CENTER FOR
APPLIED COGNITIVE STUDIES

WorkPlace
BIG FIVE
PROFILE™

Standard Leader

4.0

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CONTENTS

Standard Leader

Note: In this report, when we analyze models developed elsewhere than CentACS (such as Furnham), we are assessing the degree to which one's WorkPlace Big Five Profile scores would tend to provide natural energy for those models, based upon published definitions of the terms used in the models, research and/or logic. The scores contained in this report are only estimates of how one might score on the various models based upon WorkPlace scores. Please note that actual behaviors at work might vary from the estimates for some individuals.

OVERVIEW

Note: The bullets below represent brief interpretations of your scores on each of the major sections of this report. For more detail in support of a specific interpretation, go to the section indicated in the title box just above it. The "Short Title" in parentheses indicates how the section is identified at the bottom of each page.

Conflict Management (Conflict)

"The combination of your low score on accommodation and mid-range score on consolidation suggests that you are moderately ambitious and very competitive, such that, depending on the situation, you may seek to resolve a conflict by ignoring others or by squashing them–qualities that support both the Avoider and Competitor styles."

Delegation (Delegation)

"The contracting phase involves clarifying goals and expectations, and is optimally supported by the traits of higher extraversion and lower openness. Your medium average score on these two traits suggests that this phase of delegation may be natural in some situations, and unnatural in others. Take appropriate precautions, as in involving an associate or a checklist, not to shortchange the contracting phase."

"The planning phase involves facilitating a discussion of the possible approaches to getting the job done, and is optimally supported by the traits of higher extraversion, higher originality, and mid-range accommodation. Your low average on these three traits suggests that this phase of delegation may be more unnatural for you. Take precautions, as in involving an associate, or providing reference materials, not to shortchange the planning phase."

"The supporting phase involves giving appropriate latitude, as well as support, for getting the job done, and is optimally supported by the traits of mid-range extraversion and higher accommodation. Your low average on these two traits suggests that this phase of delegation may be more unnatural for you. Take precautions, as always letting your delegatee know your whereabouts, and in scheduling progress meetings, not to shortchange the supporting phase."

"The accounting phase is essentially a closure phase in which you insure that the assignment has been completed in an acceptable manner, and is optimally supported by the traits of lower originality, lower accommodation, and higher consolidation. Your high average on these three traits suggests that this phase of delegation is natural for you."

BarOn's Model of Emotional Ingelligence (BarOn)

Your top three: Self-Regard, Optimism, and Emotional Self-Awareness

Escalation of Commitment (Escalation)

"Your medium score on N suggests that you are calm in some situations and not in others, making it possible that you could engage in EoC in some situations because of undue worry, volatile moods, temper, or other forms of emotional instability."

"Your low score on A suggests that your generally competitive approach and proud nature makes it likely that you might engage in EoC because of egotism, pride, or other forms of defensiveness and the need to be right."

"Your medium score on C means that you are focused, disciplined, and ambitious at some times and not at others, making it possible that in some situations you might engage in EoC for the reason of losing sight of the goal."

"Your high score on E suggests that your outgoing, gregarious nature makes it unlikely that you would engage in EoC because of faulty interpersonal skills."

"Your high score on O is associated with a natural interest in a variety of fields and issues, making it unlikely that you would engage in EoC due to an inability to integrate diverse sources of information."

"Overall, your scores suggest that your tendency towards EoC depends on the situation."

The Johari Window (Johari)

"Your lower score on Public Self suggests that you likely tend to be a more private person. To develop more mature relationships, share important information about yourself with others."

"Your higher score on Hidden Agenda suggests that you likely find it unnatural and rather difficult to share information about yourself with others. Make sure that, in important relationships, your thoughts, opinions, and perspectives are known."

"Your higher score on Blind Spot suggests that you likely find it unnatural and somewhat difficult to solicit and accept feedback from others. Make sure that, in your more important relationships, you ask for feedback regularly."

"Your lower score on Untapped Potential suggests that you are a natural risk taker who finds it easy and natural to try new things."

Sound versus Speedy Decision Making (Sound_Speedy)

"You are neither clearly prone to speedy decisions nor clearly unlikely to make speedy decisions, suggesting that whether or not you make a speedy decision in an area outside your expertise depends on the situation. On the other hand, you are neither clearly prone to sound decisions nor clearly prone to unsound decisions, suggesting that whether your decisions are sound depends on the situation."

The Furnham Management Study (Furnham)

"Your profile suggests that you likely show moderate concern for doing things better or more efficiently than have been done previously, or better than done elsewhere."

"You likely have a strong desire to have the responsibility and authority of position to make an impact on others."

"You likely have a moderate interest in conceptualizing the main themes and issues from factual or abstract information, or in generating and using 'maps' or models."

" You probably have moderate confidence in your own intuitions when making judgments, drawing to a moderate degree on past learning, consciously or unconsciously."

" You are likely to show minimal interest in and have a somewhat closed attitude to other people's opinions, values, perspective, behavior and personality."

"You probably find it highly energizing to relate with a wide range of different people in different social situations, using a broad repertoire of influence styles."

"You are likely to be realistic in your expectations--sometimes more pessmistic, sometimes more optimistic."

"You typically are able to take coping with stress in stride, adjusting to unsatisfactory conditions and retaining emotional blance when under pressure, and 'bouncing back' after setbacks."

"Your profile suggests that it would be natural for you to show an interest in how businesses work and in the facts, figures, events, and stories that help to explain things."

"You likely possess a moderately clear internal framework of principles and beliefs that guide your judgment, but on occasion deferring to outside forces to explain successes and failures."

Kotter's 13 Leadership Factors (Kotter)

Your Top Three: Drive to Lead, Interpersonal Skills, and Lifelong Learner

The SEA Leadership Model (SEA)

"At least one of your scores on O or C is out of the optimal range for scanning. While scanning may be natural for you at some times and in some contexts, perhaps you are less prone to scan in other contexts. In addition, at least one of your scores on N or A is out of the optimal range for evaluating. While rational evaulation may be natural for you on some issues, perhaps you are more reactive on others. Finally, at least one of your scores on E and C is out of the optimal range for acting and following up on priorities. While follow up may be natural on some aspects of your situation, it is not so likely to be natural in other aspects."

Situational Leadership (Situational)

"Your profile suggests that you would normally feel most comfortable in the S1: Telling/Directing style. This will be a benefit in situations that involve beginners. However, take care to notice when a worker shows signs of mastery and independence, and gradually make yourself less available, less you become a micromanager looking unnecessarily over people's shoulder."

Tuckman's Four Stages of Team Formation (Tuckman)

"Your low score on "Forming" suggests that you tend to be serious and no-nonsense with little need for ways of getting to know others. Insure minimal camaraderie by occasionally suggesting community building, such as coffee and doughnuts."

"Your high score on "Storming" suggests that you are unafraid of conflict and differences of opinion. Insure that resolutions are built on input from all individuals—strive for consensus when possible."

"Your low score on "Norming" suggests that you tend to avoid spending time in analyzing information and exploring new options, preferring to rely on established ways of doing things. Remember—time spent in planning is saved in execution."

"Your mid-range score on "Performing" suggests that you are situational with regard to spontaneity and discipline—focusing some of the time and not at other times. To minimize errors and missed deadlines, use formal procedures as necessary."

Career Derailers (Derailers)

Up to Top Three Threats, If Any: Insensitive to Others, Betrayal of Trust, Overly Ambitious

Interpretive Narrative on Individual Comparison to Leader Ideal (Leader_Narrative)

Your N score is in the mid range. While the ideal N score for the typical leadership position is in the low range, mid-N scores can be effective so long as they 1) take leadership positions that entail minimal stress, 2) have assistants who can put on a calm face of leadership during crises, or 3) have a supportive environment that understands your need for recovery after severe stress, such as getting appropriate aerobic exercise or some time for collecting yourself. Optimum leadership setting: can handle moderate amounts of stress.

Your E score in the high range provides just the right amount of extraverted energy for the typical leadership position. You should feel comfortable doing management by wandering around (MBWA), should enjoy being in the thick of things, handle heavy meeting schedules well, enjoy meeting and greeting and networking. May resist closing the door and churning out the necessary deskwork; can tire out teammates if they are much more introverted. Optimum leadership setting: any.

Your O score in the high range is optimum for the typical leadership position. You are an explorer who is naturally creative and imaginative, and who is comfortable focusing on theory, complex problems, and the future. You see opportunities for change as enjoyable. May resist spending sufficient time on the details; if C-, will have difficulty being on time and within budget. Will probably get bored if management responsibilities don't challenge the imagination. Have an assistant or close .associate who has permission to ride herd on you with respect to being practical and meeting stated objectives. Optimum leadership setting: any

Your A score in the very low range will be effective in leadership situations that entail many associates with strong egos and intense competition. However, in the typical leadership situation, you may tend to be abrasive or intimidating, thus affecting the quality of communication as the result of reluctance to share information. Will rarely back down from a challenge; tough-minded; independent; thick skinned (if also N-); enjoys center stage (especially if also N- and C+); enjoys a good fight. Can come across as arrogant, untrusting, and superior. Plays to win; frequent conflicts. Helps to reconsider any decision made in the heat of the moment; take aerobic exercise before meetings in which you need to soften your approach; have an associate who has permission to give you feedback when your ego has exceeded accepted norms. Optimum leadership setting: sales.

Your mid-range score on C suggests that you maintain a balance between focus and flexibility, which could work in a leadership context that is not highly competitive. You tend to stay organized with minimal effort, are moderately disciplined and ambitious, and tend to stay focused on immediate and long term priorities and goals. You frequently are cautious in decision making, have reasonable standards for self and others, and are likely to have balance in your professional and personal lives. Optimum leadership setting: most management positions, line or staff, except for those that are highly competitive or highly quality oriented

Conflict Management

INTRODUCTION

By conflict, we mean here a disagreement between two or more groups or individuals in which one party needs something at the expense of another in order to reach its desired outcome. In reaching the desired outcome there are two different types of conflict management, second party and third party. Second party conflict management occurs when two parties are conflicting and one of them tries to manage the conflict. In third party conflict management, two parties are involved in a disagreement and an outside party comes in for the sole purpose of resolving it. In each of the two types of management their are five different styles. Each of the five styles is associated with your scores on accommodation and consolidation. By looking at both scores we determine what style is most natural to you. Keep in mind that there isn't one management style that works best in every situation, and there is danger in always using the same one.

Conflict Management Styles

A+

Yielder   Collaborator

C-   Compromiser   C+

Avoider   Competitor

A-

Note: Shaded/color-reversed terms represent the conflict management style associated with your trait scores.
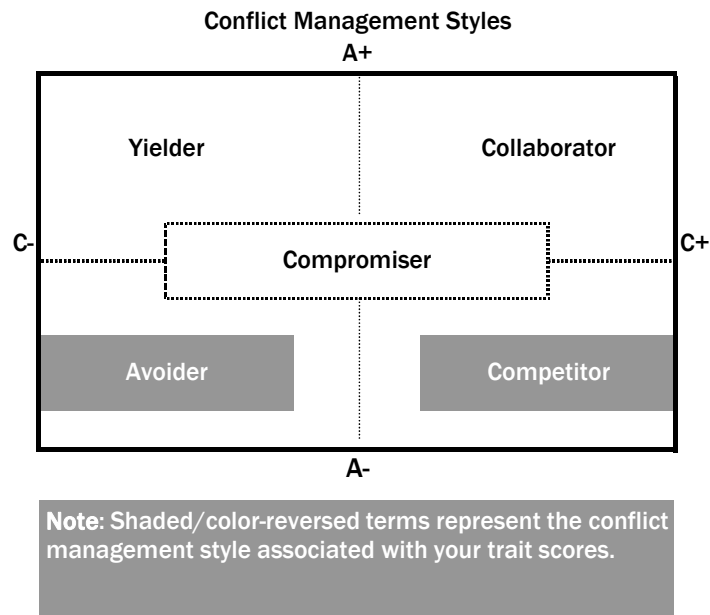
DEFINITION

• **Yielder**. This spontaneous (C-) and submissive (A+) temperament typically reacts to conflict by deferring to others - "I lose, You win." *Limitations*: Submission can lead to resentment, depending on the good will of the other parties.

• **Collaborator**. The combination of submission (A+) and ambition (C+) results in a "I win, You win" approach to conflict resolution. *Limitations*: Because it takes more time than the other styles, one can become exhausted if around much conflict.

• **Avoider**. Low self-discipline (C-) and tough-mindedness (A-) blend to form a style that tends to ignore conflict and skirt around the issues - "I lose, You lose." *Limitations*: excessive avoidance of conflict is unhealthy - it is associated with cancer proneness.

