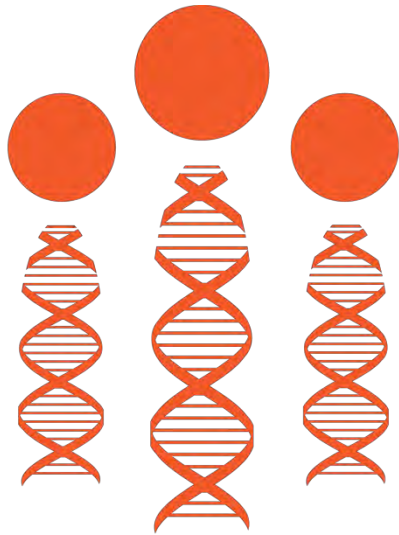


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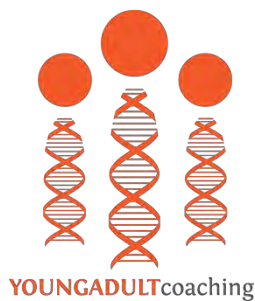
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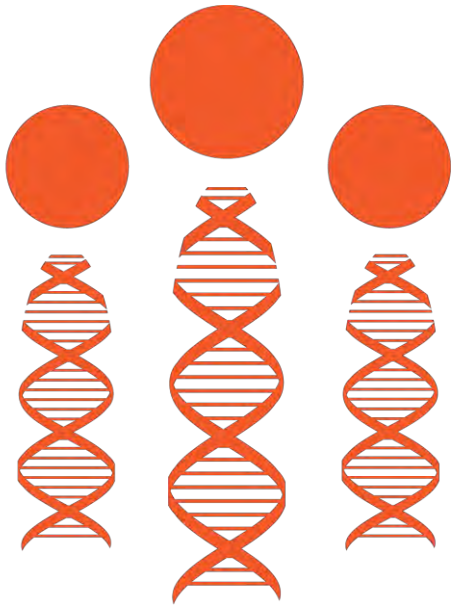
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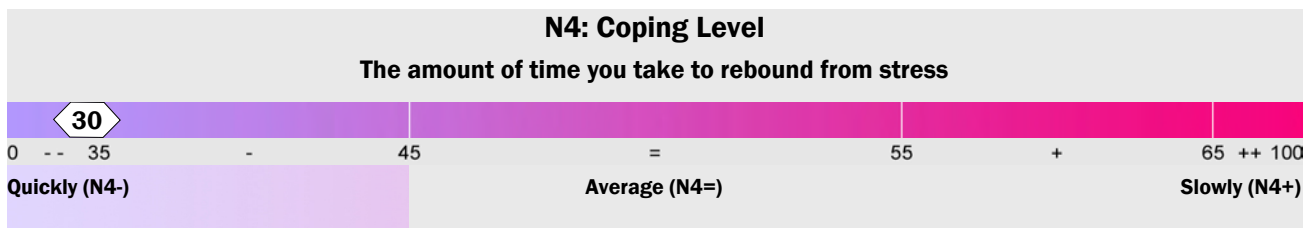
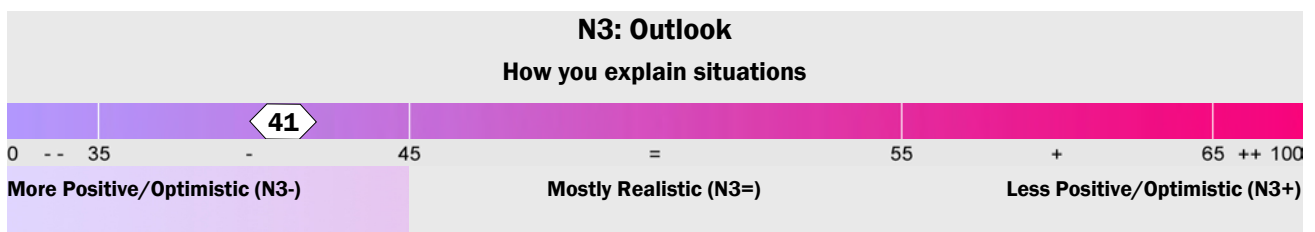
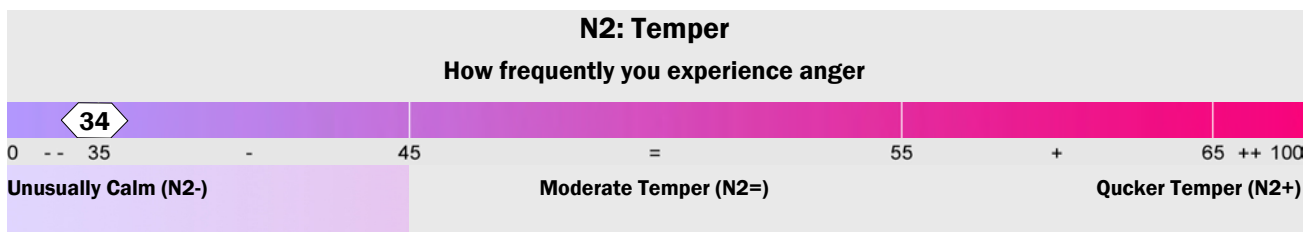
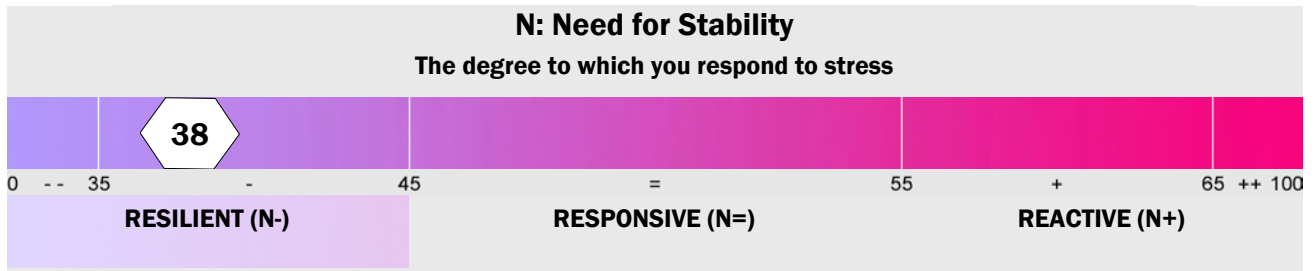


## Traits



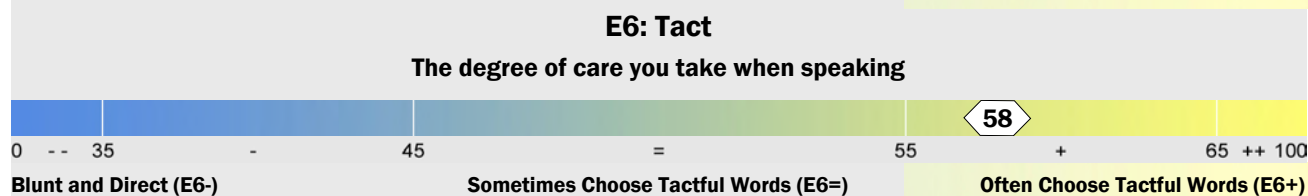
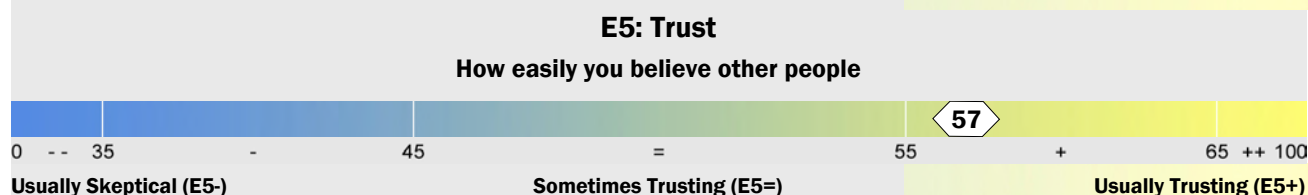
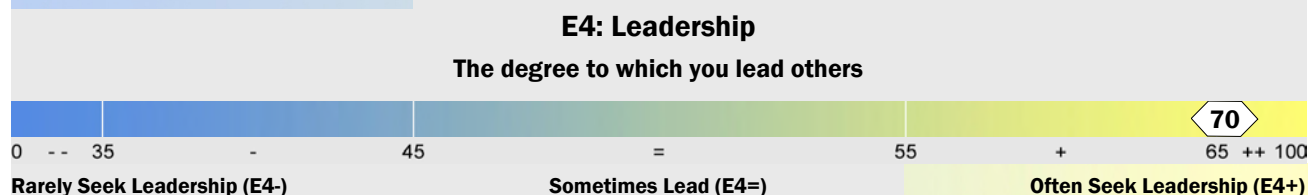
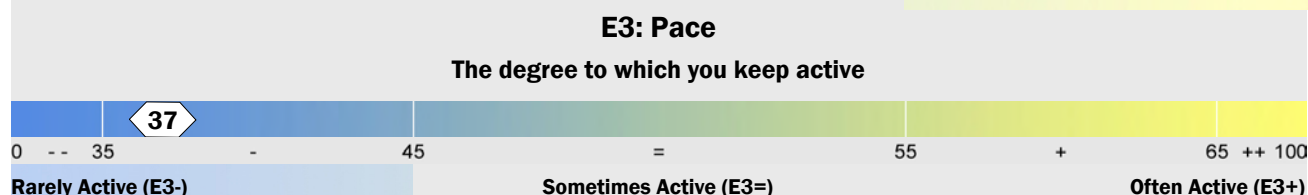
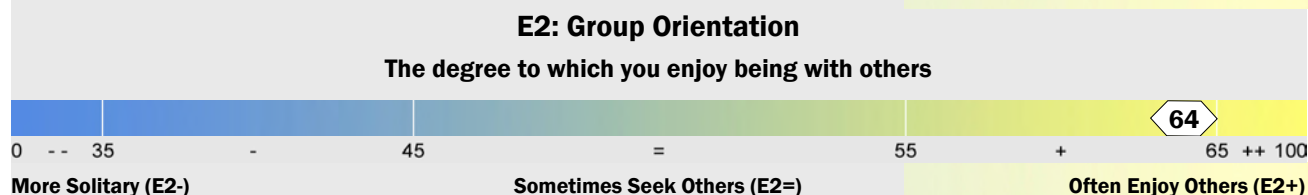
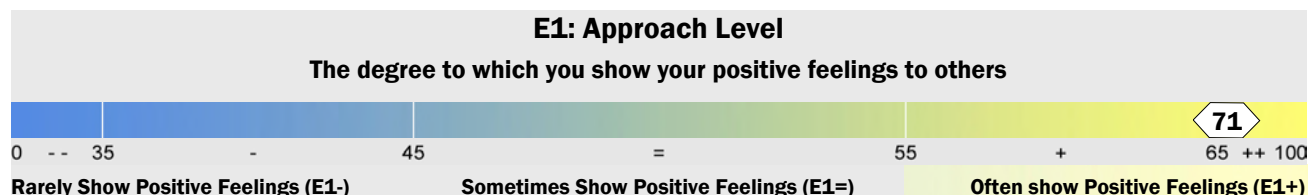
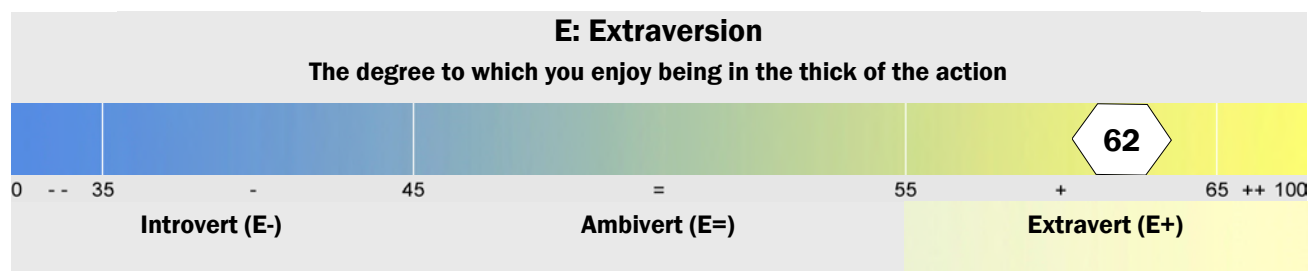
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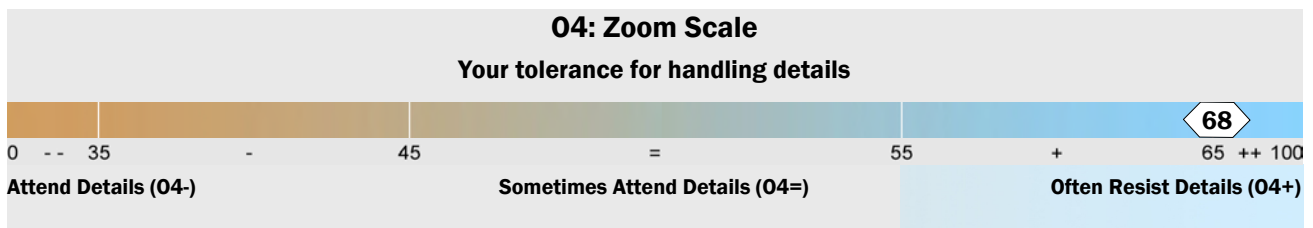
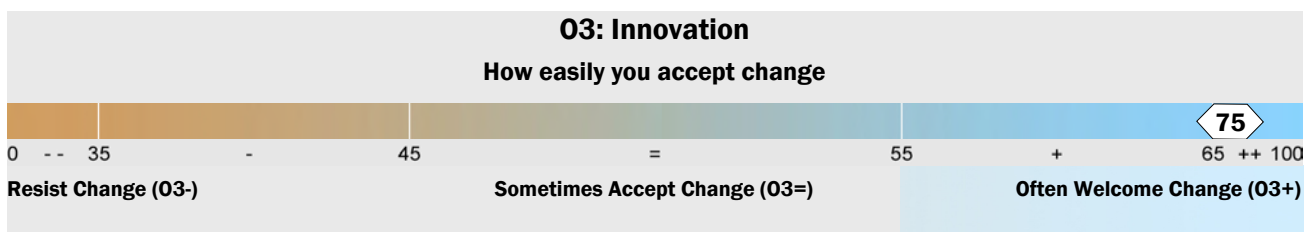
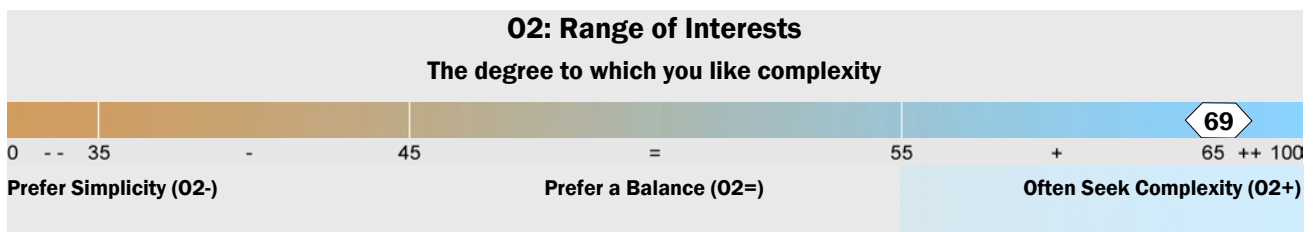
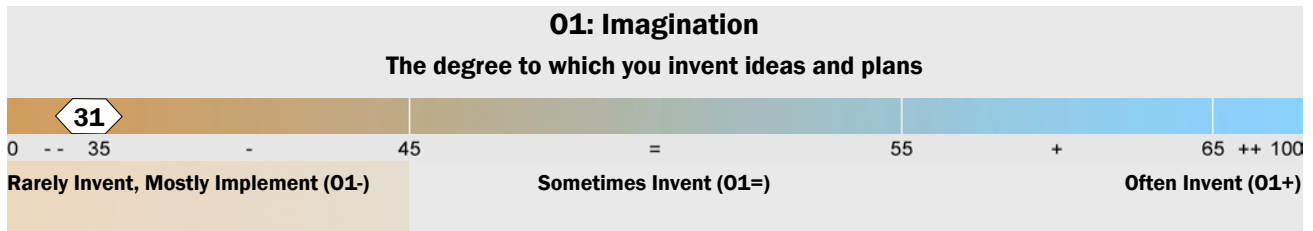
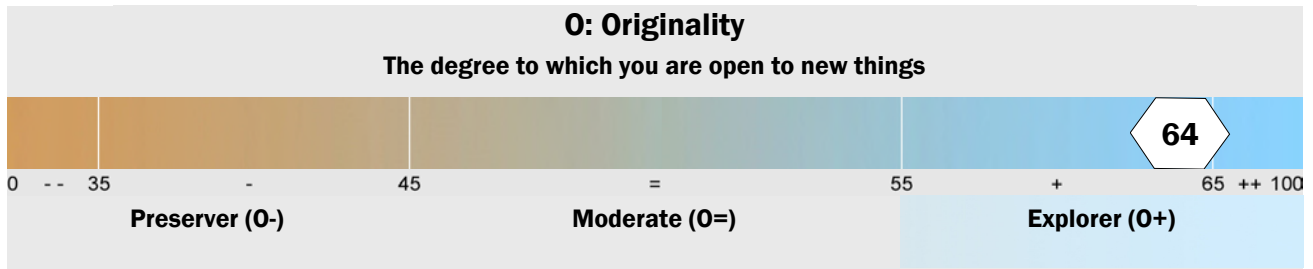
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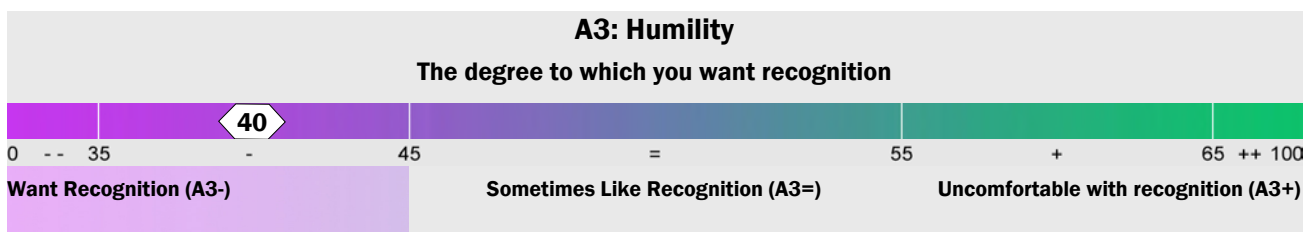
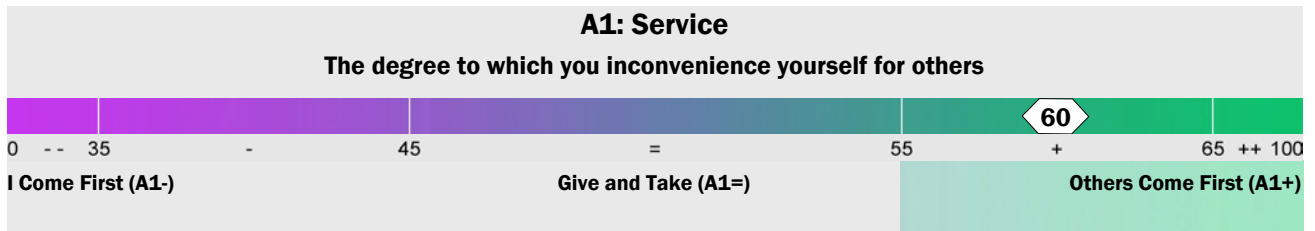
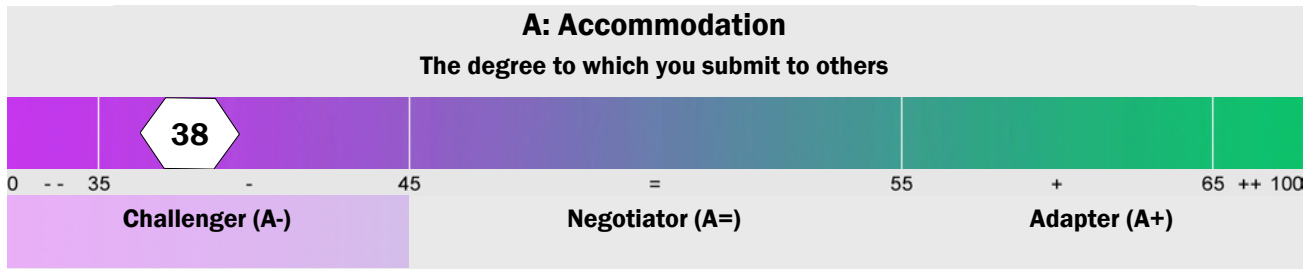
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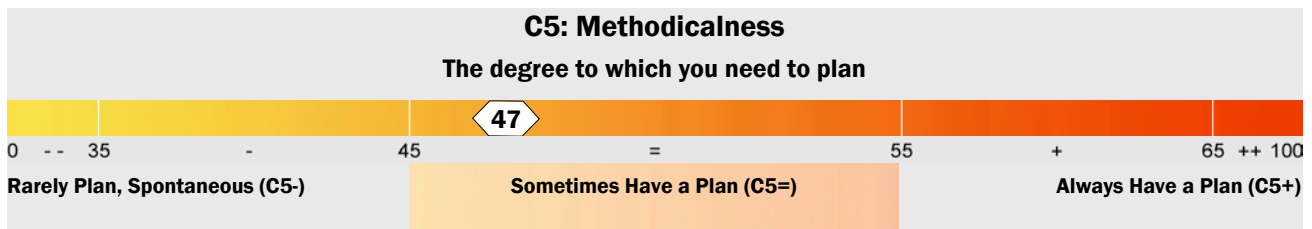
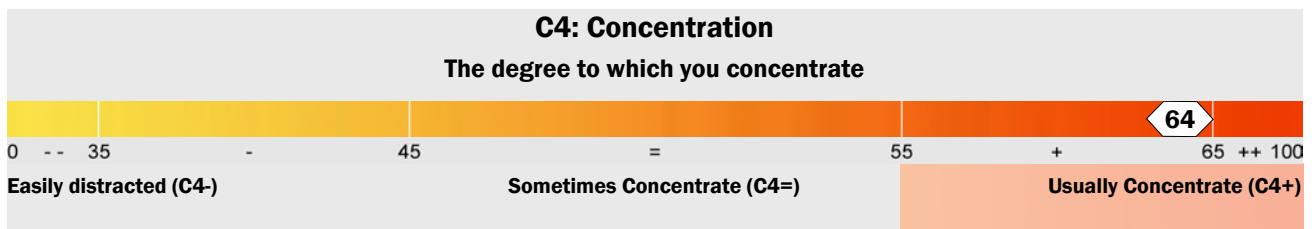
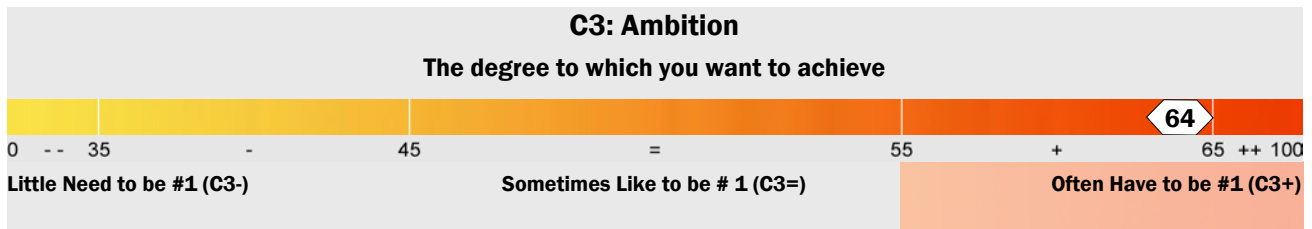
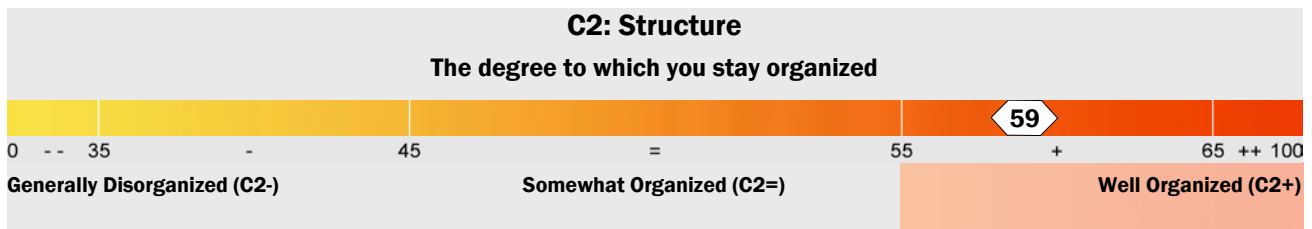
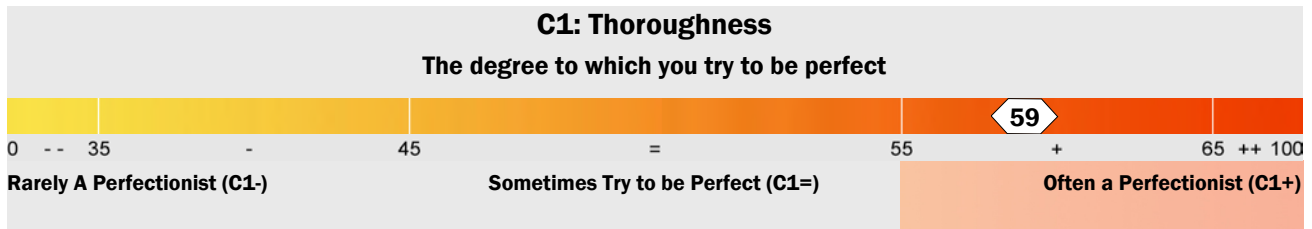
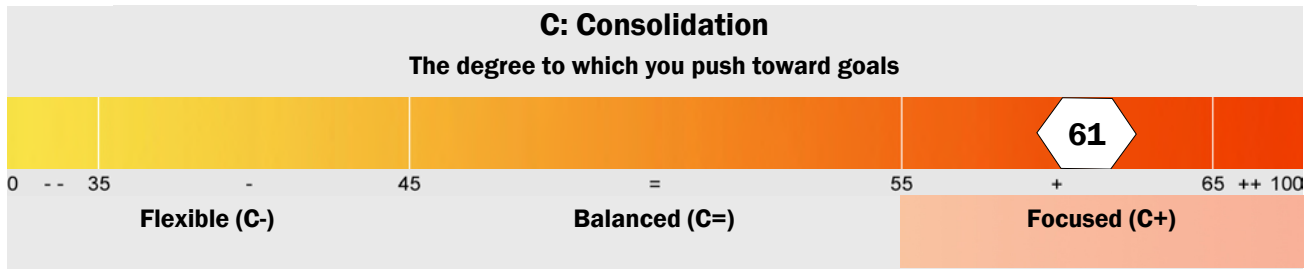
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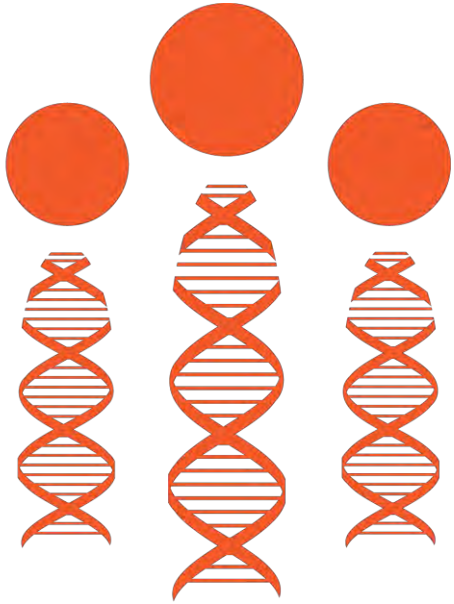
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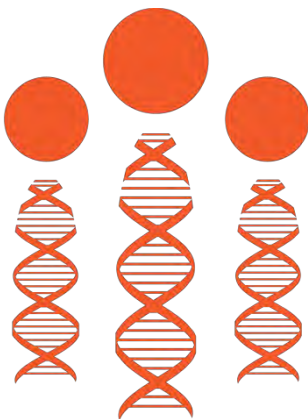
# Passions



# Know Your Passions!

*Don't ask  
yourself what  
the world  
needs; ask  
yourself what  
makes you  
come alive.  
And then go  
and do that.  
Because what  
the world  
needs is  
people who  
have come  
alive.*

*- Harold  
Whitman*



## 27 Questions to Find Your Passion<sup>1</sup>

**Guidance:** You are the only one who can find your passion - It's inside you and just has to be uncovered.

Use the below to explore what lights you on fire. Don't rush through these. Go somewhere quiet, with no internet and dedicate at least 2-3 hours to developing your answers. Some may apply more than others. That's fine. Allow your mind to run wild. These questions will only be useful if you allow them to.

