

Using the CPI 260® Instrument with the Watson-Glaser™ II Critical Thinking Appraisal



Both the CPI 260® assessment and the *Watson-Glaser™ II Critical Thinking Appraisal* were developed as tools for professional development. Each in its own way examines the areas in which an individual is more or less effective and makes recommendations for improvement. When we use these two instruments together, the resulting data tell a rich story about our clients and their competencies, perspectives, behaviors, and more. The goal of this guide is to offer a strategy for using these instruments side by side to provide a larger pool of information about clients from which practitioners can draw to create hypotheses and provide interpretations.

THE CPI 260® ASSESSMENT

The CPI 260 instrument offers a unique opportunity for individuals to develop an increased level of self-awareness in terms of their strengths and style. The instrument acts as a multirater, in that it serves to describe people as if they were being described by someone who knows them very well. The data are separated into categories that describe people's approach toward others, rules, achievement, and psychological functioning. In addition, individuals can be compared to a sample of on-track leaders who attended the Leadership Development Program at the Center for Creative Leadership (CCL). The norm base is the result of CPP's collaboration with CCL, using CCL's participants as a benchmark. The competencies identified in the CPI 260 instrument were developed as necessary components for effective and successful leadership execution.

The CPI 260 instrument has a rich database and history with all scales performing well in both reliability and validity. The instrument has shown to be effective for use in leadership development, coaching, succession planning, and performance effectiveness.

Two reports are available for the CPI 260 instrument. The CPI 260® Client Feedback Report—the basic profile of the instrument—provides and describes an individual's results on the various scales. The CPI 260® Coaching Report for Leaders analyzes eighteen leadership characteristics in five core performance areas, enabling managers and executives to capitalize on their strengths, target areas for further development, set goals, and plan action steps.

THE WATSON-GLASER™ II CRITICAL THINKING APPRAISAL

The *Watson-Glaser II Critical Thinking Appraisal* is used to assess and develop decision-making skills and good judgment. It looks at a number of competencies in three skill areas (referred to as the "RED" model of critical thinking):

- **R**ecognizing assumptions
- **E**valuating arguments
- **D**rawing conclusions

Three reports are available for the Watson-Glaser assessment: a Profile Report, an Interview Report, and a Development Report. The Development Report, the focus of this guide, applies a client's results to build a custom learning and development plan to enhance that individual's critical thinking skills. It highlights specific skills as strengths to leverage, areas for further exploration, or opportunities for development.

COMBINING THE DATA

As shown in the chart below, several of the CPI 260 leadership characteristics (LCs) and scales elaborate on the three aspects of critical thinking analyzed by the Watson-Glaser assessment. When we combine these data, we can maximize the learning opportunities for our clients.

Watson-Glaser™ Aspects of Critical Thinking	CPI 260® Leadership Characteristics (LCs) and Scales
Recognizing Assumptions	Self-awareness (LC 1) Influence (LC 17) Resilience (LC 3) Self-control (LC 2) Understanding Others (LC 9) Self-confidence (LC 15) Sensitivity
Evaluating Arguments	Interpersonal Skill (LC 8) Understanding Others (LC 9) Responsibility Handling Sensitive Problems (LC 13) Creativity (LC 12) Tolerance
Drawing Conclusions	Well-being Self-control Independence Sensitivity Influence (LC 17) Action Orientation (LC 14) Flexibility

As you begin the interpretation of the CPI 260 assessment, you have a few critical things to consider. First you must check the profile to make sure it is valid. Usually the report will read “No indication of anything unusual was found” on the second page. After this validity has been established, then move to the Good Impression scale and the Level of Satisfaction scale to continue the interpretation.

CPI 260® Good Impression Scale

The Good Impression scale of the CPI 260 instrument indicates the degree to which clients are trying to present themselves in a favorable light, and how much approval they may seek from others. Those with high scores (>70) are often “people pleasers” who look to make other people happy. They may have difficulty saying no for fear of disappointing people with whom they work. Those with low scores (<40) present as governing their behavior from their own vantage point. They may have little concern for what people think of them or how others view them. This scale is important because it provides valuable insight into respondents’ approach to others and to life in general, which may also influence the respondents’ scores in the three skill areas (RED) of the Watson-Glaser assessment, as described below.

