NATURAL TALENTS AND ABILITIES

Be faithful to that which exists nowhere but in yourself.
~Andre Young~
NATURAL TALENTS & ABILITIES
(ALSO REFERRED TO AS APTITUDES)

- Those natural abilities/aptitudes with which we are equipped at birth and can begin measuring at age 14

- Remain with you unchanging for your entire life

- Everyone is born with a unique group of talents that are as individual as a fingerprint
Unique talents/abilities/gifts make each of us an incomparable one of a kind.

Individual-talents give each person a special ability to do certain kinds of things easily & happily. Lack in talent can make other tasks seem like pure torture.

Understanding innate talents as individual abilities & in combination—significant impact on career satisfaction/best chance for career success.
Inborn aptitudes—completely different from acquired knowledge, skills, and interest.

- Your interests can change.
- You can gain new skills and knowledge.

Natural, inherited talents remain with you, unchanging, for your entire life. Mother Nature dealt you this hand of abilities, and you can’t change them.

You can learn to take the hand you were dealt and play it brilliantly, to your best advantage.
PROFILE OF ABILITIES

❖ like a fingerprint.

❖ different from everyone else’s.

❖ difficult or impossible to change

❖ Don’t compare yourself w/ others or wish you were different. Embrace your talents, figure out how you can make use of them.

❖ Deep personal satisfaction from making full use of natural abilities
NATURAL ABILITIES ASSESSMENT

Measured in 19 objective “work samples” in 3 broad area’s:

✓ Personal Style
✓ Driving Abilities
✓ Specialist Abilities
PERSONAL STYLE

Addresses personality style and how one most comfortably interacts with others.

Addresses what kind of environment will enable one to work with the greatest satisfaction & productivity.

 Doesn’t address tasks one does naturally.
DRIVING ABILITIES

- Very powerful, influences almost every part of our work lives. Each one asserts itself in our lives.

- Include problem solving abilities, rate of idea flow and spatial relations abilities.

- Absolutely critical to take them into account when considering what role you should play at work.
SPECIALIZED ABILITIES

Help and enhance work and lives.

Don’t assert themselves as strongly as driving abilities.

Pay attention to patterns which form when these combine with one another or with driving abilities.

Include five Learning Channels as follows: Design, Verbal, Tonal, Rhythm and Number Memory,

Also include Observation, Pitch Discrimination and Visual Dexterity.
CAREER DEVELOPMENT; holistic approach

8 key factors in the career planning process:

- **Step 1**: NATURAL ABILITY ASSESSMENT via 19 objectively tuned work samples.

- **Step 2**: ANALYZE SKILLS.
  - Skills are developed and learned; abilities are congenital.
  - Skills are functions-driven tasks an individual has learned to do well.
  - Develop over time—study, education, practice.
Step 3: UNDERSTAND PERSONAL STYLE.
Everybody has developed speech patterns, body language, social devices, personality traits unique to them. Because others respond either more or less favorably to a person’s personal style, it’s important to identify ingredients in each individual to enable them relate better to other people.

Step 4: INTERESTS.
Over time a person develops interests unique to them. When identified & recognized can be combined with abilities to achieve a fuller and more integrated use of both in their career development.
Step 5: **FAMILY HISTORY.**

Individual’s background and family shape their life & work ethic. Understanding how one’s family history and intra-family relationships have had an influence can be valuable.

Step 6: **IDENTIFY VALUES.**

An individual’s values (what's really important to them).
Step 7: GOALS.
Establishing written goals that are S.M.A.R.T. Specific, Measurable, Action Oriented, Realistic, Time Sensitive.

Step 8: IDENTIFY PLACE IN DEVELOPMENT CYCLE.
Individual confronts critical stages or transitions (Turning Points) in life.
Generalist/Specialist

Scale determines preference to do tasks as a member of a team or work independently.

Generalists solve problems and get things done with and through other people. Most comfortable and effective with teams, on committees, in study groups, in organizations.

