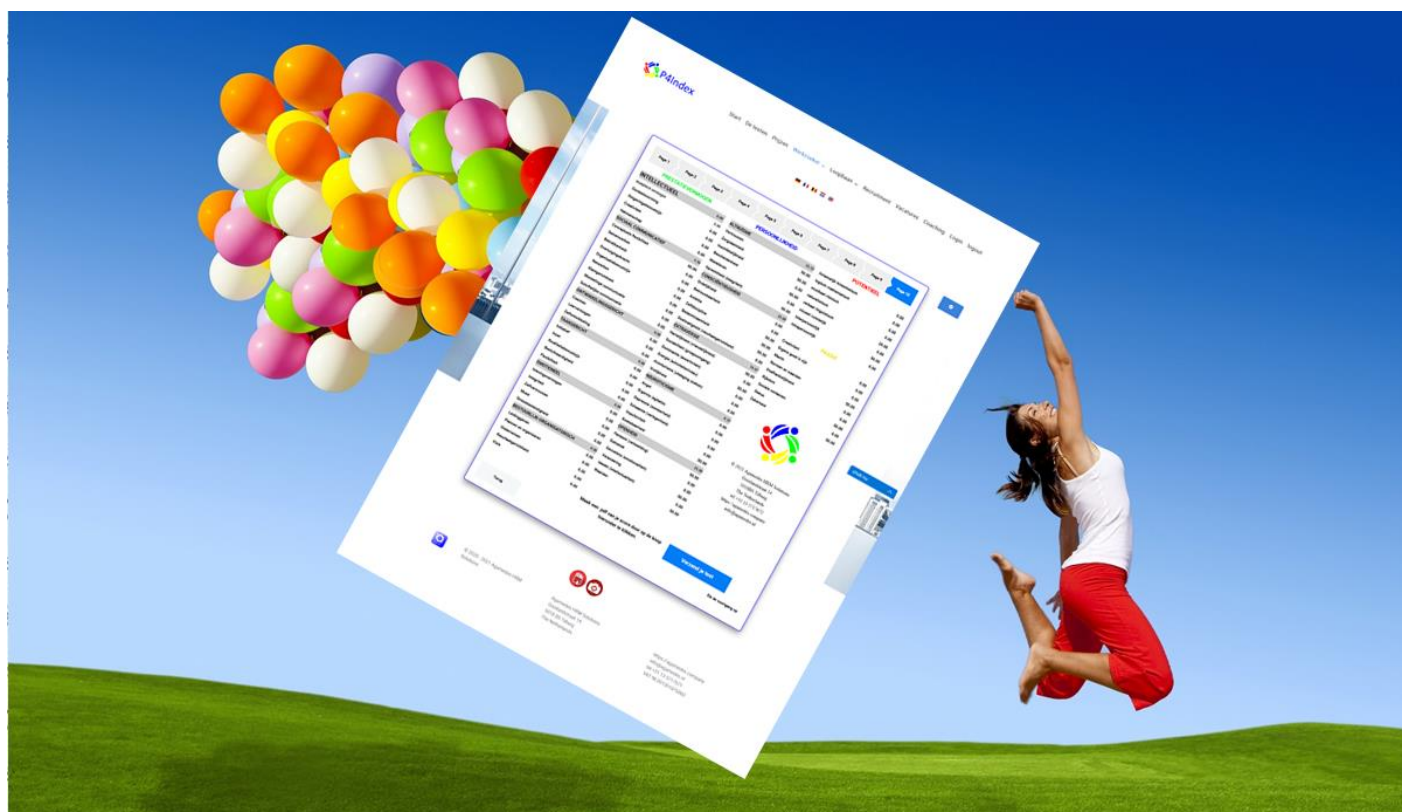


# Theoretical framework P4Index.com



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## PERFORMANCE, COMPETENCIES

Below is the description of the competences included in the Performance Potential Score.

### ADMINISTRATIVE-ORGANISATIONAL

#### MANAGING

Providing direction and guidance to an employee in the context of the performance of his duties.

