



WORKPLACE

BIG FIVE PROFILE™

Learner Report

A Customized Report for: Sample Person

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The Learner™ Your Learning Styles Analysis

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This standard Learner report comprises the most popular learning-related analyses in the Paradigm collection. Other analyses are available on special request, and may be used in designing a customized Learner report for your individual use. Incidentally, when we analyze a model developed elsewhere than Paradigm (such as FIRO-B), we are not assessing your actual performance in that model, but rather we are assessing the degree to which your Big Five scores would tend to provide natural energy for those models. Here are some of the additional analyses:

- Attitudes
- Conflict Management Style
- Conflict Proneness
- de Bono's Six Thinking Hats
- Diversity, Comfort with
- Emotional Intelligence
- Emotional Temperament
- Energy Level
- FIRO-B
- Holland Hexagon
- Innovation vs. Efficiency
- Johari Window
- Kirton Adaption/Innovation
- Kolb Learning Styles
- LASSI (Learning and Study Strategy Inventory)
- Problem-Solving Style
- Relation Style
- Relationship Development
- Sternberg's Thinking Styles
- Team Formation
- The Experiential Learning Cycle
- The Jacobs/Fuhrmann Learning Styles
- Vermunt's Higher Education Styles
- Work Habits

An Overview of Your Learning Styles Analysis Report

Note: The bullets below represent brief interpretations of how you scored on each of the major sections of this report. For more detail in support of a specific interpretation, go to the pages indicated to its left.

Aca- demic Perform- ance Goals (Lng-9)	"Your curiosity and imagination are likely associated with an interest in all or most, areas of the curriculum, while your discipline and focus keep you in tension between the desire to explore and the desire to achieve. "
Social Learning Styles (Lng-10)	"Your combination of moderate extraversion and need for organization, with a calm temperament, blend to lead you to prefer a somewhat independent approach to learning in some areas, while preferring a more structured approach in other areas. "
Distrac- tions (Lng-11)	"You apparently remain calm when something gets in the way of your learning goal, whether it is the need to do something for one's family or to take care of an errand. You are unlikely to be distracted by noise and levels of activity around you. Typically, excessive quiet will make it more difficult for you to concentrate. You likely find it hard to concentrate on the learning task at hand when presented with something new and unrelated to the current learning task—you love to chase new ideas. When others ask you to provide help or assistance to them on a task unrelated to your learning goal, sometimes you are able to say no, while at other times you yield to their requests. Finally, you typically find it natural to concentrate on the learning task at hand until such time as it is completed, or at a natural stopping point. Overall, you are highly susceptible to most kinds of distractions, finding it difficult to concentrate on the learning task at hand."
Perfor- mance under Autono- mous Condi- tions (Lng-12)	"Your high extraversion and consolidation is ideal for working under autonomous conditions. You do not appear to need externally imposed guidelines to stay on task. You feel comfortable using your judgment to organize your work."

Practice (Lng-13)	"Your preference for being around other people makes it unlikely that you would be comfortable engaging in solitary practice for long stretches of time. Try to make practice that is normally solitary into more of a social affair when possible."
	"Your preference for innovation makes it likely that you would get bored with the kind of repetition required by practice assignments. You can offset this tendency by varying the conditions under which you practice."
	"You appear to be naturally able to focus on the task at hand and to resist the many distractions that typically present themselves. Such self-discipline makes it likely that you would feel comfortable with the requirements of practice."
	"Your scores are neither clearly all supportive of practice, nor clearly unsupportive of practice. This unclear pattern suggests that you might need to practice in shorter, but more frequent, segments, or to vary the context of your practice."
Safety (Lng-14)	"You have a temperament that is neither ideal for safety proneness, nor totally at risk. Whether or not your out of range trait(s) is a significant safety issue depends on the nature of your work and how much discretion you have in its design."
SEA Leader Model (Lng-15)	"At least one of your scores on O or C is out of the optimal range for scanning. While scanning may be natural for you at some times and in some contexts, perhaps you are less prone to scan in other contexts. In addition, your low score on N (Resilient) coupled with your mid-range score on A (Negotiator) suggest that you find it natural to engage in a process of patient, rational evaluation aimed at a win-win solution. Finally, your high scores on E (Extravert) and C (Focused) suggest that you find it natural to focus for long periods of time on follow up of priorities in order to insure that nothing falls between the cracks."
Team Roles for Coop. Learning (Lng-16)	"Your outgoing demeanor and lack of self-consciousness suggest that the role of presentation deliverer should be natural and energizing for you."
	"Your traits are neither all supportive nor all unsupportive of the role of critic/editor. This suggests that you would find this role natural and energizing in some situations but not in others."
	"Your creative nature and preference for the big picture suggest that the role of copy preparation—both visual copy and textual copy—would likely be unnatural and tiring for you."

Team Roles for Coop. Learning (Lng-16)	"Your calm, outgoing, and disciplined nature, coupled with a negotiating outlook that likes to go for the win-win solution, suggests that the role of project leader should be natural and energizing for you."
	"Your traits are neither all supportive nor all unsupportive of the role of proofreader. This suggests that you would find this role natural and energizing in some situations but not in others."
	"Your traits are neither all supportive nor all unsupportive of the role of researcher. This suggests that you would find this role natural and energizing in some situations but not in others."
	"Your creative nature suggests that the role of designer—either of the project itself, or of the concept of the final report—should be natural and energizing for you."
	"Your traits are neither all supportive nor all unsupportive of the role of discussion facilitator. This suggests that you would find this role natural and energizing in some situations but not in others."

Big Five Learning Strategies: An Explanation

Introduction to the Concept

Many researchers have investigated the question: "What are the individual differences with respect to how people learn most effectively?" In other words, with "learning styles," we are not interested so much in "absolutes" about learning, but rather in identifying learning activities that are more natural and effective with some learners than with others. Absolutes include such things as massed versus spaced learning, and the importance of practice. Everyone, regardless of individual differences in ability or behavior, benefits from spaced learning (i.e., not trying to learn a body of material all at one time, but rather by spreading it out over time) and from being allowed time for supervised practice.

