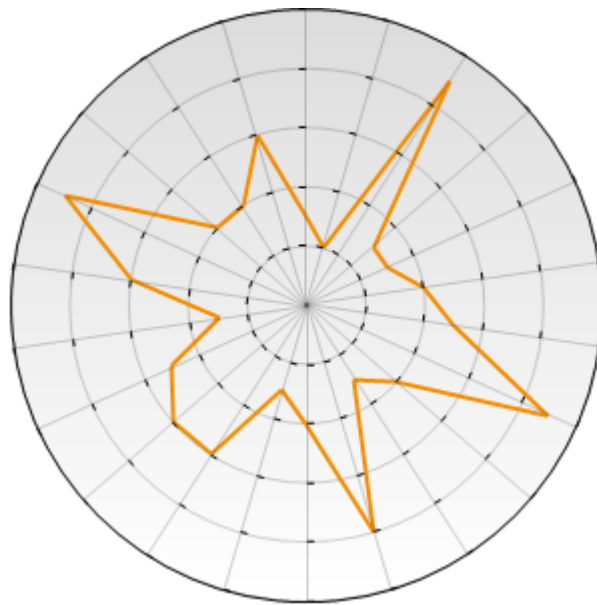


TMA Talent analysis

Performance report

Sara Berger
17 March 2010



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1. Introduction

The Talent Motivation Assessment measures a person's emotional balance, talents and motivation.

Talents

Talents are the building blocks of a person's personality. They define one's personality, so to speak. Stable characteristics have a major influence on people's behaviour and their (potential) development. Talents also influence a person's motivation.

Motives

Motives are all those factors that may stimulate or restrain a person's behaviour. They include preferences and aversions, convictions and self-perceptions, needs, fears and restraints. Behaviour is not only determined by ability (talents and competences) but also by desirability (motives). Tasks that suited to personal needs, preferences and talents are usually seen as motivational.

2. Meaning of the scores

The responses to the questions are compared to a norm group and converted to a 9 point standard scale with a mean of 5 and a standard deviation of two (stanine).

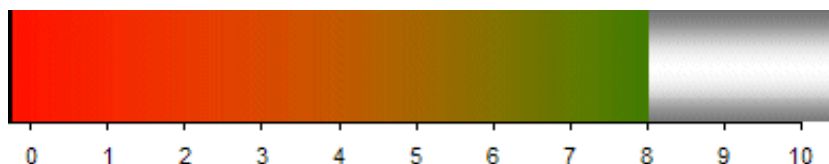
The underlying basis for obtaining a stanine (an abbreviation for Standard Nine) is that a normal distribution is divided into nine intervals. The mean lies approximately in the centre of the fifth interval and it has a standard deviation of two. Test scores are interpreted and scaled to stanine as shown in the table below.

Stanine	Interval	Description
1	4%	Very low
2	7%	Low
3	12%	Low
4	17%	Average
5	20%	Average
6	17%	Average
7	12%	High
8	7%	High
9	4%	Very high

3. Consistency

The test contains a number of questions that measure the consistency of the answers. This indicates whether a candidate produces random answers.

Below you will find the candidate's consistency score on a 10 point scale:



Consistency score: 8

The candidate has answered the questionnaire consistently.
The report is most likely to depict an accurate image of the personality.

4. Providing TMA Feedback

Preparation

Before starting, check whether the candidate's consistency is higher than or equal to 6 (see bottom page 6). If this is not the case, the candidate has most probably answered the questionnaire inconsistently. The reports are thus less valid and the results must be challenged extra hard during the interview. It is also recommended to try and find out why the candidate has not responded consistently to the analysis. Reasons could be that the candidate is living through a phase of transition; the candidate has a moderate self-image; the candidate has had difficulty reading and interpreting the questions; the candidate has had difficulty focusing (e.g. due to a busy environment or an emotional event). Inconsistency, however, might also indicate that the candidate has not attempted answering the questionnaire seriously or has provided answers that would give a favorable impression.

Read both the candidate report and the talent analyses relevant to your interview in the expert report. Mark and write down notable points; focus particularly on those talents relevant for a position or important for the direction in which the candidate should develop or for the purpose of the interview. If the candidate scores either high or low on a certain talent the expert report contains suggestions regarding his or her strengths and weaknesses with respect to that talent. The interview questions and coaching hints provided with virtually every talent are usually tailored to the candidate's score as well.