Specialists prefer to work independently. Most comfortable and effective when they can make a contribution from an expert or unique point of view.
<table>
<thead>
<tr>
<th>Generalist/ Specialist</th>
<th>Generalist</th>
<th>Specialist</th>
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</thead>
<tbody>
<tr>
<td><strong>Characteristics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Works well on a team</td>
<td>• Works for self</td>
<td>• Works for self</td>
</tr>
<tr>
<td>• Understands intuitively how others react and feel at work</td>
<td>• Has unique point of view</td>
<td>• Identify self with work</td>
</tr>
<tr>
<td>• Moves easily from job to job as needed</td>
<td>• Will have a different way of seeing almost any issue</td>
<td>• Identify self with work</td>
</tr>
<tr>
<td>• Can have deep interest or passion about work, but keeps team in mind</td>
<td>• Sees work as extension of self</td>
<td>• Identify self with work</td>
</tr>
<tr>
<td><strong>Challenges</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Works best in groups and on teams (may be frustrated if it is not clear how work affects the team)</td>
<td>• Difficult to understand how others feel at work</td>
<td>• Identify self with work</td>
</tr>
<tr>
<td>• Works best with consensus</td>
<td>• Difficult to move from task to task</td>
<td>• Identify self with work</td>
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Introversion/Extroversion

This scale determines your main preference for recharging or energizing.

People with a preference for Introversion recharge by time spent alone.

People with a preference for Extroversion recharge by interaction with others.
<table>
<thead>
<tr>
<th>Introversion/Extroversion</th>
<th>Introversion Range</th>
<th>Extroversion Range</th>
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</thead>
</table>
| **Characteristics**      | • Likes some structure to relationships and interactions  
                          • Works best when understands purpose of interactions  
                          • Works well alone and best when has some time to self | • Likes and needs free social interaction during work day  
                          • Interacting with others is a rewarding end in itself  
                          • Has natural feel for initiating interactions |
| **Challenges**           | • May tire with free social interactions  
                          • Needs to put out energy to interact with others | • Will feel stress if required to work alone, or if interactions are structured |
Time Frame Orientation

➢ A measure of ability to naturally consider the impact of present actions on future plans.

➢ Reflects an individual’s orientation towards planning, goal setting, and accomplishing tasks.

➢ Indicates most natural frame of reference for making plans, thinking about your future, or considering the impact of what you are doing now in your life
Time Frame Orientations tend to fall into three ranges:

1. Immediate—today up to one year
2. Intermediate—one to five years
3. Long—five to twenty years

More important to be aware of what your range is than to fall within a particular range

Knowing your Time Frame Orientation enables you to add structure to the ranges that do not come as naturally to you
<table>
<thead>
<tr>
<th>Time Frame Orientation</th>
<th>Immediate (up to one year)</th>
<th>Intermediate (1-5 years)</th>
<th>Long Range (5-20 years)</th>
</tr>
</thead>
</table>
| **Characteristics**    | • Enables movement form project to project easily  
                         • Helpful in jobs demanding closure or completion (e.g. sales, accounting)  
                         • Able to put off instant gratification for longer range goals  
                         • Helpful in jobs demanding relationship building  
                         • Able to plan and work toward goals that may take ten years to come to fruition  
                         • Able to keep eye focused on distant target |
| **Challenges**         | • Need for immediate results may undercut ability to achieve over long range  
                         • Needs to set intermediate long range goals  
                         • Needs to apply structure to achieve immediate or long range goals  
                         • May experience difficulty bringing closure to current tasks |
Driving Abilities

Very powerful and may require or demand expression depending on one's score.

If not expressed, the individual can feel frustrated. All score ranges significant in anticipating academic and job performance and satisfaction.

Include:
*Classification
*Problem Solving Abilities
*Concept Organization
*Idea Productivity
*Spatial Relations Theory
*Spatial Relations Visualization
Classification/Diagnostic Problem Solving (right brain)

- The non-logical diagnostic intuitive problem-solving ability; ability to see the relationship between seemingly unrelated facts, ideas and things.

- Inductive reasoning to go from the specific to the more general.

