BOB BAKER’S SELF-ASSESSMENT PAPER

My dream

To be happy most every day of my life,

To love and be loved,

To bring healthy, happy, beautiful, successful children into the world,

To engage in activities that are fun and challenging,

To experience and appreciate beauty wherever I can find it,

To see and learn interesting new things and places all the time,

To have others look to me for guidance with respect and admiration,

To be financially comfortable enough to do virtually anything I want, and give to those I love all they need and legitimately want,

To be healthy and attractive,

To squeeze everything out of life . . .
   every pleasure . . .
   every adventure . . .
   every joy . . .
   so that I do not die wishing for things that might have been.
Introduction

I first signed up for this course in Career Management because I thought it would help me choose a job. I had tried out several different careers—nonprofit fund-raising, law, management consulting, professional student—and felt confused. I found myself unsure about what I was seeking in a career, what aspects of my work life were most important to me, and what jobs were “fit” for me.

Within a few weeks, it became obvious to me that before I could evaluate careers, I had a lot of work to do to evaluate myself. As I began responding to the instruments, I realized that I was thinking about my values, feelings, tendencies, strengths, and weaknesses in a fairly comprehensive and very structured way. This was something I had never done before, and it was at the same time frightening and exhilarating. I knew right away that I had never been able to make a good career decision because I had not looked at myself hard enough, but that through the instruments I was on my way.

Some instruments surprised me, some angered me, some were rewarding. But in this paper, I hope I have captured the dominant themes that emerged. I feel that I have created a structured, objective self-image, and I look forward to applying this better self-understanding to my career decisions, and a number of other personal decisions I now face.

Themes

Identity

1. I place a high value on independence (especially financial independence) . . .
2. I tend to make my own decisions and resist being controlled by others . . .
3. I assign a lot of value to my intelligence, which I believe to be significant . . .
4. I set high, perhaps unachievable, standards for myself, and [am] highly self-critical . . .
5. I seek travel, adventure and discovery
6. I want to seek out beauty, especially in the everyday world.
7. I want to be healthy and attractive, and have the time to care for and build my body.
8. I like watching and participating in sports, although [they sometimes frustrate me].
Emotional
9. I value and need love and appreciation, but . . . have trouble . . . expressing my . . . emotions.

Interpersonal
10. I am looking for a lifelong relationship with a . . . beautiful, smart, self-confident . . . [woman] . . .
11. . . . but I get into relationships that are easy . . . with women who lack . . . these characteristics.
12. I value and focus on my relationship with my father.
13. I want to be popular, included, and a social magnet, but . . . often fail.
14. I can be harsh and critical of other people; I often lack sensitivity, compassion or empathy.

Work
15. I am practical and like to get things done.
16. I like to be the one to take the lead and run things; this often leads me to be aggressive.
17. I like to be out front performing or presenting.
18. I am energized when I am able to influence people.
19. I like to be very systematic and organized.
20. I am very logical in my thought processes.
21. I present things in clear, concise, brief formats.
22. I am impatient, have a short attention span and do not listen well.

Career
23. I want a job that is fun, but more importantly allows me the time to do [other] fun things.
24. I seek wealth and prosperity; I see high earnings as a symbol of worth.
25. . . . and a means to care for myself and those I love.
26. I enjoy luxury and material things.
27. I want to be respected and admired.
28. I sometimes follow the “path of least resistance” when making academic/career decisions.

Appendix: Lesser themes
29. I like thinking about the meaning of life, especially through metaphor or dialogue.
30. I want to have children who are happy and successful.
31. I like to work with others, especially when they are intelligent.
32. I tend to react negatively to being assessed.
Key to Instruments

<table>
<thead>
<tr>
<th>Code</th>
<th>Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIARY</td>
<td>Weekday and Weekend Day Diaries</td>
</tr>
<tr>
<td>DYAD</td>
<td>Dyad Exercise</td>
</tr>
<tr>
<td>EIQ</td>
<td>Emotional Intelligence Quotient</td>
</tr>
<tr>
<td>FEEL</td>
<td>Feelings Record</td>
</tr>
<tr>
<td>FIG</td>
<td>Figure Test</td>
</tr>
<tr>
<td>FIRO-B</td>
<td>FIRO-B</td>
</tr>
<tr>
<td>ISI</td>
<td>Interpersonal Style Inventory</td>
</tr>
<tr>
<td>LEAD</td>
<td>Leadership Practices Inventory</td>
</tr>
<tr>
<td>LEARN</td>
<td>Learning Style Inventory</td>
</tr>
<tr>
<td>LIFE</td>
<td>Lifestyle Diagram</td>
</tr>
<tr>
<td>MAN</td>
<td>Survey of Managerial Style</td>
</tr>
<tr>
<td>MBTI</td>
<td>Myers-Briggs Type Indicator</td>
</tr>
<tr>
<td>MISC</td>
<td>Miscellaneous (name instrument)</td>
</tr>
<tr>
<td>PCP</td>
<td>Personal Career Profile</td>
</tr>
<tr>
<td>PRE</td>
<td>Predisposition Test</td>
</tr>
<tr>
<td>SBC</td>
<td>Survey of Behavioral Characteristics</td>
</tr>
<tr>
<td>SORT</td>
<td>Sorting Career and Life Values (Card Sort)</td>
</tr>
<tr>
<td>STRONG</td>
<td>Strong Interest Inventory</td>
</tr>
<tr>
<td>SUPP</td>
<td>Supplementary Data</td>
</tr>
<tr>
<td>TYPE-A</td>
<td>Behavior Pattern</td>
</tr>
<tr>
<td>WI</td>
<td>Written Interview</td>
</tr>
</tbody>
</table>

Identity

(1) I place a high value on independence (especially financial independence) and personal responsibility, and often resent those who lack them. (13, 2, 7)

Supporting Evidence

MISC (Rules for Life) Rule # 1 is: “Every person is responsible for the course and outcome of his or her own life.”

FIG 1 People-Dependent description (although maybe this is not so low given that the class average was 1).
MBTI  Personal (paper version) type is INTJ; implies that I am “independent.”

FIRO-B  Wanted control score was 0 (compulsively low, lowest in the class).

WI (21) “My grandfather has always been an idol to me. He was the son of a West Virginia minister [and] . . .  started out as a teller at Mellon Bank. By the time I was between 10 and 15 years old, he was president of the bank. I always looked at him as a wealthy, self-made, distinguished gentleman.”

WI (34) “I soon got another job delivering pizzas. I didn’t really enjoy working, but I liked the feeling of independence and the extra money I earned. I also resented my brother and sister to some degree because they never really made the same effort I did to make money for themselves, and they seemed to nag my parents for things more often than I liked.”

WI (39) “[Horseback] riding [which my sister began to pursue with my Mom] is an expensive hobby, and tension developed between my father, and my mother, and sister. I definitely took my father’s side, partly because I resented the fact that while I was trying hard to be independent and less of a burden, my siblings continued to go to the well.”

WI (43) Began to resent my high school girlfriend when she would not display independence from her parents.