• **Competitor**. A strong will to achieve (C+) combined with tough-mindedness (A-) lead to a

- **Competitor**. A strong will to achieve (C+) combined with tough-mindedness (A-) lead to a "take no prisoners" approach to conflict: "I win, You lose." *Limitations*: Too much of this style is poisonous to relationships, both at work and at home.

- **Compromiser**. The blend of negotiableness (A=) and moderate achievement needs (C=) is willing to settle for something less than what was originally desired. *Limitations*: Everyone needs to win occasionally.

YOUR ANALYSIS

Trait	Score	Strength
Accommodation	15	VERY LOW
Consolidation	49	MEDIUM

Primary Style: *None*

Co-Primary Styles: Avoider and Competitor

Clarity of Primary Style: Strong

Legend for Trait Scores
>65.49   Very High
>55.49   High
>44.39   Medium
>34.49   Low
<34.5   Very Low

Legend for Clarity
If A and C together are more than 40 points away from 50, then "Extremely Strong; if more than 20 but not more than 40, then "Strong"; if 20 or less, "Moderately Strong."

Note: If one scores in the mid range for one dimension and either high or low on the other dimension, then the analysis above will list "co-primaries," or the two styles associated with the one extreme score. "Clarity of Primary Style" will be described as one of three levels: Extremely Strong, Strong, or Moderate. These labels are a reflection of how extreme the scores are.
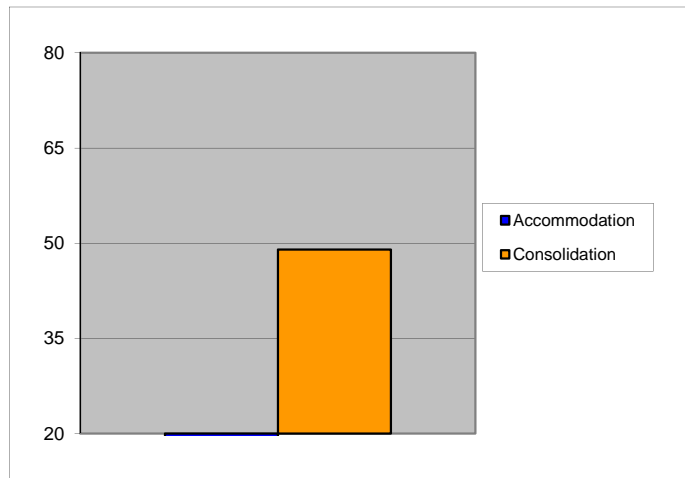
INTERPRETATION OF RESULTS

"The combination of your low score on accommodation and mid-range score on consolidation suggests that you are moderately ambitious and very competitive, such that, depending on the situation, you may seek to resolve a conflict by ignoring others or by squashing them–qualities that support both the Avoider and Competitor styles."

RESOURCES FOR FURTHER INFORMATION

- Antonioni, D. (1998). *Predicting approaches to conflict resolution from big five personality*. International Journal of Conflict Management, 9(4), 336-355.

- Costa, P. T., Jr., & McCrae, R. R. (1992). *NEO PI-R: Professional Manual*. Odessa, FL: Psychology Assessment Resources.

- Hall, J. (1973). *Conflict Management Survey*. The Woodlands, TX: Telemetrics, International

- Moberg, P. J. (1998). *Predicting conflict strategy with personality traits: Incremental validity and the five factor model.* Internal Journal of Conflict Management. 9(3), 258-285.

- Thomas, K. W., & Kilmann, R. H. (1974). *Thomas-Kilmann Conflict Mode Instrument*. Tuxedo, NY: Xicom, Inc.

Delegation

INTRODUCTION

Delegation is not a single act, but several phases. Initially, delegation involves getting clear with the delegatee on the nature of the assignment. The focus is on clarifying the expected results. As soon as the end result is clear, the delegator then facilitates a discussion of possible approaches to accomplishing the task. This initial attention to detail then gives way to backing away and allowing the delegatee sufficient latitude to accomplish the work, yet remaining available as needed. Then, as the delegatee should be beginning to make progress on the asssignment, the delegator must remember to monitor progress and insure that the delegatee has sufficient resources, both material and personal. So, here we identify four typical phases of the delegation process, along with the supertraits that provide the most natural energy for each phase:

Phase 1: **Contracting**: clarifying goals, results, expectations

Phase 2: **Planning**: facilitating a discussion of possible approaches

Phase 3: **Supporting**: giving appropriate latitude/support to get the job done

Phase 4: **Accounting**: monitoring and follow-through

YOUR ANALYSIS

Description of how Big Five traits support each phase

Phase	Score	Level of Support	Associated Big Five Traits
Contracting	51	Medium	E+O-
Planning	39	Low	E+O+A=
Supporting	38	Low	E=A+
Accounting	59	High	O-A-C+

Legend	
>65.49	Unusually High
>55.49	High
>44.39	Medium
>34.49	Low
<34.5	Unusually Low

Relative Trait Support for Phases of Delegation
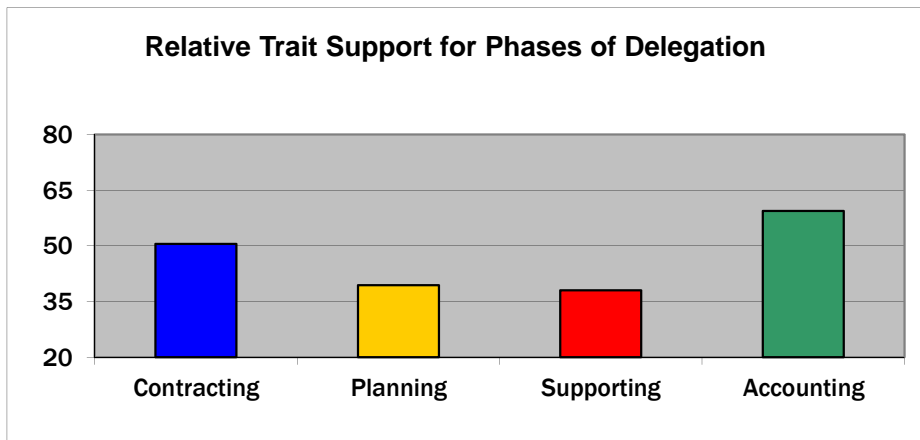
INTERPRETATION OF RESULTS

"The contracting phase involves clarifying goals and expectations, and is optimally supported by the traits of higher extraversion and lower openness. Your medium average score on these two traits suggests that this phase of delegation may be natural in some situations, and unnatural in others. Take appropriate precautions, as in involving an associate or a checklist, not to shortchange the contracting phase."

"The planning phase involves facilitating a discussion of the possible approaches to getting the job done, and is optimally supported by the traits of higher extraversion, higher originality, and mid-range accommodation. Your low average on these three traits suggests that this phase of delegation may be more unnatural for you. Take precautions, as in involving an associate, or providing reference materials, not to shortchange the planning phase."

"The supporting phase involves giving appropriate latitude, as well as support, for getting the job done, and is optimally supported by the traits of mid-range extraversion and higher accommodation. Your low average on these two traits suggests that this phase of delegation may be more unnatural for you. Take precautions, as always letting your delegatee know your whereabouts, and in scheduling progress meetings, not to shortchange the supporting phase."

"The accounting phase is essentially a closure phase in which you insure that the assignment has been completed in an acceptable manner, and is optimally supported by the traits of lower originality, lower accommodation, and higher consolidation. Your high average on these three traits suggests that this phase of delegation is natural for you."

RESOURCES FOR FURTHER INFORMATION

None. While a wide-ranging literature is available on the subject of delegation, this particular formulation is based on the collective experience of the CentACS team. No specific material is available for further explanation of the model.

BarOn's Model of Emotional Intelligence

INTRODUCTION

Dr. Reuven BarOn spent seventeen years testing over 19,000 individuals worldwide in order to develop the BarOn Emotional Quotient Inventory, which is the first scientifically measured and validated measure of emotional intelligence. Emotional intelligence is one's ability to cope with environmental changes that occur in our everyday life. It also helps to predict success both in your professional and personal life. It is argued that the BarOn Emotional Intelligence Inventory is a better measure of success than more traditional measures of cognitive intelligence. The BarOn supplies you with an overall Emotional Intelligence score as well as your scores on its 15 subscales. For each of the 15 scales, certain Big Five traits would appear to provide natural support. We have attempted here to identify which traits would optimally support each of the 15 BarOn scales. Brief definitions of the 15 scales follow, along with our suggested associated traits.

DEFINITION

  • **Intrapersonal Scales**
1. **Self-regard.** Self-respect, acceptance, good self esteem, feel positive about themselves (N-E+A-)

2. **Emotional self-awareness.** In touch with feelings, understand what and why they feel what they do (N+E+O+)

3. **Assertiveness.** Able to express feelings, thoughts, and beliefs in a nondestructive fashion (N-E6+A4-)

4. **Independence.** Self-reliant and independent in thinking and actions (N-A=)

5. **Self-actualization.** Able to realize one's full potential, live rich and meaningful lives (O+C+)

  • **Interpersonal Scales**
6. **Empathy.** Aware of and appreciate the feelings of others (N+E+A+)

7. **Social responsibility.** Are cooperating and contributing members of social groups (A+C+)

8. **Interpersonal relationships.** Able to adjust their emotions, thoughts, and behaviors according to the change (N-E+A=)

• **Adaptability Scales**

9. **Reality testing.** Realistic, well grounded, good at sizing up the situation (N-E+O+C+)

10. **Flexibility.** Able to adjust their emotions, thoughts, and behaviors according to the changing environment (O+C-)

11. **Problem solving.** Adept at recognizing problems and generating solutions (N-O+C+)

• **Stress Management Scales**

12. **Stress tolerance.** Can cope with stress actively and positively, calm and rarely anxious (N-)

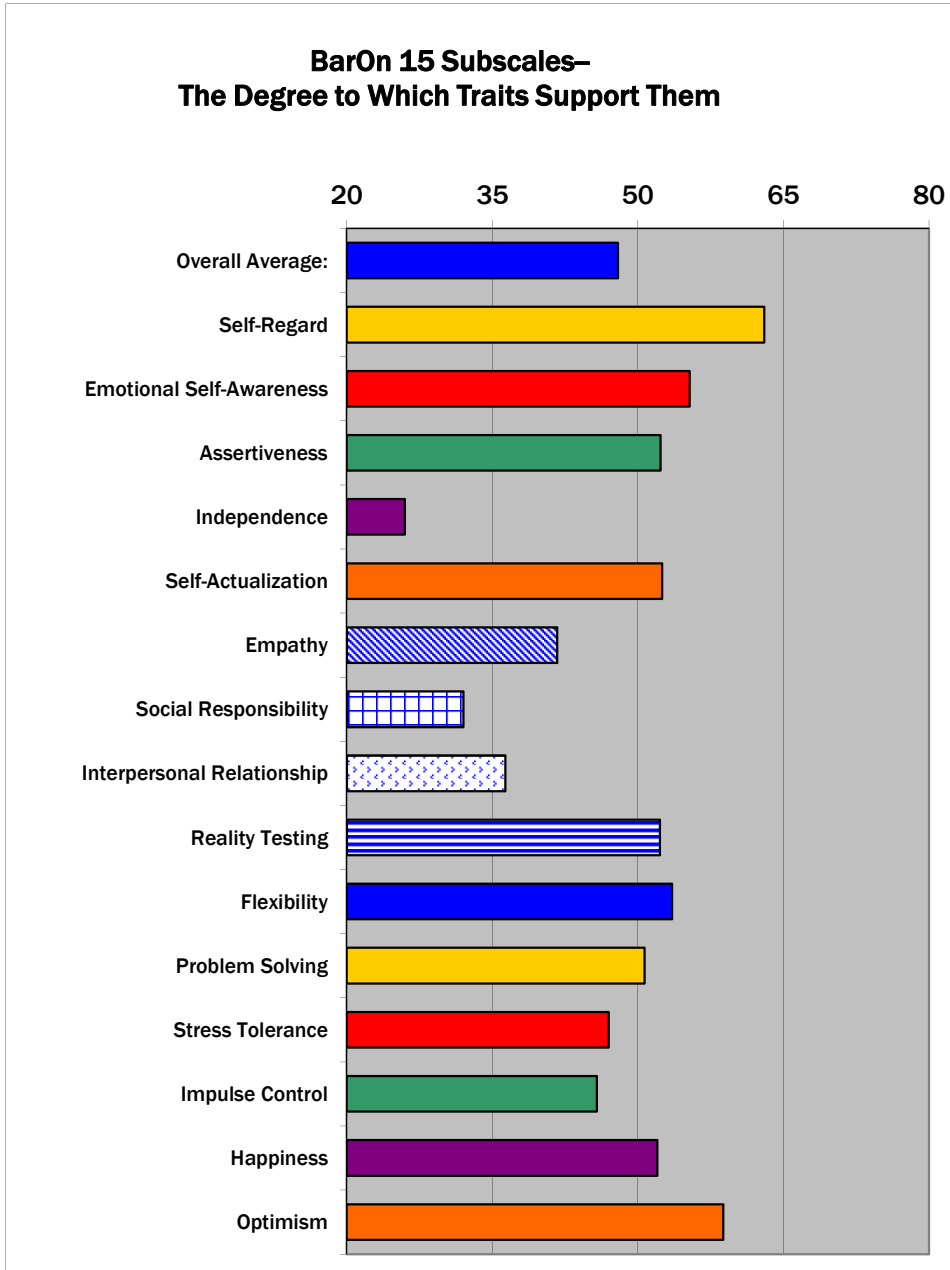13. **Impulse control.** Able to resist or delay impulses, rarely impatient (N-E-O-C+)

