



SCHOOLPLACE

BIG FIVE PROFILE™

Standard Leader

A Customized Report For: Sample Person

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This standard Leader report comprises the most popular leadership analyses in Paradigm suite. Other analyses are available on special request, and may be used in designing a customized Leader report for your individual use. Incidentally, when we analyze a model developed elsewhere than Paradigm (such as Delegation), we are not assessing your actual performance in that model, but rather we are assessing the degree to which your WorkPlace Big Five Profile™ scores would tend to provide natural energy for those models. Here are some of the additional analyses:

- Bennis and Nanus
- Bradford and Cohen
- Comfort with & Appreciation for Diversity
- Comparison of Individual to Assorted Leader Profiles
- Conflict Management Style
- Emotional Temperament
- Energy Level
- Executive versus Worker
- Innovation versus Efficiency
- Keirsey Bates Leadership Style
- Kirton Adaption/ Innovation Inventory (KAI)
- Kouzes and Posner Leadership Practices Inventory (LPI)
- Larson and Lafasta's High Performance Team
- Production versus Quality
- Quinn's Competing Roles
- Six Elements for Healthy Team Relationships
- The Three Stages of Relationship Development
- Work Habits

OVERVIEW

Note: These first four pages represent brief interpretations of how you scored on each of the major sections of this report. For more detail in support of a specific interpretation, go to the pages indicated to its left.

Delegation	The contracting phase involves clarifying goals and expectations, and is optimally supported by the traits 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 high average on these three traits suggests that this phase of delegation is natural for you.
	The supporting phase involves giving appropriate latitude, as well as support, for getting the job done, and is optimally supported by mid-range extraversion and higher accommodation. Your mid-range average score on these two traits suggests that this phase of delegation may be natural for you in some cases and not in others. Take precautions, as in 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 successfully, and is optimally supported by the traits of lower originality, lower accommodation, and higher consolidation. Your medium average score on these three traits suggests that this phase of delegation may be natural for you in some situations and not in others. Take precautions, as in scheduling sufficient time for testing, proofreading, or whatever additional assignment completion tasks are appropriate, not to shortchange the accounting phase.
Escalation of Commitment	Your low score on N suggests that your generally rational and calm demeanor makes it unlikely that you would engage in EoC because of undue worry, volatile moods, temper, or other forms of emotional instability.
	Your mid score on A suggests that you are cooperative/humble in some situations, and more competitive/proud in others. You could engage in EoC sometimes because of egotism, pride, or other forms of defensiveness and the need to be right.
	Your high score on C means that your focused, disciplined, and ambitious temperament make it unlikely that you would 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 you are highly unlikely to engage in EoC.	

Decision-Making	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, your emotionally reactive and spontaneous nature make it likely that you tend to make decisions that do not "stick" and that need to be revisited and reassessed.
Furnham Management Study	You likely have a high interest in conceptualizing the main themes and issues from factual or abstract information, or in generating and using 'maps' or models.
	Your profile suggests that you are likely to show relatively high concern for doing things better or more efficiently than you or others have done previously, or better than has been done elsewhere.
	You likely have a strong desire to take on the responsibility and authority of position to make an impact on others.
	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.
	Persons with your profile tend to possess a clear internal framework of principles and beliefs that guide your individual judgment, rarely deferring to external forces to explain life's successes and failures.
	You are likely to show moderate interest in and have a moderately open attitude to other people's opinions, values, perspective, behavior and personality.
	You probably have high confidence in your own intuitions when making judgments, drawing strongly on past learning, consciously or unconsciously.
	You typically believe that things will turn out well and are generally positive and enthusiastic about life.
	You typically are able to take coping with stress in stride, adjusting to unsatisfactory conditions and retaining emotional balance when under pressure, and 'bouncing back' after setbacks.
	You probably find it highly energizing to relate to a wide range of different people in different social situations, using a broad repertoire of influence styles.
SEA Model	<p>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.</p> <p>In addition, your low score on N (Resilient) coupled with your mid-range score on A (Negotiator) suggest that you find it natural to engage in a process of patient, rational evaluation aimed at a win-win solution.</p> <p>Finally, your high scores on E (Extravert) and C (Focused) suggest that you find it natural to focus for long periods of time on follow up of priorities in order to insure that nothing falls between the cracks.</p>
Situational Leadership	Your profile suggests that you would normally feel equally comfortable in either the S1: Telling/Directing style or the S2: Selling/Coaching style, both of which involve a strong emphasis on guiding the worker towards mastery of the technical aspects of the task. This will be a benefit in situations that involve beginners and intermediates. 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.
Possible Derailers	No Apparent Career Derailers

Big Five Super-traits: Compared to Leader Ideal	Your N score in the very low range has many benefits for the typical leadership position, including being resilient throughout all kinds of stressful situations, being perceived as eternally calm and unflappable, being extremely difficult to unnerved, and inspiring high confidence. However, be aware that on some occasions you could communicate coolness or indifference. To offset this, make it a point to communicate, in speaking or in writing, all positive and negative feedback to your followers. Optimum leadership setting: can handle lots 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 mid-range A score is somewhat meek and tender-minded for the traditional leadership setting, but should be effective in cultures that value a kinder, gentler form of leader (as in servant leadership and the Level Five approach). Should be a good negotiator who goes for the win-win approach; sufficiently tough, but able also to show understanding of others' needs and interests; can wheel and deal without either caving in to others or crushing them. Appropriately humble. Optimum leadership setting: a culture that is only moderately competitive (or less), as in government, non-profits, education, and some service businesses.
	Your C score in the very high range is ideal for the typical leadership position, especially those that entail intense competition and stringent standards. You are focused, ambitious, disciplined, and difficult, if not impossible, to distract from the task or goal at hand. You strongly prefer finishing one project before beginning another, and are something of a perfectionist who maintains very high standards. You are can be trusted to deliver what is promised. Likely a workaholic who causes associates lower in C to resent having to match your long hours and drive to achieve. Likely to have difficulty flexing when goals change. Understand that your associates are not typically built like you with your high dedication to long hours and goals; take yourself occasionally with a grain of salt to show associates that you are aware of your excesses; make a point of being playful or spontaneous when it won't jeopardize your goal and will make you appear more human with your associates. Optimum leadership setting: any, but especially those characterized by intense competition and stringent quality.