WI (53) “I distinctly remember reviling the majority of my floor mates, who were immature and dorky, in my view. They ran around in the halls at night, playing stupid games. They were new to the kind of freedom you get in college, which I had always had.”

WI (75) “One of my favorite parts of graduating and working was that I was finally independent from my father. I had always felt like a leech, even though [my siblings] had never been hesitant to live off of my father. I was proud of myself for being able to support myself . . . I was independent and had fun and that was what mattered.”

WI (93) “I’ve been paying my own way through school. No help from Dad . . . and I’m damn proud of it, too. Well, Dad pays my car insurance. But one day, back while I was in Georgetown, I had saved up some money from working. And when my Dad was in D.C. on business I took him to dinner . . . And I picked up the check. And he joked, ‘This is the happiest day of my life.’ But it was no joke to me.”

WI (113) “I’d love to get myself out of debt and start saving a little. I remain proud that I’ve financed my education, but that $90,000 tab is getting on my nerves.”

DYAD  Identified as theme by Dyad partner.
Contradictory Evidence

PRE Preference for autonomy score was 2.43, which is below the average for all categories (men, women, married, single, US, foreign, all ages) but above the average for a manufacturing organization (2.17)

WI (80) “I got into UVA Law. Boy did I pull some strings to do it. . . . I don’t know if I would have gotten in off the wait list had I not pulled strings; I guess I don’t care enough to try to find out. . . . if I have to come in through the back door, so be it . . . “

(2) I tend to make my own decisions and resist being controlled by others. (7, 1, 8)

Supporting Evidence

MISC (Rules for Life) Rule # 1 is: “Every person is responsible for the course and outcome of his or her own life.”

FIG 1 People-Dependent description (although maybe this is not so low; the class average was 1)

LEARN VERY high AC score (40; class average is 33; fourth highest in class; 95th percentile of LSI sample) implies that I act based on my own intellectual understanding of a situation.

MBTI As an NT (paper version), I am “less willing to accept authority.”

ISI I almost always make my own decisions. (Self-score and desired score both 4/5, acquaintances score 4.5 and low (0.58) standard deviation)

FIRO-B Wanted control score was 0 (compulsively low, lowest in the class)

WI (77) “I really liked [my bosses]. They gave me space because I was making the money in the organization.”

Contradictory Evidence

PRE Preference for autonomy score was 2.43, which is below the average for all categories (men, women, married, single, US, foreign, all ages) but above the average for a manufacturing organization (2.17).
(3) I assign a lot of value to my intelligence, which I believe to be significant although sometimes underutilized; I believe others evaluate me on it and pay a lot of attention to tangible indications of it. (11, 0, 3)

Supporting Evidence

MBTI  As an NT on the paper (personal) version, I value “intelligence” and, above all, “competence.”

WI (15)  “I always did well in my [elementary school] classes.”

WI (23)  “After fifth grade at Fairview, I started private school at Shady Side Academy Middle School. It was one of the best schools in the city, an all boys school with strict codes for dress, conduct, and academic performance. The classes were more challenging than Fairview, but I never felt stressed out, and always did well . . . “

WI (25)  “Also in seventh grade, I took the SAT exam as part of an experiment to test “gifted” younger kids. I think I scored about a 1040, and I remember a lot of people told me how great that was. I was proud, but had no real perspective to truly judge.”

WI (30)  “The Senior School is a very good, highly underrated day prep school. There were a lot of smart kids there, and I was always about tenth or twelfth in a class of about 125 to 150. I continued to excel in math, and my vocabulary was always pretty good.”

WI (47)  “Terri liked me because I was smart; I was probably one of the few people who ever got arrogant or snooty with her, or could out-talk and debate her.”

WI (51)  “I always did well academically at Georgetown, but not too well (kind of like at Shady Side). . . . A lot of the work seemed very natural and easy to me, and I did not work particularly hard and still ended up with about a 3.7 GPA. I always told myself that I was as smart or smarter as everyone else at the school, and that I could get straight A’s if I really applied myself.”

WI (70)  “[My post-college girlfriend] was . . . smart (better GPA than mine, which means magna or summa).”

WI (80)  “I know I’m smarter than the average person at every law or business school in the country . . . “

WI (89)  “We went through the rest of law school first year. . . . My grades were OK. A little above the B- mean, which is a force to be reckoned with in the Law School. Again, I feel like I didn’t do as well as I would have if I had really applied myself, but again I really didn’t care very much.”
DYAD  Identified as theme by Dyad partner.

(4) I set high, perhaps unachievable, standards for myself, and become highly self-critical in evaluating my progress toward those standards; I feel lazy and inadequate when I do not meet them. (9, 0, 4)

Supporting Evidence

FEEL  Reactions to instruments (Figure Test, Learning Style Inventory, Myers-Briggs, FIRO-B, Survey of Managerial Style) reflect constant consideration of whether the outcome makes me a “better” or “worse” person.

MBTI  As an NT on the paper (personal) version, I am “highly self-critical.”

WI (23) “After fifth grade at Fairview, I started private school at Shady Side Academy Middle School. It was one of the best schools in the city, an all boys school with strict codes for dress, conduct, and academic performance. The classes were more challenging than Fairview, but I never felt stressed out, and always did well, especially in math and English grammar courses. However, at Shady Side I was only one of a lot of smart people. It always bothered me a little bit that there were a few other kids doing better than I, but I never really focused completely in an effort to beat them. I guess I just didn’t care that much or want to put forth the effort.”

WI (45) Describing the college admissions process: “The sting of rejection from [Harvard, Penn and Stanford] seemed to outweigh the joy of admission [to Amherst, UVA and Georgetown].”

WI (51) “I always did well academically at Georgetown, but not too well . . .  I did not work particularly hard and still ended up with about a 3.7 GPA. I always told myself that I was as smart or smarter as everyone else at the school, and that I could get straight A’s if I really applied myself. But I never did; maybe I just didn’t care, or maybe I was lazy.”

WI (77) “I was making the money in the organization. I worked pretty hard and was well-organized and polished. As I kept making more and more donations for the company, they respected me and my opinion. Still, I’m not sure how proud I am that they think highly of me, because I don’t know if they really understand what true performance is. I worked pretty hard, but I know I could have worked a lot harder and done better. So the fact that they were impressed is a little empty for me.”

WI (82) “First year of law school was . . . so easy! I mean, school had always been easy for me, probably partly because I never worked as hard as I could (and therefore never did as
well as I could have). I have always been able to cruise and still seem like I am
excelling. It might seem like a good thing, but I think it has made me lazy, and when I
look at people around me who are gifted and also bust their butts . . . and make Law
Review and get the Shermet, THAT is when I feel pretty guilty and lame.”

WI (95) “[At Darden,] once again my grades turned out to be good, but not quite good enough.
I missed the Shermet, not by much I guess. But I missed it. And once again I think I
could have gotten it if I had just worked a little harder. But every time I felt good
because things seemed easier, I didn’t jump on the chance to get ahead, Instead, I
relaxed and took the opportunity to enjoy and savor the extra time.”

DYAD Identified as theme by Dyad partner.