Throughout the research literature on such individual difference-based learning styles, researchers have used many different terms, all of which refer to this overall concept: cognitive style, cognitive tempo, learning strategies, learning styles, academic styles, and so on. Here we use the term "learning styles" to refer to the overall area of interest. In this report, we focus on three areas:

- learning styles based on Big Five supertraits
- learning style models based on combinations of Big Five supertraits
- specific behaviors that support learning, and that are related to specific traits

In this particular section, we focus on learning styles based specifically on one's level of each of the Big Five supertraits. While the Big Five is not a learning styles model in and of itself, research has identified how each of the five factors tends to act in learning situations. On the next five sheets, we summarize these findings for each of the five supertraits. For each dimension, we identify the learning strategies associated with extreme scores, while mid-range scores (45-55) would suggest a balanced use of strategies from both extremes. The more extreme a score, the larger proportion of a learner's time could be used with strategies associated with that extreme.

As an example, one scoring high on extraversion (over 55) would naturally be comfortable engaging in more small group discussions, while one scoring low on extraversion would naturally be comfortable engaging in more solitary activity such as reading or keyboarding. A mid-range score, such as 50, would enjoy a balance of both small group discussion and solitary activity.

Resources for Further Information

- Howard, P.J., & Howard, J.M. (2001). *The Owner's Manual for Personality at Work*. Austin, TX: Bard Press. Read chapters 14 through 17, but especially chapter 17.
- Howard, P.J. (2000). *The Owner's Manual for the Brain*. Austin, TX: Bard Press. Chapters 23 through 28 of the second edition deal with aspects of learning. In the 2006 third edition, that would be chapters 21 through 26.

Big Five Learning Strategies: Strategies specific for levels of N

Need for Stability (N) Score: 33 VERY LOW

Principle Learning Issues Associated with N:

- The importance of place
- The importance of leadership

Legend
< 34.5 Very Low
34.5 - 44.49 Low
44.5 - 55.49 Medium
55.5 - 65.49 High
>65.49 Very High

Strategies for Low to Very Low Need for Stability:

- As a general rule, this individual needs a minimum of leadership. Be available to them, but let them work independently as much as possible.
- Avoid excessive distances—e.g., take the closer chair.
- In problem-solving and planning situations, use logic and reasonableness.
- For snacks, prefer proteins and complex carbohydrates.
- Avoid interrupting them.

Big Five Learning Strategies: Strategies specific for levels of E

Extraversion (E) Score: 59 HIGH

Principle Learning Issues Associated with E:

- The importance of sensory stimulation
- The importance of structure and sequence

Legend
< 34.5 Very Low
34.5 - 44.49 Low
44.5 - 55.49 Medium
55.5 - 65.49 High
>65.49 Very High

Strategies for High to Very High Extraversion:

- Employ learning activities which bombard the senses with colors, light, wind, smells, textures, tastes, and fragrances.
- Strategies should involve moving around and standing—avoid excessive seat work.
- Employ physical rewards such as food or sports—picnics, bowling, etc.
- Try to match their high energy in an authentic way—tempo of talking, walking, etc.
- Provide opportunities for them to exercise leadership roles.
- When they appear to be stressed out, encourage them to do something physical, such as a ten-minute brisk walk, hitting a punching bag, or shooting basketball/pitching horseshoes, to relieve the symptoms.
- Do not assume they want or need privacy—being in the thick of activity is the norm.
- Employ group work—both large group discussion/presentation and small group work.
- Engaging in dyads (two persons) is a helpful way for them to learn to be more comfortable with solitude—try sending a more extraverted person outdoors with a more introverted person for an extended dialog or work assignment. It will draw out the introvert and calm down the extravert, yet satisfy each one's need for calmness and contact.
- Don't expect them to be comfortable in a totally quiet and isolated context—they will soon become restless and distracted by the slightest stimulus (e.g., a cricket) in their thirst for sensory stimulation.
- Typically, more extraverted learners are comfortable creating structure and order where none existed before—they do not need the steps spelled out for them.
- Remember—more extraverted persons talk in order to think.
- Assign or encourage tasks that are by their nature active and social: discussing, demonstrating, interviewing, acting out, role playing, collaborating, leading, investigating, reporting, committee work, etc.
- If conducting interviews, pair up with an E- to take notes.

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SchoolPlace Big Five Profile™ 4.0
Norm Group:Global

Big Five Learning Strategies: Strategies specific for levels of O

Originality Score: 58 HIGH

Principle Learning Issues Associated with O:

- The importance of variety
- The degree of repetitive activity

Legend

< 34.5 Very Low
34.5 - 44.49 Low
44.5 - 55.49 Medium
55.5 - 65.49 High
>65.49 Very High

Strategies for High to Very High Originality:

- Reward them when you observe them sticking with a repetitive task (boring to them) for a long period of time.
- Having a 24-hour a day curiosity, feel free to use any examples to illustrate a concept; e.g., use a technical example even if the person is not technically proficient.
- Build on their natural curiosity—get them to ask questions, to identify alternatives, etc.
- Beware lest you expect them to continue with a particular kind of activity for too long—they like variety; expect them to want to change subjects or approaches. Check with them if you're unsure. Build in variety.
- Recognize them when they persist in a particular activity for a very long period; while they may have become uncomfortable at so long a time with a single experience, their long term success will be dependent on being able to defer the need for variety on those occasions in which they really need to deal with monotonous and repetitious details.
- Encourage and reward them for their breadth of interests; however, particularly encourage them when they show a desire to go into more depth in a particular subject or topic.
- Probably takes pride in being a "jack of all trades and a master of none"—reward them when they show an interest in mastery.
- Probably sees self as creative—recognize their creative contributions and inclinations, but be on the lookout for opportunities to recognize their concern with practicality and problems associated with implementing their "blue sky" ideas.
- More likely than not, their interests are chaotic and lack integration, coordination, and a clear sense of priorities. Take the opportunity to either help them to establish priorities and get organized, or encourage them to take time out to do it for themselves.
- More likely to be unconventional and progressive in outlook, gender roles, etc. Help them identify where their limits, or strong beliefs are.
- When troubled, appeal to their sense of humor as a means of coping.

