HFM TALENTINDEX

Part of the ASSESSIO GROUP

Develop

Participant
John Example

Competency profile
Example

Client
HFMtalentindex

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HFM
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Introduction

The Develop maps out John Example's potential, current performance, and development possibilities regarding the selected competencies. The scores in this report are based on his responses to the HFMtalentindex personality measurement, and feedback collected from the Performance questionnaire, in which John Example and a number of people from his work environment evaluated John Example's work performance.

When using this report, it is important to keep the following in mind:
1. The **potential scores** included in the Develop were determined by comparing John Example's response patterns on the HFMtalentindex personality measurement to those of an extensive norm group of people, representing a variety of professional roles in various sectors. As a result, the report provides a balanced picture of his potential regarding the chosen competency profile.

2. The **performance scores** included in the Develop were determined by comparing the scores on the Performance questionnaire, that John Example and his feedback providers completed, to the scores of a norm group of people, representing a variety of professional roles in various sectors. As a result, the report provides a picture of John Example's current work performance.

Report structure

The Develop consists of the following sections:
- An **overview** of John Example's potential and performance regarding the chosen competency profile.
- A personal **development matrix**, which graphically shows the development advice to John Example.
- A discussion of all selected competencies, in terms of both potential and performance. Custom-made **development tips** will be given for a number of competencies, based on John Example's scores.
- A direct representation of the answers to two **open questions** about the current work behaviour of John Example.
- An explanation of the concept of **Learning Agility** and a discussion of John Example's scores on Learning Agility and the five underlying elements.
- A personal **development plan** for John Example to fill out.

Competency profile

John Example's profile includes the following competencies. These competencies have been selected from HFMtalentindex' competency set. John Example's potential, performance and development possibilities will be discussed in this report based on these competencies.

Operational strength

Accuracy	Effectively handling detailed information and being consistently attentive to details.
Decisiveness	Independently making decisions and sticking to them; having the courage to make firm decisions.
Devotion to quality	Demanding a high quality of provided products and services, and acting accordingly.
Dutifulness	Demonstrating commitment to agreements.

Interpersonal strength

Client-focused	Identifying and actively responding to clients' wishes and needs.
Cooperation	Working with others in order to effectively contribute to a common objective.

Personal strength

Stress resistance	Being able to handle stress.

Conceptual strength

Creativity	Providing original solutions to problems. Coming up with new work methods and alternative angles.

1. Potential and Performance on the competency profile

In this paragraph, John Example's potential and performance on the competency profile is described. These conclusions were drawn based on his scores on the HFMtalentindex personality measurement, combined with the evaluation of his work performance in the Performance questionnaire.

1.1 Currently used potential

Potential
5.3
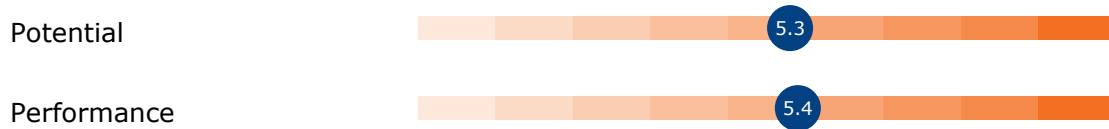
Performance
5.4

John Example has a slightly above average potential for the chosen competency profile. John Example shows the behaviour that corresponds with the chosen competency profile to a slightly above average degree in his everyday performance.

1.2 Strengths and development areas

From the selected competencies, John Example's three strongest and three weakest competencies are listed below, both in terms of potential and performance.