(5) I seek travel, adventure, and discovery. (16, 1, 10)

Supporting Evidence

MISC (Rules for Life) “Seek to discover [beauty] in the natural world, in people, in art,
anywhere . . . “

MISC (Rules for Life) “Do not let life pass without seeking new things to learn about and
appreciate.”

MISC (Book list) Includes “every good travel, restaurant and wine guide.”

MISC (Metaphor for Life) “Life is the ocean . . . Some people see it as a place to get
hopelessly lost, others as a never-ending array of journeys waiting for intrepid
explorers.”

MISC (Dream) “. . . to see and learn interesting new things and places all the time . . . to
squeeze everything out of life, every pleasure, every adventure, every joy, so that I do
not die wishing for things that might have been.”

SORT “Knowing about philosophy, history, literature, music and art” and “learning new
things” were my only values under the intellectual aspect

LIFE Travel with Caroline is part of the second of my six concentric circles.

DIARY Did research on Christmas vacation before starting schoolwork, even though it was
only September.
WI (22) “Another big adventure I can remember were our trips to Arizona. . . . I found it thrilling to get all packed, make the trip to the airport, and fly off to a place so different from Pittsburgh. The plane ride was fun . . . we would go on unguided horseback rides in the desert.”

WI (40) “We always went to the Outer Banks in North Carolina for a few weeks each Summer, and we frequently went sailing on the Chesapeake Bay. I always loved the ocean and sailing, although I did not particularly like the “roughing it” aspect of some of the trips.”

WI (75) “As my salary grew I was able to go on vacations . . . “

WI (109) “I crave excitement and discovery . . . “

WI (113) “I’ve always dreamed of sailing around the world, or of opening up a dive resort inn in the Caribbean somewhere.”

WI (119) “[There are some constants though [in my life]: . . . scuba diving and the beach, travel in general.”

STRONG Personal Style Scales: Risk Taking/Adventure score was 70, above the 90th percentile for men. This implies I “like adventure” and “enjoy thrilling activities”.

PCP A value and need not yet satisfied was “adventure/excitement.”

Contradictory Evidence

SORT Intellectual (which included expanding my horizons and learning new things) was my #11 aspect of 14

(6) I want to seek out beauty, especially in the everyday world. One manifestation of this is my appreciation of art. (7, 0, 6)

Supporting Evidence

MISC (Rules for Life) “Seek to discover [beauty] in the natural world, in people, in art, anywhere . . . “

MISC (Book List) Includes The Shipping News, a book by Annie Proulx that describes beautiful environments, natural occurrences, relationships, feelings, and interpersonal events that occur during everyday life in Newfoundland, Canada, one of the more desolate places on Earth.
MISC  (Dream) “... to experience and appreciate beauty wherever I can find it ...”

WI (18) “During the early years of our lives, there were a few special occasions that Wally, Lynn, and I always looked forward to. One was the ballet. ... we went to “Swan Lake” and the “Nutcracker” and other performances every year. Those nights were exotic ... The performances were always magical to me, all the graceful, elegant dancers and the beautiful music filling the hall.”

STRONG  General occupational theme code is ARI. “Very high interest” in “creating or enjoying art.” Score was 62, which is above the 90th percentile for men.

STRONG  Basic Interest Scales: “very high interest” in “performing or enjoying music/drama.” Score was 64 for music and dramatics, which is above the 90th percentile among men. Score was 60 for art, which is in the 90th percentile among men.

SORT  Admiring beauty was one of only two values under the spiritual aspect.

(7) I want to be healthy and attractive, and have the time to care for and build my body. (6, 0, 5)

Supporting Evidence

MISC  (Rules for Life) “A long and happy life requires a day-to-day commitment to health.”

MISC  (Dream) “... to be healthy and attractive ...”

SORT  Physical was #7 of 14 aspects. It included health, appearance, variety of activity, setting and achieving goals, and having a regular exercise schedule.

LIFE  “Getting in shape” is in the center of the six concentric circles of my lifestyle diagram.

WI (108) “I am working hard to get back in shape after a fattening summer, and I must say I am doing well. My goal is to look the best I ever have in my life, and I’m well on my way.”

WI (119) “There are some constants though [in my life]: health and fitness, usually running and weight lifting ...”

(8) I like watching and participating in sports, although I am sometimes frustrated when I am not the best at a sport. (12, 0, 6)
Supporting Evidence

FIG Nine out of 46 descriptions (20%) were sports-related.

LIFE “Sports” toward the center of lifestyle diagram.

DIARY One of my longest entries is a one-minute conversation I had with a friend when he asked me to play softball for his team.

DIARY Golf took up four hours of my weekday; going to football game took up four hours of my weekend day.

WI (26) “I was always bothered by my athletic shortcomings. My father coached our neighborhood soccer team, and we were pretty good. I played goalie, and I was decent, but not great by any means. I was a pretty big kid, so I switched to football, and was about average at that too. Sports started to be a pretty important thing as I moved up through Shady Side, and it always nagged me that I could not find the right sport where I could excel as I did academically.”

WI (27) “I do remember enjoying the times when my Dad and I would play catch with a baseball or softball, or throw around a lacrosse ball. I loved it when his law firm played softball, because I would come along and sometimes play . . . “

WI (28) “These were good years for professional sports in Pittsburgh, and I became an avid Penguins and Steelers fan. I loved going to the games, especially when I was able to get seats in my father’s firm’s luxury box.”

WI (30) “I played football and wrestled and played lacrosse; I was still OK but not great. I made varsity as a sophomore in most sports, and played often but only started occasionally as a junior and pretty regularly as a senior. It continued to bother me that I was not a better athlete, and I worked sporadically to get better—lifting weights in the off-season, for example. But I saw a lot of natural athletes around me who hardly worked at all and did well, so I was easily discouraged.”

WI (68) “I became such a regular at the Tombs that Sam and I were asked to play on their softball team. We continued to do that after we graduated, and it was a lot of fun. We would play down at the Mall among all the monuments. I felt wild and immortal, frolicking around amidst all the history and power of Washington.”

WI (59) “I loved college basketball. The Hoyas were tough and I had always latched on to sports fanaticism, probably because I was from Pittsburgh.”
STRONG Basic Interest Scales: “Very high interest” in “playing or watching sports.” Score was 65, which is in the 90th percentile among men.

PCP Two of my most important existing functional thing skills were the abilities to “move with good physical coordination” and “be athletic.”

Emotional

(9) I value and need love and appreciation, but I have trouble understanding and expressing my own emotions. (10, 0, 8)

Supporting Evidence

MISC (Rules for Life) “Companionship, friendship, and love are indispensable & invaluable.”

MISC (Dream) “. . . to love and be loved . . . “

FIG 1 People-Affection description (2nd lowest in class; class average was 3)

EIQ 85

ISI Acquaintances say I almost never discuss emotions.

SORT Closeness to others and appreciation were 2B and 2C of 14 aspects. Appreciation from spouse was 3C. Appreciation from kids was 4C.