### It's Time To Start Living With Passion!

1. What makes you happiest in your life? What excites you?
2. What do you do that makes you feel invincible?
3. What do people thank you for?
4. What are you ridiculously good at? What are your precious gifts?
5. Who do you look up to? Who are your mentors? Who inspires you? Why?
6. When was the last time you massively over-delivered on something? What was it and why did you work so hard?
7. When was the last time you were in a state of "flow", in the zone and totally lost track of time? What were you doing?
8. Imagine you won \$158 million in the lottery. It's now three months later. How will you spend tomorrow?
9. What would you do if you knew you could not fail?
10. If you could have or do anything, what would it be?
11. What topics do you find yourself continuously arguing or defending with others? What beliefs does your stance represent?
12. What makes you most angry about the state of the world? With unlimited resources how could you fix it?

What are you most afraid of for the next generation, whether you have kids or not?

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1. [www.liveyourlegend.net](http://www.liveyourlegend.net)

## Passion list

What are you passionate about?

13. What do you love helping people with? How do you most commonly help others?
14. What's your favorite section in the bookstore? What's the first magazine you'd pick up at the grocery store?
15. When was the last time you couldn't sleep because you were so excited about what you had to work on? What was it?
16. If you trusted that your art (your creativity) would support your life, How would you live?
17. Out of all your current roles, activities, and hobbies - what would you gladly do for free?

If you were able to be a member of the audience at your own funeral (in 100 years or so) what would you want to hear people say?

19. What do you want to be remembered for - what dent do you want to have put in the world?
20. What do your friends always tell you you'd be good at, that you should do for a living (i.e. "she'd make a great...")? If you don't remember, then go ask five of them.
21. What are you naturally curious about?

22. If you had a free hour to surf the internet, what would you explore?
23. Think back to when you were 5 or 10 years old. What did you want to be when you grew up? Anything goes. What skills and metaphors do these represent (i.e. pilot may be a symbol for freedom)?

24. If you could write a book to help the world, that is guaranteed to be a best seller, what would the title be? What's it about?

25. What careers do you find yourself dreaming of? What jobs do others have that you wish were yours?

26. What 3-5 dream jobs or businesses can you imagine that would firmly embody your core beliefs about the world. Sky's the limit.

And a bonus... What revolution do you want to lead?

Conducting research to cure disease

Teaching others what I love to do

Performing to **SOLD-OUT** audiences

Designing groundbreaking architecture

Shopping for the latest fashions

Being at the top of my game  
Learning something **NEW** every day

Preserving the environment

Planning **parties** and **events**

Exploring new towns and cities

Volunteering

Working outdoors

Living in the country  
Living in the big city

Brainstorming solutions

Being around children



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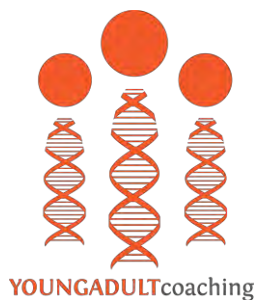
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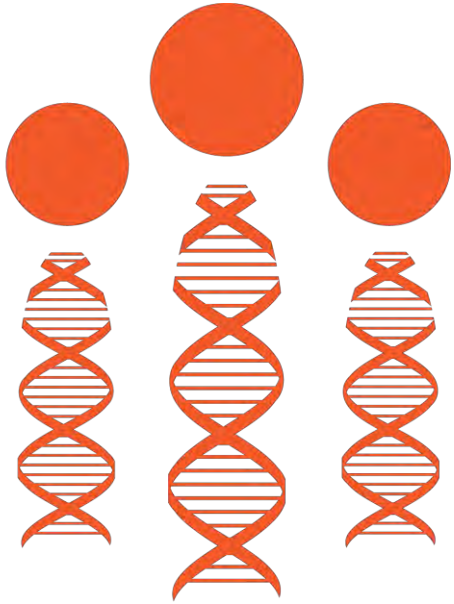
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# Industries



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## The Career Guider™

### Your Career Planning Analysis

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## An Overview of Your Career Report

**Note:** The bullets below represent brief interpretations of how you scored on each of the major sections of this report. For more detail in support of a specific interpretation, go to the pages indicated to its left.

Focus (p. C-5)	"You show a modest preference for working primarily with things, such as machines, tools, instruments, animals, natural resources, or fabricated items. However, you also show an almost equally strong preference for working with data, as in numbers, facts, filing, procedures, and inspecting. A satisfactory career choice should integrate both. "											
Content (p. C-6)	"Your response patterns bear a moderate resemblance to persons who prefer a "realistic" occupational content: technical pursuits, working with your hands, working outdoors, labor that is more physical than mental. However, you also show a strong resemblance to persons who prefer a "conventional" occupational content: business and office operations, financial transactions, distribution, & information technology. A satisfying career would integrate both. Your third preference—"social" work (serving society, whether through teaching, social work, counseling, health care, politics, or other roles)—is almost as strong as your first two. You would benefit from a career option that satisfies all three."											
Role (p. C-7)	"Persons with your profile tend to have a moderate preference for "entrepreneurial" roles, as in building your own organization from zero to a point of financial success, and where success comes from using your ability to build an organization. However, you show an almost equally strong preference for a "technical" role that involves being an expert in one's chosen skill area, with success associated with being perceived as highly knowledgeable or skilled. Try to integrate both. Your third preference—an "autonomous" role where you are able to do things your own way, and where success comes from achieving independence—is also strong. Try to integrate all three."											
Style (p. C-8)	<i>Of the 25 common "Work Attribute Preferences," these appear to be the 8 that are most important to you:</i> <table><tr><td>1. Working Separately</td><td>4. Routine Travel</td><td>7. Financial Challenge</td></tr><tr><td>2. Easy Re-entry</td><td>5. Short Training Time</td><td>8. Working Outside</td></tr><tr><td>3. Working In/Out</td><td>6. Making or Fixing Things</td><td></td></tr></table>			1. Working Separately	4. Routine Travel	7. Financial Challenge	2. Easy Re-entry	5. Short Training Time	8. Working Outside	3. Working In/Out	6. Making or Fixing Things	
1. Working Separately	4. Routine Travel	7. Financial Challenge										
2. Easy Re-entry	5. Short Training Time	8. Working Outside										
3. Working In/Out	6. Making or Fixing Things											
Ability (p. C-9)	"Relative to other talent areas, your responses indicate that you see yourself as somewhat stronger in the "intrapersonal" talent area, which involves internally sorting out complex feelings and ideas. However, you also see yourself as extremely strong in the "natural observer" talent area, which involves working with taxonomies and organizing knowledge. A satisfactory career choice would integrate both of these talents. Your third talent area—the "visual/spatial" talent area, which involves discriminating color, shape, and depth, and using "four-dimensional logic"—is almost as strong as your first two. You would benefit from a career choice than builds on all three."											



## Introduction to Career Planning

Career planning involves a three step process. First, identify what career attributes you want for a career to provide. These attributes should be based on your personal strengths, interests, and abilities. Second, identify careers, in the form of specific jobs, that would allow you to use these attributes. Finally, make a decision that aims you toward preparation for a career that satisfies the largest number of your preferences.

As an example, let us say someone determines that s/he wants a career involving the attributes of being social (i.e., serving society), secure, involving little travel, and building on math ability and extraversion. In consulting the career listings, this person identifies careers as a math teacher, an accountant, and a computer programmer. In order to determine which of the three possible careers best addresses all five, we construct a simple matrix, as follows:

Attributes	Careers		
	Math Teacher	Accountant	Computer Programming
Social	+	+	+
Secure	+	+	+
Little Travel	+	+	+
Math	+	+	+
Extraversion	+	-	-

As this example readily illustrates, "Math Teacher" satisfies the largest number of qualities, since "Accountant" and "Computer Programming" both tend to be more solitary kinds of work. Such a matrix is a helpful way of determining which career options satisfy the largest number of career attributes that are important to you.

In the following six sections, we provide a summary of such career attributes, based on your responses to the SchoolPlace Big Five ProFile. Each of these attributes is defined on the next several pages, and later you will see how these various attributes are connected to specific careers and jobs.

1. So, step one is to study the next six sections carefully, making notes on your personal attributes that stand out as foundational for your career.
2. Then, you will examine suggestions about careers that match your preferred career attributes.
3. Then, you should be able to construct a matrix such as the one above in order to determine which career best fits all of your preferred career attributes.

The matrix may be difficult to complete alone. It would be a good idea to work with a career counselor in order to assess the best relation of all the possible careers to your personal preferences and abilities.



## CentACS' Six Part Career Model

CentACS has surveyed the vast literature on career guidance, planning, and development in order to design a comprehensive approach for helping individuals make career choices. As the result of this literature search, we have identified six separate career tools that have been used separately for thinking about careers:

1. ACT's World of Work Map: a Four-Part Model of People, Things, Data, and Ideas.
2. The Holland Hexagon of 6 Vocational Interests: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.
3. Edgar Schein's Eight Career "Anchors": Technical, Managerial, Autonomy, Security, Entrepreneurial, Service, Challenge, and Lifestyle.
4. ACT's 25 Work Attribute Preferences (WAPs; not all are listed here), such as desire for high income, desire for travel, preference for working outside/inside, and so forth.
5. Howard Gardner's Eight (as of now!) Multiple Intelligences, or Talents: Verbal, Logical/Mathematical, Visual/Spatial, Kinesthetic, Auditory/Musical, Interpersonal, Intrapersonal, and Natural Observer.
6. The Big Five Personality Traits, as embodied in the SchoolPlace Big Five ProFile: Need for Stability, Extraversion, Originality, Accommodation, and Consolidation.

Each of these six models has been used alone by career counselors, and each of the models has its limitations. Gardner emphasizes mental ability, for example, while giving short shrift to behavioral traits. Each of the six career models has its own strengths and weaknesses. By putting all six together into one model, we are able to eliminate most of the weaknesses. There is a small amount of overlap between the six models, but we consider that duplication well worth the added value of a more comprehensive approach. We could attempt to eliminate the duplication (and may do so in the future), but that would make it difficult to use any one of the models outside the context of this report. For example, both Schein and the ACT WAPs include Managerial activity. But, if we eliminated "managerial" from the Schein anchors, you would not be able to compare your Schein scores here directly with material on Schein that you might find elsewhere. So, we leave the small amount of duplication intact, with apologies!

This report provides detailed definitions of these six models, plus your scores on the variables within each model. We intend for you to use this report as a part of some kind of personal career exploration process. We have two possibilities in mind: on the one hand, you could use the CentACS Career Planning Workbook, which is designed to be used with this report, or, on the other hand, you could work with a consultant who has his or her own materials to get you involved in career exploration. Of course, you are also welcome to simply take off on your own!

### *A Note on Scores and Error*

It is helpful to keep in mind that test scores are only **estimates** of your true feelings, behavioral patterns, abilities, and so forth. These scores are subject to many different kinds of error—misreading a question, marking the wrong box, momentary distractions, omitting a question, or even an unrealistic view of oneself. Consequently, for each set of scores, if you feel strongly that your numbers should be higher or lower, please feel free to adjust them. The important thing here is to provide you with a framework for career exploration. Enjoy!



## Focus: The ACT World-of-Work Map

### Introduction and Definition of Terms

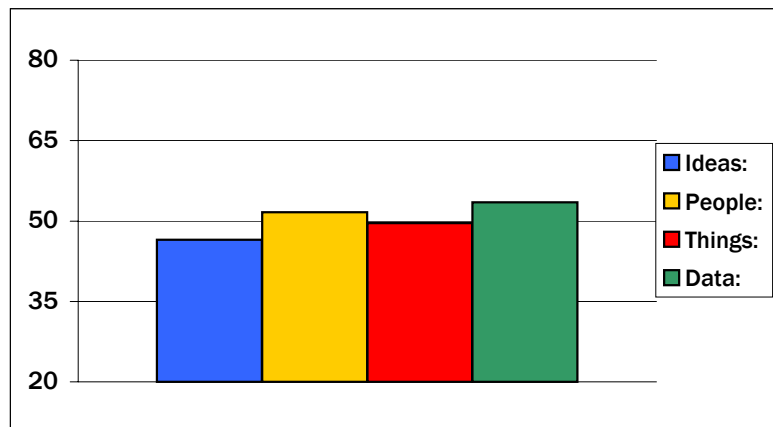
ACT is an independent, non-for-profit organization that provides many educational and workforce development services. One of these services is the World-of-Work Map, which locates 26 job groups (each containing hundreds of jobs) on a work map based on each job group's position on a two-dimensional grid. The grid opposes "People" with "Things," and "Data" with "Ideas." In other words, working with people (e.g., social worker) is treated as the opposite of working with things (e.g., sculptor), with someone scoring in the middle equally comfortable working with either or both (e.g., veterinarian). Likewise, working with data (e.g., bookkeeper) is treated as the opposite of working with ideas (choreographer), with someone scoring in the middle equally comfortable working with either or both (e.g., research scientist). These four primary work focuses are defined as follows:

1. **People.** Working primarily with people through leading, caring, supporting, serving, selling (Sample Jobs: salesperson, manager, counselor, elementary school teacher)
2. **Things.** Working primarily with things such as machines, tools, animals, natural resources, and fabricated items (Sample Jobs: mechanic, maintenance, forester, sculptor, inventor)
3. **Data.** Working primarily with numbers, facts, filing, procedures, inspecting, etc. (Sample Jobs: bookkeeper, accountant, information science, statistician)
4. **Ideas.** Working primarily with knowledge, theories, creativity, insights (Sample Jobs: professor, writer, psychologist, actor, strategic planner, consultant)

According to your answer patterns on your CentACS assessment, we estimate that you would be most comfortable in a job or career in which you could allocate your time according to the graph and table below. The work focus ratings are based on a 100-point scale, such that, the closer to 100, the more natural that work focus should be for you. The closer to zero, the less natural, and work with that kind of focus—even though you could perform it well—would tend to tire you out and wear you down over time if it were to be a major part of your work. If all four focus scores are within ten or so points of each other, that suggests that you could comfortably switch from one focus to another as necessary.

### Your Analysis

Work Focus	Your Scores
Ideas:	46
People:	52
Things:	50
Data:	54



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## *Interpretation of Results*

"You show a modest preference for working primarily with data, as in numbers, facts, filing, procedures, and inspecting. However, you also show an almost equally strong preference for working with and around people through such roles as leading, caring, supporting, teaching, serving, or selling. A satisfactory career choice should integrate both. "

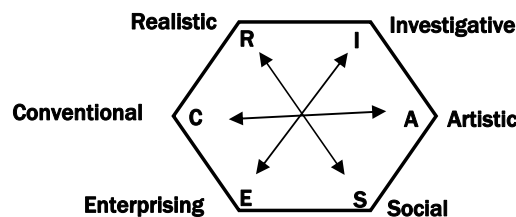
## *Resources for Further Information*

- <http://www.act.org/discover/index.html> The "Discover" career guidance and information system for use by middle school students through adults.
- <http://www.act.org/wwm> A CT maintains this site, which contains its well-known "World of Work Map," which locates the 26 job families on a circular map whose points are defined by the "Focus" (as defined in this section) and "Content" (as defined in the next section) attributes used in this report.

## Job Content: The Holland Hexagon

### Introduction

John Holland of Johns Hopkins University has made famous his "hexagon" of career interests. According to his theory, a person interested in the job content on one point of the hexagon would be unlikely to have much interest in the job content opposite to it. So, in the hexagon below, a person interested in Realistic content would typically show little interest in Social content, and vice-versa. A person interested in Investigative content would have little interest in Enterprising content, and vice-versa. And, finally, someone interested in Artistic content would have little interest in Conventional content. Below the hexagon are definitions of these six content areas, along with a graph that shows your predicted interest in these six content areas based on your CentACS assessment scores.



### Definitions of the Six Holland Career Interests

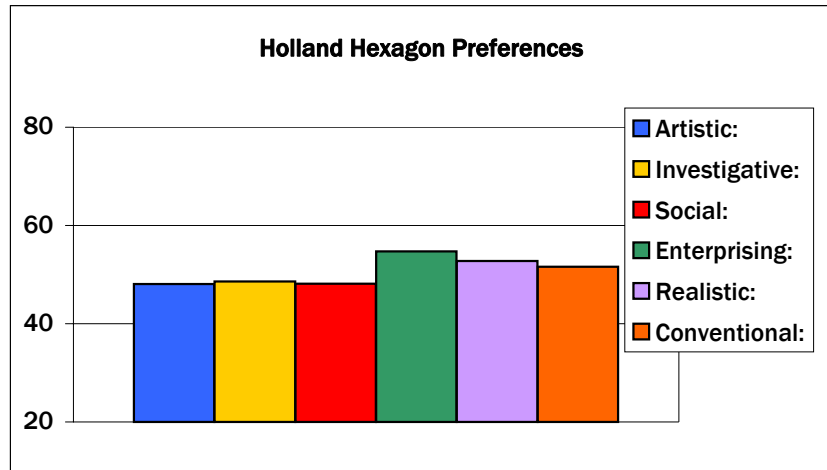
1. **Realistic** job content involves technical/electromechanical pursuits, working with your hands, working outdoors, typically more physical than mental, not sitting in one place for long. (Sample Jobs: forester, firefighter, mechanic, construction contractor, plant superintendent)
2. **Investigative** jobs involve some manner of describing the "truth," whether through scientific research, journalistic inquiry, police detection, or laboratory experiments. (Sample Jobs: researcher, journalist, detective, laboratory technician)
3. **Artistic** jobs entail creative expression, whether through language, music, dance, theatre, crafts, visual arts, or other media. (Sample Jobs: writer, actor, dancer, musician, photographer, graphic artist, illustrator, composer, decorator, architect)
4. **Social** jobs content involves serving society, whether through teaching, social work, counseling, health care, politics, or other roles. (Sample Jobs: minister, politician, social worker, triage nurse, counselor, teacher, ombudsman)
5. **Enterprising** jobs involve making, selling, and managing products and services for profit. (Sample Jobs: salesperson, manager, entrepreneur, product manager)
6. **Conventional** jobs comprise a wide array of business and office operations, such as office management, support activities, office equipment operation, financial transactions, distribution, information technology, and so forth. (Sample Jobs: office manager, secretary, computer operator, receptionist, bookkeeper, salary administrator)

Scoring higher in one of these areas doesn't mean that you'd necessarily be *good* at it, or that you'd even *like* that work, but rather that your personality would be similar to persons doing that job. Note: If two or more of your scores are tied for the highest position, that is fine—it simply means that you apparently have an equal interest in these content areas. On the next page you will see a table and graph that present your relative preferences for these six job content areas as suggested by your CentACS assessment scores:

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## Your Analysis

Job Content Interest Area	Your Scores
Artistic:	48
Investigative:	49
Social:	48
Enterprising:	55
Realistic:	53
Conventional:	52



## Interpretation of Results

"Your response patterns bear a modest resemblance to persons who prefer an "enterprising" occupational content: making, selling, and managing products and services for profit. However, you show an almost equally strong resemblance to persons who prefer a "realistic" occupational content: technical pursuits, working with your hands, outdoors, labor that is more physical than mental, and active. Try to integrate both. Your third preference—a "conventional" occupational content: business and office operations and management, financial transactions, distribution, & information technology—is almost as strong as your first two. Try to satisfy all three."

## Resources for Further Information

- Gottfredson, Gary G., & Holland, John L. (1996). Dictionary of Holland Occupational Codes (3rd Edition). Odessa, Florida: PAR, Inc. This 700+ page reference work contains thousands of job titles that are cross-referenced according to the three-letter code representing your three strongest job "content" preferences. This is the perfect place to go in order to find more examples of jobs than the ones listed on the Job Families page of this report. Get your three letter "Content" code (RIA, SEC, IAS, etc.) based on your three highest scores on the "Content" page, and look up that code in this dictionary in order to find an exhaustive listing of jobs that tend to employ people with a personality profile similar to yours. That doesn't mean you'd like the job or even be good at it—just that you would feel similar to the other people in those jobs.
- Holland, John L. (1997). Making Vocational Choices. Odessa, Florida: PAR, Inc. Explains the six career "content" areas (as we refer to them in this report).
- <http://www.self-directed-search.com/> Take the SDS online here for a nominal charge. It directly measures the six career "Content" areas, as we refer to them in this report.
- The Self-Directed Search, by Dr. John Holland. Available in paper from PAR, Inc., Odessa, Florida (website at [www.parinc.com](http://www.parinc.com), or online at <http://www.self-directed-search.com/>.)



## Roles: The Eight Edgar Schein Career "Anchors"

### *Introduction and Definitions for the 8 Anchors*

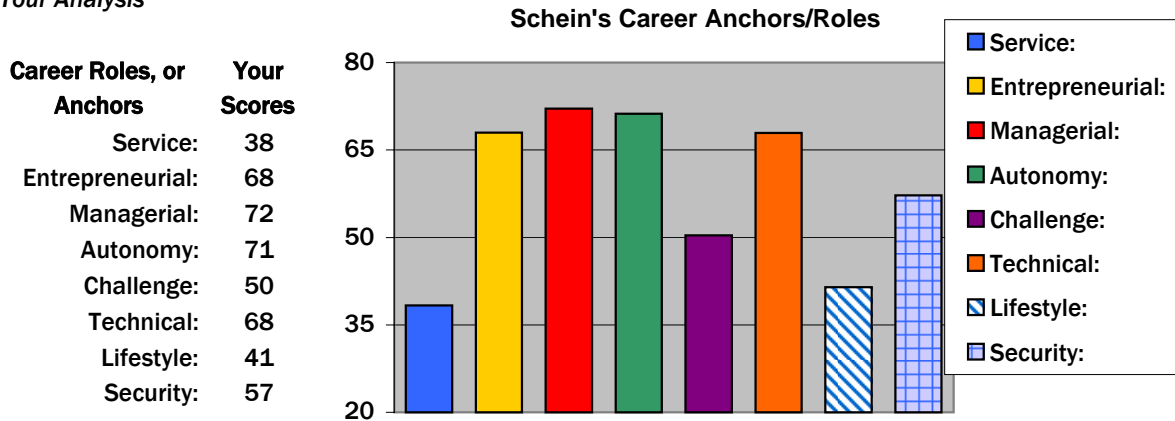
Edgar Schein identified in his book *Career Anchors* (1990) eight different roles that people prefer to play out in their careers. These roles could be combined with any of Holland's job content interest areas. For example, if you prefer "Artistic" content and the "Service" role, that would suggest a job teaching art, whereas a preference for "Artistic" content and the "Autonomy" role would suggest being an artist in your own private studio. Schein's eight "anchors" are defined in this manner:

1. **Technical:** being an expert in one's chosen skill area; success associated with being perceived as highly knowledgeable/skilled (Sample Jobs: tenured professor, consultant in a technical specialty, corporate trainer, published technical writer)
2. **Managerial:** being responsible for leading others towards successful goal attainment; sense of success is tied to the organization (Sample Jobs: supervisor, coach, manager, executive, business owner, principle, superintendent)
3. **Autonomy:** able to do things one's own way, on one's own terms; success comes from achieving independence (Sample Jobs: independent consultant, independent contractor, small business owner, private practice doctor/lawyer/architect)
4. **Security:** achieving predictability and stability in employment and income in exchange for loyalty to the employer; success comes from feeling needed by the organization (Sample Jobs: tenured teacher/professor, government employee, soldier/sailor/marine/air force pilot, employee in a large corporation with a track record of no layoffs)
5. **Entrepreneurial:** building one's own business/organization from zero to a point of financial success; success comes from using one's ability to build an organization (Sample Jobs: business owner, intreprenuer (starting a new business within a larger corporation))
6. **Service:** making a contribution to a cause, a community, or some other entity; success associated with sensing that one's work makes a difference for someone (Sample Jobs: missionary, ombudsman, teacher, minister, nurse, politician)
7. **Challenge:** overcoming complex circumstances in order to beat out the competition; success comes from the challenge—if it's easy and repetitious, it is boring and not challenging (Sample Jobs: "big ticket" salesperson, product manager, athletic coach, project manager)
8. **Lifestyle:** flexibility to balance work and personal life; success associated with perceiving self as a whole person, not one-sided (Sample Jobs: any job that expects a regular 8-hour day, with no overtime required; normally associated with non-management jobs, such as clerk, bookkeeper, or (in some cases) teacher.

Below you will see a table that contains your relative preferences for each of these eight career roles, or anchors. It may be that, if two or more scores are equally high, that you might combine them into a new role, such as combining Life Style and Service so that you are able to be dedicated to a cause as well as dedicated to your family life, sort of a "9-to-5" form of dedication.

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## Your Analysis



## Interpretation of Results

"Individuals with your profile tend to have a moderate preference for "managerial" roles that involve being responsible for leading others towards successful goal attainment, where your sense of success is tied to the success of the organization. However, you show an almost equally strong preference for an "autonomous" role where you are able to do things your own way, and where success comes from achieving independence. A satisfactory career choice would integrate both. Your third preference—an "entrepreneurial" role, as in building your own organization from zero to a point of financial success, and where success comes from using your ability to build an organization—is also strong. Try to integrate all three."

## Resources for Further Information

- *Career Anchors: Discovering Your Real Values* (1993; Revised Edition), by Dr. Edgar Schein. Available in a booklet of the same title from Jossey-Bass Pfeiffer in San Francisco.
- <http://web.mit.edu/scheine/www/home.html> . The official Ed Schein website.





## Style: The 25 ACT Work Attribute Preferences

### Introduction

The American College Testing (ACT) Program has identified 25 common attributes of work associated with personal job satisfaction. The assumption is that, if the attributes of a job match one's personal preferences, then one is more likely to be satisfied in that job, all other things being equal. Below you will find the 25 Work Attribute Preferences (WAPs) listed and defined, followed by your scores. Your scores will be divided into your top third, middle third, and bottom third. The top third group should contain WAPs that would make a particular career or job much more appealing to you, while the bottom third likely contains WAPs that are less appealing, if not downright repugnant! The range of possible scores is from a low of 0 to a high of 100.

### ACT Work Attribute Preferences, with Definitions –(Sample Jobs in Parentheses)

- Authority:** similar to management, but towards non-employees, as in a traffic cop job—telling people what to do or what not to do (lawyer, consultant)
- Certification:** careers certifying competence by a degree, license, etc.(doctor, actuary, realtor)
- Creating Order:** using rules to arrange things (quality inspector, administrator)
- Easy Re-entry:** easy to move, or quit and come back, as after maternity leave (sales, mechanic)
- Financial Challenge:** advising others so that much could be gained or lost (investment/financial planner)
- 40-Hour Week:** work that entails no overtime, taking work home, on-call status, etc. (postal clerk)
- High Income:** to be in the top 25% of money earners (NFL quarterback, executive)
- Immediate Response:** working/performing around others where immediate feedback is the norm—applause, laughs, boos, cheers, attaboys, attagirls, handshakes, etc. (comedian, flight attendant)
- Influencing Others:** convincing without authority (sales, counseling, health care, social work)
- Making or Fixing Things:** working with your hands or tools on electro-mechanical objects (mechanic)
- Management:** planning, directing, and evaluating the work of others (manager, supervisor, etc.)
- New Ideas:** creating new ways to do things—trying new combinations of ideas (advertising, consultant)
- Non-Standard Hours:** preferring work that is seasonal, temporary, part-time, shifts, etc. (consultant)
- Occasional Travel:** out of town travel about once a quarter (small business owner)
- Physical Activity:** work that results in a significant amount of exercise—walking, lifting, sporting (stevedore)
- Precision:** work that is done according to exact standards or procedures (assembler, fabricator)
- Problem Solving:** spending time figuring out how to do things, to get things done, to fix things (consultant)
- Project Work:** tasks lasting one week or longer (project manager, engineer, architect)
- Public Contact:** work in which you can talk and be seen by non co-workers (customer service, sales)
- Routine Travel:** getting out of the office/town once a week or more (many sales positions, consultant)
- Short Training Time:** less than 6 months required training after high school (construction work, receptionist)
- Working in an Office:** work most of the time inside, in an office (accountant, writer, banker)
- Working In/Out:** partially inside and partially outside (material handler, elementary school teacher, coach)
- Working Outside:** working outdoors in the weather, good or bad (cowpoke, mail delivery, door-to-door sales)
- Working Separately:** solitary work that requires little talking or other contact with co-workers (bookkeeper)



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*Your ACT Work Attribute Preferences, Sorted from Highest to Lowest*

Your Top Third:	70.1	Physical Activity	}	These eight WAPs with your highest scores most likely represent <b>aspects of work that are most appealing to you.</b>
	63.4	Financial Challenge		
	63.0	High Income		
	62.6	Short Training Time		
	58.7	Creating Order		
	58.5	Working Outside		
	57.9	Working In/Out		
	55.5	Authority		
Your Middle Third:	54.5	Management	}	These nine WAPs with your moderate scores most likely represent <b>aspects of work that are somewhat indifferent to you</b> –they would likely neither attract you to a job nor turn you away.
	53.8	Public Contact		
	53.2	Occasional Travel		
	53.0	Precision		
	52.2	Making or Fixing Things		
	48.5	Easy Re-entry		
	48.3	Project Work		
	47.6	Influencing Others		
Your Bottom Third:	46.8	Routine Travel	}	These eight WAPs with your lowest scores most likely represent <b>aspects of work that are unappealing to you</b> , if not downright repugnant.
	46.5	New Ideas		
	46.3	Immediate Response		
	44.2	Problem Solving		
	42.1	40-Hour Week		
	41.5	Working in an Office		
	41.2	Working Separately		
	40.8	Non-Standard Hours		
	35.5	Certification		

## Resources for Further Information

- <http://www.act.org/discover/index.html> The "Discover" career guidance and information system for use by middle school students through adults.
- <http://www.act.org/wmm> ACT maintains this site, which contains its well-known "World of Work Map," which locates the 26 job families on a circular map whose points are defined by the "Focus" and "Content" attributes used in this report.
- Prediger, D.J., & Staples, J.G. (1996.) Linking Occupational Attribute Preferences to Occupations. ACT Research Report Series, Iowa City, Iowa

## Ability: Gardner's Eight Talents

### Introduction

Howard Gardner has become widely known for his "Multiple Intelligences." This model, while widely used for developing school curriculum and planning learning strategies, is not without some controversy. You can find much information on the web. Gardner has identified eight talents, and they are defined below, along with some sample jobs to illustrate each talent area.

