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Introduction

In the TMA Performance Matrix, all the selected competencies are placed in one of the four quadrants. For each quadrant you will see a number of recommendations with the help of which the functioning of the candidate can be adjusted and optimized.

The vertical axis of the Performance Matrix indicates the degree of development of a competency based on feedback or an assessment. The horizontal axis indicates the degree of aptitude and the development possibility of a competency based on the drive scores.

Quadrant "Avoid Risks" (a competency is less developed and there is little talent for it)

This quadrant includes all the competencies the candidate has mastered insufficiently and for which the candidate also has little talent. The development of the competencies in this quadrant is usually more difficult and less successful, even with the required incentives provided for it. In this case, we advise to avoid using the related competencies as much as possible. In concrete terms, it means that the candidate should use these competencies as little as possible at work. This can be achieved by assigning the candidate the tasks that do not require these competencies. A colleague who (partly) takes over the relevant tasks can also assist the candidate. If the candidate has to use a lot of competencies situated in this quadrant for a specific job or position, it is probably better to look for another position.

Quadrant "Control Risks" (Competency is better developed but there is little talent for it)

Even though the candidate has mastered the competencies in this quadrant, the candidate has less affinity with them as far as the aptitude for them is concerned. There is a greater chance that the competencies will be used with less pleasure and enthusiasm. Using these competencies costs the candidate a lot of energy. In this context, we advise to control the risks (e.g. quitting, illness, burnout or demotivation) that arise from the use of these competencies. For example, give the candidate new or additional tasks that require different competencies (for which the candidate has the talent). It is also possible to consider the different division of tasks between colleagues. Tasks for which the candidate has less talent can then be taken over by a colleague who does have the talent for them. Finally, it is possible to offer the candidate a completely different position so that the candidate can work more on the basis of his own talents.

Quadrant "Invest and Develop" (Competency is less developed, but there is a talent for it)

The competencies in this quadrant can easily be developed by the candidate. We therefore recommend developing and investing in the related competencies as much as possible. In concrete terms, it means that the candidate needs to perform tasks that involve the use of this competency. An experienced person can possibly guide the candidate in this. Other investment opportunities are training and (external) coaching to make the competencies flourish. The investment in these competencies will yield a relatively high return because the candidate has aptitude for these competencies. The use of these competencies increases the candidate's motivation and gives hi energy.

Quadrant "Using and Strengthen" (Competency is better developed and there is a talent for it)

In this quadrant you can see the competencies that the candidate can perform at a high level and for which the candidate also has aptitude. If the candidate can use these competencies a lot for his job or position, it will bring the highest return for both the candidate and the organization. The ideal situation therefore is that the candidate performs many tasks that involve the competencies situated in this quadrant. The use of these competences gives the candidate energy, and ensures a high level of motivation. Do not forget to keep strengthening these competencies through personal development: reflection, self-study, supervision, extra training or coaching. Finally, it should be noted that the candidate can be of great value in the competency-oriented coaching of other people.

