

# Coordinator

FF02 Operational and team management · ISCO-08 121 · CBS 0521 Managers in Business and Administrative Services · seniority medior · Also known as: Work Coordinator, Team Coordinator

Distributes and aligns work within a team without hierarchical authority, keeps planning and agreements on track, and flags bottlenecks to the manager.

The coordinator is usually the most experienced professional in the team and keeps the work process running, but does not appraise people or manage a budget. That is exactly where the role differs from a team leader, since appraisal, absence and staffing stay with the manager. Selection often assumes a management role, while this function calls for influence without authority, which requires different conversational skills than directing.

## Key figures for this profile

24 skills · 4 competencies to measure · 4 knockout skills · centre of gravity: Leadership and organising 45%, Collaboration and interpersonal effectiveness 29%, Business operations, commerce and entrepreneurship 12%

## 1 Competencies to measure

These are the behavioural and ability constructs in this profile. Each one shows which hrmforce questionnaire measures it.

| Competencies to measure                                             | Target level                                                                                  | hrmforce instrument                                  | Assessment method            | Behavioural anchor at target level                                                                                           |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>assertiveness</b><br>Competency (50-framework):<br>Assertiveness |  <b>N3</b> | Big Fifty,<br>Colour Profile (Jung),<br>360 Feedback | Personality<br>questionnaire | Raises a dissenting<br>opinion in a team meeting,<br>substantiates it and holds<br>position when others raise<br>objections. |

| Competencies to measure                                                                                 | Target level                                                                      | hrmforce instrument                       | Assessment method          | Behavioural anchor at target level                                                                                             |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Managing workload pressure</b><br>Competency (50-framework):<br>Stress resilience                    |  | Big Fifty, Competency Check, Pulse Survey | Structured interview       | Cuts or shifts tasks independently when busy on the basis of importance, records this and discusses consequences with clients. |
| <b>Safety awareness</b><br>Competency (50-framework):<br>Discipline                                     |  | Big Fifty, Competency Check               | Situational Judgement Test | Recognises unsafe situations in own process, intervenes and addresses colleagues without bringing the work to a halt.          |
| <b>Directing and steering people</b><br>Competency (50-framework):<br>Management<br><div>Knockout</div> |  | Big Fifty, Competency Check, 360 Feedback | Assessment centre          | Gives a colleague a concrete assignment with expected result and timing and checks whether the assignment is understood.       |

## 2 Full skill profile

Every skill in this profile, sorted by weight. The behavioural anchor under each skill belongs to the target level.

| T | Skill                                                                                                                                                      | Target level                                                                           | Weight | Knockout | Assessment method    | hrmforce instrument                              |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------|----------|----------------------|--------------------------------------------------|
| V | aligning and coordinating<br>Organises consultation between the parties in a shared process, records agreements and actively tracks whether these are met. |  N4   | 5      | no       | Assessment centre    | Competency Check, 360 Feedback                   |
| V | Planning and organising<br>Plans the work of the team for several weeks, distributes tasks and reshuffles on disruptions without missing deadlines.        |  N4   | 5      | yes      | Work sample test     | Competency Check, 360 Feedback, Work sample test |
| V | Monitoring progress<br>Holds fixed progress reviews with the team, compares plan with actuals and intervenes when deviations appear.                       |  N4 | 4      | no       | Structured interview | Competency Check, 360 Feedback                   |
| V | conflict handling<br>Brings parties together, separates positions from interests and records the resulting agreement and its follow-up in writing.         |  N3 | 4      | yes      | Assessment centre    | Conflict Styles, Big Fifty, 360 Feedback         |

| T | Skill                                                                                                                                                                        | Target level                                                                           | Weight | Knockout | Assessment method         | hrmforce instrument                                |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------|----------|---------------------------|----------------------------------------------------|
| V | <b>giving feedback</b><br>Discusses unwanted behaviour with the person concerned, describes fact, effect and request, and agrees on a follow-up.                             |  N3   | 4      | no       | Assessment centre         | 360 Feedback, Communication Styles                 |
| G | <b>assertiveness</b><br>Raises a dissenting opinion in a team meeting, substantiates it and holds position when others raise objections.                                     |  N3   | 4      | no       | Personality questionnaire | Big Fifty, Colour Profile (Jung), 360 Feedback     |
| V | <b>holding others to agreements</b><br>Also addresses colleagues outside own team about agreements, names the consequence and follows up on the new agreement.               |  N3   | 4      | yes      | Assessment centre         | 360 Feedback, Competency Check                     |
| V | <b>Translating direction into goals</b><br>Translates department goals into measurable result agreements per team member and records how and when progress will be measured. |  N3 | 4      | no       | Structured interview      | Competency Check, 360 Feedback, Development Review |
| V | <b>Delegating</b><br>Chooses per task who is able and allowed, agrees decision space and leaves the execution with the other person.                                         |  N3 | 4      | no       | Assessment centre         | Competency Check, 360 Feedback, Big Fifty          |