Level of Satisfaction

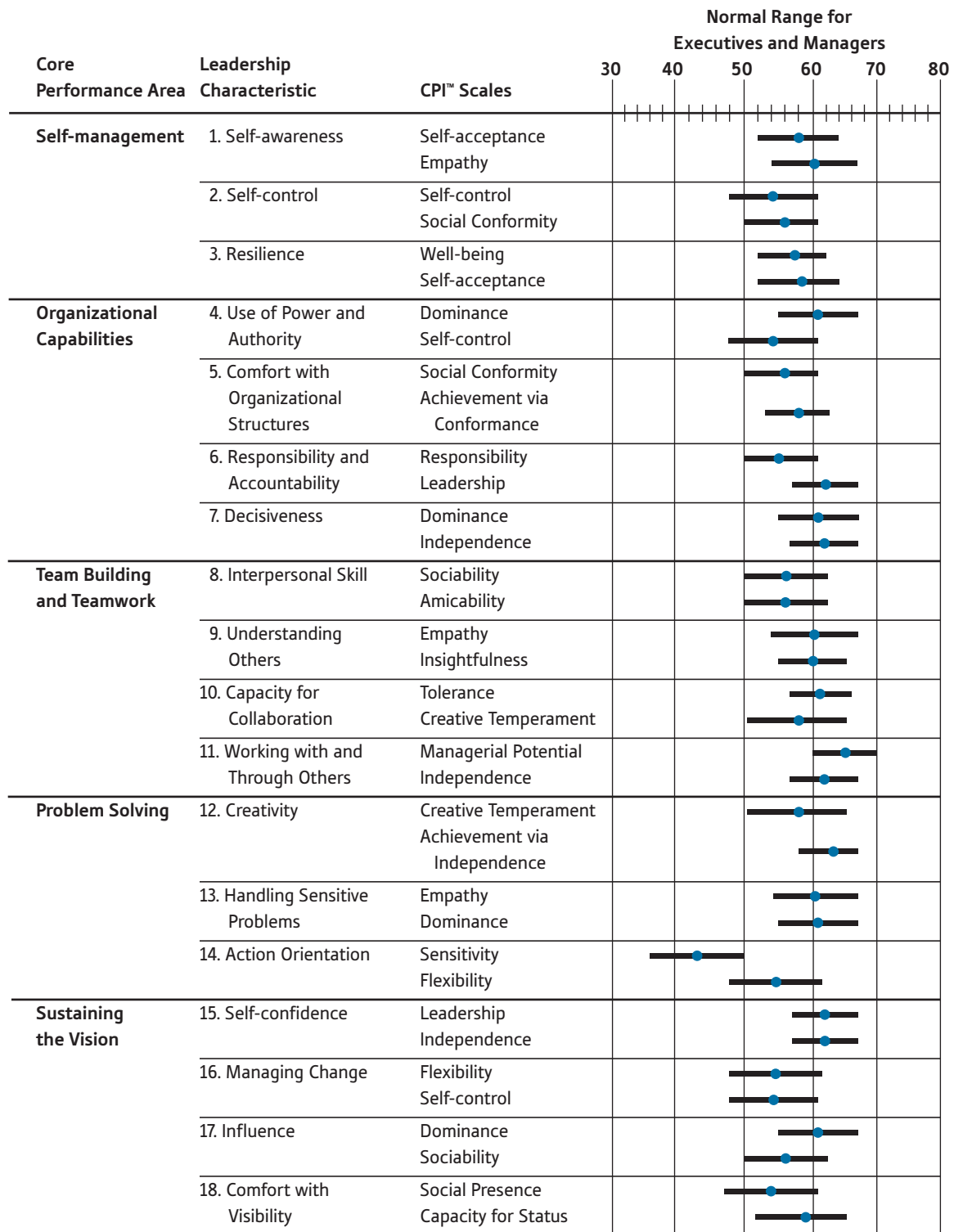
Clients’ level of satisfaction, as graphed on page 5 of their CPI 260® Client Feedback Report, indicates the extent to which they feel they are fulfilling their true potential. Scores on this scale can range from 1 to 7; most respondents score between 3 and 5. When clients score below 3 on this scale, we might hypothesize that they are experiencing some discontent in their life, or that they are not in the best place possible. This scale is composed, in part, of Well-being and Optimism, and speaks to people’s ability to cope under difficult circumstances. When their score is high, it does not mean that their life is perfect. Rather, it indicates that they may have some effective mechanisms for coping with stress.

