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Skills for Career And Life Effectiveness[®]
(An evolution of the **Personal Skills Map[™]**)

INTERPRETATION GUIDE[©]

Skill #9 - Commitment Ethic (CE)

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Information About Skills for Career And Life Effectiveness® (SCALE®) And The Concepts From Which It Springs:

This section of the SCALE® Interpretation Guide will give you detailed information on interpreting each of the skills on the SCALE®.

This background section includes data on:

- What the SCALE® is
- What the SCALE® is not
- Resources for gaining additional knowledge of the research base of career/life effectiveness assessment

The SCALE® is a positive approach to the self-assessment of skills that are important in healthy living and successful working.

By responding to the questionnaire you will gain a picture of your current levels of skill effectiveness — skill strengths and skill areas in which you may wish to pursue growth.

The picture of current skills becomes a “map” for the future as you begin to plan skill development and personal growth experiences using the SCALE® information.

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The SCALE® Is:

Wellness Oriented	The SCALE® is wellness oriented. It is a positive and constructive model for personal renewal.
Based on the Concepts of:	• Life-long learning • Individual responsibility for learning • A direct relationship between effective living and effective working or productivity • Identification of the need as the first step in actually meeting the need • Skill improvement depends on having permission to honestly acknowledge the need for such improvement • Self help • Effective training is directly related to a person's perceived needs
Learnable Skills	SCALE® measures only those areas of one's life that can be taught, learned, modeled, and practiced – in other words, things that can be changed and that a person is not "stuck with."
Committed to Change	SCALE® is based on the commitment that people can change, and will change if and when they want to and have resources available for it.
Research-based	Darwin B. Nelson, Ph.D., Gary R. Low, Ph.D., and Keith Taylor, M.S., of the Institute for the Development of Human Resources in Corpus Christi, Texas, have developed the research base, validity, reliability, and technical aspects of the SCALE® since 1976. The SCALE® process and instrument have an extensive and sound norming base.
Valid	The care and exactness with which the SCALE® Instrument has been nurtured to its present state is documented in a sixty-page book entitled, Personal Skills Map™: A Positive Assessment of Career/Life Effectiveness Skills Manual. Through their own long-term research, the research of colleagues and students, independent research, and with the corroborating evidence of a number of independent doctoral research dissertations (over 50 completed and others in progress), Nelson, Low, and Taylor can verify that the SCALE® does what it is designed to do. Currently, Drs. Nelson and Low continue to build the substantive research and application base of SCALE® skills, attitudes, and behaviors for career and life effectiveness, as well as leadership excellence. Dr. Rick Hammett has joined them in their life's work with Emotional Intelligence Learning Systems. Rick's contributions through statistical analyses, web development, and original ideas have been instrumental to improving SCALE® and our positive assessment and learning processes. The SCALE® does significantly differentiate between more effective and less effective career/life skills among those who take the instrument under the conditions prescribed for its administration.

The SCALE® Is *(continued)*

The SCALE® Manual also identifies the correlations among the skills of the SCALE® and the correlations between the SCALE® and other related but dissimilar instruments:

Personal Orientation Inventory (POI)
Edwards Personal Preference Schedule (EPPS)
Sixteen Personality Factor Questionnaire (16PF)
Minnesota Multiphasic Personality Inventory (MMPI)

A Map to Use for Further Skill Development

- Training
- Trying new behavior
- Seeking counsel
- Reading
- Seeking feedback from others
- Modifying your job
- Career pathing
- Insights into taking better care of yourself

All are corrective strategies for SCALE® skill areas where change is desired.

Relevant to Organizations

The SCALE® is most relevant to the needs of organizations that are centered on problems of people. Symptoms of career and life skills problems emerge in employee productivity, employee turnover, absenteeism, interpersonal problems, substance abuse, and physical disorders, such as ulcers, hypertension, weight problems, and aches and pains. Such personal problems become problems for the employees' organizations when they cause dysfunction in the work place.

These problems of organizations are directly related to the under-developed personal/life skills of its employees and management. The SCALE® maps out the current level of these skills so that growth strategies can be designed to further develop and strengthen essential career and life skills.

The SCALE® Is Not:

**A screening
Instrument**

Alone, the SCALE® cannot be used as an assessment instrument to screen, hire, or point out who should be a candidate for promotion. It cannot adequately serve as a selection device in and of itself. The SCALE® was designed to protect the integrity and personal rights of the individual completing it, so it is inappropriate to use it to evaluate or diagnose a person's potential for employment or promotion. Most people can fake the SCALE® if they are suspicious of how the results will be used.

