# **MY SELF DISCOVERY**

### M Y IN F O R M A T IO N

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### INTRODUCTION TO CAREER DEVELOPMENT THEORY

Career development can be compared to a road trip…sometimes you start down one road trying to get to your destination and you find there are detours and road closures that force you to take another route. Or, you think you have clear directions and end up lost, driving around aimlessly, and eventually you realize that you can’t get there from here!

### Donald Super Developmental Self-Concept

#### ESTABLISHMENT

25-44

#### EXPLORATION

15-24

#### GROWTH

Birth-14

#### MAINTENANCE

45-64

#### DECLINE

65+

LIFE RAINBOW

##### LIFESTYLE FACTORS

Environmental determinants

*Labour market Employment practices*

Personal determinants

*Labour market Employment practices*

Situation determinants

*Historical Socioeconomic*

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| --- | --- | --- | --- | --- | --- | --- |
| CREATE YOUR JOURNEY |  |  |  |  | MY SELF DISCOVERY |  |
| 1. Age Field |  | Job Title (Optional) |  | Related to | + |  |
| 2. Age Field |  | Job Title (Optional) |  | Related to | + |  |
| 3. Age Field |  | Job Title (Optional) |  | Related to | + |  |
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### MY JOURNEY

MY SELF DISCOVERY

#### Reflect back on your own personal journey that led you to the General Arts and Science Program at GBC. Please provide as much detail as possible in answering the following questions

When you were an child (ages 4 to 10) what did you dream of being when you grew up?

When I was a child (ages 4 to 10), my dream was to entertain people. I had no idea specifically what I wanted to be but I knew I love to talk and perform in front of audiences – which was often my poor family. I would make up songs and sing them to my family after dinners. Often, I would have them sit in our living room so that I could read them a story I had written or perform a skit that I had prepared which always had me as the main actress! What I remember is always wanting to capture people’s attention – I wanted to make them laugh – I wanted them to be curious – and most of all, I wanted them to be entertained.

What was it about this particular role that you were drawn to?

I was drawn to entertaining people because I loved to be the centre of attention. If I could capture someone’s attention, engage them, or even perhaps inspire them...I was in my element. I was drawn to drama classes at a very young age and always put up my hand to volunteer for the lead role. Where other children were terrified of standing up in front of audiences, I excelled. The bigger the group, the more comfortable I was.

In your mind, was there anything stopping you from achieving this dream job?

At this age, I cannot say that I had one particular “dream job”. I was always drawn to people who had roles where they could stand up in front of people and make an impression, or change an attitude. My parents really encouraged us to go through life as our authentic selves and focused on our strengths and not our weaknesses. I believe that this helped build my confidence at a very young age and I felt there was nothing that I could not achieve. I was also brought up not to be afraid of failure but rather to embrace it and learn from it.

As you became older (ages 11 thru 14) what were activities that you enjoyed spending time doing (including subjects at school, hobbies and interests)?

When I was in elementary school (ages 11 to 14), I had a lot of energy and was diagnosed as being attention deficit and hyperactive. At this time, ADHD was not something that was understood and it got me into a lot of trouble in school as no teacher wanted me in their class because I was too disruptive. I had a very difficult time focusing on academics and my main focus was on the social element of school – hanging out with my friends. I was also very competitive and played on a lot of school sports leagues including soccer, baseball, tennis and the running club.

What where activities that you disliked doing and often found yourself trying to avoid?

Activities that I found challenging when I was in this age group was sitting still and being quiet. I am a kinesthetic and auditory learner which means that I need to be engaged in activities that enabled me to talk and do. I also really struggled with math. I come from a family of mathematicians and I could never really get the concepts of advanced math (calculus, algebra), nor could I understand why I needed to know this as I would never use it in my life. As a result of this, I became disinterested and decided it was not something I really needed to know.

#### Based on your interests and skills, what types of careers where you drawn to and why?

I feel that at this particular juncture in my life, I really did not know where my interests and skills would lead me. At the time, I did not realize that having really strong social and communication skills would open the door to many different kinds of jobs. In secondary school, my favorite subjects were the ones that came easily to me. I loved theatre arts, music, history, geography, social studies, English, and gym. I was a very mediocre student, as academics were still secondary to my social life – my main priority was still friends and sports. The time I was happiest at school was when I was hanging out with my friends. I viewed classes as just a space to be connected to them and maybe a little learning happened along the way!

Did you have a part-time job? If so, what was it and did it positively or negatively impact your career decisions?

I had numerous part-time jobs when I was in high school including babysitting and retail. I enjoyed babysitting, not because I particularly liked children but because it allowed me a lot of autonomy and I was able to create games that the kids could play. Reflecting back, it was the autonomy and creative that I enjoyed not so much the overseeing of children. My experience in retail made me quickly realize that I really don’t like selling to people. You would stand around for long periods of time trying to encourage anyone who entered the store to buy something – whether they needed it or not. I also did not enjoy the aspect of having to hit monthly sales targets. I realized the pressure of selling was not something I enjoyed even though I was good at it.

When thinking about your first post-secondary program, (ages 18 to 21) What were some of the influencing factors that contributed to your decision?

When I was thinking about post-secondary programs, I was rather limited to my choices. I did not have the grades to get into university and because I had dropped all science and math courses, it was challenging to find a suitable college program. Who would have thought that you need science to get into a psychology program! In my final year of high school, the pressure was on because I had no idea of what I wanted to do. In addition to this, my parents had basically read me the riot act – if I did not take school seriously this time around…they would not support me and I would have to get a job. This terrified me! I choose a 2-year diploma in public relations because it was one of the few programs I could get into at Durham College and the course description from the calendar sounded somewhat interesting. What I discovered in my first year of college was that the course description is often very different from the course itself. I had a co-op in my 3rd semester and this really nailed the fact that I had no desire to work in public relations.

