

Potential Review Assessment with 9 Grid Talent Management Boxes there are PT X Employees

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Abstract

Potential review is a component of talent management that aims to identify the extent to which an individual can be projected into a higher position within an organization. This study aims to understand the implementation of potential review assessment at PT X using the 9 Box Grid talent mapping method. The subject of this study is an employee of PT X who is being considered for promotion to the position of Senior Officer of HR and Organizational Planning, Data collection was conducted using a combination of work test, interview, and psychological tests. Data analysis was carried out using a descriptive qualitative approach. The results indicate that the subject was categorized into the "current star" within the 9 Box Grid, demonstrating high performance and moderate potential that needs to be further developed.

Keywords: Talent Management; Potential Review; Individual Assessment; 9 Grid Box

INTRODUCTION

Continuous technological developments cause business transformation that results in tasks, jobs, and workforce diversity also change. Although this causes some jobs to become obsolete, certain jobs that require high-level skills will continue to emerge. This means that organizations need to prepare human resources who have and optimize the appropriate skills, especially related to the use of technology, in order to support the implementation of business transformation and growth. (Whysall *et al.*, 2019; Wiblen & Marler, 2021) (Cascio & Montealegre, 2016; Vaiman *et al.*, 2021)

On the basis of the above statement, organizations need to pay great attention to ensure that the human resources (HR) in it have the required skills. As an important role holder in the organization, human resources should be prepared to be able to adapt nimbly so as to ensure the sustainability and long-term success of the organization. One approach that can be used to build human resource capacity, especially in supporting the sustainability and long-term success of the organization, is to implement talent management. (Li *et al.*, 2018; Whysall *et al.*, 2019) (Martin, 2015) (Kravariti & Johnston, 2020)

Talent management is a practice of human resource management that is quite widely applied in organizations. Talent management plays a role in developing effective methods, processes, and programs for human resource development in accordance with the environment, the goals to be achieved by the organization, and the goals and expectations of the individual concerned. This aims to ensure the availability of qualified talent to fill strategic positions in the organization in order to face various challenges that will occur in the future. Talent is different from individuals who generally exist in an organization. Talent is defined as an individual who shows potential and high performance in an organization. The terminology of such talent is used to assign a certain "status" to individuals so that they are motivated to show a positive attitude that can provide positive results for the organization. (Collings *et al.*, 2015; Wolor *et al.*, 2020) (Silzer & Dowell, 2010) (Machado, 2015) (Machado, 2015)

To be able to acquire, develop, and retain talent, organizations need to carry out a series of talent management processes. According to Pella and Inawati, the talent management process consists of three main stages, namely: (1) Determination of talent criteria; (2) Implementation of (2011) *talent pool* selection; and (3) Creation of talent maps.

In the initial stage, the organization plans and determines the key positions along with the criteria or competencies that must be possessed by all key positions at each level and positions that can

contribute to the competitiveness and sustainability of the organization. The competencies in question are important competencies that can support the success of employees individually and organizations as a whole, both in terms of behavior, skills, and values. Competencies are divided into two types, namely (Makram *et al.*, 2017; Pella & Stuttgart, 2011) *performance competency* and *potential competency*. (Berger & Berger, 2004)

Furthermore, in the second stage, the organization needs to conduct a *talent pool* selection by conducting a certain assessment based on a list of competencies that have been prepared previously. Organizations need to first develop tools that can be used to measure these competencies. There are two types of measurement tools that can be used to measure competence, namely (Berger & Berger, 2004) *performance appraisal* and *potential forecast*. *Performance appraisal* (Berger & Berger, 2004) is used to review individual work performance so that organizations can find out if employees already have important competencies needed for job or organizational success. There is also (Berger & Berger, 2004) a *potential forecast* which is a prediction about the competencies possessed by employees, both through *performance appraisals* that have been carried out, indications of training and development needs, career preferences, and competencies that are currently owned or projected for future jobs. The explanation of the (Berger & Berger, 2004) *potential forecast* is in line with *the potential review*. *Potential forecast*, or hereinafter referred to as *potential review*, is an assessment that aims to find out how far employees can be projected to a higher position based on their current level of competence, *performance appraisal* results obtained, training and development needs, and career preferences. (Berger & Berger, 2004) *Potential review* aims to provide a comprehensive overview of the current potential so that it can be known whether the potential is in accordance with current job demands and future job projections. (Khairani & Fahmie, 2018)

