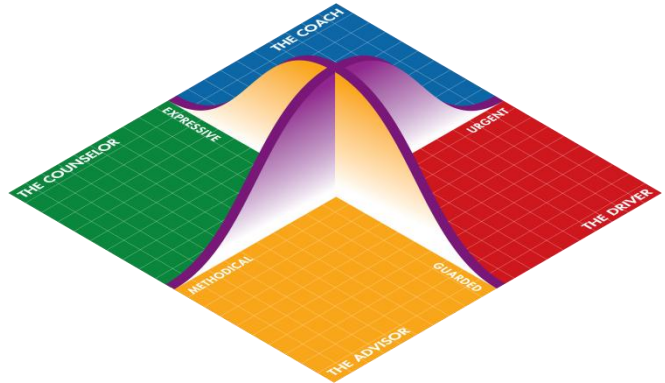


# Technical Manual



## Leading Dimensions Profile (LDP)

*Including:*

- *Leading Dimensions Profile (Form A – short form)*
- *Leading Dimensions Profile (Form B – full form)*
- *Leading Dimensions Profile (Form C – dual response form)*



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## Background

The Leading Dimensions Profile (LDP) was developed through the collaborative efforts of Dr. R. Douglas Waldo, SPHR and Michael McCoy, principals of Leading Dimensions Consulting (LDC). Prior to forming LDC, Dr. Waldo served as the Chief Scientist and later CEO of CraftSystems, a 30-year global leader in employment assessment solutions. In this capacity, Dr. Waldo authored volumes of research studies which have been featured in published technical manuals for the Comprehensive Personality Profile (published by Wonderlic Personnel Test, Inc.) and the Craft Personality Questionnaire (published by SHL-Previsor), as well as in research journals, trade publications, a college textbook, and in business periodicals such as the Wall Street Journal. In addition to these studies, Dr. Waldo collaborated with Dr. Larry L. Craft, founder of CraftSystems, in the development and validation of the Craft Personality Questionnaire, as well as in the development of the Oxford Learning Aptitude Survey and the Feedback Dimensions 360-degree Feedback program.

Following the 2007 merger of CraftSystems and Previsor (now Previsor-SHL), Dr. Waldo joined with Mr. McCoy, the former President of a Florida-based financial institution, to form a new publishing and consulting firm, Leading Dimensions Consulting, LLC. Together, Waldo and McCoy (referred to herein as “the authors”) brought a combination of scientific rigor, professional credentials, and business acumen to their new firm. Through the use of assessments, training and consulting, the mission of Leading Dimensions Consulting is to equip leaders in fulfilling their calling to:

- Develop individual potential
- Expand personal influence
- Maximize organizational effectiveness

To that end, LDC offers its flagship product, the Leading Dimensions Profile (LDP). The following sections report the findings of validation studies conducted in developing the profile.



## The LDP Framework

After forming Leading Dimensions Consulting to support the development needs of individuals and organizations, the authors sought to develop an assessment of personality characteristics that would describe the style with which individuals exercise influence over others. This style of influence could then be applied to diverse settings, such as leadership, sales, negotiations, learning, conflict-handling, team-building, and so on. Based on an exhaustive literature review of studies dating back more than 50 years, as well as repeated exploratory and confirmatory data analyses, the authors developed a measurement framework leveraging two primary factors: *Achievement Drive* and *Relational Drive*.

- *Achievement Drive* describes the focus and intensity with which an individual approaches common activities as well as long-term goals. At opposite ends of the *Achievement Drive* continuum, are two primary approaches: *Methodical* and *Urgent*.
  - The *Methodical* approach may be described as approaching tasks and goals in a cautious, measured, and contemplative manner. Rarely impulsive, *Methodical* individuals are typically very deliberate in their actions and prefer to consider all possible outcomes before choosing a specific course. They are inclined to seek clarification and order so they fully understand both needs and consequences within the circumstances they face. Others may view *Methodical* individuals as very practical and consistent in decision making, leveraging logic over intuition in reaching conclusions.
  - The *Urgent* approach may be described as spontaneous, competitive and adaptive. Spontaneous in nature, *Urgent* individuals are typically very comfortable with ambiguity and do not shy away from taking action, even without a clear plan. Their desire for recognizable accomplishments and need for change may cause them to work at a faster pace than their peers. *Urgent* individuals are often very concerned with “what’s next”, and may be seen by others as very intense and confident in approaching most circumstances.
- *Relational Drive* describes the extent to which an individual engages emotionally in common circumstances. At opposite ends of the *Relational Drive* continuum, are two primary approaches: *Guarded* and *Expressive*.
  - The *Guarded* approach may be described as reserved, private, and distant in their interactions with others. Often considered quiet or shy by others, *Guarded* individuals are typically very careful about confiding in, and sharing personal information with, others. They are inclined to maintain a formal and distant approach in most personal interactions, until others gain their confidence and trust. *Guarded* individuals will often prefer to work alone rather than collaborating with others, and they may be considered impatient or disinterested when working within a team setting.
  - The *Expressive* approach may appear more outgoing, gregarious, and collaborative in their interactions. Outgoing in nature, *Expressive* individuals are drawn to personal

interactions and opportunities to affiliate with recognized groups. They are often considered very approachable by others, and will likely prefer teamwork over individual effort. *Expressive* individuals are often seen as sensitive and cooperative in their approach, and they will attempt to influence others based on an emotional persuasion rather than cold facts or direction.

Within this framework, these primary factors interact to generate four distinct personality styles:


- The combination of *Methodical Achievement Drive* and *Expressive Relational Drive* is referred to as the *Collaborative Style* (known as the *Counselor Profile*).
- The combination of *Urgent Achievement Drive* and *Expressive Relational Drive* is referred to as the *Adaptive Style* (known as the *Coach Profile*).
- The combination of *Urgent Achievement Drive* and *Guarded Relational Drive* is referred to as the *Directive Style* (known as the *Driver Profile*).
- The combination of *Methodical Achievement Drive* and *Guarded Relational Drive* is referred to as the *Contemplative Style* (known as the *Advisor Profile*).

These profiles are used to describe the style with which individuals influence one another in communication, leadership, conflict, negotiation, learning, sales, consulting, career guidance, and in other related applications.

This framework was operationalized by an initial version of the LDP (Form A), whereby only measures of the two primary factors were generated. Participants' results were reported on the 2x2 grid shown, where *Achievement Drive* is plotted on the x-axis and *Relational Drive* is plotted on the y-axis. The grid was divided into four quadrants, labeled as follows:

- The *Collaborative Style* (the *Counselor Profile*): upper left quadrant, comprised of *Methodical Achievement Drive* (on the lower extreme, ranging from 0-49%) and *Expressive Relational Drive* (on the higher extreme, ranging from 50-100%).
- The *Adaptive Style* (the *Coach Profile*): upper right quadrant, comprised of *Urgent Achievement Drive* (on the higher extreme, ranging from 50-100%) and *Expressive Relational Drive* (on the higher extreme, ranging from 50-100%).
- The *Directive Style* (the *Driver Profile*): lower right quadrant, comprised of *Urgent Achievement Drive* (on the higher extreme, ranging from 50-100%) and *Guarded Relational Drive* (on the lower extreme, ranging from 0-49%).
- The *Contemplative Style* (the *Advisor Profile*): lower left quadrant, comprised of *Methodical Achievement Drive* (on the lower extreme, ranging from 0-49%) and *Guarded Relational Drive* (on the lower extreme, ranging from 0-49%).

After further data collection and factor analytical procedures, it was determined that the two primary factors may be comprised of, or related to, a number of smaller factors (smaller in terms of the number



of items used). Repeated analyses confirmed that between six and ten factors may exist within the framework, in addition to the two primary factors. Over time, these additional factors became known as *Achieving Dimensions* and *Relating Dimensions*. They have since been used to describe how individuals achieve tasks and relate to others, supporting the *Achievement Drive* and *Relational Drive* factors, respectively.

The LDP framework is deployed in three forms:

- a 63-item abbreviated Form A (also referred to as the Leading Profile Grid)
- a 95-item Form B (also referred to as the Leading Dimensions Profile)
- a 95-item Form C (a version of Form B in which participants answer each item using two formats: a “perfect employee” answer and their “actual” answer)

These forms use the items and algorithms required to generate the 2x2 grid, on which the four distinct personality styles are presented (where *Achievement Drive* is plotted on the x-axis and *Relational Drive* is plotted on the y-axis). In addition to the 2x2 grid presentation of the four styles, the 95-item Forms B and C also provide measures of ten behavioral characteristics (referred to as *Achieving Dimensions* and *Relating Dimensions*). These ten dimensions are segmented into five dimensions which help to describe an individual’s approach to achieving goals (*Achieving Dimensions*) and five dimensions which help to describe an individual’s approach in relating to others (*Relating Dimensions*).

While each of the supporting dimensions helps to explain how an individual’s *Achievement Drive* and *Relational Drive* may be observed, these are not necessarily considered psychometric facets of the two primary factors. The dimensions do share a number of common items with the primary factors, but only some were derived from factor analytical procedures involving *Achievement Drive* and *Relational Drive* items directly. The remaining dimensions emerged as the authors discovered scales outside of the two primary factor structure, and later discovered these offered sufficient validity to be reported as independent measures.

The five supporting scales, referred to as the *Achieving Dimensions*, include:

- *Work Intensity*, which is defined as the drive to extend effort in meeting or exceeding expectations when performing common tasks. This dimension is reported on a continuum where lower *Work Intensity* is described as operating at a *Measured* pace, while higher *Work Intensity* is described as operating at a more *Intense* pace.
- *Assertiveness*, which is defined as the level of confidence in approaching one’s work and in asserting opinions. This dimension is reported on a continuum where lower *Assertiveness* is described as *Shy* and higher *Assertiveness* is described as *Confident*.
- *Uncertainty Avoidance*, which is defined as the propensity to take risks in making decisions or taking actions in uncertain situations. This dimension is reported on a continuum where lower

*Uncertainty Avoidance* is described as *Bold* and higher *Uncertainty Avoidance* is described as *Cautious*.