#### DOING BUSINESS

Identify opportunities in the market, both for existing and new products/services, act accordingly and dare to take responsible risks in the process.

#### PLANNING AND ORGANISING

Identifying priorities and indicating the actions, time and resources needed to achieve given objectives. Setting things in motion according to plan

#### RESULT-ORIENTED

Focused on effective action and timely delivery of agreed work.

#### VISION

To distance oneself from daily practice. Formulating outlines and setting out long-term policy.

### SOCIAL COMMUNICATIVE

#### ORGANISATIONAL AWARENESS

Recognises influence and consequences of its own decisions or activities on other parts of the organisation.

#### NETWORKING

Develop and perpetuate relationships, alliances and coalitions within and outside the organisation. Using these to obtain information, support and cooperation.

#### CUSTOMER FOCUS

Recognises customer needs and interests and takes them into account in its actions.

#### PERSUASION



Behaviour aimed at persuading others of a particular point of view and getting them to agree to certain plans, ideas and products.

---

#### ORAL COMMUNICATION

Communicating ideas and opinions orally to others in understandable language

---

#### WRITTEN COMMUNICATION

Writes comprehensibly and correctly; adapts writing style to the intended purpose or target group.

### INTELLECTUAL

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#### ANALYTICAL ABILITY

Knows how to identify problems, recognise important information, make connections between data. Identifies possible causes.

---

#### JUDGEMENT

Balance data and possible courses of action against relevant criteria and arrive at realistic assessments.

---

#### ENVIRONMENTAL AWARENESS

Show that they are informed about social and political developments or other environmental factors. Make effective use of this knowledge for your own position or organisation.

---

#### CREATIVITY

Come up with original solutions to function-related problems. Devise new working methods to replace the existing.

---

#### CRAFTSMANSHIP

The extent to which they possess the substantive professional knowledge, expertise and skills required to practise the profession adequately.

---

#### CONCEPTUAL FLEXIBILITY

Building frames of thought or models and formulating multiple conceptions, hypotheses or ideas based on complex information.

### EMOTIONAL

---

#### EMPATHY

Listening to and thinking along with others, recognising the feelings and needs of others, empathizing with others and consciously dealing with different backgrounds and interests.





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**INTEGRITY**

Consistently enforcing generally accepted social and ethical standards in words and behaviour. Being accountable for them and addressing others in this regard.

---

**SELF-CONFIDENCE**

Make a confident impression when formulating one's own positions and proposals. Being able to maintain this impression and pass it on to others.

---

**COURAGE**

Taking (calculated) risky decisions on one's own responsibility in situations that demand immediate action, even if this can have adverse consequences for one's own position. Tackling difficult situations: not ignoring them.

---

**STRESS RESISTANCE**

Continue to perform effectively under time pressure, in the event of complications, setbacks, disappointment or opposition.

---

**TASK-ORIENTED**

---

**INITIATIVE**

Identify opportunities and act accordingly. It is better to start on your own than to wait passively.

---

**DEPLOYMENT**

Be active for a long period of time when the job requires it. Work hard, have stamina.

---

**QUALITY AWARENESS**

Behaviour that testifies to making high demands on one's own work. Demonstrate dissatisfaction with average performance.

---

**DECISIVENESS**

Taking decisions by taking action or committing oneself by expressing opinions

---

**FLEXIBILITY**

If problems or opportunities arise, change one's own behavioural style in order to achieve a set objective.





**DEVELOPMENT-ORIENTED**

---

**COACHING**

Recognising the development needs of employees. Promoting and carrying out (or having carried out) development activities.

---

**LEARNING ABILITY**

Incorporate and critically process new situations and problems. Demonstrate the ability to make effective use of new experiences.

---

**SELF-DEVELOPMENT**

Seeks and exploits opportunities for own development. Visibly spends time and energy on personal development.



## THE BIG FIVE PERSONALITY THEORY.

The name of this personality model refers to the five-character traits that distinguish it. The Big Five theory is widely accepted among psychologists as the most important personality model of its kind. The Big Five is a theoretically neutral model, based on the occurrence of person descriptive terms in natural language. In this model, individual differences are grouped into five independent factors, namely.

