
TMA Competence model

T +31 (0)30 2670444
I www.tma-assessment.com
E info@tma-assessment.com

E h r m  V i s i o n

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Introduction

TMA Competence model

The following pages you will find the TMA Competence model. This model contains 49 competences.

Within the TMA Competence Model you can choose which competences are relevant to a certain position. You can select behavioural examples that are relevant to the position at stake. If you wish, you can add behavioural examples. We advise that you select between three and seven examples for every competence. Behavioural examples can be selected on different levels, depending on the position.

The TMA competencemodel is easily adapted to your organisation needs and contains per competence:

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

Adaptability

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

Behavioural exemplars :

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

Adaptability

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

STAR Questions :

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

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

If you ever changed jobs, what were the difficulties you encountered? Describe your personal changing process.

Organisations 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?

Adaptability

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

Development activities :

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

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

Deliberately seek out situations in which your adaptability is tested.

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

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

Adaptability

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

Coaching advise :

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

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

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

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

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

Ambition

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

Behavioural exemplars :

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

Ambition

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

STAR Questions :

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?

Ambition

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

Development activities :

Try and see a problem as a challenge.

Find out what your real ambitions are.

Brainstorm with 'commercial' colleagues on possibilities to make the organisation more successful.

Do not hesitate when an opportunity arises.

Set goals for yourself with your superior in order to achieve more.

Ambition

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

Coaching advise :

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

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

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

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

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

Assertiveness

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

Behavioural exemplars :

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

Assertiveness

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

STAR Questions :

What style of behaviour do you like best? What styles do you find difficult and what are the limits to what you can handle?

Could you give an example of the way you begin a sales interview? Do you ever do it differently? Could you give an example?

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

When was the last time you had to convince a client of your qualities?

Do you take initiative to talk about your career? What initiative?

Assertiveness

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

Development activities :

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

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

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

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

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

Assertiveness

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

Coaching advise :

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

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

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

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

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

Attention to detail

The ability to process detailed information effectively and consistently

Behavioural exemplars :

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

Attention to detail

The ability to process detailed information effectively and consistently

STAR Questions :

How do you check your, and other people`s, work for mistakes? When was the last time you did this? How did you do it?

Could you give an example of a work situation in which you had to process a large amount of data?

Have you ever performed a task for which precision was paramount?

What do you do in your position to avoid making mistakes?

When was the last time your work was flawed?

Attention to detail

The ability to process detailed information effectively and consistently

Development activities :

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

Review other people's work and look for inaccuracies.

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

Remain accurate, particularly when you are put under pressure.

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

Attention to detail

The ability to process detailed information effectively and consistently

Coaching advise :

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

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

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

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

Create an open learning environment in which mistakes are allowed.

Business orientation

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

Behavioural exemplars :

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

Business orientation

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

STAR Questions :

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?

Business orientation

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

Development activities :

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

Try and think outside the box.

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

Remain positive, do not whinge.

Work with successful entrepreneurs. Ask them for advice.

Business orientation

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

Coaching advise :

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

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

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

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

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

Coaching

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

Behavioural exemplars :

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

Coaching

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

STAR Questions :

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

Were you ever confronted with an employee or a team lacking motivation?

Could you give an example of an employee you found difficult to coach?

Could you give an example of a situation in which you enquired after a colleague`s or employee`s personal circumstances?

How much time do you spend on average on your employees' personal development? Could you give examples of recent, successful personal developments?

Coaching

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

Development activities :

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

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

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

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

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

Coaching

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

Coaching advise :

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

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

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

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

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

Commercial power

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

Behavioural exemplars :

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

Commercial power

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

STAR Questions :

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

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?

Which characteristics does a good salesperson have, according to you? What makes you think that? Which of those traits do you have?

Commercial power

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

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.

Commercial power

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

Coaching advise :

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

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

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

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

Conduct

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

Behavioural exemplars :

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

Conduct

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

STAR Questions :

Did you ever 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?

Conduct

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

Development activities :

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

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

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

Adjust your appearance to the situation or organisation.

Prepare conversations well so you will know what to say.

Conduct

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

Coaching advise :

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

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

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

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

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

Conflict Management

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

Behavioural exemplars :

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

Conflict Management

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

STAR Questions :

If something happens that you do not like, how do you respond? How do the people around you respond?
Could you give a recent example?

How do you respond when somebody offends you or your family?

How did you deal with people who actively worked against you in the past? Could you give an example? What exactly did you do to correct this wrong?

What style of behaviour 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?

Conflict Management

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

Development activities :

When you are in conflict with someone, try not only to listen to his or her arguments but observe the body language as well. What does it say?

Express your impression of the other person's feelings; ask if your impression is correct.

Evaluate for yourself in what situations you find it difficult to solve a conflict. Can you find a pattern? What could you do in order to avoid these situations?

Try and observe signals of resistance in others: not looking at you, looking bored, obsessing with their own story, repeating themselves, interrupting you, saying 'yes but' all the time, turning away physically.

Conflict Management

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

Coaching advise :

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

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

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

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

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

Controlling progress

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

Behavioural exemplars :

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

Controlling progress

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

STAR Questions :

How do your employees inform you with regards to the progress of their work?