Have you taken other post-secondary courses before coming to GBC? If so, what was your reasoning for changing your educational / career direction?

I graduated from college and still had no idea what I wanted to do with my life. Furthering my education sounded like the best option because I was very comfortable hiding in the education system and had no desire to go to work. As my marks were still too low to get into university, I applied as a mature student and was accepted by Trent University in the Bachelor of Arts program. After completing my 3-year BA in Political Science (exactly, what do you do with a political science degree!), I started applying for different types of jobs. Based on the fact that my degree was very general in nature, most of the jobs that I qualified for were in the service sector. For the next three years, I moved around a lot, testing out different types of careers including office administration and retail. I finally ended up, getting a position in the Marketing Department at GBC and a new and exiting chapter in my life began

 

### STRENGTHSFINDER 2.0

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### Introduction to StrengthsFinder 2.0

Interesting Fact…

“Like your fingerprint, the sequence of your themes is unique to you. The odds that someone has the same 5 Signature Themes in the same order as you are 1 in 33,000,000”

-The Gallup Strengths Center

### What is a Strength?

“Your strengths begin with talents that naturally exist inside you. A talent is a naturally recurring pattern of thought, feeling, or behavior that can be productively applied. A talent helps you to do something well not just once; they help you to do it well over and over again. Because talents are naturally recurring patterns, they are “automatic,” almost like breathing. According to Clifton, practice does not make perfect. To develop a strength in any activity requires certain natural talents.

There is a general misconception that strengths are activities that we are good at. In the video series “Trombone Player Wanted,” Buckingham defines a strength as an activity that makes you feel energized and strong. He states that we can be very good at certain activi- ties but if the activity depletes us of energy, it is not a strength regardless of how good we are at it.

### Clues to Our Talents

1. *Yearning:* What activities are you naturally drawn to?

2. *Rapid Learning:* What kind of activities do you seem to pick up and learn quickly?

3. *Timelessness:* In what activities did the time seem to “fly by” quickly for you?

4. *Glimpse of Excellence:* During what activities have you had moments of excellence and you think “How did I do that?”

5. *Satisfaction:* What activities energize you, either while doing them or immediately after you finished them, and you think “When can I do that again?”

[Gallup, Clifton Strengths, https://www.strengthsquest.com/192602/five-clues-talent.aspx](http://www.strengthsquest.com/192602/five-clues-talent.aspx)

**TALENTS**

+ **KNOWLEDGE** +

## SKILL

= **STRENGTH**

Naturally recurring patterns of thought,

feeling, or behaviour that can be productively applied.

What you know, either factually or through awareness gained by experience

The capacity to perform the fundamental steps of an activity

The ability to provide consistent, near-perfect performance in a specific activity.

To achieve our personal best, we must not only understand our talents but must work to continuously develop them and look for opportunities where we can apply them in our academic, work and personal life.

When we are playing to our strengths and doing what we love or are passionate about, work no longer feels like work. Work becomes an extension of who we are. This is why it is important to know, understand and value your talents. Unfortunately, the research that Gallup conducted showed that less that two out of ten people are in jobs that play to their strengths.

### Why Focus on Strengths?

Use of strengths at work is connected to: Greater work satisfaction

Engagement (73% vs. 9%)

Greater productivity Lower turnover rate

Increased levels of trust, compassion and hope within teams Increased well-being, decreased symptoms of depression and anxiety

### Activities

List Your Top Five Strengths

Strength #1 Activator   
Strength #2 Woo   
Strength #3 Communication  
Strength #4 Achiever   
Strength #5 Maximizer

What was your first reaction to the top 5 Signature Themes on your Clifton StrenghtsFinder Report? Did you feel that the report accurately described who you are?

What new discovery have you made about yourself? What Signature Theme do you feel fits you best? Why?

Which of your Signature Themes hold the talents you use most frequently? Where do you use them?

### Strengths Action Plan

DESCRIPTION OF MY STRENGTH

WHY IS THIS STRENGTH BENEFICIAL? WHAT DOES IT

ENABLE ME TO DO?

WHERE DO I CURRENTLY UTILIZE THIS STRENGTH?

HOW CAN I APPLY WHAT ACTIONS CAN I THIS STRENGTH TAKE TO FURTHER

IN MY ACADEMIC DEVELOP THIS OR CAREER CHOICE? STRENGTH?

 

### CROSS-CULTURAL INTELLIGENCE

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### Why is Cross-Cultural Intelligence Important?

“The concept of cross-cultural intelligence grew in a response to globalization. Today, basi- cally all firms regardless of size, have the capability to be global. As well, the diversity of the employees of every organization has never been greater. Tomorrow’s employee, even more than today will have to learn to compete, and work in a global world.” (Thomas & Inkson, 2004)

As Ontario’s cultural diversity continues to grow, employers are seeking culturally agile professionals who are able to successfully adapt and effectively manage workplace challeng- es that arise from cross-cultural differences within both internal and external stakeholder groups. Cultural agility has been identified as key skill for the 21st Century and those who can effectively articulate and demonstrate this skill in their resume or during the interview process will have a competitive advantage in the job market.

### What is Culture?

Culture is often compared to the iceberg analogy – like an iceberg, only ten percent of culture is visible to the eye and remaining ninety percent is below the surface and invisible. As a result of this, often the depth of our understanding of different cultures remains at a surface or very superficial level. To truly understand culture, we must dive below the surface and begin to explore the invisible aspects such as values and beliefs towards time, gender roles, leaderships, power distance, communication styles, tolerance to change, importance of work, individualism, and collectivism.