Critical thinking requires an element of being present in the here and now as well as a degree of concentration. People’s ability to analyze, concentrate, and make decisions is drastically affected by their ability to focus and to be present. When clients score below 3 on the Level of Satisfaction scale, we must consider that their critical thinking performance may not be at its best. The process of working through the RED model of the Watson-Glaser tool could, as a result, be stalled, skewed, or less effective.

Interaction of Leadership Characteristics and CPI 260® Scales

Before we address the relationship of CPI 260 scales and leadership characteristics to the Watson-Glaser aspects, we should understand the interaction between the scales and leadership characteristics of the CPI 260 instrument. Each leadership characteristic is informed by two CPI 260 scales. The chart on the following page lists these combinations and shows the ranges and modal scores of the instrument’s norm population (5,610 on-track managers and executives who participated in the Leadership Development Program at the Center for Creative Leadership).

Mean and Midrange Scores of the Executive Norm Group on the Leadership Characteristics



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The chart below links the three Watson-Glaser aspects to the CPI 260 leadership characteristics and scales. High scores may indicate strengths; scores that are low or too high may indicate opportunities for development.

Watson-Glaser™ Aspects of Critical Thinking	CPI 260® Leadership Characteristics and Scales		
	Strengths	Opportunities for Development	
	High	Low	Too High
Recognizing Assumptions	Self-awareness (LC 1) Influence (LC 17) Resilience (LC 3) Self-control (LC 2) Understanding Others (LC 9) Self-confidence (LC 15) Sensitivity	Self-acceptance Well-being Insightfulness Flexibility Self-control	Self-acceptance Social Conformity
Evaluating Arguments	Interpersonal Skill (LC 8) Understanding Others (LC 9) Responsibility Handling Sensitive Problems (LC 13) Creativity (LC 12) Tolerance	Flexibility Responsibility Social Conformity	Sensitivity Empathy
Drawing Conclusions	Well-being Self-control Independence Sensitivity Influence (LC 17) Action Orientation (LC 14) Flexibility	Self-acceptance Self-control Achievement via Independence	Dominance Empathy Tolerance

Recognizing Assumptions

The process of recognizing assumptions is influenced by many different factors, as described below. When we know more about clients’ self-awareness, confidence, disposition, and self-regulation of impulses, we can begin to see the impact these have on their ability to be objective and recognize the origin of their thoughts and ideas. Below is a discussion of some of the links between the CPI 260 instrument and the “Recognizing Assumptions” aspect of the Watson-Glaser tool.

Recognizing Assumptions (Watson-Glaser™) and Self-awareness (CPI 260® Instrument). The Self-awareness leadership characteristic of the CPI 260 assessment comprises the Self-acceptance and Empathy scales. Self-acceptance is interdependent with self-esteem and sense of worth. The way people see themselves informs the way they see the world. Clients who have a low score on

the **Self-acceptance** scale of the CPI 260 instrument may have a tendency to assume the worst in situations regardless of what they observe. Clients who tend to see mostly flaws in themselves will also apply that view to others and to situations. Clients whose Self-acceptance score is high are likely to feel good about themselves and are able to be relatively objective in the way they see the world.

Empathy is also key to self-awareness. A client's low score on the **Empathy** scale of the CPI 260 instrument may indicate that she has a skewed perception and sees things only as she has experienced them. Clients with a low score (<40) may have difficulty allowing for the needs or perspectives of others, focusing more on what they think and feel. This affects their assumptions by limiting their ability to see the whole picture. Those with a high score (>60) likely have an easier time adjusting to the world around them and can check themselves if they think they might be creating a scenario in their mind that does not exist. They have an increased level of mental agility in maneuvering the way they see themselves and others according to the situation at hand.

Recognizing Assumptions (Watson-Glaser™) and Influence (CPI 260® Instrument). On the CPI 260 tool, how people influence others is a combination of how willing they are to take charge (Dominance scale) and the degree to which they need to be heard (Sociability scale). When clients' **Dominance** score is high (>60), it indicates that they feel comfortable leading others and move toward accomplishing things with and through people. They have confidence in their ability to help others see their perspective and to persuade those who are skeptical to shift their view. If clients' Dominance score is low, they tend to feel uncomfortable making decisions and hesitate to exert control. They may lack the confidence to check their assumptions with others and, as a result, may move forward with incorrect information and assessment.

Similarly, clients who score high on **Sociability** would likely enjoy the collaboration and investigation aspects of checking into the true source of a thought or feeling. They would share optimism about getting to the core of what needs to be examined and moving forward. Clients who score low on Sociability would find those conversations taxing and likely try to avoid them. Skipping these steps could increase the likelihood of their making an incorrect assumption.

