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### The Gordon Personal Profile-Inventory as a selection instrument

Patrick Y. Fisher

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RUNNING HEAD: Selection Instrument

The Gordon Personal Profile-Inventory  
as a Selection Instrument

Thesis submitted to  
The Graduate School of  
Marshall University

In Partial fulfillment of the  
Requirements for the Degree of  
Master of Arts  
General Experimental Psychology

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Huntington, West Virginia  
December 1997

This thesis was accepted on Dec. 10 1997  
Month Day Year

as meeting the research requirements for the master's degree.

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## Abstract

The present study was designed to investigate the effectiveness of the Gordon Personal Profile Inventory (GPP-I) selection instrument in predicting success of applicants at a behavioral health center. Case managers (N = 47; 15 = males, 32 = females) served as subjects and completed the GPP-I. Each subject had a total of nine personality scale scores. The scales were Ascendancy, Responsibility, Emotional Stability, Sociability, Cautiousness, Original Thinking, Personal Relations, Vigor, and Self-Esteem. Each scale score was converted into a percentile score and correlated with the subject's most recent performance evaluation score. Based upon results of correlation and regression analyses it was revealed that 31% of the variance in performance was accounted for by the 9 GPP-I scales, age, and tenure and it was therefore recommended that the behavioral health agency not adopt the GPP-I as a selection instrument when screening candidates for case management positions.

The Gordon Personal Profile-Inventory  
as a Selection Instrument

Selection instruments can assist in assessing an applicant's qualifications and potential for success by providing the employer with information that possibly is not otherwise apparent. Mondy and Noe (1990) defined employee selection as the process of choosing, from a group of applicants, the individual best suited for a particular position. The employee selection process usually consists of recruiting qualified applicants, screening applicants qualifications, and training candidates to meet job expectations. Drucker (1985) concluded that employee selection is perhaps the most significant task that management performs:

“No other decisions are so long lasting in their consequences or so difficult to unmake. And yet, by and large, executives make poor promotion and staffing decisions. By all accounts, their batting average is no better than .333: At most, one-third of such decisions turn out right, one-third are minimally effective, and one-third are outright failures (p.22).”

Personality tests can be administered to applicants to reduce error, prejudices, and other biases of personnel involved in the selection process. This type of

psychological test can help to isolate specific personality characteristics predictive of job success.

### Research on Selection Tests

Hunter and Hunter (1984) determined that psychological tests are reliable and valid methods for predicting future employee performance. Dalessio (1994) implemented a video-based selection test to predict turnover for insurance agents. Each test item presented a videotaped situation showing an agent interacting with a client. Immediately after each scenario, the subjects responded to a multiple choice question indicating how they would handle the situation. Dalessio found a significant relationship between selection test scores and turnover. When the instrument was utilized, turnover decreased over a one-year period by 27%.

Selection tests can be used to identify productive employees as well as to reduce turnover (Berman, 1993). Blakley, Quinones, Crawford & Jago (1994) used isometric strength tests as a part of the personnel selection procedure to determine the relationship between performance and supervisory ratings from different manufacturing industries. Results indicated that isometric strength tests were valid predictors of job performance. Hogan, Arneson and Petersons (1992) developed and validated a physical performance test battery to select high pressure

cleaning workers. The battery included an ability test and work sample simulation. Those candidates who exhibited high performance on the test battery were more effective cleaning workers than those who exhibited low performance on the test battery.

Industries and universities use a large number of selection tests to assess applicants' abilities. Baugher, Varanelli & Hall (1994) used selection tests to hire and develop employees for promotion at a New York state government agency. Overall, both managers and candidates have found the system to be more effective than traditional oral processes in furthering career development within the agency. Berman (1993) used a selection battery on applicants at a large discount store chain as well as store associates and store managers to examine the relationship between test battery scores and work performance. Applicants' scores on performance ratings significantly correlated with scores on the selection battery, which indicated the predictive validation of the battery. Batsis (1993) determined by questionnaire that eighty-five percent of Roman Catholic vocation directors rely on psychological assessments in determining a candidate's suitability for admission. A two-stage selection test has also been used in admission



examinations at Japanese universities to measure applicants' abilities (Hattori & Miyazawa, 1992).

Neuman and Nomoto (1990) used achievement and aptitude tests for the assessment and recruitment of computer professionals. Results indicated that selection tests for computer professionals were shown to be valid predictors of job performance and yield substantial return on investments to companies that rely on them. Winkler (1992) developed a selection procedure that would effectively select machine operator applicants. The utility analysis indicated a 16% increase in work output with the use of the validated selection system.

### Personality Tests and Selection

To increase the validity of the selection process, personality tests can be administered to applicants which isolate personality constructs and personality traits to help predict future job success. Personality tests have been used in the selection of candidates for appointment as police officers and for officer evaluations (Pallone, 1992). Personality tests have also been successful in the selection of military pilots from 1913 to the present (Li, 1993). Coutts (1990) studied the hiring and promotion practices of several Canadian police forces. Interviews determined that 60 senior police force executives and 19 police forces

presently use personality testing as part of their selection procedure.

Arneson, Millikin-Davies & Hogan (1993) used cognitive and personality testing to evaluate the validity of selection procedures for the position of claims examiner at Blue Cross and Blue Shield of Oklahoma. Hogan, Hogan & Gregory (1992) used the Hogan Personality Inventory to successfully predict the job performance of sales representatives at a large trucking company in the nation's Middle Atlantic and Northeast regions. Bosshardt, Carter, Gialluca & Dunnette (1992) reported successful prediction of a selection battery for insurance agents that included personality scales. Powis (1994) used personality tests and other psychometric tests to evaluate the noncognitive qualities in medical school applicants. Borum & Stock (1993) examined the differences in defensiveness among law enforcement applicants identified as being deceptive and nondeceptive. Results suggest that personality test results may help detect deception in law enforcement applicants. Inwald, Hurwitz, and Kaufman (1991) determined by a meta analysis from public safety and security studies that personality testing has better predictive validation compared to honesty testing when selecting applicants for employment.

