



# persolog<sup>®</sup> Job Perception Inventory

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A graphic presentation of your job

- Identify your job perception
- Capitalize on your job interpretation
- Learn more about your essential skills

per|solog<sup>®</sup>

Discover your specific behavioral strengths  
| read | discover | reflect

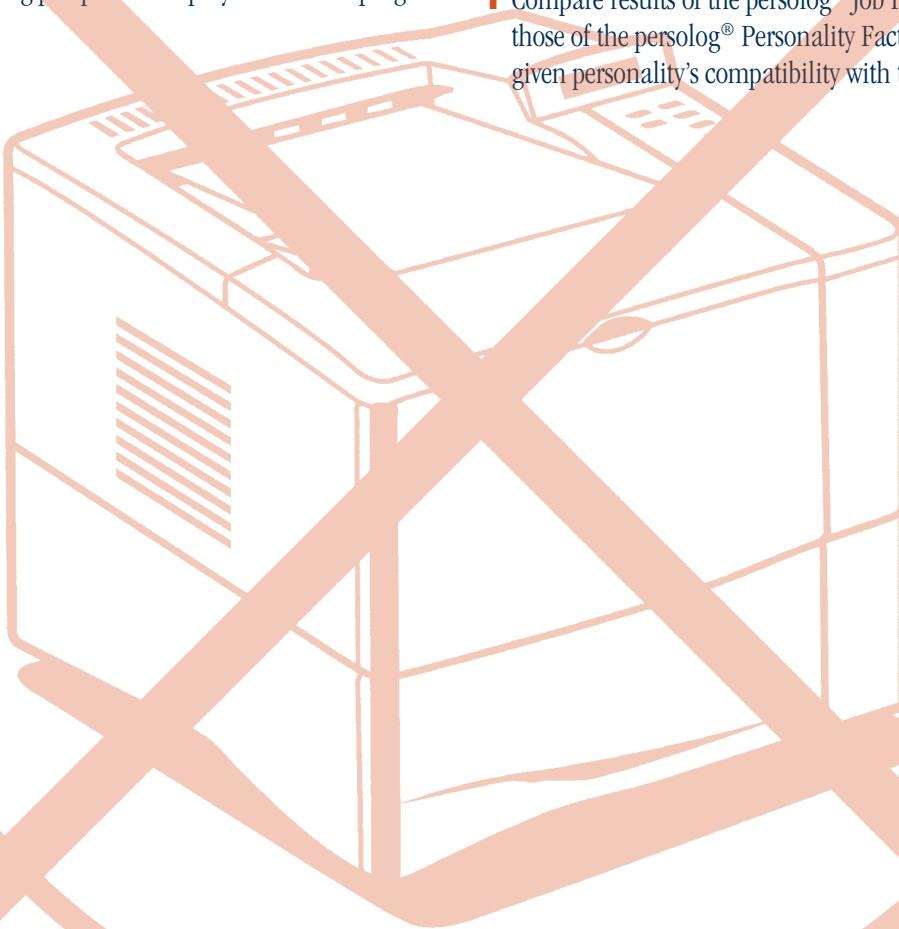
**Two people seldom see the same job in the same way. Abilities, expectations, and life experiences result in perceptions unique to the individual. Misperceptions of a job can impede career decisions, hinder work performance, and decrease job satisfaction.**

The persolog® Job Perception Inventory is helpful in balancing expectations and clarifying roles and positions. In this booklet are two questionnaires. The first solicits one's perceptions of a given job or position. The second solicits another's perceptions of that same job or position and is meant as another opinion. Entered in the graph on page 9, the results allow for comparison of the two descriptions. Realistic and clear expectations of job requirements is the goal, to the end of hiring prospective employees or developing existing ones.

## The persolog® Job Perception Inventory

The persolog® Job Perception Inventory is designed to minimize any ambiguity surrounding a job. Specifically, the inventory enables one to

- Identify behavior requirements of the job.
- Compare views of the job as held by the one who designed it and the one who is to carry it out.
- Observe any changes in the job.
- Compare perceptions of the existing work situation with conceptions of an ideal work situation.
- Compare results of the persolog® Job Perception Inventory with those of the persolog® Personality Factor Profile, to determine a given personality's compatibility with the job.



Pages 4–7 contain Questionnaires 1 and 2. *The questionnaires are identical*, containing 24 pairs of phrases written to complete this sentence stem: **“This job requires that I...”** Phrases in each pair are delineated by either (a) or (b). Depending on the request, one can work with one questionnaire or two. Below is information

on how to complete and work with the questionnaires.

## Responding

Rate parts (a) and (b) of each item, according to their importance. The two ratings for each item **must total five**.

**Rating scale** 5 is **most** important  
0 is **least** important

## Possible rating combinations

- 0 and 5
- 1 and 4
- 2 and 3

Enter your ratings in the open box after each phrase. See the following example.

## Example

**This job requires that I**

22	a) Take risks. ....	1			
	b) Avoid trouble. ....				4

**Questionnaire 1:**  
**completed by** \_\_\_\_\_ **Date** \_\_\_\_\_  
**for the following role/position** \_\_\_\_\_

**Questionnaire 2:**  
**completed by** \_\_\_\_\_ **Date** \_\_\_\_\_  
**for the following role/position** \_\_\_\_\_

**This Job Requires That I**

Column

1 2 3 4

1	a) Adjust quickly to change. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) Respond thoughtfully to change. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Subtotal**

**This Job Requires That I**

Column

1 2 3 4

13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Tallying**

1. Add the numbers in column 1 on each response page.
2. Enter the sum in the total box for column 1.
3. Follow the same procedure for columns 2, 3, and 4.

Subtotal

Subtotal from page 4

Total = 120

**This Job Requires That I**

Column

1 2 3 4

1	a) Adjust quickly to change. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) Respond thoughtfully to change. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Subtotal**

**This Job Requires That I**

Column

1 2 3 4

13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Tallying**

1. Add the numbers in column 1 on each response page.
2. Enter the sum in the total box for column 1.
3. Use the same procedure for columns 2, 3, and 4.

Subtotal

Subtotal from page 6

Total = 120

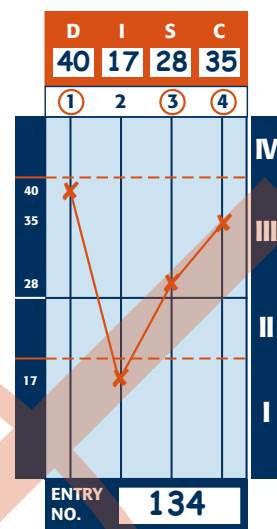
## Creating the Graphs

This section provides opportunity to compare the results of Questionnaires 1 and 2. To this end, two graphs are provided. In addition, one can compare the results of the persolog® Job Perception Inventory with those from Graph III of the persolog® Personality Factor Profile. As many as two Graph III interpretations can be used from the persolog® Personality Factor Profile.

The instructions on this page are necessary to create the two Job Graphs.

## Plotting and Graphing

- Transfer the totals from page 5 to the boxes above vertical lines 1, 2, 3, and 4 of the Job Graph. (With the second Job Graph, use the totals from page 7.)
- Find the box 1 (D) total in the rating scale at the left side of the graph. Estimate if the exact number is not shown.
- Place an X where that number and line 1 intersect. See Example A.
- Do the same for boxes 2, 3, and 4.



Example A

## Identifying Your Job Entry Number

- Note the bold numbers 1, 2, 3, and 4 at the top of each line in the graph.
- Circle the bold number if the x is above the midline. See Example A.
- Use the procedure below to determine your job entry number.

### If You Have:

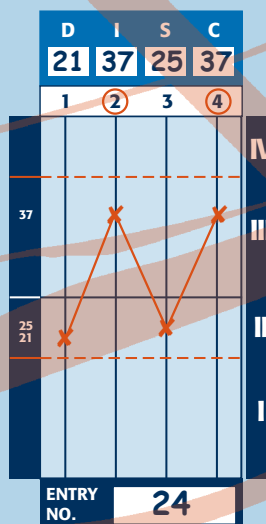
### Do this:

Circled three or more bold numbers, Record the circled numbers reading from left to right. See Example A – Entry No. 134.

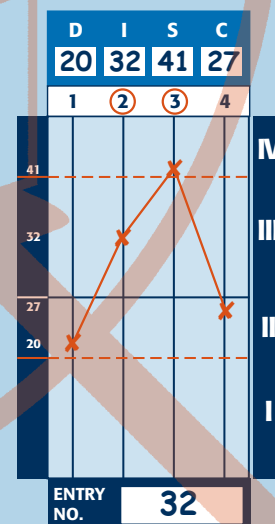
Circled two bold numbers with the same plotting position on the graph, Record the circled numbers reading from left to right. See Example B – Entry No. 24.