FIRO-B Wanted affection score was 6 (high, noticeably characteristic, but only a bit above the class average of 5)

FIRO-B Expressed affection is 1 (extremely, compulsively low; one of the lowest in the class)

WI (86) “I need security, I need to feel loved.”

WI (102) “I needed to feel loved, and almost from the beginning I felt that [Caroline] would love me forever. I still feel that.”

Interpersonal

(10) I am looking for a lifelong relationship with a woman who is beautiful, smart, self-confident, strong, ambitious, and loyal to me . . . (13, 1, 4)
Supporting Evidence

SORT  Marriage was 3 of 14 aspects. Mutual commitment and happiness was 3A.

LIFE  Caroline, my current girlfriend, is the second of the six concentric circles of my lifestyle diagram (with myself the first).

WI (42) “My [high school] girlfriend, Anne Simons . . . was petite and pretty . . . “

WI (47) “. . . Terri . . . was the most beautiful girl I had ever seen, and I fell in love with her almost instantly. . . . Terri wanted to feel intelligent, cultured, well-read, artistic—probably because, like me, she came from a relatively small, uncosmopolitan town (York, PA). And she worked to do it, mostly by reading intensely.”

WI (48) “[Terri] was thin and tan and sexier than I could ever have imagined. I looked up and she was just staring at me and smiling. She knew I had been looking at her, but she didn’t care. In fact, I remember thinking that she enjoyed the power she knew she had over me.”

WI (53) In college “I covered the walls of my . . . dorm room with pictures of models from Vogue, Elle, etc. It was quite a shrine to money and beauty.”

WI (58) “Frankly, she was no Terri in terms of shear femme fatale power and intellectual drive.”

WI (70) “[My post-college girlfriend] was young, blond, cute, athletic (aerobics instructor) and smart (better GPA than mine which means magna or summa).”

WI (86) “It occurs to me that I never really identified what it is about some women that makes me like them, want them, seek to be around them, perhaps seek to control them. But I guess it is perversely an uncontrollability, a wildness, a raw magnetism, an intelligence and a superiority to me, a strength . . . That would be the ultimate for me, I think. To find a woman so strong, so beautiful, so self-confident and intelligent, but who was obviously deeply in love with me, who understood me and appreciated my strengths while firmly identifying and chiding my weaknesses, who was absolutely devoted to me, who trusted me entirely, and who I trusted totally. A woman who, but for the weakness of our flesh, would spend all of eternity with me and never have regrets, never be bored. She would be graceful, sophisticated, but unpretentious, playful. She would have ambition, but would place me and our children first at all times.”

WI (102) “I found Caroline intriguing. She was older than me, and more world-wise in some ways. She is pretty and has a great body . . . very sexy. Caroline was initially attracted
to me because I was so smart, and she found me attractive. She liked my confidence and aggressiveness . . . “

WI (105) “I guess I feel like if I was married and deeply in love with my wife, I would want to be with her whenever I could.”

WI (110) “I want a lifelong companion.”

DYAD Identified as theme by Dyad partner.

**Contradictory Evidence**

WI (99) “Carly, a young associate across the hall from me . . . was bright and cute, blonde, and seemed to like me. As we were walking home she was teasing me about something or other. Before I knew it she had grabbed me and we were face to face. She clearly was about to kiss me. I said, ‘I really can’t do this. Nothing is going to happen here.’ It was weird because she was attractive and ambitious, a lot of the things I thought I was looking for. But I was with Caroline, and had begun to care about her very much.”

(11) . . . but I get into relationships that are easy, or when I feel lonely, and waste a lot of time with women who lack some or all of these characteristics. (10, 0, 1)

**Supporting Evidence**

WI (42) “My [high school] girlfriend, Anne . . . was petite and pretty, not very smart . . . we thought we would be married someday, but we rarely talked about important things in life like philosophy, goals, beliefs. We were very content to spend time together . . . “

WI (43) “I began to view [Anne’s] decisions [not to have sex with me, never to defy her parents, etc.] as the result of her allegiance to her parents and their moral code over me and mine. I started to resent them and, to a degree, her.”

WI (48). “I told [Terri] I thought I was falling in love with her. She didn’t say anything, so I added, ‘Is that OK?’ She said, ‘Yeah, that’s fine.’ That night was the first indication I had that she would be hesitant to open up to me and hard to get close to, and that she did not feel as strongly about me as I did her.”

WI (58) “I was always a little hesitant about [my college girlfriend and my] future together, partly because I wasn’t always physically attracted to her, but also because I thought she was a bit shallow.”
WI (67) “I had been fooling around behind [my college girlfriend’s] back with a junior named Cathy. Cathy was tall, had a great body, though she wasn’t great looking. She was fun and never pressured me for anything. I had total control over her. I think the fact that she was around made it easier for me to ditch Alice. I have always been scared of being lonely.”

WI (69) “I figured out that Cathy was bulimic. I suppose I didn’t care very much; she looked great and I didn’t intend to be with her forever. But it started to bother me. Not because I was necessarily sympathetic, but because I thought it was weak and I didn’t want to be around weakness.”

WI (74) “I started to get tired of [my post-college girlfriend]. She was nice and cute, but she was not intellectual enough for me, and her youth showed. . . . When I realized that I was much more captivated by [a random woman I had an affair with] after two days than I was with Tanya after almost two years, I told her it was over.”

WI (88) “We had become friends, actually really good friends, and we ended up in bed together that night. I don’t know what I was doing. I guess I was a little lonely or horny or whatever, but there we were. Kim was a great person, but I was not attracted to her at all.”

WI (96) “I had dumped Kim by this point. I had once again gotten myself into a relationship I never should have started.”

WI (96) “The only one I slept with was Heather, and that was, once again, a really stupid thing to do. I knew it was going nowhere. . . . I had told her that sometimes I just felt lonely and needed to be with someone. She found that touching; in fact that’s why she slept with me. But I think it’s just sad.”

WI (102-103) “But I guess now is the time to talk about why we are together. . . . Caroline is not self-assured. I was always a little bothered by her weakness . . . Caroline doesn’t trust me. . . . She is always worried that I will disappear, probably because her father did. But I do wonder whether things will always go well for us. I wonder whether we are meant to be together. I am on a quest, and always have been, for that woman I described above. And I just don’t know if Caroline is her. I guess I just don’t think so.”

WI (119) “[All] these changes put me in new geographic settings, which made me a little nervous at first. I always reacted by needing a support mechanism, usually a woman—Anne at SSA, Alice at GU, Tanya in DC, Kim at the law school, Caroline at Darden.”
(12) I value and focus on my relationship with my father. (6, 1, 3)

Supporting Evidence

WI (2,4) “Although my memories of my life from birth to about age 12 are pretty fuzzy . . . I also remember a time when my father was fixing the mortar between some bricks on the house. I was . . . ‘helping’ him. . . . I wanted to feel like I was part of what he was doing.”