Everyone has “culture” or a cultural background that often guides our thoughts, feelings, words, and behaviors. At an unconscious level, our cultural beliefs directly impact every communication and interaction that we have with other people. Hence, the reason it is so important to begin understanding ourselves and how we engage with cultures that are very different from our own.

As individuals, we all have groups that we belong to or identify with. Culture is the groups' shared common understanding of various norms, values, beliefs and traditions. Often when hear the word culture, we relate it to a specific nationality or ethnic group. However, there are many cultural groups that people belong to including: age, sexuality, class, physical ability, interests, occupations, gender, religion and language.

 

### What are Cultural Dimensions?

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Geert Hofstede was a Dutch social psychologist and former IBM employee. Hofstede carried out research amongst 100,000 employees working around the world for IBM attempting to categorize cultures of different nationalities working at IBM.“

It is important to remember, that Hofstede’s cultural scales transcend beyond nationality and are found at a corporate and individual level – individual personality will always supersede, as our own values can be very different from that of our family, community and country.

In his book, “Cultural Intelligence: A Guide to Working with People from Other Cultures,” Brooks Peterson, has developed a cultural framework based on following five cultural scales:

###### Hierarchy vs Equality

A style that is based on “**hierarchy**” means people prefer: to take direction from those above; have strong limitations about appropriate behavior for certain roles; respect and not challenge the opinions of those who are in power because of their status and their position; enforce regulations and guidelines; and expect men and women to behave differently and to be treated differently

A style based on “**equality**” means people prefer: to be self directed; have flexibility in the roles they play in the company or on a team; have the freedom to challenge the opinion of those in power; make exceptions, be flexible, and maybe bend the rules; and treat men and women in basically the same way.

###### Direct vs Indirect Communication Style

A ”**direct**” communication style means people prefer to: be more direct in speaking and be less concerned about how something is said; openly confront issues and difficulties; communicate concerns straight-forwardly; engage in conflict when necessary; express views or opinions in a frank manner; and say things clearly, not leaving much open to interpretation.

An “**indirect**” communication style means people prefer to: focus not on what is being said but how it is being said; discreetly avoid difficult or contentious issues; express concerns tactfully; avoid conflict if at all possible; express views or opinions diplomatically; and count on the listener to interpret the meaning.

###### Individual vs Group

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An “**individual**” style means people prefer to: take individual initiative; use personal guidelines in personal situations; focus on themselves; judge people based on individual traits; make decisions individually; put individuals before the team; be nonconformists when necessary; move in and out of groups as needed or desired.

A ”**group**” style means people who prefer to: act cooperatively and establish group goals; standardized guidelines; make loyalty to friends a high priority; determine their identify to group affiliation; make decisions as a group; put the team or group before the individual; conform to social norms; and keep group memberships for life

###### Task vs Relationship

A “**task**” style means people prefer to: define people based on what they do; move straight to business – relationships come later; keep most relationships with co-workers impersonal; sacrifice leisure time and time with family in favor of work; get to know co-workers and colleagues quickly but usually superficially; use largely impersonal selection criteria in hiring; and allow work to overlap with personal time.

A “**relationship**” style means people prefer to: define people based on who they are; establish comfortable relationships and a sense of mutual trust before getting down to business; have personal relationships with co-workers; sacrifice work in favor of leisure time and time with family; get to know co-workers and colleagues slowly and in depth; use largely personal selection criteria when hiring; and, not allow work to impinge on personal life.

###### Risk vs Caution

A “**risk**” style means people prefer to: make decisions quickly with little information; focus on present and future; be less cautious – in a “ready, fire, aim” way; change quickly without fear of risks; try new and innovative ways of doing things; use new methods for solving problems; have fewer rules, regulations, guidelines, and directions; be comfortable changing plans at the last minute.

A “**caution**” style means people prefer to: collect a considerable amount of information before making a decision; focus on the past; be more cautious – in a “ready, aim, aim, fire” way; change slowly and avoid risks; want more rules, regulations, guidelines, and directions; refer to past precedents of what works and what doesn’t; stick to proven methods for solving problems; and not change plans at the last minute.

5 Basic Cultural Scales - Adapted from Geert Hofstede & Brooks Peterson

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**1 2 3 4 5 6 7 8 9 10**

###### Hierarchy

**Direct Communication**

**Individual**

**Task**

**Risk**

**Equality**

**Indirect Communication**

**Group**

**Relationship**

**Caution**

Cultural Intelligence Exercises

Take a moment to reflect on what specific cultural group (s) that you identify with or belong to. When you think about what you share in common with this group, is it part of the visible or invisible culture (see Cultural Iceberg)?

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As you read through each of the five cross-cultural scales, identify and explain what scales you most identify with based on your values? Why this is important to you and how others would observe this through your attitude and behaviors?

Provide an example of a situation where you have experienced “tension” interacting with someone due to cultural differences. Using the S.A.R method (situation/action/result) provide a detailed description of the situation (S), what actions (A) you took to resolve the situation and what were the results (R).

 

### EMOTIONAL INTELLIGENCE

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**Fact:** IQ is fixed and tends to peak when a person is about 17. EQ is not fixed and rises steadily through your life.

### What is the difference between IQ and EQ?

For years, studies have been done trying to determine the key factors that lead to life success

– our ability to achieve personal and professional goals. In the past, much emphasis was focused on cognitive intelligence (IQ) as a main indicator for success – if you performed well in school there was a strong probability that you would perform well in your personal and professional life. Cognitive Intelligence (IQ) is “a measure of an individual’s intellectual, analytical, logical, and rational abilities. As such, it’s concerned with verbal, spatial, visual, and mathematical skills” (Stein, & Book, 2011, p. 13).

