

Table of contents

Introduction	3
TMA Performance Matrix	4
Coaching	5
Creativity	6
Sensitivity	7
Listening	8
Verbal Expression	9
Controlling Progress	10

Introduction

In the Performance Matrix, the competencies are placed in one of the four quadrants to define what is best to do about candidate's competencies. The vertical axis indicates to what extent competencies are developed. The horizontal axis indicates the degree of aptitude and development of competences based on the drive scores.

For every quadrant we will provide an explanation and advice on what to do best with the competencies situated in each quadrant.

Quadrant: avoid pitfalls (a competency is less developed and the candidate has little aptitude for it)

If a competency is situated in this quadrant its development will usually be relatively difficult and less successful, even if positive incentives are provided. In this case we advise to avoid using this particular competency. To be more precise, it means that the candidate should use this competency as little as possible. It is feasible if the tasks where this competency is not required are provided or if someone (partly) takes over the tasks concerned. When the candidate has to use the competencies situated in this quadrant at work, it is probably better not to let him take this position or, if he already has it, to prepare him for another one.

Quadrant: control risks (a competency is better developed but there is little aptitude for it)

Even though the candidate can master the competency situated in this quadrant, he has little affinity with it and there is a greater chance that the competency will be used with less pleasure and enthusiasm. Using this competency takes energy. In this case we advise to control the risks (e.g. departure, illness, burnout or demotivation) arising from the deployment of this competency. For example, you can do it by ensuring that the candidate gets other tasks where the competencies he has aptitude for are required. As an alternative, you can give out the tasks for which these competencies are required selectively and cautiously. Another possibility is to find someone who will (partly) take over the tasks concerned. Another option is to give out tasks requiring the use of the competencies suitable for candidate's abilities. A less sustainable solution is demonstrating additional appreciation (attention / compliments) or offering reward (bonus / privileges). When the candidate has to use many competencies situated in this quadrant at work, it is probably better not to let him perform this job or, if he already does, to prepare him for another one.

Quadrant: invest and develop (competency is not fully developed but there is an aptitude for it)

The competencies in this quadrant can be easily developed. In this case, we advise to develop and invest in the development of the relevant competencies as much as possible. In concrete terms, this means that the candidate must be challenged as much as possible to perform tasks that require the deployment of this competency. You can do it by giving him the relevant tasks and possibly by providing an experienced person to guide him. Other investment opportunities include trainings and (external) coaching to increase the aptitude for the competency. The investment in these competencies will yield a relatively high return because the candidate can perfectly manage the competencies in this quadrant. Transferring the competencies that lie in this quadrant to the next quadrant will usually run relatively smoothly and successfully if the correct incentives are offered.

Quadrant: use and enhance (competency is well developed and the candidate has high aptitude for it)

The ideal situation is if the candidate has to perform many tasks requiring the deployment of the competencies situated in this quadrant. Therefore, you should use the competencies that are included in this quadrant to the full. The use of these competencies gives the candidate energy. It provides the most return for both the candidate and the organization. However, do not forget to strengthen these competencies through personal development by giving space for reflection and self-study, providing extra training and (external) coaching. The aim is therefore to put the candidate in a position where he spends most of the time on the tasks that require using the competencies situated in this quadrant. The candidate then has the greater chance to perform well and stay motivated.