**For Defensive
Individuals**

The SCALE® has limited usefulness for persons who have difficulty in being honest and objective about themselves. Defensive (highly threatened) individuals may not be willing or have the skills to look at themselves in an objective, straightforward way.

Magic

Like any assessment instrument, the SCALE® can be no more effective than the person using the instrument. The SCALE® is a helpful tool for a skilled and sensitive professional who wants to work with people in effective ways — it performs no magic.

Interpretation of the SCALE®

This section of the Interpretation Guide provides detailed information on each SCALE® skill. The information is organized in this way:

<i>SKILLS -</i>	Name used for each skill assessed by the SCALE®
<i>DEFINITION -</i>	A brief statement defining the skill
<i>INTERACTION WITH OTHER SKILLS -</i>	How the current skill is influenced by or influences other skills on the SCALE®
<i>RELEVANCE TO CAREER/LIFE EFFECTIVENESS -</i>	Discussion of the significance of the focus skill on career and life effectiveness of the respondents
<i>PURSUING GROWTH -</i>	Suggestions for ways to pursue growth and strengthening of skill. The material in this section will be phrased as a discussion with the respondent so that you can readily use these explanations when you are interpreting the SCALE® as or with a user.

Skill #9 - Commitment Ethic (CE)

DEFINITION:

How skillful you are in completing projects and job assignments in a dependable manner, even under difficult circumstances. Commitment Ethic may be an indicator of the degree of engagement to an organization's goals.

INTERACTION WITH OTHER SKILLS:

Self Esteem It is interesting that people with low self-esteem may be exceptionally tenacious with a commitment. They may not be satisfied with their efforts, yet they cannot risk a change.

Assertion Strength in assertive communication enables you to take on only tasks that you can complete successfully and dependably. Scores in a change area in assertion indicate a lack of skill express a strong personal commitment, or to change direction even when there is little inner commitment.

Drive Strength High drive strength is closely related to strong personal commitment. Low drive strength leads to accepting other's choices.

Time Management Time management is closely affiliated with commitment ethic, and high drive strength people need both. They complement and act as an insurance policy to actualize good ideas and strong ambition.

RELEVANCE TO CAREER/LIFE EFFECTIVENESS:

The Marathon Skill Commitment ethic is the marathon skill. Committed behavior sets the pace for delivery and accountability that makes companies successful. The great ideas and courageous (sometimes foolhardy) promises of the dreamers are carried out by the skills of those with strong commitment ethic.

Readily Developed Skill The area of skills labeled commitment ethic can be learned by individuals through behavioral experimentation and self-instruction. People with poor follow-through skills can work at improving them if and when they want to. The "want to" emerges when bosses tell them their lack of timely delivery of promises and assignments is not acceptable! When ideas and plans don't get implemented and the payoff is missed it may stimulate greater commitment. A program that promises great returns when completed may be the magnet that causes you to stick with it. Those who like to start things and have difficulty finishing them need to eventually improve their commitment ethic skills.

Skill #9 - Commitment Ethic (CE) *(continued)*

Epidemic Proportions The lack of follow-through and the lack of commitment to commitment itself seem to be of epidemic proportions in some organizations. Symptoms are lack of pride in workmanship, projection of blame, and individuals not sensing personal responsibility for corporate success. Organizations need employees with commitment ethic skills and employees who set high performance standards.

PURSUING GROWTH IN COMMITMENT ETHIC:

Get Clarity on the Goals When you have a clear understanding of the goal, it is easier to become engaged in the process of working toward achievement. Obtain the mission or charter for the organization or group and learn how your function contributes to the results. That clarity of goals and focus will strengthen your commitment.

*Endure to the End
Once* If you find yourself lacking in commitment, try following some assignment or project through to the end just to see what it feels like. Set it as a personal challenge, especially if it's a project that you don't believe you can possibly finish. That is the motivation for a lot of first-time marathon runners—to finish for the sake of finishing. Decide that you don't want to be labeled as a person with big ideas and big talk who never delivers. Fool them, and yourself. Following through doesn't mean that you are no longer an idea person. An idea person who also delivers! The rewards might be great.

*Follow the Modeling
of Someone
With Great
Follow-through* Look to someone who does follow-through. What does that person do step by step? What is the attitude of that person? What are the rewards for that person? Ask the person to give you some coaching, maybe help you to hold yourself accountable. What are the specific actions of follow-through? Copy them until you develop your own. It's also rewarding to have someone with whom you can share the good feelings when the job is finally done.

*Take a Time
Management course* Most time management courses do not deal with the commitment ethic directly. They do provide the tools, techniques, and behavioral guidelines to strengthen commitment ethic skills. For example, planning the time for a project, modifying the plan as new information is discovered, and monitoring the use of the time is a process that is helpful for the successful completion of a job on time.

