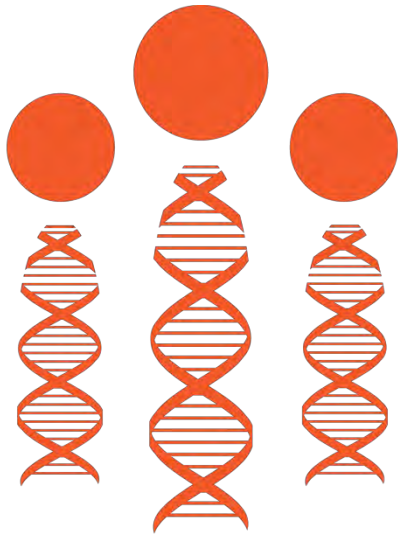


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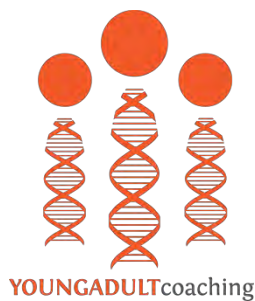
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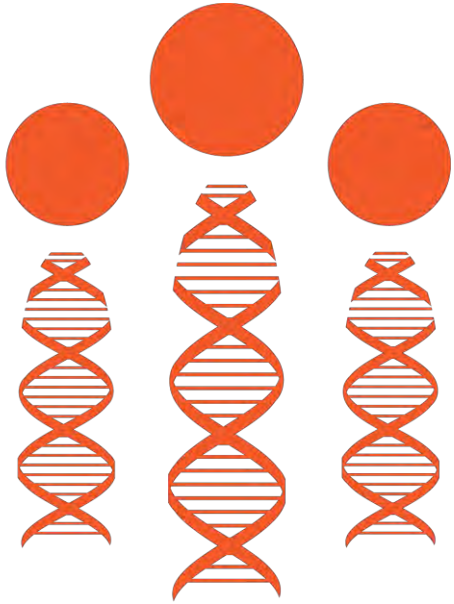
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Leading



The Leader™

Your Leadership Analysis

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This standard Leader report comprises the most popular leadership analyses in the CentACS collection. 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 CentACS (such as FIRO-B), we are not assessing your actual performance in that model, but rather we are assessing the degree to which your Big Five 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 • Conflict Proneness • Emotional Intelligence • Emotional Temperament • Energy Level • Executive versus Worker • Innovation versus Efficiency • John Kotter's 13 Leadership Factors • 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 Johari Window • The Three Stages of Relationship Development • Tuckman's Four Stages of Team Formation • Work Habits

An Overview of Your Leadership Report

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 (Ldr-3)	"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 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 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 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, completion tasks are appropriate, not to shortchange the accounting phase."
Escalation of Commit- ment (Ldr-4)	"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 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 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."

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Escalation of Commitment (Ldr-4)	"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 (Ldr-5)	"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 calm, rational, and disciplined nature makes it likely that you tend to make decisions that "stick" because they are sound and well thought out."
Furnham Management Study (Ldr-6)	"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."
	"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."
	" 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 moderate interest in and have a moderately open attitude to other people's opinions, values, perspective, behavior and personality."
	"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."
	"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 bance 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."	
"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."	

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<p>SEA Model (Ldr-7)</p>	<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. In addition, at least one of your scores on N or A is out of the optimal range for evaluating. While rational evaluation may be natural for you on some issues, perhaps you are more reactive on others. 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>
<p>Situational Leadership (Ldr-8)</p>	<p>"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."</p>
<p>Possible Derailers (Ldr-9)</p>	<p>Overly Ambitious, Overmanaging</p>
<p>Big Five Super-traits: Compared to Leader Ideal (Ldr-13)</p>	<p>"Your N score is in the low range, which is ideal for the typical leadership position. You are, and are perceived to be, calm, cool, and collected when needed. You recover quickly from crises and inspire confidence with subordinates that you are durable and will prevail. You can show appropriate concern from time to time. Optimum leadership setting: can handle more stress than 2/3 of the population."</p> <p>"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."</p>