- extroversion,
- altruism/ (friendliness),
- openness/ (for new things),
- conscientiousness/ (orderly),
- neuroticism/ (emotional instability).

The last two characteristics are seen as the most decisive for functioning in a work situation. The Big Five model is also used to place leadership models.

An important characteristic of the Big Five is that the scores on the character traits are normally distributed. This means that according to the test you are not necessarily either extrovert or introverted. You can also be something in between. This is in contrast to MBTI and DISC.



## THE BIG FIVE IN DETAIL

## E X T R A V E R S I E E SCALE FOCUSING ON THE OUTSIDE WORLD

People who score high on the E scale are social people in the sense that they like to be in the company of others and enjoy sociability. They are often more assertive, talkative and active than introverts. They like excitement and exciting actions and are cheerful by nature. They are usually in a good mood, energetic and optimistic.

With very low scores on the E scale, we speak of introversion. These are not so much unsavoury niggers as reserved people. They are more independent than submissive and rather quiet than slow. Introverts are usually not shy, but often prefer to be alone.

Extraversion consists of the facets (subordinate personality traits):

---

#### E1 - KINDNESS (KINDNESS)

Cordiality in intercourse promotes the creation of emotional bonds between people, through the warmth and affection shown. Warm-hearted people are friendly, and show in their attention to others that they are really fond of people.

Low achievers are more reserved, at a distance and formal in their way of doing things.

---

#### E2 - SOCIABILITY (GROUPAGE)

Sociability is preferable to be in the company of others. Sociable people seek company and love the hustle and bustle and activity of large groups of people. They are stimulated by company. Many contacts with others are the driving force behind their activities.

Low scorers do not seek company, sometimes actively avoid it and prefer to be alone on a regular basis.

---

#### E3 - DOMINANCE (ASSERTIVENESS)

The behaviour of high scorers on this scale is dominant, powerful and dominant. They speak without hesitation and are often led in groups. They speak a lot in conversations or meetings.

Low achievers prefer to stay in the background and let others do the talking.

---

#### E4 - ENERGY (ACTIVITY LEVEL)

High scorers are characterised by a high tempo and powerful movements; they always feel the need to be busy and radiate a sense of energy. Energetic people lead a busy, full and often in a hurry life that is fast-paced.

Those who score low on this scale are calmer and less driven and they like a more relaxed lifestyle.

---

#### E5 - ADVENTURE (CHALLENGE SEARCH)

High scorers on this scale have a penchant for excitement, stimulation and action. They love bright colours, noisy environments and stimulating sensations.

Low achievers have little need for sensations and love a quiet and peaceful life, which some would find boring.



---

## E6 - CHEERFULNESS

High scorers often have fun and often feel happy and happy. They laugh a lot and easily, are cheerful and optimistic.

Low achievers are not necessarily unhappy. They are less cheerful and exuberant in their behaviour and experiences.

## A L T R U İ S M E

### A scale Focusing on the other

Altruism is the degree to which a person puts the interests of others above his own interests. With high scorers the other subject is in relationships, the relationship is often experienced from the other person's point of view. Altruistic people are helpful, modest, friendly and inclined to work together; they move in the other person and see situations (partly) from the perspective of the other person's purpose. The altruist is naturally concerned with the wellbeing of others and tends to make mild judgements about others.

People who score low on the A scale are more competitive than cooperative. High scorers are more open to the interests and wishes of others. Low scorers are more self-interested. The non-altruist is interested in power and is tougher in his social views and judgements about others.

Altruism consists of the facets (subordinate personality traits):

---

### A1 - TRUST

Trust can be seen as the tendency of other people to take for granted that they are of good will.

High scorers tend to believe that others are honest and act with the best of intentions.

Low scorers have a sceptical attitude and are more inclined to see others a priori as unreliable or dangerous.

---

### A2 - SINCERITY (INTEGRITY)

Sincere people are honest, sincere, direct and unaffected in their expressions. They are not calculated in their social behaviour. Low scorers are willing to manipulate others with flattery, tricks and small or half-truths. They often see such tactics as necessary social skills and often find the sincerity of others naive.