Purpose: assesses ability for generalizing, for seeing relationships between scattered facts or objects, and for grasping patterns.
Classification/Diagnostic Problem Solving (right brain)

- Problem-solving that requires fast, non-logical response, which is intuitive and non-verbal. People who score high in this ability describe the process as seeing the answer to a problem almost as instantaneously when the problem is presented.
<table>
<thead>
<tr>
<th>Score</th>
<th>Characteristics</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>• Gathers information</td>
<td>• Gives self time to make decisions</td>
</tr>
<tr>
<td></td>
<td>• Curious, accepting, decisive</td>
<td>• Allows self to gather information and experience needed</td>
</tr>
<tr>
<td></td>
<td>• Uses experience to make decisions</td>
<td>• Checks gut reaction</td>
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<tr>
<td></td>
<td>• Listens well</td>
<td>• Can be slower in crisis</td>
</tr>
<tr>
<td></td>
<td>• More patient with process</td>
<td>• Can get overwhelmed by data, change</td>
</tr>
<tr>
<td></td>
<td>• More comfortable with structure</td>
<td>• Can be experienced as indecisive or caught up in sensitivity process</td>
</tr>
<tr>
<td></td>
<td>• Receptive</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>• Quick, seat-of-the-pants problem solving</td>
<td>• Must wait for others (particularly if High Idea Productivity too)</td>
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<tr>
<td></td>
<td>• Diagnostically insightful</td>
<td>• Must deal with boredom</td>
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<td></td>
<td>• Understands others quickly</td>
<td>• Must force self to use logical planning</td>
</tr>
<tr>
<td></td>
<td>• Restless</td>
<td>• Has difficulty with follow through</td>
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<tr>
<td></td>
<td>• Answer seems obvious</td>
<td>• Has difficulty with slowing down to learn a process</td>
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<td></td>
<td>• Likes fast pace and variety</td>
<td>• Will create problems to solve if not stimulated</td>
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<tr>
<td></td>
<td>• Pointed, incisive</td>
<td>• Can be experienced as critical</td>
</tr>
<tr>
<td></td>
<td>• “Cut to the chase”</td>
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<tr>
<td></td>
<td>• Can be impatient with self and others if they don’t “get it”</td>
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Concept Organization/Analytical Problem Solving (left brain)

- An intentional, logical, linear problem-solving ability particularly useful in planning and communicating to others

- Uses deductive reasoning (moves from general to more specific)

Purpose: assesses the ability to arrange ideas, information, or things in logical, linear order.
Concept Organization/Analytical Problem Solving (left brain)

- Concept Organization is the underlying ability for planning, communicating one’s thoughts verbally.

- When Classification is significantly higher than Concept Organization, Concept Organization tends to take a back seat.
<table>
<thead>
<tr>
<th>Score</th>
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<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>• Can be decisive and act quickly—an asset to executives and managers</td>
<td>• Organizing and prioritizing can be problems</td>
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<tr>
<td></td>
<td>• Can cut through layers of logic to a conclusion</td>
<td>• Can be frustrated by multiple competing demands</td>
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<tr>
<td></td>
<td>• Does not necessarily need to see every step of a solution</td>
<td>• Needs to rely on external devices for imposing organization—schedules, lists, calendars</td>
</tr>
<tr>
<td>High</td>
<td>• Able to organize ideas quickly and express them to others</td>
<td>• High need to go through logical steps can inhibit action</td>
</tr>
<tr>
<td></td>
<td>• Able to organize ideas quickly and express them to others</td>
<td>• May feel need to finish all the steps in a project without assessing the importance of each step</td>
</tr>
<tr>
<td></td>
<td>• Able to organize structures, systems and schedules for self and others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Can fit the pieces of a project together to make a coherent whole</td>
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</table>
Idea Productivity: rate at which one generates new and different ideas

Mid-range exhibit characteristics of both low & high range scores.

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</table>
| Low   | • Able to start a task and see it through to a conclusion-to focus on a job that may take a considerable time  
       • Able to work in a complex environment and keep consistently on task  
       • Able to concentrate on one thing at a time | • Needs time to think of and think through ideas  
       • May feel uncomfortable in roles that require the rapid production of new ideas  
       • Looks for roles that depend on the quality of ideas, not the quantity |
| High  | • Good at brainstorming, persuading, selling, likes stimulating environment  
       • Can generate a wide variety of ideas about problems | • Trouble focusing for long on a single subject  
       • Restless and dissatisfied in roles that demand routine tasks/small detail  
       • Should think through ideas before communicating them to others |
Spatial Relations Theory

Ability to conceptualize and consider relationships—whether relationships are between abstractions (like ideas, principles and theories) or between concrete, physical, tangible objects.

