

Assessing the Self-Assessment Exercise

We have outlined a rigorous and multifaceted approach to self-assessment so far in this book. If you have followed along each step of the way, you are ready to begin pulling it all together. Before you do that, we suggest that you read through a self-assessment paper or two to get an idea of what one might look like.

We have included the entire set of data for Lauren Davis and her Self-Assessment Paper. Note that she used some instruments that we did not use in the book. You, too, should feel free to add other data to your information pool.

Using your knowledge of the self-assessment process, the instruments, and the characteristics of useful theme labels, how would you judge Lauren's efforts? Is her paper reasonable? What are the strengths and weaknesses? What do you learn from this example about writing your own?

If you are using the book in a course, we encourage you to read the paper and write down the feedback you would give to Lauren, along with a grade. Be prepared to present your feedback in class.

LAUREN DAVIS' SELF-ASSESSMENT DATA

Figure Test

Lauren Davis gave the following responses to the ten figures. The question she was asked while looking at each figure was: "What might this person be doing?"

<u>Responses to Figure 1</u>	<u>Category</u>
• Looking up at clouds on a sunny day	ENV PAS
• Youngster chastised by mother and standing at attention	PEO DEP
<u>Responses to Figure 2</u>	
• Giving direction or telling someone to leave via that exit	PEO DIR/ PEO COMM
• Telling someone who has displeased him to leave (arm or hip might mean anger)	PEO AGG
<u>Responses to Figure 3</u>	
• Just got in 1st college of choice, jumping for joy	ENV ACT
• Just finished Darden; in jubilation that it's successfully over	ENV ACT
<u>Responses to Figure 4</u>	
• Preparing for an attack, defensive position	PEO AGG
• Pulling back a sling shot	PEO AGG
• Nudging his neighbor playfully	PEO AFF
<u>Responses to Figure 5</u>	
• Smelling a flower	ENV ACT
• Waving goodbye sadly to a departing friend	PEO COMM
• Waving hello to friend coming up	PEO AFF
<u>Responses to Figure 6</u>	
• Leaning on a tree or post	ENV PAS
• Putting his hand on a buddy's shoulder	PEO AFF
• Picking something off a shelf	ENV ACT
• Dancing	PEO DEP

Responses to Figure 7

- Sleeping ENV PAS
- Diving off a high dive ENV ACT
- Somersault ENV ACT
- Exercises ENV ACT
- Groaning in pain PEO COMM

Responses to Figure 8

- Shaking hands PEO AFF
- Jumping exercises ENV ACT
- Sitting down and taking someone's hand to get up PEO DEP

Responses to Figure 9

- Welcoming a group of relatives, friends who haven't been seen for ages PEO AFF
- Describing something large to someone PEO COMM

Responses to Figure 10

- Standing with both arms on elbows ENV PAS/PEO AGG
- Bending over from waist to touch toes ENV ACT

Lauren's Scoring

	<i>Total Tallies</i>	<i>Percentage</i>
<i>Environment</i>		
Active	9	30
Passive	4	13
Total Environment	<u>13</u>	<u>43</u>
<i>People</i>		
Affection	5	17
Aggression	4	13
Communication	4	13
Dependence	3	10
Direction	1	4
Exhibition	<u>0</u>	<u>0</u>
Total People	<u>17</u>	<u>57</u>
Grand Total	<u>30</u>	<u>100%</u>

This case was prepared by Kevin E. Sachs, MBA 1982, under the direction of Associate Professor James G. Clawson as the basis for class discussion. Copyright 1982 by the Sponsors of The Colgate Darden Graduate School of Business, the University of Virginia, Charlottesville, Virginia. WP. UVA-OB-194.

Lauren's Inferences

- highest: ENV ACT (9), PEO AFF (5), ENV PAS (4), PEO AGG (4), PEO COMM (4)
- doing things by myself (sports, emotions)
- doing things with people in which I am expressing an emotion or interest

Rorschach Inkblot Test

Lauren Davis made the following replies to four Rorschach cards:

Card Side

- I 1. (W) Emblem for the medical profession. Army insignia.
- 2. (W) Bird flying (looking down from above). Pig about to chomp on something.
- 3. (W) Oriental house, pagoda—Arc d' Triomphe.
- 4. (W) Boat passing under a bridge.
- II 1. (W) Fat ballerina on her tiptoes.
- 2. (W) Jet flying over dark clouds.
- 3. (W) Two elves with tall hats hitting hands and stomping feet.
- 4. (W) Same as 2.
- III 1. (W) Old guy with hat and beard and overcoat and gray scarf.
- 2. (W) Blast shot out of space ship.
- 3. (W) Someone being burned at the stake.
- 4. (W) Monster sticking out fiery tongue.
- IV 1. (W) American eagle emblem.
- 2. (D) Alligator head with jaws open.
- 3. (W) Showgirl with oriental headpiece, boa around neck and pompoms in her hands.
- 4. (W) Race car still moving with clouds of smoke streaming out.

Lauren's Scoring and Analysis

Card:	I	II	III	IV	Total	Percentage
	W	W	W	W		
	W	W	W	D		
	W	W	W	W		
	W	W	W	W		
Total Responses	4	4	4	4	16	100%
Total W	4	4	4	3	15	94%
Total D	0	0	0	1	1	6%
Total d	0	0	0	0	0	0%

Lauren's Inferences

- 94% W's. Big Picture Person—problems with accounting.
- Always wants to be a generalizer—everything reminds person of a concept.

Learning Style Inventory

Lauren's Scores

CE	16	RO	7	AC	17	AE	18
AC-CE =	1	AE-RO =	11				

Lauren's Inferences

This is how I see myself as a learner:

Active Experimentation: 18 (75%) "Doing" orientation; projects, homework, small group discussions; dislike passive learning situations (lectures), extroverts

Concrete Experimentation: 16 (63%) Receptive, experience-based approach to learning; relies heavily on feeling based judgements; empathetic, people oriented; theoretical approaches unhelpful; treat each situation as unique case; learn best from specific examples in which become involved, oriented more toward peers than authority in approach to learning; benefit most from feedback and discuss with fellow CE learners.

Accommodator

Strengths: carrying out plans and experiments; involving self in new experiences; more of a risk taker; excel in situations where one must adapt oneself to specific, immediate circumstances; solves problems with intuitive trial and error; relies on other people for information rather than on one's own analytic ability; at ease with people; impatient and pushy at times; action oriented jobs—marketing, sales.

FIRO-B

Lauren's Scores

	I	C	A	Sum (I + C + A)
e	3	3	4	10
w	0	2	5	7
sum	3	5	9	Total Sum 17
(e + w) diff	3	1	-1	Total Diff. 3
(e - w)				

Lauren's Inferences

1. Preference for solitude.
2. Desire for considerable amount of giving and receiving affection and interpersonal closeness.
3. Tendency toward active initiation of interpersonal behavior with others.
4. Want others to initiate behavior towards me.
5. Strong preference for considerable amount of interpersonal interaction.
6. Preference for others to initiate inclusion.
7. Preference for taking rather than giving orders.
8. Preference for receiving in contrast to initiating affection.
9. Preference for being the recipient of the initiations of interpersonal activities.

Predisposition Test

	Tolerance for Ambiguity	Preference for Autonomy	Predisposition Toward Solitary Effort
Lauren Davis	3.0	2.57	2.86
Research			
Organization	2.91	2.83	2.96
Manufacturing			
Organization	2.57	2.17	2.40

Lauren's Inferences

1. Very high tolerance for ambiguity: Don't mind a changing set of conditions; less defined work and greater uncertainty of information OK.

2. Preference for autonomy average for age group of HBS; close to my characteristics; closer to research organization than manufacturing; a bit higher preference to define work roles, provide own direction; less inclined to like subordinate relationships with strong authority figures.
3. High disposition toward solitude—prefer to work individually.
4. Scored closer to R&D environmental group: tolerate a bit more ambiguity; have less preference for autonomy; want to work alone a little more.

Life and Career Values Card Sort

Most Important Value Cluster

<u>Marital</u>	<u>Identity</u>
Tranquility	Getting ahead
Changing activities daily	Being free
Praised by spouse	Expanding influence
	Achieving goals

Very Important Value Cluster

<u>Professional</u>	<u>Financial/Material</u>
Run show	Being independent
Public recognition	Having as much as possible
Feeling expert	Planning ahead
Learning new things	
Tackling challenge	
Rewarded fairly for efforts	
Directing next person	
Changing activities weekly	
Working on broad issues	

Important Value Cluster

<u>Social</u>	<u>Recreation/Physical</u>	<u>Intellectual</u>
Close to others	Enjoying activity	Organizing things
Part of group	Do better than	Using energy and
Relaxing	next person	resources wisely
Meeting people	Feeling capable	Finishing task
	Moving quickly	Working on details

Somewhat Important Value Cluster

<u>Parental</u>	<u>Familial</u>
Looking ahead	Being encouraged
Teaching	Being praised
Watching growth	Looking back
Moving slowly	

Other Considerations

<u>Political</u>	<u>Emotional</u>
Helping people	Watching people grow
<u>Spiritual</u>	<u>Societal</u>
Admiring beauty of it all	Involved

Lauren's Inferences

- Definite priorities here:
- Personal (Bill & me, me)
- Professional/Material
- Extracurricular
- Kids: Parents
- Others

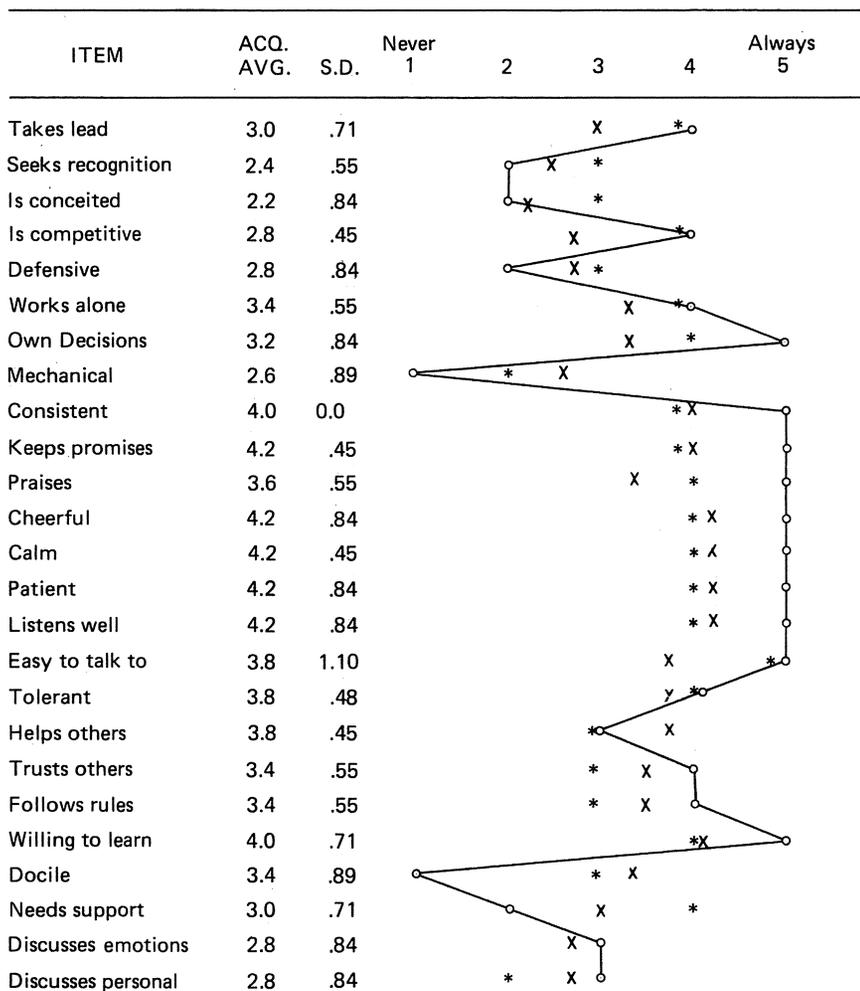
Lauren Davis' Interpersonal Style Inventory Data