-In a team context, have them perform roles such as designers, creative writers, brainstormers, interviewers, interpreter.

-Use more off-beat, unconventional humor.

-More likely to prefer being playful to being serious.

-Typically less desirous of having rules or procedures to follow; when rules are provided, more likely to stretch, test, or ignore them.

-Some trouble making decisions, because of wanting to explore the options.
Pair them with lower scores in O to assist in making decisions.

-Appeal to their interest in theory and aesthetics.

Big Five Learning Strategies: Strategies specific for levels of A

Accommodation Score: 48 MEDIUM

Principle Learning Issues Associated with A:

- The degree of competition vs. cooperation
- Issues of obedience, hierarchy, and authority

Legend
< 34.5 Very Low
34.5 - 44.49 Low
44.5 - 55.49 Medium
55.5 - 65.49 High
>65.49 Very High

For mid A, use a balance of these strategies for high A:

- Very little appetite for competition; prefers cooperative methods.
- Natural ability to compete will increase if you precede an event with one in which the A+ has engaged in a competition and won.
- Natural ability to compete will increase if you precede an event with a diet of mostly protein and complex carbohydrates that avoids fats and sugars.
- Identify with traditionally "feminine" behaviors, values, and attitudes, such as nurturing, achieving harmony, togetherness.
- In a disagreement or argument, tends to submit, defer, or otherwise give in to the desires of others; pair with a mid-range scorer to serve as a negotiator.
- Tends to be more trusting than most; encourage them to develop a healthy skepticism so that they ask questions and in other ways look out for their own needs.
- Needs and responds to gestures of nurture—the feeling of being taken care of—showing concern, asking about their needs, providing gestures of thoughtfulness.
- In soliciting their participation, appeal to motives of teamplay, consideration, altruism, empathy, trust, generosity, unselfishness.
- Prone to be dependent and to defer to others—reward them when they speak up about their needs, wishes, preferences, desires. Provide structures that allow them to identify their needs.
- Tender-minded; tend to be concerned with their actual or perceived caring and unselfishness.
- Tend to be excessively trusting of others' intentions—teach them techniques to check others' intentions, to monitor their progress, to follow-up others on their commitments—they need to learn behaviors of skepticism even though they do not feel skeptical.
- Overly prone to offer help to others and to underattend their own needs; encourage them to take care of their own needs, while appreciating their offers of help to others.

...along with these strategies for low A, but use neither list much more than the other.

- Heavy appetite for competition; strong need to win
- Ability to cooperate will increase if you precede the activity with aerobic exercise.
- Ability to cooperate will increase if you precede the activity with a diet heavier in fats and sugars and lighter in protein and complex carbohydrates.
- Identify with traditionally "masculine" values, behaviors, and attitudes, such as aggressiveness, competition, dominance, hierarchy.
- In an argument or disagreement, tends to dominate or beat the other persons down; pair with a mid-range scorer to serve as a buffer, or negotiator, with others.
- Needs less overt nurture and does not typically respond appreciatively to it—likes to "tough it out" even though may appreciate luxuries and niceties.
- In soliciting their participation, appeal to motives of competition, superiority, caution, uniqueness, independence, and threats to their autonomy/authority.
- Prone to defy others' suggestions or requests, to resist leadership; reward them when you see signs of genuine concern for others' needs or ideas.
- Tough-minded; tend to be concerned with enhancing their actual and/or perceived power.
- Tend to be excessively skeptical; teach them to look for concrete evidence of negative performance before they form conclusions.
- Less prone to voluntarily offer help when others need it; you'll need to nudge them and reward them when they comply.

Big Five Learning Strategies: Strategies specific for levels of C

Consolidation Score: 62 HIGH

Principle Learning Issues Associated with C:

- Linear/sequential order vs. spontaneity
- The importance of leadership

Legend
< 34.5 Very Low
34.5 - 44.49 Low
44.5 - 55.49 Medium
55.5 - 65.49 High
>65.49 Very High

Strategies for High to Very High Consolidation:

- Can delay need for rewards/recognition until completion of work
- Motivated by traditional indicators of achievement; ranking, awards, status symbols or titles, high grades/scores, breaking a record, winning an election.
- Prefers to set one or more goals and to pursue achievement of them without being distracted by activities that are unrelated to the goal(s).
- Prefer, generally, to proceed from beginning to end of activity without interruption or distraction. Driven to complete the goal, bordering on workaholism.
- Comfortable attending to the details, especially if accompanied by low E and low O1 (fantasy).
- Typically well-organized, with everything in its proper place. Recognize their keen sense of organization and encourage them to be a resource to helping others get organized, but help them understand that, sometimes, things need to be played with for awhile before they can be organized.
- Naturally prefer and work well with structure, rules, and guidelines. Sometimes, they must be encouraged to resist the need to structure things and just explore the situation. Structure can be premature.
- Typically will do what they say they will do. Little need to monitor.
- More likely to have internal locus of control; tend to set their own goals naturally and require little supervision.
- Have higher activity level that is associated with a commitment to get the job done, especially when associated with high E. They don't like to be idle, they feel like they're wasting time and resources. When they're finished, encourage them to either take care of personal business (phone calls, etc.) or give or permit them to begin new tasks. Or, perhaps, to help others complete their tasks.
- Likely to have completed their homework; you may generally assume that they have come to class prepared.