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<p>(Cont.) Big Five Super- traits: Compared to Leader Ideal (Ldr-13)</p>	<p>"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."</p>
	<p>"Your A score in the low range is optimum in most leadership situations, except perhaps for those cultures that espouse a kinder, gentler, humbler form of leadership (as in servant leadership and the Level Five approach). A challenger; in tougher, more competitive situations, this leader 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, sometimes alienating team members; plays to win; frequent conflicts. Optimum leadership setting: any (with exception noted earlier)."</p>
	<p>"Your C score in the high range is ideal for the typical leadership position. You are likely to be focused, ambitious, disciplined, and difficult to distract from the task or goal at hand. You prefer finishing one project before beginning another, and are something of a perfectionist who maintains very high standards. You are one who can be trusted to deliver what is promised. Can be a workaholic who causes associates lower in C to resent having to match your long hours and drive to achieve. You may have some difficulty flexing when the goal changes or is put on hold. Understand that your associates are not typically built like you with your high comfort level for long hours and dedication to 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 on occasions when it won't jeopardize your goal attainment and will make you appear more human with your associates (and family!). Optimum leadership setting: any."</p>

Leader Behaviors: Delegation

Explanation of the Delegation 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:

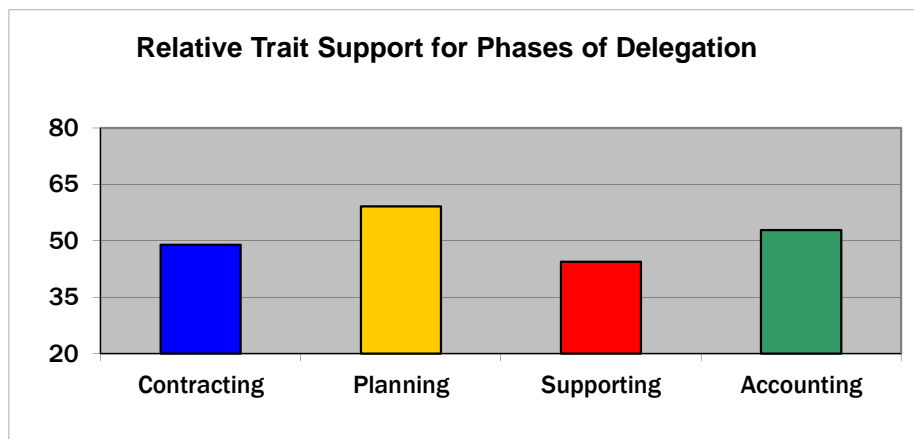
- Phase 1: **Contracting**: clarifying goals, results, expectations
- Phase 2: **Planning**: facilitating a discussion of possible approaches
- Phase 3: **Supporting**: giving appropriate latitude/support to get the job done
- Phase 4: **Accounting**: monitoring and follow-through

Your Analysis

Phase	Score	Level of Support	Associated Big Five Traits
Contracting	49	Normal	E+O-
Planning	59	High	E+O+A=
Supporting	44	Low	E=A+
Accounting	53	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 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 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 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 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, 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 the CentACS team. No specific material is available for further explanation of the model.

Leader Behaviors: 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:

- 1. 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
- 2. 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.
- 3. 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.
- 4. 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.
- 5. 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.

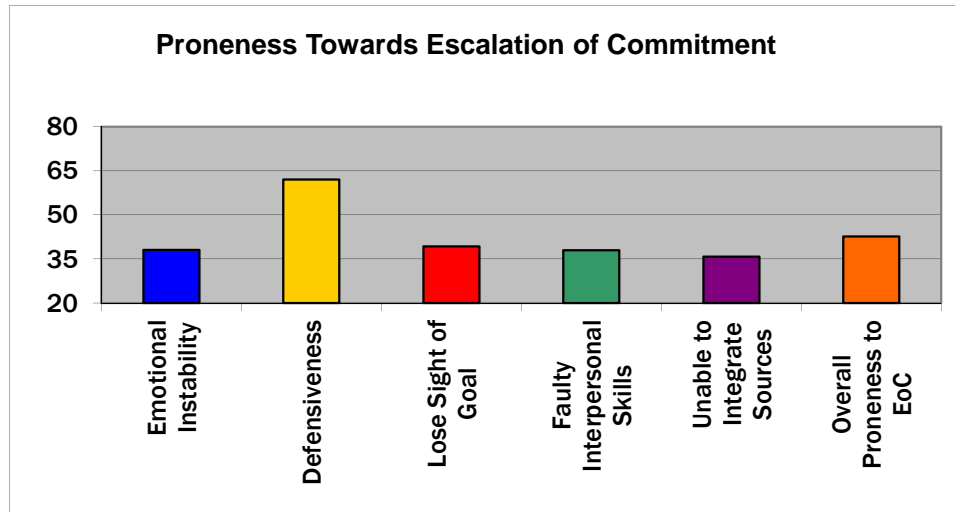
Based on our understanding of this model, below we offer the estimates of your tendency towards E of C.