Circled two bold numbers and one has a higher position on the graph, Record the number with the highest plotting position first. See Example C – Entry No. 32.

Circled one bold number, Record the number as a single digit. For example, Entry No. 4.



Example B

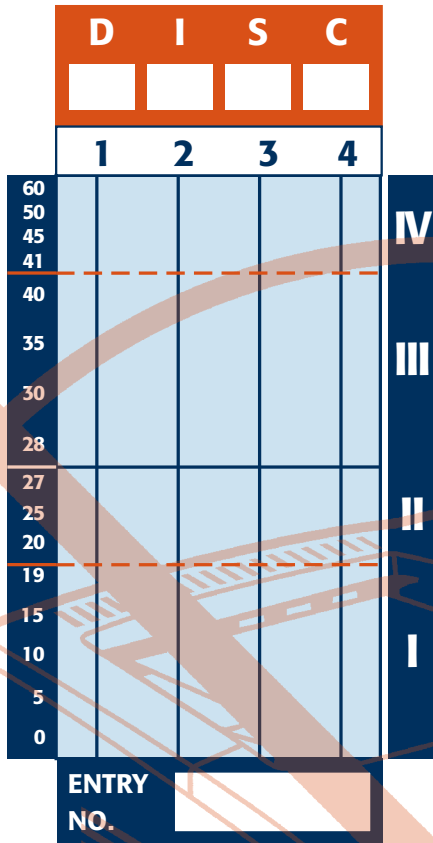


Example C

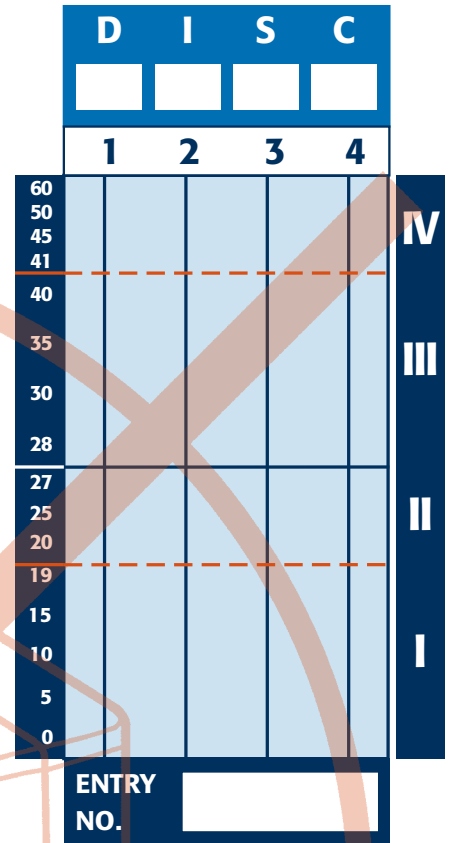
- Repeat the procedure for the second Job Graph.
- Transfer the results from Graph III of the persolog® Personality Factor Profile into the appropriate graphs on the next page.

# Questionnaire Evaluation – Comparing the Graphs

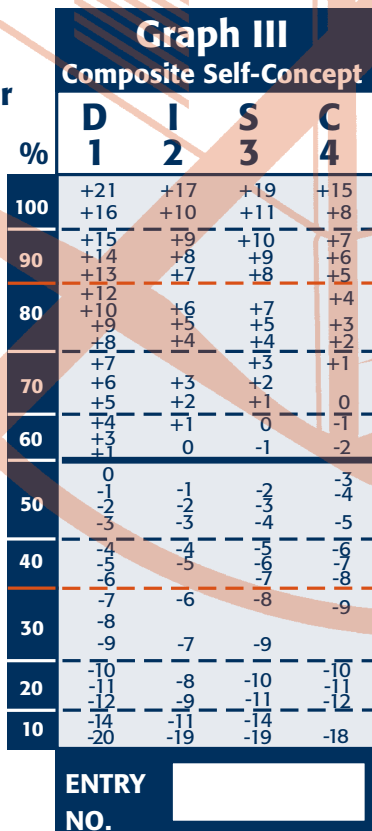
**Job Graph  
Questionnaire 1**



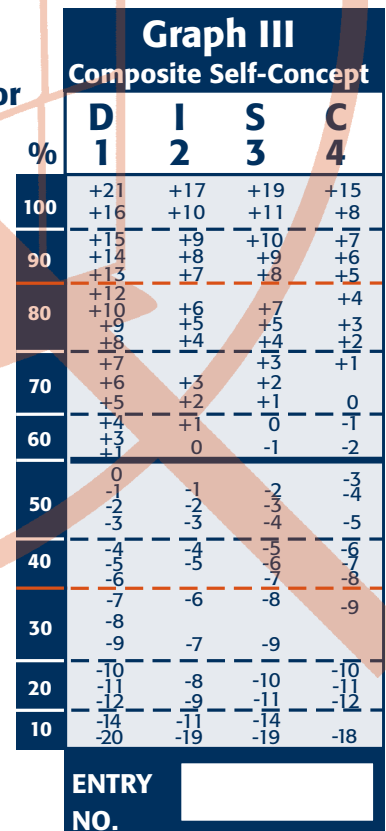
**Job Graph  
Questionnaire 2**



**Results from  
the persolog®  
Personality Factor  
Profile, Graph III**



**Results from  
the persolog®  
Personality Factor  
Profile, Graph III**



Personality can be thought of as the enduring way one views and responds to life situations. It is consistent across time. A job tends to have a unique personality – a mix of the job designer’s intentions and the qualities of the person who carries out the job. The persolog® Job Perception Inventory can be used to compare the “personality” of the job with that of the employee or applicant.

The human personality and the job “personality” have some things in common. Both of them

- Satisfy requirements or needs.
- Are habitual responses to what is expected.
- Are open to change.

The D-I-S-C approach to human personality and job “personality” is shown in Diagram 1. The first column identifies the four personality factors used to describe clusters of behavioral tendencies. The second column identifies four characteristics needed for success in the job. These correspond to the four factors.

**Diagram 1**  
**persolog® Personality Factors & Job Characteristics**

## Human Personality

## Personality of Job Position

Personality Factors “How We Act”		Job Characteristics “What is Needed in the Job”	
<b>DOMINANT:</b>	Active and decisive	<b>DIRECTIVE:</b>	To push for results
<b>INFLUENCING:</b>	Talkative and open	<b>INTERACTIVE:</b>	To communicate information
<b>STEADY:</b>	Sincere and cooperative	<b>SUPPORTIVE:</b>	To complete plans
<b>CAUTIOUS:</b>	Disciplined and concerned	<b>CORRECTIVE:</b>	To test ideas

A perfect fit between person and job is highly unusual. An individual could feel completely content in a job and remain so for years, but the job might change. In fact, given enough time, it almost certainly will. The ability to identify the D-I-S-C characteristics of a job enables one to “orchestrate” personality

factors to meet the challenges of an ever-changing environment. Orchestration of behavior involves intention and emotion, which lead to action.

Interpretation Parts I, II, and III, referenced below, assist in the integration of personal behavior and job requirements.

Below is a cursory overview of Interpretation Parts I, II, and III. Specific directions will be provided in later sections.

	Interpretations	Reference Points
<b>Part I</b>	<ul style="list-style-type: none"> <li>■ Job-related Meaning of D-I-S-C</li> <li>■ Identifying task expectations and job concentration, pages 11–12.</li> </ul>	Use the entry number at the bottom of the Job Graph.
<b>Part II</b>	<ul style="list-style-type: none"> <li>■ Job Overview Chart</li> <li>■ Determining personality tendencies essential to work characteristics, pages 13–14.</li> </ul>	Use the numbers (I–IV) to the right of the Job Graph.
<b>Part III</b>	<ul style="list-style-type: none"> <li>■ Description of Work Patterns</li> <li>■ Identifying job requirements and functional, self-management, and communication skills, pages 13–36.</li> </ul>	Use the entry number at the bottom of the Job Graph.