- *Adaptability*, which is defined as the likely response in the face of changing or unplanned circumstances. This dimension is reported on a continuum where lower *Adaptability* is described as *Reluctant* and higher *Adaptability* is described as *Flexible*.
- *Perception*, which is defined as the extent to which one relies on intuition and experience (versus methodical analysis) in making decisions. This dimension is reported on a continuum where lower *Perception* is described as *Analytical* and higher *Perception* is described as *Intuitive*.

The five supporting scales, referred to as the *Relating Dimensions*, include:

- *Consideration*, which is defined as the awareness and propensity to contemplate others' feelings and needs. This dimension is reported on a continuum where lower *Consideration* is described as *Distant* and higher *Consideration* is described as *Nurturing*.
- *Openness*, which is defined as the desire to learn and share personal information with coworkers or strangers. This dimension is reported on a continuum where lower *Openness* is described as *Private* and higher *Openness* is described as *Confiding*.
- *Affiliation*, which is defined as the desire to collaborate or affiliate with others in work and common activities. This dimension is reported on a continuum where lower *Affiliation* is described as *Independent* and higher *Affiliation* is described as *Social*.
- *Status Motivation*, which is defined as the drive to be personally recognized for efforts and accomplishments. This dimension is reported on a continuum where lower *Status Motivation* is described as *Cooperative* and higher *Status Motivation* is described as *Competitive*.
- *Self-Protection*, which is defined as the level of trust in the intentions or reliability of others. This dimension is reported on a continuum where lower *Self-Protection* is described as *Trusting* and higher *Self-Protection* is described as *Skeptical*.

In presenting abstract personality constructs, there is often a tendency for users to overemphasize a “lower” or “higher” label on a given dimension. Practically speaking, users often assume that a “lower” score may be less preferred than a “higher” score when evaluating results, when in reality this label has to do with placement of the individual’s outcome on a distribution of all outcomes (for example, “lower” would indicate outcomes below the average outcome for all participants). This is due in part to the common use of the term “score” in describing outcomes, as well as the user’s naturally tendency to assume that a “higher score” is better than a “lower score”. To counter this tendency, the authors attached alternative labels to each extreme of the primary factors, such that *Achievement Drive* ranges from *Methodical* (on the lower extreme, closer to 0% of the normative distribution) and *Urgent* (on the higher extreme, closer to 100% of the normative distribution) and *Relational Drive* ranges from *Guarded* (on the lower extreme, closer to 0% of the normative distribution) and *Expressive* (on the higher extreme, closer to 100% of the normative distribution).



## Application of the Leading Dimensions Profile (LDP)

The Leading Dimensions Profile (LDP) was designed with workplace users in mind. The LDP's taxonomy was derived from numerous construct studies aimed at producing a reliable measure of personality characteristics. Specifically, the LDP was designed to provide an indication of an individual's style as it relates to influencing others. Given the emphasis on the style with which individuals exercise influence on others, the LDP can be used in training, development, and coaching applications across all positions (with a particular emphasis on positions where the individual leads, directs, or collaborates with others).

Under certain conditions where the employer has conducted a job analysis and established ample validity evidence, users may also utilize the LDP in support of employment recruiting and selection processes. Such use of the assessment must be done in accordance with local, state, and federal regulations governing the use of employment selection procedures. For specific guidance regarding the potential use of the LDP to evaluate job candidates, users are encouraged to contact an LDC affiliate, Industrial-Organizational Psychologist, or qualified legal counsel.

As suggested by best practices in test publishing, certain qualifying statements are helpful in ensuring the proper utilization of an assessment. Users of the LDP are encouraged to configure their utilization according to the following qualifications.

- The styles articulated by the LDP are not “all or nothing” categories. Rather, the styles are derived from comparing two constructs: *Achievement Drive* and *Relational Drive*. An individual's exhibition of *Achievement Drive* and *Relational Drive* behaviors may vary from mild to very pronounced. This is also true of the LDP's ten supporting dimensions. Participants will likely exhibit some behaviors associated with each of the styles at times, and in fact, may intentionally “stretch” to the other styles as needed to perform work activities or engage in social situations.
- While users may utilize language such as “lower” or “higher” when describing dimension outcomes (or when a 0-100% outcome is provided for any of the LDP dimensions), any such language relates to the participant's results when compared to the normative distributive of all scores. For example, a 42% score on the *Work Intensity* dimension indicates that roughly 41% of the population would likely score lower on *Work Intensity* (where “lower” indicates a more *Measured* approach). The percentage results, where provided, do not indicate a preference or a desired outcome. In other words, higher scores are not “better” than lower scores, and vice versa.
- The factors and dimensions provided by the LDP indicate certain behavioral tendencies based on the LDP's unique taxonomy. While these indicators offer substantial evidence of validity and reliability, the outcomes do not represent inflexible psychological traits. Individuals can and do modify behavior over time, based on experiential and environmental conditions. Users must not assume that an individual's behavior will only reflect the descriptions on one extreme or the



other of a given dimension. Simply put, individuals can and will display behaviors associated with both extremes of a given dimension at one time or another.

- The factors and dimensions provided by the LDP are not intended to offer reliable predictors of workplace performance. Behavioral tendencies do impact performance, but these relationships are moderated by a variety of factors (such as leader-follower relations, environmental conditions, resources and so on) which are not evaluated by the LDP. For example, two individuals with similar LDP results might perform at very different levels in the workplace. In contrast, two individuals may perform at the same level, while having very different LDP results. As such, any use of the LDP results must be supported by ample evidence or observation of desired behaviors when rendering judgments in high stakes decisions.

## Reliability Studies

The reliability of primary and supporting factors was evaluated using two common methods: Cronbach's Coefficient Alpha and Test-Retest Reliability Analysis. Results are indicated in the tables that follow:

Table 1. Cronbach's Alpha Coefficients

Factor/Dimension	Alpha Coefficient	Sample Size	Number of Items
<b>Primary Factors:</b>			
<i>Achievement Drive</i>	.84	759	33
<i>Relational Drive</i>	.80	759	18
<b>Achieving Dimensions:</b>			
<i>Work Intensity</i>	.79	400	8
<i>Assertiveness</i>	.77	400	11
<i>Uncertainty Avoidance</i>	.83	759	8
<i>Adaptability</i>	.68	759	8
<i>Perception</i>	.74	104	8
<b>Relating Dimensions:</b>			
<i>Consideration</i>	.82	400	10
<i>Openness</i>	.83	400	9
<i>Affiliation</i>	.77	759	10
<i>Status Motivation</i>	.73	759	14
<i>Self-Protection</i>	.66	759	9

Table 2. Test-retest Reliability: 11-week average time between administrations (n=49)

Factor/Dimension	Correlation Statistic
<b>Primary Factors:</b>	
<i>Achievement Drive</i>	.79**
<i>Relational Drive</i>	.76**
<b>Achieving Dimensions:</b>	
<i>Work Intensity</i>	.73**
<i>Assertiveness</i>	.74**
<i>Uncertainty Avoidance</i>	.71**
<i>Adaptability</i>	.67**
<i>Perception</i>	.57**
<b>Relating Dimensions:</b>	
<i>Consideration</i>	.54*
<i>Openness</i>	.82**
<i>Affiliation</i>	.66**
<i>Status Motivation</i>	.80**
<i>Self-Protection</i>	.60**



## Normative Studies

The LDP factors and supporting dimensions generate a percentile outcome based on a comparison of the individual's responses against a normative distribution of scores. This distribution was derived from the scores of all participants who had taken the LDP at the time of the calibration studies. Normative scores are indicated in the following tables:

Table 3. Normative Scores by Primary Factors (all participants)

Factor/Dimension	Average	St.Dev.	Sample Size	Number of Items
<b>Primary Factors:</b>				
<i>Achievement Drive</i>	63%	27%	1981	33
<i>Relational Drive</i>	58%	28%	1981	18

Table 4. Normative Scores by Primary Factors (Form A)

Factor/Dimension	Average	St.Dev.	Sample Size	Number of Items
<b>Primary Factors:</b>				
<i>Achievement Drive</i>	65%	26%	1676	33
<i>Relational Drive</i>	59%	27%	1676	18

Table 5. Normative Scores by Primary Factors and Dimensions (Forms B and C)

Factor/Dimension	Average	St.Dev.	Sample Size	Number of Items
<b>Primary Factors:</b>				
<i>Achievement Drive</i>	48%	29%	305	33
<i>Relational Drive</i>	53%	30%	305	18
<b>Achieving Dimensions:</b>				
<i>Work Intensity</i>	56%	34%	305	8
<i>Assertiveness</i>	49%	30%	305	11
<i>Uncertainty Avoidance</i>	42%	29%	305	8
<i>Adaptability</i>	57%	34%	305	8
<i>Perception</i>	55%	27%	305	8
<b>Relating Dimensions:</b>				
<i>Consideration</i>	52%	35%	305	10
<i>Openness</i>	56%	30%	305	9
<i>Affiliation</i>	58%	26%	305	10
<i>Status Motivation</i>	55%	29%	305	14
<i>Self-Protection</i>	61%	28%	305	9

Table 6. Distribution of Styles (all participants) n=1,981

Factor/Dimension	Percent of Participants
<i>Collaborative Style (The Counselor Profile)</i>	19%
<i>Adaptive Style (The Coach Profile)</i>	46%
<i>Directive Style (The Driver Profile)</i>	22%
<i>Contemplative Style (The Advisor Profile)</i>	13%

Table 7. Distribution of Styles (Form A) n=1,676

Factor/Dimension	Percent of Participants
<i>Collaborative Style (The Counselor Profile)</i>	16%
<i>Adaptive Style (The Coach Profile)</i>	50%
<i>Directive Style (The Driver Profile)</i>	22%
<i>Contemplative Style (The Advisor Profile)</i>	12%

Table 8. Distribution of Styles (Forms B and C) n=305

Factor/Dimension	Percent of Participants
<i>Collaborative Style (The Counselor Profile)</i>	32%
<i>Adaptive Style (The Coach Profile)</i>	22%
<i>Directive Style (The Driver Profile)</i>	25%
<i>Contemplative Style (The Advisor Profile)</i>	21%

## Demographic Information

Demographic data was collected using Form A of the LDP. Participants were asked to voluntarily identify their position or industry, gender, age group, and ethnic classification. Participants were given the opportunity to decline any disclosure of demographic information, without any impact on the LDP outcomes. The following tables indicate the demographic data collected at the time of this writing.