Scoring lower also means being more willing to conceal the truth or your true feelings, but that does not mean that you are always an unfair, manipulative person.

---

### A3 - CARE

High scorers are selfless, helpful and caring for others. They show an active willingness to help and care for others where needed.

Low achievers can be self-centred and avoid getting involved in other people's problems.

---

### A4 - ELIGIBILITY

This facet concerns the handling of planned or occurring interpersonal conflicts.

High scorers are inclined to give in, avoid quarrels and curb their anger. They are gentle and mild, and conform to the other when it comes down to it.



Low scorers can react competitively and aggressively. They do not hold back their anger, but express it easily.

---

#### A5 - MODESTY

High scorers on this scale are modest and like to stay in the background; however, that says nothing about their self-confidence and self-esteem, which can be strong and positive.

Low scorers find themselves better than others and soon become arrogant by others.

---

#### A6 - COMPASSION

This facet scale measures an attitude of sympathy and concern for the fate of other people.

High scorers are moved by the suffering and needs of others, are mild in their judgment of others and tend to emphasise the human side in all sorts of social issues.

Low-ranking people take a down-to-earth approach to human problems and are less likely to be moved by an appeal to their compassion. They prefer to see themselves as realists, who make their decisions on rational grounds.

## CONSCIENTIONAL CONSIDER REQUIREMENT

### C scale Focusing on the result

Conscientiousness: the degree to which a person behaves in an organised and goal-oriented manner. The term conscientious refers directly to conscience as a guiding and testing body for one's own behaviour. It can also refer to doing what needs to be done: a pro-active process of planning, organising and carrying out tasks that someone has taken on.

The conscientious person is characterised by qualities such as ambitious, reliable and conscientious. He or she is purposeful and well-organised, and sees life as tasks to be fulfilled. They have a strong will, are determined and rarely will someone without these qualities become a great musician, athlete or entrepreneur.

People with a lower C score do not lack standards, values, ideals or rules or principles for all kinds of tasks. They are just less strict and precise in applying them. They work to achieve their goals in a more relaxed way and take it for granted that things sometimes fail, and that some goals turn out to be unattainable. Low scorers have a more flexible attitude and are better able to cope with chaos.

Conscientiousness consists of the facets (subordinate personality traits):

---

#### C1 - EFFECTIVENESS (FOCUS ON RESULTS)

The facet of efficiency refers to people's experience of being competent, sensible and effective in the tasks that life imposes on them.

High scorers feel comfortable with life, while low scorers miss that feeling.

---

#### C2 - ORDERLINESS (STRUCTURE)

High scorers on this facet scale are precise, orderly and systematic and they organise their affairs well and systematically.

Low scorers are sloppy and unsystematic and barely manage to organise their tasks, agreements, plans and possessions properly.



---

### C3 - RELIABILITY

This facet scale measures the extent to which a person's behaviour strictly adheres to ethical principles and standards.

High scorers are trustworthy, keep their promises and agreements and act according to the duties imposed on them by their conscience. They are conscientious.

Low scorers deal with such matters somewhat easily or even nonchalantly.

---

### C4 - AMBITION

Ambition is the will to perform (performance drive).

High scorers work hard to achieve their goals. They are diligent and goal-oriented.

Low achievers have no need for performance and success, they are difficult to motivate to perform and unambitious.

---

### C5 - SELF-DISCIPLINE (SELF-ACTIVITY)

Self-discipline is the ability, once started, to continue and complete tasks despite possible boredom and distractions.

High scorers have the ability to motivate themselves to finish the job.

Low scorers are more likely to start delaying, are more likely to be discouraged and give up sooner.

---

### C6 - THOUGHTFULNESS (CAUTION)

The facet of thoughtfulness refers to the tendency to think carefully, anticipate consequences and weigh them up before acting.

High scorers are cautious and take a well-considered approach.

Low achievers are hasty and spontaneous in decisions and behaviour and often speak or act before they have thought through the consequences.

