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Introduction

TMA Competency library

The following pages you will find the TMA Competency Library. This library contains 53 competencies.

Within the TMA Competency Library you can choose which competencies are relevant to a certain position. You can select behavioral examples that are relevant to the position at stake. If you wish, you can add behavioral examples. We advise that you select between three and seven examples for every competency. Behavioral examples can be selected on different levels, depending on the position.

The TMA competency library is easily adapted to your organization needs and contains per competency:

• A definition of the competency;
• Behavioral examples at general, operational, strategic and tactical level;
• Explanation of the competency; background and additional information;
• STAR-based interview questions. On the basis of these questions you can attain a reliable view on a candidate by asking about Situation, Task, Action, and Results;
• Development activities: suggestions for candidates to develop certain competencies on their own without guidance from a superior or coach;
• Coaching advice: advice for the coach or superior to help develop a candidate’s competency;
• Relationship to a person’s personality (the possibility of developing a competency): The extent in which a competency can be developed depends on a person’s personality. In order to review a candidate’s potential for development you can use the TMA Talent Analysis. Someone’s potential does not only indicate to what extent s/he is competent in relation to a position or environment; it also provides information on the areas in which development is more or less likely to succeed.
Accountability

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

Behavioral exemplars:

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

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

**STAR Questions :**

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?

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?

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?

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?
Accountability

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

**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.
Accountability

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

Coaching advise:

Talk with the candidate about responsibility. What does he understand this to be exactly? In what situation does he regard being responsible as appropriate? In which situations does he think that he acted responsibly? Find out what the limits are of what he considers is feasible and what just no longer is acceptable.

Discuss with the candidate the effects of less responsible behavior in his environment and allows him to reflect on this.

Practice a situation where his responsibility is put to the test. Do not make it easy for the candidate. Discuss afterwards what he thought, felt and why he acted the way he did.
Adaptability

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

**Behavioral exemplars:**

0. **General**

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

1. **Operational**

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

2. **Tactical**

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

3. **Strategical**

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

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

STAR Questions:

An organization’s policy changes sometimes. Did you ever come across such change and how did you respond to it?

Are there any cultural differences between your former and your current organization? Does it affect your attitude in your current job?

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?
Adaptability

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

**Development activities:**

Try and figure out in a new situation what exactly you find difficult.

Try and keep working efficiently under changing circumstances by adjusting to new tasks, environments, responsibilities, or people.

Deliberately seek out situations in which your adaptability is tested.

Whenever possible, work together with a colleague who is known to adjust easily and learn from his/her talent.

Try and control yourself when facing adversity without losing sight of your interests.
Adaptability

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

Coaching advise:

What goes well and what could possibly improve? Discuss your candidate's report with him/her.

Adjust your style and role during the interviews (friendly, strict, role model) and ask how these changes affect the candidate.

Engage your candidate in a communicative role play and practice with a type of character s/he finds difficult to deal with.

Set your candidate certain difficulties in a role play ("this cannot happen; you cannot do this; this does not work like this") and encourage your candidate to deal with these problems strategically.

Review with the candidate what hinders him/her to adjust to others. Find out what standards s/he has for his/her own achievements. Are there certain types of work for which s/he displays more ambition? What kind of work?
Ambition

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

Behavioral exemplars:

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

- is engaged in several committees, organisations and/or boards
- looks beyond his/her own organisation
- represents the organisation in relevant networks
- is actively interested in his/her organisation and its surroundings
- actively recognises opportunities to further develop the organisation’s profile
Ambition

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

STAR Questions :

What kind of position do you think you will have in five to ten years?

Could you give an example that shows how important money is to you?

Why did you start that training?
Ambition

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

**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.
Ambition

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

**Coaching advise:**

Ask him/her to find out how s/he could engage more in that kind of work.

Ask your candidate to think about opportunities for him/herself and ask how these could be realised.

Discuss your candidate’s personal future goals. Confront him/her, when necessary, with a lack of ambition and ask where it comes from.

Make sure your candidate is engaged in work in which s/he is successful; this might encourage the person to achieve more.

Review what kind of work brings out most and least ambition in the candidate. Discuss these differences and try to figure where they come from.
Assertiveness

The ability to bring one’s views across clearly.

Behavioral exemplars:

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

The ability to bring one`s views across clearly.

STAR Questions :

An organization`s policy changes sometimes. Did you ever come across such change and how did you respond to it?

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?

Have you ever worked on a project that changed in nature halfway through? What did you do?
**Assertiveness**

*The ability to bring one's views across clearly.*

**Development activities:**

Try and obtain more insight in your motives and needs by taking a TMA Talent Analysis.

Try and say more often phrases like: 'I think', 'In my opinion'.

Try and empathise more with another person's needs and preferences without neglecting your personal goals.

Try not to regard others as opponents; tackle the ball, not the player.

Avoid using euphemistic language whenever you can. Say clearly what you want to say.
Assertiveness

*The ability to bring one’s views across clearly.*

**Coaching advise:**

Set your candidate certain difficulties in a role play (“this cannot happen; you cannot do this; this does not work like this”) and encourage your candidate to deal with these problems strategically.

Ask your candidate to describe a situation in which s/he encountered resistance. What did this do to him/her? What was the other person's reaction? What went well and what could be better? Try to think of alternative assertive responses together. Encoura

Ask your candidate to display behavior that is atypical of him/her. This can first be done during coaching, later possibly 'for real'.

Ask your candidate to take careful notice of another person’s verbal signals and body language while talking to him or her. Explain that the two may diverge - which can be to his/her advantage.

If the candidate's lack of assertiveness is due to a personality trait such as low self-esteem or an introverted disposition, there is little one can do; in that case this competence is difficult to coach. You can find out with the TMA Talent Analysis.
Attention to detail

*The ability to process detailed information effectively and consistently*

**Behavioral exemplars:**

0. **General**

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

1. **Operational**

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

2. **Tactical**

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

3. **Strategic**

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

The ability to process detailed information effectively and consistently

STAR Questions :

Do you have an archive for personal use? How did you set this up?

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?
Attention to detail

*The ability to process detailed information effectively and consistently*

**Developent activities :**

Take time to solve a problem; the success of your work is in the details.

Review other people's work and look for inaccuracies.

Review your question, take a break, and review it again.

Remain accurate, particularly when you are put under pressure.

Observe a colleague who is known to work neatly and see how s/he does it.
Attention to detail

The ability to process detailed information effectively and consistently

Coaching advise:

Review your candidate's work with him/her and see if you can make him/her think of a way to improve that work next time.

Give your candidate ample time to finish his/her work so s/he does not feel rushed to finish it rashly.

Let your candidate reflect on the importance of accuracy and detail in his/her work and what the consequences of inaccuracy might be.

Review together with your candidate whether you can find a pattern in his/her inaccuracies. Make sure s/he asks for feedback regarding his/her adaptability using 360º feedback. How do others regard his/her adaptability?

Create an open learning environment in which mistakes are allowed.
Business orientation

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

Behavioral exemplars:

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

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

**STAR Questions :**

Have you ever developed a new service or product?

Have you ever developed a new service or product?

Did you ever propose developing new products to your management? What did you propose?

Did you ever propose developing new products to your management? What did you propose?