### Administration and Background of the GPP-I

The Gordon Personal Profile-Inventory (GPP-I) is a personality inventory that combines two instruments, the Gordon Personal Profile (GPP) and the Gordon Personal Inventory (GPI) (See Appendix A). The GPP-I assesses four aspects of personality and four additional traits associated with personality using a factor-analytic approach with a forced choice method of measurement.

The GPP was developed as a research instrument for the purpose of comparing the validities of the forced-choice and traditional questionnaire methods of personality measurement (Gordon, 1993). The GPI was developed by Gordon to provide a more comprehensive coverage of the temperament domain of personality, and the GPP-I was prepared to enhance the efficiency in the administration and scoring of both the GPP and GPI.

The GPP-I is relatively inexpensive and easy to administer. It is important to offer respondents some explanation of the type of test they are taking and the reason for its administration. The examiner should read the directions on the test booklet to ensure that the respondent is marking just one 'most' descriptive and one 'least' descriptive choice for each set of four alternatives. There is no time limit; however, most respondents normally complete the GPP- I in 20 to 25

minutes. Scoring is then accomplished by counting the number of responses pertaining to each personality scale using the standardized profile stencil in order to acquire a raw score for each personality scale.

Gordon (1951) developed norms for the GPP-I that are used for comparing raw scores with scores of members of a defined reference group. This is facilitated by converting the person's raw score to one that directly reflects the person's position in the reference group using a percentile, which gives the percent of individuals in the reference group who have scores equal to or lower than that of the person in question. The norms for the GPP-I have shown considerable stability over time (Gordon, 1993) and are presented in Appendix B.

#### Interpretation of the GPP-I

The GPP-I consists of four scales on the profile section, four scales on the inventory section and one scale representing self-esteem. The descriptions of Gordon's (1993) profile scales and tendencies are:

1. Ascendancy (A). "High scores characterize individuals who are verbally ascendant, who adopt an active role in the group, who tend to make independent decisions, and who are self-assured in relationships with others. Those who play a passive role in the group, who listen rather than

talk, who lack self-confidence, who let others take the lead, and who tend to be overly dependent on others for advice normally score low.”

2. Responsibility (R). “Individuals who are able to stick to the job assigned them, who are persevering and determined, and who can be relied on generally score high on this scale. Individuals who are unable to stick to tasks that do not interest them and who tend to be flighty or irresponsible typically score low.”
3. Emotional Stability (E). “High scores on this scale are generally made by individuals who are emotionally stable and relatively free from worries, anxieties, and nervous tension. Low scores are associated with excessive anxiety, hypersensitivity, nervousness, and low frustration tolerance. A very low score generally reflects poor emotional adjustment.”
4. Sociability (S). “High scores typify individuals who like to be with and work with people and who are gregarious and sociable. Low scores reflect a lack of gregariousness, a general restriction in social contacts, and, in the extreme, an actual avoidance of social relationships (p.13).”

Gordon's inventory section scales measure four additional traits that are not covered in the profile section. The descriptions of Gordon's (1993) inventory scales and tendencies are:

1. Cautiousness (C). "Individuals who are highly cautious, who consider matters very carefully before making decisions, and who do not like to take chances or run risks typically score high on this scale. Those who are impulsive, who act on the spur of the moment, who make hurried or snap decisions, who enjoy taking chances, and who seek excitement normally score low on this scale."
2. Original Thinking (O). "High scoring individuals generally like to work on difficult problems, are intellectually curious, enjoy thought-provoking questions and discussions, and like to think about new ideas. Those who score low dislike working on difficult or complicated problems, do not care particularly about acquiring knowledge, and are not interested in thought-provoking questions or discussions."
3. Personal Relations (P). "High scores typify those individuals who have faith and trust in people and who are tolerant, patient, and understanding. Low scores reflect a lack of trust or confidence in people and tendencies to

be critical of others and to become annoyed or irritated by what others do.”

4. Vigor (V). “High scores on this scale characterize individuals who are vigorous and energetic, who like to work and move rapidly, and who are able to accomplish more than the average person. Low scores are associated with low vitality or energy level, a preference for setting a slow pace, and tendencies to tire easily and to be below average in terms of output or productivity (p. 13).”

The last scale, which is the sum of the four scale scores in the profile section (ascendancy, responsibility, emotional stability, and sociability) provides a measure of self-esteem (SE). Respondents have the choice of describing themselves in terms of either two desirable alternatives, one desirable and one undesirable alternative, or two undesirable alternatives. This allows a score to be obtained that represents the individual’s judgement of self-worth or their SE score (See Appendix C).

### GPP-I and Selection

The GPP-I has been widely used for selection, assessment, and other industrial purposes. Wollowick & McNamara (1969) compared the predictive validity of the GPP-I with a managerial advancement criterion for International

Business Machines Company (IBM) employees. The IBM employees' (A) scale and (V) scale showed the greatest predictive efficiency with significant validities on the (A) scale, (V) scale and also the (S) scale. Grimsley and Jarrett (1973) conducted assessments of managers who were being considered for either employment or promotion within particular organizations. Those who achieved the level of president or vice-president and those who had attained positions no higher than a middle-management position were included in the study. Results indicated that those who reached the higher management levels scored significantly higher on the (A) scale and (V) scale and lower on the (P) scale. In a follow-up study, the group tended to also score higher on the (O) scale and lower on the (C) scale. Toorenaar (1960) noted similar differences on the scales of the GPP-I between individuals of the first and second management levels within the Pacific Telephone & Telegraph Company (PT&T). Individuals at higher levels of management were found to score significantly higher on (A), (O), and (V) scales.

