

LINDELÖW & PARTNERS
Competence based HR processes

PERSONAL ABILITIES

PERSONAL MATURITY Is secure, stable and possesses self-knowledge. Sees relations in their right perspectives, and separates the personal from the professional. Adapts own attitude to the situation.

Is best evaluated based on what the applicant conveys in the interview situation and by the interviewer considering the emotional stability of him/her as well as the applicants ability to see his/her role in different situations and ability to relate to and reflect oneself and event in an adequate manner.

INTEGRITY Has well established and clear values and the ability to conceptualize issues from an ethical perspective. Is guided by ethics and values in critical situations at work.

- What does 'ethics' signify for you with regard to your professional life. Are there any specific ethical issues or considerations you consider important? Describe. What is your view on this / these? Does that in any way affect your actions? Can you give an example?
- Is there other values or ethical aspects that are important to your work? How do you think about these?
- Can you tell me about a situation when your values affected the way you chose to act? What was that about? What did that lead to?
- Can you tell me about another situations when your values caused you to act contrary to what others wanted or expected of you? What was that about? What were the expectations placed on you? What made you act differently? Why did you think it was important in this situation? What were the consequences?
- Have you ever had to risk or sacrifice something in order to uphold either your values or your ethical standards? What was that about? What did that lead to? In hindsight, what is your view on that?
- Have you ever had to compromise with your values or ethical standards? Tell me about that situation? Were there any consequences? In hindsight, how do you think about that?

Note the clarity of thoughts with regard to ethics and values and the ability to move from instrumental into abstract and abstract into instrumental. Assess if the applicant had adjusted his/her actions to ethics and values and if there are real life indications that s/he is willing to make sacrifices to uphold these.

INDEPENDENCE Has the courage to act upon own convictions.

- Have you ever been convinced about something you thought important although others saw it differently? What was that? Why did you think the way you did? What did others think? What did you do? How did it go?
- Have you ever acted on something although your manager thought differently? What was that about? What did you do? What made you act that way? What was the result and what were the consequences?
- Have you ever avoided to act on a conviction, although you thought others wrong? Tell me about that situation? What held you back? What happened? What did you learn? Have you applied that knowledge in any way?

Note if the applicant has acted in accordance with his/her convictions in a manner that goes beyond fulfilling his/her ordinary duties and if the person has showed the courage to act also when something was at stake for him/her personally.

TAKING INITIATIVES Takes initiatives, starts activities and achieves results.

- Are you one to move things forward to make things happen or are you more easygoing? Could you tell me about a situation when you moved things forward to make something happen? What was the situation? What did you do? How did it go?
- Can you tell me about a difficult problem you had to solve? What were the circumstances? What did you do? What was good about the way you handled the situation? Is there something you could have done better?
- Have you ever taken an initiative beyond the ordinary? Tell me about one such situation. How did that work out? What feedback did you get from others?
- Have you ever failed to take action when you should have? What was that about? What made you not take action in that situation? What were the consequences?

Just as with regard to 'personal maturity' this competence can often be assessed in connection with other competencies, but the above mentioned questions may be used to add information when other examples contribute insufficient information. Note the extent to which the applicant describes his/her own initiatives, especially when these go beyond fulfilling the normal expectations placed on him/her. Be careful to note what the applicant does, not what the team does. Evaluate if the initiatives are suitable within the framework of what one seeks to achieve and if they lead to actual results.

AUTONOMOUS Takes responsibility for own task. Structures own ways of tackling problems and pushes own processes through.

- What kind of responsibilities do you have in your work today? How do you handle this? How much would you say you need to check with or ask others in order to be able to move forward? Can you illustrate this with an example?
- Describe a major task or project you have been responsible for? What did that entail? How did you work with that? Did you meet any obstacles? What did you do then? How did it go?
- Have you ever started something you did not finish? What was that? Why did it turn out that way? What control did you have over that? Could you have done anything differently in order to achieve a different result? Why did you not do that?

Note if the applicant assumes or resists responsibility and if there is an assertiveness so that s/he does not need the support from others beyond what seems reasonable considering his/her role. Note also if there are real life indications of an ability to structure and address a task and achieve results, and if so consider the complexity of the task.

FLEXIBLE Adapts easily to changed circumstances. Able to quickly change own views and approach.

