

RESEARCH APPROVAL FORM

DENISON UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

PLEASE FILL OUT THE IDENTIFYING INFORMATION BELOW AND USE ADDITIONAL SHEETS TO RESPOND TO THE FOLLOWING QUESTIONS. ALL RESPONSES MUST BE TYPED. SUBMIT FIVE COPIES OF YOUR RESPONSES AND THIS COVER SHEET TO THE PSYCHOLOGY DEPARTMENT SECRETARY.

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Experimenter(s): *Jeff Nibert*

Faculty Sponsor: *Dr. David P.J. Przybyla*

Date: *January 27<sup>th</sup>, 2004*

Student Box #: *1687*

Project Title: Personality Traits and Career Paths

1. Auspices under which research is being conducted (e.g., specify either 200-level or 300-level research course, independent study project, senior research, etc.).

This study is being conducted as part of a senior research project.

2. Give a brief synopsis of the research, including a description of exactly what participants will have to do.

A variety of factors are involved in the determination of one's career choice. Person-job fit, for example, refers to the extent to which individuals have the traits and competencies necessary to perform specific jobs. To the extent that one's career(s) (and jobs within careers) match the individual's personality traits, the greater the reported satisfaction

(Meier, 1991). Holland's research (e.g., Holland 1973; Gottfredson & Holland, 1990), for example, has demonstrated that individuals within certain occupations tend to have certain personality traits and that the more similar to these traits an entry-level employee is, the greater the chances for success in that field.

The current project was designed to compare the relationship between career types and a group of personality traits different from those assessed by Holland. The most popular current approach to classifying personalities is the Five Factor Model of Personality (Costa & McCrae, 1992). These traits are compiled hierarchically so that the lower-level facets combine to form higher-level personality domains, which include extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. The traits measured by the Five Factor Model have been found to be stable over time and across cultures (Soldz & Vaillant, 1999; McCrae & Costa, 1997).

Participants (Denisonians who graduated between 1980 and 1994) will receive a packet in the mail that includes the Big Five Inventory (BFI), an occupation-related questionnaire, and demographic questions. Also included will be a reply card that may be returned with the questionnaire offering further information about the study. Copies of these materials are attached to this form. The contact group of graduates will be a random selection from lists generated by the Alumni Office. Other research using alumni samples has resulted in response rates of up to 75%. In this investigation, materials will be sent to 125 women and 125 men.

As stated in the attached contact letter, alumni will be asked to return their completed materials in a prestamped, preaddressed envelope. Should they wish additional information about the research, they may return a request card asking for either a hard copy or e-mail copy of this information.

**3. Describe any stresses or risks (e.g., deception, pain, mental stress) and why they cannot be avoided.**

No stresses or risks are anticipated, since the topic and procedure are not expected to provoke any anxiety.

**4. Provide a rationale for the research. Justify the research in terms of how its benefits (e.g., knowledge to be gained) outweigh its costs (e.g., stress to participants, participants' time, etc.).**

The benefits gained from this study seem to outweigh any costs. The study will require approximately 20 minutes of the participants' time. The feedback from participants in this study will be compared with data from current students and analyzed in a synthesized research project.

**5. Will participants' anonymity be maintained? How?**

Yes, anonymity of the participants will be maintained. Participant's names will not be recorded on any form that is returned to the researcher.

**6. Describe how you will ensure that participants are not coerced in the research. Attach a copy of the Informed Consent document.**

Participants who complete this study will elect to return their responses via US mail. This will be considered as consent to participate. Thus, no separate document requesting consent will be included in the mailing. To require a signed document potentially would interfere with confidentiality.

**7. Describe how and when participants will be debriefed. Attach a copy of the debriefing information. Please note: The debriefing must be of sufficient length and provide sufficient detail as to be of educational value to participants. Include two or three references to which participants may refer for additional information.**

Participants will be sent a card which offers additional information about the study. If this information is desired, they will have the option of returning it to me. Upon receiving these cards, I will send them the attached debriefing sheet either by e-mail or in the mail. This document will contain the purpose of the study, how to locate more research on the topic, and the name of the researcher and faculty member for further contact if questions arise.