• **General Mood Scales**

14. **Happiness.** Satisfied with their lives, enjoying other people, happy and pleasant (N-E+)

15. **Optimism.** Looks at the bright side of life (N-E+O+A-C+)

YOUR ANALYSIS

Overall Average:		48	MEDIUM
Self-Regard	N-E+A-	63	Natural
Emotional Self-Awareness	N+E+O+	55	Somewhat Natural
Assertiveness	N-E6+A4-	52	Somewhat Natural
Independence	N-A=	26	Outside Your Comfort Zone
Self-Actualization	O+C+	53	Somewhat Natural
Empathy	N+E+A+	42	Draining
Social Responsibility	A+C+	32	Outside Your Comfort Zone
Interpersonal Relationship	N-E+A=	36	Draining
Reality Testing	N-E+O+C+	52	Somewhat Natural
Flexibility	O+C-	54	Somewhat Natural
Problem Solving	N-O+C+	51	Somewhat Natural
Stress Tolerance	N-	47	Somewhat Natural
Impulse Control	N-E-O-C+	46	Somewhat Natural
Happiness	N-E+	52	Somewhat Natural
Optimism	N-E+O+A-C+	59	Natural

Legend		>44.49	*Somewhat Natural*
>65.49	Energizing	>34.49	Draining
>55.49	Natural	< 35	Outside Your Comfort Zone

BarOn 15 Subscales–
The Degree to Which Traits Support Them

Scale	
	20 35 50 65 80
Overall Average:	
Self-Regard	
Emotional Self-Awareness	
Assertiveness	
Independence	
Self-Actualization	
Empathy	
Social Responsibility	
Interpersonal Relationship	
Reality Testing	
Flexibility	
Problem Solving	
Stress Tolerance	
Impulse Control	
Happiness	
Optimism	

INTERPRETATION OF RESULTS

"Self-regard involves having a positive self-image and good self-esteem, and is supported by a calm, outgoing, and competitive temperament. Your high score suggests that you in fact tend to exhibit this temperament."

"Emotional Self Awareness involves knowing your feelings, and understanding why you feel what you do. It is supported by a sensitive, outoing, and curious temperament. Your mid-range score suggests that you tend to be situational with this temperament."

"Assertiveness is the ability to express feelings in a non-destructive way, and is supported by a calm, tactful, expressive, and "on stage" temperament. Your mid-range average suggests that you tend to be situational with this temperament."

"Independence is being self reliant and independent in one's thinking, and is supported by a calm temperament that is neither defiant nor submissive. Your very low average suggests that you show the opposite of this temperament."

"Self-Actualization involves the ability to realize one's full potential, and is supported by a curious yet focused temperament. Your mid-range score suggests that you are situational with this temperament."

"Empathy involves being aware and appreciating the feelings of others, and is supported by a sensitive, outgoing, and nurturing temperament. Your low score suggests that you tend to show almost the opposite of this temperament."

"Social Responsibility involves being a cooperating and contributing member of social groups, and is supported by a nurturing yet disciplined temperament. Your very low score suggests that you exhibit the opposite of this temperament."

"Interpersonal Relationships involves being able to adjust emotions, thoughts, and behaviors to changes in the situation, and is supported by a calm, outgoing temperament that is neither aggressive nor deferential. Your low average suggests that you tend to exhibit almost the opposite of this temperament."

"Reality Testing involves the ability to effectively size up the situation, and is supported by a rational, outgoing, curious, and discipllined temperament. Your mid-range average suggests that you are situational with this temperament."

"Flexibility involves adjusting emotions, thoughts, and behaviors to the environment, and is supported by a curious and spontaneous temperament. Your mid-range average suggests that you are situational with this temperament."

"Problem Solving is being adept at recognizing problems and generating solutions, and is supported by a rational, curious, and disciplined temperament. Your mid-range average suggests that you are situational with this temperament. "

"Stress Tolerance involves being able to cope with stress actively and calmly, and is supported by a calm, rational, and resilient temperament. Your mid-range score suggests that you are situational with this temperament."

"Impulse Control is the ability to resist or delay impulses, and is supported by a calm, solitary, practical, and disciplined temperament. Your mid-range average suggests that you are situational with this temperament. "

"Happiness involves being satisfied with your life and genuinely enjoying other people, and is supported by a calm and outgoing temperament. Your mid-range average suggests that you are situational with this temperament."

"Optimism involves looking at the bright side of life, and is supported by a calm, outgoing, curious, aggressive, and disciplined temperament. Your high average suggests that you in fact tend to exhibit this temperament."

RESOURCES FOR FURTHER INFORMATION

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• Goleman, D. (October 1995) *Emotional Intelligence,* A Bantam Book, New York, NY.

• Unknown author, *EQI: The BarOn Emotional Quotient Inventory* http://eqi.mhs.com/about.html

• Unknown author, *The Consortium for Research on Emotional Intelligence in Organizations*,   www.eiconsortium.org

Escalation of Commitment

INTRODUCTION

"Escalation of commitment" (EoC) refers to a decision-maker's failure, or even refusal, to abandon a decision that proved to be wrong. Mistakenly, some leaders continue to allocate resources with the hope of turning around a failed decision. Lyndon Johnson, in spite of a consensus that Vietnam could not be "won," didn't just continue committing resources, he increased them. This is frequently given as an example of EoC. When the additional resources cannot be recovered, as in the Vietnam case, it is said to be escalation of commitment. However, if the additional resources can be recouped, as in painting a house before resale, it is not said to be an example of EoC.

DEFINITION

The Center for Creative Leadership, Greensboro NC, identified five behaviors that contribute towards escalation of commitment:

Emotional Instability. More rational, calm temperaments tend to be less prone to EoC than temperaments characterized by worrying and anger. This behavior is associated with higher Need for Stability

Defensiveness/Need to Be Right. Highly competitive, proud, and egocentric persons are more prone to EoC than more humble, cooperative persons. Defensiveness is associated with lower Accommodation.

Tendency to Lose Sight of the Goal. Persons who are spontaneous and multi-tasking are more prone to EoC than persons who are disciplined and focused. This tendency is associated with low Consolidation.

Faulty Interpersonal Skills. Persons with well-developed communication skills are less likely to engage in EoC because they end up with better information for making decisions. Faulty communication is more likely to be asociated with lower Extraversion.

Unable to Integrate Multiple Sources of Knowledge. Persons comfortable with complexity, change, and theory, and who are highly imaginative, tend to be less likely to engage in EoC because they naturally see the interrelatedness of issues. The inability to integrate multiple sources is associated with lower Consolidation.

Based on our understanding of this model, we offer these estimates of your tendency towards E of C:

YOUR ANALYSIS

EoC Element	Score	Explanation
Emotional Instability	53	Moderately Prone
Defensiveness	85	Extremely Prone
Lose Sight of Goal	51	Moderately Prone
Faulty Interpersonal Skills	43	Probably Not Prone
Unable to Integrate Sources	44	Probably Not Prone
Overall Proneness to EoC	55	More Prone than Most

Legend	
>65.49	Extremely Prone
>55.49	More Prone than Most
>44.39	Moderately Prone
>34.49	Probably Not Prone
<34.5	Highly Unlikely

Proneness Towards Escalation of Commitment
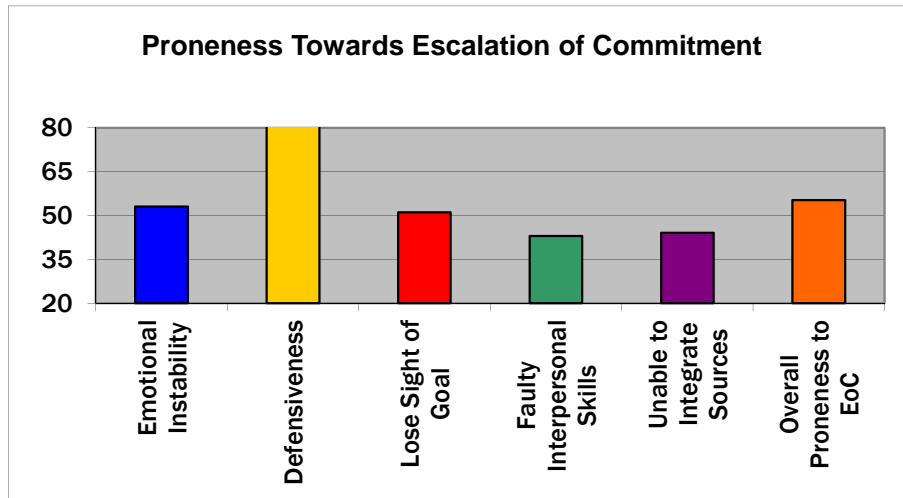
INTERPRETATION OF RESULTS

"Your medium score on N suggests that you are calm in some situations and not in others, making it possible that you could engage in EoC in some situations because of undue worry, volatile moods, temper, or other forms of emotional instability."

"Your low score on A suggests that your generally competitive approach and proud nature makes it likely that you might engage in EoC because of egotism, pride, or other forms of defensiveness and the need to be right."

"Your medium score on C means that you are focused, disciplined, and ambitious at some times and not at others, making it possible that in some situations you might engage in EoC for the reason of losing sight of the goal."

"Your high score on E suggests that your outgoing, gregarious nature makes it unlikely that you would engage in EoC because of faulty interpersonal skills."

"Your high score on O is associated with a natural interest in a variety of fields and issues, making it unlikely that you would engage in EoC due to an inability to integrate diverse sources of information."

"Overall, your scores suggest that your tendency towards EoC depends on the situation."

RESOURCES FOR FURTHER INFORMATION

Rita Gunther McGrath of Columbia University Business School suggests these manager friendly versions:

 • McGrath, R.G. & MacMillan, I. (2000). *The Entrepreneurial Mindset.* HBS Press.
 • Montealegre, R. & Keil, M. (2000). De-escalating information technology projects: Lessons from the Denver International Airport. *MIS Quarterly*, 24(3): 417-447.
 • Staw, B. M. & Ross, J. (1987). Knowing When to Pull the Plug. *Harvard Business Review*, 65(2): 68-74.

And these more academic versions:

 • Staw, B. (1976). Knee-deep in the big muddy: A study of escalating commitment to a chosen course of action. *Organizational Behavior and Human Performance*, 16: 27-44.
 • Barton, S. L., Dennis Duchon, Kenneth J. Dunegan. (1989). An Empirical Test of Staw and Ross's Prescriptions for the Management of Escalation of Commitment Behavior in Organizations. *Decision Sciences*, summer: 532-544.
 • Brockner, J. (1992). The escalation of commitment to a failing course of action: Toward theoretical progress. *Academy of Management Review*, 17(1): 39-61.
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The Johari Window

INTRODUCTION

The Johari Window was developed by two psychologists–Joe Luft and Harry Ingham. Hence, the name "Joe-Harry," or Johari, pronounced like the two first names. Originally described in 1969 by Luft in *Of Human Interaction,* this model has become a popular vehicle for assisting individuals in exploring how they interact with others. Leadership programs typically include an introduction to this model as an aid in helping leaders improve relationships.