<i>Item</i>	<i>Acquaintance</i>					<i>Sum</i>	<i>Mean</i>	<i>S.D.</i>
	1	2	3	4	5			
Takes Lead	4	3	2	3	3	15	3.0	.71
Needs Support	3	3	3	4	2	15	3.0	.71
Seeks Recognition	3	2	2	3	2	12	2.4	.55
Works Alone	3	3	4	3	4	17	3.4	.55
Helps Others	4	4	3	4	4	19	3.8	.45
Follows Rules	3	3	4	4	3	17	3.4	.55
Listens Well	5	5	4	4	3	21	4.2	.84
Willing to Learn	5	4	4	4	3	20	4.0	.71
Trusts Others	4	4	3	3	3	17	3.4	.55
Defensive	2	3	3	4	2	14	2.8	.84
Discusses Emotions	4	3	2	3	2	14	2.8	.84
Discusses Personal	4	3	2	3	2	14	2.8	.84
Easy to Talk to	5	4	2	4	4	19	3.8	1.10
Docile	2	4	4	3	4	17	3.4	.89
Praises	4	4	3	4	3	18	3.6	.55
Is Consistent	4	4	4	4	4	20	4.0	0.0
Is Conceited	3	2	2	3	1	11	2.2	.84
Adapts	4	4	3	4	4	19	3.8	.45
Competitive	3	3	3	3	2	14	2.8	.45
Own Decisions	4	3	2	4	3	16	3.2	.84
Calm	5	4	4	4	4	21	4.2	.45
Mechanical	2	2	3	4	2	13	2.6	.89
Tolerant	4	4	3	4	4	19	3.8	.48
Patient	5	5	4	4	3	21	4.2	.84
Keeps Promises	4	5	4	4	4	21	4.2	.45
Cheerful	5	4	3	4	5	21	4.2	.84

Lauren Davis' Interpersonal Style Inventory Profiles

Note that the sequence of items has changed. Transcribe the plots carefully!

* = Current Self, o = Desired Self, X = Average of Acquaintances' Reports



AVL Study of Values

Scale	Lauren's Score	Value Name
50		
49		
48	_____ 48	Social
47		
46		
45		
44		
43		
42		
41	_____ 41	Economics/Religious
40		
39		
38	_____ 38	Theoretical
37		
36	_____ 36	Aesthetic/Political
35		

Lauren's Inferences

1. Social very high: love of people; prizes others as ends in self-kind, sympathetic, unselfish.
2. Economic/Religious: interested in useful practical; perhaps seeing environment in "totality"—big picture outlook?

24 HOUR DIARY

Friday

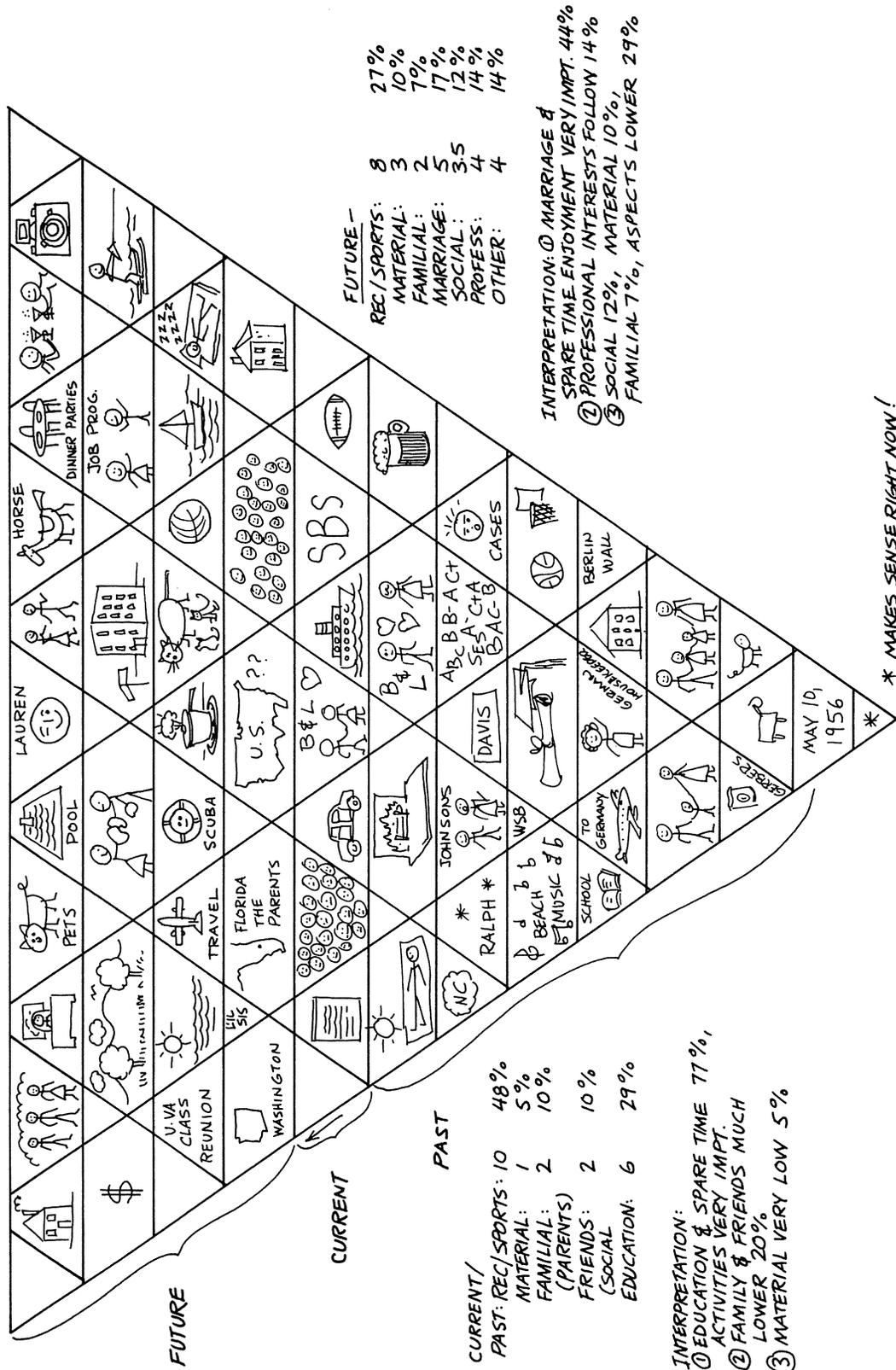
- 8:00 Got up reluctantly. I'm starting to get a cold, and I feel lousy. No classes today, but plenty to do—have to be at school by 9 a.m. to meet with Advertising Manager group and work on group project. Showered, breakfast, read paper.
- 9:00 Finally left to get over to school (which means I was going to be 15 minutes late!) When I got to School @ 9:15 only 2 other group members were there—and I thought I was irresponsible. I don't like to be kept waiting—so I apologized for being late—however the group member who was supposed to have organized our notes into an outline hadn't arrived, so there was nothing to do yet anyway!
- 9:30 Bruce and I began calling other group members in order to get going. Everyone of them was still at home or in bed.

- 10:20 Mary brought outline over to school and began reviewing it to clarify any questions we might have.
- 11:00 Decided how to organize the paper and break it up into sections for 4 of us to write individually. Planned to work individually until 12:30 and then compare writing styles. Worked on my section until then—also ate lunch in the interim. Didn't eat much because I'm feeling so sick. I wish I could go home and crawl into bed.
- 11:30 Met with group—but no one was very far along. Everyone seemed to be writing in a similar manner (we wanted to make the style as consistent as possible), so we split up again and planned to meet @ 12:30.
- 12:30 All four read and discussed each others sections, made some corrections, and broke up again to finish off the writing.
- 1:30 Met with "final" versions and went through same process again. Began to prepare exhibits, and discussed flaws that had popped up in some of our logic.
- 2:45 Went to Sponsors seminar on home computers. Wasn't too bad—I would have enjoyed it more if I didn't feel so lousy. I'm dying to learn more about computers. I think that's one of Darden's biggest weaknesses. Everyone should be urged to take a 1/2-1 semester course on programming and use of computers. We are going to have to be able to use and understand computers in most every business-related job. A bit shortsighted on the School's part.
- 4:00 Back to the group. Winding things down. Rest of members showed up to pick up where we left off. Discussed paper with them.
- 5:30 Left school for home. What a wasted day. I don't feel like I accomplished much. Plus cold medicines always make me spacey. It's a good feeling if you can lay back and go to sleep, but not if you need to be alert and have to fight off those side effects. Pills like those also affect my mood. I get grouchy and mad at the world.
- 6:30 Left to go to scuba diving class with Bill. Neither one of us feels up to swimming, so we planned to leave right after the classroom time.
- 8:15 Came home. Stopped and got subs at the sub shop. Ate subs and watched the World Series. I don't usually like to watch baseball, but I do like to watch the World Series. I guess I like it because something big is at stake. Same goes for the Super Bowl. Those games I can get involved in and enjoy.
- 9:00 Fell asleep on the couch. Pills made me drowsy. Bill and I finally woke up and went to bed about 1:00 a.m.

Saturday

- 8:20 Woke up about half an hour ago—don't need to get up early today, but couldn't sleep because of a bad cold and sore throat. Knew I had plenty to do today, so might as well get going. Projects, projects, projects! It's funny how some mornings it's so difficult to get up and others it's so easy. When I'm behind in my work, I'd rather put the pillow over my head and go back to sleep. But if I'm on schedule or ahead in my work, I don't mind jumping out of bed.
- 8:30 Showered, breakfast, read Washington Post, took some cold medicine.
- 10:00 Drove over to school to get started on school work. Advertising group project was supposed to be in a group member's box so the rest could give it a final review. It wasn't there. It really irritated me. Half the group worked hard on it yesterday and the others were supposed to polish it off last night. Feel a bit put-upon!
- 10:30 Organizing notebook in order to get started. It's hard for me to work with a messy notebook. In order to keep the workload organized in my head and in order to make sure I cover everything I need to be organized and neat.
- 11:00 Talked to Kevin. He's going to the game today even though he has a ton to do, too. I'm a bit envious. I don't mind working when I know everyone else is working too, but it's hard to be disciplined on a sunny football day.
- 11:30 Worked in the library until 1:30. Picked up Bill at home and went to Graffiti for lunch. I needed a break. This isn't going to be much of a weekend with all the work I have, so I deserve to take some fun breaks. Bill's working on his SBS, so we both need the break! Found out next World Series game is on at 4, so I'm going to try to work while I watch the game.
- 3:00 Back to library for more studying.
- 5:15 Home to see game and watch work on PACS. I wish I had more time, PACS work is beginning to pay off. The themes are really interesting. Watched the Dodgers win. Good for Dodgers, bad for my studying. That means more games on TV to distract me.
- 6:30 Fixed spaghetti for dinner—made it ahead so it didn't take long. Watched the rest of the game while we ate.
- 8:00 Went back to work. Am feeling very disorganized because I have lots of half-completed themes.
- 8:50 Drove to movie "Rich & Famous." Not bad—some of it was overdone, but it was good, legal entertainment. People around me probably hated me—I blew my nose constantly.
- 11:10 Home and to bed. I'm sick, so early to bed—getting well!