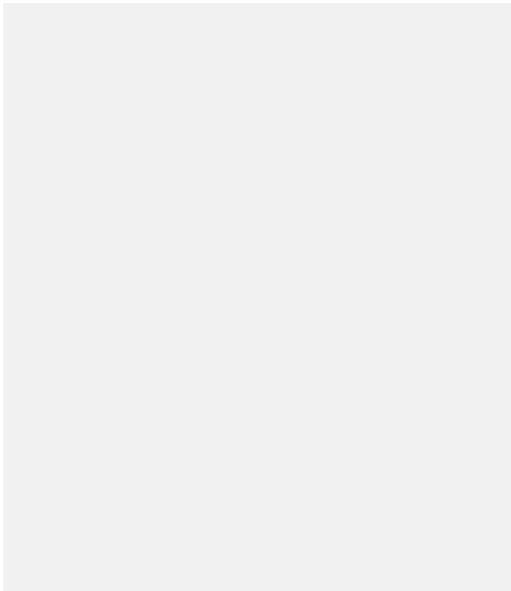
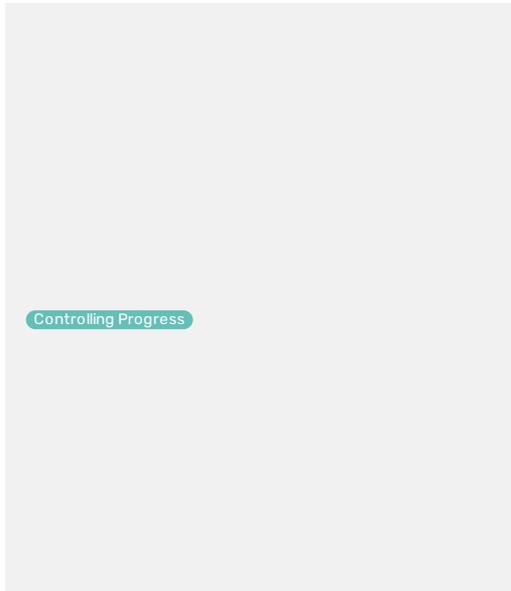
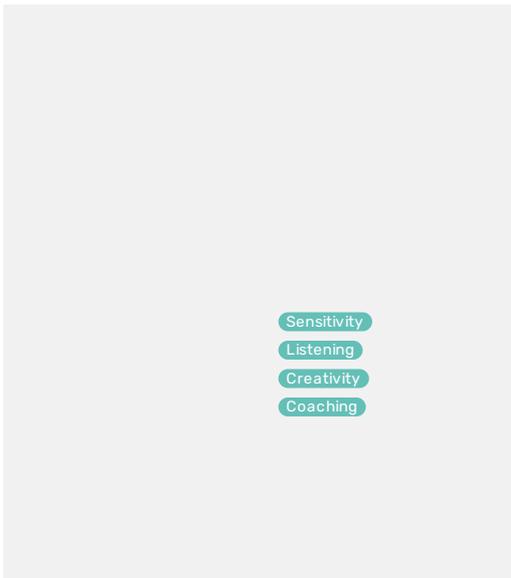
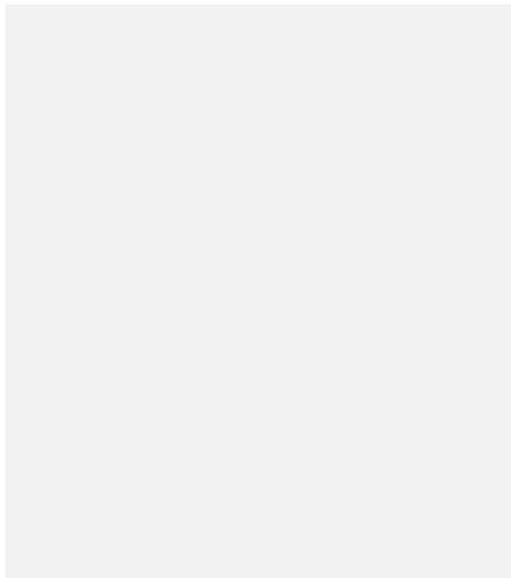
TMA Performance Matrix

Well developed
●●●●

Sufficiently developed
●●●○

Moderately developed
●●○○

Developed from weak to insufficient extent
●○○○



Less talented
●○○○

Moderately talented
●●○○

Talented
●●●○

Very talented
●●●●

The Performance Matrix is based on the following information:

Profile: Coach

Feedback provider(s): Average others

Talent assessment: 08/04/2020 10:41:42

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 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 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 he would like to develop. Write down a number of goals and action points.
- Ask your candidate to think about the question what stops him from coaching other people. Where is his resistance coming from? Ask the candidate to coach someone on an 'easy' issue and review what happens.
- Discuss with the candidate what the organization's goals are and how they affect his daily routine. Discuss whether he can learn or develop things in order to help achieving these goals.

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.
- 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

- Provide your candidate with a safe environment in which it is all right to 'fail'. Encourage him 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 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 his experiences afterwards.
- Encourage your candidate to ask others for 360° feedback regarding his creativity. What are his strengths and what could be improved? Discuss the results with the candidate.

Sensitivity

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

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 his body communicate that he 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 him. 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 he learn from these people?
- Take careful notice of your candidate's body language. Does it correspond with his spoken language?
- Encourage your candidate to ask colleagues to discuss situations with him in which they perceived him 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 him to genuinely listen to other people's stories.

Listening

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

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 he signals with his 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 his listening skills outside of work as well. Involve family and friends to provide feedback.

Verbal Expression

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

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 he well prepared? Does he register non-verbal signals, ask the right questions and make efforts to summarize?
- Check with your candidate which kinds of behavior he uses too little.
- If the candidate agrees, attend a conversation where he practises his learning objective and provide feedback afterwards.
- Encourage your candidate to arrange his thoughts before having a conversation so he can focus on the other person while having the conversation.

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.

Coaching advice

- Ensure that your candidate keeps promises he makes and finishes a job once begun, without leaving loose ends. Evaluate it after every assignment or project.
- Practise defining goals in a SMART (Specific, Measurable, Attainable, Realistic, Timely) way with your candidate.
- Ensure your candidate sets his own goals which he will practise to attain. 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 to find a way to deal with hindering motives constructively.
- Ask the candidate to reflect on a situation in which he controlled progress well and one in which 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?