Leadership Behavior: Delegation

EXPLANATION OF THE CONCEPT

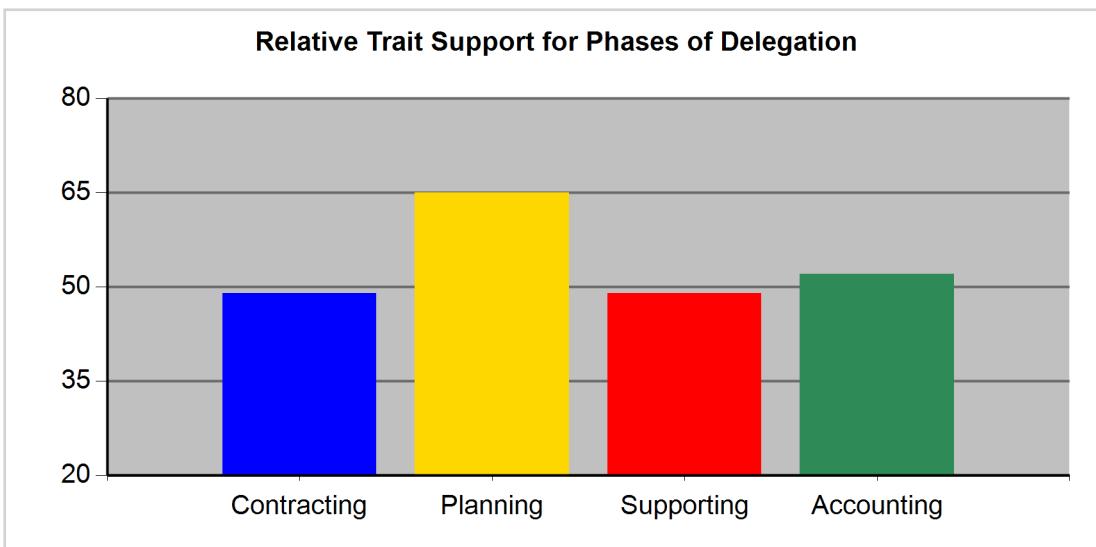
Delegation is not a single act, but several phases. Initially, delegation involves getting clear with the delegatee on the nature of the assignment. The focus is on clarifying the expected results. As soon as the end result is clear, the delegator then facilitates a discussion of possible approaches 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 assignment, 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

Phase	Score	Level Of Support	Associated Big Five Traits
Contracting	49	Normal	E+O-
Planning	65	High	E+O+A=
Supporting	49	Normal	E=A+
Accounting	52	Normal	O-A-C+

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



INTERPRETATION OF RESULTS

The contracting phase involves clarifying goals and expectations, and is optimally supported by the traits 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 high average on these three traits suggests that this phase of delegation is natural for you.

The supporting phase involves giving appropriate latitude, as well as support, for getting the job done, and is optimally supported by mid-range extraversion and higher accommodation. Your mid-range average score on these two traits suggests that this phase of delegation may be natural for you in some cases and not in others. Take precautions, as in 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 successfully, and is optimally supported by the traits of lower originality, lower accommodation, and higher consolidation. Your medium average score on these three traits suggests that this phase of delegation may be natural for you in some situations and not in others. Take precautions, as in scheduling sufficient time for testing, proofreading, or whatever additional assignment completion tasks are appropriate, not to shortchange the accounting phase.

RESOURCES FOR FURTHER STUDY

None. While much has been written on the subject of delegation, this particular formulation is based on the collective experience of Paradigm team. No specific material is available for further explanation of the model.

Leadership Behavior: Escalation of Commitment

EXPLANATION OF THE CONCEPT

"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.

Definitions

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

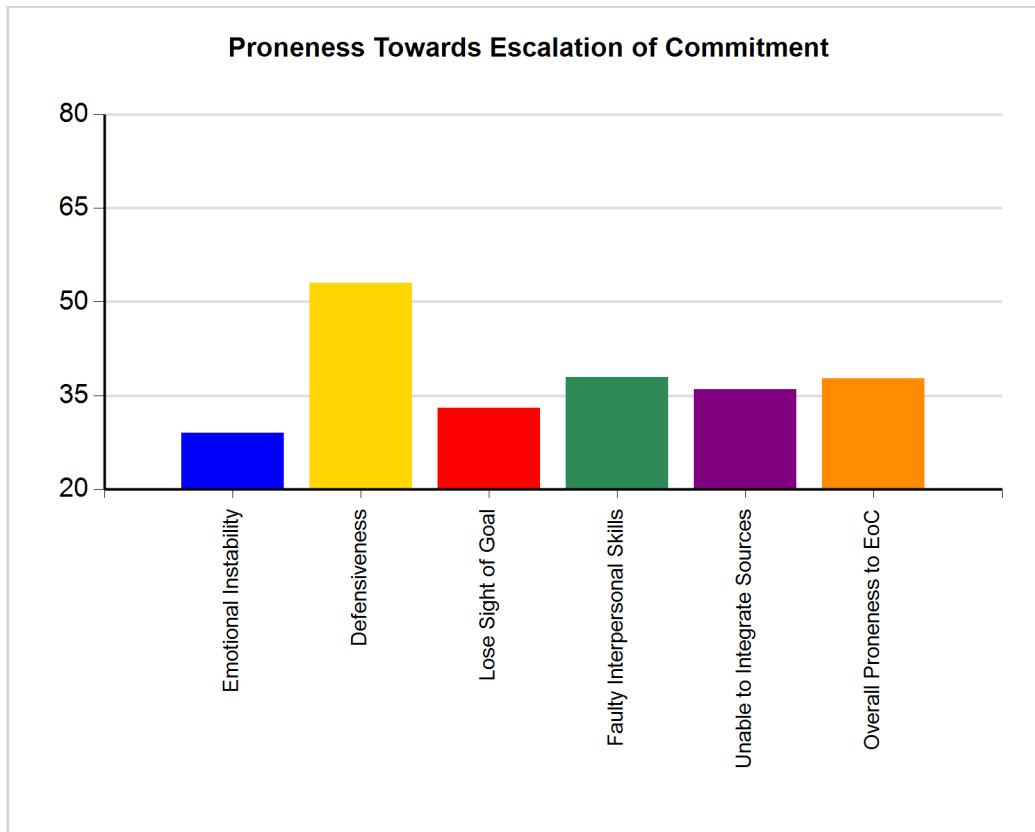
- Emotional Instability.** More rational, calm temperaments tend to be less prone to EoC than temperaments characterized by worrying and anger. This behavior is associated with higher Need for Stability
- Defensiveness/Need to Be Right.** Highly competitive, proud, and egocentric persons are more prone 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 associated 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 Originality.