WI (11) “The biggest event in our lives when we were young was waiting for our father to get home from work . . . I remember that there were frequent races to the door to be the first to hug him . . . “

WI (27) “I do remember enjoying the times when my Dad and I would play catch with a baseball or softball, or throw around a lacrosse ball. I loved it when his law firm played softball, because I would come along and sometimes play . . . “

WI (39) “[Horseback] riding [which my sister began to pursue with my Mom] is an expensive hobby, and tension developed between my father, my mother, and sister. I definitely took my father’s side, partly because I resented the fact that while I was trying hard to be independent and less of a burden, my siblings continued to go to the well.”

WI (93) “I’ve been paying my own way through school. No help from Dad. . . . And I’m damn proud of it, too. Well, Dad pays my car insurance. But one day, back while I was in Georgetown, I had saved up some money from working. And when my Dad was in D.C. on business I took him to dinner. . . . And I picked up the check. And he joked, ‘This is the happiest day of my life.’ But it was no joke to me.”

DYAD Identified as theme by Dyad partner.

Contradictory Evidence

SORT Only evidence of Dad is I “family” aspect, which is # 12 of 14.

(13) I want to be popular, included, and a social magnet, but have trouble expressing that desire and often fail. (16, 1, 6)

Supporting Evidence

FIRO-B Wanted inclusion score was extremely (compulsively) high at 9 (vs. class average of 4; highest in the class)
FIRO-B  Expressed inclusion score was extremely (compulsively) low at 1 (vs. class average of 5; tied for 2nd lowest in the class)

LIFE  My closest friends are mostly moving out away from me rather than staying close to me on my lifestyle diagram, probably because I do not work to maintain relationships with them.

DIARY  Made a note about a one-minute conversation in which I was asked to play on a softball team.

WI (15) “I had a pretty good set of friends, probably about ten of us who stuck together pretty well. However, I remember being teased a little because I was a little fat and my hair and clothes were never quite right. I remember one of the really ‘cool’ kids in the class trying to tell me in first or second grade how to get my hair to look better.”

WI (31) “[In high school, ] socially, I fell out of step with the biggest clique, many of whom were grade-school friends of mine. I . . . was either unwilling or unable to try to keep up. I never really realized that if I had just been myself, and been more friendly, and not tried to play along with all the social competition and interpersonal games that went on, I would have fit in better.”

WI (38) “[As my brother] entered high school he fell in with a group of really good friends, and he became very popular. He started attracting a lot of girls, and I remember envying his incorporation into the mainstream clique.”

WI (51) In college “[most] of all, I wanted to do well socially, so when I had opportunities to go to parties or just hang out with friends, I often took them and put in the bare minimum on my work.”

WI (56) “[my best friend and I] were both trying to be big social climbers, both with mixed success”

WI (57) “Don and I never really fell into any of the cliques, and we migrated back and forth among different ones.”

WI (61) “The first time I came back to Pittsburgh after I started [college] was at Thanksgiving. . . . I had a big party . . . It was a huge success with all my friends from high school. . . . It soon became a tradition for me to have parties at Thanksgiving and New Year’s. My father even dressed up in a tux and served champagne to my friends . . . I thought that was great, and I relished the role of the host at a big, popular party.”

WI (83) “I became very interested in becoming a Commissioner, the social/softball inner circle of the law school. I think I really craved acceptance into the “coolest” clique at the law
school, maybe as a result of my Shady Side and Georgetown experiences. But I never became really good friends with that many people. I just went to the parties and played the role.”

DYAD Identified as theme by Dyad partner.

WI (107) “Being a consultant was fun. . . . I was kind of a social big wheel too. I was the one who had the parties, and they were well-attended and fun.”

WI (113) “I love to cook and entertain.”

STRONG Basic Interest Scales: “Very high interest” in “cooking or entertaining.” Score was 59, which is above the 90th percentile among men.

*Contradictory Evidence*

SORT Social (including feeling well-liked and important, and feeling like part of a group) was my #9 aspect of 14

(14) I can be harsh and critical of other people; I often lack sensitivity, compassion or empathy. (12, 3, 7)

*Supporting Evidence*

MBTI Personal (paper version) type is INTJ; implies that I am “critical.”

MBTI As an ESTJ on last year’s paper and this year’s computer (work) version, I “can forget others’ feelings.”

MBTI J score is huge (27-0, 20-2, e.g.) on every version I have ever taken. (Implies that I am judgmental and critical.)

MBTI As an NT on the paper (personal) version, I can be “discomforting and demanding,” with the result often being “[isolation] from others.”

LEARN Low CE score (20; 25th percentile of LSI sample; class average is 27; 4th lowest in the class) implies that I do not learn by “relating to people” or “being sensitive to feelings and people.”

EIQ 85 (below average)
WI (53) “I distinctly remember reviling the majority of my floor mates, who were immature and dorky, in my view. They ran around in the halls at night, playing stupid games. They were new to the kind of freedom you get in college, which I had always had.”

WI (54) “I was always pretty impressed by James Ward . . . he was the most critical of the “dorks” on our floor of all of us. His quick, cutting wit and cruel social abilities were new to me, and I was envious.”

WI (64) “During my second summer[college job] . . . I didn’t relate well to the people around me; they weren’t particularly bright and came from different backgrounds than I.”

WI (69) “I figured out that Cathy was bulimic. I suppose I didn’t care very much; she looked great and I didn’t intend to be with her forever. But it started to bother me. Not because I was necessarily sympathetic, but because I thought it was weak and I didn’t want to be around weakness.”

WI (98) “The other summer associates were huge dorks . . . totally paranoid about getting an offer and completely socially maladjusted.”

PCP An internal barrier in need of reduction or elimination is that I am “insensitive to needs and feelings of others.”

Contradictory Evidence

MISC (Rules for Life) “Understand that not all people are equally moral or capable.”

ISI I almost always praise. (Self-score 2/5, but acquaintances say 4/5.)

PCP One of my most important existing functional people skills was the ability to “criticize constructively.”

Work

(15) I am practical and like to get things done. (12, 0, 6)

Supporting Evidence

LEARN High AE score (39; class average is 33; third highest score in the class; 70th percentile of LSI sample) means I “take a practical approach,” consider “what really works,” and have an “ability to get things done.”
LEARN Big-time converger (AC-CE ‘ 20 vs. class average of 7, 5th highest in the class, 90th percentile of LSI survey; AE-RO ‘ 18 vs. class average of 6, 6th highest in the class, 85th percentile of LSI survey) implies I am “best at finding practical uses for ideas and theories.”

SBC I am an Idea Designer. I “can see how to assemble the . . . resources necessary to make the idea work.”

MBTI On last year’s paper version and this year’s computer version, I am an ESTJ. This implies that I am “practical.”

MBTI On both personal (paper, this year and last) and professional (computer) versions, I am a J (27-0 on paper version). This means I “prefer to have things settled,” “want to accomplish something and move on,” and “like to make decisions.”

MBTI On the work (computer) version, I am an E, which means I “am more given to action.”

WI(5) “When I was about seven, we moved to a larger house . . . There was a little front-end loader . . . and I remember wishing I could drive it and help build the house.”

WI(6) “When the house was finally almost finished, we began to talk about staying there for a night. . . . I didn’t end up going; I can’t remember whether I was afraid or just didn’t feel like it was right to go before everything was finished.”

