LDP Interpretive Guide

ADAPTIVE PROFILE

COLLABORATIVE PROFILE

EXPRESSIVE

URGENT

DIRECTIVE PROFILE

METHODICAL

GUARDED

CONTEMPLATIVE PROFILE

LDC Leading Dimensions Consulting

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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), 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 CraftSytems, 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 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 provide users with guidance on the proper use and interpretation of the LDP.

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 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.   Participants' results are 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 is 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%).

In addition to the 2x2 grid presentation of the four styles, the LDP also provides 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*).

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*.

Important Note

Users often assume that a "lower" score may be less preferred than a "higher" score when evaluating dimensions, 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 the dimensions, describing the "lower" and "higher" extremes of each. These labels are used in place of numerical scores on most LDP reports.
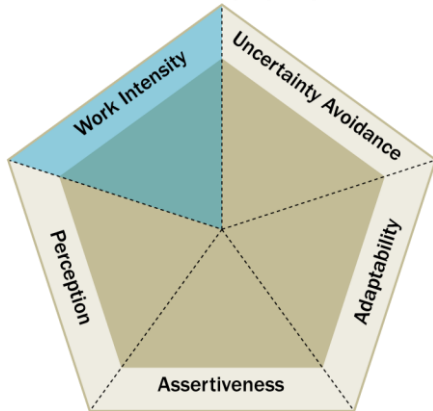
Interpreting Dimension Results

In the following section, detailed interpretive information is presented for each dimension, beginning with the five *Achieving Dimensions* and then continuing with the five *Relating Dimensions*. The information is presented in the following order:

- Dimension Name
- Directional Labels
- Summary Statement
- Sample Items
- Directional Descriptors/Characteristics
- Behavioral Expectations
- Alternative Measures

Equipped with this information, users are well positioned to utilize the LDP in an effective manner for coaching, developing, training, consulting, advising, and selecting individuals.

ACHIEVING DIMENSIONS

Work Intensity

Measured	⟷	Intense

Summary Statement

The *Work Intensity* dimension describes a person's drive to extend effort in meeting or exceeding expectations when performing common tasks. Measured individuals are described as preferring to work at a steady, balanced pace. Intense individuals are described as preferring to work at a more focused and urgent, goal-driven pace. Individuals appearing in the moderate range on this dimension may fluctuate between a measured and intense focus at times.

Sample Item: *I tend to push myself to accomplish more than what is expected of me.*

Individuals described as being more measured may...

- appear patient and easy-going
- be more comfortable in a casual working environment
- become overwhelmed by high-pressure situations
- be content to meet expectations
- be uncomfortable with rushed goals
- resist aggressive deadlines
- think carefully before acting
- appear relaxed and carefree about the future

Individuals described as being more intense may...

- overlook mundane processes/routines
- be eager to surpass expectations
- act before considering consequences
- appear urgent in their communication
- appear aggressive at times
- be confident under pressure
- put undue pressure on themselves
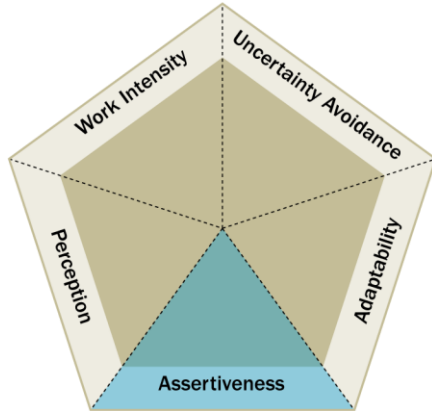- be concerned with "what's next?" and may worry about the future

This dimension addresses behavioral expectations, such as:

- *Will the individual be able to find a "higher gear" when necessary to accomplish urgent goals or meet aggressive timelines?*
- *Will this individual be satisfied to accomplish exactly what is expected of them or will they pressure themselves, and others, to exceed expectations?*

The characteristics reflected in this dimension may also be found in measures from other assessments, such as:

- *Ambition*
- *Stress Tolerance*
- *Managerial Potential*
- *Goal-orientation*

ACHIEVING DIMENSIONS

Assertiveness

Shy	←——————→	Confident

Summary Statement

The *Assertiveness* dimension describes a person's level of confidence in approaching one's work and in asserting opinions. On the more shy side of this dimension, individuals may be described as being more wary in expressing their views. On the more confident side, individuals may be described as being more self-assured in conveying their opinions and in directing others.

Sample Item: *Confrontations with others make me nervous.*

Individuals described as being more shy may...

