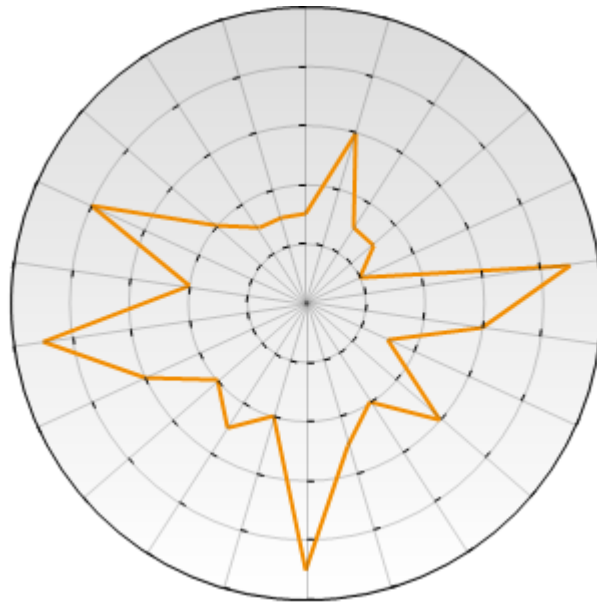


TMA Talent Assessment

Candidate report

Sarah Berger

31 January 2012



Contents

1.	Introduction	3
2.	Meaning of the scores	3
3.	Consistency	3
4.	Description of personality	
4.1	Summary	4
4.2	Emotional balance	5
4.3	Motivation	6
4.4	Social talents	7
4.5	Influential talents	8
4.6	Leadership talents	9
4.7	Organisational talents	10
5.	Survey of strengths and pitfalls	
5.1	Strengths	11
5.2	Pitfalls	11
6.	Communication with the candidate	
6.1	Effective communication	12
6.2	Avoidable communication	13
7.	Ideal work circumstances and management preference	14
8.	Development	
8.1	Suggestions	15
8.2	Style of learning and development	16

Addendum 1: TMA radar and numeric table

Addendum 2: Overview TMA Dimensions

1. Introduction

TMA Talent Assessment measures your drives, talents, motivation and 53 competencies.

Drives and talents

Drives are the building blocks of a person's personality. They define one's personality, so to speak. Drives have a major influence on people's behavior and their (potential) development. Talents are the positively worded behaviors and explanations of high and low scores of the drives.

Motivation

Drives and deriving talents are important factors that may stimulate or restrain a person's behavior. Behavior is not only determined by ability (competencies and cognitive capabilities) but also by desirability (drives and talents). All in a certain environment that stimulates or hinders. Tasks that suited to personal drives 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).

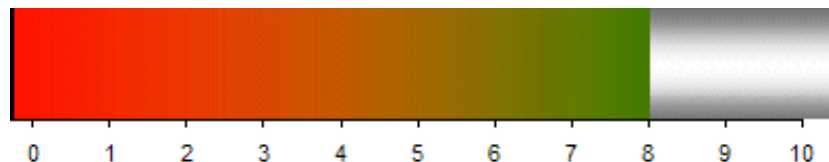
The underlying basis for obtaining a stanine (an abbreviation for Standard Nine) is that a normal distribution is divided into nine intervals. The mean lies approximately in the centre of the fifth interval and it has a standard deviation of two. Test scores are interpreted and scaled to stanine as shown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

4.1 Summary

Description of the talents of Ms. 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 performing tasks she is fairly practical with strong problem-solving skills but she also keeps an eye on the bigger picture. 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. 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 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. 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.

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. 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 Ms. Sarah 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.

When experiencing adversity she will prefer to shift her focus to other tasks and targets fairly quickly. 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.

She hardly conforms to existing rules or culture.