In the late 1980’s, Dr. Reuven Bar-On began exploring the impact that emotional wellbeing had on life success. If IQ was a key indicator for success, then why were some highly intelligent people successful in their lives while others were not? Bar-On believed that IQ was simply not enough to predict success and that there was another major factor that had to be considered - emotional intelligence “a set of emotional and social skills that influence the way we: perceive and express ourselves; develop and maintain social relationships; cope with challenges; and use emotional information in an effective and meaningful

way.” (Multi-Health Systems, 2011).

Although IQ is important, it is not enough in itself. It does not matter how brilliant you are - if you are not able to cope, adapt and get along with others, your chances of professional success, personal happiness and well-being are minimized.

### Emotional Intelligence Model

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Dr. Reuven Bar-On, originally developed a model that captured emotional intelligence which was later was revised by Multi-Health System. The model is divided into 5 composite scales and 15 sub-scales.



Self-Regard Self-Actualization

Emotional Self-Awareness

Emotional Intelligence

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### Definitions of the EQ-i 2.0 Composite and Sub-Scales

Stein & Book have defined the EQ-I 2.0 composite and sub-scales

as follows:

### The Self-Perception Realm

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Refers to the “inner self.”

It determines how in touch with your feelings you are, how good you feel about yourself and about what you are doing in life. Success

in this area means that you are aware of your feelings, feel strong, and have confidence in pursuing your goals.

**Emotional Self-Awareness –** the ability to recognize how you’re feeling and why you’re feeling that way, and the impact your emotions have on the thoughts and actions of yourself and others;

#### Model of Emotional Intelligence



**Self-Regard -** the ability to recognize your strengths and weaknesses and to feel good about yourself despite your weaknesses; and

**Self-Actualization -** the ability to persistently try to improve yourself and pursue meaningful goals that lead to a richer life (Stein & Book, 2011, Chapters 3, 4 & 5).

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###### Self-Perception Exercises:

Write down a situation or event that has occurred in the last few months that triggered a strong positive or negative emotional response.

How did you know you were having an emotional response? What happened to you at a physical, emotional or behavioral level?

What were the emotions or feelings that were triggered?

What were the circumstances in the situation that directly contributed to these emotions?

Who was involved in the situation and did their behavior positively or negatively impact your emotional state? What was the impact of your behavior on them?

Which of your top 5 strengths could you call upon to effectively work through this situation?

What skill area (s) do you feel you need to further develop that would contribute to a more positive outcome? What are some possible strategies or actions that could assist with your development in this skill area?

###### The Self-Expression Realm

Concerns itself with the way we express our emotions and how we come across to others. It includes our ability to state our thoughts, feelings, and beliefs to others in a positive and constructive way. Our ability to act independently by taking initiative and following through also reflects our self expression.

* **Emotional Expression** - the ability to express your feelings both in words and non- verbally;
* **Assertiveness** - the ability to clearly express your thoughts and beliefs, stand your ground, and defend your position in a constructive way; and
* **Independence** - the ability to be self-directed and self-controlled, to stand on your own two feet (Stein & Book, 2011, Chapters 6, 7, 8)

###### Self-Expression Exercises

Reflecting back on the situation you described that caused a strong emotional response, answer the following questions:

If you were to look into a mirror how would you describe your verbal (words, tone) and non- verbal communication (facial expression, eye contact, body posture, etc.)?

Do you feel that you were able to assert your needs in a constructive way? If yes, what was your approach that helped you to achieve this outcome? If not, what would you do differently?

Did you feel you were able to authentically express your needs / wants from this situation or did you hold back out of concern for the negative response you might receive from the other person(s)?

###### The Interpersonal Realm

Refers to “people skills” – those who function well in this area tend to be responsible and dependable. They understand, interact with, and relate well to others in a variety of situations. They inspire trust, and they function well as part of a team.

* **Interpersonal Relationships** - refers to the ability to forge and maintain relationships that are mutually beneficial and marked by give-and-take and a sense of trust and compassion;
* **Empathy** - is the ability to recognize, understand, and appreciate what others may be feeling and thinking. It is the ability to view the world through another person’s eyes; and
* **Social Responsibility** - is the ability to be a cooperative and contributing member of our social group and to society at large (Stein & Book, 2011, Chapters, 9, 10, 11).

###### Interpersonal Exercises

Reflecting back on the situation you described that caused a strong emotional response, answer the following questions:

Did you take the time to actively listen without judgment or bias to the other person’s perspective or point of view? If so, did anything change as a result of achieving greater understanding? If not, how could you approach the situation differently to gain this perspective?

Do you feel you were able to constructively approach the situation while maintaining a positive relationship with the individual (s) involved? If so, how did you achieve this? If not, how could you have approached this differently to achieve a more positive outcome?

###### The Decision-Making Realm

Involves your ability to use your emotions in the best way to help you solve problems and make optimal choices. Success in this area means that you can grasp problems, devise effective solutions, deal realistically with situations, and manage impulses that may disrupt effective decision making.

* **Impulse Control** - the ability to resist or delay a temptation to act rashly;
* **Reality Testing** – the ability to see things as they actually are, rather than the way you wish or fear they might be; and
* **Problem Solving** – the ability to find solutions to problems where emotions are involved using the right emotion at an optimum value (Stein & Book, 2011, Chapters 12, 13, 14).

###### Decision-Making Exercises

Reflecting back on the situation you described that caused a strong emotional response, answer the following questions:

How would you describe your initial reaction to the situation – would your personal style be to blurt out how you are feeling without holding back or to spend time listening and asking questions? Would you be quick to take action to defend your position or would you pause until you felt you had more information and better understanding of the situation?