Based on our understanding of this model, below we offer the estimates of your tendency towards E of C.

YOUR ANALYSIS

EoC Element	Score	Explanation
Emotional Instability	29	Highly Unlikely
Defensiveness	53	Moderately Prone
Lose Sight of Goal	33	Highly Unlikely
Faulty Interpersonal Skills	38	Probably Not Prone
Unable to Integrate Sources	36	Probably Not Prone
Overall Proneness to EoC	38	Probably Not Prone

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



INTERPRETATION OF THE RESULTS

Your low score on N suggests that your generally rational and calm demeanor makes it unlikely that you would engage in EoC because of undue worry, volatile moods, temper, or other forms of emotional instability.

Your mid score on A suggests that you are cooperative/humble in some situations, and more competitive/proud in others. You could engage in EoC sometimes because of egotism, pride, or other forms of defensiveness and the need to be right.

Your high score on C means that your focused, disciplined, and ambitious temperament make it unlikely that you would 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 you are highly unlikely to engage in EoC.

RESOURCES FOR FURTHER STUDY

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.
- Ross, J. & Staw, B. M. (1986). Expo 86: An Escalation Prototype. *Administrative Science Quarterly*, 31: 274-297.

Leadership Behaviors: Sound versus Speedy Decision Making

EXPLANATION OF THE CONCEPT

In research conducted by Paradigm 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.

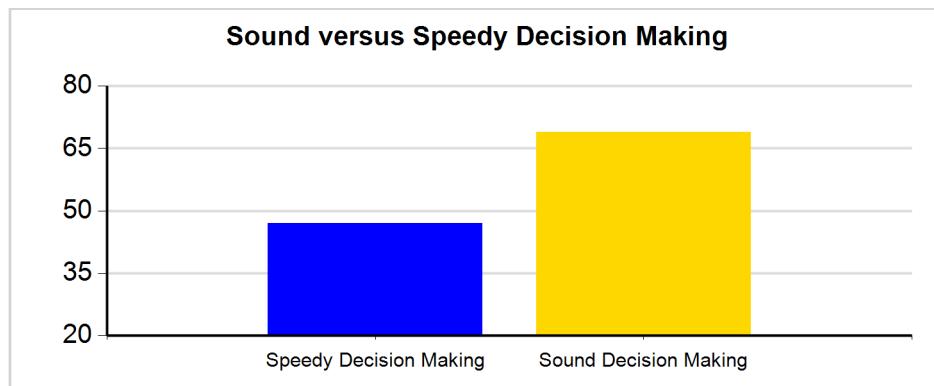
In addition, speedy decisions are associated with higher E and its reputation for sociability and high activity level, while sound decisions are associated with lower N and its reputation for calm, rational temperament. So, what emerges is the speedy decision maker who is most likely to be E+C-, and 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 knowledge, 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	47	Prone to Speedy Decisions on Some Occasions
Sound Decision Making	69	Typically a Sound Decision Maker

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



INTERPRETATION OF THE 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, your emotionally reactive and spontaneous nature make it likely that you tend to make decisions that do not "stick" and that need to be revisited and reassessed.

RESOURCES FOR FURTHER STUDY

None. While much has been written on the subject of decision making, this particular formulation is based on the collective experience of Paradigm team. No specific material is available for further explanation of the model.

Leadership Model: The Furnham Management Study

EXPLANATION OF THE STUDY

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):

Definitions

1. **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+)
2. **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++)
3. **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-124-5-C+13++4+)
4. **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+)
5. **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+3-4----C++134++2+)
6. **Interpersonal sensitivity.** Interest in and open attitude to other people's opinions, values, perspective, behavior and personality. (N2+3-E+125+A++123+)
7. **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--)
8. **Optimism.** Belief that things will turn out well. Generally positive and enthusiastic about life. (N--1-4--3---E++15+3++O-4--C+134+)
9. **Resilience.** Ability to cope with stress and adjust to unsatisfactory conditions. Ability to retain emotional balance when under pressure and to 'bounce back' after setbacks. (N-----13 ----24---O1-A1++4-5---C+1345+)
10. **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 -)

In the table and graph below, we have estimated your degree of fit to the ten ideal formulas by using 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, it would pay to study each formula carefully with respect to which of your trait scores match the ideal and support it, and on the other hand which of your trait scores fall outside the ideal and are not supportive.