Decide beforehand which role you want the candidate report to play during the feedback:

- Let the candidate read it first;
- Go over it with the candidate;

Not show it at all and confront him or her only with certain results.

(The last option is best used in a selection process to make confrontation easier in light of a specific position.)

General remarks regarding feedback

- Provide time for reactions;
- Observe non-verbal behaviour;
- Make notes during your observations;
- Check constantly whether you and the candidate recognise certain scores and forms of behaviour – and why that is.

Steps for the conduct of the feedback interview:

Step 0 (OPTIONAL): Let the candidate read the candidate report (less appropriate in a selection process; see Preparation above)

If you have decided to do this it is best to leave the candidate alone for a while and allow him or her 15 to 20 minutes to read the report. It is recommended that you reread the report yourself at the same time so you are focused and well-informed. Observe during the feedback whether you and the candidate have noticed the same notable issues in the report.

Step 1: Make the candidate comfortable, explain the procedure and answer potential questions regarding the TMA

Create a situation in which the candidate is comfortable and feels free to talk. Reassure him or her, for instance, by explaining the purpose of the TMA as described in the previous chapters. You could indicate that:

- the TMA reports without any value judgement on 22 independent talents;
- the TMA monitors objectively the candidate's personality profile, based on his or her response to a large number of statements which cannot be right or wrong;
- the candidate's personality is a neutral entity;
- the candidate's preferences and hence thought processes have been monitored;
- a psychological "blueprint" has been made, so to speak.

Step 2: Ask general questions (of which you will find examples below)

General introductory questions:

- What did you think of the analysis?
- What do you do on a daily basis?
- Do you have a goal regarding this analysis? If so, what is it?
- What do you expect from this analysis?

General personal development questions:

- In which direction do you want to develop?
- What gives you energy?
- What makes you less enthusiastic?
- What are your ambitions?
- Can you see a certain pattern in the career choices you have made?

Extra questions when the candidate report has been read during or previous to the interview:

- What do you recognise in yourself?
- What do you particularly notice? (Observe the points you both notice!)
- Do you regard any result as an 'eye opener'?
- Are there any results in which you do not recognise yourself at all?
- Do you disagree with anything?

General selection questions:

- What sort of work do you do; have you been doing that for a long time?
- What do you think of your current job?
- Can you tell me something about the culture you work in?
- What do you find positive and what negative about your current work environment?
- How would your colleagues describe you?
- How did you come to know of this new job/challenge?
- What do you think will be interesting in your new job?
- How did the communication go until now with this organisation? What is your opinion about it?

Critical selection questions:

- What are your shortcomings?
- What would you like to change about yourself?
- What did you find hard in your last position?
- What do you think will be hard in your new position?
- What do you dislike most in these interviews?
- Which weaknesses have you been working on lately?
- What problems have you had with your colleagues?
- How do you try to hide your weaknesses?
- What would be a reason not to hire you?
- What issues did you need to work on in your last assessment?

Step 3: Ask questions and engage in a discussion about talents that are important (for selection) and noticeable (for development).

For specific questions about a talent you can use the interview questions in this expert report. They can provide a better idea [of] whether the candidate really possesses certain talents. Apart from that you can use the personality descriptions from both reports to provide feedback or to confront the candidate. Write down your points of interest and remarks during the interview. You may be able to use these for the final candidate report and conclusion.

If someone does not recognise him or herself explain the talent (defined in the expert report) and show what kind of statements s/he has or has not chosen. If your candidate fully disagrees with a certain score it is advised to give him or her ample time to express his or her opinion. This way your candidate is at least taken seriously which can have a positive impact regarding the acceptance of the results. If a candidate has a plausible case you can choose to modify the relevant text in the candidate report or to add a remark in its conclusion.

Step 4: Conclusion

When you round off the interview you can indicate how the results will be used and what else you will do with the report. You could give the candidate report straight to the candidate or apply modifications and nuances first and possibly add a brief conclusion. Then you could send off the revised candidate report. You can make changes in the candidate report via the portal.

If the report is not exclusively for internal use within the organisation but [is to be] given to a third party (e.g. an employer) the candidate's permission must be obtained. It is better to obtain permission before the candidate fills in the TMA.