---

## NEUROTICISMANAGEMENT

### N-scale Emotional instability

People with a low N-score are emotionally stable, do not worry easily and are difficult to get out of control. One is satisfied with oneself, relaxed and not very emotional. They usually have an even temper and approach stressful situations calmly and without tense excitement. People with a high N-score are less emotionally stable and are more likely to experience fear.

Neurotic people are more worried, more insecure and more nervous. They are more likely to be angry, anxious or mad. They may experience negative feelings such as fear, anger, frustration, gloom, shame and guilt.

Neuroticism consists of the facets (subordinate personality traits):

---

#### N1 - FEAR

Anxious (high N1) people are anxious, easily frightened and worried, nervous, tense and jittery.

---

#### N2 - ANNOYANCE (AGITATION)



Annoyance (high N2) represents the tendency to experience frustration, anger and hatred.

---

#### N3 - DEPRESSION (GLOOMINESS)

This facet measures normal individual differences in susceptibility to depression.

High scorers are receptive to feelings of guilt, sadness, hopelessness and loneliness. They are quickly discouraged and easy to dismiss.

Low scorers are not necessarily cheerful and cheerful by nature, they simply seldom have depressive feelings.

---

#### N4 - SHAME (EMBARRASSMENT)

Feelings of shame and embarrassment are at the heart of this facet.

People who score high do not feel comfortable in the company of others. They feel quickly watched and judged; they are sensitive to ridicule.

---

#### N5 - IMPULSIVITY

Impulsiveness refers to the inability to control desires, impulses and feelings. Needs (e.g. food, cigarettes, possessions) are experienced as so strong that the individual cannot resist them.

---

#### N6 - VULNERABILITY

The vulnerability facet refers to handling difficult and stressful situations.

High scorers are stress-sensitive, and find it difficult to deal with tension and stressful situations.

People who score low experience themselves as competent and able to handle difficult situations and get by.

## OPENNESS

### O-scale Focusing on the new

People who score high on Openness are curious and imaginative both with regard to the inner world and the outside world. Their world of experience is usually richer and more varied than that of low scorers, which we can call conventional or closed.

High scorers do not conform in advance to the available rules, schedules, habits and starting points.

Men and women who score low on Openness tend towards conventional behaviour and conservative views. They prefer the familiar to the new, are practical and down-to-earth, and prefer to deal with the facts of the here and now.

Openness consists of the facets (subordinate personality traits):

---

#### O1 - FANTASY (IMAGINATION)

High scorers on this scale have an active and lively imagination. For them, daydreaming is not simply an escape, but a way to create an interesting inner life. They develop their fantasies and work them out and feel that as an enrichment and creative necessity in their lives.

Low scorers are prosaic and like to stay with both feet on the ground.

---

#### O2 - AESTHETICS



People who score high on this scale have an inner appreciation for art and beauty. They are moved by poetry, feel completely absorbed in music and are intrigued by visual art. They do not necessarily have an artistic talent or even what most people consider to be good taste. For many of them, however, their interest in art does lead to the development of a broader than average knowledge of and appreciation for art.

Low-ranking artists are relatively insensitive to art and beauty and have little interest in it.

---

### O3 - FEELINGS (EMOTIONALITY)

Openness to feelings implies receptivity to one's own inner feelings. The attitude towards emotions is positive, emotion is seen as an important part of life.

High scorers experience a wide and nuanced range of emotional experiences and feel happiness and unhappiness stronger than others.

Low scorers pay little attention to their own feelings, largely ignore them and do not find them very important.

---

### O4 - CHANGE

This facet implies openness to change, to variation, to new experiences. This openness is not only passive, but also implies the curiosity for everything that is new and different for the person, a desire for variation and variety. This facet can be seen, for example, in the willingness to try out all kinds of activities, to visit new places, to eat unknown food.

Low scorers prefer the familiar and familiar, to routine rather than change and variation.

---

### O5 - IDEAS (INTELLECTUALITY)

This person can be recognised not only by an active interest in intellectual activities as such, but also by being open to new, unconventional ideas and the willingness to consider them.

High scorers enjoy philosophical conversations as well as complex puzzles.

