

A practical guide

FROM TALENT TO PERFORMANCE

Talent-oriented selection assessment,
development and performance appraisal

Including the complete
TMA® Competency Model



Also for iPad



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Colophon

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FROM TALENT TO PERFORMANCE

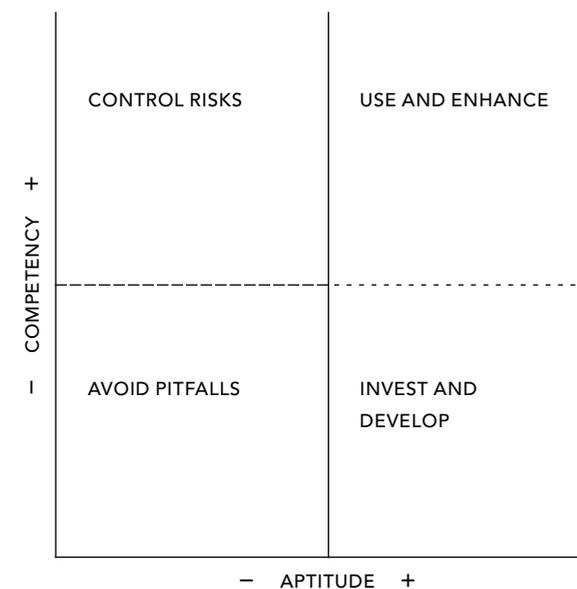
“What kind of person do I have in front of me?” “How can I let this person’s talent shine; I am sure he has it in him.” “How can I best motivate this candidate?” These are important questions for you as an HR professional, manager or executive if you want to make the most of your employees.

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

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

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

The Talent Motivation Analysis (TMA) Method helps you understand the relationship between drives, talents and competencies. You will know exactly which competencies to look for in your (prospective) employees in order to obtain excellent performances. Below you will find the TMA Performance Matrix which helps you decide what to do with your employees’ competency and aptitude (based on their drive scores) in order to enhance their performance. The TMA Method provides a tangible tool for enhancing and developing staff as well as for controlling risks and avoiding pitfalls.



CONTENTS

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

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

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

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

Finally, this guide contains a summary of the theory behind the TMA Method as well as some background on its instruments.

FOR WHOM

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

PURPOSE OF THIS GUIDE

The primary purpose of this guide is to empower you as a professional in creating clear and consistent job and competency profiles. Secondly, this guide is meant as a practical manual for conducting structured and talent-oriented development and assessment interviews. Thirdly, this guide is meant to inform you about the supporting instruments, theory and background of the TMA Method.

GUIDE AND WEBSITE

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

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

EXTENSIVE, NOT EXHAUSTIVE

As this guide is published the TMA Job and Competency Model consists of 53 elaborate competencies and 23 key result areas. This is extensive, yet not exhaustive. It is impossible to cover all potential key result areas, competencies, tasks, indicators of performance and of behavior since the numerous organizations we can think of all have their unique work, goals and cultures. We did not strive to be exhaustive in creating this guide. We decided to publish this book at the same time the website www.talent2performance.com went online – where the latest updates can simply be added. If you choose to implement the TMA Method for your organization, you can easily manage your unique and specific key result areas and competencies online.

LANGUAGE AVAILABILITY

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

THE TMA TALENT ANALYSIS

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

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

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

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

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

EMPOWERMENT

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

We wish you the best of success in doing so.

The TMA team

READING SUGGESTIONS

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

USE OF THIS GUIDE

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

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

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

EXAMPLES FOR USE

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

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

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

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

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

USE OF THE SUPPORTING WEBSITE

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

1. PRACTICAL MANUALS

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

The following manuals are available:

1.1 Manual creating job and competency profiles

1.2 Manual behavioral based interview

1.3 Manual selection assessment interview

1.4 Manual development interview

1.5 Manual performance appraisal interview

EVALUATION INSTRUMENTS FOR SUPPORT

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

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

A SUMMARY OF EVALUATION INSTRUMENTS

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

HR ISSUE: SELECTION

General instruments

- ▶ Personality tests
- ▶ Intelligence tests

Instruments TMA Method

- ▶ TMA Talent analysis
- ▶ Cognitive capability analysis

HR ISSUE: DEVELOPMENT

General instruments

- ▶ Personality tests
- ▶ Competency feedback tests

Instruments TMA Method

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

HR ISSUE: PERFORMANCE APPRAISAL

General instruments

- ▶ Appraisal forms

Instruments TMA Method

- ▶ Competency appraisal
- ▶ Result appraisal

HR ISSUE: MOBILITY

General instruments

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

Instruments TMA Method

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

HR ISSUE: CAREER CHOICE

General instruments

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

Instruments TMA Method

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

HR ISSUE: REINTEGRATION

General instruments

- ▶ Personality tests
- ▶ Career tests

Instruments TMA Method

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

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

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

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

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

1.1 MANUAL CREATING JOB AND COMPETENCY PROFILES

It is important to create a job competency profile in order to learn how to speak and think in the same language, to use the same definitions and to have a mutual understanding of them. In doing so, you know exactly what behavior to expect, which tasks need to be performed and what results can be expected.

Step 1: Determining key result areas for a position

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

Step 2a: Determining tasks for a position

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

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

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

Step 3: Determining specific competencies for a position

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

Step 4: Determining required behavior for a position

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

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

CREATING POSITIONS ONLINE AT WWW.TALENT2PERFORMANCE.COM

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

1.2 MANUAL BEHAVIORAL BASED INTERVIEWS

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

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

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

BEHAVIORAL BASED INTERVIEWS (STAR)

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

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

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

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

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

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

Distinctive features of a behavioral based question are:

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

An example of a behavioral based question would be:

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

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

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

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

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

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

THEORETICAL QUESTIONS

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

Examples

Theoretical question (provides no information on actual behavior)

- ▶ How do you take charge?

Behavioral based question

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

Theoretical question

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

Behavioral based question

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

Theoretical question

- ▶ Would you be able to delegate?

Behavioral based question

- ▶ Which tasks have you delegated recently?

Theoretical question

- ▶ How do you proceed when making a planning?

Behavioral based question

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

SUGGESTIVE QUESTIONS

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

Examples

Suggestive question (provides no information on actual behavior)

- ▶ Are you good at taking charge?

Behavioral based question

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

Suggestive question (provides no information on actual behavior)

- ▶ Are you usually successful in breaking bad news?

Behavioral based question

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

Suggestive question (provides no information on actual behavior)

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

Behavioral based question

- ▶ What was the result?

THE STAR MODEL

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

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

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

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

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

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

STAR SCHEDULE

Situation

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

Action

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

Task

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

Result

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

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

1.3 MANUAL SELECTION ASSESSMENT INTERVIEW

PREPARATION

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

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

RESOURCES

In order to grasp the candidate's personality on forehand and to see whether his competencies can be easily developed based on his unique personality we recommend that your candidate does a TMA Talent analysis prior to the interview. The TMA Talent analysis provides a detailed personality profile and specific interview questions to help you question the strengths and weaknesses that comply with your candidate's personality. This analysis also indicates whether the 53 TMA competencies can be easily developed for your candidate – based on his personality. In order to determine whether your candidate has sufficient cognitive skills you could use our Cognitive capability analysis, depending on the skills you require for a particular position. Please look at www.tmamethod.com for more information on our Cognitive capability analysis.

GENERAL SUGGESTIONS FOR THE INTERVIEW

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

STEPS FOR THE SELECTION INTERVIEW

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

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

Step 2: Ask general questions prior to the interview

General introductory questions:

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

General development questions:

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

General selection questions:

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

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

Extra general questions:

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

Critical negative selection questions:

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

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

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

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

Step 4: Closure

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

1.4 MANUAL DEVELOPMENT INTERVIEW

PREPARATION

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

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

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

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

RESOURCES

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

STEPS FOR THE DEVELOPMENT INTERVIEW

Step 1: Determining the direction

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

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

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

Step 2: Determining the competencies' development level

In this phase you try to assess the candidate's current behavior and thus his competencies. To do so you can use the questions provided with the competencies in Chapter 3. By asking behavioral based questions (see Chapter 1.2) you will make it more difficult for candidates to provide general or vague information about their behavior. The more concrete the examples candidates provide, the easier it is for you to assess their (future) behavior regarding a particular competency, and the more effective you can help and advice them. You can use the STAR schedule provided at the end of Chapter 1.2.

A resource like 360° Feedback analysis can be useful particularly in this phase to see how people who work with your candidates (e.g. colleagues, employees, clients) assess their behavior. You can compare these to their own views.

Step 3: Establishing SMART goals

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

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

Step 4: Offering suggestions for developing competencies

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

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

1.5 MANUAL PERFORMANCE APPRAISAL INTERVIEW

PREPARATION

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

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

RESOURCES

In order to review the candidate's competencies and the way you perceive them as his manager you could do a competency appraisal with your candidate prior to the interview. This makes it possible for you to assess his recent performance at both competency and behavioral level. It also gives you an insight in the candidate's self-perception. In order to review the candidate's results you could use a result assessment. As his manager, you assess the candidate per performance indicator.

GENERAL SUGGESTIONS FOR THE INTERVIEW

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

STEPS FOR THE ASSESSMENT INTERVIEW

Step 1: Set the agenda

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

Step 2: The purpose of the interview

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

Step 3: Discuss your assessment

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

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

Step 4: Conclusion

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

Step 5: Agreement

Once you agree with the candidate on his future development based on your assessment, this can be written down in a Competency Development Plan (CDP). Available within TMA Portal.

2. KEY RESULT AREAS

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

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

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

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

Key performance indicators are SMART:

Specific: results have to be clearly defined;

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

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

Realistic: results have to be attainable;

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

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

ACCOUNT MANAGEMENT

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

MAINTAINING CUSTOMER CONTACTS

Facilitating competencies

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

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

Facilitating competencies

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

SELLING PRODUCTS AND SERVICES TO EXISTING CUSTOMERS

Facilitating competencies

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

NEGOTIATING WITH CUSTOMERS

Facilitating competencies

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

ADMINISTERING CUSTOMER CONTACTS

Facilitating competencies

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

TRANSFERRING SPECIFIC CUSTOMER NEEDS TO PRODUCERS AND/OR SUPPLIERS

Facilitating competencies

- ▶ Attention to detail
- ▶ Verbal expression

DRAFTING FINANCIAL FORECASTS

Facilitating competencies

- ▶ Commercial power
- ▶ Listening

SURVEYING CUSTOMER NEEDS AND DEMANDS

Facilitating competencies

- ▶ Listening
- ▶ Problem analysis

Examples of key performance indicators:

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

ADMINISTRATION & ACCOUNTING

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

RECORDING FINANCIAL DATA

Facilitating competencies

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

CREATING AN ADMINISTRATION

Facilitating competencies

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

INSPECTING AN ADMINISTRATION

Facilitating competencies

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

INVOICING

Facilitating competencies

- ▶ Attention to detail
- ▶ Focus on quality

SUPPLYING INFORMATION FROM THE ADMINISTRATIVE SYSTEMS

Facilitating competencies

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

Examples of key performance indicators:

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

COACHING

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

CONDUCTING DEVELOPMENT AND CAREER INTERVIEWS WITH CANDIDATES

Facilitating competencies

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

ANALYSING CANDIDATES' CAREER AND DEVELOPMENT QUESTIONS

Facilitating competencies

- ▶ Forming judgment
- ▶ Problem analysis
- ▶ Sensitivity

ENHANCING CANDIDATES' SELF-KNOWLEDGE

Facilitating competencies

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

IMPLEMENTING, DISCUSSING AND INTERPRETING PSYCHOLOGICAL OR COMPETENCY TOOLS AND INSTRUMENTS

Facilitating competencies

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

MEASURING THE EFFECTS OF COACHING AND DEVELOPMENT

Facilitating competencies

- ▶ Controlling progress

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

Facilitating competencies

- ▶ Coaching
- ▶ Verbal expression

SUGGESTING DEVELOPMENT ACTIVITIES TO CANDIDATES

Facilitating competencies

- ▶ Creativity
- ▶ Verbal expression

SUPPORTING CANDIDATES IN THEIR CAREER PLANNING

Facilitating competencies

- Result-orientedness

Examples of key performance indicators:

- Performed x number of development and coaching procedures over the last year.
- Helped x number of candidates find a different position over the last year.
- Attained at least x times no less than a satisfactory assessment from candidates who were coached by her over the last year.
- At least x number of candidates who were coached by her over the last year have drafted a personal development plan.

CONSULTING

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

GIVING ADVICE

Facilitating competencies

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

UNDERSTANDING PROBLEMS

Facilitating competencies

- Attention to detail
- Problem analysis
- Listening

DEFINING VARIOUS SOLUTIONS AND ALTERNATIVES FOR PROBLEMS AND QUESTIONS

Facilitating competencies

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

WRITING ADVISORY REPORTS AND POLICY DOCUMENTS

Facilitating competencies

- Attention to detail
- Written expression

Examples of key performance indicators:

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

DEVELOPMENT & INNOVATION

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

INVENTING NEW PRODUCTS OR SERVICES

Facilitating competencies

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

MAKING PRODUCTS AND SERVICES SUITABLE TO THE MARKET

Facilitating competencies

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

INVESTIGATING CUSTOMER NEEDS IN CUSTOM-MADE DEVELOPMENT PROJECTS

Facilitating competencies

- ▶ Listening
- ▶ Problem analysis

WRITING DEVELOPMENT PLANS

Facilitating competencies

- ▶ Creativity
- ▶ Written expression

WRITING BUSINESS CASES FOR DEVELOPMENT PROJECTS

Facilitating competencies

- ▶ Creativity
- ▶ Written expression

IMPROVING EXISTING PRODUCTS OR SERVICES

Facilitating competencies

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

PLANNING FUTURE DEVELOPMENTS AND INNOVATIONS OF PRODUCTS OR SERVICES

Facilitating competencies

- ▶ Creativity
- ▶ Planning & organizing
- ▶ Vision

Examples of key performance indicators:

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

GOVERNANCE & MANAGEMENT

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

DECIDING STRATEGY

Facilitating competencies

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

SETTING GOALS

Facilitating competencies

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

MOTIVATING PEOPLE

Facilitating competencies

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

REPRESENTING THE ORGANIZATION OR DEPARTMENT

Facilitating competencies

- ▶ Conduct
- ▶ Networking
- ▶ Presenting

TAKING RESPONSIBILITY FOR PROJECTS, PRODUCTS OR SERVICES

Facilitating competencies

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

REPORTING AND INSPECTING PROGRESS

Facilitating competencies

- ▶ Controlling progress

CREATING AND IMPLEMENTING ORGANIZATIONAL STRUCTURES, SYSTEMS AND METHODS

Facilitating competencies

- ▶ Attention to detail
- ▶ Planning & organizing

TAKING DECISIONS

Facilitating competencies

- ▶ Decisiveness
- ▶ Forming judgment
- ▶ Vision

SETTING PRIORITIES

Facilitating competencies

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

ADMINISTRATING RESOURCES TO DEPARTMENTS, EMPLOYEES AND PROJECTS

Facilitating competencies

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

ADMINISTRATING TASKS AND RESPONSIBILITIES TO DEPARTMENTS, EMPLOYEES AND PROJECTS

Facilitating competencies

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

Examples of key performance indicators:

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

HUMAN RESOURCE MANAGEMENT

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

ADVISING AND SUPPORTING (LINE) MANAGEMENT IN CONDUCTING JOB INTERVIEWS

Facilitating competencies

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

ADVISING AND SUPPORTING (LINE) MANAGEMENT IN DISMISSAL PROCEDURES

Facilitating competencies

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

ENHANCING EMPLOYABILITY

Facilitating competencies

- ▶ Coaching
- ▶ Developing employees

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

Facilitating competencies

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

DEFINING AND IMPLEMENTING HR POLICY

Facilitating competencies

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

DEFINING AND ADVISING ON REMUNERATION POLICY

Facilitating competencies

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

ADVISING AND SUPPORTING (LINE) MANAGEMENT IN ASSESSMENTS

Facilitating competencies

- ▶ Integrity
- ▶ Listening
- ▶ Sensitivity

DETERMINING AND ADVISING ON ABSTINENCE POLICY AND WORK CONDITIONS

Facilitating competencies

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

DETERMINING AND ADVISING ON (INTERNAL) TRAINING POLICY

Facilitating competencies

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

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

Facilitating competencies

- ▶ Verbal expression

Examples of key performance indicators:

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

LOGISTICS & FACILITY MANAGEMENT

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

INSPECTING QUALITY OF STOCKS

Facilitating competencies

- ▶ Focus on quality
- ▶ Controlling progress

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

Facilitating competencies

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

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

Facilitating competencies

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

ARRANGING LOGISTIC PROCESSES AND STOCK WITH THOSE INVOLVED

Facilitating competencies

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

ANTICIPATING POTENTIAL OBSTACLES IN THE LOGISTIC PROCESS

Facilitating competencies

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

ARRANGING STOCK, DELIVERY AND DISTRIBUTION AT PEAK MOMENTS

Facilitating competencies

- ▶ Social awareness
- ▶ Planning & organizing

CREATING LOGISTIC PLANS FOR THOSE INVOLVED

Facilitating competencies

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

CONTROLLING STOCK OR SUPPLIES

Facilitating competencies

- ▶ Planning & organizing

GUARDING AMOUNTS OF STOCK

Facilitating competencies

- ▶ Planning & organizing
- ▶ Controlling progress

Examples of key performance indicators:

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

MANAGEMENT

Tasks directed at managing subordinates and employees.

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

Facilitating competencies

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

ASSESSING EMPLOYEES

Facilitating competencies

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

FACILITATING, COACHING AND SUPPORTING EMPLOYEES

Facilitating competencies

- ▶ Coaching
- ▶ Developing employees

CONTROLLING AND ENHANCING COOPERATION AND AMBIANCE WITHIN THE TEAM OR DEPARTMENT

Facilitating competencies

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

BREAKING BAD NEWS

Facilitating competencies

- ▶ Assertiveness
- ▶ Conflict management
- ▶ Verbal expression

INSPECTING EMPLOYEES

Facilitating competencies

- ▶ Discipline
- ▶ Controlling progress

MOTIVATING EMPLOYEES TO REALIZE THE ORGANIZATION'S GOALS AND MISSION

Facilitating competencies

- ▶ Persuasiveness
- ▶ Flexible behavior
- ▶ Managing

MEDIATING BETWEEN EMPLOYEES IN CONFLICTS

Facilitating competencies

- ▶ Conflict management

INSPECTING EMPLOYEES

Facilitating competencies

- ▶ Discipline
- ▶ Controlling progress

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

Facilitating competencies

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

INSTRUCTING EMPLOYEES ON THEIR TASKS AND RESPONSIBILITIES

Facilitating competencies

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

DELEGATING TASKS AND RESPONSIBILITIES TO EMPLOYEES

Facilitating competencies

- ▶ Delegating
- ▶ Planning and organizing

IMPLEMENTING SYSTEMS AND METHODS

Facilitating competencies

- ▶ Attention to detail
- ▶ Planning & organizing

Examples of key performance indicators:

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

MARKETING

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

DEVELOPING AND IMPLEMENTING A MARKETING CAMPAIGN

Facilitating competencies

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

DETERMINING A MARKETING STRATEGY

Facilitating competencies

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

CREATING MARKETING PLANS

Facilitating competencies

- ▶ Written expression

DETERMINING AND DEFINING (STRATEGIC) TARGET AUDIENCES

Facilitating competencies

- ▶ Social awareness
- ▶ Vision

CONDUCTING MARKET RESEARCH

Facilitating competencies

- ▶ Social awareness
- ▶ Problem analysis

INVESTIGATING WHAT THE EFFECTS OR RETURNS OF MARKETING CAMPAIGNS ARE

Facilitating competencies

- ▶ Problem analysis

RESEARCHING THE TARGET AUDIENCE'S NEEDS

Facilitating competencies

- ▶ Problem analysis

DETERMINING THE TARGET AUDIENCE

Facilitating competencies

- ▶ Problem analysis

Examples of key performance indicators:

- ▶ The campaign yielded x number of extra customers due to marketing activities.
- ▶ Attained at least x (e.g. satisfactory) from a manager for a marketing plan she produced.
- ▶ Set up x number of marketing campaigns over the last year.
- ▶ Market research shows the organization's or product's brand awareness has gone up by x percentage over the last year.