Note. Never give this expert report, or the position analysis, to the candidate. If you wish to hand out a report please use the candidate report.

5. Description of personality

Description of the talents of Mrs Berger:

She has a very strong need for good contact with others and is very focussed on human relations. Her attitude is always very accommodating; she really enjoys helping other people and providing an extra service for them. She is someone who will respond very quickly and quick-wittedly and does not shy away from conflicts. She is very assertive, able to stand up for herself and will regularly seek a confrontation. As soon as tasks or situations become somewhat difficult she will readily ask for help or support from others. Especially in difficult situations she likes to check with others her solutions to problems and needs other people's support for them. In her work she tends to direct towards a goal rather than focus on the process – even though she will take the process into account. In performing tasks she is fairly practical with strong problem-solving skills but she also keeps an eye on the bigger picture. Variety within her tasks and job is fairly important to her. She has a reasonably high self-esteem and self-respect. With regard to making mistakes she will have few emotional difficulties and dare to take certain risks when needed.

She finds a healthy balance between showing respect to other people and following her own lead. In groups, she finds a balance between taking centre stage and leaving room to others. Both in small and larger groups she is well able to establish herself. Depending on her interests she will be more prominently present or stay in the background in groups and social events.

She has a functional need for order and structure. Her score on social empathy is not so high; she does not always have an interest in personal problems and analysing other people's behaviour. It is likely that she can imagine herself in situations functionally.

She is slightly more focused on the team than on her own individual approach. Her need for feedback or for consultation in general is also above average. People around her will probably regard her as a somewhat calm person with enough energy to get things done. She copes fairly well with a certain amount of pressure but has to be careful at times to keep a healthy distance in order to retain her peace of mind. She will consider various points of view before making a decision and take some time before doing so. She hardly ever looks for other people's recognition of her achievements which means she depends very little on compliments and approval in order to stay motivated.

When experiencing adversity she will prefer to shift her focus to other tasks and targets fairly quickly. In relationships with others she usually strives for equality and does not often try to rise above someone else. She is reasonably compliant. As a consequence, she may sometimes have difficulty convincing someone else in a dominant manner of her ideas, interests or vision.

The results show that Mrs Sara Berger can put her work into perspective but is not always inspired by competition or (either intrinsic or internal) pressure to achieve in her job. This is reflected in her level of ambition which indicates that she will usually make an effort to achieve her personal goals and perform well. It is likely that other factors in her job, such as work environment, are of greater importance to her personally.

She hardly conforms to existing rules or culture.

6. Summary per talent dimension

Summary of emotional balance of Mrs Berger:

- Finds a balance between showing respect and relying on herself.
- Has a strong need for support and confirmation.
- Has a reasonable measure of self-respect and value.
- Is reasonably self-assured and does not find it very difficult to accept her mistakes.
- Will not readily shy away from a conflict and will often seek a confrontation.
- Copes fairly well with a certain amount of pressure.

Summary of motives of Mrs Berger:

- Is able to put things into perspective.
- Has no great need for challenges.
- Finds variety important.
- Is more a generalist than a specialist.
- Prefers to focus on other matters when facing adversity or challenges
- Comes across as calm rather than energetic.
- Hardly depends on compliments and recognition in order to stay motivated.

Summary of social talents of Mrs Berger:

- Has a very strong need for social contact.
- Has a fairly moderate intrinsic interest in people's problems.
- Has a strong need for support.
- Is fairly compliant.
- Is very service-oriented and helpful.
- Hardly conforms.

Summary of influential talents of Mrs Berger:

- Likes a subtle approach in order to convince.
- Will not always persist in the face of adversity, tends to give up.
- Is slightly less energetic.
- Tends to be very assertive and confrontational; is very combative when defending interests.
- Does not conform readily; prefers to follow her own lead.

Summary of leadership talents of Mrs Berger:

- Is more focused on colleagues and her team than on herself.
- Adopts a particularly informal, friendly leadership style.
- Has little ambition to lead.
- Looks for approval in making decisions.
- Is more goal-oriented than process-oriented in her directions.

Summary of organisational talents of Mrs Berger:

- Has no great need for structure, rules and regulations.
- Is fairly flexible and adaptable but at times slightly less organised.
- Values variation in her job.
- Is more practically than theoretically inclined.
- Takes time for judgements and decisions.

