



**CAA****ST**

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**CHARACTER ASSESSMENT & SELECTION TOOL**

**Designed By**

**PATRICK TOMLINSON & DR. ARETI SMARAGDI**

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# CAAST

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<https://www.patricktomlinson.com/character-assessment-and-selection-tool/>

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**Patrick Tomlinson**

Contact: [ptomassociates@gmail.com](mailto:ptomassociates@gmail.com)

- The primary goal of Patrick's work is the development of people and organizations.
- Development is the driving force related to positive outcomes in all areas of life and work.
- Development is strongly associated with happiness and fulfilment, which underpins achievement.
- Over 35 years of experience in leadership – professional, workforce & and organization development.
- Vast experience in staff selection & development.
- Has carried out longitudinal studies and research on staff retention & helped organizations significantly reduce the costs of ineffective staff selection & development.
- Has helped organizations save 100s K £/\$/€ & achieve excellent outcomes by improving staff selection & development processes.
- Over 6 years of research on the CAST tool.





**Dr. Areti Smaragdi**

Contact: [smaragdi.aret@gmail.com](mailto:smaragdi.aret@gmail.com)

- Areti Studied psychology and neuroscience and gained a PhD in Developmental Psychology in 2017.
- She has co-authored over 30 peer-reviewed articles and two book chapters on high-risk children with behavioural problems.
- A major focus of her work has also been to develop reliable assessment tools.
- Areti & Patrick started working together in 2020 from a mutual interest in the psychology behind what makes individuals work well together, lead, and develop successful teams and organizations.
- Patrick's vast experience in developing teams and organizations, and Areti's background in research and developing assessments provided the perfect springboard to launch CAST.



The logo for CAAST features the letters 'C', 'A', 'S', and 'T' in a bold, dark blue, sans-serif font. The letter 'A' is stylized with a white grid pattern and a yellow semi-circle at its base. The entire logo is set against a white background within a yellow-bordered rectangle.

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## 1. Purpose, Procedure, & Benefits

# PURPOSE of CAST

- 1) Assist organizations in achieving excellent outcomes in staff selection, retention, and development**
- 2) Assist professionals in identifying their developmental needs and objectives to fulfil their personal and professional ambitions.**
- 3) It can be used in any profession, at any level - from entry to CEO. It is especially relevant to those involved in demanding and challenging work.**



# THE CAST TOOL IDENTIFIES

- **WHERE SOMEONE IS AT NOW IN THEIR DEVELOPMENT**
- **SUITABILITY FOR DIFFERENT ROLES & POTENTIAL**
- **AREAS FOR DEVELOPMENT  
SPECIFIC RECOMMENDATIONS**

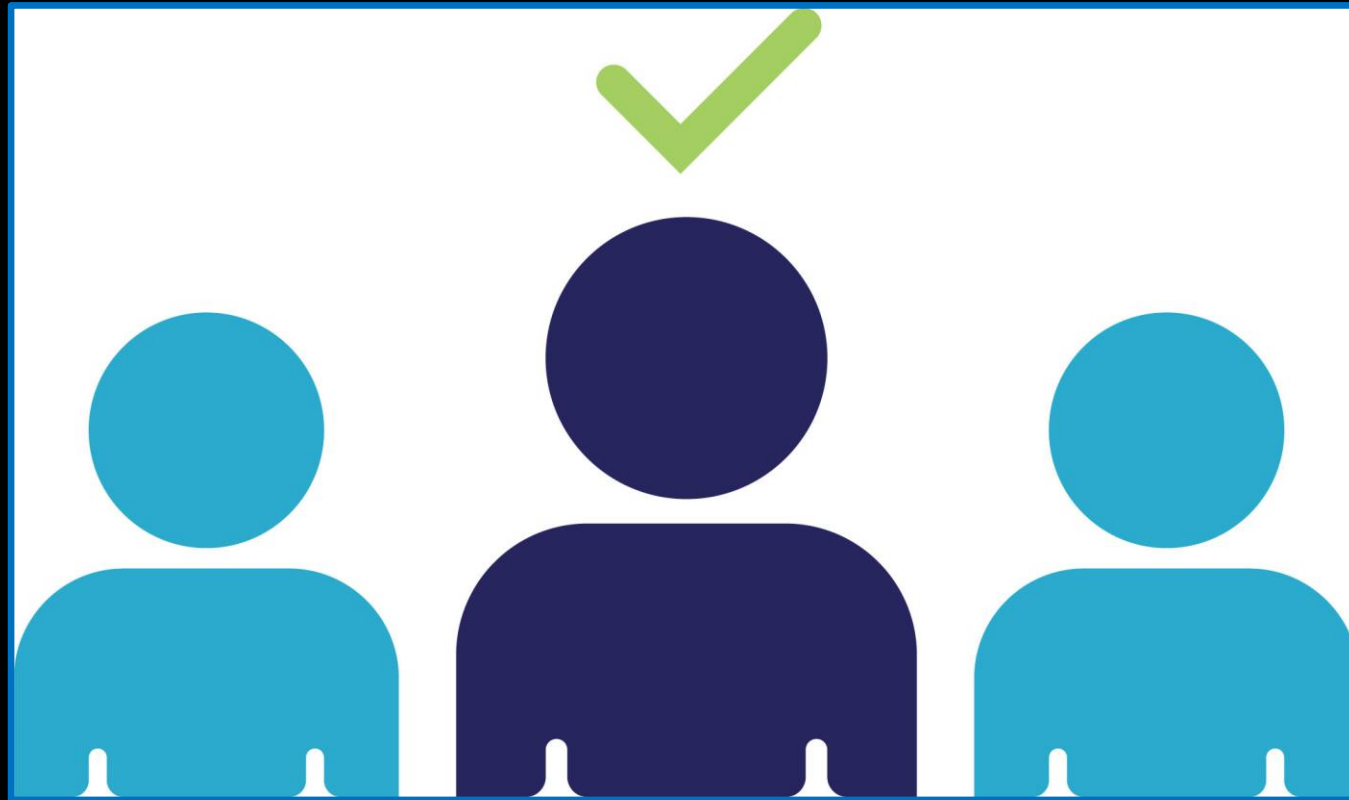
# CAST ASSESSES

- 1. The personal qualities and mindsets that are linked with resilience, positive performance, and development.**
- 2. A person's resilience and development needs, in highly challenging situations.**
- 3. This includes roles as far-ranging as senior management to a foster carer. Resilience is related to the environment as well as the individual. Therefore, identifying development needs can improve resilience.**

# CAST ASSESSES

4. The level of demand and responsibility that an individual is currently capable of.
5. Whether a person is suited to working on their own as well as in a team. Some people are most effective when working as part of a group and others can manage the more isolated type of roles. Identifying this is especially helpful when it comes to remote working. Remote working suits some people but others will struggle with it.
6. Potential for growth and development in the short to long-term.

# PUT THE RIGHT PEOPLE IN THE RIGHT PLACES



# **YOUR BIGGEST RESOURCE IS PEOPLE**

**The biggest resource in any organization is its people. There can hardly be a more important task than selecting the right people for the right job and then helping them develop. The benefits of potential being fulfilled are immense.**

**On the other hand, not achieving potential can be hugely costly on many levels. High staff turnover on its own can have a big impact on performance. An unstable workforce inevitably challenges quality.**



**GOOD TO  
GREAT**

**JIM COLLINS**

## **THE 'RIGHT' PEOPLE ARE YOUR MOST IMPORTANT RESOURCE**

**“The Old Adage “People are your most important asset” is wrong. People are not your most important asset. The right people are.**

**Whether someone is the “right person” has more to do with character traits and innate capabilities than with specific knowledge, background, or skills.” p.64**

# **PUT THE RIGHT PEOPLE IN THE RIGHT PLACES**

**In some fields of work predictability, reliability and familiarity are vital to the service. For example, where the relationships between those involved are central to the task. Fallout and breakdown in these relationships can seriously undermine progress. The costs can be huge on many levels – the financial cost of continuous recruitment, organizational cost, personal cost, society cost, etc.**

**While there are many contributing factors involved in staff retention and development, good staff selection and development are always an important part. The same principles apply in all fields of work and industry.**

# BENEFITS

Results from the assessment provide important information to consider an applicant's suitability for a role and potential for development. This can also be used to help create an Individual Development Plan. It is anticipated that the consistent use of the assessment in organizations will contribute to significant improvements in,

- ✓ retention
- ✓ reduced absence from work
- ✓ engagement
- ✓ quality of performance
- ✓ development

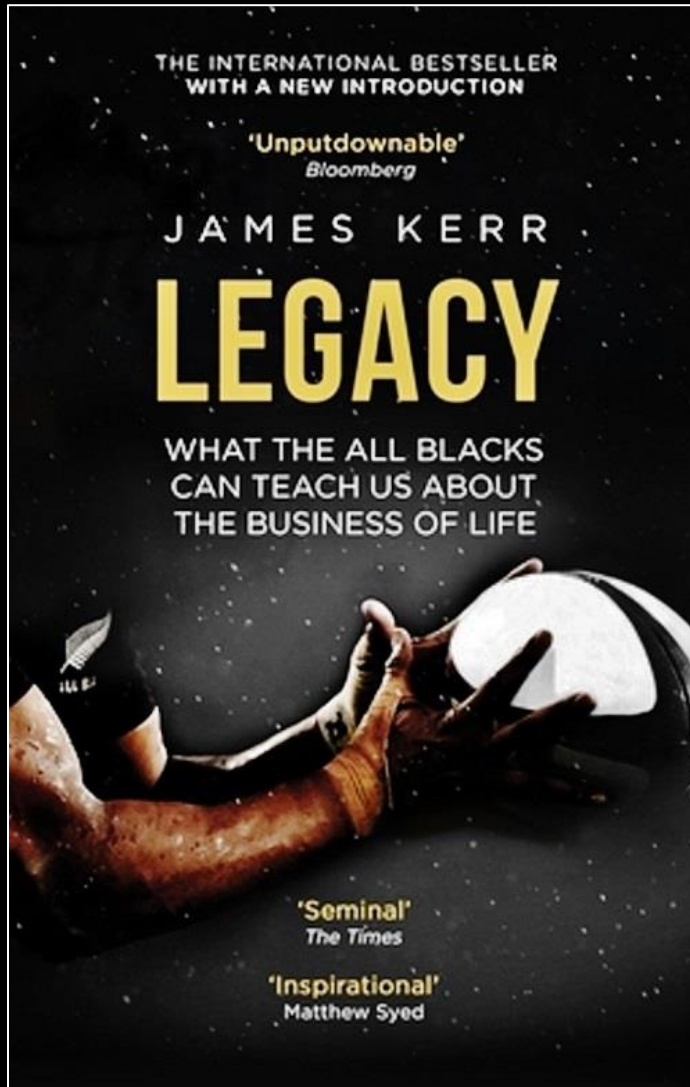


# PROCEDURE

- ❖ The assessment is carried out through a one-to-one online interview, taking approximately 75 minutes.
- ❖ Or an online form-based questionnaire that takes about one hour.
- ❖ The interview consists of many short questions, some with a simple rating system.
  - ❖ A detailed report is provided, summarizing the individual's strengths and vulnerabilities with recommendations for development.



## 2. Why Character?



# WHY CHARACTER

**“The 1st step in developing a high-performance culture – select on character.” (Owen Eastwood, Leadership Consultant)**

**“A handful of talented individuals without personal discipline will lead to final failure.”**

**“Character triumphs over talent.”  
(James Kerr)**

## **WHY CHARACTER**

**Character rather than talent is more likely to influence someone's development in the medium to long-term.**

**A simple online test can tell you how quickly and accurately an individual may solve a problem but will not tell you how they generally approach problems, or how they overcome hurdles.**

# WHY CHARACTER

**Talent on its own does not predict future development. Application, discipline, and deliberate practice are necessary. This is captured well, by Rowdy Gaines, the swimmer who won a Gold Medal in the 100m freestyle at the 1984 Olympics. Referring to his 8 years of focused practice preparing for the event, he said,**

**“I swam around the world for a race that lasted 90 seconds.”  
(Duckworth, 2016, p.132)**

# WHY CHARACTER

**It is important to recognize that resilience is related to several factors.**

- 1) The demands of a particular situation.**
- 2) The individual's characteristics and skills.**
- 3) The quality of the environment the person is in.**

**Understanding all three of these factors and the relationship between them can make a big difference to resilience. Getting the combination right can greatly improve a person's resilience.**

# Hire Character: Train Skill

(Peter Werner Schutz, President  
and CEO of Porsche, 1981-1987)



“The harder I practice,  
the luckier I get.”  
– Gary Player





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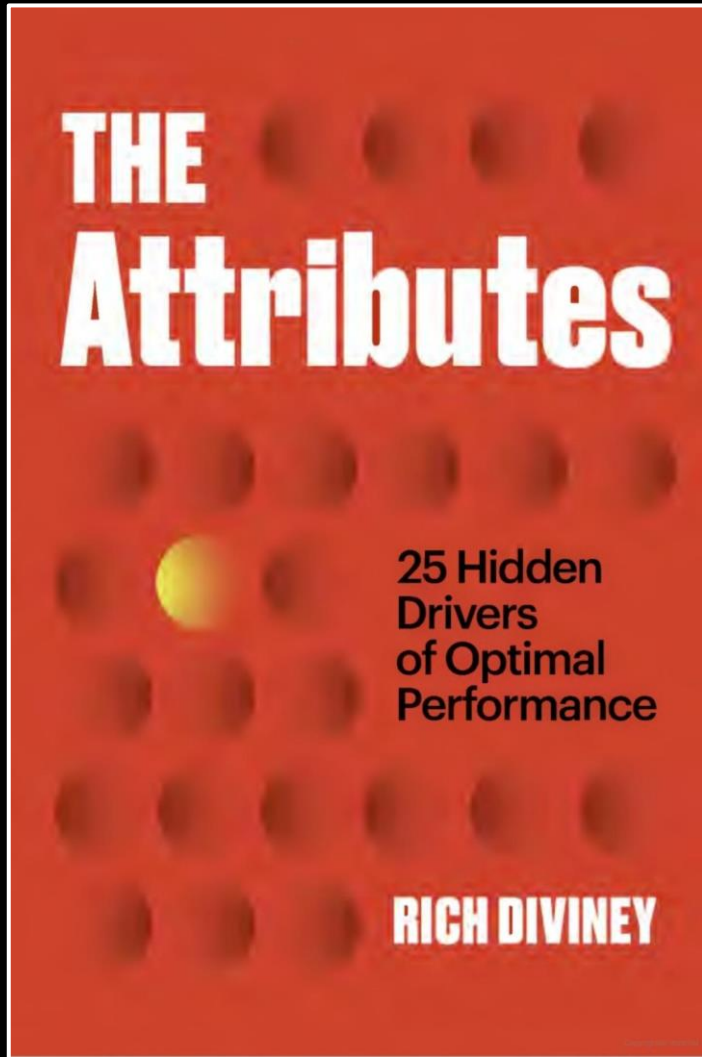
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## **3. Personal Attributes & Character**

# Attributes

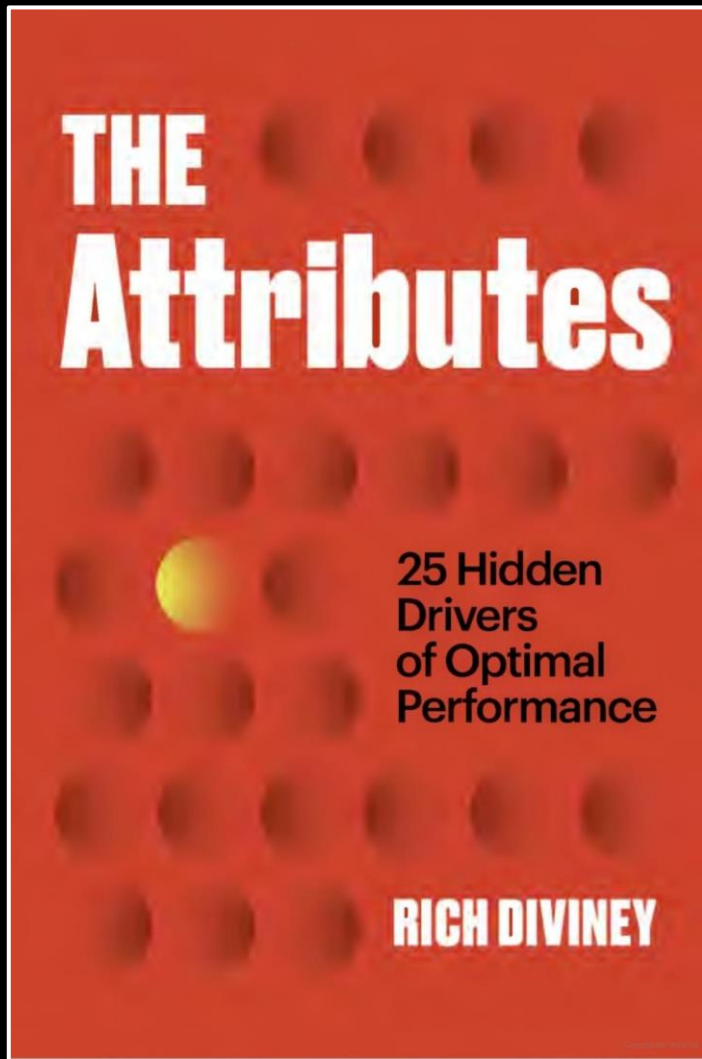
“Attributes are the place to start. Wherever and whenever people need to work cohesively, identifying and understanding attributes—in yourself and in others—is critical to performing at the optimal level.”  
(p.15)



# Attributes

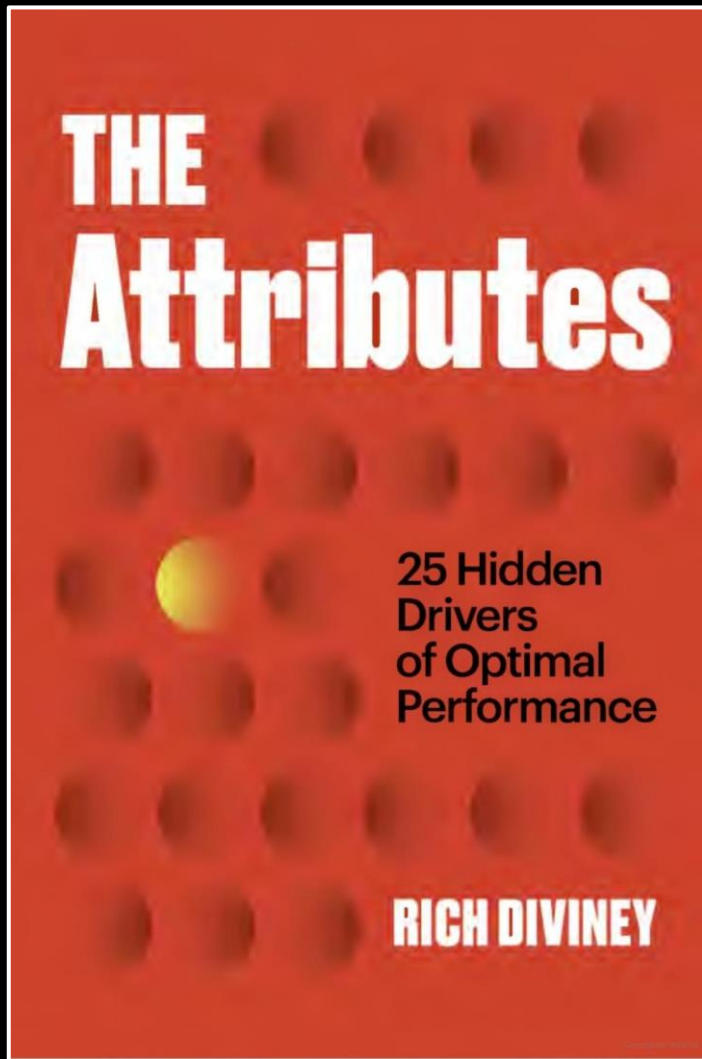
**Personal Attributes are part of our Character.**

“In such extreme situations, how you perform is much less about what you know than who you are. Your skills aren’t necessarily important. What matters more are your attributes.” (p.5)