Lauren Davis: Life Style Diagram



Lauren Davis: Strong-Campbell Interest Inventory Score



J. LAUREN DAVIS

FEMALE

DATE SCORED

09/23/81

065 0021 1



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IV. OCCUPATIONAL SCALES

I. ADMINISTRATIVE INDICES

A. RESPONSE PERCENTAGES			B. TOTAL RESPONSES =	
	L%	1%	D%	
1. OCCUPATIONS	18	31	50	325
2. SCHOOL SUBJECTS	25	33	42	
3. ACTIVITIES	47	29	24	5
4. AMUSEMENTS	31	31	38	
5. TYPES OF PEOPLE	25	21	54	
PARTS 1-5				
6. PREFERENCES	33	0	67	
7. CHARACTERISTICS	64	29	7	

C. INFREQUENT RESPONSES =

D. ACADEMIC COMFORT =

E. INTROVERSION-EXTROVERSION =

II. GENERAL OCCUPATIONAL THEMES

SCALE	STD SCR	VERY LOW	LOW INTER	AVERAGE INTEREST	HIGH INTER	VERY HIGH
R REALISTIC	37					
I INVESTIGATIVE	43					
A ARTISTIC	47					
S SOCIAL	39					
E ENTERPRISING	49					
C CONVENTIONAL	44					

III. BASIC INTEREST SCALES

SCALE	STD SCR	VERY LOW	LOW INTER	AVERAGE INTEREST	HIGH INTER	VERY HIGH
R AGRICULTURE	46					
R NATURE	33					
R ADVENTURE	51					
R MILITARY ACTIVITIES	41					
R MECHANICAL ACTIVITIES	41					
I SCIENCE	37					
I MATHEMATICS	37					
I MEDICAL SCIENCE	41					
I MEDICAL SERVICE	40					
A MUSIC/DRAMATICS	46					
A ART	40					
A WRITING	50					
S TEACHING	40					
S SOCIAL SERVICE	35					
S ATHLETICS	50					
S DOMESTIC ARTS	46					
S RELIGIOUS ACTIVITIES	35					
E PUBLIC SPEAKING	63					
E LAW/POLITICS	62					
E MERCHANDISING	58					
E SALES	55					
E BUSINESS MANAGEMENT	55					
C OFFICE PRACTICES	40					

FEM CODE	MALE CODE	OCCUPATION	FEMALE SCALE	MALE SCALE	VERY DISSIMILAR	DISSIMILAR	AVERAGE	SIMILAR	VERY SIM.
RC	RC	AIR FORCE OFFICER	51	21					
RC	RC	ARMY OFFICER	49	30					*
RI	RI	ENGINEER	31	7					
RC	R	FARMER	32	26					
RI	R	FORESTER	28	20					
RIC		LICENSED PRAC NURSE	-3		*				
R	RC	NAVY OFFICER	49	18					*
RAS	RAS	OCCUPATIONAL THERAPIST	19	15	*				
RE	RE	POLICE OFFICER	54	33					*
R	RI	RAD TECH (X RAY)	28	19					
N/A	R	SKILLED CRAFTS	N/A	9					
RI		VETERINARIAN	11						
N/A	RCE	VOC AGRIC TEACHER	N/A	-5					
I	I	BIOLOGIST	17	13	*				
IR	IR	CHEMIST	21	0	*				
IRE	IRE	CHIROPRACTOR	35	37					
IA	IA	COLLEGE PROFESSOR	37	34					
IRC	IRC	COMPUTER PROGRAMMER	35	20					
IR	N/A	DENTAL HYGIENIST	25	N/A	*				
IR	IR	DENTIST	33	25					
I	I	GEOGRAPHER	45	27					*
IR	IR	GEOLOGIST	31	19					
I	I	MATHEMATICIAN	20	16	*				
IRC	IRS	MATH SCI TEACHER	16	7	*				
IR	IR	MEDICAL TECHNOLOGIST	12	13	*				
IR	IR	OPTOMETRIST	34	27					
I	IF	PHARMACIST	40	26	*				
IR	IR	PHYSICAL THERAPIST	19	16	*				
IR	IR	PHYSICIAN	20	19	*				
IR	IR	PHYSICIST	3	-4	*				
IAS	IAS	PSYCHOLOGIST	33	34					
IRS		REGISTERED NURSE	16						
IA	IA	SOCIOLOGIST	30	21					
IRC	IRC	SYSTEMS ANALYST	37	21					*
IR		VETERINARIAN	24						
AF	AF	ADVERTISING EXECUTIVE	56	54					*
AIR	AIR	ARCHITECT	33	19					*
A	A	ART TEACHER	4	16	*				
A	A	ARTIST COMMERCIAL	39	34					*
A	A	ARTIST FINE	38	25					*
A	AS	ENGLISH TEACHER	33	38					*
A	A	FOREIGN LANG TEACHER	32	32					
AE	AE	INTERIOR DECORATOR	31	38					*
AI	AI	LAWYER	60	57					*
A	A	LIBRARIAN	46	39					*
A	A	MUSICIAN	33	34					*
A	A	PHOTOGRAPHER	48	42					*
AE	AE	PUBLIC RELATIONS DIR	49	51					*
A	A	REPORTER	49	43					*
S	S	ELEMENTARY TEACHER	34	23					*
SEC	SCF	GUIDANCE COUNSELOR	30	32					*
S		LICENSED PRAC NURSE	27						
SA	SIF	MINISTER	22	21	*				
SR	SR	PHYSICAL ED TEACHER	24	11	*				
SRE	SRE	RECREATION LEADER	45	53					*
SI		REGISTERED NURSE	34						*
SE	SE	SCHOOL ADMINISTRATOR	47	33					*
SEC	SEC	SOCIAL SCIENCE TEACHER	44	41					*
SA	SA	SOCIAL WORKER	42	45					*
S	S	SPECIAL ED TEACHER	29	23					*
SA	SA	SPEECH PATHOLOGIST	49	37					*
SE	SE	YWCA/YMCA DIRECTOR	46	36					*
N/A	ERC	AGRI BUSINESS MANAGER	N/A	19					
E	EA	BEAUTICIAN	36	42					*
EC	EC	BUYER	42	35					*
EC	E	CHAMBER OF COMM EXEC	50	46					*
E	F	DEPT STORE MANAGER	58	52					*
EC	ECR	DIETITIAN	47	38					*
E	E	ELECT PUBLIC OFFICIAL	48	42					*
EA	EA	FLIGHT ATTENDANT	53	48					*
ES	N/A	HOME ECON TEACHER	20	N/A					
N/A	EI	INVESTMENT FUND MGR	N/A	63					*
E	E	LIFE INSURANCE AGENT	51	36					*
EI	EI	MARKETING EXECUTIVE	61	63					*
EC	ECS	NURSING HOME ADMIN	46	41					*
E	E	PERSONNEL DIRECTOR	58	48					*
E		PUBLIC ADMINISTRATOR	55						*
EC	EC	PURCHASING AGENT	48	39					*
E	E	REALTOR	52	36					*
EC	E	RESTAURANT MANAGER	47	48					*
C	C	ACCOUNTANT	47	43					*
CE	CE	BANKER	45	55					*
CE	CE	BUSINESS ED TEACHER	28	26					*
CE	CE	CREDIT MANAGER	47	33					*
C	N/A	DENTAL ASSISTANT	29	N/A					
DER	DER	EXECUTIVE HOUSEKEEPER	26	35					*
CE	CE	LIBS AGENT	46	40					*
CA		PUBLIC ADMINISTRATOR	45						*
C	N/A	SECRETARY	33	N/A					



STRONG-CAMPBELL INTEREST INVENTORY — FORM T325

Strong-Campbell Interest Inventory of the Strong Vocational Interest Blank. Revised and expanded profile for use with Form T325. Stanford University Press, Stanford, CA.

Reply 1 (open-ended)

1. I was born in Tacoma, Washington, the daughter of a lieutenant in the Army. My mother had been raised as an Army brat, married my father at 18, and I arrived when she was 20. Mom didn't work outside the home, so from pictures and what little I remember I had quite a bit of attention as a young child.

2. Kim, my younger sister, was born about 2 years after me in Fort Sill, Oklahoma. From stories, again, I am told that we adored each other. Kim was my shadow, and I was her teacher. I have a few recollections about my young life before the age of about 5–6. Our family have lived in four locations over the first 6 years of my life, and when I started kindergarten we lived with my grandparents in Champaign, IL, while my father was in Greenland.

3. I loved school from the beginning. My mom and sister would walk me to the bus each day, and every day Kim would cry because she couldn't come with me. I loved teaching her all the things I'd learned when I came home from school. Whether I was right or wrong or interesting or boring she would listen to every word I said.

4. After kindergarten my dad came back from Greenland and was reassigned to Babenhausen, Germany. My dad went to Germany over the summer, but the rest of our family had to remain in the states for the length of the summer. This was the period of the Berlin Wall Crisis, and President Kennedy had forbidden military dependents from living in Germany temporarily.

5. We finally got clearance to go and after much red tape we flew to Germany. My dad already had an apartment arranged on the Post, so we moved into a neighborhood with lots of families similar to ourselves.

6. The elementary school was just a few blocks from home, so I walked to school each day. Mom became active in outside interests and eventually was elected president of the officer wives club, so she wasn't home every day when Kim and I got home from school. (Kim was in nursery school.) Because she had to be out a few afternoons a week, Mom hired a part-time keeper who would be at the apartment when she was gone. We had several over the 2-year period we lived in Germany. They were usually middle-aged German women who were very kind to us and taught us German songs and prayers that Kim and I remember to this day.

7. School was enjoyable. I remember very little about it. It was a very structured environment with assigned readings and problems each day. I do remember how frustrated I would get because I could never finish all my work before lunch. We (the class) were competing with one another on a chart, to see who could work the fastest and most efficiently. (You got *stars* depending on your speed). Well, I couldn't stand it when some (a few) of my classmates were always finishing their work very early. The whole system was based on your *word*, so I claimed to have finished one day before I had and got caught and admonished before the class. I look back and laugh, but what a trauma at 6!

8. I adored my 1st grade teacher, but I remember very little about 2nd grade, except my effort to be in the top reading group. I had one close friend in Germany, and we were inseparable. After Germany we moved to Cherry, Washington. My dad went back to school to get a Masters Degree at Eastern Washington State University. I was in 3rd grade in a city school while Kim went to a school affiliated with the university. We lived in a large house across from university dorms, and Kim and I milked the students selling Koolaid and Girl Scout cookies.