Most potential
- Devotion to quality
- Accuracy
- Dutifulness

Least potential
- Stress resistance
- Decisiveness

Strongest performance
- Works in an orderly fashion.
- Ensures that matters are handled in an orderly and accurate manner from start to finish.
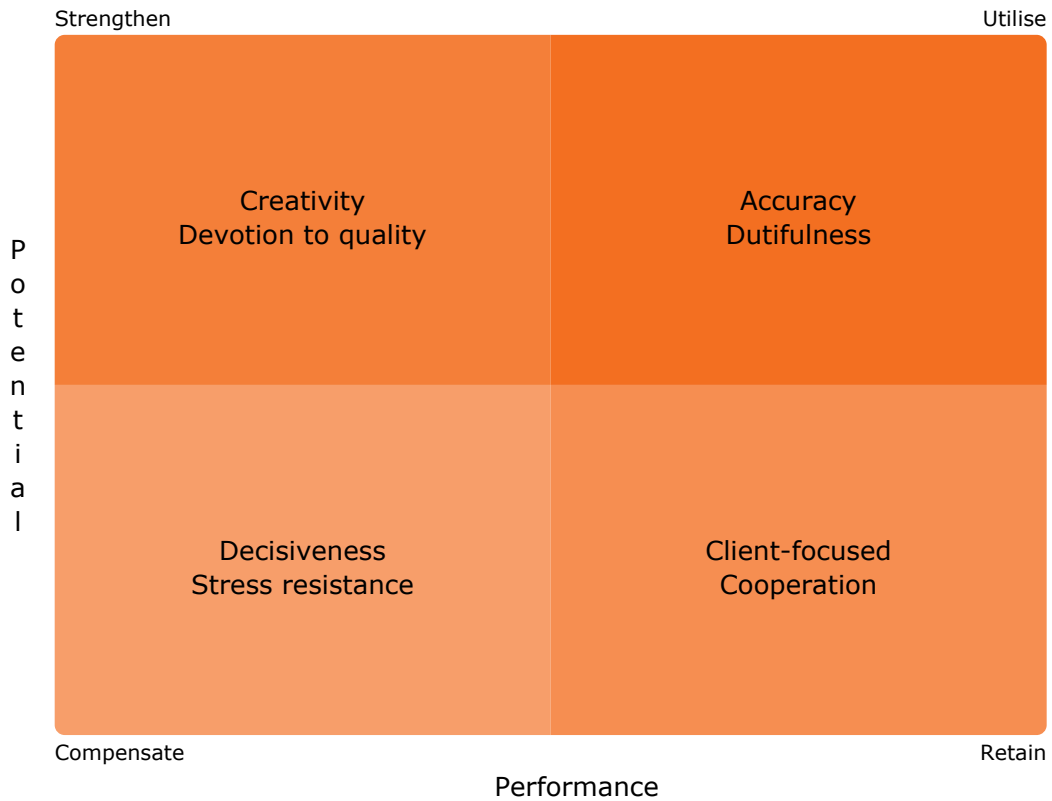- Prevents mistakes.

Weakest performance
- Stays calm under pressure.
- Maintains flexibility under pressure.
- Keeps his emotions in check when pressure increases.

1.3 Personal development matrix

In the table below, the personal development matrix, the development advice is summarised in order to give direction to John Example's personal development plan. In the matrix, John Example's **potential score** is displayed on the vertical axis (high in the matrix means high potential). John Example's **performance score** is displayed on the horizontal axis (the right side of the matrix means strong performance).

Strengthen	Utilise
Creativity Devotion to quality	Accuracy Dutifulness
Decisiveness Stress resistance	Client-focused Cooperation
Compensate	Retain

P o t e n t i a l

Performance

The following page will explain how you can interpret the classification of the development matrix.

The scores on the vertical axis (potential) and the horizontal axis (performance) are theoretically separate from each other. For instance, John Example might possess the necessary potential for a given competency, but he might have trouble demonstrating this in daily practices. In this case John Example still has room for developing his performance on that competency. On the other hand, it is also possible that John Example naturally has little potential for a given competency, and yet demonstrates the corresponding behaviour in daily practices (for instance by using a compensation strategy).

By combining the axes 'potential' and 'performance', four quadrants are created:

- For the competencies in the **Utilise** quadrant, John Example has an above average potential and he demonstrates the corresponding behaviour to an above average degree in his work. These competencies are John Example's natural strengths.
- For the competencies in the **Retain** quadrant, John Example demonstrates the corresponding behaviour to an above average degree in his work. However, he has relatively little potential to develop these competencies further, making it rather difficult for him to utilise these competencies further. Therefore, retaining the current performance is advised.
- For the competencies in the **Compensate** quadrant, John Example has a below average potential and he demonstrates the corresponding behaviour to a below average degree in his work. Developing these competencies further will be difficult for him.
- For the competencies in the **Strengthen** quadrant, John Example has an (above) average potential and yet he currently demonstrates the corresponding behaviour to a below average degree in his work. Focusing on developing these competencies can be rewarding, since John Example's potential allows him to grow in demonstrating these competencies.

These scores will be discussed in greater detail in the following section of the report.