## Finding an Unusual Job Graph Pattern

- |   |   |
|---|---|
| <p><b>1.</b> Identify if you have an <b>Overdrive</b> pattern:<br/>All plotting points are <i>above</i> the midline.</p>  | <p>Probable Cause: Person feels pressure to perform multiple job functions.<br/><b>Suggestions:</b><br/>a. Respond again to the JPI after several weeks.<br/>b. Use this entry number as a temporary interpretation:<br/><b>Overdrive</b> – Entry No. 123</p> |
| <p><b>2.</b> Identify if you have an <b>Underdrive</b> pattern:<br/>All plotting points are <i>below</i> the midline.</p> | <p>Probable cause: Person feels pressure to perform multiple job functions.<br/><b>Suggestions:</b><br/>a. Respond again to the JPI after several weeks.<br/>b. Use this entry number as a temporary interpretation:<br/><b>Underdrive</b> – Entry No. 4</p>  |
| <p><b>3.</b> Identify if you have a <b>Tight</b> pattern.<br/>All plotting points are <i>around</i> the midline.</p>      | <p>Probable cause: Person feels uncertain about job expectations.<br/><b>Suggestions:</b><br/>a. Seek information needed for clarity<br/>b. Request the supervisor to respond to the JPI in light of how he views the job and its requirements.</p>           |

## Job-related Meaning of D-I-S-C

### Directions

- Identify and circle your job entry number in the Job Perception grid below.
- Select the appropriate explanation below, and read about the similarities and differences.

		Task Expectations	
Job Perception		Requires: Knowledge and Inventiveness	Requires: Rapport and Understanding
Job Concentration	<p><b>Prefers:</b> <b>widespread direction</b> Focus: to influence a course of action</p>	<p><b>Job-Dimension:</b> <b>Directive (D)</b> <b>Strengths:</b> represents originality and problem-solving skills. <b>Entry Numbers:</b> 1, 12, 23, 24, 124</p>	<p><b>Job-Dimension:</b> <b>Interactive (I)</b> <b>Strengths:</b> represents sociability and communication skills. <b>Entry Numbers:</b> 2, 21, 23, 24, 123</p>
	<p><b>Prefers:</b> <b>specific tasks</b> Focus: to fix a set task</p>	<p><b>Job-Dimension:</b> <b>Corrective (C)</b> <b>Strengths:</b> represents analytical and technical skills. <b>Entry Numbers:</b> 4, 41, 42, 43, 134</p>	<p><b>Job-Dimension:</b> <b>Supportive (S)</b> <b>Strengths:</b> represents practicality and service. <b>Entry Numbers:</b> 3, 31, 32, 34, 234</p>

## If your job entry number is in the

### DIRECTIVE

section, the job has a personality with features present in two other sections of the grid.

- Task Expectations requiring **knowledge and inventiveness** are evident in the *Directive* (D) and *Corrective* (C) sections. Both job orientations require an interest in *facts* and the ability to work with them.
- The Job Concentration that requires **widespread direction** is evident in the *Directive* (D) and *Interactive* (I) sections.

The *Directive* (D) oriented job is least similar to the *Supportive* (S) oriented job.

## If your job entry number is in the

### INTERACTIVE

section, the job has a personality with features present in two other sections of the grid.

- Task Expectations requiring **rapport and understanding** are evident in the *Interactive* (I) and *Supportive* (S) sections. Both job orientations require an interest in *people* and the ability to work with them.
- The Job Concentration that requires **widespread direction** is evident in the *Interactive* (I) and *Directive* (D) sections.

The *Interactive* (I) oriented job is least similar to the *Corrective* (C) oriented job.

## If your job entry number is in the

### CORRECTIVE

section, the job has a personality with features present in two other sections of the grid.

- Task Expectations requiring **knowledge and inventiveness** are evident in the *Corrective* (C) and *Directive* (D) sections. Both job orientations require an interest in *facts* and the ability to work with them.
- The Job Concentration that requires **specific tasks** is evident in both the *Corrective* (C) and *Supportive* (S) sections.

The *Corrective* (C) oriented job is least similar to the *Interactive* (I) oriented job.

## If your job entry number is in the

### SUPPORTIVE

section, the job has a personality with features present in two other sections of the grid.

- Task Expectations requiring **rapport and understanding** are evident in the *Supportive* (S) and *Interactive* (I) sections. Both job orientations require an interest in *people* and the ability to work with them.
- The Job Concentration that requires **specific tasks** is evident in both the *Supportive* (S) and *Corrective* (C) sections.

The *Supportive* (S) oriented job is least similar to the *Directive* (D) oriented job.

## Directions

Complete the following sentences in light of the information listed above.

My job requires \_\_\_\_\_

My job represents \_\_\_\_\_

My job has a concentration referred to as \_\_\_\_\_

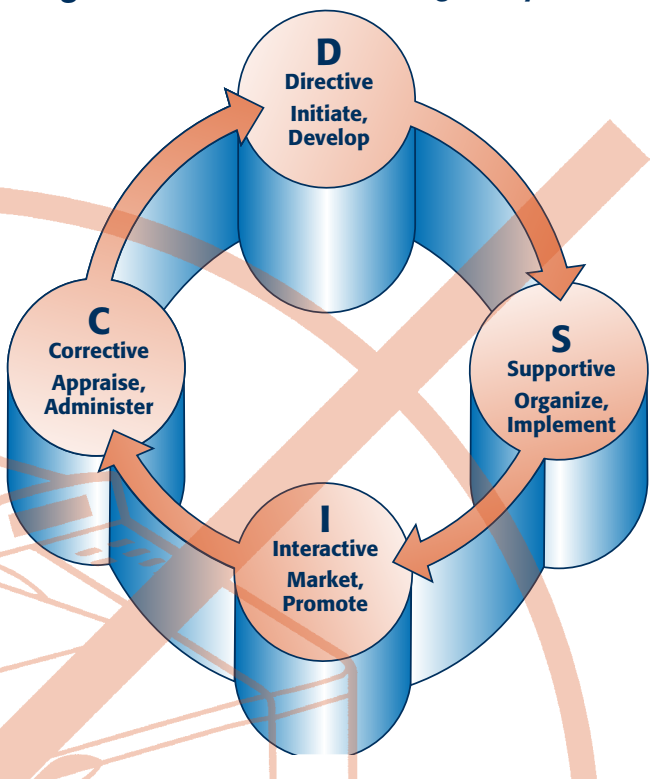
## Job Overview Chart

Creativity is essentially the penchant for problem-solving. Problem-solving is an inherent part of any job. Some work characteristics play a greater role at certain points of the problem-solving process than at others. This holds true in a specific job and in the organization as a whole.

In Diagram 2, The Problem-Solving Job Cycle, the four job-behavior characteristics (D-I-S-C) are represented in the flow of how work gets done. The problem-solving job cycle goes as follows: (D) Directive – initiate and develop; (S) Supportive – organize and implement; (I) Interactive – market and promote; and finally, (C) Corrective – appraise and administer.

Adaptation is a form of problem-solving. One's perceived job may change at any moment. The change could be temporary; it could be permanent. In any case, the change poses a problem that must be solved. One can either expect the problem to take care of itself (i.e., "The job must change back!"). Or one can prove himself dynamic and resilient (i.e., "Here is a new opportunity and challenge that can be responded to successfully").

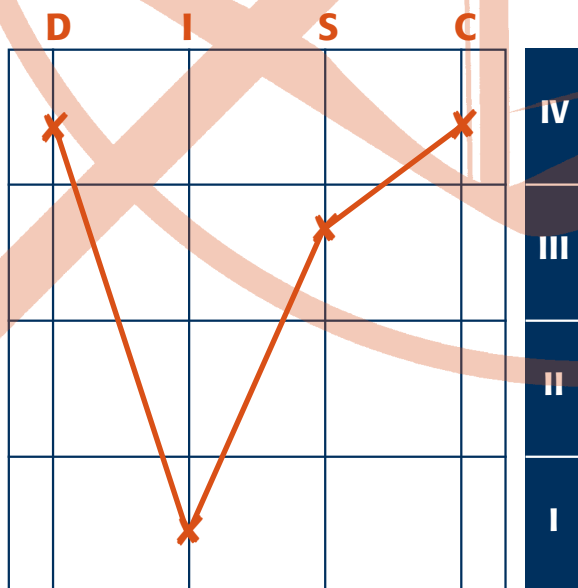
**Diagram 2 The Problem-Solving Job Cycle**



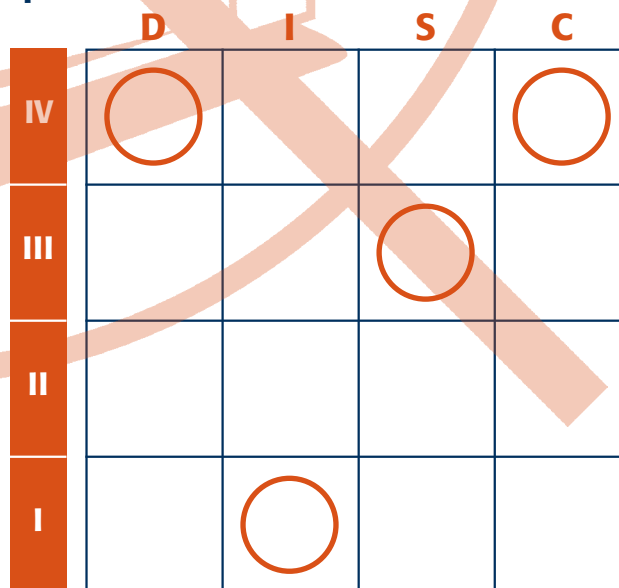
## For job interpretation overview

1. Refer to your completed Job Graph on page 9.
2. Locate the section number (I, II, III, or IV) at the right side of the graph for your D plotting point. See Example A.
3. Locate the same section number in the D column of the Job Interpretation. Overview on page 14.
4. Circle the complete block of description in the D column directly across from the number. See Example B.
5. Repeat the procedure for the I, S, and C columns.