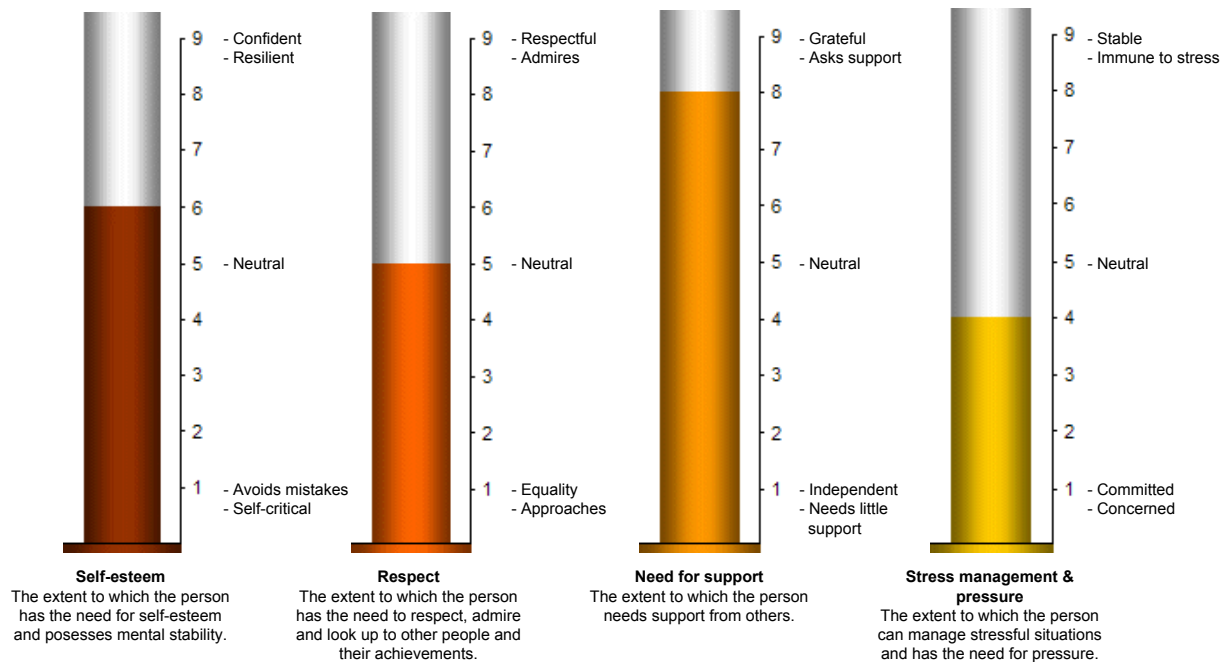
4.2 Emotional balance

Balance of Ms. Berger:

Ms. Sarah Berger finds a healthy balance between showing respect on the one hand and relying on herself on the other. She has a strong need for support from her colleagues. She will much appreciate people offering encouragement in times of adversity. The measure of self-esteem and self-respect is well-balanced in her case and she values herself to a healthy extent. She is a fairly optimistic personality. She has a certain confidence which makes it quite easy for her to accept her mistakes. 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. 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.

Summary of emotional balance of Ms. 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.



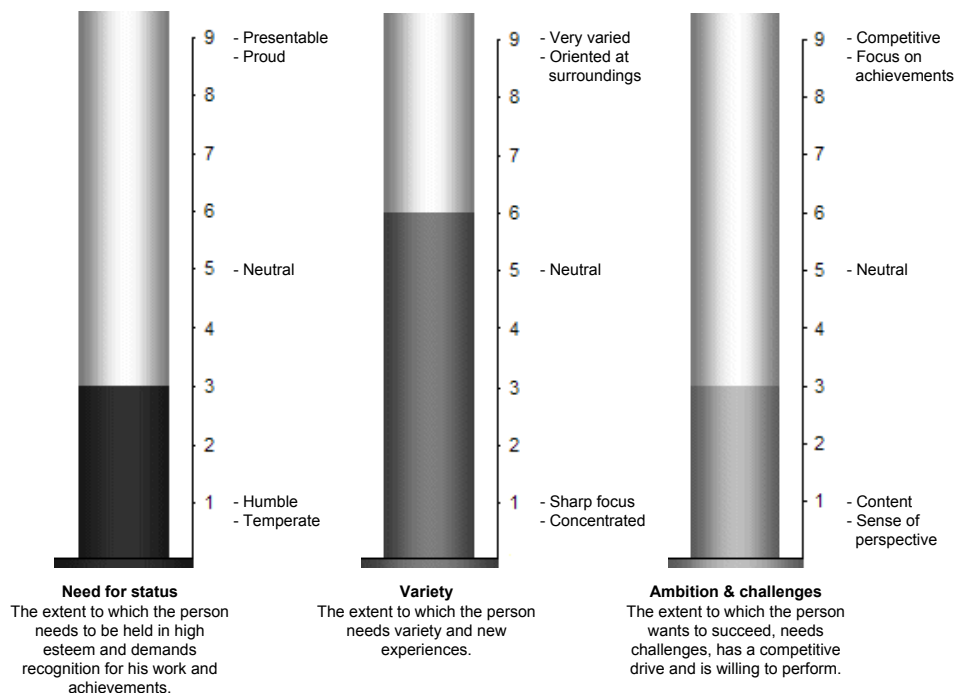
4.3 Motives

What drives Ms. Berger and what she wants to achieve:

Ms. Sarah Berger is someone who is fairly easily satisfied with her work and does not feel a great need for new challenges. She is not much taken aback by a lack of challenge in her job and is not likely to be hampered by this in performing her tasks. In order to achieve, she is more motivated by encouragement from her environment, colleagues or supervisor than by sheer profit or competition. She has an average need for variety within her job and counts variety as important. She has a slight preference for diversity in tasks and assignments. When experiencing adversity or challenges she prefers to direct her attention to other tasks. She is sometimes distracted from her work. People around her will probably regard her as a somewhat calm person with enough energy to get things done. 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.

Summary of motives of Ms. 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.