The model is based on the notion that effective relationships are built on maximizing information between persons in a relationship. Minimize secrets, as it were. The more persons know about each other, and how they regard each other, the more solid the basis of the relationship. Luft and Ingham built the model around two axes: things about you that are known to you (such as whether you are hungry or not) & things about you that are unknown to you (such as whether you could learn to ski), versus things about you that are known to others (such as your height) & things about you that are unknown to others (such as whether you like them or not). The model is expressed in terms of four "windows."
  • "Known to Self and Others" is called the Public Self. (N-,E+,A+,C-)
  • "Known to Self and Unknown to Others" is called the Hidden Agenda. (N+,E-,A-,C+)
  • "Known to Others and Unknown to Self" is called the Blind Spot. (N-,E-,A-,C+)
  • "Unknown to both Self and Others" is called one's Untapped Potential. (N+,E-,O-,A+,C+)

The model assumes that it is good to maximize the Public Self and minimize the other three. The Blind Spot is reduced by soliciting feedback, the Hidden Agenda is reduced by self-disclosure, and the Untapped Potential is reduced by risk-taking. The table below relates the Big Five to this model by proposing formulas that suggest the ideal personality trait infrastructure for each of the four Joharri quadrants. If one's Big Five profile does not match the formula, that does not mean that one cannot master that quadrant–it simply means that one might have to try somewhat harder in that area than an individual who has a natural fit in that area.

YOUR ANALYSIS

Your Individual Tendency in Each of the Four Johari Windows

Window	Score	Explanation	
Public Self	43	Probably Not Prone	*(The higher, the better)*
Hidden Agenda	58	More Prone than Most	*(The lower, the better)*
Blind Spot	56	More Prone than Most	*(The lower, the better)*
Untapped Potential	41	Probably Not Prone	*(The lower, the better)*

Legend
>65.49 Extremely Prone
>55.49 More Prone than Most
>44.39 Moderately Prone
>34.49 Probably Not Prone
<34.5 Highly Unlikely

.

Note: According to the Johari Window model, the first bar– "Public Self"–is ideally as high as possible, while the other three bars are ideally lower.
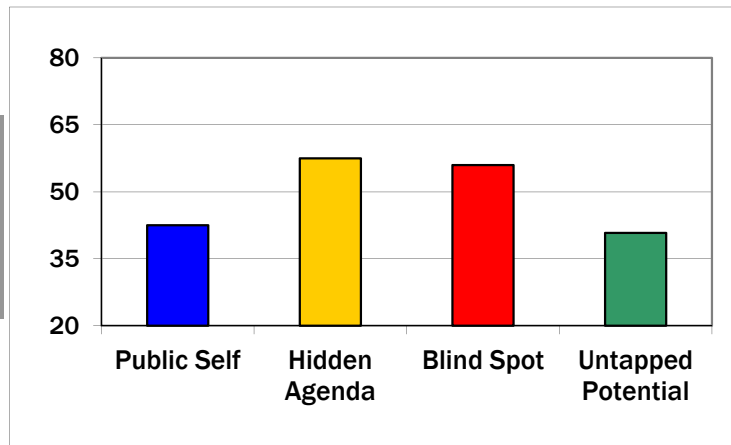
INTERPRETATION OF RESULTS

"Your lower score on Public Self suggests that you likely tend to be a more private person. To develop more mature relationships, share important information about yourself with others."

"Your higher score on Hidden Agenda suggests that you likely find it unnatural and rather difficult to share information about yourself with others. Make sure that, in important relationships, your thoughts, opinions, and perspectives are known."

"Your higher score on Blind Spot suggests that you likely find it unnatural and somewhat difficult to solicit and accept feedback from others. Make sure that, in your more important relationships, you ask for feedback regularly."

"Your lower score on Untapped Potential suggests that you are a natural risk taker who finds it easy and natural to try new things."

RESOURCES FOR FURTHER INFORMATION

Luft, Joe. (1969). *Of Human Interaction.* Palo Alto: National Press Books.

Luft, Joe. (1970). *Group Processes: An Introduction to Group Dynamics.* Palo Alto: National Press Books

Pfeiffer, J.W., and Jones, J.E. (1969). *A Handbook of Structured Experiences for Human Relations Training.* Volume I, 1969 [revised 1974]. San Diego: University Associates. Recently reprinted by Jossey-Bass.

Sound versus Speedy Decision Making

INTRODUCTION

In research conducted by CentACS over a five-year period, we sought to determine the Big Five supertraits that are associated with persons who tend to make fast decisions, and whether that profile was similar to or different from persons who make sound decisions. In other words, we were interested in decisions that stick, that do not need to be revisited, whether made quickly or not. As the result of our surveys, we found that both speedy and sound decisions are associated with one common trait (C) and two separate traits. However, opposite ends of C are associated with the two aspects of decisions: speedy decisions are associated with lower C and its reputation for spontaneity, while decisions that stick are associated with higher C and its reputation for organized, disciplined, and methodical processes.

In addition, speedy decisions are associated with higher E and its reputation for sociability and high activity level, while sound decisions are associated with lower N and its reputation for calm, rational temperament. So, what emerges is the speedy decision maker who is most likely to be E+C-, and the sound decision maker who is most likely to be N-C+. It should be noted that Malcolm Gladwell, in his book *Blink*, suggested that some people make sound decisions in the blink of an eye. However, keep in mind that such "sound and speedy" decision makers are typically experts, people who are exceptionally knowledgeable and experienced in a particular area of knowlege, such as the expert on Rembrandt paintings who eats and sleeps Rembrandt and who can recognize a forgery in the blink of an eye, and who needs no extensive procedure to be confident.

So, these two estimates are based on the "average" person, with the understanding that the average person is unlikely to be both speedy and wise, while experts are more likely to be both.

YOUR ANALYSIS

Aspect	Score	Estimate of Tendency
Speedy Decision Making	54	Prone to Fast Decisions on Some Occasions
Sound Decision Making	48	Prone to Sound Decisions on Some Occasions

Legend
<44.5   Not likely prone
>44.49, <55.5 Prone on Some Occasions
>55.49 Typically Prone

Sound versus Speedy Decision Making
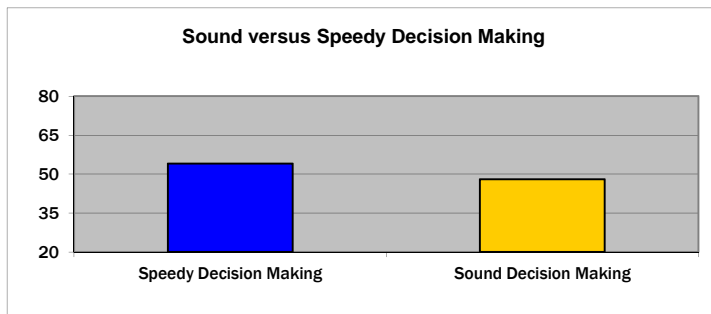
INTERPRETATION OF RESULTS

"You are neither clearly prone to speedy decisions nor clearly unlikely to make speedy decisions, suggesting that whether or not you make a speedy decision in an area outside your expertise depends on the situation. On the other hand, you are neither clearly prone to sound decisions nor clearly prone to unsound decisions, suggesting that whether your decisions are sound depends on the situation."

RESOURCES FOR FURTHER INFORMATION

None. While a wide-ranging literature is available on the subject of decision making, this particular formulation is based on the collective experience of the CentACS team. No specific material is available for further explanation of the model.

The Furnham Management Study

INTRODUCTION

In *Personality and Individual Differences*, May 1997, 22(5), pp. 669-675, Adrian Furnham, John Crump, and Josh Whelan published an article entitled "Validating the NEO Personality Inventory Using Assessors' Ratings" The article summarized an assessment center process in which ten trained, licensed psychologists (who were also management consultants) rated 160 mid to upper managers from a multinational communication organization on ten indicators of management effectiveness. The article highlighted the correlation of these success factors to the NEO PI-R. Listed below are the definitions of the ten management success factors, with the associated ideal supportive traits in parentheses (we have translated NEO traits here into WorkPlace traits):

DEFINITION

Drive to achieve. Concern to do things better or more efficiently than have been done previously or better than done elsewhere. (N-34-E++36+O+A234-C+++12345++)

Drive to lead. Desire to have the responsibility and authority of position to make an impact on others; highly involved in work that seems to have status and importance. (N-13-4—E+3++6+O+A-124—C+13++4+)

Conceptual ability. Ability to conceptualize the main themes and issues from factual or abstract information. Ability to identify key patterns or principles from complex information. Interested in generating and using 'maps' or models. (N3-O+12+)

Intuition. Confidence in own intuitions when making judgments. Draw strongly on past learning, consciously or unconsciously. (N3—4-E+13+O+3+12++A3+4—)

Interpersonal sensitivity. Interest in and open attitude to other people's opinions, values, perspective, behavior and personality. (N2+3-E+125+A++123+)

Social Adaptability. Ability to relate competently with a wide range of different people in different social situations, using a broad repertoire of influence styles. (N2-3–E++2+1++O+A+4-)

Optimism. Belief that things will turn out well. Generally positive and enthusiastic about life. (N–1-4–3—E++15+3++O+A4–C+134+)

Resilience. Ability to cope with stress and adjust to unsatisfactory conditions. Ability to retain emotional blance when under pressure and to 'bounce back' after setbacks. (N——13——24—O1-A1++4-C+1345+)

Interest in Business. Fascination for how businesses work. Interest in facts, figures, events and stories that help to explain things. 'Passive' attention to things that might be relevant, 'active' investigation to find out missing information. (N3-E+123+O2+A4-C+15+)

Internal Locus of Control. Possession of a clear internal framework of principles and beliefs that guide the individual's judgment. (N—1--3-4—E+3++A4—C++134++2+)

In the table and graph below, we estimate your degree of fit to the ten ideal formulas with a simple averaging technique. This means that, for example, although you could have a good fit to the ideal profile for a specific success factor, one or more of the traits could be significantly out of the ideal range. Therefore, you should study each formula carefully with respect to which of your trait scores support the ideal, and on the other hand which of your trait scores fall outside the ideal and are not supportive.

YOUR ANALYSIS

Furnham Success Factor	Score	Level
Drive to Achieve:	53	Somewhat Natural
Drive to Lead:	59	Natural
Conceptual Ability:	54	Somewhat Natural
Intuition:	45	Somewhat Natural
Interpersonal Sensitivity:	43	Draining
Social Adaptability:	56	Natural
Optimism:	55	Somewhat Natural
Resilience:	57	Natural
Interest in Business:	59	Natural
Internal Locus of Control:	55	Somewhat Natural

Legend
>65.49	Energizing
>55.49	Natural
>44.39	Somewhat Natural
>34.49	Draining
<34.5	Outside of Comfort Zone

Estimates of Fit to the Furnham Management Success Factors

INTERPRETATION OF RESULTS

"Your profile suggests that you likely show moderate concern for doing things better or more efficiently than have been done previously, or better than done elsewhere."

"You likely have a strong desire to have the responsibility and authority of position to make an impact on others."

"You likely have a moderate interest in conceptualizing the main themes and issues from factual or abstract information, or in generating and using 'maps' or models."

" You probably have moderate confidence in your own intuitions when making judgments, drawing to a moderate degree on past learning, consciously or unconsciously."

" You are likely to show minimal interest in and have a somewhat closed attitude to other people's opinions, values, perspective, behavior and personality."

"You probably find it highly energizing to relate with a wide range of different people in different social situations, using a broad repertoire of influence styles."

"You are likely to be realistic in your expectations–sometimes more pessmistic, sometimes more optimistic."

"You typically are able to take coping with stress in stride, adjusting to unsatisfactory conditions and retaining emotional blance when under pressure, and 'bouncing back' after setbacks."

"Your profile suggests that it would be natural for you to show an interest in how businesses work and in the facts, figures, events, and stories that help to explain things."

"You likely possess a moderately clear internal framework of principles and beliefs that guide your judgment, but on occasion deferring to outside forces to explain successes and failures."

RESOURCES FOR FURTHER INFORMATION

Furnham, A., Crump, J., & Whelan,J. (May 1997). Validating the NEO Personality Inventory Using Assessors' Ratings. *Personality and Individual Differences,* 22(5), 669-675.

Kotter's 13 Leadership Factors

INTRODUCTION

John Kotter teaches at Harvard University's Business School. A globally respected authority on leadership, change, and career development, Kotter has identified 13 factors that appear to account for effective leadership. Some of these factors represent skills, others represent bodies of knowledge, while many represent a combination of knowledge and ability. It is possible for an individual to excel in all 13 factors regardless of his or her Five-Factor Model profile. However, certain personality profiles are more conducive to specific leadership factors than others. The scores on the next sheet are meant to assess this trait "infrastructure" for leadership energy, not necessarily one's leadership performance. These scores should not be interpreted as indicators of the actual behaviors, but rather as estimates of the infrastructure that would normally be expected to make development of that behavior more natural. Definitions of the 13 factors follow.