9. I think I was a slightly above average student in school. The teacher liked me this time so I enjoyed being her pet. I was a bit of a tomboy by 3rd grade, and I preferred softball to any other activity. I was the only girl on the "team." My rough activities led to my teacher sitting me down for a talk. I quickly grew out of the tomboyishness.

10. Cherry was fun. We had a big yard and a dog and a cat. Kim and I were just beginning to get on each other's nerves.

11. I was transferred to Kim's school in 4th grade (I had wanted to go there to begin with but my class was full). The school was very progressive in both the style and the content of the teaching. We were at the stage in math where most students go through flash cards and memorization, but our math was concept-oriented "new math." We were told not to worry about the right answers as long as we understood the process. I think that today my math is so weak, but who knows.

12. By 6th grade we changed classes each period and were learning to adapt to the new routine we'd be exposed to in Jr. High. My 5th and 6th grade teachers had us learning from TVs before that became more popular. We were observed through a one-way

window (it looked black to us). The whole atmosphere was conducive to expanding your learning abilities, which normal classroom settings inhibit. We were all told we were smart—that's how we were allowed into the program—and the framework was very positive and I enjoyed it.

13. I took part in two plays that year—which I loved.

14. My father was then transferred to Washington, DC, for one year. It was difficult to try to establish many friendships in that period of time, and I wasn't sorry to leave for Ft. Leavenworth, Kansas, the next year. We spent 3 years in Kansas, and my memories of Ft. Leavenworth are the best of any of the places I've lived. My parents bought Kim and me a horse, and eventually we bought another. So I learned to ride and entered many horse shows in the area. My closest friend had been riding for several years, so with her help and the many (cheap) lessons available at the stables on Post, I got to be quite good. Leaving riding has been one of the most difficult things to accept; I'm dying to have a horse again and hope to soon in the future.

15. But back to Ft. Leavenworth. I guess in three years you become more attached to friends, and as you grow older friendships mean more—so leaving Kansas was very upsetting. We moved back to D.C. when I was in the 11th grade, so I spent two years in Northern Virginia before proceeding to college.

16. It wasn't a particularly spectacular period of time. I began realizing that my education really was important, so I worked much harder in school. That work got me into UVa in 1974. Virginia was my first choice of colleges, and I was very pleased to get in. I was very ready to get away from my parents and have a little freedom.

17. My first semester grades were a disaster because I was too undisciplined. But my second semester I came back with excellent grades and knew then that I could do it. College was a great life! I majored in English, which was a tough decision—I didn't know what I wanted to do. I didn't think any liberal arts degrees would be best for jobs. I knew I didn't want to go into business.!!! So I majored in what I liked best and was best at. I thought at the time (and still do from time to time) that I wanted to go to law school. So after living with 5 roommates for the last two years of college in a huge old apartment, I set out to determine if law was the way to go. I took a paralegal course in Philadelphia, Pa., which was reputed (and I believe is) to be the best program around. After 3 months in Philadelphia I returned to D.C. and took a job with a legal document retrieval and publications company as a production assistant for two securities law journals. I moved up quickly in the company and took over my boss' job. (She moved up too.) The company was fairly small so I knew the vice president very well and en-

joyed working for the company. It was very people-oriented from the top down. The management's philosophy was very team-oriented.

18. It didn't take long for me to hit the ceiling (as far as challenge goes) again. I knew I couldn't move up fast enough to be challenged or be compensated enough to put up with the lack thereof. So B-School was on the horizon. It didn't just pop up though. After working for a year I became interested in the stock market (I analyzed proxies and registrations all day, so I had enough exposure to know what I was getting into.) After taking 2 business classes at night, I decided it was for me and came.

19. First year was a bitch! I'd hate to think I'd have to go through anything like it again. The pressure was tough. For the first time *ever* I started to realize my capabilities were not endless. In the past I always knew that if I really tried I could do most anything well. The frustration of working hard for hours and accomplishing little was extremely unsettling.

20. Trying to manage (well) a relationship outside of Darden put an extra strain on me. The pressure turned me into a *different person* many times. Darden forced Bill and me to be together in class every morning and we were together for the rest of the day. By December we felt like we'd known each other for a couple of years. The support really helped me get through the year.

21. Over the summer I worked for an industrial manufacturing company in Atlanta. I was disappointed in my project a bit. First it wasn't SBS material and secondly it was not much of an intellectual challenge—but I did a good job and felt good about what I learned about organizational problems and politics from interacting and observing many top managers.

22. By August I was tired of my job, tired of only seeing Bill on weekends and bored with Atlanta. Back to Charlottesville to move 2 apartments into 1 in one week (ha, ha!) And the *wedding!* Then a 2 week honeymoon—which was fantastic and just what I needed in between the job and Darden. I'm very enthusiastic about the coming year!

Reply 2 (Other Memories?)

23. I've always liked getting involved in clubs and organizations, although I always wonder why I got into them after I do because they don't interest me very long.

24. When I was young, I enjoyed Brownies and Girl Scouts—but not for the “fun” things to do—more to be with friends and socialize. I also enjoy sports—particularly swimming, skiing, racquetball and volleyball (at picnics).

25. As I said before I love riding—that sport is

by far the most fun for me. I loved competing in horse shows and loved winning ribbons!

Reply 3 (Unaccounted for Times)

26. Going back to Fort Leavenworth—which starts with 8th grade—I got into more trouble during the three years—but I grew up the most then too. My summers were spent at the pool almost every day during those years—after moving back to Virginia in '71 I spent a very boring summer—knowing no one in a rented house while my parents worked and looked for a house.

27. Between 11th and 12th grades, I worked as a waitress at a restaurant nearby and hated it. I wasn't very good and got tired of nasty customers—so after graduating I worked in the receiving department of Lord & Taylors and was bored to death putting price tags on merchandise.

28. I'm one year ahead. Between 11th and 12th, I worked in a drug store as a clerk.

29. Getting back. After my 1st year in college, I worked as a secretary for an attorney to try and see what law was like. Once again, boring. I'm not a very good typist and my OB skills are not the best when I strongly dislike someone (which is not often), but the attorney and I were not sorry to part ways. (I'll bet you're waiting for the good summer to come up. Sorry, the next isn't much better.)

30. Between my third and fourth year in college I worked for the Government as a GS-4 clerk typist at the Federal Employee Appeals Authority. It was a job, and I needed the money. Again I typed and was a conscientious employee so I was well liked by my boss, a lawyer who could give me a recommendation! But I *hate* to type. I hate to take orders from people who are GS-morons. So, it was frustrating. It was also an eye opener to see some of the inefficiencies that are prevalent throughout the government!

31. The next summer was spent in Philadelphia at the Institute for Paralegal Training. All of the students in the course were bright and close to the same age, so I really enjoyed it.

Reply 4 (Jobs, Likes, Dislikes)

32. The first job I had was in a drug store. Basically all I did was work the cash register and stock shelves. I didn't find it too bad for a high school student. I worked with some real weirdos, but I was fairly independent. I did a good job. I enjoyed talking to people, although you meet a lot of grouchy people working a cash register.

33. The waitress job I abhorred. I don't like wait-

ing on anyone. I thought the job (along with the secretarial jobs) was demeaning. Career waitresses are not the most social creatures.

34. The next job was just plain boring. I hate to sound so negative, but with most summer work you have to take what you can get, and this was all I could find. I worked with a small group of people checking in merchandise and working several machines which print price stickers. I also attached these price tags with plastic "guns" that force plastic strips through material. Neat, huh?

35. The secretarial job wasn't a bad job because it was secretarial, but because of the shyster-lawyer I worked for. He ran his own practice and worked out of a small law office. It was interesting, and I did some research for him, corrected his grammar and punctuation and wondered how he ever got as far as he did. My last summer was detailed before.

36. I haven't talked much about my only full-time job. After taking the paralegal course, I worked at the DC Associates. I enjoyed many aspects of the job and clearly detested others. During my first six months I was closely supervised by a woman one year my senior who was a Vassar graduate. Those two criteria alone mean nothing, but I picked up the job quickly and needed little supervision, so I felt very confined and stifled being hovered over.

37. I enjoyed the routine at first. It was the type of work that required a very organized individual. There were a million details involved in getting the information into print. I love organizing, so I enjoyed that part of the job. However organizing materials which you have no time to pursue becomes very dull. So my abilities were recognized, and I moved into the re-writing end of the department. (I had been working with the editor "on the sly" learning the ropes.) The job then required a different kind of detail, reading between the lines. I was working with the latest Securities & Exchange Commission interpretations of the law. I loved the currentness of the job. It was exciting to read in the papers about a case I'd been working on the day before. The thrill wore off, however. A combination of office atmosphere and ceiling bumping (I began to get bored) led me to B-School.

38. I found positive and negative reinforcement to have had more to do with my work at the company than in any other situation. I had two adversaries (for reasons I know not—competition?) who were very difficult to work with and with whom I dealt daily. And I had very good friends and supporters in two vice presidents. The adversaries were not disliked by the VPs—one adversary was very close to a VP—so I don't think rivalry in *that* respect was a factor. It was unsettling, trying to deal with individuals who wouldn't reveal why they disliked you—very moody individuals. I think I was as neutral as I could be, but it was an eye opener to me. I always thought I could "bring them around" and become friends.

Reply 5 (People In My Life)

39. My closest friend and confidant is Bill, my husband. If I were to arrange the people in my life I'd say Bill and I are closer than any of my other friends. Next to Bill, I value the friendship of my sister most highly. But this is a difficult way to answer this question, so I'll begin again in a more structured way.

40. Who was I closest to? My first very close friend was Joanne Davis. She and I went to two years of junior high and one year of high school together. I had friends before Joanne, but we moved around so much I never felt close to any of them. I suppose we were such good friends because we were very similar; we liked to do the same sorts of things. We were inseparable for a long time. We both rode horses, so we rode together after school everyday. Leaving Kansas was tough, and I never developed any close friendships with girls again until my second year of college.

41. In college I got to be friends with another girl in my dorm who, again, seemed to have similar interests. Sally and I did a lot of partying together and a lot of activities. Its hard to say why we were close—being around each other a lot, we confided in each other as is natural.

42. I had two other close friends—one boyfriend in high school and one in college. Gordon, the high school boyfriend, was very smart and good natured, so he was a pleasure to be with. Rip, the college friend, was also smart and good natured, but he lacked ambition—which really bugged me. He was lazy in his school work (although he was very capable), so I knew early on that this would be a major stumbling block to any serious relationship. Ambition and self-betterment are important to me, so I couldn't understand Rip's lackadaisical attitude. I always knew Gordon would make it, which was one reason I was attracted to him. He was very capable and intellectual while not being pretentious. (Alas, the chemistry didn't last.)

43. I had trouble getting close to spacey people. They definitely bugged me. Although Joanne wasn't brilliant, I think I was attracted to smart, common-sensible people. Dumb people are no fun to talk to and frustrate me (as friends—that is I have nothing against people less intelligent than myself—I just couldn't be around them a lot and confide in them as close friends).

44. My family consists of Mom, Dad and Kim, my younger sister. Kim is 2 years younger than I, and we carried on a love/hate relationship while we grew up. Unfortunately I was a bossy sister, which alienated Kim in a lot of ways. All in all, though, I'd say we were good friends and ran in separate circles to stay that way.