4.4 Social talents

How Ms. Berger is with regard to others:

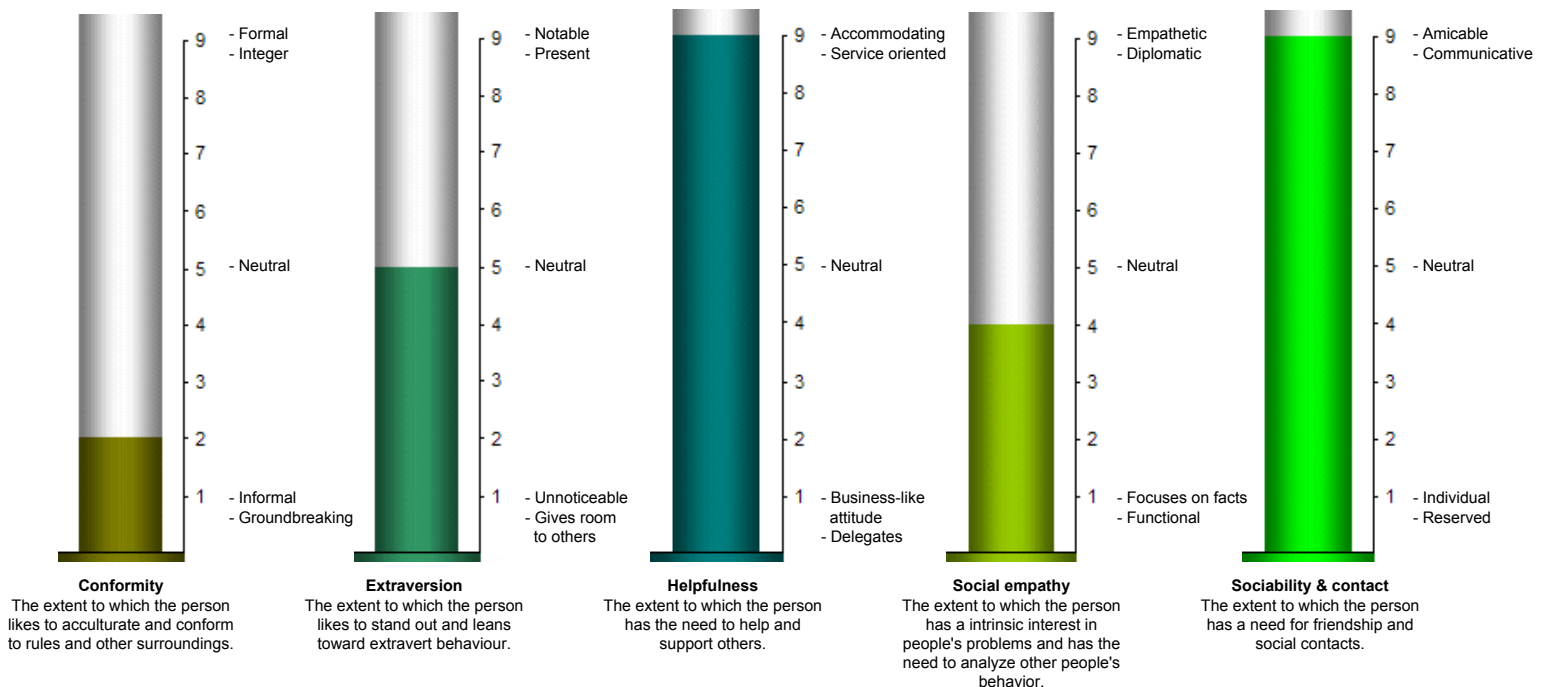
She Finds a balance between allowing room to others in a group and taking centre stage.

Social relationships, friendship and contact with others are very important to Ms. Sarah Berger. This means that she has a very strong need for friendships and close relationships with colleagues. She has a balanced intrinsic interest in other people`s problems. Although her ability to empathise with other people will for the most part be functional, she can put herself in other people`s shoes.

When experiencing adversity, she will ask for other people`s help and support easily. she will often compare her own ideas to those of others and consult before making a decision. She is very service-oriented and helpful towards others and likes to please others. Her strong social conscience may interfere with a businesslike attitude. She does not like to conform to her surroundings and strongly prefers to follow her own lead.

Summary of social talents of Ms. 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.