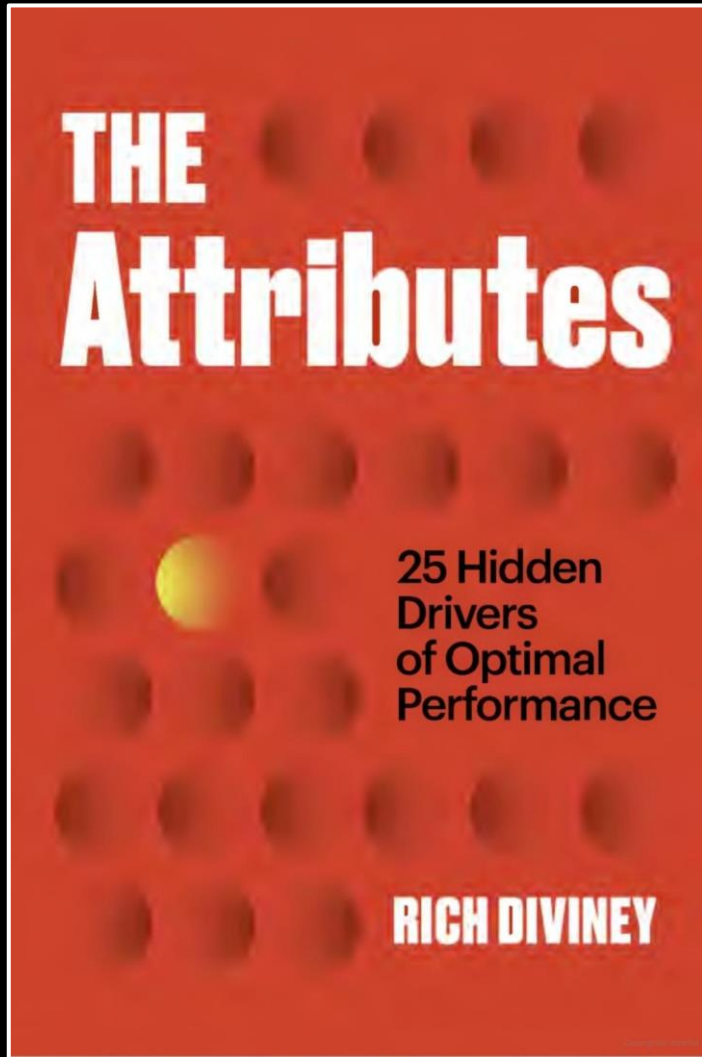
# Attributes

“Attributes are simply the innate traits that determine how an individual will absorb, process, and respond to the world around them... Attributes are everywhere, in everyone, and yet largely unexamined. Your attributes are driving your behavior all the time, even now as you read this sentence.” (p.23)



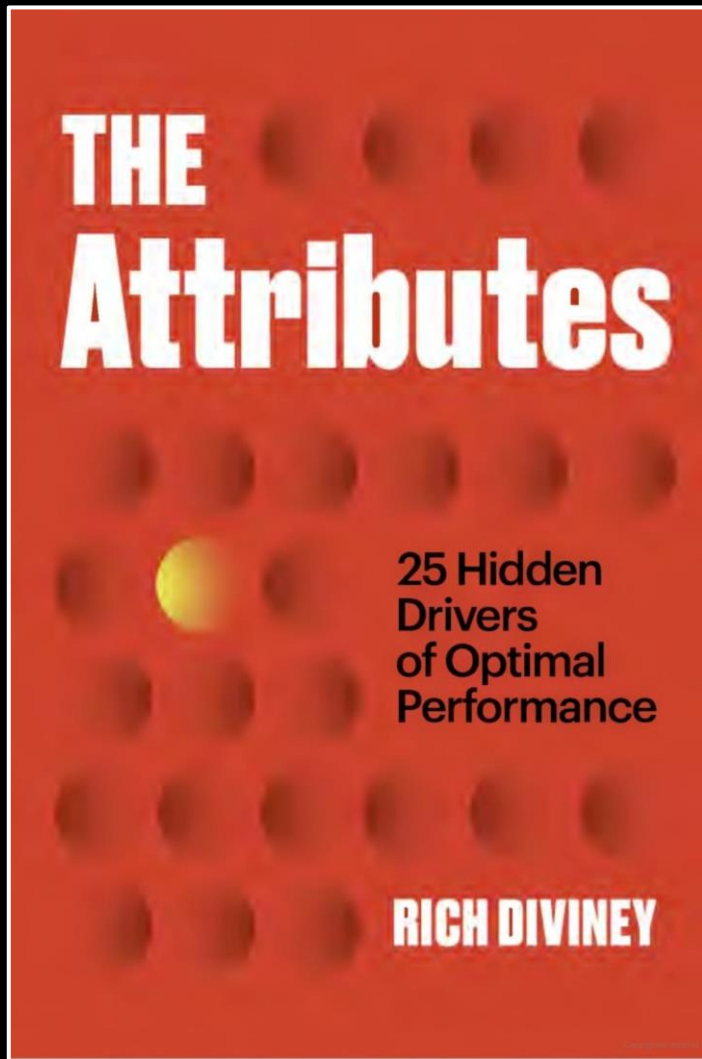
# Hidden Attributes – Beneath the Surface

“What you see—the icon that opens the app—doesn’t drive performance. The code, the unseen programming, does that. That code is pretty important. Those attributes matter.”  
(p.5)



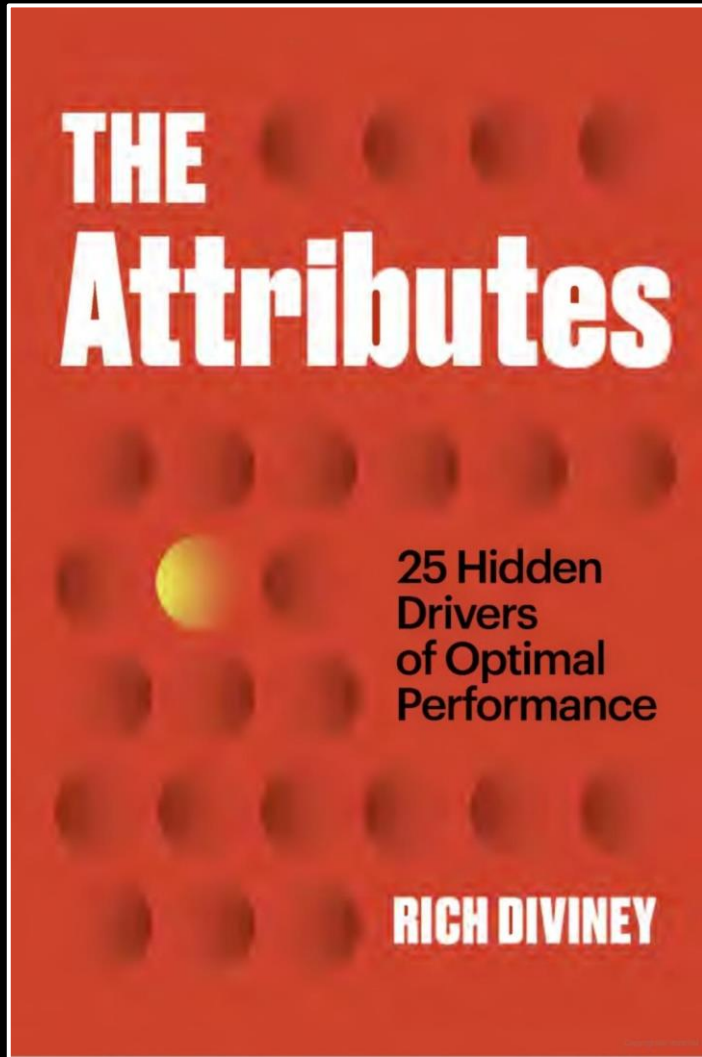
# Hidden Attributes – Beneath the Surface

“We all have an internal coding, a specific combination of attributes that guide our performance.” (p.6)



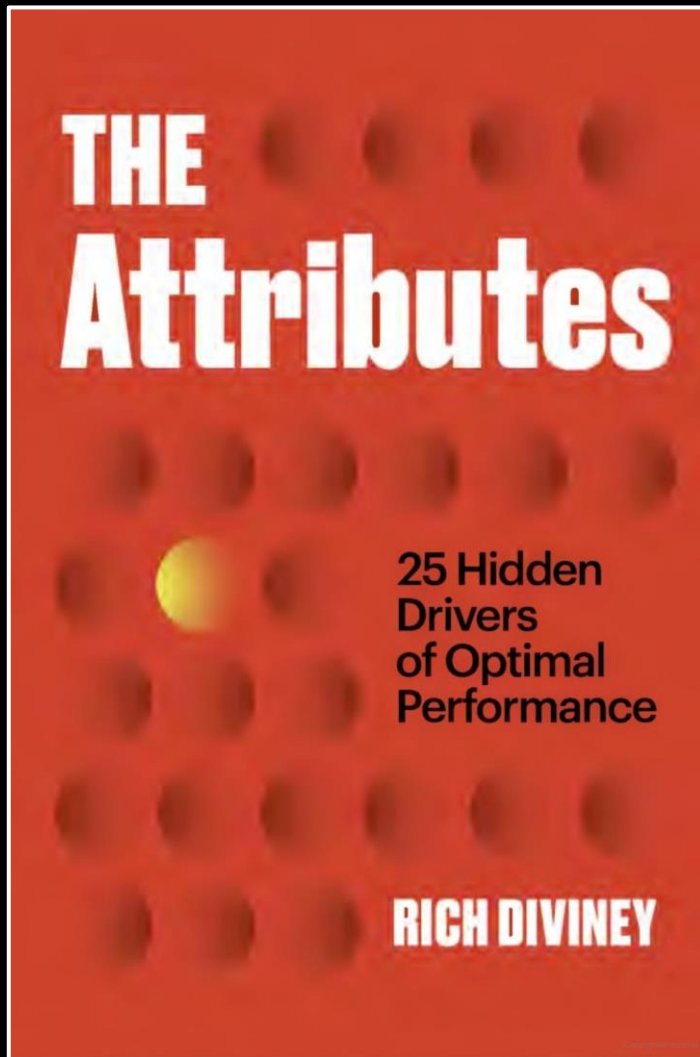
# Dormant Attributes

“In fact, sometimes certain attributes are overlooked because we don’t even know we have them. Those are what I call “dormant attributes.” Typically, they emerge in environments that involve deep challenge, extreme stress, or both.” (p.24)



# Challenge and Uncertainty Bring Attributes to the Surface

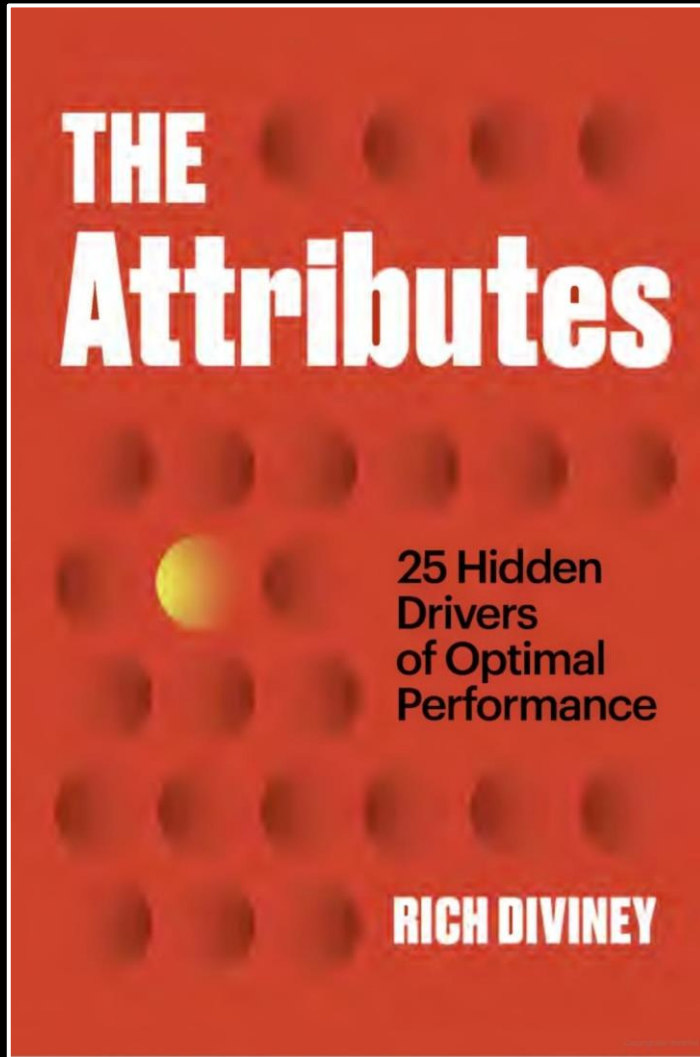
“But it’s important to remember that attributes are always running in the background. Highly challenging situations, especially ones rife with uncertainty that force you to operate on instinct, will bring them to the forefront.” (p.6)





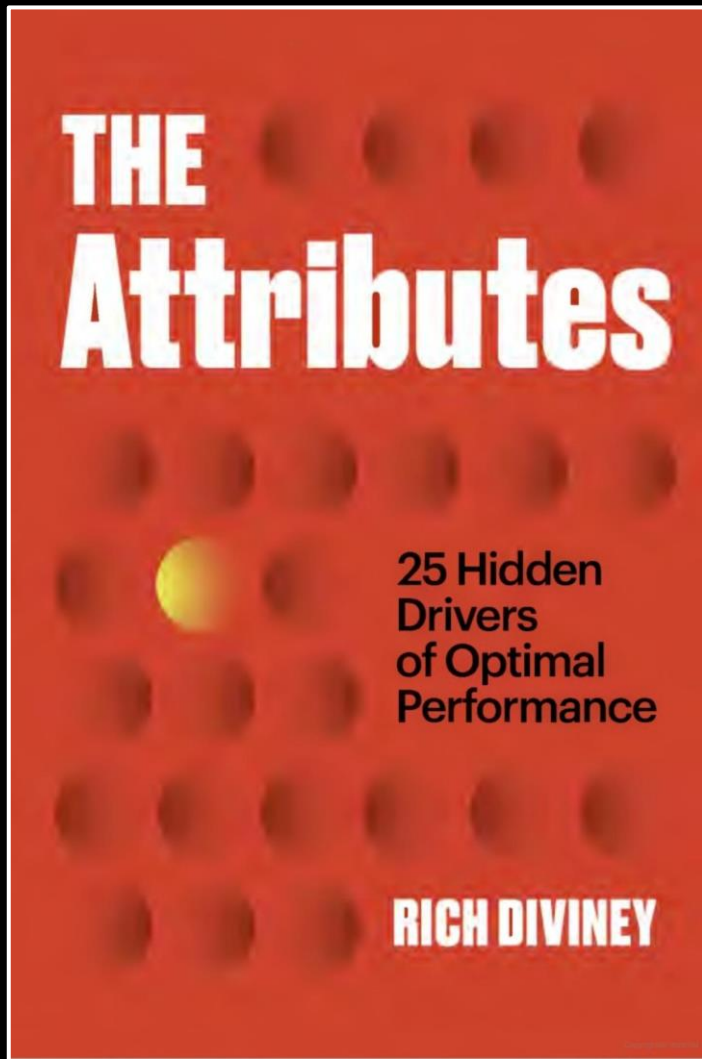
# Attributes & Working Together

“Attributes also affect how people—teams, managers, and subordinates, spouses, children, and friends—interact with one another; a dozen competent, skilled colleagues might be a disaster working together, while a collection of seemingly average individuals excel as a collective.” (p.6)



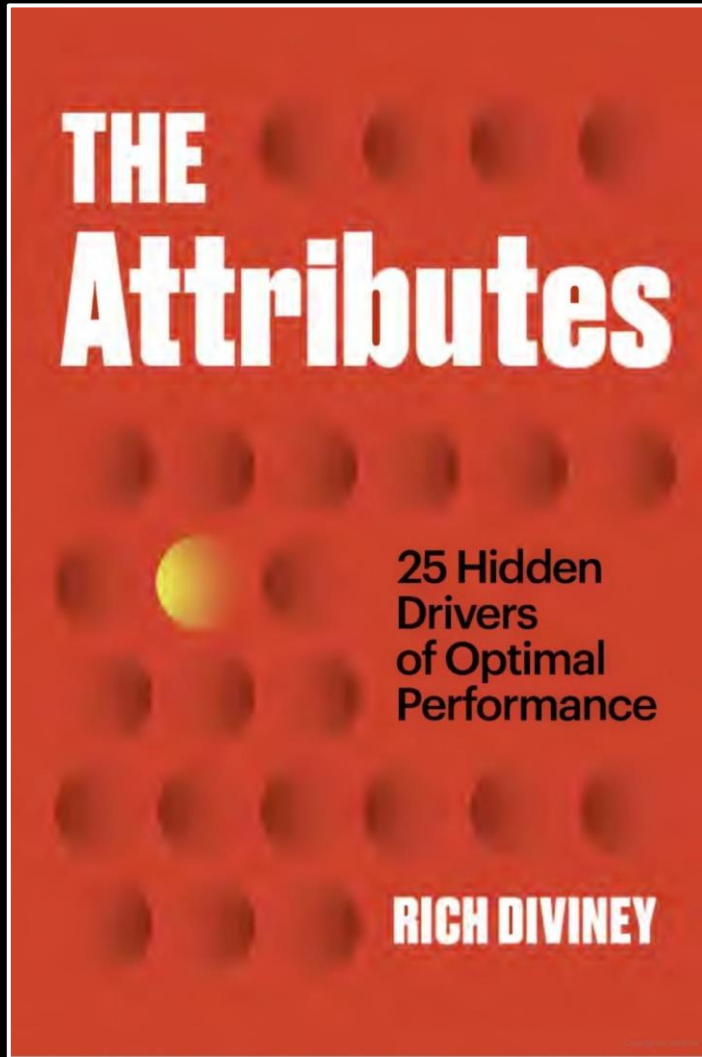
# Attributes can be Developed

“While attributes are part of everyone’s circuitry, they’re not immutable. They can be tweaked and modified... If you want to understand human performance—yours and others’—the first step is to understand attributes.” (p.7)



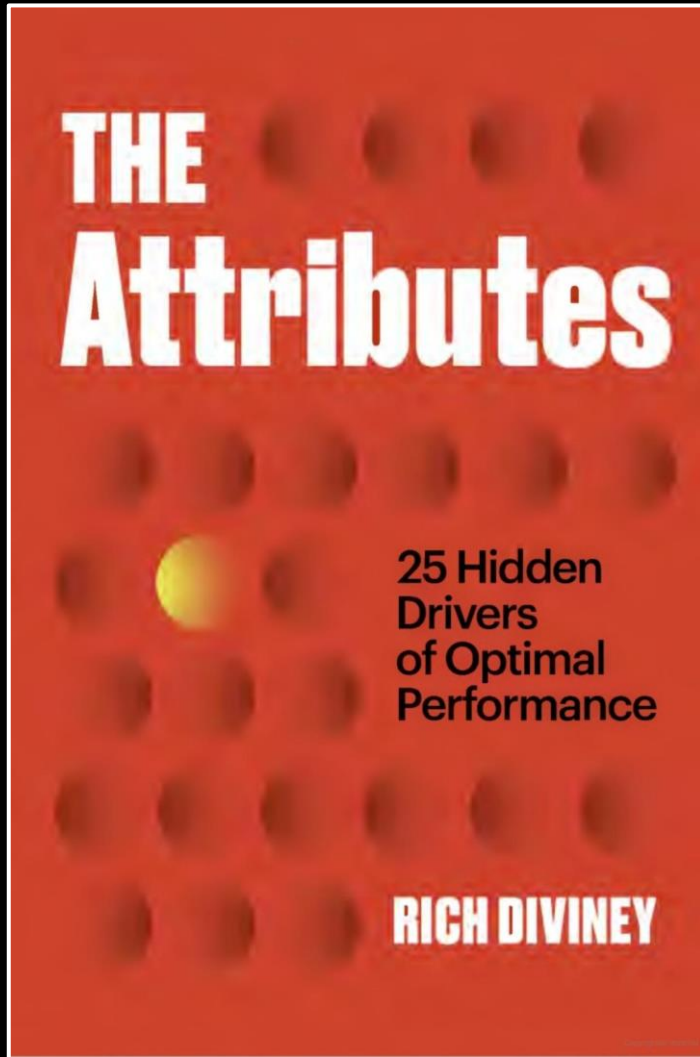
# Attributes can be Developed

“With effort and practice, you can shift levels up or down, increase this trait and dampen that one, as you think is necessary.” (p.7)



# Attributes v Skills

“But you still have to act. In such extreme situations, how you perform is much less about what you know than who you are. Your skills aren’t necessarily important. What matters more are your attributes.” (p.5)



# Attributes v Skills



Diviney refers to the innovations in recruitment made by Navy Lieutenant Commander Draper Kauffman and Superintendent of the United States Naval Academy.