Potential   Far above average

John Example is an organised person by nature; it is important to him that things are handled accurately and precisely. Although he may take ownership of the tasks he considers important, he won't be as conscientious when the task at hand is less important to him. In addition, it is important to John Example to prevent mistakes. As such, he will put energy into the error-checking process.

Performance   Very high

John Example and his feedback providers have evaluated John Example's performance as follows in the Performance questionnaire:

	Feedback providers	Self
Invests energy in checking his work for mistakes.	100%	100%
Prevents mistakes. • *John makes sure he doesn't make any mistakes.*	100%	100%
Ensures that matters are handled in an orderly and accurate manner from start to finish. • *John always works very accurately.* • *I enjoy working very precisely, to prevent mistakes.*	100%	100%
Works in an orderly fashion.	100%	100%

Potential   **Average**

John Example will usually act friendly and involved towards clients. In addition, he enjoys interacting with clients. However, he often desires some time to work things out for himself. Although John Example will try to come up with realistic solutions for clients, he risks overemphasising the impossibilities.

Performance   **Far above average**

John Example and his feedback providers have evaluated John Example's performance as follows in the Performance questionnaire:

	Feedback providers	Self
Deals with clients in a friendly manner.	100%	100%
Shows involvement in the client's problem.	100%	80%
• *John is always available to customers and they enjoy working with him.*		
Approaches the client's question with a can-do mentality.	87%	80%
• *John always wants to answer all of the customer's questions.*		
Makes clients feel welcome.	87%	80%

Potential   Average

John Example recognises the usefulness of cooperation, and seeks out others if this has a functional purpose. Once he has committed to a collaboration, he makes an effort to honour his agreements. On account of John Example's sometimes rather sceptical attitude, he may somewhat suppress the energy needed to find solutions together.

Performance   Slightly above average

John Example and his feedback providers have evaluated John Example's performance as follows in the Performance questionnaire:

	Feedback providers	Self
Asks others for their opinion. • *I think it's important to take other people seriously. That's how I'd want to be treated as well.*	87%	80%
Is open to collaboration with others.	80%	80%
Takes the viewpoints of others into account when collaborating.	80%	80%
Honours agreements.	80%	80%
Takes others' insights and opinions seriously.	80%	80%

Potential   **Slightly above average**

John Example sometimes enjoys coming up with new ideas and 'thinking outside the box'. He has a fairly precise nature and strongly dislikes disorder. As a result, he may have difficulty being flexible enough to take a creative approach to things. Because of John Example's fairly broad range of interests, he is able to focus his creativity on different subjects, and is generally easily inspired.

Performance   **Average**

John Example and his feedback providers have evaluated John Example's performance as follows in the Performance questionnaire:

	Feedback providers	Self
Sees opportunities where others do not.	87%	80%
• *John sometimes sticks to 'that's just how we do things around here'.*		
Offers original ideas.	87%	80%
Comes up with new ways to do things.	87%	60%
Approaches business from new and unexpected viewpoints.	67%	60%

Development tips for John Example:
• Tackle a problem by listing as many ideas as you can think of. Judge every idea's feasibility later.
• Force yourself to invent solutions that aren't already being used in your work.

Potential   Far below average

John Example can be somewhat insecure about the correctness of his ideas and decisions, and likes to consult others in order to receive support and confirmation for his proposals. In addition, although he enjoys having a say in the decisions that are made, he doesn't necessarily have to be the one making decisions. Because John Example has a tendency to worry about things, it will probably often be difficult for him to make a decision in practice.

Performance   Far below average

John Example and his feedback providers have evaluated John Example's performance as follows in the Performance questionnaire:

	Feedback providers	Self
Takes full responsibility for his own decisions.	60%	80%
Makes independent decisions.	60%	80%
Takes decisive action.	53%	80%
Isn't afraid to make unpopular decisions.	40%	80%

Development tips for John Example:

- Realise that you cannot be friends with everyone in every situation. By not taking a clear stand or making a necessary decision, you may avoid an unpleasant conversation, but others will suffer from it in turn.
- If you are responsible for something, be the one to make the decisions. Gather information about the facts from others, but determine your own course based on the information.
- Determine whether you have all the necessary information to make a decision. If this is not the case, determine whether it is realistic to expect that you will have all the necessary information in time, without making excessive efforts. Then make a final decision. Usually any decision is better than no decision at all.
- If you don't take responsibility for a decision you have made, this will mean that the decision hasn't really been made at all in the eyes of others. Therefore, stand by your decision and explain it when necessary.

