CENTER FOR
APPLIED COGNITIVE STUDIES

WorkPlace
BIG FIVE
PROFILE™

Career Guider

4.0

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CONTENTS

Career Guider

Note: In this report, when we analyze models developed elsewhere than CentACS (such as Gardner's), we are assessing the degree to which one's WorkPlace Big Five Profile scores would tend to provide natural energy for those models, based upon published definitions of the terms used in the models, research and/or logic. The scores contained in this report are only estimates of how one might score on the various models based upon WorkPlace scores. Please note that actual behaviors at work might vary from the estimates for some individuals.

Customized Report for: Sample Person
Date: March 14, 2013
Norm Group: U.S.

WorkPlace Big Five Profile™ 4.0

OVERVIEW

Note: The bullets below represent brief interpretations of your scores on each of the major sections of this report. For more detail in support of a specific interpretation, go to the section indicated in the title box just above it. The "Short Title" in parentheses indicates how the section is identified at the bottom of each page.

Focus: The ACT World-of-Work Map (ACT)

"You show a modest preference for working primarily with and around people through such roles as leading, caring, supporting, teaching, serving, or selling. However, you also show an almost equally strong preference for working with ideas, including knowledge, theories, creativity, and insights. A satisfactory career choice should integrate both. "

Job Content: The Holland Hexagon (Holland)

"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 "artistic" work: creative expression, whether through language, music, dance, theatre, drafts, visual arts, or other media. A satisfactory career choice should integrate both. Your third preference–"investigative" jobs that involve some manner of describing the "truth," whether through scientific research, journalistic inquiry, or police detection–is almost as strong as your first two. Try to satisfy all three."

Roles: The Eight Edgar Schein Career "Anchors" (Schein)

"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.   "

Customized Report for: Sample Person
Date: March 14, 2013
Norm Group: U.S.

WorkPlace Big Five Profile™ 4.0

Style: The 25 ACT Work Attribute Preferences (WAPs)

Of the 25 Work Attribute Preferences, these appear to be the eight most important for you: Public Contact, Authority, Management, Working In/Out, High Income, Working in an Office, New Ideas, and Immediate Response.

Ability: Gardner's Eight Talents (Gardner)

"Relative to other talent areas, your responses indicate that you see yourself as somewhat stronger in the the "interpersonal" talent area, which involves maintaining healthy relationships with a variety of people. However, you also see yourself as extremely strong in the "logical/mathematical" talent area: the use of quantitative symbols and "two-dimensional logic." A satisfactory career choice would integrate both of these talents. Your third talent area–the "intrapersonal" talent area, which involves internally sorting out complex feelings and ideas–is almost as strong as your first two. You would benefit from finding a career choice than builds on all three."

Big Five Traits: Job Relatedness (Big_Five_Careers)

- Your medium Need for Stability score means that you experience a moderate emotional level.

- Your high Extraversion score means that you enjoy maximum sensory stimulation.

- Your high Originality score means that you are an innovator.

- 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.

Best Match–A Job-Career Matrix (Match)

Best Matches of Your Career Profile to Job Families: Employment-Related Services, Education, Management, Social Science, Health Care, Medical Diagnosis & Treatment

Career Derailers (Derailers)

Up to Top Three Threats, If Any: Insensitive to Others, Betrayal of Trust, Overly Ambitious

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:

Careers

Attributes	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 determing 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 WorkPlace 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.

Center for Applied Cognitive Studies' Six Part Career Model

Center for Applied Cognitive Studies 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 WorkPlace 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

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:

DEFINITIONS

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 Center for Applied Cognitive Studies 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:	56
People:	60
Things:	36
Data:	48
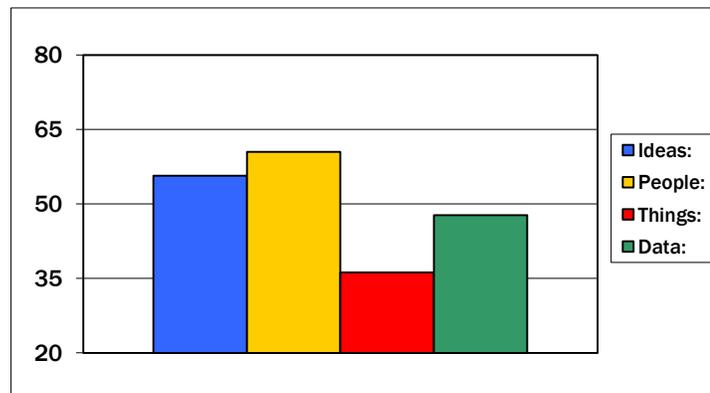
INTERPRETATION OF RESULTS