Your Analysis

EoC Element	Score	Explanation
Emotional Instability	38	Probably Not Prone
Defensiveness	62	More Prone than Most
Lose Sight of Goal	39	Probably Not Prone
Faulty Interpersonal Skills	38	Probably Not Prone
Unable to Integrate Sources	36	Probably Not Prone
Overall Proneness to EoC	43	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 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 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 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 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 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

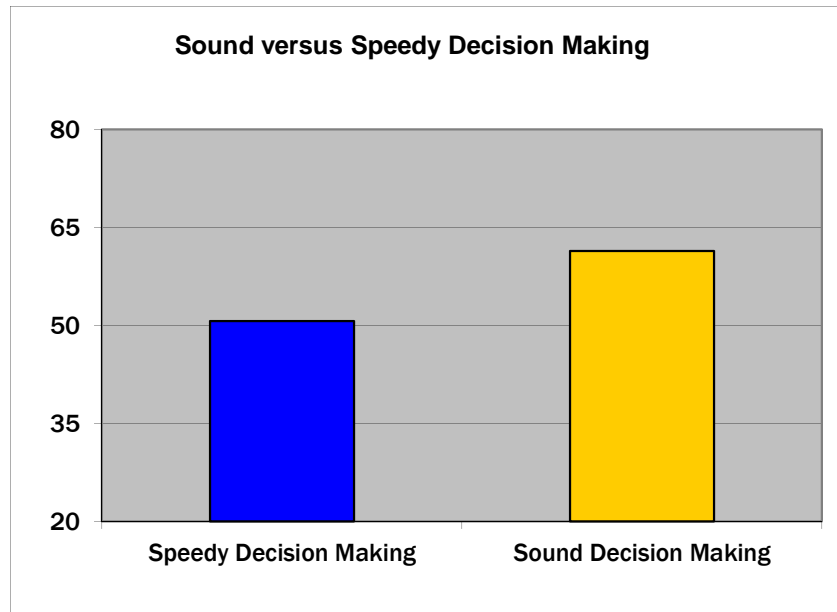
	Aspect	Score	Estimate of Tendency
	Speedy Decision Making	51	Prone to Fast Decisions on Some Occasions
	Sound Decision Making	61	Typically a Sound Decision Maker

Legend

<44.5 Not likely prone

>44.49, <55.5 Prone on Some Occasions

>55.49 Typically Prone



Interpretation of 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 calm, rational, and disciplined nature makes it likely that you tend to make decisions that "stick" because they are sound and well thought out."

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 the CentACS team. No specific material is available for further explanation of the model.

Leadership Models: 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 J 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 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. **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++)
2. **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+)
3. **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+)
4. **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—)
5. **Interpersonal sensitivity.** Interest in and open attitude to other people's opinions, values, perspective, behavior and personality. (N2+3-E+125+A++123+)
6. **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-)
7. **Optimism.** Belief that things will turn out well. Generally positive and enthusiastic about life. (N-1-4-3—E++15+3++O+A5-4—C+134+)
8. **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+)
9. **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+)
10. **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++A5-4—C++134++2+)