7. Talent indicator

Ambition and Challenges (score: 3)

Qualities: Suggestions

Qualities: Knows how to put things into perspective. Draws a clear line between work and private life. Is less driven by competition.

Pitfalls: Possible lack of motivation or interest. (Too) little need to achieve or perform. Attaching too little value to social success. Risk of making an indifferent, diffident or even work-shy impression.

Knows when to set a different course in order to achieve.

Pitfall question: How would you describe your career; what motivated you in your decisions?

Does the candidate leave everything to chance or does she back up her decisions?

Conformity (score: 2)

Qualities: Follows her own lead, does not adapt easily to rules and regulations. Has no difficulty not living up to people's expectations.

Pitfalls: Stubbornness which can lead to social problems particularly in an unsuitable organisational culture.

Pitfall question: What (kind of) problems did you ever have with colleagues?

You want to know whether the candidate can adapt to others when needed.

Confrontation (score: 9)

Qualities: Is very assertive, clearly defines her own boundaries.

Pitfalls: Coming across as aggressive sometimes, being too confrontational. Low level of tolerance.

Pitfall question: What do you do when you don't agree with something? Could you give examples?

You want to know the effects of this (confrontational) behaviour on others and whether the candidate achieves her goals with it.

Decisiveness (score: 3)

Qualities: Makes decisions after ample consideration. Looks at different perspectives beforehand. Is not rigid about decisions once they are made.

Pitfalls: Doubting. Depending on other people's opinions in order to make decisions. Risk of reconsidering decisions too easily.

Needs confirmation from others in making decisions.

Pitfall question: How flexible are you in your decision making?

Can the candidate hold on to a decision or make a decision by herself and defend it wholeheartedly?

Dominance (score: 3)

Qualities: Is more compliant, prefers others to decide which way to go. Will not readily push people aside.

Pitfalls: Potential lack of persuasiveness. Risk of unassertive behaviour.

5. Have you ever worked together with someone who was very dominant? What did you do to make your ideas and points of view heard?

Does the candidate also show her more empathic self during the interview? Ask for actual behaviour of those concerned.

Pitfall question: How does it show that you go any length to persuade others of your ideas or proposals?

Helpfulness (score: 9)

Qualities: Is very service-oriented. Likes to help and to facilitate others. Has low expectations of other people's responsibilities.

Pitfalls: Difficulty guarding boundaries and saying 'no'. Risk of helping others against their wishes. Trusting others too little in their taking of responsibility. Being less businesslike.

Helpfulness towards friends and acquaintances is enhanced.

Pitfall question: How do you deal with your colleagues' personal problems?

Need for status (score: 3)

Qualities: Is not dependent on compliments or recognition.

Pitfalls: Possibly a less appropriate appearance.

Need for support (score: 8)

Qualities: Dares to ask for help, does not want to resolve everything by herself.

Pitfalls: Dependence for emotional balance on other people's support. Demanding too much energy from the people around her.

Pitfall question: What do expect from your management or other people around you in terms of guidance?

Persistence (score: 3)

Qualities: Prefers to focus on other tasks when facing adversity. Knows when to stop and to let go.

Pitfalls: Being less persistent. Difficulty in working long and hard. Giving up before finishing a task.

Pitfall question: How does it show that you work hard?

Responsibility and Leadership (score: 3)

Qualities: Can easily release responsibilities, has no difficulty delegating. Is compliant.

Pitfalls: Being reactive. Shifting responsibilities onto others. Being too compliant.

Pitfall question: How would you describe your career?

Sociability (score: 9)

Qualities: Is a very sociable person, likes to communicate and to be on an equal footing with others. Has a strong need for friendly relationships. Invests in networking.

Pitfalls: Difficulty defining boundaries within relationships. Lack of selectivity in her contacts; difficulty differentiating between valuable contacts and not so valuable ones.

Helpfulness towards friends and acquaintances is enhanced.

Pitfall question: How important are your colleagues to you?

8. Competence overview

You will see a significant development skills and thus building on the competence of the candidate.