**8. If you will post a sign-up sheet, attach a copy of the research description you will provide on it.**

No sign-up sheet is necessary for the sample of participants I seek.

**9. What will be your source of participants (e.g., Psych 100 students)?**

The source of participants will be recent Denison graduates.

**10. If using Psych 100 students, how many will be required? (Indicate number of males/females)**

N/A.

11. If using Psych 100 students, how many credit hours will be given?

N/A.

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For committee use only:

Assigned Experiment Number: \_\_\_\_\_

Decision: \_\_\_\_\_ Approve \_\_\_\_\_ Disapprove

Comments:

Committee Member Signature \_\_\_\_\_ Date \_\_\_\_\_

**Date of mailing printed here**

My name is Jeff Nibert. I am a senior at Denison University, and I am completing a senior research project under the supervision of Dr. David Przybyla and Dr. Sarah Hutson-Comeaux, both members of the Psychology Department. I am writing to request your help with my study of Denison alumni and current Denison students. All you will need to do is to take a few minutes to complete the brief questionnaire I have enclosed.

Because of my studies in psychology and my general desire to learn about occupational choice, I have become interested in a recent movement in psychology to investigate the link between personality and career choice. I hope to contribute to this area of research by gathering some background information on this connection.

By completing the enclosed questionnaire, you can help me gain a better understanding of the ways in which personality is related to occupational interests. Only a small number of participants have been invited to contribute to this investigation. Thus, your completed responses are very important to the success of this project.

I hope you will take a few minutes to complete this questionnaire and to return it in the postage paid envelope. Please be assured that your answers will remain confidential and completely anonymous. All responses will be combined and presented only as averages across all Denison alumni who complete this survey. If you would like more information about these fields and the results of the current study, **you must complete and return the Results Request Form with your materials.** *Alternatively, E-mail me at [nibert\\_j@denison.edu](mailto:nibert_j@denison.edu) requesting this information.*

Thank you in advance for your time and contribution to my senior research project. **Please remember to return your completed materials in the enclosed stamped envelope by [fill in date].** Your help is greatly appreciated.

Sincerely,

Jeffrey A. Nibert  
Psychology Senior Researcher

# Personality Traits and Career Paths

## PLEASE COMPLETE BOTH SIDES OF THIS QUESTIONNAIRE

Please read all the items on this questionnaire carefully and answer them as honestly as you can. If you feel uncomfortable answering any item, simply leave it blank and continue on to the next question.

1. Please indicate your gender:

Female       Male

2. Please indicate your age: \_\_\_\_\_

3. Which of these groups best describes your racial or ethnic background?

African American or Black       Asian or Pacific Islander  
 American Indian or Alaskan Native       Caucasian or White  
 Hispanic or Latino       other: \_\_\_\_\_

4. In what year did you graduate from Denison University? \_\_\_\_\_

5. List your major(s) at Denison? \_\_\_\_\_

6. In retrospect, do you wish you had majored in another area?     Yes     No    Indicate area \_\_\_\_\_

7. Please list any advanced degrees you have received and the year(s) you received them: \_\_\_\_\_  
\_\_\_\_\_

8. What is the code number that best describes your first career after graduating from college? Please indicate the code number from the list of job titles on the following page (e.g., 03.02). \_\_\_\_\_

9. What is the code number that best describes your current career? \_\_\_\_\_

10. How satisfied are you with your current career? (1=very dissatisfied, 2=dissatisfied, 3=neither particularly dissatisfied nor satisfied, 4= satisfied, 5=very satisfied) \_\_\_\_\_

11. Do you anticipate a job change in the near future?     Yes     No

## PLEASE COMPLETE BOTH SIDES OF THIS QUESTIONNAIRE

THANK YOU FOR YOUR PARTICIPATION!

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Please return your completed questionnaire in the enclosed postage paid envelope by Wednesday, March 3<sup>rd</sup>.

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Do not forget to include the Results Request Form in the return envelope if you would like information on the results of this study. Alternatively, e-mail [nibert\\_i@denison.edu](mailto:nibert_i@denison.edu) to request a copy.

## PLEASE COMPLETE BOTH SIDES OF THIS QUESTIONNAIRE

Here are a number of characteristics that may or may not apply to you. Please circle or put an "X" through the number next to each statement to indicate the extent to which *you agree or disagree that the statement is* descriptive of you.