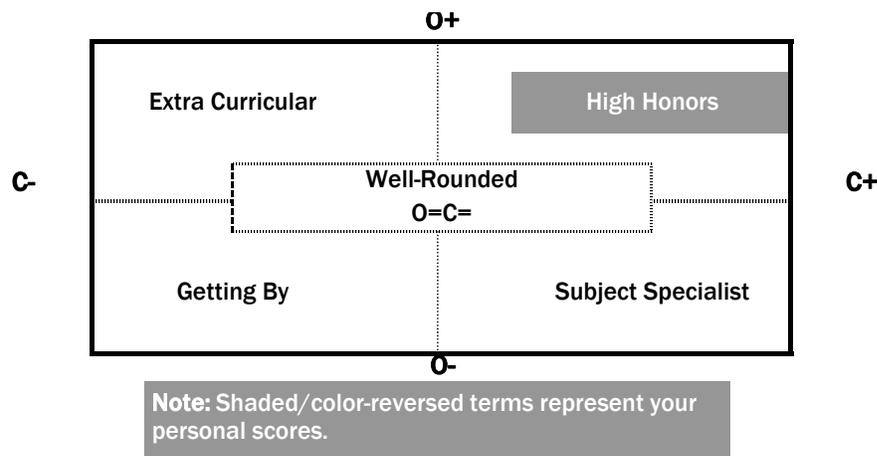
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SchoolPlace Big Five Profile™ 4.0
Norm Group:Global

Other Learning Style Models: Academic Performance Goals

Introduction

Costa and McCrae report in the Professional Manual for the NEO PI-R that O and C are particularly related to one's academic performance goals. O+ suggests broad interests, while O- suggests narrower interests. C+ suggests a desire for top grades, while C- suggests a more spontaneous approach to college life that lacks the discipline required for high achievement. Put these in a 2x2 grid and you have five possible styles:



Definitions of the Five Academic Performance Goals

- **Extra-Curricular.** Curiosity (O+) and spontaneity (C-) blend to yield different levels of achievement in a wide area of interests. Emphasizes exploration over achievement. *Limitations:* While this primary academic style results in well-rounded persons who can relate broadly, often grade or achievement levels limit career choices.
- **High Honors.** Self-discipline (C+) and curiosity (O+) blend to yield consistently high achievement across a manageable number of areas. Equally high emphasis on exploration and achievement. *Limitations:* It can be lonely at the top—these folks have to work hard at playing.
- **Getting By.** Spontaneity (C-) and narrow range of interests (O-) blend to yield uneven achievement in what is required, resulting in ample time for developing relationships and special interests. *Limitations:* While this approach is supportive of roles that emphasize providing good service, it does lack ambition.
- **Subject Specialist.** Self-discipline (C+) and an interest in only one or a few subjects (O-) blend to produce high achievement in a single field—depth rather than breadth. *Limitations:* Must be open to working with others in order to take advantage of information in other fields of study that are relevant to one's specialty.

- **Well-Rounded.** A balance of spontaneity and self-discipline (C=) together with a balance of creativity and practicality (O=) yield better than average achievement in several different fields. *Limitations:* A long term struggle to maintain balance in work and play.

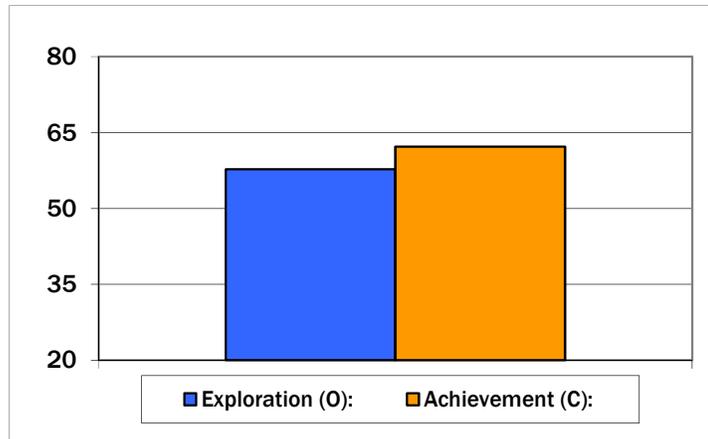
[**Comment:** In support the value of diversity in academic performance goals, John Kello (Davidson College Psychology Department), once remarked: "You know I have to be considerate to all of my students: to the A students, because they will be my colleagues some day; to the B students, because they will be my doctors and lawyers, and to the C students, because they will contribute to our salary!"]

While the model above portrays the one or two academic performance goals (or styles) that would appear to be most natural for you, the table and bar graph below indicate the exact scores that make up your goal/style. To the degree that you put more or less emphasis on lower or higher O or C, your commitment to a particular style will be that much stronger.

Your Analysis

Emphasis on
Exploration (O): 58 HIGH
Achievement (C): 62 HIGH
Primary Style: *High Honors*
Co-Primary Styles: None
Clarity of Primary Style: Moderate

Note: If one scores in the mid range for one dimension and either high or low on the other dimension, then the analysis above will list "co-primaries," or the two styles associated with the one extreme score. "Clarity of Primary Style" will be described as one of three levels: Extremely Strong, Strong, or Moderate. These labels are a reflection of how extreme the scores are.