TMA Performance Matrix

Well developed



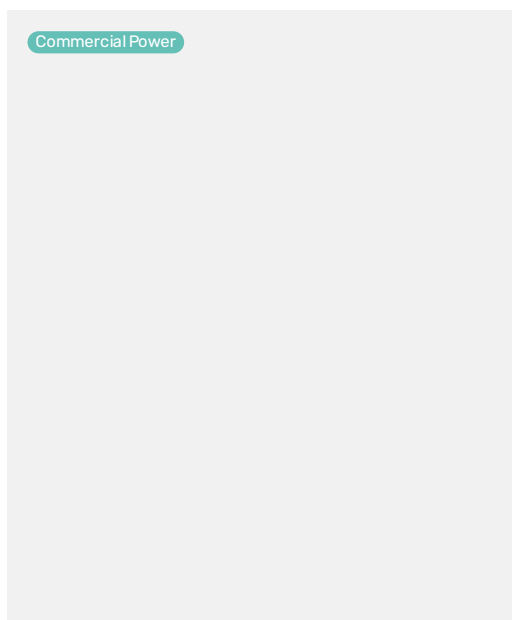
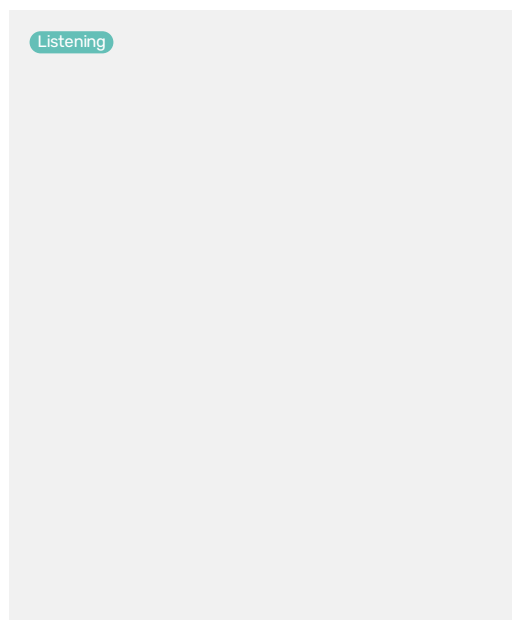
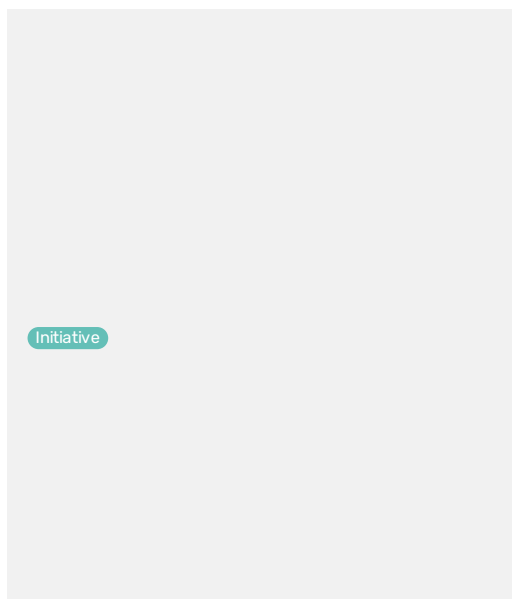
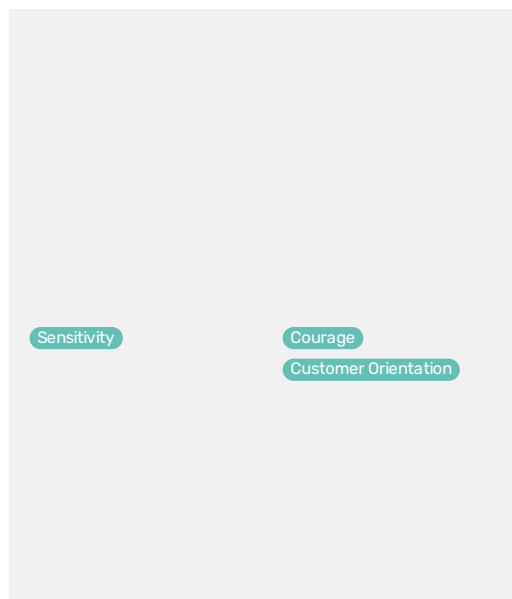
Sufficiently developed



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: Sales manager

Feedback provider(s): Central person

Talent assessment: 19/01/2021 23:42:52

Commercial Power

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

Development activities

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

Coaching advice

- Simulate a role-play situation where a demanding customer asks a vague question and check your candidate's response. Provide feedback afterward. Do they listen well? Do they understand the customer? Do they 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 them. Explain that the two may diverge - which can be to their 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').

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 to say phrases like: 'I think, and 'In my opinion more often.
- Try to think outside the box.
- Analyze someone who is more courageous than you. Observe their behavior, its consequences, and the risks they take.

Coaching advice

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

Initiative

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

Development activities

- Be aware that you may have inhibiting thoughts or beliefs such as: "a leader should always take the initiative" or "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, and write it in your planner to remind yourself of it.
- If you see a problem that needs fixing, surprise your colleagues by taking the initiative, even if it is not expected of you.
- Try to exceed your client's 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 be alert to their team's potential needs (coffee, fresh air, a flip-over, etc).
- Set goals together with your candidate. In what situations would they 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 their initiative. What goes well, and what could be improved? Discuss the results with the candidate.
- Evaluate with your candidate in which situations they find it hard to take the initiative and in which they don't.
- Give your candidate an assignment to consider future opportunities for themselves, the department, products, or services. Which initiatives and responsibilities could they personally take to succeed?

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 illness, 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 them. Ask the candidate to try to get to know these people to view their annoying behavior in light of their qualities and backgrounds. What can they learn from these people?
- Take careful notice of your candidate's body language. Does it correspond with their spoken language?
- Encourage your candidate to ask colleagues to discuss situations with them where they showed a lack of sensitivity. Ask the candidate to reflect on these responses.
- Encourage the candidate to be attentive to events that matter to other people. Encourage them to listen to other people's stories genuinely.

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.

Development activities

- Inform your client of what you are going to do.
- 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 afterward whether they are satisfied with your service.
- Try to exceed your customer's expectations.

Coaching advice

- Simulate a situation in a role play in which a problematic customer files a complaint and see how the candidate reacts. Provide feedback afterward. Is the candidate understanding? Do they listen? Do they try to solve the customer's problem? Do they indicate they will do whatever it takes to prevent the same thing from happening again? Encourage your candidate to realize that the customer makes their organization work and therefore deserves a central position in their mind.
- Make sure that your candidate listens carefully to their customers. Make a remark when they do not listen to you carefully 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 they could improve their service towards clients and discuss these ideas. Ask for specific and concrete improvements.

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 to 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 with 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 notice not only what another person says but also what they signal with their 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 practice their listening skills outside of work as well. Involve family and friends to provide feedback.

Conclusion

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