Applying the SCALE® and Doing Follow-up to It

<i>Training Needs Assessment</i>	It is chiefly a needs assessment instrument for the individual, indirectly for the individual's group. It is desired by organizations and managers who have difficulty choosing from incredible numbers of training offerings available to them, especially at times when dollars are short. It is an aid to setting priorities and decision making.
<i>Professional Development Planning</i>	The SCALE® is a natural educational, professional growth-planning tool. It is best used with incorporating it into planning activities. Planning begins with asking the right questions. The SCALE® asks the right questions well.
<i>Team Building</i>	As a group of individuals constructs its own disidentified group SCALE® (noting average scores and their spread along scales) it has started significant team building by bringing to the surface group skill strengths and needs. This start is a natural for staff and consultants who want to help the organization continue team building.
<i>Group Counseling</i>	One consulting intervention is to follow the development of a group SCALE® with ongoing clarifying and guidance as to where and how skill change needs might be improved and skill strengths used more effectively.
<i>Individual Counseling/ Career Guidance</i>	Some individuals want help beyond basic interpretation of their SCALE® and cannot get it from their supervisors. These individuals should receive personal follow-up from competent guidance counselors.
<i>Training Offerings</i>	A natural follow up for consultants who administer the SCALE® with groups is to also supply the training resources for the group in areas where there are clear needs which can be met with certain training interventions.
<i>Organizational Effectiveness Assessments</i>	Consultants might identify a need to their clients for further assessments going beyond the parameters of the SCALE®, such as in assessing organizational effectiveness.

Applying the SCALE® and Doing Follow-up to It *(continued)*

*A Second SCALE® for
A Mentor or Supervisor*

The SCALE® is limited to self-perception for its database. However, if an individual and a mentor or supervisor agree to go a second step with the SCALE® (and an agreement is essential), then the mentor or supervisor could fill out a SCALE® for the individual so that there is common information for the two people to discuss regarding the individual's skill levels.

Progress Evaluation

Since the SCALE® is time bound, reflecting only the skill level of the moment, it is useful as a longitudinal assessment tool to measure changes in skill proficiency. It could be used every few months as a source of professional development program evaluation information.

Resources: Reading List

The authors of the SCALE® suggest the following reading list for people who want to explore resources that have been influential to the thinking and theoretical base behind the SCALE® development.

SCALE® Intrapersonal Dimension

1. *Self Renewal and Excellence* by John Gardner
2. *On Becoming a Person* by Carl Rogers
3. *The Transparent Self and Healthy Personality* by Sidney Jourard
4. *Toward a Psychology of Being* by Abraham Maslow
5. *Becoming* by Gordon Allport
6. *Focusing* by Eugene Gendlin

SCALE® Interpersonal Dimension

7. *Responsible Assertive Behavior* by Arthur Lange and Patricia Jakubowski
8. *Declare Yourself* by John Narcisco
9. *Effectiveness = My Competence + Communication* by Margo Murray
10. *Interpersonal living and People in Systems* by Gerard Egan
11. *Assertiveness* by Robert Alberti
12. *A Guide to Rational Living* by Albert Ellis
13. *Keeping Your Cool Under Fire* by Theodora Wells
14. *Don't Say Yes When You Want to Say No* by H. Fensterheim and Baer

SCALE® Career/Life Effectiveness Dimension

15. *Career Planning Workbook* by Margo Murray
16. *Time Management Trap* by Alec Mackenzie
17. *Successful Time Management* by Jack Ferner
18. *Using TIME* by Margo Murray
19. *Decision Making* by Irving L. Janis and Leon Mann
20. *Human Potential Seminar (Action Goal Setting)* by James McHolland
21. *e-Development Action Planner® (e-DAP)* by Margo Murray

SCALE® Personal Wellness Dimension

22. *Mind as Healer: Mind as Slayer* by K. Pelletier
23. *The Relaxation Response* by R. Benson
24. *Physical Fitness and Conditioning for Everyone* by Barry Johnson
25. *Career/Life Stress Skills* by D. Nelson and G. Low

Personal Skills Model for Personal Change

26. *Self Change* by Michael Mahoney
27. *Change: Principles of Problem Formation & Problem Resolution* by Watzlawick, Weeleand, & Fisk
28. *Structure of Magic (Vols. 1 and 2), Frogs into Princesses, and Patterns I and II* by Richard Bandler and John Grinder
29. *Emotional Intelligence: Achieving Academic and Career Excellence* by D. Nelson and G. Low