Did you ever propose new markets for an existing product? What were the markets and the product(s)? Why did you propose these markets? How did you convince others?
**Business orientation**

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

**Developent activities:**

Make sure your business model answers three questions: What do I enjoy?; What am I good at?; What is economically feasible and attractive?

Try and think outside the box.

Do not just think about today but invest in the long term.

Remain positive, do not whinge.

Work with successful entrepeneurs. Ask them for advice.
Business orientation

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

Coaching advise:

Discuss your candidate’s personal and professional targets and wishes.

Practise with your candidate defining goals in a SMART (Specific, Measurable, Attainable, Realistic, Timely) way.

Consider a certain issue or problem with your candidate by brainstorming. Do not put his/her suggestions up for discussion (yet). Review the pros and cons of each suggestion together.

Ask your candidate which competences s/he likes to use at work; what kind of work gives the candidate energy?

Engage in an associative or brainstorming session with the person over a certain topic or a problem that is bothering him/her. Use development and brainstorming suggestions, and possibly mindmapping techniques.
Coaching

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

Behavioral exemplars:

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

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

**STAR Questions :**

How do you investigate strengths and weaknesses in your employees’ performance?

How do you investigate strengths and weaknesses in your employees’ performance?

When do you focus on your employees’ development?

When do you focus on your employees’ development?

How do you stimulate self-reflection in your employees? Could you give an example?
Coaching

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

**Development activities:**

Discuss with others how they perceive your style of coaching. Is their perception in line with your own views? What can you and do you want to improve easily?

Provide feedback to others regularly, both in terms of compliments and appreciation and as constructive criticism.

Be aware of your listening attitude. Make sure it is active and positive (look at the other person, summarise, nod, report back).

Make a review of your employees' talents. What are their qualities? How could they develop them further? Set tangible goals for their personal development on the basis of your review.

Get acquainted with the advice given on coaching and development interviews in Chapter 1.4.
Coaching

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

**Coaching advise:**

Decide with your candidate when and how s/he is going to practise coaching. Ask for feedback on this experience. If possible, observe the candidate’s style of coaching and provide feedback.

Simulate a coaching interview in a role play (you being the coachee), provide feedback, and encourage your candidate to practise personal development issues.

Try and find out with your candidate which aspects of coaching s/he would like to develop. Write down u number of goals and points of action.

Ask your candidate to think about the question what stops him/her to coach other people. Where is his/her resistance coming from? Ask the candidate to coach someone on an 'easy' issue and review what happens.

Discuss with the employee what the organisation’s goals are and how they affect his/her daily routine. Discuss whether s/he can learn or develop things in order to help achieving these goals.
Commercial power

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

**Behavioral exemplars :**

0. **General**

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

1. **Operational**

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

2. **Tactical**

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

3. **Strategical**

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

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

 STAR Questions:

 Clients have both expressed and unexpressed needs. It is often difficult to find out what those unexpressed needs are. Describe the last conversation you had with a client in which you were looking for his or her needs. How did it go? What did you find out?

 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?

 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?
Commercial power

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

**Developent 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.
Commercial power

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

Coaching advise:

Simulate a situation in a role play in which a tough customer asks a vague question and review your candidate's response. Provide feedback afterwards. Does s/he listen well? Does s/he understand the customer? Does s/he ask further questions?

Explain the importance of knowing the customer's expectations and the notion that it is better to promise less and to deliver more (underpromise and overdeliver).

Ask your candidate to take careful notice of another person's verbal signals and body language while talking to him or her. Explain that the two may diverge - which can be to his/her advantage.

Encourage your candidate to ask 'open questions': questions that cannot be answered with 'yes' or 'no' (and often begin with 'who', 'what', 'where', 'which', or 'how').
Conduct

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

**Behavioral exemplars:**

0. **General**

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

1. **Operational**

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

2. **Tactical**

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

3. **Strategical**

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

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

**STAR Questions:**

Did you ever act as a mentor or coach? Could you describe what you did?

Did anyone ever tell you what first impression you made? What did you do with that information?

Could you give an example of the way you started a sales talk recently? Do you ever take an alternative approach? Could you give an example?
Conduct

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

Development activities:

Observe someone who presents his/herself well; look at this person's behavior and attitude. What can you learn from him/her?

Be aware of your attitude, use of voice, and body language.

Take careful notice of what people signal so you can adjust your performance.

Adjust your appearance to the situation or organization.

Prepare conversations well so you will know what to say.
Conduct

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

Coaching advise:

Encourage your candidate to ask others for 360º feedback regarding the way s/he comes across in a group. What does the candidate do exactly and to what effect? What are his/her strengths and what could improve? Discuss the results with the candidate.

Ensure that your candidate does not avoid situations in which s/he could meet other people but, on the contrary, looks them up. Ask the candidate to think on forehand what kind of impression s/he wants to make and encourage him/her to act accordingly. Eva

Investigate with your candidate why s/he finds it difficult to act in public. Is s/he scared? Is s/he afraid to make a fool out of him/herself? Is s/he overly concerned what others might think? Ask the candidate to reflect on the question what the worst t

Encourage your candidate to pay attention to colleagues who know how to present themselves. Is there anything s/he can copy from them?

Let the candidate ask people around him/her what they perceive to be his/her qualities.
Conflict Management

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

**Behavioral exemplars:**

**0. 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

**1. Operational**

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

**2. Tactical**

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

**3. Strategical**

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

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

STAR Questions:

What are your organization`s core values and how do you implement them practically?
Conflict Management

_The ability to handle conflicting interests diplomatically and to help solve them._

**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.

Practice the following questions: "What would you like to achieve? What keeps you from agreeing with our proposal? How can we reach a solution, in a way that everyone benefits from it? " 

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Conflict Management

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

**Coaching advise:**

Simulate a situation in a role play in which you annoy your candidate and engage him/her in a conflict by being direct and personal (‘you are...; this is impossible; you can't do this; this doesn't work’). Encourage the candidate to deal with the situation.

Ask your candidate to describe a situation in which s/he encountered resistance. What did this do to him/her? What was the other person's reaction? What went well and what could be better? Try to think of alternative assertive responses together.

Encourage your candidate to take notice not only of what another person says but also of what he or she signals with body language, facial expressions and attitude. How do the words and signals diverge in a conflict situation?

Ask your candidate about the people with whom s/he communicates regularly: do they require different approaches in a conflict situation? Does s/he always take that approach? What would happen if s/he did not?

Encourage the candidate to practise his/her listening skills outside of work as well. Involve family and friends to provide feedback.
Controlling progress

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

Behavioral exemplars:

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

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

**STAR Questions :**

How do you receive information on the work`s progress in your department?

When was the last time you delegated something? What did you do after delegating? Give as many examples as you can.

Have you ever implemented change in your organization`s / department`s work methods? How have you determined its results afterwards?
Controlling progress

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

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.
Controlling progress

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

Coaching advise:

Ensure that your candidate keeps promises s/he makes and finishes a job once begun, without leaving loose ends. Evaluate after every assignment or project.

Practise with your candidate defining goals in a SMART (Specific, Measurable, Attainable, Realistic, Timely) way.