The last stage is the determination of *the talent pool selection*, namely by carrying out an assessment. The implementation of the assessment can be carried out using methods that are in accordance with needs, namely a simulation approach (*in-basket exercise*, *role play*, formal presentation, and group discussion) and an *inquiry* approach (psychological test, behavioral interview, in-depth fundamental interview). Furthermore, the results of the assessment can then be used as a basis for talent (Pella & Stuttgart, 2011) *mapping* so that the organization can then take the right steps for each talent. There are several methods that can be used to conduct talent mapping, one of which is the 9-box (Pella & Stuttgart, 2011) *grid*. The 9-box grid is a matrix that is compiled based on the values obtained from potential assessment and performance assessment. In the (Caruso, 2017) 9-box grid, the position of employees is divided into nine categories with performance assessment results on the horizontal line, while the potential assessment results are on the vertical line. (Caruso, 2017)

Based on the explanation above, the implementation of *talent management* is important to be carried out in various organizations. One of the organizations in Indonesia that has implemented *talent management* is PT X. PT X is one of the *subholdings* of the state-owned company PT XYZ. In this case, PT X has implemented talent management since 2019, precisely before the merger of PT XYZ. Prior to the *merger*, the company had carried out talent management steps including *talent pool assessments* in the form of *performance appraisals* every year and *potential reviews* every two years to find out the competencies of employees and developments that can be carried out. However, obstacles due to the COVID-19 pandemic and a series of organizational *merger* processes have caused *potential review* assessments to not be carried out. Therefore, individual assessments for *potential reviews* to be able to measure the potential that employees have need to be carried out. The results of *this potential review* assessment can be a basis for consideration for companies to develop the right employee development plan so that employee competencies will be more optimal in supporting the achievement of company goals.

METHOD

This research was conducted using a descriptive qualitative research method to explain the application of *the 9-box grid* as one of the talent management methods. The subject involved in this study is a female employee, aged 27 years, with the last level of education of S2 Management. The subject has been working for eight years in this company and for the past two years the subject has been placed in the Directorate of Human Resources. The last position of the subject is currently HR and Organizational Planning Officer. The reason the subject is involved in *this potential review assessment* is to find out the subject's position as a candidate for the company's talent and to carry out career

development. The career development that will be carried out is a promotion to one of the positions in the Directorate of Human Resources, namely *Senior Officer* of Human Resources and Organizational Planning.

The implementation of this assessment is carried out by referring to the stages of individual assessment according to Prien *et al.* (2003), The stages of individual assessment consist of: (1) *Job modeling*, which is the process of identifying and defining success indicators in a job and the competencies needed to successfully carry out a job; (2) *Establishing assessment protocol*, which is determining the measurement tool that will be used to predict related competencies in individuals; (3) *Conducting the assessment*, namely the implementation of the assessment; (4) *Integration and interpretation*, which is combining and giving consideration to the results of the assessment to find out the overall picture of individual competencies; (5) *Feedback and reporting*, which is organizing important information from the assessment results and then pouring it into reports; (6) *The evaluation program* is to evaluate the effectiveness of the assessment that has been carried out.

In the first stage, the researcher conducts *job modeling*, namely by first identifying the job duties that are the purpose of the promotion, namely the position of Senior Officer of Human Resources and Organizational Planning, to find out what competencies must be possessed to be able to occupy the position. A *Senior Officer* of HR and Organizational Planning has several main duties, including: (1) Working on and processing the preparation of the company's Board of Directors Regulations; (2) Work on and process the preparation of *strategic intent* (Management Work Plan/RKM and Company's Long-Term Work Plan/RJPP) and readiness for the preparation of the *HR Master Plan*; (3) Work on and process the preparation of the design and alignment of the company's organizational structure, both head office and terminals under its auspices; (4) Work on and process the preparation of the company's *accountability map* (RASCI); (5) Work on and process the preparation of job descriptions in the company; and (6) Work on and process the implementation of Workload Analysis (ABK) study and calculation activities in all company functional units.