- Have you needed to go through any major changes in relation to your work or work situation? How did you feel about that? How did you deal with it? How did that work out?
- Tell me about a change at work you viewed as negative? What was it? Why was it not positive in your view? How did others see it? How did you deal with it?
- Describe a situation when you had to change your view on something or your way of working radically? How did you react? How did you go about making that change? Are you satisfied with the way it worked out?

Note if the applicant has been in situations characterized by substantial change and has been challenged with regard to this competence or if the level of change falls within the range of what has to be expected anywhere. Positive assessment is made when the applicant gives real life examples of successful adjustments and proactive behavior leading to good results as well as the applicant spontaneously expressing a constructive attitude to change.

STABLE Remains calm, stable and controlled when under pressure. Keeps a realistic perspective on the situation and focuses on the right things.

- In what way is your current work stressful? What is it like when it is at its worst? How did you handle it the last time that happened? How did that work out for you?
- Have you ever been in a situation when it felt like everything got messed up at the same time? How did that situation arise? How did you deal with that? Is that typical for you?
- Tell me about when you last had a work overload. How did that affect you? How did you prioritize between different tasks/projects? How did that work out?
- Which is the most pressing/difficult situation you have been in? How did you react? What did you do? How did it work out? What did you learn from that?

Note if the applicant has been in more stressful/pressing situations that what is commonly expected and if this has occurred during briefer or longer periods of time as this can affect energy levels. Positive assessments are made if the applicant gives real life examples of good ability to adjust and proactive behavior that has led to desirable results in situations that may be considered acute or difficult and if the applicant spontaneously expresses a constructive attitude.

FOCUSES ON GOALS AND RESULTS Works to achieve goals and focuses on results. Is directed by goals and results when planning, making priorities and in action. Changes direction when goals are revised.

- Which goals are you currently working to achieve? How were they set? How do you make sure they are achieved?
- Which of your goals is the hardest to achieve? How do you work towards that? Which has been the toughest challenge? How have you worked your way around that? How is it going?
- Have you ever failed to achieve something you had set your mind to? What was it? Why did it not work out? Is there something you should have done but did not do? Why didn't you?
- Have you ever been allocated goals or targets you have considered unrealistic or misdirected? What was it? What was your reasoning? How did you act in that situation? What was the result?

Note the level of the examples here, but also the extent to which this way of thinking permeates the interview and if the applicant spontaneously refers to goals and results. Positive assessments are made if the applicant shows an understanding of the value of measurable goals and allows this to affect his/her approach to work as well as having a history of achieving ambitious goals.

PERFORMANCE ORIENTED Sets high goals and works hard to attain them. Is job focused and actively seeks challenges. The work brings personal satisfaction.

- Tell me about a goal you have set for yourself. Tell me about a goal you have set for your group/unit/organisation (if applicable). Would you consider them conservative or ambitious? Is that typical for you?
- Which is your biggest challenge at work now? In what way are you addressing it? What results have you achieved so far?
- In what way are you trying to develop and learn new things? What are you doing to achieve this? Is there something you would like to develop, but don't? Why is that?
- What would you like to achieve in your work and in your career? What is your time perspective on that? What are you doing to achieve that? What are you sacrificing to achieve that? What are you not prepared to sacrifice? How are you making sure you get the balance right? Has it ever been a problem to strike that balance? What happened? What did you do? How did that work out?

Note how ambitious goals the applicant sets, what time perspective s/he uses and to what extent s/he actively works to achieve set goals. Ambitious goals and a long term perspective merits higher ratings given a reasonable balance or consideration regarding other areas of life. Goals need not be formu-

lated in terms of career, but may also consider results one wishes to achieve and the interviewer should note what are the driving forces (motivators) underpinning the performance orientation.

ENERGETIC Has the ability to work hard and spend time, energy and commitment on the job.

- How many hours did you work last week? Is that typical for you? What do you consider a reasonable work load? Are the demands currently placed on you reasonable?
- Tell me about a situation when you had to do that bit extra? Why was that? What did you have to do to manage? How was that for you?
- Have you ever been in a situation when the work load was simply too demanding? How was it then? Why had that situation arisen? How did it affect you? How was it resolved?