Rusmore and Toorenaar (1959) administered the GPP-I to employees within PT&T. The employees' performance appraisal ratings were used as criterion measures. Correlations showed the (A), (C), (O), and (V) scales to be significantly associated with performance ratings. Pickle & Friedlander (1967)



studied the relationship between GPP-I scores of the managers of small businesses and the owners' degree of satisfaction with the managers' performance. The measure of owner satisfaction consisted of financial returns and pride of ownership. It was found that the more satisfied owners tended to have managers who scored higher on the (A) and (O) scales.

Herrold (1960) revealed a differentiation of scale profiles between sales representatives and top executives in a corporation producing heavy machinery. The sales executives scored lower on the (A), (S), and (P) scales. Van Buskirk (1957) investigated turnover of salesmen at a consumer products corporation. A year-and-a-half later, 16 percent of the group tested were no longer with the company. Sales staff with scores higher on the (E), (P), and (V) scales were more likely to remain with the company. Brown and Landsberger (1960) administered the profile to employees in stores of a Northeast supermarket chain. Correlations between scores and performance evaluations obtained for each employee revealed that higher performing employees tended to score higher on the (A) and (R) scales.

Kujawski (1961) administered the profile to prospective operators of new service stations of a major oil company. Each worker, after operating a service station for one year, was evaluated by a company representative on overall station

performance. Predictive validities between scores and ratings were significant for the (R) and (E) scales. Kreidt and Dawson (1961) administered the profile to female clerks who had been employed with an insurance company from one-to-three years. Their immediate supervisors rated each employee on several job performance characteristics. Results indicated that higher performing employees tended to score higher on the (C), (O), and (V) scales

#### The Present Investigation.

It was the purpose of this study to implement a selection test that would help predict success of applicants at a Southeastern behavioral health center. The procedures used in testing would follow the guidelines outlined by Gordon (1993).

The primary goals of the investigation include the following:

1. A determination will be made concerning the concurrent validation of the GPP-I by which scale or scales were significant in predicting the success of behavioral health workers using performance ratings as criterion.
2. Recommendations will be made concerning the implementation of the GPP-I as a selection instrument to help predict employee success.

### Method

The agency under investigation is one of fourteen private, non-profit community behavioral health providers in the state of West Virginia. The agency has the area's largest outpatient mental health practice, serving seven thousand clients annually throughout a four-county area. There are approximately three hundred and fifty employees including nine psychiatrists, five licensed psychologists, ten psychiatric registered nurses, fifteen master's level licensed counselors, thirty-three licensed social workers, and four certified addiction counselors. This agency offers approximately forty different treatment programs in twenty different locations. Such services include specialized residential care, a twenty-four hour mobile crisis team, in-home family counseling, substance abuse outpatient and inpatient services, outpatient psychiatric services for children and families, and group psychotherapy for all ages. The agency also operates a crisis stabilization unit for individuals experiencing acute behavioral and emotional difficulties.

The position of case manager is being evaluated in this study because of the results of Kim and Wallace's (1997) consulting report to the Executive Director on improving management effectiveness and efficiency within the agency. They

found that agency-wide turnover appeared to be more than 30 percent annually, or 100 out of 350 employees. Case managers had the highest turnover rate within the agency.

Replacing a staff member is typically costly to an organization. Spencer (1986, p. 122) stated: "Total turnover costs at minimum equal an employee's direct salary per year." Kim and Wallace (1997) estimated that the cost of turnover was a significant proportion of the agency's annual budget. They estimated the average salary and benefits per employee at the agency to be \$20,000, and assuming that turnover is about 100 employees per year, the annual cost of turnover for the agency was about \$2 million which is 18 percent of the agency's annual budget.

There are approximately 50 case managers who work directly with the clients of the agency who have behavioral health needs in all forty treatment programs. Clients eligible for case management services are individuals who are eighteen years and older with a severe and persistent psychiatric illness as diagnosed by a psychiatrist or suffering from a major affective disorder, schizophrenic disorder, organic mental disorder, or other psychotic disorders. These individuals must present significant functioning impairment in their living,

social, or working environment. Case managers are responsible for linking clients to needed services, advocating for client rights, assessing psychiatric symptoms, providing treatment planning, crisis response planning, and individual supportive intervention. The case manager is also responsible for keeping the client's chart compliant with state guidelines and Medicaid regulations. Case managers are required to spend seventy percent of their time with clients and the remaining thirty percent completing documentation. Case managers also complete daily billing logs and usually work approximately 37.5 hours a week.

The agency's current preemployment selection instruments consist of an application, interview, and drug screen. An Employee Specialist was recently hired to assist the Personnel Director as well as the individual program supervisors in the hiring process. If applicants successfully complete the application, interview, and drug screen, then they are invited to begin their training procedure.

The training consists of a two-week program with courses in First Aid and Safety, Cardio Pulmonary Resuscitation, Nonviolent Crisis Prevention and Intervention, Therapeutic Crisis Intervention, Infection Control, Total Quality Management, Basic Living Skills, documentation and computer literacy training.