Ensure your candidate sets his/her own goals which s/he will practise attaining. Ask for feedback which goals are attained and which are not. What are the reasons for (lack of) success?

Ask your candidate to write down motives that help attaining a certain goal and motives that get in the way. Encourage him/her to find a way to deal with hindering motives constructively.

Ask the candidate to reflect on a situation in which s/he controlled progress well and one in which s/he could do better in that respect. What were the differences in context? Think about people, tasks, resistance, interests, time factors, et cetera. What does the candidate learn from these situations?
Cooperation

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

**Behavioral exemplars:**

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

STAR Questions:

Were you ever part of a group or team that fell apart because its members could not get along? What was your role in the process?

Were you ever asked to join a committee or study group working on a task of general interest (a staff party, works council, safety committee, et cetera) which was not directly related to your daily work? Did you agree to do so? Why (not)? How did you combine this work with your daily job?

Do you work in a team at the moment? Did you ever encounter difficulties within this team working together? If so, what did you do?
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.

Development activities:

Allow room for other people's opinions. Everyone has a right to an opinion.

Be open to other people's ideas, try not to dismiss them readily.

Listen carefully to other people's ideas and give them compliments.

Show involvement with your colleagues even if it does not affect your work directly.

Observe the employee's listening attitude and discuss what attributes to an active attitude (e.g. summarising, nodding, humming).
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.*

**Coaching advise:**

Encourage your candidate to ask others for 360° feedback regarding his/her organizational cooperative skills. What are his/her strengths and what could improve? Discuss the results with the candidate.

Investigate with your candidate what is keeping him/her from working with others effectively.

Encourage your candidate to practise in a role play communicating with a 'type' of person s/he does not like.

Set your candidate certain difficulties in a role play ("this cannot happen; you cannot do this; this does not work like this") and encourage your candidate to deal with these problems strategically.

Evaluate with your candidate what is keeping him/her from being flexible when working with others.
Courage

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

**Behavioral exemplars:**

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

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

**STAR Questions :**

Did you ever give your opinion on a certain issue first in a meeting, not knowing other people`s opinions? Could you give an example?

Did you ever give your opinion on a certain issue first in a meeting, not knowing other people`s opinions? Could you give an example?

Could you give examples of one or more `risky` decisions you made, either at work or in your personal life, that turned out positively? And negatively?

Could you give examples of one or more `risky` decisions you made, either at work or in your personal life, that turned out positively? And negatively?

Could you give an example of a decision you had to make without knowing all relevant details?
Courage

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

Development activities:

Say 'no' more often.

Come up with a proposition more often, even if you cannot quite see the consequences. Simply try it and see what exactly those consequences are.

Try and say more often phrases like: 'I think', 'In my opinion'.

Try and think outside the box.

Analyse someone who is more courageous than you are, observe his/her behavior and its consequences, and the risks s/he takes.
Courage

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

Coaching advise:

Investigate with your candidate what is keeping him/her from showing courage in certain situations.

Encourage your candidate to form an agreement with his/her superior regarding the way in which s/he could show more courage in his/her work.

Investigate with your candidate whether s/he has been in situations in which s/he showed courage when others did not. How come s/he did manage to do so in that particular situation?

Investigate with your candidate whether s/he has been in situations in which s/he did not show courage when others did. What was the risk assessment of those others compared to your candidate's? What stopped him/her from taking that risk?

Encourage your candidate to ask a colleague to signal him/her when the colleague feels the candidate is missing opportunities due to a lack of courage.
Creativity

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

Behavioral exemplars:

0. General

☐ thinks independently
☐ has the courage to come up with unusual solutions
☐ believes in his/her abilities

1. Operational

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

2. Tactical

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

3. Strategical

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

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

**STAR Questions :**

Can you think of a recent problem for which an old solution did not suffice? What did you do?

Can you think of a recent problem for which an old solution did not suffice? What did you do?

In what kind of situations have people sought your advice? Could you give an actual example? What did you advise?

In what kind of situations have people sought your advice? Could you give an actual example? What did you advise?

Good ideas often arise in a group of like-minded people rather than in one person`s mind. Have you ever been in such a process? What was your contribution?
Creativity

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

**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.

Analyse other people's creative ideas.

Try and place yourself in someone else's shoes: how would someone with a different background solve this problem?
Creativity

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

**Coaching advise:**

Encourage your candidate to ask others for 360° feedback regarding his/her creativity. What are his/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 him/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 him/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 the person to a colleague who is very much oriented on innovation; let them discuss each other’s ideas. Discuss his/her experiences afterward.
Customer orientation

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

Behavioral exemplars:

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

☐ is aware of the needs and problems of specific client groups
☐ develops strategic approaches to various client groups now and in the future
☐ builds relationships with organisations 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
Customer orientation

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

**STAR Questions :**

Describe a difficult client you have come across recently. Why was he or she difficult? What did you do?

Describe a difficult client you have come across recently. Why was he or she difficult? What did you do?

Sooner or later we all come across a client whose demands are beyond reasonable. When did this last happen to you? What did you do?

Sooner or later we all come across a client whose demands are beyond reasonable. When did this last happen to you? What did you do?

Did you ever have to make an extra effort in order to satisfy a client?
Customer orientation

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

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.
Customer orientation

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

**Coaching advise:**

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 s/he listen? Does s/he try to solve the customer's problem? Does s/he i

Encourage your candidate to realise that the customer makes his organisation work and therefore deserves a central position in his mind.

Ensure that your candidate listens carefully to his/her customers. Confront him/her when s/he 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 s/he could improve his/her service toward clients and discuss these ideas. Ask for specific and concrete improvements.
Decisiveness

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

Behavioral exemplars:

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

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

STAR Questions:

Did you ever have to make a decision in your work you felt you should not have been asked to make? Could you give an example?

Did you ever have to make a decision in your work you felt you should not have been asked to make? Could you give an example?

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

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

Which important decisions have you made over the last week? How much time did you take before making them?
Decisiveness

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

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 it 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.
Decisiveness

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

**Coaching advise :**

Try and find out with the candidate what is keeping him/her from making certain decisions. Can the problem be found in the person's personality or in the subject?

Ask your candidate how s/he proceeds when s/he has to make an important decision. What are considerations and how does s/he reach a conclusion? Can s/he defend his/her decisions with valid arguments?