“Kauffman realized, in other words, that he wasn’t looking for recruits who knew how to do the job but rather men who could do the job.” (p.11)

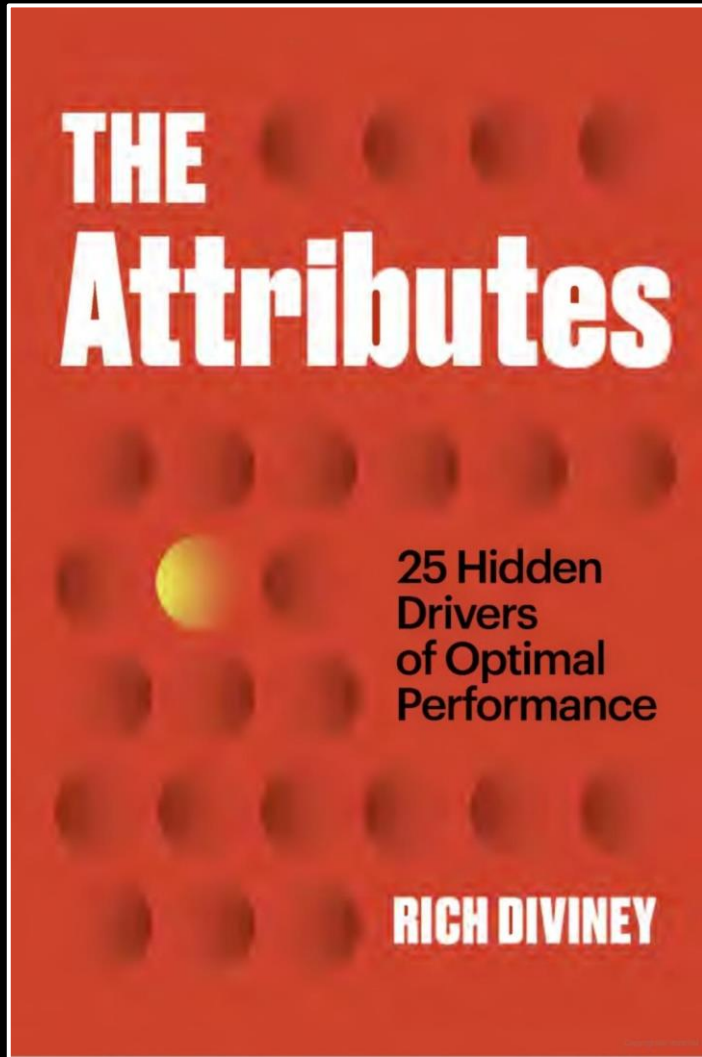
# Attributes v Skills



“The difference in that single word, between how and could, is enormous. The required skills—diving, cartography, demolition, and so on—could always be taught. What (James L.) Kauffman needed men with certain innate attributes, traits that are hardwired into each person’s core.”  
(p.12)

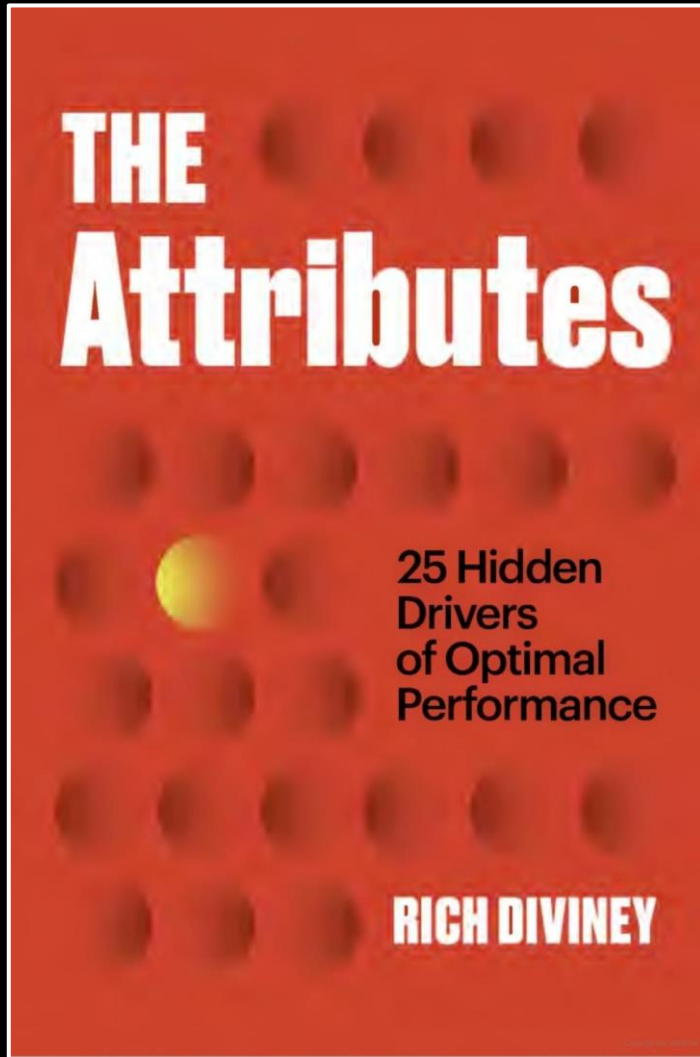
# Attributes v Skills

“... my colleagues and I were constraining ourselves by focusing on skills-based evaluations. That was the wrong metric. Yes, on a superficial level, a candidate might appear to fail because he couldn't perform one skill or another correctly or effectively. Yet we knew, as Kauffman did intuitively, that skills can be taught.” (p.13)



# Attributes v Skills

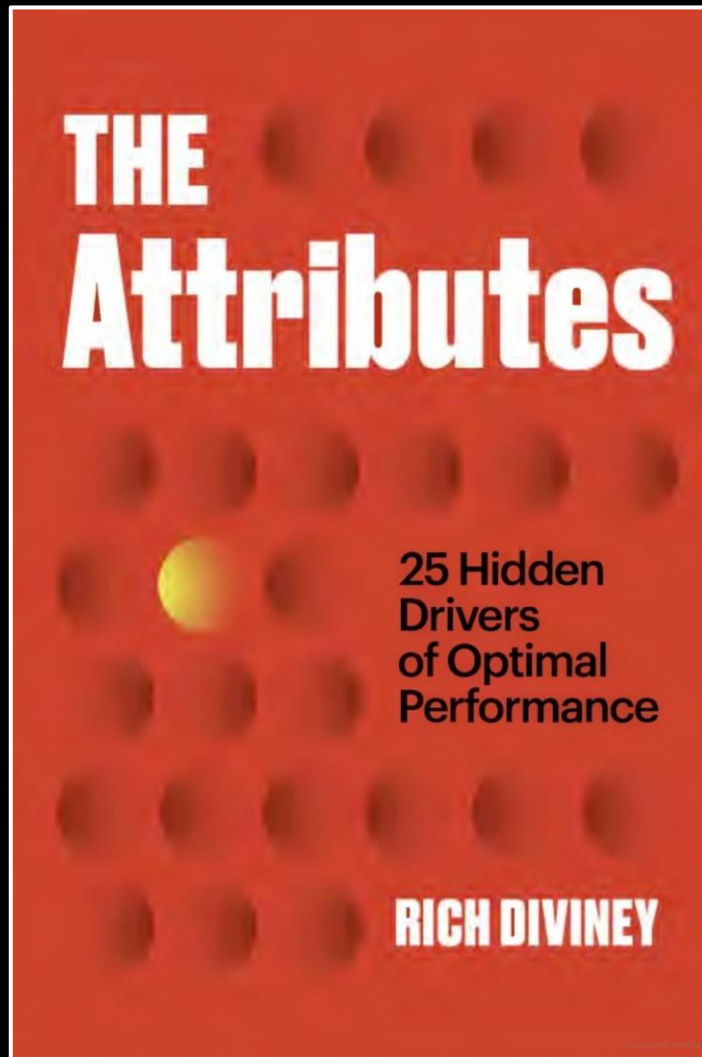
“Once we separated skill competence from attribute possession, we were able to spot the dark horses early, the guys who might not have been the most technically proficient but had all of the attributes we were looking for...”





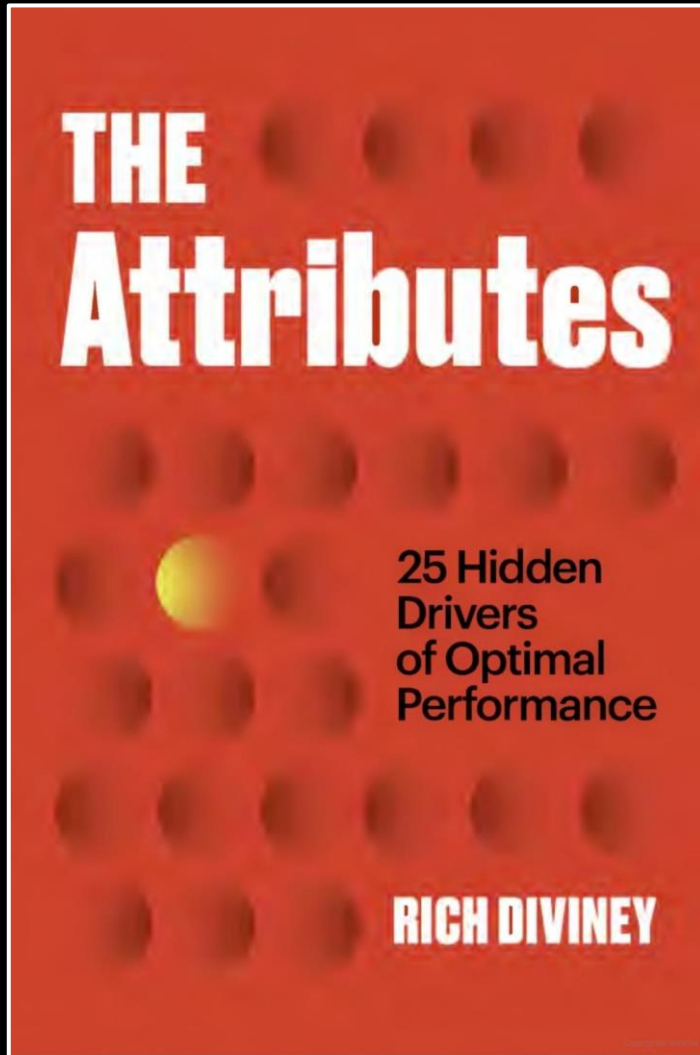
# Attributes v Skills

...Those too often were the guys we'd been dismissing because we weren't seeing their potential when it was right in front of us. And we didn't see it because we weren't looking with the right set of eyes." (p.14)

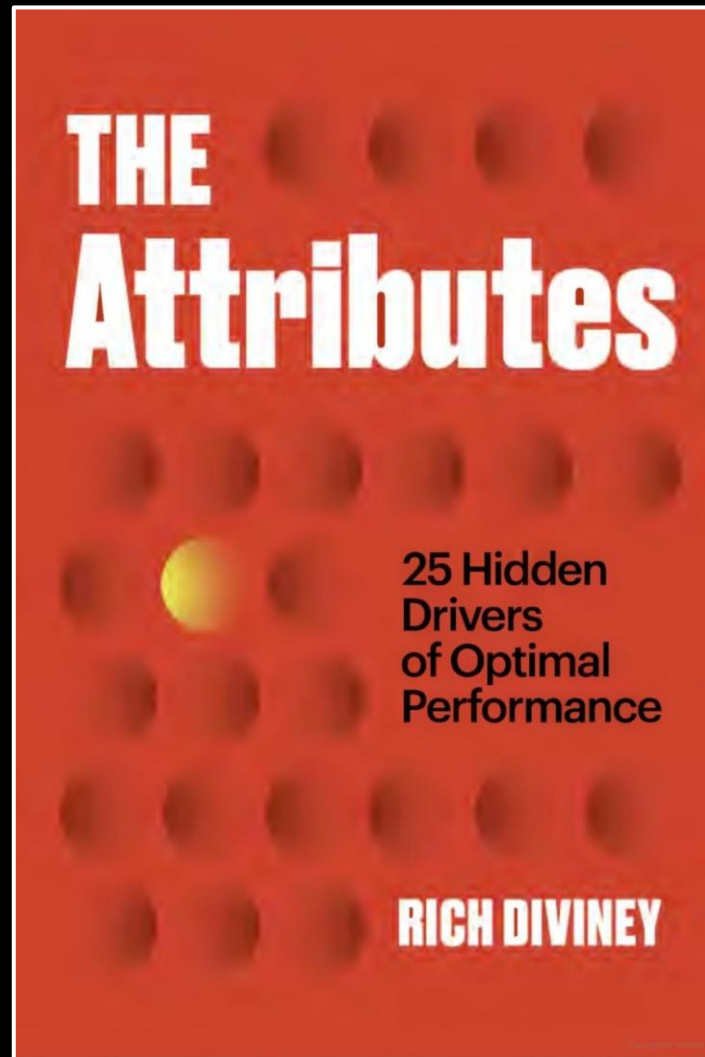


# Attributes v Skills

“Whether Kauffman consciously realized it or not, the genius of that first week was that it mostly removed skills from consideration and instead revealed each man’s hidden attributes. The ones who remained had the attributes required to push through and succeed, no matter how thoroughly circumstances deteriorated.” (p.12)



# Attributes v Skills



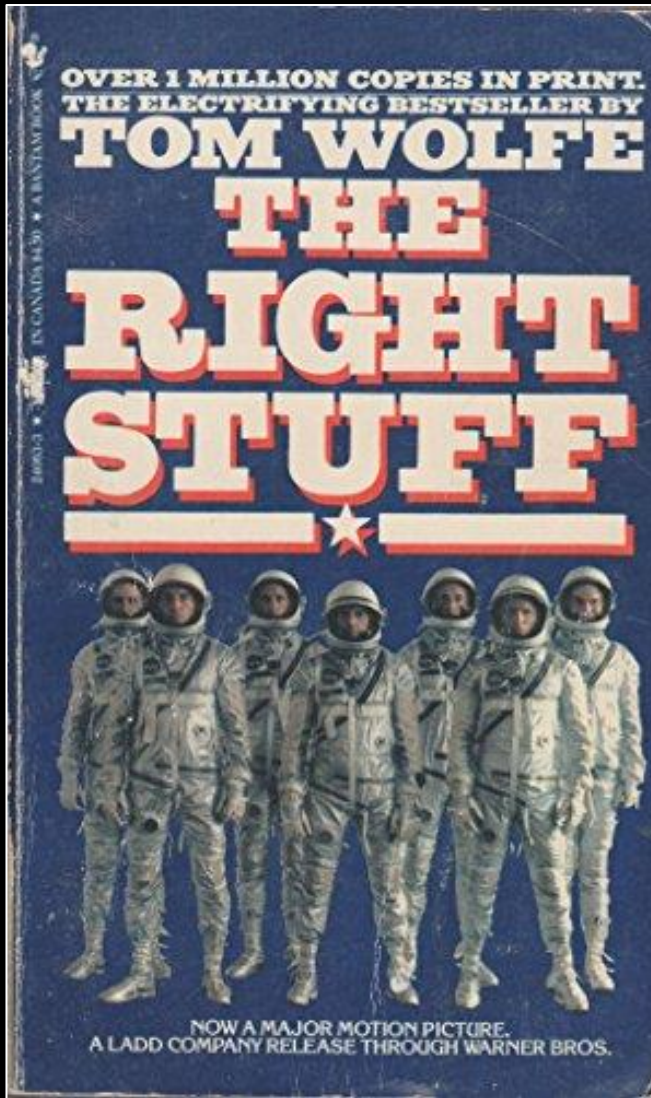
“While a skill might tell us what to do in a situation, attributes determine how we approach and handle that situation. Patience, open-mindedness, or resilience doesn’t tell us how to ride a bike or craft a note, but each will affect how that note is written or how frustrated one gets falling off the bike a dozen times.” (p.24)



#### **4. Assessing for Character & Attributes**

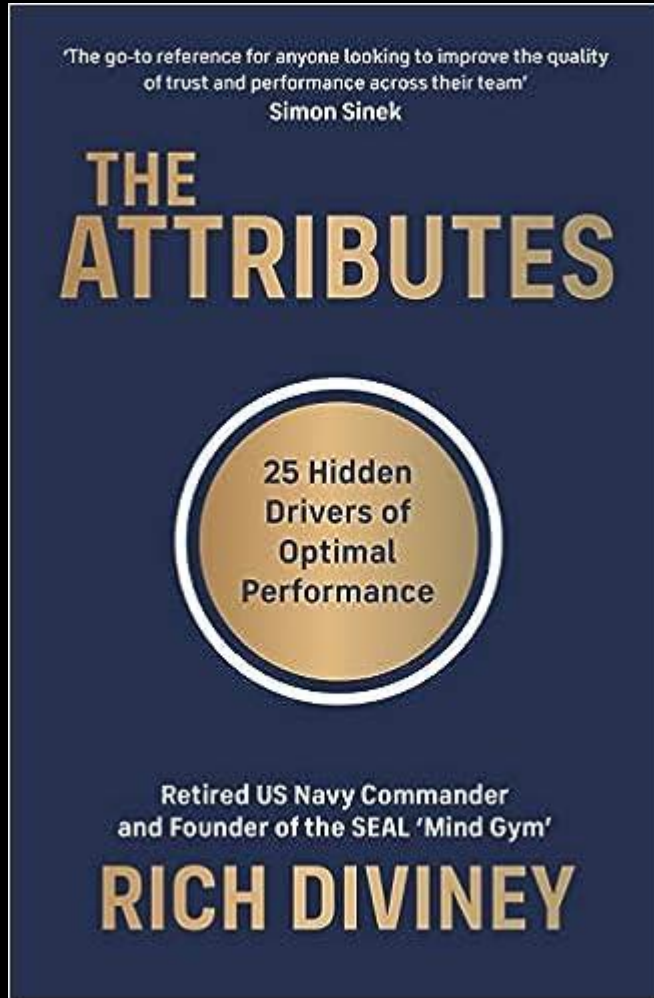
The Core Aim of CAST is to Assess Character so that this can be considered alongside skills. In especially challenging occupations only the combination of character with skills will enable effective performance.

# The Right Stuff



Certain occupations or tasks require high levels of attributes such as perseverance and fortitude. Detecting the ‘right stuff’ as Tom Wolfe famously put it, writing about test pilots and astronauts is not easy. Our attributes may make us well suited to one kind of challenge but not necessarily another. It is crucial to find a good match between our attributes and the required task.

# Assessing Attributes



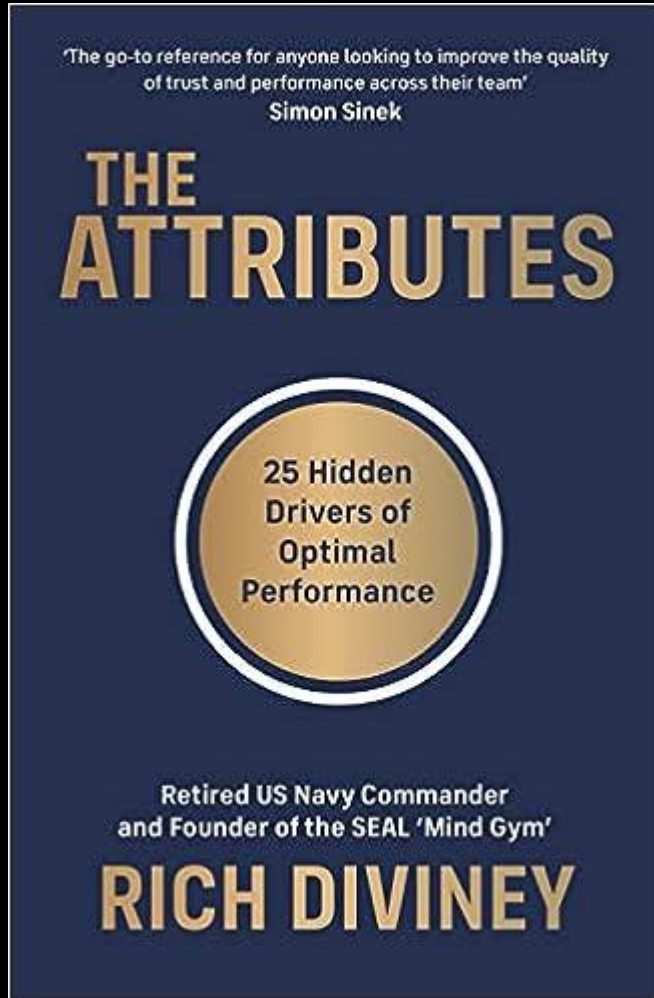
“Human brains are wired for acquiring skills. ...skills are easy to assess, measure, and test.” (p.22)

As attributes tend to be hidden, beneath the surface, and dormant we need more sophisticated methods, such as CAST, for assessing them.

# Assessing Attributes

“... attributes are difficult to assess, measure, and test. Given the implicit nature of attributes, they’re hard to see... Moreover, because attributes merely inform behavior, they’re usually in the background, easy to overlook and to conflate with visible skills.”