PLANNING & ORGANIZING

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

MAKING PLANNINGS

Facilitating competencies

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

ORGANIZING ACTIVITIES

Facilitating competencies

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

ORGANIZING MEETINGS

Facilitating competencies

- ▶ Attention to detail
- ▶ Planning & organizing

MAKING AN INVENTORY OF AVAILABLE TIME AND RESOURCES

Facilitating competencies

- ▶ Planning & organizing

SETTING PRIORITIES

Facilitating competencies

- ▶ Planning & organizing

Examples of key performance indicators:

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

POLICY DEVELOPMENT

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

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

Facilitating competencies

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

WRITING AND DEFINING (STRATEGIC) POLICY PLANS

Facilitating competencies

- ▶ Written expression

ANALYSING VARIOUS MATTERS OF POLICY

Facilitating competencies

- ▶ Forming judgment
- ▶ Problem analysis

MAKING SWOT ANALYSIS FOR THE ORGANIZATION

OR DEPARTMENT

Facilitating competencies

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

TRANSLATING POLICY PLANS INTO GOALS AND ACTIVITIES

Facilitating competencies

- ▶ Creativity
- ▶ Result-orientedness
- ▶ Vision

IMPLEMENTING POLICY OR STRATEGY

Facilitating competencies

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

ARGUING FOR (STRATEGIC) POLICY DECISIONS

Facilitating competencies

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

Examples of key performance indicators:

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

PROCESS MANAGEMENT

Tasks directed at managing and controlling production and organizational processes.

CONDUCTING AND SUPPORTING PRODUCTION AND ORGANIZATIONAL PROCESSES

Facilitating competencies

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

RESOLVING PROBLEMS IN PRODUCTION AND ORGANIZATIONAL PROCESSES

Facilitating competencies

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

DESCRIBING PRODUCTION AND ORGANIZATIONAL PROCESSES

Facilitating competencies

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

UNDERSTANDING PRODUCTION AND ORGANIZATIONAL PROCESSES

Facilitating competencies

- ▶ Organization sensitivity
- ▶ Problem analysis
- ▶ Vision

DESIGNING AND IMPROVING PRODUCTION AND ORGANIZATIONAL PROCESSES

Facilitating competencies

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

Examples of key performance indicators:

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

PRODUCTION & SERVICES

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

MANUFACTURING PRODUCTS CORRECTLY AND TIMELY

Facilitating competencies

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

RENDERING SERVICES CORRECTLY AND TIMELY

Facilitating competencies

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

INSPECTING PRODUCTS AND SERVICES

Facilitating competencies

- ▶ Attention to detail
- ▶ Focus on quality

FOLLOWING PROCEDURES AND DEMANDS

Facilitating competencies

- ▶ Discipline
- ▶ Focus on quality

Examples of key performance indicators:

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

PROJECT MANAGEMENT

Tasks directed at managing projects to a successful closure.

MAKING PLANNINGS FOR PROJECTS

Facilitating competencies

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

ORGANIZING ACTIVITIES FOR PROJECTS

Facilitating competencies

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

WRITING PROJECT PLANS

Facilitating competencies

- ▶ Written expression
- ▶ Vision

CHAIRING PROJECT MEETINGS

Facilitating competencies

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

ORGANIZING PROJECT MEETINGS

Facilitating competencies

- ▶ Attention to detail
- ▶ Planning & organizing

BUDGETTING PROJECTS

Facilitating competencies

- ▶ Planning & organizing

CONTROLLING PROJECT PROGRESS

Facilitating competencies

- ▶ Result-orientedness
- ▶ Controlling progress

SETTING PRIORITIES WITHIN PROJECTS

Facilitating competencies

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

Examples of key performance indicators:

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

PUBLIC RELATIONS

Tasks directed at informing the public about the organization.

PROVIDING INFORMATION

Facilitating competencies

- ▶ Verbal expression
- ▶ Written expression
- ▶ Presenting

ANALYZING NEWS ARTICLES ON THE ORGANIZATION AND ITS SERVICES

Facilitating competencies

- ▶ Social awareness
- ▶ Problem analysis

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

Facilitating competencies

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

RESPONDING TO MESSAGES IN THE MEDIA AND ON THE INTERNET

Facilitating competencies

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

WRITING COMMUNICATION PLANS

Facilitating competencies

- ▶ Written expression

WRITING PRESS RELEASES

Facilitating competencies

- ▶ Written expression

ORGANIZING COMMUNICATION EVENTS AND PRESS CONFERENCES

Facilitating competencies

- ▶ Planning & organizing

Examples of key performance indicators:

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

PURCHASING MANAGEMENT

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

PURCHASING PRODUCTS AND SERVICES

Facilitating competencies

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

DETERMINING PURCHASING POLICY

Facilitating competencies

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

FINDING OPTIMAL PURCHASING CONDITIONS

Facilitating competencies

- ▶ Commercial power
- ▶ Negotiating
- ▶ Independence

NEGOTIATING PURCHASING CONDITIONS

Facilitating competencies

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

UNDERSTANDING THE MARKET AND PRICE LEVELS

Facilitating competencies

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

CONTROLLING BUDGETS

Facilitating competencies

- ▶ Attention to detail
- ▶ Controlling progress

ASSESSING QUOTES AND OFFERS

Facilitating competencies

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

RESEARCHING AND ASSESSING SUPPLIERS

Facilitating competencies

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

ADVISING ON THE ADDED VALUE OF PRODUCTS AND SERVICES

Facilitating competencies

- ▶ Assertiveness
- ▶ Problem analysis

Examples of key performance indicators:

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

QUALITY MANAGEMENT

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

INSPECTING WHETHER THE REQUIRED DEMANDS AND QUALITY ARE MET

Facilitating competencies

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

REPORTING ON INSPECTIONS

Facilitating competencies

- ▶ Verbal expression
- ▶ Written expression

DETERMINING DEMANDS AND QUALITY CRITERIA FOR PRODUCTS, SERVICES AND PROCESSES

Facilitating competencies

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

RAISING EMPLOYEES' AWARENESS OF THE IMPORTANCE OF QUALITY CONTROL

Facilitating competencies

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

INFORMING EMPLOYEES AND STAKEHOLDERS ABOUT QUALITY CRITERIA

Facilitating competencies

- ▶ Presenting
- ▶ Verbal expression
- ▶ Written expression

Examples of key performance indicators:

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

RESEARCH

Tasks directed at researching issues, questions or problems.

CONDUCTING RESEARCH

Facilitating competencies

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

TRANSLATING CUSTOMER QUESTIONS INTO RESEARCH QUESTIONS

Facilitating competencies

- ▶ Listening
- ▶ Forming judgment
- ▶ Problem analysis

REPORTING ON AND PUBLISHING RESULTS

Facilitating competencies

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

DEFINING RESEARCH QUESTIONS

Facilitating competencies

- ▶ Creativity
- ▶ Problem analysis
- ▶ Written expression

SETTING UP RESEARCH

Facilitating competencies

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

DRAWING CONCLUSIONS FROM RESEARCH RESULTS

Facilitating competencies

- ▶ Forming judgment
- ▶ Problem analysis

Examples of key performance indicators:

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

SALES & ACQUISITION

Tasks directed at acquiring new customers and assignments.

ACQUIRING NEW CUSTOMERS AND ASSIGNMENTS

Facilitating competencies

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

APPROACHING POTENTIAL CUSTOMERS

Facilitating competencies

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

NEGOTIATING WITH NEW CUSTOMERS

Facilitating competencies

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

EXPLORING ALTERNATIVE MARKETS

Facilitating competencies

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

DRAFTING SALES PLANS

Facilitating competencies

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

ADMINISTRATING CUSTOMER CONTACTS

Facilitating competencies

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

WRITING QUOTES

Facilitating competencies

- ▶ Attention to detail
- ▶ Written expression

Examples of key performance indicators:

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

SECURITY

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

COMPLYING WITH SECURITY PRESCRIPTIONS

Facilitating competencies

- ▶ Discipline
- ▶ Integrity

DRAFTING SECURITY PRESCRIPTIONS

Facilitating competencies

- ▶ Attention to detail
- ▶ Written expression

RECOGNIZING AND DETECTING UNSAFE SITUATIONS

Facilitating competencies

- ▶ Decisiveness
- ▶ Forming judgment

MAKING PROPOSALS FOR ENHANCING SECURITY

Facilitating competencies

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

ACTING ADEQUATELY IN UNSAFE SITUATIONS

Facilitating competencies

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

REPORTING ON SECURITY INCIDENTS

Facilitating competencies

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

Examples of key performance indicators:

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

SERVICE & SUPPORT

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

MANAGING HELP AND SUPPORT QUESTIONS

Facilitating competencies

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

MANAGING COMPLAINTS

Facilitating competencies

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

HELPING COLLEAGUES, PROVIDING SUPPORT WITH THEIR WORK

Facilitating competencies

- ▶ Customer orientation
- ▶ Cooperation

EXPLAINING PEOPLE HOW TO DO SOMETHING

Facilitating competencies

- ▶ Verbal expression
- ▶ Sensitivity

HELPING AND SUPPORTING PEOPLE OVER THE TELEPHONE

Facilitating competencies

- ▶ Verbal expression
- ▶ Sensitivity

PREPARING OR CORRECTING DOCUMENTS FOR COLLEAGUES

Facilitating competencies

- ▶ Attention to detail
- ▶ Written expression

CONTROLLING COLLEAGUES' AGENDAS

Facilitating competencies

- ▶ Planning & organizing

WELCOMING AND REFERRING CUSTOMERS AT THE DESK

Facilitating competencies

- ▶ Verbal expression
- ▶ Conduct

ANSWERING THE TELEPHONE, PUTTING PEOPLE THROUGH

Facilitating competencies

- ▶ Verbal expression
- ▶ Listening

WRITING UP THE MINUTES IN MEETINGS

Facilitating competencies

- ▶ Listening
- ▶ Written expression

HELPING AND SUPPORTING CUSTOMERS

Facilitating competencies

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

Examples of key performance indicators:

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

TRAINING & EDUCATION

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

CONVEYING KNOWLEDGE

Facilitating competencies

- ▶ Verbal expression
- ▶ Presenting

TEACHING SKILLS

Facilitating competencies

- ▶ Coaching
- ▶ Listening
- ▶ Verbal expression

CONDUCTING EXERCISES AND ROLEPLAY

Facilitating competencies

- ▶ Courage
- ▶ Presenting

PREPARING TRAINING COURSES

Facilitating competencies

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

COACHING STUDENTS AND TRAINEES

Facilitating competencies

- ▶ Coaching

DEVELOPING NEW TRAINING COURSES

Facilitating competencies

- ▶ Innovative power
- ▶ Vision

READING UP ON RELEVANT LITERATURE

Facilitating competencies

- ▶ Learning ability
- ▶ Self development

Examples of key performance indicators:

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

3. COMPETENCIES

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

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

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

- ▶ A definition of the competency.
- ▶ Behavioral examples at general, operational, strategic and tactical level.
- ▶ Development potential based on the TMA Drives – which can be assessed by allowing the candidate to do a TMA Talent analysis. See Chapter 4.3 for background information on and a survey of the development potential of all TMA Competencies.
- ▶ STAR based interview questions that help you acquire reliable information on your candidates by asking for the relevant Situation, Task, Action and Result.
- ▶ Development activities: suggestions for candidates to develop the competency themselves without guidance from a manager or coach.
- ▶ Coaching suggestions: advice for a manager or coach to help enhance the candidate's behavior.

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

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

ACCOUNTABILITY

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

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

DEVELOPMENT ACTIVITIES

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

COACHING ADVICE

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

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

ADAPTABILITY

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ Did your organization ever have to change in a way with which you did not agree? Why and when did you give in to that change?

- ▶ An organization's policy changes sometimes. Did you ever come across such change and how did you respond to it?
- ▶ In case you ever changed jobs, what were the difficulties you encountered? Describe your personal changing process.
- ▶ Organizations are usually progressing. Could you describe the way your position has changed? How did you cope with this?
- ▶ Could you describe a recent situation in which you had to adjust your plan or rethink your priorities? What was the context and what exactly did you do? What were the adjustments you made and how did you implement them? What was difficult for you to release?

DEVELOPMENT ACTIVITIES

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

COACHING ADVICE

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

Accountability
▶ **Adaptability**
Ambition
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AMBITION

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

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

DEVELOPMENT ACTIVITIES

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

COACHING ADVICE

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

Accountability
 Adaptability
 ▶ **Ambition**
 Assertiveness
 Attention to detail
 Business orientation
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 Commercial power
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 Focus on quality
 Forming judgment
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ASSERTIVENESS

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

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

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

DEVELOPMENT ACTIVITIES

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

COACHING ADVICE

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

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ATTENTION TO DETAIL

The ability to process detailed information effectively and consistently

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

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

DEVELOPMENT ACTIVITIES

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

COACHING ADVICE

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

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BUSINESS ORIENTATION

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

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

DEVELOPMENT ACTIVITIES

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

COACHING ADVICE

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

COACHING

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

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

DEVELOPMENT ACTIVITIES

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

COACHING ADVICE

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

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COMMERCIAL POWER

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

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

DEVELOPMENT ACTIVITIES

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

COACHING ADVICE

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

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CONDUCT

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

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

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

DEVELOPMENT ACTIVITIES

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

COACHING ADVICE

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

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CONFLICT MANAGEMENT

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ If something unpleasant happens to you, how do you respond? How do the people around you respond? Could you give a recent example?
- ▶ How do you respond when somebody offends you or your family?
- ▶ How did you deal with people who actively worked against you in the past? Could you give an example? What exactly did you do to correct this wrong?

- ▶ What style of behavior do you like best? What styles do you find difficult and what are the limits to what you can handle?
- ▶ When someone puts you at a disadvantage by acting against your values or principles, how do you respond? Could you give a recent example?

DEVELOPMENT ACTIVITIES

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

COACHING ADVICE

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

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CONTROLLING PROGRESS

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

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

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

DEVELOPMENT ACTIVITIES

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

COACHING ADVICE

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

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COOPERATION

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

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

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

DEVELOPMENT ACTIVITIES

- ▶ Allow time to hear other people's opinions. Everyone has a right to an opinion.
- ▶ Be open to other people's ideas, try not to dismiss them readily.
- ▶ Listen carefully to other people's ideas and give them compliments.
- ▶ Show involvement with your colleagues even if it does not affect your work directly.

COACHING ADVICE

- ▶ Encourage your candidate to ask employees or colleagues for 360° feedback. How do they assess her ability to cooperate? What are they optimistic about and what do they think could improve? Discuss the report with your candidate.
- ▶ Investigate with your candidate what is keeping her from working with others effectively.
- ▶ Encourage your candidate to practise in a role play communicating with a 'type' of person she does not like.
- ▶ Set your candidate certain difficulties in a role play ("this cannot happen; you cannot do this; this does not work like this") and encourage her to deal with these problems strategically.
- ▶ Evaluate with your candidate what is keeping her from being flexible when working with others.

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COURAGE

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ Could you give an example of a 'risky' decision that turned out positively?
- ▶ Could you give an example of a 'risky' decision that turned out negatively?

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

DEVELOPMENT ACTIVITIES

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

COACHING ADVICE

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

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CREATIVITY

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

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

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

DEVELOPMENT ACTIVITIES

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

COACHING ADVICE

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

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CUSTOMER ORIENTATION

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

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

DEVELOPMENT ACTIVITIES

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

COACHING ADVICE

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

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DECISIVENESS

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

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

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

DEVELOPMENT ACTIVITIES

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

COACHING ADVICE

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

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DELEGATING

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

BEHAVIORAL EXAMPLES

GENERAL

- ▶ delegates to the right person
- ▶ entrusts authority to others when it serves a purpose
- ▶ has faith in employees' qualities

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

- ▶ Delegating can be easily developed if the candidate has a less than average score (1,2,3) on the drives Helpfulness and Responsibility & leadership.

INTERVIEW QUESTIONS

- ▶ Who takes over your work when you are on leave of absence? Has this ever gone wrong?
- ▶ Which aspects of your work would you rather not leave to any colleague or employee? Could you give an example of the kind of work you would rather not delegate?
- ▶ Which problems occurred when you recently delegated work? What was the biggest blunder?
- ▶ Were you ever unexpectedly unable to do your work? Who took over and how did that go? How do you solve a problem like this?

DEVELOPMENT 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 your place.

COACHING ADVICE

- ▶ Encourage your candidate to ask others for 360° feedback regarding her delegating behavior. What goes well when she 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 herself and for others such as colleagues or the organization.
- ▶ Find a task for your candidate to delegate. You can do so by asking the following questions: Which tasks could she easily delegate? To whom? Why to this person? What would be the maximum risks?
- ▶ Investigate with your candidate what is keeping her from delegating certain tasks. Ask what she 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 her own ask her to report how it went and where she could improve.

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DEVELOPING EMPLOYEES

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ Have you welcomed a new member in your team over the last few months? How did you help this person learn the job? What went well, according to you? What could have been better?
- ▶ How do you interact with employees who deliver excellent work? How does that show?
- ▶ How much time do you spend on your employees' development? In what way do you shape this development?
- ▶ Have you ever set up an employee's personal development plan? What did you do exactly? What were the results? Would you do it the same way next time?
- ▶ Have you ever employed someone who lacked the right competencies? How did you find out? What did you do?

DEVELOPMENT ACTIVITIES

- ▶ Ask many questions and propose solutions rather than provide them.
- ▶ 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.

COACHING ADVICE

- ▶ Ensure that your candidate delegates tasks that are attractive for others and from which they can learn.
- ▶ Ensure that your candidate provides feedback to her staff on their strengths and weaknesses.
- ▶ Encourage your candidate to take careful notice on the way she provides feedback and coaching to others.
- ▶ Ensure that your candidate coaches colleagues with less experience than she has.

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DISCIPLINE

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

BEHAVIORAL EXAMPLES

GENERAL

- ▶ has no difficulty adapting to existing rules and regulations
- ▶ recognizes reason in rules and procedures
- ▶ understands the importance of obeying rules

OPERATIONAL

- ▶ asks higher management for advice when facing a situation in which existing rules and procedures have to be breached
- ▶ clearly recognises the boundaries of her expertise, position and authority
- ▶ does not perform actions contrary to her position's rules, procedures, or ethics
- ▶ stays actively informed about changes in regulations, procedures and methods
- ▶ wants to receive clear instructions regarding rules, procedures and methods

TACTICAL

- ▶ asks higher management for advice when facing a situation exceeding her authority
- ▶ is informed about the organization's policy and ethics
- ▶ recognizes situations in which standard procedures should be abandoned
- ▶ seeks confirmation with the right authority when in doubt

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ Were you ever in a situation in which your view did not concur with the organization's? What did you do? What was the result?
- ▶ Everybody knows situations in which procedures can be a nuisance. Could you give an example of such a situation? What did you do to reach your goal?

