

## Scale Definitions

**(Pro) Proactivity:** Students who score high in Proactivity thrive on setting goals and working hard. Academic work, and work in general is EXTREMELY important to these students. They are often determined, ambitious and self motivated. They are energetic and enterprising. Students who score lower in proactivity are typically more relaxed and casual. They are easygoing individuals who prefer a more carefree and less stressed approach to life. Low scorers in proactivity tend to prefer the process, and are not as goal oriented. They are patient with themselves and others.

**(Dom) Dominance:** Students who score high in Dominance, are leaders who need to be in charge. They are able to influence others. They are strong, forthright, and determined. They are powerful, and others realize this power. Students who score high in Dominance tend to be impatient and move very quickly. Students who score lower in dominance prefer to be in the background where they can support the efforts of others. They do not like to be center stage. They value contribution. They are gentle and unassuming. They are more soft-spoken and often good listeners. Humility, patience, and respect are also typical behavioral traits of low scorers in Dominance.

**(End) Endurance:** Students who score high in Endurance need to finish what they start. They have a strong sense of duty and obligation. They work conscientiously and are able to withstand hardship and adversity. Students who score high in Endurance are focused and not easily distracted. Others depend on these students because they “come through.” Students who score lower in Endurance become bored easily. They prefer a more leisurely, informal and casual approach to life. They enjoy the endless variety of life. Interruptions in daily routines are often welcome. They can change directions quickly, walk away from a task when necessary, or as conditions change, without a lot of stress or hassle.

**(Ord) Order:** Students who score high in Order need routine. They are well-structured planners who need to stay organized. They prefer to work sequentially as opposed to doing “100 things at once.” They are compelled to “straighten things out” to eliminate confusion. They enjoy clarity, methods, the “tried and true,” and standard operating procedures. They are sensitive to timelines. They prefer logic and analysis to emotion. Students who score lower in Order enjoy the “here and now.” They are comfortable in chaos or dealing with the unexpected. They are open to new ideas and new ways of doing things. They tend to be uninhibited and expressive, spontaneous and flexible. They are able to “roll with the punches.”

**(Sup) Support:** Students who score high in Support care about people deeply. They are supportive and sensitive to the emotional needs and wants of others. They are thoughtful, peace loving and warm. They like to “touch” others at the heart level. People confide in them. They are encouragers who see the good in others. Relationships are their number one priority. Students who score lower in Support tend to be defensive, less open, and wary of others. They have few close friends and prefer keeping most people at a distance. These students may at times be moody, dissatisfied, and sarcastic. They also, at times,

have difficulty dealing effectively with stress. On the flipside, their more critical nature can stave off potential dangers while recognizing the “holes” in business plans, projects and/or initiatives.

**(NW) Networking:** Students who score high in Networking are natural networkers, who prefer to maintain numerous personal friendships. They have a “more the merrier” approach to life. They are very comfortable in group settings and enjoy socializing. They also tend to take people “at face value” and do not over-complicate relationships. Students who score lower in Networking prefer fewer friends and are not as comfortable in social settings. They are careful with who they trust. They value long term relationships and they know who their friends are.

**(Exh) Exhibition:** Students who score high in exhibition enjoy, and thrive in the limelight. Being center stage gives them energy. They enjoy the attention and affection of others. They are animated and charismatic, entertaining and stimulating. Low scorers in Exhibition perform best outside of the limelight. They do not like to be the center of attention. They enjoy support roles and enjoy giving the credit to others. They are unassuming, and comfortable being alone. They value team recognition over personal recognition. They are more subtle, gentle and reserved.

**(Aut) Autonomy:** Students who score high in Autonomy value freedom. They work well alone. They are assertive. These students will give you their opinion if you ask for it. They have their own mind, and tend to make their own rules. They can be defiant and stubborn, and may risk disregarding or minimizing the feelings and desires of others. Students who score lower in Autonomy are team players. They are more conventional, preferring the “tried and true.” They welcome advice and direction from trusted superiors. The ancient proverb “there is safety in a multitude of counsel” likely rings true to students who score lower in Autonomy. They also value security.