Table 9. Participants by Position/Industry n=933

Position/Industry	Frequency	Percent of Participants
Accounting	11	1%
Administrative	30	3%
Analyst	10	1%
Banking	31	3%
Call Center	93	10%
Construction	26	3%
Customer Service	39	4%
Domestic activity	40	4%
Education	30	3%
Entrepreneur	34	4%
Financial Services	16	2%
Food Services	48	5%
Government	14	2%
Healthcare	40	4%
Hospitality	13	1%
HR	31	3%
IT	22	2%
Legal	12	1%
Manager	64	7%
Manufacturing	10	1%
Non-Profit	16	2%
Real Estate	23	2%
Retail	24	3%
Sales	200	21%
Trade	56	6%

Table 10. Frequency of Scores by Gender Classification (n=1550)

Gender	Frequency	Percent of Participants
Female	786	49%
Male	764	47%

Table 11. Frequency of Scores by Age Classification (n=1555)

Age Group	Frequency	Percent of Participants
18-29 years	829	53%
30-39 years	339	22%
40-49 years	203	13%
50-59 years	136	9%
60-69 years	43	3%
70+ years	5	.5%

Table 12. Frequency of Scores by Ethnic Classification (n=1542)

Ethnic Group	Frequency	Percent of Participants
American Indian	22	2%
Asian	8	1%
Black	251	16%
Hispanic	30	2%
Pacific Islander	1	0%
Two or More	73	5%
White	1157	72%

Table 13. Average Primary Factor Scores by Gender Classification n=1567

Gender	Achievement Drive	Relational Drive
Female	60%	58%
Male	70%	60%



Table 14. Average Primary Factor Scores by Ethnic Classification n=1559

<b>Ethnic Group</b>	<i>Achievement Drive</i>	<i>Relational Drive</i>
<b>American Indian</b>	70%	48%
<b>Asian</b>	66%	68%
<b>Black</b>	62%	54%
<b>Hispanic</b>	69%	52%
<b>Pacific Islander</b>	52%	73%
<b>Two or More</b>	70%	58%
<b>White</b>	66%	61%

Table 15. Average Primary Factor Scores by Age Classification n=1573

<b>Age Group</b>	<i>Achievement Drive</i>	<i>Relational Drive</i>
<b>18-29 years</b>	68%	62%
<b>30-39 years</b>	68%	58%
<b>40-49 years</b>	62%	55%
<b>50-59 years</b>	56%	54%
<b>60-69 years</b>	56%	58%
<b>70+ years</b>	61%	32%

Table 16. Average Primary Factor Scores by Position/Industry n=933

<b>Position/Industry</b>	<i>Achievement Drive</i>	<i>Relational Drive</i>
<b>Accounting</b>	41%	41%
<b>Administrative</b>	42%	50%
<b>Analyst</b>	30%	66%
<b>Banking</b>	50%	57%
<b>Call Center</b>	68%	60%
<b>Construction</b>	79%	56%
<b>Customer Service</b>	65%	68%
<b>Domestic activity</b>	68%	56%
<b>Education</b>	65%	65%
<b>Entrepreneur</b>	70%	44%
<b>Financial Services</b>	57%	56%
<b>Food Services</b>	64%	68%
<b>Government</b>	47%	44%
<b>Healthcare</b>	56%	62%
<b>Hospitality</b>	67%	55%
<b>HR</b>	57%	46%
<b>IT</b>	64%	60%
<b>Legal</b>	61%	45%
<b>Manager</b>	66%	61%
<b>Manufacturing</b>	69%	36%
<b>Non-Profit</b>	56%	59%
<b>Real Estate</b>	45%	46%
<b>Retail</b>	61%	67%
<b>Sales</b>	66%	58%
<b>Trade</b>	70%	65%

## Construct Validity Studies

During the development and calibration of the LDP, numerous studies were conducted to determine how the measurement framework might relate to measures provided by other scientifically validated instruments. The tables that follow indicate correlation statistics resulting from these studies.

## Factor Analytical Procedures

Numerous statistical procedures were deployed to evaluate the factor structure of the LDP. The initial framework focused on two primary factors: *Achievement Drive* and *Relational Drive*. Subsequent studies uncovered potential facets and related dimensions of these measures. As groupings emerged within the two primary factors, these were evaluated for construct validity and reliability through additional studies. Many of these groupings were then labeled as related dimensions of *Achievement Drive* or *Relational Drive*, although they were not derived solely from the factor analyses. As such, a factor analysis of the current items would not produce an exact replication of the ultimate LDP framework.

The following table indicates the item loadings for the two-factor structure:

Table 17. Component Coefficients

Items	<i>Achievement Drive</i> Coefficients	<i>Relational Drive</i> Coefficients
1	.62	.63
2	.63	.58
3	.63	.57
4	.62	.55
5	.62	.55
6	.56	.54
7	.54	.53
8	.53	.50
9	.52	.48
10	.52	.46
11	.52	.43
12	.49	.39
13	.48	.39
14	.48	.39
15	.47	.37
16	.47	.37
17	.45	.34
18	.43	.32
19	.42	
20	.42	
21	.40	
22	.35	
23	.33	
24	.31	
25	.30	
26	.28	
27	.23	
28	.21	
29	.21	
30	.13	
31	.12	
32	.08	
33	.02	



## Internal Consistency

The following tables indicate results of procedures aimed at evaluating the internal consistency of the LDP dimensions. These procedures involve dividing all participants' dimension outcomes into low and high scores (splitting the outcomes into a lower half and an upper half), and then analyzing the extent to which each item exhibits significant mean differences based on the two extremes. The results indicate that nearly all of the LDP items consistently differentiate between low and high scores within their respective dimensions.

Table 18. Internal Consistency (*Achievement Drive*)

Item	T	Df	P	Mean diff	n
1	10.17	757	.00	.42	759
2	4.40	757	.00	.19	759
3	5.67	252.82	.00	.24	759
4	9.21	261.66	.00	.37	759
5	7.32	163.90	.00	.27	759
6	8.61	249.31	.00	.36	759
7	3.41	231.94	.00	.15	759
8	12.92	196.43	.00	.52	759
9	5.76	231.63	.00	.25	759
10	7.68	200.88	.00	.33	759
11	10.17	757	.00	.42	759
12	.97	757	.35	.04	759
13	12.70	191.69	.00	.52	759
14	8.05	220.88	.00	.35	759
15	6.47	167.09	.00	.23	759
16	10.30	222.17	.00	.43	759
17	6.26	273.60	.00	.25	759
18	.38	241.57	.00	.17	759
19	11.89	286.08	.00	.44	759
20	12.82	361.88	.00	.43	759
21	6.41	255.91	.00	.27	759
22	9.21	261.66	.00	.37	759
23	10.47	225.32	.00	.43	759
24	7.32	163.80	.00	.27	759
25	10.67	270.82	.00	.41	759
26	11.89	291.30	.00	.44	759
27	8.15	199.32	.00	.35	759
28	14.76	235.73	.00	.56	759
29	8.91	196.63	.00	.38	759
30	12.95	251.47	.00	.50	759
31	16.72	273.67	.00	.58	759
32	5.83	248.07	.00	.25	759
33	12.92	196.43	.00	.52	759

Table 19. Internal Consistency (*Relational Drive*)

Item	t	Df	P	Mean diff	n
1	16.35	202.38	.00	.62	758
2	9.64	318.83	.00	.34	758
3	12.30	196.25	.00	.51	758
4	11.92	191.02	.00	.50	758
5	12.49	217.77	.00	.50	758
6	8.25	184.08	.00	.35	758
7	8.15	248.86	.00	.34	758
8	8.26	282.22	.00	.32	758
9	6.97	168.83	.00	.27	758
10	15.28	249.17	.00	.56	758
11	13.55	757	.00	.52	758
12	8.24	482.77	.00	.34	758
13	13.15	318.08	.00	.46	758
14	8.69	256.62	.00	.35	758
15	5.49	166.34	.00	.19	758
16	10.18	195.23	.00	.43	758
17	11.08	185.24	.00	.47	758
18	7.69	273.16	.00	.30	758

Table 20. Internal Consistency (*Work Intensity*)

Item	t	Df	P	Mean diff	n
1	10.70	101.80	.00	.58	400
2	5.70	88.04	.00	.32	400
3	12.04	398	.00	.61	400
4	12.50	103.27	.00	.64	400
5	7.72	91.92	.00	.45	400
6	6.91	82.97	.00	.39	400
7	12.12	98.46	.00	.63	400
8	17.12	109.06	.00	.75	400



Table 21. Internal Consistency (*Assertiveness*)

Item	t	Df	P	Mean diff	n
1	5.63	89.29	.00	.31	400
2	4.67	90.76	.00	.24	400
3	15.88	179.98	.00	.65	400
4	10.04	101.05	.00	.55	400
5	8.84	114.34	.00	.49	400
6	8.78	133.94	.00	.47	400
7	15.76	138.22	.00	.39	400
8	10.57	115.46	.00	.56	400
9	13.94	108.26	.00	.68	400
10	7.89	120.02	.00	.45	400
11	6.07	135.60	.00	.34	400

Table 22. Internal Consistency (*Uncertainty Avoidance*)