| T | Skill                                                                                                                                                                  | Target level                                                                           | Weight | Knockout | Assessment method    | hrmforce instrument                                |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------|----------|----------------------|----------------------------------------------------|
| V | <b>Coaching</b><br>Holds coaching conversations with open questions, names patterns in behaviour and lets the other person formulate a learning goal.                  |  N3   | 4      | no       | Simulation           | Competency Check, 360 Feedback, Development Review |
| V | <b>Capacity and resource planning</b><br>Calculates required hours and qualifications per period, makes a staffing plan and substantiates requests for extra capacity. |  N3   | 4      | no       | Work sample test     | Work sample test, Knowledge test (client-specific) |
| V | <b>Continuous improvement</b><br>Organises short improvement cycles in the team, measures the effect of a change and secures what works in the work instruction.       |  N3 | 4      | no       | Work sample test     | Competency Check, Pulse Survey                     |
| V | <b>Planning of operational processes</b><br>Makes the weekly planning for a team, takes peak load and absence into account and replans when disruptions occur.         |  N3 | 4      | no       | Work sample test     | Work sample test, Competency Check                 |
| V | <b>Expectation management</b><br>Records at the start what falls outside the assignment and discusses deviations with the client before they become visible.           |  N3 | 3      | no       | Structured interview | Competency Check, Structured interview             |

| T | Skill                                                                                                                                                                                  | Target level                                                                           | Weight | Knockout | Assessment method    | hrmforce instrument                                |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------|----------|----------------------|----------------------------------------------------|
| V | <p>promoting psychological safety</p> <p>Explicitly asks the team for doubt and dissent, names own mistakes and reports back what was done with signals raised.</p>                    |  N3   | 3      | no       | 360-degree feedback  | Pulse Survey, 360 Feedback                         |
| V | <p>Team development</p> <p>Discusses roles and irritations in the team, makes working agreements and evaluates them after an agreed period.</p>                                        |  N3   | 3      | no       | Assessment centre    | 360 Feedback, Pulse Survey, Colour Profile (Jung)  |
| G | <p>Managing workload pressure</p> <p>Cuts or shifts tasks independently when busy on the basis of importance, records this and discusses consequences with clients.</p>                |  N3   | 3      | no       | Structured interview | Big Fifty, Competency Check, Pulse Survey          |
| V | <p>Applying a quality management system</p> <p>Carries out internal audits on a process, names the cause of deviations and follows improvement measures through.</p>                   |  N3 | 3      | no       | Work sample test     | Knowledge test (client-specific), Work sample test |
| V | <p>Managing service levels and performance indicators</p> <p>Draws up indicators and standards for a service, reports per period and carries out improvement actions on deviation.</p> |  N3 | 3      | no       | Work sample test     | Work sample test, Competency Check                 |

| T | Skill                                                                                                                                                               | Target level                                                                           | Weight | Knockout | Assessment method          | hrmforce instrument                       |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------|----------|----------------------------|-------------------------------------------|
| G | <b>Safety awareness</b><br>Recognises unsafe situations in own process, intervenes and addresses colleagues without bringing the work to a halt.                    |  N3   | 3      | no       | Situational Judgement Test | Big Fifty, Competency Check               |
| G | <b>Directing and steering people</b><br>Gives a colleague a concrete assignment with expected result and timing and checks whether the assignment is understood.    |  N2   | 3      | yes      | Assessment centre          | Big Fifty, Competency Check, 360 Feedback |
| V | <b>Strategic thinking</b><br>Collects data on market and competitors on request and summarises the main developments for the manager.                               |  N2  | 2      | no       | Assessment centre          | Ability Scan, Competency Check            |
| V | <b>Reporting and dashboard building</b><br>Fills an existing dashboard or report template with current figures and checks the display for errors.                   |  N2 | 2      | no       | Work sample test           | Work sample test, Portfolio               |
| T | <b>Using collaboration platforms</b><br>Sets up channels, task boards and permissions for a team and addresses colleagues on agreements about online collaboration. |  N3 | 1      | no       | Work sample test           | Work sample test, 360 Feedback            |