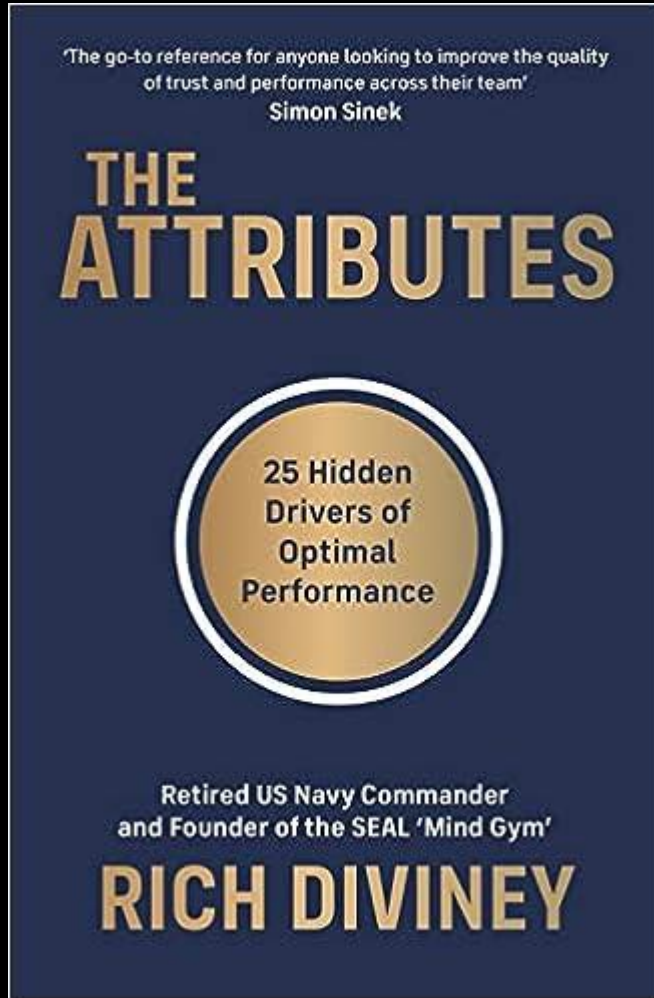
(p.24)



# Anxiety, Uncertainty, & Fear

“Anxiety and uncertainty, when they are combined, create fear... Courage is not an absence of fear but rather an ability to function despite being afraid.” (p.48)

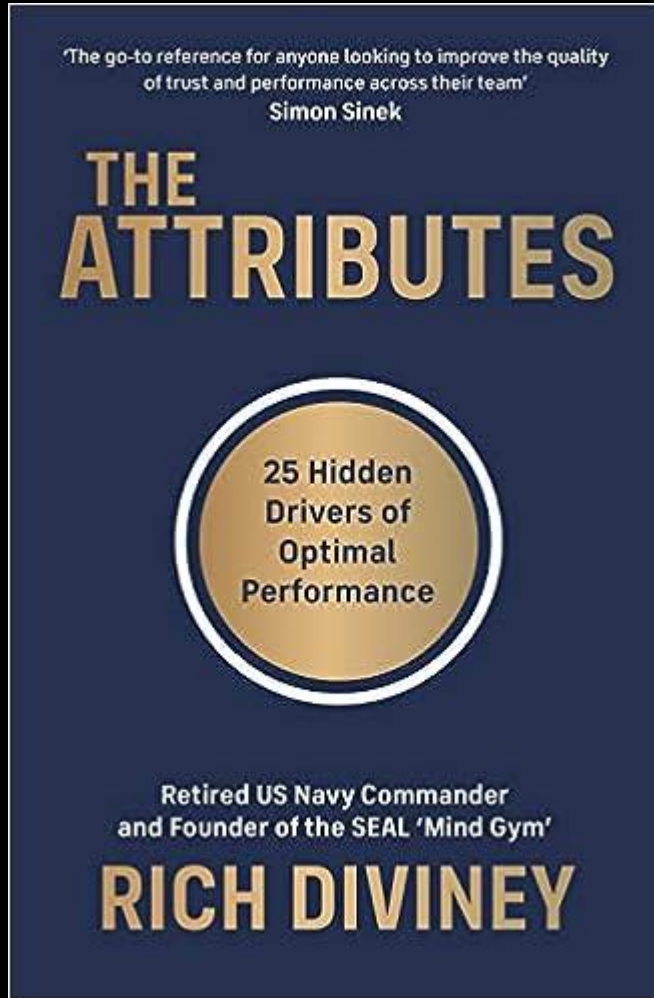
How we respond to anxiety, uncertainty, and fear is more about our attributes than our skills.





# Making the Invisible Visible

“... attributes are difficult to assess, measure, and test. Given the implicit nature of attributes, they’re hard to see... Moreover, because attributes merely inform behavior, they’re usually in the background, easy to overlook and to conflate with visible skills.” (p.27)



The logo for CAAST (Centre for Applied and Adaptive Systems Training) features the letters 'C', 'A', 'S', and 'T' in a bold, dark blue, sans-serif font. The letter 'A' is stylized with a white grid pattern and a yellow semi-circle at its base. The entire logo is set against a white background within a yellow-bordered rectangle.

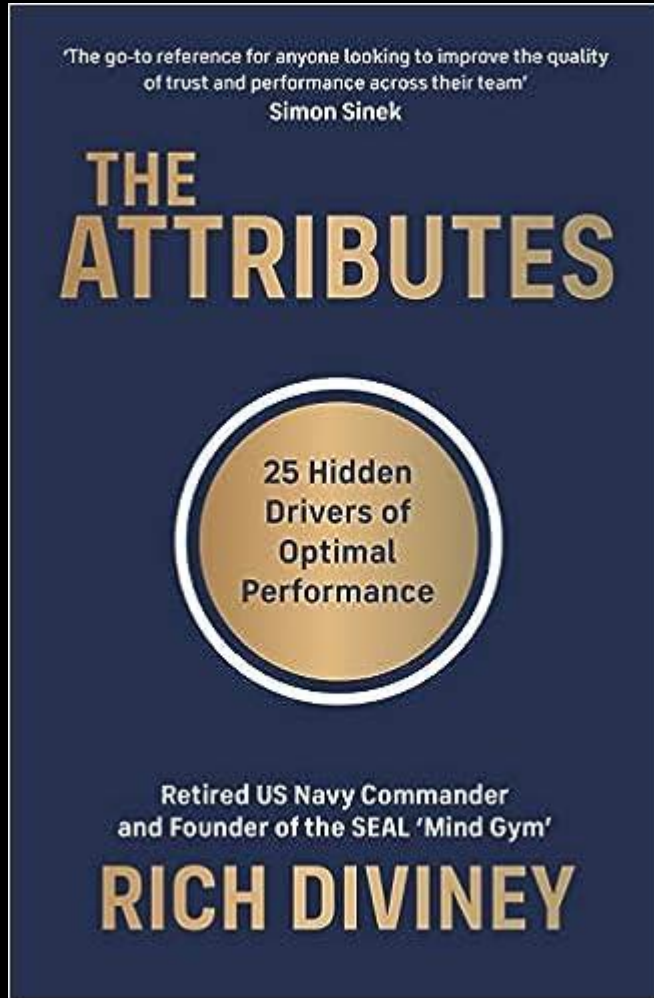
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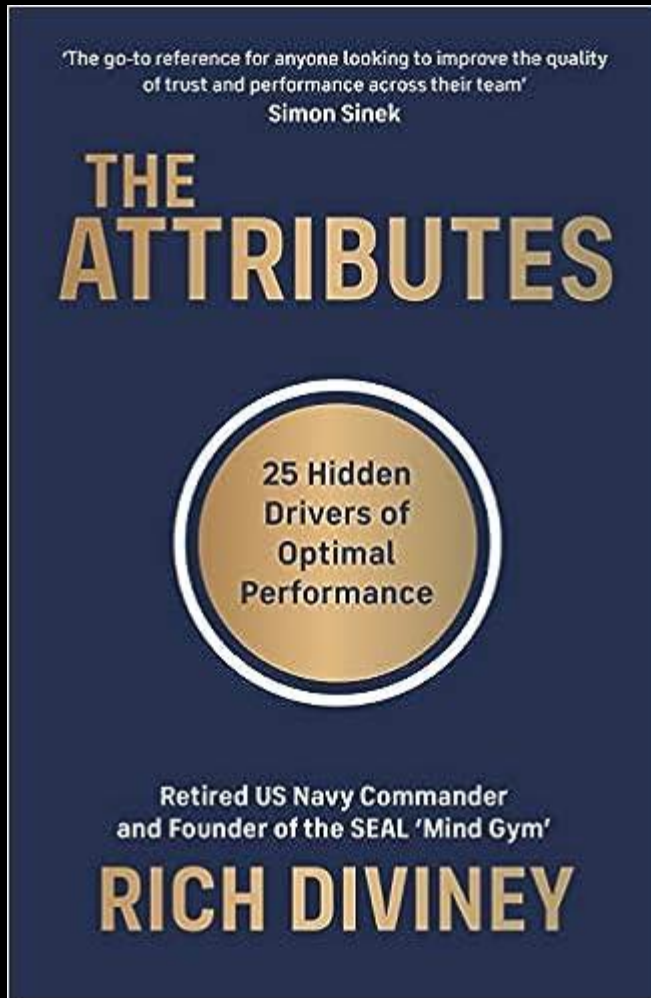
## 5. Education & Training

# Train for Certainty Educate for Uncertainty

“The military has a saying: Train for certainty, educate for uncertainty... That implies, correctly, that training and education are two entirely different things. Yet they get conflated all the time, in much the same way that skills and attributes get jumbled together. Training is about learning and practicing specific skills; education is about broadening knowledge, developing beliefs.” (p.36)

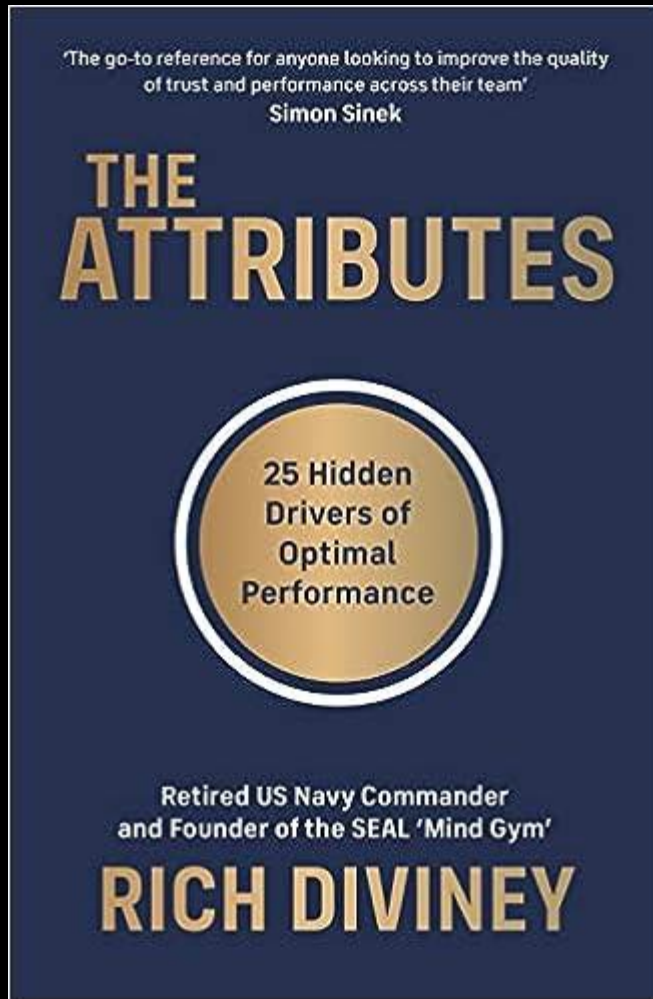


# Train for Certainty Educate for Uncertainty



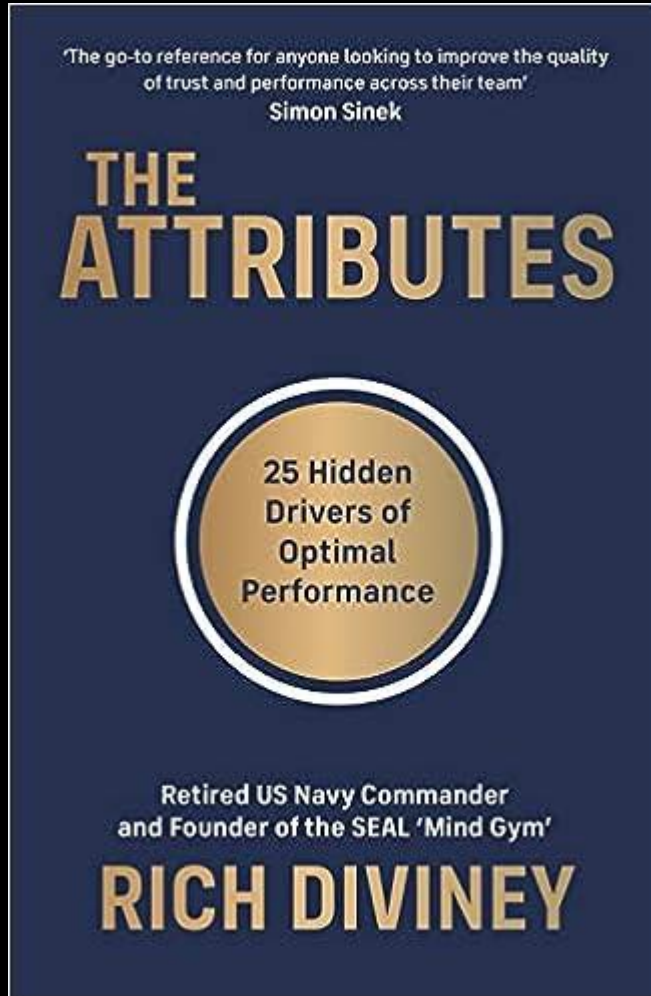
“In a predictable system or environment, no matter how complicated, what worked before will work again. Therefore, our skills can always get us through—and they can get better over time. (PT skills are useful in a predictable system, attributes help us adapt in unpredictable systems.) (p.36)

# Train for Certainty Educate for Uncertainty



“It didn’t work because while skills are perfect for telling us how a person will behave in a predictable, known environment, even if it’s complicated, they can’t tell us how people will react in unpredictable and complex situations. And human interaction, by its nature, is inherently complex.” (p.36)

# Train for Certainty Educate for Uncertainty



“The hard truth is that education takes more than time and effort—it often involves a willingness to dive into uncertainty.” (p.36)

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## 6. Character & Resilience

# Character & Resilience

**Character rather than technical ability is intricately connected to resilience. Sarah Dowzell (2020), COO and co-founder of Natural HR says,**

**“Resilience is the most important soft skill to have and will continue to be crucial ....”**

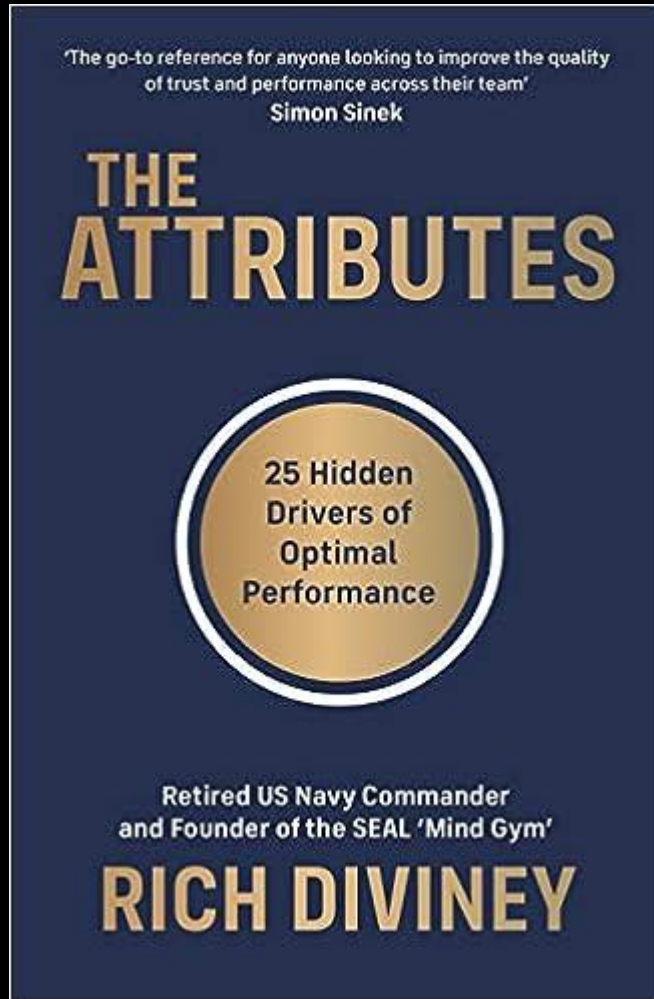
**It determines not only a person’s ability to survive but also to thrive in challenging situations. Effective resilience combines sensitivity and emotional intelligence with coping abilities. Character and resilience shape a person’s attitude towards their life, work, and development.**



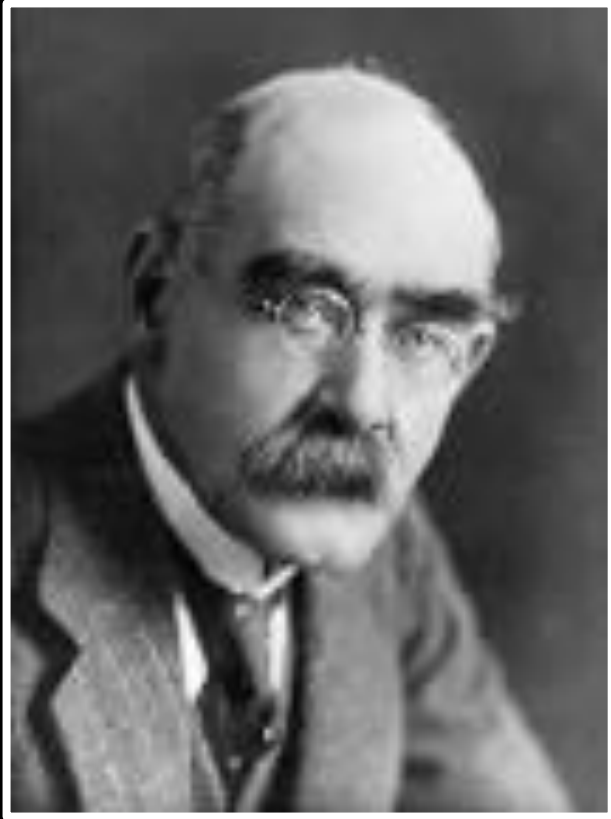
# Resilience

“Resilience: The ability to rapidly return to one’s baseline emotional and mental state after a stressful, traumatic, or even triumphant event.” (p.72)

Clearly, this ability is not fixed and will be influenced by factors such as the specific nature of the event and context, and the support available.



# Resilience



The interesting point that resilience is about returning to one's baseline following a triumph is important. Triumph as well as adversity can challenge resilience.

As Rudyard Kipling famously said in his poem, If,  
“If you can dream—and not make dreams your master;  
If you can think—and not make thoughts your aim;  
If you can meet with Triumph and Disaster  
And treat those two impostors just the same;”

# Resilience

Resilience being about returning to a baseline following success as well as failure is also reminiscent of Churchill's quote that,

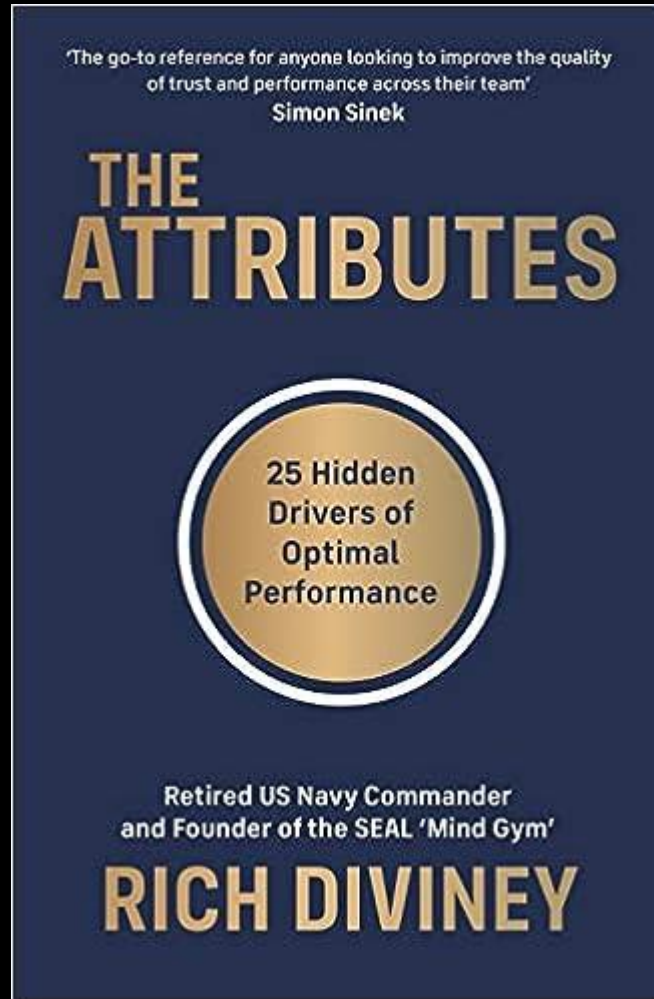
“Success is not final, failure is not fatal: it is the courage to continue that counts”.