"You show a modest preference for working primarily with and around people through such roles as leading, caring, supporting, teaching, serving, or selling. However, you also show an almost equally strong preference for working with ideas, including knowledge, theories, creativity, and insights. 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.
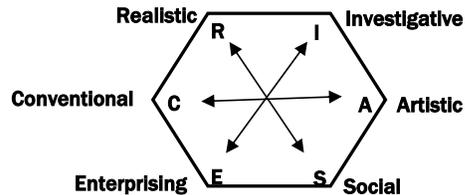

DEFINITIONS

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, omsbudsman)
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 Center for Applied Cognitive Studies assessment scores:

YOUR ANALYSIS

Job Content Interest Area	Your Scores
Artistic:	56
Investigative:	55
Social:	46
Enterprising:	59
Realistic:	38
Conventional:	48

Holland Hexagon Preferences

- ■ Artistic:
- ■ Investigative:
- ■ Social:
- ■ Enterprising:
- ■ Realistic:
- ■ Conventional:
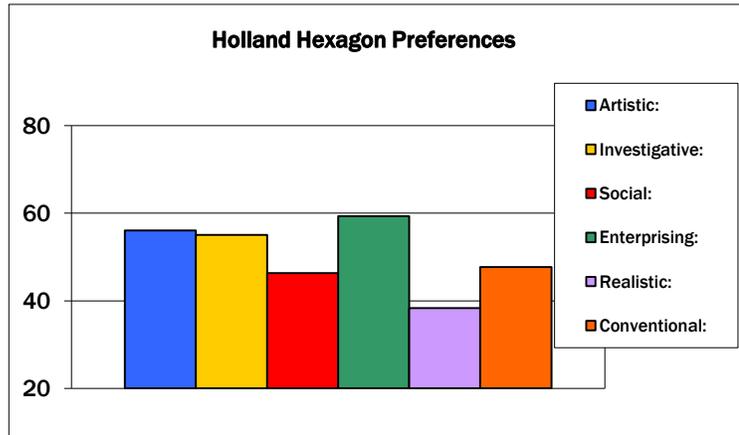
INTERPRETATION OF RESULTS

"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 "artistic" work: creative expression, whether through language, music, dance, theatre, drafts, visual arts, or other media. A satisfactory career choice should integrate both. Your third preference–"investigative" jobs that involve some manner of describing the "truth," whether through scientific research, journalistic inquiry, or police detection–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, or online at http://www.self-directed-search.com/.)

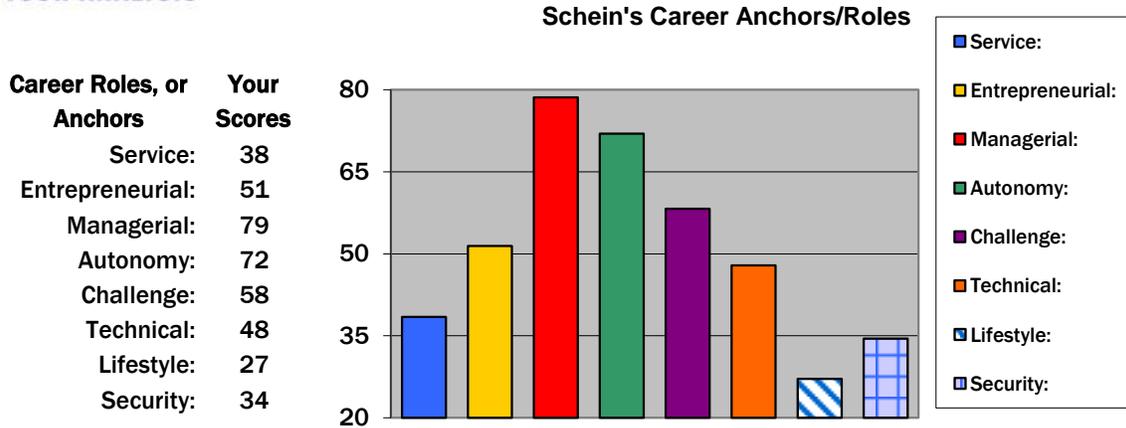# Roles: The Eight Edgar Schein Career "Anchors"

INTRODUCTION

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:

DEFINITIONS

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, principal, 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, intrepreneur (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, omsbudsman, 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.