### Example A



### Example B



	<b>D</b>	<b>I</b>	<b>S</b>	<b>C</b>
	<b>"D"</b> Requirements	<b>"I"</b> Requirements	<b>"S"</b> Requirements	<b>"C"</b> Requirements
<b>IV</b>	Creative, decisive, competitive; willing to cut costs and human resources; fast-paced, tough-minded, and hard-driving; action-oriented with a "can-do" attitude and inner drive.	Persuasive, imaginative, highly communicative, and entertaining; confident of stimulating and activating others; capable of relieving tension with humor and good will.	Investigative, systematic, deliberate; searchingly intelligent; sure to consult others before decisions; able to memorize a great deal; scheduled and focused on task completion; incisive in seeing things as they actually are.	Sensitive, corrective, methodical, accurate, and logical; reasoned and nonemotional; evaluative of others' work; conscientious; cautious in calculating risks.
<b>III</b>	Inventive and creative; able to handle complaints; good at delegating some work; stalwart with those who refuse; firm in getting results; ever seeking freedom from handling specific details.	Optimistic about the present/future; hopeful of solving human problems and securing acceptance of ideas and products; able to organize various types of people; effective at human relations.	Patient in following procedure; disciplined and steady; conscientious and detail-oriented; adept at written communication; supportive of those who do tedious work.	Creative, even in well-ordered situations; logical and comprehensive; capable of seeing the big picture in analysis of either product or potential; careful in establishing standards of quality; conscientious in financial dealings.
<b>II</b>	Proficient with technical assignments and problem-solving; skillful in addressing specialized problems; comfortable doing research for others' benefit.	Realistic in decision making; efficient at gathering information from any source available; encouraging and hopeful regarding success; diligent in follow-through.	Careful to find efficient methods; productive in a variety of work projects; ready to change or alter designs; good at prioritizing tasks and able to delegate them.	Involved in practical more than in theoretical work; forward-thinking regarding potential problems; independent in solving problems; willing to undertake routine work; open to new procedures and methods.
<b>I</b>	Careful in planning work; safe and thorough regarding potential mistakes; okay with being closely supervised; willing to do routine work; self-examining of efforts in an unstructured environment.	Wise in time management; emotionally under control; best when working alone; detail-oriented in personal tasks; in need of proof; most comfortable when dealing with facts.	Quick to move; spontaneous; resistant to anything trivial; concerned with the present and content that the future will take care of itself; active and mobile; comfortable in an unpredictable work environment; immediate in responding.	Unafraid to make unpopular decisions; independent, especially regarding work schedules; desirous of having the final say; needful of a wide scope of operations; resistant to outdated rules and regulations.

## Description of Job/Task Pattern

There are 20 job/task patterns. Each pattern contains five elements (described below) critical to success in that job/task.

### 1. Expected Behavior Traits:

The 10 behavior traits most important for job success are listed in every pattern. Each behavior is tied to one of the four personality factors – Dominant, Influencing, Steady, or Cautious.

### 2. Job/Task Interests:

Every pattern offers a description of the relative importance of three job aspects: people, data (i.e., information), and things (e.g., machinery, equipment, etc.).

### 3. Functional Skills:

This list identifies skills common to a number of jobs or fields. Because of this commonality, the skills are transferable. For example, if one is skillful at problem-solving in the home, that ability will likely transfer to other supervisory operations.

### 4. Self-Management Skills:

This list identifies expectations regarding impulse control and relationship to authority. The information builds upon the 10 expected behavior traits.

### 5. Communication Skills:

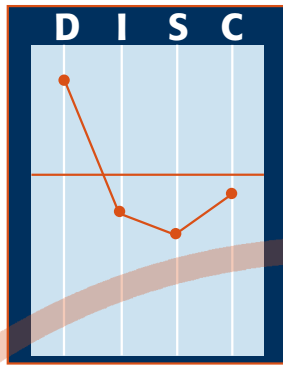
This list identifies expectations regarding interpersonal communication. Everybody has developed a pattern of communication resultant of life experiences. However, jobs often require modification of one's standard way of dealing with others. The modification depends on the job concentration – widespread direction or specific focus.

## Directions

Circle your Job Graph entry number below and turn to the corresponding page.

<b>Job Graph Entry Numbers</b>	1	2	3	4	12	13	14	21	23	24	31	32	34	41	42	43	123	124	134	234
<b>Page Numbers</b>	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35

## JOB/TASK PATTERN 1



### 1. Expected Behavior Traits

- Decisive
- Adventurousome
- Logical
- Tough
- Competitive
- Alert
- Cool under pressure
- Combative
- Resolute
- Independent

### 2. Job/Task Interests

- Job/Task pattern 1 requires interest in and aptitude for pioneering ideas and projects, and for immediate action when new information or opportunities present themselves.
- The person assuming the job/task should enjoy organizing work units and exerting a traditional, top down leadership style.
- Economic success may depend not only on dropping dead weight and resolving crises but also on creating strategic operational systems to replace inefficient methods.
- The specific responsibilities of Job/Task pattern 1 are observed in work areas such as production and manufacturing; construction and allied services; transportation; government, welfare, and public service.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Getting people to do things; pushing them along.
- Developing or building markets for ideas or products.
- Working with start-up units.
- Leading – determining goals, objectives, and procedures.
- Responding promptly to crises.
- Taking full responsibility for turning things around.

### 4. Self-Management Skills

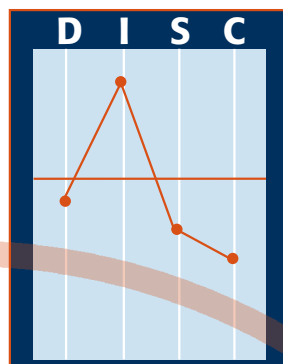
- Working well in unpredictable environments.
- Reaching conclusions with only minimum information.
- Deciding what ought to be done and giving the orders.
- Exercising independent judgment; serving as final arbiter.
- Questioning basic assumptions; taking nothing for granted.
- Standing up to others; taking risks.

### 5. Communication Skills

- Using clear and direct speech.
- Being ready to command; ordering action.
- Projecting seriousness, even sternness, verbally and nonverbally.
- Conveying strong convictions and self-confidence.
- Speaking forcefully in backing up the product or program; willing to make changes in reaction to others' substandard performance.

## 1. Expected Behavior Traits

- Warm
- Humorous
- Open-minded
- Joyful
- Energetic
- Imaginative
- Unstructured
- Carefree
- Charitable
- Expressive



## JOB/TASK PATTERN 2

## 2. Job/Task Interests

- Job/Task pattern 2 requires interest in and aptitude for creative language use, whether in communicating ideas or modifying opinions and judgments.
- The person assuming the job/task should enjoy communicating well, either in person or on the phone; hearing and answering questions perceptively; exchanging information; being sensitive to others' feelings.
- The specific responsibilities of Job/Task pattern 2 are often observed in work areas such as marketing; hospitality; the arts, entertainment, and recreation.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Motivating others to take action.
- Relieving tension with light-hearted expression.
- Using past and present contacts with people to elicit support for new ideas and projects.
- Working with individuals and groups.
- Showing understanding to others.
- Willing to compromise to avoid long-term disappointment.

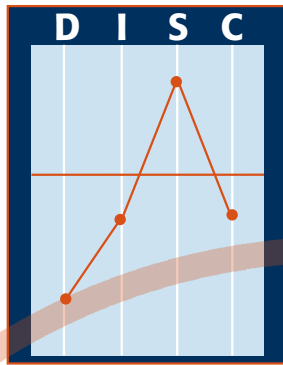
### 4. Self-Management Skills

- Making routine events exciting.
- Delegating detailed responsibilities.
- Establishing rapport with people upon first meeting them.
- Accepting interruptions; encouraging continued contacts.
- Making public presentations; keeping people interested.
- Remaining optimistic when others are doubtful.