Item	t	Df	P	Mean diff	n
1	24.98	728.32	.00	.65	758
2	17.07	288.26	.00	.55	758
3	18.69	712.81	.00	.54	758
4	16.28	542.02	.00	.53	758
5	21.70	639.38	.00	.62	758
6	27.20	380.44	.00	.74	758
7	13.83	446.67	.00	.48	758
8	24.86	471.42	.00	.70	400

Table 23. Internal Consistency (*Adaptability*)

Item	t	Df	P	Mean diff	n
1	17.60	229.51	.00	.60	758
2	7.82	126.38	.00	.34	758
3	16.88	276.61	.00	.54	758
4	15.74	252.93	.00	.53	758
5	8.73	125.02	.00	.39	758
6	7.81	124.25	.00	.34	758
7	4.82	132.63	.00	.19	758
8	17.22	156.14	.00	.67	758

Table 24. Internal Consistency (*Perception*)

Item	t	Df	P	Mean diff	n
1	4.72	102	.00	.43	104
2	6.60	100.84	.00	.54	104
3	4.20	67.90	.00	.38	104
4	5.17	51.275	.00	.43	104
5	7.84	68.91	.00	.63	104
6	6.87	101.97	.00	.54	104
7	6.03	88.26	.00	.52	104
8	5.06	68.76	.00	.45	104

Table 25. Internal Consistency (*Status Motivation*)

Item	t	Df	P	Mean diff	n
1	9.32	757	.00	.34	759
2	10.67	368.93	.00	.37	759
3	12.90	513.76	.00	.44	759
4	10.74	469.42	.00	.38	759
5	11.43	709.85	.00	.35	759
6	10.59	551.14	.00	.37	759
7	9.15	474.21	.00	.33	759
8	13.08	418.26	.00	.45	759
9	18.12	733.46	.00	.52	759
10	16.36	574.13	.00	.52	759
11	8.00	586.64	.00	.28	759
12	11.57	604.84	.00	.39	759
13	11.66	566.44	.00	.40	759
14	10.09	367.89	.00	.34	759

Table 26. Internal Consistency (*Affiliation*)

Item	t	Df	P	Mean diff	n
1	5.95	629.21	.00	.18	759
2	11.56	757	.00	.41	759
3	6.93	667.79	.00	.20	759
4	5.99	521.73	.00	.22	759
5	10.59	490.03	.00	.38	759
6	11.85	452.03	.00	.42	759
7	9.61	494.64	.00	.35	759
8	10.77	411.15	.00	.39	759
9	10.29	539.67	.00	.36	759
10	9.07	497.08	.00	.33	759

Table 27. Internal Consistency (*Consideration*)

Item	t	Df	P	Mean diff	n
1	11.91	65.48	.00	.67	400
2	11.29	133.79	.00	.48	400
3	13.12	60.84	.00	.73	400
4	13.70	398	.00	.72	400
5	9.01	398	.00	.55	400
6	15.52	398	.00	.74	400
7	6.63	53.66	.00	.47	400
8	6.14	53.66	.00	.44	400
9	4.68	53.05	.00	.32	400
10	13.14	71.50	.00	.68	400

Table 28. Internal Consistency (*Openness*)

Item	t	Df	P	Mean diff	n
1	13.22	208.12	.00	.57	400
2	13.01	225.19	.00	.56	400
3	12.06	398	.00	.53	400
4	12.99	173.26	.00	.55	400
5	12.77	268.54	.00	.56	400
6	12.66	297.21	.00	.55	400
7	14.49	244.91	.00	.61	400
8	11.64	258.22	.00	.52	400
9	9.92	195.48	.00	.44	400

Table 29. Internal Consistency (*Self-Protection*)

Item	t	Df	P	Mean diff	n
1	13.77	448.11	.00	.47	759
2	13.67	564.85	.00	.44	759
3	13.84	548.42	.00	.45	759
4	13.71	454.15	.00	.47	759
5	13.98	491.82	.00	.47	759
6	10.36	282.72	.00	.37	759
7	14.31	469.52	.00	.48	759
8	12.90	381.14	.00	.46	759
9	8.94	648.73	.00	.26	759

## Inter-dimensional Correlation

The following table indicates the statistical relationships between the LDP factors and dimensions.

Table 30. LDP Factor/Dimension Inter-Correlation (n=305)

Factor/Dimension	1	2	3	4	5	6	7	8	9	10	11	12
<b>Primary Factors:</b>												
1.Achievement Drive	1.0											
2.Relational Drive	.18**	1.0										
<b>Achieving Dimensions:</b>												
3.Work Intensity	.54**	-.06	1.0									
4.Assertiveness	.67**	-.20**	.27**	1.0								
5.Uncertainty Avoidance	-.78**	.20**	-.17**	-.48**	1.0							
6.Adaptability	.66**	.01	.20**	.39**	-.49**	1.0						
7.Perception	.05	-.13*	-.30**	.03	-.23**	.10	1.0					
<b>Relating Dimensions:</b>												
8.Consideration	-.15**	.76**	.03	-.16**	.15**	.06	-.12*	1.0				
9.Openness	-.19**	.74**	-.09	-.15**	.14*	-.04	.01	.49**	1.0			
10.Affiliation	-.14*	.77**	-.06	-.14*	.15**	.03	-.15**	.38**	.42**	1.0		
11.Status Motivation	.36**	-.05	.59**	-.02	-.03	-.05	-.15*	-.10	-.09	.03	1.0	
12.Self-Protection	-.26**	.15*	.03	-.42**	.29**	-.40**	-.05	.08	.10	.13*	.57**	1.0



## Convergent Validation

During the development of the LDP, a number of studies were conducted to evaluate potential statistical relationships between the LDP dimensions and the scales of other widely used assessments. These studies provide evidence of convergent and divergent validity, which contribute to the understanding of dimension definitions and explanatory content. There were five such studies, with the results of each discussed in the following sections:

- A comparison of the LDP and DiSC Behaviors
- A comparison of the LDP and the Jung Typology
- A comparison of the LDP and the Craft Personality Questionnaire (CPQ)
- A comparison of the LDP and the Thomas-Kilmann Conflict Mode Instrument (TKI)
- A comparison of the LDP and the Hogan Personality Inventory (HPI)
- A comparison of the LDP and the Index of Learning Styles (ILS)
- A comparison of the LDP and the Big Five Taxonomy

## A comparison of the LDP and the DiSC Behaviors

Table 31. Correlation of LDP Primary Factors and DiSC Behaviors (n=32)

DiSC Behaviors	Leading Dimensions Profile (LDP)	
	<i>Achievement Drive</i>	<i>Relational Drive</i>
<i>Dominance (D)</i>	.58**	-.53**
<i>Influence (I)</i>		.31^
<i>Steadiness (S)</i>	-.61**	.60**
<i>Conscientiousness (C)</i>		

The findings suggest:

The *Achievement Drive* factor summarizes an individual's Dominance behaviors. That is, *Achievement Drive* provides a measure of an individual's urgency to accomplish tasks, the ambition to take action, and a level of self-confidence that promotes independent action (and even impatience).

The *Relational Drive* factor summarizes an individual's Steadiness (and potentially, Influence) behaviors. That is, *Relational Drive* provides a measure of an individual's desire to help and accommodate others, to collaborate in performing work, and the preference for a stable, cooperative environment.

The DiSC Profile utilizes a similar, although not identical, grid framework, where Dominance appears in the upper left, Influence appears in the upper right, Steadiness appears in the lower right, and Conscientiousness appears in the lower left, with a number of interactive patterns. Based on this presentation, it would appear that the LDP profiles/styles may correspond to the DiSC behaviors in the following manner:

- The *Counselor Profile (Collaborative Style)*: Steadiness and Influence patterns
- The *Coach Profile (Adaptive Style)*: Dominance behavior patterns
- The *Driver Profile (Directive Style)*: Dominance behavior patterns
- The *Advisor Profile (Contemplative Style)*: Conscientiousness behavior patterns

Given these findings, it would appear that the LDP primary factors may be utilized in a manner somewhat similar to that of the DiSC Profile, as a tool suitable for team building, sales coaching, and professional development applications.




Table 32. Correlation of LDP Dimensions and DiSC Behaviors (n=32)

LDP Dimensions	DiSC Behaviors			
	<i>Dominance (D)</i>	<i>Influence (i)</i>	<i>Steadiness (S)</i>	<i>Conscientiousness (C)</i>
<b>Achieving Dimensions</b>				
<i>Work Intensity</i>				
<i>Assertiveness</i>				
<i>Uncertainty Avoidance</i>	-.59**		.57**	.41*
<i>Adaptability</i>	.35*			
<i>Perception</i>	.46**			-.54**
<b>Relating Dimensions</b>				
<i>Status Motivation</i>	.42*		-.50**	
<i>Affiliation</i>				
<i>Consideration</i>	-.72**		.73**	.51**
<i>Openness</i>			.57**	
<i>Self-Protection</i>				

The findings suggest:

- The *Uncertainty Avoidance* dimension (which is defined as the propensity to take risks in making decisions or taking actions in uncertain situations) appears to correlate strongly with Dominance, Steadiness, and Conscientiousness. It is generally understood that individuals exhibiting high *Uncertainty Avoidance* tend to avoid taking risks and tend to dislike dealing with ambiguity. As such, findings support the notion that these individuals would also likely exhibit lower Dominance behaviors which contain an element of risk-taking and innovation (hence the negative correlation). Since high Steadiness behaviors tend to promote a desire for predictability and stability, it is not surprising that *Uncertainty Avoidance* would correlate positively with Steadiness. The notion that Conscientiousness behaviors tend to indicate a careful and precise approach to work appears to be supported by the positive correlation with *Uncertainty Avoidance*.
- The *Adaptability* dimension exhibits a positive correlation with Dominance behaviors. The DiSC Profile's Dominance behaviors contain facets of challenging the status quo and a desire for innovation, thus a positive correlation between *Adaptability* and Dominance supports the definition of the LDP's *Adaptability* dimension: a flexible response in the face of changing or unplanned circumstances.
- The *Perception* dimension was shown to correlate with Dominance and Conscientiousness behaviors. *Perception* is defined as the extent to which one relies on intuition and experience (versus methodical analysis) in making decisions. The positive correlation between *Perception*



and Dominance suggests that individuals scoring high in *Perception* are more likely to make decisions based on gut instinct and pursue a bottom-line response, rather than focusing on details and analysis in approaching problems. This finding seems to be supported by the negative correlation between *Perception* and Conscientiousness, whereby individuals scoring lower in *Perception* are seen as being more analytical, fact-finding, and accurate in approaching tasks.