WI (111) “the idea of helping people make their good ideas into reality would be really fun.”

PCP Work type is ESTJ; I am “decisive” and “focus on the job that needs to get done.”

PCP One of my most important existing adaptive skills was that I am “results oriented.”

SUPP Appraiser at summer job noted that I “take ownership of . . . assignments and drive them to completion.”

(16) I like to be the one to take the lead and run things.; this often leads me to be aggressive, even competitive. (12, 1, 8)

Supporting Evidence

MBTI On last year’s paper version and this year’s computer (work) version, I am an ESTJ. This implies that I “like to organize and run activities.”
ISI I almost always take the lead. (My score 4/5, desired 4/5, acquaintances 4/5 & standard deviation of 0)

ISI I am almost always competitive. (Self-score 4/5, acquaintances 4.5/5 & low (0.58) standard deviation)

FIRO-B Expressed control score was 6 (high, noticeably characteristic) vs. class average of 3.

TYPE-A I am a moderate Type-A, implying a “competitive need for achievement.”

WI (95) “I led my study group. I was a force for stability.”

STRONG Personal Style Scales: Leadership style is that I am “comfortable taking charge and motivating others; enjoys initiating action; expresses opinions easily.” Score was 61, which is higher than roughly 80% of men.

PCP Work type is ESTJ; I am “aggressive” and “like to organize and run projects and things in general.”

PCP Career type is ECI; I am “aggressive,” “competitive” and “dominant.”

PCP Two of my career anchors are “growing opportunities to serve in positions of leadership” and “increasingly higher levels of responsibility and authority.”

PCP A value and need not yet satisfied was for “power and authority.”

LPI Scored 26 for modeling the way, the highest of my scores on the instrument.

Contradictory Evidence

WI (23) “After fifth grade at Fairview, I started private school at Shady Side Academy Middle School. It was one of the best schools in the city, an all boys school with strict codes for dress, conduct, and academic performance. The classes were more challenging than Fairview, but I never felt stressed out, and always did well, especially in math and English grammar courses. However, at Shady Side I was only one of a lot of smart people. It always bothered me a little bit that there were a few other kids doing better than I, but I never really focused completely in an effort to beat them. I guess I just didn’t care that much or want to put forth the effort.”
(17) I like to be out front performing or presenting. (8, 1, 5)

Supporting Evidence

ISI I almost always take the lead. (My score 4/5, desired 4/5, acquaintances 4/5 and standard deviation of 0).

FIG 12 People-Exhibition descriptions (26% of all descriptions; number was 2nd highest in class; class average was 4).

FIG 7 People-Communication descriptions (4th highest in class; class average was 4).

WI (73) “I met a lot of interesting people . . . But I was always mostly a back-office person, grinding out proposals and keeping track of our donors.” (Context implies that I disliked this.)

WI (108)“I want to be a center of attention.”

STRONG Basic Interest Scales: “High interest” in “public speaking.” Score was 65, which is in the 90th percentile among men.

PCP Career type is ECI; I have “leadership and speaking abilities.”

PCP One of my most important existing functional people skills was the ability to “communicate effectively.”

Contradictory Evidence

PCP “When I present my work and ideas, I do not always handle criticism well. I need to be more cool under fire and more open-minded, and to develop the ability to place criticism in the proper perspective.”

(18) I am energized when I am able to influence people. (7, 0, 5)

Supporting Evidence

FIG Strongly people-oriented (63% of descriptions vs. 45% class average; third most People-oriented descriptions in the class)

LEARN High AE score (39; class average is 33; third highest score in the class; 70th percentile of LSI sample) means I learn by “influencing people and events through action.”
MBTI On both personal (paper, this year and last) and professional (computer) versions, I am a J (27-0 on paper version). This means I “want to control not only [my own life] but the lives of those around [me].”

STRONG Basic Interest Scales: “High interest” in “persuading or influencing people”

PCP Career type is ECI: I am “persuasive” and “enjoy influencing people.”

PCP One of my most important existing adaptive skills was that I am “persuasive.”

PCP A value and need not yet satisfied was to “influence people.”

(19) I like to be very systematic and organized. (12, 1, 9)

Supporting Evidence

LEARN VERY high AC score (40; class average is 33; fourth highest in class; 95th percentile of LSI sample) implies learning through systematic planning.

SBC I am an “idea designer.” I “can predict and plan each step needed along the way toward idea realization.”

MBTI On both personal (paper, this year and last) and professional (computer) versions, I am a J (27-0 on paper version). This means I “like a planned and organized approach to life,” “like to have plans . . . and work to schedules and lists.”

MAN My leadership style pie chart shows that I am better at monitoring and managing progress toward a goal (41%) than creating the vision (28%) or garnering commitment to it (31%). (Score of 22 is well above class average of 18.)

DIARY During a Strategy class, I thought about creating an outline of the key learnings from my whole Darden career so that I would have it on my job as a reference.

WI (77) “I worked pretty hard and was well-organized and polished.”

STRONG “Basic Interest Scales: “Strong interest” in “working in structured settings.”

PCP Work type is ESTJ; I am “orderly.”

PCP Career type is ECI; I am “adept at organizing.”
PCP  My primary career anchor is “managerial competence.”

PCP  One of my most important values and needs was “order.”

LPI  Scored 26 for modeling the way, the highest of my scores on the instrument.

Contradictory Evidence

WI (72)  “I had responsibility for marketing our work to whomever I thought would support us financially, but I never did a comprehensive marketing plan, and often felt like I was winging it.”

(20)  I am very logical in my thought processes. (6, 1, 3)

Supporting Evidence

LEARN  VERY high AC score (40; class average is 33; fourth highest in class; 95th percentile of LSI sample) implies learning through logical analysis of ideas, not feelings.

LEARN  Big-time converger (AC-CE ‘20 vs. class average of 7, 5th highest in the class, 90th percentile of LSI survey; AE-RO ‘18 vs. class average of 6, 6th highest in the class, 85th percentile of LSI survey) implies “deductive reasoning” ability.

MBTI  On both personal (paper, this year and last) and professional (computer) versions, I am a T (24-1 for paper version). This implies that I “tend to base decisions on logic and objective analysis of cause and effect.”

PCP  Work type is ESTJ; I am “logical.”

PCP  One of my most important existing functional data skills was the ability to “organize information logically.”

PCP  One of my most important existing functional data skills was the ability to “think logically.”

Contradictory Evidence

LEARN  Big-time converger (AC-CE ‘20 vs. class average of 7, 5th highest in the class, 90th percentile of LSI survey; AE-RO ‘18 vs. class average of 6, 6th highest in the class,
85th percentile of LSI survey) implies “solving the wrong problem” and “hasty decision-making.”

(21) I present things in clear, concise, brief formats. (6, 0, 5)

Supporting Evidence

FEEL Even Feelings Record entries are bullet-form, with keywords and brief phrases.

MISC (Rules for life) Entries are categorized, in bullet-form, with keywords and brief phrases.

MBTI As an NT on the paper version, I “speak concisely and without elaboration.”