### 5. Communication Skills

- Making others smile and laugh with a joke or witticism.
- Rewarding and applauding others' efforts.
- Clarifying ideas with illustration and story.
- Initiating conversation; encouraging others to express feelings and attitudes openly.
- Preparing quickly for a presentation.

## JOB/TASK PATTERN 3



### 1. Expected Behavior Traits

- Helpful
- Detail oriented
- Thorough
- Calm
- Loyal
- Reserved
- Pensive
- Modest yet independent
- Self-monitoring
- Patient

### 2. Job/Task Interests

- Job/Task pattern 3 requires interest in and aptitude for attending to people's needs, especially when an immediate response is required.
- Taking a task to completion is of high priority.
- The person assuming the job/task should enjoy serving people; carrying out instructions; following through on details; dealing patiently with difficult folks; scrutinizing team-related work assignments that require precision.
- The specific responsibilities of Job/Task pattern 3 are often observed in work areas such as general manufacturing; medicine and therapy; construction and allied services; non-construction services.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Organizing material for accessibility, such as correspondence and data.
- Retrieving stored materials promptly upon request.
- Coordinating procedures to increase efficiency and ease of operation.
- Solving problems according to specialized procedures.
- Demonstrating consistency in follow-through.
- Supporting strong and effective leadership.

### 4. Self-Management Skills

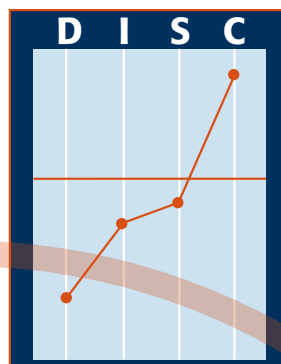
- Having patience to follow detailed instructions.
- Using coordination and rhythm in repetitive work.
- Following tasks to completion.
- Responding to expectations; persisting diligently; working at a steady pace.
- Memorizing facts; scheduling work; arranging meetings.
- Showing interest in others and concern for their feelings.

### 5. Communication Skills

- Being clear and precise, rather than superficially fluent.
- Using illustrations; showing exhibits.
- Listening; implementing others' ideas.
- Explaining the defects that hinder a smooth operation.
- Expressing faith in and support for others; using a soft-spoken, low-key approach to win people's confidence.

## 1. Expected Behavior Traits

- Punctual
- Detail oriented
- Agreeable
- Focused
- Thorough
- Precise
- Orderly
- Critical
- Protective
- Honest, good



## JOB/TASK PATTERN 4

## 2. Job/Task Interests

- Job/Task pattern 4 requires interest in and aptitude for work that is concrete, organized, and clear in expectations.
- Conformity to standards is of high priority.
- The person assuming the job/task should enjoy maintaining, preserving, or repairing objects (e.g., tools, or instruments); following detailed instructions; rendering support services; developing step-by-step plans for goal achievement; working for accuracy within precise tolerances.
- The specific responsibilities of Job/Task pattern 4 are often observed in work areas such as construction and allied services; production and manufacturing; government, welfare, and public service.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Keeping accurate records of general data or specific statistical analyses.
- Identifying emergent procedural problems.
- Adhering to standard operating procedures.
- Operating business machines; utilizing small tools.
- Evaluating the results of operational methods.
- Respecting the assistance of experts.

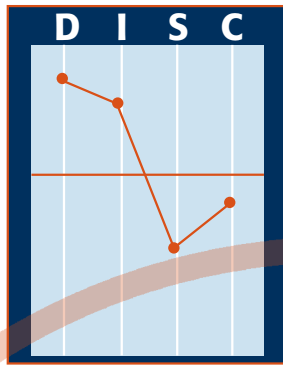
### 4. Self-Management Skills

- Planning work carefully; avoiding mistakes.
- Expecting close supervision.
- Double-checking the justifications for proposed actions.
- Compromising for the sake of overall goals.
- Finding solitude to facilitate concentration.
- Striving for peace and harmony rather than conflict and dominance.

### 5. Communication Skills

- Reasoning logically: E.g., if  $A = B$  and  $B = C$ , then  $A = C$ .
- Choosing words carefully for precision; defining terms and concepts clearly; documenting facts.
- Listing the pros and cons of a proposal; outlining alternatives.
- Generating progress reports to inform others.
- Stepping directly into the discussion; seeing little use for small talk.

## JOB/TASK PATTERN 12



### 1. Expected Behavior Traits

- Persuasive
- Expressive
- Courageous
- Assertive
- Decisive
- Versatile
- Ambitious
- Competitive
- Vigorous
- Knowledgeable

### 2. Job/Task Interests

- Job/Task pattern 12 requires interest in and aptitude for workplace influence: leading with a commanding presence and persuading others to think and act in ways conducive to success.
- The person assuming the job/task should enjoy reasoning persuasively; identifying how to influence others effectively; holding sway with decision makers; anticipating consequences of decisions; knowing when to delegate responsibility.
- The specific responsibilities of Job/Task pattern 12 are often observed in work areas such as production and manufacturing; education and research; marketing; government, welfare, and public service.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Demonstrating unusual energy and enthusiasm.
- Soliciting long-range solutions.
- Fostering major policy changes.
- Planning and directing entire activities.
- Performing effectively when experiencing the pressures of time and opposition.
- Using setbacks as opportunities to move more quickly next time around.

### 4. Self-Management Skills

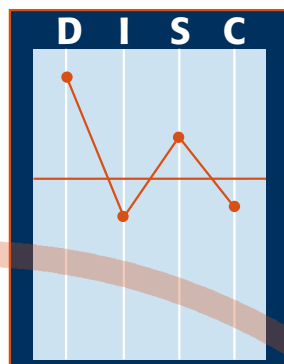
- Taking the initiative; using ingenuity to make things happen.
- Integrating activities to get results; often leaving details and clarification to others.
- Handling complaints from subordinates.
- Welcoming stimulating competition.
- Positioning non-routine assignments as challenges.
- Identifying others' needs; knowing when to offer incentives.

### 5. Communication Skills

- Being charismatic; inspiring trust; evoking loyalty.
- Giving orders.
- Questioning others' ideas and strategies to challenge their reasoning.
- Using words that convey independence of mind; generating in others a desire to develop original ideas.
- Stimulating others by arguing both sides of a subject; exhibiting confidence in the face of pressure.

## 1. Expected Behavior Traits

- Persistent
- Investigative
- Dependable
- Foresighted
- Candid
- Initiating
- Helpful
- Reserved
- Perceptive
- Deliberate



## JOB/TASK PATTERN 13

## 2. Job/Task Interests

- Job/Task pattern 13 requires interest in and aptitude for identifying and solving problems.
- Actual tasks must often be handled personally; follow-through is essential.
- The person assuming the job should enjoy designing systems, determining outcomes, monitoring progress, streamlining procedures.
- The specific responsibilities of Job/Task pattern 13 are often observed in work areas such as general manufacturing; education and research; construction and allied services.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Recognizing how a task is part of a larger operation.
- Gathering information on the best approach for specific tasks.
- Contending for the best way to complete a task.
- Evaluating procedures.
- Recommending alternative approaches, materials, and methods.
- Following through on specific details.

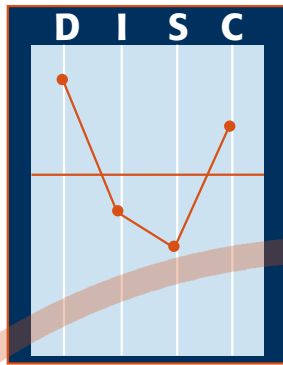
### 4. Self-Management Skills

- Working through detailed and comprehensive plans.
- Moving quickly; avoiding stalls when faced with obstacles.
- Finding short-cuts.
- Preparing for objections; answering questions firmly.
- Planning one's own schedule; meeting agreed-upon objectives.
- Displaying assertiveness and decisiveness when confronted with key issues.

### 5. Communication Skills

- Speaking directly; telling others what to do.
- Proposing firm action.
- Summing up evidence for both sides of a decision, while openly preferring a specific point of view.
- Delineating expected outcomes and results.
- Stating the rationale for particular methods or behaviors; avoiding and abhorring clichés.