Purpose: assesses ability to understand relationships in the workings of the universe and of human institutions (e.g. gravity and atomic energy as well as government and business organizations)

✓ Strong indicators that this ability is the foundation to grasping inter-personal relationships.
Spatial Relations Theory

High to Mid-range

- I am usually good at figuring out how things work.

- I like thinking about the theory of how real or imaginary systems interact (e.g. machines, nuclear or astronomical systems, groups of people, the human body)

- I am good at subjects like higher mathematics, physics, and statistics

- I can design plans for things, i.e., equipment, buildings, organizations, groups
Spatial Relations Theory

Low to Mid-range

- I am not especially interested in theoretical relationships, whether about things or people.
- I would rather have direct contact with people and things than theorize about how they function.
Spatial Relations Visualization

Ability to “see” and follow in three dimensions what is represented in two dimensions—related to the need for hands-on experience and work.

Purpose: assesses the ability to manipulate mentally concrete, physical objects

Indicates whether:
1. individual is structural or abstract thinker
2. “hands-on” work is required for satisfaction

One of the most important factors when planning a work role.
## Spatial Relations Visualization

<table>
<thead>
<tr>
<th>Score</th>
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<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>• Will be pulled towards abstract roles—literary, visual, counseling, teaching, law, politics</td>
<td>• Objects</td>
</tr>
</tbody>
</table>
| High  | • Likes to work with and think about real things such as tools, products, machinery, or buildings  
  • Can think in three dimensions and manipulate objects in space  
  • Enjoys the touch and feel of tangible objects and tools. | • Will eventually be dissatisfied by any job that is completely abstract  
  • Nothing seems real unless you can see and touch it  
  • Sometimes difficult to relate to the feelings of others |
Spatial Relations Visualization

**High to mid-range**

- I like to work and think about real things like tools, machinery, building or art materials, etc.
- I like a real “hands-on” involvement in my activities. I need to see and touch things.
- I sometimes feel awkward dealing with abstract ideas or with emotions (either my own or others’)
- I can picture objects three dimensionally in my imagination
Spatial Relations Visualization

**Low to Mid-Range**

- I like to think about and work with abstract concepts like ideas, relationships., numbers, feelings, laws, etc.

- I sometimes have to remind myself to be practical and think realistically.

- I sometimes struggle in dealing with tangible objects and “hands-on” projects.
Spatial Relations Visualization

**Structural Generalist**

- I sometimes find it hard to balance my desires to be with people and to work with things.
Specialized Abilities

Some disagreement about impact in the work setting.

Specialized Abilities Include the following:

- Design Memory
- Observation
- Tonal Memory
- Rhythm Memory
- Pitch Discrimination

- Number Memory
- Visual Speed
- Visual Accuracy
- Typing Speed
Specialized Abilities

Learning channels within the Specialized Abilities include:

- Verbal Memory
- Tonal Memory
- Design Memory
- Rhythm Memory
- Number Memory
Specialized Abilities Definitions

1. **Design Memory**: ability to remember information presented in graphic form (charts, pictures, diagrams, graphs, doodles, etc.)

2. **Observation**: ability to pay close attention to and to recall visual details of things and events

3. **Verbal Memory**: ability to remember what you read, to learn new vocabulary words

4. **Tonal Memory**: ability to remember what you hear (words, tunes, and other tonal sequences)
Specialized Abilities Definitions

5. **Rhythm Memory**: ability to remember and reproduce rhythm patterns, get the beat, learn by doing or acting something out. Kinesthetic Learning. Related to the need for physical activity.

6. **Pitch Discrimination**: ability to distinguish fine differences in pitch; also to make fine sensory discriminations in smell, taste, sight and touch.

7. **Number Memory**: ability to recall numbers and miscellaneous facts; non-associative memory

8. **Visual Dexterity (Visual Speed and Accuracy)**: ability to read and interpret written symbols quickly and accurately; being able to easily handle paperwork
Multi-Modal

Meaning: learning new information is best accomplished through using more than one learning channel.

Everyone has access to multi-modal learning.

Particularly useful when several learning channels are in the low range, with no one learning channel being especially strong.
Vocabulary

- Not an ability, it is a measure of achievement
- It is learned
- A measure of the breadth of knowledge and precision of language
- Vocabulary is a tool for gaining knowledge and aids in taking in, processing and communicating information.