Potential   Very high

In general, John Example wants to do everything he does very well and is driven to provide quality. He considers it important to carry out the tasks as agreed and to provide the corresponding quality. He worries rather easily about matters and thus has a strong drive to prevent or repair errors.

Performance   Average

John Example and his feedback providers have evaluated John Example's performance as follows in the Performance questionnaire:

	Feedback providers	Self
Delivers the quality that was agreed upon and that is expected by the other party. • *I always feel like the quality of my work could have been even better.*	100%	60%
Has high quality standards for his own work. • *John always wants the best result.*	93%	80%
Has high quality standards for the work of others. • *I expect a lot from myself, but also from others.*	73%	80%
Sees and uses opportunities to improve the quality of what is delivered.	60%	60%

Development tips for John Example:

- Delivering quality isn't something you do on your own. Therefore, also be critical of the quality of others' contributions, allowing everyone to achieve the best possible end result.
- The quality of any job can only be good when the person you are working for recognises it as such. Therefore, make clear agreements beforehand about the level of quality you both strive for, allowing you to meet expectations.
- Improving quality is an on-going affair. What is good today, might not be tomorrow. Therefore, constantly seize opportunities to improve processes and approaches.

Potential   Slightly above average

Although John Example has enough discipline to complete the things he starts, it may sometimes take him some time to get started. In addition, it is fairly important to him to honour agreements and deliver what was promised. Although John Example prefers to give an honest account of the situation, he will sometimes, if necessary, give an account that isn't completely accurate.

Performance   Clearly above average

John Example and his feedback providers have evaluated John Example's performance as follows in the Performance questionnaire:

	Feedback providers	Self
Works hard.	100%	80%
• *John sometimes says yes to more than he can reasonably manage.*		
Takes responsibility for his own work.	87%	80%
• *John most definitely takes responsibility, but I think he can be a little too demanding of himself.*		
Shows a lot of self-discipline.	87%	80%
• *Being self-disciplined is natural for John.*		
Honours agreements.	87%	80%

Potential   **Very low**

John Example can worry rather quickly about how things are going. When he feels pressured, he is likely to take it very much to heart. John Example's self-critical attitude often leads him to doubt whether he has things under control.

Performance   **Very low**

John Example and his feedback providers have evaluated John Example's performance as follows in the Performance questionnaire:

	Feedback providers	Self
Pulls himself together after disappointments.	40%	80%
• *John has difficulty dealing with setbacks, especially if they are unexpected.*		
Keeps his emotions in check when pressure increases.	40%	60%
• *When John is under pressure, he can have trouble taking a step back. He tends to blame himself for a lot of things.*		
Maintains flexibility under pressure.	40%	60%
Stays calm under pressure.	33%	60%

Development tips for John Example:

- Take a step back when you notice the pressure is becoming too much. Take time to see the situation in perspective which will allow you to regain control.
- When you notice that the pressure causes you to no longer respond flexibly to the situation, it might help if you order your thoughts and focus on the matters that are most important in reaching your goal. Actively seek the help of someone who can act as a sounding board.
- Work off disappointments in a time and way that suits you and doesn't interfere with your work. For example, release your emotions by exercising, doing something fun or getting started on a new task that you will probably be successful at. Try to put disappointments in perspective.
- Take signs seriously that indicate that the pressure in a situation is increasing. Tackle them before the pressure has emotional consequences. At that point, you will still be able to manage them. Discuss your feelings with others you trust.

2. Open questions

This part of the report provides a direct representation of the answers to two open questions about the current work behaviour of John Example.

What is the strongest quality of John Example?

- He can connect people like no other and is a strong team player.
- I make myself accessible and both clients and colleagues enjoy working with me.

What can John Example do less or differently?

- As far as I'm concerned, John can be more confident in his own decisions, sometimes he doubts his own approach and then spends a lot of time testing ideas with others. That is not always necessary. John could allow himself to spend more time on innovation.
- Doubt less, so that I can make better decisions. I know that I sometimes bite off more than I can chew, because I have a hard time saying no. I would like to change this, by being more clear about my boundaries.