For competencies where no indication for the development ability is based on talent, it is important during the interview to find out whether the candidate on the competence fascinating and interesting to use or not (where relevant to the function). If the candidate favor a state competency, can be seen as a developable ability and vice versa. Write according to your findings in the development of analytical column "easy, fairly difficult or developable" on to the appropriate competence. Write your name on the bottom of the competency list of competences in the same degree of ontwikkelbaaheid TMA Performance Matrix worksheet.

For example if you have the competence "Writing skills" is easily developable for this candidate or write in the column "Development Affordability" behind this competence "Easy developable. Then you write "Written skill" in the TMA Performance Matrix worksheet at the bottom of the list of "easily developable" competencies (the TMA Performance Matrix worksheet are some pages later).

Fourth is whether you can score the candidate will manage the competency. You can find out by example interview questions to the candidates which you can find one below each competency. For interview questions see the match reporting skills.

Score: 1 = Insufficient, 2 = Weak, 3 = Moderate, 4 = Satisfying, 5 = Good

Name competence	Developable		1 2 3 4 5	Interview questions
Adaptability	Reasonably developable	4	0 0 0 0 0	Did your organisation ever have to change in a way with which you did not agree? Why and when did you give in to that change?
Ambition	Difficult to develop	3.5	0 0 0 0 0	Could you give an example that shows how important money is to you?
Assertiveness	Reasonably developable	5.33	0 0 0 0 0	What style of behaviour do you like best? What styles do you find difficult and what are the limits to what you can handle?
Attention to detail	Reasonably developable	4	0 0 0 0 0	How do you check your, and other people's, work for mistakes? When was the last time you did this? How did you do it?
Business orientation	Difficult to develop	3.67	0 0 0 0 0	Are you an enterprising person? Could you give examples?
Coaching	Reasonably developable	6.5	0 0 0 0 0	How much time do you spend on average your employees' development? Could you give an example of the way you spend this time?
Commercial power	Reasonably developable	6	0 0 0 0 0	Clients have both expressed and unexpressed needs. It is often difficult to find out what those unexpressed needs are. Describe the last conversation you had with a client in which you were looking for his or her needs. How did it go? What did you find out?
Conduct	Difficult to develop	3.5	0 0 0 0 0	Did you ever experience being evaluated differently at first than after people had got to know you better? Could you give an example? What was the difference between their first impression and a later one? What had changed in between?
Conflict Management	Reasonably developable	4.67	0 0 0 0 0	If something happens that you do not like, how do you respond? How do the people around you respond? Could you give a recent example?
Controlling progress	Reasonably developable	5	0 0 0 0 0	How do your employees inform you with regards to the progress of their work?
Cooperation	Easily developable	9	0 0 0 0 0	Were you ever part of a team that failed to reach its targets due to a lack of cooperation? What was your role?
Courage	Reasonably developable	6	0 0 0 0 0	Could you give an example of a 'risky' decision that turned out positively?
Creativity	Reasonably developable	6	0 0 0 0 0	Which creative ideas did you come up with recently? Did those ideas turn out to be effective and attainable? Why?
Customer orientation	Easily developable	7.33	0 0 0 0 0	What can you say about a difficult customer you encountered recently? Why was s/he difficult? What did you do to satisfy the customer?
Decisiveness	Difficult to develop	3.5	0 0 0 0 0	Have you ever missed an opportunity because you waited too long making a decision? Could you give an example?
Delegating	Difficult to develop	2	0 0 0 0 0	Who takes over your work when you are on leave of absence? Has this ever gone wrong?
Developing employees	Reasonably developable	6.5	0 0 0 0 0	Have you welcomed a new member in your team over the last few months? How did you help this person learn the job? What went well, according to you? What could have been better?
Discipline	Difficult to develop	3	0 0 0 0 0	Were you ever in a situation in which your view did not concur with the organisation's? What did you do? What was the result?
Energy	Difficult to develop	3.5	0 0 0 0 0	What time of day are you most active? When are you least active and least productive?
Flexible behaviour	Reasonably developable	6	0 0 0 0 0	Have you experienced circumstances over the last month that made it difficult for you to reach your targets? Could you give examples of negative influences these circumstances had on you?

