

- ▶ Creativity can be easily developed if the candidate has a more than average score (7,8,9) on the drive Independent thinking & acting and a less than average score (1,2,3) on the drives Conformity and Order & structure.

## INTERVIEW QUESTIONS

- ▶ Which creative ideas did you come up with recently? Did those ideas turn out to be effective and attainable? Why?
- ▶ Of which creative achievement from recent times are you most proud? Why are you proud of this particular achievement?
- ▶ Do you think of yourself as a creative person? How does your creativity show? Could you give a few recent examples?

- ▶ How do you make sure that you stand out from other people? Could you give a few recent examples?
- ▶ Did you ever come up with a unique solution for a customer's problem, that nobody else had thought about? Could you give an example?

## DEVELOPMENT ACTIVITIES

- ▶ If you are looking for a new solution to a problem, remember there are many ways to solve a problem. Do not automatically start implementing the first solution you think of.
- ▶ Dare to think outside the box.
- ▶ Trust yourself to come up with ideas that are less obvious.
- ▶ Analyze other people's creative ideas.
- ▶ Try and place yourself in someone else's shoes: how would someone with a different background solve this problem?

## COACHING ADVICE

- ▶ Encourage your candidate to ask others for 360° feedback regarding her creativity. What are her strengths and what could improve? Discuss the results with the candidate.
- ▶ Provide your candidate with a safe environment in which it is all right to 'fail'. Encourage her to experiment and play with new ideas and concepts and to continue this creative process.
- ▶ Consider a certain issue or problem with your candidate by brainstorming. Encourage her to come up with wild ideas.
- ▶ Consider a certain problem with your candidate by brainstorming and try to come up with at least five different solutions.
- ▶ Link your candidate to a colleague who is very much oriented on innovation; let them discuss each other's ideas. Discuss her experiences afterward.

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## CUSTOMER ORIENTATION

**The ability and willingness to find out what the customer wants and needs and to act accordingly, taking the organization's costs and benefits into account.**

### BEHAVIORAL EXAMPLES

#### GENERAL

- aims for a win-win situation
- is respectful to customers, no matter how unreasonable their demands or complaints are
- recognizes opportunities to inform clients of her services, anticipates future needs
- shows her willingness to come to a solution

#### OPERATIONAL

- informs clients about solutions that meet their needs
- listens carefully and makes sure the client feels heard and important
- makes a thorough inventory of the clients needs and wishes by asking further questions
- makes sure the client is satisfied and renders extra services when necessary
- translates the client's wishes into the organization's products and services

#### TACTICAL

- demonstrates the advantages of her services to the client
- is aware of the clients' interests and needs and anticipates them
- is clear about the organization's products and services and looks for alternatives with the client when necessary
- is honest about the limitations of her services and takes the trouble to refer the client elsewhere
- looks at the organization through the eyes of the client and her needs; makes improvements accordingly

#### STRATEGICAL

- builds relationships with organizations representing certain clients to hear what they have to say
- comes up with new ways in which clients may be approached now and in the future
- develops strategic approaches to various client groups now and in the future
- is aware of the needs and problems of specific client groups

### DEVELOPMENT POTENTIAL

- Customer orientation can be easily developed if the candidate has a more than average score (7,8,9) on the drives Helpfulness, Sociability & contact and Social empathy.

## INTERVIEW QUESTIONS

- What can you say about a difficult customer you encountered recently? Why was she difficult? What did you do to satisfy the customer?
- Some customers have unreasonable demands. When did you last encounter such a customer? Why did you find her demands unreasonable? What did you do eventually?
- Which traits are important in order to interact well with customers? To what extent do you have those traits? To what extent could you train yourself to obtain these characteristics?
- Could you describe a situation in which you dealt with a customer ineffectively?
- When was the last time your boss criticized the way you deal with clients? How did you earn this criticism? How did you respond?

## DEVELOPMENT ACTIVITIES

- Inform your client of your proceedings.
- Promise less than you deliver (underpromise and overdeliver).
- Be clear about the services you provide.
- Ask customers what they expect from you and ask them afterwards whether they are satisfied with your service.
- Try and exceed your customer's expectations.

## COACHING ADVICE

- Simulate a situation in a role play in which a difficult customer files a complaint and see how the candidate reacts. Provide feedback afterwards. Is the candidate understanding? Does she listen? Does she try to solve the customer's problem? Does she indicate she will do whatever it takes to prevent the same thing from happening again? Encourage your candidate to realize that the customer makes her organization work and therefore deserves a central position in her mind.
- Ensure that your candidate listens carefully to her customers. Confront her when she does not listen carefully to you and draw a parallel to customer relations.
- 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 the candidate how she could improve her service toward clients and discuss these ideas. Ask for specific and concrete improvements.