Disagree Strongly: 1    Disagree a Little: 2    Neither Agree nor Disagree: 3    Agree a Little: 4    Agree Strongly: 5

### I see myself as someone who...

|    |   |   |   |   |   |   |    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|----|---|---|---|---|---|---|
| 1  | Is talkative                            | 1 | 2 | 3 | 4 | 5 | 28 | Is generally trusting                         | 1 | 2 | 3 | 4 | 5 |
| 2  | Tends to find fault with others         | 1 | 2 | 3 | 4 | 5 | 29 | Tends to be lazy                              | 1 | 2 | 3 | 4 | 5 |
| 3  | Does a thorough job                     | 1 | 2 | 3 | 4 | 5 | 30 | Is clear-thinking, intelligent                | 1 | 2 | 3 | 4 | 5 |
| 4  | Has a wide range of interests           | 1 | 2 | 3 | 4 | 5 | 31 | Worries a lot                                 | 1 | 2 | 3 | 4 | 5 |
| 5  | Is depressed, blue                      | 1 | 2 | 3 | 4 | 5 | 32 | Wants things to be simple and clear-cut       | 1 | 2 | 3 | 4 | 5 |
| 6  | Is original, comes up with new ideas    | 1 | 2 | 3 | 4 | 5 | 33 | Is sometimes shy, inhibited                   | 1 | 2 | 3 | 4 | 5 |
| 7  | Is reserved                             | 1 | 2 | 3 | 4 | 5 | 34 | Has a forgiving nature                        | 1 | 2 | 3 | 4 | 5 |
| 8  | Is helpful and unselfish with others    | 1 | 2 | 3 | 4 | 5 | 35 | Is idealistic, can be a dreamer               | 1 | 2 | 3 | 4 | 5 |
| 9  | Prefers the conventional, traditional   | 1 | 2 | 3 | 4 | 5 | 36 | Does things efficiently                       | 1 | 2 | 3 | 4 | 5 |
| 10 | Can be somewhat careless                | 1 | 2 | 3 | 4 | 5 | 37 | Can be moody                                  | 1 | 2 | 3 | 4 | 5 |
| 11 | Is relaxed, handles stress well         | 1 | 2 | 3 | 4 | 5 | 38 | Is ingenious, a deep thinker                  | 1 | 2 | 3 | 4 | 5 |
| 12 | Is curious about many different things  | 1 | 2 | 3 | 4 | 5 | 39 | Generates a lot of enthusiasm                 | 1 | 2 | 3 | 4 | 5 |
| 13 | Is full of energy                       | 1 | 2 | 3 | 4 | 5 | 40 | Can be cold and aloof                         | 1 | 2 | 3 | 4 | 5 |
| 14 | Prefers work that is routine and simple | 1 | 2 | 3 | 4 | 5 | 41 | Enjoys thinking about complicated problems    | 1 | 2 | 3 | 4 | 5 |
| 15 | Starts quarrels with others             | 1 | 2 | 3 | 4 | 5 | 42 | Makes plans and follows through with them     | 1 | 2 | 3 | 4 | 5 |
| 16 | Is a reliable worker                    | 1 | 2 | 3 | 4 | 5 | 43 | Remains calm in tense situations              | 1 | 2 | 3 | 4 | 5 |
| 17 | Can be tense                            | 1 | 2 | 3 | 4 | 5 | 44 | Likes to reflect, play with ideas             | 1 | 2 | 3 | 4 | 5 |
| 18 | Is clever, sharp-witted                 | 1 | 2 | 3 | 4 | 5 | 45 | Is considerate and kind to almost everyone    | 1 | 2 | 3 | 4 | 5 |
| 19 | Tends to be quiet                       | 1 | 2 | 3 | 4 | 5 | 46 | Seeks adventure and excitement                | 1 | 2 | 3 | 4 | 5 |
| 20 | Values artistic, aesthetic experiences  | 1 | 2 | 3 | 4 | 5 | 47 | Gets nervous easily                           | 1 | 2 | 3 | 4 | 5 |
| 21 | Tends to be disorganized                | 1 | 2 | 3 | 4 | 5 | 48 | Is sophisticated in art, music, or literature | 1 | 2 | 3 | 4 | 5 |
| 22 | Is emotionally stable, not easily upset | 1 | 2 | 3 | 4 | 5 | 49 | Has an assertive personality                  | 1 | 2 | 3 | 4 | 5 |
| 23 | Has an active imagination               | 1 | 2 | 3 | 4 | 5 | 50 | Is insightful, sees different personalities   | 1 | 2 | 3 | 4 | 5 |
| 24 | Perseveres until the task is finished   | 1 | 2 | 3 | 4 | 5 | 51 | Likes to cooperate with others                | 1 | 2 | 3 | 4 | 5 |
| 25 | Is sometimes rude to others             | 1 | 2 | 3 | 4 | 5 | 52 | Is easily distracted                          | 1 | 2 | 3 | 4 | 5 |
| 26 | Has unwavering self-confidence          | 1 | 2 | 3 | 4 | 5 | 53 | Is outgoing, sociable                         | 1 | 2 | 3 | 4 | 5 |
| 27 | Is inventive                            | 1 | 2 | 3 | 4 | 5 | 54 | Has few artistic interests                    | 1 | 2 | 3 | 4 | 5 |