- ▶ Could you give an example of a recent situation in which an assignment was not clear to you? What did you do?
- ▶ Did you ever have a difference of opinion with your superior? What did you do? What was the result?

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.

COACHING ADVICE

- ▶ Assist your candidate in translating targets into SMART (Specific, Measurable, Attainable, Realistic, Timely) goals.
- ▶ Encourage your candidate to set 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 her to find a way to deal with hindering motives constructively.

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ENERGY

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

BEHAVIORAL EXAMPLES

GENERAL

- ▶ has stamina
- ▶ is able to spread her energy adequately
- ▶ understands her own energy

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ What time of day are you most active? When are you least active and least productive?
- ▶ How much have you been working overtime in the last few months?

- ▶ Do you have time for hobbies, clubs, or study outside of your work? How much time have you spent on those over the last month?
- ▶ How did you spend your spare time this week?
- ▶ How much sleep do you normally need? Can you remember a situation in which you had to be alert after little sleep?

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.

COACHING ADVICE

- ▶ Investigate with your candidate what could cause her to feel less energetic. Can the cause be found in the work's content or its organization; in colleagues, or personal issues?
- ▶ Encourage your candidate to engage in outdoor activities such as sports or cycling to work.
- ▶ Evaluate with your candidate how she organises her life and deals with potential problems. Does anything require a substantial amount of energy?
- ▶ Evaluate with the candidate what kind of work costs her a lot of energy and what kind energizes her. Try and find a balance between the two.
- ▶ Evaluate with the candidate what activities energize her in her spare time. Encourage the candidate to engage in those activities.

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FLEXIBLE BEHAVIOR

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

BEHAVIORAL EXAMPLES

GENERAL

- distinguishes between process and content
- has clear objectives
- is able to question her own approach

OPERATIONAL

- does not fixate on a certain approach or argument in order to attain a goal
- holds on to an objective but is able to change her approach, view or behavior
- is able to alternate between logical arguments against resistance and an inventory of its cause
- recognizes obstructions
- understands when a chosen approach is ineffective

TACTICAL

- adjusts readily to unexpected turns of events
- is able to change her approach when facing persistent resistance (other point of view, new argumentation)
- is able to go along with someone else without losing her own objectives
- is able to redefine problems
- is flexible in her use of argumentation and style

STRATEGICAL

- adjusts her tactics to the amount and kind of resistance
- alternates various behavioral styles in order to influence others effectively
- uses other people’s ideas and subtle signals to guide a conversation into a desired direction
- uses various techniques to influence others (lobbies, approaches decision makers, finds sponsors)

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- Have you experienced circumstances over the last month that made it difficult for you to reach your targets? Could you give examples of negative influences these circumstances had on you?

- Have you ever been put under pressure in order to change your plan or views? What did that do to you?
- Describe a situation in which another person refused to do what you wanted. How did you win this person over to do what mattered to you?
- Do you easily adapt to changes? Could you give a few examples that illustrate how you deal with change?
- Have you recently had a conversation in which you did not achieve your goals? What did you do?

DEVELOPMENT 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.

COACHING ADVICE

- Switch coaching styles regularly and discuss your candidates reaction to those switches.
- Encourage your candidate to practise situations she 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. All kinds of interviews are good moments to practise these skills, especially when resistance is expected.
- Encourage your candidate to ask others for 360° feedback regarding her flexibility. What are her strengths and what could improve? Discuss the results with the candidate.

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FOCUS ON QUALITY

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

BEHAVIORAL EXAMPLES

GENERAL

- ▶ delivers high level quality
- ▶ demonstrates exemplary high level behavior
- ▶ proposes improvements
- ▶ works meticulously, makes very few mistakes

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ How do you check your own or other people's work for mistakes? When did you last do so? How did you do that? Which mistakes did you find?

- ▶ Could you give an example of a situation in which many data needed to be processed? How did you do that? Which mistakes did you find afterwards?
- ▶ Have you ever performed a task in which it was important to be meticulous and impeccable? Could you give an example?
- ▶ What do you do in your work in order to avoid making mistakes?
- ▶ Are you critical with respect to your own work? How does that show?

DEVELOPMENT 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.

COACHING ADVICE

- ▶ Review the candidate's work regularly on accuracy with her.
- ▶ Review your candidate's work with her and see if you can make her think of a way to improve that work next time.
- ▶ Give your candidate ample time to finish her work so she does not feel rushed to finish it rashly.
- ▶ Ask the candidate to keep a detailed diary of what she did over the last week. Discuss the results. What did she spend too little or too much time on? Is there a pattern? Which distractions can be eradicated and how?
- ▶ Investigate with the candidate what she can learn in terms of planning and organizing from her own work and, when appropriate, that of others.

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FORMING JUDGMENT

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ Have you ever been influenced by other people when making an important decision?
- ▶ Could you give an example of a situation in which you did not listen to somebody else's advice? Why did you not take the advice? Did it turn out to be a wise decision?
- ▶ Did you ever regret not listening to somebody else's advice? Which negative effects did this have for you?
- ▶ Did you ever regret listening to somebody else's advice? Why exactly?
- ▶ Could you give two examples of successful decisions you have made over the last year? Which alternatives have you considered? Why did those decisions turn out well? To what extent have you considered possible consequences during the process of making the decision?

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.

COACHING ADVICE

- ▶ Encourage your candidate to write a list of all the things that are necessary to know in order to form a sound judgment on a certain issue. Ask 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 she had hoped for. Ask the candidate to analyze 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 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 her sound judgment how this person comes to make a judgment.

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IDENTIFICATION WITH MANAGEMENT

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

- ▶ clearly explains the organization's policy and translates it into action
- ▶ finds a balance between understanding her employees' dissatisfaction and implementing reorganizations, fusions, take-overs
- ▶ is committed to her higher management and demonstrates this commitment
- ▶ sees the bigger picture

STRATEGICAL

- ▶ explains stockholders' interests in a way that generates support
- ▶ is able to put herself in a stockholder's position
- ▶ is able to translate stockholders' wishes into organization-wide change initiatives

DEVELOPMENT POTENTIAL

- ▶ Identification with management can be easily developed if the candidate has a more than average score (7,8,9) on the drives Conformity and Respect.

INTERVIEW QUESTIONS

- ▶ Have you ever made a decision that went against the interest of your employees? Could you describe what happened and what the consequences were?
- ▶ Have you ever made a decision that was in the organization's interest but not in line with your views? Could you describe what happened and what the consequences were?
- ▶ Has your organization adopted guidelines recently you did not agree with? What did you do? What was the result?

- ▶ What are values, standards or codes of conduct within your organization that you find, or have found, difficult? How did you deal with this difficulty?
- ▶ Describe a recent situation in which your effort at work was not up to scratch. How did it make you feel? What was going on?

DEVELOPMENT ACTIVITIES

- ▶ Speak in terms of 'us' when you talk about your organization's policy.
- ▶ Always stand behind your organization in front of outsiders.
- ▶ Talk to colleagues who support the organization's mission.
- ▶ Make sure you know the organizations written and unwritten rules and act accordingly.

COACHING ADVICE

- ▶ Ensure that your candidate translates the organization's mission to her own work and understands the relationship between the two.
- ▶ If your candidate is critical about proceedings within the organization, encourage her to vent this criticism constructively.
- ▶ Discuss situations in which your candidate had to choose between personal interest and the organization's interest. How would she 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 organization.

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INDEPENDENCE

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

- ▶ forms an independent judgment even when put under severe pressure
- ▶ holds on to professional quality standards even if they go against the organization's policy
- ▶ is not influenced by rumors or sentiments within the organization when judging people
- ▶ keeps appropriate professional distance from her stakeholders in order to form an objective judgment
- ▶ takes a deviant position based on her convictions even if it unbalances the organization

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ Describe a difference of opinion with someone you know. To what kind of arguments are you susceptible? To what kind are you less susceptible?
- ▶ Have you ever deliberately breached a rule or procedure in order to attain your goal? When was that and what did you do exactly?
- ▶ Could you give an example of a situation in which you pursued your plans while the people around you were against it? What happened eventually?
- ▶ Did you ever hold on to an idea or a project despite other people's resistance? When was that and what did you do exactly?

DEVELOPMENT ACTIVITIES

- ▶ Collect sufficient information and knowledge in order to form a sound opinion.
- ▶ Think outside the box.
- ▶ Take more risks but remain aware of their consequences.
- ▶ Develop your own opinion: read editorials but stay open to other people's opinions.

COACHING ADVICE

- ▶ Encourage your candidate to ask others for 360° feedback regarding her independence. What goes well and what could improve? Discuss the results with the candidate.
- ▶ Investigate with your candidate what is keeping her from being independent in certain situations. Ask her in what situations and against whom she has been independent. What is the reason the candidate achieves independence in some situations and not in others?
- ▶ 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 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 organization.

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INITIATIVE

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

BEHAVIORAL EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ What has been your most original idea in your work? What have you done to implement this idea successfully?
- ▶ Of which of your achievements are you most proud?
- ▶ Which positive changes in your work have been predominantly your own idea?
- ▶ What bothers you currently in your work? What are you going to do about it?
- ▶ Have you made any proposals to your superior over the last month? Why (not)?

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.

COACHING ADVICE

- ▶ Encourage your candidate to take ‘small’ initiatives such as opening a meeting or offering an opinion, and to be alert to potential needs her team may have (coffee, fresh air, a flip-over et cetera).
- ▶ Set goals together with your candidate. In what situations would she 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 her initiative. What goes well and what could improve? Discuss the results with the candidate.
- ▶ Evaluate with your candidate in which situations she finds it hard to take initiative and in which she does.
- ▶ Give your candidate an assignment to think about future opportunities for herself, the department, products, or services. Which initiatives and responsibilities could she personally take in order to succeed?

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INNOVATIVE POWER

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

BEHAVIORAL EXAMPLES

GENERAL

- ▶ dares to go against the flow
- ▶ is aware of the client’s future needs and wishes
- ▶ is informed about trends and developments relevant for her expertise and organization
- ▶ translates trends into innovations

OPERATIONAL

- ▶ 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
- ▶ 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

TACTICAL

- ▶ is not hindered by competitive sentiments when someone else comes up with a good idea; joins in and values the idea instead
- ▶ 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
- ▶ participates in networks that are relevant to her organization and are renowned for their innovative thoughts

STRATEGICAL

- ▶ formulates ideas that are not yet shared by others
- ▶ is able to excite others about new ideas and to make them advocate those ideas as well
- ▶ is able to handle resistance against her own ideas without giving them up
- ▶ is able to let go of existing concepts and products, and come up with daring new ones
- ▶ keeps demonstrating faith in her own ideas and innovative concepts and products

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ Which innovative ideas have you come up with in your work over the last year?
- ▶ How do you make sure your work stands out from others’? Could you give a recent example?
- ▶ Have you ever developed new products or services? To what extent have they been marketed successfully?
- ▶ What do you regard to be your most innovative product or service so far?
- ▶ Do you find yourself a creative thinker? How does that show?

DEVELOPMENT ACTIVITIES

- ▶ Organize 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.

COACHING ADVICE

- ▶ Consider a certain issue or problem with your candidate by brainstorming. Do not put her suggestions up for discussion (yet). Review the pros and cons of each suggestion together.
- ▶ Ensure your candidate talks to people who have insight in upcoming trends and influences, and discuss this experience.
- ▶ Provide your candidate with a safe environment. Encourage 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 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 her. Use development and brainstorming suggestions, and possibly mindmapping techniques.

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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 EXAMPLES

GENERAL

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

OPERATIONAL

- ▶ indicates (new) situations for which there are no procedures and instructions
- ▶ 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
- ▶ takes action when problems are anticipated

TACTICAL

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

STRATEGICAL

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

DEVELOPMENT POTENTIAL

- ▶ Insight has no relation with TMA Drives but can be easily developed if the candidate has a more than average score (7,8,9) on the Cognitive capability analysis.

INTERVIEW 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?
- ▶ When did you have difficulty understanding a particular problem? Why was this so difficult? How did you finally resolve it?
- ▶ Which steps do you take when you want to correctly analyze a problem? Describe this process using a recent problem as an example.

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.
- ▶ Take a step back regularly from your daily routine.
- ▶ Attempt to find several alternatives to a problem.
- ▶ Draw your employee's attention to new developments and ask for her opinion. Let her follow new trends. Ask her for alternatives.
- ▶ Ask the employee to investigate developments and innovations.
- ▶ Acquire sufficient information and know-how.

COACHING ADVICE

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

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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 EXAMPLES

GENERAL

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

OPERATIONAL

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

TACTICAL

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

STRATEGICAL

- ▶ adheres to appointments at organizational or departmental level
- ▶ demonstrates what kind of (incorruptible) behavior is expected
- ▶ exerts power carefully
- ▶ makes sure that colleagues displaying unethical behavior are corrected

DEVELOPMENT POTENTIAL

- ▶ Integrity has no relation with TMA Drives.

INTERVIEW QUESTIONS

- ▶ Have you ever been put under pressure in order to act against your feelings? What did you do? What did it do to you afterwards?
- ▶ Have you ever had the feeling that you brushed someone off?
- ▶ Could you give an example of a recent situation in which your integrity caused a personal problem? What was the situation exactly? What were your considerations? What did you do eventually?

- ▶ Could you give an example of a situation in which you were tempted to act against your integrity? What did you do and why? How did it turn out?
- ▶ Has it happened to you recently that you could not meet an appointment? Can you explain the reason for this? What did you do in order to mend the situation?

DEVELOPMENT ACTIVITIES

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

COACHING ADVICE

- ▶ Explore boundaries with the candidate to see what she thinks is still allowed and what is not.
- ▶ Discuss the effects of impaired behavior on the people surrounding the candidate and ask her to reflect.
- ▶ Practise a situation in which the candidate's integrity is tested. Do not make it easy on her. Discuss afterwards what she thought, felt, did, and why.

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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 EXAMPLES

GENERAL

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

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

TACTICAL

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

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
- ▶ encourages team members to use their talents and competencies in order to achieve the organization's goals
- ▶ inspires team members charismatically and demonstrates faith in the future and in their expertise
- ▶ uses the (informal) influence team members may have within the organization
- ▶ uses the various talents and competencies that exist within the team

DEVELOPMENT POTENTIAL

- ▶ Leadership of groups can be easily developed if the candidate has a more than average score (7,8,9) on the drives Energy & action, Responsibility & leadership and Sociability & contact.

INTERVIEW QUESTIONS

- ▶ Could you indicate how you interact with your most successful employee?
- ▶ Could you indicate how you interact with your least successful employee?
- ▶ What do you do in order to motivate your employees?
- ▶ Could you give an example of a recent situation in which you made a remark to an employee regarding disappointing results?
- ▶ Were you ever confronted with an employee lacking motivation? What did you do in order to motivate this person?

DEVELOPMENT ACTIVITIES

- ▶ Pay structural attention to your employees' personal development.
- ▶ When addressing employees, appeal to their talents as much as you can.
- ▶ Define a common goal together with your team.
- ▶ Ask your employees what they perceive to be challenging tasks, so they can make a maximum effort and work on their personal development.
- ▶ Ask a colleague from your organization for feedback on the question to what extent you are a good group leader.

COACHING ADVICE

- ▶ Investigate how the manager encourages cooperation within the team. Provide feedback.
- ▶ Advise the manager to ask participants on forehand what they hope to be the outcome of a meeting. He could ask, for example: 'What do you expect from this meeting?'
- ▶ Investigate how the manager expects her team to feel free to doubt, ask questions, be insecure. Registering verbal and non-verbal signals is an important quality for managers.
- ▶ Discuss the entire organization's mission with the manager and ask about her department's or team's contribution. Review the relations with other departments. Discuss demands and needs the manager has regarding other departments and vice versa.
- ▶ Discuss which decisions will be made in the near future and review whether employees could be more involved in the decision making.

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LEARNING ABILITY

The ability to absorb new information readily and to put it into practice effectively.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ does not give up easily
- ▶ is eager to learn
- ▶ is motivated to learn
- ▶ reads up on relevant literature in order to improve
- ▶ shows discipline in her studies and training

OPERATIONAL

- ▶ asks many questions on technical and functional matters
- ▶ gains information from conversations that is useful for her routine
- ▶ is able to put learnt theory into practice
- ▶ recognizes her mistakes and attempts to correct or prevent them
- ▶ understands instructions readily and is able to perform them
- ▶ uses acquired knowledge practically

TACTICAL

- ▶ asks for feedback on her performance in order to improve
- ▶ develops new ideas and proposals after studying and processes matters that have to do with her position
- ▶ is able to absorb complex information and integrate it into her own method
- ▶ learns readily from her mistakes
- ▶ uses newly acquired knowledge readily for her own organization

STRATEGICAL

- ▶ readily apprehends partners' or competitors' strategies in order to propose effective measures for her organization
- ▶ understands complex information about target groups, trends, social research, et cetera and uses it for her organization
- ▶ understands the code of conduct, rules and regulations in a new environment and acts accordingly
- ▶ uses the possibilities of theoretical knowledge for her organization

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ In what ways have you developed over the last year? How does that show?
- ▶ Could you give an example of a situation in which you learned from your mistakes?
- ▶ Did you ever do an extra training course? What did you learn? Could you give a concrete example of the way you put that lesson into practice?
- ▶ Could you give an example of something you learned elsewhere and practise in your current work?
- ▶ In which areas do you want to develop further? How will you do that?

DEVELOPMENT ACTIVITIES

- ▶ When attempting a new situation or new task, ask yourself what you find difficult. What are differences with familiar situations?
- ▶ Look at something carefully, put it aside, then look at it carefully again.
- ▶ Make an inventory of issues that could improve in your work.
- ▶ Take time to think. Do not feel embarrassed for your mistakes.
- ▶ Find out which ways of learning appeal to you using a TMA Talent analysis.

COACHING ADVICE

- ▶ Encourage your candidate to ask others for 360° feedback regarding her personal development. What goes well and what could improve? Discuss the results with the candidate.
- ▶ Investigate with your candidate what could be an interesting interaction with another person. Ask her afterwards what went well and what she found difficult in interacting with the other person. Ask her what could be improved and how, and practise with her.
- ▶ Encourage your candidate to experiment with behavior that is opposed to her normal behavior. Practise such situations together first.
- ▶ Ask the candidate to gather new, recent information on a topic that is important to her. Ask how this has changed her view on the topic. Ask if and how she can apply this information in her work. See if brainstorming on this question works.

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LISTENING

The ability to show one absorbs and understands important (non-) verbal information and to ask further questions when necessary.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ knows when to be quiet
- ▶ patiently allows another person to finish her story
- ▶ shows genuine interest

OPERATIONAL

- ▶ demonstrates she is listening through body language and eye contact
- ▶ does not interrupt and allows the other person to finish her story
- ▶ paraphrases the other person's story

TACTICAL

- ▶ addresses hidden and unclear hints and remarks the other person makes
- ▶ asks questions until everything is answered
- ▶ briefly summarizes the other person's point of view
- ▶ checks whether her summary is a correct representation
- ▶ is able to 'listen between the lines'

STRATEGICAL

- ▶ adjusts to the level, background and experience of the other person
- ▶ anticipates what the other person is going to say based on previous information
- ▶ knows when to refer to previously discussed topics
- ▶ listens to content and retrieves information from the other person's non-verbal behavior at the same time
- ▶ listens to what is said but also hears what is not said

DEVELOPMENT POTENTIAL

- ▶ Listening can be easily developed if the candidate has a more than average score (7,8,9) on the drive Social empathy.