## JOB/TASK PATTERN 14



### 1. Expected Behavior Traits

- Curious
- Creative
- Resolute
- Self-controlled
- Practical
- Purposeful
- Focused
- Self-confident
- Alert
- Discriminating

### 2. Job/Task Interests

- Job/Task pattern 14 requires interest in and aptitude for frequent decision making and the evaluating of people, products, and systems.
- The person assuming the job should enjoy using scientific and technical methods; evaluating alternatives; experimenting with new ideas; foreseeing consequences of decisions; researching information; working alone or in a small group.
- The specific responsibilities of Job/Task pattern 14 are often observed in work areas such as education and research; electronic media, communications and computing; medicine and therapy; construction and allied services.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Gathering and interpreting data; using technical training to measure and evaluate information.
- Describing the efficiency of tasks and procedures.
- Developing specialized methods; interpreting specific formulas.
- Adding to existing skills and knowledge.
- Demonstrating originality.
- Questioning a method's practicality.

### 4. Self-Management Skills

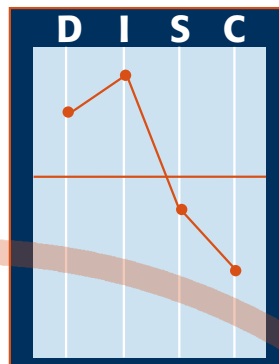
- Dealing with the challenges posed by complex problems, difficult people, and major deadlines.
- Setting the pace for innovation.
- Withholding judgment until all facts are in.
- Developing personal standards.
- Using private time to think through risks.
- Working ideas out in practice; going back to square one when plans fail.

### 5. Communication Skills

- Achieving effectiveness in both written and oral communication.
- Giving briefings rather than lengthy discourses.
- Proposing concrete and specific actions.
- Clarifying ideas and statements; providing examples.
- Using precise language; avoiding jargon and elaborate description; answering technical questions; showing thoroughness of preparation.

## 1. Expected Behavior Traits

- Enthusiastic
- Expressive
- Perceptive
- Humorous
- Spontaneous
- Independent
- Imaginative
- Initiating
- Tactful
- Poised, self-confident



## JOB/TASK PATTERN 21

## 2. Job/Task Interests

- Job/Task pattern 21 requires interest in and aptitude for frequent public contact and the development of relationships involving service or information.
- The person assuming the job/task should enjoy organizing; functioning amidst uncertainty; speaking clearly and engagingly; influencing and persuading others; forming partnerships and alliances; soliciting support to tackle detailed projects.
- The specific responsibilities of Job/Task pattern 21 are often observed in work areas such as education and research; marketing; publishing and printing; entertainment and hospitality.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Staying abreast of new ideas and products.
- Setting the pace for others.
- Developing “listening posts” to monitor conditions and identify complaints.
- Setting challenging goals; showing interest in people; conveying enthusiasm.
- Developing absorbing projects; attracting others’ interest.
- Getting commitment from other people.

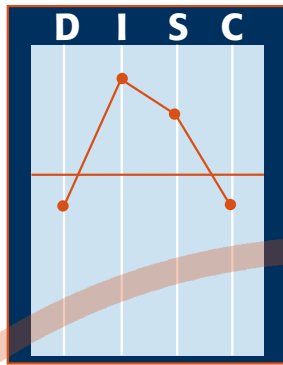
### 4. Self-Management Skills

- Persuading others to a particular view.
- Organizing various types of people.
- Combining personal interests with the concerns of others.
- Assigning tasks without hesitation.
- Demonstrating a highly developed sensitivity to others’ needs.
- Displaying self-confidence; assuring people that problems can be solved.

### 5. Communication Skills

- Expressing warmth while clarifying the needs of all involved.
- Stimulating others by a variety of interests.
- Conveying empathy and assertiveness.
- Divining the unspoken needs of others.
- Emphasizing the delivery of ideas, not just their content; timing requests for decisive action.

## JOB/TASK PATTERN 23



### 1. Expected Behavior Traits

- Responsive
- Generous
- Cooperative
- Thoughtful
- Sincere
- People oriented
- Expressive
- Understanding
- Committed to growth
- Polite

### 2. Job/Task Interests

- Job/Task pattern 23 requires interest in and aptitude for personal growth and development; facilitating self-esteem; helping others solve their emotional and social problems.
- The person assuming the job/task should enjoy sharing educational information; making others feel comfortable and secure; providing services to clients, students, patients, or employers.
- The specific responsibilities of Job/Task pattern 23 are often observed in work areas such as education and research; medicine and therapy; marketing; government, welfare, and public service.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Serving as a source of technical and people oriented information.
- Teaching or mentoring others.
- Giving instructions, advice, and personal assistance.
- Attending to the expressed needs of people and/or animals.
- Drawing people out; encouraging them to make their own decisions.
- Considering equally the requests of others.

### 4. Self-Management Skills

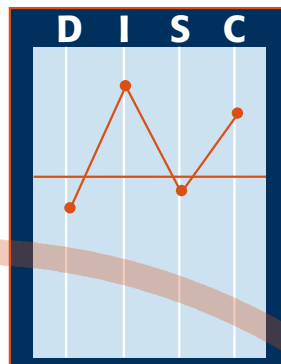
- Dealing with people, often on a personal basis.
- Showing mercy when mistakes are made.
- Being independent; exchanging ideas and opinions freely.
- Being available for face-to-face and/or telephone contact.
- Making suggestions to others without overriding their freedom.
- Becoming effectively involved in team efforts.

### 5. Communication Skills

- Conveying a casual poise.
- Employing a soft-spoken, confidential tone.
- Listening actively (e.g., sincerely hearing someone such that nonverbal expressiveness becomes natural).
- Encouraging feedback, asking questions, posing possible solutions.
- Demonstrating cooperation by employing team-related words such as “we” and “our.”

## 1. Expected Behavior Traits

- Candid
- Innovative
- Diplomatic
- Self-assured
- Conscientious
- Judicious
- Self-respecting
- Tolerant
- Initiating
- Witty, humorous



## JOB/TASK PATTERN 24

## 2. Job/Task Interests

- Job/Task pattern 24 requires interest in and aptitude for assessing novel situations quickly; relying upon “gut” reactions and intuition; sizing up others perceptively; analyzing critically while offering alternative solutions.
- The specific responsibilities of Job/Task pattern 24 are often observed in work areas such as the arts, entertainment, and recreation; marketing; education and research; medicine and therapy.
- The person assuming the job/task should enjoy expressing and marketing ideas through language; learning new material quickly; measuring the progress of plans and methods; identifying competitive ideas and products.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Representing others; interpreting others’ ideas or messages to aid comprehension.
- Developing new themes and slogans.
- Advising; troubleshooting.
- Visualising; dramatizing; using multi-media techniques.
- Solving problems creatively; involving others in generating solutions.
- Persuading and motivating through a reasoned approach.

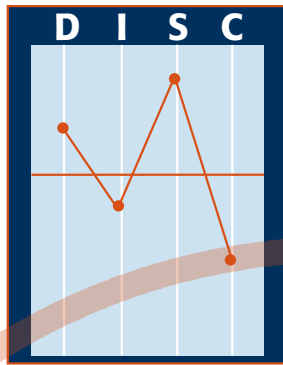
### 4. Self-Management Skills

- Remaining flexible; moving with ease from one project to another.
- Demonstrating a willingness to challenge established practices.
- Mentoring and advocating for others.
- Tracking changes in the environment.
- Motivating people to go forward even when hesitant.
- Relying upon others to follow through.

### 5. Communication Skills

- Speaking with a firm, clear voice.
- Listening patiently and analytically.
- Stating others’ needs in a clear and open manner.
- Voicing openly concerns about unfinished tasks.
- Socializing with and affirming others when necessary; encouraging people to ask tough questions.

## JOB/TASK PATTERN 31



### 1. Expected Behavior Traits

- Resourceful
- Thorough
- Sincere
- Watchful
- Analytical
- Disciplined
- Detail oriented
- Realistic
- Steadfast, tenacious
- Astute

### 2. Job/Task Interests

- Job/Task pattern 31 requires interest in and aptitude for showing initiative in beginning a task and discretion in choosing how it should be accomplished.
- The person assuming the job/task should enjoy developing a comprehensive vision for projects – seeing the big picture; clarifying relationships; isolating patterns or structures; investigating and solving problems.
- The specific responsibilities of Job/Task pattern 31 are often observed in work areas such as government, welfare, and public service; construction and allied services; education and research.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Evaluating ideas for inclusion in routine procedures.
- Classifying information to ease future retrieval.
- Coordinating physical and human resources to implement plans and ideas.
- Running equipment that handles information transfer.
- Assessing and adjusting priorities.
- Responding to the need for greater organization.