Low-ranking people have a limited interest; they concentrate their talent on a narrow and confined area.

---

### O6 - VALUES

Openness to values means a willingness to review and reconsider social, political and religious values.

High scorers are characterised more by doubt and a critical, searching attitude than by certainties and firm convictions.

Closed people tend to accept authority; they uphold firm values and traditions, and are conservative in that sense.





## POTENTIAL, THE TALENTS/INTELLENCES.

Multiple intelligence is a theory by psychologist Howard Gardner that makes the existence of nine types of intelligence plausible. Howard Gardner thinks that the IQ does not sufficiently describe the intelligence and wants to make more distinction in intelligence. Intelligence is the ability to solve problems and everyone has a number of specific skills in mathematics, language or music, which can be used to do so. Howard Gardner received a lot of support for his theory about multiple intelligence.

### Multiple forms of intelligence

According to the theory of multiple intelligence, intelligence tests fall short. According to Gardner, if a person does not score high on an intelligence test, this does not mean that this person is not gifted. According to this theory, intelligence testing only measures a few dimensions of giftedness, namely verbal ability (verbal-linguistic intelligence), numeracy (logical-mathematical intelligence) and spatial insight (visual-spatial intelligence). The theory that Gardner came up with states that there are also other areas in which a person can be gifted. In total, he distinguishes between 9 areas:

---

#### 1. VERBAL-LINGUISTIC INTELLIGENCE

Verbal-linguistic intelligence is the ability to use language in such a way as to express yourself, convince other people and understand others. A person with high verbal-linguistic intelligence is generally a good speaker with great vocabulary. This form of intelligence is particularly high among lawyers, advisers, salespeople, writers and journalists. People with a high verbal-linguistic intelligence learn best by reading or listening.

---

#### 2. LOGICAL-MATHEMATICAL INTELLIGENCE

Logical-mathematical intelligence is the ability to understand connections, work in a structured way, and deal with (abstract) numbers. This form of intelligence is particularly high among accountants, accountants, physicists, programmers and engineers. People with a high level of logical-mathematical intelligence learn best by doing work.

---

#### 3. VISUAL-SPATIAL INTELLIGENCE

Visual-spatial intelligence is the ability to see a concrete problem in front of you. A person with a high level of visual-spatial intelligence thinks in images, loves art and has a good sense of spatial proportions. This form of intelligence is especially high among architects, photographers and artists. People with a high level of existential intelligence learn best by seeing a concrete problem in front of them.

---

#### 4. MUSICAL INTELLIGENCE

Musical intelligence is a good sense of sound and rhythm with a great fondness for music. This form of intelligence is especially high among musicians, music teachers, instrument makers, conductors and producers. People with a high level of musical intelligence can best learn by listening or booming.

---

#### 5. PHYSICAL INTELLIGENCE

Physical intelligence is the ability to use the body in such a way that you can express something, solve a problem or achieve a goal. This form of intelligence is especially high among athletes, actors, therapists, mechanics and construction workers. People with high physical intelligence learn best with their hands or by doing.

---

#### 6. INTRA-PERSONAL INTELLIGENCE



Intra-personal intelligence is the ability to make decisions independently. A person with high intra-personal intelligence is independent, has high willpower and has high self-reflection. This form of intelligence is especially high among leaders, writers, organisers and the self-employed. People with a high intra-personal intelligence learn best by working independently.

---

#### 7. INTERPERSONAL INTELLIGENCE

Interpersonal intelligence is the ability to empathize with other people, understand other people, guide other people and manipulate other people. A person with high interpersonal intelligence is social, often goes along with other people's moods and has a high EQ. This form of intelligence is especially high among leaders, teachers, social workers,

nurses and politicians. People with a high level of interpersonal intelligence learn best by working together and through group work.

---

#### 8. NATURE-ORIENTED INTELLIGENCE

Natural intelligence is the ability to recognise, understand and use natural elements. A person with a high nature-directed intelligence is good at recognising animals, plants can apply that knowledge to everyday life. This form of intelligence is especially high among cooks, hunters, animal scientists and farmers. The original theory from 1983 talked about only 7 intelligences nature-directed intelligence was added to the theory at a later stage.