YOUR ANALYSIS

Schein's Career Anchors/Roles

Career Roles, or Anchors	Your Scores
Service:	38
Entrepreneurial:	51
Managerial:	79
Autonomy:	72
Challenge:	58
Technical:	48
Lifestyle:	27
Security:	34

Legend:
- Service:
- Entrepreneurial:
- Managerial:
- Autonomy:
- Challenge:
- Technical:
- Lifestyle:
- Security:

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.   "

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.
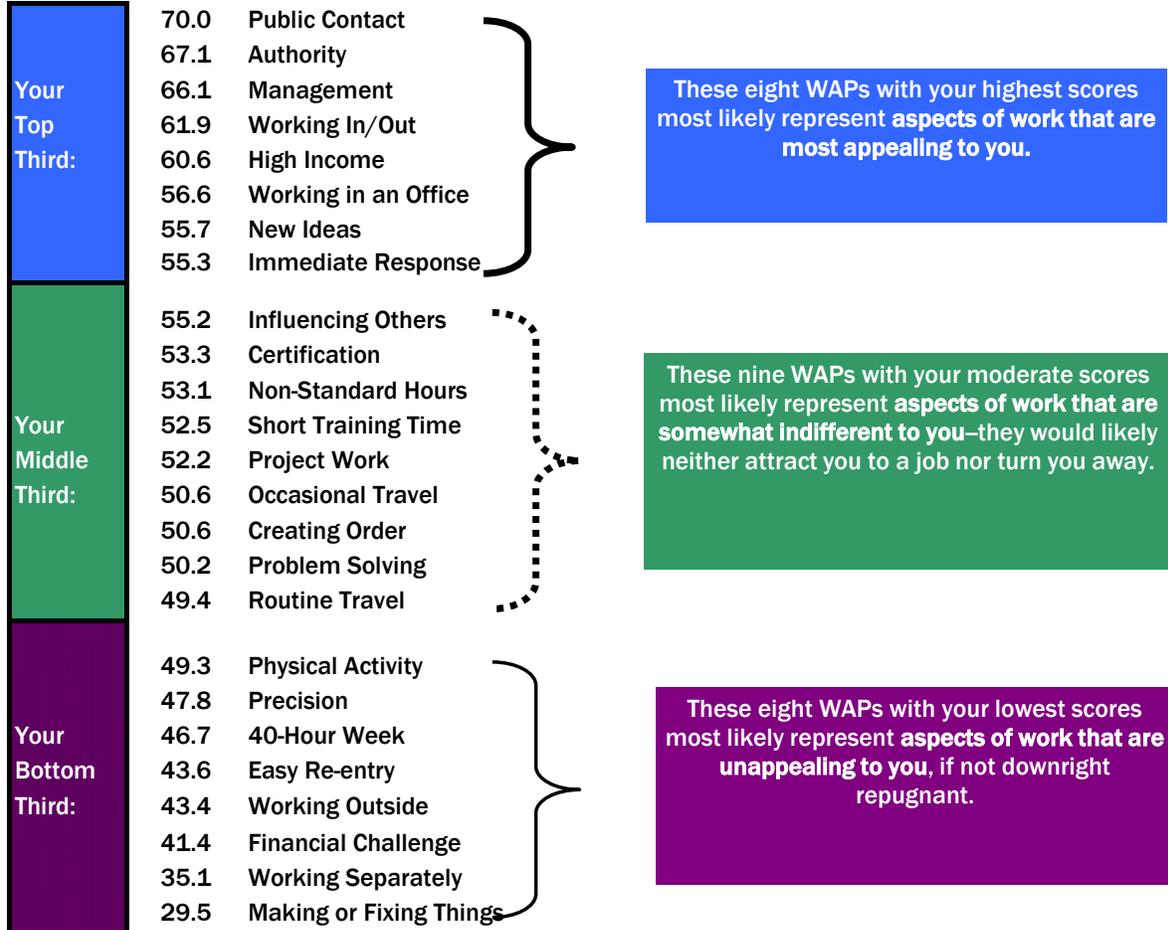
Style: The 25 ACT Work Attribute Preferences

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.

DEFINITIONS

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 (stevadore)

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)

YOUR ANALYSIS

Your Top Third:

70.0	Public Contact
67.1	Authority
66.1	Management
61.9	Working In/Out
60.6	High Income
56.6	Working in an Office
55.7	New Ideas
55.3	Immediate Response

These eight WAPs with your highest scores most likely represent **aspects of work that are most appealing to you.**

Your Middle Third:

55.2	Influencing Others
53.3	Certification
53.1	Non-Standard Hours
52.5	Short Training Time
52.2	Project Work
50.6	Occasional Travel
50.6	Creating Order
50.2	Problem Solving
49.4	Routine Travel

These nine WAPs with your moderate scores most likely represent **aspects of work that are somewhat indifferent to you**–they would likely neither attract you to a job nor turn you away.

Your Bottom Third:

49.3	Physical Activity
47.8	Precision
46.7	40-Hour Week
43.6	Easy Re-entry
43.4	Working Outside
41.4	Financial Challenge
35.1	Working Separately
29.5	Making or Fixing Things

These eight WAPs with your lowest scores most likely represent **aspects of work that are unappealing to you,** if not downright repugnant.