INTERVIEW QUESTIONS

- ▶ Could you give an example of a situation in which you listened carefully to another person? How did that show?
- ▶ Could you give an example of a situation in which you obtained information by listening very carefully - information someone else might have missed?
- ▶ Could you give an example of a situation in which you gained more information than anybody else by listening carefully?
- ▶ Could you give an example of a conversation in which you did not obtain the information you wanted?

DEVELOPMENT ACTIVITIES

- ▶ Adopt an active physical attitude (look at the other person, make contact, nod).
- ▶ Focus your attention on the other person's words and body language.
- ▶ Try and ask many 'open questions', that begin with: 'what', 'who', 'why' or 'which'; then, ask further questions.
- ▶ Regularly provide a summary of what is said in a conversation to the other person.
- ▶ Pay attention to both the business and the personal side of a conversation.

COACHING ADVICE

- ▶ Explain to your candidate how to ask further questions in a conversation in order to really understand the other person.
- ▶ Ensure that your candidate does not interrupt other people when they are talking.
- ▶ Encourage your candidate to take notice not only of what another person says but also of what she signals with body language, facial expressions and attitude. Are the words and signals concurrent?
- ▶ 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').
- ▶ Encourage the candidate to practise her listening skills outside of work as well. Involve family and friends to provide feedback.

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MANAGING

The ability to manage and take charge of employees in order to enhance their performance; defining targets and providing appropriate means; controlling progress and correcting employees.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ adapts her leadership style to the employee's level and competency; is able to adopt various styles
- ▶ balances leadership styles focused on people and results
- ▶ is aware of her hierarchic position

OPERATIONAL

- ▶ focuses on their results and performance when addressing employees
- ▶ is able to assess employees' qualities and uses them
- ▶ makes clear what results are expected
- ▶ motivates others to achieve set goals
- ▶ provides adequate support and guidance in order to achieve set goals
- ▶ provides clear instructions for the performance of a job

TACTICAL

- ▶ encourages employees to look beyond their own department in order to enhance the organization's development
- ▶ leads by example and advocates any desired change
- ▶ motivates employees to come up with their own contributions and solutions
- ▶ provides adequate resources, facilities and conditions for an effective work process
- ▶ translates strategic goals into practical, feasible activities (strategic plan)

STRATEGICAL

- ▶ brings employees' career development in tune with strategic goals
- ▶ distinguishes between personal and organizational interests
- ▶ gets the most out of her employees
- ▶ has a natural authority over other people
- ▶ takes control in team meetings in which complex and opposing interests are defended

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ In which ways do you pass on goals and instructions to your employees?

- ▶ Describe how you select, develop and evaluate your employees.
- ▶ Describe a situation in which you addressed an employee and commented on her underperformance.
- ▶ Describe a situation in which you motivated an underperforming employee by a positive approach.
- ▶ Do you often take a leading role? Could you give examples?

DEVELOPMENT ACTIVITIES

- ▶ Display behavior that will inspire your employees.
- ▶ Pay attention to your employees' development.
- ▶ Address your employees regarding their responsibilities.
- ▶ Be clear and concrete.
- ▶ Ask your employees what would be challenging work for them. Try and find a balance between your organization's interests and the personal development of your employees in their field of expertise.

COACHING ADVICE

- ▶ Investigate how the manager encourages cooperation within the team. Provide feedback.
- ▶ Advise the manager to ask participants on forehand what they hope to be the outcome of a meeting. She could ask, for example: 'I think we have the following goal... Do you expect the same from this meeting?'
- ▶ Investigate how the manager expects her team to feel free to doubt, ask questions, be insecure. Registering verbal and non-verbal signals is an important quality for managers.
- ▶ Encourage the candidate to ask regular questions during meetings that enhance clarity over the goals that need to be achieved: 'What exactly do we want with this?', 'What will be the result of this?'
- ▶ Discuss the entire organization's mission with the candidate and ask about her department's or team's contribution. Review the relations with other departments. Discuss demands and needs the candidate has regarding other departments and vice versa.

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NEED TO ACHIEVE

The need to set high standards for one's own performance, to show dissatisfaction with average achievements.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ has no fear of failure
- ▶ is self-motivated to perform as well as she can
- ▶ shows effort and enthusiasm

OPERATIONAL

- ▶ does not rest before the work is done completely
- ▶ is critical toward her achievements and sees opportunities to improve constantly
- ▶ performs work readily and enthusiastically
- ▶ revises her work in order to correct mistakes or add improvements
- ▶ works overtime voluntarily, and takes work home

TACTICAL

- ▶ communicates the importance of good quality and makes sure her team and employees share this interest
- ▶ defines quality standards and communicates them to employees
- ▶ is annoyed by and addresses the sloppiness and indifference of employees
- ▶ identifies gaps in her knowledge and skills and makes attempts to improve on them
- ▶ sets high standards for her own and other people's work

STRATEGICAL

- ▶ balances the choices between good quality against fast production and higher profit against poor quality
- ▶ investigates the organization's quality levels and services regularly, both internally and externally
- ▶ is alert to critical feedback from customers and finds ways to meet their needs
- ▶ sees the need for improvement in the organization and makes efforts to enhance its quality
- ▶ strives for general quality standards that apply to the entire organization

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ When are you satisfied with your work? What are your standards?
- ▶ What kind of work do you tend to put off? What do you find difficult in that kind of work? How do you deal with it practically?
- ▶ What do you do if you notice a lack of effort in your colleagues?
- ▶ Which extra tasks did you fulfill in your last position without them being part of your job description?
- ▶ Describe a recent situation in which your effort at work was not up to scratch. How did it make you feel? What was going on?

DEVELOPMENT ACTIVITIES

- ▶ Find out whether your work suits you in all respects by taking a TMA Professions analysis.
- ▶ Discuss with your superior whether you could get a higher responsibility level in your work.
- ▶ Set challenging goals for yourself.
- ▶ Investigate which aspects of your work motivate you most.
- ▶ Regard a problem as a challenge.

COACHING ADVICE

- ▶ Ensure that your candidate is engaged in work that she is enthused to do.
- ▶ Encourage your candidate to take opportunities to share experiences with colleagues both within and outside the organization and to exchange interesting ideas with them.
- ▶ Ask your candidate which competencies she likes to use at work and which new tasks are of specific interest to her.
- ▶ Ask for your candidate's standards for her own work. Could these be a reason for her lowered level of motivation?

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NEGOTIATING

The ability to obtain maximum results from meetings in which interests conflict both in terms of content and maintaining good relations.

BEHAVIORAL EXAMPLES

GENERAL

- handles objections well in negotiations
- is well prepared when entering negotiations
- knows what her objectives are and sticks to them
- pays attention to both verbal and non-verbal behavior of the other person

OPERATIONAL

- comes forward with the right argumentation at the right moment
- decides on forehand what her limits and possible concessions will be
- knows when to give in during negotiations
- looks for a shared interest in negotiations

TACTICAL

- looks for a proper preparation before entering a negotiation
- looks for (medium) long-range win-win situations
- makes responsible concessions when possible
- offers others argumentation for a good negotiation result

STRATEGICAL

- creates the right conditions in negotiations
- knows during negotiations what the interests and points of view of other organizations are
- makes sure that others know what the parameters for negotiation are
- makes sure that others negotiate within the organization's terms

DEVELOPMENT POTENTIAL

- Negotiating can be easily developed if the candidate has a more than average score (7,8,9) on the drives Dominance, Purposiveness and Social empathy.

INTERVIEW QUESTIONS

- Describe a situation in which your negotiation turned out differently than you had expected. What happened? What was the result?
- Describe a situation in which your negotiation turned out exactly as you had planned. What happened? What did you do? Why did everything go according to plan?
- Could you give an example of a situation in which you estimated the other party's motives, wishes, or feelings wrongly?

- Could you give an example of a negotiation in which you felt put under pressure? What consequences did this have for the negotiation's outcome?
- Could you give an example of a risk you took in a negotiation, that turned out badly?

DEVELOPMENT ACTIVITIES

- Prepare your negotiation talks well. What are your objectives? Which problems do you foresee and how do you plan to deal with them? What are your common interests?
- During negotiations, pay attention to the other party's words and non-verbal signals in order to figure out what their motives and interests are. Try and address these interests strategically.
- Dare to say 'no'.
- Consider the effect of your behavior on others.
- Check whether an obtained result is really acceptable to the other party.

COACHING ADVICE

- Ask your candidate to take careful notice of another person's verbal signals and body language while talking to her. Explain that the two may diverge - which can be to her advantage.
- Encourage your candidate to ask 'open questions': questions that cannot be answered with 'yes' or 'no' (and often begin with 'who', 'what', 'where', 'which', or 'how').
- Advise your candidate to always listen carefully to others.
- Encourage your candidate to invest time and attention in another person and to express this interest physically e.g. by shaking hands, looking the other person in the eye, sitting upright.
- Explain the importance of knowing the customer's interests and, possibly, hidden agenda.

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NETWORKING

The ability to develop and maintain relations, alliances and coalitions within and outside of the organization and to use them in order to obtain information, support and cooperation.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ communicates regularly with contacts
- ▶ goes to meetings for networkng
- ▶ is actively interested in other people
- ▶ takes initiative to find new contacts
- ▶ works actively on building a (social) network

OPERATIONAL

- ▶ calls upon several contacts within the organization regularly
- ▶ contacts others actively for information, support or cooperation
- ▶ contacts other people regularly in order to maintain her network
- ▶ is active in making and maintaining contacts
- ▶ uses contacts found in seminars, trainings, congresses and other social events

TACTICAL

- ▶ brings other people in contact with each other, introduces them to each other
- ▶ contacts other departments if this is relevant to both parties
- ▶ cooperates regularly with colleagues in other departments, focusing on a specific problem
- ▶ looks actively for colleagues' information and expertise in other departments
- ▶ looks to cooperate with internal and external partners out of a shared interest
- ▶ uses her network (e.g. for information) to support her work

STRATEGICAL

- ▶ contacts other departments in order to increase the success rate of projects (through support or cooperation)
- ▶ engages others in creating a broader basis for their organization to achieve its goals
- ▶ involves others in her professional networks and stimulates them to expand these
- ▶ is cooperative and incorruptible, uses her network without manipulating it
- ▶ looks beyond cultural differences and other barriers in her search for useful contacts
- ▶ searches critically for people who could play a role in expanding her influential network

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ How do you use LinkedIn and which new, active contacts have you encountered there?
- ▶ Are you a sociable person? Could you give examples that show you are sociable?
- ▶ When did you last make contact with someone you did not know? What kind of relationship do you have with that person now?
- ▶ Have you met any new people over the last few months? What did you do in order to meet these people?
- ▶ How do you keep your network updated and active?

DEVELOPMENT ACTIVITIES

- ▶ Join a professional network such as LinkedIn.
- ▶ Go to promotions, receptions, anniversaries or other social gatherings.
- ▶ Try and observe other people's natural ways of communicating; see if there is anything you could copy from them.
- ▶ Adjust your use of language and pace of speech to the person you talk to.
- ▶ Make eye contact with your audience; make sure you interact regularly.

COACHING ADVICE

- ▶ Ensure that your candidate realizes what it costs her to help others, share knowledge, or ask others for help and what she gains from doing so.
- ▶ Advice your candidate to go to places where people meet, look at their behavior and try and imitate such behavior.
- ▶ Ensure that your candidate is not overly critical about herself or about what she says in public. Try and increase her self-confidence and resilience.
- ▶ If your candidate regards herself to be a loner, explain how that could be a disadvantage both to the person and the organization.
- ▶ Ask the candidate to reflect on situations in which she does NOT approach others. What is stopping her from doing so?

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ORGANIZATION SENSITIVITY

Showing awareness of the consequences of one's choices, decisions and actions for parts of or the entire organization.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ knows how organizations function
- ▶ is able to look beyond the team, department or cluster
- ▶ is aware what goes on in the work environment

OPERATIONAL

- ▶ anticipates potential consequences of new procedures for her colleagues
- ▶ checks whether a change in routine is acceptable for various stakeholders
- ▶ understands procedures with clients and adjusts her routine accordingly
- ▶ understands relationships within the team and unit
- ▶ understands the relationship between her own work and that of colleagues' and takes this relationship into account

TACTICAL

- ▶ anticipates the consequences of her actions and decisions to other departments' performance
- ▶ knows how to pass on information that is relevant to the organization to the right contacts
- ▶ understands how procedures in various departments complement and affect each other
- ▶ understands which staff have formal and informal influence on decisions that are made
- ▶ uses informal circuits that exist within the organization

STRATEGICAL

- ▶ approaches influential contacts in order to bring the organization to people's attention
- ▶ handles ambiguity and unclear hierarchies effectively
- ▶ readily understands hierarchical structures in relevant boards and committees
- ▶ recognizes different cultures in external client organizations and adjusts her approach accordingly
- ▶ understands the importance of change processes for all stakeholders

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ How did you stay informed over the last few months about the events and developments that take place in your organization or department?
- ▶ Which conflicting interests do you see in your organization?
- ▶ What problems has your department dealt with in the past? How did you approach those problems? What would you do differently next time?
- ▶ What are your organization's most important values and principles and how do you practically implement them?
- ▶ With which departments do you deal most? When?

DEVELOPMENT ACTIVITIES

- ▶ Make time to think about future developments in the market and their implications for your job or organization.
- ▶ Discuss the organization's long term vision regularly with others.
- ▶ Try and engage in activities such as networking or discussing the latest developments with colleagues, that contribute to the organization's vision and strategy development.
- ▶ Always back up your organization in front of outsiders.

COACHING ADVICE

- ▶ Ensure your candidate gets an assignment to visit an important client and ask her which developments are taking place in her organization. Encourage the candidate to think about opportunities these developments might generate for her own organization.
- ▶ Tell your candidate about resources you use in order to stay informed: newspapers, magazines, the Internet and so on.
- ▶ Encourage your candidate to find out what goes on in the organization in political, economical and social respects and what these developments mean to her directly.
- ▶ Encourage your candidate to ask others for 360° feedback. What do they think of her organization sensitivity? What goes well and what could improve? Discuss the results with the candidate.

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PERSEVERANCE

The ability to hold on to views and plans of action despite adversity.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ does not give up when problems arise
- ▶ goes on until it becomes clear a goal cannot be achieved
- ▶ is able to assess when to continue and when to give up on an unattainable goal

OPERATIONAL

- ▶ holds on to her opinion even if others disagree
- ▶ is not willing to compromise; tries again and again against all odds
- ▶ retains faith in her approach even if it is not immediately successful

TACTICAL

- ▶ does not compromise under pressure
- ▶ does not lose control when confronted with criticism or resistance
- ▶ follows professional codes of conduct even when they go against the organization's interests
- ▶ is able to assess when it is no longer realistic to hold on to her view or proposal
retains faith in her opinions, ideas, methods and proposals

STRATEGICAL

- ▶ holds on to a long term strategy once it is set
- ▶ holds on to her view despite resistance when it is supported by experts
- ▶ holds on to her vision and course in times of change
- ▶ is not tempted to change her course under pressure even when the alternative seems attractive
- ▶ is not tempted to change her strategic course when circumstances change

DEVELOPMENT POTENTIAL

- ▶ Perseverance can be easily developed if the candidate has a more than average score (7,8,9) on the drive Persistence.

INTERVIEW QUESTIONS

- ▶ Could you comment on a number of problems you have encountered in order to arrive where you are now?
- ▶ What has been the biggest disappointment you ever encountered in your work? How did you deal with it?
- ▶ Have you ever had a good idea that nobody was really interested in? What did you do to have it implemented anyway?
- ▶ Have you ever encountered a big disappointment in your work that you found hard to take? What exactly did you find difficult? How did you solve the problem?

- ▶ Could you give an example of a situation in which you feel you did not persist long enough?

DEVELOPMENT ACTIVITIES

- ▶ Try and be realistic in your planning.
- ▶ Check regularly whether a set goal is still realistic and attainable.
- ▶ Try and realize there is more than one way to attain your goal.
- ▶ Try and continue working on a task a little longer when you feel like giving up.
- ▶ Be ready for adversity.

COACHING ADVICE

- ▶ Encourage your candidate to hold on a little longer when she feels like giving up. Try and find a possibility together to attain a set goal. Encourage the candidate to prepare well against resistance or complications from others.
- ▶ Investigate a recent situation with your candidate in which she had to and actually did achieve a goal despite adversity and resistance from others. What was the candidate's attitude? What was the reason for success?
- ▶ Ask your candidate to write down reasons that help attaining a certain goal and reasons that get in the way. Encourage her to find a way to deal with hindering reasons constructively.
- ▶ Practise with your candidate defining goals in a SMART (Specific, Measurable, Attainable, Realistic, Timely) way.

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PERSUASIVENESS

The ambition to win over other people for one’s views and ideas and to generate support.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ demonstrates enthusiasm and flair
- ▶ demonstrates faith in her convictions
- ▶ uses logical and transparent arguments

OPERATIONAL

- ▶ anticipates the other person’s doubts and counters those doubts adequately
- ▶ finds a good balance between professional arguments, humor, putting things in perspective and understanding the other person’s situation in an argumentation
- ▶ uses argumentation that appeals to the audience
- ▶ uses concrete examples to support her argument

TACTICAL

- ▶ anticipates arguments and formulates adequate counter-arguments
- ▶ believes in her proposals and demonstrates this belief
- ▶ generates support for difficult proposals
- ▶ hears both sides of an argument
- ▶ makes other people see the advantages and possibilities of a proposal

STRATEGICAL

- ▶ approaches the right contacts to increase support for her proposals
- ▶ knows on forehand potential counter-arguments and objections
- ▶ uses dialogue with the audience in order to promote her proposal
- ▶ uses the right arguments at the right moments
- ▶ uses various strategies to convince others

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ What characterizes a good salesperson, according to you? What makes you think that? Which of those traits do you have?
- ▶ Could you comment on a proposal you once made that was not accepted by your superior? Why was it not? What would you do differently next time?

- ▶ Could you comment on a proposal you once made that was accepted by your superior? What did you do right this time? Would you do it differently next time anyway?
- ▶ Could you give an example of a difficult sales interview you have had recently? What was the situation and what did you do exactly?
- ▶ When was the last time you had to convince someone? What exactly did you do?

DEVELOPMENT ACTIVITIES

- ▶ Ask yourself constantly to what approach your opponent will be susceptible (while keeping your goal in mind).
- ▶ Be aware of the differences between form and content when using different communication levels.
- ▶ Do not be afraid of a lull in the conversation.
- ▶ Look at your physical attitude: What do you do with your hands? How are your feet positioned? Are you standing up straight?
- ▶ Be aware of your expertise.

COACHING ADVICE

- ▶ Try and hinder or annoy your candidate in a role play (‘you cannot do this; this does not work’) and encourage the candidate to try and win you over with her arguments.
- ▶ Investigate with your candidate whether she can think of situations either at work or outside in which she persuaded other people. Why did it work those times?
- ▶ Investigate with your candidate whether there have been situations either at work or outside in which other people were very persuasive and she was not? Can the candidate think of ways to be more persuasive next time?
- ▶ If the candidate’s lack of persuasiveness is due to a personality trait such as low self-esteem or an introverted disposition, there is little one can do; in that case this competency is difficult to coach. You can find out with the TMA Talent analysis.