Note if the applicant has been in especially pressing situations and if this has persisted over time as this may effect the applicants energy level. Positive ratings are made if the applicant gives examples of engagement beyond the ordinary during reasonable, but demanding, periods and the applicant expresses a positive attitude to this. Also note how the applicant describes work situations in other contexts, especially if the person expresses a genuine interest and engagement in his/her work.

STAMINA Remains motivated and efficient despite setbacks and disappointments. Works until projects are ended or results achieved.

- Tell me about a disappointment at work? What were you thinking when it happened? How did you (re)act? How did you move on from that?
- Have you ever been questioned or criticized at work? What was that about? Who expressed this to you? What was your response? How did that work out?
- Have you ever lost your motivation at work? What happened? Were there other things affecting you at that time? How did you handle it?
- Have you ever turned a failure into a success? What had happened? How did you address that situation? What was it that made you (re)act in that way? How did that situation evolve?

Positive ratings are made when the applicant can give real life examples of behavior that turns disappointments or challenges into positive outcomes. The rating should be proportional to the size of the challenges, how proactive the applicant has been in order to address them and the results s/he has achieved given the circumstances.

SOCIAL ABILITIES

ABILITY TO CO-OPERATE Works well with other people. Relates to them in a sensitive way. Listens, communicates and solves conflicts constructively.

- In what way do you depend on each other in your work group today? How do you collaborate? How do you feel about this? What role do you take in this group? Why do you think that is? What feedback have you received regarding the way you collaborate/work with others?
- Do you do anything to enhance the relationships in your work group? What is it that you do? What kind of response have you received? Is there something you should be doing, but aren't? Why is that?
- Have you ever been in a situation when a work relationship was not good? What happened? What did you do? How did that work out?
- Have you ever had to work with somebody you found it difficult to work with? Tell me about that situation. What made it difficult? How did you handle it? Can you be specific? How did it go?

Positive ratings are made partly based on the applicants behavior in the interview situation, if the person has a positive and responsive manner, listens, is receptive and is seen as open and accommodating. It is also based on a documented awareness of the nature of relationships at work and on real life,

positive steps the applicant takes to strengthen these as well as on constructive handling of difficulties in relationships.

RELATIONSHIP BUILDING Is outgoing and socially active in professional contexts. Makes new contacts and maintains and strengthens relationships that add to work performance.

- What kind of work relationships do you have beyond your immediate group. How do you maintain them? How does that work for you? Which of them give you the most in return? Which give you the least?
- How do you use your network to reach your goals? Tell me about a specific situation when this happened. What were the circumstances? How did you go about it? How did it work out?
- Tell me about a situation when you had to make new contacts or build a new network at work? Why was that? How did you go about it? Did it work out?
- Have you ever needed to build new relationships/a new network, but found that it was challenging? What made it difficult? What did you do to address that? How did it go?

Positive ratings are based on experiences where this has been an accentuated feature and demanded a proactive behavior which the applicant has upheld and which has led to positive results.

EMPATHY Has the ability to take someone else's perspective or situation without taking over that person's feelings.

- Tell me about a situation when you had to deal with somebody who was going through something difficult? What happened? What was your role? What did you do? How was that for you? What was the result?
- Have you ever met anybody in an acute situation or in emotional distress? What had happened? What did the person do/how did the person behave? What did you do? How did it affect you? What happened then?
- Has somebody told you something that was important to that person, but that was difficult for you to hear? What was that? How did you handle it?

Positive ratings are made partly based on the applicants behavior in the interview situation, if the person is perceived as receptive and has the ability to listen. It is also based in indicators that the person is available and receptive to the needs of others and has an ability to set aside ones own perspective while not losing sight of it.

VERBAL COMMUNICATION Speaks clearly, eloquently and engagingly in meetings one-on-one as well as in small and large groups. Listens, is receptive to the counterpart and adapts to the situation.

- In what kind of situations at work do you make presentations? How many listen to these? Are they internal or external? How do you experience these situations?
- Tell me about a recent presentation of yours. Take me there. What were you trying to achieve? What could you have done better? What response did you get?
- In what kind of situations at work do you need to convince or influence others? Describe when you last managed to convince somebody about something that was important to you. How did you go about that? Is that how you usually act when you try to influence others?
- What feedback do you receive as a listener? Do others come to you to discuss things? Who is it that comes to you? What are the issues/questions they come with? Who is it that do not come to you? What issues/questions is it that they do not come to you with?