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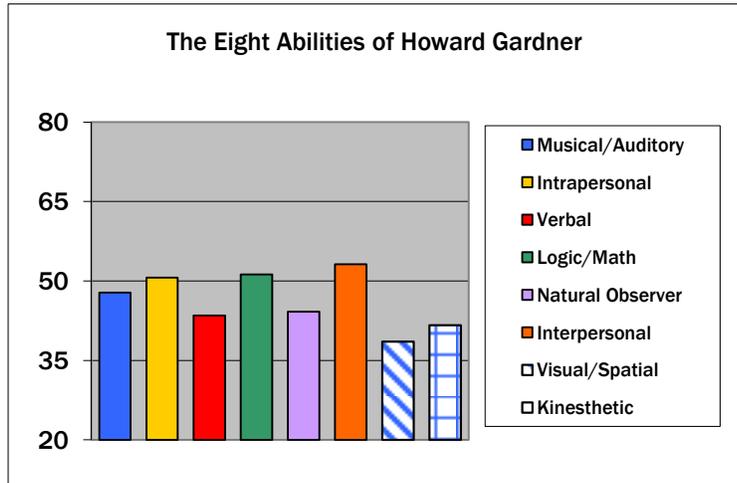
We should add that Gardner warns people that these talents cannot be successfully measured by paper and pencil tests, that in order to really understand one's relative strengths, one needs to have an extended dialog in which a knowledgeable observer assists in determing one's relative strengths in these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

DEFINITIONS

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

YOUR ANALYSIS

Gardner's Abilities	Your Scores
Musical/Auditory	48
Intrapersonal	51
Verbal	43
Logic/Math	51
Natural Observer	44
Interpersonal	53
Visual/Spatial	39
Kinesthetic	42

The Eight Abilities of Howard Gardner

Legend:
- Musical/Auditory
- Intrapersonal
- Verbal
- Logic/Math
- Natural Observer
- Interpersonal
- Visual/Spatial
- Kinesthetic

INTERPRETATION OF RESULTS

"Relative to other talent areas, your responses indicate that you see yourself as somewhat stronger in the the "interpersonal" talent area, which involves maintaining healthy relationships with a variety of people. However, you also see yourself as extremely strong in the "logical/mathematical" talent area: the use of quantitative symbols and "two-dimensional logic." A satisfactory career choice would integrate both of these talents. Your third talent area–the "intrapersonal" talent area, which involves internally sorting out complex feelings and ideas–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 Center for Applied Cognitive Studies WorkPlace Big Five Profile and its set of 28 traits: five inclusive supertraits and their 23 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 28 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/blue**. Remember, as Emerson wrote, "Every individual nature has its own beauty."

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

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

INTERPRETATION OF RESULTS

• Your medium Need for Stability score means that you experience a moderate emotional level.

• Your high Extraversion score means that you enjoy maximum sensory stimulation.

• Your high Originality score means that you are an innovator.

• 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

• 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.

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.)

Listing of the 26 ACT Job Families with Examples

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

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

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

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

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 with.

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).

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/blue.**

YOUR ANALYSIS

	Job Family:	%:	Focus	Content	Style	Ability
1	Employment-Related Services	88%	Peop/Data	**Enterprising**	**Project Work**	**Inter/Math**
					Problem Solving	
					Working in an Office	
2	Marketing & Sales	73%	Peop/Data	**Enterprising**	**Immediate Response**	**Inter/Math**
					Influencing Others	
					Financial Challenge	
					Routine Travel	
					Problem Solving	
					Working In/Out	
					Easy Re-entry	
					Short Training Time	
					Non-Standard Hours	
					Public Contact	
3	Management	85%	Peop/Data	**Enterprising**	**Project Work**	**Inter/Math**
					Management	
					Influencing Others	
					Financial Challenge	
					Occasional Travel	
					Problem Solving	
					High Income	
					Working in an Office	
4	Regulation & Protection	64%	Data	**Enterprising**	**Certification**	**Kin/Math**
					Authority	
					Physical Activity	
					Problem Solving	
					Working In/Out	
					Precision	