Typical case managers at this agency were found to be in their early twenties, recent college graduates with a degree in Psychology, Sociology, or Criminal Justice. The yearly income is \$16,136, with yearly increases in pay after satisfactory evaluations. Performance evaluations are administered after ninety days of employment and then annually. The employee is eligible for major medical and dental insurance and retirement through a 401(k) system. The employee is also eligible to participate in a cafeteria benefits plan and various memberships programs.

### Procedure

Forty-seven case managers at a behavioral health agency were administered the GPP-I. The mean age for the subjects was ( $M = 29.13$  years), with a standard deviation of 7.63 and a range between 22-57 years. There were 15 males and 32 females consisting of 46 Caucasian and 1 African American. All case managers completed the organization's normal selection procedure and had been active case managers for a least one month. The case managers tested were hired between 04/01/91 and 3/2/97. The raw scores for each employee were converted into percentile scores using the business manager's norms. Each employee had a total of nine percentile scores. The profile section scales include the

Ascendancy (A) scale, individuals who are verbally outgoing and are active in group discussion; Responsibility (R) scale, reliable individuals who do assigned duties; Emotional Stability (E) scale, individuals who are stable and free of anxiety; and Sociability (S) scale, individuals who like to be with and work with other people. The inventory section scales include the Cautiousness (C) scale, individuals who consider matters before making decisions; Original Thinking (O) scale, individuals who like to work on difficult problems and are intellectually curious; Personal Relations (P) scale, individuals who have faith and trust in people and; Vigor (V) scale, individuals who are highly energetic. The combined raw scores on the (A), (R), (E) and (S) are then converted and normalized to include a ninth, Self-Esteem (SE) scale. This scale gives a reliable judgement of the individual's self-worth.

The criterion measured by the GPP-I was management success. This was achieved by taking the most recent performance appraisal evaluation (See Appendix D) of each employee which was completed by the employee's supervisor and correlating each of the nine scales to determine which scale or scales were significant predictors of management success.

## Results

Table A presents the raw data for the experiment and presents for each subject the hire date, age, sex, national origin, percentile scale scores, and performance evaluation ratings. The means and standard deviations of the 9 GPP-I personality scales are presented in Table B. An analysis by correlation matrix was performed between the 9 GPP-I personality scales and the performance appraisal ratings. There were no significant correlations between the 9 GPP-I personality scales and the performance appraisal ratings (correlations ranged from a low of .01 to a high of .28). The correlation matrix did, however, yield significant correlations between scales (See Table C). A regression analysis was completed using the 9 GPP-I scales as the explanatory variable and performance appraisal rating as the response variable. The Personal Relations scale was the only significant predictor out of the 9 GPP-I personality scales. Overall, the Multiple R value was .47 and the R squared value was .22 indicating that the 9 GPP-I personality scales explain only 22% of the variability in the performance rating criterion ( $F(9,32) = 1.02, p = .45$ ). This was not a significant amount of variance explained. The Multiple R value increased to .56 and the R squared value increased to .31 when the regression analysis included the 9 GPP-I



personality scales plus employee age and tenure. This indicated that with the addition of age and tenure into the regression equation, the explanatory power increased by 11% and that the 9 scales, age, and tenure combined explain 31% of the variability in performance appraisal ratings ( $F(11,32) = 1.32, p = .26$ ). This was not a significant amount of variance explained.

### Discussion

This study was designed to investigate the utility of the GPP-I as a selection test in predicting success of applicants at a behavioral health center.

Unfortunately, the test yielded little concurrent validity. The regression analyses indicated that only 31% of the variance in performance was accounted for by the 9 GPP-I personality scales, age, and tenure. The results suggest that this may not be the appropriate selection test to employ when using the agency's performance evaluation scores as the criterion of management success.

The GPP-I may yield significant results if a different criterion measure is used by the agency to determine case management success. The total possible points a case manager could receive on the performance evaluation were 230 points. An outstanding rating was given for individuals scoring above 207 points. A very good rating for individuals scoring between 161 points and 206 points, a

average rating for scores between 115 points and 160 points, and a poor rating for individuals earning between 69 points and 114 points. An unacceptable rating was given for any individual under 68 points. The range of the performance evaluation scores for case manager's tested in this study were small and restricted. Case manager's tested had an average score of 169.48 and a standard deviation of 20.98, this could have contributed to the low correlations between the 9 GPP-I personality scale scores and the performance evaluation scores.

The agency should evaluate the weighting factor of each of the three sections of their current performance appraisal device. It would be a possibility that the GPP-I would yield more significant results if Section II and Section III were omitted or weighted the same as Section I. It would also be strongly recommended that the agency hold training for supervisors to learn the various rating errors which can occur when evaluating the performance of their employees and how to avoid them. This would potentially reduce leniency error, halo error, and central tendency error which could increase the accuracy and validity of the agency's performance appraisal device.

Results indicated that employees with the highest ratings on the performance evaluation criterion also had the highest tenure and were older.

Because we are unable to use age of employee in the selection process, this would indicate that training is an essential factor in case management success. Assigning new employees with an experienced employee mentor as part of the agency's training program could be very effective, allowing the new employee the chance to learn from a job expert. This form of coaching or mentoring could help employees progress faster or produce more effective workers.

With higher tenure employees functioning more successful than employees with lower tenure, it would suggest that the agency needs to continue to emphasize motivating factors. According to Kim and Wallace (1997), the agencies salary for case managers ranks below other comparable agency's in the region. This would indicate that the agency should perhaps consider increasing salary scales and benefits for the position. Another alternative, if funds are not available, would be to conduct a job analysis and possibly decrease job responsibility for the position.

There has been a great deal of effective research in the use of personality inventories as selection instruments. It is strongly recommended that the agency continue to investigate other selection instruments, including other personality inventories to utilize with the existing selection process.