45. We have no major changes in our family structure aside from my Dad going to Vietnam for 1 year when I was in 6th grade, and to Laos when I was in 11th grade. My family lived all over, so in some ways

our family structure changed every 1 to 3 years. We never lived in one place, except Kansas, for more than 2 years.

46. Marriage—what can I say? I'm hardly an old pro after one month, but it is a comfortable phenomenon. Bill is more patient and less moody (nonmoody is a better term) than anyone I know. I grew up in a very up and down household with my parents fighting a lot, so it's important that I get away from that life style. Probably the most influential characteristic about Bill is his confidence and self-assurance that he will be successful.

47. I have neglected to mention many passing friends. I guess I'm not close to many people.

48. My parents are important people in my life in a funny way. I enjoy talking with them from time to time, but they drive me up a wall if I have to be around them for any length of time. Mom is always tired and depressing, and Daddy just can't relate to my lifestyle. He is absorbed (so's Mom) in work, work, work. Hearing about work gets old and makes me mad. They should be doing more avocational and recreational things and try to be happy.

Reply 6 (Future)

49. I'm looking forward to a fun and fulfilling future.

50. I guess my idea in the short run is to move to a comfortable neighborhood in a medium-sized city. I'd want to be able to commute to work in about 15 minutes, but be in an area where I could own a horse again on property behind a house.

51. Work is fabulous at this point, but whatever I end up doing I want it to be in pursuit of developing skills that I can apply in my own business. Challenge is very important. I'd rather be overworked and challenged than underworked and bored. It's important for me to be growing in a job, so I want to work for a medium-sized company with that philosophy. Success is the key to my happiness, also. I get great satisfaction out of doing a project well—part intrinsic satisfaction but more peer recognition.

52. Part of the happy ending is also a time for fun. I'd like to travel twice a year on vacations—go to Florida or sunny places often. Vacations with other couples also sound fun at this point. Football games, plays, ACC basketball games, dancing parties—fun socially.

53. Long run doesn't look much different, except that I hope to establish a business with some partners. I also want to have 2 or 3 kids and a pool, stable, and a fair amount of land. I hope to become active in civic affairs in the area where Bill and I buy a house—but not domestic!

54. Housework, cooking and stereotyped women's roles scare me. I don't want to get sucked into those roles so my happy ending would include shared responsibilities or a maid!

55. I don't need to be rich, but I'd like to be very comfortable, and I'm willing to work hard for material comforts. I'd like to have a summer home on a beach that is big enough for lots of friends.

56. A big part of my happy ending is staying in love with my husband. It's really the center of my happy ending, because everything else will be brighter if our relationship continues to be happy.

57. Tradeoffs—where to live—NC, VA? TX?
—housework, both of us or neither of us. It won't be *just* me.
—His career vs. my career? Sacrifices upon promotion? Transfers?

58. It is unclear how these tradeoffs are going to be made. Bill and I are both fairly strong-minded, so a lot of patience is going to be required.

Reply 7 (Points of Change)

59. 0. Lived in Illinois with grandparents from birth to kindergarten.
1. Illinois to Germany (1st & 2nd grade)
2. Germany to Washington (3rd, 4th (changed schools) & 5th grade)
3. Washington to Illinois (6th, Dad to Vietnam)
4. Illinois to Va. (7th)
5. Va. to Kansas (8th, 9th, & 10th, started HS)
6. Kansas to Va. (11th, 12th, Dad to Laos in 11th)
7. College (Parents moved to apartment from house)
8. Paralegal course and job hunting
9. DC Associates (Work)
10. Graduate School, Bill
11. Marriage

Reply 8 (Options, Pros and Cons, Decisions Made At Turning Points)

60. I guess most of my turning points did not involve personal choice. Since my father was in the military we moved every 1 to 3 years, so, although the moves had a major impact on me, I had few options. The only options I can see are whether or not I chose to accept the moves, and how quickly I adapted to new surroundings.

61. It was much more difficult to move from Kansas to Virginia than it was from Illinois to Germany

for two reasons: first, the older I was, the more attached I became to friends, and second, the longer I lived in one area, the harder it was to uproot myself. So, my choice in the matter was the speed at which I choose to adapt.

62. The first turning point in which I had options was in my decision about college. The decision to remain in-state was made by my parents because they couldn't afford the out-of-state tuition. I suppose I *chose* not to supplement my parents' tuition payments in order to go to another school, but I had my heart on UVa anyway. I also applied to VA. Tech and got in but dreaded the thought of having to go there.

63. The pros and cons of the situation: Virginia's academic standing was far and away the most influential factor in any decision. My parents played a miniscule role in the whole process—I was influenced more by my peers. I knew the smart ones who were staying in-state were going to UVa. or to Wm. & Mary, and the airheads were on the road to Tech. I didn't want to be seen as an airhead. Or go to a school that was more an extension of high school than college. I think the "cons" in the whole process was that I didn't really *look* for a school—UVA just fell in my lap, and I was pleased with it.

64. I arrived at my decision long before I started looking for colleges. I just couldn't imagine going anywhere else, so I asked for and got no advice.

65. Turning Pt #8: What to do when I get out of school? I thought for so long that I wanted to go to Law School and then I wasn't sure. I took the boards and did OK, but nothing spectacular. I didn't want to go to a mediocre law school and have to accept a mediocre job after that, so I needed more input into my interests. I took a paralegal course immediately after graduation in order to better find a job in a law firm and then decide whether law was really what I wanted.

66. I had the choice to go out and look for a job right away, but I felt paralegal school would better prepare me (with a skill) since I was coming out of college with an English literature degree.

67. I guess the idea of the course was suggested to me by my boyfriend at that time, but the decision was really mine. My parents financed the venture, so they had some input, but not much.

68. Turning point #9: After the paralegal course I took a waitressing job while I looked for a paralegal job. I had two opportunities to work: (1) for the government as a paralegal or (2) for a legal publishing co. I took the second job, which paid less, but I really didn't want to work for the Government.

69. The cons in this decision were: I wouldn't be using my paralegal skills in the manner that I was trained. (The pay was about \$2,500 less.) The pros were: the change of upward mobility were greater, the offices and people were nice, and the employee benefits were great. I think one of the most influential

variables in comparing the two jobs was that at DCA those hiring me were impressed with my background and encouraging about my future. Also, it was a team-oriented company. Everyone from the top down contributed in even the smallest project if it was necessary.

70. Turning Point #10: Graduate school or boredom were my options—or looking for another job—or confronting my boss. I didn't think my time would be best spent in another job unless I took time off to get an MBA. It's really necessary in order to be taken seriously, quickly. I found that WSB was moving me as quickly as I could hope, but I was tired of waiting. After 4 years in college and 1 1/2 more, I wanted to do something useful. The pros and cons of this: pros—better prospects for jobs after school and taken more seriously without having to start at the very bottom.

71. The cons—I saw none then, I was tired of the commuting rat-race, ready for something new. How I arrived at my decision? I became interested in the stock market because my paralegal training was in Securities Law and my work at WSB involved analyzing proxies and registration statements and the 33 and 34 acts. I took statistics and a finance class at night, liked it, and applied. I only applied to UVA. It's hard to say why. I guess I figured it was the best school I could get into. My boards were good, but my grades were just average. So, again I knew it would be a waste to go to just any B-school. If I couldn't get into VA, I'd just wait and regroup and do something else. (I could stay at DCA.)

72. I didn't talk the idea over with anybody but my roommate—who was also planning to apply to B-school. I guess I always knew I'd get some kind of graduate degree that was important to them. So, it was just a natural progression.

73. Turning Point #11: Marriage! That was an enormous turning point. Other options: Call it quits (sure!), wait until after graduation.

Pros—it was hard to wait

Cons—interfering with our school work
—difficult to plan while in school.

How I arrived at the decision? Who knows? Love! No, it wasn't an easy choice, and I didn't talk to anyone before deciding. Just like most other events in my life. It just came along and fell in my lap unexpectedly.

Reply 9 (Differences After Changes, What Stayed the Same)

74. Turning Point #7:—College: Going to college was one of the *most* exciting times in my life. I was very ready to get away from home. The independence was wonderful. I was ready to plan my own time and not live by my parent's timetable.

75. After college and paralegal school I was again

independent in Washington DC, but although I enjoyed living alone, I realized what a hermit I was becoming. So, I sought out a roommate. It was a super arrangement, but it wasn't until 6–8 mos after moving to DC that I realized (for the first time) that I really needed friendships. I had become too cut off, too independent in my effort to establish that I could be self sufficient.

76. DCA: I changed because of the confidence that a couple of the vice presidents showed in me. That kind of positive reinforcement encouraged me to put numerous hours of overtime into my job, which I see as good. I think you have to go the extra mile to get anywhere in this world.

77. Grad School: That has changed me more than anything I can remember. I'd rather not be the person I turned into last year. The pressure turned me into a bitch around Bill. I questioned (regularly) whether I belonged at Darden. But on the other hand it also has helped to make hard work a habit, so I don't (or didn't this summer) mind it as much now.

78. Marriage: I don't feel any different, but I'm happier and more relaxed.

79. I don't understand this question. I can't think of anything that has “withered” away or is “waiting until later”—unless the withering might be my liberalism—which has turned to “conservative liberalism”.

Reply 10 (Disillusionments)

80. I'm tired of turning points.

81. College required more studying than I expected. High school had been a breeze, but college was different and it took me a semester to realize that (GPA = 2.4) and one to recover (GPA = 3.6)

82.

Tables, Tables*

	<i>Expected Before</i>	<i>Realized After</i>
College	no study freedom friendships	yes study! freedom! yep!
83. Paralegal	work hard meet people	work, but not hard made some very good friends— still in touch
	expect easier getting job	not quite as easy
84. DCA	challenge	developed—but not quite as fast as I wanted
	Education Learned	yep
	computer stuff	yep <i>(continued)</i>

	<i>Expected Before</i>					<i>Realized After</i>
85. Grad School	Education	yep				
	Social/fun	not 1/2 as much as I thought				
	Extracurr stuff	not much				
	Time for old school friends	nope				
86. Marriage	Fun/Security	yep				
87.		College	Para.	DCA	Grad. Sch	Marr*
Right place at right time (Fell into it)	x	x	x	x	x	x
Independence goal	x		x	x	x	
Ambition/Career	x	x	x	x	x	
Friendships	x			x	x	x
Social	x			x		
Friends did it	x					
No outside influence in decision	1/2x	x	x	x	x	x
Parents influence	1/2x	x	x	x	x	x

*This doesn't mean Ambition/Career and Independence are not still important—they are, they just don't apply here.

Reply #11 (Patterns)

None Given

Feelings Record

Figure Test

Wondered what good my responses would do in telling me something about myself. How did I feel—I didn't enjoy or mind it as I was taking the test I thought my reactions might have been a bit negative—what I saw in the pictures. It seemed similar to a child's game but I'm sure there must be some value if we have to take it.

Rorschach Test

Again I'm curious about what I can interpret from this type of an exercise. I found it difficult to describe the objects differently when they pointed one way or another, although they looked very different when turned upside down.

I also wonder how much my military upbringing is coming out since I saw emblems and insignias and rockets.

Learning Style Inventory

This test is interesting because although I know how I learn best—I don't always apply these rules in class. The active participation of class is most beneficial; however, I do not take advantage of that.