Interpretation of Results

"Your curiosity and imagination are likely associated with an interest in all or most, areas of the curriculum, while your discipline and focus keep you in tension between the desire to explore and the desire to achieve. "

Resources for Further Information

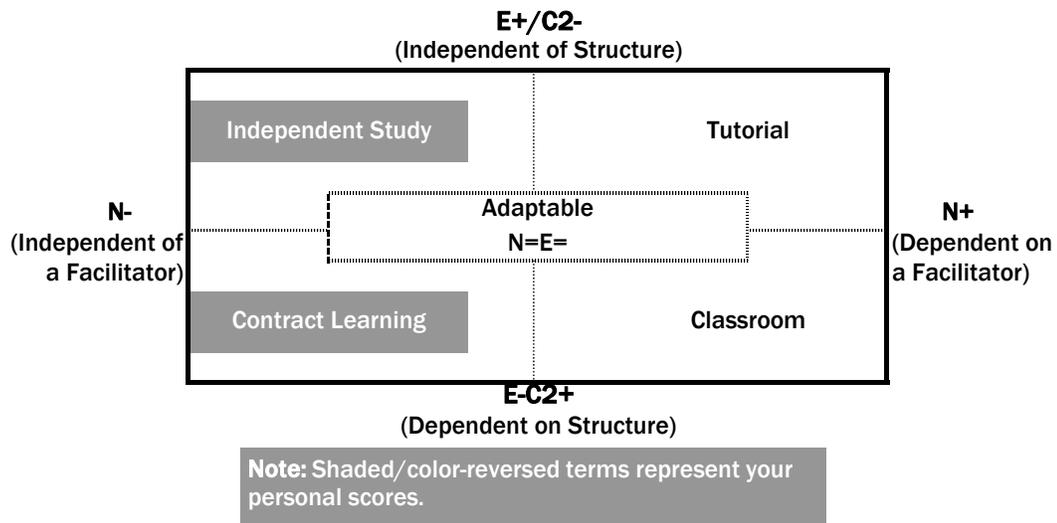
- Costa, P.T.,Jr., & McCrae, R.R.(1992). *NEO PI-R Professional Manual*. Odessa, FL: Psychological Assessment Resources, Inc. (Especially page 19, where they discuss how combinations of traits relate to specific domains. here. academic achievement.)

Other Learning Style Models: Social Learning Styles

Introduction

Costa and McCrae report in the Professional Manual for the NEO PI-R that N and E are particularly related to one's social (or interpersonal, interactive) style of learning. N+ suggests a tendency to depend on or prefer a facilitator/teacher to lead the learning process, while N- suggests comfort in learning independent of a teacher/facilitator. E+ suggests comfort in learning independent of a structured approach, while E- suggests a preference for a structured approach to learning.

Put these in a 2x2 grid and you have five possible styles:



Definitions of the Five Social Learning Styles

- **Classroom.** Comfort with structure (E-/C2+) and dependence on an instructional leader (N+) blend to form an approach to learning that is comfortable with the traditional classroom. Limitations: May pass up opportunities for learning or advancement because no classroom courses are available.
- **Tutorial.** Dependence on an instructional leader (N+) and low need for structure (E+/C2-) blend to describe one who thrives on the traditional one teacher/one student tutorial method associated with the English professors. Limitations: May pass up learning or advancement opportunities because a tutor is not available.
- **Contract.** Comfort with structure (E-/C2+) and low need for an instructional leader (N-) combine to describe a learner who thrives on using carefully designed study kits with detailed instructions—often referred to as “contract learning” modules. Limitations: May pass up opportunities to learn something new because suitable programs are not available.

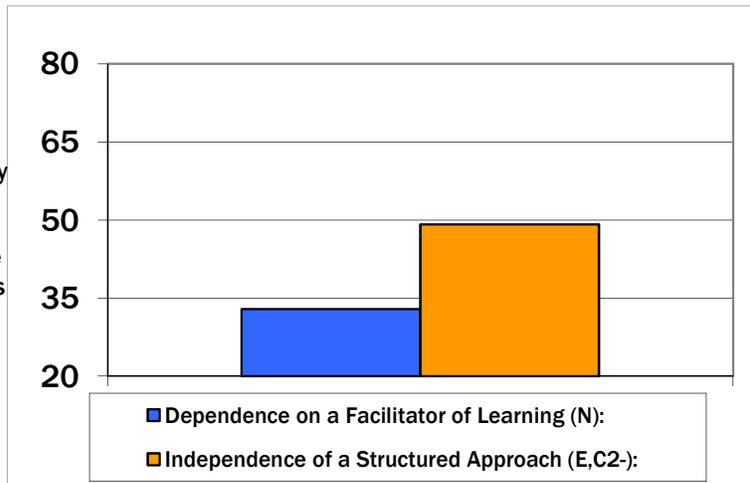
- **Independent.** Low needs for structure (E+/C2-) and leadership (N-) describe one cut out for independent study. Limitations: May have unrealistic ideas of what can be achieved on one's own.
- **Adaptable.** Comfort with a moderate amount of structure (E=/C2=) and leadership (N=) describe one who can pursue any one of the other four styles comfortably. Limitations: May become restless if only one of the four methods is available.

While the model above portrays the one or two social learning styles that would appear to be most natural for you, the table and bar graph below indicate the exact scores that make up your goal/style. To the degree that you put more or less emphasis on lower or higher N, E, or C2, your commitment to a particular style will be that much stronger.

Your Analysis

Dependence on a Facilitator of Learning (N):	33	VERY LOW
Independence of a Structured Approach (E,C2-):	49	MEDIUM
Primary Style:	None	
Co-Primary Styles:	Contract Learning and Independent Study	
Clarity of Primary Style:	Moderate	

Note: If one scores in the mid range for one dimension and either high or low on the other dimension, then the analysis above will list "co-primaries," or the two styles associated with the one extreme score. "Clarity of Primary Style" will be described as one of three levels: Extremely Strong, Strong, or Moderate. These labels are a reflection of how extreme the scores are.