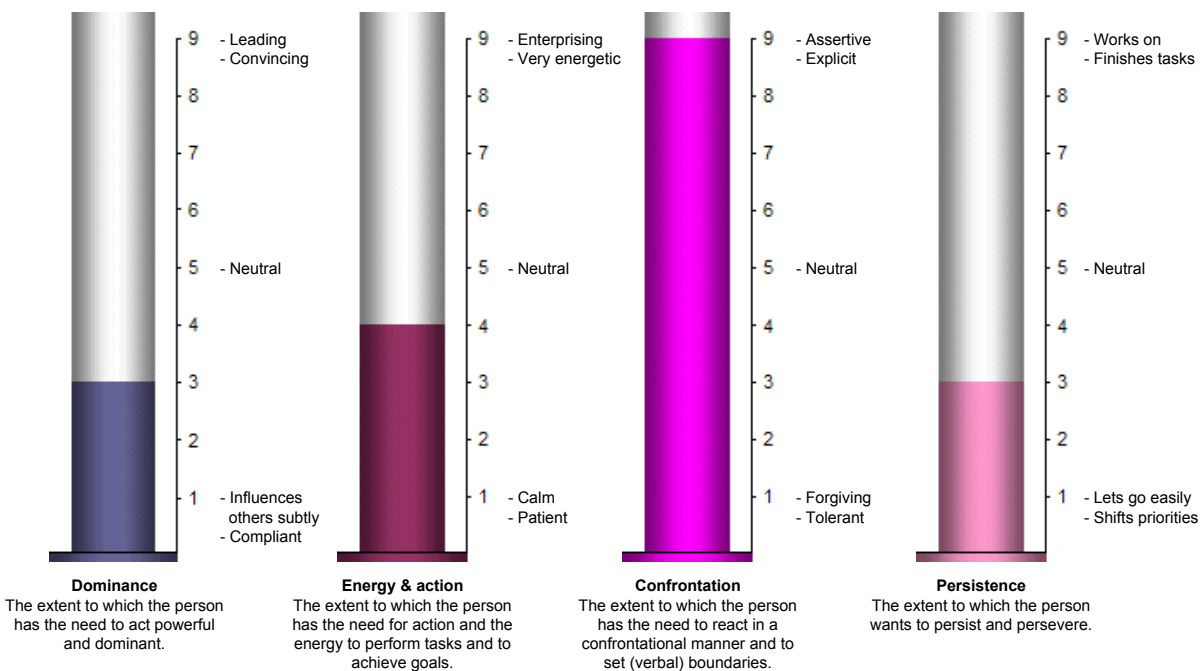
4.5 Influential talents

How and to what extent Ms. Berger achieves her goals

In relation to others, Ms. Sarah Berger is not usually dominant; she prefers to convince people in a more subtle fashion. She is fairly easily hindered by someone else's lack of cooperation or when confronted with adversity or resistance. Compared to others, she may have less energy to get things done. This implies that she will not make more than a moderate effort to influence others or to reach more challenging goals. When trying to convince other people she tends to be readily assertive and confrontational which can lead to tensions and resistance. She is very combative when it comes to defending her interests. Her power to convince other people is most effective in a situation of mutual understanding. She has difficulties adapting to rules and parameters that are alien to her. Since she does not feel a strong need to live up to other people's expectations she usually follows her own lead.

Summary of influential talents of Ms. 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.



4.6 Leadership talents

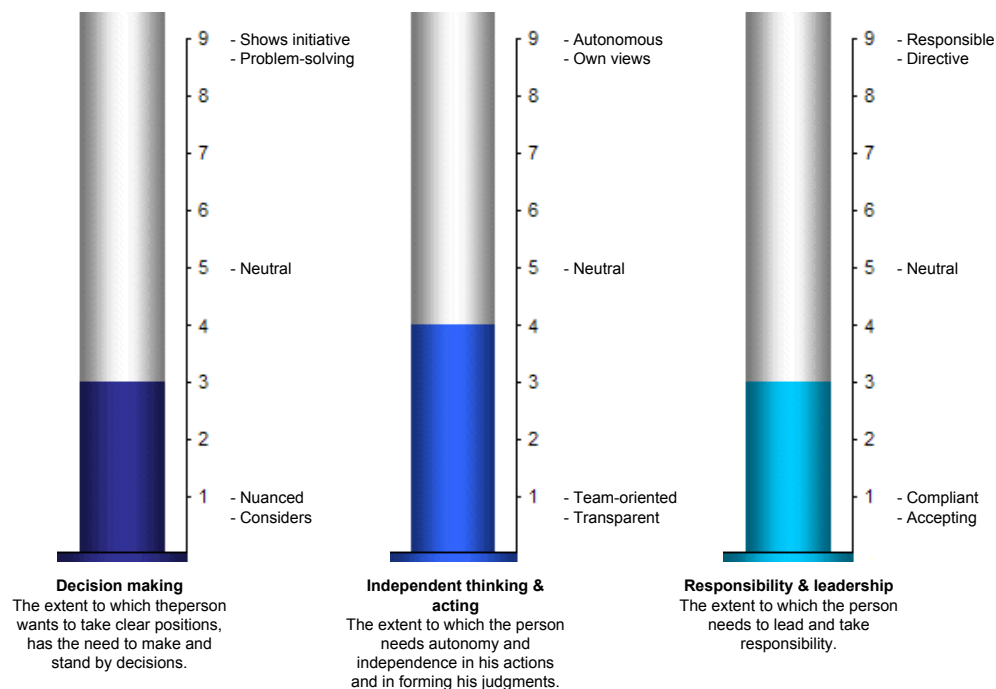
What ambitions Ms. Berger has and what kind of leadership style she adopts:

Ms. Sarah Berger is moderately focused on team-work and will usually decide the direction in which to go after conferring with the team. She will want to consult with others regularly but will follow her own lead and work independently when necessary. she also has a very strong need for friendships and social contact with her direct colleagues. She is likely to adopt a friendly, informal leadership style. Since she does not always show an intrinsic interest in people's problems she may sometimes come across as a little harsh in her leadership style. In terms of position, she has few aspirations to lead or to assume responsibility over others.

She will consider various points of view before making a decision and will take her time in doing so. In her leadership style she is fairly purposeful; she knows which line to follow and will usually pursue this line.

Summary of leadership talents of Ms. 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.