Positive ratings are based on how the applicant communicates in the interview situation, above all if s/he is clear, well spoken and engaging to listen to as well as if s/he listens to and communicates with the interviewer in an appropriate manner, adjusts his/her communication to different contexts and has achieved good results when speaking to larger groups.

PEDAGOGICAL ABILITY Has a good understanding of how people learn och individual differences in this respect. Adjusts the message to the recipient.

- What do you consider important when seeking to convey a message or teaching? Is this based on any theories? What kind of experiences do you base this on? To what extent do you consider perspective of the recipient? Can you expand on this? Can you give an example?
- How do you do this when working with a group where individuals differ? Do you have any such experience? Can you describe how you did? How did it go?
- Have you ever met a particular challenge in this area, somebody who was not motivated or found something especially difficult? What was your analysis of the situation or of that person? What did you do? How did that work out?
- Have you ever failed to get through to somebody? What were the circumstances? What different ways did you try? In your own analysis, why did it not work?

Positive ratings are based both on how the applicant communicates in the interview situation and how advanced the examples presented are. Note understanding, insight and awareness of peoples different abilities and needs and the applicants ability to translate this into constructive adjustments.

LOYALTY Expresses a positive attitude towards the job, the business and/or the organisation. Acts in accordance with decisions taken, business plans, goals, policies and guidelines. Brings forth criticism only within the correct contexts or directly with concerned parties or own superior.

- Has there ever been a decision or policy you found it hard to follow? Tell me about that situation. Why was that? What did you do? How did that work out?
- Have you ever felt you needed to pursue something although your manager/superior viewed it differently? What was that about? How did you do it? What did that lead to?
- Have you ever felt you needed to take a fight for something in your working life? What was that? How did you go about it? What happened?

Indications of lack of loyalty can surface at any point in the interview. The interviewer needs to listen carefully and rate spontaneous negative comments, especially when these are not based on facts, unreasonable or do not take into account different perspectives. This does not include negative comments regarding matters where the applicant has noted irregularities or malpractices, but only such comments when they are ill considered, based on self interest or fail to take into account the wider picture. Ratings then need to take into account how the applicant moves forward with a complaint. Positive ratings are based on criticism that is put forward with understanding for the perspectives of others, objectively and in the right context. Negative ratings are made when the applicant expresses criticism in the wrong context, for reasons of self interest or in a one sided manner.

SERVICE MINDED Is calm, attentive and forthcoming. Has an interest, will and ability to help others and strives to deliver solutions.

- In what kind of situations do you need to support or help others? How big is that part of your work? How do you experience those situations?
- Tell me about when somebody last came to you for help. What were the circumstances? What did you do? What was the result?
- Have you ever felt somebody was unreasonable in their request for help or assistance. What situation was that? In what way was it unreasonable? What did you do? How did that work out?
- Has anybody ever been unfriendly or difficult to you in this kind of context? In what way? How did you react? How did that work out?
- Have you ever been irritated or lost your temper when somebody has placed demands on you in this kind of context? Tell me about that occasion. What was that about? What made you

irritated? To what extent did you express that? What did you do? What reaction did you get? What happened after that?

Positive ratings are supported by the applicant viewing it as part of his/her role to give service to others and having a positive attitude to this. This should be confirmed with convincing, real life examples of support and help provided by the applicant and ability to deliver good service and handling difficult individuals without allowing own emotions to be expressed in a manner that undermines the purpose.

CONVINCING Is capable of influencing and convincing others. Can make others change opinion or behavior.

- In what kind of situations at work do you need to convince or influence others? How do you experience these situations? How would you describe your strengths with regard to this? Can you see ways in which you could improve this?
- Tell me about when you last managed to sway somebody's opinion regarding something that was important to you? How did you do it? Is this typical for you?
- When did you last try to influence a group on a certain matter? What was that about? How did you do it? How did it go?
- In what kind of situations are you responsible for negotiating? Tell me about a specific situation - how did you go about it? How did that work out
- Tell me about a situation when you did not get it your way. What was that about? How did you try to sway the discussion? What made it go the other way?

