

Holland's Occupational Styles descriptions



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Artistic

1. Original, intuitive and imaginative and enjoy creative activities, such as composing or playing music, writing, drawing or painting and acting in or directing stage productions.
2. Seek opportunities for self-expression through artistic creation.
3. Prefer flexibility and ambiguity and have an aversion to convention and conformity.
4. Generally impulsive, emotional and tend to communicate in expressive and open manner.
5. Value aesthetics and view themselves as creative, non-conforming, appreciating or possessing musical, dramatic, artistic or writing abilities while lacking clerical or organizational skills.
6. Preferred work environment: One that fosters creative competencies, and encourages originality and use of the imagination in a flexible, unstructured setting.
7. Typical careers: Voice modular, trainer, designers, interior decorator, dancer, musicians, actors, entertainers

High scorer – Pitfalls

1. Ignore or procrastinate mundane tasks
2. Not inspired by the numerical or analytical
3. Don't wish to be constrained by processes
4. Enjoy and create laissez faire environments
5. May be enamoured by new ideas leaving the team frazzled with too many things to do and no closure.

Low scorer – Pitfalls

1. Tendency to brush off or run-down new ideas abruptly
2. Environments they create may be over-structured or over engineered with low flexibility to emerging needs/challenges
3. Change may be an issue with them

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Investigative

1. Analytical, intellectual and observant and enjoy research, mathematical or scientific activities.
2. Drawn to ambiguous challenges and easily stifled in highly structured environments.
3. Enjoy using logic and solving highly complex, abstract problems.
4. Often introspective and focused on creative problem solving, tend to work autonomously and don't seek leadership roles.
5. Place a high value on science and learning and perceive yourselves as scholarly and having scientific or mathematical ability but lacking leadership and persuasive skills.
6. Preferred work environment: Encourages scientific competencies, allows independent work and focuses on solving abstract, complex problems in original ways.
7. Typical careers: Medical research, technologist, scientist, Research, food industry, systems analyst, etc.

High scorer – Pitfalls

1. May overanalyse situations leading to analysis paralysis
2. The quest for perfect information may lead to the slower decisions leading to perceptions of being a procrastinator
3. May state what they perceive as truth in a manner that is perceived as brutal by others leading to damaged relationships
4. May be perceived as intellectually arrogant
5. May not push their agenda and wait for the “dark prophecy” to play out

Low scorer – Pitfalls

1. May make calls / decisions based on gut feel without fully considering implications or analysing situations
2. May be challenged in doing tasks / projects that require logical analysis
3. May be disenchanted with structured routine environments / tasks
4. May be poor team players and prefer to work along challenging themselves

Holland's Occupational Styles descriptions



Conventional

1. Efficient, careful, conforming, organized and conscientious.
2. Comfortable working within an established chain of command and prefer carrying out well-defined instructions over assuming leadership roles
3. Prefer organized, systematic activities and have an aversion to ambiguity.
4. Skilled in and often enjoy maintaining and manipulating data, organizing schedules and operating office equipment.
5. Rarely seek leadership or "spotlight" roles; but they are thorough, persistent and reliable in carrying out tasks.
6. View themselves as responsible, orderly and efficient, and possessing clerical, organizational and numerical abilities. They may also see themselves as unimaginative or lacking in creativity.
7. Preferred work environment: One that fosters organizational competencies (e.g. record keeping & data management) structured operations, one that values conformity & dependability.
8. Typical careers: Secretary, accountant, banker, insurance, lawyer etc.

High scorer – Pitfalls

1. Over-processize, too many formats, slow processes
2. Low empowerment & low creativity cultures
3. May require extensive handholding and showing "how" to get the job done
4. Risk aversion
5. May find it a challenge to work with millennials.

Low scorer – Pitfalls

1. May disregard protocols, hierarchy and existing culture
2. May take costly liberties with processes
3. Messy desks, unclear notes and meeting minutes with gaps
4. May find schedules and deadlines cramping

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Social

1. Humanistic, idealistic, responsible and concerned with the welfare of others.
2. Enjoy participating in group activities and helping, training, healing, counseling or developing others.
3. Focused on human relationships and enjoy social activities and solving interpersonal problems.
4. Seek opportunities to work as part of a team, solve problems through discussions and utilize interpersonal skills but may avoid activities that involve systematic use of equipment or machines.
5. Genuinely enjoy working with people; hence communicate in a warm and tactful manner and can be persuasive.
6. View themselves as understanding, helpful, cheerful and skilled in teaching but lacking in mechanical ability.
7. Preferred work environment: One that encourages teamwork and allows for significant interaction with others.
8. Typical careers: Teacher, counselor, social worker (NGO), etc.

High scorer – Pitfalls

1. May be helpful to a fault which may prevent them from challenging team members from taking risks and y doing things on their own
2. May tend to struggle with intrapersonal tasks as the need for interaction may drive what they prioritise
3. May not talk about their own accomplishments causing others to miss out the other special skills/accomplishments they bring to the table
4. May foster unnecessary team work where independent operation may accomplish goals faster
5. Their “niceness” may prevent them from pushing important agenda and delays as they try to bring everyone on board (which may not be realistic)

Low scorer – Pitfalls

1. May be perceived as unsocial and not team players
2. May attempt to solve problems on their own and expect others to do so themselves; looking down on those who ask for help as incompetent
3. May not involve right team members for problem solving leading to downstream issues

Holland's Occupational Styles descriptions



Realistic

1. Active and stable and enjoy hands-on or manual activities, such as building, mechanics, machinery operation and athletics.
2. Prefer working with things rather than ideas and people.
3. Enjoy engaging in physical activity and often like being outdoors.
4. Prefer to “learn by doing” in a practical, task-oriented setting, as opposed to spending extended periods of time in a classroom.
5. Tend to communicate in a frank, direct manner and value material things.
6. Perceive themselves as skilled in mechanical and physical activities but may be uncomfortable or less adept with human relations.
7. Preferred work environment: One that fosters technical competencies and work that allows them to produce tangible results.
8. Typical realistic: military, security, government agencies, engineers, etc.