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**Gordon Personal Profile-Inventory**  
by Leonard V. Gordon

**DO NOT WRITE ON THIS ANSWER SHEET  
UNTIL YOU ARE TOLD TO DO SO.**

**Directions:** In this booklet are a number of descriptions of personal characteristics of people. These descriptions are grouped in sets of four. You are to examine each set and find the one description that is *most like you*. Then completely fill in the circle following the statement, in the column headed *M (Most)*.

Next, examine the other three statements in the set and find the one description that is *least like you*; then completely fill in the circle following that statement, in the column headed *L (Least)*. Do not make any marks following the two remaining statements.

Here is an example set:

	M	L
has an excellent appetite .....	<input type="radio"/>	<input type="radio"/>
watches too much television .....	<input type="radio"/>	<input checked="" type="radio"/>
follows a well-balanced diet .....	<input type="radio"/>	<input type="radio"/>
doesn't get enough exercise .....	<input checked="" type="radio"/>	<input type="radio"/>

Suppose that you have read the four descriptive statements in the example and have decided that, although several of the statements may apply to you to some degree, "doesn't get enough exercise" is *more like you* than any of the others. You would completely fill in the circle following the statement in the column headed *M (Most)*, as shown in the example above.

You would then examine the other three statements to decide which one is *least like you*. Suppose that "watches too much television" is *least like you* than the other two. You would fill in the space following that statement in the column headed *L (Least)*, as shown in the example above.

For every set you should have *one and only one* mark in the *M (Most)* column and *one and only one* mark in the *L (Least)* column. There should be no marks following two of the statements.

In some cases it may be difficult to decide which statements you should mark. Make the best decisions you can. There are no right or wrong answers. In each set you are to mark two statements in the way in which they most nearly apply to you. Be sure to mark one statement as being *most like you* and one as being *least like you*. Leave the remaining two statements in the set unmarked. Do this for every set. Do not skip any set. Now turn the booklet over and begin with Set 1.

**THE PSYCHOLOGICAL CORPORATION\***  
Harcourt Brace & Company  
SAN ANTONIO

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• USE A NO. 2 PENCIL ONLY.  
• DARKEN THE CIRCLE COMPLETELY.  
• ERASE CLEARLY ANY MARKS YOU WISH TO CHANGE.  
• DO NOT MAKE ANY STRAY MARKS ON THIS FORM.

CORRECT MARK      INCORRECT MARKS

NAME		Last Name										First Name										M	L																																																																												
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

**B IDENTIFICATION NUMBER**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

**C DATE**

Month	Day	Year																																															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

**D OPTIONAL INFORMATION:**

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**E NORMS USED:**

---

Start with this page. For each set mark your two choices in column A

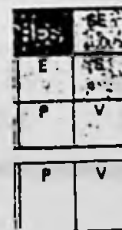
1. a good mixer socially .....  
 lacking in self-confidence .....  
 thorough in any work undertaken .....  
 tends to be somewhat emotional .....
2. not interested in being with other people .....  
 free from anxieties or tensions .....  
 quite an unreliable person .....  
 takes the lead in group discussion .....
3. acts somewhat jumpy and nervous .....  
 a strong influence on others .....  
 does not like social gatherings .....  
 a very persistent and steady worker .....
4. finds it easy to make new acquaintances .....  
 cannot stick to the same task for long .....  
 easily managed by other people .....  
 maintains self-control even when frustrated .....
5. able to make important decisions without help .....  
 does not mix easily with new people .....  
 inclined to be tense or high-strung .....  
 sees a job through despite difficulties .....
6. not too interested in mixing socially with people .....  
 doesn't take responsibilities seriously .....  
 steady and composed at all times .....  
 takes the lead in group activities .....
7. a person who can be relied upon .....  
 easily upset when things go wrong .....  
 not too sure of own opinions .....  
 prefers to be around other people .....
8. finds it easy to influence other people .....  
 gets the job done in the face of any obstacle .....  
 limits social relations to a select few .....  
 tends to be a rather nervous person .....
9. doesn't make friends very readily .....  
 takes an active part in group affairs .....  
 keeps at routine duties until completed .....  
 not too well-balanced emotionally .....

A

1.	M ○ ○ ○ ○	L ○ ○ ○ ○
2.	M ○ ○ ○ ○	L ○ ○ ○ ○
3.	M ○ ○ ○ ○	L ○ ○ ○ ○
4.	M ○ ○ ○ ○	L ○ ○ ○ ○
5.	M ○ ○ ○ ○	L ○ ○ ○ ○
6.	M ○ ○ ○ ○	L ○ ○ ○ ○
7.	M ○ ○ ○ ○	L ○ ○ ○ ○
8.	M ○ ○ ○ ○	L ○ ○ ○ ○
9.	M ○ ○ ○ ○	L ○ ○ ○ ○



Turn the page and go on to Set 10.