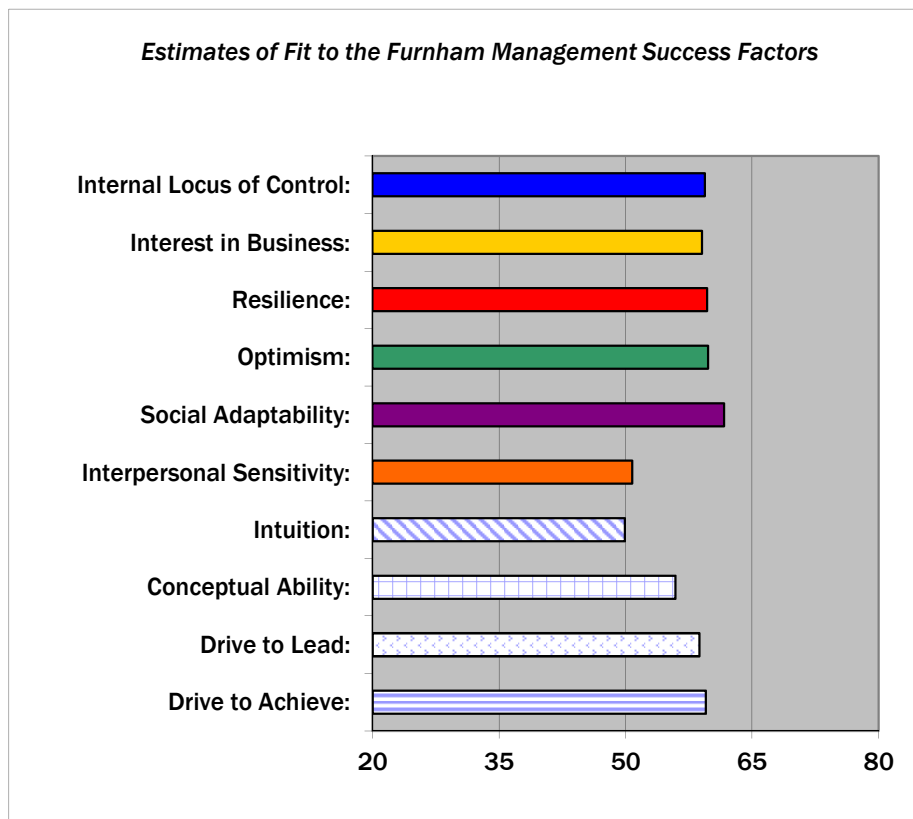
In the table and graph below, we have estimated your degree of fit to the ten ideal formulas by using a simple averaging technique. This means that, for example, although you could have a good fit to the ideal profile for specific success factor, one or more of the traits could be significantly out of the ideal range. Therefore, it would be wise 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.

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Your Analysis

Furnham Success Factor	Score	Level
Drive to Achieve:	60	Natural
Drive to Lead:	59	Natural
Conceptual Ability:	56	Natural
Intuition:	50	Somewhat Natural
Interpersonal Sensitivity:	51	Somewhat Natural
Social Adaptability:	62	Natural
Optimism:	60	Natural
Resilience:	60	Natural
Interest in Business:	59	Natural
Internal Locus of Control:	59	Natural

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



Interpretation of the Results

"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."

"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."

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

"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."

"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."

"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."

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 Models: 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

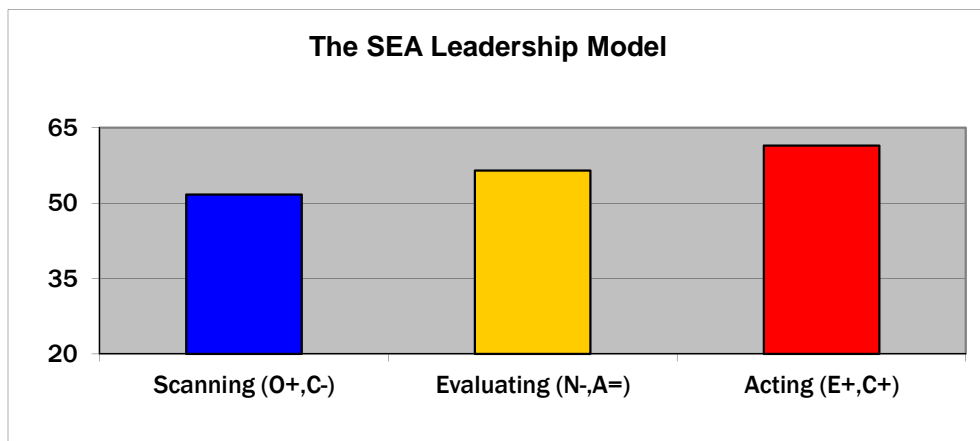
- **Scanning.** Identifying aspects of one's situation that need to be changed through listening, observing, questioning, reading, attending conferences, and so forth
- **Evaluating.** Taking time through meetings, analysis, dialog, and so forth, to evaluate and prioritize the opportunities for change.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

Your Analysis

Behavior	Score	Degree of Support
Scanning (O+,C-)	52	Somewhat Natural
Evaluating (N-,A=)	56	Natural
Acting (E+,C+)	61	Natural

Legend

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



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 evaluation may be natural for you on some issues, perhaps you are more reactive on others. 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 Futher Information

- Boyd, T. (1991). *Visions*. Mechanicsburg PA: Executive Books.
- Center for Applied Cognitive Studies, Charlotte NC, has developed several handouts for use with this leadership model.

