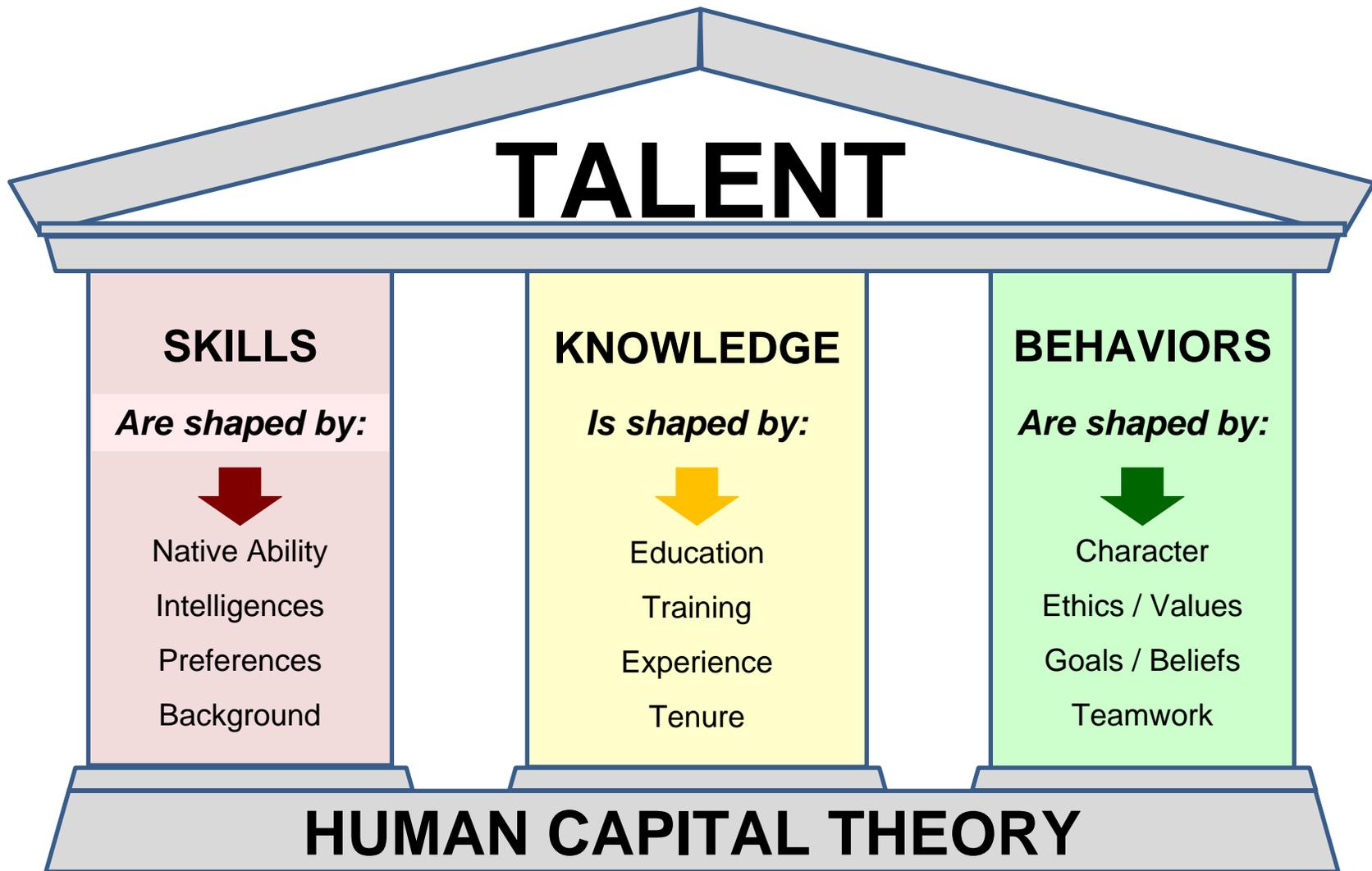


# The Dimensions of Individual Talent

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**Talent** - The intersection of the three dimensions - **skills**, **knowledge** and **behaviors** – creates an optimal level of individual performance, provided the individual is employed within his/her talent set. **Every** person has talent that can be liberated or extended via proper employment and development.

# The Multiple Intelligences

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Multiple intelligences reside within several autonomous brain systems. **ALL people possess ALL intelligences to varying degrees.** Each can be further developed. Each has limits, which differ from person to person. **Each branch has defined the intelligences it considers most relevant.** The multiple intelligences are:

**BODILY-KINESTHETIC:** Intelligence of the physical self. Talent in controlling one's own movements, as well as manipulating objects skillfully (craftsman, marksman, athletes, surgeons, etc.). Hands-on people with good tactile sensitivity, need to move frequently, often get "gut reactions" to things.

**INTERPERSONAL:** The ability to understand and work with other people. Requires a capacity to perceive and be responsive to moods, temperaments, intentions and desires of others. Can view the world from the perspective of others, have the ability to "get in the skin" of others. Excellent networkers, negotiators, trainers, teachers.