DIARY Entries are mostly brief and matter-of-fact

PCP One of my most important existing functional people skills was the ability to “communicate clearly.”

PCP One of my most important existing functional data skills was the ability to “present information logically.”

(22) I am impatient, have a short attention span and do not listen well. (12, 1, 7)

Supporting Evidence

DIARY Did very little reading for classes (“skimmed”) and paid minimal attention in class.

MBTI On last year’s paper version and this year’s computer version, I am an ESTJ. This implies that I am “not interested in subjects [I] see no use for, but can apply [myself] when necessary.”

LEARN Low CE score (20; 25th percentile of LSI sample; class average is 27; 4th lowest in the class) implies that I do not learn by personal involvement with people in everyday situations (listening).

LEARN Low RO score (21 vs. class average of 26; 10th percentile in LSI sample) implies lack of patience.

ISI Self-score and acquaintance scores indicate below-average patience.
TYPE-A I am a moderate Type-A, implying impatience.

WI (98) “I didn’t like work in the law at all. It was tedious and only a little challenging. In fact, it was the kind of challenging that I find annoying because I didn’t care about it enough to work really hard, but I also didn’t want to look like an idiot.”

WI (110) “I wonder if I have the commitment to seemingly tedious means to get to the glorious ends I seek.”

PCP A functional people skill development need was “listen attentively.”

PCP An adaptive skill development need was “patient.”

PCP An adaptive skill development need was “willing to work steadily for distant goals.”

PCP An internal barrier in need of reduction or elimination is that I have a “limited attention span.”

Contradictory Evidence

ISI Acquaintances indicate above average listening.

Career

(23) I want a job that is fun, but more importantly allows me the time to do fun things outside of the job. (12, 0, 5)

Supporting Evidence

MISC (Dream) “...to engage in activities that are fun and challenging...“

SORT Having a job I enjoy was my #3 value of 15 under the professional aspect.

SORT Recreation was #6 of 14 aspects. Fun was 6A.

SORT Using my time wisely and effectively was my #1 value under the professional aspect.

LIFE My career search is toward the outer portion of the concentric circles of my lifestyle diagram, with my romantic relationship much more central.
WI (75) “As my salary grew I was able to go on vacations, go to restaurants whenever I wanted, all that stuff. I didn’t save a penny during my two years of working, but it never really bothered me. I was independent and had fun and that was what mattered.”

WI (105) “I guess I feel like if I was married and deeply in love with my wife, I would want to be with her whenever I could.”

WI (109) “I don’t care if I make a big splash in the business world as long as I’m happy and comfortable.”

WI (113) “I want to make a lot of money fast and then do whatever the hell I want for the rest of my life.”

PCP My secondary career anchor is “lifestyle integration.”

PCP One of my “most important values and needs” was “leisure.”

PCP “I want to be able to integrate a rewarding career with things other than work that I think are important, like family, hobbies, travel and leisure.”

(24) I seek wealth and prosperity; I see high earnings as a symbol of worth. (11, 0, 3)

Supporting Evidence

SORT Financial freedom and independence were 5B of 14 aspects.

WI (21) “My grandfather has always been an idol to me. . . . I always looked at him as a wealthy, self-made, distinguished gentleman.”

WI (52) “My freshman year was turbulent. My roommate was a British kid, Charles Herrod, whose father had a ton of money. Charles was a smarmy guy, but I was impressed by his flash and, frankly, his money.”

WI (56) “I became best friends with Dave Weathers . . . Dave liked money and material things, and so did I.”

WI (57) “I was too impressed by the attractive, wealthy, socially adept kids to truly resent the cliquey environment.”

WI (73) “My salary was great, though. I started out at $30,000/year, but by the time I left two years later I was making $58,000/year.”
“I got a job [after law school first year] with a Senior District Judge. Now a Federal Clerkship is nothing to scoff at. In fact, a lot of law school grads would die for a clerkship with a federal judge (although they would probably prefer an Appellate Court). But I must say, it meant nothing to me but a line on a resume. . . . it didn’t pay anything, and frankly if a job pays nothing, what is it worth?”

“I want to have money and luxury.”

I am “ambitious” and “status-conscious.”

One of my career anchors is Along-term opportunity for high income and estate-building.”

A value and need not yet satisfied was “high earnings.”

(25) . . . and a means to care for myself and those I love. (5, 0, 4)

Financial security enable[s] a great many of the more important things in life.”

Nothing is more rewarding than giving and providing happiness to the people you care about.”

. . . to be financially comfortable enough to . . . give to those I love all they need and legitimately want . . .“

Ability to provide for spouse was 3D of 14 aspects. Providing for kids was 4B of 14 aspects. Providing for self and others was 5A of 14 aspects.

“I tended to go through my presents quickly, but I always enjoyed, and continue to enjoy, giving presents to other people and watching their reactions (hopefully positive!) when they opened them. I always spent more money on presents than I should, at first using my parents’ money, then later my own.”

(26) I enjoy luxury and material things. (17, 0, 4)
MISC (Dream) “... to be financially comfortable enough to do virtually anything I want . . .”

SORT Luxuries was 5C of 14 aspects. Having as much as possible was 5E.

WI(8) “... [near my childhood home] there was an old mansion that one of the early 20th Century wealthy Pittsburgh families had built. It was straight out of *The Great Gatsby*. . . a stately and secret place . . . I always wondered what it looked like inside.”

WI (18) “During the early years of our lives, there were a few special occasions that Wally, Lynn and I always looked forward to. One was the ballet. . . . Those nights were exotic and decadent to us. We dressed up in coat and tie, went to dinner at our country club or a nice restaurant, and went to the theater.”

WI (19) “The country club was an event in itself. It was a beautiful old place with a wonderful terrace in the back looking out over the golf course. Twice a month or so we would go to dinner there for some reason or another, birthdays, Christmas, Easter, whatever. We would eat lamb chops and have big desserts . . . To this day that terrace is one of my favorite places on earth.”

WI (20) “Once a month [our grandparents] would take one of us for a weekend and spoil us rotten. My grandmother would take us shopping and buy us piles of clothes. In the evening we would go to movies or dinner. . . . we always fought over whose turn it was to go.”

WI (28) “I loved going to the [Pittsburgh Steelers, Pirates and Penguins] games, especially when I was able to get seats in my father’s firm’s luxury box.”

WI (56) “[In college] I became best friends with Don . . . Don liked money and material things, and so did I.”

WI (56) “[My college roommates and I] had a lot of fun, but lived like poor slobs, which I always hated.”

WI (60) “While I was in school I worked quite a bit, sometimes as much as 30 hours a week. . . . The work was totally unintellectual, but the money was good and helped me live a good lifestyle (restaurants, clothes, bar tabs, etc.) while in school. My allowance from my Dad was pretty good, but I liked to live well.”

WI (75) “As my salary grew I was able to go on vacations, go to restaurants whenever I wanted, all that stuff. I didn’t save a penny during my two years of working, but it never really bothered me. I was independent and had fun and that was what mattered.”
"Being a consultant was fun. I had a great apartment in New York. . . . I kind of liked the lifestyle too. I worked all week and stayed in a nice hotel, took limos to get in and out of the city, had all my needs thoroughly catered to."