DEFINITION

The 13 Leadership Factors (with Associated FFM Traits) and their Definitions

1. **Organization Knowledge** (O+C+). Possesses knowledge of the organization's history, culture, systems, and key players.
2. **Industry/Field Knowledge** (O+C+). Possesses knowledge of the industry/field in which the company/organization participates.
3. **Organization Relationships** (N-E+A+). Has built broad and solid (positive) relationships within the company/organization.
4. **Industry/Field Relationships** (N-E+A+). Has built broad and solid (positive) relationships within the industry/field (customers and vendors).
5. **External Relationships** (N-E+A+). Has built broad and solid (positive) relationships within the community.
6. **Reputation** (N-A+C+). Enjoys a reputation respected by people in the company/organization.
7. **Mental Skills** (N-O+C+). Demonstrates keen mental abilities.
8. **Interpersonal Skills** (N=E=O=A=C=). Is able to communicate with all types of people.
9. **Value for Diversity** (E+O+A+). Genuinely seeks out and values the diverse ideas and contributions of others.
10. **Energy Level** (E+E3+C+). Demonstrates a high energy level.
11. **Drive to Lead** (N-E+O+A-C+). Is personally driven to create positive change.
12. **Level of Realism** (N=E=A=C+). Exhibits neither extremely pessimistic nor extremely optimistic expectations of self's and/or others' ability to get the job done.
13. **Lifelong Learner** (N-E+O+). Mental habits that support it: risk taking, humble self-reflection, solicitation of opinions, careful listening, openness to new ideas.

YOUR ANALYSIS

Your Individual Scores on Capacity for the 13 Factors

Factor	Score	Brief Interpretation
Organization Knowledge	53	Likely to be Somewhat Natural for You
Industry Knowledge	53	Likely to be Somewhat Natural for You
Organization Relationships	40	Likely to be Draining for You
Industry Relationships	40	Likely to be Draining for You
External Relationships	40	Likely to be Draining for You
Reputation	51	Likely to be Somewhat Natural for You
Mental Skills	51	Likely to be Somewhat Natural for You
Interpersonal Skills	54	Likely to be Somewhat Natural for You
Value for Diversity	43	Likely to be Draining for You
Energy Level	52	Likely to be Somewhat Natural for You
Drive to Lead	59	Should be Natural for You
Level of Realism	46	Likely to be Somewhat Natural for You
Lifelong Learner	53	Likely to be Somewhat Natural for You

Legend
>65.49   Energizing
>55.49   Natural
>44.49   Somewhat Natural
>34.49   Draining
< 34.5   Outside Comfort Zone

Your Capacity Scores on the 13 Factors, Sorted from Most Natural to Least Natural

Factor	Score
Drive to Lead	59
Interpersonal Skills	54
Lifelong Learner	53
Organization Knowledge	53
Industry Knowledge	53
Energy Level	52
Reputation	51
Mental Skills	51
Level of Realism	46
Value for Diversity	43
Organization Relationships	40
Industry Relationships	40
External Relationships	40

RESOURCES FOR FURTHER INFORMATION

- Kotter, J. (1988). *The Leadership Factor*. Free Press.
- Kotter, J. (1996). *Leading Change.* Harvard Business School Press.

The SEA Leadership Model

INTRODUCTION

Leadership is a behavior that permeates the learning landscape: whether personal leadership, in which an individual learner exhibits leadership qualities in the design and implementation of learning strategies, or whether with cooperative learning groups, in which leadership qualities help to guide the group to a high quality experience. The SEA leadership model was developed by Pierce and Jane Howard at the request of Ty Boyd, whose book, *Visions,* profiles dozens of leaders. Ty asked us to build a model based on the anecdotes about his featured leaders, who represent a variety of contexts, from coaching to bank presidency. After careful study of his book, we created this change-based definition of leadership: "Leadership occurs when someone takes responsibility for effecting a necessary change. Such a change-based approach to leadership entails a three-phase recurring cycle of leadership behavior. First, a leader discovers opportunities for change by continually *scanning* the environment, then *evaluates* the results of the scan, and finally *acts* on the results of the evaluation by implementing without allowing plans to fall between the cracks. Clearly these three behaviors do not need to reside in a single person. However, all three do need to occur in order for effective leadership to have occurred.

DEFINITION

• **Scanning**. Identifying aspects of one's situation that need to be changed through listening, observing, questioning, reading, attending conferences, and so forth
• **Evaluating**. Taking time through meetings, analysis, dialog, and so forth, to evaluate and prioritize the opportunities for change.
• **Acting**. Once the priorities are identified, following them through to completion.

YOUR ANALYSIS

Behavior	Score	Degree of Support
Scanning (O+,C-)	54	Somewhat Natural
Evaluating (N-,A=)	26	Outside Your Comfort Zone
Acting (E+,C+)	53	Somewhat Natural

Legend	
>65.49	Energizing
>55.49	Natural
>44.49	Somewhat Natural
>34.49	Draining
< 35	Outside Your Comfort Zone

The SEA Leadership Model
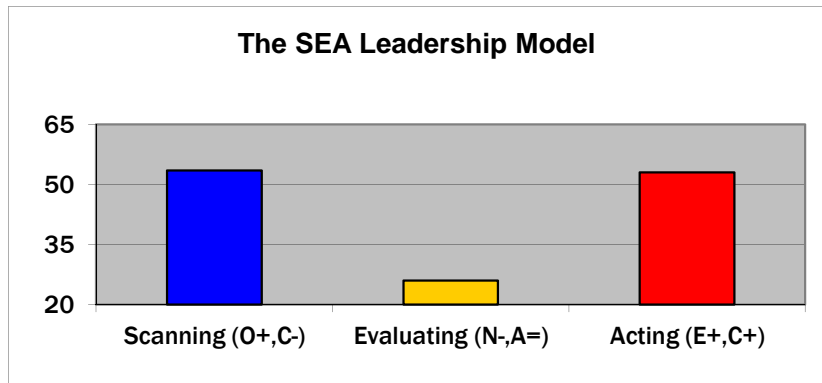
INTERPRETATION OF RESULTS

"At least one of your scores on O or C is out of the optimal range for scanning. While scanning may be natural for you at some times and in some contexts, perhaps you are less prone to scan in other contexts. In addition, at least one of your scores on N or A is out of the optimal range for evaluating. While rational evaulation may be natural for you on some issues, perhaps you are more reactive on others. Finally, at least one of your scores on E and C is out of the optimal range for acting and following up on priorities. While follow up may be natural on some aspects of your situation, it is not so likely to be natural in other aspects."

RESOURCES FOR FURTHER INFORMATION

• Ty Boyd, *Visions*. 1991
• Center for Applied Cognitive Studies, Charlotte NC, has developed several handouts for use with this leadership model.
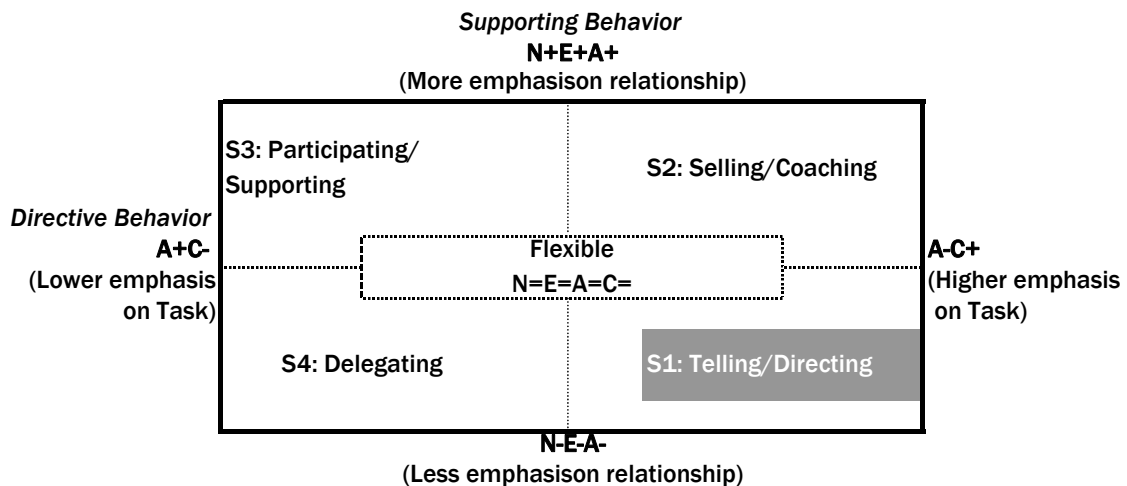
Situational Leadership

INTRODUCTION

Paul Hersey and Ken Blanchard developed this model based on the assumption that there is no one right style to use in managing all people across all tasks and situations. In other words, the proper style depends on the situation, hence, "situational leadership." They identified two ingredients that all situations have in common: the desire of the worker to perform the task, and the level of technical mastery the worker has for the task. The former is often referred to as "motivational maturity," and the latter is referred to as "technical maturity." In order to determine what style of leadership/management to use with a worker, we need to know their two maturity levels. Corresponding to these two maturity indicators, the manager has two management emphases: emphasis on the relationship and emphasis on the technical nature of the task. Here is how they correspond:

a. Lower worker motivational maturity requires higher manager emphasis on relationship
b. Higher worker motivational maturity requires lower manager emphasis on relationship
c. Lower worker technical mastery requires higher manager emphasis on technical matters
d. Higher worker technical mastery requires lower manager emphasis on technical matters

The chart below reflects how we see the Big Five relating to these two dimensions, with motivational maturity influenced by N, E, and A, and technical maturity influence by A and C. So, workers who are high in N, E, and A are more likely to need a higher relationship emphasis from their managers, and, similarly, managers high in these three are more likely to prefer high relationship emphasis as their normal style, regardless of the needs of the worker. And, workers low in A and high in C are more likely to be technically mature, while managers with A-C+ are more likely to use a high technical emphasis with workers, regardless of the worker. The chart below shows the style that you are most likely to prefer, based on your Big Five Scores. According to the theory, no one style is optimum for all workers in all situations, so the manager needs to vary his/her style according to the worker/situation. If you have a clear preference for one style over the others, be aware that you will need to make a special effort to use the other three styles when appropriate, even though they may feel unnatural at times.

Supporting Behavior
N+E+A+
(More emphasis on relationship)

S3: Participating/ Supporting

S2: Selling/Coaching

Directive Behavior
A+C-
(Lower emphasis on Task)

Flexible
N=E=A=C=

A-C+
(Higher emphasis on Task)

S4: Delegating

S1: Telling/Directing

N-E-A-
(Less emphasis on relationship)

Note: Shaded/color-reversed terms represent your personal scores.

DEFINITION

S1: Telling/Directing. The manager capitalizes on superior knowledge of the technical aspect of doing the task and orients, instructs, and otherwise guides the worker towards technical mastery; assumes the worker is essentially a beginner with respect to the particular task, so minimal effort is placed on soliciting the worker's opinions and insights.

S2: Selling/Coaching. The manager sees the worker improving significantly, such that the worker's knowledge and mastery begins to approach that of the manager's, with the result that the manager begins placing more emphasis on soliciting the worker's insights and opinions in how to organize and execute the task.

S3: Participating/Supporting. The manager sees the worker as having roughly equal technical mastery, plus senses that the worker is motivated, in the sense of taking satisfaction in doing the task, and in doing it right; the manager's role becomes more that of colleague, in which both can role up their sleeves and engage in problem-solving when necessary.
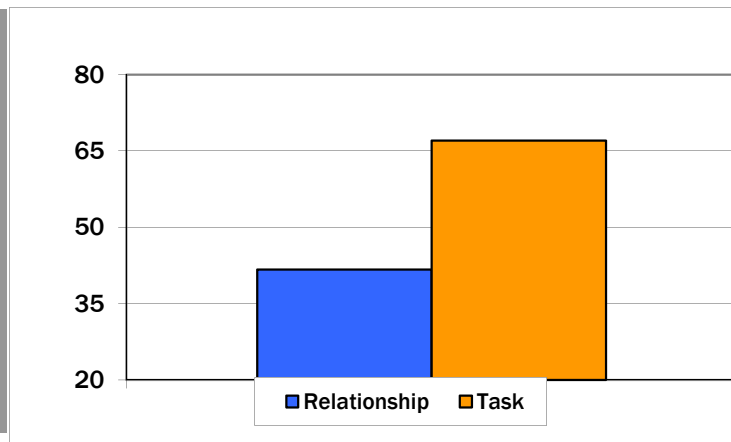
S4: Delegation. The manager sees technical and motivational maturity in the worker for this task, and acknowledges that the worker is essentially independent and does not need the guidance of the manager; manager available as needed, but otherwise hands off.