Positive ratings are based on how the applicant communicates and seems convincing in the interview situation and on real life examples of situations where the applicant has influenced or convinced others and achieved positive results. This is further strengthened if the situations have been demanding or if matters where the applicants has managed to sway opinion have been important. Consideration is also made for how appropriate the manner in which the applicant achieves this is, considering the circumstances.

CULTURAL AWARENESS Values diversity and understands how background, culture and group identities affect oneself and others. Has the ability to take this into account when decisions are made and modus operandi chosen.

- To what extent do you have contact with people of a different cultural background in your work today? In other parts of your life? Are you in contact with any sub-cultures? In your life in general? Have you had such contacts earlier? In what way and to what extent? What have you learned from that? In what way has that been useful for your work?
- Tell me about a situation when cultural differences played a part in a work situation. What was that about? What did you do? How did it go?
- Have your experiences within this area affected the way you act? In what way? What is it that you do differently? What effect does that have?
- Have your experiences within this area ever affected a decision you made? What was that about? What was your thinking then? How do you think about it now? Have you been able to apply this insight in any way?
- Have you ever found yourself to be part of the minority or been the stranger in any context? How was the for you? How did you (re)act in that situation? What was the effect of that?

Positive ratings are based on knowledge and awareness of similarities as well as differences, a positive attitude to these, an understanding that differences can enrich and a documented ability to turn this to an advantage.

LEADERSHIP ABILITIES

LEADERSHIP Leads, motivates and authorizes others in order to achieve common goals in an efficient way. Co-ordinates groups and becomes a reference for others. Creates commitment and participation.

- What experiences do you have of co-ordinating the work of others? Leading others? Having managerial responsibilities?
- Can you tell me about a situation when you co-ordinated a group's work? What were the circumstances? How did you go about it? Which was the biggest challenge? How did you address that? What feedback did you receive?
- How do you do to motivate others? Tell me about such a situation. What were the circumstances? What did you do? What was the effect?
- Have you ever had an employee who was underperforming or had other difficulties? How did you realize what was going on? What did you do to address that? How did that work out?
- Have you ever been responsible for a group which was underperforming or had other difficulties? What happened? What did you do to resolve that? How did that work out?
- How do you work to develop others/make others grow? How do you follow up on that? Does it generally work well? Can you tell me about a situation when it did not work so well?

This can be difficult to rate if the applicant lacks leadership experience. In that case the interviewer must allow judgement to be pending and consider the underlying abilities of the applicant as opposed to real life examples. For those with leadership experience positive ratings are based on real life indicators of well considered, responsive, proactive actions that have generated good results.

CLARITY AND DISTINCTIVENESS Communicates in a clear way. Makes sure that information gets through and that expectations are understood by all concerned parties. Reminds and follows up.

- Are there situations when you need to explain complex matters to others? Tell me about such a situation. What were the circumstances? How did you go about doing it? How do you know you got the result you wanted?
- How do you do to make sure your message is received? Can you describe an actual situation? Did it work?
- How do you do to make sure a message is not forgotten? Can you give an example?
- Have you ever worked with somebody when communicating was especially challenging? Tell me about that situation. Why was that? How did you reach the other person? What did you do? Did it work?

Note how the applicant communicates in the interview situation and if s/he is clear in his/her thought and presentation. Positive ratings are based on if the listener experiences a substance and consistency in the communication, if the applicant puts forward a clear message and if the conclusions of the various lines of reasoning are evident. The direct observations must be present, but they are further strengthened if the applicant can give real life examples of situations in which s/he has managed to convey complex messages, made sure they have been received and reminded and followed up in an effective manner.

FINANCIAL AWARENESS Understands and adheres to business-like principles. Focuses on costs, revenue and efficiency from an economic perspective.

- What financial responsibilities do you have in relation to your work today? What experience do you have of thinking commercially? How have you put this thinking into practice?
- Have you found any way to increase revenue? How did you get that idea? Did it work in real life?
- Have you found any new business opportunities? How did you find them? Have you had the opportunity to make reality of them? Do you have other ideas?
- Have you generated any suggestions that help to cut costs? Tell me about these. Did you put them into practice? Did it work out the way you thought?

- Which is the toughest financial challenge you have faced in your working life? What was the background here? How did you address that situation? How did it work out?