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PLANNING & ORGANIZING

The ability to determine goals and priorities and to assess the actions, time and resources needed to achieve those goals.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ separates essentials from side-issues
- ▶ uses time management
- ▶ works structuredly

OPERATIONAL

- ▶ adjusts plans when necessary
- ▶ drafts an action plan before entering a project
- ▶ is able to draft a realistic time schedule for certain activities
- ▶ plans activities and places them in the right order
- ▶ works orderly and precise, uses adequate filing systems

TACTICAL

- ▶ assigns people and resources effectively
- ▶ finds the right moments for making decisions
- ▶ makes realistic budgets
- ▶ sets strategic priorities for her department based on the organization's policy
- ▶ translates management proposals into feasible action plans

STRATEGICAL

- ▶ defines strategy and goals for the medium and long range
- ▶ drafts change initiatives, including a general time schedule
- ▶ drafts general budgets based on desired profit and loss percentages
- ▶ drafts various alternative future scenarios based on prognoses
- ▶ sets the right priorities in an organization-wide change process

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ How have you prepared for this interview?
- ▶ Could you describe a regular working day or week? To what extent are all your activities planned on forehand?
- ▶ Which goals did you have over the last year? Did you meet them? If so, how? If not, why?
- ▶ Have you ever had to revise your planning because of an unexpected event? Could you give an example? What did you do?

- ▶ Did you ever have to review a time scheme because of unforeseen circumstances? Could you give an example?

DEVELOPMENT ACTIVITIES

- ▶ Take unexpected events into account in your planning.
- ▶ Make sure your plans are attainable and your employees are informed about the deadlines.
- ▶ Write agreements down.
- ▶ Avoid putting things off.
- ▶ Decide the order in which activities should take place (long-term planning).

COACHING ADVICE

- ▶ Encourage your candidate to ask others for 360° feedback regarding her planning and organizing skills. What are her strengths and what could improve? Discuss the results with the candidate.
- ▶ Investigate with your candidate what she has to learn in terms of planning and organizing her own work and, possibly, that of others.
- ▶ Encourage your candidate to plan a large task (or several tasks) and ask her to explain how this task will be performed. Discuss the planning with the candidate. Ask for priorities, time management, costs, sub-tasks that will be delegated and so on.
- ▶ Ask your candidate to define long term goals. Ask her to indicate what the priorities are and to make a planning based on those priorities.
- ▶ Ask your candidate to check whether her time schedules are accurate. When did activities take longer than planned and why was that the case?

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POLITICAL SENSITIVITY

The ability to put oneself in a politician’s shoes, to distinguish the complexity of interests in politics, and to assess the feasibility of political proposals.

BEHAVIORAL EXAMPLES

GENERAL

- displays diplomacy and tact in delicate matters
- knows political relations
- is able to adopt both a political point of view and a people’s point of view

OPERATIONAL

- comes up with information on the basis of which someone else can adopt a position
- distinguishes her responsibilities and limitations in delicate matters
- is able to present the pros and cons of political proposals
- knows when to come to the fore and when not to

TACTICAL

- anticipates potential resistance
- distinguishes and addresses a decision’s consequences
- wins people over for certain proposals

STRATEGICAL

- has a broad scope on the workings of society and the trends and problems occurring
- knows how to find the right people who want to advocate their ideas
- lobbies at high levels for certain proposals
- sees interrelatedness between different segments of society

DEVELOPMENT POTENTIAL

- Political sensitivity has no relation with TMA Drives.

INTERVIEW QUESTIONS

- Could you give an example of a situation in which your political attitude was of benefit to you?
- Could you give an example of a situation in which your political attitude worked against you?
- Could you give an example of a situation in which your political non-attitude was of benefit to you?
- Could you give an example of a situation in which your political non-attitude worked against you?

DEVELOPMENT ACTIVITIES

- Watch news programs on television, read newspapers that pay attention to local and national politics.
- Get in touch with a colleague who knows politics well. Try and follow this colleague in order to find out who the major players are and what their points of view are. Seek to find out how this colleague decides what is important and why.
- Keep yourself informed of developments that could affect your organization.
- Be aware of both written and unwritten rules.

COACHING ADVICE

- Encourage your candidate to make a list of people who annoy her. Ask the candidate to make an effort to get to know these people in order to view their annoying behavior in the light of their qualities and their backgrounds. What can she learn from these people?
- Take careful notice of your candidate’s body language. Does it correspond with her spoken language? Explain the importance of non-verbal communication in political situations.
- Encourage your candidate to observe colleagues who are known to be sensitive. How do they behave in difficult situations? How did they develop their behavior?
- Encourage your candidate to make an effort to understand other people’s ideas and points of view.
- Encourage your candidate to ask colleagues to discuss situations with her in which they perceived her to be insensitive. Ask the candidate to reflect on these responses.

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PRESENTING

The ability to present ideas and plans clearly, using available resources.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ is able to speak in public
- ▶ manages stress well
- ▶ speaks proper English

OPERATIONAL

- ▶ is able to structure a spoken argument
- ▶ is clearly audible in terms of volume and clarity
- ▶ looks at the audience and uses variation in her intonation and non-verbal behavior
- ▶ uses clear language
- ▶ uses the right resources (flip-over sheets, beamer et cetera)

TACTICAL

- ▶ engages the audience e.g. by asking them questions
- ▶ is able to tell a complicated story in clear words
- ▶ makes an argument livelier with appealing examples
- ▶ responds adequately to questions from the audience
- ▶ uses various kinds of communication, both verbal and visual

STRATEGICAL

- ▶ demonstrates self-confidence and expertise
- ▶ is able to divert from her argument in order to respond to questions from the audience
- ▶ is able to switch easily from a complex level to simpler ideas
- ▶ is relaxed and uses the space available to walk around
- ▶ uses an appropriate kind of humor that adds something and appeals to the audience
- ▶ uses key words reflecting the main thread of her argument

DEVELOPMENT POTENTIAL

- ▶ Presenting can be easily developed if the candidate has a more than average score (7,8,9) on the drives Extraversion and Self-esteem.

INTERVIEW QUESTIONS

- ▶ Could you describe a presentation you did recently? What do you think went well and what could have been better?
- ▶ Could you give an example of a presentation you did that invoked critical questions from the audience? How did you respond? What was the result? What would you do differently next time?

- ▶ Did you ever do a presentation that failed? How did you know it failed? What did you do during the presentation to correct this?
- ▶ What do you find difficult about doing a presentation?
- ▶ What presentation do you consider to be your best? Why?

DEVELOPMENT ACTIVITIES

- ▶ Be alert to (non-verbal) signals from the audience.
- ▶ Make eye contact with your audience and involve them in your presentation.
- ▶ Write your presentation down and make sure you have a catchy introduction and a clear ending.

COACHING ADVICE

- ▶ Provide feedback on your candidate's presentation skills in conversations with you. Was she well prepared? Does she register non-verbal signals and ask the right questions?
- ▶ Encourage your candidate to know her audience; it is easier to do a presentation to a group of 'friends' than to a group of strangers.
- ▶ Inform your candidate about the use of voice while doing a presentation; ensure she uses her voice well in terms of pace, volume and articulation.
- ▶ Analyze with the candidate which behavioral examples she could use more often.

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PROBLEM ANALYSIS

The ability to detect problems, recognize important information, and link various data; to trace potential causes and look for relevant details.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ distinguishes essentials from side-issues
- ▶ is not satisfied with incomplete information; wants to find out more
- ▶ sees connections between different problems
- ▶ works and thinks at a level appropriate to her position

OPERATIONAL

- ▶ distinguishes facts from opinions and assumptions
- ▶ investigates the cause of a problem
- ▶ reviews problems by asking directed questions and using various relevant information sources
- ▶ sees causes and effects readily

TACTICAL

- ▶ gets to the heart of a matter readily by asking the right questions and using the right sources
- ▶ is able to place a problem's development in time
- ▶ looks at a problem from various points of view: financial, strategic, personal et cetera
- ▶ notices problems that occur and oversees their consequences for the work's progress
- ▶ sees connections between seemingly unconnected operational problems and events

STRATEGICAL

- ▶ is able to lift operational problems to a more abstract level and translate them into strategy and change initiatives
- ▶ is able to understand a problem in its full complexity and redefine it in simple words
- ▶ sees a problem in a broader context (financial, economic, social et cetera), adopting a helicopter view
- ▶ sees connections between seemingly unconnected problems; finds a common denominator
- ▶ sees trends, anticipating future developments

DEVELOPMENT POTENTIAL

- ▶ Problem analysis has no relation with TMA Drives but can be easily developed if the candidate has a more than average score (7,8,9) on the Cognitive capability analysis.

INTERVIEW QUESTIONS

- ▶ What was the last time you were confronted with an unexpected problem? What was the problem exactly? What caused it? What did you do to solve it?
- ▶ Which steps do you take when analyzing a problem? Could you describe this process using a recent problem you encountered?
- ▶ Did your analysis of a problem ever turn out to be completely different than you had expected? Could you give an example? What did you get wrong? How could this be avoided next time?
- ▶ What are specifically complex problems to you? Could you give an example?
- ▶ It is sometimes difficult to predict the course of a process. Could you give an example of this happening to you?

DEVELOPMENT ACTIVITIES

- ▶ Ask yourself which kinds of problems you find hardest to solve.
- ▶ Ask critical further questions if it is not clear to you what the other person is trying to say.
- ▶ Take short breaks regularly in order to reflect on a problem (e.g. during a walk).
- ▶ Make an inventory of factual information before analyzing a problem.
- ▶ Get to the heart of a problem by asking 'why' - until the 'problem behind the problem' emerges.

COACHING ADVICE

- ▶ Encourage your candidate to ask others for 360° feedback regarding her anticipating problems. What are her strengths and what could improve? Discuss the results with the candidate.
- ▶ Help your candidate get started by indicating where she could find information needed for a thorough analysis of the problem.
- ▶ Engage the candidate in assignments that require problem solving skills.
- ▶ Present the candidate with several cases you know well and ask her to mention all the people and authorities, both internal and external, influencing the process. Ask her to estimate the measure and cause of influence. Discuss these findings; review wrong estimations.

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RESULT-ORIENTEDNESS

The ability to take direct action in order to attain or exceed objectives.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ asks for objectives to be attained
- ▶ commits to neutrally controllable objectives
- ▶ defines a job in terms of tangible objectives
- ▶ provides direction aimed at attaining results

OPERATIONAL

- ▶ attains or exceeds set goals
- ▶ comes up with alternatives when certain actions have not lead to a desired result
- ▶ defines objectives in terms of tangible results (measurable results within a deadline)
- ▶ evaluates regularly what an objective's status is.
- ▶ indicates how objectives will be attained in terms of tangible actions (who, what, when)
- ▶ takes directive action when objectives are in danger of not being attained

TACTICAL

- ▶ does not give in, looks actively for alternative possibilities when confronted with adversity
- ▶ looks actively for the best way to achieve goals, considers her options carefully
- ▶ mobilizes means and people, even when others need to be persuaded of its necessity
- ▶ redirects processes regularly, focusing on objectives
- ▶ sets high standards, defines challenging yet feasible objectives

STRATEGICAL

- ▶ addresses others on attaining objectives when necessary
- ▶ defines challenging objectives that have an impact on other people's or the department's performance
- ▶ develops an efficient and tangible plan of action with clear objectives, timing, use of means and staff et cetera
- ▶ maintains regular communication on proceedings with all people involved
- ▶ makes tangible agreements with all people involved how to attain objectives

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- ▶ How do you set priorities and goals in your current work? Could you give concrete examples?
- ▶ How do you make sure you meet deadlines in your work? Did you ever not meet an important deadline? Could you give an example? What would you do differently next time?
- ▶ What do you do if it looks like your work may not be finished on time?
- ▶ Could you give an example of a situation in which you blamelessly failed to meet a deadline? Why did you not meet the deadline? What did you do in order to minimize the damage? What did you learn?

DEVELOPMENT ACTIVITIES

- ▶ Define SMART (Specific, Measurable, Attainable, Realistic, Timely) goals.
- ▶ Check regularly whether a set goal is still realistic and attainable.
- ▶ Try and be realistic in your planning.
- ▶ Differentiate between main and secondary issues. What is really important in order to achieve your goal?

COACHING ADVICE

- ▶ Design a tangible plan with your candidate for the near future. Ensure the goals are SMART (Specific, Measurable, Attainable, Realistic, Timely).
- ▶ Ensure your candidate sets her own goals which she will practise attaining. Ask for feedback on which goals are attained and which are not.
- ▶ Ask your candidate to write down five factors that help attaining a certain goal and five that get in the way. Encourage her to find a way to deal with the hindering factors constructively.
- ▶ Evaluate with your candidate how she organises her life and deals with potential problems. Does anything require a substantial amount of energy?
- ▶ Let your candidate draw a plan of the clients she wants to visit in the near future; the goal of that visit; and the approach she will take. Ask her to place herself in the client's shoes and think how she could be more client friendly. Discuss the plan. Is she empathetic enough? When needed, ask her to discuss her ideas with colleagues before visiting the client.

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SELF DEVELOPMENT

The ability to gain insight in one's identity, values, strengths and weaknesses, interests and ambitions and to take action in order to enhance one's competencies where and when possible.

BEHAVIORAL EXAMPLES

GENERAL

- demonstrates to have a realistic view on her own strengths and weaknesses
- evaluates her own approach regularly, focuses on change and improvements
- is committed to broaden her views
- looks actively for personal feedback in order to gain from it
- visibly devotes time and energy on her development

OPERATIONAL

- is involved in activities such as training in order to develop herself
- knows her strengths and weaknesses
- learns from mistakes
- searches actively for ways to develop herself

TACTICAL

- asks further questions for improvement when given feedback
- asks others for information about her own performance
- involves others in her learning process; asks for ways to further develop herself
- is prepared to change on account of critical feedback

STRATEGICAL

- advocates the importance of personal development
- creates opportunities for other people's personal development by providing appropriate means
- plans budgets and programmes for personal development within the organization
- shows clear appreciation for other people's development

DEVELOPMENT POTENTIAL

- Self-development has no relation with TMA Drives.

INTERVIEW QUESTIONS

- Where do you want to be in three years time? What are you going to do in order to arrive there?
- Are you driven to reach your goals? How does that show? Could you give a few concrete examples?
- What have you done in order to develop yourself into your current position?
- Are you critical with regards to your own achievements? Could you give a few examples to illustrate this?

DEVELOPMENT ACTIVITIES

- Ask people around you for 360° feedback.
- Ask for a TMA Talent analysis.
- Write a personal development plan.
- Use your performance and evaluation interviews to review your strengths and weaknesses, and your potential to develop.

COACHING ADVICE

- Encourage your candidate to ask others for 360° feedback regarding her willingness to progress. What are her strengths and what could improve? Discuss the results with the candidate.
- Evaluate with your candidate what the organization's goals are and how these influence her personal development. Discuss whether your candidate can learn or develop certain elements that could help attaining these goals.
- Discuss in performance interviews your candidate's wishes and possibilities for the future: in what area does she want to develop? Ask her to write a personal development plan with SMART objectives. Have progress interviews with her regularly (e.g. every three months).
- Create an open learning environment in which mistakes are allowed.

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SENSITIVITY

Being susceptible to the attitudes, feelings, or circumstances of others and being aware of the influence of one's own behavior on them.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ has a proper self-perception
- ▶ pays attention to other people and their behavior (what they say and do)
- ▶ possesses a 'social antenna'

OPERATIONAL

- ▶ asks further questions about someone's views and emotional remarks
- ▶ does not interrupt others; lets them finish their stories
- ▶ hears and addresses other people's responses to her own behavior
- ▶ is open, interested and respectful toward opinions different from her own
- ▶ paraphrases other people's feelings to show she has not merely heard the other person but also understood her feelings

TACTICAL

- ▶ addresses suspected dissatisfaction and unexpressed emotions
- ▶ anticipates and addresses possible responses to her own behavior, actions and remarks
- ▶ makes it easy for other people to discuss delicate matters
- ▶ understands when a remark is misinterpreted or taken the wrong way
- ▶ understands when the other person is embarrassed and shows that she understands

STRATEGICAL

- ▶ distinguishes and addresses tension between team members
- ▶ is open to a variety of standards, values, cultures and rules, and acts accordingly
- ▶ notices when the other person is embarrassed and attempts to alleviate this embarrassment
- ▶ realizes how her hierarchic position affects the other person
- ▶ takes other people's feelings and relationships into account when presenting delicate matters
- ▶ understands the rapport between team members and addresses ineffective relationships

DEVELOPMENT POTENTIAL

- ▶ Sensitivity can be easily developed if the candidate has a more than average score (7,8,9) on the drive Social empathy.

INTERVIEW QUESTIONS

- ▶ Could you give an example of a conversation you had with an employee who had a problem? Who took the initiative for this conversation? What did you do in order to help solving the problem?
- ▶ When did you last encounter an employee who was emotional? What did you do? Would you do something differently next time?
- ▶ Could you give an example of a recent situation in which somebody else responded to a problem completely differently than you would have done? How did you respond?
- ▶ When do you give colleagues or employees a compliment?
- ▶ Did it ever happen to you that a colleague asked you something to which you could not oblige - this being very disappointing to her?

DEVELOPMENT ACTIVITIES

- ▶ Take another person's situation into account.
- ▶ Allow other people to express their opinions.
- ▶ Take careful notice of the other person's non-verbal language; what does her body communicate that she does not say?
- ▶ Pay attention to important events in other people's lives such as: disease, adversity, marriage or family expansion.
- ▶ Avoid approaching the other person as an enemy; keep your objective in mind.

COACHING ADVICE

- ▶ Explain the importance of knowing other people's ideas and opinions and the possibility and necessity of dealing with them tactically.
- ▶ Encourage your candidate to make a list of people who annoy her. Ask the candidate to make an effort to get to know these people in order to view their annoying behavior in the light of their qualities and their backgrounds. What can she learn from these people?
- ▶ Take careful notice of your candidate's body language. Does it correspond with her spoken language?
- ▶ Encourage your candidate to ask colleagues to discuss situations with her in which they perceived her to be insensitive. Ask the candidate to reflect on these responses.
- ▶ Encourage the candidate to be attentive to events that matter to other people. Encourage her to genuinely listen to other people's stories.

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SOCIABILITY

The ability to be comfortable in people’s company, to meet people easily, to mingle freely.

BEHAVIORAL EXAMPLES

GENERAL

- connects easily with other people
- does not suffer from shyness
- meets new people easily and finds pleasure in doing so

OPERATIONAL

- approaches other people and starts conversations easily at parties or receptions
- does not hesitate to approach people with a question or request
- is good at ‘small talk’ and never pressed for a topic
- joins in easily in ongoing conversations

TACTICAL

- brings people into contact who may be useful for each other
- does presentations in order to position herself and the organization
- is active in maintaining contacts by regularly approaching other people
- makes contacts that can be useful for herself or the organization

STRATEGICAL

- is able to associate with people from different social and academic backgrounds and levels and adjusts her style to them
- is well informed about a wide range of social topics and applies this to easily converse with people who may be useful to the organization
- knows people and networks that are relevant to the organization and approaches them
- participates in committees, boards, unions that can be useful for her organization or personal career
- shows initiative in meetings and other business events and takes the floor easily, even when unprepared

DEVELOPMENT POTENTIAL

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

INTERVIEW QUESTIONS

- What do you do in your spare time?
- Are you a sociable person? Could you give examples that show you are sociable?
- When did you last make contact with someone you did not know?

- Have you recently been to a reception or another social event? How did you spend your time there?
- Were you ever in a situation in which it was difficult for you to keep a conversation going?

DEVELOPMENT ACTIVITIES

- Go to promotions, receptions, anniversaries or other social gatherings.
- Try and observe other people’s natural ways of communicating; see if there is anything you could copy from them.
- Adjust your use of language and pace of speech to the person you talk to.
- Focus your attention on the other person’s words and body language.