How do you know exactly what your employees are doing? How do you evaluate the quality of their work?
Could you give a few concrete examples?

Could you give examples of the kind of your employees' work that you do check?

Could you give examples of the kind of your employees' work that you do not check?

What deadline did you have to reach recently? How did you manage to do so?

Controlling progress

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

Development activities :

Check the quality of your employees' work at random.

Define objective criteria with which you can check the quality of your employees' work.

Address your employees regarding their responsibilities. Be clear which aspects of their work you check.

Make clear agreements with your employees about the nature and frequency of your progress checks.

Be alert to potential problems and try to avoid or limit them by acting quickly.

Controlling progress

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

Coaching advise :

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

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

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

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

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

Cooperation

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

Behavioural exemplars :

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

Cooperation

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

STAR Questions :

Were you ever part of a team that failed to reach its targets due to a lack of cooperation? What was your role?

What do you think of the way people cooperate in your department? How do you contribute to this cooperation? What problems have occurred in the past?

How did you deal in the past with "opponents" in your organisation, in other words with people who did not agree with you? Could you give an example?

What have you done recently in order to improve cooperation within your team?

Were you ever in a situation in which you did not agree with the way things went within your team? Could you give an example?

Cooperation

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

Development activities :

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

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

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

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

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

Cooperation

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

Coaching advise :

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

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

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

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

Courage

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

Behavioural exemplars :

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

Courage

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

STAR Questions :

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

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

Do you like to gamble? Could you give an example of a gamble you took that turned out positively?

What was the biggest risk you ever took in your life? How did it turn out?

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

Courage

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

Development activities :

Say 'no' more often.

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

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

Try and think outside the box.

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

Courage

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

Coaching advise :

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

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

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

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

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

Creativity

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

Behavioural exemplars :

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

Creativity

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

STAR Questions :

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?

Creativity

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

Development activities :

If you are looking for a new solution to a problem, remember there are many ways to solve a problem. Do not automatically start implementing the first solution you think of.

Dare to think outside the box.

Trust yourself to come up with ideas that are less obvious.

Analyse other people's creative ideas.

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

Creativity

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

Coaching advise :

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

Provide your candidate with a safe environment in which it is all right to 'fail'. Encourage him/her to experiment and play with new ideas and concepts and to continue this creative process.

Consider a certain issue or problem with your candidate by brainstorming. Encourage him/her to come up with wild ideas.

Consider a certain problem with your candidate by brainstorming and try to come up with at least five different solutions.

Link the person to a colleague who is very much oriented on innovation; let them discuss each other's ideas. Discuss his/her experiences afterward.

Customer orientation

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

Behavioural exemplars :

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

Customer orientation

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

STAR Questions :

What can you say about a difficult customer you encountered recently? Why was s/he 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 his or 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 criticised the way you deal with clients? How did you earn this criticism?

Customer orientation

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

Development activities :

Inform your client of your proceedings.

Promise less than you deliver (underpromise and overdeliver).

Be clear about the services you provide.

Ask customers what they expect from you and ask them afterwards whether they are satisfied with your service.

Try and exceed your customer's expectations.

Customer orientation

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

Coaching advise :

Simulate a situation in a role play in which a difficult customer files a complaint and see how the candidate reacts. Provide feedback afterwards. Is the candidate understanding? Does s/he listen? Does s/he try to solve the customer's problem? Does s/he i

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

Ensure that your candidate listens carefully to his/her customers. Confront him/her when s/he does not listen carefully to you and draw a parallel to customer relations.

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

Ask the candidate how s/he could improve his/her service toward clients and discuss these ideas. Ask for specific and concrete improvements.

Decisiveness

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

Behavioural exemplars :

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

Decisiveness

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

STAR Questions :

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?

Decisiveness

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

Development activities :

Learn about your own decision making (e.g. adopting a position easily, having ready opinions, sticking to your point of view) by taking a TMA Talent Analysis.

Review in what situations you make decisions easily and when you tend to put it off.

Ask someone else to think with you; maybe it will help sharing the pros and cons of a decision.

Write various scenarios for yourself: 'If this... then that'. Then choose the best scenario.

If you find it difficult making decisions, ask yourself what would be the pros and cons of not making a decision at all.

Decisiveness

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

Coaching advise :

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

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

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

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

Ask your candidate to describe a certain period in which s/he did make decisions and one in which s/he put off doing so. Discuss the results in order to reflect on the kind of decisions s/he finds hard to make, why that is so, and what can be done about i

Delegating

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

Behavioural exemplars :

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

Delegating

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

STAR Questions :

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?

What responsibilities would you rather not leave to your employees? Could you give an example?

Delegating

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

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 stead of you.

Delegating

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

Coaching advise :

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

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

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

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

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

Developing employees

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

Behavioural exemplars :

0. General

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

1. Operational

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

2. Tactical

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

3. Strategical

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

Developing employees

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

STAR Questions :

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 competences? How did you find out? What did you do?

Developing employees

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

Development activities :

Ask many questions and provide proposals for solutions at best.

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

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

Share your knowledge with others.

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