Positive ratings are based on understanding of financial and commercial principles outlined by the applicant and real life examples of how these can be translated into practice. This is enhanced by spontaneous comments by the applicant concerning commercial aspects in other parts of the interview. The complexity and magnitude of the examples should be considered. Results on analytical tests or relevant work samples may also play a role here.

STRATEGIC Thinks strategically and has a broad perspective on issues. Sees the long-term significance and wider consequences of things and adapts own decisions accordingly.

- In what way would you say you think strategically about work? Is that about your own work or the organisation as a whole? Can you give an example?
- Has this generated any suggestion from you? How did you get that idea? Have you put that forward? Has it been put into practice/has it been realized? What was the outcome?
- What time perspective do you have when you think about your work? What kind of strategy would you lay out for the future if it was your call?
- What are the most important challenges in your current line of work in the shorter term? In the long term? How do you think they should be addressed?

Positive ratings are based, above all, on the applicant demonstrating an ability to reason about matters with a long term perspective and take into consideration a wide range of factors. This is in some part based on analytical ability, the ability to move between the conceptual and instrumental, and clarity of thought, but it is crucial where the applicant applies this ability and his/her attention. The positive rating is enhanced if the applicant spontaneously expresses this kind of reasoning. Consideration must be made for the extent to which long term thinking has been relevant given the applicants line of business and role, but also take into account that there is always some opportunity to think long term, i.e. regarding ones own professional development. Results on analytical tests and relevant work samples can also play a role here.

JUDGEMENT Makes correct adjustments and priorities. Balances complex information and different kinds of considerations and shows good judgement in statements, actions and decisions.

- Tell me about a situation when you faced a complicated decision and had to make a judgement call? What was that about? What was your reasoning? Did you gather any further information? Did you consult others? What was your reasoning? How did it go?
- Tell me about another situation when you had to make a difficult decision? How did you go about it? What was your thinking here? How did it work out?
- Have you ever made an error of judgement on something you consider important? What was that? What were the circumstances? What was your thinking? What was it that led to the mistaken judgement? With hindsight, what is your thinking on this?

Positive ratings are based on the applicant showing a reflective and analytical approach and evidence that s/he truly applies him/herself. Note if there is real life evidence of good judgements and if there is evidence of erroneous judgements. These examples can come from the answers on the questions above and from the biographical interview, where the latter should not be underestimated or ignored. Results on analytical tests and relevant work samples can also play a role here.

SEES THE BIG PICTURE Shows ability to see the big picture and considers the larger perspective. Understands his/her role, but considers the benefit of the whole organisation when making decisions and in action.

- How would you describe your role? Which are the most important parts of your job? Which are your most important areas of responsibility? Who do you actually work for?

- Are there any situations when considerations regarding your unit/responsibility can be pitched against the organisations as a whole? Can you describe such a situation? What were the circumstances? What was your reasoning? How did you deal with that? How did it work out?
- Have you ever been in a situation when demands placed on your role were at conflict with demands placed on the organisation as a whole? What was that about? What was your thinking? How did you handle the conflict of interests? How did that situation evolve? What is your view on that situation now, with hindsight?
- Have you ever felt that you did not quite manage to safeguard the interests of the organisation you worked for in the best way? Tell me about that situation? Why was that?

Positive ratings are based on convincing examples where the long term needs of the organisation as a whole are prioritized above own or short term interests and a clear understanding of the part one plays in the big picture. Also listen for indirect signs of this in the applicants general orientation, where s/he spontaneously allocates his/her attention and awareness of this as expressed when discussing other issues.

RESOLUTE Takes rapid decisions and acts upon them, despite limited information or difficult circumstances. Shows good judgement under pressure.

- What kind of decisions do you make in your work today? Are they decisions you make fast or do you generally have time to consider them carefully?
- Can you tell me about a decision when you had to make a quick decision without having the full picture? What was that about? How did you go about making that decision? Did it work out well?
- Can you tell me about a situation when you had a more crucial decision to make. What was that about? How did you make that decision? How did that work out?
- Have you ever made a decision that did not turn out as well as you had hoped? How had you come to that decision? What did that result in? With hindsight, what is your thinking on that now?