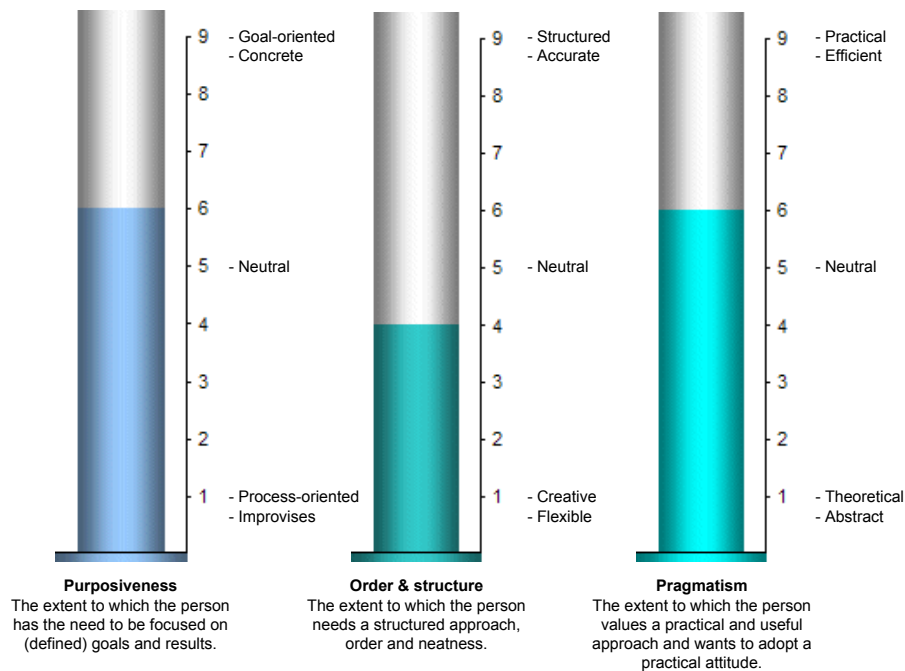
4.7 Organisational talents

how Ms. Berger organises her work

Ms. Sarah Berger performs fairly well in a working environment offering little structure in terms of discipline, management or rules. She will prefer to be managed informally. In organising her work she shows some flexibility and adaptability. Her style of work is not always organised although she can be structured when necessary. She adapts more easily to a hectic and chaotic environment than to a structured environment. Some variety in her job is important to her. In performing her job she is fairly practically inclined. She takes time to form her judgements and to make decisions. In making her decisions she will usually involve other people.

Summary of organizational talents of Ms. 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.



5. Strengths and pitfalls of

Qualities of Ms. Berger:

- Is a very social person who likes to communicate. Has a strong need for friendly contacts. Invests in networking.
- Is not afraid to ask for help, especially in difficult situations.
- Is very service-oriented; likes to help and assist others.
- Is very assertive, defines clear limits.

Pitfalls of Ms. Berger:

- Finding it hard to define limits within personal relationships.
- Being dependent on other people's support.
- Risking to help others uninvitedly. Relying too little on others taking responsibility.
- Possibly coming across as too confrontational.
- Not always trying to meet other people's expectations.

6. Communication with the candidate

In this chapter we discuss which communicative behaviour may have a positive effect on the candidate and which behaviour is best avoided. Suggestions are given as to what sort of approach may have a positive and what may have an adverse effect. This information can be especially useful for anyone who wants to communicate with this candidate.

6.1 Effective behaviour

Suggestions for effective communication with Ms. Berger:

- Discuss the “here and now”. Reduce challenges by breaking them up into smaller targets over a relatively short (and thus manageable) period of time.
- Create an overview; give her a sense that tasks are feasible and there is room to make mistakes. Avoid emphasising “difficulties”.
- Be friendly and warm in your communication. Engage in a structured conversation in which you really listen and pay attention. Ask for her views, perception and feedback. Summarise what she has said during and afterwards. Schedule moments to evaluate together whenever possible – not just when things go wrong.
- Adopt a structured and organised approach. Put different possibilities or options on paper together or give the initial impetus to this. Provide, whenever possible, time to consider and opportunities to form an opinion or to make decisions.
- Establish a free and relaxed atmosphere. Try to break the ice and ask open questions.
- Appeal, where possible, to her sense of helpfulness or express your appreciation for it.
- Show personal interest, try to find a common ground. Be attentive. Try to create a sympathetic atmosphere.

6.2 Avoidable behaviour

Communicative behavior that is best avoided with Ms. Berger

- Emphasising profit and achievements and putting a lot of pressure on her.
- Leaving her to fend for herself. Simply cutting off conversations. Being cool or abrupt. Not structuring your conversation and running the risk of being swept away and wasting time unnecessarily.
- Forcing decisions.
- Dominating the conversation.
- Not accepting her help when offered.
- Being reserved and offhand.

7. Ideal work circumstances and management preference

Ms. Berger prefers:

- An organisation in which openness is valued and regarded as a sign of courage and strength. An environment where people dare to be vulnerable, where personal interest is shown, and where personal goals matter at least as much as business goals.
- An organisation with room for individuality and sometimes a less conventional approach.
- An organisation in which people matter, where collegial harmony and a friendly, mostly informal atmosphere are valued.
- An environment where people support each other finishing work and facing challenges.