Try and find out what the opposing ideas are your candidate has. Candidate: I always want to play it safe. Coach: How do you now you play it safe when you procrastinate making a decision? What do you need in order to gain more certainty? Candidate: I am a

Encourage your candidate to ask others for 360º feedback regarding his/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 s/he did make decisions and one in which s/he put off doing so. Discuss the results in order to reflect on the kind of decisions s/he finds hard to make, why that is so, and what can be done about i
Delegating

*The ability to assign responsibilities and authority correctly to the right employees, taking their interests, ambitions, development and competence into account. Following up on delegated tasks.*

Behavioral exemplars:

0. General

- [ ] has faith in employees’ qualities
- [ ] entrusts authority to others when it serves a purpose
- [ ] delegates to the right person

1. Operational

- [ ] clearly indicates what is expected of delegated tasks
- [ ] delegates the right tasks to the right people, based on their competence
- [ ] provides sufficient instruction to the person to whom a task is delegated
- [ ] has faith in the person to whom a task is delegated
- [ ] allows employees to make mistakes and still supports them

2. Tactical

- [ ] takes feasibility and risks into account when delegating responsibilities
- [ ] informs clients and other stakeholders about the delegated tasks and responsibilities
- [ ] regards a delegation as an opportunity for the employee to develop and acting accordingly
- [ ] provides opportunity for the employee to perform a delegated task as he/she sees fit
- [ ] discusses potential consequences of delegated tasks and responsibilities with his/her higher management

3. Strategical

- [ ] delegates important and attractive tasks and projects - even if it decreases personal status
- [ ] delegates all tasks and responsibilities that s/he does not necessarily have to take on him/herself
- [ ] delegates in order to free up his/her own time that can then be used to contribute to improving the organisation
- [ ] is clear about risks and problems connected to a delegation of tasks
- [ ] is able to let go and trust in the quality of his/her employees
- [ ] is generous in praising colleagues and employees for their successes
Delegating

The ability to assign responsibilities and authority correctly to the right employees, taking their interests, ambitions, development and competence into account. Following up on delegated tasks.

**STAR Questions:**

What kind of decisions do you allow your employees to make? Could you give an example?

What kind of decisions do you allow your employees to make? Could you give an example?

Can you identify employees to whom you can leave more than to others in your current position? Could you give an example?

Can you identify employees to whom you can leave more than to others in your current position? Could you give an example?

Are you ever in a situation in which you have to step into a process you had delegated? Could you give an example?
Delegating

The ability to assign responsibilities and authority correctly to the right employees, taking their interests, ambitions, development and competence into account. Following up on delegated tasks.

Developent activities:

Ask colleagues which tasks they delegate and what their experiences are.

Investigate with your employees how they could undertake a new task. Ask them to come up with ideas and proposals.

Be clear to your employees about your expectations.

Address your employees regarding their responsibilities. Be clear about them.

Be prepared to give your employees more responsibilities than you are used to. Ask them to sit in for you in a meeting or go visit a client in stead of you.
Delegating

The ability to assign responsibilities and authority correctly to the right employees, taking their interests, ambitions, development and competence into account. Following up on delegated tasks.

Coaching advise:

Encourage your candidate to ask others for 360° feedback regarding his/her delegating behavior. What goes well when s/he does delegate and what could improve? Discuss the results with the candidate.

Make an inventory with your candidate of pros and cons of delegating tasks for him/herself and for others such as colleagues or the organisation.

Find a task for your candidate to delegate. You can do so by asking the following questions: Which tasks could s/he easily delegate? To whom? Why to this person? What would be the maximum risks?

Investigate with your candidate what is keeping him/her from delegating certain tasks. Ask what s/he is afraid of when having to delegate. Ask further questions and put hindrances up for discussion.

If the person agrees, sit in with a delegation interview and provide feedback afterwards. If the person does the interview on his/her own ask him/her to report how it went and where s/he could improve.
Developing employees

The ability to review and analyse employees’ strengths and weaknesses, to distinguish their talents and development needs, and to make sure they are enhanced appropriately.

Behavioral exemplars:

0. General

- does not push him/herself in the foreground
- welcomes others to their successes
- distinguishes qualities and talents of others

1. Operational

- enhances employees to see their strengths and weaknesses and to explore their full potential
- discusses employees’ development needs in evaluation meetings and subsequently facilitates appropriate support, coaching and/or training opportunities
- is able to link the quality of someone’s work to his/her lack of, and need to enhance, certain skills and knowledge
- uses coaching on the job in order to enhance employees’ development
- tests the effect of training and education

2. Tactical

- makes an inventory of employees’ talents and qualities
- surveys the knowledge and experience needed in the department or team for the years to come
- distinguishes talents and lets them sign up for management development courses
- lets employees draft their own personal development plans
- offers employees the opportunity to gain more experience through job rotation and projects

3. Strategical

- finds ways to bring employees’ development needs in line with the organisation’s strategy
- understands what knowledge and qualities are needed in the future based on an analysis of trends and social developments
- initiates management development courses
- is aware of innovative ways to enhance employees in a favourable direction
- uses benchmarking to compare the organisation’s levels of quality and knowledge to those of others
Developing employees

The ability to review and analyse employees’ strengths and weaknesses, to distinguish their talents and development needs, and to make sure they are enhanced appropriately.

STAR Questions:

Did you recently find a new task or position for one of your staff? How did you do that?

Did you recently find a new task or position for one of your staff? How did you do that?

Did you recently acquire a new employee? How did you help him or her settle into the job?

Did you recently acquire a new employee? How did you help him or her settle into the job?

Do you have employees who are a level up from the rest?
Developing employees

*The ability to review and analyse employees’ strengths and weaknesses, to distinguish their talents and development needs, and to make sure they are enhanced appropriately.*

**Development activities:**

Ask many questions and provide proposals for solutions at best.

Do not only pay attention to underperforming employees; focus especially on those whose performance is average.

Think of a way of improving your employees' ineffective behavior and disappointing results.

Share your knowledge with others.

Write an outline of development needs with regards to your current and possibly future position.
Developing employees

*The ability to review and analyse employees’ strengths and weaknesses, to distinguish their talents and development needs, and to make sure they are enhanced appropriately.*

**Coaching advise:**

Ensure that your candidate delegates tasks that are attractive for others and from which they can learn.

Ensure that your candidate provides feedback to his/her staff on their strengths and weaknesses.

Encourage your candidate to take careful notice on the way s/he provides feedback and coaching to others.

Ensure that your candidate coaches colleagues with less experience that s/he has.

Discuss in performance interviews employees’ wishes and possibilities for the future: in what area does s/he want to develop? Ask them to write personal development plans with SMART objectives. Have progress interviews with them regularly (e.g. every three months).
**Discipline**

_The ability to adjust to existing rules, procedures and policy. Finding reinforcement from the right authority when in doubt._

**Behavioral exemplars :**

0. **General**

☐ recognises reason in rules and procedures

☐ has no difficulty adapting to existing rules and regulations

☐ understands the importance of obeying rules

1. **Operational**

☐ wants to receive clear instructions regarding rules, procedures and methods

☐ asks higher management for advice when facing a situation in which existing rules and procedures have to be breached

☐ does not perform actions contrary to his/her position`s rules, procedures, or ethics

☐ stays actively informed about changes in regulations, procedures and methods

☐ clearly recognises the boundaries of his/her expertise, position and authority

2. **Tactical**

☐ is informed about the organisation`s policy and ethics

☐ asks higher management for advice when facing a situation exceeding his/her authority

☐ seeks confirmation with the right authority when in doubt

☐ recognises situations in which standard procedures should be abandoned

3. **Strategical**

☐ understands that rules and procedures are necessary, yet reflects critically on their feasibility

☐ understands there is a `grey area` in which existing rules and procedures should be followed according to a certain interpretation - within certain limits
Discipline

The ability to adjust to existing rules, procedures and policy. Finding reinforcement from the right authority when in doubt.

STAR Questions:

Were you ever unsure whether your actions were according to your organization`s guidelines? What did you do?

Were you ever unsure whether your actions were according to your organization`s guidelines? What did you do?