Score: 1 = Insufficient, 2 = Weak, 3 = Moderate, 4 = Satisfying, 5 = Good

Name competence	Developable		1 2 3 4 5	Interview questions
Focus on Quality	Reasonably developable	4	0 0 0 0 0	How do you check your own or other people's work for mistakes? When did you last do so? How did you do that? Which mistakes did you find?
Forming judgement	Difficult to develop	3.5	0 0 0 0 0	Have you ever been influenced by other people when making an important decision?
Identification with management	Difficult to develop	3.5	0 0 0 0 0	Have you ever made a decision that was not in accord with the interest of your employees? Could you describe what happened and what the consequences were?
Independence	Difficult to develop	3	0 0 0 0 0	Describe a difference of opinion with someone you know. To what kind of arguments are you susceptible? To what kind are you less susceptible?
Initiative	Difficult to develop	3.5	0 0 0 0 0	What has been your most original idea in your work? What have you done to implement this idea successfully?
Innovative power	Reasonably developable	4.67	0 0 0 0 0	Which innovative ideas have you come up with in your work over the last year?
Integrity	no indication		0 0 0 0 0	Have you ever been put under pressure in order to act not in accord with your feelings? What did you do? What did it do to you afterwards?
Leadership of groups	Reasonably developable	5.33	0 0 0 0 0	Could you indicate how you interact with your most successful employee?
Learning ability	Difficult to develop	3	0 0 0 0 0	In what ways have you developed over the last year? How does that show?
Listening	Reasonably developable	4	0 0 0 0 0	Could you give an example of a situation in which you listened carefully to another person? How did that show?
Managing	Difficult to develop	3	0 0 0 0 0	In which ways do you pass on goals and instructions to your employees?
Need to achieve	Difficult to develop	3.5	0 0 0 0 0	When are you satisfied with your work? What are your standards?
Negotiating	Reasonably developable	4.33	0 0 0 0 0	Describe a situation in which your negotiation turned out differently than you had expected. What happened? What was the result?
Networking	Reasonably developable	6.5	0 0 0 0 0	How do you use LinkedIn and which new, active contacts have you encountered here?
Organisation sensitivity	no indication		0 0 0 0 0	How did you stay informed over the last few months about the events and developments that take place in your organisation or department?
Perseverance	Difficult to develop	3	0 0 0 0 0	Could you comment on a number of problems you have encountered in order to arrive where you are now?
Persuasiveness	Reasonably developable	4	0 0 0 0 0	Which characteristics does a good salesperson have, according to you? What makes you think that? Which of those traits do you have?
Planning and organising	Reasonably developable	5	0 0 0 0 0	How have you prepared for this interview?
Political Sensitivity	no indication		0 0 0 0 0	
Presenting	Reasonably developable	5.5	0 0 0 0 0	Could you describe a presentation you did recently? What do you think went well and what could have been better?
Problem analysis	no indication		0 0 0 0 0	What was the last time you were confronted with an unexpected problem? What was the problem exactly? What caused it? What did you do to solve it?
Result-orientedness	Reasonably developable	5	0 0 0 0 0	How do you set priorities and goals in your current work? Could you give concrete examples?
Self development	no indication		0 0 0 0 0	Where do you want to be in three years time? What are you going to do in order to arrive there?
Sensitivity	Reasonably developable	4	0 0 0 0 0	Could you give an example of a conversation you had with an employee who had a problem? Who took the initiative for this conversation? What did you do in order to help solving the problem?
Sociability	Easily developable	7	0 0 0 0 0	What do you do in your spare time?
Social Awareness	no indication		0 0 0 0 0	Which magazines and newspapers have you read recently? Which direct influence do events have on your surroundings?
Stress management	Reasonably developable	4	0 0 0 0 0	What do you consider to be stressful? Could you give an example of such a situation? What does it do to you?
Verbal expression	no indication		0 0 0 0 0	Have you ever received comments on the way you express yourself? Could you give an example?
Vision	Reasonably developable	4	0 0 0 0 0	What is your opinion about the future of your profession? What are the concrete consequences for your organisation? Which threats and opportunities do you see for yourself?
Written expression	no indication		0 0 0 0 0	What has been the most difficult piece you ever had to write? What was so difficult about writing it?