- appear hesitant to offer opinions
- avoid public speaking opportunities
- seek peace and harmony in conflict
- be content to follow other's direction
- prefer cooperation over competition
- tend to make decisions only after gaining support from others
- allow minor frustrations to grow into overwhelming issues
- be uncomfortable managing others

Individuals described as being more confident may...

- enjoy taking charge of situations
- tend to appear calm under stress
- appear aggressive in advancing their position
- appear very outgoing and self-assured
- have a large sphere of influence
- be quick to share their views, even when unsupported
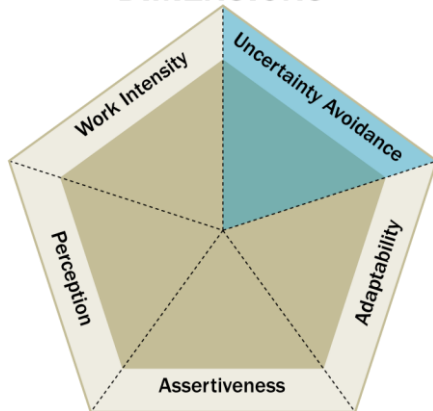- appear impulsive at times
- be confident in public speaking

This dimension addresses behavioral expectations, such as:

- *Would this individual prefer to be out-front, leading the charge, or in the background quietly providing support?*
- *Will this individual be reluctant to offer their opinion and will they be comfortable with public speaking?*

The characteristics reflected in this dimension may also be found in measures from other assessments, such as:

- *Social Confidence*
- *Sociability*
- *Sales Potential*
- *Extraversion*
- *Ambition*

ACHIEVING DIMENSIONS

Uncertainty Avoidance

Bold	⟷	**Cautious**

Summary Statement

The *Uncertainty Avoidance* dimension describes a person's propensity to take risks in making decisions or taking actions in uncertain situations. On the more bold side, individuals may be described as risk-takers. On the more cautious side of this dimension, individuals may be described as being reluctant to take risks. Those in the moderate range may show behaviors associated with both caution and boldness from time to time.

Sample Item: *I tend to shy away from situations that require me to take chances.*

Individuals described as being more bold may...

- be comfortable dealing with ambiguity
- be motivated by challenging goals
- seek opportunities to apply creativity and imagination in solving problems
- be unafraid of "going it alone"
- tend to be ambitious and competitive
- experiment with unproven methods
- not be concerned with understanding details
- comfortable in leadership roles

Individuals described as being more cautious may...

- avoid or postpone high-stakes decisions
- seek to avoid conflict at all costs
- seek reinforcement for opinions
- be motivated by safety and security
- appear indecisive in uncertain situations
- prefer proven methods
- appear very conscientious
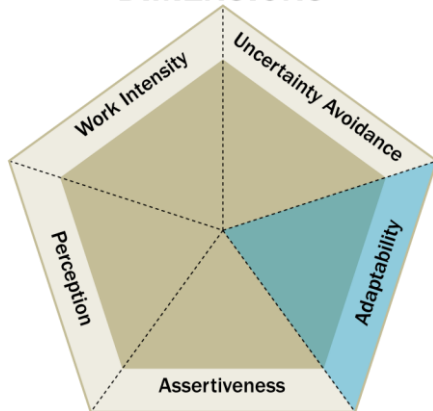- require evidence before committing

This dimension addresses behavioral expectations, such as:

- *Will this individual take risks to achieve goals, or will they tend to shy away from uncertainty and situations that may require them to take chances?*
- *Will this individual "look before they leap" when considering alternatives and in making important decisions?*

The characteristics reflected in this dimension may also be found in measures from other assessments, such as:

- *Steadiness*
- *Conscientiousness*
- *Avoiding*
- *Inquisitiveness*
- *Openness to New Experiences*
- *Dominance*

ACHIEVING DIMENSIONS

Adaptability

Reluctant	⟷	Flexible

Summary Statement

The *Adaptability* dimension describes a person's likely approach in response to changing or unplanned circumstances. Reluctant individuals are likely to seek stability and predictability. Flexible individuals are more likely to view change as an opportunity. Individuals in the moderate range on this dimension may be more inclined to show behaviors associated with either reluctance or flexibility at times.

Sample Item: *I am more comfortable sticking to what works (than trying unproven ideas).*

Individuals described as being more reluctant may...