According to his theory, each of us is stronger in one or more of these talents than we are in the others. It would be unusual, if not impossible, to find someone highly talented in all eight areas. In a 1990 book, *Creating Minds* (Basic Books), Gardner provides in-depth biographies of famous persons who illustrate each of the talents (e.g., Martha Graham in illustration of the kinesthetic talent). Each talent area tends to be associated with its own academic areas of study, and we have indicated some of those relationships. Some jobs, e.g., "lawyer," could appear under different talent areas, depending on the specific context in which the job occurs. A trial lawyer might be more Verbal, a copyright lawyer more Natural Observer, an estate lawyer more Mathematical, and a real estate lawyer more Interpersonal.

We should add that Gardner warns people that these talents cannot be successfully measured by paper and pencil tests, that in order to really understand one's relative strengths, one needs to have an extended dialog in which a knowledgeable observer assists in determining one's relative strengths in these 8 areas.

### Definitions and Examples for Gardner's 8 Multiple Intelligences/Talents

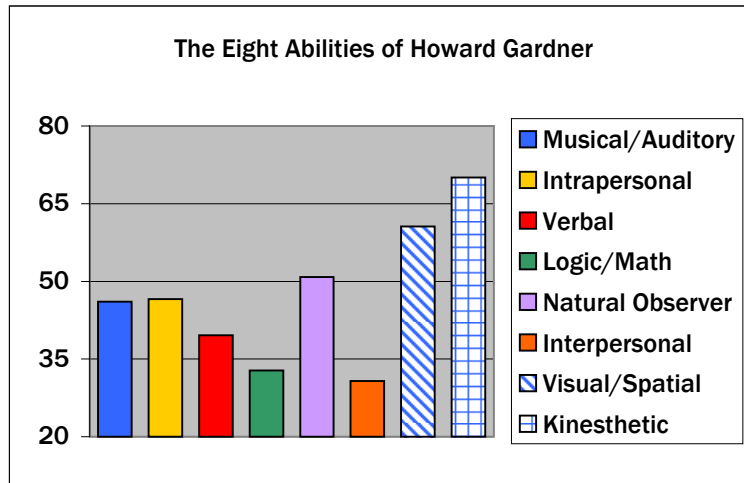
1. **Auditory**: discriminating pitch, volume, timber, rhythm, inflection  
*Typical Jobs: musician, sonar operator, mechanic, naturalist*  
*Likely Academic Major(s): Music, Speech & Hearing*
2. **Visual/Spatial**: discriminating color, shape, depth; "four-dimensional logic"  
*Typical Jobs: architect, visual artist, merchandiser, designer*  
*Likely Academic Major(s): Architecture, Marketing, Physics, Visual Arts*
3. **Verbal**: vocabulary, grammar, style; writing, speaking  
*Typical Jobs: writer, editor, translator, linguist, comedian, lawyer*  
*Likely Academic Major(s): English, Linguistics, Foreign Languages, History*
4. **Logical/Mathematical**: use of quantitative symbols; "two-dimensional logic"  
*Typical Jobs: computer programmer, statistical analyst, mathematician*  
*Likely Academic Major(s): Mathematics, Information Science, Engineering*
5. **Natural Observer**: working with taxonomies; organizing knowledge about nature  
*Typical Jobs: naturalist, environmentalist, gardening, epidemiologist, physician*  
*Likely Academic Major(s): Zoology, Botany, Anthropology, Agriculture*
6. **Kinesthetic**: coordinating speed, mass, momentum  
*Typical Jobs: athlete, dancer, driver/pilot, soldier, manufacturing production*  
*Likely Academic Major(s): Physical Education, Military Science, Criminal Justice*
7. **Interpersonal**: maintaining healthy relationships with a variety of people  
*Typical Jobs: manager, salesperson, politician, diplomat, public relations*  
*Likely Academic Major(s): Management, Business, Psychology*
8. **Intrapersonal**: internally sorting out complex feelings and ideas  
*Typical Jobs: therapist, researcher, consultant, spiritual leader*  
*Likely Academic Major(s): Psychology, Philosophy, Religion*



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## Your Analysis

Gardner's Abilities	Your Scores
Musical/Auditory	46
Intrapersonal	47
Verbal	40
Logic/Math	33
Natural Observer	51
Interpersonal	31
Visual/Spatial	61
Kinesthetic	70



## Interpretation of Results

"Relative to other talent areas, your responses indicate that you see yourself as somewhat stronger in the "kinesthetic" talent area, which involves coordinating speed, mass, and momentum. However, you also see yourself as extremely strong in the "visual/spatial" talent area: discriminating color, shape, and depth, and using "four-dimensional logic." A satisfactory career choice would integrate both of these talents. Your third talent area—the "natural observer" talent area, which involves working with taxonomies and organizing knowledge—is almost as strong as your first two. You would benefit from finding a career choice than builds on all three."

## Resources for Further Information

- Armstrong, Thomas. (1993). *Seven Kinds of Smart*. New York: Plume.
- Gardner, Howard. (1983). *Frames of Mind*. New York: Basic Books.
- Gardner, Howard. (1993). *Creating Minds*. New York: BasicBooks.
- Gardner, Howard. (1993). *Multiple Intelligences*. New York: BasicBooks.
- <http://www.edwebproject.org/edref.mi.intro.html>

(Note: The first four books were written before Gardner identified the "Natural Observer talent, and hence they do not treat them. You will need to explore web resources for information on this more recently defined ability area. "Frames of Mind" was his initial statement of his theory, and it treats Intrapersonal and Interpersonal as one talent—he has since separated them.)



## Big Five Traits: Job Relatedness

### Introduction

Ideally you have already been introduced to the CentACS Big Five ProFile and its set of 29 traits: five inclusive supertraits and their 24 subtraits. In this section, we want simply to recap your scores and remind you of their relevance to career investigation. In the table below, we present all 29 traits in the leftmost column. In the next three columns, we present for each of the three levels of the traits (low, medium, and high): 1) key words or phrases that spotlight the way that trait level makes its presence known at work, and 2) a sample job or work role that would benefit from that trait level. For each row, the trait level that represents your score is **bolded**. Remember, as Emerson wrote, "Every individual nature has its own beauty."

	<b>Low</b>	<b>Medium</b>	<b>High</b>
Need for Stability	Impervious to Stress (surgeon, pilot)	Moderately Stressed (teacher)	<b>Highly Stressed (customer svc)</b>
Extraversion	Minimal Stimulation (bookkeeper)	<b>Moderate Stimulation (detective)</b>	Maximum Stimulation (receptionist)
Originality	Maintain Status Quo (Proofreader)	<b>Moderate Change (typical manager)</b>	Innovator (advertising)
Accommodation	<b>Competitive (sales)</b>	Facilitative (meeting leader)	Supportive (customer service)
Consolidation	Multi-tasking (chef)	<b>Work/Life Balance (HR specialist)</b>	Focused and Driven (plant superintendent)
N1 - Worry	Free of worry (surgeon)	<b>Moderate worry (counselor)</b>	A worrier (customer service)
N2 - Temper	Absence of a temper (sales)	<b>Moderate temper (artist)</b>	Intense temper (NFL lineman)
N3 - Outlook	Optimist (sales)	Realist (planner)	<b>Pessimist (budget analyst)</b>
N4 - Coping Level	Fast stress recovery (emergency rm staff)	<b>Moderate stress recovery (teacher)</b>	Slow stress recovery (flight attendant)
E1 - Approach Level	Quiet and detached (quality inspector)	<b>Moderately warm (typical manager)</b>	Extremely warm (sales)
E2 - Group Orientation	Solitary (driver)	Moderate mixer (receptionist)	<b>Extremely sociable (trainer)</b>
E3 - Pace	Sedentary (computer operator)	Moderately active (typical manager)	<b>Physically active (mail deliverer)</b>
E4 - Leadership	Resists leadership (call center operator)	<b>Moderate leadership (teacher)</b>	Eager to lead (military line officer)
E5 - Trust	Generally skeptical (auditor)	<b>Situationally trusting (typical manager)</b>	Usually trusting (team member)
E6 - Tact	<b>Blunt and direct (accountant)</b>	Moderately tactful (doctor)	Tactful; a "spin" master (public relations)

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O1 - Imagination	Focused on here-and-now (editor)	<b>Moderately imaginative (newscaster)</b>	Highly imaginative (marketing specialist)
O2 - Range of Interests	<b>Prefers simplicity (machine operator)</b>	Moderate complexity (plant manager)	OK w complex/theory (physicist)
O3 - Innovation	Comfort with repetition (surveyor)	<b>Moderate amt. of change (resort manager)</b>	OK w rapid change (literary reviewer)
O4 - Zoom Scale	Loves the details (dispatcher)	<b>Mix of details/big picture (stock broker)</b>	Prefers the big picture (strategic planner)
A1 - Service	<b>Pushes own priorities (developer)</b>	Balances needs of all (office manager)	Defers to others' needs (customer service)
A2 - Compliance	<b>Welcomes argument (R &amp; D)</b>	Seeks resolution of issues (negotiator, arbitrator)	Avoids conflict (landscaper)
A3 - Humility	<b>Proud, enjoys recognition (sales)</b>	Situationally proud (supervisor)	Humble, deflects praise (nurse)
A4 - Speak Out Level	<b>Expressive/easily read (talk show host)</b>	Moderately expressive (consultant)	Keeps opinions to self (teacher)
A5 - Timidness	Comfortable anywhere (reporter)	<b>More self-conscious (call center operator)</b>	Highly self-conscious (records clerk)
C1 - Thoroughness	Low need to perfect (emergency med. tech)	<b>Some need to be perfect (R &amp; D)</b>	Must always to be perfect (order entry)
C2 - Structure	Comfort w disorder (artist)	Maintains some order (sales)	<b>Always organized (material handler)</b>
C3 - Ambition	Unambitious re promotion (most staff positions)	Moderately ambitious (Most managers)	<b>Highly ambitious to be #1 (sales)</b>
C4 - Concentration	<b>Distractible; multi-tasker (chef)</b>	Moderately focused (recreation center worker)	Highly focused (pharmacist)
C5 - Methodicalness	Spontaneous (press secretary)	<b>Moderate planning (typical manager)</b>	Always adheres to plan (project manager)

## Interpretation of Results:

- Your high Need for Stability score means that you are highly reactive to stressors.
- Your medium Extraversion score means that you are comfortable with a moderate amount of sensory stimulation.
- Your medium Originality score means that you are comfortable with a moderate amount of change.
- Your low Accommodation score means that you are competitive.
- Your medium Consolidation score means that you prefer balance in the demands of work and private life.

## Resources for Further Information on This Model:

- Howard, Pierce J., & Howard, Jane M. (2001). *The Owner's Manual for Personality at Work*. Austin: Bard Press. This book contains a bibliography with many more resources listed.



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## CentACS' Six-Part Career Guide: A Summary

Focus:	Content:	Role:	Style:	Ability:	Trait:
Things	Realistic	Technical	Making	Auditory	High
Ideas	Investigative	Managerial	Projects	Visual	Need for Stability
People	Artistic	Autonomy	Responses	Verbal	Low
Data	Social	Security	Certificate	Logical/Math	
	Enterprising	Entrepreneurial	Management	Nat. Observer	High
	Conventional	Service	Authority	Kinesthetic	Extraversion
		Challenge	Influence	Interpersonal	Low
		Lifestyle	Finance	Intrapersonal	
			Activity		High
			Little Travel		Originality
			Much Travel		Low
			Ideas		
			Problems		High
			Income		Accommodation
			Office		Low
			In/Outside		
			Outside		High
			Reentry		Consolidation
			Little Training		Low
			Irregular Hrs		
			40-Hour Wk		
			Organizing		
			Precision		
			Public Work		
			Solitary Work		
(In each column, the higher scores are blue, with the maximum (or most extreme, in the case of traits), score bolded. Where traits are not highlighted, your score was in the mid range.)					

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## Focus: The 26 ACT Job Families

### *Introduction*

It is time to explore which job (e.g., forester), or job family (e.g., Agriculture and Forestry) best fits the way you are put together as a person. Where is the optimum fit between your natural work energy and the demands of a particular job or career path? You might begin this exploration by first reviewing the listing of job families on this page. The next section attempts to identify, according to statistical formulas, which job families best fit your profile. We acknowledge that such formulas are based on averages, and cannot take the real, complete person into consideration. So don't be surprised if you see some doozies! Just accept this as a first step in narrowing down your options. After you've completed your study of this report, you would benefit from sharing your career thoughts, in the form of your personal career mission statement, with persons in the world of work who could help you refine your thinking—career counselors, family members, neighbors, coaches—in general, persons in your network who would naturally take an interest in your career. The ACT World-of-Work Map lists 26 career clusters, or job families. On this page, we list the 26 clusters, along with examples of jobs within each cluster. This is NOT an exclusive list of jobs! More examples may be found in other resources. In the next section, we provide a Job-Career Matrix that highlights the clusters that relate to your scores on the various career models.

### *Examples of the 26 ACT Job Families*

1. **Employment-Related Services** : human resources jobs, including both management positions and specialty jobs as trainer, employee benefits specialist, salary administration, recruiter, interviewer, job analyst, coach, and consultant
2. **Marketing and Sales** : insurance agent, real estate agent, travel agent, buyer, sales representative, manufacturer's representative, retail salesworker, telemarketer, route driver, stock broker, counter sales (e.g., auto/medical/etc. supplies.)
3. **Management**: executive, executive secretary, purchaser, general manager, property manager, financial manager, office (medical/legal/etc.) manager, retail store manager, hotel/motel manager, food service manager. Other management positions may be listed under other clusters
4. **Regulation & Protection** : customs inspector, food/drug inspector, police officer, detective, park ranger, security manager, guard
5. **Communications & Records** : receptionist, secretary, legal assistant, medical assistant, court reporter, billing clerk, hotel clerk, order clerk, librarian
6. **Financial Transactions** : accountant, auditor, cashier, bank teller, budget analyst, credit analyst, tax preparer, ticket agent, check-out clerk, insurance underwriter



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7. **Distribution & Dispatching** : shipping/receiving clerk, warehouse supervisor, mail carrier, flight/cab/etc. dispatcher, air traffic controller, operations specialist, cargo agents
8. **Transport Operation & Related** : driver (truck, bus, cab, limo, courier), locomotive engineer, ship captain, sailor, aircraft pilot, chauffeur, forklift operator, merchant marine officer
9. **Agriculture, Forestry, & Related**: farmer, nursery manager, pest controller, forester, logger, athlete, groundskeeper, land developer, animal caretaker, zoo/museum staffer, rancher, gardener, pet shop attendant, tree surgeon/arborist
10. **Computer & Information Specialties** : programmer, systems analyst, information systems manager, computer repairer, desktop publisher, actuary, web designer, typist/keyboardist, network administrator
11. **Construction & Maintenance** : carpenter, electrician, bricklayer, tile setter, painter, plumber, roofer, custodian, firefighter, sheet metal worker, bulldozer/crane operator, building inspector
12. **Crafts & Related** : cabinetmaker, tailor, chef, baker, butcher, jeweler, silversmith, hand crafter, shoemaker, musical instrument repair and tuning
13. **Manufacturing & Processing** : tool & die maker, machinist, welder, bookbinder, printing press operator, photo process operator, dry cleaner, sewing machine operator
14. **Mechanical & Electrical Specialties** : auto/aircraft/train/etc. mechanic, heating and air conditioning mechanic, electrician, office machine/appliance/tv-video/audio repair, dental lab
15. **Engineering & Technologies** : aerospace/agricultural/civil, nuclear, computer/etc engineers, electronic/mechanical/laser/etc technicians, surveyor, drafter, architect, technical illustrator, quality control
16. **Natural Science & Technologies** : physicist, astronomer, biologist, statistician, soil conservationist, food technologist, crime lab analyst, ecologist, agronomist, geologist, mathematician
17. **Medical Technologies** : pharmacist, optician, prosthetist, surgical/medical lab/EEG/etc. technologist, dietician
18. **Medical Diagnosis & Treatment** : physician, psychiatrist, pathologist, dentist, optometrist, veterinarian, physical therapist, audiologist, physician's assistant, athletic trainer
19. **Social Science**: sociologist, psychologist (clinical, experimental, industrial/organizational, sports, etc.), political scientist, economist, urban planner, criminologist





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20. **Applied Arts (Visual)** : artist, graphic artist, photographer, illustrator, floral/fashion/interior designer, merchandise displayer, commercial artist, landscape architect, computer graphics specialist
21. **Creative & Performing Arts** : writer/author, musician, singer, dancer/choreographer, music composer, movie/television director/actor, fashion model, entertainer/comedian, musician
22. **Applied Arts (Written & Spoken)** : reporter, columnist, editor, advertising copywriter, public relations specialist, radio/television announcer, librarian, interpreter, disk jockey, translator, lawyer, technical writer
23. **Health Care**: administrator, nurse, occupational therapist, psychiatric technician, dental hygienist/assistant, geriatric aide, physical therapist, orderly, speech pathologist, nutritionist, sports physiologist
24. **Education**: administrator, preschool/elementary/secondary/university/special education/physical education/etc. teacher/aide (see other job families for teaching content), coaching, counseling, media specialist
25. **Community Services**: social services director, social worker, lawyer, paralegal, home economist, career counselor, clergy, rehabilitation counselor, police officer, recreation leader, health/safety/etc. inspector
26. **Personal Services**: waiter/waitress, barber, cosmetologist, flight attendant, household worker, home health aide, travel guide, butler, maid, day care worker

## *Resources for Further Information on Job Families:*

- <http://www.act.org/discover/index.html> The "Discover" career guidance and information system for use by middle school students through adults.
- <http://www.act.org/wwm> ACT maintains this site, which contains its well-known "World of Work Map," which locates the 26 job families on a circular map whose points are defined by the "Focus" and "Content" attributes used in this report.
- U.S. Department of Labor, *Dictionary of Occupational Titles*. You can look up jobs by cluster or by People/Data/Things (does not include ACT's "Ideas" category, but Ideas is somewhat included in "Data.")
- <http://online.onetcenter.org/> The U.S. Department of Labor maintains this site at no cost to the user. The "O\*Net," as it is called, contains everything that was in the Dictionary of Occupational Titles, and much more—basically, everything you want to know about what a specific job entails, and what qualities a candidate should have for the job. You may search the site for job titles as well as for personal qualities.



## Best Match—A Job-Career Matrix

### *Introduction to the Concept of a Job-Career Matrix*

This section of your report attempts to put together in one row-by-column matrix what personal qualities each job family tends to build on. **A word of warning:** this matrix is very general, and is based on statistical averages. Therefore, there will inevitably be jobs in a cluster that do not fit the overall cluster profile. Many factors may influence a job in a way that is not typical of other jobs even with the same title. For example, being a logger in Oregon is different from being a logger in New Mexico—it is a matter of cutting trees versus finding trees, which require somewhat different personal profiles. Here are some of the factors that could cause a job not to fit the standard profile for its cluster or family:

1. The geographical location.
2. A unique set of customers and their expectations.
3. The expectations of the hiring manager.
4. The current and future mission and values of the team and corporate entity.
5. The strengths or weaknesses of your predecessor in the job.
6. Government or other regulations that modify job requirements.
7. The current and future high priorities for the work team.
8. The level of ability of your co-workers.
9. The behavioral makeup of your co-workers.
10. Current and future problems or other unanticipated situations that you may have to deal

As you attempt to narrow down your choices, you will need to keep all of these factors in mind. When interviewing people in your network, you will need to ask questions based on these factors as a way of determining the suitability of a specific job's context for what you would bring to that context.

### *Some Comments on the Job-Career Matrix:*

1. This matrix is an attempt to identify the job family that best fits your career profile. If you score above 50 (or in the case of column 6, have an average above 50) on each of the elements in columns 4-7 for a specific job family, then the name of that job family will appear **bolded**. Refer to the previous section for specific examples of jobs in each family.
2. The associations between the career qualities in columns 4 through 7 and the job families in column 2 are general. For example, while most Education jobs require Interpersonal ability, some do not (e.g., advanced courses), and some require additional ability (e.g., math teachers also need Math/Logic ability). These associations are based on ACT research (see sources earlier). The elements listed in columns 4-7 to the right of each job family are the elements that research has determined are most frequently associated with the job family.
3. The Schein Roles (see p. C-7) are not included here, and for a simple reason: it is possible to perform any of the eight roles in any job. For example, for auto mechanic, you could try to be the best (TC), manage other mechanics (MR), do contract work (AN), work for the government (JS), start your own shop (EN), work for an agency whose cause you believe in (SE), work in R&D for a manufacturer (PC), or work 9 to 5 for an auto dealer (LS).

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4. The Big Five traits are not included in this table, for two reasons. First, they are reflected in each of the other columns (except for "Abilities"), and, second, because it is possible to find a niche in any of the job families for any possible combination of trait scores. For example, a more extraverted M.D. could be a Family Practice Physician, while a more introverted M.D. could be a Pathologist.

5. The rows in the table are rated in column 3 on the basis of the percentage of elements on which you score 50 or greater. For example, if a family has twelve elements scattered among the four columns, and you score 50 or above on eight of those elements, you would get 67% (or, 8 divided by 12). Each element listed in columns 4-7 on which you scored 50 or higher will appear **bolded**.

	Job Family:	%:	Focus	Content	Style	Ability
<b>1</b>	Employment-Related Services	38%	<b>Peop/Data</b>	<b>Enterprising</b>	Project Work Problem Solving Working in an Office	Inter/Math
<b>2</b>	Marketing & Sales	47%	<b>Peop/Data</b>	<b>Enterprising</b>	Immediate Response Influencing Others <b>Financial Challenge</b> Routine Travel Problem Solving <b>Working In/Out</b> Easy Re-entry <b>Short Training Time</b> Non-Standard Hours <b>Public Contact</b>	Inter/Math
<b>3</b>	Management	54%	<b>Peop/Data</b>	<b>Enterprising</b>	Project Work <b>Management</b> Influencing Others <b>Financial Challenge</b> <b>Occasional Travel</b> Problem Solving <b>High Income</b> Working in an Office	Inter/Math
<b>4</b>	Regulation & Protection	73%	<b>Data</b>	<b>Enterprising</b>	Certification <b>Authority</b> <b>Physical Activity</b> Problem Solving <b>Working In/Out</b> <b>Precision</b>	Kin/Math

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	Job Family:	%:	Focus	Content	Style	Ability
5	Communications & Records	55%	Data	Conventional	Working in an Office Easy Re-entry <b>Short Training Time</b> 40-Hour Week <b>Creating Order</b> <b>Precision</b>	Inter/Math
6	Financial Transactions	42%	Data	Conventional	Influencing Others <b>Financial Challenge</b> Problem Solving Working in an Office Easy Re-entry 40-Hour Week <b>Creating Order</b> <b>Precision</b> Working Separately	Math
7	Distribution & Dispatching	44%	Data/Thng	Conventional	Problem Solving Easy Re-entry 40-Hour Week <b>Creating Order</b> <b>Precision</b>	Math
8	Transport Operation & Related	42%	Things	Realistic	Certification <b>Physical Activity</b> Routine Travel Problem Solving <b>Working Outside</b> Easy Re-entry Non-Standard Hours <b>Precision</b> Working Separately	Kin
9	Agriculture, Forestry, & Related	45%	Things	Realistic	<b>Physical Activity</b> Routine Travel Problem Solving <b>Working Outside</b> Non-Standard Hours 40-Hour Week <b>Precision</b> Working Separately	Kin

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	Job Family:	%:	Focus	Content	Style	Ability
<b>10</b>	Computer & Information Specialties	22%	Things	Realistic	Project Work Problem Solving Working in an Office 40-Hour Week <b>Precision</b> Working Separately	Math
<b>11</b>	Construction & Maintenance	43%	Things	Realistic	<b>Making or Fixing Things</b> Project Work <b>Physical Activity</b> Routine Travel Problem Solving <b>Working In/Out</b> Easy Re-entry Non-Standard Hours 40-Hour Week <b>Precision</b> Working Separately	Kin
<b>12</b>	Crafts & Related	44%	Things	Realistic	<b>Making or Fixing Things</b> Project Work Certification Influencing Others <b>Physical Activity</b> Working in an Office Easy Re-entry <b>Short Training Time</b> Non-Standard Hours 40-Hour Week <b>Precision</b> Working Separately	Kin/Vis
<b>13</b>	Manufacturing & Processing	50%	Things	Realistic	<b>Making or Fixing Things</b> <b>Physical Activity</b> Working in an Office Easy Re-entry 40-Hour Week <b>Precision</b> Working Separately	Kin
<b>14</b>	Mechanical & Electrical Specialties	50%	Things	Realistic	<b>Making or Fixing Things</b> <b>Physical Activity</b> Problem Solving Working in an Office Easy Re-entry <b>Precision</b> Working Separately	Kin

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	Job Family:	%:	Focus	Content	Style	Ability
<b>15</b>	Engineering & Technologies	29%	Idea/Thng	Investigative	<b>Making or Fixing Things</b>	Math/Vis
					Project Work	
					Certification	
					New Ideas	
					Problem Solving	
					<b>Working In/Out</b>	
					40-Hour Week	
					<b>Precision</b>	
					Working Separately	
<b>16</b>	Natural Science & Technologies	25%	Idea/Thng	Investigative	Project Work	Math/Class
					Certification	
					New Ideas	
					Working in an Office	
					<b>Creating Order</b>	
					<b>Precision</b>	
					Working Separately	
<b>17</b>	Medical Technologies	21%	Idea/Thng	Investigative	<b>Making or Fixing Things</b>	Math
					Immediate Response	
					Certification	
					Influencing Others	
					Working in an Office	
					Easy Re-entry	
					Non-Standard Hours	
					40-Hour Week	
					<b>Precision</b>	
					<b>Public Contact</b>	
<b>18</b>	Medical Diagnosis & Treatment	38%	Ideas	Investigative	Immediate Response	<b>Class</b>
					Certification	
					<b>Authority</b>	
					Problem Solving	
					<b>High Income</b>	
					Working in an Office	
					Easy Re-entry	
					Non-Standard Hours	
					<b>Precision</b>	
					<b>Public Contact</b>	

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	Job Family:	%:	Focus	Content	Style	Ability
19	Social Science	44%	Ideas	Investigative	Project Work Certification Influencing Others <b>Financial Challenge</b> <b>Occasional Travel</b> New Ideas Problem Solving <b>High Income</b> Working in an Office <b>Creating Order</b> <b>Precision</b> <b>Public Contact</b>	Clas/Intra
20	Applied Arts (Visual)	21%	Ideas	Artistic	<b>Making or Fixing Things</b> Project Work Immediate Response Influencing Others New Ideas Working in an Office Easy Re-entry Non-Standard Hours 40-Hour Week <b>Precision</b> Working Separately	Visual
21	Creative & Performing Arts	42%	Peop/Idea	Artistic	Project Work Immediate Response <b>Physical Activity</b> <b>Occasional Travel</b> New Ideas <b>High Income</b> Working in an Office Easy Re-entry Non-Standard Hours <b>Precision</b> <b>Public Contact</b> Working Separately	Vi/Ve/Au/Kn
22	Applied Arts (Written & Spoken)	23%	Peop/Idea	Artistic	Project Work Influencing Others <b>Occasional Travel</b> New Ideas <b>High Income</b> Working in an Office Easy Re-entry Non-Standard Hours Working Separately	Verb

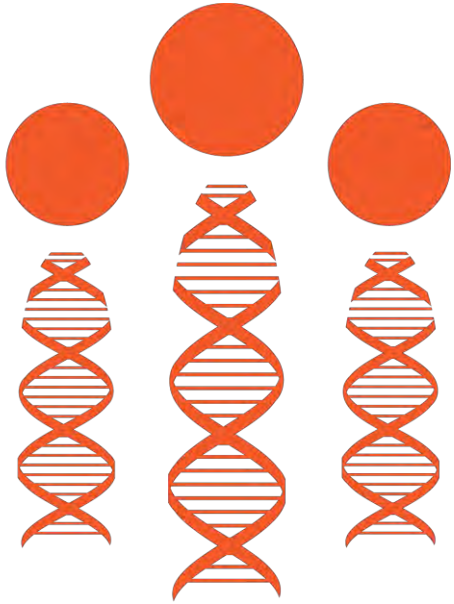
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	Job Family:	%:	Focus	Content	Style	Ability
23	Health Care	33%	People	Social	Project Work	Inter
					Immediate Response	
					Certification	
					Influencing Others	
					<b>Occasional Travel</b>	
					New Ideas	
					Problem Solving	
					<b>High Income</b>	
					Working in an Office	
					Easy Re-entry	
					<b>Precision</b>	
					<b>Public Contact</b>	
24	Education	33%	People	Social	Project Work	Inter
					Immediate Response	
					Certification	
					<b>Authority</b>	
					Influencing Others	
					New Ideas	
					Problem Solving	
					Working in an Office	
					Non-Standard Hours	
					<b>Creating Order</b>	
					<b>Precision</b>	
					<b>Public Contact</b>	
25	Community Services	31%	People	Social	Project Work	Inter
					Certification	
					<b>Authority</b>	
					Influencing Others	
					<b>Occasional Travel</b>	
					Routine Travel	
					Problem Solving	
					<b>Working In/Out</b>	
					Non-Standard Hours	
					<b>Public Contact</b>	
26	Personal Services	38%	People	Social	Immediate Response	Inter
					Influencing Others	
					<b>Physical Activity</b>	
					Working in an Office	
					Easy Re-entry	
					<b>Short Training Time</b>	
					Non-Standard Hours	
					40-Hour Week	
					<b>Creating Order</b>	
					<b>Public Contact</b>	



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# Leader Derailers



## Career Derailers

### Background and Introduction to the Derailment Concept and Research

The Center for Creative Leadership in Greensboro, North Carolina, has identified 19 behavioral tendencies that can derail a person in mid-career. Each of the 19 derailers is associated with a Big Five infrastructure that predisposes a person towards a specific derailer. For example, too much partying could "derail" a student in his/her school career, and lead to poorer grades than necessary to get into the higher schooling or employment of his/her choice. The "infrastructure" associated with "too much partying" would be E+C-, or, an outgoing, energetic person who is spontaneous. That is not to say that every E+C- student will party too much and not accomplish his/her goals. It is just to say that an E+C- student needs to be aware of such natural leanings, and to resist them as appropriate. Each of the 19 derailers listed below has such an associated infrastructure. In the far right column, we describe the relationship of your profile to the derailers as "Unlikely," "Caution," or "Threat." For each "Threat," it would behoove you to do some thinking and planning around how you might offset the threat, so that it does not prevent you from attaining your goals. For each threat, determine which out-of-range traits are the primary source of the threat, and plan accordingly. While this research was done with managers/leaders in mind, certainly most of these derailers apply to non-managerial careers as well.