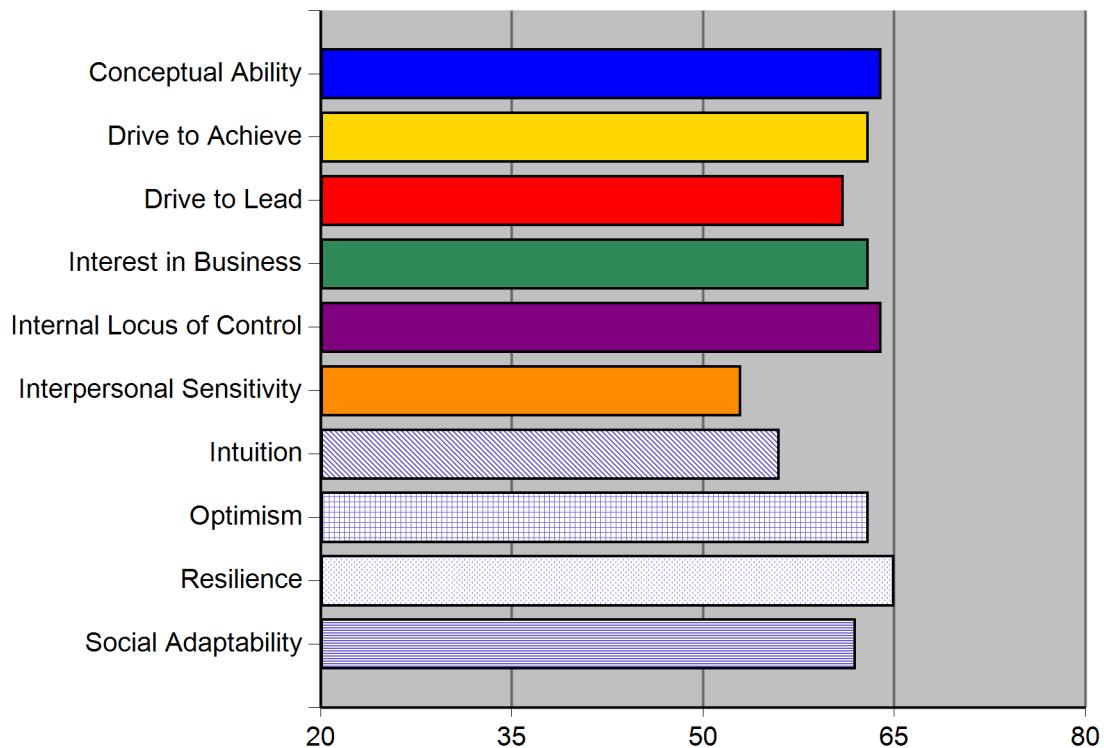
YOUR ANALYSIS

Conceptual Ability	64	Natural
Drive to Achieve	63	Natural
Drive to Lead	61	Natural
Interest in Business	63	Natural
Internal Locus of Control	64	Natural
Interpersonal Sensitivity	53	Somewhat Natural
Intuition	56	Natural
Optimism	63	Natural
Resilience	65	Natural
Social Adaptability	62	Natural

Legend

- >65.49 Energizing
- >55.49 Natural
- >44.39 Somewhat Natural
- >34.49 Draining
- <34.5 Outside Your Comfort Zone

Estimates of Fit to the Furnham Management Success Factors



INTERPRETATION OF THE RESULTS

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

"Your profile suggests that you are likely to show relatively high concern for doing things better or more efficiently than you or others have done previously, or better than has been done elsewhere."

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

"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."

"Persons with your profile tend to possess a clear internal framework of principles and beliefs that guide your individual judgment, rarely deferring to external forces to explain life's successes and failures."

"You are likely to show moderate interest in and have a moderately open attitude to other people's opinions, values, perspective, behavior and personality."

"You probably have high confidence in your own intuitions when making judgments, drawing strongly on past learning, consciously or unconsciously."

"You typically believe that things will turn out well and are generally positive and enthusiastic about life."

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

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

RESOURCES FOR FURTHER STUDY

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

Leadership Model: The SEA Leadership Model

INTRODUCTION TO THE MODEL

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. Second, s/he evaluates the results of the scan. Third, s/he 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 to exhibit effective leadership.

Definitions of the Three Leadership Behaviors

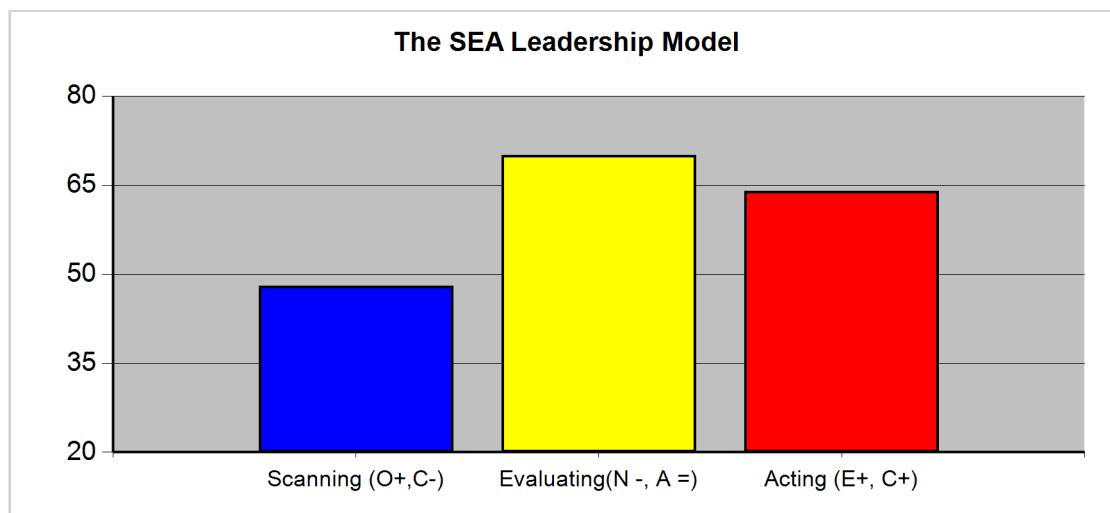
- **Scanning.** Identifying aspects of one's situation that need to be changed through listening, observing, questioning, reading, attending conferences, and so forth
- **Evaluating.** Taking time through meetings, analysis, dialog, and so forth, to evaluate and prioritize the opportunities for change.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

YOUR ANALYSIS

Behavior	Score	Degree Of Support
Scanning (O+, C-)	48	Somewhat Natural
Evaluating(N -, A =)	70	Energizing
Acting (E+, C+)	64	Natural

Legend

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



INTERPRETATION OF THE 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, your low score on N (Resilient) coupled with your mid-range score on A (Negotiator) suggest that you find it natural to engage in a process of patient, rational evaluation aimed at a win-win solution.