COACHING ADVICE

- If your candidate regards herself to be a loner, explain how that could be a disadvantage both to the person and the organization.
- Ask your candidate to write down what it costs her to help others, share knowledge, or ask others for help and what she gains from doing so.
- Advise your candidate to go to places where people meet, look at their behavior and try and imitate such behavior.
- Encourage your candidate to take notice not only of what another person says but also of what she signals with body language, facial expressions and attitude. How do the words and signals diverge in a conflict situation?
- Encourage your candidate to ask ‘open questions’: questions that cannot be answered with ‘yes’ or ‘no’ (and often begin with ‘who’, ‘what’, ‘where’, ‘which’, or ‘how’).

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SOCIAL AWARENESS

Being aware of relevant social, political and professional trends and developments and using this information for the organization's benefit.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ disposes over decent general knowledge
- ▶ is knowledgeable on a wide range of topics
- ▶ possesses broad professional knowledge of her organization or expertise
- ▶ reads up on relevant literature

OPERATIONAL

- ▶ goes regularly to expert or position related meetings
- ▶ is well informed about recent developments that are relevant to her expertise
- ▶ makes an effort to learn about the competition's approach in order to come up with proposals for her own services
- ▶ offers proposals in team meetings based on her knowledge of developments and trends that are relevant to the organization
- ▶ translates relevant developments into actions and proposals to enhance her work

TACTICAL

- ▶ actively follows social developments that are relevant to the organization and its field of work
- ▶ actively participates in networks in order to gain knowledge of trends, policies, future developments that are relevant to the organization
- ▶ is able to utilize future developments
- ▶ offers proposals for improvement based on her knowledge of the market and its relevant developments
- ▶ positions the organization in its proper context

STRATEGICAL

- ▶ analyzes social developments and bases management proposals on these analysis that influence the course of the organization
- ▶ demonstrates knowledge and awareness of the organization's position within the network of competitors and stakeholders
- ▶ distinguishes the importance of cooperation; is well informed about fusions and take-overs within other organizations and actively seeks to adapt to new facilities
- ▶ is aware of international developments and maintains contacts at this level in order to enhance the organization's position
- ▶ maintains contacts with decision makers and those who influence the organization's procedure and continuity

DEVELOPMENT POTENTIAL

- ▶ Social Awareness can be easily developed if the candidate has a more than average score (7,8,9) on the drive Variety.

INTERVIEW QUESTIONS

- ▶ Which magazines and newspapers have you read recently? Which direct influence do events have on your surroundings?
- ▶ How did you stay informed with regards to developments in your profession over the last year?
- ▶ Which social developments of the last years have had an impact on your work?
- ▶ Which social developments in the near future could have an impact on your work?
- ▶ What is the relationship between economical, social and political developments and your daily work? Could you give an example?

DEVELOPMENT ACTIVITIES

- ▶ Extend your network, read papers, reflect on the world around you.
- ▶ Be aware of the impact the people around you have on your way of thinking.
- ▶ Try and visualize the surroundings' influence on your organization for the years to come.
- ▶ Plan in time to think.
- ▶ Involve yourself in new developments and think how your organization can profit from them.

COACHING ADVICE

- ▶ Ask your candidate about the people with whom she communicates regularly: do they require different approaches? Does she always take that approach? What would happen if she did not?
- ▶ Advice your candidate to take the time to see what is going on outside her own world.
- ▶ Encourage your candidate to ask a customer what goes on in her organization and what that means to her.
- ▶ Give the candidate an assignment to visit an important customer and find out what developments are important to her, and then ask her to write an article about the opportunities this may bring to her own organization.
- ▶ Ask the candidate to interview people with a good sense for trends and developments and to provide feedback on her findings.

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STRESS MANAGEMENT

The ability to perform under pressure and adversity.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ distinguishes essentials from side-issues
- ▶ has a proper self-perception
- ▶ understands which kinds of stress she is able to handle

OPERATIONAL

- ▶ achieves better under pressure and perceives this as a challenge
- ▶ does not lose balance when the work load suddenly increases
- ▶ is able to handle criticism and disappointments
- ▶ remains focused when given a deadline
- ▶ stays calm when progress is slowed down and deadlines may not be met

TACTICAL

- ▶ approaches adversity objectively and rationally; sets new goals and priorities
- ▶ is able to put unreasonable criticism into perspective and move on
- ▶ is realistic in what can be achieved within a certain period of time; dares to say 'no' to unrealistic proposals
- ▶ regards criticism positively as a means to improve
- ▶ stays self-assured in unexpected situations

STRATEGICAL

- ▶ dares to take a step back and reflect in critical situations in order to review appropriate measures
- ▶ handles media attention well; knows how to value it and how to respond
- ▶ handles social pressure well and may adjust her behavior to it
- ▶ recuperates quickly after disappointments and adversity and directs her energy elsewhere
- ▶ retains an overview in situations of crisis and sets adequate priorities

DEVELOPMENT POTENTIAL

- ▶ Stress management can be easily developed if the candidate has a more than average score (7,8,9) on the drive Stress management & pressure.

INTERVIEW QUESTIONS

- ▶ What do you consider to be stressful? Could you give an example of such a situation? What does it do to you?
- ▶ Could you describe a recent event in which you felt impatient or frustrated with a customer?
- ▶ What has been your biggest disappointment recently? How did you deal with it?

- ▶ Did you ever encounter someone who was strongly emotional (aggressive, angry, impatient)? How did you respond?
- ▶ Could you describe a recent situation in which you were put under pressure?

DEVELOPMENT ACTIVITIES

- ▶ Avoid stress by planning and organizing your work carefully.
- ▶ Ask the people around you for support.
- ▶ Investigate what could be the causes of the stress you feel. Are you striving too hard for perfection?
- ▶ Try and put things in perspective and realize that all stress is not necessarily negative.
- ▶ Try and get more exercise.

COACHING ADVICE

- ▶ Evaluate with your candidate what can be the positive effects of having some stress (better achievements) as well as the negative effects of having too much stress.
- ▶ Ask your candidate how she responds to too much stress. Symptoms could be: getting angry easily, feeling irritable or tired, displaying less social behavior, drinking or smoking excessively.
- ▶ Try and find the cause of your candidate's stress. Encourage the candidate to keep a stress diary.
- ▶ Encourage your candidate to engage in sports. They tend to relax and to increase stress resistance.
- ▶ Encourage your candidate to ask for help when feeling stressed.

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► **Stress management** ◀
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VERBAL EXPRESSION

The ability to communicate in clear language and to adjust one's use of language to the audience's level.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ is clearly audible
- ▶ makes good use of her voice (volume, intonation)
- ▶ speaks proper English

OPERATIONAL

- ▶ articulates well, uses short and clear sentences
- ▶ does not use complicated language to make an impression
- ▶ provides clear explanations that are easy to follow
- ▶ uses words other people will understand

TACTICAL

- ▶ adjusts her use of language to the level of her audience
- ▶ is able to explain a complex topic to a less educated audience
- ▶ makes a complicated story understandable for everyone
- ▶ makes a story more lively by using characteristics from the audience
- ▶ provides a larger context for her story without making it unnecessarily complicated
- ▶ uses illustrative examples that will appeal to the audience

STRATEGICAL

- ▶ estimates accurately what kind of language and style are appropriate in various situations
- ▶ is able to clarify a vague and obscure discussion by pointing out the main issues
- ▶ is able to simplify other people's complicated language and reduce digressions
- ▶ translates abstract information into tangible examples
- ▶ uses imagery to clarify her view point

DEVELOPMENT POTENTIAL

- ▶ Verbal expression has no relation with TMA Drives.

INTERVIEW QUESTIONS

- ▶ Have you ever received comments on the way you express yourself? Could you give an example?
- ▶ Have you ever noticed that an employee did not understand an assignment you had given orally? How did it show she did not understand? What did you do?
- ▶ Did you ever do presentations or give speeches? Could you give a recent example?

- ▶ What is your reputation as a speaker? Could you give an example?
- ▶ Describe a situation in which oral communication was very important to you. What was your role? How did you do it?

DEVELOPMENT ACTIVITIES

- ▶ Check regularly whether you understand the other person correctly in a conversation.
- ▶ Be aware of your use of language and pace of speech, and adjust them to the person to whom you are talking.
- ▶ Find out who your audience are and keep them in mind when talking to them.
- ▶ Practise different styles of communication: convincing, asking questions, explaining, consulting, suggesting et cetera.

COACHING ADVICE

- ▶ Provide feedback on your candidate's conversational skills in conversations with you. Was she well prepared? Does she register non-verbal signals, ask the right questions and make efforts to summarize?
- ▶ Check with your candidate which kinds of behavior she uses too little.
- ▶ If the candidate agrees, attend in a conversation in which she practises her learning objective and provide feedback afterwards.
- ▶ Encourage your candidate to arrange her thoughts before having a conversation so she can focus on the other person while having the conversation.

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VISION

The ability to step back from one's daily routine, explore ideas for the future, regard the facts from a distance and see them in a broader context or in the longer term.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ accepts many ideas without rejecting them straight away on grounds of unattainability
- ▶ acquires the essence from given information
- ▶ possesses good cognitive skills

OPERATIONAL

- ▶ focuses on innovation and experimentation
- ▶ has an idea in which direction her discipline will develop based on social developments
- ▶ is open to unusual and daring ideas to implement in her discipline
- ▶ takes time to think about her discipline
- ▶ understands the consequences of developments and translates them into her position or discipline

TACTICAL

- ▶ communicates essentials and does not lose herself over details
- ▶ looks for people with unusual views and innovative ideas
- ▶ questions traditional methods and presents innovative products and approaches
- ▶ recognizes innovative ideas in the team and knows how to connect them
- ▶ rises above the daily routine and reflects on it

STRATEGICAL

- ▶ combines various social trends and developments into an integrated vision of the future
- ▶ comes up with possibilities other people deem impossible
- ▶ integrates developments in different disciplines into a new concept
- ▶ is able to think ahead on the basis of limited information
- ▶ recognizes national and international trends early on and oversees their consequences for the organization
- ▶ sees chances and opportunities for the organization before others do and acts accordingly

DEVELOPMENT POTENTIAL

- ▶ Vision can be easily developed if the candidate has a more than average score (7,8,9) on the drives Independent thinking & acting, Variety and a more than average score (7,8,9) on the Cognitive capability analysis.

INTERVIEW QUESTIONS

- ▶ What is your opinion about the future of your profession? What are the concrete consequences for your organization? Which threats and opportunities do you see for yourself?
- ▶ What do you perceive to be foresight? What are important criteria to you?
- ▶ In what ways do you take a step back from your daily routine in order to decide a direction for the future?
- ▶ Which developments are a threat to your organization in the near future?
- ▶ Which developments will provide opportunities to your organization in the near future?

DEVELOPMENT ACTIVITIES

- ▶ Get involved in new changes and developments.
- ▶ Build your opinions on factual knowledge.
- ▶ Talk to people with creative ideas and elaborate on those ideas.
- ▶ Try and relate daily political and social developments to your own organization.

COACHING ADVICE

- ▶ Encourage your candidate to ask others for 360° feedback regarding her foresight. What is their impression, what goes well and what could improve? Discuss the results with the candidate.
- ▶ Engage your candidate in a fantasy about the future. Set no restrictions; everything can be thought and said, no matter how strange.
- ▶ Ask your candidate to define a number of big problems at work and to think about causes and possible solutions. It is important those solutions are realistic and attainable.
- ▶ Ask your candidate which direction the organization or department should go in order to overcome future problems. How could she contribute? Discuss potential obstructing thoughts the candidate might mention.

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WORKMANSHIP

Independently carries out her work in accordance with professional standards of her profession. Is developing herself in her professional field. Has a thorough knowledge of her field.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ does her job as a consummate professional
- ▶ does her job professionally
- ▶ has a thorough knowledge of her field
- ▶ maintains and improves her own knowledge and skills

OPERATIONAL

- ▶ handles tools and materials with care
- ▶ keeps to rules and procedures. for example in respect of safety
- ▶ knows what to do and how to do it
- ▶ works according to `the book`
- ▶ works efficiently, carefully and cleanly

TACTICAL

- ▶ knows the causes and solutions to commonly occurring problems
- ▶ notices work to be done and takes initiatives to get it done
- ▶ results attest to skills
- ▶ shows interest in her professional field. keeps her professional knowledge up-to-date on all possible ways
- ▶ shows what takes priority and where necessary, alters the work order

STRATEGICAL

- ▶ exudes professional adeptness, solves difficult technical problems or actively seeks solutions
- ▶ follows subject-related studies, courses, training courses etcetera
- ▶ is alert to new trends and developments in her field and/or issues that relate to it and keeps his knowledge about it up-to-date
- ▶ learn from others about matters in her field and applies new methods and techniques within her own work
- ▶ shares knowledge, ideas and insights with others

DEVELOPMENT POTENTIAL

- ▶ Workmanship has no relation with TMA Drives.

INTERVIEW QUESTIONS

- ▶ What changes in your field in recent years have strongly influenced your work
- ▶ What do you think is the most important field in your subject area? Why? Can you give an example What are you doing to keep your knowledge about your field active and up to date? What was the most recent thing you learned?
- ▶ What have you done recently to improve your own work?

DEVELOPMENT ACTIVITIES

- ▶ Be precise.
- ▶ Make sure you know what you are talking about (in terms of know-how, et cetera).
- ▶ Read relevant literature.
- ▶ Help her setting priorities and making time schedules.
- ▶ Ask her to check regularly whether appointments are kept.

COACHING ADVICE

- ▶ Make sure your candidate works together with someone who works in the same field. Possibly have her report on what she has learned.
- ▶ Allow your candidate to investigate and document the key activities in her field and what the consequences are if these are not carried out correctly.
- ▶ Make sure the candidate asks a colleague to give her feedback on the way she does her work, so that this colleague can let her know when she does something really well or if there's anything that she can improve.
- ▶ Look with your candidate to see whether there is a pattern in the professional mistakes she makes.

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 ► **Written expression**

WRITTEN EXPRESSION

The ability to express ideas and views clearly to others in writing.

BEHAVIORAL EXAMPLES

GENERAL

- ▶ has an adequate vocabulary
- ▶ is able to structure an argument
- ▶ is proficient in the English language and grammar

OPERATIONAL

- ▶ has an eye for clear layout and composition
- ▶ is able to summarize a view or message clearly
- ▶ structures notes and clearly organizes her writing
- ▶ uses language that is easy to read, avoids long-winded sentences
- ▶ writes flawlessly according to proper syntax

TACTICAL

- ▶ adjusts her use of language to the audience
- ▶ presents complex issues in simple language that everybody understands
- ▶ provides sufficient, not too much, instruction and information
- ▶ structures a complicated story in logical steps
- ▶ structures an argument in way that conclusions follow logically

STRATEGICAL

- ▶ connects various complex issues in order to help the reader see their coherence
- ▶ is able to adopt different styles and knows which one is suitable for a certain audience
- ▶ is able to assess which information is relevant
- ▶ presents complex issues in clear key words
- ▶ provides the right amount of information to make an issue clear to the reader

DEVELOPMENT POTENTIAL

- ▶ Written expression has no relation with TMA Drives.

INTERVIEW QUESTIONS

- ▶ What has been the most difficult piece you ever had to write? What was so difficult about writing it?
- ▶ Which aspects of the English language do you find difficult? Could you give an example?
- ▶ What concrete writing experience do you have? What kinds of work have you written and for which audiences?
- ▶ Could you rewrite the following sentence in proper English: “Paul McCartney is an artist born in the year 1942 with which he has won several prizes.”

DEVELOPMENT ACTIVITIES

- ▶ Use the spelling and grammar check on your pc.
- ▶ Investigate your readers’ interests.
- ▶ Use aids such as websites that focus on spelling and use of language.
- ▶ Write clearly, use examples, and avoid long sentences.
- ▶ Ask for directed feedback on your writing.

COACHING ADVICE

- ▶ Encourage your candidate to read various texts and to comment on their strengths and weaknesses.
- ▶ If your candidate tends to be long-winded, ask her to write down a summary of her own text and discuss this summary.
- ▶ Encourage your candidate to ask others for 360° feedback regarding her written communication skills. What are her strengths and what could improve? Discuss the results with the candidate.
- ▶ Review a report, note or letter your candidate has written and provide feedback on the aspects mentioned in the examples.

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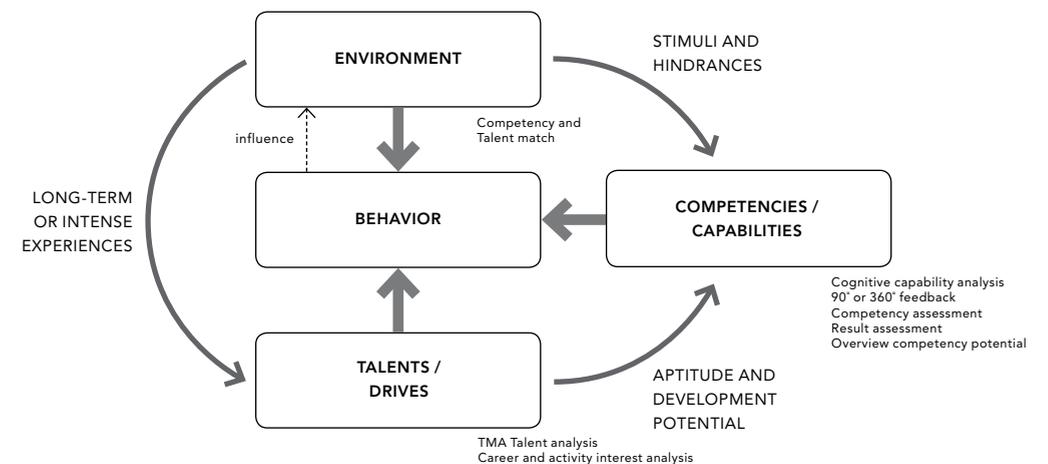
4. THEORY AND BACKGROUND

4.1 THE TMA METHOD

If you want to select, develop and assess candidates based on their behavior, it is important to look at influential factors that affect their functional behavior. Within the TMA Method three influential factors are distinguished that affect people's behavior:

1. A person's talents and drives.
2. A person's competencies and capabilities.
3. A person's (social) environment.

In order to actually select, develop or assess on the basis of behavior, you will have to take these three influential factors into account.



AD 1: A PERSON'S TALENTS AND DRIVES

The first influential factor on behavior lies with people's drives. These are their stable needs that express themselves in their thought processes and their personality. From their thought processes people make conscious choices as well as what are actually unconscious choices. In essence drives are neutral, that is to say that it is neither good nor bad to be well endowed or not with a particular drive. However, in a given environment, function or role, a specific drive or combination of drives, comes better to the fore. Talents are the positively worded behaviors and explanations of high and low scores of the drives. It is in their behavior that results from the most dominant talents that people are most recognizable to others. In other words: People can best be recognised by their extremes. Powerful events or prolonged exposure to certain influences from the environment can affect the extent to which someone has a particular talent.

AD 2: A PERSON'S COMPETENCIES AND CAPABILITIES.

The second influential factor for people's behavior can be found in their competencies and capabilities. We can make a distinction between the two: competencies on the one hand, cognitive capabilities on the other.

Competencies are a person's behavioral skills. The extents to which competencies are manifested and developed are influenced by the person's drives/talents and (social) environment. The development of competencies can be either stimulated or hindered by a person's social environment. Apart from that, a person's drives determine the aptitude he has for a certain competency – and thus its development potential.

Capabilities refer to a person's cognitive skills. These are fundamentally innate and determine predominantly whether a person has good logical reasoning skills and is able to understand and answer questions. A person's natural endowment for certain competencies is also partially determined by his capabilities. This is especially true for competencies such as Learning ability, Problem analysis, and Vision.