## Appendix B

Raw Score	GPP-I Scale								Raw Score
	A	R	E	S	C	O	P	V	
39								99	39
38						99		98	38
37		99	99		99	98	99	97	37
36	99	98	98		98	97	98	95	36
35	98	97	96		97	95	96	92	35
34	97	95	94		95	92	93	89	34
33	95	92	91		92	88	89	85	33
32	93	87	87	99	88	83	84	80	32
31	90	80	82	98	83	77	78	74	31
30	86	71	77	96	77	70	71	67	30
29	81	61	71	93	71	62	63	60	29
28	75	50	64	89	64	54	56	52	28
27	69	41	56	85	57	46	49	45	27
26	62	33	47	80	50	39	42	38	26
25	55	26	39	74	43	32	35	32	25
24	48	20	32	67	37	25	29	26	24
23	41	15	26	59	31	19	23	21	23
22	34	11	21	52	25	14	18	16	22
21	28	8	17	45	20	10	13	12	21
20	22	5	13	38	15	7	9	9	20
19	17	3	10	32	11	4	6	6	19
19	13	2	7	26	7	2	4	4	18
17	10	1	4	21	4	1	2	2	17
16	7		2	16	2		1	1	16
15	5		1	12	1				15
14	3			9					14
13	2			6					13
12	1			4					12
11				2					11
10				1					10
Mean	24.6	28.1	26.5	21.8	26.2	27.7	27.3	27.9	Mean
SD	5.2	4.0	5.0	5.1	5.0	4.6	4.8	5.1	SD

## Appendix C

Self-Esteem Score	Percentile Equivalent
108	99
106	94
104	88
102	81
100	74
98	67
96	60
94	53
92	47
90	41
88	36
86	31
84	27
82	23
80	19
78	16
76	13
74	10
72	8
70	6
68	5
66	4
64	3
62	2
60	2
58	1
56	
54	

Norms based on the national adult sample of 245 females and 246 males

Appendix D

P.O. Form 18 (rev. 1/97)

**PERFORMANCE EVALUATION**

NAME \_\_\_\_\_ I.D.# \_\_\_\_\_ DATE OF EVALUATION \_\_\_\_\_

PERIOD COVERED: From \_\_\_\_\_ to \_\_\_\_\_ TYPE: ( ) 90 day ( ) 6 month ( ) Annual  
( ) Exit ( ) Other

INSTRUCTIONS: Carefully evaluate the employee's performance in relation to the current job responsibilities and length of time on the job. Check the rating which most accurately describes your assessment of the factor, then add supportive detail and/or comments. Effective communication throughout the evaluation period is invaluable in order to avoid any "surprises", as the employee should have a clear understanding of the exact results expected in the position held.

5 - Regularly exceeds expectations    4 - Often exceeds expectations    3 - Average  
2 - Sometimes fails to meet expectations    1 - Rarely meets expectations    N - Not Applicable

NOTE: In assigning points to determine total, figure "not applicable" as 3 points.

Section I

Factor & Description		5	4	3	2	1	N
Job Knowledge	Possession of the education and/or experience necessary to perform all aspects of the job.						
Comments: _____							
Productivity/Quantity	The amount of work produced and/or the pace at which work is performed.						
Comments: _____							
Competency/Accuracy/Quality	The overall grasp of job elements and the thoroughness and quality with which performed.						
Comments: _____							
Judgment/Decision Making	The ability to think intelligently & logically to reach conclusions after weighing all possibilities or ramifications. Begins with the end in mind & applies "win-win" principles.						
Comments: _____							
Responsibility/Initiative	The degree to which the employee is willing to take pro-active action, be self-motivated and to display a sense of urgency about duties.						
Comments: _____							
Communication Skills	The ability to get the point across in an appealing manner, considering clarity of both written & verbal communication. Actively seeks first to understand before being understood.						
Comments: _____							
Performance of Essential Job Functions	The diligence with which the regularly assigned responsibilities are pursued and achieved without supervisory intervention.						
Comments: _____							

Factor & Description		5	4	3	2	1	N
Working Relationships	Sensitivity to the needs of others and ability to accept interpersonal differences so as to deal effectively and harmoniously with clients, staff, & the community. Employs "7 Habits" in dealings with others. Is effective team member.						
Comments: _____							
Conduct/Professional Ethics	The degree to which a reputation is maintained for honesty, trustworthiness & ethical behavior & confidentiality is maintained.						
Comments: _____							

Section I Total Points \_\_\_\_\_ X 3 = \_\_\_\_\_

Section II

Factor & Description		5	4	3	2	1	N
Flexibility/Adaptability	The ability to adjust to change, work procedures, or difficult situations, to accept crises and consider new ideas, and to behave in different ways in different situations.						
Comments: _____							
Attendance	Faithfulness in coming to work & being on time.						
Comments: _____							
Record Keeping/Documentation/Follow-Up	The attention to detail and documentation necessary to insure that results are achieved. Appropriate/timely completion of internal forms & external requests for information.						
Comments: _____							
Dependability	The degree to which individual can be counted upon to work on tasks without procrastination.						
Comments: _____							
Professional Development	The degree to which professional skills are maintained, developed, or enhanced through the employee's own initiative.						
Comments: _____							
Alertness	The ability to grasp instructions quickly and to retain what is learned.						
Comments: _____							
Job Attitude/Interest	Enthusiasm displayed toward Center/department objectives and activities as well as concern for the well-being of the overall agency.						
Comments: _____							

Section II Total Points \_\_\_\_\_ X 2 = \_\_\_\_\_

Section III

Factor & Description		5	4	3	2	1	N
Creativity Comments: _____	Use of imagination & original ideas/methods to improve work situation or assist in treatment.						
Stability/Objectivity Comments: _____	The degree to which individual remains in control and maintains proper perspective.						
Appropriate Professional Appearance Comments: _____	Degree to which attire and overall appearance are appropriate for the job/situation.						
Time Management Comments: _____	The ability to establish work priorities and to utilize available time wisely. Puts first things first & begins with the end in mind.						
Potential for Growth Comments: _____	The degree to which desire for professional & personal growth is demonstrated & is complemented by ability and contributions.						