Finally, your high scores on E (Extravert) and C (Focused) suggest that you find it natural to focus for long periods of time on follow up of priorities in order to insure that nothing falls between the cracks.

Resources for Further Information

- Boyd, T. (1991). *Visions*. Mechanicsburg PA: Executive Books.
- Paradigm Personality Labs, Charlotte NC, has developed several handouts for use with this leadership model.

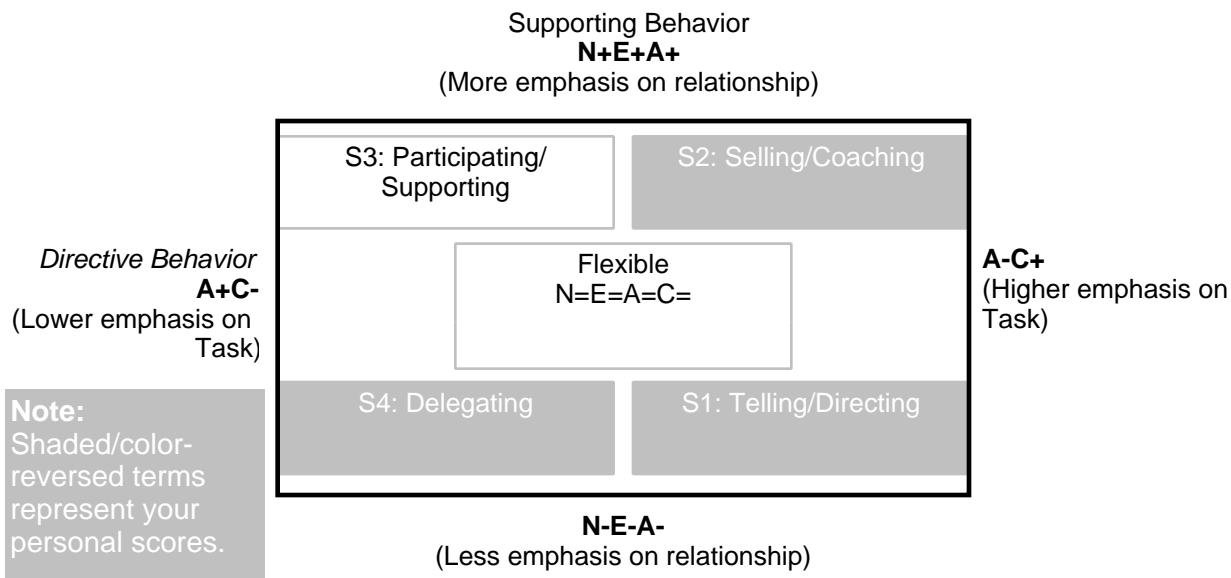
Leadership Model: Situational Leadership

EXPLANATION OF THE MODEL

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:

- Lower worker motivational maturity requires higher manager emphasis on relationship
- Higher worker motivational maturity requires lower manager emphasis on relationship
- Lower worker technical mastery requires higher manager emphasis on technical matters
- 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 influenced 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 this 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.



Definitions of the Five Situational Leadership Styles

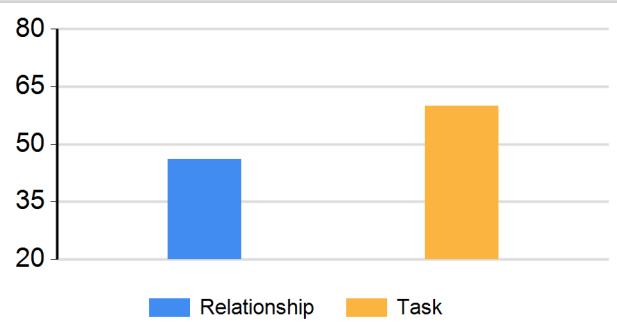
- **S1: Telling/Directing.** The manager capitalizes on superior knowledge of the technical aspect of doing the task and orients, instructs, and otherwise guides the worker towards technical mastery. Assumes the worker is essentially a beginner with respect to the particular task; so, minimal effort 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 roll 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	46	Medium
Task	60	High
Primary Style	None	
Co-Primary Styles	S1 & S2	
Clarity of Primary Style	Moderate	

Legend	
>65.49	Very High
>55.49	High
>44.49	Medium
>34.49	Low
<34.5	Very Low

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 THE RESULTS

Your profile suggests that you would normally feel equally comfortable in either the S1: Telling/Directing style or the S2: Selling/Coaching style, both of which involve a strong emphasis on guiding the worker towards mastery of the technical aspects of the task. This will be a benefit in situations that involve beginners and intermediates. 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 FUTHER 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.

Center for Creative Leadership's 19 Career Derailers

Background and Introduction to the Derailment Concept and Research

The Center for Creative Leadership in Greensboro, North Carolina, has identified 19 behavioral tendencies that can derail a person. Each of the 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 derailers listed below has such an infrastructure. In the right column, we describe the relationship of your profile to the derailers as "Unlikely", "Caution", or "A Threat". For each threat, determine which out-of-range traits are the primary source of the threat, and plan accordingly.