Recognizing Assumptions (Watson-Glaser™) and Resilience (CPI 260® Instrument). The leadership characteristic Resilience includes the ability to bounce back from setbacks and a general attitude of optimism (or pessimism) about life. When clients' Resilience score is high (>60), we can expect them to be well adjusted, have positive self-worth, and take good care of themselves physically and emotionally. This leads to taking necessary steps toward creating a reality that is more manageable. Resilience is composed of two CPI 260 scales: Well-being and Self-acceptance. Clients' **Well-being** score shows whether their attitude tends to be optimistic or pessimistic, and whether they see their glass as half-full or half-empty. It also reveals how they perceive they are functioning or if they seem to have any indication of physical difficulties.

Clients' **Self-acceptance** score indicates the degree to which they are able to accept themselves—"warts and all"—as they examine their talents along with their flaws. When their Self-acceptance score is high, we can expect them to know who they are, be aware of their assets and vulnerabilities, and be able to accept the things they do and don't do well. However, when their Self-acceptance score is elevated (>70) they may be *too* fond of themselves, and in fact may be arrogant or have an inappropriately large ego that keeps them from maintaining a realistic self-perspective. When their Resilience score is low (<40), they may have a negative view of the world and expect situations to unravel at any moment. Low scorers tend to have increased levels of anxiety and to worry about themselves more than do high scorers. This distracts them from being objective and recognizing when they are assuming the worst about either a person or a situation.

Recognizing Assumptions (Watson-Glaser™) and Self-control (CPI 260® Instrument). The leadership characteristic Self-control comprises the CPI 260 scales Self-control and Social Conformity. Clients who score low on the CPI 260 **Self-control** scale often jump to conclusions and have difficulty regulating their impulse to act. They may seek only limited information and proceed as soon as they hear what fits for them. This creates an environment in which they make many misinformed assumptions. When clients' score on Self-control is too high (>70), they may be so cautious that they lose objectivity and focus exclusively on the bigger picture. In this case, they may react impulsively because they haven't collected enough information to make an informed decision, impression, or choice.

The degree to which people follow the rules (high **Social Conformity**) or break the rules (low Social Conformity) also affects how they make assumptions. Depending on where they fall on this scale, they may doubt or question the facts as presented and need more proof before they can proceed. If they make an assumption, it may be challenging for them to see their role in it, as they may deflect responsibility to someone else (e.g., "I only thought that because of what Susan told me.").

Recognizing Assumptions (Watson-Glaser™) and Understanding Others (CPI 260® Instrument). The leadership characteristic Understanding Others is composed of two CPI 260 scales: Insightfulness and Empathy. When clients' **Insightfulness** score is high, that does not necessarily translate to their taking another person's perspective into account before acting. A high score indicates having an interest in learning more about what makes other people tick, but not necessarily having the empathy to provide sympathy or understanding. Therefore, a lack of insight can lead to making assumptions or jumping to conclusions.

When clients' **Empathy** score is high, they likely are able to step back and be objective more easily and can identify what is being taken for granted—the facts they are not clarifying or asking questions about to increase their understanding. Sometimes, when clients' Empathy score is too high (>75), they can lose their objectivity when they try to consider everyone's perspective equally. In this scenario, it may be more challenging for them to recognize the incorrect assumptions they are making about others.

Recognizing Assumptions (Watson-Glaser™) and Sensitivity (CPI 260® Instrument). Clients' **Sensitivity** scale score is important to consider in relation to recognizing assumptions. If it is too low, they may be overly aggressive in getting their point across and may have difficulty shifting their vision to incorporate others' perspectives, leading them to make incorrect assumptions. When clients' Sensitivity score is too high, they may be overly concerned with how others see and feel about them. Admitting to a bias or assumption may make high scorers feel too vulnerable, so they will likely skip checking with others and overanalyze what they think based on how others might see them.

Evaluating Arguments

The next section of the Watson-Glaser assessment analyzes people's behaviors associated with analyzing the reasoning behind an argument and the extent to which they play devil's advocate to explore other approaches. Below is an exploration of some of the links between the CPI 260 instrument and the "Evaluating Arguments" aspect of the Watson-Glaser tool.

Evaluating Arguments (Watson-Glaser™) and Interpersonal Skill (CPI 260® Instrument).