Section III Total Points \_\_\_\_\_ X 1 = \_\_\_\_\_

Section IV - Supervisory Staff Only

Factor & Description		5	4	3	2	1	N
Staff Development Comments: _____	Involves staff in all areas related to their work, and both encourages and assists staff in self-development.						
Delegation Comments: _____	Empowers staff to accept responsibility by relinquishing authority as appropriate.						
Leadership/Motivation Comments: _____	Sets example and provides guidance, inspiration and encouragement to staff, utilizing "win-win"						
Planning/Organizing Comments: _____	Ability to foresee situations and prepare workable strategies.						
Human Resource Management Comments: _____	Accurately assesses and utilizes staff talents and abilities, and uses appropriate measures to improve staff performance where needed.						



Factor & Description		5	4	3	2	1	N
Advocacy	Represents staff/clients through appropriate channels.						
Comments: _____							

Section IV Total Points \_\_\_\_\_ x 3 = \_\_\_\_\_

GRAND TOTAL POINTS \_\_\_\_\_

\*NOTE: "Not applicable" rates a score of 1 for the factor

IS THIS INDIVIDUAL REQUIRED TO DRIVE FOR THE POSITION HELD? ( ) YES ( ) NO  
IF YES, ( ) CHECK HERE TO INDICATE THAT SUPERVISOR HAS SEEN AND NOTED CURRENT VALID DRIVERS LICENSE. THOSE REQUIRED TO DRIVE MUST HAVE VALID LICENSE OR CANNOT BE PERMITTED TO WORK.

OVERALL RATING:

Non - Supervisory Staff

- \_\_\_\_ Outstanding (207 - 230 points) - Regularly exceeds expectations
- \_\_\_\_ Very Good (161 - 206 points) - Often exceeds expectations
- \_\_\_\_ Average (115 - 160 points) - Consistently satisfactory
- \_\_\_\_ Poor (69 - 114 points) - Sometimes fails to meet expectations
- \_\_\_\_ Unacceptable (68 points or below) - Rarely meets expectations

Supervisory Staff

- \_\_\_\_ Outstanding (288 - 320 points) - Regularly exceeds expectations
- \_\_\_\_ Very Good (224 - 287 points) - Sometimes exceeds expectations
- \_\_\_\_ Average (160 - 223 points) - Consistently satisfactory
- \_\_\_\_ Poor (96 - 159 points) - Sometimes fails to meet expectations
- \_\_\_\_ Unacceptable (95 points or below) - Rarely meets expectations

Recommendations: (check/complete as many as appropriate for the circumstances)

- ( ) Remove from probation
- ( ) Properly placed, review again as regularly scheduled
- ( ) Properly placed, review again on \_\_\_\_\_
- ( ) Extend probation \_\_\_\_\_ days
- ( ) Place on probation \_\_\_\_\_ days
- ( ) Performance Improvement Plan (must be attached, with previous action on file)
- ( ) Issue warning for poor/unacceptable performance
- ( ) Transfer (New position \_\_\_\_\_)
- ( ) Promote (New position \_\_\_\_\_)
- ( ) Other \_\_\_\_\_

Summary comments: \_\_\_\_\_

Rated by: \_\_\_\_\_  
Immediate Supervisor's Signature      Supervisor's Title      Date

Reviewed by: \_\_\_\_\_  
Program Supervisor/Director's Signature\*\*      Title      Date

\*\*NOTE: ALL EVALUATIONS MUST BE REVIEWED BY THE PROGRAM SUPERVISOR OR DIRECTOR BEFORE BEING PRESENTED TO THE STAFF

Employee remarks: \_\_\_\_\_

I hereby acknowledge that this evaluation has been presented to me. My signature denotes certification of the presentation and does not necessarily certify acceptance of or agreement with the contents. I understand that refusal to sign does not constitute placement of the form in the personnel file.

\_\_\_\_\_  
Employee signature      Date

\_\_\_\_\_  
Current address

\_\_\_\_\_  
Current phone #

Table A

Raw Experimental Data

EMPLOYEE ID NO.	HIRED DATE	AGE	SEX	EDUCATION ORIGIN	ACADEMIC SCORE	PERSONAL SCORE	EMOTIONAL STABILITY	COGNITIVE SCORE	ATTITUDE SCORE	ORIGINAL TRAINING	TECHNICAL ABILITY	VIOLATION SCORE	GENERAL ESTIMATE	PERFORMANCE EVALUATION SCORE
3249	06/03/96	45	M	W	62	26	91	38	64	62	96	16	88	163
1015	11/25/96	25	F	W	69	71	64	59	57	88	45	60	99	163
4093	02/03/97	23	F	W	81	87	21	74	50	62	96	52	99	183
1673	11/14/94	28	F	W	48	61	77	21	37	62	42	32	74	212
9867	11/18/96	29	M	W	28	61	17	32	20	88	35	92	41	155
8744	02/15/96	27	M	W	17	20	87	32	37	01	42	01	53	161
3703	01/27/97	25	M	W	05	97	56	21	95	19	29	21	53	141
9844	06/10/96	26	M	W	41	41	82	21	07	62	56	32	67	159
6073	01/13/97	43	M	W	81	15	32	89	31	77	84	52	88	167
2846	09/16/96	37	M	W	69	41	07	67	04	83	23	89	60	184
3028	12/02/96	34	F	W	69	33	13	93	60	97	49	12	81	XXX
2058	11/01/93	27	F	W	69	80	56	59	64	54	98	21	99	165
2560	11/04/96	22	F	W	48	11	26	21	01	62	09	09	31	161
5563	08/26/96	24	F	W	93	20	17	74	50	32	29	45	81	105
2124	06/24/96	39	F	W	86	15	47	38	64	83	35	02	67	166
1351	08/21/95	24	F	W	81	61	32	80	92	32	71	52	99	206
1762	07/05/95	24	F	W	75	33	47	89	01	14	78	02	99	187
1258	08/30/95	23	M	W	55	80	47	80	20	83	56	74	99	170
1266	01/04/93	30	F	W	75	15	82	89	95	46	71	02	99	175
3504	02/03/97	43	M	W	62	50	32	38	64	70	29	45	67	143
3268	09/03/96	31	M	W	90	95	56	67	20	92	84	45	99	172
4017	02/03/97	22	F	W	69	50	56	80	50	92	09	52	99	143
9805	08/19/96	26	F	W	22	95	91	21	83	25	78	38	88	181
4183	08/21/96	23	F	W	86	26	97	93	02	92	06	26	81	XXX
5264	01/22/96	40	F	W	28	92	82	32	50	88	93	06	88	149