### 3 Levels per seniority

The same profile with the job family seniority adjustment applied. Target levels are clamped to 1 to 5.

| Skill                                              | junior | medior | senior |
|----------------------------------------------------|--------|--------|--------|
| aligning and coordinating                          | N3     | N4     | N5     |
| Planning and organising                            | N4     | N4     | N4     |
| Monitoring progress                                | N3     | N4     | N5     |
| conflict handling                                  | N2     | N3     | N4     |
| giving feedback                                    | N2     | N3     | N4     |
| assertiveness                                      | N2     | N3     | N4     |
| holding others to agreements                       | N2     | N3     | N4     |
| Translating direction into goals                   | N2     | N3     | N4     |
| Delegating                                         | N2     | N3     | N4     |
| Coaching                                           | N2     | N3     | N4     |
| Capacity and resource planning                     | N2     | N3     | N4     |
| Continuous improvement                             | N2     | N3     | N4     |
| Planning of operational processes                  | N2     | N3     | N4     |
| Expectation management                             | N2     | N3     | N4     |
| promoting psychological safety                     | N2     | N3     | N4     |
| Team development                                   | N2     | N3     | N4     |
| Managing workload pressure                         | N2     | N3     | N4     |
| Applying a quality management system               | N2     | N3     | N4     |
| Managing service levels and performance indicators | N2     | N3     | N4     |
| Safety awareness                                   | N2     | N3     | N4     |
| Directing and steering people                      | N2     | N2     | N2     |
| Strategic thinking                                 | N1     | N2     | N3     |
| Reporting and dashboard building                   | N1     | N2     | N3     |

| Skill                         | junior | medior | senior |
|-------------------------------|--------|--------|--------|
| Using collaboration platforms | N2     | N3     | N4     |

## 4 The proficiency scale

| Level     | Label             | Autonomy                                        | Complexity                                 | Scope                                   | Depth of knowledge                           |
|-----------|-------------------|-------------------------------------------------|--------------------------------------------|-----------------------------------------|----------------------------------------------|
| <b>N1</b> | <b>Guided</b>     | works under supervision and follows instruction | routine, one variable at a time            | own task                                | basic understanding of terminology           |
| <b>N2</b> | <b>Applying</b>   | works independently within set frameworks       | familiar situations with limited variation | own role                                | working knowledge, applies standard approach |
| <b>N3</b> | <b>Proficient</b> | sets own approach and seeks input proactively   | several variables, some ambiguity          | own team or process                     | thorough knowledge, weighs alternatives      |
| <b>N4</b> | <b>Advanced</b>   | directs others and decides on the approach      | complex, with conflicting interests        | several teams or a department           | in-depth knowledge, advises others           |
| <b>N5</b> | <b>Leading</b>    | sets the standard and the policy                | strategic, under high uncertainty          | organisation, value chain or profession | authority, advances the profession           |

## 5 Behavioural anchors per skill

Anchors sit at N1, N3 and N5. N2 and N4 are deliberately not anchored: raters interpolate between them, following the O\*NET convention.

| Skill                                                                                                                                                                               | N1                                                                                             | N3                                                                                                                            | N5                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>aligning and coordinating</b><br>Aligning the activities of different people and groups in timing, sequence and content so that duplicated work and delays are prevented.        | Aligns own activities with one direct colleague and confirms who picks up which task and when. | Organises consultation between the parties in a shared process, records agreements and actively tracks whether these are met. | Sets up the coordination structure between departments or chain partners and decides which meetings, roles and information flows the organisation uses as standard. |
| <b>Planning and organising</b><br>Placing activities, people and resources in time, setting priorities and arranging dependencies so that agreed results are delivered on schedule. | Makes a daily or weekly schedule for own tasks and sticks to the agreed order and times.       | Plans the work of the team for several weeks, distributes tasks and reshuffles on disruptions without missing deadlines.      | Sets the planning system for the organisation, links annual plan, capacity and budget and decides on conflicting claims.                                            |