Flexible. While this is not a style per se, we have included it in the chart above as an indication that the profile of the manager is such that s/he is unlikely to show a preference for any one style over the other, and should find it easy to shift from style to style according to the need of the worker.

YOUR ANALYSIS

Emphasis on

Relationship	42	LOW
Task	67	VERY HIGH
Primary Style:	*S1: Tell/Direct*	
Co-Primary Styles:	None	
Clarity of Primary Style:	Strong	

Note: If one scores in the mid range for one dimension and either high or low on the other dimension, then the analysis above will list "co-primaries," or the two styles associated with the one extreme score. "Clarity of Primary Style" will be described as one of three levels: Extremely Strong, Strong, or Moderate. These labels are a reflection of how extreme the scores are.

Situational

INTERPRETATION OF RESULTS

"Your profile suggests that you would normally feel most comfortable in the S1: Telling/Directing style. This will be a benefit in situations that involve beginners. However, take care to notice when a worker shows signs of mastery and independence, and gradually make yourself less available, less you become a micromanager looking unnecessarily over people's shoulder."

RESOURCES FOR FURTHER INFORMATION

• Paul Hersey, Ken Blanchard & Dewey Johnson. (2000). *Management of Organizational Behavior: Leading Human Resources (8th Ed.).* Upper Saddle River, NJ: Prentice-Hall.
• The website that is the "home" of situational leadership is at: http://www.situational.com and is maintained by the Center for Leadership Studies in Escondido, CA.

Tuckman's Four Stages of Team Formation

INTRODUCTION

Most of us are familiar with the four stages of team formation: forming, storming, norming, and performing. Based on your traits, you may have particular stages to which you are partial. That is, the trait infrastructure of a person predisposes him or her to linger in or regress to one or more stages that are natural expressions of trait infrastructure. The phases tend to be cyclical, with an individual (and also his/her team) going through each of the four phases many times. Incidentally, the four phases were first presented by Bruce Tuckman in a 1965 article in *Psychological Bulletin*. His original research was done with therapy groups and "T-groups." He warned about over-generalization, but apparently the model has been embraced as applicable to many work team settings and to ways of handling each topic on a meeting agenda.

DEFINITION

1. **Forming** (N-,E+,A+). Initial experience in a team needs to be characterized by getting to know one another. This stage is characterized by positive emotionality and a genuine interest in the needs and interests of others.

2. **Storming** (N+,A-,C-). Once formed, members tend, and need, to stake out their individual territory and let their needs, interests, and limits be known to others. This stage is often characterized by ego, spontaneous activity, and conflict.

3. **Norming** (N-,O+,A=). Now that all the cards are out on the table, the team need to establish norms, objectives, procedures, policies, and standards. This stage is characterized by logic, idea generation, and negotiation.

4. **Performing** (C+). The first three stages culminate in the team's accomplishing its mission by reaching its objectives with minimal distraction, disruption, error, or waste. This stage is characterized by discipline, caution, methodicalness, and a focus on the team's goal(s).

The table below indicates which stages that you are likely to emphasize. It is advisable to develop strategies that compensate for phases that you have a tendency to over- or under-emphasize.

YOUR ANALYSIS

Your Tendency for Each of the Four Phases

	Score	Brief Interpretation
Forming	40	Somewhat Avoidant
Storming	63	Somewhat Prone
Norming	36	Somewhat Avoidant
Performing	49	Normal Tendency

Legend	
Under 34.5	Extremely Avoidant
<44.5	Somewhat Avoidant
<55.5	Normal Tendency
<65.5	Somewhat Prone
>65.49	Extremely Prone

Your Proneness for Each of Tuckman's Stages
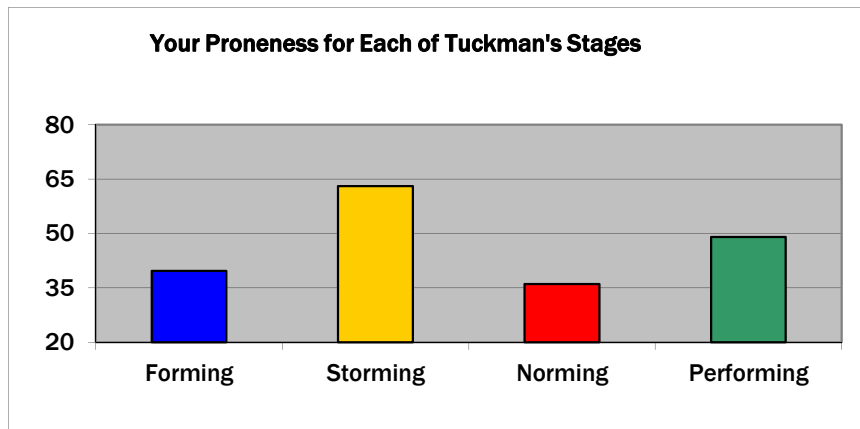
INTERPRETATION OF RESULTS

"Your low score on "Forming" suggests that you tend to be serious and no-nonsense with little need for ways of getting to know others. Insure minimal camaraderie by occasionally suggesting community building, such as coffee and doughnuts."

"Your high score on "Storming" suggests that you are unafraid of conflict and differences of opinion. Insure that resolutions are built on input from all individuals—strive for consensus when possible."

"Your low score on "Norming" suggests that you tend to avoid spending time in analyzing information and exploring new options, preferring to rely on established ways of doing things. Remember—time spent in planning is saved in execution."

"Your mid-range score on "Performing" suggests that you are situational with regard to spontaneity and discipline—focusing some of the time and not at other times. To minimize errors and missed deadlines, use formal procedures as necessary."

RESOURCES FOR FURTHER INFORMATION

- Richard Daly & David Nicoll. (1997). Accelerating a Team's Developmental Process. *OD Practitioner*, 29(4). Available at: http://www.oeinstitute.org/articles/Accelerating_Team_Development.pdf
- Bruce W. Tuckman. (1965). Developmental Sequences in Small Groups. *Psychological Bulletin,* 63, pp. 384-399.
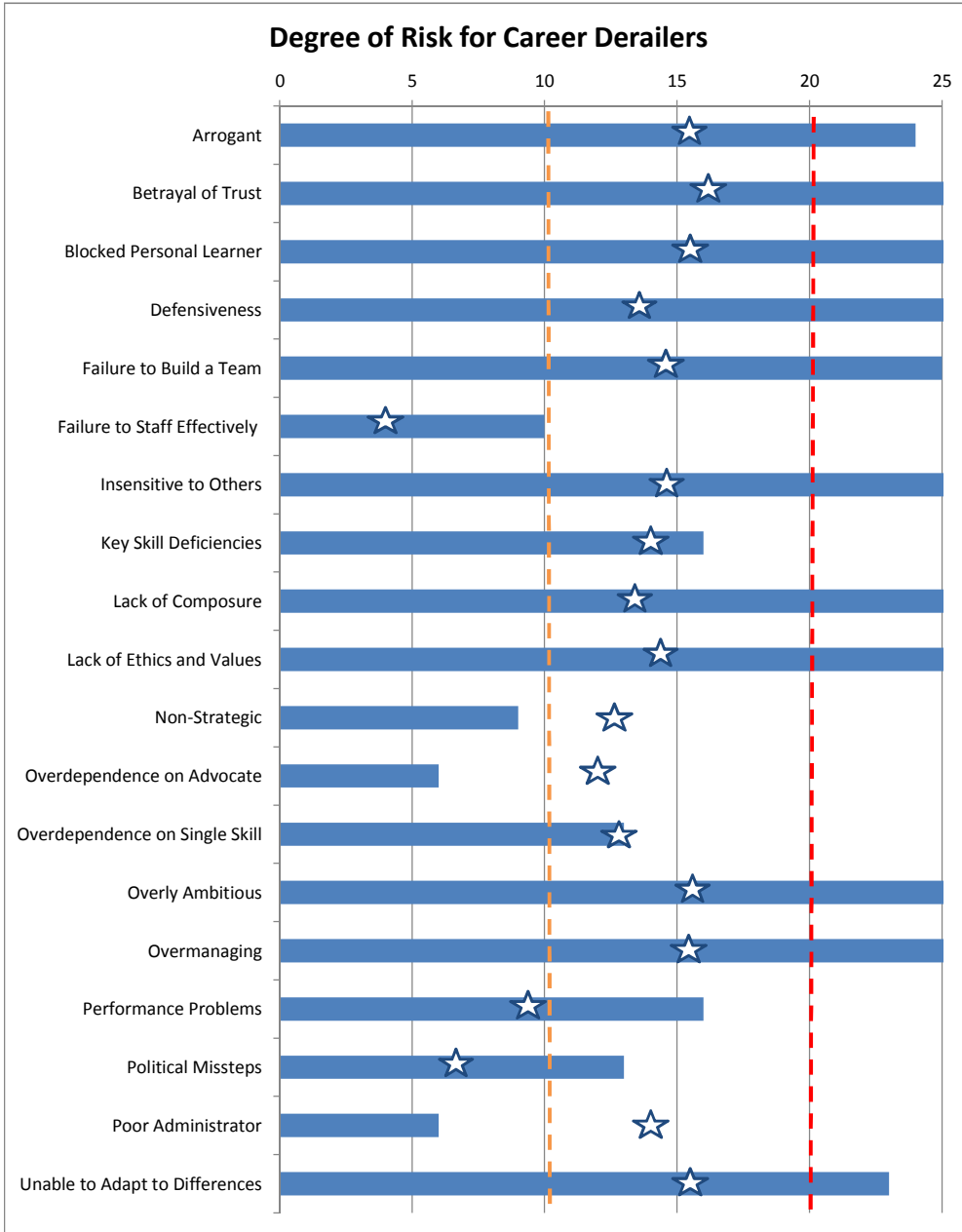
Career Derailers

INTRODUCTION

The Center for Creative Leadership in Greensboro, North Carolina, has identified 19 behavioral tendencies that can derail a person in mid-career. Each of the 19 derailers is associated with a Big Five infrastructure that predisposes a person towards a specific derailer. For example, too much partying could "derail" a student in his/her school career, and lead to poorer grades than necessary to get into the higher schooling or employment of his/her choice. The "infrastructure" associated with "too much partying" would be E+C-, or, an outgoing, energetic person who is spontaneous. That is not to say that every E+C- student will party too much and not accomplish his/her goals. It is just to say that an E+C- student needs to be aware of such natural leanings, and to resist them as appropriate. Each of the 19 derailers listed below has such an associated infrastructure. In the far right column, we describe the relationship of your profile to the derailers as "Unlikely," "Caution," or "Threat." For each "Threat," it would behoove you to do some thinking and planning around how you might offset the threat, so that it does not prevent you from attaining your goals. For each threat, determine which out-of-range traits are the primary source of the threat, and plan accordingly.

YOUR ANALYSIS

Obstacles to Success	Profile At Risk for this Obstacle					Your Scores					Magnitude of Threat	
Arrogant		E-		A-	C+		57		15	49	*24*	**A Threat**
Betrayal of Trust				A-	C-				15	49	*33*	**A Threat**
Blocked Personal Learner			O-	A-				56	15		*30*	**A Threat**
Defensiveness	N+		O-	A-		53		56	15		*26*	**A Threat**
Failure to Build a Team		E-		A-	C-		57		15	49	*25*	**A Threat**
Failure to Staff Effectively	N+/-	E+/-	O+/-	A+/-	C+/-	53	57	56	15	49	*10*	Unlikely
Insensitive to Others	N+			A-		53			15		*34*	**A Threat**
Key Skill Deficiencies					C-					49	*16*	Caution
Lack of Composure	N++			A-	C-	53			15	49	*26*	**A Threat**
Lack of Ethics and Values	N+			A-	C-	53			15	49	*28*	**A Threat**
Non-Strategic			O-					56			*9*	Unlikely
Overdependence on Advocate	N+	E-		A+	C-	53	57		15	49	*6*	Unlikely
Overdependence on Single Skill			O-		C-			56		49	*13*	Caution
Overly Ambitious	N+	E+		A–	C+	53	57		15	49	*31*	**A Threat**
Overmanaging	N+	E+		A–	C+	53	57		15	49	*31*	**A Threat**
Performance Problems					C-					49	*16*	Caution
Political Missteps	N+/-	E+/-	O+/-	A+/-	C+/-	53	57	56	15	49	*13*	Caution
Poor Administrator			O+	A+	C-			56	15	49	*6*	Unlikely
Unable to Adapt to Differences	N+	E+	O-	A-	C+	53	57	56	15	49	*23*	**A Threat**

Note. The lower the Magnitude of Threat score, the more desirable. Low scores mean that this profile does not resemble the obstacle's likely profile; hence, the individual is not likely to ultimately exhibit that obstacle's behavior. High scores indicate a close resemblance between the individual's profile and that associated with the obstacle. Thus, a high score, i.e., over 20, is described as A Threat. A score of "0" is ideal and suggest minimal or no risk for the associated obstacle. Negative scores (e.g., "-15") are even better. Negative scores should be interpreted as "better than perfect." Think of "0" as a bullseye, while negative scores are bullseyes that are even closer to the center. Notice that for Failure to Staff Effectively and Political Missteps, each trait is followed by a "+/-". This means that, for these two derailers, extreme scores on any of the traits puts one at risk. So, the optimum scores for avoiding these derailers would be mid-range, or, 45 to 55.