Where you able to accurately assess the situation by putting your emotions aside and focusing on the facts or did you find that your own feelings and beliefs made it challenging to be objective?

Did you find yourself open to listening and trying to establish a result / resolution that work for both parties involved? If so, what action did you take to achieve this? If not, how would you approach this differently to achieve positive outcomes?

###### The Stress Management Realm

Refers to your ability to be flexible, tolerate stress and be optimistic. Success in this area means that you are able to remain calm and focused, change direction or beliefs when presented with new evidence, demonstrate resilience, maintain a positive attitude, and constructively withstand adverse events and conflicting emotions without caving in.

* **Flexibility** – the ability to adapt emotions, thoughts, feelings and behaviors to changing, unfamiliar, unpredictable, dynamic and challenging circumstances
* **Stress Tolerance** – the ability to remain calm and focused, to constructively withstand adverse events and conflicting emotions without caving in; and
* **Optimism** – the ability to maintain a realistically positive attitude, particularly in the face of adversity (Stein & Book, 2011, Chapters 15, 16, 17).

###### Stress Management Exercises

Reflecting back on the situation you described that caused a strong emotional response, answer the following questions:

At any point during this situation where you able to stop and adjust / modify your feelings, thoughts, or behavior that positively impacted the situation? If so, describe what you did; if not, what could you have done differently?

Think about your own response to stress – do you get worked up and use strong language and tone to get your point across? Do you remain calm even when others are getting emotionally heightened? Or do you just collapse within yourself and shutdown from the conversation?

Would you describe yourself as an optimistic person who is focused on finding solutions to problems or do you have a tendency to be more pessimistic and find yourself focusing more on the problem?

### Why Focus on Career Values?

It is important to consider why we are drawn to certain types of careers, as well, as why we are disinterested in others. After graduation, many students enter the workforce and experience varying degrees of “career disillusionment” – they find themselves moving from one employer to the next in search of the perfect job.

Understanding our career values is a critical step in the career planning process. Our values help us to define what is purposeful, meaningful, and important in our lives – they help to guide our choices when looking at potential careers or employers that we wish to work for. Often when we experience job dissatisfaction, it is a result of value misalignment. For example, lets say that your top two career values are autonomy and achievement. However, you are working for a large bureaucratic organization where change is extremely slow and handled with caution. In addition to this, you report directly to a “micro” manager who enjoys overseeing everything you do and is insistent that your work does not deviate from your job description – which is very limited! How long do you think it will be before you begin looking for another job or show up to work each day with grudging compliance?

### Career Value Framework

Taking time to explore and and identify our core values is one of the most important nvestments that you will make. Finding the right career is not something that happens by accident or that we miraculously fall into – it is intentional and focused. A helpful framework for thinking about career values was developed Nova (www.novaworks.org). “In their Values Driven Work assessment exercise, career values are clustered in four domains: Intrinsic Values, Work Environment Values, Work Content Values, and Work Relationship Values.

Intrinsic Values: What motivates me to truly love my work day after day? Among a list of these values are Achievement, Giving to Community, Status, Independence, and Power.

Work Environment Values: What working conditions provide an optimum environment in which can do my best work? Work Environment Values include Learning, Benefits, Fast-Paced, Comfortable Income, Structure and many more.

Work Content Values: What makes my work activities most satisfying and engaging to me? Among the 18 values in this area are values such as Problem Solving, Organizing, Public Contact, Detailed, and Creative.

Work Relationship Values: What characteristics of interaction with others in my workplace are the most important to me? Work Relationship Values include Open Communication, Diversity, Leadership, Teamwork, Competition, and Trust.”

Describe in detail what your dream career would look like (your role, responsibilities, location, benefits, pay, workplace environment, etc.).

Based on the description you provided of your dream career, go through the career values inventory below and begin to identify related values.

After you have identified these values, rank your top five based on their level of importance.

### Career Value Inventory

What is important to you?

Review the examples of work values below and rate their importance:

Very Important: You must have this in your work Important: This would be nice to have

Neutral: Undecided – no strong feeling one way or the other Not Important: This is something you could easily go without

**Achievement:** Results oriented; using your strongest skills; feeling a sense of accomplishment

   

Very Important

Important Neutral Not Important

**Advancement:** Move forward in your career and have opportunities to grow

   

Very Important

Important Neutral Not Important

**Adventure/Excitement:** Risk taking, lots of activity, and thrill seeking through action

   

Very Important

Important Neutral Not Important

**Aesthetics:** Appreciation for the beauty of things, people, art, nature, and surroundings

   

Very Important

Important Neutral Not Important

**Altruism / Help Society:** Contribute to the greater good

   

Very Important

Important Neutral Not Important

**Balance:** The ability to pursue interests and fulfill commitments outside of work

   

Very Important

Important Neutral Not Important

**Benefits:** Additional work compensation such as vacation, insurance, sick benefits, etc.

   

Very Important

Important Neutral Not Important

**Collaboration:** Provide support / service to others to find common ground and achieve shared growth

   

Very Important

Important Neutral Not Important

**Competition:** Opportunities to test your skills or match your performance against others

   

Very Important

Important Neutral Not Important

**Consistency:** Consistent duties that are dependable and do not change over time

   

Very Important

Important Neutral Not Important

**Contact:** Frequent contact with colleagues, clients, students, patients, customers

   

Very Important

Important Neutral Not Important

**Creativity:** Express new ideas, programs, systems, etc.

**Expertise:** Be known as someone with special knowledge, skill, and ability in a specific area

   