- The *Status Motivation* dimension revealed a positive correlation with Dominance and a negative correlation with Steadiness. *Status Motivation* is defined as the drive to be personally recognized for efforts and accomplishments. As such, the positive correlation with Dominance is expected given its facets of ego strength and competitiveness. The negative correlation between *Status Motivation* and Steadiness is also expected given the facets of Steadiness relating to sharing recognition, cooperation, and accommodation.
- The *Consideration* dimension (which is defined as the awareness and propensity to contemplate others' feelings and needs) appears to correlate strongly with Dominance, Steadiness and Conscientiousness. *Consideration* shows a negative correlation with Dominance behaviors due to the lack of concern for others and impatience often associated with the Dominance style. *Consideration* shows a positive correlation with Steadiness behaviors due to the cooperative, helpful nature of the Steadiness style. Finally, *Consideration* shows a positive correlation to Conscientiousness, which is likely due to its emphasis on being careful, thorough, and even-tempered (so as to not let others down).
- The *Openness* dimension (which is defined as the desire to learn and share personal information with coworkers or others) reveals a positive correlation with the Steadiness dimension. Steadiness tends to promote supportive, cooperative behaviors which would be consistent with high *Openness*.

Source:

Institute for Motivational Living ([www.discinsights.com](http://www.discinsights.com))

Inscape Publishing ([www.everythingdisc.com](http://www.everythingdisc.com))

DiscProfiles ([www.discprofile.com](http://www.discprofile.com))

## A comparison of the LDP and the Jung Typology

Table 33. Correlation of LDP Factors/Dimensions and the Jung Typology (n=55)


LDP Dimensions	<i>Extroversion v. Introversion</i>	<i>Sensing v. Intuition</i>	<i>Thinking v. Feeling</i>	<i>Judging v. Perceiving</i>
<b>Achievement Drive</b>	-.40**	.41**	-.23^	
<b>Achieving Dimensions</b>				
<i>Work Intensity</i>	-.42*			
<i>Assertiveness</i>	-.49*	.35^	-.42*	-.37^
<i>Uncertainty Avoidance</i>		-.37**		
<i>Adaptability</i>	-.36**	.38**		
<i>Perception</i>				
<b>Relational Drive</b>	-.25^		.51**	-.32*
<b>Relating Dimensions</b>				
<i>Status Motivation</i>			-.24^	
<i>Affiliation</i>	-.32*		.38**	
<i>Consideration</i>				
<i>Openness</i>	-.36^			
<i>Self-Protection</i>	.23^	-.53**		.25^

The data analysis provided support for the following findings:

The Extroversion-Introversion type describes an individual's preferences or attitudes. The Extroversion type is motivated to take action and to gain influence through their knowledge and breadth of understanding. Extroverts may really look forward to interacting with others. The Introversion type tends to be more motivated toward thinking and contemplation, and will seek influence through their depth of knowledge. These individuals may really look forward to spending time alone, away from activity. In sum, Extroverts are more externally focused, whereas Introverts are more internally focused.

- The Extroversion type appears to be most closely associated with higher *Achievement Drive* and higher *Relational Drive*, while the Introversion type appears to be most closely associated with lower *Achievement Drive* and lower *Relational Drive*.
- The Extroversion-Introversion type also exhibited potential association with the following LDP dimensions: *Work Intensity*, *Assertiveness*, *Adaptability*, *Affiliation*, *Openness*, and *Self-Protection*.

The Sensing-Intuition type refers to the manner through which an individual prefers to receive information. The Sensing type is more comfortable accepting concrete, detailed information, using their five senses. They prefer facts over hunches in rendering opinions. In contrast, the Intuition type is more



comfortable dealing with abstract concepts and theories, apart from detailed facts or proof. They are more comfortable making decisions based on instinct and experience.

- The Intuition type appears to be most closely associated with higher *Achievement Drive*, while the Sensing type appears to be most closely associated with lower *Achievement Drive*.
- The Sensing-Intuition type also exhibited potential association with the following LDP dimensions: *Assertiveness, Uncertainty Avoidance, Adaptability, and Self-Protection*.

The Thinking-Feeling type refers to the manner in which an individual processes information received, such as in making decisions. The Thinking type is more apt to make decisions based on a preference for logic and consistency with expectations. They prefer to think through a situation without an emotional attachment to the matter. The Feeling type is more likely to be influenced by emotions and feelings in processing information. They will be more inclined to consider the impact of decisions on relationships and may be more likely to seek harmony in situations.


- The Thinking type appears to be most closely associated with higher *Achievement Drive* and lower *Relational Drive*, while the Feeling type appears to be most closely associated with lower *Achievement Drive* and higher *Relational Drive*.
- The Thinking-Feeling type also exhibited potential association with the following LDP dimensions: *Assertiveness, Status Motivation and Affiliation*.

The Judging-Perceiving type refers to the extent to which an individual utilizes a rational approach in viewing the world around them. Whereas the Judging type prefers order and structure, the Perceiving type is more comfortable with the abstract. While the Judging type seeks to bring closure to matters, the Perceiving type is more comfortable with options remaining open.

- The Judging type appears to be most closely associated with higher *Relational Drive*, while the Perceiving type appears to be most closely associated with lower *Relational Drive*.
- The Judging-Perceiving type also exhibited potential association with the following LDP dimensions: *Assertiveness and Self-Protection*.

The typological definitions offered herein are intended to provide only a cursory overview of the Jung Typology. A more comprehensive review of the typology is recommended for users seeking to draw their own conclusions regarding the nature of statistical relationships reported.

The Jung Typology refers to an individual's preferred or dominant tendencies, although individuals will likely exhibit some characteristics of different types at times. Based on the mean scores of each style, it would appear that the LDP profiles/styles may correspond to the Jung Typology in the following manner:

- 
- The *Counselor Profile (Collaborative Style)* may tend to follow the Introversion (rather than Extroversion), Sensing (rather than Intuition), Feeling (rather than Thinking), and Judging (rather than Perceiving) types.
  - The *Coach Profile (Adaptive Style)* may tend to follow the Extroversion (rather than Introversion), Intuition (rather than Sensing), Feeling (rather than Thinking), and Judging (rather than Perceiving) types.
  - The *Driver Profile (Directive Style)* may tend to follow the Extroversion (rather than Introversion), Intuition (rather than Sensing), Thinking (rather than Feeling), and Judging (rather than Perceiving) types.
  - The *Advisor Profile (Contemplative Style)* may tend to follow the Introversion (rather than Extroversion), Intuition (rather than Sensing), Feeling (rather than Thinking), and Judging (rather than Perceiving) types.

Given these findings, it would appear that the LDP primary factors may be helpful in identifying an individual's overall personality type, as described by the Jung Typology and Myers-Briggs Type Indicator. While findings do indicate certain tendencies, it is important to note that each of the types may be applied to each of the LDP profiles/styles at times. The correlation statistics reported herein simply convey potential tendencies, and do not suggest that a given profile/style will reflect only one particular type.

Source:

Human Metrics ([www.humanmetrics.com](http://www.humanmetrics.com))

## A comparison of the LDP and the Craft Personality Questionnaire (CPQ)

Table 34. Correlation of LDP Factors/Dimensions and CPQ Traits (n=44)

<b>CPQ Ego Drive Traits</b>					
<b>LDP Dimensions</b>	Ego Drive	Goal-orientation	Need for Control	Social Confidence	Social Drive
<b>Achievement Drive</b>	.67**	.43**	.33*	.46**	.38*
<i>Work Intensity</i>	.58**	.45**		.34*	.45**
<i>Assertiveness</i>	.45*			.46**	
<i>Uncertainty Avoidance</i>	-.52**	-.35*		-.51**	
<i>Adaptability</i>	.60**	.43**		.46**	.45**
<i>Perception</i>	.42**				.32*
<b>Relational Drive</b>		-.36*	-.34*		
<i>Status Motivation</i>	.51**	.37*			.52**
<i>Affiliation</i>		-.48**	-.34*		
<i>Consideration</i>	-.45*	-.41*	-.52**		
<i>Openness</i>			-.47**	.39*	
<i>Self-Protection</i>					
<b>LDP Dimensions</b>	Empathy	Detail-orientation	Good Impression	Need to Nurture	Skepticism
<b>Achievement Drive</b>	-.30*		-.40**	-.31*	
<i>Work Intensity</i>	-.48**		-.34*	-.30^	.33*
<i>Assertiveness</i>					
<i>Uncertainty Avoidance</i>			.29^		
<i>Adaptability</i>					
<i>Perception</i>		-.64**	-.33*		
<b>Relational Drive</b>	.57**		.38*	.41**	-.43**
<i>Status Motivation</i>	-.51**		-.55**	-.43**	-.50**
<i>Affiliation</i>	.61**		.40*	.36*	-.63**
<i>Consideration</i>	.50**		.42*	.36*	
<i>Openness</i>	.64**		.60**	.40*	-.46**
<i>Self-Protection</i>	-.34*		-.37*		.50**

The data analysis provided support for the following findings:

- The CPQ's Ego Drive group exhibited strong correlations with the LDP's *Achievement Drive* factor and its supporting dimensions.
- The CPQ's Empathy group exhibited strong correlations with the LDP's *Relational Drive* factor and its supporting dimensions.