# Resilience

Talking about the extremely mentally and physically demanding Navy SEALs training, Diviney says,

“I deconstructed grit into four component attributes: courage, perseverance, adaptability, and resilience. No one can make it through BUD/S without fairly high levels of all four.” (p.46)

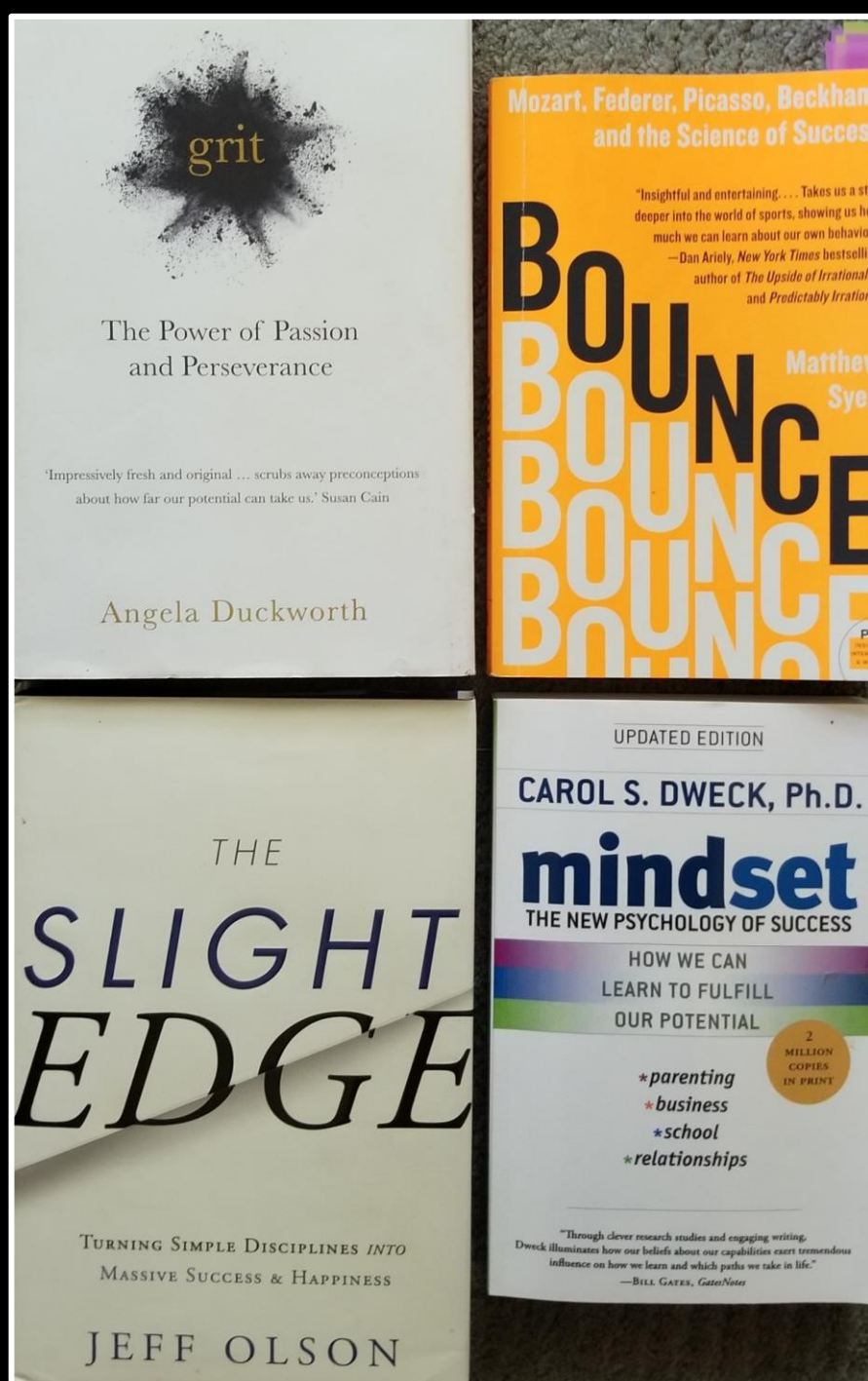


# CAST - Assessing Resilience



While few occupations are as physically demanding as being a Navy SEAL, many are mentally and emotionally demanding. A core aim of CAST is to assess resilience in relation to role and development potential.





**SUPPORTED BY  
EVIDENCE-BASED RESEARCH**

**On the Universal  
Characteristics & Qualities  
that Contribute to Positive  
Development &  
Achievement in Life & Work  
(4 Examples)**

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## 7. Development & Pace

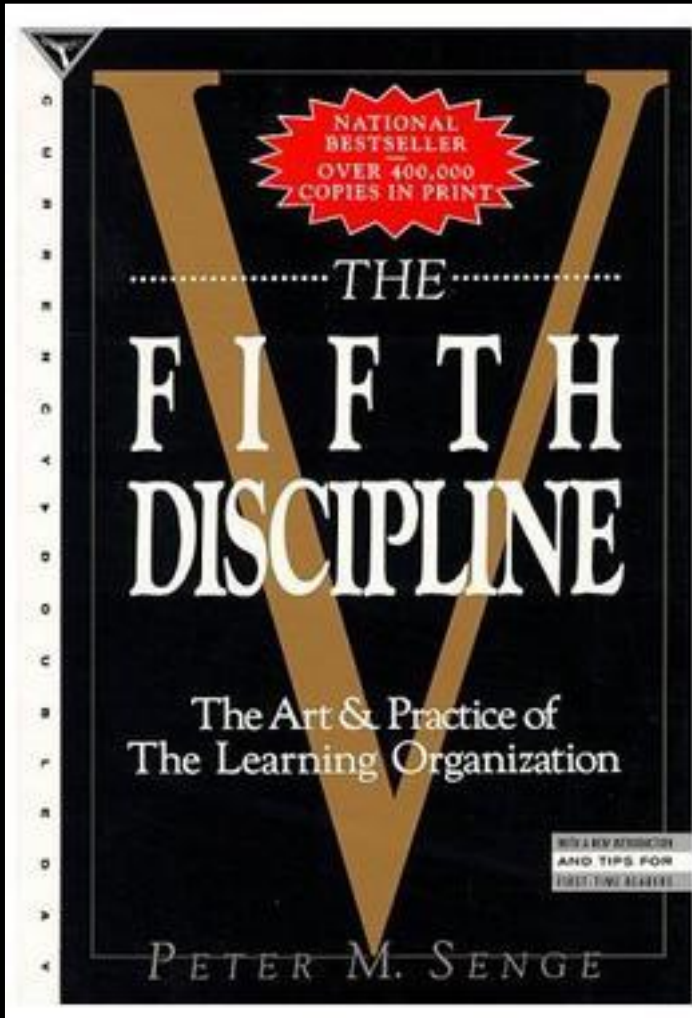
## Development and Pace

**A key issue that CAST evaluates is where a person is now in their development and the kind of direction they may go in. For example, what level of responsibilities may a person be able to manage now and in the future.**

**People not only be selected on capability but also to have a close match between their capability and the role they are in. Ideally, the role should stretch a person in their development. Each person will have their optimum pace of development.**



# Optimal Rates of Growth



Peter Senge (1990) put it in his business classic, *The Fifth Discipline: The Art & Practice of the Learning Organization*. In 1997, Harvard Business Review identified this as one of the seminal management books of the previous 75 years.

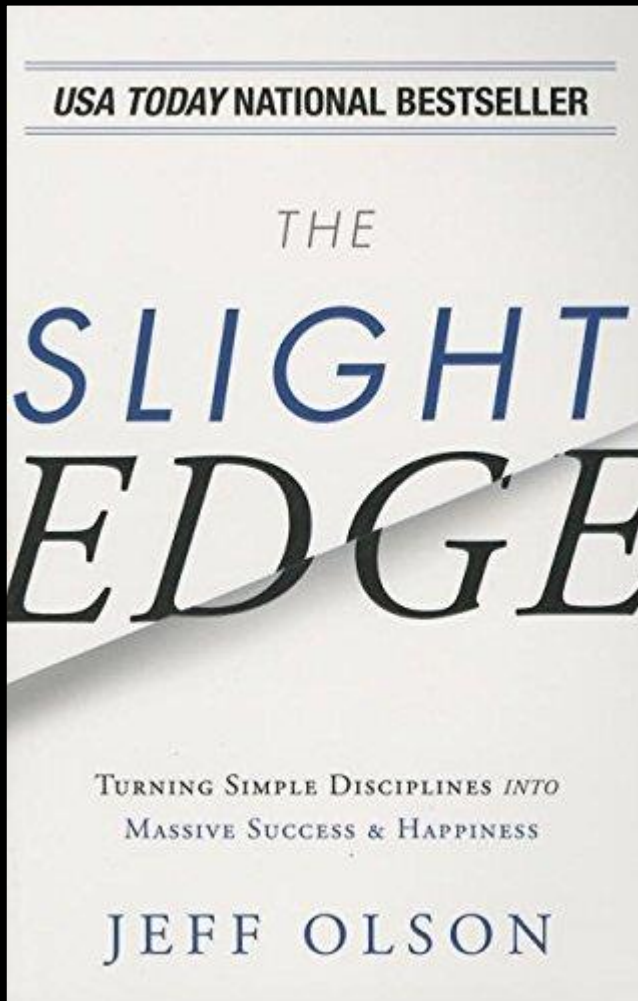
“Virtually all natural systems, from ecosystems to animals to organizations, have intrinsically optimal rates of growth. The optimal rate is far less than the fastest possible growth. When growth becomes excessive—as it does in cancer—the system itself will seek to compensate by slowing down; perhaps putting the organization’s survival at risk in the process.”

# Closing the Gap

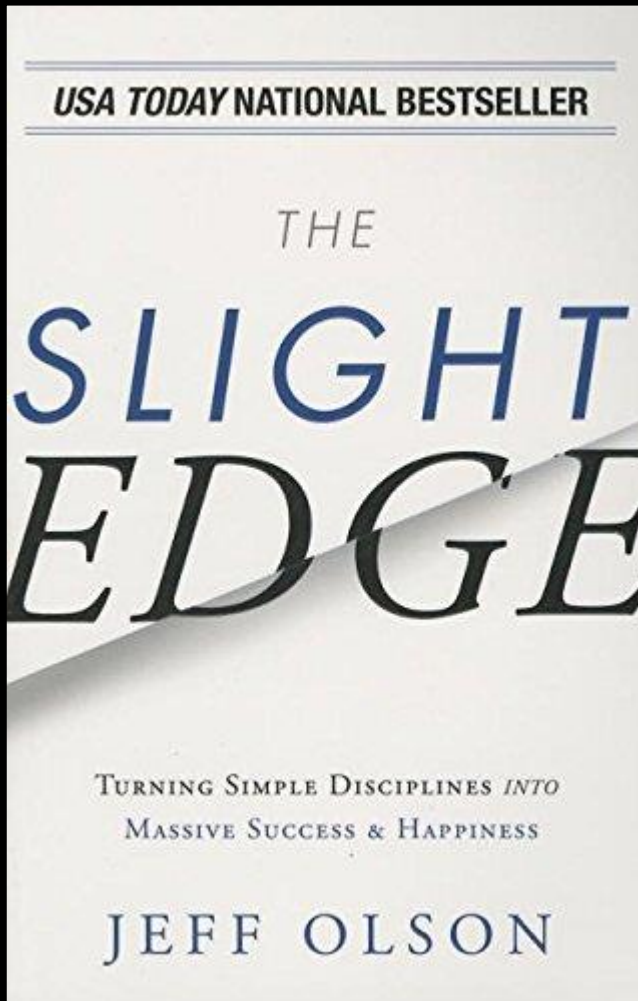
This is a process that takes time.

“Sometimes you need to slow down to go fast.” (Olson, 2013, p.77)

“There’s a reason I titled an earlier chapter “Slow Down to Go Fast.” The Aesop fable was dead-on accurate: fast is not always optimal, and often does not win the race.”  
(p.206)



# Going at the Right Speed



“Going too fast, or growing too fast, often put’s the system’s (or the person’s) survival at risk. Faster can easily turn out to be slower.” (p.206)

“In the meantime, it is important that we can be aware as possible of the gap, so that we ‘can mind the gap’. The bigger the gap the more we need to mind it. For example, a small child needs a lot of minding. A gap is necessary for growth. The question is the size of the gap. Too little and no room to grow. Too big and the situation is potentially overwhelming and unsafe.”

(Tomlinson, 2022)



## 8. CAST Summary

# CAST TOOL

1. Designed to find a new and innovative way of identifying suitability for different roles and development needs.
2. The result of many years of research and professional experience into the personal qualities and mindsets that are most associated with successful performance and development.
3. Effective performance is influenced by many factors, such as quality of leadership, support, and culture.
4. Each person's unique character, capacity, and developmental needs play a vital part.

# CAST FOCUSES ON

- ✓ Mindset
- ✓ Character
- ✓ Development Potential

It looks at the fit of an individual to specific roles. It does this by assessing how that individual sees the world, approaches problems, and relates to others. It is particularly successful in determining fit for roles that require a high level of resilience, drive, and determination to be successful.

# ASSESSING CHARACTER & RESILIENCE FOR STAFF SELECTION & DEVELOPMENT

- ✓ Sense of Purpose
  - ✓ Perseverance
- ✓ Ownership (Responsibility)
- ✓ Growth v Fixed Mindsets
- ✓ Supportive/Demanding Scales





The logo for CAAST features the letters 'C', 'A', 'S', and 'T' in a bold, dark blue, sans-serif font. The letter 'A' is stylized with a white grid pattern and a yellow semi-circle at its base. The entire logo is set against a white background within a yellow-bordered rectangle.

**CAAST**

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## **9. Sense of Purpose, Perseverance, Tenacity, Fortitude, & Adaptability**

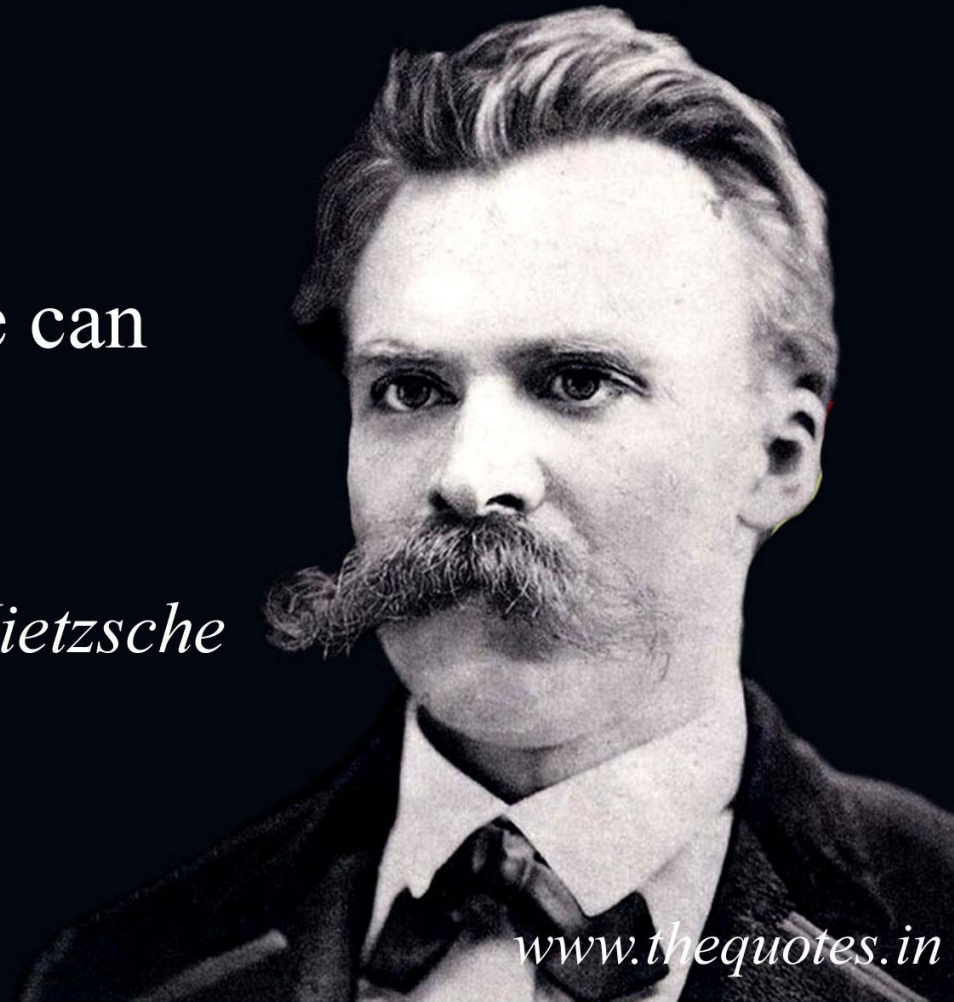
© Patrick Tomlinson & Dr. Areti Smaragdi 2023

## ✓ SENSE OF PURPOSE

- Having a clear view of one's life purpose and commitment to it. A strong sense of purpose is like a vocation or calling.
- A job or occupation is seen as contributing to a bigger cause that benefits others.
- Having a clear sense of purpose is strongly linked with resilience and development.

He who has a why to live can  
bear almost any how.

*Friedrich Nietzsche*



*www.thequotes.in*

## ✓ PERSEVERANCE

**“Perseverance: Constancy in doing something despite difficulty or delay in achieving success.”**

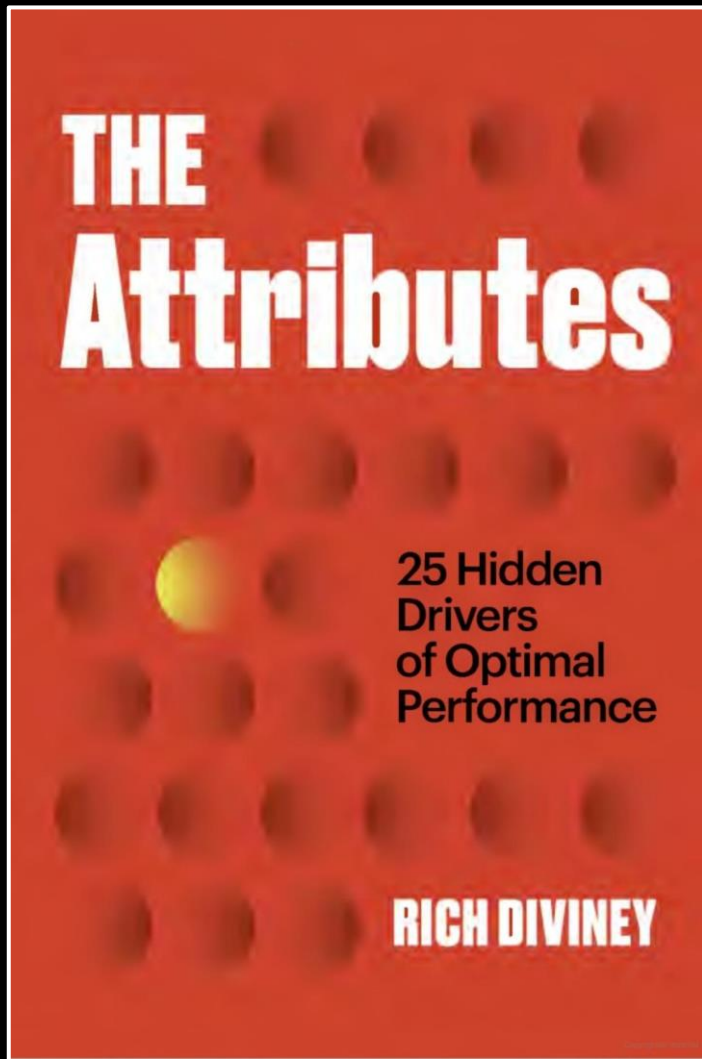
**(Diviney, 2021, p.57)**

**The ability to carry out continuous deliberate practice, to persist and overcome obstacles. Each person’s capacity is unique. It can change, grow and develop. Perseverance is strongly linked to resilience and development.**

# PERSEVERANCE

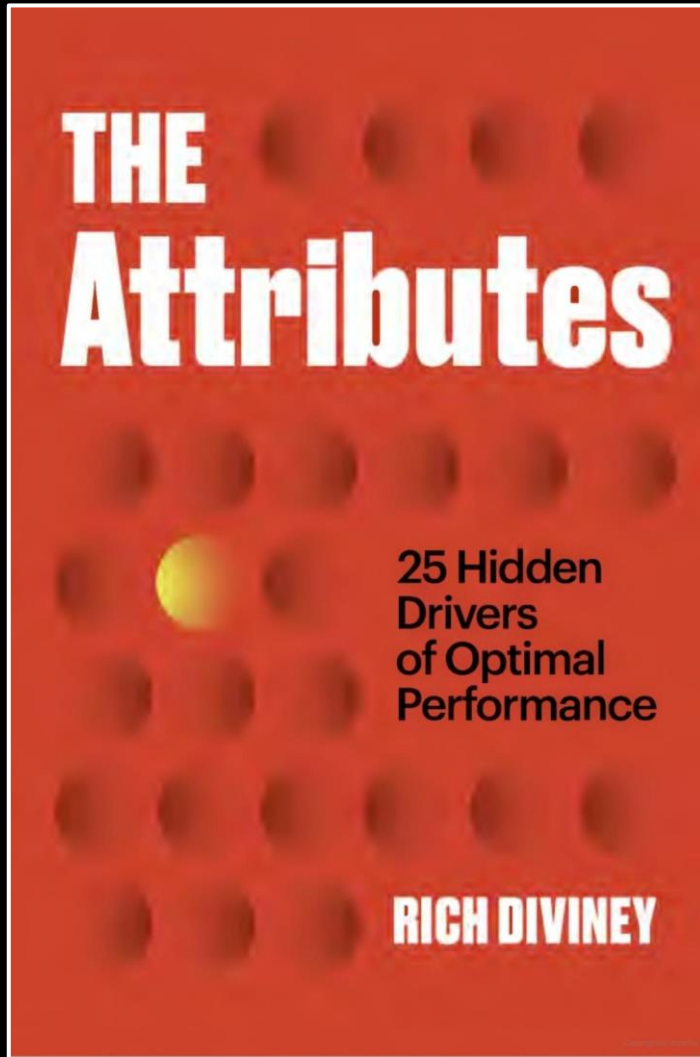
“If a high level of perseverance isn’t wired into you, developing it is difficult, But it can be done.”