XXX = Termination

# Selection Instrument

EMPLOYEE ID No.	HIRE DATE	AGE	SEX	NATIONAL ORIGIN	ASSOCIATION	PERSON QUALITY	EMOTIONAL STABILITY	SOFT SKILLS	CAREER DESK	TECHNICAL TRAINING	TECHNICAL RELEVANCE	W/COE	TEST SCORE	PERFORMING EVALUATION SCORE
2063	09/03/96	27	M	W	22	87	96	32	20	99	63	26	94	153
9910	01/27/97	22	F	W	22	80	21	67	71	39	13	38	67	149
1450	09/05/95	24	F	W	55	80	39	52	57	88	29	52	88	159
3087	12/02/96	23	F	W	62	61	87	45	25	99	56	52	99	172
1019	04/01/91	31	F	W	69	11	47	45	83	46	49	21	60	185
6872	03/02/97	24	F	W	55	80	20	96	43	39	89	21	94	158
1332	07/24/95	33	F	W	81	71	13	89	71	54	13	95	99	192
1435	07/11/96	25	F	W	48	50	26	32	71	10	23	01	53	170
2873	12/23/96	23	M	W	41	80	39	85	83	77	66	67	94	189
3808	02/03/97	24	F	W	34	95	47	45	64	46	78	52	88	147
7282	10/07/96	57	M	W	34	92	82	52	97	62	63	21	99	166
2317	01/02/97	40	F	W	34	50	32	38	50	19	06	16	53	152
1325	11/01/95	27	M	W	05	87	32	12	71	83	93	32	31	196
7886	05/23/96	28	M	W	07	87	56	10	54	07	01	26	53	175
6659	09/01/94	25	F	W	22	80	56	26	71	01	13	45	60	172
4117	05/01/96	24	F	W	86	33	64	67	43	83	96	38	99	178
3927	01/06/97	23	F	W	41	61	47	52	83	54	09	25	74	146
4263	11/25/96	40	F	W	55	92	47	45	77	54	93	38	94	209
3372	02/02/97	29	F	W	48	71	56	45	37	88	29	74	81	XXX
1420	12/01/92	27	F	W	17	92	71	12	95	19	35	67	60	199
1763	07/05/95	29	F	B	17	26	21	67	11	32	42	09	41	185
3947	05/01/96	24	F	W	34	81	71	52	77	19	49	09	81	194

xxx = Termination

Table B

GPP-I Scale Means and Standard Deviations

	N	MEAN	STD DEV
ASC	47	51.02	25.38
RES	47	60.06	28.18
EST	47	50.74	25.54
SOC	47	52.64	25.48
CAU	47	52.60	28.26
OTH	47	55.24	28.99
PRE	47	50.02	30.20
VIG	47	36.23	25.07
EST	47	77.91	20.55
PERF	47	169.48	20.98

Table C

## Correlation Matrix of GPP-I Scales

Dependent Variable: PERF = Performance

Variables:

ASC = Ascendancy

RES = Responsibility

EST = Emotional Stability

SOC = Sociability

CAU = Cautiousness

OTH = Original Thinking

PRE = Personal Relations

VIG = Vigor

SET = Self Esteem

	ASC	RES	EST	SOC	CAU	OTH	PRE	VIG	SET	PERF
ASC	1	-.46*	-.18	.67*	-.19	.43*	.18	.14	.56*	.01
RES	-.46*	1	.10	-.25	.34*	-.06	.19	.31*	.22	.13
EST	-.18	.10	1	-.32*	.04	-.07	.20	-.30*	.27	.06
SOC	-.67*	-.25	-.32*	1	-.13	.29	.16	.16	-.60*	.01
CAU	-.19	.34*	.04	-.13	1	-.29*	.07	-.07	.11	.12
OTH	.43*	-.06	-.07	.29	-.29*	1	.17	.36*	.28	-.07
PRE	.18	.19	.20	.16	.07	.17	1	-.12	.48*	.28
VIG	.14	.31*	-.30*	.16	-.07	.36*	-.12	1	.19	.10
SET	.56*	.22	.27	.60*	.11	.28	.48*	.19	1	.06
PERF	.01	.13	.06	.01	.12	-.07	.28	.10	.06	1

Table D

---

Regression Results

Dependent Variable: Performance

	t value	<.05
ASC	1.31	.20
RES	1.15	.26
EST	1.37	.18
SOC	1.04	.31
CAU	.44	.66
OTH	-1.46	.15
PRE	2.24	.03*
VIG	1.58	.13
EST	-1.53	.14

9 Scales

Multiple R = .47  
 R squared = .22  
 $F(9,32) = 1.02$   
 P = .45

9 Scales + Age & Tenure

Multiple R = .56  
 R squared = .31  
 $F(11,32) = 1.32$   
 P = .26