| Skill                                                                                                                                                                          | N1                                                                                              | N3                                                                                                                            | N5                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Monitoring progress</b><br>Tracking agreements and workflows, measuring in between whether results are on schedule and adjusting in time on the basis of facts and signals. | Keeps a list of own tasks and reports to the manager when an agreement threatens to slip.       | Holds fixed progress reviews with the team, compares plan with actuals and intervenes when deviations appear.                 | Designs the progress and reporting structure for the whole organisation and determines which indicators are tracked at each level.             |
| <b>conflict handling</b><br>Naming a difference of interest or opinion, clarifying the positions of those involved and reaching a workable agreement with them.                | Reports a conflict to own manager and describes factually what happened and what was said.      | Brings parties together, separates positions from interests and records the resulting agreement and its follow-up in writing. | Mediates conflicts with high stakes between departments or partners and establishes organisational policy for resolving conflict.              |
| <b>giving feedback</b><br>Naming concrete behaviour and its effect to another person, with a request or proposal, at a moment and in a way that keeps dialogue possible.       | States after a shared task what a colleague did well and gives a concrete example with it.      | Discusses unwanted behaviour with the person concerned, describes fact, effect and request, and agrees on a follow-up.        | Introduces feedback as a working method across several teams, trains managers in it and monitors whether unwanted behaviour is raised earlier. |
| <b>assertiveness</b><br>Stating own opinion, wish or limit clearly in the presence of others, without overruling the other party and without avoiding the issue.               | States in a conversation with one person what is needed to complete own work.                   | Raises a dissenting opinion in a team meeting, substantiates it and holds position when others raise objections.              | Voices an unpopular position in senior forums, supports it with facts and remains open to counterargument from those present.                  |
| <b>holding others to agreements</b><br>Approaching others when agreements or standards are not met, naming the gap and recording a new agreement together with them.           | Addresses a direct colleague about an agreement that was not met and asks when it will be done. | Also addresses colleagues outside own team about agreements, names the consequence and follows up on the new agreement.       | Addresses executives and partners on compliance with agreements and anchors that practice in the organisation's way of working.                |

| Skill                                                                                                                                                                                                | N1                                                                                                  | N3                                                                                                                                 | N5                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Translating direction into goals</b><br>Converting strategy and vision into concrete, measurable goals and result agreements for teams and employees, with a clear ordering in time and priority. | Turns a given team goal into own tasks with a deadline and discusses this with the manager.         | Translates department goals into measurable result agreements per team member and records how and when progress will be measured.  | Builds an organisation wide goal structure in which strategy, annual plans and team agreements align, and sets the measurement standards.      |
| <b>Delegating</b><br>Transferring tasks and authority to the right person with clear agreements on result, room and feedback, without taking the work back over.                                     | Hands a clearly bounded task to a colleague and explains which result and which deadline apply.     | Chooses per task who is able and allowed, agrees decision space and leaves the execution with the other person.                    | Defines which authorities belong at which organisational level and ensures mandates are used consistently across units.                        |
| <b>Coaching</b><br>Helping employees reflect on their own behaviour and choices through questions, mirroring and feedback, so they take a next step in their work themselves.                        | Asks a colleague after a job what went well and what they would do differently next time.           | Holds coaching conversations with open questions, names patterns in behaviour and lets the other person formulate a learning goal. | Trains managers in coaching behaviour, guides peer supervision groups and determines how coaching is deployed across the organisation.         |
| <b>Capacity and resource planning</b><br>Matching available hours, qualifications and resources against expected workload and distributing staffing so that peaks and shortages remain manageable.   | Fills in the staffing list according to the roster and reports gaps in the planning to the planner. | Calculates required hours and qualifications per period, makes a staffing plan and substantiates requests for extra capacity.      | Develops the capacity model for the whole organisation, links it to demand forecasts and decides on structural use of flexible capacity.       |
| <b>Continuous improvement</b><br>Finding, testing, measuring and sustaining small improvements in daily work, together with the people who carry out that work.                                      | Brings improvement ideas to the work meeting and tries out a proposed small change in own work.     | Organises short improvement cycles in the team, measures the effect of a change and secures what works in the work instruction.    | Embeds continuous improvement as a way of working across the organisation, trains improvement coaches and reports gains to the executive team. |