Your Analysis	Profile At Risk for					Your Scores					Magnitude of Threat	
Obstacles to Success	for this Obstacle											
Arrogant		E-		A-	C+		53		40	51	17	Caution
Betrayal of Trust				A-	C-				40	51	20	Caution
<b>Blocked Personal Learner</b>			O-	A-				46	40		22	<b>A Threat</b>
<b>Defensiveness</b>	N+		O-	A-		55		46	40		21	<b>A Threat</b>
Failure to Build a Team		E-		A-	C-		53		40	51	17	Caution
Failure to Staff Effectively	N+/-	E+/-	O+/-	A+/-	C+/-	55	53	46	40	51	4	Unlikely
<b>Insensitive to Others</b>	N+			A-		55			40		22	<b>A Threat</b>
Key Skill Deficiencies					C-					51	14	Caution
Lack of Composure	N++			A-	C-	55			40	51	20	Caution
Lack of Ethics and Values	N+			A-	C-	55			40	51	20	Caution
Non-Strategic			O-					46			19	Caution
Overdependence on Advocate	N+	E-		A+	C-	55	53		40	51	13	Caution
Overdependence on Single Skill			O-		C-			46		51	16	Caution
<b>Overly Ambitious</b>	N+	E+		A-	C+	55	53		40	51	21	<b>A Threat</b>
<b>Overmanaging</b>	N+	E+		A-	C+	55	53		40	51	21	<b>A Threat</b>
Performance Problems					C-					51	14	Caution
Political Missteps	N+/-	E+/-	O+/-	A+/-	C+/-	55	53	46	40	51	7	Unlikely
Poor Administrator			O+	A+	C-			46	40	51	10	Unlikely
Unable to Adapt to Differences	N+	E+	O-	A-	C+	55	53	46	40	51	19	Caution

**Legend:** All averages over 20 are labeled "A Threat." All averages over 10 but not more than 20 are labeled "Caution." All averages 10 or lower, including minus numbers (e.g., -10, -18) are labeled "Unlikely."

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## Interpretation of Results

(If "threats" appear above in the far right column, up to three will be interpreted below.)

"Your trait profile appears to put you at risk for being insensitive to others. Persons who are higher in N and lower in A tend to be more self-absorbed and less focused on understanding and/or valuing the needs of others."

"Your trait profile appears to put you at risk for being a blocked personal learner. Persons who are lower in O and A tend to be somewhat comfortable with their current level of achievement and learning."

"Your trait profile appears to put you at risk for being defensive. Persons who are higher in N, while lower in O and A, tend to be more reactive when challenged, corrected, or criticized."

**Note.** The lower the Magnitude of Threat score, the more desirable. Low scores mean that this profile does not resemble the obstacle's likely profile, hence the individual is not likely to ultimately exhibit that obstacle behavior. High scores indicate a close resemblance between the individual's profile and that associated with the obstacle. Thus, a high score, i.e., over 20, is described as A Threat. A score of "0" is ideal and suggest minimal or no risk for the associated obstacle. Negative scores (e.g., "-15") are even better. Negative scores should be interpreted as "better than perfect." Think of "0" as a bullseye, while negative scores are bullseyes that are even closer to the center. Notice that for two derailers, Failure to Staff Effectively and Political Missteps, each trait is followed by a "+/-". This means that, for these two derailers, extreme scores on any of the traits puts one at risk. So, the optimum scores for avoiding these derailers would be mid-range, or, 45 to 55.

## Resources for Further Information

- Jean Brittain Leslie & Ellen Van Velsor. (1995). *A Look at Derailment Today: North America and Europe*. Greensboro, NC: Center for Creative Leadership.
- Michael M. Lombardo & Robert W. Eichinger. (1989). *Preventing Derailment: What to Do Before It's Too Late*. Technical Report Series; No. 138g. Greensboro, NC: Center for Creative Leadership.
- To plan against an obstacle for possibly derailing your career, understand which trait(s) in this risk profile match your actual traits, and then review pages 21 to 24 of CentACS's *The Big Five Workbook* for specific ideas on how to offset the effect of extreme traits.



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## Further Resources for Career Exploration

### Books

Armstrong, Thomas. (1993). *Seven Kinds of Smart*. New York: Plume. This book about Gardner's multiple intelligences has many practical suggestions, but was written before Gardner identified the Natural Observer talent.

Bolles, Richard. (2003). *What Color is Your Parachute?* Berkeley, California: Ten Speed Press. This book is considered by many to be the job hunter's "bible," and it is updated every year. See also the associated web site, [www.jobhuntersbible.com](http://www.jobhuntersbible.com). Contains a nice matrix of jobs and candidate qualities in the rear of the book.

Butler, Timothy, & Waldroop, James. (1997). *Discovering Your Career in Business*. Reading, MA: Perseus Books. This book focuses specifically on careers in business. Because of this narrower focus, the model is not included in this report. However, for those of you interested in the business world, you should find the book helpful, as well as their "Business Career Interest Inventory", which employs an 8-part model similar to Edgar Schein's "Career Anchors." Butler and Waldroop developed this test and process as a part of the Harvard MBA Career Development Program.

Gardner, Howard. (1993). *Creating Minds*. New York: Basic Books. Each chapter presents the biography of a well-known person (Stravinsky, T.S. Eliot, Graham, Einstein, Freud, Gandhi, and Picasso) in illustration of the different talent areas. This was written before he had identified the Natural Observer talent, but one could read biographies of Charles Darwin or George Washington Carver instead.

Gardner, Howard. (1983). *Frames of Mind*. New York: Basic Books. Gardner's initial presentation of his MI theory—treats Interpersonal and Intrapersonal as one, and omits Natural Observer.

Gardner, Howard. (1993). *Multiple Intelligences*. New York: Basic Books. This is a "reader" that Gardner put together in collaboration with many professionals who have implemented his multiple intelligences theory.

Gottfredson, Gary G., & Holland, John L. (1996). *Dictionary of Holland Occupational Codes* (3rd Edition). Odessa, Florida: PAR, Inc. This 700+ page reference work contains thousands of job titles that are cross-referenced according to the three-letter code representing your three strongest job "content" preferences. This is the perfect place to go in order to find more examples of jobs than the ones listed on the Job Families page of this report. Get your three letter "Content" code (RIA, SEC, IAS, etc.) based on your three highest scores on the "Content" page, and look up that code in this dictionary in order to find an exhaustive listing of jobs that tend to employ people with a personality profile similar to yours. That doesn't mean you'd like the job or even be good at it—just that you would feel similar to the other people in those jobs.

Holland, John L. (1997). *Making Vocational Choices*. Odessa, Florida: PAR, Inc. Explains the six career "content" areas (as we refer to them in this report).



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Leslie, Jean Brittain, & Van Velsor, Ellen (1995). *A Look at Derailment Today: North America and Europe*. Greensboro, NC: Center for Creative Leadership.

Lombardo, Michael M., & Eichinger, Robert W. (1989). *Preventing Derailment: What to Do Before It's Too Late*. Technical Report Series; No. 138g. Greensboro, NC: Center for Creative Leadership.

## Web Sites

<http://www.act.org/discover/index.html> The "Discover" career guidance and information system for use by middle school students through adults.

<http://www.act.org/wwm> ACT maintains this site, which contains its well-known "World of Work Map," which locates the 26 job families on a circular map whose points are defined by the "Focus" and "Content" attributes used in this report.

<http://www.jobhuntersbible.com> This site has it all—an assessment, links to other sites, search engine, ways to communicate with persons knowledgeable of specific careers, job openings, salary information, help with resume construction, and Frequently Asked Questions regarding careers and job searching.

<http://online.onetcenter.org> The U.S. Department of Labor maintains this site at no cost to the user. The "O\*Net," as it is called, contains everything that was in the Dictionary of Occupational Titles, and much more—basically, everything you want to know about what a specific job entails, and what qualities a candidate should have for the job. You may search the site for job titles as well as for personal qualities.

<http://www.self-directed-search.com> Take the SDS online here for a nominal charge. It directly measures the six career "Content" areas, as we refer to them in this report.

<http://www.campusdirt.com> U.S. colleges and universities were surveyed with over 50,000 students responding, rating their schools on everything from "Best Variety of Late Night Food" to "Most Knowledgeable Professors." A helpful tool when trying to decide on a college.

<http://www.edwebproject.org/edref.mi.intro.html>

## Assessments

Career Anchors: Discovering Your Real Values (1993; Revised Edition), by Dr. Edgar Schein. Available in a booklet of the same title from Jossey-Bass Pfeiffer in San Francisco.

The Self-Directed Search, by Dr. John Holland. Available in paper from PAR, Inc., Odessa, Florida (see their website at [www.parinc.com](http://www.parinc.com), or online at <http://www.self-directed-search.com/>.)

The Business Career Interest Inventory, contained in Butler and Waldroop's book listed earlier.



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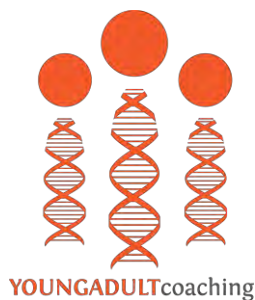
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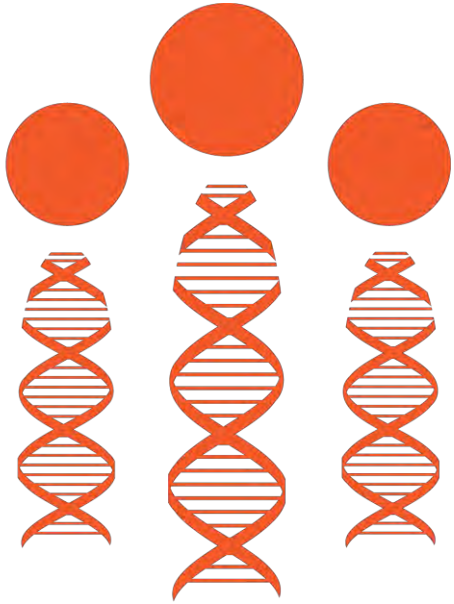
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# Careers





## HOW THE STRONG CAN HELP YOU

The *Strong Interest Inventory*® instrument is a powerful tool that can help you make satisfying decisions about your career and education. Whether you are just starting out in your career, thinking about a change, or considering education options for career preparation, you can benefit from the wealth of information reflected in your *Strong* results. Understanding your *Strong* Profile can help you identify a career focus and begin your career planning and exploration process.

Keep in mind that the *Strong* measures interests, not skills or abilities, and that the results can help guide you toward rewarding careers, work activities, education programs, and leisure activities—all based on your interests. As you review your Profile, remember that managing your career is not a one-time decision but a series of decisions made over your lifetime.

### HOW YOU WILL BENEFIT

The *Strong* can be a valuable tool in helping you identify your interests, enabling you to

- Achieve satisfaction in your work
- Identify career options consistent with your interests
- Choose appropriate education and training relevant to your interests
- Maintain balance between your work and leisure activities
- Understand aspects of your personality most closely associated with your interests
- Determine your preferred learning environments
- Learn about your preferences for leadership, risk taking, and teamwork
- Use interests in shaping your career direction
- Decide on a focus for the future
- Direct your own career exploration at various stages in your life

### HOW YOUR RESULTS ARE ORGANIZED

#### Section 1. General Occupational Themes

Describes your interests, work activities, potential skills, and personal values in six broad areas: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C).

#### Section 2. Basic Interest Scales

Identifies specific interest areas within the six General Occupational Themes, indicating areas likely to be most motivating and rewarding for you.

#### Section 3. Occupational Scales

Compares your likes and dislikes with those of people who are satisfied working in various occupations, indicating your likely compatibility of interests.

#### Section 4. Personal Style Scales

Describes preferences related to work style, learning, leadership, risk taking, and teamwork, providing insight into work and education environments most likely to fit you best.

#### Section 5. Profile Summary

Provides a graphic snapshot of Profile results for immediate, easy reference.

#### Section 6. Response Summary

Summarizes your responses within each category of *Strong* items, providing data useful to your career professional.

*Note to professional: Check the Response Summary in section 6 of the Profile before beginning your interpretation.*



## GENERAL OCCUPATIONAL THEMES

## SECTION 1

The General Occupational Themes (GOTs) measure six broad interest patterns that can be used to describe your work personality. Most people's interests are reflected by two or three Themes, combined to form a cluster of interests. Work activities, potential skills, and values can also be classified into these six Themes. This provides a direct link between your interests and the career and education possibilities likely to be most meaningful to you.

Your *standard scores* are based on the average scores of a combined group of working adults. However, because research shows that men and women tend to respond differently in these areas, your *interest levels* (Very Little, Little, Moderate, High, Very High) were determined by comparing your scores against the average scores for your gender.

## THEME DESCRIPTIONS

THEME	CODE	INTERESTS	WORK ACTIVITIES	POTENTIAL SKILLS	VALUES
Enterprising	E	Business, politics, leadership, entrepreneurship	Selling, managing, persuading, marketing	Verbal ability, ability to motivate and direct others	Risk taking, status, competition, influence
Conventional	C	Organization, data management, accounting, investing, information systems	Setting up procedures and systems, organizing, keeping records, developing computer applications	Ability to work with numbers, data analysis, finances, attention to detail	Accuracy, stability, efficiency
Social	S	People, teamwork, helping, community service	Teaching, caring for people, counseling, training employees	People skills, verbal ability, listening, showing understanding	Cooperation, generosity, service to others
Investigative	I	Science, medicine, mathematics, research	Performing lab work, solving abstract problems, conducting research	Mathematical ability, researching, writing, analyzing	Independence, curiosity, learning
Realistic	R	Machines, computer networks, athletics, working outdoors	Operating equipment, using tools, building, repairing, providing security	Mechanical ingenuity and dexterity, physical coordination	Tradition, practicality, common sense
Artistic	A	Self-expression, art appreciation, communication, culture	Composing music, performing, writing, creating visual art	Creativity, musical ability, artistic expression	Beauty, originality, independence, imagination

## YOUR HIGHEST THEMES

Enterprising, Conventional, Social

## YOUR THEME CODE

ECS

THEME	CODE	STANDARD SCORE & INTEREST LEVEL					STD SCORE
		30	40	50	60	70	
Enterprising	E	VERY HIGH					71
Conventional	C	MODERATE					51
Social	S	MODERATE					49
Investigative	I	LITTLE					44
Realistic	R	VERY LITTLE					37
Artistic	A	VERY LITTLE					35

The charts above display your GOT results in descending order, from your highest to least level of interest. Referring to the Theme descriptions provided, determine how well your results fit for you. Do your highest Themes ring true? Look at your next highest level of interest and ask yourself the same question. You may wish to highlight the Theme descriptions above that seem to fit you best.

## BASIC INTEREST SCALES

## SECTION 2

The Basic Interest Scales represent specific interest areas that often point to work activities, projects, course work, and leisure activities that are personally motivating and rewarding. As with the General Occupational Themes, your interest levels (Very Little, Little, Moderate, High, Very High) were determined by comparing your scores against the average scores for your gender.

As you review your results in the charts below, note your top interest areas and your areas of least interest, and think about how they relate to your work, educational, and leisure activities. Take time to consider any top interest areas that are not currently part of your work or lifestyle and think about how you might be able to incorporate them into your plans.







## YOUR TOP FIVE INTEREST AREAS

1. Sales (E)
2. Religion & Spirituality (S)
3. Politics & Public Speaking (E)
4. Mathematics (I)
5. Human Resources & Training (S)





## Areas of Least Interest

- Nature & Agriculture (R)  
Culinary Arts (A)  
Athletics (R)







## ENTERPRISING — Very High

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL	STD SCORE
	30 40 50 60 70	
Sales		74
Politics & Public Speaking		67
Management		63
Marketing & Advertising		61
Law		56
Entrepreneurship		55





## CONVENTIONAL — Moderate

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL	STD SCORE
	30 40 50 60 70	
Finance & Investing		63
Taxes & Accounting		59
Programming & Information Systems		48
Office Management		44







## SOCIAL — Moderate

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL	STD SCORE
	30 40 50 60 70	
Religion & Spirituality		68
Human Resources & Training		63
Social Sciences		54
Counseling & Helping		51
Teaching & Education		49
Healthcare Services		32





## INVESTIGATIVE — Little

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL	STD SCORE
	30 40 50 60 70	
Mathematics		66
Science		49
Research		48
Medical Science		35

## REALISTIC — Very Little

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL	STD SCORE
	30 40 50 60 70	
Computer Hardware & Electronics		58
Protective Services		46
Military		45
Mechanics & Construction		42
Athletics		31
Nature & Agriculture		28

## ARTISTIC — Very Little

BASIC INTEREST SCALE	STD SCORE & INTEREST LEVEL	STD SCORE
	30 40 50 60 70	
Visual Arts & Design		41
Writing & Mass Communication		39
Performing Arts		37
Culinary Arts		28

INTEREST LEVELS: VL = Very Little | L = Little | M = Moderate | H = High | VH = Very High

## OCCUPATIONAL SCALES

## SECTION 3

This section highlights your Profile results on the Occupational Scales of the *Strong*. On the following pages you will find your scores for 130 occupations. The 10 occupations most closely aligned with your interests are listed in the summary chart below. Keep in mind that the occupations listed in your Profile results are just *some* of the many occupations linked to your interests that you might want to consider. They do not indicate those you “should” pursue. It is helpful to think of each occupation as a single example of a much larger group of occupational titles to consider.

Your score on an Occupational Scale shows how similar your interests are to those of people of your gender who have been working in, and are satisfied with, that occupation. The higher your score, the more likes and dislikes you share with those individuals. The Theme codes associated with each occupation indicate the GOTs most commonly found among people employed in that occupation. You can review your top occupations to see what Theme codes recur and then explore additional occupational titles not included on the *Strong* that have one or more of these Theme letters in common.

**YOUR TOP TEN STRONG OCCUPATIONS**

1. Life Insurance Agent (E)
2. Realtor (E)
3. Top Executive, Business/Finance (E)
4. Marketing Manager (E)
5. Operations Manager (ER)
6. Restaurant Manager (ECR)
7. Sales Manager (E)
8. Auditor (C)
9. Human Resources Specialist (ESR)
10. Loan Officer/Counselor (E)

**Occupations of  
Dissimilar Interest**

Medical Illustrator (AIR)  
Physical Therapist (SIR)  
Veterinarian (IR)  
Art Teacher (AS)  
Artist (A)

As you read through your Occupational Scales results on this and the following pages, note the names of those occupations for which you scored “Similar.” Those are the occupations you might want to explore first. Also consider exploring occupations on which you scored in the midrange, since you have some likes and dislikes in common with people in those occupations. You might also consider occupations of least interest or for which you scored “Dissimilar”; however, keep in mind that you are likely to have little in common with people in these types of work and probably would contribute to such occupations in a unique way. Your career professional can guide you further in the career exploration process.

Click the name of any of the occupations in your top ten list above to visit the O\*NET™ database (<http://www.onetonline.org>) and see a summary description of that occupation. Learn about occupations by visiting reputable Web sites such as O\*NET. You can also find career information in a public library, in the career library of a college or university near you, or in a professional career center or state or local government job agency. Supplement your research by talking to people who are working in the occupations you are considering. These people can describe their day-to-day work and tell you what they like and dislike about the occupation.







## PERSONAL STYLE SCALES

## SECTION 4

The Personal Style Scales describe different ways of approaching people, learning, and leading, as well as your interest in taking risks and participating in teams. Personal Style Scales help you think about your preferences for factors that can be important in your career, enabling you to narrow your choices more effectively and examine your opportunities. Each scale includes descriptions at both ends of the continuum, and the score indicates your preference for one style versus the other.

Your scores on the Personal Style Scales were determined by comparing your responses to those of a combined group of working men and women.

## YOUR PERSONAL STYLE SCALES PREFERENCES

1. You likely prefer a balance of working alone and working with people.
2. You seem to prefer to learn through lectures and books.
3. You probably prefer to lead by taking charge.
4. You may like taking risks.
5. You probably enjoy participating in teams.

## Clear Scores

(Below 46 and above 54)

You indicated a clear preference for one style versus the other.

## Midrange Scores (46–54)

You indicated that some of the descriptors on both sides apply to you.

PERSONAL STYLE SCALE		<div> <div>CLEAR</div> <div>MIDRANGE</div> <div>CLEAR</div> </div>						STD SCORE
		25	35	45	55	65	75	
Work Style	Prefers working alone; enjoys data, ideas, or things; reserved				◆			51
	Prefers working with people; enjoys helping others; outgoing							
Learning Environment	Prefers practical learning environments; learns by doing; prefers short-term training to achieve a specific goal or skill				◆			59
	Prefers academic environments; learns through lectures and books; willing to spend many years in school; seeks knowledge for its own sake							
Leadership Style	Is not comfortable taking charge of others; prefers to do the job rather than direct others; may lead by example rather than by giving directions					◆		72
	Is comfortable taking charge of and motivating others; prefers directing others to doing the job alone; enjoys initiating action; expresses opinions easily							
Risk Taking	Dislikes risk taking; likes quiet activities; prefers to play it safe; makes careful decisions				◆			59
	Likes risk taking; appreciates original ideas; enjoys thrilling activities and taking chances; makes quick decisions							
Team Orientation	Prefers accomplishing tasks independently; enjoys role as independent contributor; likes to solve problems on one's own				◆			60
	Prefers working on teams; enjoys collaborating on team goals; likes problem solving with others							
		25	35	45	55	65	75	
		CLEAR		MIDRANGE		CLEAR		

## PROFILE SUMMARY

## SECTION 5

## YOUR HIGHEST THEMES

Enterprising, Conventional, Social

## YOUR THEME CODE

ECS

## YOUR TOP FIVE INTEREST AREAS

1. Sales (E)
2. Religion & Spirituality (S)
3. Politics & Public Speaking (E)
4. Mathematics (I)
5. Human Resources & Training (S)

## Areas of Least Interest

Nature & Agriculture (R)  
 Culinary Arts (A)  
 Athletics (R)

## YOUR TOP TEN STRONG OCCUPATIONS

1. Life Insurance Agent (E)
2. Realtor (E)
3. Top Executive, Business/Finance (E)
4. Marketing Manager (E)
5. Operations Manager (ER)
6. Restaurant Manager (ECR)
7. Sales Manager (E)
8. Auditor (C)
9. Human Resources Specialist (ESR)
10. Loan Officer/Counselor (E)

## Occupations of Dissimilar Interest

Medical Illustrator (AIR)  
 Physical Therapist (SIR)  
 Veterinarian (IR)  
 Art Teacher (AS)  
 Artist (A)

## YOUR PERSONAL STYLE SCALES PREFERENCES

1. You likely prefer a balance of working alone and working with people.
2. You seem to prefer to learn through lectures and books.
3. You probably prefer to lead by taking charge.
4. You may like taking risks.
5. You probably enjoy participating in teams.

## RESPONSE SUMMARY

## SECTION 6

This section provides a summary of your responses to the different sections of the inventory for use by your career professional.

## ITEM RESPONSE PERCENTAGES

Section Title	Strongly Like	Like	Indifferent	Dislike	Strongly Dislike
Occupations	8	19	17	10	46
Subject Areas	24	17	7	15	37
Activities	29	18	15	14	24
Leisure Activities	21	4	18	4	54
People	38	25	13	0	25
Your Characteristics	67	11	0	0	22
<b>TOTAL PERCENTAGE</b>	<b>22</b>	<b>17</b>	<b>14</b>	<b>11</b>	<b>37</b>

Note: Due to rounding, total percentage may not add up to 100%.

Total possible responses: 291

Your response total: 291

Items omitted: 0

Typicality index: 22—Combination of item responses appears consistent.





## USING YOUR THEMES

### YOUR HIGHEST THEMES

**Enterprising, Conventional, Social**

### YOUR THEME CODE

**ECS**

Your top three Themes are listed below in order of interest. Each Theme describes an important aspect of your interests and personality. Use all three Themes to identify college courses and academic majors that allow you to express what is important to you. The majors listed within each Theme are examples of some of the many related academic areas worth exploring.

## CONSIDERING THEMES OF GREATEST INTEREST TO YOU

### Enterprising (E) ACTIVE PERSUADERS

Enterprising students prefer to influence or lead others through selling the merits of ideas or products.

#### TYPICAL COLLEGE MAJORS

Business Administration	Hospitality	Management	Public Administration
Business Education	Hotel Management	Marketing	Public Relations
Consumer Economics	Human Resources	Organizational Leadership	Real Estate
Finance	Insurance	Personnel and Labor Relations	Restaurant Management
Government	International Business	Political Science	Retail Merchandising
History	International Relations	Pre-Law	Travel and Tourism

### Conventional (C) CAREFUL ORGANIZERS

Conventional students prefer to take an orderly approach to organizing and managing finances, procedures, or data.

#### TYPICAL COLLEGE MAJORS

Accounting	Court Reporting	Industrial Education	Office Systems
Actuarial Science	Data Management	Information Systems and Technology	Paralegal Studies
Banking and Finance	Dental Hygiene	Management Information Systems	Purchasing/Materials Management
Bookkeeping	Financial Planning	Mathematics Education	Secretarial Procedures
Business	Food Service Management	Medical Administration	Small Business Operations
Computer Programming	Hotel, Restaurant, and Institutional Management	Medical Transcription	Statistics
Computer Systems Operations			

### Social (S) EMPATHIC HELPERS

Social students prefer to take a helping or altruistic approach involving teaching, developing, or caring for others.