What procedures exist in your current organization?

What procedures exist in your current organization?

We are all in a situation sometimes in which our company`s rules or procedures are in our way. Could you give an example of such a situation? What did you do?
Discipline

The ability to adjust to existing rules, procedures and policy. Finding reinforcement from the right authority when in doubt.

Development activities:

Create a tangible action plan for the way you want a project to be performed.

Take unexpected events into account in your planning.

Make a clear action scheme for yourself and act accordingly.

Follow rules and regulations at all times in your work.

Write appointments down.
**Discipline**

*The ability to adjust to existing rules, procedures and policy. Finding reinforcement from the right authority when in doubt.*

**Coaching advise :**

Assist your candidate in translating targets into SMART (Specific, Measurable, Attainable, Realistic, Timely) goals.

Encourage your candidate to set his/her own goals and to practise attaining them. Review which goals are and are not attained.

Ask your candidate to write down motives that help attaining a certain goal and motives that get in the way. Encourage him/her to find a way to deal with hindering motives constructively.

Let the person practise acting in a result-oriented way when conversing with a colleague or employee. Let the candidate ask the other person for feedback afterwards.
Energy

The ability to be active for a long period of time when required; having stamina.

Behavioral exemplars:

0. General

☐ has stamina
☐ is able to spread his/her energy adequately
☐ understands his/her own energy

1. Operational

☐ is able to focus and work hard for hours on end
☐ is able to spread his/her energy effectively
☐ recuperates quickly after long and intensive work
☐ does not dread extra work or efforts
☐ is enthusiastic even after a hard day’s work

2. Tactical

☐ is focused and alert at the end of a long, monotonous meeting
☐ does not give up when facing difficult problems, searches for solutions until the end
☐ manages to produce extra energy for an important task
☐ does not lose precision at the end of a hard day’s work
☐ is able to work under continuous pressure

3. Strategical

☐ is able to bounce back after a heavy blow
☐ has side jobs and is able to work at nights and weekends
☐ sees new possibilities after a big disappointment
☐ is able to handle emotionally exhausting conversations and situations without being fully drained
☐ is aware of his/her energy and capable of spreading it adequately over various activities
☐ understands and controls his/her own emotions that cost a lot of energy
Energy

The ability to be active for a long period of time when required; having stamina.

STAR Questions:

How much overtime did you make over the last three months?

How much overtime did you make over the last three months?

How did you catch up on your work in the past after, for instance, a holiday or an illness?

How did you catch up on your work in the past after, for instance, a holiday or an illness?

What is a good reason for you to delay work? Could you give an example?
Energy

The ability to be active for a long period of time when required; having stamina.

Development activities:

Clarify for yourself what you want with your work in the near future. What gives you energy?

Ask yourself whether this type of work suits you.

Plan in more moments to relax.

If possible, cycle to work more often.

Stay positive, do not complain.
Energy

*The ability to be active for a long period of time when required; having stamina.*

**Coaching advise:**

Investigate with your candidate what could cause him/her to feel less energetic. Can the cause be found in the work's content, its organisation, colleagues, or personal issues?

Encourage your candidate to engage in outdoor activities such as sports or cycling to work.

Evaluate with your candidate how s/he organises his/her life and deals with potential problems. Does anything require a substantial amount of energy?

Evaluate with the candidate what kind of work costs him/her a lot of energy and what kind energises him/her. Try and find a balance between the two.

Evaluate with the candidate what activities energise him/her in his/her spare time. Encourage the candidate to engage in those activities.
Flexible behaviour

*The ability to change one’s behavioural style and/or views in order to attain a set goal.*

**Behavioral exemplars:**

0. **General**

☐ has clear objectives

☐ distinguishes between process and content

☐ is able to question his/her own approach

1. **Operational**

☐ holds on to an objective but is able to change his/her approach, view or behaviour

☐ recognises obstructions

☐ understands when a chosen approach is ineffective

☐ is able to alternate between logical arguments against resistance and an inventory of its cause

☐ does not fixate on a certain approach or argument in order to attain a goal

2. **Tactical**

☐ adjusts readily to unexpected turns of events

☐ is able to go along with someone else without losing his/her own objectives

☐ is able to change his/her approach when facing persistent resistance (other point of view, new argumentation)

☐ is flexible in his/her use of argumentation and style

☐ is able to redefine problems

3. **Strategical**

☐ adjusts his/her tactics to the amount and kind of resistance

☐ uses various techniques to influence others (lobbies, approaches decision makers, finds sponsors)

☐ uses other people’s ideas and subtle signals to guide a conversation into a desired direction

☐ alternates various behavioural styles in order to influence others effectively
Flexible behaviour

*The ability to change one`s behavioural style and/or views in order to attain a set goal.*

**STAR Questions** :

Have there been circumstances at your work over the last month that made it difficult for you to get your work done? Could you give an example?

Have there been circumstances at your work over the last month that made it difficult for you to get your work done? Could you give an example?

Have you ever deviated from a plan you had made or a procedure you had envisioned? Could you give an example?

Have you ever deviated from a plan you had made or a procedure you had envisioned? Could you give an example?

Have you ever been pressurised by others to change your plans?
Flexible behaviour

*The ability to change one’s behavioural style and/or views in order to attain a set goal.*

**Developent activities :**

Investigate what is keeping you from changing. Do want to hold on to what is familiar? What exactly do you resist? Do you want to stick to plans you once made? Do you like a tested approach in your work? Does it still work?

Try to think of more than one solution to your problem.

If your circumstances are changing, ask yourself regularly if and how you can attain your goal in a different (better) way.

When facing adversity or resistance, reflect on what happens exactly en let go of your initial plans where and when necessary. Try and understand the other party’s perspective by asking them questions, ask what their objections are and deal with them accordingly.

Be open to other people’s ideas; do not be quick to dismiss them.
Flexible behaviour

The ability to change one’s behavioural style and/or views in order to attain a set goal.

Coaching advise:

Switch coaching styles regularly and discuss your candidates reaction to those switches.

Encourage your candidate to practise situations s/he finds difficult to handle or avoids, for instance in a role play.

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.

If your candidate has a managerial position, bring up situational leadership. Good moments to practise these skills are all kinds of interviews, especially when resistance is expected.

Encourage your candidate to ask others for 360° feedback regarding his/her flexibility. What are his/her strengths and what could improve? Discuss the results with the candidate.
Focus on Quality

Setting high quality standards and striving for continuous improvement and to secure quality.

Behavioral exemplars:

0. General

☐ works meticulously, makes very few mistakes
☐ proposes improvements
☐ demonstrates exemplary high level behaviour
☐ delivers high level quality

1. Operational

☐ adheres to prescribed quality standards
☐ checks regularly whether his/her own work meets prescribed quality standards
☐ asks regularly for feedback regarding quality
☐ corrects mistakes as they become evident
☐ takes direct action in order to ensure his/her own quality of work

2. Tactical

☐ encourages others to take quality into account
☐ deals with complaints constructively to make sure they do not reappear
☐ checks regularly whether the work of others or team members is up to prescribed quality standards
☐ encourages the team to enhance their quality of work
☐ indicates clearly and specifically what level of quality is expected

3. Strategical

☐ makes sure that the organisation’s quality standards are taken into account in all management proposals
☐ encourages and activates others to enhance the quality of their services, products and/or work processes
☐ sees opportunities to increase quality
☐ proposes systems and procedures focused on enhancing the level of quality
☐ allocates means and time within the organisation to enhance quality issues
Focus on Quality

*Setting high quality standards and striving for continuous improvement and to secure quality.*

**STAR Questions :**

Do you have an archive for personal use? How did you set this up?