Interpretation of Results

"Your combination of moderate extraversion and need for organization, with a calm temperament, blend to lead you to prefer a somewhat independent approach to learning in some areas, while preferring a more structured approach in other areas. "

Resources for Further Information

- Costa, P.T.,Jr., & McCrae, R.R.(1992). *NEO PI-R Professional Manual*. Odessa, FL: Psychological Assessment Resources, Inc. (Especially page 19, where they discuss how

Learning-Related Behaviors: Distractions

Introduction and Definition of Sources of Distraction

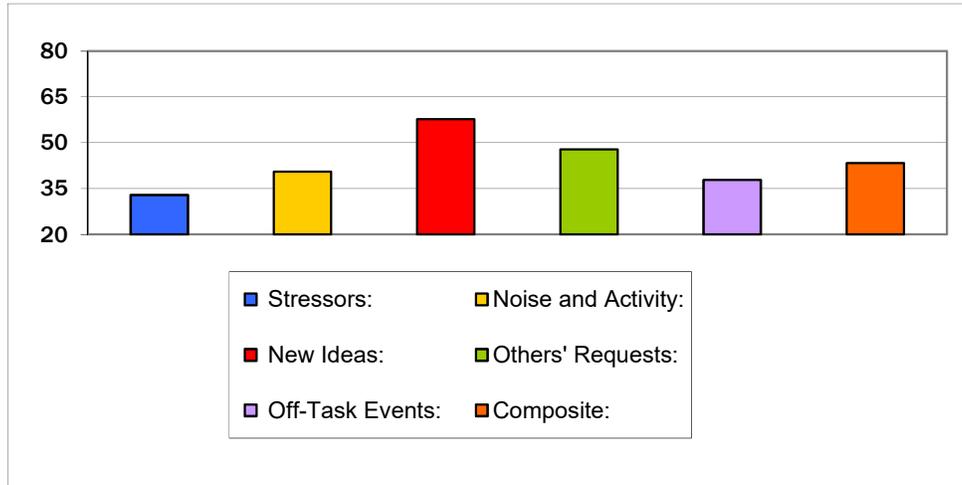
From our wide-ranging experiences in education—from teaching grade school to teaching graduate seminars, from doing independent study to guiding research interns, from designing courses to thoroughly researching a topic, we have discovered the significant role in learning that is played by the ability to resist distractions. Distractions of all kinds take the attention of the learner away from the learning task and decrease efficiency in the acquisition of knowledge and skills. We have identified five different, and major, sources or kinds of distraction, each associated primarily with a particular Big Five supertrait:

- **Stressors (N)**. Anything that interposes itself between the learner and the learning goal, whether it is the need to do something for one's family or to take care of an errand. The higher the N, the more distracting such stressors tend to be. Learners with higher N need to figure out how to minimize the pressure of such obstacles to learning.
- **Noise and activity (E)**. The higher the E score, the less likely one will be distracted by noise and levels of activity around them. Persons lower in E like it quiet and still, and find it increasingly difficult to concentrate when noise and activity levels rise.
- **New Ideas (O)**. While normally chasing a new idea is ok, when trying to focus on a learning task, new ideas can be a bothersome distraction. The higher the O score, the more likely a person will find it harder to concentrate on the learning task at hand when presented with something new and unrelated to the current learning task.
- **Requests for assistance (A)**. The higher the A score, the more likely a person will yield to requests from friends, family, and associates to provide help or assistance on a task unrelated to the learning goal. The lower the A score, the easier it is for the learner to say "no" to such requests.
- **Off-task opportunities (C)**. Persons with higher C scores find it natural to concentrate on the learning task at hand until such time as it is completed, or at a natural stopping point. The lower the C score, the learner is more spontaneous and thereby easily distracted (by birds singing, nearby conversations, etc.) by anything going on within his or her range of perception.

The table and graph below present your relative ability to resist distraction in each of these five areas, as well as an estimate of your overall ability to resist distraction.

Your Analysis

Source of Distraction	Score	Level of Susceptibility
Stressors:	33	VERY LOW
Noise and Activity:	41	LOW
New Ideas:	58	HIGH
Others' Requests:	48	MEDIUM
Off-Task Events:	38	LOW
Composite:	43	LOW



Interpretation of Results

"You apparently remain calm when something gets in the way of your learning goal, whether it is the need to do something for one's family or to take care of an errand. You are unlikely to be distracted by noise and levels of activity around you. Typically, excessive quiet will make it more difficult for you to concentrate. You likely find it hard to concentrate on the learning task at hand when presented with something new and unrelated to the current learning task—you love to chase new ideas. When others ask you to provide help or assistance to them on a task unrelated to your learning goal, sometimes you are able to say no, while at other times you yield to their requests. Finally, you typically find it natural to concentrate on the learning task at hand until such time as it is completed, or at a natural stopping point. Overall, you are highly susceptible to most kinds of distractions, finding it difficult to concentrate on the learning task at hand."

Resources for Further Information

None to our knowledge. These sources of distraction simply come from the collective experience of the CentACS research staff.

Learning-Related Behaviors: Performance under Autonomous Conditions

Explanation of the Concept

In their study of 36 workers, Bigazzi, Kello, and Marciano (1999) found that job autonomy appears to lead to high performance for workers higher in E and C. When job autonomy is missing or severely constrained, none of the Big Five dimensions appear to have a strong relation to performance. In other words, persons low in E and C have a harder time handling job autonomy, but they do better, and apparently as well as those higher in E and C, when in a prescribed, highly constrained task.

Your Analysis

Likelihood of Performing Well
Under Autonomous Conditions (E+, C+): 61 HIGH

Legend	
E and C both > 55.49	HIGH
E and C both < 44.5	LOW
All other combinations	UNCLEAR

Interpretation of Results

"Your high extraversion and consolidation is ideal for working under autonomous conditions. You do not appear to need externally imposed guidelines to stay on task. You feel comfortable using your judgment to organize your work."

Resources for Further Information

- Bigazzi, J.M., Kello, J.E., & Marciano, P.L. (1999). The relationship between NEO Personality Inventory and job performance as moderated by job autonomy. Unpublished paper presented at January 23, 1999, CentACS Big Five Conference, Charlotte, NC.