Based on the description of the tasks above, the researcher then determines the competencies described in the form of criteria, core criteria, and minimum levels that must be met to be able to carry out these tasks properly.

Table 1. Criteria and Minimum Level in Position *Senior Officer* HR and Organizational Planning

No.	Criterion	Definition	Level	Level Definition
1.	Analytical Capabilities*	Systematically break down complex problems into easy-to-understand components, understand the causal relationship of a problem, and find solutions that are appropriate to the problem (<i>Analytical Thinking</i> – Spencer & Spencer, 1993).	4/5	Systematically break down complex problems into easy-to-understand components, understand the causal relationship of a problem, and find solutions that are appropriate to the problem.
2.	Strategic Orientation*	Able to make a connection between current activities or work programs and the company's long-term goals. Identify what is needed for the success of the work program such as the goals that have been set. As well as adjusting activities or work programs that are the company's priorities to ensure alignment with the company's goals (<i>Strategic Orientation</i> - Canada Revenue Agency Competencies).	3/5	Able to make a connection between current activities or work programs and the company's long-term goals. Identify what is needed for the success of the work program such as the goals that have been set. As well as adjusting activities or work programs that are the company's priorities to ensure alignment with the company's goals.
3.	Planning and Organizing	Coordinate the weekly activities of an interdepartmental working group, coordinating the conflicting schedules of several employees using the same work equipment (Planning and Organizing - LOMA, 1998).	3/5	Coordinate the weekly activities of an interdepartmental working group, coordinating the conflicting schedules of multiple employees using the same work equipment.
4.	Search for Information*	Contacting other parties who are not personally involved to find out their	4/5	Contacting other parties who are not personally involved to find out

No.	Criterion	Definition	Level	Level Definition
		perspectives on information and experiences related to a problem (<i>Information Seeking</i> – Spencer & Spencer, 1993).		their perspectives on information and experiences related to a problem.
5.	Orientation to Standards and Quality	Monitor the quality of other people's work, check to ensure that the applicable procedures have been implemented properly, or record the work process in detail and clearly regarding one's own and others' activities (<i>Concern for Order</i> - Spencer & Spencer, 1993).	3/5	Monitor the quality of other people's work, check to ensure that the applicable procedures have been implemented properly, or record the work process in detail and clearly regarding the activities of yourself and others.
6.	Communication Skills	Able to review a request or proposal and offer or provide constructive suggestions or input for a problem either to clients (service users) or fellow colleagues in groups or teams (<i>Interpersonal Communication</i> - LOMA, 1998).	4/5	Able to review a request or proposal and offer or provide constructive suggestions or input to a problem either to clients (service users) or fellow colleagues in groups or teams.
7.	Ability to Build Work Relationships	Able to facilitate or assist in solving a problem that occurs in his team or work group (<i>Developing and Fostering Relationships</i> - LOMA, 1998).	4/5	Able to facilitate or assist in solving a problem that occurs in their team or work group.

After determining the criteria, core criteria, and minimum level, the researcher carried out the second stage, namely *establishing an assessment protocol* or determining the data collection method to be used to measure the subject. The method used is a combination of simulation methods (*work sample test* (*case study*, *role play*)) and *inquiry methods* (psychological tests (CFIT, Kraepelin, DISC, PAPI Kostick), behavioral interviews/*behavioral event interviews* (IDX)).