3. Learning Agility

Learning Agility is the ability to rapidly develop new effective behaviour, based on new experiences. It is a form of learning ability and thereby gives an indication of a person's potential. People with a high score on Learning Agility learn more and faster from new situations than people with a low score on Learning Agility. High scorers are able to benefit more from the experience, are constantly looking for new challenges, seek feedback in order to learn, recognise patterns in unfamiliar situations and effectively involve others, in order to give meaning and understanding to experiences.

On the next pages, you will first find an overview of John Example's scores on Learning Agility and its different facets. Following this overview, it will be explained how Learning Agility is measured and what characterises people who have high scores on the various facets of Learning Agility.

Why is Learning Agility important?

Learning Agility is used to measure whether a person has a general potential to rapidly understand new things. These things may not yet be relevant at the present time, but could become relevant in the future. People with a high Learning Agility are able to rapidly pick up and understand things in all sorts of new situations. Organisations notice that their world is changing faster and faster. That means that roles and positions are also changing more quickly. So if we know a person is currently suitable for position A, it very well may be that position A no longer exists tomorrow, or has strongly changed. In that case it is important to know how fast someone will be able to understand the new situation. Learning Agility provides a way to measure that ability. Learning Agility also appears to be a good predictor of High Potentials. Leadership talent in an increasingly complex environment is scarce. That means that knowing early on who your leaders of the future are, gives a competitive advantage to organisations.

3.1 Score overview

Overall Learning Agility score	5.3
Self-awareness Factor	- 0.5
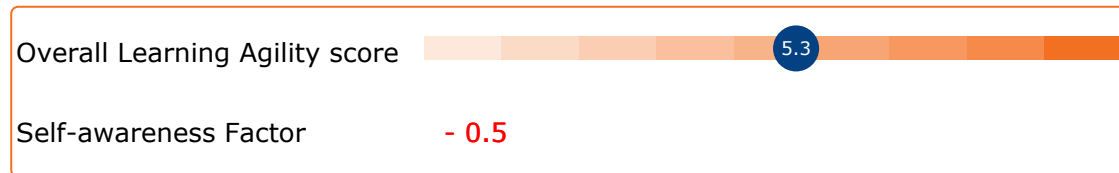
Change Agility   Average
Curiosity, love to experiment, trying things, passion for new experiences.

4.5

Mental Agility   Clearly above average
Creative, an open perspective, new ideas, easily handling complexity, creating clarity in ambiguous situations.

6.5

People Agility   Average
Constructive to others, open to people with different backgrounds and opinions, desire to understand others.

4.5

Results Agility   Slightly above average
Remaining calm under pressure, continue to show leadership, able to identify results in a new situations, creating focus.

5.5

Self-awareness   Slightly below average
Knowing oneself, self-critical, development-oriented.

4.0

3.2 How is Learning Agility constructed?

Learning Agility is determined on the basis of a number of specific personality traits, motivations and behavioural aspects of John Example. These behavioural aspects are assessed by the feedback providers of John Example or, where there are no feedback providers, by John Example himself. Learning Agility is measured in four facets and one transcending factor: Self-awareness, which influences the scores on all facets.

Change Agility

People with a high score on Change Agility are characterised by a constant curiosity, that is fuelled by new unknown things. They like to experiment, try things, and have a passion for new experiences. As a result, they experience more. They are able to learn more from their experiences, because they are intrinsically motivated to investigate matters and enjoy when things are not yet known to them.

Mental Agility

People with a high score on Mental Agility enjoy using new ideas to create new insights when things are complex or unclear. They like to analyse and are often able to get to the bottom of things in new ways, by thinking outside the box. They have an open perspective and are challenged by new ideas. This helps them recognise patterns in new experiences more quickly than others. They quickly understand how the situation works and what they can learn from their experience.

People Agility

People with a high score on People Agility are constructive to others and are open to people with different backgrounds and opinions. They have a need to properly understand what others mean and take others' opinions seriously. This makes it easier for them to get in touch with others and they succeed better in learning from the input of others. In addition, they can adapt more easily, for example to people from other cultures. As a result, other people share more with them.

Results Agility

People with a high score on Results Agility have a strong desire to be successful and always look for the best way to achieve results. They are often ambitious, self-confident and remain calm under pressure. Because they are better able to set goals in new and unfamiliar situations, they maintain focus and learn quickly what is or isn't important in order to make new things successful.