“I want to have money and luxury.”

“I want luxury.”

“I want luxury.”

“I want to make a lot of money fast and then do whatever the hell I want for the rest of my life.”

One of my “most important values and needs” was an “attractive environment.”

I want to be respected and admired. (5, 0, 4)

Supporting Evidence

“. . . to have others look to me for guidance with respect and admiration . . . “

Public, peer and colleague recognition was my #4 value of 15 under the professional aspect

I often seek recognition. (Self score = 4/5, desired = 4/5, acquaintances 3.5/5 & .58 standard deviation)

“. . . I worked at Baskin & Robbins scooping ice cream. I was fired from that job for screwing around while working and refusing to attend a Sunday morning employees’ meeting. I thought my boss was an amoral, repulsive person, so I didn’t mind losing the job in some ways, but on the other hand I felt humiliated.”

“As I kept making more and more donations for the company, they respected me and my opinion.”

I sometimes follow the “path of least resistance” when making academic/career decisions. (11, 0, 1)

Supporting Evidence
WI (60) “While I was in school I worked quite a bit, sometimes as much as 30 hours a week. Don had gotten a job at a law firm in Washington, and he recommended me for a job, too.”

WI (64) “During my second summer, my Dad got me a job at Mine Safety Appliances, a Pittsburgh company near my house.”

WI (66) “My last year, and particularly my last spring, at Georgetown . . . I started to look for jobs, but soon became frustrated. I just wasn’t excited by any of the jobs, and I was too lazy to really search out what I wanted. I had an offer to join WLF full time in a more responsible capacity, so I basically went with it. It was a definite case of path of least resistance.”

WI (78) “At some point I realized that I was just marking time working at WLF . . . . The problem was, I had no idea what to do with my life. I had never thought with any real depth about what I wanted to do.”

WI (79) “For some reason, I applied to law school. I really should go back and look at my applications, because I have no idea why I did it, and I’m sure they asked me in one of the essays.”

WI (98) “My job search during Darden 1st year was pretty weird. I knew I didn’t like law too much, but I didn’t feel like I had many options. So I did all these law interviews and ended up with a job . . . “

WI (114) “I never really considered not [going to prep school]. My parents assumed I would go. All my friends were switching. It was a path of least resistance decision.”

WI (116) “Definite path of least resistance. I did a few other interviews for business-type jobs, but I didn’t get that many and hated the whole process. When Marvin and Rayn asked me to stay at WLF, and the salary was just as good as what my classmates were making (and working harder to do it), I just let it happen.”

WI (117) “I just got sick of working. I applied to schools and UVA is the only one I got into. I really don’t know why I was so set on law school . . . probably because that’s what other people around me were doing.”

WI (119) “I’ve never done much long-term planning—my resume is definitely a winding trail through life.”

PCP An internal barrier in need of reduction or elimination is that I have a “tendency to take the path of least resistance.”
Conclusion

After looking over the themes I have identified, their impact on one another, I have come up with a number of potential conflicts or issues.

Generally, I believe I have to be careful to manage my expectations in order to avoid being disappointed or frustrated. For instance, I will need to find a way to balance my needs for travel, fitness, fun, luxury, and leisure with the salary demands I have recognized in myself. Interpersonally, I need to be careful of being critical or resentful of people who do not meet the high standards I have set for myself and others. In a work setting, I need to find a way to balance my need for control, influence, and responsibility with the likelihood that I am about to take a job that is, to a large degree, entry level. It will generally become more and more important for me to temper my impatience.

In addition, I believe it will be important for me to begin to express my emotions more readily, both to others and to myself, and make interpersonal decisions consistent with my needs. This need applies most directly to decisions about my lifelong partner and my social life.

Finally, I note the lack of contradictory evidence in many of my themes. I make no apologies for this. I have worked hard to identify consistent, accurate themes, and I have looked carefully in my data for contradictions. Where I found them, they have been included.
APPENDIX

Lesser Themes

(Sum of number of pieces of supporting evidence and number of instruments cited less than 9)

I am including these in an appendix because, despite their comparative insignificance from an objective standpoint, they still ring true for me.

Identity . . .

(29) I like thinking about the meaning of life, especially through metaphor or dialogue. (3, 1, 3)

Supporting Evidence

FEEL Three of four reactions to the metaphor for life exercise were positive.

MISC (Book List) Includes Plato’s *Dialogues* (on life, values, society, politics).

SORT “Looking ahead” (by which I meant to the rest of my life and after) was one of only two values under the spiritual aspect.

Contradictory Evidence

SORT Spiritual was my #10 aspect of 14.

Interpersonal

(30) I want to have children who are happy and successful. (5, 0, 3)

Supporting Evidence

MISC (Dream) “. . . to bring healthy, happy, beautiful, successful children into the world . . “

SORT Healthy, successful kids was 4A of 14 aspects

WI (2-3) “Although my memories of my life from birth to about age 12 are pretty fuzzy . . . I remember when my little sister was born . . . She looked so delicate and beautiful . . . and I remember the feelings of joy and awe I felt at the concept of new life and a new person to love.”

WI (110)“I want children.”
WI (113) “I want my kids to grow up somewhere civilized . . . “

Work

(31) I like to work with others, especially when they are intelligent. (4, 0, 4)

Supporting Evidence

ISI Desired score for “works alone” is 2/5 (almost never).

PRE Predisposition toward solitude is 2.29, well below the average for all comparison groups.

WI (64) “During my second summer[college job] . . . I didn’t relate well to the people around me; they weren’t particularly bright and came from different backgrounds than I.”

PCP “I prefer to work with people who are results-oriented and effective.”

Career

(32) I tend to react negatively to being assessed, especially when that assessment is objective, not subjective, and is inconsistent with my intuition or established beliefs. (6, 2, 1)

Supporting Evidence

FEEL Twenty-three negative reactions versus 15 positive ones.

FEEL Negative reactions outweighed positive ones 15 to 4 for structured, objective instruments, but positive reactions outweighed negative ones 11 to 8 for freeform, subjective instruments.

FEEL Most common of 37 reactions to 11 instruments were anxiety (4 reactions), worry/dread (4 reactions), and defensiveness/guilt (5 reactions)

FEEL Strongest negative reactions to instruments (Learning Style Inventory, Myers-Briggs, FIRO-B, Survey of Managerial Style) occurred where the instrument was objective, but provided data that I perceived as negative or contrary to my self-image (not social or interpersonal, unclear behavioral style, emotionally inexpressive, non-visionary and weak leader, respectively).
FEEL  Positive reactions to instruments (Figure Test, Metaphor for Life) where I could assess myself in freeform and, perhaps, confirm my self-image.

FEEL  Reacted positively to Survey of Behavioral Characteristics, even though it showed me to be relatively uncreative, probably because I already knew and had accepted that.

Contradictory Evidence

FEEL  Also reacted quite negatively to Life Style Diagram, a subjective instrument.

FEEL  5 of 34 reactions to 10 instruments were happiness/appreciation/gratification.