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?
Focus on Quality

*Setting high quality standards and striving for continuous improvement and to secure quality.*

**Developent activities :**

Ask your customers whether they are satisfied with the services you provided.

Constantly evaluate the quality of your services.

Ask a colleague to check the quality of your work.

Resist the temptation to finish work off quickly; quality is more important than quantity.

Write appointments down.
Focus on Quality

Setting high quality standards and striving for continuous improvement and to secure quality.

Coaching advise:

Review the candidate's work regularly on accuracy with him/her.

Review your candidate's work with him/her and see if you can make him/her think of a way to improve that work next time.

Give your candidate ample time to finish his/her work so s/he does not feel rushed to finish it rashly.

Ask the candidate to keep a detailed diary of what s/he did over the last week. Discuss the results. What did s/he spend to little or too much time on? Is there a pattern? Which distractions can be eradicated and how?

Investigate with the candidate what s/he can learn in terms of planning and organising from his/her own work and, when appropriate, that of others.
Forming judgement

The ability to balance facts and potential approaches taking the appropriate criteria into account.

Behavioral exemplars:

0. General

- distinguishes between facts and opinions
- applies adequate criteria in forming his/her judgments
- balances alternatives

1. Operational

- bases his/her view on facts; distinguishes these from opinions
- suggests practical and feasible solutions
- balances the right priorities
- balances pros and cons
- is able to assess people’s qualities

2. Tactical

- supports his/her conclusions with relevant and logical arguments from different points of view
- defines criteria on which his/her conclusion is based
- understands the consequences of his/her conclusions for the department and other people
- has several alternatives at his/her disposal
- encourages others to distinguish between relevant and irrelevant aspects of a question at hand

3. Strategical

- supports his/her judgement with general numbers and facts based on the organization’s performance as a whole
- reviews the consequences of his/her conclusions both for the organization and its employees
- bases strategic choices on sound risk analysis, takes uncertainties and bias into account
- takes various scenarios into account regarding the organization’s continuity
- is able to judge new information on its merits and adjusts conclusions or judgments on the basis of this information when necessary
Forming judgement

*The ability to balance facts and potential approaches taking the appropriate criteria into account.*

**STAR Questions:**

What do you consider to be the most difficult decision you had to make in your current position? How did you get to make the decision?

What do you consider to be the most difficult decision you had to make in your current position? How did you get to make the decision?

What decision you have had to make in your current position took you longest to consider? Why did it take so long? How did you come to make it?

What decision you have had to make in your current position took you longest to consider? Why did it take so long? How did you come to make it?

Could you give an example of a situation in which you dismissed somebody else’s advice? Why did you do so?
Forming judgement

The ability to balance facts and potential approaches taking the appropriate criteria into account.

Development activities:

Collect factual information to build your opinion on.

Be open to other people's ideas, try not to dismiss them readily.

Be open to new information and ask yourself how it can be applied.

Be open about your mistakes and learn from them; try and practise what you learn.

Ask for feedback and make an effort to understand exactly what the other is trying to say.
Forming judgement

The ability to balance facts and potential approaches taking the appropriate criteria into account.

Coaching advise:

Encourage your candidate to write a list of all the things that are necessary to know in order to form a sound judgement on a certain issue. Ask him/her to draw conclusions on the basis of this list and to see what a colleague thinks of them.

Ask your candidate to contemplate solutions and decisions that did not have the effect s/he had hoped for. Ask the candidate to analyse why this was the case and reflect on these experiences.

Encourage your candidate to ask other people's opinions when facing a problem.

Consider a certain issue or problem with your candidate by brainstorming. Do not put his/her suggestions up for discussion (yet). Review the pros and cons of each suggestion together.

Encourage the candidate to ask someone who is known for his/her sound judgement how this person comes to make a judgement.
Identification with management

*The ability and willingness to understand, accept and carry out decisions and measures from managers.*

Behavioral exemplars:

0. General

- is able to put him/herself in the (higher) management’s position
- is able to handle a double loyalty
- commits to an existing policy

1. Operational

- understands general measures even if they are unpleasant for his/her own department
- is able to clearly explain the organisation’s policy to his/her employees
- explains the reasons for negative decisions from higher management without undermining them
- does not speak in terms of ‘this is what the management decrees’
- neither identifies with his/her employees’ interests, nor disparages them; finds the right balance

2. Tactical

- clearly explains the organisation’s policy and translates it into action
- is committed to his/her higher management and demonstrates this commitment
- sees the bigger picture
- finds a balance between understanding his/her employees’ dissatisfaction and implementing reorganisations, fusions, take-overs

3. Strategical

- is able to put him/herself in a stockholder’s position
- is able to translate stockholders’ wishes into organisation-wide change initiatives
- explains stockholders’ interests in a way that generates support
Identification with management

The ability and willingness to understand, accept and carry out decisions and measures from managers.

STAR Questions:

Have you ever made an unpopular decision? Could you give an example?

Describe a decision you made recently in which you took your organization’s values and standards into account.

Have you ever made an unpopular decision with which you did not agree personally but which was in the organization’s interest? Could you describe it? What happened and what was the outcome?
Identification with management

*The ability and willingness to understand, accept and carry out decisions and measures from managers.*

**Development activities:**

- Speak in terms of `us` when you talk about your organization`s policy.
- Always stand behind your organizationn front of outsiders.
- Encourage the employee to talk to others who suport the organization`s mission.
- Make sure you know the organization written and unwritten rules and act accordingly.
- Practise making clear you are behind your organization`s policy.
Identification with management

_The ability and willingness to understand, accept and carry out decisions and measures from managers._

**Coaching advise:**

Ensure that your candidate translates the organisation's mission to his/her own work and understands the relationship between the two.

If your candidate is critical about proceedings within the organisation, encourage him/her to vent this criticism constructively.

Discuss situations in which your candidate had to choose between personal interest and the organisation's interest. How would s/he cope with such a dilemma next time? How do others cope with them?

Encourage the candidate to take part in meetings that provide an opportunity to talk about developments within the organisation.

Ask the candidate to write down situations in which s/he had to choose between the organisation's and personal interests. How would s/he handle such a dilemma next time? How do others handle such dilemmas?
Independence

The ability to perform actions and make statements that reflect an opinion or view of one's own; not to fawn.