Very Important

Important Neutral Not Important

**Fun:** A playful, light hearted work environment where humor is appreciated

   

Very Important

Important Neutral Not Important

**Fast Paced:** Quick pace of activity with quick outcomes

   

Very Important

Important Neutral Not Important

**Harmony:** A calm, harmonious environment with minimal conflict

   

Very Important

Important Neutral Not Important

**Help Others:** Assist others in direct ways, either in groups or individually

   

Very Important

Important Neutral Not Important

**Independence:** Work without constant supervision; the ability to make decisions without consult

   

Very Important

Important Neutral Not Important

**Influence Others:** Have significant impact on others to change attitudes and opinions

Very Important

Important Neutral Not Important

**Kinesthetic:** Use your hands and body

**Knowledge/Learning:** Gather new information and ideas

   

Very Important

Important Neutral Not Important

**Leadership:** Inspire, motivate, or direct others

   

Very Important

Important Neutral Not Important

**Location:** Live somewhere conducive to your lifestyle and priorities

   

Very Important

Important Neutral Not Important

**Make Decisions:** Power to decide course of action / policies

   

Very Important

Important Neutral Not Important

**Mental Challenges:** Perform tasks requiring mental effort in order to be done successfully

   

Very Important

Important Neutral Not Important

**Money:** Significant financial benefit / making a lot of money

   

Very Important

Important Neutral Not Important

**Personal Growth:** Opportunities to grow as a person

   

Very Important

Important Neutral Not Important

**Physical Challenge:** Physical demands you find rewarding

**Spiritual Fulfillment:** Consistency with your ideals, beliefs, and / or morals

   

Very Important

Important Neutral Not Important

**Security:** Stable work environment and financial stability

   

Very Important

Important Neutral Not Important

**Status / Prestige:** Respect from others given nature and level of your work

   

Very Important

Important Neutral Not Important

**Support:** Advocacy, resources, training, and guidance from management

   

Very Important

Important Neutral Not Important

**Technology:** Use of computers, electronic equipment, and technical software

   

Very Important

Important Neutral Not Important

**Time Freedom:** Management of your own schedule / workload

   

Very Important

Important Neutral Not Important

**Travel:** Opportunity to travel

Very Important

Important Neutral Not Important

**Variety:** Frequent changes in your work tasks

**Work Alone:** Do projects individually; little contact with others

   

Very Important

Important Neutral Not Important

**Work Conditions:** Comfortable work environment, dress code, additional amenities

   

Very Important

Important Neutral Not Important

**Work Under Pressure:** Time pressure is significant and quality is critically received

   

Very Important

Important Neutral Not Important

Now rank your top five based on their level of importance.

 

### SOCIAL STYLES

MY SELF DISCOVERY

Impact of Styles on Communication & Interpersonal Skills

A critical component of developing effective communication and interpersonal skills is understanding our personal style and the styles of others whom we are interacting with. Often communication or relationship breakdowns happen as a result of style differences. Each one of us has a unique style that directly impacts the way we understand and perceive the world around us. You have probably heard the saying “perception is reality”, and every person’s perception is different! The act of simply “being” with others can be interesting and

challenging at the same time – the way we see ourselves isn’t always the way others see us and vice-versa.

Imagine the difference in the quality of our relationships, if we actually took the time to observe and understand social styles – beginning with ourselves and then focusing on the behaviors of others. At a sub-conscious level, we are often drawn to people with similar styles because it is familiar and comfortable. In order to build strong communication and interpersonal skills, we must step out of our comfort zone and seek to understand styles that

are different – especially the ones that make us feel uncomfortable or even defensive at times.

The key to building and maintaining quality relationships rests on our ability to make others feel comfortable or at ease. You can use your knowledge of social styles to adapt your behavior and enhance the ways you communicate with others. Communication is been defined as “the transfer of information” – sounds relatively simple, yet there is nothing simple about it. Albert Mehrabian, a professor from the University of California determined that “effectiveness of communication is based on three factors:

*7 percent of the effectiveness of communication is based on the words that we use. 38 percent of the effectiveness is based on the way we say the words we choose.*

*55 percent of effectiveness is based on on nonverbal cues, such as facial expression.”*

### SOCIAL STYLES

Over the years, there has been a vast amount of research done on communication and personal styles.

According to Wilson Learning Group, social styles are based on observable behaviors that can be grouped into four general social styles: Analyticals, Drivers, Expressives and Amiables. In order to identify your own social style, complete the following questionnaire.

 

### DESCRIPTION OF SOCIAL STYLES

(Wilson Learning, 2004, 2011, Chapters 13 to 16)

MY SELF DISCOVERY

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|  |  |  |
| --- | --- | --- |
|  | Analyticals | Drivers |
| **Social Style** | Detail-oriented. Deliberate.  Well-organized. Listens to and studies information carefully before weighing all alternatives.  Lets others take the social initiative. Prefers an efficient, businesslike approach. Prefers information presented in a systematic manner.  Conservative and practical in business decisions. Technically oriented. Relies on structural approach and factual evidence | Businesslike. Results-oriented.  Likely to take charge and take initiativ Likes challenges. Makes quick decision Direct and to the point. Strong opinio and convictions. Hard-working. Efficie Confident and competent.  Productively coordinates the work of others. Likely to challenge new ideas. Quick to respond. Inclined to correct, modify or add to other’s ideas.  Straightforward. Responsible. Makes things happen. |
| **Observable Behaviors** | Reserved. Few gestures. Proper speech. Formal posture and appearance. Listens well.  Deliberate rate of speech. | Serious. Formal posture. Restrained gestures. Rapid speech. Direct.  Voice inflection varies little, usually to emphasize a point. |
| **Work Style** | Fairly independent.  Follows structured approaches. | Independent |
| **Attitude about Time** | Take time to deal with matters objectively and logically.  Move with deliberation. | Use it efficiently to get desired results |
| **Attitude about Others** | Relationships take time to develop, and someone else will probably make the initial effort to make a new contact. | Relationships are important but secondary until a task is defined and competency to deal with it is established. |
| **Strenghts** | Excellent problem solvers who create and find solutions because they rely on facts and logic | Provide clear expectations and produc results efficiently and effectively. |
| **Weakness** | Can be overly critical and picky. They can belabor information gathering to the point of being indecisive | Can be pushy, controlling and don’t always listen to or value the opinions of others |
| **Behavior Under Stress** | Avoids directly confronting the issue at hand | Autocratic – not taking into account other’s wishes or opinions |