High scorer – Pitfalls

1. May be “Practical” to a fault; may find it difficult to deal with concepts especially emerging ones that are not tested in the real world.
2. May not grasp innovations that are conceptual
3. May be challenged in applying concepts to develop improvements to status quo
4. Focus on material things may lead to skewed styles of motivation leaving out the other types

Low scorer – Pitfalls

1. May not plan for practical challenges while implementing change
2. May miss out opportunities to replicate solutions easily
3. May be oriented to field work and hence planning, trying new things may not come naturally

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Enterprising

1. Energetic, ambitious, adventurous, confident and very sociable.
2. Enjoy activities that require interaction and persuasion; drawn to leadership roles.
3. Invigorated by using your interpersonal, leadership and persuasive abilities to achieve organisational and personal goals
4. May dislike and avoid routine or mundane tasks in your goals
5. Confidence makes you a skilled speaker; but combined with your sociability you may appear domineering.
6. You consider yourself assertive and confident but lack scientific abilities.
7. Preferred work environment: One that encourages engagement specifically in leadership and management and where reward is money, power and social status.

High scorer – Pitfalls

1. Perceived as arrogant/ aggressive/ bragging
2. May tend to look down or not promote/push those who don't take initiative / put up their hand for tough situations
3. Perceived as hard negotiators or sales people who will convince till they wear the other person down

Low scorer – Pitfalls

1. May not put up their hands for tough tasks - therefore perceived as "followers" or lacking initiative or order takers
2. Perceived as low energy and order takers
3. Teams may suffer as they may not promote their team members' work assertively
4. When stressed may withdraw from the scene virtually rather than problem solve

Gardner's Learning styles



Gardner's Learning styles



Bodily-kinaesthetic

1. Use the body effectively, like a dancer or a surgeon.
2. Keen sense of body awareness.
3. Like movement, making things, touching.
4. Communicate well through body language
5. Learn best through physical activities, hands-on learning, acting out, role playing.
6. Skills include: Dancing, physical co-ordination, sports, hands on experimentation, using body language, crafts, acting, miming, using their hands to create or build, expressing emotions through the body
7. Tools include equipment and real objects.



Interpersonal

1. Able to relate to and understand others.
2. Try to see things from other people's point of view to understand how they think and feel.
3. Often have an uncanny ability to sense feelings, intentions, and motivations.
4. Great in organizing things.
5. Try to maintain peace in group settings and encourage co-operation.
6. Generally, prefer both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body language) to open communication channels with others. i.e. prefer in-person training.
7. Skills include: Seeing things from other perspectives (dual-perspective), listening, empathising, understanding other people's moods / feelings, counseling, co-operating with groups, noticing people's moods, motivations and intentions, communicating both verbally and non-verbally, building trust, peaceful conflict resolution, establishing positive relations with other people



Intrapersonal learners

1. Able to self-reflect and be aware of one's inner state of being.
2. Try to understand your inner feelings, dreams, relationships with others, and strengths and weaknesses.
3. Prefer virtual or offline learning and email to meeting face to face.
4. Skills include: Recognizing their own strengths and weaknesses, reflecting and analyzing yourselves, awareness of your inner feelings, desires, and dreams, evaluating your thinking patterns, reasoning with yourselves, understanding your role in relationship to others.



Linguistic learners

1. Able to use words and language skillfully
2. Have highly developed auditory skills and generally speak elegantly.
3. Tend to think in words rather than pictures.
4. Skills include Listening, speaking, writing, story-telling, explaining, teaching, using humor, understanding the syntax and meaning of words, remembering information, convincing someone of their point of view, analyzing language usage.

Gardner's Learning styles



Logical-Mathematical intelligence

1. Able to use reason, logic, and numbers with ease.
2. Tend to think conceptually in logical and numerical patterns making connections between pieces of information.
3. Curious, ask lots of questions and experiment with things.
4. Skills include: Problem solving, classifying / categorizing information, working with abstract concepts to figure out the relationship between them, handling long chains of reason to make logical progressions, doing controlled experiments, questioning and wondering about natural events, performing complex mathematical calculations, working with geometric shapes.



Musical

1. Show a sensitivity and affinity to rhythm and sound.
2. Play off the sounds of your environment.
3. May enjoy working with music in the background
4. Learn best by taking in information through mnemonics, rhythm, lyrics or melodies.



Naturalistic

1. Able to relate to your surroundings and where you fit into it.
2. Sensitive to and appreciate nature.
3. Can easily distinguish patterns in nature and humans
4. Gifted at nurturing and growing things and the ability to care for and interact with animals.
5. Strong preference for hands-on experience (learning by doing)
6. Skills include: Observing field activities and writing reports, debating about the bigger picture and impact on things, prioritizing nature above all other things, connecting with Pets and Nature, conscious of changes in weather, able to deal with abstract natural concepts



Visio-Spatial

1. Keenly aware of your environment and often think in terms of physical space.
2. Enjoy partaking in activities such as drawing and doing puzzles.
3. Learn best through visual and physical imageries.
4. Skills include: Puzzle building, reading, writing, understanding charts / graphs, good sense of direction, sketching, painting, creating visual metaphors / analogies (perhaps through visual arts), manipulating images, constructing, designing practical objects, interpreting images.
5. Tools include models, charts, 3D modelling and other forms of multimedia.