

Master Competency Framework

*Behavioural framework for
recruitment and development*

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MASTERS COMPETENCY FRAMEWORK TO SUPPORT YOUR INTERVIEW

The Masters Competency Framework consists of several competencies or behaviors correlated with the so-called five-factor model or Big 5, which is the most researched personality theory and the basis for many reputable personality tests today. Masters' personality test OPTO is based on Big 5 and includes the measurement areas of the framework. It can be advantageously completed by your candidates before your interview to provide additional information about compliance with requirements.

PURPOSE

The purpose of the framework is to structure your interviews around personal and soft skills that are important for the role, also known as "soft skills." You select questions that measure these competencies and that can be asked to all candidates in a recruitment process you choose to interview. The answers you receive during the interview, along with the candidate's test results, provide you with additional information and a basis for assessment that is relevant to the requirements.

HOW TO DO IT?

- ⇒ Select three or four of the 8 dimensions that you consider important for the role on the next page.
- ⇒ Go to the relevant dimension page and choose questions to ask all candidates in the same recruitment process.
- ⇒ "Evaluate" the compliance with requirements for your candidates. Use the last page of the framework to compile your assessment.

WHAT WILL BE THE RESULT?

The result of your assessment becomes requirement-specific and competency-based. Note that you should focus on how the candidate matches the requirements and not whether "Ahmed feels better than Justina." The higher the matching degree, the more qualified for the role. For example, if it is desirable to have a high degree of Influence, choose questions from page 5 and listen to how the candidate reasons. Determine if the answers correspond to the set requirements. If a candidate is perceived to have too low a degree of influence in relation to the requirements, they receive a lower score than the candidate perceived to meet the set requirements.

Subsequent assessments can be made in terms of how the candidate matches the company, the team, or other important parameters.

COMPETENCIES — OVERVIEW

On the following pages, you will find behavioural descriptions and questions regarding the aspects that constitute each dimension.



INFLUENCE (page 5)

Consists of the aspects of Assertiveness, Communication, and Confidence. A high degree of Influence means taking the lead, communicating convincingly, and having good confidence in all types of social situations.



RESILIENCE (page 6)

Consists of Stability and Stress management. A high degree of Resilience means keeping a cool head in all situations and being able to easily handle pressure.



COOPERATION (page 7)

Consists of the aspects of Altruism, Networking, and Trust. A high degree of Cooperation means supporting others, enjoying socializing, and showing a high level of trust in others.



EFFICIENCY (page 8)

Consists of the aspects of Drive, Goal orientation, and Industriousness. A high degree of Efficiency means being driven and striving towards goals with a high level of self-discipline.



DELIVERY (page 9)

Consists of the aspects of Structure and Quality assurance. A high degree of Delivery means having order and organization in one's work and focusing extensively on details and quality.



COMPLIANCE (page 10)

Consists of the aspects of Dutifulness and Sincerity. A high degree of Compliance means showing a strong sense of responsibility and being honest and genuine.



AGILITY (page 11)

Consists of the aspects of Intellect and Problem-solving. A high degree of Agility means being open to new work methods and approaches, believing in one's ability to learn quickly, and tackling complex tasks effectively.



INNOVATION (page 12)

Consists of the aspects of Adaptability, Ingenuity, and Risk-taking. A high degree of Innovation means being open to change, generating ideas, and being daring.



INFLUENCE

Assertiveness – measures the degree of decisiveness. A high degree indicates that one acts very actively during meetings, expresses opinions, even if others disagree, and persuades others.

Tell me about a situation where you needed to persuade someone about something important to you.

What was the situation, and what did you do?

How did you perceive the outcome?

Share an instance when you chose to express your opinions even when you knew others wouldn't agree.

Describe the situation and your actions.

Can you provide an example of a situation where you let others take control of the meeting?

Describe the situation, and how did you handle it?

Can you give an example of a situation where you took control of a meeting?

Describe the situation and your actions.

Communication – measures the degree of expressiveness. A high degree indicates a willingness to initiate conversations with others regardless of the situation, speaks in a captivating manner.

What do you do to initiate dialogue with new people you meet?

Can you provide an example of such a situation?

Describe the situation, and what did you do?

Are there situations where you act more reserved?

Can you provide an example of such a situation?

How was the situation, and what did you do?

Confidence – measures the degree of self-assurance. A high degree indicates a preference for being in the spotlight and feeling confident in all types of social situations.

How do you feel about being in the center of others' attention?

Have you ever actively sought such a situation? Please provide an example.

How was the situation, and what did you do?

How do you feel about not getting attention from others?

Have you ever found yourself in such a situation? Please provide an example.

How was the situation, and what did you do?



RESILIENCE

Stability measures the degree to which one maintains composure. A high degree indicates the ability to keep a cool head, ensuring that others do not perceive one's frustration.

What frustrates you at work?

When was the last time you experienced it?

How was the situation? What did you do?

How do you think others reacted to your behavior?

What did others notice?

Stress Management measures how high-pressure situations are handled. A high degree indicates the ability to easily set aside the feeling of stress to focus on work in challenging situations.

Tell me about a time when you experienced stress at work.

Describe a situation where something unexpected happened, making your work situation feel stressful.

How was the situation? What did you do?

What did others notice?