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MY SELF DISCOVERY

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| --- | --- | --- |
|  | Amiables | Expressives |
| **Social Style** | Quiet. Unassuming. Supportive. Warm. Friendly listeners. Easy to get along with. Enjoys personal contact. Shares responsibility. Concerned about collaboration, providing support, reaching agreement.  Requires extensive data for decision-making. Prefers to have consensus before moving ahead. Often focuses on personal ties before goals. | Energetic. Inspiring. Emotional.  Fast paced. Comfortable taking social initiative. Engages freely in friendly conversation before tackling tasks.  Futuristic. Talkative. Intuitive. Willingly shares ideas, insights, dreams and visions. Risk-taker. Competitive. Spirited. Creative. Enthusiastic. Likes an audience. Ambitious. |
| **Observable Behaviors** | Warm, friendly and open. Relaxed posture. Slow speech. Pleasant and soft voice.  Open and eager facial expressions. | Energetic and enthusiastic. Gestures that are open and wide. Voice that is loud and varied.  Fast-paced and lively. |
| **Work Style** |  | With others |
| **Attitude about Time** | Take time to establish relationships and to make steady progress through a slow, sure pace. | Move fast but spend time energizing others, sharing visions, dreams  and ideas. |
| **Attitude about Others** | People are the most important asset in any project and collaborating with others is the best way to  get things done. |  |
| **Strenghts** | They have natural skills for coaching, counselling and helping others.  They provide support and positive strokes for other people’s work and accomplishments. They are loyal and dedicated to those they work with. | Create excitement and involvement. They share vision and ideas.  The motivate and inspire others and make people feel good about themselves. |
| **Weakness** | They can appear to be overly sensitiv and emotional. They can emphasize relationships to the point it may be perceived as interfering with tasks or deadlines. | e They can be overly excitable and impulsive. They can sometimes overloo facts and be overly dependent on feelings and intuition.  They can lose track of important detai |
| **Behavior Under Stress** | Verbally attacks | Accepts reluctantly without protest |

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### Social Styles Questionnaire

MY SELF DISCOVERY

Now that you know about the Social Styles let's find out which best describes you. Consider each of the following questions separately and circle the one letter (a, b, c, or d) that corresponds to the description that best fits you. If you have trouble selection only one answer, ask yourself which response, at school, would be the most natural or likely for you to make.

After scoring your responses, you will notice you are not just one style, and neither is anyone else so you have to adjust your communication accordingly. It is important not to label someone because we are all different and complex so no one fits into a box. This tool, as with others tools, is meant to be a guide and to give you ideas but the best learning is through trial, error, reflection and trying again.

### Self-Evaluation Questionnaire

There are no right answers to these questions, so base you response on how you are today, not how you think you should be or would like to be in the future.

When talking to a peer…

1. I maintain eye contact the whole time
2. I alternate between looking at the person and looking down
3. I look around the room a good deal of the time
4. I try to maintain eye contact but look away from time to time

If I have an important decision to make…

1. It think it through completely before deciding
2. I go with my gut instincts
3. I consider the impact it will have on other people before deciding
4. I run it by someone whose opinion I respect before deciding

My work area mostly has…

1. Family photos and sentimental items displayed
2. Inspirational posters, awards, and art displayed
3. Graphs and charts displayed
4. Calendars and project outlines displayed

If I am having conflict with a peer…

1. I try to help the situation along by focusing on the positive
2. I stay calm and try to understand the cause of the conflict
3. I try to avoid discussing the issue causing the conflict
4. I confront it right away so that it can get resolved as soon as possible

 

8IFO \* UBML PO UIF QIPOFy

MY SELF DISCOVERY

1. \* LFFQ UIF DPOWFSTBUJPO GPDVTFE PO UIF QVSQPTF PG UIF DBMM
2. \* TQFOE B GFX NJOVUFT DIBUUJOH CFGPSF HFUUJOH EPXO UP CVTJOFTT
3. \* BN JO OP IVSSZ UP HFU PGG UIF QIPOF BOE EPO U NJOE DIBUUJOH BCPVU QFSTPOBM UIJOHT UIF XFBUIFS BOE TP PO
4. \* USZ UP LFFQ UIF DPOWFSTBUJPO BT CSJFG BT QPTTJCMF

\*G B QFFS PS DP XPSLFS JT VQTFUy

1. \* BTL \*G \* DBO EP BOZUIJOH UP IFMQ
2. \* MFBWF IJN IFS BMPOF CFDBVTF \* EPO U XBOU UP JOUSVEF PO IJT QSJWBDZ D \* USZ UP DIFFS IJN IFS VQ UP TFF UIF CSJHIU TJEF