**(Agg) Aggression:** Students who score high in Aggression are courageous and forthright. They are competitors who love to win. High scorers in Aggression are powerful. They take stands for themselves, others, and what they believe to be right. They also tend to have a strong sense of right and wrong. They place a high value on loyalty. They will often not tolerate what they perceive as injustice. Students who score high in Aggression can be impatient and like instant gratification. Students who score low in Aggression provide a calming influence on others. They are patient, slow to anger and tolerant. They are peacemakers who make few if any demands on others. They have a win/win philosophy. They are easy to be around and non-threatening. They tend to see the good in others. They are flexible.

**(CHA)Change:** Students who score high in Change love variety. They move and think quickly. They are spontaneous and flexible. They are risk takers who love a good challenge. Students who score high in change tend to become bored easily. They seek adventure. Chaos and complexity are part of the adventure. These students tend to comprehend problems and complexity rapidly. They have wide interests in areas such as art, beauty, intelligence and nature. Students who score low in Change enjoy stability and continuity in their world. They are most comfortable with the tried and true. They “think

before they leap.” They value security. They are steady and deliberate. These students are more self controlled and genuinely dependable. They are conservative, conventional and avoid risk.

**(ES) Emotional support:** This term may be defined as the need to solicit sympathy, emotional support, or affection from others. Based on our analysis of the data, students who score high in Emotional support are sensitive. They are peace loving. They are introspective. They are highly influenced by the opinion of others. They have an active imagination, can be creative, and expressive. These students may at times appear needy and tend to “wear their emotions on their sleeve.” Students who score lower in Emotional support are independent and self-motivated. These students are confident and are often effective in meeting their goals. They do not need much emotional support from others; “a little goes a long way.” The risk here is that the student with a low need for emotional support may not realize others need to see their softer, accepting side more often.

**(SC) Self-critical:** Self-critical may be defined as one’s tendency to be self-critical, feel inferior and guilty. Students who score high in Self-critical tend to be worrisome and fearful. They beat themselves up unnecessarily. Students who score high in Self-critical ask for little from others and often assume a submissive role in their relationships. They may perceive others as more capable, stronger and better. They deflect compliments and rarely allow a compliment to “sink in.” On a more helpful note, students who score high in Self-critical are often sensitive, unselfish and humble. Students who score lower in Self-critical are self-assured and more confident. They prefer a faster pace. They bounce back from hardships quickly. Students who score low in Self-critical believe in themselves and their ability to reach and exceed goals. They tend to be competitive and ambitious.

**(Sub) Submissiveness:** Submissiveness may be defined as the need to seek and maintain subordinate roles in relationships with others. Students who score high in Submissiveness think and act in terms of win/win. They enjoy team victories over personal victories. They enjoy seeing others succeed. They prefer a supportive role. They have a need to be helpful and care about people and their needs. They are conscientious, unassuming and patient. Students who score high in Submissiveness are yielding and kind, but they also have a tendency to give in too easily when pressured. Students who score low in Submissiveness are tenacious. They delight in competition, a “good argument” and “worthy” opponents. Students who score low in Submissiveness are adventurous risk takers. They tend to make decisions quickly and are capable of “grinding it out with the best of them.” The word QUIT occurs rarely, if ever in their vocabulary. They can also be quite stubborn and obstinate at times.

**(S-Cn) Self-Control:** Students who score high in Self-Control are dutiful, restrained, diligent and reliable. They tend to favor conservative values and avoid risk. Adjectives that might best describe this person are reserved, quiet, unassuming, patient and modest. Students who score high in Self-Control are steady. They at times “over-control” their desires because of a strong sense of duty and morality. Students who score lower in self-control prefer instant gratification. They enjoy fun, excitement, risk, adventure and quick

rewards for their efforts. They are easily bored. Students who score lower in Self-Control tend to bend the rules, stretch limits and thrive in Chaos. They are often charismatic and animated, but they are also impulsive and at times may be too careless.

**(S-Cfd) Self-Confidence:** Students who score high in Self-Confidence are poised, self-assured, and confident. They are assertive people who believe in themselves. Others believe in them as well. Students who score low in Self-Confidence tend to be shy and un-assuming. They ask and expect little from others. They are often good listeners and humble. They are peacemakers who prefer to de-escalate conflict. These students often put the needs and desires of others above their own.