FIRO-B

I enjoyed this test, although its difficult to answer many of the questions because I feel differently in different circumstances. These questions are hard to answer also because my true answer isn't what I'd always like it to be.

With previous instruments I had some idea where the test was going. I was curious, although I was planning to answer "honestly," what a different answer might mean.

On many of the answers I found myself very much in the center. I like being more specific in my yes-no answers.

After scoring:

I have some doubts about the questions regarding autonomy—I would not put myself below average in this category and find some of the numerical values assigned questionable.

Life and Career Values Card Sort

This is very important in recognizing what makes me happy. By analyzing these criteria I can get a better handle on what I would be most happy doing.

These seem to be fairly obvious to me.

Creative Life Style Diagram

An artist I am not—but after "discovering" someone else's formal it was fun. It was kind of a catalog at Christmas—I could draw in all the events and situations that would make me happy in the future.

Getting past that artist's block the rest was fun.

Written Interview

What a chore. I hated it. I wasn't sure how personal to get or how professional/career inputs were more important. I really dislike reviewing my family history—a lot of it was unhappy so I'd rather leave it in the past.

It's also hard to expose yourself when you know someone else will read this. I'm very private about some aspects of my life. It's hard to open up.

I'm glad it's all over.

Dyad Exercise

Lauren's dyad partner developed the following themes after reviewing her self assessment data:

1. I have little tolerance for an environment below my intellectual ability.
2. The people I like most share my values and intellectual ability.
3. I am aspiring to the top and the people and activities I seek out are all avenues to reach that goal.
4. I want to be independent and self sufficient.
 - a) own decisions
 - b) marriage, own time
5. I am competitive, and I want to win.
6. Having friends is important and has become increasingly so over time.
7. One of my life objectives are material rewards.
8. I am often a victim to events in my life, things just fall into my lap.
9. In a supportive environment, I am happier and more productive.
10. I get inspired and then often lose interest.
11. I enjoy routine and organization.

The dyad partner cited the following evidence in support of the themes:

Theme 1, 2, 3: (Grouped because of similarity of themes) Written Interview (paragraphs 21, 27, 30, 33, 54, 35, 29, 30, 51, 63, 18)

Theme 4: Written Interview (32, 36, 44, 46, 47, 48, 63, 67, 72, 74, 75); Strong Campbell (highest score 49 - enterprising); Life and Career Values (Identity second only to Marital); Predisposition (preference toward solitude 2.86). Disconfirming data cited was only average preference for autonomy in Predisposition Test.

Theme 5: Written Interview (7, 8, 25, 9, 17); Learning Style Inventory (75% AE score); Life and Career Values (Professional Ranks 3rd)

Theme 6: Written Interview (8, 14, 24, 15, 75, 52, 55, 47); Figure Test (57% people - 13% affection); Learning Style Inventory (63% CE Score); Life and Career Values (Friends/Social Ranks 5th)

Theme 7: Written Interview (69, 52, 53, 55); Life and Career Values (Financial Ranks 4th)

Theme 8: Written Interview (34, 60, 64, 71, 73)

Theme 9: Written Interview (22, 75, 76, 9, 17, 78, 69); Predisposition Test (average for Tolerance for Ambiguity)

Theme 10: Written Interview (37, 23, 17)

Theme 11: Written Interview (37, 39)

Lauren Davis' Self-Assessment Paper

A little learning is a dangerous thing;
 Drink deep or taste not the Pierian spring.
 There are shallow draughts intoxicate the brain,
 And drinking largely sobers us again.
 Fired at first sight with what the muse imparts,
 In fearless youth we tempt the heights of arts,
 While from the bounded level of our mind
 Short views we take, nor see the lengths behind;
 But more advanced, behold with strange surprise
 New distant scenes of endless science rise!
 So pleased at first the towering Alps we try
 Mount o'er the vales, and seem to tread the sky,
 The eternal snows appear already past,
 And the first clouds and mountains seems the last;
 But, those attained we tremble to survey
 The growing labors of our lengthened way
 The increasing prospect tires our wondering eyes,
 Hills peep o'er hills, and Alps on Alps arise!

Alexander Pope
 From An Essay on Criticism

Introduction

I am approaching an important turning point. The decisions I make in choosing a profession, a job, a company, and a location will have an enormous impact on the direction of my life. This is an exciting time and a frightening time. What if I make a terrible mistake?

The themes that follow are not all-encompassing; however, they do represent many of my values. By compiling these themes, I hope to develop a better picture of myself and sort through the potential consequences of my future choices.

I have divided my themes into four groups, according to their order and magnitude of importance in my life.

1. I work best with positive reinforcement and support.
2. I enjoy being with people.
3. I enjoy change and a fast pace.
4. I am happiest when I am challenged/growing in a job.
5. I do not enjoy taking orders or working for strong authority figures.
6. I learn best by direct experience/involvement.
7. I have very few close friends and confide in few people.
8. The people I like best are smart and strive to better themselves.

9. Material comforts are important to me.
10. Independence is important to me.
11. I prefer a team-oriented environment.
12. Status and prestige are important to me.
13. Owning a horse, riding, and showing are important to me.
14. I enjoy getting organized and work better when I am organized.
15. I place a high value on reliability and honesty.
16. I enjoy teaching and persuading others.
17. I am competitive and like to win.
18. I enjoy athletics.

After each theme title, I have noted in parenthesis the number of supporting data, number of disconfirming data, and the number of instruments used.

Instruments

AVL	AVL Study of values
ESS	Darden Application Essay (2/20/80)—see "Other Data" (not included)
EVAL	DC Associates Annual Evaluation (10/14/80) (not included in DATA)
FIRO	FIRO-B
FR	Feelings Record
FT	Figure Test
ISI	Interpersonal Style Inventory
LSI	Learning Style Inventory
LCV	Life and Career Values
LSD	Life Style Diagram
PDT	Predisposition Test
REC	Darden Letter of Recommendation (not included in DATA)
ROR	Rorschach Test
SCI	Strong—Campbell Interest Inventory
24D(X)	24-Hour Diary, paragraph (X)
WI (X)	Written Interview, paragraph (X)

1. I Work Best with Positive Reinforcement and Support (14, 0, 4)

CLV	Marital: #4—Praised by spouse.
LCV	Professional: #2—Public recognition. #6—Rewarded fairly for efforts. Familial: #1—Being encouraged/praised.
ISI	Current self—"Needs support": 4 high (mean = 3.5)
LSI	Concrete experience: 63% (Second most dominant style) Interpretation: Benefit most from feedback and discussion with fellow CE learners.

This case was prepared by Kevin E. Sachs, MBA 1982, under the direction of James G. Clawson as the basis for class discussion. (c) 1983 by the Colgate Darden Graduate School of Business Sponsors, Charlottesville, Virginia. WP. UVA-OB-275.

- WI(9) The teacher liked me this time, so I enjoyed being her "pet".
- WI(12) The whole atmosphere was conducive to expanding your learning abilities which normal classroom settings inhibit. We were told we were smart, and that's how we were allowed into the program. The framework was very positive, and I enjoyed it.
- WI(17) My first semester grades were a disaster because I was too undisciplined. But by second semester I came back with excellent grades, and then I knew I could do it.
- WI(17) I enjoyed working for the company. It was very people-oriented from the top down. The management's philosophy was very team-oriented (supportive).
- WI(20) The support (from Bill) really helped me get through the year.
- WI(38) I found positive and negative reinforcement to have more to do with my work at the company than in any other situation. I had two adversaries who were very difficult to work with.
- WI(69) I think one of the most influential variables in comparing the two jobs was that at DCA those hiring me were impressed with my background and encouraging about my future.
- WI(76) I changed because of the confidence that a couple of the Vice-Presidents showed in me—that kind of position reinforcement encouraged me to put numerous hours of overtime into my job.

2. I Enjoy Being with People (21, 0, 6)

- FIRO Very high (17): Interpretation—Preference for a considerable amount of interpersonal interaction.
- FT People: 57%—Slightly more oriented toward people than toward the environment.
- LCV Social: #1—Close to others.
#2—Part of group.
Marriage: #3—Praised by spouse.
- LSD Friends increased from 10% to 20% from current/past to future.
- LSI Active Experimentation: 75% (Dominant theme)
Interpretation: extrovert.
- LSI Concrete Experience: 63% (Second most dominant theme)
Interpretation: empathetic, people-oriented.
- WI(3) I loved teaching her all the things I'd learned when I came home from school.
- WI(4) I guess in three years you become more attached to friends, and as you grow

- older, friendships mean more—so leaving Kansas was very upsetting.
- WI(17) The company was fairly small so I knew the VPs very well and enjoyed working for the company. It was very people-oriented from the top down.
- WI(24) When I was young and enjoyed Brownies and Girl Scouts but not for the "fun" things to do—more to be with friends and socialize.
- WI(26) After moving back to Virginia in 1971, I spent a very boring summer, knowing no one, in a rented house.
- WI(31) All of the students in the course were bright and close to the same age—so I really enjoyed it.
- WI(32) The first job I had was in a drug store . . . I did a good job—I enjoyed talking to people.
- WI(33) Career waitresses are not the most social creatures.
- WI(56) I would like to have a summer home on a beach that is big enough for lots of friends.
- WI(75) Although I enjoyed living alone, I realized what a hermit I was becoming—so I sought out a roommate. It was a super arrangement, but it wasn't until 6–8 months after moving to DC that I realized (for the first time) that I really needed friendships.

2. I Enjoy Being with People

		Expected Before	Realized Later
WI(82)	College	Friendships	Yep!
WI(83)	Paralegal	Meet People	Made some very good friends Still in touch
WI(84)	Darden	Time for old school friends	Not much

3. I Enjoy Change and a Fast Pace (18, 0, 6)

- FT Environmental Active = 30%
Interpretation: See my environment as a Dynamic phenomenon
- LCV Recreation: Moving quickly.
Professional: Learning new things.
Changing activities weekly.
Marital: Changing activities daily.
- LSI Accommodator
— excel in situations where one must adapt oneself to specific immediate circumstances.
— impatient and pushy at times.

- involving self in new experiences.
— action-oriented jobs.

LSI Active experimentation = 75% (Dominant theme)
Interpretation: "Doing" orientation
Dislike passive learning situations.
- PDT Very high tolerance for Ambiguity:
Interpretation: Don't mind a changing set of conditions.
- SCI Enterprising: 49—highest—adventurous—energetic
Interpretations: Impatient with precise work or work involving long periods of intellectual effort.
- WI(17) It didn't take long for me to hit the ceiling again. I knew I couldn't move up fast enough to be challenged.
- WI(22) By August I was tired of my job, tired of seeing Bill only once a week, and bored with Atlanta.
- WI(23) I have always liked getting involved in clubs and organizations, although I always wonder why I got into them after I do—because they don't interest me very long.
- WI(27) I worked in the receiving department of Lord & Taylors and was bored to death putting price tags on merchandise.
- WI(37) I enjoyed the routine at first . . . I love organizing, so I enjoyed that part of the job. However, organizing materials which you have no time to peruse soon becomes very dull.
- WI(37) I loved the "current-ness" of the job. It was exciting to read in the papers about a case I had been working on the day before. The thrill wore off, however . . . I began to get bored.