Career Derailers

Degree of Risk for Career Derailers

Note: Orange line marks threshold for moderate risk; red for high. Star denotes mean of 465 executives.

Career Derailers

INTERPRETATION OF RESULTS

(If "threats" appear in the far right column of the table on the first page, up to three will be interpreted below.)

"Your trait profile appears to put you at risk for being insensitive to others. Persons who are higher in N and lower in A tend to be more self-absorbed and less focused on understanding and/or valuing the needs of others. To plan against this obstacle for possibly derailing your career, understand which trait(s) in this risk profile match your actual traits, and then review pages 17 to 19 of The WorkPlace Big Five Profile Workbook for specific ideas on how to offset the effect of extreme traits."

"Your trait profile appears to put you at risk for betraying trust. Persons who are lower in A and C tend to show disregard for obligations towards others, sometimes intentionally, and sometimes out of lack of discipline. To plan against this obstacle for possibly derailing your career, understand which trait(s) in this risk profile match your actual traits, and then review pages 17 to 19 of The WorkPlace Big Five Profile Workbook for specific ideas on how to offset the effect of extreme traits."

"Your trait profile appears to put you at risk for being overly ambitious. Persons who are higher in N, E, and C, while lower in A, tend to emphasize their own personal ambition, often at the cost of important relationships. To plan against this obstacle for possibly derailing your career, understand which trait(s) in this risk profile match your actual traits, and then review pages 17 to 19 of The WorkPlace Big Five Profile Workbook for specific ideas on how to offset the effect of extreme traits."

RESOURCES FOR FURTHER INFORMATION

• Jean Brittain Leslie & Ellen Van Velsor. (1995). *A Look at Derailment Today: North America and Europe.* Greensboro, NC: Center for Creative Leadership.
• Michael M. Lombardo & Robert W. Eichinger. (1989). *Preventing Derailment: What to Do Before It's Too Late.* Technical Report Series; No. 138g. Greensboro, NC: Center for Creative Leadership.

Individual-to-Ideal Leader Comparisons

INTRODUCTION

The final section of the standard Leader report invites the individual to look at the degree to which his or her 28 Big Five trait scores compare to an ideal set of scores for the typical leadership position. This ideal profile has been determined by research at CentACS and other studies of effective leaders, in addition to reading the works of other researchers who have investigated the ideal traits for leadership.

It should be noted that an organization or an individual could determine that the ideal leadership profile for a specific job, department, mission, and so forth, is different from the CentACS ideal. Where that is the case, we are happy to provide this same kind of analysis, but using your ideal profile, i.e., your set of 28 Big Five scores.

On these last pages of the Leader report, you will find three analyses:
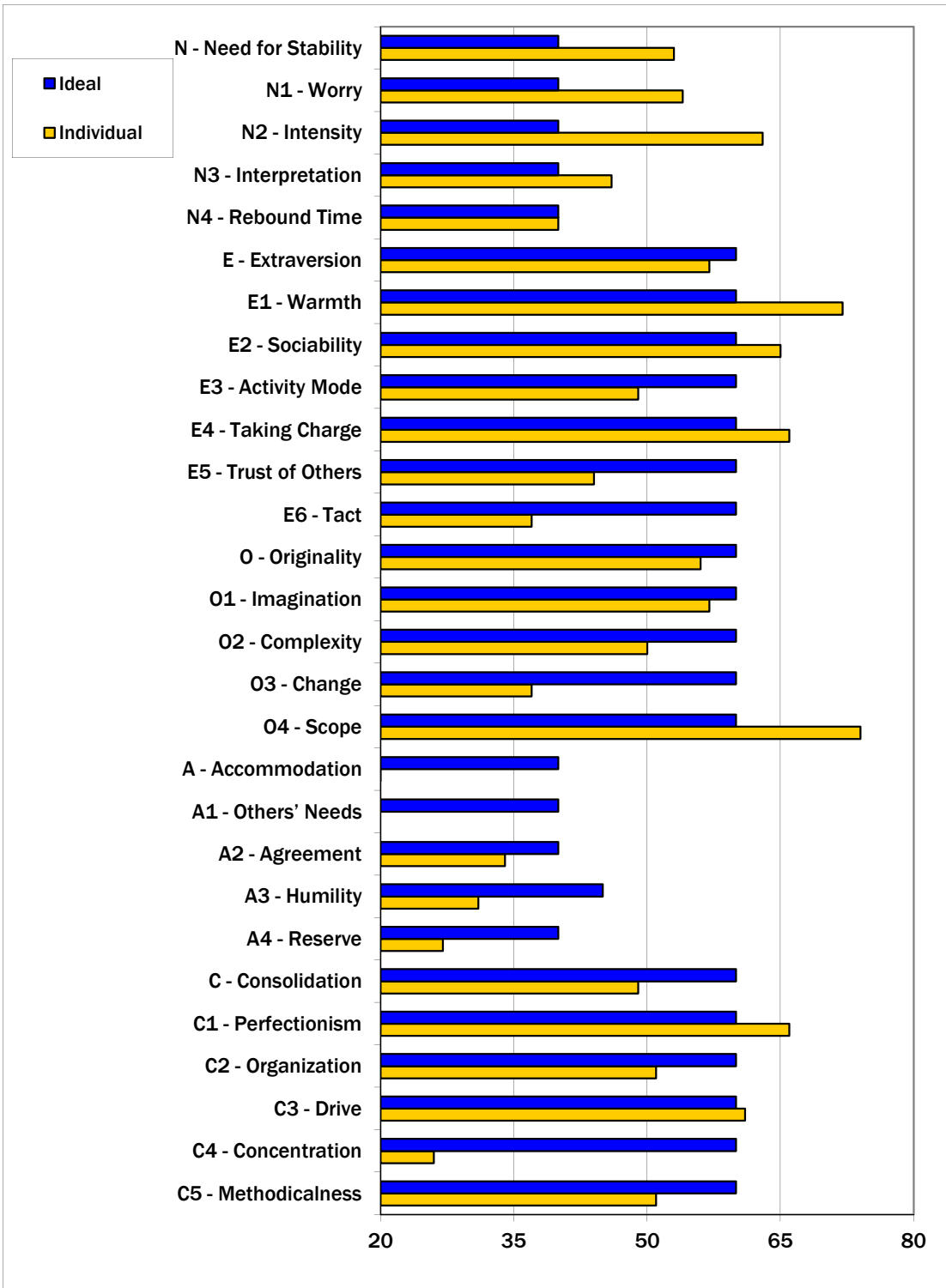
   1. On page "Leader-Bar", you will find a bar chart that presents the ideal leader score on each of the 28 traits in blue, then immediately underneath each blue bar your actual score appears in light orange. This makes it easy for you to visually inspect your scores in relation to the CentACS ideal leader profile, and to see where gaps exist between you and the ideal, with respect to traits.

   2. On page "Leader-Table", you will find a table that explicitly presents how many standard score points you score above or below the ideal, with text that indicates whether the gap represents an excess or a deficiency. When the ideal is above 50, then scores higher than the ideal are considered "excess" and those below the ideal are considered "deficiency." The opposite is true when the ideal score falls below 50: when your scores fall below these ideals, they are considered "excess" (e.g., when you want a 40 on A, then 30 would be 10 points in "excess", while 50 would be 10 points "deficient."

   3. On page "Leader-Narrative", you will find an interpretive narrative. In essence, this narrative report is a computer-generated attempt to explain what your scores mean in light of the leader ideal. Some of our interpretive text may not be quite accurate for your situation–that is simply the nature of computer-generated text. However, we think that you will find much of the text helpful in understanding how your trait scores are more helpful or more hindering with respect to your leadership responsibilities, along with some suggestions to offset undesired effects.

We suggest that, as you have questions or concerns about the meaning of your scores, you work with your consultant or other professional resources.

Individual-to-Ideal Leader: Bar Chart

Legend:
- Ideal (blue)
- Individual (yellow)

Categories (top to bottom):
- N - Need for Stability
- N1 - Worry
- N2 - Intensity
- N3 - Interpretation
- N4 - Rebound Time
- E - Extraversion
- E1 - Warmth
- E2 - Sociability
- E3 - Activity Mode
- E4 - Taking Charge
- E5 - Trust of Others
- E6 - Tact
- O - Originality
- O1 - Imagination
- O2 - Complexity
- O3 - Change
- O4 - Scope
- A - Accommodation
- A1 - Others' Needs
- A2 - Agreement
- A3 - Humility
- A4 - Reserve
- C - Consolidation
- C1 - Perfectionism
- C2 - Organization
- C3 - Drive
- C4 - Concentration
- C5 - Methodicalness

Axis: 20 35 50 65 80

Individual to Ideal Leader: Table with Gap Analysis

YOUR ANALYSIS

	Indi-vidual	Ideal Leader	Discrepancy (Ideal minus Indiv.)	Interpretation
Need for Stability	53	40	-13	Small Difference
Extraversion	57	60	3	Within Range
Originality	56	60	4	Within Range
Accommodation	15	40	25	Moderate Difference
Consolidation	49	60	11	Small Difference
N1 - Worry	54	40	-14	Small Difference
N2 - Intensity	63	40	-23	Moderate Difference
N3 - Interpretation	46	40	-6	Small Difference
N4 - Rebound Time	40	40	0	Within Range
E1 - Warmth	72	60	-12	Small Difference
E2 - Sociability	65	60	-5	Within Range
E3 - Activity Mode	49	60	11	Small Difference
E4 - Taking Charge	66	60	-6	Small Difference
E5 - Trust of Others	44	60	16	Moderate Difference
E6 - Tact	37	60	23	Moderate Difference
O1 - Imagination	57	60	3	Within Range
O2 - Complexity	50	60	10	Small Difference
O3 - Change	37	60	23	Moderate Difference
O4 - Scope	74	60	-14	Small Difference
A1 - Others' Needs	20	40	20	Moderate Difference
A2 - Agreement	34	40	6	Small Difference
A3 - Humility	31	45	14	Small Difference
A4 - Reserve	27	40	13	Small Difference
C1 - Perfectionism	66	60	-6	Small Difference
C2 - Organization	51	60	9	Small Difference
C3 - Drive	61	60	-1	Within Range
C4 - Concentration	26	60	34	Large Difference
C5 - Methodicalness	51	60	9	Small Difference

Legend
If Absolute Value of (Ideal - Individual) > 25.49, then a Large Difference; if > 15.49, then a Moderate Difference; if > 5.49, then a Small Difference; Otherwise, Within Range.

Interpretive Narrative on Individual Comparison to Leader Ideal

INTERPRETATION OF RESULTS

Need for Stability

Your N score is in the mid range. While the ideal N score for the typical leadership position is in the low range, mid-N scores can be effective so long as they 1) take leadership positions that entail minimal stress, 2) have assistants who can put on a calm face of leadership during crises, or 3) have a supportive environment that understands your need for recovery after severe stress, such as getting appropriate aerobic exercise or some time for collecting yourself. Optimum leadership setting: can handle moderate amounts of stress.

- Although not typically a worrier, it depends on the situation. As a leader, your mid-range N1 score would thrive under conditions of moderate (or lower) stress.

- Your N2 score in the high range suggests that you exhibit angry outbursts from time to time. You need to take precautions to offset these outbursts, lest they affect the quality of communication between you and your associates.

- Mid-range N3 scores indicate a realistic outlook—characterized by neither optimism nor pessimism, but rather a balance of the two. Be sure that you manage to show optimism where it is most needed in order to instill confidence in your associates.

- Your low N4 score supports leadership by making it relatively easy to bounce back from defeat or crisis.