The CPQ utilizes a similar, although not identical grid framework, where Empathy appears on the x-axis, and Ego Drive appears on the y-axis. The interaction of these axes yields four styles:

- The Authoritative Driver: Higher Ego Drive, Lower Empathy
- The Participative Motivator: Higher Ego Drive, Higher Empathy
- The Analytical Thinker: Lower Ego Drive, Lower Empathy
- The Amiable Supporter: Lower Ego Drive, Higher Empathy

Based on nonparametric statistical analyses, it would appear that the LDP profiles/styles may correspond to the CPQ styles in the following manner:

- The *Counselor Profile (Collaborative Style)*: Amiable Supporter style
- The *Coach Profile (Adaptive Style)*: Participative Motivator style
- The *Driver Profile (Directive Style)*: Authoritative Driver style
- The *Advisor Profile (Contemplative Style)*: Analytical Thinker style

Given these findings, it would appear that the LDP primary factors and supporting dimensions may be utilized in a manner somewhat similar to that of the CPQ traits, as a tool suitable for workplace and personal development applications.

Source:

PreVisor ([www.previsor.com](http://www.previsor.com))

Sales Team Focus ([www.salesteamfocus.com](http://www.salesteamfocus.com))

Pearson Education ([www.talentlens.com](http://www.talentlens.com))

## A comparison of the LDP and the Thomas-Kilmann Conflict Mode Instrument (TKI)

Table 35. Correlation of LDP Factors and TKI Conflict Modes (n=40)

TKI Conflict Modes	Leading Dimensions Profile (LDP)	
	<i>Achievement Drive</i>	<i>Relational Drive</i>
<i>Competing</i>		-.33*
<i>Accommodating</i>	-.34*	.36*
<i>Avoiding</i>	-.34*	
<i>Collaborating</i>	.33*	
<i>Compromising</i>		

The findings suggest:

- The *Achievement Drive* factor exhibited a negative correlation, and the *Relational Drive* factor exhibited a positive correlation, with the TKI's *Accommodating* mode. The *Accommodating* mode suggests a charitable, selfless effort that emphasizes meeting the needs of others rather than one's own. Given this definition and the composition of the *Achievement Drive* factor, the direction of the correlation statistics appears as anticipated. While individuals with higher *Relational Drive* may tend to be more generous and accommodating in resolving conflict, individuals with higher *Achievement Drive* may tend to be less accommodating with others in an effort to reach a quick resolution.
- Not surprisingly, the *Relational Drive* factor exhibited a negative correlation with the TKI's *Competing* mode. Since individuals with higher *Relational Drive* tend to be considerate, open, and motivated to help others, it would be expected that they may be less likely to pursue a competitive approach to resolving conflict. This finding is consistent with facets of the *Competing* mode that emphasize winning.
- The *Achievement Drive* factor exhibited a negative correlation with the TKI's *Avoiding* mode. The *Avoiding* mode tends to mean the individual will withdrawal from a conflict situation, pursuing neither their agenda, nor another's. The direction of the correlation statistic is anticipated given that individuals scoring higher in *Achievement Drive* may tend to tackle issues, problems, and conflict more boldly, without hesitation (due to an urgent, goal-focused approach), whereas individuals scoring lower in *Achievement Drive* may tend to avoid or postpone dealing with conflict as much as possible.
- The *Achievement Drive* factor exhibited a positive correlation with the TKI's *Collaborating* mode. The *Collaborating* mode emphasizes tackling issues head-on and working diligently to find a solution that is mutually acceptable. Thus, the positive correlation with *Achievement Drive* is consistent with the notion that individuals scoring higher on *Achievement Drive* may tend to urgently work toward resolving a problem or issue, rather than avoiding a confrontation with




others. In contrast, individuals scoring lower on *Achievement Drive* may tend to avoid the potential difficulties sometimes associated with collaboration.

The TKI's conflict resolution modes refer to an individual's preferred or dominant approach to conflict, although individuals will likely use each of the modes at times. Based on the mean scores of each style, it would appear that the LDP profiles/styles may correspond to the TKI modes in the following manner:

- The *Counselor Profile (Collaborative Style)* may tend to prefer the Avoiding and Compromising modes.
- The *Coach Profile (Adaptive Style)* may tend to prefer the Compromising and Collaborating modes.
- The *Driver Profile (Directive Style)* may tend to prefer the Compromising and Competing modes.
- The *Advisor Profile (Contemplative Style)* may tend to prefer the Avoiding and Compromising modes.

Table 36. Correlation of LDP Dimensions and TKI Conflict Modes (n=40)


LDP Dimensions	TKI Conflict Modes				
	<i>Competing</i>	<i>Accommodating</i>	<i>Avoiding</i>	<i>Collaborating</i>	<i>Compromising</i>
<b>Achieving Dimensions</b>					
<i>Work Intensity</i>					
<i>Assertiveness</i>		-.47**		.33*	
<i>Uncertainty Avoid</i>			.33*		
<i>Adaptability</i>					
<i>Perception</i>			-.35*		
<b>Relating Dimensions</b>					
<i>Status Motivation</i>					
<i>Affiliation</i>					
<i>Consideration</i>	-.44**	.45**			
<i>Openness</i>		.37*			
<i>Self-Protection</i>				-.36*	



The findings suggest:

- The *Assertiveness* dimension is defined as the level of confidence in approaching one's work and in asserting opinions. This dimension shows a negative correlation with the TKI's Accommodating mode, which is described in part as a lack of assertiveness in one's approach. The *Assertiveness* dimension indicated a positive correlation with the TKI's Collaborating mode, which is described as the interaction of both assertive and cooperative behaviors.
- The *Uncertainty Avoidance* dimension is defined as a propensity to take risks in making decisions or taking actions in uncertain situations. This dimension indicated a positive correlation with the TKI's Avoiding mode, which is consistent with expectations that individuals scoring higher on *Uncertainty Avoidance* may tend to avoid or postpone giving a response to conflict.
- The *Perception* dimension is defined as the extent to which one relies on intuition and experience (versus methodical analysis) in making decisions. Based on the correlation statistic presented, it appears that individuals scoring lower in *Perception* are more apt to avoid or postpone dealing with conflict. This may be due in part to the propensity for individuals with higher *Perception* scores to go with their gut in framing their response, while lower scoring individuals may tend to take more time to carefully analyze the situation prior to their response.
- The *Consideration* dimension is defined as the awareness and propensity to contemplate others' feelings and needs. This dimension reflected a negative correlation with the TKI's Competing mode, indicating the likelihood that highly considerate individuals may not seek to compete with others as their primary response to conflict. The *Consideration* dimension also indicated a positive correlation with the Accommodating mode, which is anticipated given the Accommodating mode's emphasis on yielding one's own interests to others in order to bring about a resolution to conflict.
- Similarly, the *Openness* dimension indicated a positive correlation with the Accommodating mode. This is not surprising, given the definition of the *Openness* definition as the desire to learn and share personal information with coworkers or strangers. Certainly, a degree of *Openness* would be expected in order to identify and meet the needs of others.
- The *Self-Protection* dimension is defined as the level of trust in the intentions or reliability of others. Given this definition, and the emphasis placed on working together to resolve conflict by the Collaborating mode, it is not surprising that the negative correlation was reported. Individuals scoring lower in *Self-Protection* may tend to collaborate more readily with others, rather than avoiding conflict or forcing a resolution.

The data analysis revealed a number of statistical relationships between the TKI's conflict resolution modes and the dimensions which support the LDP's primary factors: *Achievement Drive* and *Relational Drive*. The TKI's modes refer to an individual's preferred or dominant approach to conflict, although individuals will likely use each of the modes at times.



Given these findings, it would appear that the LDP primary factors and supporting dimensions may be helpful in identifying an individual's propensity to approach conflict in one manner versus another. While findings do show certain statistical relationships, it is important to note that each of the conflict approaches may be used at one time or another by each of the LDP profiles/styles. The correlation statistics reported herein simply convey potential tendencies, and do not suggest that a given profile/style will use only one particular approach to resolving conflict. Both the LDP and the TKI can be used reliably to help individuals identify and respond to sources of conflict. Further, individuals skilled at identifying conflict modes can more readily adjust their own approach and encourage greater effectiveness in dealing with conflict wherever it occurs.

Source:

Kilmann Diagnostics ([www.kilmann.com](http://www.kilmann.com))

CPP, Inc. ([www.cpp.com](http://www.cpp.com))

## A comparison of the LDP and the Hogan Personality Inventory (HPI)

Table 37. Correlation of LDP Factors and Hogan Scales (n=26)

Hogan Scales	LDP Primary Factors	
	<i>Achievement Drive</i>	<i>Relational Drive</i>
<b>Primary Scales</b>		
<i>Adjustment</i>		
<i>Ambition</i>	.54**	
<i>Sociability</i>	.64**	
<i>Sensitivity</i>		.53**
<i>Prudence</i>		.38*
<i>Inquisitive</i>	.50**	
<i>Learning Approach</i>		
<b>Occupational Scales</b>		
<i>Service Orientation</i>		.44*
<i>Stress Tolerance</i>	.33^	
<i>Reliability</i>		
<i>Clerical Potential</i>		.38^
<i>Sales Potential</i>	.67**	
<i>Managerial Potential</i>		

Table 38. Correlation of LDP Achieving Dimensions and Hogan Scales (n=26)

LDP Achieving Dimensions					
Hogan Scales	Assertive- ness	Work Intensity	Uncertainty Avoidance	Adaptability	Perception
<b>Primary Scales</b>					
Adjustment		.40*			
Ambition	.55**	.49**	-.44*		
Sociability	.66**		-.62**	.45*	
Sensitivity				.35^	
Prudence		.38^			-.50**
Inquisitive			-.41*	.56**	
<i>Learning Approach</i>					
<b>Occupational Scales</b>					
Service Orientation		.43*		.35^	
Stress Tolerance		.43*			
Reliability					-.44*
Clerical Potential		.54**			
Sales Potential	.65**		-.62**	.45*	
Mgr. Potential		.50**			-.41*


Table 39. Correlation of LDP Relating Dimensions and Hogan Scales (n=26)