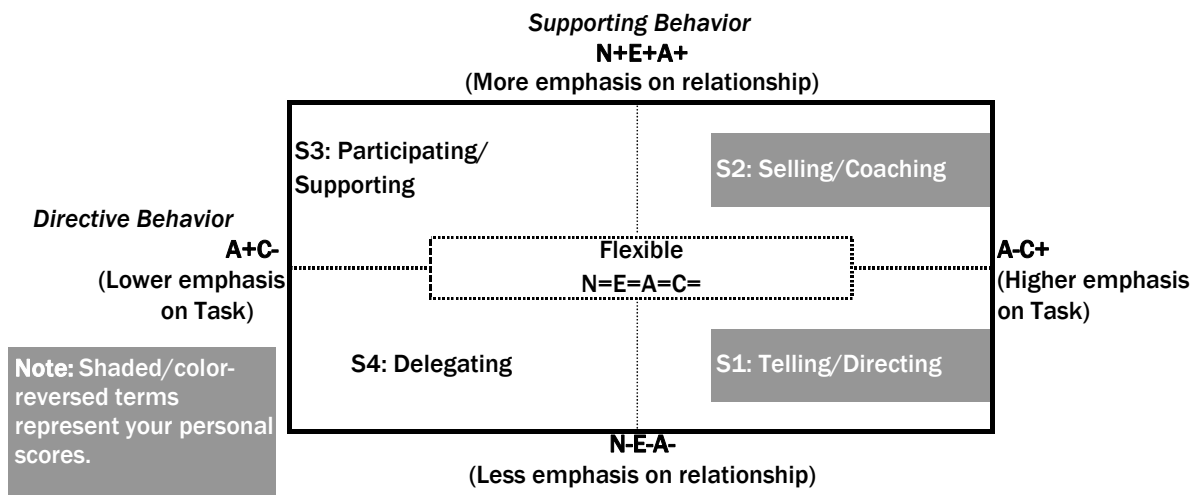
Leadership Models: Situational Leadership

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:

- 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 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

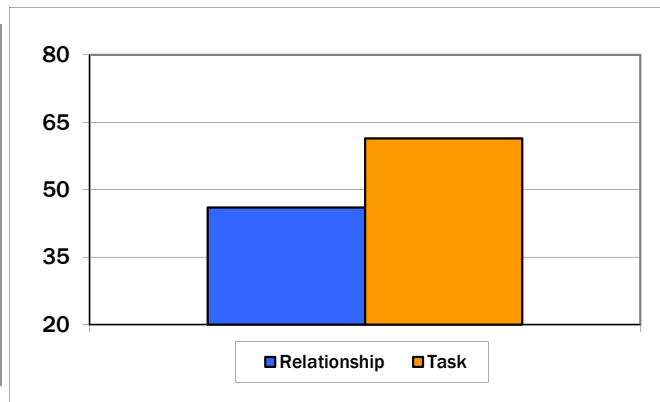
- **S1: Telling/Directing.** The manager capitalizes on superior knowledge of the technical aspect of doing the task and orients, instructs, and otherwise guides the worker towards technical mastery. Assumes the worker is essentially a beginner with respect to the particular task; so, minimal effort 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: 61 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 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 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.

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 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.

Obstacles to Success	Profile At Risk for for this Obstacle					Your Scores					Magnitude of Threat		
		E-		A-	C+								
Arrogant		E-		A-	C+		62		38	61		19	Caution
Betrayal of Trust				A-	C-				38	61		16	Caution
Blocked Personal Learner			O-	A-				64	38			14	Caution
Defensiveness	N+		O-	A-		38		64	38			10	Unlikely
Failure to Build a Team		E-		A-	C-		62		38	61		11	Caution
Failure to Staff Effectively	N+/-	E+/-	O+/-	A+/-	C+/-	38	62	64	38	61		12	Caution
Insensitive to Others	N+			A-		38			38			15	Caution
Key Skill Deficiencies					C-					61		4	Unlikely
Lack of Composure	N++			A-	C-	38			38	61		9	Unlikely
Lack of Ethics and Values	N+			A-	C-	38			38	61		11	Caution
Non-Strategic			O-					64				1	Unlikely
Overdependence on Advocate	N+	E-		A+	C-	38	62		38	61		3	Unlikely
Overdependence on Single Skill			O-		C-			64		61		2	Unlikely
Overly Ambitious	N+	E+		A-	C+	38	62		38	61		22	A Threat
Overmanaging	N+	E+		A-	C+	38	62		38	61		22	A Threat
Performance Problems					C-					61		4	Unlikely
Political Missteps	N+/-	E+/-	O+/-	A+/-	C+/-	38	62	64	38	61		11	Caution
Poor Administrator			O+	A+	C-			64	38	61		12	Caution
Unable to Adapt to Differences	N+	E+	O-	A-	C+	38	62	64	38	61		17	Caution

Interpretation of Results

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

"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."