AD 3: A PERSON'S (SOCIAL) ENVIRONMENT

The third influential factor for people's behavior does not so much lie in the people themselves as in their surroundings and circumstances. The social environment can refer to the organization in which someone works or learns, the person's role or position, or the situation with which he is confronted. In most cases, it refers to a combination of these.

In general, it is fair to say that people's social environment affects the extent to which they manifest certain talents and competencies productively for their organization. Apart from that, their social environment either hinders or enhances the development of many competencies. It is, therefore, paramount that a person works in a stimulating environment. People's talents and competencies need to be well matched with their environment.

The environment is virtually not affected at all by an individual person. The more power and influence an individual exerts, the more likely it is his behavior will influence the environment. It is easier to do so for a group of individuals. How large the group needs to be in order to make a change depends on the size of the organization, the power of the existing culture and the influence the group exerts.

4.2 INSTRUMENTS OF THE TMA METHOD

For every influential factor within the TMA Method, analysis and instruments are available to review a candidate's competencies, capabilities, drives and talents – or to match them with the candidate's social environment, position or role.

Below is a survey in which you can see which instruments are used in general for every influential factor, and which instruments the TMA Method uses.

INFLUENTIAL FACTOR: TALENTS AND DRIVES

General instruments

- ▶ Personality tests
- ▶ Career tests

Instruments of the TMA Method

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

INFLUENTIAL FACTOR: COMPETENCIES AND CAPABILITIES

General instruments

- ▶ Intelligence tests
- ▶ Competency feedback tests

Instruments of the TMA Method

- ▶ Cognitive capability analysis
- ▶ 90° or 360° feedback analysis

INFLUENTIAL FACTOR: ENVIRONMENT

General instruments

- ▶ Matching instruments

Instruments of the TMA Method

- ▶ Competency match
- ▶ Talent match

An indication of a person's actual functional behavior can be obtained in various ways. Firstly, by asking feedback from people from the candidate's surroundings – which can be done with a 90° or 360° feedback analysis. Secondly, by performing assessment centre exercises (roleplay). Thirdly, by conducting a structured interview with questions based on the STAR method. If the candidate has done a TMA Talent analysis or feedback analysis, an interview or development guide will be available for that person containing interview questions, coaching suggestions and development activities directed at that person or the position at stake.

Since the selection, development and assessment of staff is usually not based on influential factors but on HR issues, you will find a survey below of the instruments that can be used in general for specific HR issues and those used within the TMA Method:

HR ISSUE: SELECTION

General instruments

- ▶ Personality tests
- ▶ Intelligence tests

Instruments TMA Method

- ▶ TMA Talent analysis
- ▶ Cognitive capability analysis

HR ISSUE: DEVELOPMENT

General instruments

- ▶ Personality tests
- ▶ Competency feedback tests

Instruments TMA Method

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

HR ISSUE: PERFORMANCE APPRAISAL

General instruments

- ▶ Appraisal forms

Instruments TMA Method

- ▶ Competency appraisal
- ▶ Result appraisal

HR ISSUE: MOBILITY

General instruments

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

Instruments TMA Method

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

HR ISSUE: CAREER CHOICE

General instruments

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

Instruments TMA Method

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

HR ISSUE: REINTEGRATION

General instruments

- ▶ Personality tests
- ▶ Career tests

Instruments TMA Method

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

Matching instruments such as Talent Match and Competency Match can be used in all kinds of HR situations after the candidate has done a TMA Talent analysis or feedback analysis. The results from such analysis can be matched with various job profiles as often as you like.

You will find more explication and theoretical background on the various TMA instruments such as the TMA Talent analysis (and its talents), feedback analysis, Cognitive capability analysis and Career choice analysis in the TMA Certification syllabus you will receive if you attend a TMA Certification course with a certified TMA® Partner.

4.3 DEVELOPMENT POTENTIAL OF COMPETENCIES

Competencies, also called behavioral skills, can in principle always be developed. How easy or difficult that is for your candidate depends on his aptitude for the competencies on the basis of his drives and the talents that result from that. Competencies are operationalized through explicit behavior. The aptitude and with that the development potential of competencies are therefore determined by the behavior that is linked to a competency.

The closer this behavior lies to the talents, the greater the development potential of the competency, certainly when the right stimuli are provided in this respect from the environment. However it is not possible to conclude that someone who has a certain talent will automatically master or demonstrate the associated competencies. For example, the environment can be a strong impeding factor. The drives and talents of a candidate are only one indication of whether a competency is easier or more difficult to develop. Talents do not guarantee that someone has effectively mastered or will correctly demonstrate the competency with its associated behaviors.

On the following pages a computation has been done for each of the 53 TMA Competencies as to which TMA Drives have an influence on the development potential. This indication is based on the behavioral examples per competency as computed in the competency section of this book.

To map out the competency potential of your candidate you can administer a TMA Talents analysis. You get a well-organised summary of which competencies can be developed easily, reasonably easily or with difficulty.

<i>TMA Competencies</i>	<i>TMA Drives</i>	<i>Competency can be easily developed if Drive score</i>	<i>Competency can be hardly developed if Drive score</i>
Accountability	Conformity	≥7	<4
	Responsibility & leadership	≥7	<4
	Self-esteem	≥7	<4
Adaptability	Order & structure	<4	≥7
	Variety	≥7	<4
Ambition	Ambition & challenges	≥7	<4
	Energy & action	≥7	<4
	Persistence	≥7	<4
Assertiveness	Confrontation	≥7	<4
	Dominance	≥7	<4
	Sociability & contact	≥7	<4
Attention to detail	Order & structure	≥7	<4
Business orientation	Ambition & challenges	≥7	<4
	Energy & action	≥7	<4
	Independent thinking & acting	≥7	<4
Coaching	Helpfulness	≥7	<4
	Social empathy	≥7	<4
Commercial power	Ambition & challenges	≥7	<4
	Sociability & contact	≥7	<4
Conduct	Conformity	≥7	<4
	Need for status	≥7	<4
Conflict management	Confrontation	<4	≥7
	Sociability & contact	≥7	<4
	Social empathy	≥7	<4
Controlling progress	Order & structure	≥7	<4
	Purposiveness	≥7	<4
Cooperation	Helpfulness	≥7	<4
	Sociability & contact	≥7	<4
Courage	Conformity	<4	≥7
	Independent thinking & acting	≥7	<4
	Self-esteem	≥7	<4

<i>TMA Competencies</i>	<i>TMA Drives</i>	<i>Competency can be easily developed if Drive score</i>	<i>Competency can be hardly developed if Drive score</i>
Creativity	Conformity	<4	≥7
	Independent thinking & acting	≥7	<4
	Order & structure	<4	≥7
Customer orientation	Sociability & contact	≥7	<4
	Social empathy	≥7	<4
	Helpfulness	≥7	<4
Decisiveness	Decision making	≥7	<4
	Independent thinking & acting	≥7	<4
Delegating	Helpfulness	<4	≥7
	Responsibility & leadership	<4	≥7
Developing employees	Helpfulness	≥7	<4
	Social empathy	≥7	<4
Discipline	Conformity	≥7	<4
	Order & structure	≥7	<4
Energy	Energy & action	≥7	<4
	Persistence	≥7	<4
Flexible behavior	Conformity	<4	≥7
	Order & structure	<4	≥7
	Purposiveness	≥7	<4
Focus on quality	Conformity	≥7	<4
	Order & structure	≥7	<4
	Variety	<4	≥7
Forming judgment	Decision making	≥7	<4
	Independent thinking & acting	≥7	<4
Identification with management	Conformity	≥7	<4
	Respect	≥7	<4
Independence	Independent thinking & acting	≥7	<4
	Need for support	<4	≥7
Initiative	Ambition & challenges	≥7	<4
	Energy & action	≥7	<4

<i>TMA Competencies</i>	<i>TMA Drives</i>	<i>Competency can be easily developed if Drive score</i>	<i>Competency can be hardly developed if Drive score</i>
Innovative power	Energy & action	≥7	<4
	Independent thinking & acting	≥7	<4
	Pragmatism	≥7	<4
Integrity	<i>No relation with TMA Talents</i>		
Insight	<i>No relation with TMA Talents</i>		
	<i>Cognitive capability analysis</i>	≥7	<4
Leadership of groups	Energy & action	≥7	<4
	Responsibility & leadership	≥7	<4
	Sociability & contact	≥7	<4
Learning ability	Ambition & challenges	≥7	<4
	<i>Cognitive capability analysis</i>	≥7	<4
	Persistence	≥7	<4
Listening	Social empathy	≥7	<4
Managing	Dominance	≥7	<4
	Purposiveness	≥7	<4
	Responsibility & leadership	≥7	<4
Need to achieve	Ambition & challenges	≥7	<4
	Energy & action	≥7	<4
Negotiating	Dominance	≥7	<4
	Purposiveness	≥7	<4
	Social empathy	≥7	<4
Networking	Sociability & contact	≥7	<4
	Social empathy	≥7	<4
Organization sensitivity	Conformity	≥7	<4
	Sociability & contact	≥7	<4
Perseverance	Persistence	≥7	<4
Persuasiveness	Dominance	≥7	<4
	Energy & action	≥7	<4
	Extraversion	≥7	<4
Planning & organizing	Order & structure	≥7	<4
	Purposiveness	≥7	<4

<i>TMA Competencies</i>	<i>TMA Drives</i>	<i>Competency can be easily developed if Drive score</i>	<i>Competency can be hardly developed if Drive score</i>
Political sensitivity	<i>No relation with TMA Talents</i>		
Presenting	Extraversion	≥7	<4
	Self-esteem	≥7	<4
Problem analysis	<i>No relation with TMA Talents</i>		
	<i>Cognitive capability analysis</i>	≥7	<4
Result-orientedness	Ambition & challenges	≥7	<4
	Pragmatism	≥7	<4
	Purposiveness	≥7	<4
Self development	<i>No relation with TMA Talents</i>		
Sensitivity	Social empathy	≥7	<4
Sociability	Extraversion	≥7	<4
	Sociability & contact	≥7	<4
Social awareness	Variety	≥7	<4
Stress management	Stress management & pressure	≥7	<4
Verbal expression	<i>No relation with TMA Talents</i>		
Vision	<i>Cognitive capability analysis</i>		
	Independent thinking & acting	≥7	<4
	Variety	≥7	<4
Workmanship	<i>No relation with TMA Talents</i>		
Written expression	<i>No relation with TMA Talents</i>		

4.4 THE 360° FEEDBACK METHOD

The 360° Feedback Method and its instruments are an important part of the TMA Method, categorized under the influential factor 'Competencies and capabilities'. It is directed at generating feedback from a number of people with different perspectives on the candidate's behavior as well as from the candidate himself. Its purpose is to present a broad view on the candidate's current work behavior.

The 360° Feedback Method uses multiple evaluators in order to assess an individual's performance. These evaluators should have a decent insight in the candidate's daily routine. It could be colleagues at equal level, or the candidate's employees or superior. In some cases, (internal) customers can be asked to provide feedback. By combining the various perceptions of all these people, a broad view on the candidate's performance is accomplished.

The 360° Feedback Method is predominantly used as a basis for staff assessment systems, coaching interviews or performance interviews. People from the candidates' work environment provide input for the interviews by assessing their performance.

THE USE OF MULTIPLE EVALUATORS

In the 360° Feedback Method several evaluators are asked to assess the candidate's behavior. There are numerous assets in using multiple evaluators (multi rating) over using a single evaluator (single rating). Firstly, the possibilities to observe the candidate in different situations increase with the number of evaluators. When assessing staff, a manager will not always be able to observe employees in all aspects of their position. Just think about staff working outside the office, spending most of their work time with customers. Different evaluator groups perform different roles regarding the candidate. By combining the perceptions of people with different perspectives a less biased, more complete view on the candidate is obtained.

A risk might be that by increasing the number of observations one's chance to include false observations increases as well. Keeping the measuring process in mind this soon becomes evident: in every step the evaluators' assessments may differ. Evaluators have different opinions on the question what makes a successful candidate – and will therefore look at different behavior. This difference in perception also affects the interpretation of observed behavior. What one evaluator strikes as desirable, another might find objectionable. It is, therefore, important to standardize the assessment process as much as possible by evaluating clearly defined and easily observable behavior.

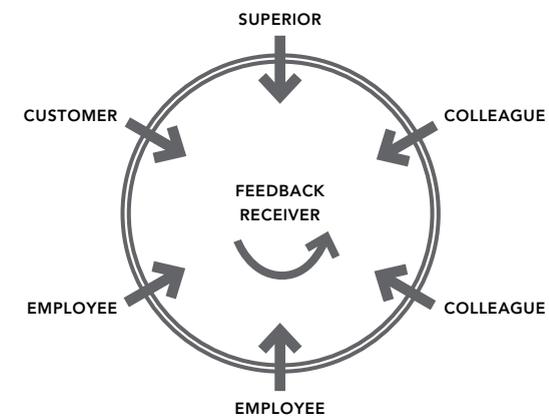
The remarks above seem to oppose the idea that multi rating results in more reliable assessments than single rating. This can be explained by the fact that an assessment based on two evaluators who make the same observation is more reliable than one based on a single person's observations. Reliable multi rating decreases the chance of false assessments and reduces the influence of bias. One evaluator's observations are being checked by others' – so to speak. Statistics tell us that reliability increases with the number of observers. Apart from this, the criteria on which a candidate is assessed play a role: the smaller their number and the clearer

they are defined, the more reliable the assessment. The more evaluators agree on their observations, the more easily they are classified and interpreted.

Another advantage of multi rating over single rating is the candidates' acceptance of the assessment: they tend to regard it as a fair method. The idea that their assessment is not dependent on a single person, usually their manager, but on several people forming a collective judgment, affects the instrument's acceptance positively.

THE USE OF SELF ASSESSMENT

Apart from being assessed by multiple others, it is typical for the 360° Feedback Method to have candidates assess themselves. The perception candidates have of their own performance is weighed as well as that of people from their social (work) environment. The 360° Feedback Method makes it possible to compare candidates' perception of their skills, abilities and style with the perception of their peers.



RELIABILITY AND VALIDITY OF THE 360° FEEDBACK METHOD

The 360° Feedback Method can be subdivided into assessments by experts, peers and the candidates themselves. The reliability and validity of those three different kinds of assessments have been studied extensively. Results of those studies will be summarized briefly below for every evaluator group.

Expert assessments

If the 360° Feedback Method is used for an assessment at work, the candidate's superior is usually one of the evaluators. In selection procedures the expert role is usually performed by a psychologist or consultant.

Peer assessments

Assessments by colleagues, or peer assessments, are a useful alternative for assessments by superiors or experts. Both field and controlled studies show that peer assessment is a reliable method.

Validity of peer assessments depends on a number of moderating factors. Firstly, it depends on the purpose for which the peer assessment is used. If the assess-

ments are directed at development of the candidate with regards to evaluative objectives, not only the interrater reliability increases; leniency also decreases, and the assessments are more differentiated between both evaluators and dimensions. Secondly, validity depends on the kind of peer assessment. Three forms can be distinguished:

1. Peer nomination: a number of peers is asked to nominate within their group who performs best in certain behavioral aspects. The person who is nominated most often performs best according to the group. This method discriminates effectively between group members who perform exceptionally well in certain aspects and those who do not. It renders no useful information on those group members who are not mentioned at all.

2. Peer ranking: a group of peers is asked to rank all group members from best to least performing on certain behavioral aspects. This kind of peer assessment is the most discriminating one. It renders no absolute information on the individual group members nor does it provide any information on the intervals between the ranks.

3. Peer rating: every group member assesses all other group members on a number of behavioral aspects using a specific rating scale. This method is useful for feedback purposes: it provides information on every individual group member, independent of other members. Both its reliability and validity are lower than with the other two methods. The use of scales makes the method susceptible to evaluators' errors and differences between evaluators are more likely to occur.

Although peer ranking and nomination are more reliable and valid, peer rating is most widely used. In peer rating, group members are assessed independently of each other and of the group. It provides an absolute score as opposed to the relative scores peer ranking and nomination provide. The 360° Feedback Method used within the TMA Method is based on peer rating.

Self assessment

Personality questionnaires ask candidates to describe themselves on the basis of a number of directed questions. Self assessments are generally regarded as less valid than, for instance, peer or expert assessments. Their reliability is low.

Self assessments are susceptible to various sources of bias, such as a limited score range and leniency. A large number of studies show that self assessments tend to be significantly higher than assessments by peers or experts. On the one hand, those higher scores can be explained by a tendency to create an image of oneself that is as positive as possible – what psychologists call: ego preservation. On the other hand, those higher scores can be explained by people's tendency to adapt their self-image to other people's wishes – what psychologists call: impression management. Both mechanisms result in a more positive self-perception than the perception of other people reflects.

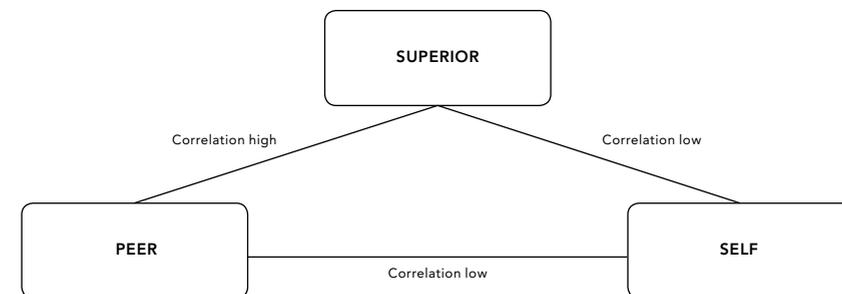
Studies indicate that the difference in self assessment and the assessment of others decreases as the candidate performs more successfully. In other words: successful people perceive themselves more in accordance with the people around them

than less successful people do. An explanation could be that successful people tend to have a more realistic self-perception than less successful people do. Maybe the explanation needs to be sought elsewhere. Successful people tend to be rated higher than less successful people. If the range in ratings by others is larger than the range in self-ratings, the difference between self-perceptions and those of others will decrease towards the scores' extremes.

A difference in average between ratings has no direct consequences for their correlation, as long as the difference is a constant one. Correlations between self assessments and assessments by peers or experts tend to be low: people have a significantly different view of themselves than others do. This is one of the reasons why organizations are reluctant to use self assessments in making staff decisions. As a result of their limited reliability and accurateness the validity of self assessments is suspected to be low. This suspicion is confirmed by a number of studies indicating that self assessments and relevant objective tests hardly correlate.

Self assessments can provide added value in an assessment procedure as the instrument can increase the acceptance of both feedback and the final assessment. The predictive value of self assessments depends on a few conditions. It has to rate, for instance, the same competencies during the same period of time as were rated by the other assessment groups. Apart from that, the ratings need to be related to specific situations and performances, and not refer to general characteristics. The predictive value of a self assessment increases if the candidate is familiar with the concept.

Various studies report on the relationship between peer, self and expert assessments. They show that assessments by peers and superiors often correlate, whereas little correlation was evident between these two and self assessment.