Obstacles to Success	Profile At Risk for for this Obstacle				Your Scores			Magnitude of Threat
	E-	A-	C+		62	47	67	
Arrogant								18 Caution
Betrayal of Trust			A-	C-		47	67	8 Unlikely
Blocked Personal Learner		O-	A-			64	47	10 Unlikely
Defensiveness	N+	O-	A-		29	64	47	4 Unlikely
Failure to Build a Team		E-		A- C-	62	47	67	6 Unlikely
Failure to Staff Effectively	N+/-	E+/-	O+/- A+/-	C+/-	29	62	64	13 Caution
Insensitive to Others	N+			A-	29		47	6 Unlikely
Key Skill Deficiencies				C-			67	-2 Unlikely
Lack of Compusure	N++			A- C-	29		47	1 Unlikely
Lack of Ethics and Values	N+			A- C-	29		47	3 Unlikely
Non-Strategic			O-			64		1 Unlikely
Overdependence on Advocate	N+	E-		A+ C-	29	62	47	2 Unlikely
Overdependence on Single Skill			O-	C-		64	67	-1 Unlikely
Overly Ambitious	N+	E+		A- C+	29	62	47	18 Caution
Overmanaging	N+	E+		A- C+	29	62	47	18 Caution
Performance Problems				C-			67	-2 Unlikely
Political Missteps	N+/-	E+/-	O+/- A+/-	C+/-	29	62	64	10 Unlikely
Poor Administrator			O+ A+	C-		64	47	13 Caution
Unable to Adapt to Differences	N+	E+	O- A- C+		29	62	64	14 Caution

Legend:

>20 A Threat – the individual's profile closely resembles the derailer's infrastructure formula

11-19 Caution – the individual's profile resembles a portion of the derailer's infrastructure

<11 Unlikely – the individual's profile does not resemble the derailer's infrastructure formula

INTERPRETATION OF THE RESULTS

(If "threats" appear above in the far right column, up to three will be interpreted below.)

Nothing appears here because you have no threats identified above.

Nothing appears here because you have no further threats identified

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 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 the last two derailers, 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.

RESOURCES FOR FUTHER 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.
- To plan against an 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 Paradigm's The Big Five Workbook for specific ideas on how to offset the effect of extreme traits.

Individual To Ideal Leader Comparisons

INTRODUCTION TO THE SECTION

The final section of the standard Leader report invites the individual to look at the degree to which his or her 29 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 Paradigm by conducting studies on effective leaders, in addition to reading the works of other researchers who have investigated the ideal traits for leadership.

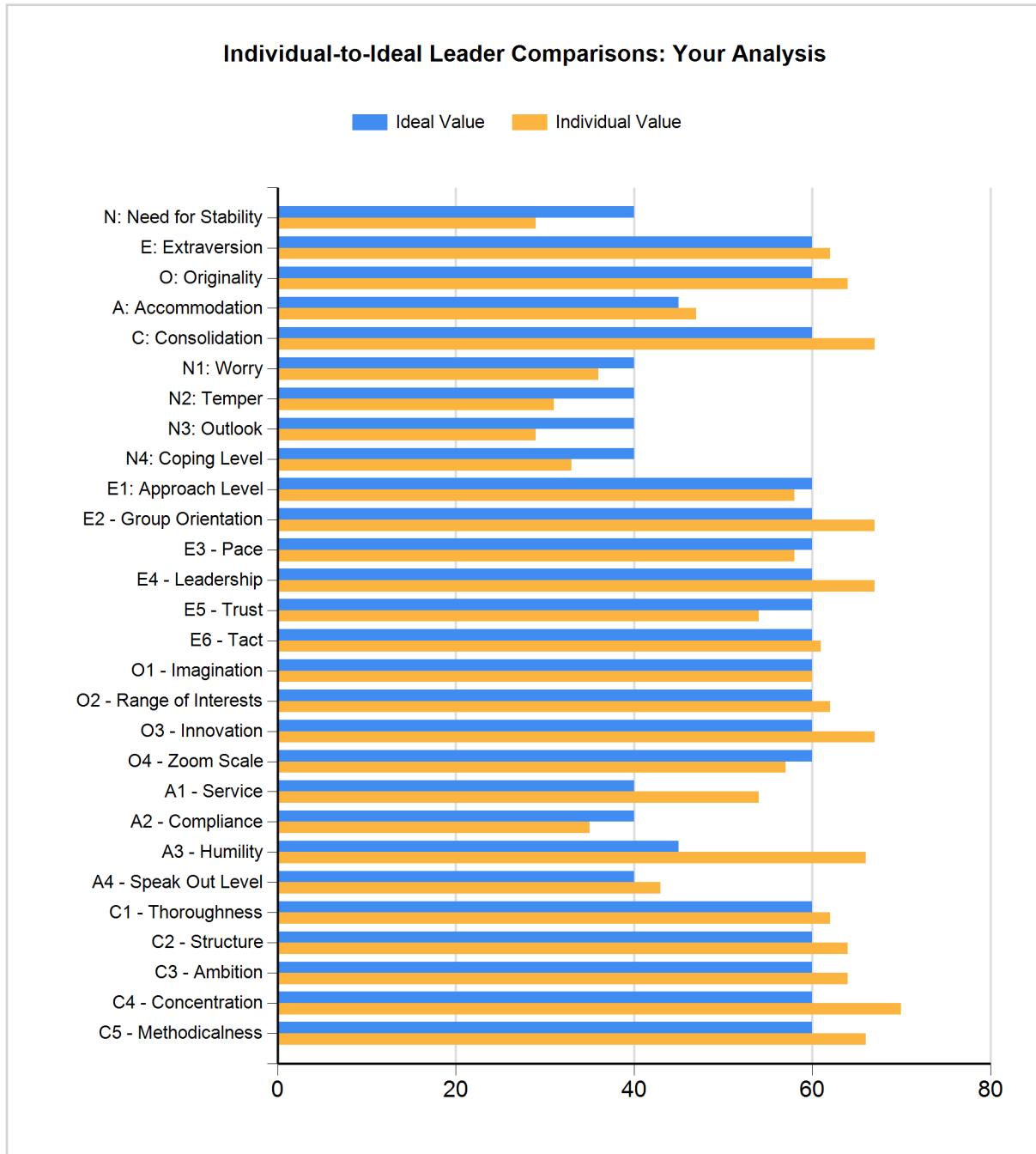
It should be noted that an organization or an individual could determine that the ideal leadership profile for a specific job, department, mission, and so forth, is different from Paradigm ideal. Where that is the case, we are happy to provide this same kind of analysis, but using your ideal profile, i.e., your set of 29 Big Five scores.