Match

	Job Family:	%:	Focus	Content	Style	Ability
5	Communications & Records	55%	Data	Conventional	**Working in an Office**	**Inter/Math**
					Easy Re-entry	
					Short Training Time	
					40-Hour Week	
					Creating Order	
					Precision	
6	Financial Transactions	42%	Data	Conventional	**Influencing Others**	**Math**
					Financial Challenge	
					Problem Solving	
					Working in an Office	
					Easy Re-entry	
					40-Hour Week	
					Creating Order	
					Precision	
					Working Separately	
7	Distribution & Dispatching	33%	Data/Thng	Conventional	**Problem Solving**	**Math**
					Easy Re-entry	
					40-Hour Week	
					Creating Order	
					Precision	
8	Transport Operation & Related	25%	Things	Realistic	**Certification**	Kin
					Physical Activity	
					Routine Travel	
					Problem Solving	
					Working Outside	
					Easy Re-entry	
					Non-Standard Hours	
					Precision	
					Working Separately	
9	Agriculture, Forestry, & Related	18%	Things	Realistic	Physical Activity	Kin
					Routine Travel	
					Problem Solving	
					Working Outside	
					Non-Standard Hours	
					40-Hour Week	
					Precision	
					Working Separately	

Match

	Job Family:	%:	Focus	Content	Style	Ability
10	Computer & Information Specialties	44%	Things	Realistic	**Project Work**	**Math**
					Problem Solving	
					Working in an Office	
					40-Hour Week	
					Precision	
					Working Separately	
11	Construction & Maintenance	29%	Things	Realistic	Making or Fixing Things	Kin
					Project Work	
					Physical Activity	
					Routine Travel	
					Problem Solving	
					Working In/Out	
					Easy Re-entry	
					Non-Standard Hours	
					40-Hour Week	
					Precision	
					Working Separately	
12	Crafts & Related	38%	Things	Realistic	Making or Fixing Things	Kin/Vis
					Project Work	
					Certification	
					Influencing Others	
					Physical Activity	
					Working in an Office	
					Easy Re-entry	
					Short Training Time	
					Non-Standard Hours	
					40-Hour Week	
					Precision	
					Working Separately	
13	Manufacturing & Processing	10%	Things	Realistic	Making or Fixing Things	Kin
					Physical Activity	
					Working in an Office	
					Easy Re-entry	
					40-Hour Week	
					Precision	
					Working Separately	
14	Mechanical & Electrical Specialties	20%	Things	Realistic	Making or Fixing Things	Kin
					Physical Activity	
					Problem Solving	
					Working in an Office	
					Easy Re-entry	
					Precision	
					Working Separately	

	Job Family:	%:	Focus	Content	Style	Ability
15	Engineering & Technologies	57%	Idea/Thng	Investigative	Making or Fixing Things	Math/Vis
					Project Work	
					Certification	
					New Ideas	
					Problem Solving	
					Working In/Out	
					40-Hour Week	
					Precision	
					Working Separately	
16	Natural Science & Technologies	67%	Idea/Thng	Investigative	Project Work	Math/N.O.
					Certification	
					New Ideas	
					Working in an Office	
					Creating Order	
					Precision	
					Working Separately	
17	Medical Technologies	64%	Idea/Thng	Investigative	Making or Fixing Things	Math
					Immediate Response	
					Certification	
					Influencing Others	
					Working in an Office	
					Easy Re-entry	
					Non-Standard Hours	
					40-Hour Week	
					Precision	
					Public Contact	
18	Medical Diagnosis & Treatment	77%	Ideas	Investigative	Immediate Response	Nat Obs
					Certification	
					Authority	
					Problem Solving	
					High Income	
					Working in an Office	
					Easy Re-entry	
					Non-Standard Hours	
					Precision	
					Public Contact	

Match

	Job Family:	%:	Focus	Content	Style	Ability
19	Social Science	81%	Ideas	Investigative	Project Work	N.O./Intra
					Certification	
					Influencing Others	
					Financial Challenge	
					Occasional Travel	
					New Ideas	
					Problem Solving	
					High Income	
					Working in an Office	
					Creating Order	
					Precision	
					Public Contact	
20	Applied Arts (Visual)	57%	Ideas	Artistic	Making or Fixing Things	Visual
					Project Work	
					Immediate Response	
					Influencing Others	
					New Ideas	
					Working in an Office	
					Easy Re-entry	
					Non-Standard Hours	
					40-Hour Week	
					Precision	
					Working Separately	
21	Creative & Performing Arts	58%	Peop/Idea	Artistic	Project Work	Vi/Ve/Au/Kn
					Immediate Response	
					Physical Activity	
					Occasional Travel	
					New Ideas	
					High Income	
					Working in an Office	
					Easy Re-entry	
					Non-Standard Hours	
					Precision	
					Public Contact	
					Working Separately	
22	Applied Arts (Written & Spoken)	77%	Peop/Idea	Artistic	Project Work	Verb
					Influencing Others	
					Occasional Travel	
					New Ideas	
					High Income	
					Working in an Office	
					Easy Re-entry	
					Non-Standard Hours	
					Working Separately	

Match

Customized Report for: Sample Person

Date: March 14, 2013

WorkPlace Big Five Profile™ 4.0

Norm Group: U.S.