- hesitate to embrace new approaches
- resist change without a rationale
- implement structure and order
- carefully weigh options before taking action
- seek concrete rationale before accepting change
- enforce the "letter of the law"
- miss opportunities to try new things
- be stressed by unplanned events

Individuals described as being more flexible may...

- challenge the status quo
- prefer change and variety
- act quickly, overlooking details
- be motivated by freedom from routine, and opportunity for new experiences
- be seen as an independent thinker
- become bored easily
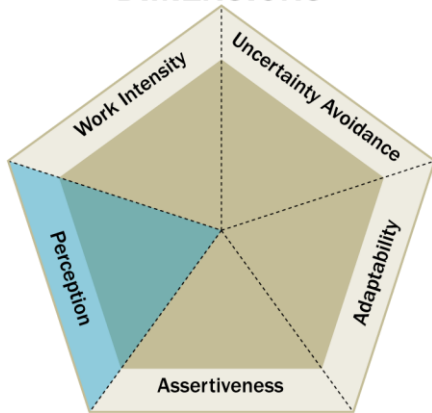- appear restless at times
- seek change for the "sake of change"

This dimension addresses behavioral expectations, such as:

- *Will this individual be able to adjust rapidly and "go with the flow" in a fast-paced environment?*
- *Will this individual become bored or frustrated by structure and procedures?*

The characteristics reflected in this dimension may also be found in measures from other assessments, such as:

- *Sales Potential*
- *Intuition*
- *Conscientiousness*
- *Inquisitiveness*
- *Openness to New Experiences*
- *Sensing*

ACHIEVING DIMENSIONS

Perception

Analytical	⟷	Intuitive

Summary Statement

The *Perception* dimension describes the extent to which one relies on intuition and experience in making decisions. On the analytical side of this dimension, individuals may be described as being very logical and methodical in evaluating their circumstances. On the more intuitive side, individuals may be described as being more instinctive and willing to "go with their gut" in making decisions.

Sample Item: *I tend to make choices based on my perceptions and feelings, rather than relying on factual information.*

Individuals described as being more analytical may...

- rely on careful analysis rather than "thinking on their feet"
- seek precision and accuracy
- be reluctant to improvise
- favor specialized or technical tasks
- tend to be highly organized and methodical
- prefer practicality over sensitivity
- suffer "analysis paralysis" at times
- be dependable and rule-conscious

Individuals described as being more intuitive may...

- tend to make decisions based on perception rather than evidence
- delegate details to others
- adjust course often as needed
- be motivated to validate their intuition
- be overly confident with gut instinct
- avoid scrutinizing technical data
- fail to consider all pros and cons
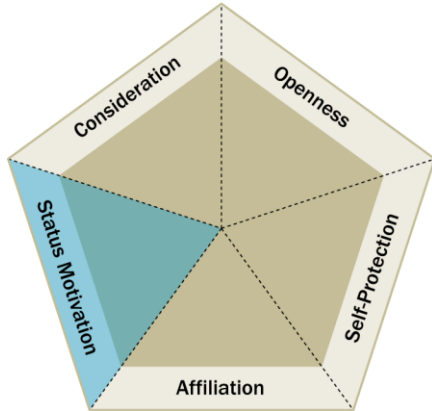- avoid tasks requiring precise measurement and analysis

This dimension addresses behavioral expectations, such as:

- *To what extent will this individual exercise their own judgment in making decisions?*
- *Will this individual critically evaluate options before taking action?*

The characteristics reflected in this dimension may also be found in measures from other assessments, such as:

- *Managerial Potential*
- *Reliability*
- *Prudence*
- *Detail-orientation*
- *Conscientiousness*
- *Ego Drive*

Status Motivation

RELATING DIMENSIONS

| Cooperative | ←→ | Competitive |

Summary Statement

The *Status Motivation* dimension describes the desire to be recognized for efforts and accomplishments. Cooperative individuals may be more willing to share recognition with others. Competitive individuals may tend to be motivated by receiving public status or recognition. Individuals scoring in the moderate range may show behaviors associated with both competition and cooperation from time to time.

Sample Item: *I am intensely focused on surpassing the accomplishments of my peers.*

Individuals described as being more cooperative may...

- be motivated by group-rewards
- look for ways to promote or complement others' accomplishments
- be seen as a team player
- favor chances to succeed together
- be uncomfortable with public recognition
- seek peace and harmony
- be inclusive of others
- hesitate in competitive situations

Individuals described as being more competitive may...