“The more often you throw yourself into environments that require mental and emotional strength to get through, the more you’ll hone your fortitude.” (p.62)



# PERSEVERANCE

“Perseverance is constancy in doing something despite difficulty in achieving success... To persevere does not mean simply to endure... There are three ingredients in perseverance. It is equal parts persistence and tenacity, with fortitude thrown into the mix.”  
(p.59-60)



# PERSEVERANCE

Jacob August Riis



Look at a stone cutter hammering away at his rock, perhaps a hundred times without as much as a crack showing in it. Yet at the hundred-and-first blow it will split in two, and I know it was not the last blow that did it, but all that had gone before.

AZ QUOTES

## ✓ PERSEVERANCE

**“The only guarantee for failure is to stop trying.”**

**John C. Maxwell**

**“Many of life’s failures are people who did not realise how close they were to success when they gave up.”**

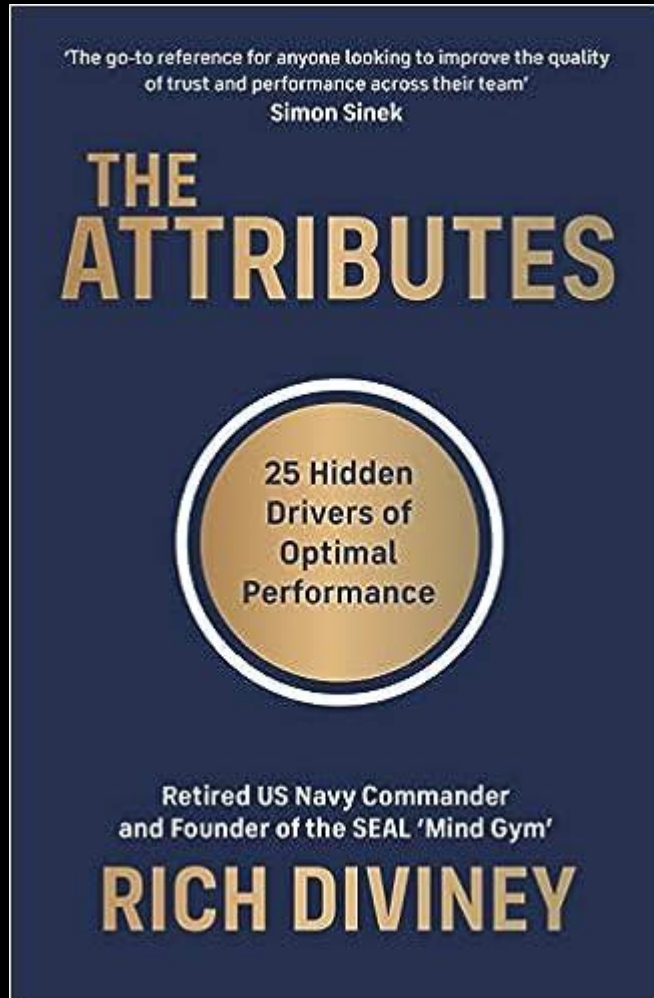
**Thomas Edison**

**“Failure is only the opportunity to begin again, this time more intelligently.”** Henry Ford

**“Fall seven times and stand up eight.”** Japanese Proverb



# Tenacity



Perseverance without focus or a goal can be unhelpful. Diviney (2021, p.60) explains how tenacity helps to keep perseverance focused.

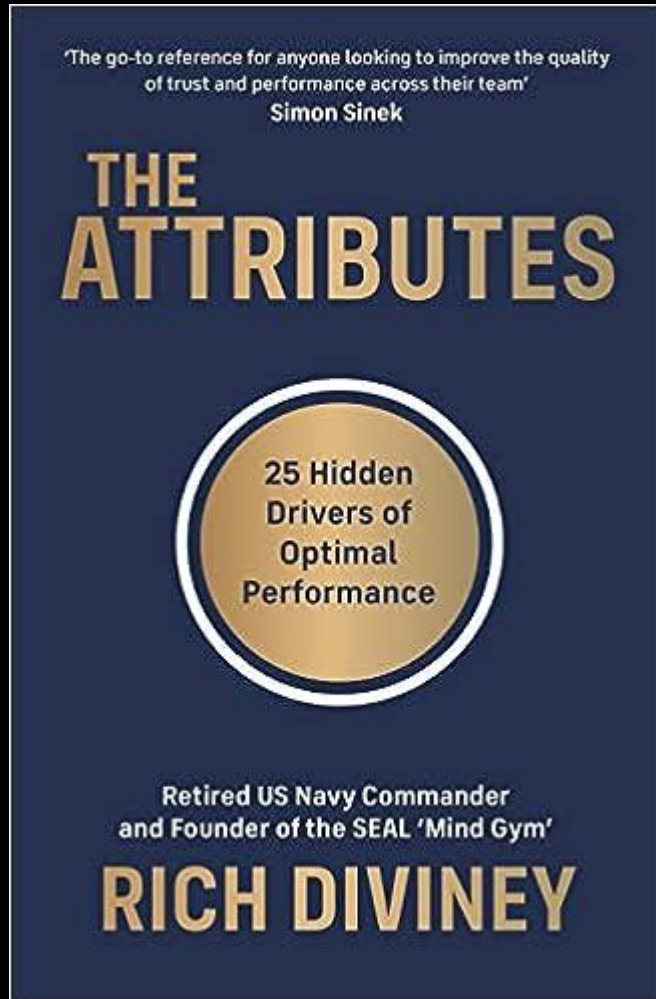
“Perseverance allows an individual to be persistent (and patient) when needed, and then tenacious (and impatient) when needed.”

# Tenacity

There are times when patiently persevering is not helpful.

Persevering in the wrong direction does not achieve anything and may lead to negative outcomes.

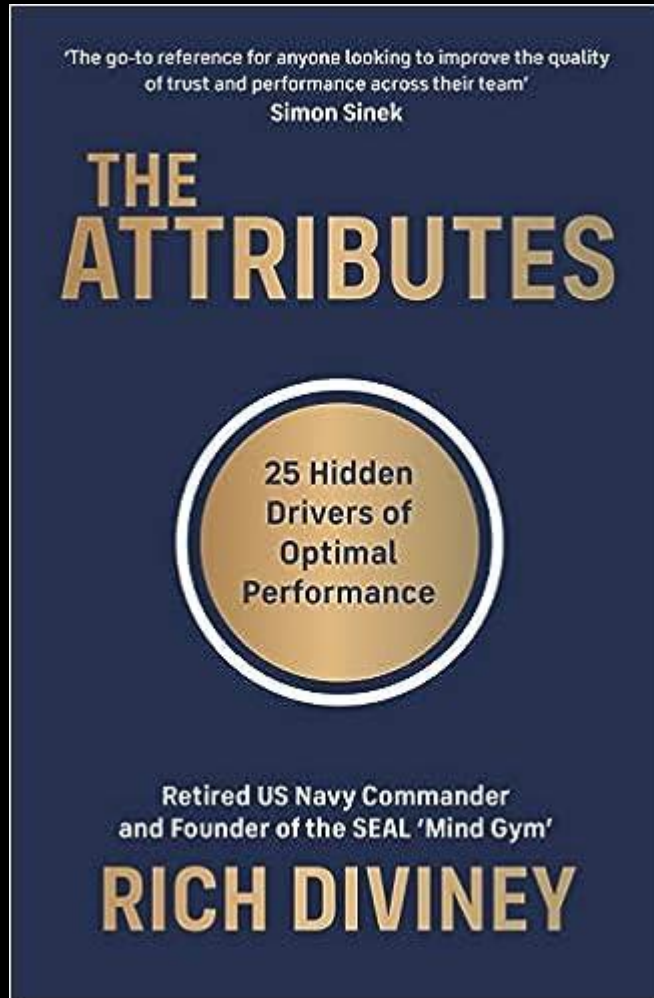
So, on occasions, it may be necessary to give up or change direction. This requires careful judgment and can be challenging.



# Fortitude

Fortitude is linked to being clear about our goals. Knowing precisely what we are persevering for adds further strength.

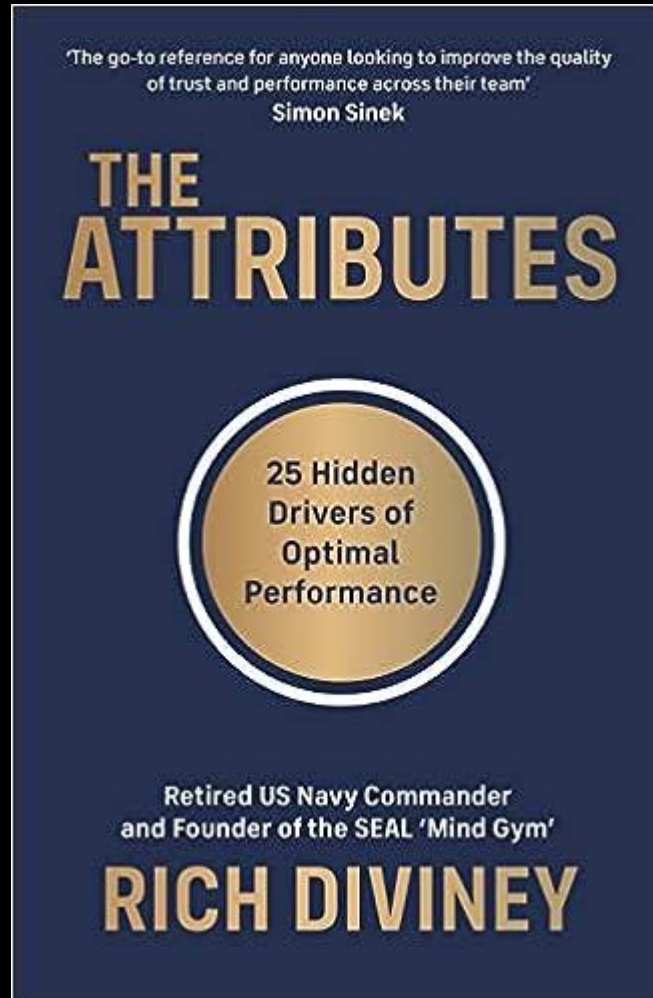
“Fortitude requires a goal, an objective. We engage fortitude because there is something we want to accomplish.”  
(p.60)



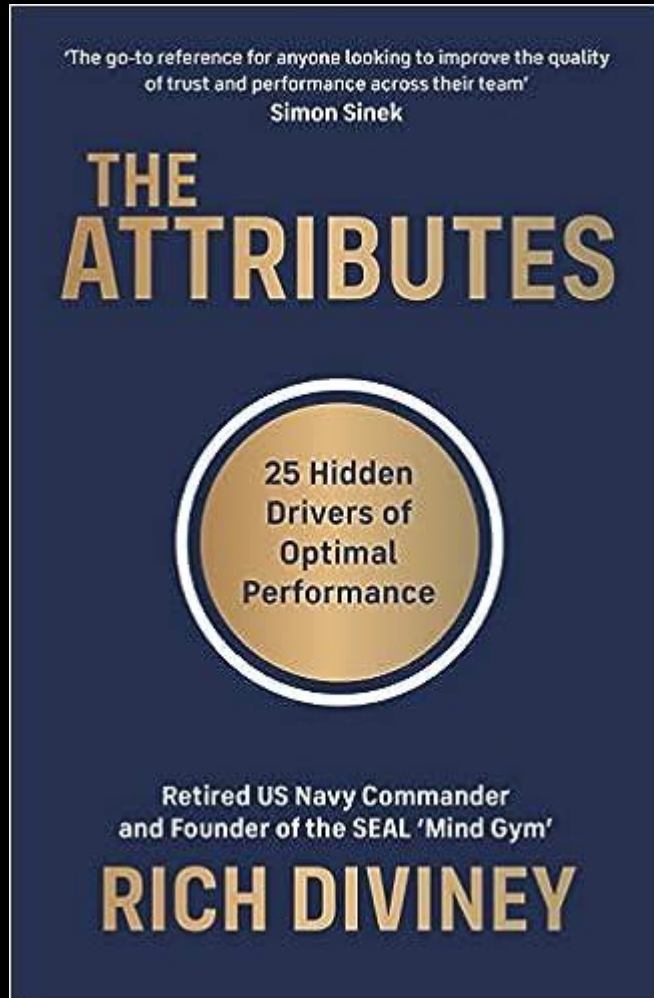
# Fortitude

“Fortitude is the mental or emotional strength, or both, that allows a person to persevere. If tenacity and persistence are the engines, then fortitude is the fuel. It’s the stuff that allows us to endure, to power through, to conquer.” (p.60)

Clarity of goals helps us to consider whether our perseverance is focused.



# Adaptability



Fortitude is linked to adaptability – the ability to know when to stop or change direction.

“Adaptability: The ability to quickly and calmly adjust to changing circumstances and situations.” (p.65)

“Adaptability is being able to adjust to any situation, at any given time.” (p.68)

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# 10. Ownership Growth & Fixed Mindsets

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## ✓ OWNERSHIP (RESPONSIBILITY)

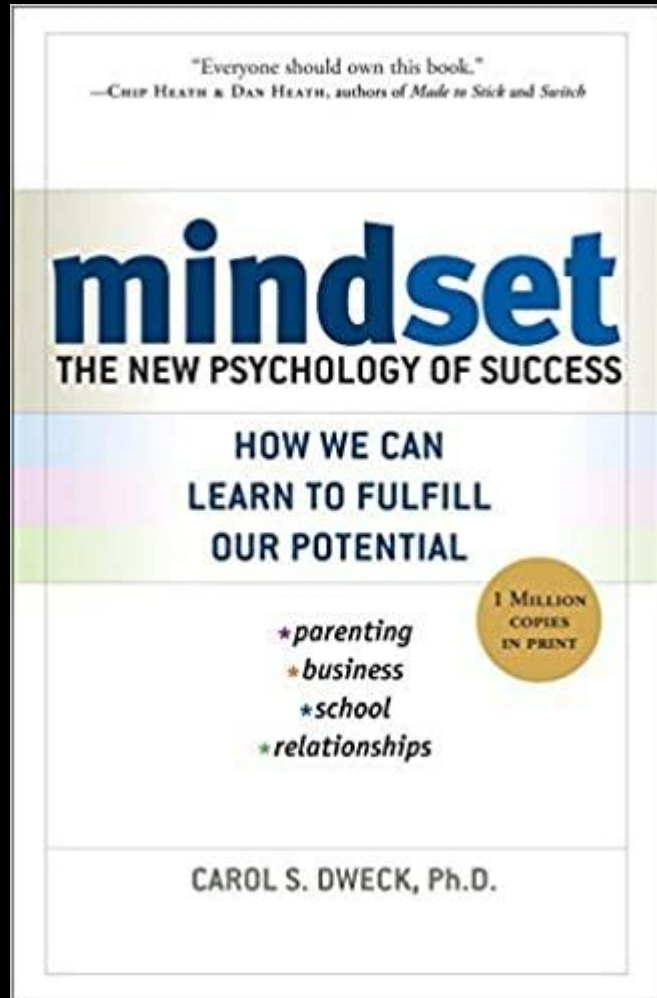
**The capacity to take ownership of one's life, challenges, and development. People with strong ownership take responsibility for themselves in all aspects of life. They also tend to have a positive outlook.**

# ✓ GROWTH v FIXED MINDSETS

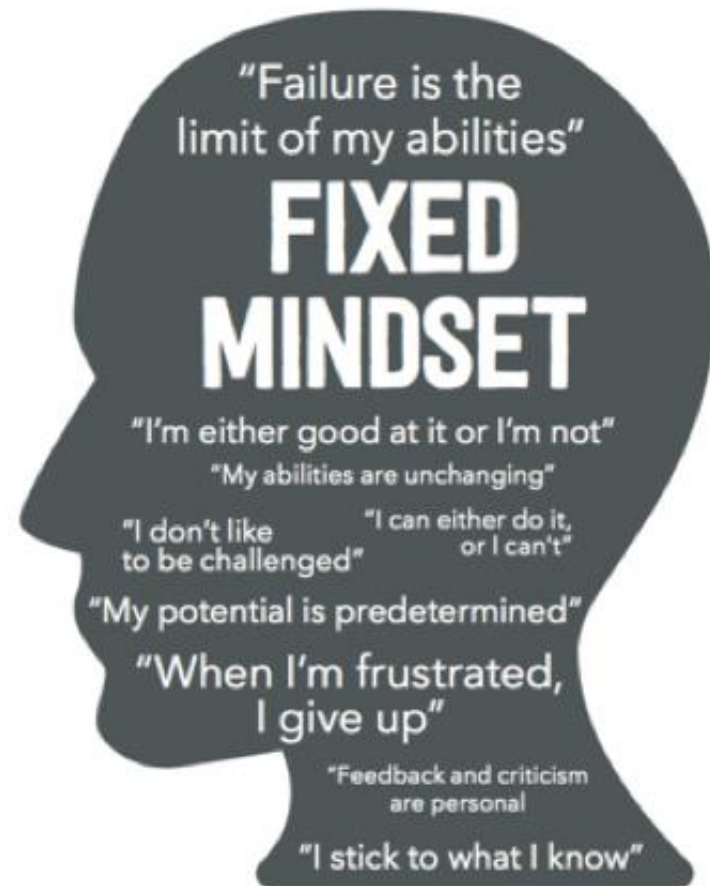
- A person's outlook on change and development can be categorized into growth and fixed mindsets.
- People with growth mindsets tend to believe in the possibility of change at the micro and macro levels – from self to society. They tend to see difficulty as an opportunity.
- People with fixed mindsets, tend to believe that change is not so likely.
- People with growth mindsets are more likely to persevere and work through difficulties rather than give up. Growth mindsets are like having an open mind, and fixed mindsets a closed mind.



# GROWTH MINDSET



“It takes character to keep working as hard or even harder once you’re there. When you read about an athlete or team that wins over and over and over, remind yourself, ‘More than ability they have character.’” (p.99)



# EMMA RADUCANU – GROWTH MINDSET



**Emma Raducanu, 18, got to the 4th round of Wimbledon. She retired in the 4th round due to breathing difficulties. She came back at the US Open - played 3 qualifying rounds and won the tournament without losing a set. She became Britain's first woman to win a Grand Slam singles title in 44 years and the first qualifier to win a major. She learned from Wimbledon and came back stronger.**

# Why potential is more important than talent

Published on April 26, 2022

**MINDSET  
MATTERS**  
Thriving at work



[gemmaleighroberts.com](http://gemmaleighroberts.com)



The logo for CAAST (Centre for Applied and Adaptive Systems) is displayed in a white box with a yellow border. The letters 'C', 'A', 'S', and 'T' are dark blue. The letter 'A' is stylized with a white grid pattern and a yellow semi-circle at its base. The background of the slide is dark blue with glowing blue spheres and lines.

© Patrick Tomlinson & Dr. Areti Smaragdi 2021

# 11. Resilience

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## ✓ RESILIENCE

- **The capacity to sustain oneself in challenging situations. The ability to keep on a positive pathway following setbacks.**
  - **Resilience is important to continuous positive development.**
- **Sense of Purpose, Perseverance, Ownership, and Growth Mindsets all contribute to resilience and development.**

## WHAT IS RESILIENCE?

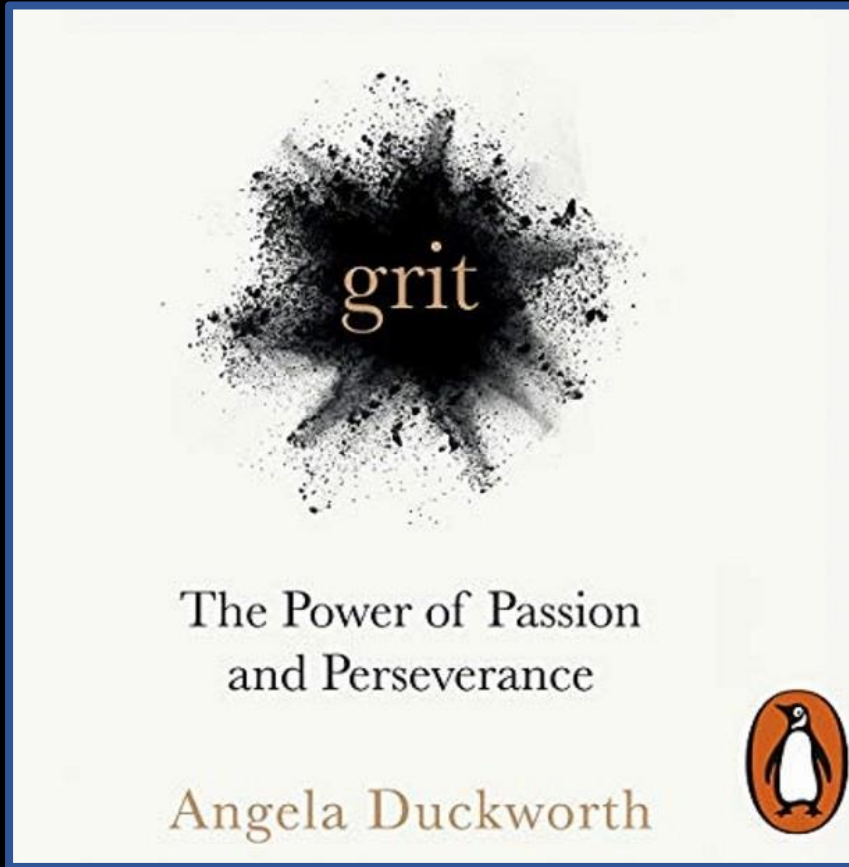
Resilience is often referred to as the ability to 'bounce back'. A resilient person is not someone invulnerable and without setbacks, but someone who can work through them.