#### TYPICAL COLLEGE MAJORS

Child Development	Ethnic Studies	Nursing	Secondary Education
Counseling	Family Studies	Occupational Therapy	Social Work
Criminology	Health Education	Physical Education	Special Education
Dietetics/Nutrition	Hearing and Speech	Public Health	Substance Abuse Counseling
Elementary Education	Home Economics	Recreation	Urban Studies
ESL Teaching	Human Services	Religious Studies	Women's Studies

## USING YOUR BASIC INTEREST SCALES

These scales indicate interests that are important to your overall lifestyle, both in school and out of school.

Use your strongest basic interests to explore college courses, extracurricular activities, internships, and part-time jobs. You show the greatest interest in the five areas outlined below (arranged in descending order of interest).

### SALES — Very High

Selling products or services, or working with salespeople

CAMPUS ORGANIZATIONS/ACTIVITIES	INTERNSHIPS/JOB SETTINGS	COLLEGE COURSES
Business Student Organization Charity Sales Drive Fundraising Campaign	Company Sales Department Retail Sales Travel/Tourism Company	Business Administration Marketing Real Estate

### RELIGION & SPIRITUALITY — Very High

Ministering to others' spiritual or religious needs

CAMPUS ORGANIZATIONS/ACTIVITIES	INTERNSHIPS/JOB SETTINGS	COLLEGE COURSES
Community Service Group Peer Counseling Religious Group	Campus Ministry Hospice Care Nonprofit Agency	Counseling Philosophy Religious Studies

### POLITICS & PUBLIC SPEAKING — Very High

Persuading and influencing others verbally

CAMPUS ORGANIZATIONS/ACTIVITIES	INTERNSHIPS/JOB SETTINGS	COLLEGE COURSES
College Political Group Debate Team Student Government	Government Legislative Intern Political Campaign	Mass Communication Political Science Speech/Rhetoric

### MATHEMATICS — Very High

Working with numbers and performing statistical analyses

CAMPUS ORGANIZATIONS/ACTIVITIES	INTERNSHIPS/JOB SETTINGS	COLLEGE COURSES
Math Tutor Mathematics Society Student Organization Treasurer	Accounting Firm Engineering Company Market Research Company	Accounting Mathematics Statistics

### HUMAN RESOURCES & TRAINING — Very High

Developing and training people; managing and directing employment activities of an organization

CAMPUS ORGANIZATIONS/ACTIVITIES	INTERNSHIPS/JOB SETTINGS	COLLEGE COURSES
Business Student Organization Human Resources Society Student Leadership Position	Campus Career Center Corporate Training Firm Human Resources Department	Business Management Human Resource Development Industrial Relations

## USING YOUR OCCUPATIONAL SCALES

These scales identify jobs held by people with whom you share common interests, arranged in order of similarity of interests. Some occupations require specific training; however, many do not require a particular college major. Explore classes relevant to these occupations and consider related careers as well.

### YOUR TOP STRONG OCCUPATIONS

OCCUPATIONAL SCALE	THEME CODE	EDUCATIONAL PREPARATION	COLLEGE COURSES	RELATED CAREERS
<b>Life Insurance Agent</b>	<b>E</b>	BA, preferably in business or economics	Finance Accounting Marketing	Real Estate Sales Stockbroker Insurance Investigator
<b>Realtor</b>	<b>E</b>	High school diploma, plus license	Real Estate Finance Business Management	Real Estate Appraiser Property Manager Mortgage Broker
<b>Top Executive, Business/Finance</b>	<b>E</b>	BA or MA in business administration or related field	Business Administration Finance Economics	Financial Manager Hospital Administrator County Administrator
<b>Marketing Manager</b>	<b>E</b>	BA in liberal arts	Marketing Statistics Economics	Promotions/Sales Manager Advertising Manager Public Relations Manager
<b>Operations Manager</b>	<b>ER</b>	AA or BA in business management	Human Resources Business Management Accounting	Purchasing Manager Conference Planner Customer Service Supervisor
<b>Restaurant Manager</b>	<b>ECR</b>	AA or BA in food service management preferred	Business Management Accounting Nutrition	Hotel Manager Chef Waiter/Waitress
<b>Sales Manager</b>	<b>E</b>	AA or BA	Accounting Marketing Management	Marketing Manager Public Relations Manager Buyer
<b>Auditor</b>	<b>C</b>	BA, typically in accounting or related field	Accounting Business Management Economics	Budget Analyst Financial Advisor Treasurer
<b>Human Resources Specialist</b>	<b>ESR</b>	BA in liberal arts, business, or labor relations	Business Administration Management Industrial Psychology	Career Development Trainer Labor Lawyer Social Worker
<b>Loan Officer/Counselor</b>	<b>E</b>	High school diploma, AA, or BA	Finance Economics Accounting	Financial Planner Insurance Agent Real Estate Broker

## USING YOUR PERSONAL STYLE SCALES

Next, use your Personal Style Scales to identify the specific ways you prefer to approach whatever academic courses, majors, or jobs you undertake.

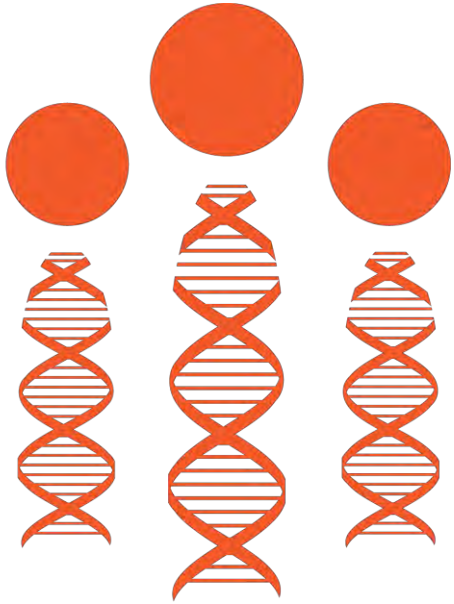
PERSONAL STYLE SCALE	PREFERENCES/ACTIVITIES
<b>Work Style</b>	<ul style="list-style-type: none"> <li>Your score suggests you may prefer a balance between working independently and working with others, depending on the circumstances.</li> <li>You may enjoy spending part of the day alone researching or reading, and then switching to interactive activities such as group discussions.</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>Your score suggests you enjoy the traditional student role and learning for the sake of learning.</li> <li>You may prefer classroom lectures, theoretical readings, and library research to practical hands-on training or work-study programs.</li> </ul>
<b>Leadership Style</b>	<ul style="list-style-type: none"> <li>Your score suggests a preference for taking charge through meeting, persuading, and directing others.</li> <li>You may enjoy leading a student organization, coordinating campus events, or facilitating classroom discussions.</li> </ul>
<b>Risk Taking</b>	<ul style="list-style-type: none"> <li>Your score suggests a preference for exploring new adventures, trying new things, and being spontaneous.</li> <li>You may enjoy outdoor adventure activities, sports, or independent travel as well as academic courses that encourage risk taking and self-reliance.</li> </ul>
<b>Team Orientation</b>	<ul style="list-style-type: none"> <li>Your score suggests a preference for team-based activities and for collaborating with others to solve problems.</li> <li>You may enjoy group projects, interactive seminars, and getting involved in campus groups and committees.</li> </ul>

See Applying Your Strong Results to College Majors at [https://www.skillsone.com/Pdfs/Strong\\_College\\_Majors.pdf](https://www.skillsone.com/Pdfs/Strong_College_Majors.pdf) for guidance about researching and deciding on an academic major.



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# Leading



## The Leader™

### Your Leadership Analysis

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This standard Leader report comprises the most popular leadership analyses in the CentACS collection. Other analyses are available on special request, and may be used in designing a customized Leader report for your individual use. Incidentally, when we analyze a model developed elsewhere than CentACS (such as FIRO-B), we are not assessing your actual performance in that model, but rather we are assessing the degree to which your Big Five scores would tend to provide natural energy for those models. Here are some of the additional analyses:

• Bennis and Nanus • Bradford and Cohen • Comfort with & Appreciation for Diversity • Comparison of Individual to Assorted Leader Profiles • Conflict Management Style • Conflict Proneness • Emotional Intelligence • Emotional Temperament • Energy Level • Executive versus Worker • Innovation versus Efficiency • John Kotter's 13 Leadership Factors • Keirsey Bates Leadership Style • Kirton Adaption/ Innovation Inventory (KAI) • Kouzes and Posner Leadership Practices Inventory (LPI) • Larson and Lafasta's High Performance Team • Production versus Quality • Quinn's Competing Roles • Six Elements for Healthy Team Relationships • The Johari Window • The Three Stages of Relationship Development • Tuckman's Four Stages of Team Formation • Work Habits

## An Overview of Your Leadership Report

**Note:** These first four pages represent brief interpretations of how you scored on each of the major sections of this report. For more detail in support of a specific interpretation, go to the pages indicated to its left.

Delegation (Ldr-3)	"The contracting phase involves clarifying goals and expectations, and is optimally supported by the traits of higher extraversion and lower openness. Your medium average score on these two traits suggests that this phase of delegation may be natural in some situations, and unnatural in others. Take appropriate precautions, as in involving an associate or a checklist, not to shortchange the contracting phase."
	"The planning phase involves facilitating a discussion of the possible approaches to getting the job done, and is optimally supported by the traits of higher extraversion, higher originality, and mid-range accommodation. Your high average on these three traits suggests that this phase of delegation is natural for you."
	"The supporting phase involves giving appropriate latitude, as well as support, for getting the job done, and is optimally supported by mid-range extraversion and higher accommodation. Your low average on these two traits suggests that this phase of delegation may be more unnatural for you. Take precautions, as always letting your delegatee know your whereabouts, and in scheduling progress meetings, not to shortchange the supporting phase."
	"The accounting phase is essentially a closure phase in which you insure that the assignment has been completed successfully, and is optimally supported by the traits of lower originality, lower accommodation, and higher consolidation. Your medium average score on these three traits suggests that this phase of delegation may be natural for you in some situations and not in others. Take precautions, as in scheduling sufficient time for testing, proofreading, completion tasks are appropriate, not to shortchange the accounting phase."
Escalation of Commit- ment (Ldr-4)	"Your low score on N suggests that your generally rational and calm demeanor makes it unlikely that you would engage in EoC because of undue worry, volatile moods, temper, or other forms of emotional instability."
	"Your low score on A suggests that your generally competitive approach and proud nature makes it likely that you might engage in EoC because of egotism, pride, or other forms of defensiveness and the need to be right."
	"Your high score on C means that your focused, disciplined, and ambitious temperament make it unlikely that you would engage in EoC for the reason of losing sight of the goal."
	"Your high score on E suggests that your outgoing, gregarious nature makes it unlikely that you would engage in EoC because of faulty interpersonal skills."

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Escalation of Commitment (Ldr-4)	"Your high score on O is associated with a natural interest in a variety of fields and issues, making it unlikely that you would engage in EoC due to an inability to integrate diverse sources of information."
	"Overall, your scores suggest that you are highly unlikely to engage in EoC."
Decision-Making (Ldr-5)	"You are neither clearly prone to speedy decisions nor clearly unlikely to make speedy decisions, suggesting that whether or not you make a speedy decision in an area outside your expertise depends on the situation. On the other hand, your calm, rational, and disciplined nature makes it likely that you tend to make decisions that "stick" because they are sound and well thought out."
Furnham Management Study (Ldr-6)	"Your profile suggests that you are likely to show relatively high concern for doing things better or more efficiently than you or others have done previously, or better than has been done elsewhere."
	"You likely have a strong desire to take on the responsibility and authority of position to make an impact on others."
	"You likely have a high interest in conceptualizing the main themes and issues from factual or abstract information, or in generating and using 'maps' or models."
	"You probably have moderate confidence in your own intuitions when making judgments, drawing to a moderate degree on past learning, consciously or unconsciously."
	"You are likely to show moderate interest in and have a moderately open attitude to other people's opinions, values, perspective, behavior and personality."
	"You probably find it highly energizing to relate to a wide range of different people in different social situations, using a broad repertoire of influence styles."
	"You typically believe that things will turn out well and are generally positive and enthusiastic about life."
	"You typically are able to take coping with stress in stride, adjusting to unsatisfactory conditions and retaining emotional balance when under pressure, and 'bouncing back' after setbacks."
	"Your profile suggests that it would be natural for you to show an interest in how businesses work and in the facts, figures, events, and stories that help to explain things."
	"Persons with your profile tend to possess a clear internal framework of principles and beliefs that guide your individual judgment, rarely deferring to external forces to explain life's successes and failures."



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SEA Model (Ldr-7)	"At least one of your scores on O or C is out of the optimal range for scanning. While scanning may be natural for you at some times and in some contexts, perhaps you are less prone to scan in other contexts. In addition, at least one of your scores on N or A is out of the optimal range for evaluating. While rational evaluation may be natural for you on some issues, perhaps you are more reactive on others. Finally, your high scores on E (Extravert) and C (Focused) suggest that you find it natural to focus for long periods of time on follow up of priorities in order to insure that nothing falls between the cracks."
Situational Leadership (Ldr-8)	"Your profile suggests that you would normally feel equally comfortable in either the S1: Telling/Directing style or the S2: Selling/Coaching style, both of which involve a strong emphasis on guiding the worker towards mastery of the technical aspects of the task. This will be a benefit in situations that involve beginners and intermediates. However, take care to notice when a worker shows signs of mastery and independence, and gradually make yourself less available, less you become a micromanager looking unnecessarily over people's shoulder."
Possible Derailers (Ldr-9)	Overly Ambitious, Overmanaging
Big Five Super-traits: Compared to Leader Ideal (Ldr-13)	<p>"Your N score is in the low range, which is ideal for the typical leadership position. You are, and are perceived to be, calm, cool, and collected when needed. You recover quickly from crises and inspire confidence with subordinates that you are durable and will prevail. You can show appropriate concern from time to time. Optimum leadership setting: can handle more stress than 2/3 of the population."</p> <p>"Your E score in the high range provides just the right amount of extraverted energy for the typical leadership position. You should feel comfortable doing management by wandering around (MBWA), should enjoy being in the thick of things, handle heavy meeting schedules well, enjoy meeting and greeting and networking. May resist closing the door and churning out the necessary deskwork; can tire out teammates if they are much more introverted. Optimum leadership setting: any."</p>

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<p>(Cont.) Big Five Super- traits: Compared to Leader Ideal (Ldr-13)</p>	<p>"Your O score in the high range is optimum for the typical leadership position. You are an explorer who is naturally creative and imaginative, and who is comfortable focusing on theory, complex problems, and the future. You see opportunities for change as enjoyable. May resist spending sufficient time on the details; if C-, will have difficulty being on time and within budget. Will probably get bored if management responsibilities don't challenge the imagination. Have an assistant or close associate who has permission to ride herd on you with respect to being practical and meeting stated objectives. Optimum leadership setting: any."</p>
	<p>"Your A score in the low range is optimum in most leadership situations, except perhaps for those cultures that espouse a kinder, gentler, humbler form of leadership (as in servant leadership and the Level Five approach). A challenger; in tougher, more competitive situations, this leader will rarely back down from a challenge; tough-minded; independent; thick skinned (if also N-); enjoys center stage (especially if also N- and C+); enjoys a good fight. Can come across as arrogant, sometimes alienating team members; plays to win; frequent conflicts. Optimum leadership setting: any (with exception noted earlier)."</p>
	<p>"Your C score in the high range is ideal for the typical leadership position. You are likely to be focused, ambitious, disciplined, and difficult to distract from the task or goal at hand. You prefer finishing one project before beginning another, and are something of a perfectionist who maintains very high standards. You are one who can be trusted to deliver what is promised. Can be a workaholic who causes associates lower in C to resent having to match your long hours and drive to achieve. You may have some difficulty flexing when the goal changes or is put on hold. Understand that your associates are not typically built like you with your high comfort level for long hours and dedication to goals; take yourself occasionally with a grain of salt to show associates that you are aware of your excesses; make a point of being playful or spontaneous on occasions when it won't jeopardize your goal attainment and will make you appear more human with your associates (and family!). Optimum leadership setting: any."</p>

## Leader Behaviors: Delegation

### *Explanation of the Delegation Concept*

Delegation is not a single act, but several phases. Initially, delegation involves getting clear with the delegatee on the nature of the assignment. The focus is on clarifying the expected results. As soon as the end result is clear, the delegator then facilitates a discussion of possible approaches to accomplishing the task. This initial attention to detail then gives way to backing away and allowing the delegatee sufficient latitude to accomplish the work, yet remaining available as needed. Then, as the delegatee should be beginning to make progress on the assignment, the delegator must remember to monitor progress and insure that the delegatee has sufficient resources, both material and personal. So, here we identify four typical phases of the delegation process, along with the supertraits that provide the most natural energy for each phase:

Phase 1: **Contracting**: clarifying goals, results, expectations

Phase 2: **Planning**: facilitating a discussion of possible approaches

Phase 3: **Supporting**: giving appropriate latitude/support to get the job done

Phase 4: **Accounting**: monitoring and follow-through

### *Your Analysis*

Phase	Score	Level of Support	Associated Big Five Traits
Contracting	49	Normal	E+O-
Planning	59	High	E+O+A=
Supporting	44	Low	E=A+
Accounting	53	Normal	O-A-C+

*Legend*

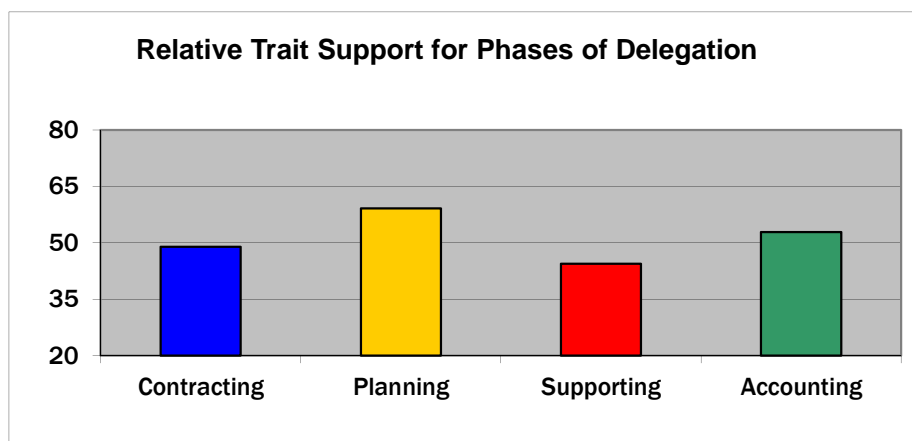
>65.49 Unusually High

>55.49 High

>44.39 Medium

>34.49 Low

<34.5 Unusually Low



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## *Interpretation of Results*

"The contracting phase involves clarifying goals and expectations, and is optimally supported by the traits of higher extraversion and lower openness. Your medium average score on these two traits suggests that this phase of delegation may be natural in some situations, and unnatural in others. Take appropriate precautions, as in involving an associate or a checklist, not to shortchange the contracting phase."

"The planning phase involves facilitating a discussion of the possible approaches to getting the job done, and is optimally supported by the traits of higher extraversion, higher originality, and mid-range accommodation. Your high average on these three traits suggests that this phase of delegation is natural for you."

"The supporting phase involves giving appropriate latitude, as well as support, for getting the job done, and is optimally supported by mid-range extraversion and higher accommodation. Your low average on these two traits suggests that this phase of delegation may be more unnatural for you. Take precautions, as always letting your delegatee know your whereabouts, and in scheduling progress meetings, not to shortchange the supporting phase."

"The accounting phase is essentially a closure phase in which you insure that the assignment has been completed successfully, and is optimally supported by the traits of lower originality, lower accommodation, and higher consolidation. Your medium average score on these three traits suggests that this phase of delegation may be natural for you in some situations and not in others. Take precautions, as in scheduling sufficient time for testing, proofreading, completion tasks are appropriate, not to shortchange the accounting phase."

## *Resources for Further Study*

None. While much has been written on the subject of delegation, this particular formulation is based on the collective experience of the CentACS team. No specific material is available for further explanation of the model.



## Leader Behaviors: Escalation of Commitment

### Explanation of the Concept

"Escalation of commitment" (EoC) refers to a decision-maker's failure, or even refusal, to abandon a decision that proved to be wrong. Mistakenly, some leaders continue to allocate resources with the hope of turning around a failed decision. Lyndon Johnson, in spite of a consensus that Vietnam could not be "won," didn't just continue committing resources, he increased them. This is frequently given as an example of EoC. When the additional resources cannot be recovered, as in the Vietnam case, it is said to be escalation of commitment. However, if the additional resources can be recouped, as in painting a house before resale, it is not said to be an example of EoC.

### Definitions

The Center for Creative Leadership, Greensboro NC, identified five behaviors that contribute towards escalation of commitment:

1. **Emotional Instability.** More rational, calm temperaments tend to be less prone to EoC than temperaments characterized by worrying and anger. This behavior is associated with higher Need for Stability
2. **Defensiveness/Need to Be Right.** Highly competitive, proud, and egocentric persons are more prone to EoC than more humble, cooperative persons. Defensiveness is associated with lower Accommodation.
3. **Tendency to Lose Sight of the Goal.** Persons who are spontaneous and multi-tasking are more prone to EoC than persons who are disciplined and focused. This tendency is associated with low Consolidation.
4. **Faulty Interpersonal Skills.** Persons with well-developed communication skills are less likely to engage in EoC because they end up with better information for making decisions. Faulty communication is more likely to be associated with lower Extraversion.
5. **Unable to Integrate Multiple Sources of Knowledge.** Persons comfortable with complexity, change, and theory, and who are highly imaginative, tend to be less likely to engage in EoC because they naturally see the interrelatedness of issues. The inability to integrate multiple sources is associated with lower Consolidation.

Based on our understanding of this model, below we offer the estimates of your tendency towards E of C.

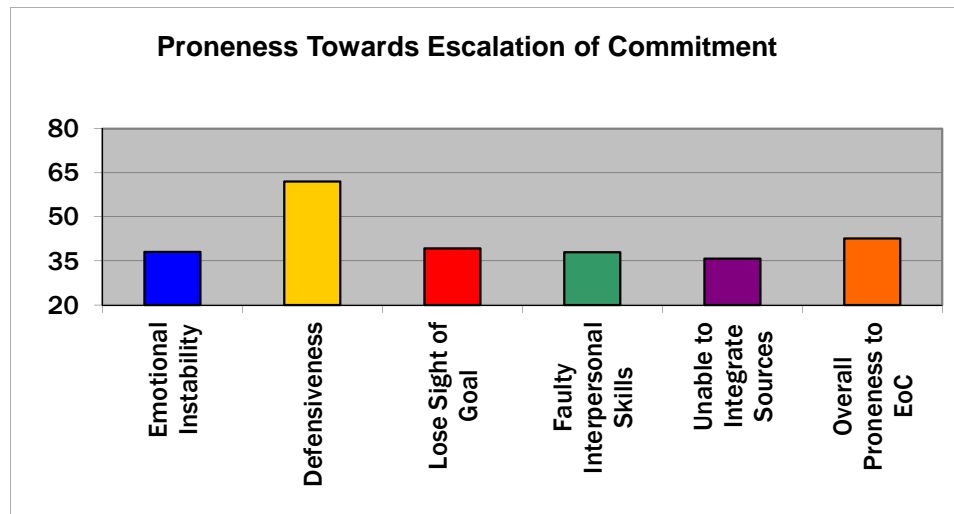
### Your Analysis

EoC Element	Score	Explanation
Emotional Instability	38	Probably Not Prone
Defensiveness	62	More Prone than Most
Lose Sight of Goal	39	Probably Not Prone
Faulty Interpersonal Skills	38	Probably Not Prone
Unable to Integrate Sources	36	Probably Not Prone
Overall Proneness to EoC	43	Probably Not Prone

#### Legend

>65.49	Extremely Prone
>55.49	More Prone than Most
>44.39	Moderately Prone
>34.49	Probably Not Prone
<34.5	Highly Unlikely

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## *Interpretation of Results*

"Your low score on N suggests that your generally rational and calm demeanor makes it unlikely that you would engage in EoC because of undue worry, volatile moods, temper, or other forms of emotional instability."

"Your low score on A suggests that your generally competitive approach and proud nature makes it likely that you might engage in EoC because of egotism, pride, or other forms of defensiveness and the need to be right."

"Your high score on C means that your focused, disciplined, and ambitious temperament make it unlikely that you would engage in EoC for the reason of losing sight of the goal."

"Your high score on E suggests that your outgoing, gregarious nature makes it unlikely that you would engage in EoC because of faulty interpersonal skills."

"Your high score on O is associated with a natural interest in a variety of fields and issues, making it unlikely that you would engage in EoC due to an inability to integrate diverse sources of information."

"Overall, your scores suggest that you are highly unlikely to engage in EoC."



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## *Resources for Further Study*

Rita Gunther McGrath of Columbia University Business School suggests these manager friendly versions:

- McGrath, R.G. & MacMillan, I. (2000). *The Entrepreneurial Mindset*. HBS Press.
- Montealegre, R. & Keil, M. (2000). De-escalating information technology projects: Lessons from the Denver International Airport. *MIS Quarterly*, 24(3): 417-447.
- Staw, B. M. & Ross, J. (1987). Knowing When to Pull the Plug. *Harvard Business Review*, 65(2): 68-74.

And these more academic versions:

- Staw, B. (1976). Knee-deep in the big muddy: A study of escalating commitment to a chosen course of action. *Organizational Behavior and Human Performance*, 16: 27-44.
- Barton, S. L., Dennis Duchon, Kenneth J. Dunegan. (1989). An Empirical Test of Staw and Ross's Prescriptions for the Management of Escalation of Commitment Behavior in Organizations. *Decision Sciences*, summer: 532-544.
- Brockner, J. (1992). The escalation of commitment to a failing course of action: Toward theoretical progress. *Academy of Management Review*, 17(1): 39-61.
- Ross, J. & Staw, B. M. (1986). Expo 86: An Escalation Prototype. *Administrative Science Quarterly*, 31: 274-297.



## Leadership Behaviors: Sound versus Speedy Decision Making

### *Explanation of the Concept*

In research conducted by CentACS over a five-year period, we sought to determine the Big Five supertraits that are associated with persons who tend to make fast decisions, and whether that profile was similar to or different from persons who make sound decisions. In other words, we were interested in decisions that stick, that do not need to be revisited, whether made quickly or not. As the result of our surveys, we found that both speedy and sound decisions are associated with one common trait (C) and two separate traits. However, opposite ends of C are associated with the two aspects of decisions: speedy decisions are associated with lower C and its reputation for spontaneity, while decisions that stick are associated with higher C and its reputation for organized, disciplined, and methodical processes.

In addition, speedy decisions are associated with higher E and its reputation for sociability and high activity level, while sound decisions are associated with lower N and its reputation for calm, rational temperament. So, what emerges is the speedy decision maker who is most likely to be E+C-, and the sound decision maker who is most likely to be N-C+. It should be noted that Malcolm Gladwell, in his book *Blink*, suggested that some people make sound decisions in the blink of an eye. However, keep in mind that such "sound and speedy" decision makers are typically experts, people who are exceptionally knowledgeable and experienced in a particular area of knowledge, such as the expert on Rembrandt paintings who eats and sleeps Rembrandt and who can recognize a forgery in the blink of an eye, and who needs no extensive procedure to be confident.

So, these two estimates are based on the "average" person, with the understanding that the average person is unlikely to be both speedy and wise, while experts are more likely to be both.