Table 2. Data Collection Method Matrix

No.	Criterion	Predictor						
		<i>Case Study</i>	<i>Role Play</i>	CFIT	Kraepelin	PAPI Kostick	DISC	EIB
1.	Analytical Capabilities	✓		✓				✓
2.	Strategic Orientation							✓
3.	Planning and Organizing	✓				✓	✓	✓
4.	Information Search					✓		✓
5.	Orientation to Standards and Quality				✓	✓	✓	✓
6.	Communication Skills		✓					✓
7.	Ability to Build Work Relationships					✓	✓	

As explained above, the simulation method used in this study is a *work sample test*. *Work sample test* is a measurement tool that aims to find out the ability of individuals to perform an important task in the intended job by providing a test in the form of an overview of tasks or problems in the job and then the individual is asked to complete the task or problem. (Prien *et al.*, 2003) *The work sample test* consists of a *non-interactive work sample* (*in-basket test* or *case study*) and an *interactive work sample* (*role play*, *leaderless group discussion*, and *mock presentation*). The (Prien *et al.*, 2003) *work sample test* used in this assessment is a combination of *interactive* and *non-interactive work samples* in the form of *case studies* and *role plays* which are prepared with reference to the work carried out in the position of *Senior Officer* of Human Resources and Organizational Planning.

There is also an *inquiry method* in the form of psychological tests and behavioral interviews. The psychological test used in this study consisted of four tests. The first psychological test, the *Culture Fair Intelligence Test* (CFIT), is a cognitive test tool designed to measure an individual's general intelligence consisting of *fluid intelligence* (intelligence related to biological or hereditary factors such as the ability to learn and solve new problems) and *crystallized intelligence* (intelligence gained from

education or experience) . Researchers used a 3-scale CFIT that can be used to measure intelligence in individuals fourteen years of age and older, adults with high intelligence, as well as high school and college students. This test consists of four subtests, namely (Squirt & Fadillah , 2021) (Scott, 2018; Zahra *et al.* , 2022) *series*, *classification*, *matrices*, and *conditions* or *topology* (Stuart, 2018) . Each subtest has a different number of questions and processing times where the subtest *series* contains 13 questions with a processing time of 3 minutes, *the classification subtest* contains 14 questions with a time of 4 minutes, subtest *matrices* contains 13 questions with a time of 3 minutes, and subtest *conditions* Contains 10 questions with a time of 2.5 minutes. The second psychological test, namely Kraepelin, is a test used to measure an individual's work attitude which is reviewed from work speed, work accuracy, work resilience, and work permanence or stability. This test is carried out by giving the subject a piece of paper containing unit numbers (1-9) arranged into 40 columns and 50 rows of number series where the subject is asked to add each of the two numbers in order starting from the bottom row to the top by writing the answer in the form of the unit number only, and starting from the leftmost to the rightmost row without missing anything. Each row or column is given a time of 15 seconds. The third psychological test, namely PAPI Kostick, is a personality test consisting of seven factors that identify twenty aspects divided into ten aspects of needs and (Widians & Saputra , 2017) (Febriawan *et al.* , 2022) (Indriani *et al.*, 2020; Tone *et al.*, 2022) (Nada *et al.*, 2022) ten aspects of pressure in individuals. The seven factors consist of leadership (Jiandy *et al.*, 2017; Savira & São Paulo, 2017) , *work direction*, activity, social nature, *work style*, *temperament*, and *followership*) . In this test, subjects will be faced with 90 pairs of statements and asked to choose the statement that best suits them. The last psychological test, namely DISC, is a personality test that classifies individual behavior into four types, namely (Romance) *et al.*, 2017; Daughter *et al.*, 2022) (Jiandy *et al.*, 2017) *Dominance* (confidence and achievement of results), *Influence* (persuasion and building relationships with others), *Steadiness* (cooperation, sincerity, and dependence on others), and *Compliance* (focus on the quality and accuracy of work results). Each individual has one or a unique combination of (Grosbois *et al.*, 2020; Owen *et al.*, 2017) *dominant Dominance*, *Influence*, *Steadiness*, or *Compliance* and forms a certain personality type that describes patterns of action, communication, conflict handling, and other tendencies in the individual's daily life. The DISC test is conducted by providing 26 statements with four answer choices where the subject will be asked to choose the answer that best suits him or her (Aini *et al.*, 2023; Diab-Bahman, 2021) (Widagdo & Devotion , 2021).