LDP Relating Dimensions					
Hogan Scales	Status Motivation	Consideration	Affiliation	Openness	Self- Protection
<b>Primary Scales</b>					
Adjustment					-.62**
Ambition					
Sociability				.37^	
Sensitivity		.55**		.58*	-.44*
Prudence		.35^			-.39*
Inquisitive					
<i>Learning Approach</i>					
<b>Occupational Scales</b>					
Service Orientation	-.39*	.50**		.49**	-.53**
Stress Tolerance					-.61**
Reliability					-.40*
Clerical Potential		.47*		.47*	-.35^
Sales Potential				.45*	
Mgr. Potential					-.34^



The data analysis provided support for the following findings:

- The *Achievement Drive* factor was positively associated with the following HPI scales (meaning individuals scoring higher on *Achievement Drive* tended to score higher on these HPI scales, while those scoring lower on *Achievement Drive* tended to score lower on these HPI scales): Ambition, Sociability, Inquisitive, Stress Tolerance, and Sales Potential.
- The *Relational Drive* factor was positively associated with the following HPI scales (meaning individuals scoring higher on *Relational Drive* tended to score higher on these HPI scales, while those scoring lower on *Relational Drive* tended to score lower on these HPI scales): Sensitivity, Prudence, Service Orientation, and Clerical Potential.
- The *Assertiveness* dimension was positively associated with the following HPI scales (meaning individuals scoring higher on *Assertiveness* tended to score higher on these HPI scales, while those scoring lower on *Assertiveness* tended to score lower on these HPI scales): Ambition, Sociability, and Sales Potential.
- The *Work Intensity* dimension was positively associated with the following HPI scales (meaning individuals scoring higher on *Work Intensity* tended to score higher on these HPI scales, while those scoring lower on *Work Intensity* tended to score lower on these HPI scales): Adjustment, Ambition, Prudence, Service Orientation, Stress Tolerance, Clerical Potential, and Managerial Potential.
- The *Uncertainty Avoidance* dimension was negatively associated with the following HPI scales (meaning individuals scoring higher on *Uncertainty Avoidance* tended to score lower on these HPI scales, while those scoring lower on *Uncertainty Avoidance* tended to score higher on these HPI scales): Ambition, Sociability, Inquisitive, and Sales Potential.
- The *Adaptability* dimension was positively associated with the following HPI scales (meaning individuals scoring higher on *Adaptability* tended to score higher on these HPI scales, while those scoring lower on *Adaptability* tended to score lower on these HPI scales): Sociability, Sensitivity, Inquisitive, Service Orientation, and Sales Potential.
- The *Perception* dimension was negatively associated with the following HPI scales (meaning individuals scoring higher on *Perception* tended to score lower on these HPI scales, while those scoring lower on *Perception* tended to score higher on these HPI scales): Prudence, Reliability, and Managerial Potential.
- The *Status Motivation* dimension was negatively associated with the following HPI scale (meaning individuals scoring higher on *Status Motivation* tended to score lower on this HPI scale, while those scoring lower on *Status Motivation* tended to score higher on this HPI scale): Service Orientation.
- The *Consideration* dimension was positively associated with the following HPI scales (meaning individuals scoring higher on *Consideration* tended to score higher on these HPI scales, while those scoring lower on *Consideration* tended to score lower on these HPI scales): Sensitivity, Prudence, Service Orientation, and Clerical Potential.

- 
- The *Openness* dimension was positively associated with the following HPI scales (meaning individuals scoring higher on *Openness* tended to score higher on these HPI scales, while those scoring lower on *Openness* tended to score lower on these HPI scales): Sociability, Sensitivity, Learning Approach, Service Orientation, Clerical Potential, and Sales Potential.
  - The *Self-Protection* dimension was negatively associated with the following HPI scales (meaning individuals scoring higher on *Self-Protection* tended to score lower on these HPI scales, while those scoring lower on *Self-Protection* tended to score higher on these HPI scales): Adjustment, Sensitivity, Prudence, Service Orientation, Stress Tolerance, Reliability, Clerical Potential, and Managerial Potential.

Based on the mean scores of each style, it would appear that the LDP's *Coach Profile (Adaptive Style)* was closely associated with the HPI's Sales Potential scale. Individuals scoring within the *Coach Profile* earned significantly higher Sales Potential scores than did the other three LDP profiles. These individuals also exhibited significantly higher scores on the HPI's Sociability scale. Individuals scoring within the *Driver Profile (Directive Style)* appeared to earn significantly higher scores on the HPI's Stress Tolerance scale.

Given these findings, it would appear that the LDP primary factors and supporting dimensions may be leveraged to predict work-related behaviors, in a manner similar to that of the Hogan Personality Inventory. While findings do indicate certain tendencies, it is important to note that the correlation statistics reported herein simply convey potential tendencies, and do not suggest that a given profile/style will reflect only one pattern of workplace behavior.

Source:

Hogan Assessment Systems ([www.hoganassessments.com](http://www.hoganassessments.com))

## A comparison of the LDP and the Index of Learning Styles (ILS)


Table 40. Correlation of LDP Factors/Dimensions and Index of Learning Styles (n=30)

LDP Dimensions	Active v. Reflective	Sensing v. Intuitive	Sequential v. Global	Visual v. Verbal
<b>Achievement Drive</b>	-.42*	.35*	.35*	
<b>Achieving Dimensions</b>				
<i>Work Intensity</i>				
<i>Assertiveness</i>	-.51**		.42*	
<i>Uncertainty Avoidance</i>	.49**		-.33^	
<i>Adaptability</i>		.38*		
<i>Perception</i>		.48**	.53**	
<b>Relational Drive</b>				
<b>Relating Dimensions</b>				
<i>Status Motivation</i>		.36*		
<i>Affiliation</i>				
<i>Consideration</i>			-.37*	
<i>Openness</i>				
<i>Self-Protection</i>	.36*			

The data analysis provided support for the following findings:

- The Active/Reflective learning style describes an individual's preference to learn by doing and experimenting, versus by reflecting on the content and thinking through the matter before taking action. Based on the statistics reported, the following preferences may be expected:
  - The Active learning approach appears to be preferred most by individuals with higher *Achievement Drive* and higher *Assertiveness*, while those with lower *Achievement Drive* and lower *Assertiveness* may prefer a more Reflective approach.
  - The Reflective learning approach appears to be preferred most by individuals with higher *Uncertainty Avoidance* and higher *Self-Protection*, while those with lower *Uncertainty Avoidance* and lower *Self-Protection* may prefer a more Active approach.
- The Sensing/Intuitive learning style describes an individual's preference to learn facts, solve problems, examine details carefully, and use established methods, versus by exploring relationships, innovating with new approaches, and considering abstract concepts. Based on the statistics reported, the following preferences may be expected:
  - The Intuitive learning approach appears to be preferred most by individuals with higher *Achievement Drive*, higher *Adaptability*, higher *Perception*, and higher *Status Motivation*, while those with lower *Achievement Drive*, lower *Adaptability*, lower *Perception*, and lower *Status Motivation* may prefer a more Sensing approach.



- 
- The Sequential/Global learning style describes an individual's preference to learn by a step-by-step, linear process that leverages logic and structure, versus by a more "big picture" approach whereby one finds their own way to identify patterns and understand complex material. Based on the statistics reported, the following preferences may be expected:
    - The Global learning approach appears to be preferred most by individuals with higher *Achievement Drive*, higher *Assertiveness*, and higher *Perception*, while those with lower *Achievement Drive*, lower *Assertiveness*, and lower *Perception* may prefer a more Sequential approach.
    - The Sequential learning approach appears to be preferred most by individuals with higher *Uncertainty Avoidance* and higher *Consideration*, while those with lower *Uncertainty Avoidance* and lower *Consideration* may prefer a more Global approach.
  - No statistical relationship was found between LDP dimensions and the Visual/Verbal learning style. This particular style identifies an individual's preference for physical demonstrations versus verbalized content in grasping new material.

The ILS's learning styles refer to an individual's preferred or dominant approach to grasping and applying new material, although individuals will likely use each of the styles at times. Based on the mean scores of each style, it would appear that the LDP profiles/styles may correspond to the ILS's learning styles in the following manner:

- The *Counselor Profile (Collaborative Style)* may tend to prefer the Reflective (rather than Active), Sensing (rather than Intuitive) and Sequential (rather than Global) learning styles.
- The *Coach Profile (Adaptive Style)* may tend to prefer the Active (rather than Reflective), Sensing (rather than Intuitive) and Sequential (rather than Global) learning styles, although the latter two preferences are quite mild.
- The *Driver Profile (Directive Style)* may tend to prefer the Active (rather than Reflective), Intuitive (rather than Sensing), and Global (rather than Sequential) learning styles.
- The *Advisor Profile (Contemplative Style)* may tend to prefer the Reflective (rather than Active), Sensing (rather than Intuitive), and Sequential (rather than Global) learning styles.

Source:

NC State University ([www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm](http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm))

## A comparison of the LDP and “The Big Five” Taxonomy

The “Big Five” taxonomy (also referred to as the five factor model) has long been accepted by industrial-organizational psychologists as an empirically-supported framework for describing personality characteristics. A number of assessments have been developed to provide measures of the five factors, which include:

- Extraversion
- Conscientiousness
- Openness to New Experience
- Agreeableness
- Neuroticism

These personality dimensions were analyzed for statistical correlation with the two primary factors and ten supporting dimensions of the Leading Dimensions Profile (LDP) using with The Big Five Inventory (published by Dr. John Oliver of UC-Berkeley). The following table shows the correlation statistics derived from the data analysis:

Table 41. Comparison of LDP Dimensions and “The Big Five” Taxonomy

Factor/Dimension	Extraversion	Conscientiousness	Openness	Agreeableness	Neuroticism
<b>Primary Factors:</b>					
<i>Achievement Drive</i>	.45*		.72*		
<i>Relational Drive</i>				.53**	
<b>Achieving Dimensions:</b>					
<i>Work Intensity</i>			.38*		
<i>Assertiveness</i>	.62**		.53**		-.32^
<i>Uncertainty Avoidance</i>			-.64**		
<i>Adaptability</i>		.40*	.43*		
<i>Perception</i>					
<b>Relating Dimensions:</b>					
<i>Consideration</i>				.63**	
<i>Openness</i>				.41*	
<i>Affiliation</i>					
<i>Status Motivation</i>			.34^		
<i>Self-Protection</i>					

Results indicate a correlation between several of the LDP’s dimensions and the Big Five personality factors.