On these last pages of the Leader report, you will find three analyses:

1. You will find a bar chart that presents the ideal leader score on each of the 29 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 Paradigm ideal leader profile, and to see where gaps exist between you and the ideal, with respect to traits.
2. 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. 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. Sometimes computer-generated interpretations may not be quite accurate for your situation--that is the price one pays for the convenience of computerized consulting! 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 Comparisons: Your Analysis



Individual to Ideal Leader Comparisons: Table with Gap Analysis

Your Analysis	Individual	Ideal Leader	Discrepancy (Ideal minus Indiv.)	Interpretation
N: Need for Stability	29	40	11	Small Difference
E: Extraversion	62	60	-2	Within Range
O: Originality	64	60	-4	Within Range
A: Accommodation	47	45	-2	Within Range
C: Consolidation	67	60	-7	Small Difference
N1: Worry	36	40	4	Within Range
N2: Temper	31	40	9	Small Difference
N3: Outlook	29	40	11	Small Difference
N4: Coping Level	33	40	7	Small Difference
E1: Approach Level	58	60	2	Within Range
E2 - Group Orientation	67	60	-7	Small Difference
E3 - Pace	58	60	2	Within Range
E4 - Leadership	67	60	-7	Small Difference
E5 - Trust	54	60	6	Small Difference
E6 - Tact	61	60	-1	Within Range
O1 - Imagination	60	60	0	Within Range
O2 - Range of Interests	62	60	-2	Within Range
O3 - Innovation	67	60	-7	Small Difference
O4 - Zoom Scale	57	60	3	Within Range
A1 - Service	54	40	-14	Small Difference
A2 - Compliance	35	40	5	Within Range
A3 - Humility	66	45	-21	Moderate Difference
A4 - Speak Out Level	43	40	-3	Within Range
C1 - Thoroughness	62	60	-2	Within Range
C2 - Structure	64	60	-4	Within Range
C3 - Ambition	64	60	-4	Within Range
C4 - Concentration	70	60	-10	Small Difference
C5 - Methodicalness	66	60	-6	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.

Individual to Ideal Leader Comparisons: Interpretive Narrative

N: Need for Stability

Your N score in the very low range has many benefits for the typical leadership position, including being resilient throughout all kinds of stressful situations, being perceived as eternally calm and unflappable, being extremely difficult to unnerve, and inspiring high confidence. However, be aware that on some occasions you could communicate coolness or indifference. To offset this, make it a point to communicate, in speaking or in writing, all positive and negative feedback to your followers. Optimum leadership setting: can handle lots of stress.

	Usually calm and confident; seldom prone to worry; can handle fair amount of uncertainty and stress. Your low N1 score is ideal for the typical leadership position.
	Your very low N2 score indicates that you seldom feel anger and even rarer show it, which is ideal for the typical leadership position. However, when you feel strongly about something, you may fail to communicate that feeling.
	Very low N3 scores indicate a highly optimistic outlook, which can support leadership by instilling confidence among followers. Beware that your optimism does not prevent you from taking appropriate cautionary measures for insuring success.
	Your very low N4 score supports leadership by making it easy to bounce back quickly from defeat or crisis.

E: 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.

	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.
	Very 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. However, make sure your sociability does not interfere with the need to close the door and do your "homework."
	High E3 scores are associated with a physically active, management-by-wandering-about work style. In the typical leadership context this is the most effective way to insure good communication by 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.
	Your mid range score on E5 suggests that your trust of other associates appears to be situational, such that you trust some associates and not others, or some associates in one kind of situation and not in others.
	Your high E6 score means that you are typically good at handling people, and one way you do this is by putting appropriate "spin" on matters that might otherwise be hurtful or combative.

O: 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 high score on O2 suggests that your interests are more likely to be spread over a wide variety of areas, with some resistance on your part to focusing in depth on any one specific field--people are likely to know you more as a generalist than as a specialist.
	A very high score on O3 suggests that you are clearly a friend of change, with a strong appetite for the new and different, whether in social options or work processes. You are more comfortable with change/innovation than 93% of the population, and should probably on occasion listen to (and heed!) voices of caution. Even though comfort with change is required by the typical leadership position, beware the use of change solely as a tool to relieve boredom--it can be costly.
	A high score on O4 means that spending excessive time in attention to the details will likely bore and tire you, as your natural preference is to work at the level of theory and the big picture.

A: Accommodation

Your mid-range A score is somewhat meek and tender-minded for the traditional leadership setting, but should be effective in cultures that value a kinder, gentler form of leader (as in servant leadership and the Level Five approach). Should be a good negotiator who goes for the win-win approach; sufficiently tough, but able also to show understanding of others' needs and interests; can wheel and deal without either caving in to others or crushing them. Appropriately humble. Optimum leadership setting: a culture that is only moderately competitive (or less), as in government, non-profits, education, and some service businesses.

	A mid-range score on A1 suggests that your outlook towards power in organizations suggests that you value the input, opinions, and needs of your associates, and genuinely wish them the opportunity to get their needs met, as well as your own.
	A low score on A2 means that you have a moderately strong need to win, and usually can make the unpopular decisions that may be necessary for winning. You naturally engage in competitive or conflict situations, feel comfortable in the role of persuading or convincing others, and do not typically back off from the debate. May be, or may have been, something of a rebel or a nonconformist.
	A very high A3 score suggests that, when credit and praise are handed out, you are uncomfortable. On some rare occasions you may accept credit, but you are even then likely to feel uncomfortable--your humility leads you to point to others who deserve equal or more credit. Take care not to become someone who is difficult to give credit to--it makes others feel good to be appropriately congratulatory.
	A low A4 score is associated with someone who feels comfortable being at the center of attention. You usually express your opinions with alacrity--few must try to "read your mind." Many of your associates are likely to know you as a "talker."