"Your trait profile appears to put you at risk for overmanaging. Persons who are higher in N, E, and C, while lower in A, tend to be more prone towards insuring that workers do things the way they've always been done."

"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 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.
- 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 21 to 24 of CentACS's The Big Five Workbook for specific ideas on how to offset the effect of extreme traits.

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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 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 by conducting studies on effective leaders, in addition to reading the work of other researchers who have investigated the ideal traits for leadership.

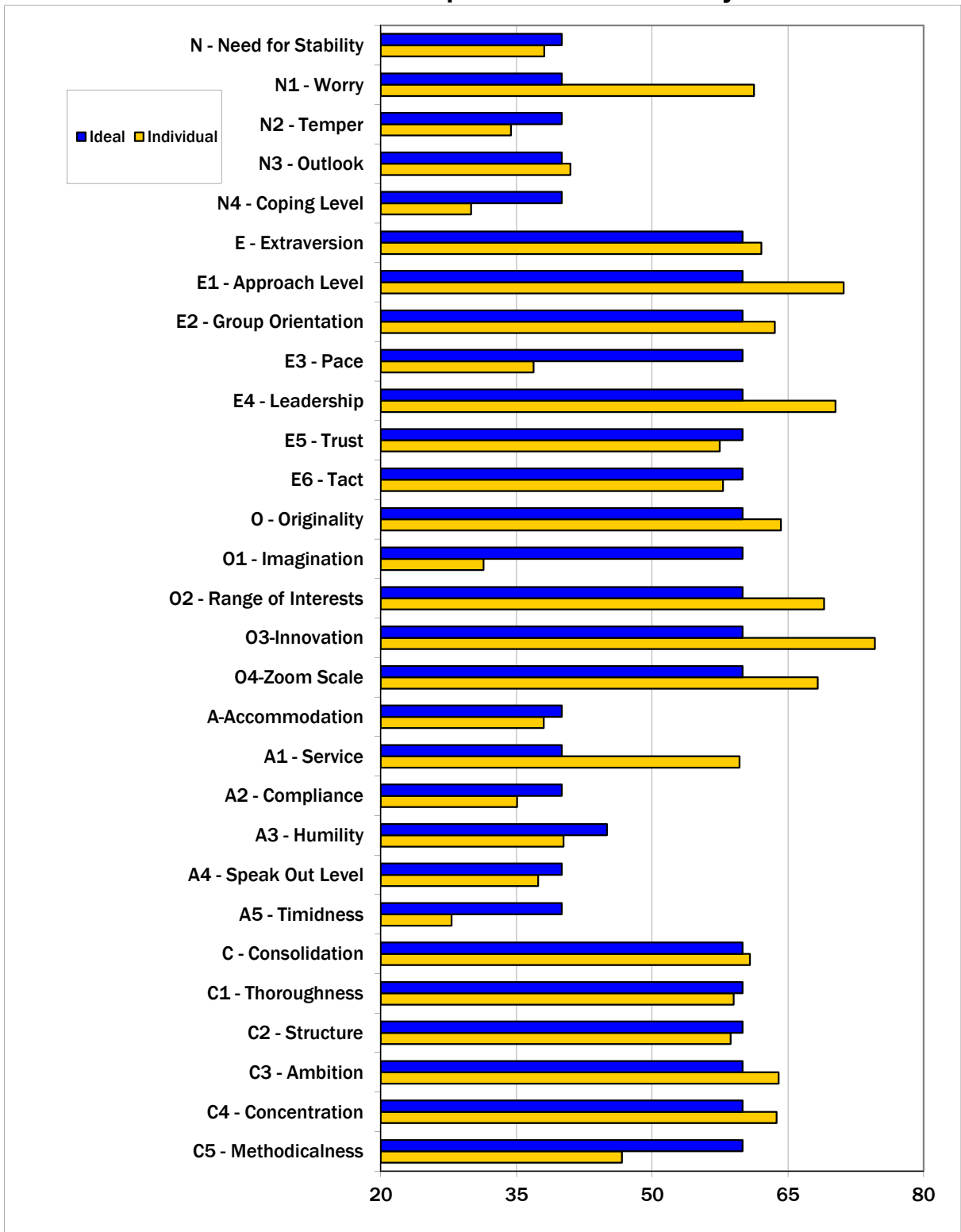
It should be noted that an organization or an individual could determine that the ideal leadership profile for a job, department, mission, and so forth, is different from the CentACS ideal. Where that is the case, we are happy to provide this same kind of analysis, but using your ideal profile, i.e.,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