Behavioral exemplars:

0. General

☐ is not influenced directly by other people's opinions
☐ has convictions of his/her own
☐ is able to resist social pressure
☐ pursues his/her own, independent course

1. Operational

☐ makes decisions and forms opinions based on his/her own analyses and views
☐ does not always follow others
☐ digresses from rules and procedures when this seems necessary
☐ does not always look for support when making decisions
☐ dares to disagree

2. Tactical

☐ goes against routine to show things can be done differently
☐ presents plans and proposals that do not follow standard procedure
☐ is not pressurised into rendering services s/he does not support
☐ follows his/her own quality standards in providing services even if other people do not value them
☐ does not fear resistance against his/her views and plans

3. Strategical

☐ holds on to professional quality standards even if they go against the organisation`s policy
☐ keeps appropriate professional distance from his/her stakeholders in order to form an objective judgement
☐ forms an independent judgement even when put under severe pressure
☐ takes a deviant position based on his/her convictions even if it unbalances the organisation
☐ is not influenced by rumours or sentiments within the organisation when judging people
Independence

*The ability to perform actions and make statements that reflect an opinion or view of one’s own; not to fawn.*

**STAR Questions :**

Did you ever consciously act against rules or procedures in order to achieve your goal? When was that and what exactly did you do?

Did you ever consciously act against rules or procedures in order to achieve your goal? When was that and what exactly did you do?

Could you give an example of a project or an idea you followed through despite resistance from within your organization?

Could you give an example of a project or an idea you followed through despite resistance from within your organization?

Could you give an example of a situation in which you took action whereas your superior should have done so?
Independence

The ability to perform actions and make statements that reflect an opinion or view of one’s own; not to fawn.

Development activities:

Collect sufficient information and knowledge in order to form a sound opinion.

Think outside the box.

Take more risks but stay aware of their consequences.

Develop your own opinion: read editorials but stay open to other people's opinions.

Try to think outside the boxes.
Independence

*The ability to perform actions and make statements that reflect an opinion or view of one’s own; not to fawn.*

**Coaching advise:**

Encourage your candidate to ask others for 360° feedback regarding his/her independence. What goes well and what could improve? Discuss the results with the candidate.

Investigate with your candidate what is keeping him/her from being independent in certain situations. Ask him/her in what situations and against whom s/he has been independent. What is the reason the candidate achieves independence in some situations and

Discuss why it is important to you to be an independent person and how you found your own direction.

Reward every situation in which your candidate displays independence by giving him/her compliments.

Show that you respect the candidate’s opinion even if it is different from your own. Provide a safe and open environment. Discuss how important it is that employees can speak their minds within the organisation.
Initiative

The ability to recognise and create opportunities and to act accordingly. Rather starting something than waiting passively for it to happen.

Behavioral exemplars:

0. General

- adopts a proactive attitude
- is the first to come with plans and ideas
- creates and uses opportunities
- does something s/he was not asked to do

1. Operational

- makes proposals uninvitedly that might benefit the organisation
- presents new proposals and plans
- observes opportunities and translates them into benefits for the organisation
- is not docile but proactive
- attracts responsibilities and activities

2. Tactical

- mentions and discusses resistance where and when it occurs
- searches actively for opportunities that might improve his/her services
- recognises beneficial opportunities in conversations
- looks actively for solutions when facing a deadlock in a meeting
- takes a clear position in unclear situations in which others do nothing; makes efforts to get out of an impasse

3. Strategical

- recognises opportunities in work relationships in order to better position his/her own organisation
- recognises useful and relevant contacts; approaches them accordingly to benefit his/her organisation
- recognises long term opportunities for the organisation and develops plans to use them accordingly
- is active in networking and lobbies with the right people
- presents proposals and plans to strategic partners for future activities
Initiative

The ability to recognise and create opportunities and to act accordingly. Rather starting something than waiting passively for it to happen.

STAR Questions :

What was your most recent, work related, original idea? What did you do with it?

What was your most recent, work related, original idea? What did you do with it?

What achievement of yours are you most proud of? How did you achieve this?

What achievement of yours are you most proud of? How did you achieve this?

Were you ever in a position to make your work less complicated? What did you do?
Initiative

The ability to recognise and create opportunities and to act accordingly. Rather starting something than waiting passively for it to happen.

Development activities:

Be aware that you may have preconceived ideas such as: "a leader should always take initiative," "I am here to work, not to solve or prevent problems".

If you think you see an opportunity, grab it.

Set yourself the goal of taking at least one initiative a day, write it in your planner to remind yourself.

If you see a problem that needs fixing, surprise your colleagues by taking an initiative even if it is not expected of you.

Try and exceed your clients expectations by delivering a little extra service. Overdeliver and underpromise, rather than the other way around.
Initiative

The ability to recognise and create opportunities and to act accordingly. Rather starting something than waiting passively for it to happen.

Coaching advise:

Encourage your candidate to take 'small' initiatives such as opening a meeting or offering an opinion, and to be alert to potential needs his/her team may have (coffee, fresh air, a flip-over et cetera).

Set goals together with your candidate. In what situations would s/he like to take more initiative? Make sure the goals are SMART (Specific, Measurable, Attainable, Realistic, Timely).

Encourage your candidate to ask others for 360° feedback regarding his/her initiative. What goes well and what could improve? Discuss the results with the candidate.

Evaluate with your candidate in which situations s/he finds it hard to take initiative and in which s/he does.

Give your candidate an assignment to think about future opportunities for him/herself, the department, products, or services. Which initiatives and responsibilities could s/he personally take in order to fulfil these opportunities?
Innovative power

The ability to direct one’s inquisitive mind toward initiating new strategies, products, services, and markets.

Behavioral exemplars:

0. General

☐ is informed about trends and developments relevant for his/her expertise and organisation
☐ translates trends into innovations
☐ is aware of the client’s future needs and wishes
☐ dares to go against the flow

1. Operational

☐ is well informed about market developments and new forms of technology
☐ talks a lot to fellow experts and asks about the ways in which competitors work
☐ asks for the client’s future wishes
☐ is aware of services and products about which clients are dissatisfied and finds out what the reason is for this
☐ is busy innovating and setting up services that have not been provided before

2. Tactical

☐ participates in networks that are relevant to his/her organisation and are renowned for their innovative thoughts
☐ likes to avoid the obvious and offers proposals that are not always clear-cut yet feasible
☐ likes to discuss with colleagues and fellow experts about new possibilities or different implementations of existing techniques and methods
☐ listens carefully to other people’s ideas and is able to assess their innovative potential
☐ is not hindered by competitive sentiments when someone else comes up with a good idea; joins in and values the idea instead

3. Strategical

☐ formulates ideas that are not yet shared by others
☐ is able to let go of existing concepts and products, and come up with daring new ones
☐ is able to excite others about new ideas and to make them advocate those ideas as well
☐ keeps demonstrating faith in his/her own ideas and innovative concepts and products
☐ is able to handle resistance against his/her own ideas within giving them up
Innovative power

*The ability to direct one`s inquisitive mind toward initiating new strategies, products, services, and markets.*

**STAR Questions :**

Good ideas often arise in a group of like-minded people rather than in one person`s mind. Have you ever been in such a process? What was your contribution?

What have you done in terms of research so far? Which innovations have resulted from this research?

Innovative thinking proves to be an important condition for business success. What kinds of innovations do you see necessary in the near future for the continuation of ...?
Innovative power

*The ability to direct one`s inquisitive mind toward initiating new strategies, products, services, and markets.*

**Developent activities :**

Organise brainstorming sessions in order to find original solutions.

Think outside the box.

Be open to other people's ideas, try not to dismiss them readily.

Make an inventory of trends that could have an impact on your organization in the next few years.