3. I Enjoy Change and a Fast Pace

- WI(45) My family lived all over, so in some ways our family structure changed every 1–2–3 years. We never lived in one place for more than 2 years except Kansas.
- WI(70) It's [MBA] really necessary to be taken seriously quickly. I found that DCA was moving me as quickly as I could hope, but I was tiring of writing.
- WI(71) "The Cons"—I saw none then, I was . . . ready for something new.
- WI(80) I'm tired of turning points.

4. I Am Happiest When I am Challenged/Growing in a Job (12, 0, 2)

- CLV Learning new things #4
Tackling challenge #5 Professional
- WI(18) It didn't take long for me to hit the ceiling (as far as challenge goes) again. I knew

I couldn't move up fast enough to be challenged or be compensated enough to make up for it—so B-School was on the horizon.

- WI(21) I was disappointed in my project a bit. First, it wasn't SBS material, and secondly it was not much of an intellectual challenge.
- WI(27) After graduating, I worked in the receiving department of Lord & Taylors and was bored to death putting price tags on merchandise.
- WI(34) The next job was just plain boring. I hate to sound so negative—but w/most summer work, you have to take what you can get.
- WI(37) I enjoyed the routine at first—it was the type of work that required a very organized individual. There were a million details involved in getting the information into print.
- WI(51) Challenge is very important. I would rather be overworked and challenged than underworked and bored.
- WI(51) Work is nebulous at this point—but whatever I end up doing I want it to be in pursuit of developing skills that I can apply.
- WI(51) It's important to me to be growing in a job.
- WI(70) Grad school or boredom were my options . . . I didn't think my time would be best spent in another job unless I took time off to get an MBA. It's really necessary to be taken seriously, quickly (to be challenged).
- WI(70) The pros and cons of this: pro—better prospects for jobs after school and taken more seriously without having to start at the *very* (boring) bottom.

5. I Do Not Enjoy Taking Orders or Working for Strong Authority Figures (9, 1, 5)

- LCV Run show = #1: Professional
- LSI Concrete experience 63%—Oriented more toward peer than authority in approach to learning.
- PDT 2.96 High disposition toward solitude—prefer to work individually.
- PDT 2.57 (Closer to research org.): Preference for autonomy.
— less inclined to like subordinate relationships.
— higher percentage to provide own direction.
- WI(17) I enjoyed working for the company . . . The management philosophy was very team-oriented.
- WI(30) I hate to take orders from people who are GS-morons—so it was frustrating.

- WI(33) The waitress job I covered—I don't like waiting on anyone. I thought the job (along w/the secretarial jobs) was demeaning.
- WI(36) During my first six months, I was closely supervised by a woman one year my senior who was a Vassar graduate. Those two criteria alone mean nothing, but I picked up the job quickly and needed little supervision so I felt very confined and stifled being hovered over.
- WI(69) Also, the reason I liked it was that it was a team-oriented company. Everyone from the top down contributed in even the smallest project if it was necessary.

Disconfirming Data

- FIRO C = 5, middle range: I don't prefer to give or take orders, but will do both when appropriate.

6. I Learn Best By Direct Experience/ Involvement (14, 0, 5)

- AVL Economic 41/Theoretical 38
Practical, experience-based orientation stronger than abstract theoretical orientation.
- ESS(2) Further, the active participation encouraged in the program will enable me to more accurately determine the areas of business which will continue to interest and challenge me.
- ESS(3) Throughout my graduate years, I particularly enjoyed participating in seminars and small classes which required discussion.
- FR(3) I know how I learn best (but) I don't always apply those rules in class. The active participation of class is most beneficial.
- LSI Dominant learning style: Active Experimentation 75%
Interpretation:
 - Doing orientation
 - Benefit from projects, homework
 - Small group discussions
 - Dislike passive learning situation
- LSI Concrete experience: 63%
Interpretation:
 - Receptive to experience-based approach to learning
 - Theoretical approaches unhelpful
 - Learn from specific examples
 - Benefit from feedback and discussion

- WI(17) We were at the stage in math where most students go through flash cards and memorization—but our math was concept-oriented new math! We were told not to worry about the right answer as long as we understood the process. I think that is why my math is so weak.
- WI(17) My first semester grades were a disaster because I was undisciplined. By my second semester I came back w/excellent grades and knew that I could do it.
- WI(17) I set out to determine if law school was the way to go. I took a paralegal course in Philadelphia.
- WI(18) After working for a year, I became interested in the stock market (I analyzed proxies and registrations all day so I had enough exposure to know what I was getting into. After taking two business classes, I decided it (B-school) was for me.
- WI(29) After my first year in college, I worked as a secretary for an attorney to try and see what law was like.

6. I Learn Best By Direct Experience/ Involvement

- WI(65) I took a paralegal course immediately after graduation in order to better find a job in a law firm and then decide whether law was really what I wanted.
- WI(77) But on the other hand, it also helped to make hard work a habit, so I don't mind it (Darden) as much now.
- WI(81) College required more studying than I expected. High School had been a breeze, but college was different, and it took me a semester to realize that (GPA 2.4)—and one to recover (GPA 3.6).

7. I Have Very Few Close Friends and Confide In Few People (14, 0, 3)

- FR(11) It's also hard to expose yourself when you know someone else will read this. I'm very private about some aspects of my life, and it's hard to open up.
- ISI Discusses emotions 2.8. My average and median scores were 3.4. Discusses personal 2.8, so this is fairly low.
- WI(8) I had one close friend in Germany, and we were inseparable.
- WI(40) My first close friend was Joann Davis. She and I went to two years of junior high school and one year of high school together. I had friends before Joann, but we moved around so much I never felt close to any of them.
- WI(40) Leaving Kansas was tough, and I never developed any close friendships with girls again until my second year in college.

- WI(47) I have neglected to mention many passing friends. I guess I am not close to many people.
- WI(63) My parents played a miniscule role in the whole process (choosing a college)
- WI(64) I just couldn't imagine going anywhere else (to college) so I asked for and got no advice.
- WI(67) I guess the idea of the course was suggested to me by my boyfriend at that time, but the decision was really mine. My parents financed the venture, so they had some input, but not much.
- WI(73) No, it (marriage) wasn't an easy choice, and I didn't talk to anyone before deciding.
- WI(72) I didn't talk the idea over with anybody but my roommate—who was also planning to apply to B-school. I guess I always knew I'd get some kind of graduate degree—that was important to me—so it was just a natural progression.
- WI(75) Although I enjoyed living alone, I realized what a hermit I was becoming—so I sought out a roommate . . . but it wasn't until 6–8 months after moving to DC that I realized (for the first time) that I really needed friendships—I had become too cut off.
- WI(87) No outside influence in decisions: college, paralegal, DCA, grad school, marriage.
- WI(87) Parents influence: half college, none in other turning points.

8. The People I Like Best Are Smart and Strive to Better Themselves (11, 0, 2)

- AVL Social: 48, Economic: 41 (2 highest scores)
Interpretation: Social = love of people, economic = practical, so perhaps love of practical people.
- WI(31) All of the students in the course were bright and close to the same age—so I really enjoyed it.
- WI(35) The secretarial job wasn't a bad job because it was secretarial—but because of the shyster-lawyer I worked for . . . I did some research for him, corrected his grammar and punctuation, and wondered how he ever got as far as he did.
- WI(36) I was closely supervised by a woman one year my senior who was a Vassar graduate (Interpretation: the snob in me is coming out by referring to her school—she wasn't smart, and I had little respect for her.)
- WI(42) Rip was also smart and good natured, but he lacked ambition which really bugged me. He was lazy in his school work (although he was very capable) so I knew

- early on that this would be a stumbling block.
- WI(42) Ambition and self-betterment are important to me so I couldn't understand Rip's lackadaisical attitude.
- WI(42) I always knew Gordon would make it—which was one reason I was attracted to him. He was very capable and intellectual.
- WI(42) Gordon was very smart and good natured, so he was a pleasure to be with.
- WI(43) I had trouble getting close to spacey people, they definitely bugged me. I think I was attracted to smart, common-sensical people. Dumb people are no fun to talk to and frustrate me.
- WI(46) Probably the most influential characteristic about Bill is his confidence and self-assurance that he will be successful.
- WI(63) Virginia's academic standing was far and away the most influential factor in my decision . . . I knew the smart ones who were staying in-state were going to Virginia and. . . the airheads were on the road to Tech.

9. Material Comforts Are Important To Me (10, 0, 5)

- AVL Economic 2nd highest score:
Interpretation: interests in satisfaction of bodily needs and the accumulation of tangible wealth.
- LCV Financial/Material: #2 having as much as possible.
- LSD Material past/current 5%, future 10%—becoming more important.
- SCI Enterprising: 49 highest occupational theme
Interpretation: • enjoyed working in expensive settings
• like power, status, material wealth.
- WI(14) I'm dying to have a horse again.
- WI(50) I would want to be able to commute to work in 15 minutes but be in an area where I could own a horse again—on property behind a house.
- WI(52) I'd like to travel twice a year on vacations—go to Florida or sunny places often.
- WI(53) I also want to have . . . a pool, stable, and a fair amount of land.
- WI(55) I would like to be very comfortable, and I'm willing to work hard for material comforts.

10. Independence Is Very Important To Me (12, 1, 5)

- LCV —Run show #1 under professional
—Being free #2 identity
—Independent #1 financial/material

- PDT Preference for Autonomy 2.57
Closer to research characteristics:
- higher preference to define work roles, provide own direction
 - less inclined to like subordinate relationships with strong authority figures
- PDT • Preference for Solitude 2.86—high
• Prefer to work individually
- SCI Artistic 2nd dominant occupational theme
Interpretation: • prefers to work alone
• describes self as independent
- 24D(5) Decided how to organize the paper and break it up into series for four of us to write individually.
- WI(16) I was very ready to get away from my parents and have a little freedom.
- WI(32) The first job I had was in a drug store. . . . I didn't find it too bad for a high school student. I worked with some real weirdos, but I was fairly independent. I did a good job.
- WI(36) During my first six months I was closely supervised—so I felt very confined and stifled.
- WI(63) My parents played a miniscule role in the whole process (of choosing a college).
- WI(74) I was ready to get away from town—the independence was wonderful! I was ready to plan my own time and not live by my parents' timetable.
- WI(75) After college and paralegal school, I was again independent in Washington, D.C.
- WI(87) Independence goal: College, DCA, Grad School.

Disconfirming Data

- WI(75) I really needed friendships—I had become too cut off, too independent in my effort to establish that I could be self-sufficient.

11. I Prefer A Team-Oriented Environment (11, 2, 8)

- FIRO C = 5, middle range: I don't prefer to give or take orders, but will do both when appropriate.
- ISI Acquaintances reports: (mean = 3.4)
- | | |
|----------------|-----|
| Keeps promises | 4.2 |
| Patient | 4.2 |
| Competitive | 2.8 |
- These attributes would be positive in an environment where team-work is required.
- LSI Concrete experience: 16 or 63%
Interpretation:

- oriented more toward peers than authority in approach to learning
- benefit most from feedback and discussions with fellow CE learners

- LSI Accommodator: "relies on other people for information rather than one's own analytic ability."
- PDT Preference for autonomy: 2.57—moderate
Interpretation: less inclined to like subordinate relationships with strong authority figures.
- REC(5) Her attitude in both positions has been one of . . . cooperation . . . and a strong ability to get along with co-workers.
- ROR W-94%—Interpretation: look at the *big picture*, in an organization, of a company serving a customer. All employees working as a team to achieve a goal.
- WI(17) I enjoyed working for the company—it was very people-oriented from the top down. The management philosophy was very team-oriented.
- WI(54) Housework, cooking, and stereotyped women's roles scare me. I don't want to get sucked into those roles, so my happy ending would include shared responsibilities or a maid!
- WI(57) Housework: both of us or neither of us—it won't be just me.
- WI(69) Also, it was a team-oriented company. Everyone from the top down contributed in even the smallest project if it was necessary.