**(P-Adj) Personal Adjustment:** Students who score high in Personal Adjustment have excellent coping skills. They are resilient and highly capable of dealing with the everyday stresses and strains of life. They are typically more open, trusting and positive. They enjoy the company of others. Students who score high in Personal Adjustment are solid. Others are attracted to them because of these qualities. Students who score low in Personal Adjustment feel stressed easily and they do not always handle stress well. They tend to overreact to situations. They struggle with trust at times and tend to keep people at a distance. They can be moody. They lack some of the tools, resources and beliefs necessary to cope with the pressures of life and work. This combination of factors can create anxiety, difficulty with focus, and defensiveness.

**(Cre) Creativity:** Students who score high in Creativity are original thinkers. They are adventurous, bright and very “quick on their feet.” They have an appreciation for beauty and are “idea people” who think out of the box. They are capable of producing solutions out of “thin air.” Students who score high in Creativity seek out interesting and out of the ordinary experiences. Students who score low in Creativity appreciate rules and norms. They adhere to the tried and true. They tend to be more subdued, conservative and cautious. Students who score low in Creativity are more conventional, valuing security over adventure. They do not typically err on the side of “seeking greener pastures.”

**(ML) Military Leader:** The Military Leader behavioral scale may be defined as steadiness, self-discipline, and good judgment of the kind required in positions of military leadership. Students who score high in Military Leader are focused on duty and obligation. They are committed to action, and work hard to meet personal and team goals. They value organization and planning. They provide a steadying influence in their relationships. Their mood is typically even and unflappable. Students who score low in Military Leader like to stretch limits. They are more risk taking and adventurous. They are not convinced that duty, obligation and self-discipline are completely worthwhile values. Students who score low in Military Leader may be more rebellious, and enjoy the idea of “bucking” the system. They also tend to place a higher value on emotion, passion and fun.

**(CT) Critical Thinking:** Students who score high in Critical Thinking evaluate ideas, initiatives, motives, relationships, etc. They provide a valuable function in business in that they don’t “blindly” accept anything new that comes along. They think things

through. They poke holes in ideas and look at the consequences of poorly thought out ideas. Students who score low in Critical Thinking are more tolerant and accepting of others. They focus on what is “right and good” rather than focusing on what is “wrong and bad.” They are generally optimistic, and less judgmental. Students who score low in Critical Thinking are also more tolerant of the weaknesses in others. They desire harmony in relationships and have a strong belief in interdependency. These students prefer reward to punishment, and desire to share their successes with others.

**(Men) Mentoring:** Students who score high in Mentoring seek to mentor, encourage and sustain relationships. When in a leadership relationship, they put people first. They place a high value on supportive and nurturing behaviors. Respect and courtesy are important concepts to these students. They tend to be conservative, value tradition, and are seen by others as a source of “good” counsel. Students who score high in Mentoring are more trusting and open. They **NEED** people. Students who score lower in Mentoring seek change and variety. They are easily bored. They tend to be dissatisfied with their current status and temperamental. These students often place their own needs above those of others and are self-serving. They can be fickle and easily distracted. They also tend to be rebellious and non-conforming. Students who score low in Mentoring are less emotionally supportive.

**(F) Fun:** This term relates to attitudes of playfulness, impulsivity and self-centeredness associated with the concept of a VERY expressive person. Students who score high in Fun like to have fun. They are playful, witty and quick, expressive and dynamic. Students who score high in Fun are active, adventurous, and assertive. They are often charming and charismatic. People enjoy being with them because they “know how to have fun.” These students need variety in life and are drawn towards originality, art, sensuality and aesthetics. Their behavior, however, can sometimes be “over the top” and may be destructive. Students who score lower in Fun are more cautious, reserved, and conservative. They tend to delay gratification and avoid risk. Others may at times perceive them as self-denying and lacking in passion. They may also have a tendency to avoid conflict. These students prefer to be behind the scenes and outside of the limelight. They are uncomfortable with the unknown and fear being out of control.