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

1. On page "Ldr-11", 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 the CentACS ideal leader profile, and to see where gaps exist between you and the ideal, with respect to traits.
2. On page "Ldr-12", 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 "Ldr-13", 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 coach or other professional resources.

Individual-to-Ideal Leader Comparisons: Your Analysis



Individual to Ideal Leader Comparisons: Table with Gap Analysis

<i>Your Analysis</i>	Individual	Ideal Leader	Discrepancy (Ideal minus Indiv.)	Interpretation
Need for Stability	38	40	2	Within Range
Extraversion	62	60	-2	Within Range
Originality	64	60	-4	Within Range
Accommodation	38	45	7	Small Difference
Consolidation	61	60	-1	Within Range
<hr/>				
N1 - Worry	61	40	-21	Moderate Difference
N2 - Temper	34	40	6	Small Difference
N3 - Outlook	41	40	-1	Within Range
N4 - Coping Level	30	40	10	Small Difference
<hr/>				
E1 - Approach Level	71	60	-11	Small Difference
E2 - Group Orientation	64	60	-4	Within Range
E3 - Pace	37	60	23	Moderate Difference
E4 - Leadership	70	60	-10	Small Difference
E5 - Trust	57	60	3	Within Range
E6 - Tact	58	60	2	Within Range
<hr/>				
O1 - Imagination	31	60	29	Large Difference
O2 - Range of Interests	69	60	-9	Small Difference
O3 - Innovation	75	60	-15	Small Difference
O4 - Zoom Scale	68	60	-8	Small Difference
<hr/>				
A1 - Service	60	40	-20	Moderate Difference
A2 - Compliance	35	40	5	Within Range
A3 - Humility	40	45	5	Within Range
A4 - Speak Out Level	37	40	3	Within Range
A5 - Timidness	28	40	12	Small Difference
<hr/>				
C1 - Thoroughness	59	60	1	Within Range
C2 - Structure	59	60	1	Within Range
C3 - Ambition	64	60	-4	Within Range
C4 - Concentration	64	60	-4	Within Range
C5 - Methodicalness	47	60	13	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

Need for Stability

"Your N score is in the low range, which is ideal for the typical leadership position. You are, and are perceived to be, calm, cool, and collected when needed. You recover quickly from crises and inspire confidence with subordinates that you are durable and will prevail. You can show appropriate concern from time to time. Optimum leadership setting: can handle more stress than 2/3 of the population.

- Typically a worrier, uncomfortable with uncertainty. With your N1 score in the high range, you as a leader would have to guard against spreading fear and eroding your team's confidence.
- 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.
- Low N3 scores indicate an optimistic outlook, which supports leadership by instilling confidence among followers. Beware that your optimism, however, 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."

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.
- Low E3 scores are associated with a somewhat sedentary, low activity (but not necessarily low energy!) work style. While in some leadership contexts this may be effective, in the typical leadership context it typically results in suboptimal communication, as physical activity is a prime means 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.
- Your high score on E5 suggests that, when people make verbal commitments to you or others, your natural tendency is to take them at their word. While you don't spend much energy checking up on people, on occasion you may feel the need to follow up and make sure their promises have been delivered.
- 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."

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 very low O1 score suggests that, as you approach your daily tasks, your mind is focused on the here-and-now, with only rare excursions into flights of imagination. Your associates know you as a doer, an implementor, rather than one who sits around thinking things up—a strong preference for tactics over strategy, implementation over vision.
- A very high score on O2 suggests that your interests are spread over a wide variety of areas, such that you naturally read and converse with others on most any topic. As such, you typically welcome the opportunity to work on complex problems that reach across many specialties.
- 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 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."

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Accommodation

"Your A score in the low range is optimum in most leadership situations, except perhaps for those cultures that espouse a kinder, gentler, humbler form of leadership (as in servant leadership and the Level Five approach). A challenger; in tougher, more competitive situations, this leader 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, sometimes alienating team members; plays to win; frequent conflicts. Optimum leadership setting: any (with exception noted earlier).