| Skill                                                                                                                                                                                                 | N1                                                                                                            | N3                                                                                                                             | N5                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Planning of operational processes</b><br>Distributes work, people and resources over time so that the required output or service is achieved with the available capacity.                          | Fills in the daily roster following the fixed planning rules and reports staffing bottlenecks to the planner. | Makes the weekly planning for a team, takes peak load and absence into account and replans when disruptions occur.             | Determines the planning model for several departments and decides on capacity expansion or outsourcing of work.                                  |
| <b>Expectation management</b><br>Making clear in advance what the client will and will not get and when, and reporting in time as soon as that promise becomes unrealistic.                           | States the delivery time and conditions as recorded and reports any delay immediately to own manager.         | Records at the start what falls outside the assignment and discusses deviations with the client before they become visible.    | Sets service level agreements for the organisation, weighs feasibility against commercial interest and accounts for deviations to major clients. |
| <b>promoting psychological safety</b><br>Acting so that others can voice mistakes, doubt and criticism without disadvantage, by keeping own reactions predictable and following up on what is raised. | Responds calmly when a colleague reports a mistake and thanks that person for raising it.                     | Explicitly asks the team for doubt and dissent, names own mistakes and reports back what was done with signals raised.         | Measures across the organisation whether people feel safe to speak up and steers leadership behaviour on those outcomes.                         |
| <b>Team development</b><br>Turning a group into a collaborating team by discussing roles, mutual expectations and working agreements and by addressing tensions in the collaboration.                 | Takes active part in team agreements and names in the team meeting what would make collaboration easier.      | Discusses roles and irritations in the team, makes working agreements and evaluates them after an agreed period.               | Develops the collaboration standard between teams and departments and guides managers through deadlocked cooperation across the organisation.    |
| <b>Managing workload pressure</b><br>Keeps an overview when the volume of work rises, chooses what goes ahead and what does not, and puts the consequences to stakeholders.                           | Tells the supervisor that the work does not fit the available time and follows the choice that is made.       | Cuts or shifts tasks independently when busy on the basis of importance, records this and discusses consequences with clients. | Redistributes work and capacity across departments in cases of structural overload and sets norms for sustainable workload distribution.         |

| Skill                                                                                                                                                                                                   | N1                                                                                                                       | N3                                                                                                                          | N5                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Applying a quality management system</b><br>Works according to documented procedures and standards, records deviations and carries out improvement and audit actions within the quality system.      | Follows the prescribed procedure in the own work and records a deviation in the reporting system.                        | Carries out internal audits on a process, names the cause of deviations and follows improvement measures through.           | Builds the quality system of the organisation, sets the standards and represents it towards the certifying body.                                |
| <b>Managing service levels and performance indicators</b><br>Agrees measurable service and performance standards, measures the actual results and takes action when agreed levels are not met.          | Reads the performance overview and reports which agreement was not met in the past week.                                 | Draws up indicators and standards for a service, reports per period and carries out improvement actions on deviation.       | Determines the system of service levels for the organisation and negotiates these with customers and suppliers.                                 |
| <b>Safety awareness</b><br>Continuously watches for unsafe situations and actions at work, addresses others about them and chooses the safe working method even under time pressure.                    | Follows the safety rules of the workplace and checks back when in doubt about an operation.                              | Recognises unsafe situations in own process, intervenes and addresses colleagues without bringing the work to a halt.       | Sets the safety standard for the organisation, makes safety discussable at every level and steers behaviour and culture.                        |
| <b>Directing and steering people</b><br>Making clear to employees what is expected, giving assignments, setting boundaries and intervening when work or behaviour deviates from what was agreed.        | Gives a colleague a concrete assignment with expected result and timing and checks whether the assignment is understood. | Sets expectations and boundaries per team member, addresses deviating behaviour directly and records agreements in writing. | Designs the management line for the whole organisation, addresses managers on their style and defines what good steering means here.            |
| <b>Strategic thinking</b><br>Analysing developments in the environment, market and technology and deriving strategic choices and alternatives from them for the longer term of an organisation or unit. | Collects data on market and competitors on request and summarises the main developments for the manager.                 | Places figures, customer signals and trends side by side and names two or three strategic options with their consequences.  | Develops scenarios for the whole organisation, weighs uncertainties explicitly and sets the strategic agenda together with the executive board. |