	Job Family:	%:	Focus	Content	Style	Ability
23	Health Care	80%	People	Social	Project Work	Inter
					Immediate Response	
					Certification	
					Influencing Others	
					Occasional Travel	
					New Ideas	
					Problem Solving	
					High Income	
					Working in an Office	
					Easy Re-entry	
					Precision	
					Public Contact	
24	Education	87%	People	Social	Project Work	Inter
					Immediate Response	
					Certification	
					Authority	
					Influencing Others	
					New Ideas	
					Problem Solving	
					Working in an Office	
					Non-Standard Hours	
					Creating Order	
					Precision	
					Public Contact	
25	Community Services	77%	People	Social	Project Work	Inter
					Certification	
					Authority	
					Influencing Others	
					Occasional Travel	
					Routine Travel	
					Problem Solving	
					Working In/Out	
					Non-Standard Hours	
					Public Contact	
26	Personal Services	69%	People	Social	Immediate Response	Inter
					Influencing Others	
					Physical Activity	
					Working in an Office	
					Easy Re-entry	
					Short Training Time	
					Non-Standard Hours	
					40-Hour Week	
					Creating Order	
					Public Contact	

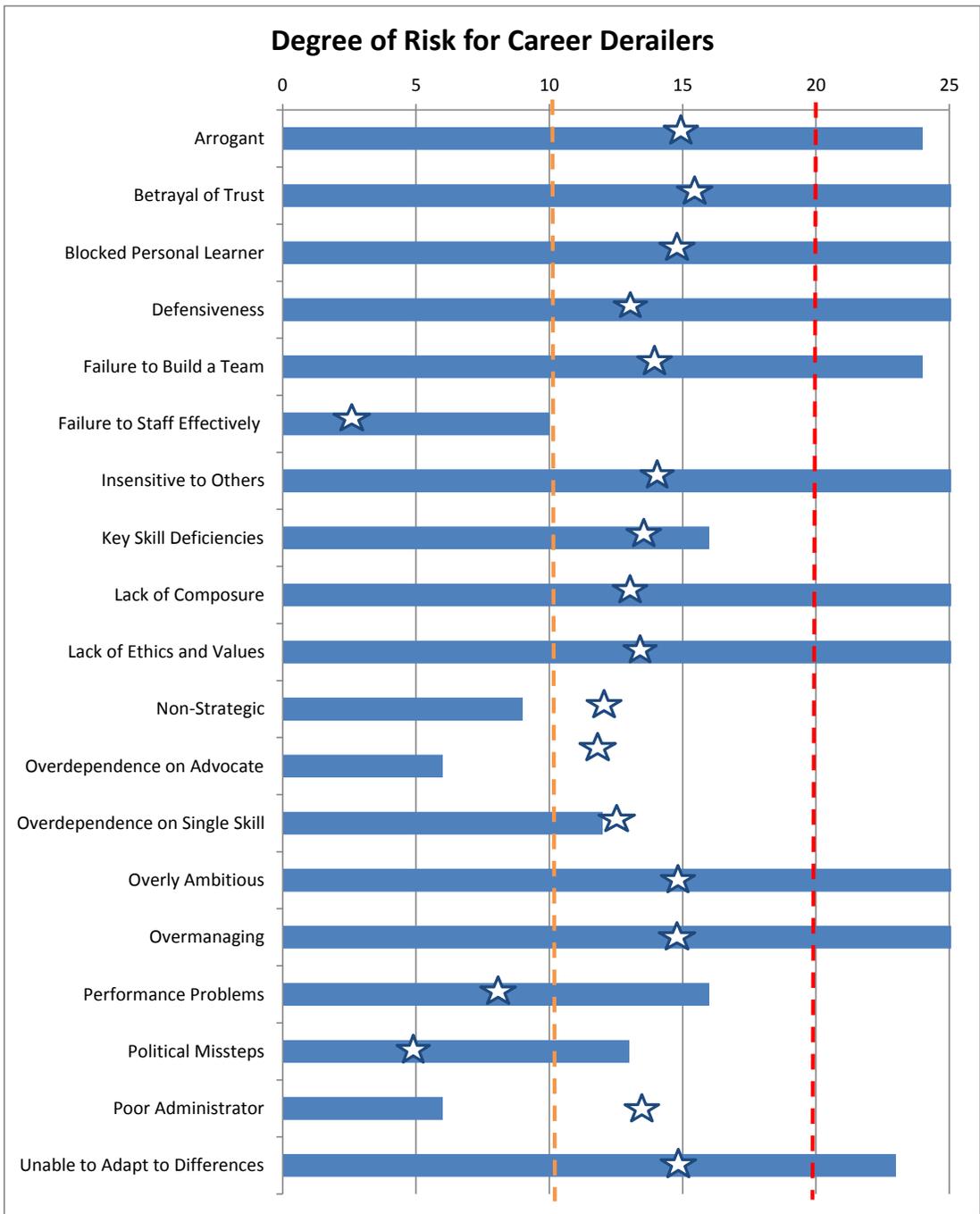Match

Career Derailers

INTRODUCTION

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

YOUR ANALYSIS

Obstacles to Success	Profile At Risk for this Obstacle					Your Scores					Magnitude of Threat	
Arrogant		E-		A-	C+		57		15	49	24	**A Threat**
Betrayal of Trust				A-	C-				15	49	33	**A Threat**
Blocked Personal Learner			O-	A-				56	15		29	**A Threat**
Defensiveness	N+		O-	A-		53		56	15		26	**A Threat**
Failure to Build a Team		E-		A-	C-		57		15	49	24	**A Threat**
Failure to Staff Effectively	N+/-	E+/-	O+/-	A+/-	C+/-	53	57	56	15	49	10	Unlikely
Insensitive to Others	N+			A-		53			15		34	**A Threat**
Key Skill Deficiencies					C-					49	16	Caution
Lack of Composure	N++			A-	C-	53			15	49	26	**A Threat**
Lack of Ethics and Values	N+			A-	C-	53			15	49	28	**A Threat**
Non-Strategic			O-					56			9	Unlikely
Overdependence on Advocate	N+	E-		A+	C-	53	57		15	49	6	Unlikely
Overdependence on Single Skill			O-		C-			56		49	12	Caution
Overly Ambitious	N+	E+		A–	C+	53	57		15	49	31	**A Threat**
Overmanaging	N+	E+		A–	C+	53	57		15	49	31	**A Threat**
Performance Problems					C-					49	16	Caution
Political Missteps	N+/-	E+/-	O+/-	A+/-	C+/-	53	57	56	15	49	13	Caution
Poor Administrator			O+	A+	C-			56	15	49	6	Unlikely
Unable to Adapt to Differences	N+	E+	O-	A-	C+	53	57	56	15	49	23	**A Threat**

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's 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 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.

Career Derailers

Degree of Risk for Career Derailers

Derailer		
Arrogant		
Betrayal of Trust		
Blocked Personal Learner		
Defensiveness		