The data analysis provided support for the following findings:

- The Extraversion dimension correlated positively with the LDP's *Achievement Drive* factor and the *Assertiveness* dimension. Within the Big Five taxonomy, Extraversion describes elements of assertiveness, sociability, and expressiveness (including talkativeness).
- The Conscientiousness dimension correlated positively with the LDP's *Adaptability* dimension. Within the Big Five taxonomy, Conscientiousness describes elements of thoughtfulness, dutifulness and goal-oriented behaviors.
- The Openness to New Experience dimension correlated positively with the LDP's *Achievement Drive* factor as well as the *Work Intensity*, *Assertiveness*, *Adaptability*, and *Status Motivation* dimensions. The Openness to New Experience dimension correlated negatively with the LDP's *Uncertainty Avoidance* dimension. Within the Big Five taxonomy, Openness to New Experience describes elements of curiosity, imagination, and sense of adventure.
- The Agreeableness dimension correlated positively with the LDP's *Relational Drive* factor as well as the Consideration and Openness dimensions. Within the Big Five taxonomy, Agreeableness describes elements of compassion, cooperativeness, and affection behaviors.
- The Neuroticism dimension correlated negatively with the LDP's *Assertiveness* dimension. Within the Big Five taxonomy, Neuroticism describes elements of anxiety, irritability, and feelings of vulnerability.

**Source:**

**Big Five Inventory ([www.outofservice.com/bigfive/info/](http://www.outofservice.com/bigfive/info/))**

**<http://psychology.about.com/od/personalitydevelopment/a/bigfive.htm>**

## Operational Findings

A number of studies were conducted following the implementation of the LDP within organizational settings. The following tables reflect findings from these analyses.

Table 42. Elapsed Completion Time by Style/Profile

Form	Average	St.Dev.	Sample Size
<i>Collaborative Style (The Counselor Profile)</i>	20 minutes	10 minutes	348
<i>Adaptive Style (The Coach Profile)</i>	17 minutes	8 minutes	878
<i>Directive Style (The Driver Profile)</i>	19 minutes	9 minutes	424
<i>Contemplative Style (The Advisor Profile)</i>	22 minutes	10 minutes	245

Table 43. Factor/Dimension Averages by Style

Factor/Dimension	Collaborative Style/ Counselor Profile	Adaptive Style/ Coach Profile	Directive Style/ Driver Profile	Contemplative Style/ Advisor Profile
<b>Primary Factors:</b>				
<i>Achievement Drive</i>	29%	79%	77%	29%
<i>Relational Drive</i>	75%	76%	27%	25%
<b>Achieving Dimensions:</b>				
<i>Work Intensity</i>	41%	68%	73%	44%
<i>Assertiveness</i>	29%	64%	69%	39%
<i>Uncertainty Avoidance</i>	63%	22%	23%	55%
<i>Adaptability</i>	38%	80%	74%	40%
<i>Perception</i>	52%	53%	58%	57%
<b>Relating Dimensions:</b>				
<i>Consideration</i>	68%	72%	27%	34%
<i>Openness</i>	74%	74%	32%	39%
<i>Affiliation</i>	78%	73%	40%	39%
<i>Status Motivation</i>	48%	59%	65%	47%
<i>Self-Protection</i>	71%	54%	53%	62%

Table 44. Elapsed Completion Time

Form	Average	St.Dev.	Sample Size	Number of Items
<b>A</b>	18 minutes	9 minutes	1609	63
<b>B/C</b>	22 minutes	10 minutes	286	95

The LDP is presented in two different forms, where one form presents the items in a traditional assessment format, and the alternate form presents the items in two ways: a “perfect answer” and an “actual answer”. Using this approach, participants are directed to complete the items first as they believe the “perfect employee” would answer and then again with their “actual” answer. In this way, data is collected to explore potential patterns whereby participants may attempt to provide exaggerated or socially desirable responses to the assessment. The following table shows the mean differences for each factor based on these two forms.

Table 45. Actual to Perfect Answer Comparison

Factor/Dimension	Actual Answer	Perfect Answer	Sample Size
<b>Primary Factors:</b>			
<i>Achievement Drive</i>	63%	70%	1747
<i>Relational Drive</i>	58%	69%	1981
<b>Achieving Dimensions:</b>			
<i>Work Intensity</i>	56%	75%	305
<i>Assertiveness</i>	49%	72%	305
<i>Uncertainty Avoidance</i>	42%	32%	305
<i>Adaptability</i>	57%	68%	305
<i>Perception</i>	55%	37%	305
<b>Relating Dimensions:</b>			
<i>Consideration</i>	52%	69%	305
<i>Openness</i>	56%	59%	305
<i>Affiliation</i>	58%	79%	305
<i>Status Motivation</i>	55%	55%	305
<i>Self-Protection</i>	61%	38%	305



## Demographic Studies

A series of correlations were conducted to identify relationships between LDP dimensions and three demographic variables: age, gender and ethnicity. *Achievement Drive* and *Work Intensity* were significantly negatively related to age, suggesting that in the current sample, as age increased, *Achievement Drive* and *Work Intensity* levels decreased. Similarly, *Status Motivation* and *Self-Protection* were negatively related to age.

*Achievement Drive* and *Assertiveness* were positively related to gender, while *Uncertainly Avoidance* was negatively related to gender. In the current sample, males had a higher *Achievement Drive* and *Assertiveness*, while females were higher on *Uncertainty Avoidance*. *Status Motivation* was positively related to gender.

There were no significant correlations between ethnicity and the *Achieving Dimensions*. In the case of the *Relating Dimensions*, *Consideration* was significantly negatively related to ethnicity, while *Openness* was significantly positively related to ethnicity.

The following tables of results are detailed below.

- Results based on the entire dataset
  - Alphas for each dimension
  - Means and standard deviations for each dimension
  - Reliability analyses for each dimension
- Results by age, gender and ethnicity
  - Correlations based on demographic variables
  - Alphas based on demographic variables

Table 46. Correlation Results by Age, Gender and Ethnicity (Achievement Drive)

	<i>Achievement Drive</i>	<i>Work Intensity</i>	<i>Assertiveness</i>	<i>Uncertainty Avoidance</i>	<i>Adaptability</i>	<i>Perception</i>
<b>Age</b>	-.11*	-.22**				
<b>Gender</b>	.18**		.21**	-.27**		
<b>Ethnicity</b>						

Table 47. Correlation Results by Age, Gender and Ethnicity (Relational Drive)

	<i>Relational Drive</i>	<i>Status Motivation</i>	<i>Affiliation</i>	<i>Consideration</i>	<i>Openness</i>	<i>Self-Protection</i>
<b>Age</b>		-.29**				-.13*
<b>Gender</b>		.16**				
<b>Ethnicity</b>				-.11*	.12*	



Table 48. Alphas by Age, Gender and Ethnicity (*Achievement Drive*)

	<i>Achievement Drive</i>	<i>Work Intensity</i>	<i>Assertiveness</i>	<i>Uncertainty Avoidance</i>	<i>Adaptability</i>	<i>Perception</i>
<b>Gender</b>						
<b>Female</b>	.82	.79	.76	.79	.72	.74
<b>Male</b>	.82	.78	.72	.81	.66	.78
<b>Age Group</b>						
<b>18 – 29yrs</b>	.83	.79	.81	.81	.63	.80
<b>30 – 39yrs</b>	.80	.77	.74	.80	.73	.82
<b>40 – 49yrs</b>	.85	.80	.73	.83	.74	.74
<b>50 – 59yrs</b>	.78	.82	.75	.80	.65	.66
<b>60 – 69yrs</b>	.88	.73	.78	.81	.77	.42
<b>70 above</b>						
<b>Ethnicity Group</b>						
<b>Amer. Indian</b>						
<b>Asian</b>						
<b>Black</b>	.76	.69	.69	.77	.68	.62
<b>Hispanic</b>	.71	.57	.79	.64	.72	.49
<b>Pac. Islander</b>						
<b>White</b>	.84	.80	.77	.82	.69	.76
<b>Two+ races</b>						

Table 49. Alphas by Age, Gender and Ethnicity (*Relational Drive*)

	<i>Relational Drive</i>	<i>Status Motivation</i>	<i>Affiliation</i>	<i>Consideration</i>	<i>Openness</i>	<i>Self-Protection</i>
<b>Gender</b>						
<b>Female</b>	.74	.74	.71	.81	.81	.66
<b>Male</b>	.78	.67	.75	.83	.81	.61
<b>Age Group</b>						
<b>18 – 29yrs</b>						
<b>30 – 39yrs</b>	.81	.59	.81	.84	.80	.61
<b>40 – 49yrs</b>	.68	.72	.65	.80	.84	.70
<b>50 – 59yrs</b>	.77	.66	.74	.84	.82	.54
<b>60 – 69yrs</b>	.77	.77	.75	.83	.83	.70
<b>70 above</b>	.74	.72	.54	.62	.79	.61
<b>Ethnicity Group</b>						
<b>Amer. Indian</b>						
<b>Asian</b>						
<b>Black</b>	.71	.67	.66	.71	.77	.67
<b>Hispanic</b>	.32	.57	.41	.76	.75	.62
<b>Pac. Islander</b>						
<b>White</b>	.78	.74	.75	.84	.83	.64
<b>Two+ races</b>						



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For further information regarding these or other studies, including potential research opportunities in the workplace or academia, please contact:

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