Correlations between peer, expert and self assessments

CONCLUSION 360° FEEDBACK METHOD

In conclusion, we dare say the 360° Feedback Method is a pretty useful and reliable instrument for assessing employees. Especially with regards to personal development it provides added value. Although self assessments are intrinsically connected to the 360° Feedback Method, there are certain arguments against them such as ego preservation and impression management. In combination with an assessment by others, a great asset of self assessments is the possibility to review

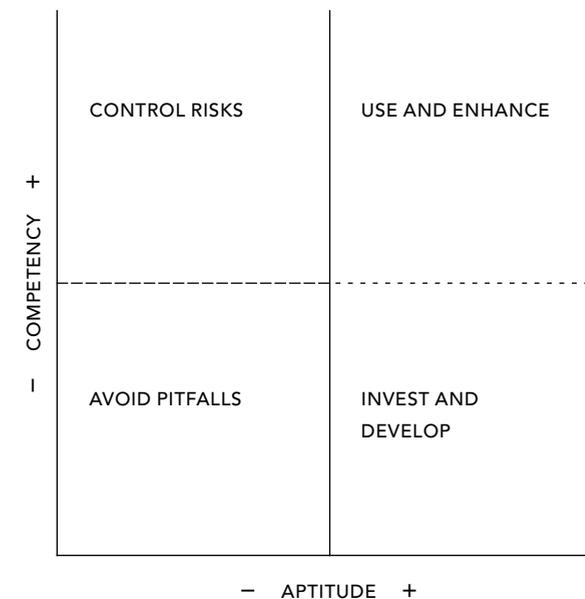
the difference between self-perception and perception of others – which can be input for an interview between superior and employee. A condition in order to perform 360° Feedback properly is that key behavioral indicators on which the candidate can be assessed are clearly defined.

4.5 THE TMA PERFORMANCE MATRIX

The extent to which a person possesses a particular competency can be determined by using STAR interview questions (see Chapter 1.2), 360° feedback analysis, a competency assessment, or competency based assessment exercises with role play. A person's aptitude for many competencies can be determined by a TMA Talent analysis.

For some competencies it is not possible to determine a person's aptitude on the basis of his drives. It is important to review during an interview whether the candidate is interested in using such competencies or not. If he is positive about such a competency, it may indicate he has an aptitude for it.

The TMA Performance Matrix was developed to help you decide what to do with a candidate in order to enhance his performance optimally in light of his competency scores and aptitude (based on his TMA Drives). You can determine your candidate's competencies and talents with the instruments mentioned in this guide. The person's aptitude and thus the development potential of most competencies is determined by means of linked drive scores (see the survey in Chapter 4.3). You can easily place a candidate's competencies in any of the four quadrants of the TMA Performance Matrix to help you decide how to approach the candidate most effectively.



For every quadrant we shall provide an explanation and a recommendation on the way to proceed as soon as you know a particular competency can be situated there.

Quadrant: avoid pitfalls

A competency can be situated in this quadrant if it is less developed and the candidate has little aptitude for it – based on his drives. The development potential of this competency is therefore low. Even if the candidate is stimulated positively, it will be difficult and usually unsuccessful to develop a competency in this quadrant.

In this case, we advise you to avoid addressing this particular competency. Concretely, this means the employee needs to use this competency as little as possible. You can manage this by assigning tasks for which this competency is not needed or by appointing another employee who can (partly) take over challenging assignments.

If someone is going to need several competencies in this quadrant for a particular position, it is probably wise not to offer this position to him or, if he already has the position, to prepare him for an alternative one.

Quadrant: control risks

A competency can be situated in this quadrant if it is well developed but the candidate has little aptitude for it – based on his drives. Even though the employee controls the competency in this quadrant, his aptitude suggests he has little affinity with it; which increases the chance he will only use the competency with little enthusiasm. If his work contains too many tasks for which this competency is required, undesirable effects may occur – particularly if more of such competencies are required for the position. The candidate may leave the organization, fall ill, or suffer from burnout or demotivation.

In this case, we advise you to control the risks resulting from using this competency. You could, for instance, assign the employee tasks that require competencies for which he does have an aptitude. You could also choose to assign challenging tasks selectively and moderately. Another possibility would be to assign another employee who could (partly) take over such assignments from this candidate. In order to find a balance, his job could be complemented with tasks that require competencies for which he does have an aptitude. A less durable solution can be found in extra valuation (attention or compliments) or numeration (bonuses or privileges) for the adequate performance of every task requiring (many) competencies within this quadrant.

The same applies as with the former quadrant: if someone is going to need several competencies in this quadrant for a particular position, it is probably wise not to offer this position to him or, if he already has the position, to prepare him for an alternative one.

Quadrant: invest and develop

A competency can be situated in this quadrant if it is less developed but the candidate has aptitude for it – based on his drives. This means the competency can be easily developed. In this case, we advise to develop the competency as much as possible and to invest in it. Concretely, this means the employee should be challenged to perform tasks for which he needs to use this competency. You could assign such tasks and possibly assign an experienced colleague next to him. Other potential investments would be training and (external) coaching in order to enhance the competency.

Investments in such competencies are likely to yield relatively good returns since the employee has aptitude for the competencies in this quadrant. When adequate stimuli are offered, a transition from this quadrant to the next should be relatively easy and successful.

Quadrant: use and enhance

A competency can be situated in this quadrant if it is well developed and the candidate has aptitude for it – based on his drives. If a position consists of many tasks

requiring such competencies this is an ideal situation. You should use the competencies in this quadrant to the full: they yield most returns both for the organization and the employee.

Make sure the employee's personal development should further enhance these competencies by means of time for reflection and study, extra training and (external) coaching. Ideally, all employees are in positions in which they spend most of their time performing tasks for which they use competencies in this quadrant. That way, you have the best chance at well motivated employees performing excellently.

5. CASE STUDIES AND RESEARCH

5.1 VELUX

'It is surprising how employees easily recognise themselves in the description that results from a TMA assessment, says Michel Sombroek (50), director of the Dutch branch of VELUX in De Meern. Sombroek would know because he sits in on all interviews that follow on from this assessment.

Sombroek has been present at more than thirty TMA assessments with employees. He conducts the interviews together with his assistant Annemieke Boer and the manager of the employee concerned. 'It's a hell of a job. It takes up a huge amount of time, but I'm happy to spend that time. I want to show that the management regards this as important. Moreover, this way I pick up a lot of signals from the company that are very useful. For example, I get an insight into the need for courses and training.

The fact is that all of the staff are doing a TMA assessment as part of a larger project. Sombroek has set himself the task of making the sales organisation of the well-known roof windows more customer-friendly. "When I came here seven years ago, I found an inwardly oriented, arrogant organisation, which was managed in a very top-down manner', recalls the director. The company cannot allow this way of thinking to continue because it is an authoritative market leader. At least eight out of every ten roof windows comes from the factories of the Danish-based VELUX Company. Sombroek decided to change this culture step-by-step. He had to break through the island culture and the inward orientation.

Sombroek had a free hand in how he did that. 'We are free to define our personnel policy,' comments the director. 'But we must stick to the values that the Danish founder Rasmussen stipulated back in the sixties.'

Villum Kann Rasmussen (1909-1993) was a socially motivated entrepreneur who, even then was, already seeking to create a balance between the interests of customers, employees, owners and other stakeholders.

Another reason for taking a critical look at the personnel policy was the complaint made by some employees that the employment conditions were not in line with the market. 'The grass is always greener on the other side,' notes Sombroek. 'But we still wanted to know how we would compare with other companies. In addition it was proving difficult at times to attract new employees.' The Mercer consultancy scrutinized the company and compared the functions with similar jobs in the construction industry. 'We are a bit of the odd man out. We don't have a production unit in the Netherlands. We only do sales, marketing and service,' Sombroek says.

From the study it became clear that the descriptions of many functions had been based rather too much on the person and too little on the contents of the function. Also the employment conditions of some functions have been improved. There are still between eight and ten competencies linked to the new job descriptions. 'It was up to us to establish these job profiles in the organisation,' Sombroek recalls. In his search for a suitable consultancy, Sombroek ran into André Blom of Ehrm-Vision at the end of 2010. 'His story appealed to me. With TMA, what is looked at is how employees score on a number of competencies. Furthermore the report

is stripped as far as possible of subjective elements and EhrmVision has developed a number of great tools.' The experiences with TMA are good. Yet employees sometimes thought that certain descriptions came across negatively, for example, when it said that they are only interested or helpful in certain situations. 'That's neither a positive nor a negative assessment. An explanation was then helpful. So we would ask: Which of your colleagues do you ask about how their weekend has been? Then employees realised also that they also make distinctions. And that this sort of thing is very dependent on the situation,' comments Sombroek.

Sombroek has completed the interviews with everyone in the two largest departments of his company (marketing and customer service). 'With many of our sales personnel, we want further develop their entrepreneurship and customer orientation. With service employees, we are working on matters like powers of persuasion and collaboration. Together with their manager, employees translate the competencies in concrete goals. That way the employees will still be interested in the system. To stimulate entrepreneurship, account managers are allocated a budget that they can use at their own discretion. One manager, for instance, has used that to participate in a cycling event with a number of customers in Utrecht.

Employees sometimes experience developing competencies and talents as a grey area. 'By working with the TMA assessments, everyone is speaking the same language. That makes it less vague. There is also a clear link with the salary. Those who become, for example, more enterprising, will function better. The added value for VELUX of such an employee then increases. That can be a reason for a salary increase,' summarises Sombroek. In a couple of years' time, Sombroek wants the employees to do the TMA assessment again. 'We can then check to what extent competencies have improved. And we can then define what other talents we want to work on.

VELUX also uses TMA on applicants who get through to the last round. 'The results of the assessment are not a decisive factor, but can confirm or contradict our intuitions. In the first case we can continue down that path. In the second case we take another critical look at our evaluations. During the interview we can keep asking questions with the aid of questions that can be found in the TMA book and on the TMA portal.

5.2 ATOS ORIGIN

'Some employees experience it as a gift,' states Renée Kamphuis, manager of management development at the ICT company, Atos Origin. 'An interview as a result of TMA takes 1.5 to 2 hours and it's about you. Moreover such a conversation with a well-trained HR member of staff can immediately get down to the nitty-gritty because there's already a good starting point.'

Atos Origin have been using TMA for the last year and a half but only for career interviews and professionalization. Before then, the company, which was created from BSO, the IT department of Akzo Nobel and KPN and KPMG Consultancy, worked with several assessment methods alongside each other. 'That's how it had happened, but we wanted to change to one method so that all company components speak the same language and data are exchangeable.'

A feedback group consisting of eight HR members of staff who had experience with assessment compared all systems extensively with each other. 'Eventually TMA turned out to be the most suitable system,' comments Kamphuis (55). The report is one of the important plus points of TMA in the HR experts' opinion. 'The glass is always half full in those written reports. And they are drawn up in comprehensible language. Other methods sometimes use language that is scientifically perhaps very justified, but which the candidate cannot understand. That doesn't motivate people.' Kamphuis had also had a more prosaic reason for choosing TMA: the pricing. 'Within a year after doing a TMA, you can do all sorts of other assessments without having to pay extra for that. So you can do a career assessment or the 360-degrees feedback evaluation. You get, relatively speaking, a lot of assessments for your money. The reports are according to Kamphuis a good place to start a conversation about talents, competencies and career. 'It's a huge help that the employees recognise themselves in the description. They say for example: It is so right. Only I would have never expressed it that way. If the report has an effect on the employee, he's more open to a conversation'. Kamphuis finds that the positive tone of the report does however demand extra attention from the HR staff member. 'He or she has to be clear-cut on points that have been formulated in a very friendly manner.'

Kamphuis regards the collaboration with EhrmVision as pleasant. 'You notice that it is a relatively small company. The employees are well-motivated and react rapidly to comments. I am a critical user therefore I sometimes have comments. For example concerning the formulation of a question. They pretty quickly do something with it.'

Atos Origin, which employs 49 thousand people worldwide, uses TMA for career coaching. 'Such a career interview can be conducted on the initiative of the line manager, HR or the employee himself. We let the employee first fill in a TMA assessment. The report is a fine starting point for the conversation.' Also those employees who are looking for a job in a different department within the company complete the TMA questionnaire. 'Sometimes people find they get to know themselves better by filling in that assessment,' Kamphuis comments. 'For example, someone who has become a line manager and remained that because it

was all going pretty well and the status is also attractive. He realised when talking about his talents that he was actually happier when he was a project manager. The assessment helps to bring that to the fore.' When recruiting new employees, TMA also play a role. 'We don't use the assessment for the selection. But when someone start work with us, after a while he fills in the TMA questionnaire to give a basis for future career development. The conversation on the basis of the report is hugely appreciated,' notes Kamphuis.

Kamphuis has also good experience with the 360-degrees feedback evaluation. 'That's a valuable instrument that provides a lot of information. We use for professionalization avenues. Together with the employees from a particular department, the nature of the functions is set out in terms of competencies. Then they firstly complete a TMA to inventory how the department is currently. Approximately nine months later the workers take part in the 360-degrees evaluation where they each fill in questions about each other. Also other people, like customers and managers, can be involved. 'That leads to an interesting exchange where the search is for the essence of what makes someone successful in a certain function. It makes the work more interesting for us as an HR department.'

Previously the emphasis was more in terms of weak points that the employees had to improve. Kamphuis found that did not always work. 'You shouldn't force someone who is not strong in administrative tasks to do that sort of thing a lot. There are others who are very good at that and also enjoy doing it. It works better if you find a function that match the talents that a person possesses. When you talk with an employee about his talents, he becomes enthusiastic and starts giving you examples of hobbies that fit with them.'

5.3 NUNHEMS

'With TMA we quickly get an impression of applicants. Even if they come from New Zealand,' remarks Jan Cauberg, global head of HR in the R&D division of seed company Nunhems. 'Getting information about a candidate's knowledge is generally no problem. Diplomas provide insights into that among other matters. But we also want to know a bit more about someone's personality. A candidate can be very competent, but must be able to collaborate within a team.'

Up till four years ago Cauberg, who is also responsible for HR at Nunhems in the Netherlands, would send an applicant from the US or from another country to a local office for assessment. 'That is expensive and moreover it took days before you got your hands on the report. That's why we went looking for a method that could be used worldwide and which is faster and cheaper.'

In his search Cauberg ran into TMA from EhrmVision and has been using this assessment since then for the recruitment of scientists and other employees for the R&D division of Nunhems where 1,700 people work worldwide, of which there are 500 in the Netherlands.

'We ask the two or three candidates who remain after a first round, to fill in the TMA questionnaire via Internet,' indicates Cauberg. 'The advantage is that this can be done rapidly and we can have a report in our hands within a very short time. During the second interview with the applicant, we then use that report. It gives sufficient starting points for questions concerning the candidate's personality.' According to Cauberg, the candidates recognise themselves to a large extent in the report.

Cauberg has the impression that the TMA reports are easy to use for this sort of purpose. He regards the price/quality ratio as more in balance than with the traditional descriptions after an assessment. 'With this instrument we are able to test more applicants with respect to their personality. The TMA reports are more standardised than assessment findings, but we are able to make good use of them in application procedures. If it is necessary, we can always have an assessment done for the more senior job positions,' notes the HR manager.

Other divisions of Nunhems, which is part of Bayer Bioscience, are also using TMA more and more often. 'I have told HR managers from other divisions about my experiences with TMA. They found it interestingly and nowadays they are using it.'

The other divisions do not need to do that. Nunhems does not prescribe which instruments the HR departments have to use. 'The TMA method sells itself apparently,' according to Cauberg.

Because Nunhems is active in a rapidly growing sector, the assessment is being used frequently. 'The demand for food and therefore for vegetable seeds is growing enormously because of the increase in the world population and the rising prosperity in countries such as China and India,' comments the HR manager. Annually Nunhems is taking on about 170 people. In part this is staff expansion and in part replacement.

In addition to the TMA, Nunhems uses the 360-degrees feedback from EhrmVision. 'This method is not particularly intended for assessing our managers. We want to help them in their development as a manager. Insight in how your behavior comes across is a very important aspect of this,' comments Cauberg. 'For the company it is important that good managers stimulate their employees perform better.'

With the 360-degrees method, approximately ten people complete questions about a manager. The people completing the questions can be employees from the team, but other managers from other teams that collaborate a lot with the person concerned. The questions ask about values that Bayer regards as important, such as Leadership, Integrity, Flexibility and Efficiency (LIFE). For each subject, five questions are asked.

'To start with some managers were uncomfortable with the 360-degrees method,' Cauberg recalls. 'The introduction stands or falls with good communication. Since the feedback method has been applied, the responses have been positive.'

The findings from the 360-degrees method are used when a personal development plan is drawn up (PDP). 'Managers have to write that themselves and present to their superior. We as HR managers help the employee to formulate the goals as concretely as possible,' says Cauberg.

As an example Cauberg gives the sometimes passive attitude of certain members of the management team in meetings. 'When it turns out that someone is introverted, he gets the advice to ask at least three questions at each meeting. That is a clear goal. If you say 'you have to take a more positive attitude', it's much more difficult to put that into action.'

Another example from the world of researchers is the way in which they provide leadership. 'Coaching leadership is still for some people at a very early stage. Added to that, scientists are used to giving an order and trusting the quality of their colleagues. If there is then no result at the agreed moment, they just ask why the task is not completed. It's much better to inform in between times as to how the process is going and offer help,' says Cauberg.

From the 360-degrees method it appears that giving coaching leadership requires attention to be given by many managers. 'Because nearly everyone has something to learn in this field, we are soon going to be doing role plays with managers about providing coaching leadership.'

Cauberg's role in the whole process of the 360-degrees feedback is mainly to keep the process going. 'I try to keep people motivated when tackling their points for development. I regularly ask them how they are progressing on the action points from the PDP.'

5.4 SNT

Whoever controls the selection and whoever knows the motivation and talents of the people who are taken into employment holds the key to structural improvements and savings. Floor Siebrecht, senior trainer at SNT, investigated the talents and motivations of the best performing agents. How interest in the employee can lead to better performance, higher customer satisfaction and lower staff turnover.

BLUEPRINT

Who is the agent who is applying to SNT? What is his or her motivation? What are the talents of this person? Which character traits does this person have? These are the questions that are central within the Talent Motivation Assessment (TMA). The agent digitally fills in a questionnaire and the system produces a blueprint of their personal characteristics. The makers of the TMA method can answer questions such as: to what extent does a person have executive properties, what are his or her organisational, social and influencing talents, what his or her emotional balance is and what is the intrinsic motivation of the person tested. In short, the TMA report sketches an impression of the person in question, in both work and private situations. The TMA has been developed so that the sketched impression is definitely representative and therefore very usable.

RESULT

The question is now whether this method can effectively enable SNT to select potentially successful agents. Or even more specifically: How will the analysis be used to find the most suitable agents? Which character traits and talents fit in to this the best? To find that out Floor Siebrecht investigated the commonalities in character traits of the most successful agents within SNT. Some remarkable findings: agents who performs successfully, who are in the right job and therefore have a long service record, score in the analysis, for example, high values for order & structure and sociability. They score particularly low on dominance. Through this study, a measurable 'ideal profile' could be constructed for the selection of new agents. This offers concrete guidelines for the rest of the selection process.

The results of the study have been translated in the meantime into practice in one of the projects of SNT. When recruiting agents for this project specific attention was paid to the presence (and the combination) of the aforesaid characteristics, and the recruitment and selection was based on this. The result? Staff turnover has decreased by 23% and the quality is increased by 25%. The agents are more productive right from the start and also achieve their targets faster. Profit for the customer, the agents and SNT!

TMA TOOL USE

In recent years SNT has further refined its method of recruitment and selection. The TMA tool is an important part of this process, in addition to conducting agent assessments, verifying knowledge and skills by means of e-learning tests and role plays. An agent proceeds to the next step in the selection process, the training, if the outcome of the assessment and the other components is positive. In addition, this tool can also be used for other function groups within the organisation and it forms a valuable aid for coaching and determining the composition of teams and, with that, their actual performance.

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