Try and look at the daily events from a distance.
Innovative power

*The ability to direct one`s inquisitive mind toward initiating new strategies, products, services, and markets.*

**Coaching advise:**

Consider a certain issue or problem with your candidate by brainstorming. Do not put his/her suggestions up for discussion (yet). Review the pros and cons of each suggestion together.

Ensure your candidate talks to people who have insight in upcoming trends and influences, and discuss his/her experience.

Provide your candidate with a safe environment. Encourage him/her to experiment and play with new ideas and concepts. Set no boundaries.

Encourage your candidate to work with a colleague who is known to be innovative. This may inspire him/her to new, innovative ideas.

Engage in an associative or brainstorming session with the person over a certain topic or a problem that is bothering him/her. Use development and brainstorming suggestions, and possibly mindmapping techniques.
Insight

Has and gains insight into situations, problems and processes. Deconstructs problems and systematically investigates the various components. Has a complete picture of the context and overview of the whole problem.

Behavioral exemplars:

0. General

- can ‘read’ relationships and connections
- has insight into complex situations, problems and processes
- explains simple logical connections and relationships
- investigates and analyzes systematically
- anticipates problems and responds appropriately to them

1. Operational

- takes action when problems are anticipated
- oversees consequences of actions and decisions. Takes account of this
- responds in a timely manner to other people’s problems or requests
- separates main issues from side issues and sets priorities
- indicates (new) situations for which there are no procedures and instructions

2. Tactical

- analyzes (sub) problems and draw clear, well-reasoned conclusions
- defines (sub) problems
- independently investigates the nature and cause of (sub) problems
- recognizes and collects important data and finds connections
- makes the links between different aspects of a problem
- finds new ways to solve problems

3. Strategical

- views things from several perspectives
- proposes various scenarios based on the same data
- has overview of the parts and the whole
- recognizes structures within processes
- comes up with several solutions to complex situations and tough questions
- produces new scenarios when data and/or circumstances change
- places problems in a broader context
Insight

Has and gains insight into situations, problems and processes. Deconstructs problems and systematically investigates the various components. Has a complete picture of the context and overview of the whole problem.

**STAR Questions :**

Has it ever happened that your analysis of a problem turned out to be very different to what you had expected? Give an example. What had you not assessed properly? How would you avoid this re-occurring?

Has it ever happened that your analysis of a problem turned out to be very different to what you had expected? Give an example. What had you not assessed properly? How would you avoid this re-occurring?

Which steps do you take when you want to correctly analyze a problem? Describe this process using a recent problem as an example.

Which steps do you take when you want to correctly analyze a problem? Describe this process using a recent problem as an example.

When did you have difficulty understanding a particular problem? Why was this so difficult? How did you finally resolve it?
Insight

Has and gains insight into situations, problems and processes. Deconstructs problems and systematically investigates the various components. Has a complete picture of the context and overview of the whole problem.

Development activities:

Take your time; try to have an eye for details as well as the bigger picture.

Be precise.

Look at something carefully, put it away, and then look at it again.

Organise brainstorming sessions.

Try to think outside the boxes.
Insight

Has and gains insight into situations, problems and processes. Deconstructs problems and systematically investigates the various components. Has a complete picture of the context and overview of the whole problem.

Coaching advise:

Make sure that the candidate describes a number of different scenarios for a particular issue. Let him then explain the plausibility of the different scenarios to you (verbally or on paper).

Teach him when doing this to deal constructively with uncertainties and probabilities.

Let your candidate ask the following questions to clarify a problem: What happens? Who is causing the problem? Where is the problem happening? When does the problem occur? How often is the problem happening?
Integrity

Adherence to the standards, values and rules of conduct associated with one's position and the culture in which one operates. Being incorruptible.

Behavioral exemplars:

0. General

☐ passes on information consistently and honestly (the same story for everyone)
☐ treats everybody equally, respectfully and without discrimination
☐ will not abuse his/her power or advance knowledge
☐ guards sensitive information
☐ adheres to commitments

1. Operational

☐ will only pass on information to those who are entitled to it
☐ takes responsibility for his/her actions
☐ is transparent in his/her actions
☐ informs internal and external clients honestly about potential risks and disadvantages

2. Tactical

☐ directs others towards behaviour based on accepted social and ethical codes
☐ displays openness if it is in the interest of others within the organisation
☐ demonstrates criticism when colleagues talk behind each other's back
☐ shows exemplary behaviour in terms of ethics, standards and values

3. Strategical

☐ exerts power carefully
☐ demonstrates what kind of (incorruptible) behaviour is expected
☐ makes sure that colleagues displaying unethical behaviour are corrected
☐ adheres to appointments at organisational or departmental level
Integrity

Adherence to the standards, values and rules of conduct associated with one’s position and the culture in which one operates. Being incorruptible.

STAR Questions:

Did you ever consciously deviate from an important rule or appointment? What was the matter? Why did you do so? What happened?

Did you ever consciously deviate from an important rule or appointment? What was the matter? Why did you do so? What happened?

Have you ever been pressurised by others to change your plans?

Have you ever been pressurised by others to change your plans?

Did you ever have the feeling that you had hurt someone?
Integrity

Adherence to the standards, values and rules of conduct associated with one’s position and the culture in which one operates. Being incorruptible.

Development activities:

- Make sure you take responsibility for your behavior.
- Make sure your words, body language, and meaning are consistent with each other.
- Express clearly what you mean.
- Be clear about potential ulterior motives.
- Treat other people's information confidentially.
Integrity

Adherence to the standards, values and rules of conduct associated with one’s position and the culture in which one operates. Being incorruptible.

Coaching advise:

Explore boundaries with the candidate to see what s/he thinks is still allowed and what is not.

Discuss the effects of impaired behavior on the people surrounding the candidate and ask him to reflect.

Practise a situation in which the candidate's integrity is tested. Do not make it easy on him/her. Discuss afterwards what s/he thought, felt, did, and why.
Leadership of groups

The ability to provide direction and guidance to a group of people and to encourage cooperation between team members in order to attain an objective.

Behavioral exemplars:

0. General

- defines the task assigned to the team
- indicates which results are expected of the team
- demonstrates his/her own position and approach
- clearly defines the role of each team member

1. Operational

- demonstrates the planning, procedure and approach
- distinguishes and uses the team members’ various qualities
- makes sure that all team members contribute actively to the process
- provides directions when tensions arise or objectives are in danger of not being attained

2. Tactical

- stresses the importance of the various team members` contributions
- encourages team members to look beyond the boundaries of their own department
- addresses opposing interests and tries to reconcile conflicting parties by looking for common denominators within the team
- emphasises the responsibility the team members have to achieve well
- enhances the team`s problem solving skills by encouraging them to come up with their own solutions for arisen problems

3. Strategical

- discusses strategic goals, mission and vision with the team members and the strategic role they play in inspiring people at lower management levels
- distinguishes and addresses complex interests and internal tensions, and offers suggestions to solve them
- inspires team members charismatically and demonstrates faith in the future and in their expertise
- uses the various talents and competences that exist within the team
- encourages team members to use their talents and competences in order to achieve the organisation`s goals
- uses the (informal) influence team members my have within the organisation