Self-awareness

People with a high score on Self-awareness know their own strengths and weaknesses. They are often critical of their own performance and their actions. As a result, they are more keen on how they can do things better and their overall willingness to learn is higher. Therefore, Self-awareness has a special role in Learning Agility: a high score increases the possibilities on the other Learning Agility elements, while a low score limits them. For this reason, you will find a separate score for your Self-awareness Factor. If it is green, then your Self-awareness increases your options. If it is red, it is a limiting factor in your performance. The indicated factor is already incorporated in your scores.

4. John Example's development plan

This report has provided you with a lot of information about your potential and your current performance. You have also received some practical tips that can help you in your development. But now it is your turn.

The development plan on the following pages consists of a number of blocks about the competencies on which you have received tips earlier in the report. To make it easier for you to fill out the development plan, we have formulated a number of questions for each block. You can ask yourself these questions to gain a better understanding of what, how, and why you are going to develop yourself. In addition, the behavioural examples on which you scored lower, as well as the corresponding tips are listed again. Completing the development plan is not always successful in one go. Sometimes you need more time to think things over, or you require the help of others around you to fill in the block.

4.1 Development areas

- Of which issues will it benefit me most if I manage to change them?
- Which issues are easiest to change?
- Which issue do I recognise most in myself?
- Which issue bothers me most?
- Which issue has the greatest impact on my results?

4.2 Results

- Why do I think it's so important to realise this development issue: what does that mean to me?
- What will visibly go better or different if I have developed this?
- How will I know I have successfully worked on my learning point?
- At what times in my work do I encounter my learning point?
- What's in it for me personally when my development has been successful?
- How can I measure that I have developed my learning point over time?
- In what activities will others notice the consequences of whether development has been successful or not?
- How will the change become visible in my daily work?
- Within what period should the change be visible?
- How do I record the obtained results?

4.3 Approach

- How is it that I haven't yet mastered this learning point: is it a question of knowing how to, being able to or am I afraid to do it?
- In what situations can I practice or experiment with my learning point?
- What is the easiest tool I can think of?
- How do I make sure I get feedback?
- What is fastest and/or most pleasant way for me to learn?
- Who is really good at this, and can I learn something from him/her?
- How do I involve my supervisor in my development?

4.4 How should you use the development plan?

The development plan on the following page(s) consists of a number of tables: one for each competency on which you received a development tip in this report. Your learning point is mentioned at the top of the table. This is the behaviour on which your received a below average score in your Performance questionnaire. The development plan also uses the following three icons:

The arrow once again shows you your development tip for this learning point. This tip can help you improve your learning point.

At the plus, you can fill in the result that you want to achieve concerning this learning point. What will your development efforts lead to? Make sure you describe the desired result in a visible and measurable way.

At the concentric circles, you can fill out the approach you will take to achieve the desired result. What form or tools will you use? For example: coaching, reading books or taking a course.

Competency: Creativity

Approaches business from new and unexpected viewpoints.

My development tip:
- Tackle a problem by listing as many ideas as you can think of. Judge every idea's feasibility later.

The results of my development efforts can be seen and measured in the following way:

I want to use the following tools to achieve these results:

Comes up with new ways to do things.

My development tip:
- Force yourself to invent solutions that aren't already being used in your work.

The results of my development efforts can be seen and measured in the following way:

I want to use the following tools to achieve these results:

Competency: Decisiveness

Isn't afraid to make unpopular decisions.

My development tip:

- Realise that you cannot be friends with everyone in every situation. By not taking a clear stand or making a necessary decision, you may avoid an unpleasant conversation, but others will suffer from it in turn.

The results of my development efforts can be seen and measured in the following way:

I want to use the following tools to achieve these results:

Makes independent decisions.

My development tip:

- If you are responsible for something, be the one to make the decisions. Gather information about the facts from others, but determine your own course based on the information.

The results of my development efforts can be seen and measured in the following way:

I want to use the following tools to achieve these results:

Takes decisive action.

My development tip:
- Determine whether you have all the necessary information to make a decision. If this is not the case, determine whether it is realistic to expect that you will have all the necessary information in time, without making excessive efforts. Then make a final decision. Usually any decision is better than no decision at all.

The results of my development efforts can be seen and measured in the following way:

I want to use the following tools to achieve these results:

Takes full responsibility for his own decisions.

My development tip:
- If you don't take responsibility for a decision you have made, this will mean that the decision hasn't really been made at all in the eyes of others. Therefore, stand by your decision and explain it when necessary.