Extraversion

Your E score in the high range provides just the right amount of extraverted energy for the typical leadership position. You should feel comfortable doing management by wandering around (MBWA), should enjoy being in the thick of things, handle heavy meeting schedules well, enjoy meeting and greeting and networking. May resist closing the door and churning out the necessary deskwork; can tire out teammates if they are much more introverted. Optimum leadership setting: any.

- Very high E1 scores are associated with enthusiasm, which supports leadership by exhibiting warmth and enthusiasm through voice, touch, activity, and facial expressions. Warmth and enthusiasm are precursors of charisma, and can offset the effects of more abrasive traits.

- High E2 scores are associated with a strong preference for being around people. This is ideal for leaders, given their need to be around other people (in meetings, conference, and so forth) in order to maintain effective communication so that maximum information is available for making decisions.

- E3 scores in the mid range are associated with a balance of sedentary, low activity work style with a more physically active, out-and-about work style. Be careful that you do not permit your need for seat work to prevent you from the physical activity required for observing and otherwise collecting current information about the status of the workplace.

- A very high score on E4 means that your associates should all know you as a "take charge" kind of person who is not only comfortable in a leadership role, but desirous of being a leader. Having responsibility for directing the work of others is natural for you.

- A low E5 score suggests that when your associates make commitments, promises, and other agreements, you are sometimes skeptical, assuming that they may be overpromising or insincere and may require follow-up to insure follow-through. This sometimes results in micro-managing.

- A low score on E6 means that you often tell it "like it is," usually preferring objective, plain language rather than sugar-coating or putting "spin" on it. At its best, you come across as more honest, straightforward, and direct, and, at worst, occasionally blunt or harsh. Make sure no one is holding back information based on the response they expect from you.

Originality

Your O score in the high range is optimum for the typical leadership position. You are an explorer who is naturally creative and imaginative, and who is comfortable focusing on theory, complex problems, and the future. You see opportunities for change as enjoyable. May resist spending sufficient time on the details; if C-, will have difficulty being on time and within budget. Will probably get bored if management responsibilities don't challenge the imagination. Have an assistant or close .associate who has permission to ride herd on you with respect to being practical and meeting stated objectives. Optimum leadership setting: any

- Your high score on O1 suggests that, more often than not, your imagination is active, finding it sometimes difficult to focus on the here-and-now. Your natural preference is for designing, dreaming up, strategizing, and creating, rather than doing, implementing, or planning the tactical details--a preference for strategy over tactics, for vision over implementation.

- A mid-range score on O2 suggests that your comfort with complexity appears to be situational-- with some complex problems, you are quite comfortable, while with others, you show a preference for keeping things simple.

- A low score on O3 suggests that you normally prefer to work according to the plan, to do things the way they have been shown to work in the past. Usually, you feel little if any need to rethink, re-engineer, or innovate, unless your accustomed ways aren't working. You likely see yourself as a creature of habit in many areas. The typical leadership position requires comfort with initiating and executing change.

- A very high score on O4 means that you have a strong natural preference to work at the level of theory and the big picture, and find detail work boring and tiring. However, sometimes you will need to swallow your pride and deal with the details in order to get the results you need. Remember, not everyone knows just how to proofread (or otherwise review for errors) your material.

Accommodation

Your A score in the very low range will be effective in leadership situations that entail many associates with strong egos and intense competition. However, in the typical leadership situation, you may tend to be abrasive or intimidating, thus affecting the quality of communication as the result of reluctance to share information. Will rarely back down from a challenge; tough-minded; independent; thick skinned (if also N-); enjoys center stage (especially if also N- and C+); enjoys a good fight. Can come across as arrogant, untrusting, and superior. Plays to win; frequent conflicts. Helps to reconsider any decision made in the heat of the moment; take aerobic exercise before meetings in which you need to soften your approach; have an associate who has permission to give you feedback when your ego has exceeded accepted norms. Optimum leadership setting: sales.

- A very low score on A1 suggests that you have a strong sense that your priorities, your agenda, and your point of view are the correct ones. Others' needs tend to be taken more seriously if they happen to coincide with your needs. Realize that effective leaders can sometimes be wrong, and that they need to consider the input of others.

- A very low A2 score means that you have an extremely strong need to win, and can make the unpopular decisions that are necessary for winning. You naturally engage actively in competitive or conflict situations, enjoy the role of persuading or convincing others, and seldom if ever back off from the debate. May be, or may have been, something of a rebel or a nonconformist.

- A very low A3 score suggests that when credit and praise are handed out, you feel absolutely comfortable taking all that is due you. You take pride in your accomplishments and abilities, and feel little if any need to profess humility. However, remember to acknowledge others as appropriate.

- A very low A4 score is associated with someone who enjoys being the center of attention. You likely express your opinions with alacrity–no one has to try to "read your mind." Your associates are likely to know you as a "talker."

Consolidation

Your mid-range score on C suggests that you maintain a balance between focus and flexibility, which could work in a leadership context that is not highly competitive. You tend to stay organized with minimal effort, are moderately disciplined and ambitious, and tend to stay focused on immediate and long term priorities and goals. You frequently are cautious in decision making, have reasonable standards for self and others, and are likely to have balance in your professional and personal lives. Optimum leadership setting: most management positions, line or staff, except for those that are highly competitive or highly quality oriented

- A very high score on C1 suggests that you tend to be something of a perfectionist who expects perfect results in most, if not all, endeavors.

- A mid-range score on C2 means that your associates are likely to know you as moderately organized, keeping some things in their place, while allowing others to remain unorganized. With some jobs, you like to get organized before starting, while with other tasks you're comfortable beginning them without advance organization.

- A high score on C3 suggests that your drive to be "number one" in your chosen field marks you as a person who has clear goals and who likely exerts the effort required to get there.

- A very low C4 score means that, with respect to how you focus on the task of the moment, you appear to be easily distracted and somewhat impulsive, and find it natural to switch from one task to another before the first task is completed–a true multi-tasker.

- Finally, a mid-range score on C5 suggests that, while you are comfortable developing plans and sticking to them in some parts of your work, you also like to balance such methodicalness with more spontaneous, free-flowing activity, where you can respond to the needs, interests, or priorities of the moment.

Leader Resources

RESOURCES FOR FURTHER INFORMATION

Print Resources

- Antonioni, D. (1998). Predicting approaches to conflict resolution from big five personality. *International Journal of Conflict Management, 9*(4), 336-355.
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- Tuckman, B.W. (1965). Developmental Sequences in Small Groups. *Psychological Bulletin, 63*, 384-399.
- Van Rooy, D. L. (with Viswesvaran, C.) *Emotional Intelligence: A Meta-Analytic Investigation of Predictive Validity and Nomological Net*. Florida International University, Miami, FL.

Web Resources

- http://eqi.mhs.com/about.html Unknown author, "EQI: The BarOn Emotional Quotient Inventory"
- http://www.eiconsortium.org Unknown author, "The Consortium for Research on Emotional Intelligence in Organizations"
- http://www.eiconsortium.org Unknown author, "The Consortium for Research on Emotional Intelligence in Organizations"
- http://www.oeinstitute.org/articles/Accelerating_Team_Development.pdf Richard Daly & David Nicoll. (1997). Accelerating a Team's Developmental Process. *OD Practitioner, 29*(4)
- http://www.situational.com The "home" of situational leadership; is maintained by the Center for Leadership Studies in Escondido, CA.

Suggestions on How to Use This Report

For the Professional

As a general rule, this report contains more information than the typical end user can benefit from. Consequently, be selective. Print only those pages for immediate sharing with a client–leave the others until later. To leave pages with a client who does not have the professional qualification/experience to interpret them, is the interpersonal version of a hit-and-run accident. We are ethically obligated to be available to help our clients make meaning out of these reports, to help them form action plans, and to prioritize the implementation of these plans.

So, again, be selective. And, for each part of the report you share with your client, commit to helping them form an action plan. Here are suggested ingredients for such a plan:

1. Identify a concept on the page that is important to them, for whatever reason. (e.g., a manager might find the concept of "follow-through" important, as s/he has received feedback on a 360° survey that suggested it needed improvement)
2. You can identify such concepts in one of two ways: by reading through relevant sections of the "Overview" section with them, and/or reading through a specific section of the report.
3. Discuss how their trait scores explain their behavior with respect to that concept. (e.g., with regard to the example "follow-through", a low score on C would suggest lack of natural energy for organization and methodicalness, while a low score on O would support the need to focus on the here-and-now)
4. Determine which Human Resource Optimization (HRO) strategy would be most helpful in optimizing them with respect to the concept: develop, develop with support, compensate, caution, capitalize. (e.g., to compensate for low C, the manager could develop a system with his/her associate to provide periodic reminders)
5. Formulate one or more specific activities to implement the strategy for that concept.
6. Repeat steps 1-5 as needed. Then, prioritize elements of the action, with target dates and special requirements/resources identified for each. We recommend the "Act III" format: Do What? By When? What's needed? (arranged in three columns)
7. Provide for future "touch base" sessions to determine progress towards goals, and any additional resources needed to be successful.
8. Remember to emphasize throughout the process that scores in these reports do not describe "performance," but rather describe the natural energy available to support such performance. For example, one can perform well in "follow-through" without being naturally organized (i.e., high C2), but follow-through comes more easily, more naturally, when one has the traits (i.e., high C2) that support it.

For the End User

If you are using this report without the aid of someone trained in its content, then we can only assume that you consider that you have sufficient background to understand, evaluate and benefit from its contents. If this is the case, then you could use the same guidelines that have been outlined above for trained professionals. Otherwise, we recommend that you first read The Owner's Manual for Personality at Work by Pierce and Jane Howard, and then read your WorkPlace Big Five ProFile.

For the End User (continued)

thoroughly.

If you should experience any concern or puzzlement from the content of this report, then we recommend you ask for assistance from a member of the Center for Applied Cognitive Studies' Big Five Consulting Network. You can find a person near you by searching the Consultant's Directory on our website. Or, feel free to e-Mail us at info@centacs.com or telephone us with a referral request for consulting help. Should you decide to retain a consultant, you would need to discuss what fees might be involved.

If you would like to undergo certification in order to understand this and other of our reports, please contact the Center for information on our options for becoming certified in the Big Five, either by e-Mail, telephone, or by visiting our website (contact information is provided at the end of this report).

Other Center for Applied Cognitive Studies' Products and Services

The Center maintains a wide variety of materials and services that could help you deepen or extend your understanding of the material contained in this report. Ask us about any that seem potentially helpful to you:

Anyone may purchase these Products or Services:

–The Big Five Certification Program (in-class and/or on-line)

–Consulting Services: validity studies, team building, coaching

–Speaker Bureau: Big Five, Human Resource Optimization, Brain Research, Happiness

–Books: The Owner's Manual for Personality at Work, The Owner's Manual for the Brain, Professional Manual for the WorkPlace Big Five ProFile, Professional Manual for the SchoolPlace Big Five ProFile, OpTips (over 500 pages of optimization strategies)

You must be certified or qualified by the Center for Applied Cognitive Studies to purchase any of the following:

–Special Reports: The Career Guider, The Leader, The Learner, The Partner, The Projector, The Seller, The Composer (about happiness)

–Train-the Trainer Programs: Specialized WorkPlace Application Programs (SWAPs, such as Leadership, Career Planning, Selection, Team Building), The Next Chapter (a workshop on happiness)

–Workbooks: The Big Five Workbook (three versions: WorkPlace, SchoolPlace, and NEO),

–Miscellaneous: Interview Guide, The Job Profiler, various card sorts

About the Center for Applied Cognitive Studies

OUR BUSINESS

We are in business because we're passionate about optimizing people at work and at school. Our goal is to provide state-of-the-art personality assessment, reports, and systems applications for businesses, schools, and organizations through a global network of internal and external consultants and international affiliate companies who use the Five-Factor Model of Personality and related brain research in their work. Through the Internet, training programs, annual learning conference, and publishing, the Center for Applied Cognitive Studies provides high quality products, cutting edge information, and support services.

HISTORY

- Originally established in 1986 by Jane Mitchell Howard, MBA, and Pierce J. Howard, PhD, and provided clients with a full array of organizational and managerial consulting services.

- In 1992 with the writing and publication of the first edition of The Owner's Manual for the Brain, changed business focus from consulting to research, training and support of the Five-Factor Model of Personality, with an emphasis on work-related applications.

- In 2001, the company launched the Center's-developed WorkPlace Big Five Profile™, especially for use by working adults in workplace environments.

- In 2004, the Center launched version 3.0 of the WorkPlace and subsequently launched the SchoolPlace Big Five Profile™ in 2005 for use with 12-22 year olds.

- In 2009, the company launched a major new version, the WorkPlace Big Five Profile 4.0™

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