**INTRAPERSONAL:** Intelligence of the inner self. Can easily access one's own feelings, discriminate between multiple inner-emotional states, and use self-understanding to enrich and guide one's actions. Introspective, contemplative by nature. Prefer solitary work to group work but can do both.

**LINGUISTIC:** The intelligence of words. Engenders the ability to argue, persuade, entertain, or instruct with the spoken or written word. Clear writers, voracious readers.

**LOGICAL-MATHEMATICAL:** The intelligence of numbers and logic. Ability to reason, sequence, think in terms of cause and effect, create hypotheses, find conceptual irregularities or numerical patterns. Rational thinkers.

**MUSICAL:** The capacity to perceive, appreciate and produce rhythms and melodies. Also reflected in the ability to maintain pace, tempo, timing, as well as high discernment when listening to a broad range of sounds. May indicate creativity.

**SPATIAL:** Abilities to perceive, transform, and recreate differing aspects of the visual-spatial world. Acute sensitivity to visual details, capable of rapid visualization, ability to draw, sketch, and orient to three dimensions with ease.

# Skills

**Skills** - A person's productive capacities, extended or acquired via training, experience, and education. These range from broadly conceptual or intuitive to deeply technical. People tend to manifest aptitudes for skills development most powerfully in the fields to which their **intelligences** draw them. **Each branch has provided a narrative identifying the skills it deems most relevant.** Skills include, but are not limited to, the following:

## Analytical / Problem Solving

- Analyze / Diagnose
- Research / Investigate
- Interpret data
- Classify / Organize
- Evaluate / Assess
- Write scientifically or technically
- Make logical decisions
- Analyze finances
- *Computational thinker*
- Use facts
- Prioritize
- Put things into logical order
- Explore scientifically
- Use reason

## Detail / Data

- Work with numerical data
- Proofread / Edit
- Inspect / Examine / Inventory
- Type / Word process
- Follow directions accurately
- Be careful and accurate
- Schedule / Organize events
- Complete details on schedule
- *Cognitive load manager*
- Categorize / Sort
- Remember numbers / facts
- File / Classify / Record / Retrieve

## Innovative / Original

- Use imagination to create
- Design graphically
- Design programs, events
- *Novel / Adaptive thinker*
- Act / Perform
- Write creatively
- Brainstorm (identify possibilities)
- Have artistic sense
- Draw / Design artistically
- Move creatively / Dance / Mime
- *Synthesize facts / Sense-maker*
- Innovate / Invent something new
- Compose music, songs, lyrics

## Managing / Influencing

- Articulate
- Administer programs or resources
- Direct / Supervise
- Make decisions
- Negotiate with others or groups
- *New media literacy*
- Persuade
- Convince through force of personality
- Oversee programs, projects, activities
- Organize / Set goals
- *Collaborate virtually*
- Undertake entrepreneurial activities
- Organize and manage activities
- *Interdisciplinary*

## Manual / Technical

- Assemble / Install
- Construct / Build
- Fix / Repair
- Reason mechanically
- Work with animals
- Use hand tools
- Operate machinery & equipment
- *Design Mindset*
- Drive vehicles
- Landscape / Garden
- Possess physical stamina
- Labor outdoors
- Use hands well

## Interpersonal

- Listen skillfully
- Develop rapport, understanding
- Counsel / Guide / Mentor
- *Socially intelligent*
- Draw people out / Interview
- Instruct / Train / Educate
- Facilitate groups
- *Cross-culturally fluent*
- Communicate with tact
- Serve / Respond
- Write / Speak well
- Advise effectively
- Cooperate with others
- Show warmth and caring
- Heal / Nurse / Nurture / Cure

# Knowledge

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**Knowledge** - represents the further development of a person's intelligences, acquired via training, life experience, and education. Education provides the largest knowledge lift by bolstering mental agility and conceptual thinking, allowing people to extract greater knowledge from their experiences.

The Army demands an undergraduate degree of each commissioned officer because:

- Knowledge represents the further development of a person's several intelligences and is acquired via training, life experience and **education**.
- Formal education **bolsters mental agility and conceptual thinking**, allowing people to extract greater knowledge from their life experiences.
- *Formal education **imparts highly specialized knowledge** with direct applicability to each of the Army's basic branches and career fields.*

**Each branch has identified the undergraduate disciplines, certifications, accreditations, experience, and training it considers most relevant.**

# Behaviors

**Behaviors** - Those values, attitudes, and attributes required to “fit” within an organization’s workforce and culture. Collectively they embody your “work style,” “character,” “personality,” and “temperament” - how you view (and move through) the world. They create high-quality relationships leading to enhanced problem solving and productivity. **Each branch has defined the behaviors (above and beyond the foundational behaviors) it considers most relevant.** Behaviors denoted in **black** are foundational to the Army Profession and expected of every officer. Some branches consider foundational behaviors as particularly critical and may identify them among their most relevant. Behaviors include, but are not limited to, the following:

- **Adaptable**
- **Agile**
- **Agreeable**
- **Alert**
- **Altruistic**
- **Ambitious**
- **Assertive**
- **Audacious**
- **Authentic (“real”)**
- **Aware**
- **Balanced (Work / Life)**
- **Bold**
- **Calm**
- **Careful / Cautious**
- **Casual**
- **Charismatic**
- **Cheerful**
- **Collaborative**
- **Committed**
- **Concerned for Others**
- **Confident**
- **Conforming**
- **Conscientious**
- **Content**
- **Cooperative**
- **Courageous**
- **Courteous**
- **Critically Thinking**
- **Customer-focused**
- **Cynical**
- **Daring**
- **Dependable**
- **Detail focused**
- **Determined / Gritty**
- **Diligent**
- **Diplomatic**
- **Directive**
- **Disciplined**
- **Dutiful**
- **Dynamic**
- **Easy-going**
- **Empathetic**
- **Enthusiastic**
- **Ethical / Moral**
- **Expert**
- **Extroverted**
- **Fit (mental / physical)**
- **Flamboyant**
- **Flexible**
- **Friendly / Kind**
- **Generous**
- **Hard-working**
- **Helpful**
- **Honest / Honorable**
- **Independent**
- **Initiative**
- **Innovative**
- **Inquisitive**
- **Inspiring**
- **Intellectually Curious**
- **Integrity**
- **Introspective**
- **Introverted**
- **Jovial / Humorous**
- **Judgmental**
- **Kind**
- **Loyal**
- **Motivating**
- **Obedient**
- **Open**
- **Passive**
- **Perceptive**
- **Pleasant**
- **Precise**
- **Proactive**
- **Problem Solving**
- **Quick**
- **Quiet**
- **Rational**
- **Reflective**
- **Reserved**
- **Resilient**
- **Respectful**
- **Responsible**
- **Risk Taker (prudent)**
- **Self-Aware**
- **Self-Centered**
- **Self-Controlled**
- **Self-Involved**
- **Selfless**
- **Spiritual**
- **Spontaneous**
- **Stable**
- **Stress Tolerant**
- **Stubborn**
- **Tenacious**
- **Thoughtful**
- **Timid**
- **Urgent**
- **Visionary**

# ADRP 6-22 Provides the Normative *Baseline* for Officers: Talent Management *Builds Upon* that Baseline

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According to ADRP 6-22, *Army Leadership*, **every** officer must possess the baseline attributes (**who an officer is**) and competencies (**what an officer does**) found in Figure 1-1, below. Without them, a person is *not* suited to officership:

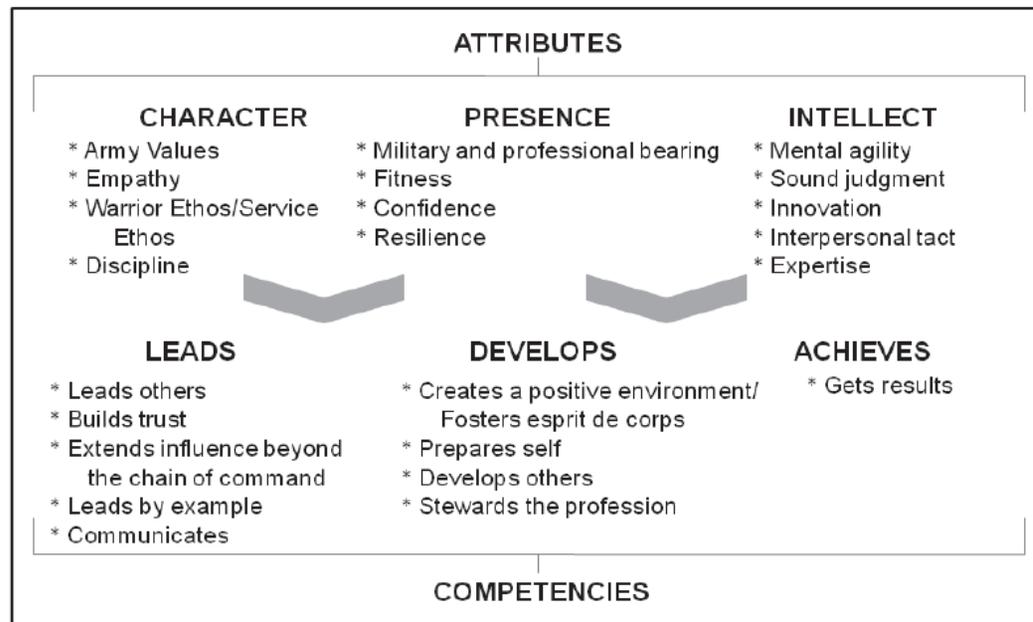


Figure 1-1. The Army leadership requirements model

**Talent Management** builds upon this normative baseline. It identifies, develops and employs the **unique skills, knowledge and behaviors** every officer possesses.

# Talent Priorities

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**Talent Priorities** - The relevant talents an individual branch requires of its collective officer population. Every officer needn't possess every talent. A branch's collective officer population, however, should possess a distribution of all relevant talents.

Collectively, the Army's basic branches identified 20 relevant talents, with each branch identifying 4-6 that are most helpful to executing its mission.

Each branch's talent priorities are located in the green box at the bottom of its storyboard. Focus on these as you consider which branch(es) are the "best-fit" for you and the Army.