9. TMA performancematrix

It is intended that the competencies in relevant one of the quadrants of the TMA Performance Matrix so that you can then clearly the best with what you can do the skills on to the candidate. Here's how:
 Look in the previous two pages which score you have given a relevant competency and then place it in the column corresponding to the development of those skills and ability to level the score you gave it . For example you have the competence to 'Serving' a 5 Data in the previous pages and when "Serve" and "Easy developable" is considered then write "Present" at the top right "Utilization and strengthen" quadrant

5			
4			
3			
2			
1			
	-	-	
	CIRCUMVENT	INVEST & DEVELOP	

Difficult to develop

- Ambition
- Business orientation
- Conduct
- Decisiveness
- Delegating
- Discipline
- Energy
- Forming judgement
- Identification with management
- Independence
- Initiative
- Learning ability
- Managing
- Need to achieve
- Perseverence

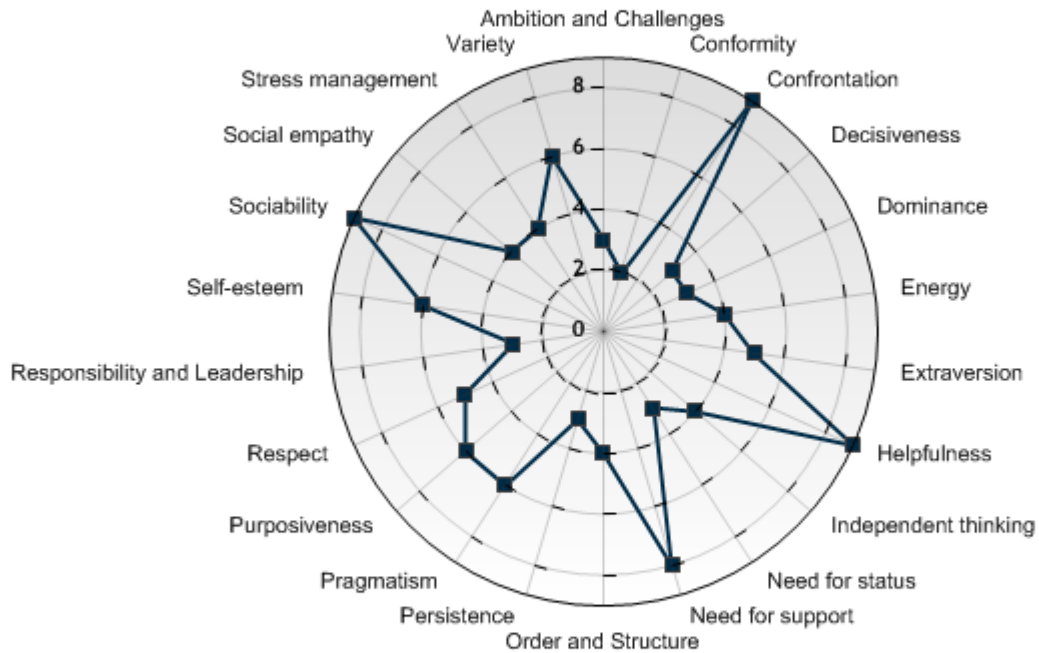
Reasonably developable

- Adaptability
- Assertiveness
- Attention to detail
- Coaching
- Commercial power
- Conflict Management
- Controlling progress
- Courage
- Creativity
- Developing employees
- Flexible behaviour
- Focus on Quality
- Innovative power
- Leadership of groups
- Listening
- Negotiating
- Networking
- Persuasiveness
- Planning and organising
- Presenting
- Result-orientedness
- Sensitivity
- Stress management
- Vision