---

#### 9. EXISTENTIAL INTELLIGENCE

Existential intelligence is the ability to philosophise. A person with high existential intelligence asks critical questions about life and existence, is interested in the cosmos and likes to philosophize. This form of intelligence is especially high among mediators, psychologists and clergy. People with a high existential intelligence learn by going deep into problems. Existential intelligence has also been added to the theory at a later stage.

### CURRENT INTELLIGENCE TESTS FALL SHORT

Measuring intelligence according to the usual intelligence tests would be a mistake for a person. Maybe this person is very good at recognising and playing rhythm and melody, or fathoming other people, or just in the field of sports. Surely everyone knows those people who may not score very well in arithmetic, language or history, but who excel in gymnastics as the best? They are good at running, jumping, throwing, conquering a ball, you name it.

In Gardner's view, intelligence in all these other areas cannot simply be ignored. In fact, much more account should be taken of all forms of intelligence, rather than only those which are seen as a contribution to giftedness. Schools, for example, could make a major contribution to this. There are institutions that have worked on this and offer education or workshops based on this theory, such as Knapvilla.



## PASSION, THE CAREER ANCHORS, SCHEIN'S MOTIVES.

In order to gain more insight into what each of the motivation anchors entails, this paragraph will describe all the motivation anchors that Schein distinguishes. Schein has based these motivation anchors on years of research into determinants in career development. He identifies eight 'Anchors'.

---

#### 1. INDEPENDENCE

Autonomy is an important driver. It is about people with this career anchor being independent and being able to make their own decisions. It is therefore not surprising that these people are often their own bosses or would like to become one. In their career choices they are therefore guided by the question to what extent they can go their own way or work independently.

---

#### 2. STANDARDS AND VALUES

The main motivation of someone with this career anchor is to contribute to a greater whole. Based on personal values and norms one wants to 'improve the world' or make a meaningful contribution to society. One often makes one's own interests subordinate to this. The main goal is to have the feeling that one is helping others.

---

#### 3. SECURITY

For these people, long-term security is important. Jobs and work are primarily a means of securing pensions and mortgages. The level of income is therefore less important than the certainty of income and the ability to keep a job. When choosing an employer, one often looks at the stability of the organisation. Reducing financial insecurity is an important driver.

---

#### 4. SOCIAL CONTACTS

People with this drive attach great value to social contacts. Conviviality and friendship are important reasons for having a job. The separation between work and private life is less strict for them. When making career choices, one will therefore quickly be guided by the question of whether one meets or has enough colleagues. Whether one likes the work depends on the extent to which one can work together or is among people.

---

#### 5. SOMEWHERE GOOD AT BEING

These people need to be very good at something. They are generally inquisitive and like to be valued as experts. They prefer to be addressed as the craftsman or woman within an organisation. Specialists prefer to work on their own. The ability to define a task or activity is an important motivation.

---

#### 6. STATUS

Impress or have prestige is the important motive. People like to be part of a privileged group.

We would like to receive formal recognition for services rendered. One loves it when others look up to them. They have no problem with external status symbols such as titles or official recognition. Earning money or gaining power is more often just a means to obtaining status than an end in itself.

---

#### 7. WEALTH



Wealth as a career anchor says something about the importance someone attaches to material reward. Earning money is then often the most important reason to work. A high income and earning more is the motivation for these people to make career choices. A high or higher income is an important measure of success for this person.

---

#### 8. POWER

These people like to be in control. Power and influence are the most important drivers in their careers. They are driven by the desire to be able to lead or influence others, the environment or the situation. Career choices are guided by the question of whether they will gain more influence. They like to network and often see entering into friendship or making contact as a way to exert extra influence.

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#### 9. CREATIVITY

For someone who has creativity as a career anchor, producing new ideas or products is the main goal. The motivation is to be innovative. A working environment that is procedural and leaves little room for personal initiative can be seen as very restrictive. Creative people often prefer to work independently or in small teams.

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