- seek public recognition for efforts
- be driven to impress others based on individual accomplishments
- aspire to positions of status/prestige
- be motivated by individual rewards
- pursue winning at all costs
- be happiest when competing
- seek to surpass others' accomplishments
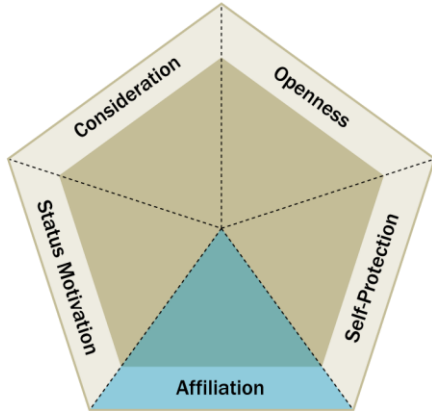- push themselves to achieve

This dimension addresses behavioral expectations, such as:

- *Will this individual work cooperatively with users to work toward a common goal?*
- *Will this individual reveal the desire to win and the drive to beat out the competition?*

The characteristics reflected in this dimension may also be found in measures from other assessments, such as:

- *Dominance*
- *Social Drive*
- *Empathy*
- *Service Orientation*
- *Need to Nurture*
- *Feeling*

RELATING DIMENSIONS

Affiliation

Independent	⟷	Social

Summary Statement

The *Affiliation* dimension describes the desire to collaborate or affiliate with others in work and common activities. More independent individuals may be described as preferring to reach objectives on their own. More social individuals may be more likely to seek opportunities to collaborate with others. Individuals scoring in the moderate range may show behaviors associated with both independence and sociability at times.

Sample Item: *My work is most fulfilling when I am part of an established group.*

Individuals described as being more independent may...

- be most comfortable working alone
- appear detached from others at times
- prefer to make major decisions based on their own judgment
- appear very self-assured
- tend to keep ideas to themselves
- value freedom and independence over collaboration
- be seen as aloof at times
- unaffected by workplace politics

Individuals described as being more social may...

- seek opportunities to work with others
- be reluctant to "go it alone" at times
- reveal a sensitivity to rejection
- be sensitive to the needs or desires of others
- seek harmony in times of conflict
- be happiest as part of a group
- attempt to build consensus before taking action
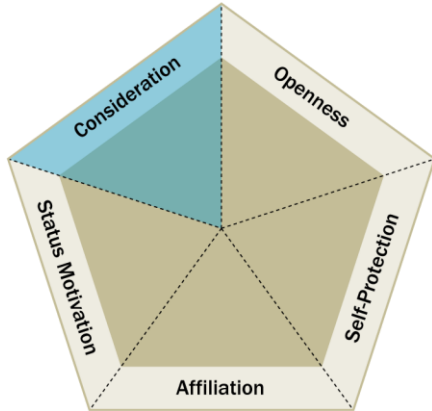- go out of their way to include others

This dimension addresses behavioral expectations, such as:

- *Will this individual value diversity and inclusiveness in collaborating with others?*
- *Will this individual be comfortable working independently for long periods of time?*
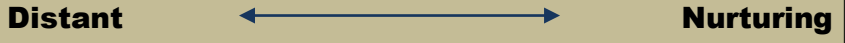
The characteristics reflected in this dimension may also be found in measures from other assessments, such as:

- *Introversion*
- *Need for Independence*
- *Empathy*
- *Extraversion*
- *Need to Nurture*
- *Feeling*

RELATING DIMENSIONS

Consideration

Distant	⟷	Nurturing

Summary Statement

The *Consideration* dimension describes a person's awareness and propensity to contemplate others' feelings and needs. More distant individuals are described as being objective and formal in workplace interactions. More nurturing individuals are described as expressing more interpersonal warmth and concern for others. Individuals scoring in the moderate range may exhibit both distant and nurturing behaviors at times.

Sample Item: *I am more likely than others to respond when someone is in need of encouragement.*

Individuals described as being more distant may...

- appear very decisive and objective in approaching tasks
- tend to approach others formally
- reluctantly show emotions
- emphasize practicality in decisions
- be seen as self-focused
- value professionalism over familiarity
- overlook others' feelings in solving problems
- have a "thick skin" when criticized

Individuals described as being more nurturing may...