COOPERATION

Altruism – measures the degree to which one is supportive. A high degree means that one gains energy from supporting others and shows great consideration towards others.

How do you view helping your colleagues at work?

Can you provide an example of a situation when you assisted a colleague?

Describe the situation. What did you do?

*What was the outcome?**

Networking – measures how one cultivates relationships. A high degree implies being very social and sociable. Actively seeks social settings to socialize.

Who do you socialize with in the workplace?

In what situations do you find it valuable to seek contact with others?

When do you not find it valuable?

Can you provide an example of when you initiated contact?

How was the situation?

What did you do?

Trust – measures belief in the honesty in others. A high degree means believing well of others and considering that everyone has good intentions.

What is required for you to be able to trust new people you are going to work with?

Can you describe a colleague in whom you have had a great deal of trust?

What did they do?

Can you describe a situation when you lost trust in a colleague?

How was the situation, and what did you do?



EFFICIENCY

Drive – measures commitment to ensuring progression. A high degree implies being very driven, both in one's own work and in pushing others.

Tell me about a schedule or plan you created to achieve specific goals.

What happened during the course of the work?

How did you maintain the plan?

What did you do when there was a risk of deviating from the plan?

Goal orientation – measures focus on achieving results. A high degree means setting one's own, very ambitious goals for work and working purposefully to achieve them.

What goals are you working on in your job?

What do you do to achieve them?

Which objectives do you find particularly motivating?

Which goals do you find it challenging to find motivation to work towards?

Industriousness - measures diligence and self-discipline. A high degree means focusing entirely on one's own tasks, not allowing distractions in the environment, and completing tasks thoroughly.

How do you handle when new tasks come in, even though you have important tasks that you need to complete?

Can you provide an example?

What was the result, and what did you do?

What can make you lose focus at work?

Can you give an example of when it happened?

What was the result, and what did you do?



DELIVERY

Structure – measures the degree to which someone is organised. A high degree means being very organized, keeping things in order, following guidelines, and ensuring that others do the same.

*Describe how you create order and organization in your work.
Please provide examples.*

*How do you feel if there is disorder around you?
What do you do?
How do others perceive your organization in work?*

Quality assurance – measures thoroughness and attention to details. A high degree means considering details to be very important and striving for perfection.

*What do you do to ensure high quality in your work?
Please provide an example of a task that you personally felt had high quality.
What did you do? How did others perceive your work?*



COMPLIANCE

Dutifulness – measures the degree to which one does what is expected. A high degree means demonstrating an exceptionally strong sense of responsibility, both for one's own tasks and those of others. Always aims to exceed others' expectations.

Tell me about a situation when you took responsibility.

What did you do? What was the result?

How did others perceive your sense of responsibility?

Sincerity – measures the degree to which one is genuine and honest. A high degree means always being honest and putting effort into being a reliable and genuine person.

Tell me about a situation when you were honest and sincere.

How was the situation? What was the result?

How was the information received by others?

How do you react to other's dishonesty or lack of honesty?

Can you provide an example of a situation where you met someone who was dishonest.

What was your reaction?

What did you do?

AGILITY

Intellect– measures openness to new knowledge. A high degree means always being curious about new knowledge, methods, and approaches.

How do you view change in the workplace?

Can you give an example of a situation when you needed to make a change?

How was the situation? What did you do?

What was the result of the change?

Problem solving– measures belief in one's ability to work with complexity. A high degree means actively seeking complex tasks and having strong confidence in one's ability to learn quickly.

What is your opinion on tasks that require a bit more thought and problem-solving?

Tell me about a problem you have solved.

How did you approach it?

What was the result?

INNOVATION

Adaptability– measures adjustment to change. A high degree means welcoming change and adapting very easily to new methods and approaches.

*Tell me about a significant change in the workplace for you.
What happened? What did you do?
How did others handle the change?*

Ingenuity– measures the degree to which one has original ideas. A high degree means constantly challenging, coming up with many transformative ideas and new ways of thinking.

*Tell me about an idea or suggestion for change that you have proposed in your workplace.
How did you go about it?
What was the result?*

Risk-taking – measures the desire to be enterprising. A high degree means being driven to take risks and willingly plunging into the unknown. May be perceived as adventurous.

*Describe a risk you have taken in your work.
How was the situation, what did you do?
What was the result?*

COMPILATION OF REQUIREMENTS

Note initials for each Candidate, as well as the 3-4 selected competencies that you have chosen to assess. Evaluate and score the fulfillment of requirements for each competency on a scale of 1=low, 2=ok, and 3=high. You can, of course, choose a different scoring system; the purpose is to focus on the fulfillment of requirements and structure your information.

REQUIREMENT FULFILLMENT	Candidate:	Candidate:	Candidate:	Candidate:
Competency:				
Competency:				
Competency:				
Competency:				
Summary				

EXAMPLE

REQUIREMENT FULFILLMENT	<i>Candidate: AA</i>	<i>Candidate: BB</i>	<i>Candidate: CC</i>	<i>Candidate: DD</i>
<i>Competency: Influence</i>	1	3	1	3
<i>Competency: Cooperation</i>	2	3	1	2
<i>Competency: Efficiency</i>	3	2	1	2
<i>Competency: Innovation</i>	2	2	2	3
Summary	8	10	5	10