Related Learning Behaviors: Practice

Introduction to the Concept

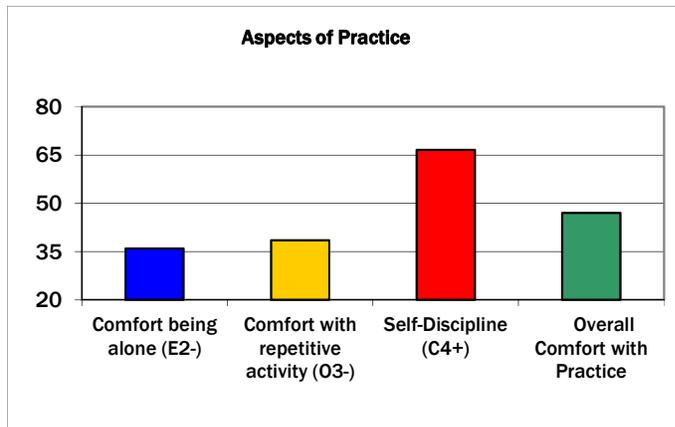
Some people like to practice a skill more than others. However, practice is a somewhat complex behavior that involves several components. This formula breaks "comfort with practice" down into its components. Note that comfort being alone is included as an essential ingredient for the ideal "comfort with practice" profile. That is because practice is typically a solitary activity. One way for more extroverted learners to be comfortable with practice is to employ group practice. Of course, not all practice is solitary. Duo-pianists and basketball teams must practice together. But even pianists must do their scales, basketballers, their foul shouts.

Your Analysis

Component	Score	Level
Comfort being alone (E2-)	36	LOW
Comfort with repetitive activity (O3-)	39	LOW
Self-Discipline (C4+)	67	VERY HIGH
Overall Comfort with Practice	47	MEDIUM

Legend

< 34.5 Very Low
 34.5 - 44.49 Low
 44.5 - 55.49 Medium
 55.5 - 65.49 High
 >65.49 Very High



Interpretation of Results

"Your preference for being around other people makes it unlikely that you would be comfortable engaging in solitary practice for long stretches of time. Try to make practice that is normally solitary into more of a social affair when possible."

"Your preference for innovation makes it likely that you would get bored with the kind of repetition required by practice assignments. You can offset this tendency by varying the conditions under which you practice."

Interpretation of Results (Continued)

"You appear to be naturally able to focus on the task at hand and to resist the many distractions that typically present themselves. Such self-discipline makes it likely that you would feel comfortable with the requirements of practice."

"Your scores are neither clearly all supportive of practice, nor clearly unsupportive of practice. This unclear pattern suggests that you might need to practice in shorter, but more frequent, segments, or to vary the context of your practice."

Resources for Further Information

None, as this is a locally developed concept

Related Learning Behaviors: Safety

Explanation of the Concept

As the result of several different pieces of research, both at Paradigm and elsewhere, two traits have come to be primarily associated with safety: N and E, with lower N and lower E associated with persons who are rational, calm, and quiet by nature, thus showing a temperament that tends to make few errors due to impulsive, highly energetic behavior. In addition, we know that persons higher in A tend to defer to procedures and recommended ways of doing things, resulting in reduced errors associated with being maverick, egocentric, or bull-headed. Also, persons higher in C tend to be methodical and disciplined by nature, resulting in reduced errors due to lack of focus and attention. Finally, we know that the more experimental, imaginative, and innovative one is, the more likely one is to make errors simply because of exploring uncharted waters.

So, the safest profile would be N-E-O-A+C+, and the most accident/error/safety-risk prone would be the opposite. Persons with one or more scores out of the ideal range would be increasingly more of a safety risk, depending on the nature of the work, and the precise traits or subtraits that are out of range. Where safety in the learning process is critical, one should study which traits are out of range and how to compensate in order to minimize safety risks.

Your Analysis

	Score:	Level:
Safety Proneness	52	UNCLEAR

Legend

N, E, and O all < 44.5, A and C > 55.49	HIGH
N, E, and O all >55.49, A and C < 44.5	LOW
All other combinations	UNCLEAR

Interpretation of Results

"You have a temperament that is neither ideal for safety proneness, nor totally at risk. Whether or not your out of range trait(s) is a significant safety issue depends on the nature of your work and how much discretion you have in its design."

Resources for Further Information

- Howard, P.J. (continually updated). *The Offspring of the Big Five*. Charlotte, NC: Center for Applied Cognitive Studies.
- Soane, E., Nicholson, N., Fenton-O'Creevy, M., & Willman, P. (2001). *Personality, risk and decision making styles*. Paper presented at 6th Annual Big Five Conference. Sponsored by CentACS, Charlotte, NC.

Related Learning Behaviors: The SEA Leadership Model

Introduction to the Model

Leadership is a behavior that permeates the learning landscape: whether personal leadership, in which an individual learner exhibits leadership qualities in the design and implementation of learning strategies, or whether with cooperative learning groups, in which leadership qualities help to guide the group to a high quality experience. The SEA leadership model was developed by Pierce and Jane Howard at the request of Ty Boyd, whose book, *Visions*, profiles dozens of leaders. Ty asked us to build a model based on the anecdotes about his featured leaders, who represent a variety of contexts, from coaching to bank presidency. After careful study of his book, we created this change-based definition of leadership: "Leadership occurs when someone takes responsibility for effecting a necessary change." Such a change-based approach to leadership entails a three-phase recurring cycle of leadership behavior. First, a leader discovers opportunities for change by continually *scanning* the environment, then *evaluates* the results of the scan, and finally *acts* on the results of the evaluation by implementing without allowing plans to fall between the cracks. Clearly these three behaviors do not need to reside in a single person. However, all three do need to occur in order for effective leadership to have occurred.