### *Your Analysis*

Aspect	Score	Estimate of Tendency
Speedy Decision Making	51	Prone to Fast Decisions on Some Occasions
Sound Decision Making	61	Typically a Sound Decision Maker

#### *Legend*

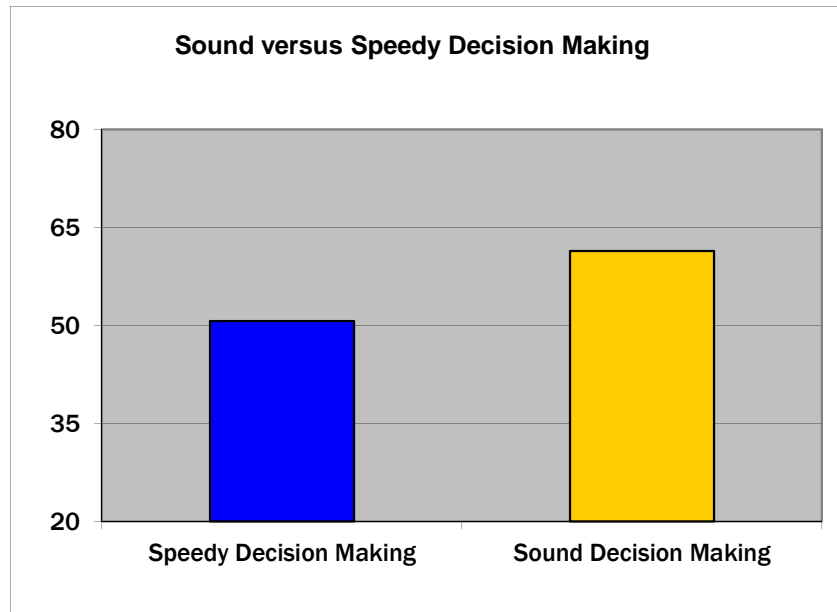
<44.5 Not likely prone

>44.49, <55.5 Prone on Some Occasions

>55.49 Typically Prone



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## *Interpretation of Results*

"You are neither clearly prone to speedy decisions nor clearly unlikely to make speedy decisions, suggesting that whether or not you make a speedy decision in an area outside your expertise depends on the situation. On the other hand, your calm, rational, and disciplined nature makes it likely that you tend to make decisions that "stick" because they are sound and well thought out."

## *Resources for Further Study*

None. While much has been written on the subject of decision making, this particular formulation is based on the collective experience of the CentACS team. No specific material is available for further explanation of the model.

## Leadership Models: The Furnham Management Study

### *Explanation of the Study*

In *Personality and Individual Differences*, May 1997, 22(5), pp. 669-675, Adrian Furnham, John Crump, and J Whelan published an article entitled "Validating the NEO Personality Inventory Using Assessors' Ratings". The article summarized an assessment center process in which ten trained, licensed psychologists (who were also management consultants) rated 160 mid to upper managers from a multinational communication organization on ten indicators of management effectiveness. The article highlighted the correlation of these success factors with the NEO PI-R. Listed below are the definitions of the ten management success factors, with the associated ideal supportive traits in parentheses (we have translated NEO traits here into Workplace traits):

### *Definitions*

1. **Drive to achieve.** Concern to do things better or more efficiently than have been done previously or better than done elsewhere. (N-34-E++36+O+A234-C+++12345++)
2. **Drive to lead.** Desire to have the responsibility and authority of position to make an impact on others; highly involved in work that seems to have status and importance. (N-13-4—E+3++6+O+A-124—5-C+13++4+)
3. **Conceptual ability.** Ability to conceptualize the main themes and issues from factual or abstract information. Ability to identify key patterns or principles from complex information. Interested in generating and using 'maps' or models. (N3-O+12+)
4. **Intuition.** Confidence in own intuitions when making judgments. Draw strongly on past learning, consciously or unconsciously. (N3-4-E+13+O+3+12++A3+4-)
5. **Interpersonal sensitivity.** Interest in and open attitude to other people's opinions, values, perspective, behavior and personality. (N2+3-E+125+A++123+)
6. **Social Adaptability.** Ability to relate competently with a wide range of different people in different social situations, using a broad repertoire of influence styles. (N2-3-E++2+1++O+A+4-)
7. **Optimism.** Belief that things will turn out well. Generally positive and enthusiastic about life. (N-1-4-3—E++15+3++O+A5-4-C+134+)
8. **Resilience.** Ability to cope with stress and adjust to unsatisfactory conditions. Ability to retain emotional balance when under pressure and to 'bounce back' after setbacks. (N—13—24—O1-A1++4-5—C+1345+)
9. **Interest in Business.** Fascination for how businesses work. Interest in facts, figures, events and stories that help to explain things. 'Passive' attention to things that might be relevant, 'active' investigation to find out missing information. (N3-E+123+O2+A4-C+15+)
10. **Internal Locus of Control.** Possession of a clear internal framework of principles and beliefs that guide the individual's judgment. (N-1-3-4—E+3++A5-4—C++134++2+)

In the table and graph below, we have estimated your degree of fit to the ten ideal formulas by using a simple averaging technique. This means that, for example, although you could have a good fit to the ideal profile for specific success factor, one or more of the traits could be significantly out of the ideal range. Therefore, it would be wise to study each formula carefully with respect to which of your trait scores match the ideal and support it, and on the other hand which of your trait scores fall outside the ideal and are not supportive.

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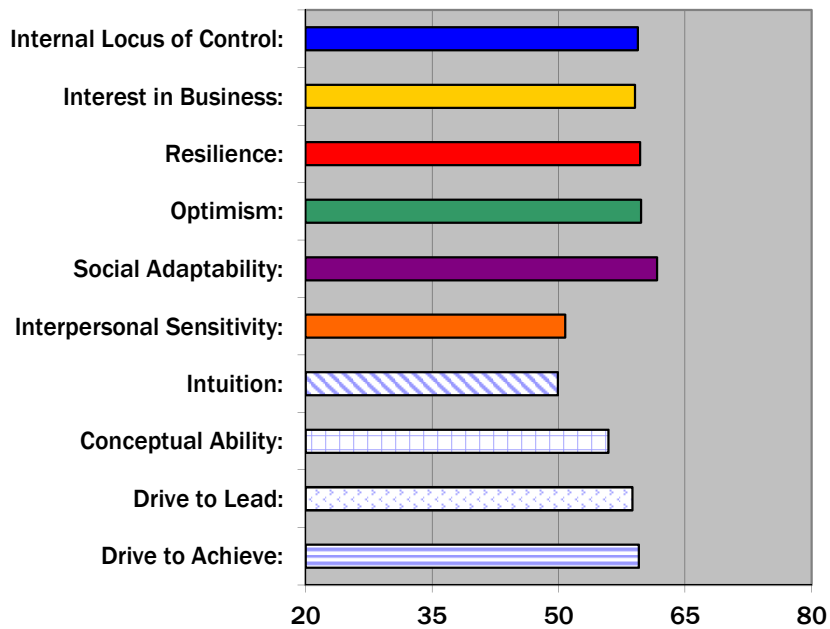
## Your Analysis

Furnham Success Factor	Score	Level
Drive to Achieve:	60	Natural
Drive to Lead:	59	Natural
Conceptual Ability:	56	Natural
Intuition:	50	Somewhat Natural
Interpersonal Sensitivity:	51	Somewhat Natural
Social Adaptability:	62	Natural
Optimism:	60	Natural
Resilience:	60	Natural
Interest in Business:	59	Natural
Internal Locus of Control:	59	Natural

### Legend

>65.49 Energizing  
 >55.49 Natural  
 >44.39 Somewhat Natural  
 >34.49 Draining  
 <34.5 Outside Your Comfort Zone

Estimates of Fit to the Furnham Management Success Factors



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## *Interpretation of the Results*

"Your profile suggests that you are likely to show relatively high concern for doing things better or more efficiently than you or others have done previously, or better than has been done elsewhere."

"You likely have a strong desire to take on the responsibility and authority of position to make an impact on others."

"You likely have a high interest in conceptualizing the main themes and issues from factual or abstract information, or in generating and using 'maps' or models."

"You probably have moderate confidence in your own intuitions when making judgments, drawing to a moderate degree on past learning, consciously or unconsciously."

"You are likely to show moderate interest in and have a moderately open attitude to other people's opinions, values, perspective, behavior and personality."

"You probably find it highly energizing to relate to a wide range of different people in different social situations, using a broad repertoire of influence styles."

"You typically believe that things will turn out well and are generally positive and enthusiastic about life."

"You typically are able to take coping with stress in stride, adjusting to unsatisfactory conditions and retaining emotional balance when under pressure, and 'bouncing back' after setbacks."

"Your profile suggests that it would be natural for you to show an interest in how businesses work and in the facts, figures, events, and stories that help to explain things."

"Persons with your profile tend to possess a clear internal framework of principles and beliefs that guide your individual judgment, rarely deferring to external forces to explain life's successes and failures."

## *Resources for Further Study*

- Furnham, A., Crump, J., & Whelan, J. (May 1997). Validating the NEO Personality Inventory Using Assessors' Ratings. *Personality and Individual Differences*, 22(5), 669-675.



## Leadership Models: The SEA Leadership Model

### Introduction to the Model

Leadership is a behavior that permeates the learning landscape: whether personal leadership, in which an individual learner exhibits leadership qualities in the design and implementation of learning strategies, or whether with cooperative learning groups, in which leadership qualities help to guide the group to a high quality experience. The SEA leadership model was developed by Pierce and Jane Howard at the request of Ty Boyd, whose book, *Visions*, profiles dozens of leaders. Ty asked us to build a model based on the anecdotes about his featured leaders, who represent a variety of contexts, from coaching to bank presidency. After careful study of his book, we created this change-based definition of leadership: "Leadership occurs when someone takes responsibility for effecting a necessary change." Such a change-based approach to leadership entails a three-phase recurring cycle of leadership behavior. First, a leader discovers opportunities for change by continually *scanning* the environment. Second, s/he *evaluates* the results of the scan. Third, s/he acts on the results of the evaluation by implementing without allowing plans to fall between the cracks. Clearly these three behaviors do not need to reside in a single person. However, all three do need to occur in order to exhibit effective leadership.

### Definitions of the Three Leadership Behaviors

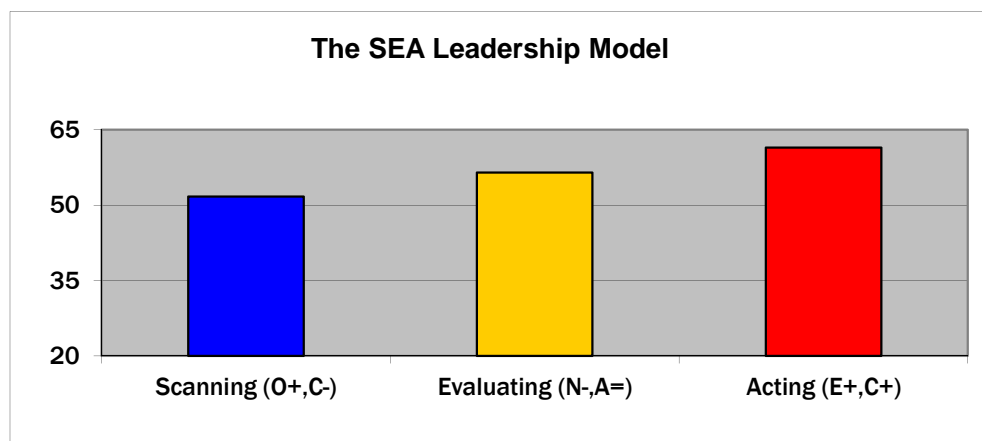
- **Scanning.** Identifying aspects of one's situation that need to be changed through listening, observing, questioning, reading, attending conferences, and so forth
- **Evaluating.** Taking time through meetings, analysis, dialog, and so forth, to evaluate and prioritize the opportunities for change.
- **Acting.** Once the priorities are identified, following them through to completion.

### Your Analysis

Behavior	Score	Degree of Support
Scanning (O+,C-)	52	Somewhat Natural
Evaluating (N-,A=)	56	Natural
Acting (E+,C+)	61	Natural

### Legend

>65.49	Energizing
>55.49	Natural
>44.49	Somewhat Natural
>34.49	Draining
< 35	Outside Your Comfort Zone



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## *Interpretation of Results*

"At least one of your scores on O or C is out of the optimal range for scanning. While scanning may be natural for you at some times and in some contexts, perhaps you are less prone to scan in other contexts. In addition, at least one of your scores on N or A is out of the optimal range for evaluating. While rational evaluation may be natural for you on some issues, perhaps you are more reactive on others. Finally, your high scores on E (Extravert) and C (Focused) suggest that you find it natural to focus for long periods of time on follow up of priorities in order to insure that nothing falls between the cracks."

## *Resources for Further Information*

- Boyd, T. (1991). *Visions*. Mechanicsburg PA: Executive Books.
- Center for Applied Cognitive Studies, Charlotte NC, has developed several handouts for use with this leadership model.



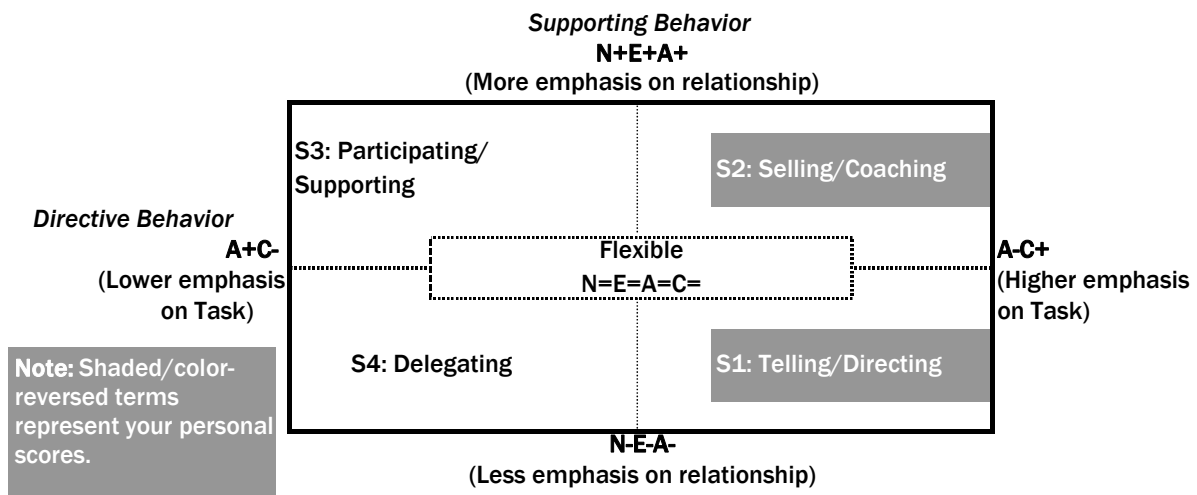
## Leadership Models: Situational Leadership

### Explanation of the Model

Paul Hersey and Ken Blanchard developed this model based on the assumption that there is no one right style to use in managing all people across all tasks and situations. In other words, the proper style depends on the situation, hence, "situational leadership." They identified two ingredients that all situations have in common: the desire of the worker to perform the task, and the level of technical mastery the worker has for the task. The former is often referred to as "motivational maturity," and the latter is referred to as "technical maturity." In order to determine what style of leadership/management to use with a worker, we need to know their two maturity levels. Corresponding to these two maturity indicators, the manager has two management emphases: emphasis on the relationship and emphasis on the technical nature of the task. Here is how they correspond:

- a. Lower worker motivational maturity requires higher manager emphasis on relationship
- b. Higher worker motivational maturity requires lower manager emphasis on relationship
- c. Lower worker technical mastery requires higher manager emphasis on technical matters
- d. Higher worker technical mastery requires lower manager emphasis on technical matters

The chart below reflects how we see the Big Five relating to these two dimensions, with motivational maturity influenced by N, E, and A, and technical maturity influence by A and C. So, workers who are high in N, E, and A are more likely to need a higher relationship emphasis from their managers, and, similarly, managers high in these three are more likely to prefer high relationship emphasis as their normal style, regardless of the needs of the worker. And, workers low in A and high in C are more likely to be technically mature, while managers with A-C+ are more likely to use a high technical emphasis with workers, regardless of the worker. The chart below shows the style that you are most likely to prefer, based on your Big Five Scores. According to this theory, no one style is optimum for all workers in all situations, so the manager needs to vary his/her style according to the worker/situation. If you have a clear preference for one style over the others, be aware that you will need to make a special effort to use the other three styles when appropriate, even though they may feel unnatural at times.



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## Definitions of the Five Situational Leadership Styles

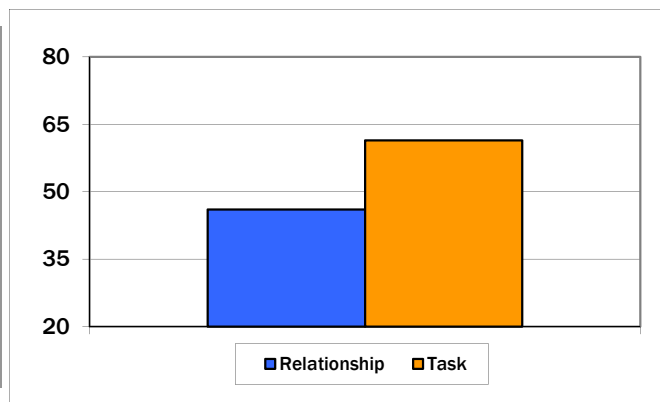
- **S1: Telling/Directing.** The manager capitalizes on superior knowledge of the technical aspect of doing the task and orients, instructs, and otherwise guides the worker towards technical mastery. Assumes the worker is essentially a beginner with respect to the particular task; so, minimal effort is placed on soliciting the worker's opinions and insights.
- **S2: Selling/Coaching.** The manager sees the worker improving significantly, such that the worker's knowledge and mastery begins to approach that of the manager's, with the result that the manager begins placing more emphasis on soliciting the worker's insights and opinions in how to organize and execute the task.
- **S3: Participating/Supporting.** The manager sees the worker as having roughly equal technical mastery, plus senses that the worker is motivated, in the sense of taking satisfaction in doing the task, and in doing it right; the manager's role becomes more that of colleague, in which both can roll up their sleeves and engage in problem-solving when necessary.
- **S4: Delegation.** The manager sees technical and motivational maturity in the worker for this task, and acknowledges that the worker is essentially independent and does not need the guidance of the manager; manager available as needed, but otherwise hands off.
- **Flexible.** While this is not a style per se, we have included it in the chart above as an indication that the profile of the manager is such that s/he is unlikely to show a preference for any one style over the other, and should find it easy to shift from style to style according to the need of the worker.

## Your Analysis

Emphasis on  
**Relationship** 46 Medium  
**Task** 61 High  
**Primary Style:** None  
**Co-Primary Styles:** S1 & S2  
**Clarity of Primary Style:** Moderate

**Legend**  
>65.49 Very High  
>55.49 High  
>44.49 Medium  
>34.49 Low  
<34.5 Very Low

**Note:** If one scores in the mid range for one dimension and either high or low on the other dimension, then the analysis above will list "co-primaries," or the two styles associated with the one extreme score. "Clarity of Primary Style" will be described as one of three levels: Extremely Strong, Strong, or Moderate. These labels are a reflection of how extreme the scores are.





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## *Interpretation of Results*

"Your profile suggests that you would normally feel equally comfortable in either the S1: Telling/Directing style or the S2: Selling/Coaching style, both of which involve a strong emphasis on guiding the worker towards mastery of the technical aspects of the task. This will be a benefit in situations that involve beginners and intermediates. However, take care to notice when a worker shows signs of mastery and independence, and gradually make yourself less available, less you become a micromanager looking unnecessarily over people's shoulder."

## *Resources for Further Information*

- Paul Hersey, Ken Blanchard & Dewey Johnson. (2000). *Management of Organizational Behavior: Leading Human Resources (8th Ed.)*. Upper Saddle River, NJ: Prentice-Hall.
- The website that is the "home" of situational leadership is at: <http://www.situational.com> and is maintained by the Center for Leadership Studies in Escondido, CA.

## Center for Creative Leadership's 19 Career Derailers

### Background and Introduction to the Derailment Concept and Research

The Center for Creative Leadership in Greensboro, North Carolina, has identified 19 behavioral tendencies that can derail a person in mid-career. Each of the 19 derailers is associated with a Big Five infrastructure that predisposes a person towards a specific derailer. For example, too much partying could "derail" a student in his/her school career, and lead to poorer grades than necessary to get into the higher schooling or employment of his/her choice. The "infrastructure" associated with "too much partying" would be E+C-, or, an outgoing, energetic person who is spontaneous. That is not to say that every E+C- student will party too much and not accomplish his/her goals. It is just to say that an E+C- student needs to be aware of such natural leanings, and to resist them as appropriate. Each of the 19 derailers listed below has such an associated infrastructure. In the far right column, we describe the relationship of your profile to the derailers as "Unlikely," "Caution," or "Threat." For each "Threat," it would behoove you to do some thinking and planning around how you might offset the threat, so that it does not prevent you from attaining your goals. For each threat, determine which out-of-range traits are the primary source of the threat, and plan accordingly.

Obstacles to Success	Profile At Risk for for this Obstacle					Your Scores					Magnitude of Threat	
Arrogant		E-		A-	C+		62		38	61	19	Caution
Betrayal of Trust				A-	C-				38	61	16	Caution
Blocked Personal Learner			O-	A-				64	38		14	Caution
Defensiveness	N+		O-	A-		38		64	38		10	Unlikely
Failure to Build a Team		E-		A-	C-		62		38	61	11	Caution
Failure to Staff Effectively	N+/-	E+/-	O+/-	A+/-	C+/-	38	62	64	38	61	12	Caution
Insensitive to Others	N+			A-		38			38		15	Caution
Key Skill Deficiencies					C-					61	4	Unlikely
Lack of Composure	N++			A-	C-	38			38	61	9	Unlikely
Lack of Ethics and Values	N+			A-	C-	38			38	61	11	Caution
Non-Strategic			O-					64			1	Unlikely
Overdependence on Advocate	N+	E-		A+	C-	38	62		38	61	3	Unlikely
Overdependence on Single Skill			O-		C-			64		61	2	Unlikely
<b>Overly Ambitious</b>	N+	E+		A-	C+	38	62		38	61	22	<b>A Threat</b>
<b>Overmanaging</b>	N+	E+		A-	C+	38	62		38	61	22	<b>A Threat</b>
Performance Problems					C-					61	4	Unlikely
Political Missteps	N+/-	E+/-	O+/-	A+/-	C+/-	38	62	64	38	61	11	Caution
Poor Administrator			O+	A+	C-			64	38	61	12	Caution
Unable to Adapt to Differences	N+	E+	O-	A-	C+	38	62	64	38	61	17	Caution

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## Interpretation of Results

(If "threats" appear above in the far right column, up to three will be interpreted below.)

"Your trait profile appears to put you at risk for being overly ambitious. Persons who are higher in N, E, and C, while lower in A, tend to emphasize their own personal ambition, often at the cost of important relationships."

"Your trait profile appears to put you at risk for overmanaging. Persons who are higher in N, E, and C, while lower in A, tend to be more prone towards insuring that workers do things the way they've always been done."

"Nothing appears here because you have no further threats identified."

**Note.** The lower the Magnitude of Threat score, the more desirable. Low scores mean that this profile does not resemble the obstacle's likely profile, hence the individual is not likely to ultimately exhibit that obstacle behavior. High scores indicate a close resemblance between the individual's profile and that associated with the obstacle. Thus, a high score, i.e., over 20, is described as A Threat. A score of "0" is ideal and suggest minimal or no risk for the associated obstacle. Negative scores (e.g., "-15") are even better. Negative scores should be interpreted as "better than perfect." Think of "0" as a bullseye, while negative scores are bullseyes that are even closer to the center. Notice that for the last two derailers, Failure to Staff Effectively and Political Missteps, each trait is followed by a "+/-". This means that, for these two derailers, extreme scores on any of the traits puts one at risk. So, the optimum scores for avoiding these derailers would be mid-range, or, 45 to 55.

## Resources for Further Information

- Jean Brittain Leslie & Ellen Van Velsor. (1995). *A Look at Derailment Today: North America and Europe*. Greensboro, NC: Center for Creative Leadership.
- Michael M. Lombardo & Robert W. Eichinger. (1989). *Preventing Derailment: What to Do Before It's Too Late*. Technical Report Series; No. 138g. Greensboro, NC: Center for Creative Leadership.
- To plan against an obstacle for possibly derailing your career, understand which trait(s) in this risk profile match your actual traits, and then review pages 21 to 24 of CentACS's The Big Five Workbook for specific ideas on how to offset the effect of extreme traits.



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## Individual-to-Ideal Leader Comparisons

### *Introduction to the Section*

The final section of the standard Leader report invites the individual to look at the degree to which his or her Five trait scores compare to an ideal set of scores for the typical leadership position. This ideal profile has been determined by research at CentACS by conducting studies on effective leaders, in addition to reading the work of other researchers who have investigated the ideal traits for leadership.

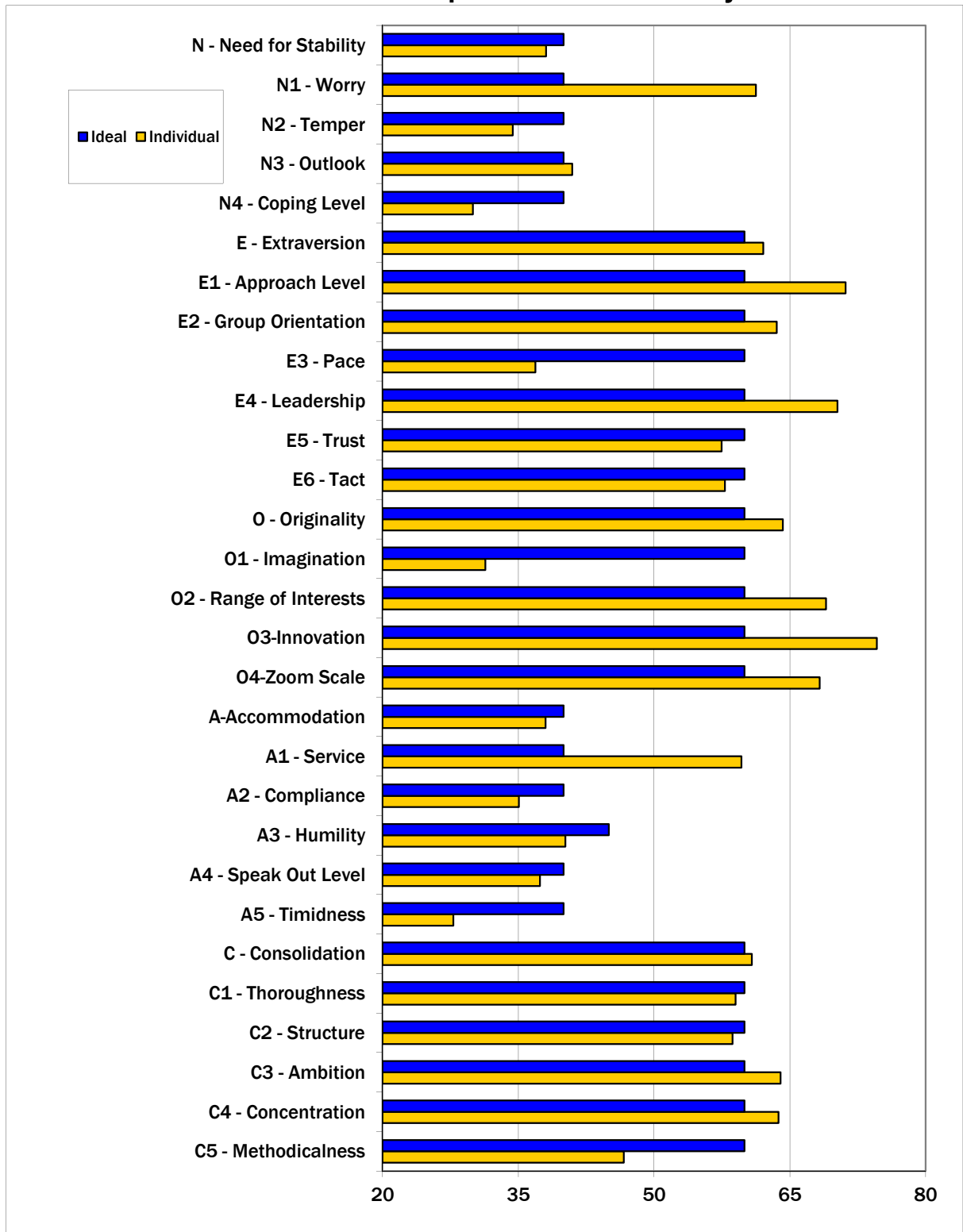
It should be noted that an organization or an individual could determine that the ideal leadership profile for a job, department, mission, and so forth, is different from the CentACS ideal. Where that is the case, we are happy to provide this same kind of analysis, but using your ideal profile, i.e., your set of 29 Big Five scores.

On these last pages of the Leader report, you will find three analyses:

1. On page "Ldr-11", you will find a bar chart that presents the ideal leader score on each of the 29 traits in blue, then immediately underneath each blue bar your actual score appears in light orange. This makes it easy for you to visually inspect your scores in relation to the CentACS ideal leader profile, and to see where gaps exist between you and the ideal, with respect to traits.
2. On page "Ldr-12", you will find a table that explicitly presents how many standard score points you score above or below the ideal, with text that indicates whether the gap represents an excess or a deficiency. When the ideal is above 50, then scores higher than the ideal are considered "excess" and those below the ideal are considered "deficiency." The opposite is true when the ideal score falls below 50: when your scores fall below these ideals, they are considered "excess" (e.g., when you want a 40 on A, then 30 would be 10 points in "excess", while 50 would be 10 points "deficient."
3. On page "Ldr-13", you will find an interpretive narrative. In essence, this narrative report is a computer-generated attempt to explain what your scores mean in light of the leader ideal. Sometimes computer-generated interpretations may not be quite accurate for your situation—that is the price one pays for the convenience of computerized consulting! However, we think that you will find much of the text helpful in understanding how your trait scores are more helpful or more hindering with respect to your leadership responsibilities, along with some suggestions to offset undesired effects.