### 4. Self-Management Skills

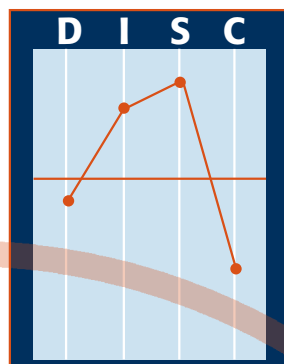
- Bringing order to disorganized data.
- Investigating ideas and claims; developing a “show-me” attitude.
- Following tasks through to completion.
- Taking personal initiative.
- Correcting and systematizing inefficient procedures.
- Following well thought out plans; exemplifying the maxim, “Plan your work and work your plan!”

### 5. Communication Skills

- Worded everything with care and precision.
- Conveying seriousness when making commitments.
- Projecting calm.
- Clarifying a position and defending its validity.
- Relating to others how decisions have been made.
- Communicating firmness; holding to a course of action until better alternatives appear.

## 1. Expected Behavior Traits

- Cooperative
- Dependable
- Thorough
- Sincere
- Generous
- Supportive
- Tolerant
- Steadfast
- Calm
- Dedicated



## JOB/TASK PATTERN 32

## 2. Job/Task Interests

- Job/Task pattern 32 requires interest in and aptitude for networking; matching people with resources; sticking with tasks that cannot be delegated, that require extensive personal effort and diligence.
- The person assuming the job/task should enjoy working and conversing with people; trading information from physical and human resources; working out details according to protocol.
- The specific responsibilities of Job/Task pattern 32 are often observed in work areas such as government, welfare, and public service; education and research; medicine and therapy; hospitality.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Communicating facts and ideas; guiding; interpreting.
- Discovering resources; locating willing and able colleagues.
- Helping people to identify their interests.
- Serving others by doing for them what they themselves cannot do.
- Building loyalty in those served.
- Sympathizing with colleagues who struggle to keep up.

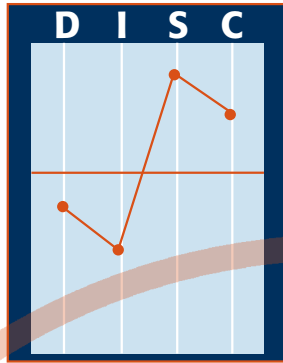
### 4. Self-Management Skills

- Collaborating with others to establish goals.
- Being patient with others.
- Consulting authorities on crucial decisions.
- Approaching assignments with care and concentration.
- Setting the right pace and sticking to it.
- Investing skills in areas requiring depth and specialization.

### 5. Communication Skills

- Increasing others' comfort.
- Easing tension with cheerfulness.
- Demonstrating sincerity when making a presentation.
- Listening actively; accepting others; using "receptive silence."
- Conveying only sound and sensible content.
- Allowing others opportunity to express themselves.

## JOB/TASK PATTERN 34



### 1. Expected Behavior Traits

- Logical
- Loyal
- Cautious
- Credible
- Sincere
- Thorough
- Practical
- Dependable
- Protective
- Formal

### 2. Job/Task Interests

- Job/Task pattern 34 requires interest in and aptitude for working with objects and tools; organizing; tolerating repetition; completing high priority projects.
- The person assuming the job/task should be skilled at soliciting information necessary to complete projects and solve problems.
- When faced with complexity, the job/task holder should be able to simplify the task by isolating its component parts.
- The specific responsibilities of Job/Task pattern 34 are often observed in work areas such as technology and service; general manufacturing; education and research.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Organizing tasks according to plan.
- Recording data accurately; performing rapid and precise manipulation of numbers.
- Keeping records.
- Laying out step-by-step procedures for goal achievement.
- Preserving important documents; keeping confidentiality.

### 4. Self-Management Skills

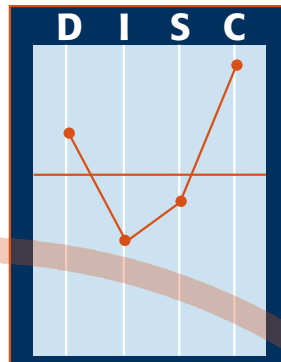
- Taking calculated risks.
- Overseeing information resources such as reading materials.
- Displaying artistic taste and judgment.
- Completing well-defined and organized projects.
- Cooperating with others when making final decisions.
- Abiding by established standards when evaluating the final product.

### 5. Communication Skills

- Describing observations precisely.
- Handling the unexpected with a repertoire of prepared and rehearsed comments.
- Simplifying difficult material by clarifying terminology, direction, and assumptions.
- Condensing abstract, general ideas into concrete, specific summaries.

## 1. Expected Behavior Traits

- Orderly
- Astute
- Analytical
- Sensitive
- Focused
- Methodical
- Careful
- Purposeful
- Thrifty
- Punctual



## JOB/TASK PATTERN 41

## 2. Job/Task Interests

- Job/Task pattern 41 requires interest in and aptitude for data analysis; policy compliance; priority validation; procedure development.
- The person assuming the job/task should enjoy dealing with ideas; research involving a particular problem or area of expertise; determining the sequence of operations; solving puzzles; constructing models; reconstructing series of events.
- The specific responsibilities of Job/Task pattern 41 are observed in work areas such as energy, utilities, and mining; electronic media, communications, and computing; government, welfare, and public service.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Developing standards or models.
- Estimating time and financial expense.
- Analyzing cause-effect relationships.
- Knowing programs or products that increase quality and performance.
- Having a keen memory for detail.
- Discriminating in the selection of associates.

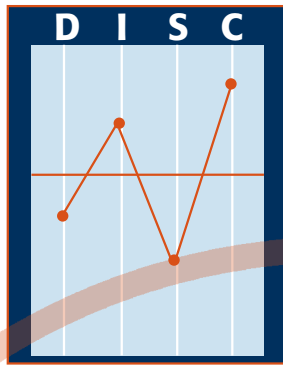
### 4. Self-Management Skills

- Guarding time wisely.
- Recognizing the need for experts in specialized tasks.
- Regulating emotion; being self-contained.
- Knowing when to reserve time for personal concentration.
- Working out ideas in preliminary practice.
- Redirecting the energies of difficult people.

### 5. Communication Skills

- Conveying carefully thought out ideas.
- Stating critical opinions constructively.
- Employing concise language.
- Writing in a factual, report-like style.
- Anticipating and preparing for difficult questions; demonstrating forethought.
- Projecting a friendly but serious tone of voice and demeanor.

## JOB/TASK PATTERN 42



### 1. Expected Behavior Traits

- Resourceful
- Efficient
- Imaginative
- Focused
- Cheerful
- Appreciative
- Sincere
- Attentive
- Tolerant
- Respectful

### 2. Job/Task Interests

- Job/Task pattern 42 requires interest in and aptitude for informing, helping, training, and evaluating the progress of others; for tapping curiosity to develop new ideas.
- The person assuming the job/task should enjoy gathering and sharing information gained by study or observation; evaluating aesthetics; working with people to accept necessary changes; clarifying procedures and requirements for others.
- The specific responsibilities of Job/Task pattern 42 are observed in work areas such as publishing and printing; the arts, entertainment, and recreation; electronic media, communication, and computing; medicine and therapy.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Helping people identify problems, needs, and solutions.
- Setting realistic deadlines.
- Assessing others' receptivity to ideas or products.
- Visualizing problems and solutions; illustrating; creating graphics.
- Involving others through exchange of information.
- Developing graphic ways to represent ideas.

### 4. Self-Management Skills

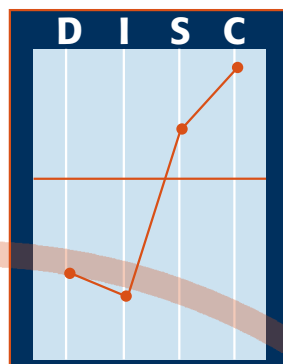
- Planning and executing work tasks.
- Teaching and training others.
- Being conscientious and orderly even in small matters.
- Appraising others' efforts.
- Supporting personal positions with documentation.
- Making independent moves after consultation with experts.

### 5. Communication Skills

- Communicating articulately.
- Testing others' ideas through question and logical analysis.
- Asking "why," rather than "how."
- Minimizing dry, technical language.
- Enlarging others' vocabulary by encouraging the use of words that convey realistic ideas.