C: Consolidation

Your C score in the very high range is ideal for the typical leadership position, especially those that entail intense competition and stringent standards. You are focused, ambitious, disciplined, and difficult, if not impossible, to distract from the task or goal at hand. You strongly prefer finishing one project before beginning another, and are something of a perfectionist who maintains very high standards. You are can be trusted to deliver what is promised. Likely a workaholic who causes associates lower in C to resent having to match your long hours and drive to achieve. Likely to have difficulty flexing when goals change. Understand that your associates are not typically built like you with your high dedication to long hours and goals; take yourself occasionally with a grain of salt to show associates that you are aware of your excesses; make a point of being playful or spontaneous when it won't jeopardize your goal and will make you appear more human with your associates. Optimum leadership setting: any, but especially those characterized by intense competition and stringent quality.

	A high score on C1 suggests that you tend to be something of a perfectionist who expects perfect results in most endeavors.
	A high score on C2 means that your associates probably know you as a "neatnik" who likes to keep everything in its place, and who typically gets organized before starting on a task.
	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 high C4 score means that, with respect to how you focus on the task of the moment, you concentrate naturally without allowing yourself to be distracted (i.e., excellent impulse control), and find it natural, and preferable, to stick with a task until it is completed.
	Finally, a very high C5 score suggests that you are more methodical than the vast majority of the workforce, preferring to organize and stick to a method or plan, rather than leaving yourself to be spontaneous in responding to the need, interest, or priority of the moment.

Further Resources on Leadership

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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.

How to Use this Report

SUGGESTIONS FOR THE PROFESSIONAL USER

As a general rule, this Focused Report contains more information than the typical end user can benefit from. Consequently, be selective. Print only those pages for immediate sharing with your 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 craft 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 craft 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 your client, 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.

SUGGESTIONS FOR THE END USER

If you are using this report without the assistance of someone trained in interpreting its content, then we can only assume that you consider that you have sufficient background to understand, evaluate, and benefit from the 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 either *The Owner's Manual for Personality at Work* (2nd Edition) by Pierce J. Howard, PhD and Jane Mitchell Howard, MBA and then read your WorkPlace Big Five Profile™ Report thoroughly or read *The Owner's Manual for Personality from 12 to 22* by Pierce J.

Howard, PhD and Jane Mitchell Howard, MBA and then read your SchoolPlace Big Five Profile™ Report.

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 Paradigm Personality Labs' (Paradigm) Big Five Consulting Network. You can find a person near you by searching the Directory of Consultants on our website. Or, feel free to e-mail us at info@ParadigmPersonality.com or telephone us with a referral request for consulting help. Should you decide to retain a consultant, you would need to discuss the fees that would be involved in such a consulting or coaching project.

If you would like to undergo certification training in order to understand this and others of our reports, please contact Paradigm by e-mail, telephone, or by visiting our website for information on our options for becoming certified in any of our assessments. Contact information is provided at the end of this report.

Other Paradigm Personality Labs' Products and Services

Paradigm 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, on-line, or in-house at your organization)
- Consulting Services: validity studies, team building, coaching, and leadership training
- Speaker Bureau: Big Five, Human Resource Optimization, Brain Research, Happiness, or Values presentations
- Books: *The Owner's Manual for Personality at Work*, *The Owner's Manual for the Brain*, *The Owner's Manual for Happiness*, *The Owner's Manual for Values at Work*, the *Professional Manual for the WorkPlace Big Five Profile™*, *Professional Manual for the SchoolPlace Big Five Profile™*, *Professional Manual for the WorkPlace Performance 360°™*, and the *Professional Manual for WorkPlace Values Profile™*

You must be certified or qualified by Paradigm to purchase any of the following:

- Assessments: The WorkPlace Big Five Profile™, The Narrator Report, The Trait Capacitor Report, The Consultant's Report, The SchoolPlace Big Five Profile™, The WorkPlace Performance 360°™, or WorkPlace Values Assessment™
- Focused Reports: The Career Guider, The Leader, The Teamer, The Coacher, or The Learner
- Train-the-Trainer Programs: Specialized WorkPlace Application Programs (SWAPs), such as Coaching Leaders & Guiding Careers, Building Teams, and Selection
- Workbooks: The WorkPlace Big Five Workbook, The SchoolPlace Big Five Workbook, and The Career Planning Workbook
- Miscellaneous: Interview Guide, The Job Profiler, various card sorts, posters, and scripts
- Online Resources: TraitWorks which contains OpTips (over 500 pages of optimization strategies that may be customized for clients)

About Paradigm Personality Labs

OUR BUSINESS

Paradigm Personality Labs (Paradigm) is in business because we're passionate about optimizing people at work and at school. Our goal is to provide state-of-the-art personality assessments, competency-based performance 360° reports, values-based reports, and systems applications for businesses, schools, and organizations through a global community 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 online and in-class training programs, learning conferences, in-depth focused reports, research, and various publications, Paradigm provides high quality products, cutting edge information, and support services.

HISTORY

- Originally established The Center for Applied Cognitive Studies (CentACS) in 1986 by Jane Mitchell Howard, MBA, and Pierce J. Howard, PhD, to provide 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 (now in its fourth edition), the company 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, Paradigm launched the WorkPlace Big Five Profile™, specifically designed for use by full-time working adults in workplace environments.
- In 2004, the company launched version 3.0 of the WorkPlace and subsequently launched the SchoolPlace Big Five Profile™ in 2005 for use with 12 to 22 year olds.
- In 2009, the company launched a major new versions of the WorkPlace Big Five Profile 4.0™ and the SchoolPlace Big Five Profile™.
- In 2012, Paradigm launched the WorkPlace Performance 360°™ followed by the WorkPlace Values Profile™ in 2014.
- In July 2017, CentACS became the new Paradigm Personality Labs

CONTACT

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