


Gordon Personal Profile-Inventory

Administration Guidelines



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The following information offers general guidelines for using the *Gordon Personal Profile-Inventory (GPP-I)* for employee selection purposes. We also recommend that you consult with your Human Resource leadership to determine the specific steps of your organization's process. Documentation of your process and training for all users is recommended. For comprehensive information on the development and research related to the *GPP-I*, please reference the support materials available in PDF format at TalentLens.com.

HOW TO USE THE GPP-I FOR SELECTION PURPOSES:

The *GPP-I* is administered in full form during each administration. Each individual assessed will receive scores on the 9 personality-based competencies. Additionally, these 9 competencies are used to derive other behavioral traits such as leadership potential and sales influence. However, the information provided in the one-page *GPP-I* report will likely be incorporated into the specific hiring decision differently for each role being filled. The following process is a general guideline for proper use of the *GPP-I* in selection systems.

1. Define the job or role for which you make a hiring decision. There are many ways to define a job, from formal job analysis to simply writing a job description based on the hiring/department manager's needs. Please follow your organization's process for job definition. From this exercise you should have the following information at hand:
 - a. Specific tasks/activities that will be performed by the individual.
 - b. The responsibilities and accountabilities for the role. In other words, what should the activities listed above produce for the organization, if done well by the individual(s) eventually hired.
 - c. The work context and tools. For example, the individual will work in a cubicle, or an office with a door or outdoors. The individual will work with Microsoft Office software, or with a particular accounting system, etc.
2. Determine the knowledge, skills, abilities and other characteristics (KSAOs) that are required to perform well in the job being filled. The personality-based competencies required for the position falls under the "Other" category of requirements.
3. Review the personality-based competencies measured by *GPP-I*, defined below. Based on the definitions and your KSAO requirement list, select those competencies measured by the *GPP-I* that are important to target-level job performance. It is best to identify those competencies that an individual should have high levels of rather than identify those competencies which you prefer an individual not to have.

4. Document which competencies you will use in the hiring decision for the particular role and determine how they will be incorporated into the hiring decision in a consistent manner. You should decide:
 - a. When the test will be administered. For example, before the interview or after the interview.
 - b. How you will combine the selected GPP-I scores with other information obtained throughout the selection process. Many organizations use a holistic approach where the interview results, resume review, assessment results (including the GPP-I) and other information are considered together to generate a comprehensive profile of the individuals being considered. Other organizations may use more formal procedures, such as setting cut-scores, which establish minimum percentile scores for each of the selected competencies for making a positive hiring decision.
5. Once you define the procedure for how you will use the GPP-I results to make the hiring decisions, follow the procedure consistently. Consistent use of the GPP-I is the only way to ensure effectiveness and legal defensibility.

For optimal hiring results, the GPP-I should be used with other pre-employment screening products and processes. The GPP-I is an ideal complement to candidate information gathered through interviews, references, and resumes.

General Overview and Competency Definitions for the GPP-I

The *Gordon Personal Profile-Inventory (GPP-I)* has been designed to measure nine important personality-based competencies that are required, in various combinations, for many roles within organizations today. Personality consists of interests, work style preferences, and work values.

The relevance of each competency measured with the GPP-I varies as each role requires a unique combination of personality characteristics for optimal performance.

Scale Definitions

Assertiveness (Ascendancy)

- ✓ High scorers adopt an active role in a group, make independent decisions, and are self-assured in their relationships with others.
- ✓ High scores in *assertiveness* are important in careers where decisive action is required, such as leadership and management positions.

Responsibility

- ✓ High scorers stick to a job until it is completed, they are thorough in their work produced, are determined and persistent, can be relied upon, and are methodical.
- ✓ High scores in *responsibility* are important in careers where employees are required to work within a process and follow standards at all times, especially when the employees are not being monitored, such as quality control.

Stress Tolerance

- ✓ High scorers are calm and easy going, tend to be worry-free, handle change well, and are not easily frustrated.
- ✓ High scores in *stress tolerance* are important in fast-paced and potentially stressful careers, such as public safety officers and healthcare.

Sociability

- ✓ High scorers like to be around other people, like to work with others, are gregarious/out-going, find it easy to make new acquaintances, and get along with others socially.
- ✓ High scores in *sociability* are important where interaction with others is important, such as leadership or supervisory positions, sales professionals, and customer support.

Self-Confidence (Self-Esteem)

- ✓ High scorers hold a positive view about themselves, are comfortable taking action, believe they will be successful, and their self-worth is more internally driven than externally driven.
- ✓ High scores in *self confidence* are important in roles that are not well-defined such as new positions, roles that face rejection such as sales representatives, and roles requiring taking and maintaining control of situations such as leaders, supervisors, and public safety.

Cautiousness

- ✓ High scorers consider matters carefully before deciding/acting, tend to be risk-averse, are not impulsive, and feel responsible and accountable.
- ✓ High scores in *cautiousness* are important for roles such as researchers, lab technicians, and finance professionals.

Original Thinking

- ✓ High scorers like to work on difficult problems, are intellectually curious, and enjoy thought-provoking discussions.

- ✓ High scores in *original thinking* are important in leadership strategy and other roles where it is necessary to provide ideas and creative innovation.

Personal Relationships

- ✓ High scorers have trust and faith in people, are tolerant, patient, and understanding. They are empathetic to others' issues.
- ✓ High scores in *personal relations* are important in careers where it is necessary to show empathy and sensitivity, including nursing, counseling, and customer service.

Vigor

- ✓ High scorers are energetic, like to work at a fast pace, and are able to accomplish more than most others.
- ✓ High scores in *vigor* are important for roles in fast-paced environments including leaders, call center representatives, and entrepreneurs.

Leadership Potential

High scores on the following set of **GPP-I** competencies have been proven to effectively identify leadership potential.

- ✓ Assertiveness
- ✓ Original Thinking
- ✓ Vigor

Sales Influence

High scores on the following set of **GPP-I** competencies have been proven to effectively predict the ability to influence in sales roles.

- ✓ Assertiveness
- ✓ Responsibility
- ✓ Vigor

Administration

The **GPP-I** assessment is administered through the online testing platform at TalentLens.com and takes approximately 15–20 minutes to complete. The online score report is automatically generated and available for review by the test administrator immediately upon assessment completion.

Paper-and-pencil versions are also available and require hand-scoring.

Understanding the Scores Reported

The Raw Score is the sum of the points assigned to each answer provided. Raw scores are unstandardized and should not be used to make comparisons between performances on the assessment unless other information about the characteristic of the assessment is available.

The Percentile Score is a standardized score which indicates the amount of the competency the individual possesses, relative to individuals in the norm group (i.e., peers). The percentile score tells you the proportion of the peer group that possess less of the specific competency than the individual assessed and for whom the report was prepared. For example, if an individual's score on the *Personal Relations* scale is at the 75th percentile, it means that 75% of his or her peers possess less of the *Personal Relations* trait. Any score above the 50th percentile is above-average.

Norms

The online **GPP-I** norms were established for the general adult working population. This norm group is appropriate to use for all roles.

Educational norms for male and female college and high school students are available in the manual as well as norms for sales representatives, managerial, and executive positions. The manual is available online at TalentLens.com.