We suggest that, as you have questions or concerns about the meaning of your scores, you work with your coach or other professional resources.

## Individual-to-Ideal Leader Comparisons: Your Analysis



## Individual to Ideal Leader Comparisons: Table with Gap Analysis

<i>Your Analysis</i>	Indi- vidual	Ideal Leader	Discrepancy (Ideal minus Indlv.)	Interpretation
Need for Stability	38	40	2	Within Range
Extraversion	62	60	-2	Within Range
Originality	64	60	-4	Within Range
Accommodation	38	45	7	Small Difference
Consolidation	61	60	-1	Within Range
N1 - Worry	61	40	-21	Moderate Difference
N2 - Temper	34	40	6	Small Difference
N3 - Outlook	41	40	-1	Within Range
N4 - Coping Level	30	40	10	Small Difference
E1 - Approach Level	71	60	-11	Small Difference
E2 - Group Orientation	64	60	-4	Within Range
E3 - Pace	37	60	23	Moderate Difference
E4 - Leadership	70	60	-10	Small Difference
E5 - Trust	57	60	3	Within Range
E6 - Tact	58	60	2	Within Range
O1 - Imagination	31	60	29	Large Difference
O2 - Range of Interests	69	60	-9	Small Difference
O3 - Innovation	75	60	-15	Small Difference
O4 - Zoom Scale	68	60	-8	Small Difference
A1 - Service	60	40	-20	Moderate Difference
A2 - Compliance	35	40	5	Within Range
A3 - Humility	40	45	5	Within Range
A4 - Speak Out Level	37	40	3	Within Range
A5 - Timidness	28	40	12	Small Difference
C1 - Thoroughness	59	60	1	Within Range
C2 - Structure	59	60	1	Within Range
C3 - Ambition	64	60	-4	Within Range
C4 - Concentration	64	60	-4	Within Range
C5 - Methodicalness	47	60	13	Small Difference

### Legend

If Absolute Value of (Ideal - Individual) > 25.49, then a Large Difference; if > 15.49, then a Moderate Difference; if > 5.49, then a Small Difference; Otherwise, Within Range.

## Individual-to-Ideal Leader Comparisons: Interpretive Narrative

### *Need for Stability*

"Your N score is in the low range, which is ideal for the typical leadership position. You are, and are perceived to be, calm, cool, and collected when needed. You recover quickly from crises and inspire confidence with subordinates that you are durable and will prevail. You can show appropriate concern from time to time. Optimum leadership setting: can handle more stress than 2/3 of the population.

- Typically a worrier, uncomfortable with uncertainty. With your N1 score in the high range, you as a leader would have to guard against spreading fear and eroding your team's confidence.
- Your very low N2 score indicates that you seldom feel anger and even rarer show it, which is ideal for the typical leadership position. However, when you feel strongly about something, you may fail to communicate that feeling.
- Low N3 scores indicate an optimistic outlook, which supports leadership by instilling confidence among followers. Beware that your optimism, however, does not prevent you from taking appropriate cautionary measures for insuring success.
- Your very low N4 score supports leadership by making it easy to bounce back quickly from defeat or crisis."



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## *Extraversion*

"Your E score in the high range provides just the right amount of extraverted energy for the typical leadership position. You should feel comfortable doing management by wandering around (MBWA), should enjoy being in the thick of things, handle heavy meeting schedules well, enjoy meeting and greeting and networking. May resist closing the door and churning out the necessary deskwork; can tire out teammates if they are much more introverted. Optimum leadership setting: any.

- Very high E1 scores are associated with enthusiasm, which supports leadership by exhibiting warmth and enthusiasm through voice, touch, activity, and facial expressions. Warmth and enthusiasm are precursors of charisma, and can offset the effects of more abrasive traits.
- High E2 scores are associated with a strong preference for being around people. This is ideal for leaders, given their need to be around other people (in meetings, conference, and so forth) in order to maintain effective communication so that maximum information is available for making decisions.
- Low E3 scores are associated with a somewhat sedentary, low activity (but not necessarily low energy!) work style. While in some leadership contexts this may be effective, in the typical leadership context it typically results in suboptimal communication, as physical activity is a prime means for observing and otherwise collecting current information about the status of the workplace.
- A very high score on E4 means that your associates should all know you as a "take charge" kind of person who is not only comfortable in a leadership role, but desirous of being a leader. Having responsibility for directing the work of others is natural for you.
- Your high score on E5 suggests that, when people make verbal commitments to you or others, your natural tendency is to take them at their word. While you don't spend much energy checking up on people, on occasion you may feel the need to follow up and make sure their promises have been delivered.
- Your high E6 score means that you are typically good at handling people, and one way you do this is by putting appropriate "spin" on matters that might otherwise be hurtful or combative."



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## Originality

"Your O score in the high range is optimum for the typical leadership position. You are an explorer who is naturally creative and imaginative, and who is comfortable focusing on theory, complex problems, and the future. You see opportunities for change as enjoyable. May resist spending sufficient time on the details; if C-, will have difficulty being on time and within budget. Will probably get bored if management responsibilities don't challenge the imagination. Have an assistant or close associate who has permission to ride herd on you with respect to being practical and meeting stated objectives. Optimum leadership setting: any.

- Your very low O1 score suggests that, as you approach your daily tasks, your mind is focused on the here-and-now, with only rare excursions into flights of imagination. Your associates know you as a doer, an implementor, rather than one who sits around thinking things up—a strong preference for tactics over strategy, implementation over vision.
- A very high score on O2 suggests that your interests are spread over a wide variety of areas, such that you naturally read and converse with others on most any topic. As such, you typically welcome the opportunity to work on complex problems that reach across many specialties.
- A very high score on O3 suggests that you are clearly a friend of change, with a strong appetite for the new and different, whether in social options or work processes. You are more comfortable with change/innovation than 93% of the population, and should probably on occasion listen to (and heed!) voices of caution. Even though comfort with change is required by the typical leadership position, beware the use of change solely as a tool to relieve boredom—it can be costly.
- A very high score on O4 means that you have a strong natural preference to work at the level of theory and the big picture, and find detail work boring and tiring. However, sometimes you will need to swallow your pride and deal with the details in order to get the results you need. Remember, not everyone knows just how to proofread (or otherwise review for errors) your material."



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## *Accommodation*

"Your A score in the low range is optimum in most leadership situations, except perhaps for those cultures that espouse a kinder, gentler, humbler form of leadership (as in servant leadership and the Level Five approach). A challenger; in tougher, more competitive situations, this leader will rarely back down from a challenge; tough-minded; independent; thick skinned (if also N-); enjoys center stage (especially if also N- and C+); enjoys a good fight. Can come across as arrogant, sometimes alienating team members; plays to win; frequent conflicts. Optimum leadership setting: any (with exception noted earlier).

- A high score on A1 suggests that, more often than not, you think that the priorities, agenda, and point of view of your immediate group are probably the correct ones. You are more likely to take others' needs more seriously than your own. Accordingly, you tend to be a caring, giving person. For the typical leader, this can be seen as a weakness, a reluctance to exert appropriate strength.
- A low score on A2 means that you have a moderately strong need to win, and usually can make the unpopular decisions that may be necessary for winning. You naturally engage in competitive or conflict situations, feel comfortable in the role of persuading or convincing others, and do not typically back off from the debate. May be, or may have been, something of a rebel or a nonconformist.
- A low score on A3 suggests that, when credit and praise are handed out, you are more likely than not to feel comfortable about taking all that is due to you. You take appropriate pride in your accomplishments and abilities, but can show some humility when necessary. However, remember to acknowledge others when appropriate.
- A low A4 score is associated with someone who feels comfortable being at the center of attention. You usually express your opinions with alacrity—few must try to "read your mind." Many of your associates are likely to know you as a "talker."
- A very low A5 score means that, while others may prefer staying in the background and "offstage," you naturally prefer to be on center stage with all lights aimed on you. However, be sure that others who need the spotlight are able to get it."



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## Consolidation

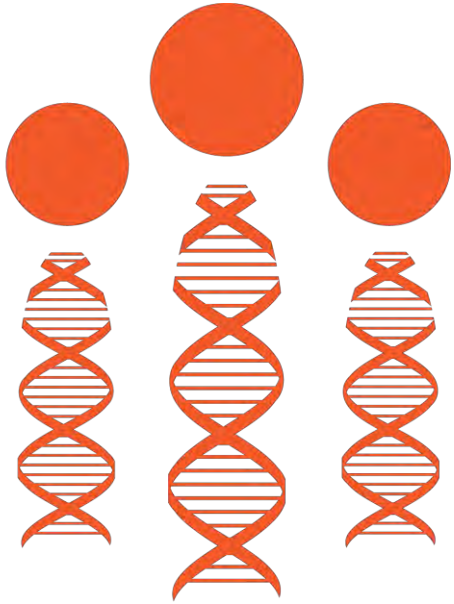
"Your C score in the high range is ideal for the typical leadership position. You are likely to be focused, ambitious, disciplined, and difficult to distract from the task or goal at hand. You prefer finishing one project before beginning another, and are something of a perfectionist who maintains very high standards. You are one who can be trusted to deliver what is promised. Can be a workaholic who causes associates lower in C to resent having to match your long hours and drive to achieve. You may have some difficulty flexing when the goal changes or is put on hold. Understand that your associates are not typically built like you with your high comfort level for long hours and dedication to goals; take yourself occasionally with a grain of salt to show associates that you are aware of your excesses; make a point of being playful or spontaneous on occasions when it won't jeopardize your goal attainment and will make you appear more human with your associates (and family!). Optimum leadership setting: any.

- A high score on C1 suggests that you tend to be something of a perfectionist who expects perfect results in most endeavors.
- A high score on C2 means that your associates probably know you as a "neatnik" who likes to keep everything in its place, and who typically gets organized before starting on a task.
- A high score on C3 suggests that your drive to be "number one" in your chosen field marks you as a person who has clear goals and who likely exerts the effort required to get there.
- A very high C4 score means that, with respect to how you focus on the task of the moment, you appear to concentrate naturally with minimal distractions (i.e., good impulse control), and normally find it natural, and preferable, to stick with a task until it is completed.
- Finally, a mid-range score on C5 suggests that, while you are comfortable developing plans and sticking to them in some parts of your work, you also like to balance such methodicalness with more spontaneous, free-flowing activity, where you can respond to the needs, interests, or priorities of the moment."



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# Learning



## The Learner™

### Your Learning Styles Analysis

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This standard Learner report comprises the most popular learning-related analyses in the CentACS collection. Other analyses are available on special request, and may be used in designing a customized Learner report for your individual use. Incidentally, when we analyze a model developed elsewhere than CentACS (such as FIRO-B), we are not assessing your actual performance in that model, but rather we are assessing the degree to which your Big Five scores would tend to provide natural energy for those models. Here are some of the additional analyses:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Attitudes</li> <li>• Conflict Management Style</li> <li>• Conflict Proneness</li> <li>• de Bono's Six Thinking Hats</li> <li>• Diversity, Comfort with</li> <li>• Emotional Intelligence</li> <li>• Emotional Temperament</li> <li>• Energy Level</li> <li>• FIRO-B</li> <li>• Holland Hexagon</li> <li>• Innovation vs. Efficiency</li> <li>• Johari Window</li> </ul> | <ul style="list-style-type: none"> <li>• Kirton Adaption/Innovation</li> <li>• Kolb Learning Styles</li> <li>• LASSI (Learning and Study Strategy Inventory)</li> <li>• Problem-Solving Style</li> <li>• Relation Style</li> <li>• Relationship Development</li> <li>• Sternberg's Thinking Styles</li> <li>• Team Formation</li> <li>• The Experiential Learning Cycle</li> <li>• The Jacobs/Fuhrmann Learning Styles</li> <li>• Vermunt's Higher Education Styles</li> <li>• Work Habits</li> </ul> |
|--|---|

## An Overview of Your Learning Styles Analysis Report

**Note:** The bullets below represent brief interpretations of how you scored on each of the major sections of this report. For more detail in support of a specific interpretation, go to the pages indicated to its left.

Academic Performance Goals (Lng-9)	"Your curiosity and imagination are likely associated with an interest in all or most, areas of the curriculum, while your discipline and focus keep you in tension between the desire to explore and the desire to achieve. "
Social Learning Styles (Lng-10)	"Your combination of moderate extraversion and need for organization, with a calm temperament, blend to lead you to prefer a somewhat independent approach to learning in some areas, while preferring a more structured approach in other areas. "
Distractions (Lng-11)	"You apparently remain calm when something gets in the way of your learning goal, whether it is the need to do something for one's family or to take care of an errand. You are unlikely to be distracted by noise and levels of activity around you. Typically, excessive quiet will make it more difficult for you to concentrate. You likely find it hard to concentrate on the learning task at hand when presented with something new and unrelated to the current learning task—you love to chase new ideas. When trying to focus on a learning task, you typically find it natural to say no to requests from friends, family, and associates to provide help or assistance on a task unrelated to your learning goal. Finally, you typically find it natural to concentrate on the learning task at hand until such time as it is completed, or at a natural stopping point. Overall, you are highly susceptible to most kinds of distractions, finding it difficult to concentrate on the learning task at hand."
Performance under Autonomous Conditions (Lng-12)	"Your high extraversion and consolidation is ideal for working under autonomous conditions. You do not appear to need externally imposed guidelines to stay on task. You feel comfortable using your judgment to organize your work."

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Practice (Lng-13)	"Your preference for being around other people makes it unlikely that you would be comfortable engaging in solitary practice for long stretches of time. Try to make practice that is normally solitary into more of a social affair when possible."
	"Your preference for innovation makes it likely that you would get bored with the kind of repetition required by practice assignments. You can offset this tendency by varying the conditions under which you practice."
	"You appear to be naturally able to focus on the task at hand and to resist the many distractions that typically present themselves. Such self-discipline makes it likely that you would feel comfortable with the requirements of practice."
	"All three traits that are out of the desired range. You would appear to find any practice assignments uncomfortable. Practice in shorter, but more frequent, sessions, and vary the context (e.g., alone vs. with others)."
Safety (Lng-14)	"You have a temperament that is neither ideal for safety proneness, nor totally at risk. Whether or not your out of range trait(s) is a significant safety issue depends on the nature of your work and how much discretion you have in its design."
SEA Leader Model (Lng-15)	"At least one of your scores on O or C is out of the optimal range for scanning. While scanning may be natural for you at some times and in some contexts, perhaps you are less prone to scan in other contexts. In addition, at least one of your scores on N or A is out of the optimal range for evaluating. While rational evaluation may be natural for you on some issues, perhaps you are more reactive on others. Finally, your high scores on E (Extravert) and C (Focused) suggest that you find it natural to focus for long periods of time on follow up of priorities in order to insure that nothing falls between the cracks."
Team Roles for Coop. Learning (Lng-16)	"Your outgoing demeanor and lack of self-consciousness suggest that the role of presentation deliverer should be natural and energizing for you."
	"Your curious and competitive nature suggests that the role of editor/critic should be natural and energizing for you."
	"Your creative nature and preference for the big picture suggest that the role of copy preparation—both visual copy and textual copy—would likely be unnatural and tiring for you."



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Team Roles for Coop. Learning (Lng-16)	"Your traits are neither all supportive nor all unsupportive of the role of project leader. This suggests that you would find this role natural and energizing in some situations but not in others."
	"Your traits are neither all supportive nor all unsupportive of the role of proofreader. This suggests that you would find this role natural and energizing in some situations but not in others."
	"Your traits are neither all supportive nor all unsupportive of the role of researcher. This suggests that you would find this role natural and energizing in some situations but not in others."
	"Your creative nature suggests that the role of designer—either of the project itself, or of the concept of the final report—should be natural and energizing for you."
	"Your extreme (either high or low) scores on all five traits suggest that the role of discussion facilitator should be unnatural and tiring for you."

## Big Five Learning Strategies: An Explanation

### *Introduction to the Concept*

Many researchers have investigated the question: "What are the individual differences with respect to how people learn most effectively?" In other words, with "learning styles," we are not interested so much in "absolutes" about learning, but rather in identifying learning activities that are more natural and effective with some learners than with others. Absolutes include such things as massed versus spaced learning, and the importance of practice. Everyone, regardless of individual differences in ability or behavior, benefits from spaced learning (i.e., not trying to learn a body of material all at one time, but rather by spreading it out over time) and from being allowed time for supervised practice.

Throughout the research literature on such individual difference-based learning styles, researchers have used many different terms, all of which refer to this overall concept: cognitive style, cognitive tempo, learning strategies, learning styles, academic styles, and so on. Here we use the term "learning styles" to refer to the overall area of interest. In this report, we focus on three areas:

- learning styles based on Big Five supertraits
- learning style models based on combinations of Big Five supertraits
- specific behaviors that support learning, and that are related to specific traits

In this particular section, we focus on learning styles based specifically on one's level of each of the Big Five supertraits. While the Big Five is not a learning styles model in and of itself, research has identified how each of the five factors tends to act in learning situations. On the next five sheets, we summarize these findings for each of the five supertraits. For each dimension, we identify the learning strategies associated with extreme scores, while mid-range scores (45-55) would suggest a balanced use of strategies from both extremes. The more extreme a score, the larger proportion of a learner's time could be used with strategies associated with that extreme.

As an example, one scoring high on extraversion (over 55) would naturally be comfortable engaging in more small group discussions, while one scoring low on extraversion would naturally be comfortable engaging in more solitary activity such as reading or keyboarding. A mid-range score, such as 50, would enjoy a balance of both small group discussion and solitary activity.

### *Resources for Further Information*

- Howard, P.J., & Howard, J.M. (2001). *The Owner's Manual for Personality at Work*. Austin, TX: Bard Press. Read chapters 14 through 17, but especially chapter 17.
- Howard, P.J. (2000). *The Owner's Manual for the Brain*. Austin, TX: Bard Press. Chapters 23 through 28 of the second edition deal with aspects of learning. In the 2006 third edition, that would be chapters 21 through 26.

## Big Five Learning Strategies: Strategies specific for levels of N

**Need for Stability (N) Score:** **38** **LOW**

*Principle Learning Issues Associated with N:*

- The importance of place
- The importance of leadership

*Legend*

< 34.5 Very Low  
34.5 - 44.49 Low  
44.5 - 55.49 Medium  
55.5 - 65.49 High  
>65.49 Very High

*Strategies for Low to Very Low Need for Stability:*

- As a general rule, this individual needs a minimum of leadership. Be available to them, but let them work independently as much as possible.
- Avoid excessive distances—e.g., take the closer chair.
- In problem-solving and planning situations, use logic and reasonableness.
- For snacks, prefer proteins and complex carbohydrates.
- Avoid interrupting them.

## Big Five Learning Strategies: Strategies specific for levels of E

Extraversion (E) Score: 62 HIGH

*Principle Learning Issues Associated with E:*

- The importance of sensory stimulation
- The importance of structure and sequence

### Legend

< 34.5 Very Low  
34.5 - 44.49 Low  
44.5 - 55.49 Medium  
55.5 - 65.49 High  
>65.49 Very High

*Strategies for High to Very High Extraversion:*

- Employ learning activities which bombard the senses with colors, light, wind, smells, textures, tastes, and fragrances.
- Strategies should involve moving around and standing—avoid excessive seat work.
- Employ physical rewards such as food or sports—picnics, bowling, etc.
- Try to match their high energy in an authentic way—tempo of talking, walking, etc.
- Provide opportunities for them to exercise leadership roles.
- When they appear to be stressed out, encourage them to do something physical, such as a ten-minute brisk walk, hitting a punching bag, or shooting basketball/pitching horseshoes, to relieve the symptoms.
- Do not assume they want or need privacy—being in the thick of activity is the norm.
- Employ group work—both large group discussion/presentation and small group work.
- Engaging in dyads (two persons) is a helpful way for them to learn to be more comfortable with solitude—try sending a more extraverted person outdoors with a more introverted person for an extended dialog or work assignment. It will draw out the introvert and calm down the extravert, yet satisfy each one's need for calmness and contact.
- Don't expect them to be comfortable in a totally quiet and isolated context—they will soon become restless and distracted by the slightest stimulus (e.g., a cricket) in their thirst for sensory stimulation.
- Typically, more extraverted learners are comfortable creating structure and order where none existed before—they do not need the steps spelled out for them.
- Remember—more extraverted persons talk in order to think.
- Assign or encourage tasks that are by their nature active and social: discussing, demonstrating, interviewing, acting out, role playing, collaborating, leading, investigating, reporting, committee work, etc.
- If conducting interviews, pair up with an E- to take notes.

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## Big Five Learning Strategies: Strategies specific for levels of O

Originality Score: **64** **HIGH**

*Principle Learning Issues Associated with O:*

- The importance of variety
- The degree of repetitive activity

### Legend

< 34.5 Very Low  
34.5 - 44.49 Low  
44.5 - 55.49 Medium  
55.5 - 65.49 High  
>65.49 Very High

*Strategies for High to Very High Originality:*

- Reward them when you observe them sticking with a repetitive task (boring to them) for a long period of time.
- Having a 24-hour a day curiosity, feel free to use any examples to illustrate a concept; e.g., use a technical example even if the person is not technically proficient.
- Build on their natural curiosity—get them to ask questions, to identify alternatives, etc.
- Beware lest you expect them to continue with a particular kind of activity for too long—they like variety; expect them to want to change subjects or approaches. Check with them if you're unsure. Build in variety.
- Recognize them when they persist in a particular activity for a very long period; while they may have become uncomfortable at so long a time with a single experience, their long term success will be dependent on being able to defer the need for variety on those occasions in which they really need to deal with monotonous and repetitious details.
- Encourage and reward them for their breadth of interests; however, particularly encourage them when they show a desire to go into more depth in a particular subject or topic.
- Probably takes pride in being a "jack of all trades and a master of none"—reward them when they show an interest in mastery.
- Probably sees self as creative—recognize their creative contributions and inclinations, but be on the lookout for opportunities to recognize their concern with practicality and problems associated with implementing their "blue sky" ideas.
- More likely than not, their interests are chaotic and lack integration, coordination, and a clear sense of priorities. Take the opportunity to either help them to establish priorities and get organized, or encourage them to take time out to do it for themselves.
- More likely to be unconventional and progressive in outlook, gender roles, etc. Help them identify where their limits, or strong beliefs are.
- When troubled, appeal to their sense of humor as a means of coping.

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-In a team context, have them perform roles such as designers, creative writers, brainstormers, interviewers, interpreter.

-Use more off-beat, unconventional humor.

-More likely to prefer being playful to being serious.

-Typically less desirous of having rules or procedures to follow; when rules are provided, more likely to stretch, test, or ignore them.

-Some trouble making decisions, because of wanting to explore the options.

Pair them with lower scores in O to assist in making decisions.

-Appeal to their interest in theory and aesthetics.



## Big Five Learning Strategies: Strategies specific for levels of A

**Accommodation Score: 38 LOW**

*Principle Learning Issues Associated with A:*

- The degree of competition vs. cooperation
- Issues of obedience, hierarchy, and authority

### *Legend*

< 34.5 Very Low  
34.5 - 44.49 Low  
44.5 - 55.49 Medium  
55.5 - 65.49 High  
>65.49 Very High

*Strategies for Low to Very Low Accommodation:*

- Heavy appetite for competition; strong need to win
- Ability to cooperate will increase if you precede the activity with aerobic exercise.
- Ability to cooperate will increase if you precede the activity with a diet heavier in fats and sugars and lighter in protein and complex carbohydrates.
- Identify with traditionally "masculine" values, behaviors, and attitudes, such as aggressiveness, competition, dominance, hierarchy.
- In an argument or disagreement, tends to dominate or beat the other persons down; pair with a mid-range scorer to serve as a buffer, or negotiator, with others.
- Needs less overt nurture and does not typically respond appreciatively to it—likes to "tough it out" even though may appreciate luxuries and niceties.
- In soliciting their participation, appeal to motives of competition, superiority, caution, uniqueness, independence, and threats to their autonomy/authority.
- Prone to defy others' suggestions or requests, to resist leadership; reward them when you see signs of genuine concern for others' needs or ideas.
- Tough-minded; tend to be concerned with enhancing their actual and/or perceived power.
- Tend to be excessively skeptical; teach them to look for concrete evidence of negative performance before they form conclusions.
- Less prone to voluntarily offer help when others need it; you'll need to nudge them and reward them when they comply.



## Big Five Learning Strategies: Strategies specific for levels of C

**Consolidation Score:**                      **61**                      **HIGH**

*Principle Learning Issues Associated with C:*

- Linear/sequential order vs. spontaneity
- The importance of leadership

### *Legend*

< 34.5    Very Low  
34.5 - 44.49    Low  
44.5 - 55.49    Medium  
55.5 - 65.49    High  
>65.49    Very High

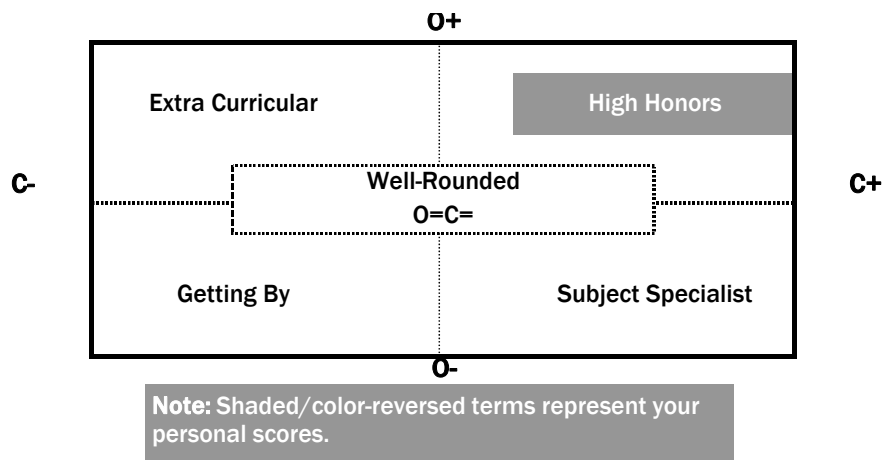
*Strategies for High to Very High Consolidation:*

- Can delay need for rewards/recognition until completion of work
- Motivated by traditional indicators of achievement; ranking, awards, status symbols or titles, high grades/scores, breaking a record, winning an election.
- Prefers to set one or more goals and to pursue achievement of them without being distracted by activities that are unrelated to the goal(s).
- Prefer, generally, to proceed from beginning to end of activity without interruption or distraction. Driven to complete the goal, bordering on workaholism.
- Comfortable attending to the details, especially if accompanied by low E and low O1 (fantasy).
- Typically well-organized, with everything in its proper place. Recognize their keen sense of organization and encourage them to be a resource to helping others get organized, but help them understand that, sometimes, things need to be played with for awhile before they can be organized.
- Naturally prefer and work well with structure, rules, and guidelines. Sometimes, they must be encouraged to resist the need to structure things and just explore the situation. Structure can be premature.
- Typically will do what they say they will do. Little need to monitor.
- More likely to have internal locus of control; tend to set their own goals naturally and require little supervision.
- Have higher activity level that is associated with a commitment to get the job done, especially when associated with high E. They don't like to be idle, they feel like they're wasting time and resources. When they're finished, encourage them to either take care of personal business (phone calls, etc.) or give or permit them to begin new tasks. Or, perhaps, to help others complete their tasks.
- Likely to have completed their homework; you may generally assume that they have come to class prepared.

## Other Learning Style Models: Academic Performance Goals

### Introduction

Costa and McCrae report in the Professional Manual for the NEO PI-R that O and C are particularly related to one's academic performance goals. O+ suggests broad interests, while O- suggests narrower interests. C+ suggests a desire for top grades, while C- suggests a more spontaneous approach to college life that lacks the discipline required for high achievement. Put these in a 2x2 grid and you have five possible styles:



### Definitions of the Five Academic Performance Goals

- **Extra-Curricular.** Curiosity (O+) and spontaneity (C-) blend to yield different levels of achievement in a wide area of interests. Emphasizes exploration over achievement. *Limitations:* While this primary academic style results in well-rounded persons who can relate broadly, often grade or achievement levels limit career choices.
- **High Honors.** Self-discipline (C+) and curiosity (O+) blend to yield consistently high achievement across a manageable number of areas. Equally high emphasis on exploration and achievement. *Limitations:* It can be lonely at the top—these folks have to work hard at playing.
- **Getting By.** Spontaneity (C-) and narrow range of interests (O-) blend to yield uneven achievement in what is required, resulting in ample time for developing relationships and special interests. *Limitations:* While this approach is supportive of roles that emphasize providing good service, it does lack ambition.
- **Subject Specialist.** Self-discipline (C+) and an interest in only one or a few subjects (O-) blend to produce high achievement in a single field—depth rather than breadth. *Limitations:* Must be open to working with others in order to take advantage of information in other fields of study that are relevant to one's specialty.