8. Development

8.1 Suggestions

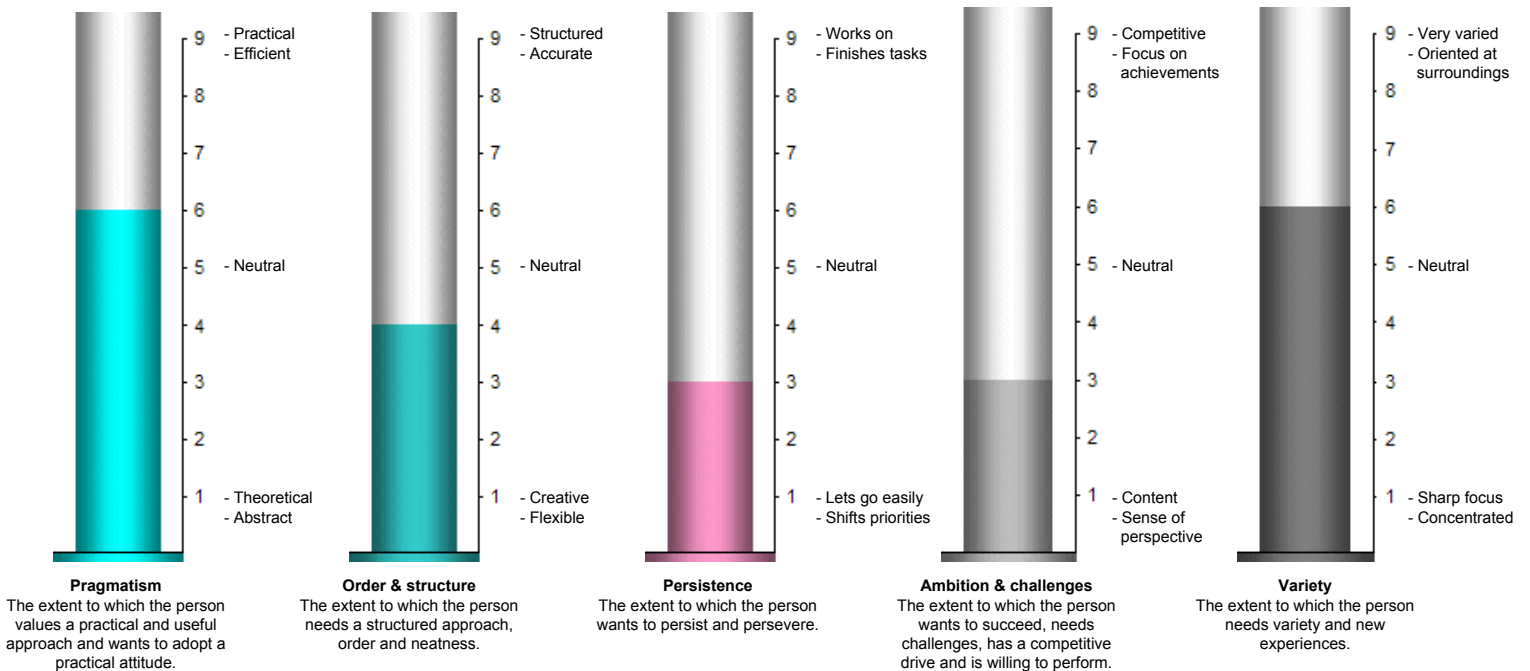
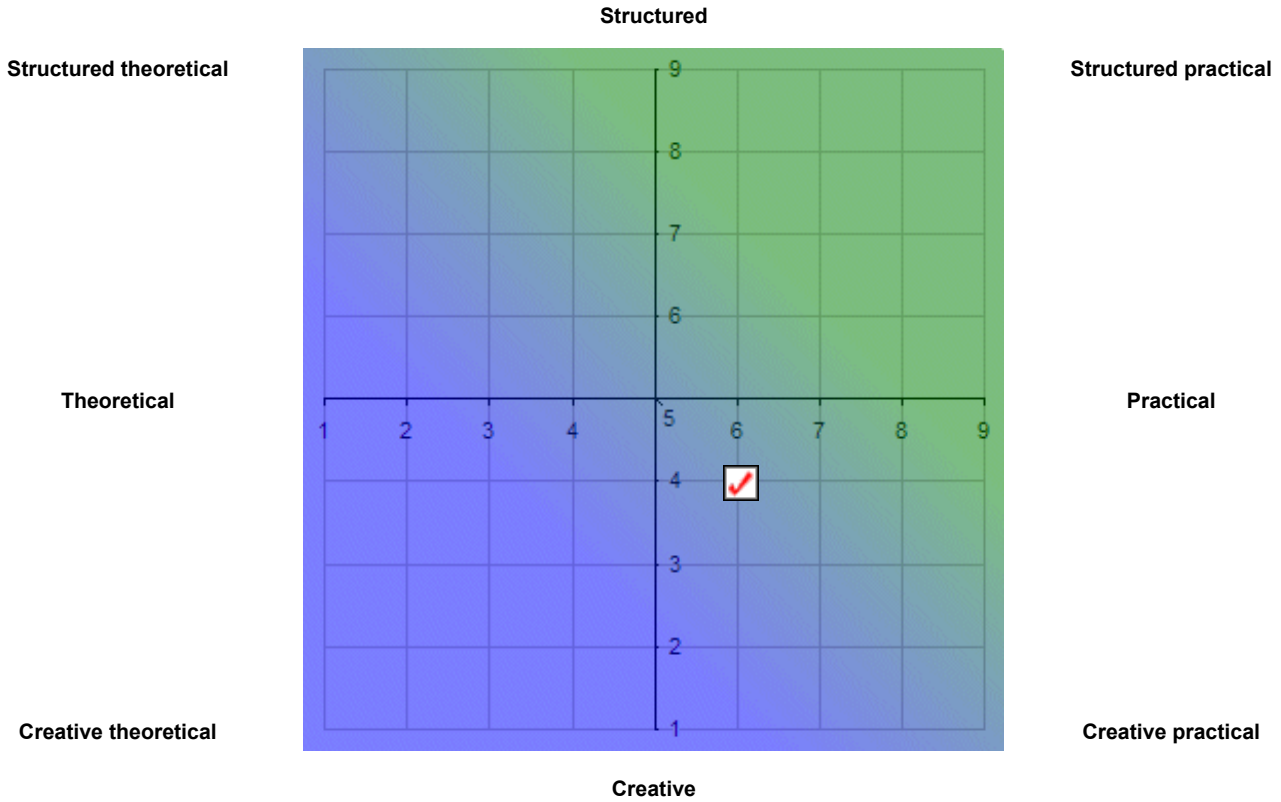
Ms. Berger is advised to:

- Deal strategically and respectfully with written and unwritten rules, procedures, approaches and needs within an organisation. Not give in easily to her “natural resistance” against authority.
- Define personal goals in order to stay active.
- Make a list of pros and cons when she is in doubt and set a date or time for herself to make a final decision in order to stop procrastinating.
- Ask for “time” to think about an answer or decision when she cannot provide one straight away.
- Split hard tasks that require persistence into smaller ones so they can be managed more easily.
- Make a realistic plan and stick to it. In order to get things done: stay focused on the job at hand and avoid being distracted by “what is still left” or “what is yet to come”.

8.2 Style of learning and development

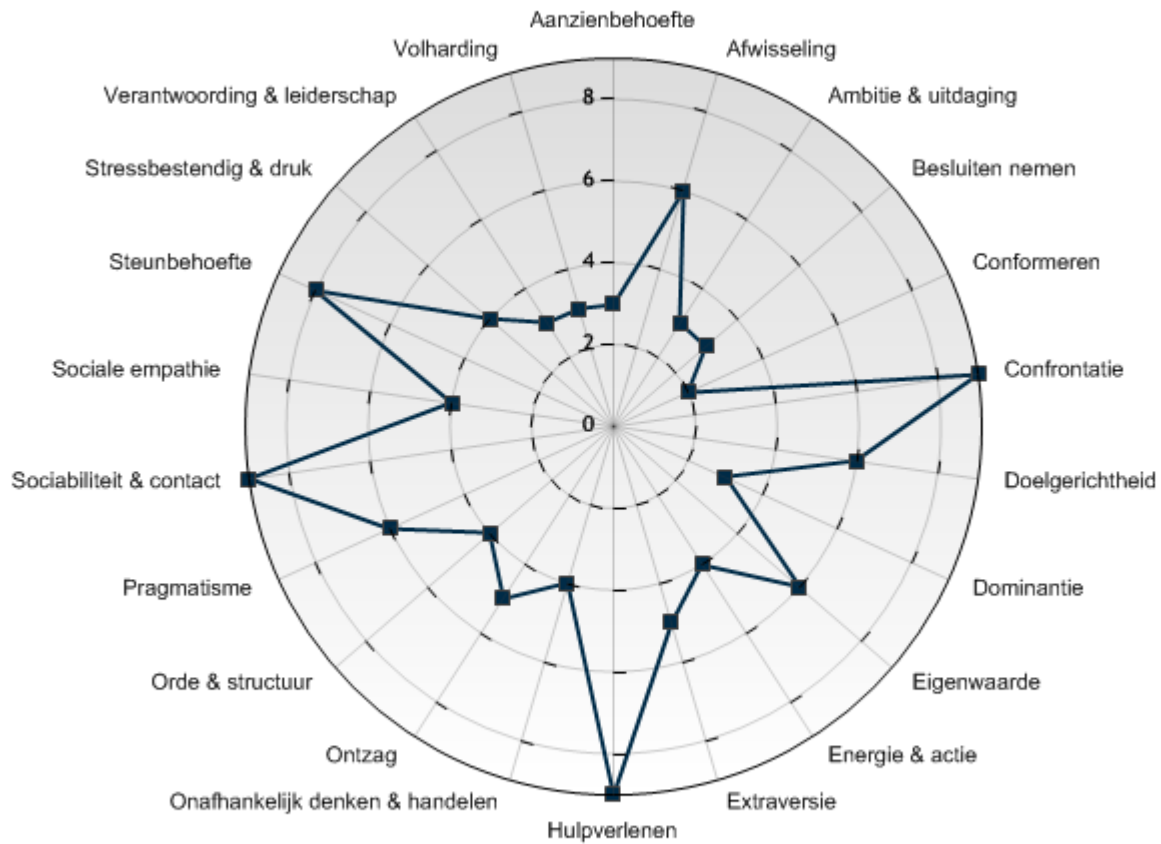
The preference for learning and development of Ms. Berger:

Vertical axis: Order and Structure
Horizontal axis: Pragmatism



Notes:

Addendum 1: TMA radar and numeric table

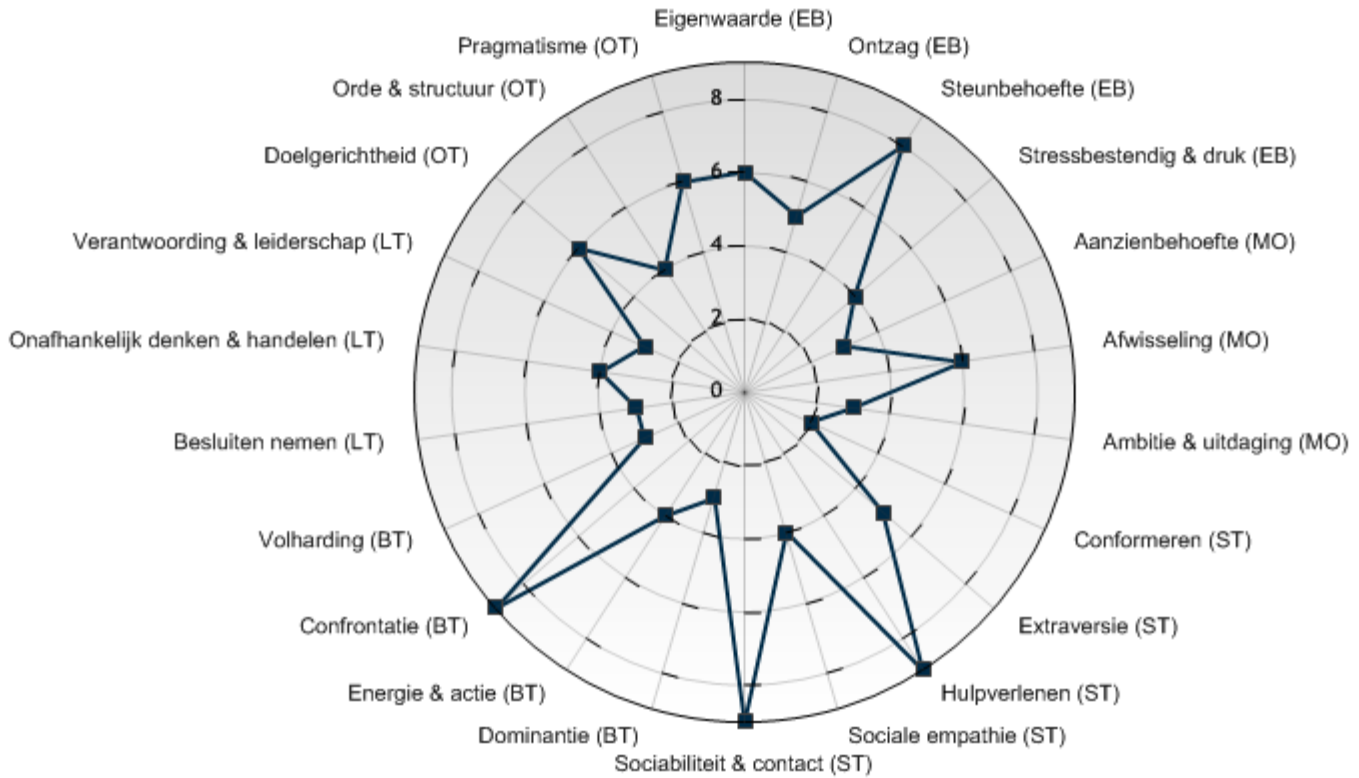


Talents	Score
Ambition & challenges	3
Conformity	2
Confrontation	9
Decision making	3
Dominance	3
Energy & action	4
Extraversion	5
Helpfulness	9
Independent thinking & acting	4
Need for status	3
Need for support	8

Talents	Score
Order & structure	4
Persistence	3
Pragmatism	6
Purposiveness	6
Respect	5
Responsibility & leadership	3
Self-esteem	6
Sociability & contact	9
Social empathy	4
Stress management & pressure	4
Variety	6

Other	Score
Consistency	8

Addendum 2: Overview TMA Dimensions



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

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

Motives (MO)	Score
Need for status	3
Variety	6
Ambition & challenges	3

Leadership talents (LT)	Score
Decision making	3
Independent thinking & acting	4
Responsibility & leadership	3

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

Organisational talents (OT)	Score
Purposiveness	6
Order & structure	4
Pragmatism	6

Other	Score
Consistency	8