Failure to Build a Team		
Failure to Staff Effectively		
Insensitive to Others		
Key Skill Deficiencies		
Lack of Composure		
Lack of Ethics and Values		
Non-Strategic		
Overdependence on Advocate		
Overdependence on Single Skill		
Overly Ambitious		
Overmanaging		
Performance Problems		
Political Missteps		
Poor Administrator		
Unable to Adapt to Differences		

Note: *Orange line marks threshold for moderate risk; red for high. Star denotes mean of 465 executives.*

Career Derailers

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. To plan against this obstacle for possibly derailing your career, understand which trait(s) in this risk profile match your actual traits, and then review pages 17 to 19 of The WorkPlace Big Five Profile Workbook for specific ideas on how to offset the effect of extreme traits."

"Your trait profile appears to put you at risk for betraying trust. Persons who are lower in A and C tend to show disregard for obligations towards others, sometimes intentionally, and sometimes out of lack of discipline. To plan against this obstacle for possibly derailing your career, understand which trait(s) in this risk profile match your actual traits, and then review pages 17 to 19 of The WorkPlace Big Five Profile Workbook for specific ideas on how to offset the effect of extreme traits."

"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. To plan against this obstacle for possibly derailing your career, understand which trait(s) in this risk profile match your actual traits, and then review pages 17 to 19 of The WorkPlace Big Five Profile Workbook for specific ideas on how to offset the effect of extreme traits."

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.

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. 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 Chalres 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).

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). P*reventing 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.//ww.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, or online at http://www.self-directed-search.com/.)

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

Suggestions on How to Use This Report

For the Professional

As a general rule, this report contains more information than the typical end user can benefit from. Consequently, be selective. Print only those pages for immediate sharing with a client --leave the others until later. To leave pages with a client who does not have the professional qualification/experience to interpret them, is the interpersonal version of a hit-and-run accident. We are ethically obligated to be available to help our clients make meaning out of these reports, to help them form action plans, and to prioritize the implementation of these plans.