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- **Well-Rounded.** A balance of spontaneity and self-discipline (C=) together with a balance of creativity and practicality (O=) yield better than average achievement in several different fields. *Limitations:* A long term struggle to maintain balance in work and play.

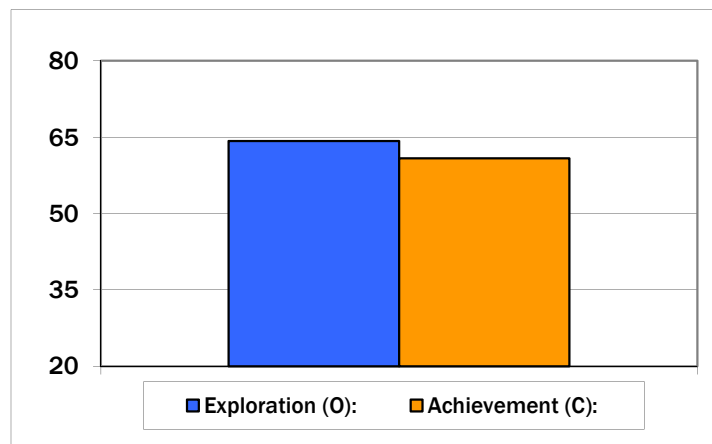
[**Comment:** In support the value of diversity in academic performance goals, John Kello (Davidson College Psychology Department), once remarked: "You know I have to be considerate to all of my students: to the A students, because they will be my colleagues some day; to the B students, because they will be my doctors and lawyers, and to the C students, because they will contribute to our salary!"]

While the model above portrays the one or two academic performance goals (or styles) that would appear to be most natural for you, the table and bar graph below indicate the exact scores that make up your goal/style. To the degree that you put more or less emphasis on lower or higher O or C, your commitment to a particular style will be that much stronger.

## Your Analysis

<i>Emphasis on</i>		
<b>Exploration (O):</b>	64	HIGH
<b>Achievement (C):</b>	61	HIGH
<b>Primary Style:</b>	<i>High Honors</i>	
<b>Co-Primary Styles:</b>	None	
<b>Clarity of Primary Style:</b>	Strong	

**Note:** If one scores in the mid range for one dimension and either high or low on the other dimension, then the analysis above will list "co-primaries," or the two styles associated with the one extreme score. "Clarity of Primary Style" will be described as one of three levels: Extremely Strong, Strong, or Moderate. These labels are a reflection of how extreme the scores are.



## Interpretation of Results

"Your curiosity and imagination are likely associated with an interest in all or most, areas of the curriculum, while your discipline and focus keep you in tension between the desire to explore and the desire to achieve."

## Resources for Further Information

- Costa, P.T., Jr., & McCrae, R.R. (1992). *NEO PI-R Professional Manual*. Odessa, FL: Psychological Assessment Resources, Inc. (Especially page 19, where they discuss how combinations of traits relate to specific domains, here, academic achievement.)

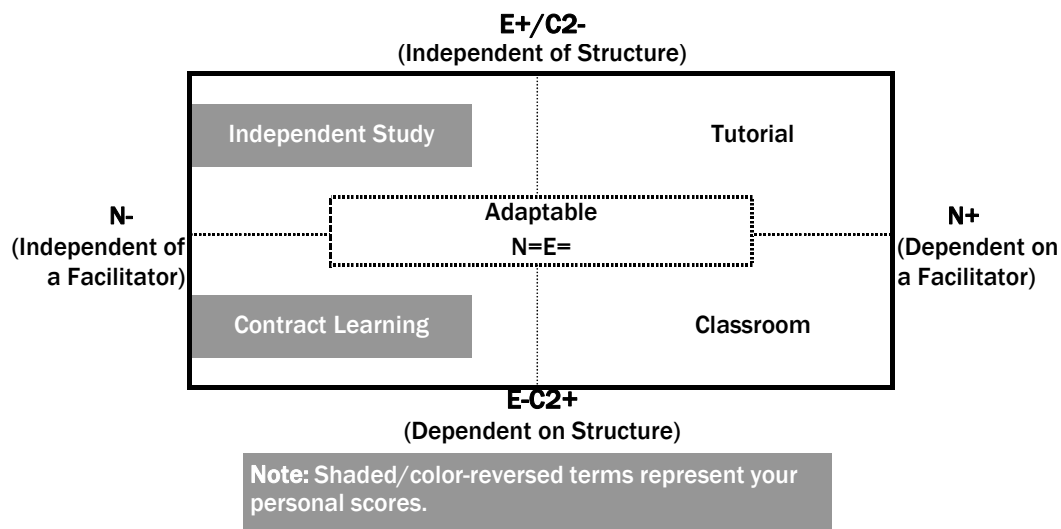


## Other Learning Style Models: Social Learning Styles

### Introduction

Costa and McCrae report in the Professional Manual for the NEO PI-R that N and E are particularly related to one's social (or interpersonal, interactive) style of learning. N+ suggests a tendency to depend on or prefer a facilitator/teacher to lead the learning process, while N- suggests comfort in learning independent of a teacher/facilitator. E+ suggests comfort in learning independent of a structured approach, while E- suggests a preference for a structured approach to learning.

Put these in a 2x2 grid and you have five possible styles:



### Definitions of the Five Social Learning Styles

- **Classroom.** Comfort with structure (E-/C2+) and dependence on an instructional leader (N+) blend to form an approach to learning that is comfortable with the traditional classroom. Limitations: May pass up opportunities for learning or advancement because no classroom courses are available.
- **Tutorial.** Dependence on an instructional leader (N+) and low need for structure (E+/C2-) blend to describe one who thrives on the traditional one teacher/one student tutorial method associated with the English professors. Limitations: May pass up learning or advancement opportunities because a tutor is not available.
- **Contract.** Comfort with structure (E-/C2+) and low need for an instructional leader (N-) combine to describe a learner who thrives on using carefully designed study kits with detailed instructions—often referred to as “contract learning” modules. Limitations: May pass up opportunities to learn something new because suitable programs are not available.

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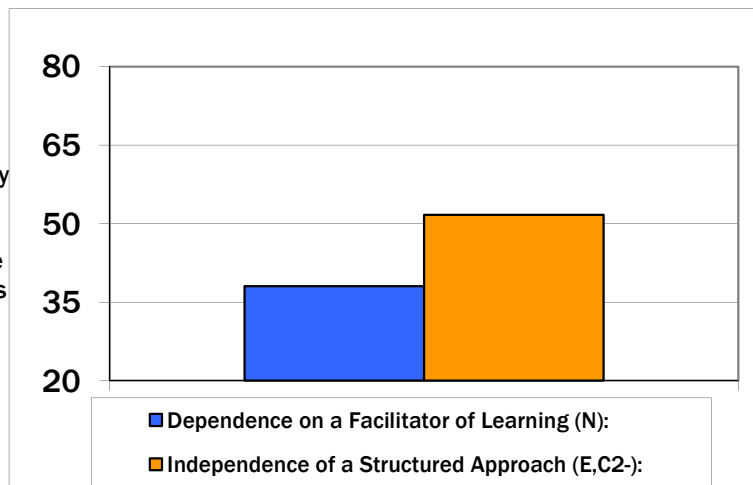
- **Independent.** Low needs for structure (E+/C2-) and leadership (N-) describe one cut out for independent study. Limitations: May have unrealistic ideas of what can be achieved on one's own.
- **Adaptable.** Comfort with a moderate amount of structure (E=/C2=) and leadership (N=) describe one who can pursue any one of the other four styles comfortably. Limitations: May become restless if only one of the four methods is available.

While the model above portrays the one or two social learning styles that would appear to be most natural for you, the table and bar graph below indicate the exact scores that make up your goal/style. To the degree that you put more or less emphasis on lower or higher N, E, or C2, your commitment to a particular style will be that much stronger.

## Your Analysis

Dependence on a Facilitator of Learning (N):	38	LOW
Independence of a Structured Approach (E,C2-):	52	MEDIUM
Primary Style:	None	
Co-Primary Styles:	Contract Learning and Independent Study	
Clarity of Primary Style:	Moderate	

**Note:** If one scores in the mid range for one dimension and either high or low on the other dimension, then the analysis above will list "co-primaries," or the two styles associated with the one extreme score. "Clarity of Primary Style" will be described as one of three levels: Extremely Strong, Strong, or Moderate. These labels are a reflection of how extreme the scores are.



## Interpretation of Results

"Your combination of moderate extraversion and need for organization, with a calm temperament, blend to lead you to prefer a somewhat independent approach to learning in some areas, while preferring a more structured approach in other areas. "

## Resources for Further Information

- Costa, P.T., Jr., & McCrae, R.R. (1992). *NEO PI-R Professional Manual*. Odessa, FL: Psychological Assessment Resources, Inc. (Especially page 19, where they discuss how



## Learning-Related Behaviors: Distractions

### *Introduction and Definition of Sources of Distraction*

From our wide-ranging experiences in education—from teaching grade school to teaching graduate seminars, from doing independent study to guiding research interns, from designing courses to thoroughly researching a topic, we have discovered the significant role in learning that is played by the ability to resist distractions. Distractions of all kinds take the attention of the learner away from the learning task and decrease efficiency in the acquisition of knowledge and skills. We have identified five different, and major, sources or kinds of distraction, each associated primarily with a particular Big Five supertrait:

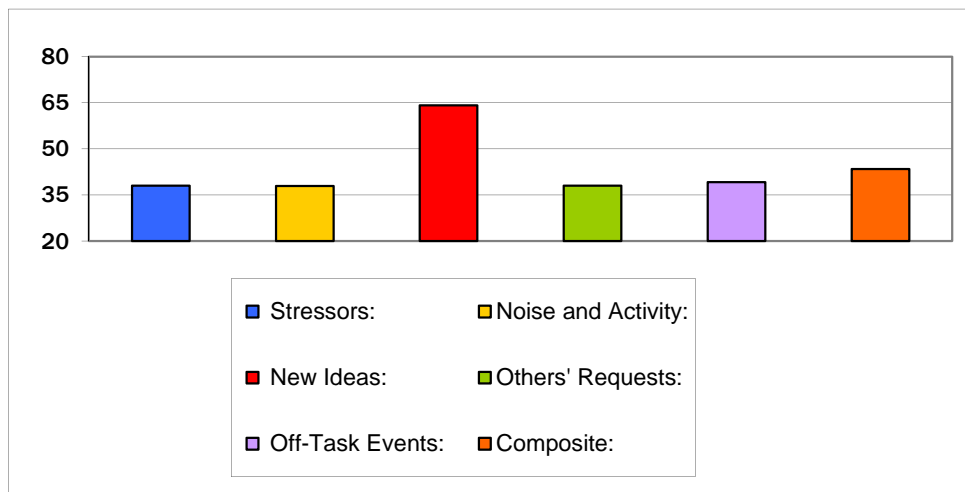
- **Stressors (N).** Anything that interposes itself between the learner and the learning goal, whether it is the need to do something for one's family or to take care of an errand. The higher the N, the more distracting such stressors tend to be. Learners with higher N need to figure out how to minimize the pressure of such obstacles to learning.
- **Noise and activity (E).** The higher the E score, the less likely one will be distracted by noise and levels of activity around them. Persons lower in E like it quiet and still, and find it increasingly difficult to concentrate when noise and activity levels rise.
- **New Ideas (O).** While normally chasing a new idea is ok, when trying to focus on a learning task, new ideas can be a bothersome distraction. The higher the O score, the more likely a person will find it harder to concentrate on the learning task at hand when presented with something new and unrelated to the current learning task.
- **Requests for assistance (A).** The higher the A score, the more likely a person will yield to requests from friends, family, and associates to provide help or assistance on a task unrelated to the learning goal. The lower the A score, the easier it is for the learner to say "no" to such requests.
- **Off-task opportunities (C).** Persons with higher C scores find it natural to concentrate on the learning task at hand until such time as it is completed, or at a natural stopping point. The lower the C score, the learner is more spontaneous and thereby easily distracted (by birds singing, nearby conversations, etc.) by anything going on within his or her range of perception.

The table and graph below present your relative ability to resist distraction in each of these five areas, as well as an estimate of your overall ability to resist distraction.

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## Your Analysis

Source of Distraction	Score	Level of Susceptibility
Stressors:	38	LOW
Noise and Activity:	38	LOW
New Ideas:	64	HIGH
Others' Requests:	38	LOW
Off-Task Events:	39	LOW
Composite:	43	LOW



## Interpretation of Results

"You apparently remain calm when something gets in the way of your learning goal, whether it is the need to do something for one's family or to take care of an errand. You are unlikely to be distracted by noise and levels of activity around you. Typically, excessive quiet will make it more difficult for you to concentrate. You likely find it hard to concentrate on the learning task at hand when presented with something new and unrelated to the current learning task—you love to chase new ideas. When trying to focus on a learning task, you typically find it natural to say no to requests from friends, family, and associates to provide help or assistance on a task unrelated to your learning goal. Finally, you typically find it natural to concentrate on the learning task at hand until such time as it is completed, or at a natural stopping point. Overall, you are highly susceptible to most kinds of distractions, finding it difficult to concentrate on the learning task at hand."

## Resources for Further Information

None to our knowledge. These sources of distraction simply come from the collective experience of the CentACS research staff.



## Learning-Related Behaviors: Performance under Autonomous Conditions

### *Explanation of the Concept*

In their study of 36 workers, Bigazzi, Kello, and Marciano (1999) found that job autonomy appears to lead to high performance for workers higher in E and C. When job autonomy is missing or severely constrained, none of the Big Five dimensions appear to have a strong relation to performance. In other words, persons low in E and C have a harder time handling job autonomy, but they do better, and apparently as well as those higher in E and C, when in a prescribed, highly constrained task.

### *Your Analysis*

Likelihood of Performing Well  
Under Autonomous Conditions (E+, C+):      61      HIGH

Legend	
E and C both > 55.49	HIGH
E and C both < 44.5	LOW
All other combinations	UNCLEAR

### *Interpretation of Results*

"Your high extraversion and consolidation is ideal for working under autonomous conditions. You do not appear to need externally imposed guidelines to stay on task. You feel comfortable using your judgment to organize your work."

### *Resources for Further Information*

- Bigazzi, J.M., Kello, J.E., & Marciano, P.L. (1999). The relationship between NEO Personality Inventory and job performance as moderated by job autonomy. Unpublished paper presented at January 23, 1999, CentACS Big Five Conference, Charlotte, NC.



## Related Learning Behaviors: Practice

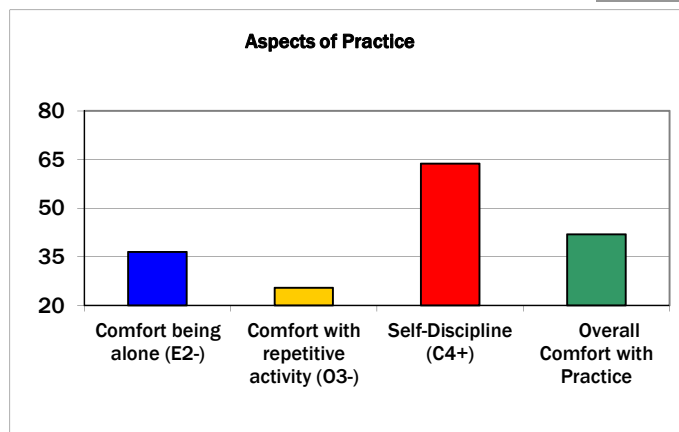
### Introduction to the Concept

Some people like to practice a skill more than others. However, practice is a somewhat complex behavior that involves several components. This formula breaks "comfort with practice" down into its components. Note that comfort being alone is included as an essential ingredient for the ideal "comfort with practice" profile. That is because practice is typically a solitary activity. One way for more extroverted learners to be comfortable with practice is to employ group practice. Of course, not all practice is solitary. Duo-pianists and basketball teams must practice together. But even pianists must do their scales, basketballers, their foul shouts.

### Your Analysis

Component	Score	Level
Comfort being alone (E2-)	36	LOW
Comfort with repetitive activity (O3-)	25	VERY LOW
Self-Discipline (C4+)	64	HIGH
<b>Overall Comfort with Practice</b>	<b>42</b>	<b>LOW</b>

**Legend**  
 < 34.5 Very Low  
 34.5 - 44.49 Low  
 44.5 - 55.49 Medium  
 55.5 - 65.49 High  
 >65.49 Very High



### Interpretation of Results

"Your preference for being around other people makes it unlikely that you would be comfortable engaging in solitary practice for long stretches of time. Try to make practice that is normally solitary into more of a social affair when possible."

"Your preference for innovation makes it likely that you would get bored with the kind of repetition required by practice assignments. You can offset this tendency by varying the conditions under which you practice."

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## *Interpretation of Results (Continued)*

"You appear to be naturally able to focus on the task at hand and to resist the many distractions that typically present themselves. Such self-discipline makes it likely that you would feel comfortable with the requirements of practice."

"All three traits that are out of the desired range. You would appear to find any practice assignments uncomfortable. Practice in shorter, but more frequent, sessions, and vary the context (e.g., alone vs. with others)."

## *Resources for Further Information*

None, as this is a locally developed concept

## Related Learning Behaviors: Safety

### *Explanation of the Concept*

As the result of several different pieces of research, both at CentACS and elsewhere, two traits have come to be primarily associated with safety: N and E, with lower N and lower E associated with persons who are rational, calm, and quiet by nature, thus showing a temperament that tends to make few errors due to impulsive, highly energetic behavior. In addition, we know that persons higher in A tend to defer to procedures and recommended ways of doing things, resulting in reduced errors associated with being maverick, egocentric, or bull-headed. Also, persons higher in C tend to be methodical and disciplined by nature, resulting in reduced errors due to lack of focus and attention. Finally, we know that the more experimental, imaginative, and innovative one is, the more likely one is to make errors simply because of exploring uncharted waters.

So, the safest profile would be N-E-O-A+C+, and the most accident/error/safety-risk prone would be the opposite. Persons with one or more scores out of the ideal range would be increasingly more of a safety risk, depending on the nature of the work, and the precise traits or subtraits that are out of range. Where safety in the learning process is critical, one should study which traits are out of range and how to compensate in order to minimize safety risks.

### *Your Analysis*

	Score:	Level:
Safety Proneness	47	UNCLEAR

#### Legend

N, E, and O all < 44.5, A and C > 55.49	HIGH
N, E, and O all > 55.49, A and C < 44.5	LOW
All other combinations	UNCLEAR

### *Interpretation of Results*

"You have a temperament that is neither ideal for safety proneness, nor totally at risk. Whether or not your out of range trait(s) is a significant safety issue depends on the nature of your work and how much discretion you have in its design."

### *Resources for Further Information*

- Howard, P.J. (continually updated). *The Offspring of the Big Five*. Charlotte, NC: Center for Applied Cognitive Studies.
- Soane, E., Nicholson, N., Fenton-O'Creevy, M., & Willman, P. (2001). *Personality, risk and decision making styles*. Paper presented at 6th Annual Big Five Conference. Sponsored by CentACS, Charlotte, NC.

## Related Learning Behaviors: The SEA Leadership Model

### Introduction to the Model

Leadership is a behavior that permeates the learning landscape: whether personal leadership, in which an individual learner exhibits leadership qualities in the design and implementation of learning strategies, or whether with cooperative learning groups, in which leadership qualities help to guide the group to a high quality experience. The SEA leadership model was developed by Pierce and Jane Howard at the request of Ty Boyd, whose book, *Visions*, profiles dozens of leaders. Ty asked us to build a model based on the anecdotes about his featured leaders, who represent a variety of contexts, from coaching to bank presidency. After careful study of his book, we created this change-based definition of leadership: "Leadership occurs when someone takes responsibility for effecting a necessary change." Such a change-based approach to leadership entails a three-phase recurring cycle of leadership behavior. First, a leader discovers opportunities for change by continually *scanning* the environment, then *evaluates* the results of the scan, and finally *acts* on the results of the evaluation by implementing without allowing plans to fall between the cracks. Clearly these three behaviors do not need to reside in a single person. However, all three do need to occur in order for effective leadership to have occurred.

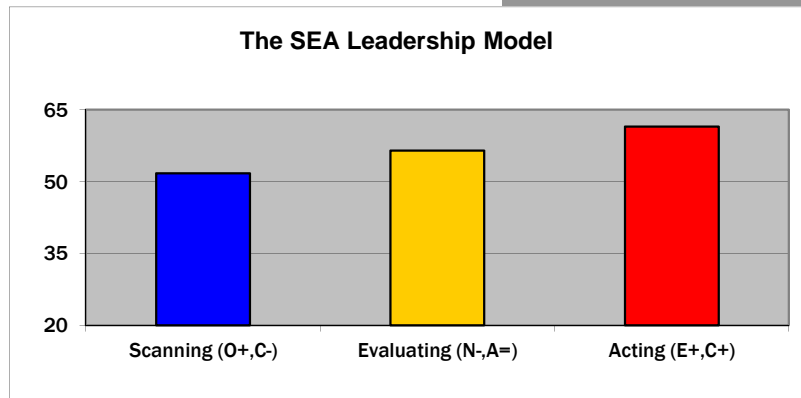
### Definitions of the Three Leadership Behaviors

- **Scanning.** Identifying aspects of one's situation that need to be changed through listening, observing, questioning, reading, attending conferences, and so forth
- **Evaluating.** Taking time through meetings, analysis, dialog, and so forth, to evaluate and prioritize the opportunities for change.
- **Acting.** Once the priorities are identified, following them through to completion.

### Your Analysis

Behavior	Score	Degree of Support
Scanning (O+,C-)	52	Somewhat Natural
Evaluating (N-,A=)	56	Natural
Acting (E+,C+)	61	Natural

Legend	
>65.49	Energizing
>55.49	Natural
>44.49	Somewhat Natural
>34.49	Draining
< 35	Outside Comfort Zone



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## *Interpretation of Results*

"At least one of your scores on O or C is out of the optimal range for scanning. While scanning may be natural for you at some times and in some contexts, perhaps you are less prone to scan in other contexts. In addition, at least one of your scores on N or A is out of the optimal range for evaluating. While rational evaluation may be natural for you on some issues, perhaps you are more reactive on others. Finally, your high scores on E (Extravert) and C (Focused) suggest that you find it natural to focus for long periods of time on follow up of priorities in order to insure that nothing falls between the cracks."

## *Resources for Further Information*

- Boyd, T. (1991). *Visions*. Mechanicsburg PA: Executive Books.
- Center for Applied Cognitive Studies, Charlotte NC, has developed several handouts for use with this leadership model.



## Related Learning Behaviors: Team Roles for Cooperative Learning

### Explanation of the Concept

From elementary schools to graduate programs and into the workplace, the move is on to encourage teamwork in the learning process. This analysis presents a variety of roles required for overall successful team learning, and how naturally this individual's traits supports each of the roles. These roles were identified at the Center for Applied Cognitive Studies based on wide reading and experience, and are not taken from the research of any one particular source. We believe that the meaning of each of the eight roles is clear, so we have not bothered to provide any more detailed information than that apparent in the name of the role itself.

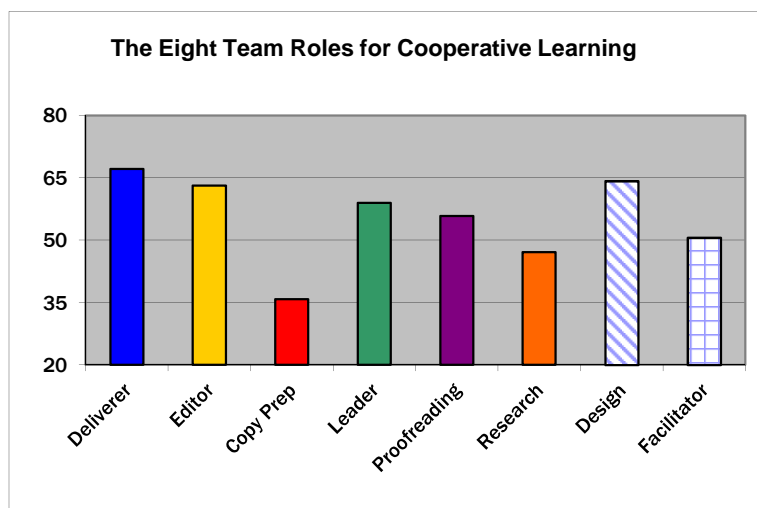
Role	Support
Presentation Deliverer (E+A5-)	Energizing
Critic/Editor (O+A-)	Energizing
Manuscript/Visual Copy Prep (O-)	Draining
Project Leader (N-E+A=C+)	Unclear
Proofreading (E-O1-C+)	Unclear
Research (E-O+C-)	Unclear
Project/Report Design (O+)	Energizing
Discussion Facilitator (N=E=O=A=C=)	Draining

### Legend

Energizing = All traits in optimum range for the role

Draining = All traits are at the opposite extreme of the ideal

Unclear = One or more traits are out of the optimum range for the role



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## *Interpretation of Results*

"Your outgoing demeanor and lack of self-consciousness suggest that the role of presentation deliverer should be natural and energizing for you."

"Your curious and competitive nature suggests that the role of editor/critic should be natural and energizing for you."

"Your creative nature and preference for the big picture suggest that the role of copy preparation—both visual copy and textual copy—would likely be unnatural and tiring for you."

"Your traits are neither all supportive nor all unsupportive of the role of project leader. This suggests that you would find this role natural and energizing in some situations but not in others."

"Your traits are neither all supportive nor all unsupportive of the role of proofreader. This suggests that you would find this role natural and energizing in some situations but not in others."

"Your traits are neither all supportive nor all unsupportive of the role of researcher. This suggests that you would find this role natural and energizing in some situations but not in others."

"Your creative nature suggests that the role of designer—either of the project itself, or of the concept of the final report—should be natural and energizing for you."

"Your extreme (either high or low) scores on all five traits suggest that the role of discussion facilitator should be unnatural and tiring for you."

## *Resources for Further Information*

Inasmuch as these eight roles for cooperative learning are based on the reading and experience of the CentACS team, there are no specific additional resources to recommend. However, a vast literature exists on the general subject of cooperative learning. An excellent listing of books and other resources is listed on the website of the University of Minnesota Cooperative Learning Center at:

<http://www.co-operation.org/pages/materials.html>







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## THE LEARNER REPORT \$65

How can you learn most effectively? What activities are more natural and effective for you based on your personality traits? What is your learning style and how can you set yourself up for academic success?






*These are just a few of outcomes you can expect from your Learner Report:*

Academic Performance Goals: How much energy should you put into relationships and special interests? Should you be a well-rounded student; or should you focus on becoming a subject specialist?  Social Learning Styles: Would you thrive in traditional classroom instruction; or would you learn best with an advisor-mentor? Would you be good with independent study? Are you highly adaptable and able to combine multiple learning styles?  Distractions: How can you cope with inevitable stressors that come between your college goals? How much noise and activity do you need? Do you need to isolate yourself during certain times of study, reading, and writing – or will off-task distractions help you?  Errors: Each of us is prone to error. Giving the professor what (s)he wants is the route to success whether studying, writing a paper, or giving a speech. Understanding your tendencies toward errors can help you 'make the grade'.  Cooperative Learning: Teamwork is more important than ever to both professors and employers. The Learner Report presents roles required for overall successful team learning, and how naturally your traits support each of the roles.

## THE LEADER REPORT \$65

The Leader Report is not an assessment of your actual performance in a given leadership model, but rather the degree to which your personality traits would tend to provide natural energy for standard leadership models.

*These are some of the insights you can expect from your Leader Report:*

Delegation: What are the four primary phases of the delegation process, and what is your natural energy to actualize each phase?  Escalation Of Commitment: Where might you be prone to NOT abandon a decision that proved to be wrong?  Sound Versus Speedy Decision Making: How does your organizational skills, discipline, and methodicalness affect good decision making?  Furnham Management Study: Discover your natural energy in ten key indicators of management effectiveness: Drive to Achieve, Drive to Lead, Conceptual Ability, Intuition, Interpersonal Sensitivity, Social Adaptability, Optimism, Resilience, Interest in Business, & Internal Locus of Control  Sea Leadership Model - Leadership occurs when someone takes responsibility for effecting a necessary change. Discover which areas you have natural energy to affect change.  Situational Leadership - The proper leadership style depends on the situation -- with an emphasis on either the *relationship* or the *technical* nature of the task. In which leadership contexts will you tend to shine?

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