People's approach to evaluating arguments is largely influenced by the way they view the world. For example, if they tend to be suspicious of others or easily annoyed, they may question another person's argument or the evidence supporting his or her position. Such is often the case when clients score low on the Interpersonal Skill leadership characteristic of the CPI 260 assessment. People who keep others at a distance and don't see themselves as being interpersonally savvy may create, through their suspicion and doubt, enough uneasiness to cause "analysis paralysis." On the other hand, people with a high score on Interpersonal Skill may feel more optimistic and tend to see evidence as potential facts in a more straightforward manner. The two scales that make up Interpersonal Skill are Sociability and Amicability. **Sociability** examines the amount of typical activity with others that is satisfying to people. It also speaks to clients' desire to be heard and seen by others or their tendency to want to stay behind the scenes. **Amicability** looks at people's cooperation with and consideration for others. Higher scores suggest more collaboration, whereas lower scores suggest a preference to work more in isolation.

Evaluating Arguments (Watson-Glaser™) and Understanding Others (CPI 260® Instrument).

The leadership characteristic Understanding Others is composed of two CPI scales: Insightfulness and Empathy. When people have an interest in others, it is likely that they will enjoy exploring different perspectives and seeing where an argument might lead. This curiosity could propel them to conduct the research necessary to see an argument from all sides. This is indicative of clients who score high on **Insightfulness** on the CPI 260 assessment. Similarly, when clients' score on Insightfulness is low, examining other people's thoughts is not likely to hold their attention for long. Empathy is another element that is important in evaluating arguments. When clients score high on **Empathy**, they will likely try to see all sides of an argument and use their judgment to expand on their analytic thinking. Empathy can be curvilinear in this category, meaning that a score that is too high (>75) could indicate the client is having difficulty choosing a side in an argument or

seeing the argument objectively because he feels too close to it or is too involved. Similarly, if the person is hoping for a specific outcome and some of the evidence supports this outcome, he may gather less evidence and be content with less data that support his position.

Evaluating Arguments (Watson-Glaser™) and Responsibility (CPI 260® Instrument). We can hypothesize that clients with a high score on the **Responsibility** scale will take the challenge of evaluating arguments very seriously. They will likely take a conscientious approach to examining the data and won't want to see any stone left unturned. If their Responsibility score is too high, the Evaluating Arguments stage may last longer than necessary and not reach a definite conclusion. Clients with a low score on this scale may approach this stage less carefully and not attend to important details that could make the difference. Furthermore, they may doubt their analytical ability and therefore their objectivity.

Evaluating Arguments (Watson-Glaser™) and Handling Sensitive Problems (CPI 260® Instrument). The leadership characteristic Handling Sensitive Problems comprises the scales Dominance and Empathy. Clients who score high on the **Dominance** scale are likely to be taskmasters who enjoy making things happen. If their score is too high, they may rush to judgment without the collaboration necessary for sound evaluations. People with high Dominance scores also tend to be persuasive and may skew some data if they believe they should point in a certain direction. However, when clients blend high Dominance with high **Empathy**, they tend to take a more steady approach, which adds to their level of objectivity.

Evaluating Arguments (Watson-Glaser™) and Creativity (CPI 260® Instrument). The leadership characteristic Creativity comprises the scales Creative Temperament and Achievement via Independence. Having a vision for numerous alternatives is an advantage when examining arguments. One benefit of a high score on the **Creative Temperament** scale is being able to articulate various options and viewpoints in the form of brainstorming. It is important to step back and have some objectivity during this part of the analysis, and the higher clients' score on Creative Temperament, the better able they are to envision multiple pathways of understanding. A high score on **Achievement via Independence** indicates that clients feel confident in undertaking the analysis on their own. This implies confidence in their judgment and perspective, as well as the initiative to move forward with conclusions once they have completed their analysis.

Evaluating Arguments (Watson-Glaser™) and Tolerance (CPI 260® Instrument). The more people can be open to alternate perspectives, the more likely they are to stay open to unknown options and evidence. Clients who score high on the **Tolerance** scale tend to be fair and reasonable and try to be open-minded about the ideas of others. This helps them keep their biases to a minimum, as they are able to see how their perspective can influence their objectivity toward certain arguments. In addition, they may stay open to counterarguments longer, instead of moving forward too quickly.

Drawing Conclusions

The final section of the Watson-Glaser assessment explores the path through which people establish a course of action for moving forward. That is, when evidence is presented, do they use logic to create their position or rely on other sources of information to formulate a conclusion? Following is an exploration of some of the links between the CPI 260 instrument and the “Drawing Conclusions” aspect of the Watson-Glaser tool.