Furthermore, the researcher conducts the *conducting assessment stage* by administering all predetermined test kits. The assessment was carried out on a schedule that had been agreed upon with the subject, namely outside working hours precisely on Saturday, September 17, 2022 with a duration of assessment and rest of 3 hours and 35 minutes. After obtaining the results of the assessment, the researcher carried out the next stages of individual assessment according to Prien, *et al.* (2003) which will be explained in the results and discussion section.

RESULTS and DISCUSSION

Result

After collecting data, the researcher then carried out the *integration and interpretation* stage where the researcher analyzed the assessment data that had been obtained. The analysis was carried out by scoring and interpreting each predictor. Furthermore, the scoring results and interpretations of each predictor are combined and integrated to find out the subject's self-image on each predetermined criterion. The results of the integration in each of these criteria are then converted into the form of levels achieved by the subject by referring to the predetermined assessment rubric.

Table 3. Assessment Results Integration Matrix

Yes	Criterion	Predictor							Grey Area	Final Score
		Case Study	Role Play	CFIT	Kraepelin	PAPI Kostick	DISC	EIB		
1.	Analytical Capabilities*	3	-	4	-	-	-	4	4	4
2.	Strategic Orientation*	-	-	-	-	-	-	3	3	3

3.	Planning and Organizing	3	-	-	-	3	3	3	3	3
4.	Search for Information*	-	-	-	-	3	-	4	4	4
5.	Orientation to Standards and Quality	-	-	-	3	3	3	3	3	3
6.	Communication Skills	-	3	-	-	-	-	3	4	3
7.	Ability to Build Work Relationships	-	-	-	-	2	2	3	4	3

The sign) is the core criterion for the position of *HR and Organizational Planning Officer*; The grey area is a minimum level; Level 1 = less; 2 = just enough bottom; 3 = enough; 4 = enough top; 5 = good.

Based on the above results, the researcher compiled a report of the results in the form of dynamics and recommendations for the subject of the results. The results of the *potential competency* assessment above show that all core competencies, namely Analytical Ability, Strategic Orientation, and Information Search, are classified *as fit* or appropriate. In supporting competencies, for two competencies with scores below the *grey area* or classified *as non-fit*, namely Communication Skills and Ability to Build Work Relationships. Based on these results, the category of recommendations that can be given to the subject is optimal with development. In other words, the competencies possessed by the subject are still optimal enough to carry out the work of the *Senior Officer* of Human Resources and Organizational Planning but still require development in some of these competencies that are classified as non-fit.

In addition to the results of the *potential competency* assessment above, the researcher also collects data related to *performance competency*, namely by taking data from the measurement and evaluation of employee work performance carried out by direct supervisors every month through the PT X performance assessment application. each task that must be carried out in the position currently occupied. The score of the accumulated results of the subject's performance assessment in 2022 is 2.14 which is included in the *high category* based on the categorization table of performance assessment results used by PT X.

Table 4. Categorization of Performance Appraisal Results

Value Range	Category
1 - 2,99	High
3 - 3,99	Moderate
4 - 5	Low

Next, the researcher conducted talent mapping using a *9-box grid* where the X-axis or horizontal line depicts the results of the performance assessment (*performance competency*), while the Y axis or vertical line describes the results of the competency assessment (*potential competency*). Based on the performance assessment conducted in the current position as an HR and Organizational Planning Officer, the results obtained by the subject are included in the *high category*. In addition, based on the results of the competency assessment that has been carried out on the projection of positions as *Senior Officer* of Human Resources and Organizational Planning, the competencies possessed by the subject are included in the optimal category with development which when converted in a *9-box grid* is included in the *moderate category*. Referring to the X-axis and the *9-box grid* Y-axis, the results of the performance assessment and competency assessment obtained by the subject can be classified as the *current star category*.