- appear warm and sensitive
- be seen as a sympathetic and encouraging listener
- freely show emotions
- prefer to yield, rather than argue
- place the needs of others before their own
- easily relate to others' circumstances
- appear good-natured and helpful
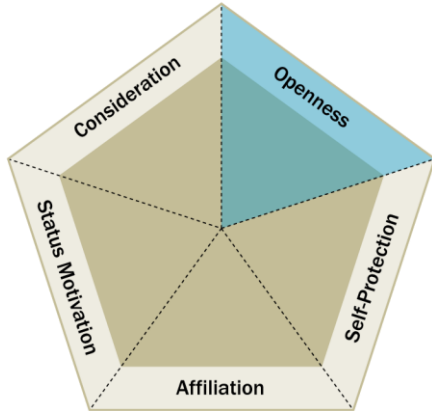- go out of their way to assist others

This dimension addresses behavioral expectations, such as:

- *To what extent will this individual bond with others and collaborate as part of a team?*
- *Will this individual recognize and work to address others' needs?*

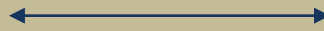**The characteristics reflected in this dimension may also be found in measures from other assessments, such as:**

- *Service Orientation*
- *Agreeableness*
- *Empathy*
- *Sensitivity*
- *Need to Nurture*
- *Accommodating*

RELATING DIMENSIONS

Openness

Private	⟷	Confiding

Summary Statement

The *Openness* dimension describes a person's desire to learn and share personal information with others. More private individuals may be described as being very reserved in personal interactions. More confiding individuals may be described as being open in their communication style. Individuals scoring in the moderate range may exhibit both private and confiding behaviors from time to time.

Sample Item: *I enjoy it when others confide in me regarding their personal cares and concerns.*

Individuals described as being more private may...

- be hesitant to build rapport
- appear detached or disinterested
- tend to communicate in a very curt manner
- hesitate to share personal information
- be slow to establish open dialogue
- appear reserved in social interactions
- value confidentiality and seclusion
- avoid casual conversations with strangers

Individuals described as being more confiding may...

- enjoy sharing personal stories
- develop working relationships easily
- appear open and vulnerable in communication
- easily relate to others
- be quick to draw out others' opinions and viewpoints
- confidently approach strangers
- go out of their way to talk with others
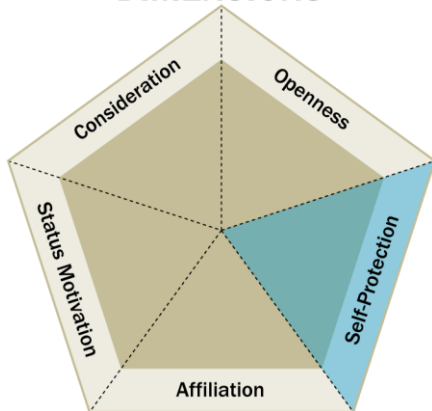- show interest in learning from others

This dimension addresses behavioral expectations, such as:

- *Will this individual easily build rapport and interact effectively with others?*
- *Will this individual protect information of a confidential or sensitive nature?*

The characteristics reflected in this dimension may also be found in measures from other assessments, such as:

- *Sensitivity*
- *Skepticism*
- *Empathy*
- *Service Orientation*
- *Steadiness*
- *Sales Potential*

RELATING DIMENSIONS

Self-Protection

Trusting	⟷	Skeptical

Summary Statement

The *Self-Protection* dimension describes a person's level of trust in the intentions or reliability of others. Trusting individuals may be described as being more comfortable yielding control to others. Skeptical individuals may be described as being more concerned with scrutinizing others' intentions. Individuals scoring in the moderate range may exhibit both trusting and skeptical behaviors at times.

Sample Item: *I believe others will try to take advantage of me if I am not careful.*

Individuals described as being more trusting may...

- tend to rely upon information as presented without scrutiny
- consider conflicting points of view
- trust others' intentions
- count on others, even to their loss
- seek guidance from others
- be comfortable delegating important tasks to others
- appear friendly and sociable
- tend to follow rules and policy closely

Individuals described as being more skeptical may...

- question plans and decisions
- appear skeptical of others' intentions
- be hesitant to build working relationships
- be seen as critical or judgmental
- tend to doubt their own hunches
- worry about being taken advantage of
- prefer clear right and wrong options
- seek to understand things for themselves

This dimension addresses behavioral expectations, such as:

- *Will this individual be able to delegate effectively in order to get things done?*
- *Will this individual appropriately scrutinize information to make informed decisions?*

The characteristics reflected in this dimension may also be found in measures from other assessments, such as:

- *Judging*
- *Skepticism*
- *Prudence*
- *Reliability*
- *Stress Tolerance*
- *Collaborating*

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.

Contact Information

For more information regarding the LDP, please contact your Leading Dimensions affiliate.