The resilient person tends to learn from setbacks, difficulties, and failure. Failure is not seen as a huge problem and is necessary for development. The ability to bounce back will be determined by the level of difficulty in the situation, the individual's character, the quality of relationships around him or her, and the context that a person is in.

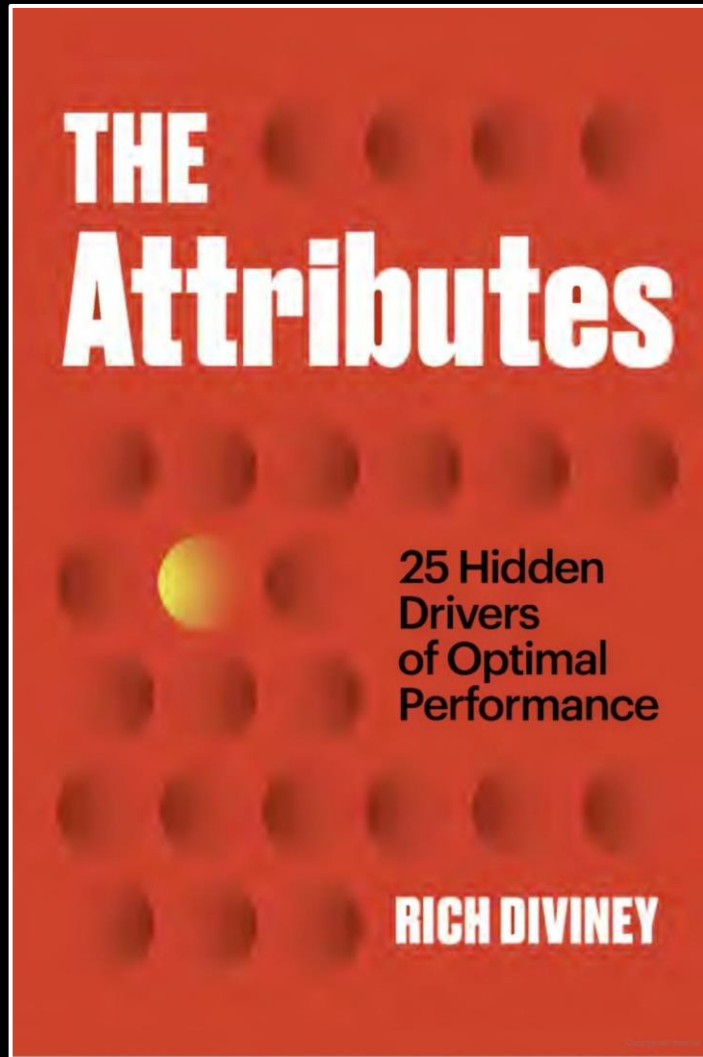
# WHAT IS RESILIENCE?

- Resilience is not a fixed quality.
- A person's resilience varies according to circumstances.
- A person may be resilient in one situation and not in another.
- Therefore, knowing the circumstances where one is more likely to be resilient is important.
- With knowledge of one's character support can be improved, and resilience improved.
- A lack of understanding of the person and a lack of developmental support will undermine resilience.





**Angela Duckworth (2016) in her influential book, Grit, explains how these qualities are the foundation for achievement. Referring to a vast amount of research she shows how they are vitally important in any profession, from a teacher to a marine, student, athlete, and firefighter, among others.**

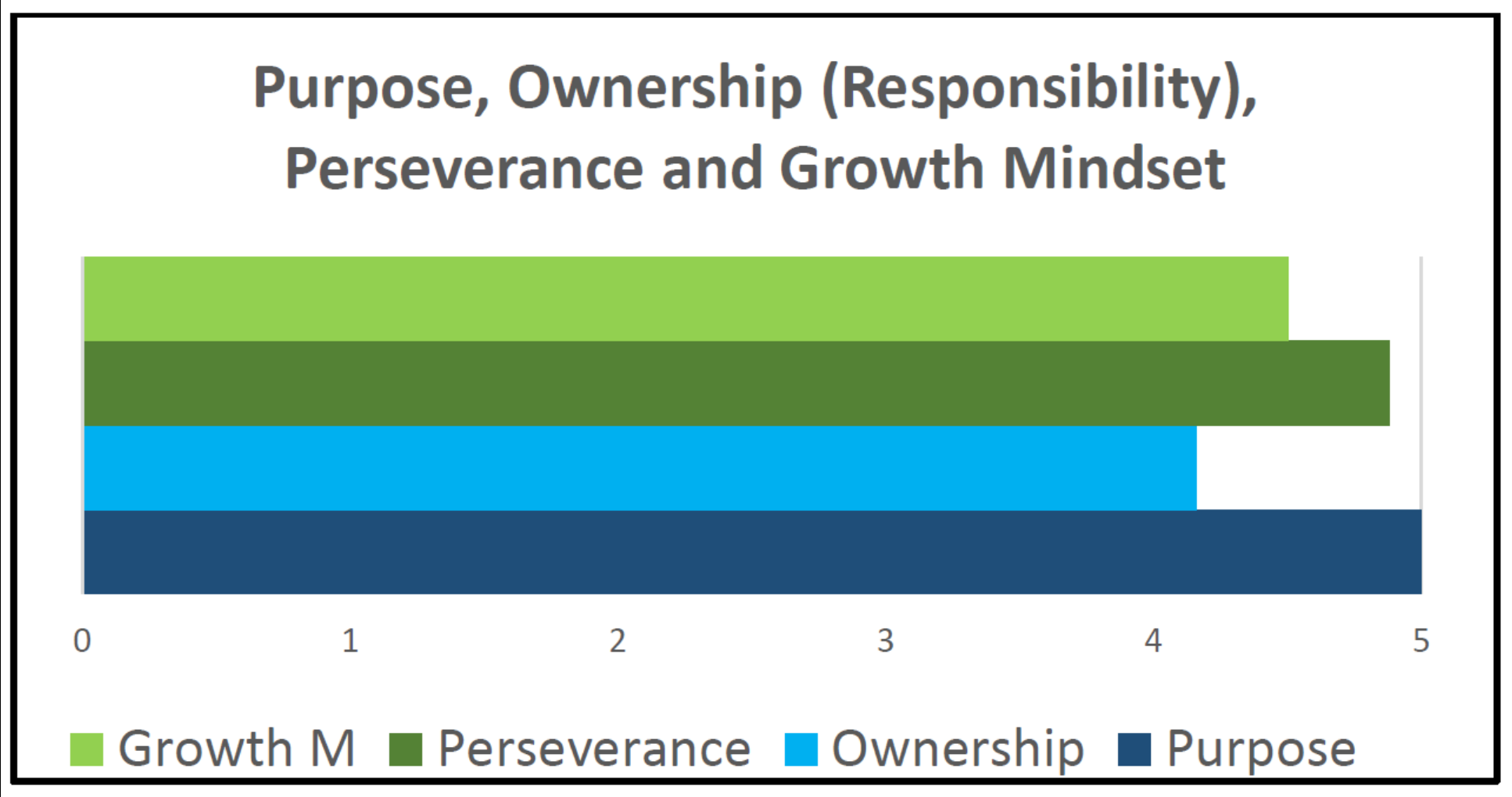


“When I started trying to figure out why some guys made it through training and others didn’t—that is, when I started digging into attributes—I had to reconsider what a word like grit really meant. What I realized is that grit is not an attribute at all, because it’s not one thing. It’s the result of several attributes, blended and catalyzed.” (2021, p.45)



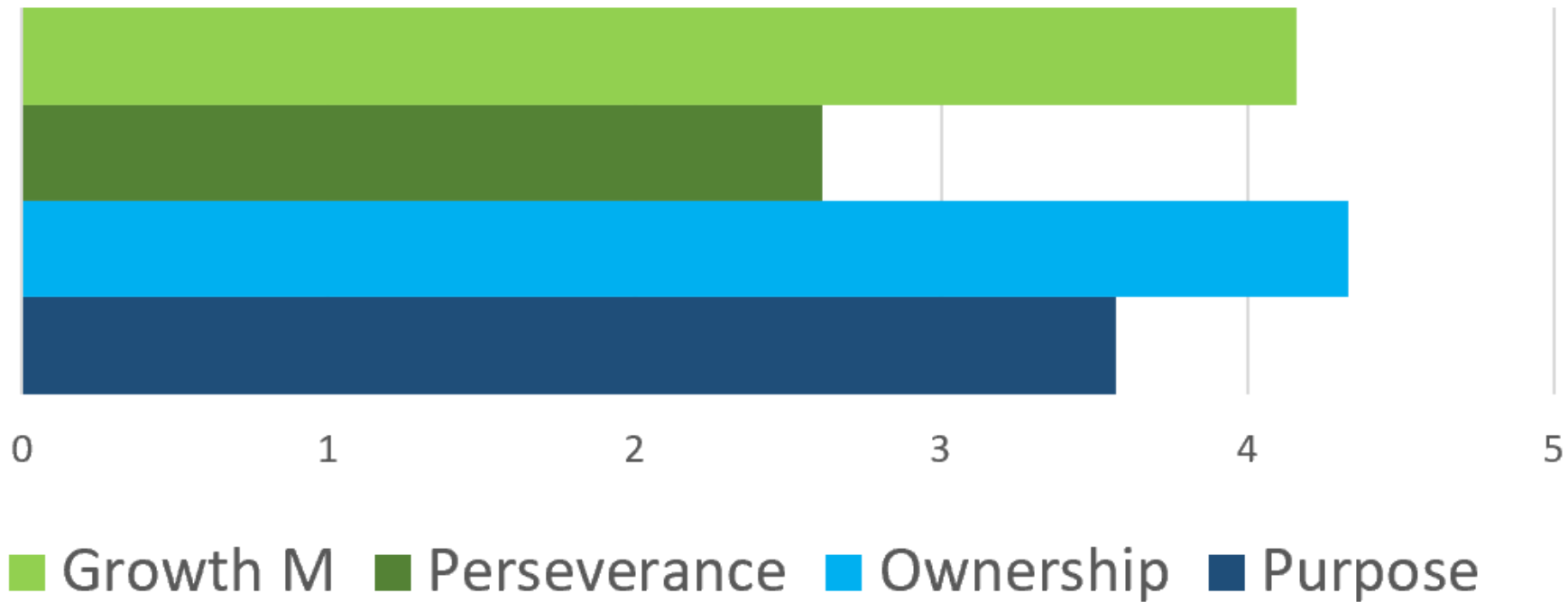
# 12. CAST Graphs

# CHARACTER & RESILIENCE – ASSESMENT EXAMPLE 1



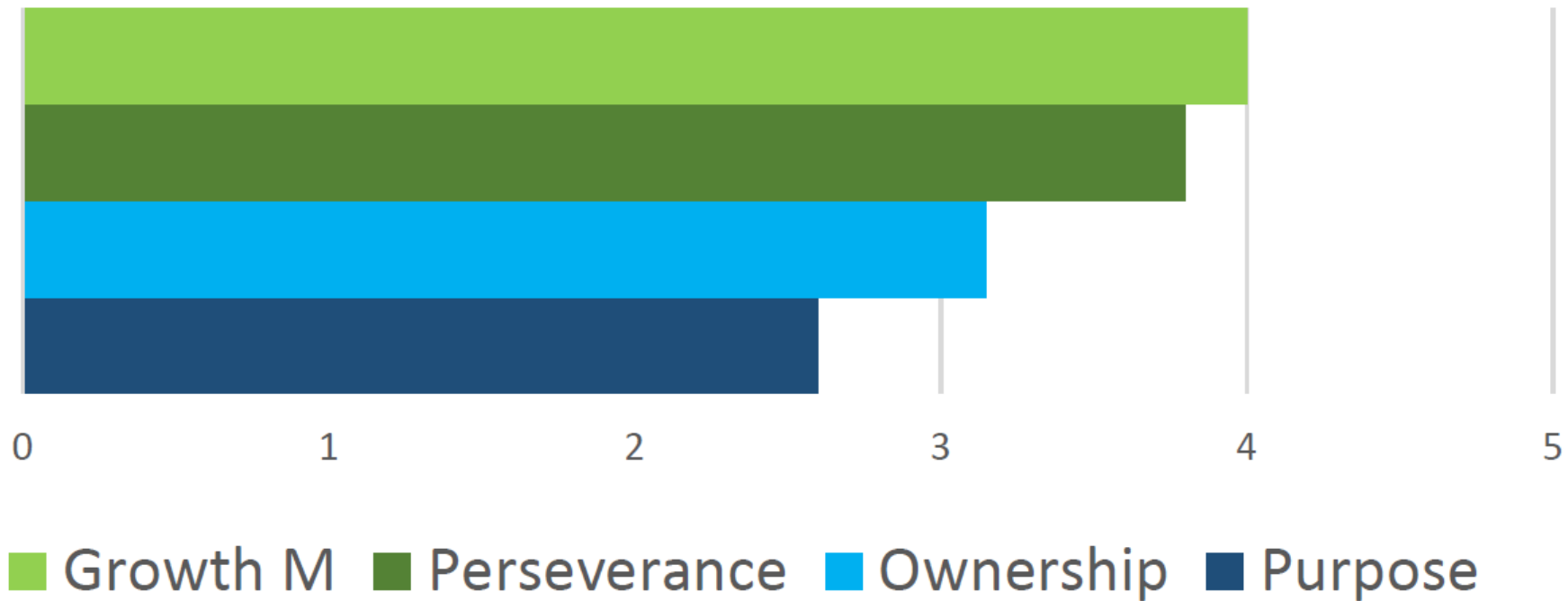
# EXAMPLE 2

Purpose, Ownership (Responsibility),  
Perseverance and Growth Mindset

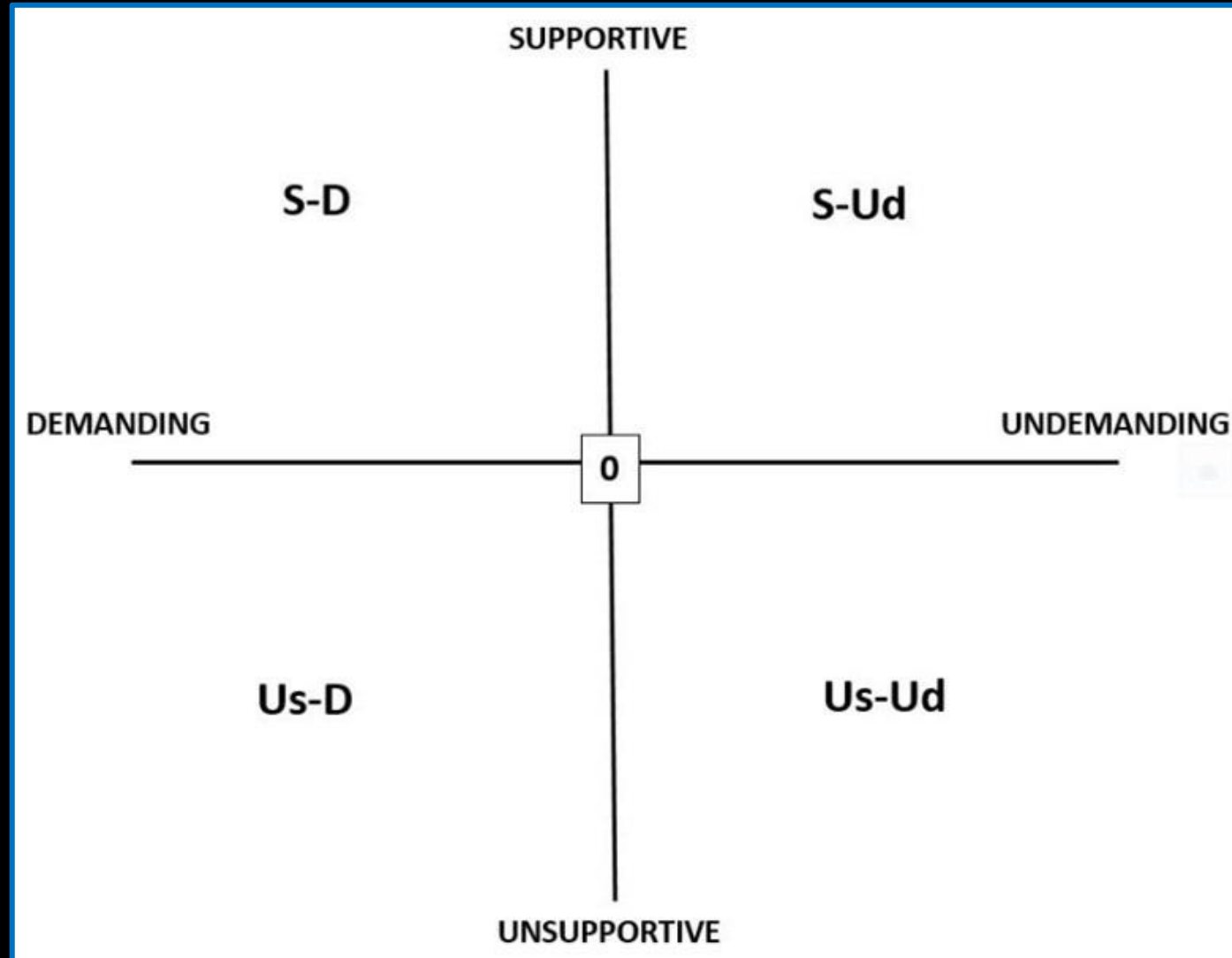


# EXAMPLE 3

Purpose, Ownership (Responsibility),  
Perseverance and Growth Mindset



# SUPPORTIVE-DEMANDING SCALES



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## **13. Supportive-Demanding Scales**



# **SUPPORTIVE-DEMANDING SCALES**

**Referring to parenting Duckworth (2016) refers to these same quadrants as,**

**S-D - Wise Parenting**

**S-UD - Permissive Parenting**

**US-UD - Neglectful Parenting**

**US-D - Authoritarian Parenting**

# SUPPORTIVE-DEMANDING SCALES

- ❖ Supportive means the quality of nurturing development, through encouragement, concern, empathy, and positive reinforcement.
- ❖ Demanding means having clear expectations, goal-setting, constructive criticism, challenging, holding accountable, and a focus on improvement.
- ❖ Research has shown (Duckworth, 2016) that those who are in the S-D quadrant are likely to achieve the most positive development outcomes.
- ❖ Through experience and practice, it is possible to improve one's development style.

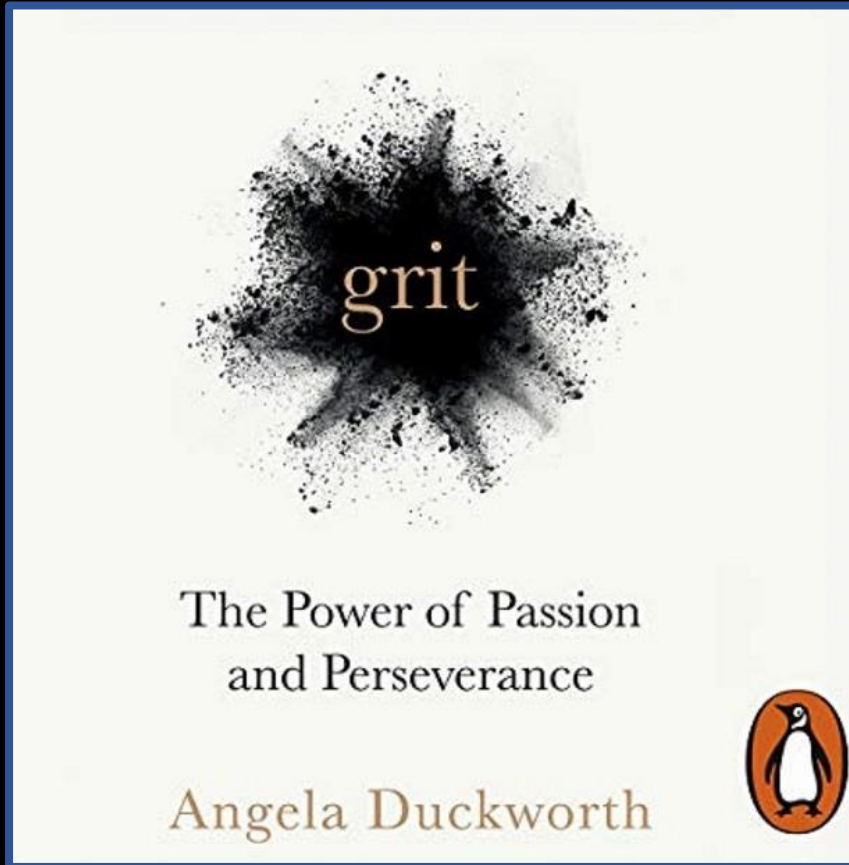
# **SUPPORTIVE-DEMANDING SCALES**

**Development is spurred both by demands and support. Demands push, focus, and stretch a person, while support encourages and enables.**

**It is the balance of the two that leads to optimal development.**

**Our first experiences of development are as an infant. They are significantly influenced by our parents and other caregivers.**

**This continues throughout childhood and into adulthood.**



## SUPPORTIVE-DEMANDING SCALES

Duckworth refers to vast amounts of research that show exactly the same principles apply in diverse fields of work. For example, The supportive-demanding balance tends to achieve the best results in situations as diverse as child development, the military, nursing, and teaching.