Easily developable

- Cooperation
- Customer orientation
- Sociability

10. TMA radar and numeric table

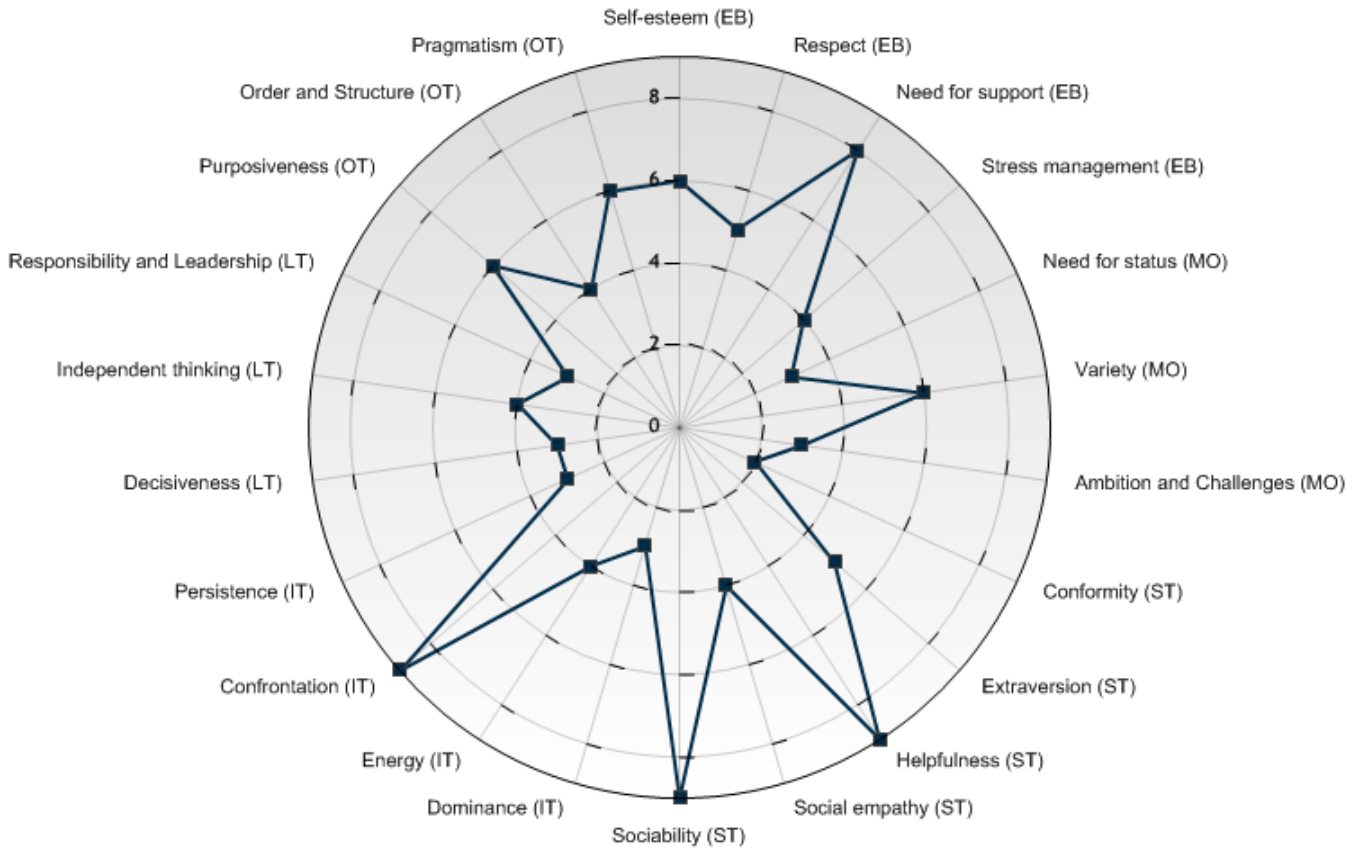


Talents	Score
Ambition and Challenges	3
Conformity	2
Confrontation	9
Decisiveness	3
Dominance	3
Energy	4
Extraversion	5
Helpfulness	9
Independent thinking	4
Need for status	3
Need for support	8

Talents	Score
Order and Structure	4
Persistence	3
Pragmatism	6
Purposiveness	6
Respect	5
Responsibility and Leadership	3
Self-esteem	6
Sociability	9
Social empathy	4
Stress management	4
Variety	6

Other	Score
Consistency	8

11. Overview TMA Dimensions



Emotional balance (EB)	Score
Self-esteem	6
Respect	5
Need for support	8
Stress management	4

Influential talents (IT)	Score
Dominance	3
Energy	4
Confrontation	9
Persistence	3

Motives (MO)	Score
Need for status	3
Variety	6
Ambition and Challenges	3

Leadership talents (LT)	Score
Decisiveness	3
Independent thinking	4
Responsibility and Leadership	3

Social talents (ST)	Score
Conformity	2
Extraversion	5
Helpfulness	9
Social empathy	4
Sociability	9

Organisational talents (OT)	Score
Purposiveness	6
Order and Structure	4
Pragmatism	6

Other	Score
Consistency	8