Accountability  
 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  
 Insight  
 Integrity  
 Leadership of groups  
 Learning ability  
 Listening  
 Managing  
 Need to achieve  
 Negotiating  
 Networking  
 Organization sensitivity  
 Perseverance  
 Persuasiveness  
 Planning & organizing  
 Political sensitivity  
 Presenting  
 Problem analysis  
 Result-orientedness  
 Self development  
 Sensitivity  
 Sociability  
 Social awareness  
 Stress management  
 Verbal expression  
 Vision  
 Workmanship  
 Written expression

# DECISIVENESS

**The ability to make active decisions or to commit oneself by speaking one's mind and taking position.**

## BEHAVIORAL EXAMPLES

### GENERAL

- ▶ does not hesitate or avoid making decisions
- ▶ formulates her opinion concisely
- ▶ makes plans based on previous decisions
- ▶ takes up positions and makes decisions

### OPERATIONAL

- ▶ makes decisions or performs actions that have a direct effect on daily routines
- ▶ makes final decisions during meetings
- ▶ takes action against structural problems that obstruct daily routines
- ▶ takes action readily when a sudden problem emerges
- ▶ takes up a position and speaks her mind regarding proceedings or colleagues' performance

### TACTICAL

- ▶ makes decisions and takes actions that solve recurrent problems
- ▶ makes decisions that affect other departments, units, clusters
- ▶ makes decisions that promote efficiency and effectiveness of her own and other departments
- ▶ takes up a position in meetings that reflects a super-departmental point of view
- ▶ translates policy into actions for her department, taking other departments into account

### STRATEGICAL

- ▶ makes decisions based on general information regarding developments in the organization's surroundings and in society
- ▶ makes decisions that affect the organization's future course
- ▶ makes decisions that affect the organization's future services
- ▶ makes decisions that involve risks for the organization and its employees (fusions, take-overs et cetera)

## DEVELOPMENT POTENTIAL

- ▶ Decisiveness can be easily developed if the candidate has a more than average score (7,8,9) on the drives Decision making and Independent thinking & acting.

## INTERVIEW QUESTIONS

- ▶ Have you ever missed an opportunity because you waited too long making a decision? Could you give an example?

- ▶ What was the most difficult decision you have had to make over the last few weeks? What made it difficult? How long did it take you?
- ▶ What kind of decisions do you readily take and for what kind do you take more time? Could you give examples?
- ▶ What kind of decisions usually take you longer to make? Could you give an example?
- ▶ Have you ever made an unpopular decision? Could you give an example?

## DEVELOPMENT ACTIVITIES

- ▶ Learn about your own decision making (e.g. adopting a position easily, having ready opinions, sticking to your point of view) by taking a TMA Talent analysis.
- ▶ Review in what situations you make decisions easily and when you tend to put them off.
- ▶ Ask someone else to think with you; maybe it will help sharing the pros and cons of a decision.
- ▶ Write various scenarios for yourself: 'If this... then that'. Then choose the best scenario.
- ▶ If you find it difficult making decisions, ask yourself what would be the pros and cons of not making a decision at all.

## COACHING ADVICE

- ▶ Try and find out with the candidate what is keeping her from making certain decisions. Can the problem be found in the person's personality or in the subject?
- ▶ Ask your candidate how she proceeds when she has to make an important decision. What are considerations and how does she reach a conclusion? Can she defend her decisions with valid arguments?
- ▶ Try and find out what opposing ideas your candidate has. Candidate: I always want to play it safe. Coach: How do you know you play it safe when you procrastinate making a decision? What do you need in order to gain more certainty? Candidate: I am afraid to make mistakes. Coach: Why are you afraid? What is the worst that could happen?
- ▶ Encourage your candidate to ask others for 360° feedback regarding her decisiveness. What goes well and what could improve? Discuss the results with the candidate.
- ▶ Ask your candidate to describe a certain period in which she did make decisions and one in which she put off doing so. Discuss the results in order to reflect on the kind of decisions she finds hard to make, why that is so, and what can be done about it.

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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  
Insight  
Integrity  
Leadership of groups  
Learning ability  
Listening  
Managing  
Need to achieve  
Negotiating  
Networking  
Organization sensitivity  
Perseverance  
Persuasiveness  
Planning & organizing  
Political sensitivity  
Presenting  
Problem analysis  
Result-orientedness  
Self development  
Sensitivity  
Sociability  
Social awareness  
Stress management  
Verbal expression  
Vision  
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