So, again, be selective. And, for each part of the report you share with your client, commit to helping them form an action plan. Here are suggested ingredients for such a plan:

1. Identify a concept on the page that is important to them, for whatever reason. (e.g., a manager might find the concept of "follow-through" important, as s/he has received feedback on a 360° survey that suggested it needed improvement)
2. You can identify such concepts in one of two ways: by reading through relevant sections of the "Overview" section with them, and/or reading through a specific section of the report.
3. Discuss how their trait scores explain their behavior with respect to that concept. (e.g., with regard to the example "follow-through", a low score on C would suggest lack of natural energy for organization and methodicalness, while a low score on O would support the need to focus on the here-and-now)
4. Determine which Human Resource Optimization (HRO) strategy would be most helpful in optimizing them with respect to the concept: develop, develop with support, compensate, caution, capitalize. (e.g., to compensate for low C, the manager could develop a system with his/her associate to provide periodic reminders)
5. Formulate one or more specific activities to implement the strategy for that concept.
6. Repeat steps 1-5 as needed. Then, prioritize elements of the action, with target dates and special requirements/resources identified for each. We recommend the "Act III" format: Do What? By When? What's needed? (arranged in three columns)
7. Provide for future "touch base" sessions to determine progress towards goals, and any additional resources needed to be successful.
8. Remember to emphasize throughout the process that scores in these reports do not describe "performance," but rather describe the natural energy available to support such performance. For example, one can perform well in "follow-through" without being naturally organized (i.e., high C2), but follow-through comes more easily, more naturally, when one has the traits (i.e., high C2) that support it.

For the End User

If you are using this report without the aid of someone trained in its content, then we can only assume that you consider that you have sufficient background to understand, evaluate and benefit from its contents. If this is the case, then you could use the same guidelines that have been outlined above for trained professionals. Otherwise, we recommend that you first read The Owner's Manual for Personality at Work by Pierce and Jane Howard, and then read your WorkPlace Big Five ProFile.

For the End User (continued)

thoroughly.

If you should experience any concern or puzzlement from the content of this report, then we recommend you ask for assistance from a member of the Center for Applied Cognitive Studies' Big Five Consulting Network. You can find a person near you by searching the Consultant's Directory on our website. Or, feel free to e-Mail us at info@centacs.com or telephone us with a referral request for consulting help. Should you decide to retain a consultant, you would need to discuss what fees might be involved.

If you would like to undergo certification in order to understand this and other of our reports, please contact the Center for information on our options for becoming certified in the Big Five, either by e-Mail, telephone, or by visiting our website (contact information is provided at the end of this report).

Other Center for Applied Cognitive Studies' Products and Services

The Center maintains a wide variety of materials and services that could help you deepen or extend your understanding of the material contained in this report. Ask us about any that seem potentially helpful to you:

Anyone may purchase these Products or Services:

--The Big Five Certification Program (in-class and/or on-line)

--Consulting Services: validity studies, team building, coaching

--Speaker Bureau: Big Five, Human Resource Optimization, Brain Research, Happiness

--Books: The Owner's Manual for Personality at Work, The Owner's Manual for the Brain, Professional Manual for the WorkPlace Big Five ProFile, Professional Manual for the SchoolPlace Big Five ProFile, OpTips (over 500 pages of optimization strategies)

You must be certified or qualified by the Center for Applied Cognitive Studies to purchase any of the following:

--Special Reports: The Career Guider, The Leader, The Learner, The Partner, The Projector, The Seller, The Composer (about happiness)

--Train-the Trainer Programs: Specialized WorkPlace Application Programs (SWAPs, such as Leadership, Career Planning, Selection, Team Building), The Next Chapter (a workshop on happiness)

--Workbooks: The Big Five Workbook (three versions: WorkPlace, SchoolPlace, and NEO),

--Miscellaneous: Interview Guide, The Job Profiler, various card sorts

About the Center for Applied Cognitive Studies

OUR BUSINESS

We are in business because we're passionate about optimizing people at work and at school. Our goal is to provide state-of-the-art personality assessment, reports, and systems applications for businesses, schools, and organizations through a global network of internal and external consultants and international affiliate companies who use the Five-Factor Model of Personality and related brain research in their work. Through the Internet, training programs, annual learning conference, and publishing, the Center for Applied Cognitive Studies provides high quality products, cutting edge information, and support services.

HISTORY

- Originally established in 1986 by Jane Mitchell Howard, MBA, and Pierce J. Howard, PhD, and provided clients with a full array of organizational and managerial consulting services.

- In 1992 with the writing and publication of the first edition of The Owner's Manual for the Brain, changed business focus from consulting to research, training and support of the Five-Factor Model of Personality, with an emphasis on work-related applications.

- In 2001, the company launched the Center's-developed WorkPlace Big Five Profile™, especially for use by working adults in workplace environments.

- In 2004, the Center launched version 3.0 of the WorkPlace and subsequently launched the SchoolPlace Big Five Profile™ in 2005 for use with 12-22 year olds.

- In 2009, the company launched a major new version, the WorkPlace Big Five Profile 4.0™

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