The results of my development efforts can be seen and measured in the following way:

I want to use the following tools to achieve these results:

Competency: Devotion to quality

Has high quality standards for the work of others.

My development tip:

- Delivering quality isn't something you do on your own. Therefore, also be critical of the quality of others' contributions, allowing everyone to achieve the best possible end result.

The results of my development efforts can be seen and measured in the following way:

I want to use the following tools to achieve these results:

Delivers the quality that was agreed upon and that is expected by the other party.

My development tip:

- The quality of any job can only be good when the person you are working for recognises it as such. Therefore, make clear agreements beforehand about the level of quality you both strive for, allowing you to meet expectations.

The results of my development efforts can be seen and measured in the following way:

I want to use the following tools to achieve these results:

Sees and uses opportunities to improve the quality of what is delivered.

My development tip:

- Improving quality is an on-going affair. What is good today, might not be tomorrow. Therefore, constantly seize opportunities to improve processes and approaches.

The results of my development efforts can be seen and measured in the following way:

I want to use the following tools to achieve these results:

Competency: Stress resistance

Stays calm under pressure.

My development tip:

- Take a step back when you notice the pressure is becoming too much. Take time to see the situation in perspective which will allow you to regain control.

The results of my development efforts can be seen and measured in the following way:

I want to use the following tools to achieve these results:

Maintains flexibility under pressure.

My development tip:

- When you notice that the pressure causes you to no longer respond flexibly to the situation, it might help if you order your thoughts and focus on the matters that are most important in reaching your goal. Actively seek the help of someone who can act as a sounding board.

The results of my development efforts can be seen and measured in the following way:

I want to use the following tools to achieve these results:

Pulls himself together after disappointments.

My development tip:

- Work off disappointments in a time and way that suits you and doesn't interfere with your work. For example, release your emotions by exercising, doing something fun or getting started on a new task that you will probably be successful at. Try to put disappointments in perspective.

The results of my development efforts can be seen and measured in the following way:

I want to use the following tools to achieve these results:

Keeps his emotions in check when pressure increases.

My development tip:

- Take signs seriously that indicate that the pressure in a situation is increasing. Tackle them before the pressure has emotional consequences. At that point, you will still be able to manage them. Discuss your feelings with others you trust.

The results of my development efforts can be seen and measured in the following way:

I want to use the following tools to achieve these results:

Social desirability

The HFMtalentindex personality measurement is checked for socially desirable answering tendencies, by the inclusion of control questions. We distinguish between two types of social desirability, which will be discussed here.

Self-deception

A high score (2 or 3) on self-deception indicates that the participant unconsciously overestimates the effectiveness of his actions and his way of thinking. The participant runs the risk of overestimating himself and may have a rather unrealistic impression of how effective his own actions are. Participants who score high on the self-deception assessment often have difficulty identifying their own weak points.

Tips for discussing the report

When discussing the report, we recommend that you ask these participants about any feedback they may have received from those around them. By assessing this feedback, you may be able to break loose from the possibly distorted perception of the participant. You can do so by asking specific practical examples. For example, you can use the following questions: what are the strong points you are complimented on by your current supervisor? What are the improvement areas? What qualities do your colleagues appreciate you for? On what issues do you sometimes clash with colleagues? What do your subordinates identify as positive about your managerial style? What do they see as points requiring your attention?

Impression management

A high score (2 or 3) on impression management indicates that the participant consciously reports desirable behaviour and suppresses undesirable behaviour. This is the most obvious and conscious form of social desirability. The participant purposefully paints a picture of himself that is too positive. There is a risk that those participants were looking for the answers they thought to be the 'right answers' when completing the questionnaire.

Tips for discussing the report

When discussing the report, we recommend that you continue asking about the participant's strong points emerging from the report. We recommend that you also use specific practical examples for this purpose. It often clarifies matters if the participant has to describe a situation in which something went well, and a similar situation in which the participant was less successful. How were these situations different from one another? In the event of high scores on this point, watch out for so-called 'positive weak points', such as 'people might even say I work too hard'.

A high score on one or both of the social desirability scales doesn't mean that the report is worthless. It indicates that you must be attentive to possible misrepresentations. The above explanation and tips may help you test the perception.

| Self-deception | 1 |
| Impression management | 1 |