# **SUPPORTIVE-DEMANDING SCALES**

**The word parent derives from the Latin verb 'parere' – 'to bring forth, develop or educate'.**

**Therefore, parenting style has general relevance - to work with clients, colleagues, and teams.**

**A person likely has a similar approach to others as they do to themselves. By using a horizontal demanding scale and a vertical supportive scale, 4 quadrants are created.**



# SUPPORTIVE-DEMANDING SCALES

**‘Parenting’ Style, Personal Development – This scale focuses on how a person is likely to approach the development of themselves and others. It is especially relevant to ‘parenting’ and to work with individual clients. Developing a high level of competence in this area can support professional development and people management. The two scales often overlap.**

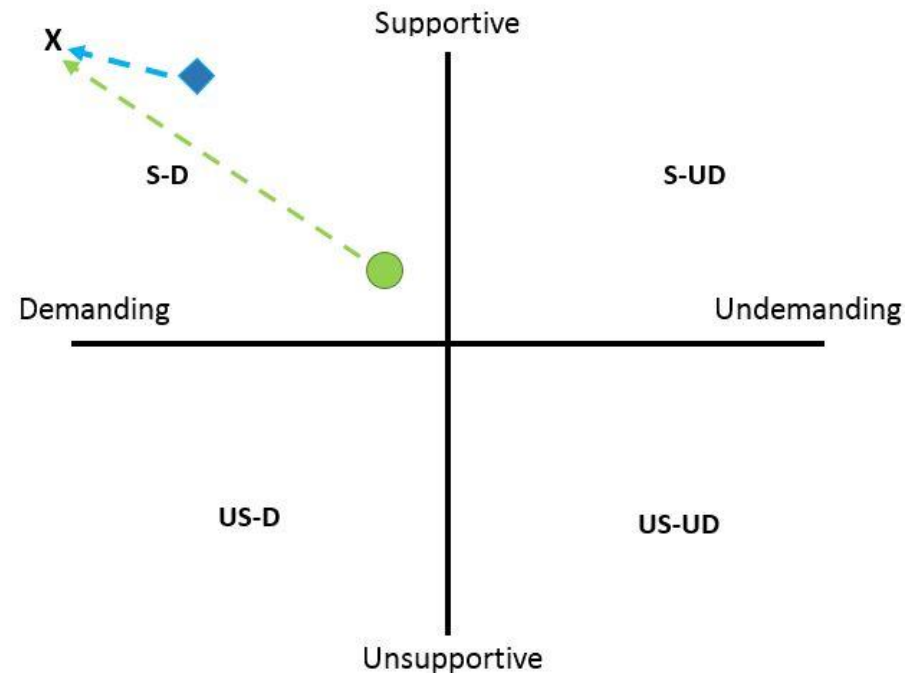
**Professional Development Style, People Management – This scale focuses on how a person is likely to approach the management and development of colleagues or team members at work. It may also reflect a person’s approach to their development. It is especially relevant to progress into management and senior leadership positions. This area of development can be challenging and usually continues to develop many years into work.**

# SUPPORTIVE-DEMANDING SCALES – ASSESSMENT EXAMPLE 1

## SUPPORTIVE-DEMANDING SCALES

The quadrant that is most associated with positive development is the supportive-demanding quadrant (S-D). The letter X represents the ideal position within the quadrant. The  and  indicate where the candidate is now. The dashed lines are the developmental pathways to optimize potential development (X).

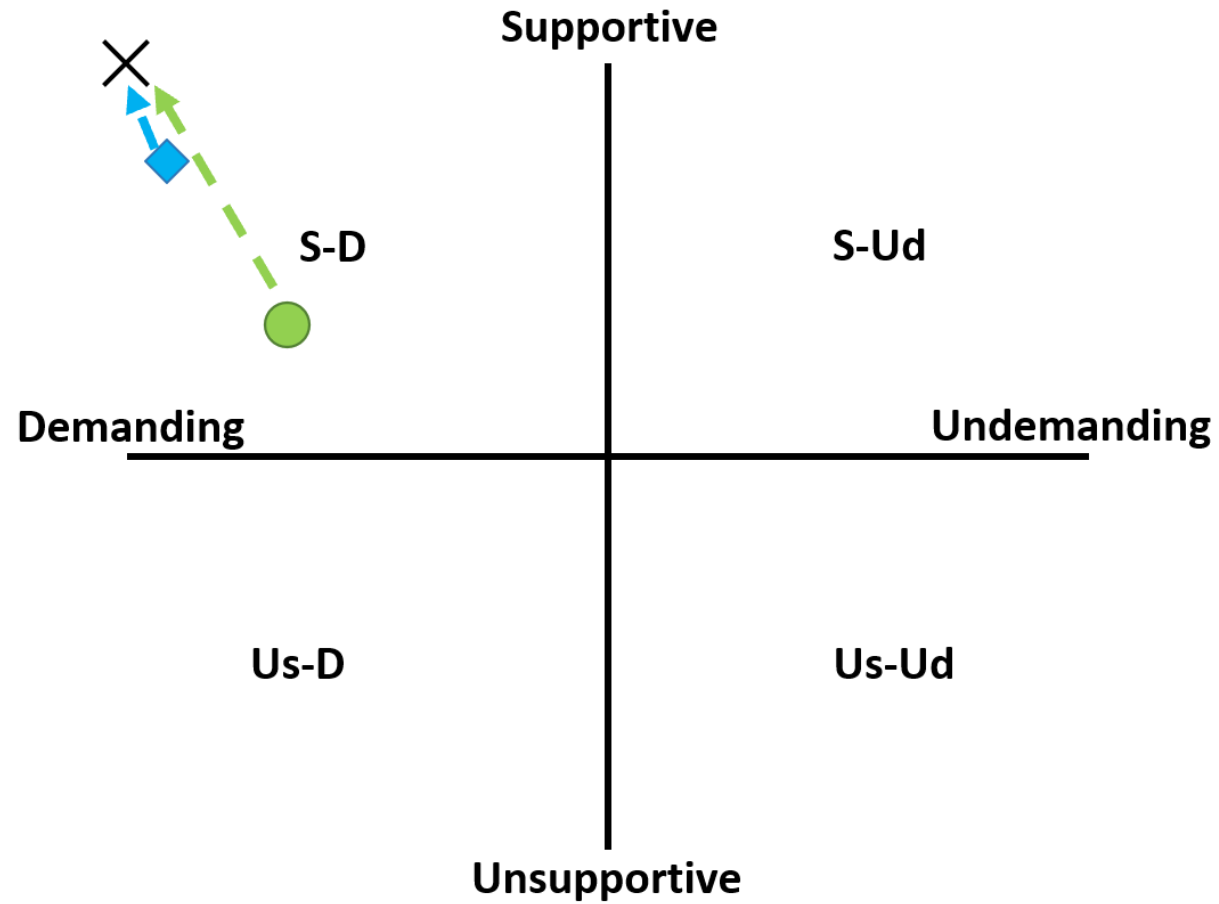
-  = 'Parenting'/Personal Development Style
-  = Professional Development/People Management Style
- X = Optimal score Supportive-Demanding Scale



# EXAMPLE 3

**Blue Diamond** = 'Parenting' Style, Personal Development

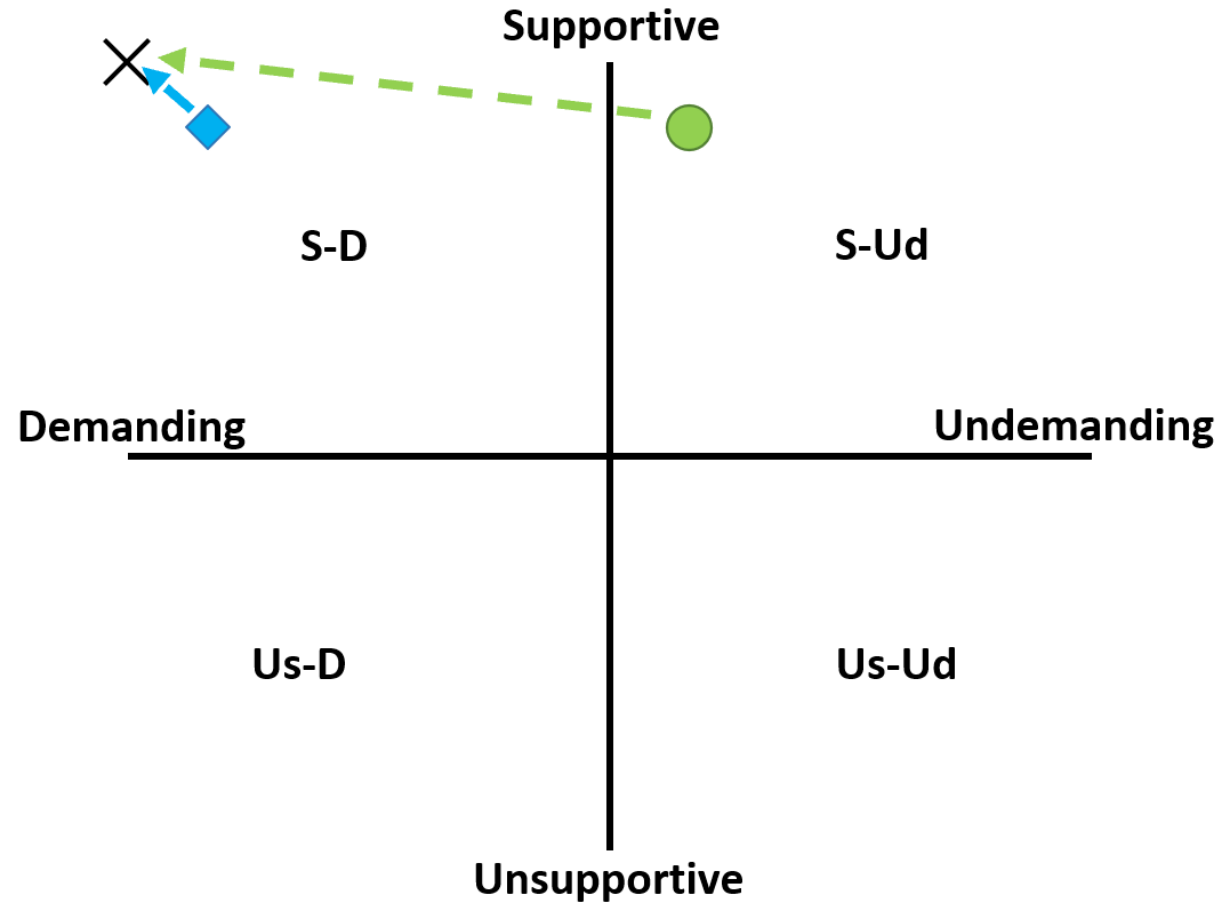
**Green Circle** = Professional Development, People Management





# EXAMPLE 4

Blue Diamond = 'Parenting' Style, Personal Development  
Green Circle = Professional Development, People Management





# 14. Examples of Recommendations for Development

# EXAMPLES OF RECOMMENDATIONS FOR DEVELOPMENT

As well as advising on suitability for different roles each CAST Assessment Report usually has 5-6 Recommendations for Development. The following are typical examples,

- **People with strong purpose and perseverance can tend to over-work. Monitor the possibility of overworking and neglecting other areas of life outside of work.**
- **Clarify goals for development and career path in the next 5 years. Once this is clear, identify the necessary steps.**
  - **In the area of ownership – monitor any tendency to feel stuck or lose motivation in a situation. Keep a focus on working through any difficulties. Consider using a coach/mentor to help work through things positively.**

- **She will benefit from developing more demanding skills. This is not necessarily tied to confidence, but she might find it easier to be demanding of her team and colleagues if she felt more in control and took more ownership of her choices.**
- **It may help to focus on specific projects and to identify clear tasks with deadlines for team members. She may be able to identify how consistently projects are kept on track and how she manages herself and the team within this.**
- **Take time to contemplate long-term career goals and choices and be an active part (take ownership) of shaping the future path. Formulate medium to long-term goals that include how she will develop in her work.**

- **Regularly review progress, in her work and her teams. Hold herself and others accountable and focus on improvement wherever drift tends to happen.**
- **There is a great benefit to having achieved a healthy life-work balance. One question to consider is what does she wish to achieve in the medium/long term? To keep a focus on this it may help to define it as clearly as possible and review it every 3 months.**
  - **She is aware of tendencies within herself, which can sometimes cause difficulties – such as: taking on too much; being self-critical; some anxiety about challenging others. It will be helpful to monitor these kinds of issues.**
- **As he has had a long career and developed a wide range of skills it will help to clarify his direction and focus for the next stage. The assessment suggests that he has options that could lead in quite different directions. For example, in management or therapeutic work.**

- **Clarify goals for development and career path in the next 10 years. Once this is clear, identify the necessary steps.**
- **Monitor and work on the supportive-demanding balance. In this field of work, a supportive style is essential to improve the balance and outcomes. For example, this can be done by setting clear areas of responsibility for team members, with clear expectations on outcomes and timelines. Work on holding people accountable and avoiding drift.**
- **The assessment would suggest that he will benefit from a creative role that inspires him and does not require too many managerial responsibilities.**
- **As the assessment suggests that he has a great capacity for empathy and 1-1 work it is worth considering working as a mentor for young people, business builders, etc. formally or informally. He would most likely be exceptionally good at this and it might be motivating and satisfying.**

- **As he is self-reliant, but can on occasion be quite sensitive, pay attention to the possibility of being too isolated and not having enough opportunity for support.**
- **She will benefit from being stretched in her development. Once goals are agreed ensure that they are regularly reviewed with progress reports. Where difficulties arise, analyze them in detail to consider how things may be approached differently.**
- **Work on clear focus, appropriate delegation and not reverting to often working long hours as a way of dealing with work pressures.**
- **Establish a forum with the wider team of non-direct reports. This will help improve inclusion, connection, and being in touch with the experiences of the wider team.**

# THE GOOD NEWS!

- **EVERYONE IS CAPABLE OF DEVELOPMENT**
- **WITH A FOCUSED DEVELOPMENT PLAN**
- **AND CONTINUOUS PURPOSEFUL & DELIBERATE PRACTICE**



Mozart, Federer, Picasso, Beckham,  
and the Science of Success

"Insightful and entertaining. . . Takes us a step deeper into the world of sports, showing us how much we can learn about our own behavior."

—Dan Ariely, *New York Times* bestselling author of *The Upside of Irrationality* and *Predictably Irrational*

Matthew  
Syed

BOUNCE  
BOUNCE  
BOUNCE  
BOUNCE

P.S.  
INSIGHTS,  
INTERVIEWS  
& MORE...

“... it is practice, not talent, that holds the key to success.” (p.37)



# 15. Development Glossary

# DEVELOPMENT GLOSSARY

**Personal Development** - The way someone has developed over time and his/her potential development. Each person's development is unique with different development styles. Different personal characteristics may either promote or hinder development.

Personal development is a lifelong process. The development during the formative years has a significant influence on professional development.

# DEVELOPMENT GLOSSARY

**Professional Development** – The way someone develops and progresses over time in work. Professional development is influenced by personal development and vice-versa.

For this assessment, the individual's general characteristics rather than technical skills are assessed. This is highly relevant to how a person progresses professionally in any field of work.

# DEVELOPMENT GLOSSARY

**Potential Development** - This is the pathway a person may aim for. Each person's pathway is different, both in terms of direction and pace. However, everyone has the potential to develop and grow.

The starting point is knowing where one is and where one would like to get to. Potential development is usually helped by the support, encouragement, and expectations of others.

One's commitment to development and ongoing perseverance is also key.

# DEVELOPMENT GLOSSARY

**Development Plan** - An individual's development plan is a way of capturing developmental needs and turning them into focused goals. The goals need to be relevant to the individual's development and the role that he/she is in. Individual and organizational goals need to be aligned.

The plan is agreed between the individual and his/her supervisor/mentor. Usually, a plan looks at the year ahead and progress is reviewed regularly. At the end of the year, it is fully reviewed, and a new plan is created.

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## 16. Testimonials

# TESTIMONIALS

We have commissioned over 15 CAST assessments during the past two years. We have done this mainly to focus on the development of managers and senior staff. We have also used it for selection purposes. The assessments in my experience are an accurate indicator of a person's current mindset and abilities. They also highlight the areas of development to focus on what would enable an individual not only to develop professionally but also personally.

We believe in the CAST assessment to the point that the report generated from an assessment of a candidate for a key role in our organization would have a big part to play in the decision-making process on appointments and professional development plans. **Director, Ireland, UK**



# TESTIMONIALS

I thoroughly enjoyed the CAST Assessment. It was relaxed, friendly, and informative and I was put at ease throughout the assessment process. The different parts of the assessment and the research supporting each part were explained. The feedback was excellent and informative.

I think this assessment was especially helpful as I recently made the transition to managing people. It has helped give me a clearer sense of purpose and direction and supported me to be more comfortable using and setting boundaries. The development plan suggested was useful and I am now using this in supervision with my manager. I have set clearer and more focused goals in the shorter and longer-term to help my career development.

I would highly recommend the assessment for anyone seeking to understand their strengths and areas for development and to help them set clear development goals for the future. **Senior Fieldwork Manager, UK**

# TESTIMONIALS

From a supervisor's point of view, having feedback about my colleagues has allowed me to be more focused during their supervision on the aspects of their professional character that would impede development and resilience. I think seeing the assessment has improved their confidence and ability. They accept themselves as versatile practitioners, given they felt seen and understood. The reports are written in a way that was not negative or shaming, hence their ability to accept their professional selves and move forward.

I would recommend the assessment for any manager who wants to focus on selecting the appropriate staff for positions and/or identifying ways of developing resilience. **Team Leader, N. Ireland**

# TESTIMONIALS

I found the CAST assessment extremely helpful in providing me with an understanding of my strengths and areas of future work. Having a greater awareness of areas requiring development gives me an understanding of where my focus should be.

I would highly recommend this assessment as a tool for staff appointment and retention. It would be advisable to use it for a workforce in terms of staff development. This assessment not only identifies the right people for an organization but continues as a management tool. Thanks, I believe I have made improvements in my performance following my assessment.

**Founder, i-being, India**

# TESTIMONIALS

I found the CAST assessment process straightforward, engaging, and thought-provoking. The outcomes of the assessment were representative of my approach to work and family life.

The value of the assessment process was that it raised to conscious awareness, ideas and values that influence my approach to life and relationships on a mostly subconscious level. This allowed me to engage in thoughtful reflection and decision-making about my approach to personal and professional matters going forwards. In this sense, the Assessment supported valuable insights and a sense of empowerment.

**Clinical Psychologist, Adelaide, Australia**

# TESTIMONIALS

I valued the one-to-one approach used for the assessment, and the personal brief given of the results, opening a conversation for further developments. I found the assessment able to catch and describe some aspects of my personal development that were, up to that time, a feeling about myself, while they are now clear and convertible in measurable goals.

Other aspects emerged that I could recognise as accurate about myself, but that I never acknowledged existed before. I found the whole assessment process educational and actionable. Thank you again.

**Health & Safety Visiting Lecturer at Middlesex University, UK**

# TESTIMONIALS

Through the CAST assessment interview, I was helped to identify the main characteristics associated with my leadership abilities and skills. The results and, most of all, the way they were presented to me, gave me important information to set goals of professional development.

I highly recommend any professional working in the childcare field to take the assessment for its usefulness as a tool for improving relationships with young people, co-workers, and organization.

**Director, Lisbon, Portugal**

# TESTIMONIALS

CAST is a highly practical tool that complements standard recruitment procedures, offering a great benefit to individuals and organizations alike. The considered approach to staff recruitment and development encompasses a true understanding of the qualities most relevant to professionals working with people across the lifespan.

Throughout my participation in the interview process, I was honored to recognise that my life experience has contributed infinitely to my purposeful work with adolescents. The results of the assessment process were consistent with feedback I have received both personally, and professionally. Verbal and written feedback gave me valuable insight into my strengths and areas for development that enabled me to position my career goals effectively.

**Therapeutic Specialist, Melbourne, Australia**

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The results could not be more positive. Through a simple question and answer process, completed over a 75-minute session, we gained insight into employee's strengths and challenges, appropriate methods of support, and current and future role suitability.

For any company wanting to gain a greater understanding of their employees and how they and you can best support the task, I would highly recommend this assessment. **Operations Manager, England**

The assessment has been very helpful in assisting with my professional development. It has had a positive impact on my working skills and personal development, as it provided me with valuable knowledge and guidance.  
**Family Early Help Key Worker, London, UK**



The logo for CAAST features the letters 'C', 'A', 'S', and 'T' in a bold, dark blue, sans-serif font. The letter 'A' is stylized with a white grid pattern and a yellow semi-circle at its base. The entire logo is set against a white background within a yellow-bordered rectangle.

**CAAST**

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## 17. References

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