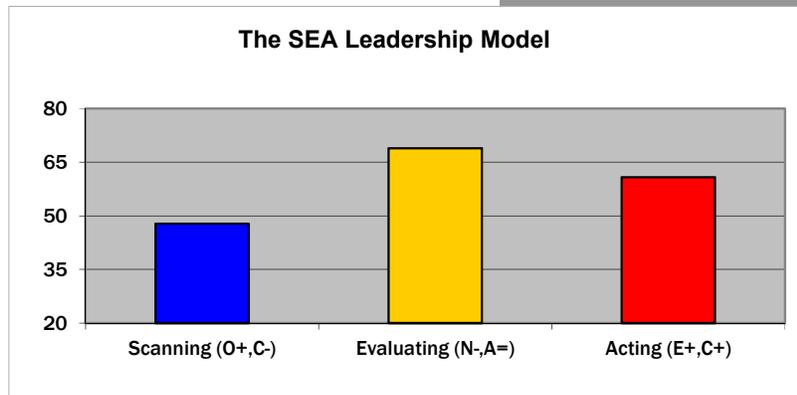
Definitions of the Three Leadership Behaviors

- **Scanning.** Identifying aspects of one's situation that need to be changed through listening, observing, questioning, reading, attending conferences, and so forth
- **Evaluating.** Taking time through meetings, analysis, dialog, and so forth, to evaluate and prioritize the opportunities for change.
- **Acting.** Once the priorities are identified, following them through to completion.

Your Analysis

Behavior	Score	Degree of Support
Scanning (O+,C-)	48	Somewhat Natural
Evaluating (N-,A=)	69	Energizing
Acting (E+,C+)	61	Natural

Legend	
>65.49	Energizing
>55.49	Natural
>44.49	Somewhat Natural
>34.49	Draining
< 35	Outside Comfort Zone



Interpretation of Results

"At least one of your scores on O or C is out of the optimal range for scanning. While scanning may be natural for you at some times and in some contexts, perhaps you are less prone to scan in other contexts. In addition, your low score on N (Resilient) coupled with your mid-range score on A (Negotiator) suggest that you find it natural to engage in a process of patient, rational evaluation aimed at a win-win solution. Finally, your high scores on E (Extravert) and C (Focused) suggest that you find it natural to focus for long periods of time on follow up of priorities in order to insure that nothing falls between the cracks."

Resources for Futher Information

- Boyd, T. (1991). *Visions*. Mechanicsburg PA: Executive Books.
- Center for Applied Cognitive Studies, Charlotte NC, has developed several handouts for use with this leadership model.

Related Learning Behaviors: Team Roles for Cooperative Learning

Explanation of the Concept

From elementary schools to graduate programs and into the workplace, the move is on to encourage teamwork in the learning process. This analysis presents a variety of roles required for overall successful team learning, and how naturally this individual's traits supports each of the roles. These roles were identified at the Center for Applied Cognitive Studies based on wide reading and experience, and are not taken from the research of any one particular source. We believe that the meaning of each of the eight roles is clear, so we have not bothered to provide any more detailed information that that apparent in the name of the role itself.

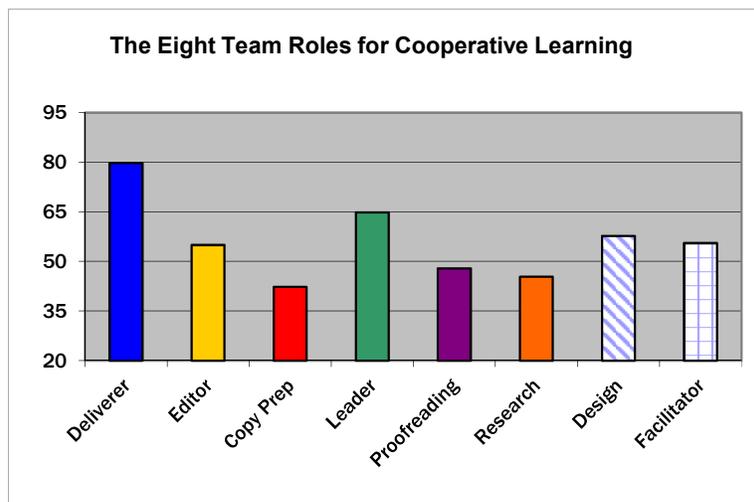
Role	Support
Presentation Deliverer (E+A4-)	Energizing
Critic/Editor (O+A-)	Unclear
Manuscript/Visual Copy Prep (O-)	Draining
Project Leader (N-E+A=C+)	Energizing
Proofreading (E-O1-C+)	Unclear
Research (E-O+C-)	Unclear
Project/Report Design (O+)	Energizing
Discussion Facilitator (N=E=O=A=C=)	Unclear

Legend

Energizing = All traits in optimum range for the role

Draining = All traits are at the opposite extreme of the ideal

Unclear = One or more traits are out of the optimum range for the role



Interpretation of Results

"Your outgoing demeanor and lack of self-consciousness suggest that the role of presentation deliverer should be natural and energizing for you."

"Your traits are neither all supportive nor all unsupportive of the role of critic/editor. This suggests that you would find this role natural and energizing in some situations but not in others."

"Your creative nature and preference for the big picture suggest that the role of copy preparation—both visual copy and textual copy—would likely be unnatural and tiring for you."

"Your calm, outgoing, and disciplined nature, coupled with a negotiating outlook that likes to go for the win-win solution, suggests that the role of project leader should be natural and energizing for you."

"Your traits are neither all supportive nor all unsupportive of the role of proofreader. This suggests that you would find this role natural and energizing in some situations but not in others."

"Your traits are neither all supportive nor all unsupportive of the role of researcher. This suggests that you would find this role natural and energizing in some situations but not in others."

"Your creative nature suggests that the role of designer—either of the project itself, or of the concept of the final report—should be natural and energizing for you."

"Your traits are neither all supportive nor all unsupportive of the role of discussion facilitator. This suggests that you would find this role natural and energizing in some situations but not in others."

Resources for Further Information

Inasmuch as these eight roles for cooperative learning are based on the reading and experience of the CentACS team, there are no specific additional resources to recommend. However, a vast literature exists on the general subject of cooperative learning. An excellent listing of books and other resources is listed on the website of the University of Minnesota Cooperative Learning Center at:

<http://www.co-operation.org/pages/materials.html>