| Skill                                                                                                                                                                            | N1                                                                                                                 | N3                                                                                                                            | N5                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Reporting and dashboard building</b><br>Builds recurring reports and dashboards that show the right indicators for an agreed audience and keeps their definitions up to date. | Fills an existing dashboard or report template with current figures and checks the display for errors.             | Designs a dashboard together with the user, chooses indicators and definitions and processes user feedback into new versions. | Determines which management information the organisation uses and keeps definitions unambiguous across all reporting.   |
| <b>Using collaboration platforms</b><br>Collaborates in digital platforms by sharing files, setting up tasks and channels and following agreements on working together online.   | Shares files and messages in the designated channel and follows instructions on permissions and storage locations. | Sets up channels, task boards and permissions for a team and addresses colleagues on agreements about online collaboration.   | Determines organisational policy for digital collaboration and steers the introduction of new ways of working together. |

## 6 Assessment methods and validity

The validities are the corrected meta-analytic estimates from Sackett, Zhang, Berry and Lievens (2022) in the Journal of Applied Psychology, which replace the older Schmidt and Hunter (1998) figures. The spread matters as much as the mean: with a high SD, validity varies strongly by context.

| Assessment method          | rho  | SD   | What it is                                                                         |
|----------------------------|------|------|------------------------------------------------------------------------------------|
| Assessment centre          | 0.29 | 0.09 | Multiple exercises, multiple assessors, dimension-wise scoring.                    |
| Work sample test           | 0.33 | 0.09 | The candidate performs a representative work sample under standardised conditions. |
| Structured interview       | 0.42 | 0.19 | Behaviour-based interview with fixed questions and a rating scale per question.    |
| Personality questionnaire  | 0.40 | 0.15 | Self-report of behavioural preferences. At hrnforce the Big Fifty and the 15PF.    |
| Simulation                 | -    | -    | Simulated work situation, usually digital, with standardised scoring.              |
| 360-degree feedback        | -    | -    | Multiple raters around the person rate behaviour against behavioural anchors.      |
| Situational Judgement Test | 0.12 | 0.11 | Scenario with response options, scored on knowledge or behavioural tendency.       |

## 7 Assessment instruments for this job

| hrnforce instrument              | Skills | What it measures                                           |
|----------------------------------|--------|------------------------------------------------------------|
| Competency Check                 | 15     | Behavioral-Level Competency Assessment                     |
| 360 Feedback                     | 14     | Multiple assessments based on behavioral anchors           |
| Work sample test                 | 7      | Representative work sample under standardized conditions   |
| Big Fifty                        | 6      | Personality questionnaire, 150 items, 25 factors           |
| Pulse Survey                     | 4      | Periodic measurement at the team and organizational levels |
| Colour Profile (Jung)            | 2      | Four color types, linked to Big Fifty factors              |
| Development Review               | 2      | Structured development interview                           |
| Knowledge test (client-specific) | 2      | Professional knowledge test, customized for each client    |

| hrmforce instrument  | Skills | What it measures                                                |
|----------------------|--------|-----------------------------------------------------------------|
| Conflict Styles      | 1      | Preferred style in conflict situations                          |
| Communication Styles | 1      | Preferred communication style                                   |
| Structured interview | 1      | Behavioral interview with a fixed structure                     |
| Ability Scan         | 1      | Aptitude Test: Verbal, Numerical, and Abstract Reasoning Skills |
| Portfolio            | 1      | Evaluation of prior work against fixed criteria                 |

## 8 How to use this profile

1. Agree the profile with the hiring manager before the first candidate is measured. Weights shifted afterwards make the outcome indefensible.
2. Choose the assessment method per skill from the Assessment method column. Combine at most three methods per candidate.
3. Calibrate the assessors in a two-hour session using the anchors in chapter 5. Anchors without rater training deliver little.
4. Fill in the match calculator and discuss the gaps in the development conversation. Type A and type G are selection criteria, not one-quarter development goals.

Source: hrmforce Skills Framework 2.0, version 2.0.0, built 2026-09-08. Crosswalks to ESCO v1.2.1, O\*NET 31.0, Lightcast Open Skills, SFIA 9, DigComp 3.0, EntreComp, LifeComp, GreenComp, Allit, WEF Future of Jobs 2025, ISCO-08 and the Dutch CBS occupational classification BRC 2014 edition 2025. This profile is a starting point, not a standard: align it with your own organisation before selecting on it.