↑ High Moderate Low	<u>"Rough Diamond"</u> Low Performer/ High Potential	<u>"Future Star"</u> Moderate Performer/ High Potential	<u>"Consistent Star"</u> High Performer/ High Potential
	<u>"Inconsistent Player"</u> Low Performer/ <u>Moderate Potential</u>	<u>"Key Player"</u> Moderate Performer/ <u>Moderate Potential</u>	<u>"Current Star"</u> High Performer/ <u>Moderate Potential</u>
	<u>"Talent Risk"</u> Low Performer/ <u>Low Potential</u>	<u>"Solid Professional"</u> Moderate Performer/ <u>Low Potential</u>	<u>"High Professional"</u> High Performer/ <u>Low Potential</u>
	Low	Moderate	High

Picture 1. Subject's Position on 9-Box Grid

Discussion

According to Caruso (2017), the category *Current Star* filled by individuals who show excellent and relatively consistent performance. This is in line with the results of the performance assessment where Sister RH showed excellent performance in her current job as a *Officer* HR and Organizational Planning. In addition, individuals with *Current Star* have the motivation to succeed in their work. *Current star* also want and accept new challenges and skills and apply the things learned from those challenges and skills to their current job. This is in line with the results of Sister RH's competency assessment which shows that she has the ability to seek as much information as possible from certain parties. In addition to collecting various relevant information, Sister RH can use this information as a strong basis in completing the tasks given so that the results of the work obtained are more optimal. Further *Current Star* also have technical, professional, managerial, and leadership skills that correspond to the level set by the organization. In this case, the results of the competency assessment of Sister RH show that the person concerned has several aspects of competence in accordance with the set level, including strategic orientation, planning and organization, and orientation to standards and quality.

Furthermore, Caruso (2017) explained that *current stars* tend to show progress in terms of long-term work. Therefore, to optimize the *current star* in an organization, the development program that will be provided must be well planned and have the goal of facing various job challenges in the future as well as testing the ability to carry out tasks with a wider scope. There are several development suggestions that can be applied to *current stars*, including counseling activities, *mentoring*, learning and development, giving key assignments, and being a mentor to other workers.

Based on the results of the interview, it was found that the subject had low self-efficacy which made him doubt his abilities so that he did not dare to directly express his opinion or input at a meeting or forum, especially if he observed that there were colleagues who were considered to have more capabilities to understand and provide input related to the needed problem solving. This then affects how he communicates and builds working relationships. Steps that can be taken to overcome this are counseling and *mentoring*. Subjects can also be provided with technical and non-technical training needed to support self-efficacy and work implementation, such as training related to improving communication and building relationships, *core business*, and the operation of *Microsoft Excel*. Furthermore, subjects are also recommended to obtain key assignments, namely by giving more responsibility to ensure the accuracy of their own work results and make decisions at a certain level related to their work. If they have shown improvement, the subject can be given another more difficult and challenging assignment, namely by assigning the subject as the leader or person in charge of certain tasks that require coordination and cooperation with cross-divisions or departments within the organization. Furthermore, another suggestion is to assign the subject to be a mentor for workers who have a position level below him, namely *Junior Officer* or PKWT in the department.

In addition to the recommended development advice for *current stars* above, career counseling can also be done to facilitate the subject in conducting proper career planning and development. Praise and feedback on the subject's work achievements should also be done to help improve the subject's self-efficacy.

CONCLUSION

Based on the results of individual assessments for *potential reviews* obtained with 9 grid boxes as a method of talent mapping, the researcher obtained a conclusion that the subject is included in the *current star category*. This shows that the subject still needs development later to be able to occupy the position projected by the superior, namely the *Senior Officer* of Human Resources and Organizational Planning. The main obstacle that causes the subject to not be fully optimal to occupy the position so that it requires the development of several competencies is the lack of self-efficacy. Therefore, development suggestions that must be made to the subject to prepare himself before being promoted as a *Senior Officer* of Human Resources and Organizational Planning include the provision of counseling related to the subject's self-efficacy, training needed to improve competence, key assignments, opportunities to become mentors, career counseling, and appreciation for work achievements obtained.

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