Disconfirming Data

- PDT Disposition toward solitude: 2.86—high—prefer to work individually
- SCI Artistic—47 second highest theme
Interpretation: prefers to work alone

12. Status and Prestige Are Important To Me (16, 0, 3)

- LCV Professional: "public recognition" ranked number two.
- LCV Identity: Getting ahead #1
Professional: Run show #1
- SCI Enterprising: 49, highest general occupation theme
Interpretation: "like power, status, material wealth".
- WI(7) I couldn't stand it when a few of my classmates were always finishing their work very early . . . so I claimed to have finished one day before I had.
- WI(8) I remember very little about 2nd grade, ex-

- cept my effort to be in the top reading group.
- WI(9) The teacher liked me this time, so I enjoyed being her 'pet'.
- WI(9) I was the only girl on the team!
- WI(17) I took a paralegal course in Philadelphia which was reputed (and I believe it is) to be the best course program around.
- WI(25) I loved competing in horse shows and loved winning ribbons.
- WI(42) I always knew Gordon would 'make it'—which was one reason I was attracted to him.
- WI(46) Probably the most influential characteristic about Bill is his confidence and self-assurance that he will be successful.
- WI(51) I get great satisfaction out of doing a project well—part intrinsic satisfaction, but more peer recognition.
- WI(63) Virginia's academic standing was far and away the most influential factor in my decision.
- WI(63) I knew the smart ones that were staying in-state were going to Virginia or William and Mary and the airheads were on the road to Virginia Tech. I didn't want to be seen as an airhead.
- WI(65) I didn't want to go to a mediocre law school and have to accept a mediocre job after that.
- WI(71) Again, I knew it would be a waste to go to just any B-school.

13. Owning A Horse, Riding, and Showing Are Important To Me (7, 0, 2)

- LSD My "future" drawings included one block with a horse.
- WI(14) We spent three years in Kansas, and my memories of Ft. Leavenworth are the best of any of the places I've lived. My parents bought Kim and me a horse and eventually we bought another.
- WI(14) Leaving riding has been one of the most difficult things to accept. I'm dying to have a horse again, and I hope to show in the future.
- WI(25) I love riding—that sport is by far the most fun for me. I loved competing in horse shows and loved winning ribbons!
- WI(40) We both rode horses, so we rode together after school everyday. Leaving Kansas (and my friend and horse) was tough.
- WI(50) I want to . . . be in an area where I could own a horse again.
- WI(53) I also want to have . . . a pool, stable, and a fair amount of land.

14. I Enjoy "Getting Organized" and Work Better When I Am Organized (12, 0, 8)

- AVL Economic: 41—2nd highest score.
Interpretation: Interested in what is useful and practical to accomplish task (being organized helps me perform more efficiently)
- EVAL "She has a good eye for detail. She has devised production systems (organization) for the SEC NALI and S which have increased the accuracy of our supplement."
- LCV Intellectual: #1—Organizing things
#2—Using energy and resources wisely
#3—Working on details
- LSD Interpretation: the format I chose is very organized, with items fitting neatly into a total organized structure.
- REC "A strong organizational and analytical ability . . . have been clearly evident from her performance in this position."
- EVAL "She has a good eye for detail, which is invaluable."
- ROR 94% whole
6% large part
Interpretation: struggled to "organize" all of the extraneous details so that they fit into one big picture.
- 24D(5) Decided how to organize the paper and break it up into sections for four of us to write individually.
- 24D(18) Organizing notebook in order to get started. It's hard for me to work with a messy notebook. In order to keep the work load organized in my head and in order to make sure I cover everything I need to be organized and neat.
- WI(37) I enjoyed the routine at first—it was the type of job that required a very organized individual. There were a million details involved in getting the information into print. I love organizing, so I enjoyed that part of the job.
- WI(39) —But this is a difficult way to answer this question so I will begin again in a more structured (organized) way.
- WI(73) Marriage: Cons—interfering with our school work; difficult to plan while in school (Addition: this was a traumatic time in many ways because there were so many school and wedding details to attend to—it drained me because I couldn't deal well with so many constant loose ends. I couldn't even get my "plan of attack" on those loose ends organized.)

15. I Place A High Value On Reliability and Honesty (7, 0, 4)

ISI Acquaintances' keeps 4.2
report: promises (mean = 3.4)
consistent 4
Desired self: keeps 5
promises 5
consistent

REC Her attitude in both positions has invariably been one of . . . dependability.

24D(2) I was going to be 15 minutes late! When I got to school at 9:15, only two other group members were there—and I thought / was irresponsible . . . so I apologized for being late.

24D(17) Advertising group project was supposed to be in a group members box so the rest could give it a final review. It wasn't there. It really irritated me.

WI(6) . . . so I claimed to have finished before I had and got caught and admonished before the class. I look back and laugh, but what a trauma at six! (Interpretation: this incident is one of few that stands out vividly in my memory. I learned a powerful and long-lasting lesson about the importance of honesty.)

WI(30) Again I typed and was a conscientious employee.

WI(38) It was unsettling trying to deal with individuals who won't reveal why they dislike you.

16. I Enjoy Teaching and Persuading Others (9, 1, 6)

APP My present job, which requires that I address short presentations to a sales staff, has extended my appreciation and enjoyment of this type of interaction.

ISI • Acquaintance report
— "Helps others": 3.8 Relatively high, the mean for all items was 3.4.
• Current self—takes lead: 4.0 Mean is 3.5.

LCV Identity: #3—expanding influence
Professional: #7—directing next person
Parental: #3—teaching
Political: #1—helping people

REC . . . excellent oral and written communication skills have been evident from her performance in this position.

SCI Basic Interest Scales: Public Speaking: 63—highest ranking of all such items.

SCI General Occupational Theme: Enterprising—49 highest theme
Facility with words in selling, dominating, leading
Interpretation:
—Prefer social tasks where they can assume leadership

—Enjoy persuading others to my viewpoint.

WI(2) Kim was my shadow, and I was her teacher.

WI(3) I loved teaching her all the things I had learned when I came home from school.

WI(38) It was an eye opener to me—I thought I could "bring them around" and become friends.

Disconfirming Data

SCI Basic interest scales: Teaching was low (40, mean = 50)

17. I Am Competitive and I Like To Win (9, 1, 4)

LCV Getting ahead #1 Identity
Achieving goal #3 Identity
Do better than next person #3 Recreation

ISI Competitive: ranked myself 4 (avg = 3.5)

SCI Enterprising 49—my dominant theme
Interpretation: prefers social tasks when they can assume leadership.

WI(7) I do remember how frustrated I would get because I could never finish my work before lunch. We (the class) were competing with one another on a chart to see who could work the fastest and most efficiently. (You got stars depending on your speed.) Well, I couldn't stand it when a few of my classmates were always finishing their work very early . . . so I claimed to have finished one day before I had.

WI(8) I remember very little about second grade except my effort to be in the top reading group.

WI(14) So I learned to ride and entered many horse shows in the area. My closest friend had been riding for several years—so with her help and the many cheap lessons available at the stables on Post, I got to be quite good.

WI(25) I love riding—that sport is by far the most fun for me. I loved competing in horse shows and winning ribbons.

WI(38) I had two adversaries (for reasons I know now—competition?) who were difficult to work with.

WI(38) But it was an eye opener to me—I always thought I could bring them around and (win) become friends.

Disconfirming Data

ISI Acquaintance report:
Competitive: 2.8—low (avg = 3.4)

18. I Enjoy Athletics (16, 1, 8)

24D(23)	Watched the Dodgers win—good for Dodgers—bad for my studying—that means more games on TV to distract me.
FT	Environment active: 30% Most of my responses in this category dealt with sport activities: dancing, exercises, diving off high dive, somersault.
LCV	Recreation/Physical: 6th/Value out of 13 #1—enjoying activity #4—moving quickly
LSD	Recreation/Sports topics: past and current = 48% future = 27%
	*Large % of total entries.
SCI	Occupational Scale: Recreational Leader—45 “similar”
24D(12)	Left to go to Scuba Diving Class.
23D(19)	It’s hard to be disciplined on a sunny football day.
WI(9)	I was a bit of a tomboy in 3rd grade, and I preferred softball to any other activity.
WI(24)	I also enjoy sports—particularly swimming, skiing, racquetball, and volleyball.
WI(25)	I love riding—that sport is by far the most fun for me.
WI(40)	We liked to do the same sorts of things . . . we both rode horses, so we rode together every day after school.
WI(41)	In college I got to be friends with another girl in my dorm who, again, seemed to have similar interests. Sally and I did a lot of partying together and a lot of sports activities.
WI(50)	I want to be in an area where I could own a horse again.
WI(52)	Football games, plays, ACC basketball games (also sound fun at this time).

Disconfirming Data

SCI	Basic Interest Scales: Athletics—50 = average.
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Conclusion

The process of compiling information about myself was not enjoyable. As a result of the process, however, I have discovered data which provide insights into why the exercise was so difficult. Some of the reasons for my frustration may be found in the following themes:

1. I enjoy change and a fast pace.
 - I was very impatient with the written interview because it took so long to write.

2. I have very few friends and confide in few people.
 - I had a great deal of difficulty “opening up.”
3. I enjoy “getting organized” and work better when I am organized.
 - With my Rorschach, big picture outlook, I had difficulty envisioning how all the instruments could be consolidated and organized into a useful tool.
 - I am not satisfied that I have organized the notebook to the best of my ability, or written the assessment to the best of my ability. Time constraints frustrated my efforts at more thorough organization.

Although I have noted only 18 themes, I feel that each is a strong and independent statement about my values. Some may find conflict in the themes:

“I enjoy being with people”
“I prefer a team-oriented environment”
vs.
“I have few close friends . . . ”
“Independence is important to me.”

However, team-oriented environment is not necessarily an environment in which one must work together with others. Further, being with people and being very close to people are not necessarily inconsistent themes.

None of the preceding themes contradicts my image of myself. That is not to say that I recognized all of the values in myself before I began the self-assessment process. The Dyad exercise was an invaluable exercise in which several aspects of my values were brought to light:

- Theme 5—“I do not enjoy taking orders or working with strong authority figures.”
 - the support for this was more emotional and more harsh than I would have anticipated.
- Theme 8—“The people I like best are smart and strive to better themselves.”
 - this is phrased as a positive theme; however, there is more evidence than I would have imagined which indicated that I actually *dislike* individuals who do not measure up to certain standards.

Finally, I would like to recognize the lack of disconfirming data in several of my themes. It may very well have been an oversight on my part; however, potential themes which were weakened by substantial disconfirming data were eliminated. I attribute the lack of disconfirming data to the selection process.