## 1. Expected Behavior Traits

- Sincere
- Conscientious
- Punctual
- Selective
- Methodical
- Diligent
- Thorough
- Accurate
- Adaptable
- Detail oriented



## JOB/TASK PATTERN 43

## 2. Job/Task Interests

- Job/Task pattern 43 requires interest in and aptitude for precision, whether working with machines, data, or written reports.
- The person assuming the job/task should enjoy collecting and categorizing information; developing clear, concise ways to interpret information; reaching reliable conclusions.
- Making timely comparisons between good and bad items will provide personal satisfaction.
- The specific responsibilities of Job/Task pattern 43 are often observed in work areas such as food production and manufacture; government, welfare, and public service; finance; construction and allied services.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Completing projects on time and within budget.
- Maintaining order in the work place.
- Having dexterity with small instruments.
- Computing, working with numbers; accounting.
- Researching; disseminating information accurately.
- Verifying the accuracy of others' reports.

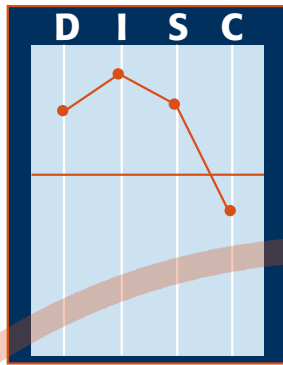
### 4. Self-Management Skills

- Handling detailed and routine tasks with patience.
- Emphasizing quality; doing tasks right the first time.
- Maintaining discipline with regard to time; delaying only when justified.
- Deferring action when in doubt.
- Regulating emotion.
- Completing tasks left undone by careless others.

### 5. Communication Skills

- Using tactful, diplomatic language; reasoning systematically.
- Projecting a thoughtful and discerning attitude.
- Reflecting the thought of higher authorities.
- Recording and appraising others' work through spoken and written critique.
- Employing terminology specific to the job.

# JOB/TASK PATTERN 123



## 1. Expected Behavior Traits

- Organized
- Optimistic
- Firm
- Thorough
- Assertive
- Emotionally stable
- Dependable
- Decisive
- Independent
- Consistent

## 2. Job/Task Interests

- Job/Task pattern 123 requires interest in and aptitude for relying on experience, data, and resources to develop plans; determining task sequence and steps for implementation.
- The person assuming the job/task should enjoy developing and maintaining an efficient organizational unit; marketing and selling in creative ways; interpreting work procedures; evaluating the performance of self and others.
- The specific responsibilities of Job/Task pattern 123 are often observed in work areas such as general manufacture; education and research; marketing; and government, welfare, and public service.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Establishing and enforcing work schedules.
- Prioritizing competing requirements.
- Coordinating operations and details.
- Sizing up situations; anticipating others' needs.
- Dealing with critical, unexpected events.
- Weighing long-term consequences of action.

### 4. Self-Management Skills

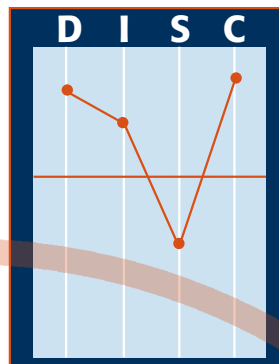
- Maintaining routines and schedules.
- Listening to opposing views with professionalism.
- Responding quickly.
- Handling stressful situations calmly.
- Building influence with large or small groups.
- Solidifying others' support.
- Identifying needed information; eliciting necessary details.

### 5. Communication Skills

- Being direct and forceful through tone of voice.
- Projecting confidence that requests will be met.
- Clarifying information and ideas.
- Using examples to increase others' comprehension.
- Employing team-oriented language.
- Empowering people at all levels.

## 1. Expected Behaviour Traits

- Open-minded
- Curious
- Versatile
- Poised
- Persevering
- Achievement oriented
- Innovative
- Adaptable
- Objective
- Creative



## JOB/TASK PATTERN 124

## 2. Job/Task Interests

- Job/Task pattern 124 requires interest in and aptitude for effective communication and knowledge of people.
- The person assuming the job/task should enjoy working in unstructured projects with musical and literary themes; bringing diverse parts together creatively; assessing project needs; recruiting talented, potential leaders; selling tangibles or intangibles.
- The specific responsibilities of Job/Task pattern 124 are often observed in work areas such as publishing and printing; the arts, entertainment, and recreation.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Conveying feeling and thought verbally and nonverbally.
- Communicating understanding and appreciation.
- Helping others identify problems, needs, and solutions.
- Planning strategy and tactics.
- Working with existing policies to resolve problems.

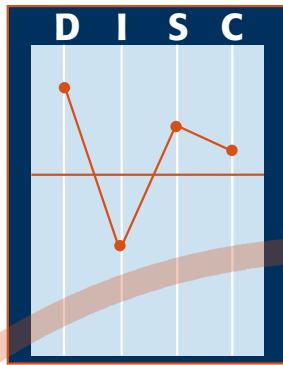
### 4. Self-Management Skills

- Adhering to requirements.
- Expressing opinions easily and fluently.
- Dealing imaginatively with people and systems.
- Seeking new ways to handle old problems.
- Involving others in negotiation; selling ideas.
- Reasoning comprehensively.

### 5. Communication Skills

- Inspiring others with powerful language and expression.
- Projecting genuine enthusiasm.
- Conveying togetherness through the use of terms such as “we” and “our.”
- Contrasting options.
- Using constructive criticism; directing comments at the behavior or idea, not the person.

## JOB/TASK PATTERN 134



### 1. Expected Behavior Traits

- Level-headed
- Accurate
- Analytical
- Firm
- Alert
- Honest and good
- Effective
- Thorough
- Tenacious
- Emotionally stable

### 2. Job/Task Interests

- Job/Task pattern 134 requires interest in and aptitude for working with tools and machinery; identifying problems, and taking remedial action.
- The person assuming the job/task should enjoy following policies and procedures; concentrating on details; being diplomatic; avoiding conflict while being prepared to defend a position assertively; moving on to new and complex challenges once a task is completed.
- The specific responsibilities of Job/Task pattern 134 are often observed in work areas such as energy, utilities, and mining; education and research; electronic media, communications, and computing.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Gathering and interpreting data; using measurement devices.
- Interpreting specialized formulas.
- Scrutinizing patterns or structures.
- Recognizing what information is needed and when.
- Operating electronic equipment; maintaining databases.
- Designing programs or products to fit unique needs.

### 4. Self-Management Skills

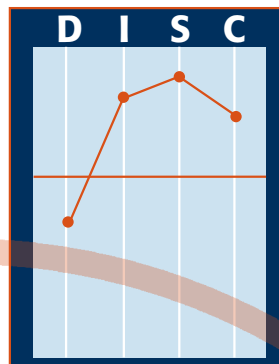
- Thinking and speaking with precision.
- Helping others interpret data.
- Translating theory into practice.
- Working in quiet and solitude.
- Planning and completing tasks independently.
- Moving with caution but taking planned risks.
- Taking on assignments with few guidelines; depending on personal judgment.

### 5. Communication Skills

- Using clear, concise statements.
- Ensuring that others understand the benefits of proposals.
- Defining terms; keeping technical language to a minimum.
- Showing the connections between ideas.
- Answering technical questions clearly; preparing responses to possible objections; suggesting resources people may refer to.

## 1. Expected Behavior Traits

- Practical
- Instructive
- Pleasant
- Respectful
- Supportive
- Consistent
- Diligent
- Expressive
- Realistic
- Conscientious



## JOB/TASK PATTERN 234

## 2. Job/Task Interests

- Job/Task pattern 234 requires interest in and aptitude for working with people, facilitating their personal growth, and increasing productivity through improved operating systems.
- The person assuming the job/task should enjoy befriending and encouraging individuals on a personal basis; giving instruction, advice, and assistance in specific procedures; setting up or assembling task materials.
- The specific responsibilities of Job/Task pattern 234 are often observed in work areas such as general manufacture; education and research; medicine and therapy; government, welfare, and public service.

## Reference Guide to Essential Skills

### 3. Functional Skills

- Using what others have developed in new and existing situations.
- Arranging the physical environment to promote rapport with others.
- Applying theory to practice.
- Revising procedures; translating information into computer data.
- Conducting formal and informal training events.
- Cooperating with others.

### 4. Self-Management Skills

- Performing energetically according to high standards.
- Avoiding mishaps and costly mistakes.
- Developing close working relationships; gaining others' confidence.
- Showing patience in following detailed instructions.
- Using up-to-date methods to ensure quality.
- Striving for harmony.

### 5. Communication Skills

- Projecting a confident presence to others.
- Expressing feelings openly regarding tasks and team members.
- Voicing dissatisfaction on others' behalf.
- Working out details and rehearsing before a presentation.
- Exchanging and analyzing ideas informally.



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