- A high score on A1 suggests that, more often than not, you think that the priorities, agenda, and point of view of your immediate group are probably the correct ones. You are more likely to take others' needs more seriously than your own. Accordingly, you tend to be a caring, giving person. For the typical leader, this can be seen as a weakness, a reluctance to exert appropriate strength.
- 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 low score on A3 suggests that, when credit and praise are handed out, you are more likely than not to feel comfortable about taking all that is due to you. You take appropriate pride in your accomplishments and abilities, but can show some humility when necessary. However, remember to acknowledge others when appropriate.
- 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."
- A very low A5 score means that, while others may prefer staying in the background and "offstage," you naturally prefer to be on center stage with all lights aimed on you. However, be sure that others who need the spotlight are able to get it."



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Consolidation

"Your C score in the high range is ideal for the typical leadership position. You are likely to be focused, ambitious, disciplined, and difficult to distract from the task or goal at hand. You prefer finishing one project before beginning another, and are something of a perfectionist who maintains very high standards. You are one who can be trusted to deliver what is promised. Can be a workaholic who causes associates lower in C to resent having to match your long hours and drive to achieve. You may have some difficulty flexing when the goal changes or is put on hold. Understand that your associates are not typically built like you with your high comfort level for long hours and dedication to 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 on occasions when it won't jeopardize your goal attainment and will make you appear more human with your associates (and family!). Optimum leadership setting: any.

- 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 appear to concentrate naturally with minimal distractions (i.e., good impulse control), and normally find it natural, and preferable, to stick with a task until it is completed.
- 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."



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THE LEARNER REPORT



How can you learn most effectively? What activities are more natural and effective for you based on your personality traits? What is your learning style and how can you set yourself up for academic success?

These are just a few of outcomes you can expect from your Learner Report:






Academic Performance Goals: How much energy should you put into relationships and special interests? Should you be a well-rounded student; or should you focus on becoming a subject specialist?  Social Learning Styles: Would you thrive in traditional classroom instruction; or would you learn best with an advisor-mentor? Would you be good with independent study? Are you highly adaptable and able to combine multiple learning styles?  Distractions: How can you cope with inevitable stressors that come between your college goals? How much noise and activity do you need? Do you need to isolate yourself during certain times of study, reading, and writing – or will off-task distractions help you?  Errors: Each of us is prone to error. Giving the professor what (s)he wants is the route to success whether studying, writing a paper, or giving a speech. Understanding your tendencies toward errors can help you 'make the grade'.  Cooperative Learning: Teamwork is more important than ever to both professors and employers. The Learner Report presents roles required for overall successful team learning, and how naturally your traits support each of the roles.

THE LEADER REPORT

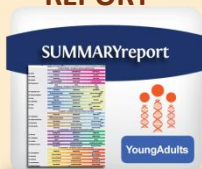


The Leader Report is not an assessment of your actual performance in a given leadership model, but rather the degree to which your personality traits would tend to provide natural energy for standard leadership models.

These are some of the insights you can expect from your Leader Report:

Delegation: What are the four primary phases of the delegation process, and what is your natural energy to actualize each phase?  Escalation Of Commitment: Where might you be prone to NOT abandon a decision that proved to be wrong?  Sound Versus Speedy Decision Making: How does your organizational skills, discipline, and methodicalness affect good decision making?  Furnham Management Study: Discover your natural energy in ten key indicators of management effectiveness: Drive to Achieve, Drive to Lead, Conceptual Ability, Intuition, Interpersonal Sensitivity, Social Adaptability, Optimism, Resilience, Interest in Business, & Internal Locus of Control  Sea Leadership Model - Leadership occurs when someone takes responsibility for effecting a necessary change. Discover which areas you have natural energy to affect change.  Situational Leadership - The proper leadership style depends on the situation -- with an emphasis on either the *relationship* or the *technical* nature of the task. In which leadership contexts will you tend to shine?

SUMMARY REPORT



Your summary report has all of the data filled out for you, in one easy to read page

Snapshot: Get an easy to read snapshot of your entire neurophysiology.

Share with Others: This report is perfect for printing out copies and sharing with others (family, friends, boyfriend, etc) - just give them this one page and walk through it with them!

Epiphanies: By "studying" this one page report and thinking deeply about the different traits, you can make some extraordinary discoveries.

Find samples of the above reports here

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