Here the interviewer must consider the complexity and time pressure in the decision making, as well as potentially considering examples of decision making that surfaced in the biographical interview. Positive ratings are made when there are real life examples of the applicants ability to make decisions also with regard to more crucial matters when information is limited, balancing risks and generally achieving good results. Results on analytical tests and relevant work samples can also play a role here.

INTELLECTUAL ABILITIES

STRUCTURED Plans, organizes and prioritizes the workload in an efficient way. Sets up and keeps time-frames.

- In what way do you need to plan and organize as part of your work today? How do you go about doing that? Do you think it works well? Can you tell me about an occasion when it really worked.
- Tell me about a situation when you had an awful lot to do? How did you deal with that? How did it go?
- What kind of deadlines do you work against? Is it always possible to keep them? Can you tell me about an occasion when it was not possible? What happened? How did it work out in the end?

- Has it ever happened to you that your planning went out the window? Why was that? How did that situation get resolved?

Ratings can often be made both on direct and indirect observations, where positive ratings are based on a well balanced planning, order and method that that works also under pressure and the applicant demonstrates a god ability to prioritize. Results on relevant work samples can also play a role here.

QUALITY CONSCIOUS Is thorough and well aware of goals and standards of quality. Sets great importance upon these goals and standards being met.

- What does ‘maintaining quality’ mean to you in your work? How do you go about ensuring it? What is it you have to do to make sure quality standards are upheld?
- Can you tell me about a situation when it was difficult to uphold quality? Why was that? How did you work it out?
- Have you ever had to compromise with quality in order to keep a deadline? Why had that situation arisen? How did you handle it? How did it go? What did you learn from that?

Assess if the person has an understanding of quality consciousness, makes this a priority and if there are real life examples that this affects the manner in which s/he conducts his/er work with a task appropriate balance between time and quality. Results on analytical tests and relevant work samples can also play a role here.

CREATIVE Often comes up with ideas and new approaches to work-related issues. Has an innovative way of thinking which can be put into practice and which leads to results.

- In what contexts can you generate new ideas or solutions? Can you tell me about a specific situation? How did you get that idea? Did it work out?
- Tell me about a situation when you had a really good idea? In what way was this new? Have you had the opportunity to realize it?
- Tell me about a situation when you questioned or challenged something which was commonly accepted? What was that about? What was your thinking? Where did that come from? What was the result?

Positive ratings are only based on real life examples of ideas the applicant has generated him/herself, or clearly contributed to, that have led to actual results. Results on analytical tests and relevant work samples can also play a role here.

SPECIALIZED KNOWLEDGE Understands the specialized aspects of the work particularly well. Continually maintains the specialized knowledge. Is a resource of knowledge for others.

- Describe your professional expertise in your own words. Would you say this is a normal part of you profession or is there anything that stands out? What kind of problems does this knowledge help you adress?
- How do you do to keep up with developments in your area? Is that enough? Are there other things you could do to expand your professional expertise?
- Do others come to you for help or advice? What is that usually about? Can you give an example? Could you answer their question? What do you do when you do not know the answer?

Positive ratings are made when the applicant attaches greater importance to his/er professional expertise than most and this has led to having more knowledge to offer others, or when there are indications that others use him/er to obtain knowledge/expertise.

PROBLEM SOLVING ANALYTICAL ABILITY Works well with complex issues. Analyzes and breaks down problems to its components and solves complicated problems.

- What type of information do you need to analyze in your current work situation? What kind of decisions may your analyzes lead to?
- When did you last need to analyze a large/complex amount of information/data? What was that regarding? How did you go about it?
- What is the most complex problem you have been tackling recently? How do you go about trying to reach a decision? Where do you gather information? What analyzes are you making?
- What do you see as your strength in terms of problem solving? Can you give an example? What is your weak spot/limitation? Can you give an example?

Positive ratings are based on the applicants demonstrated ability to handle complex matters and finding solutions, also when the challenges have been considerable. Results on analytical tests and relevant work samples can also play a role here.

NUMERICAL ANALYTICAL ABILITY Understands numerical problems. Solves numerical tasks in a quick and correct way.

Is best assessed using work samples or analytical tests focusing on numerical analytical ability.

LINGUISTIC ANALYTICAL ABILITY Understands complicated linguistic information, both spoken and written. Produces own documents of high quality.

Is best assessed using work samples or analytical tests focusing on linguistic analytical ability.