Drawing Conclusions (Watson-Glaser™) and Well-being (CPI 260® Instrument). When people experience anxiety on a daily basis, making sound decisions becomes more challenging for them. Clients who score low on the **Well-being** scale of the CPI 260 assessment tend to be anxious and uncomfortable in complicated situations. When anxiety is present, changing course due to new information may be difficult for low scorers; they may feel paralyzed and unable to make the change. Similarly, if they find it difficult to let go of a perspective or a belief, the end result is affected by their bias. A high score on Well-being indicates a sense of competence in and comfort with drawing reasonable conclusions. People who score high on this scale collect ample data to form their thoughts and ideas and confident in their overall judgment.

Drawing Conclusions (Watson-Glaser™) and Self-control (CPI 260® Instrument). With limited self-regulation, drawing conclusions can be a challenge. Clients who score low on the **Self-control** scale may generalize and jump to a conclusion before the appropriate information is collected and understood. For an organization, this can lead to impulsive decision making that is ineffective and costly. When clients score in the moderate range on Self-control, they are able to pause before making a judgment to consider a plethora of information from multiple sources and choose the best course of action.

Drawing Conclusions (Watson-Glaser™) and Independence (CPI 260® Instrument). Many employees work in a “siloe” environment that denies them access to the relevant information they need. Often this can be linked directly to their leader’s score on the **Independence** scale of the CPI 260 assessment. Independence is an effective characteristic of many leaders—so long as collaborative efforts accompany their own. When leaders score low on Independence, they may place too much responsibility on others to understand evidence and influence perspective. Furthermore, they may lack the initiative to follow through and find out what is really going on or what the facts are. When clients’ Independence score is too high, they may have developed a “my way or the highway” perspective, wherein they consider only information that is appealing to them. Additionally, if they do not collaborate with others, they may miss out on vital information and make conclusions on the basis of limited data.

Drawing Conclusions (Watson-Glaser™) and Sensitivity (CPI 260® Instrument). When clients score low on the **Sensitivity** scale, it may be that they see only what they want to see and, if offered additional information, they may ignore it. Or, they may need to move to action quickly to get things done at the expense of fully evaluating the situation. People who score high on Sensitivity, on the other hand, may find their perspective clouded by the conclusion that people are

hoping for, and may try to skew results in that direction. They may fear taking the wrong path and, as a result, avoid making the decision for fear of disappointing others.

Drawing Conclusions (Watson-Glaser™) and Action Orientation (CPI 260® Instrument). The Action Orientation characteristic comprises the scales Flexibility and Sensitivity. While flexibility in any analytic process is appreciated, too much flexibility can be a liability. When clients score too high on the **Flexibility** scale, they may tend to explore too many options and thus find it difficult to crystallize their perspective. Even after they draw a conclusion, they may enjoy switching their approach for the variety it provides. Clients who score low on Flexibility may dig in their heels and be overly rigid in receiving new information from others. They may want to base their conclusions on what has worked before, even if the situations are not identical.

Furthermore, the degree to which people use sensitivity can stall or facilitate the process, depending on whether they can get buy-in from others around ideas that have been verified and apply them to achieve the best possible outcome. When clients who score high on **Sensitivity** make a tough decision that is unpopular without first checking the facts with their team, it may end badly. If, instead, they check in to see how team members perceive their suggestions, it may save a future step in trying to achieve what they want to achieve. The Sensitivity scale score represents an inverse indication to that of the other scores. Whereas with most scales the ideal range for effective functioning in leaders is 55–65, the typical range for successful executives on the Sensitivity scale is 35–50.

Drawing Conclusions (Watson-Glaser™) and Flexibility (CPI 260® Instrument). In terms of drawing conclusions, the biggest advantage of scoring high on the **Flexibility** scale is the ability to change course when new evidence is presented. Clients with a low score on Flexibility may find it challenging to let go of an idea or solution once they have made a decision. They also may want to make a decision with less information or input in hand than do those who score higher on Flexibility.

CONCLUSION

We've taken a look at the links between CPI 260 leadership characteristics and scales and the three aspects of critical thinking analyzed by the Watson-Glaser assessment. By using the data points from the two instruments together, you can offer your clients a more robust picture of their strengths and style, as well as suggestions for their development.

About CPP, Inc.

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