E \* GFFM VODPNGPSUBCMF BOE IPQFT IF HFUT PWFS JU TPPO

8IFO \* BUUFOE NFFUJOH BU TDIPPMy

B \* TJU CBDL BOE UIJOL BCPVU XIBU JT CFJOH TBJE CFGPSF PGGFSJOH NZ PQJOJPO C \* QVU BMM NZ DBSET PO UIF UBCMF TP NZ PQJOJPO JT XFMM LOPXO

D \* FYQSFTT NZ PQJOJPO FOUIVTJBTUJDBMMZ CVU MJTUFO UP PUIFS T JEFBT BT XFMM E \* USZ UP TVQQPSU UIF JEFBT PG UIF PUIFS QFPQMF JO UIF NFFUJOH

8IFO \* NBLF B QSFTFOUBUJPO JO GSPOU PG B HSPVQy B \* BN FOUFSUBJOJOH BOE PGUFO IVNPSPVT

1. \* BN DMFBS BOE DPODJTF
2. \* FYQSFTT NZ PQJOJPO FOUIVTJBTUJDBMMZ CVU MJTUFO UP PUIFS T JEFBT BT XFMM E \* USZ UP TVQQPSU UIF JEFBT PG UIF PUIFS QFPQMF JO UIF NFFUJOH

When a peer is explaining a problem to me...

1. I try to understand and empathize with how she is feeling
2. I look for the specific facts pertaining to the situation
3. I listen carefully for the main issue so that I can find a solution
4. I use my body language and tone of voice to show him/her that I understand

When I attend class or presentations…

1. I get bored if the person moves too slowly
2. I try to be supportive of the speaker, knowing how hard the job is
3. I want it to be entertaining as well as informative
4. I look for the logic behind what the speaker is saying

 

When I want to get my point across to my peers…

MY SELF DISCOVERY

1. I listen to their point of view first and then express my ideas gently
2. I strongly state my opinion so that they know where I stand
3. I try to persuade them without being too forceful
4. I explain the thinking and logic behind what I am saying

When I am late for a meeting or appointment…

1. I don’t panic but call ahead to say that I will be a few minutes late
2. I feel bad about keeping the other person waiting
3. I get very upset and rush to get there as soon as possible
4. I apologize profusely once I arrive

I set goals and objectives at school…

1. I think I can realistically attain
2. I feel are challenging and would be exciting to achieve
3. \* need to achieve as part of a bigger objective
4. Will make me feel good when I achieve them

When explaining a problem to a peer whom I need help from…

1. I explain the problem in as much detail as possible
2. I sometimes exaggerate to make my point
3. I try to explain how the problem makes me feel
4. I explain how I would like the problem to be solved

When I am behind on a project and feel pressure to get it done…

1. I make a list of everything I need to do, in what order, by when
2. I block out everything else and focus 100 percent on the work I need to do
3. I become anxious and have a hard time focusing on my work
4. I set a date to get the project done by and go for it

When I feel verbally attacked by someone…

1. I tell her to stop it
2. I feel hurt but usually don’t say anything about it to her/him
3. I ignore her/him anger and try to focus on the facts of the situation
4. I let her know in strong terms that I don’t like her behaviour

 

### Scoring the Questionnaire

MY SELF DISCOVERY

Once you have finished the questionnaire, review the following scoring sheet. You will be scoring yourself on the four specific social styles.

Transfer your answers from the questionnaire to the scoring sheet and then count up the number of times you circled each style. Enter these scores at the bottom of the scoring sheet. The style where you scored the most points is your primary working style.

|  |  |  |  |
| --- | --- | --- | --- |
| **1** |  | **7** | **13** |
| 1. Driver 2. Amiable 3. Analytical 4. Expressive | a.  b.  c.  d. | Analytical Driver Expressive Amiable | 1. Analytical 2. Expressive 3. Driver 4. Amiable |
| **2** |  | **8** | **14** |
| 1. Analytical 2. Driver 3. Amiable 4. Expressive | a.  b.  c.  d. | Expressive Analytical Amiable Driver | 1. Analytical 2. Expressive 3. Amiable 4. Driver |
| **3** |  | **9** | **15** |
| 1. Amiable 2. Expressive 3. Analytical 4. Driver | a.  b.  c.  d. | Amiable Analytical Driver Expressive | 1. Analytical 2. Driver 3. Amiable 4. Expressive |
| **4** |  | **10** | **16** |
| 1. Expressive 2. Amiable 3. Analytical 4. Driver | a.  b.  c.  d. | Driver Amiable Expressive Analytical | 1. Driver 2. Amiable 3. Analytical 4. Expressive |
| **5** |  | **11** |  |
| 1. Driver 2. Expressive 3. Amiable 4. Analytical | a.  b.  c.  d. | Amiable Driver Expressive Analytical |
| **6** |  | **12** |  |
| 1. Amiable 2. Analytical 3. Expressive 4. Driver | a.  b.  c.  d. | Analytical Amiable Driver Expressive |

Total Driver Score Total Amiable Score

Total Analytical Score Total Expressive Score

*The four terms (Driver, Expressive, Amiable, and Analytical) were originally coined by Dr. David Merrill, founder of Tracom Consulting Group. If you are interested in reading more about the research done by Dr. Merrill and his associates, read Personal Styles and Effective Performance: Make your Style Work for You by Dr. David Merrill and Roger Reid (Radnor, PA.: Chilton, 1981).*

 

MY SELF DISCOVERY

### Social Styles Exercises

Based on the results of the Social Styles Questionnaire, provide a detailed example

of when your social style has benefited you (SAR: situation/action/result) in your work, academic or personal life.

Describe a situation where you experienced tension or unease working with a style that was different from your own. With your new knowledge of social styles, how would you approach the same situation today to achieve better results?