## **LIST OF JOB TITLES**

### **ARTISTIC/CREATIVE**

- 01.01 Literary Arts (e.g., editing, creative writing)
- 01.02 Visual Arts (e.g., studio art, commercial art, instructing/appraising)
- 01.03 Performing Arts: Drama (e.g., instructing, performing)
- 01.04 Performing Arts: Music (e.g., composing, instructing, performing)
- 01.05 Performing Arts: Dance (e.g., instructing, choreography, performing)
- 01.06 Craft Arts (e.g., graphic arts, hand lettering)
- 01.07 Elemental Arts (e.g., psychic science, announcing, entertaining)
- 01.08 Modeling (e.g., personal appearance)

### **SCIENTIFIC/ANALYTIC**

- 02.01 Physical Sciences (e.g., theoretical research, technology)
- 02.02 Life Sciences (e.g., plant or animal specialization)
- 02.03 Medical Sciences (e.g., surgery, dentistry, veterinary medicine)
- 02.04 Laboratory Technology (e.g., physical sciences, life sciences)

### **NATURE (PLANTS/ANIMALS)**

- 03.01 Managerial Work: Plants and Animals (e.g., farming, forestry, specialty breeding/cropping)
- 03.02 General Supervision: Plants and Animals (e.g., farming, forestry/logging, groundskeeping)
- 03.03 Animal Training and Service (e.g., animal training, animal service)
- 03.04 Elemental Work: Plants and Animals (e.g., farming, hunting/fishing, forestry/logging)

### **PROTECTIVE**

- 04.01 Safety and Law Enforcement (e.g., managing, investigating)
- 04.02 Security Services (e.g., detention, emergency responding)

### **MECHANICAL**

- 05.01 Engineering (e.g., research, design, quality control)
- 05.02 Managerial Work: Mechanical (e.g., systems, maintenance, processing)
- 05.03 Engineering Technology (e.g., surveying, drafting, expediting)
- 05.04 Air and Water Vehicle Operation (e.g., air, water)
- 05.05 Craft Technology (e.g., woodworking, masonry, plumbing)
- 05.06 Systems Operation (e.g., electricity generation/transmission, stationary engineering)
- 05.07 Quality Control (e.g., structural, mechanical, electrical, environmental)
- 05.08 Land and Water Vehicle Operating (e.g., truck driving, rail vehicle operation, boat operation)
- 05.09 Materials Control (e.g., shipping, receiving, scheduling, record keeping)
- 05.10 Crafts (e.g., structural, mechanical, electrical, environmental)
- 05.11 Equipment Operation (e.g., construction, mining, drilling)
- 05.12 Elemental Works: Mechanical (e.g., supervision, masonry, welding)

### **INDUSTRIAL**

- 06.01 Production Technology (e.g., supervision/instruction, machine set-up, inspection)
- 06.02 Production Work (e.g., machine work, equipment operation, manual work)
- 06.03 Quality Control (e.g., inspecting, testing, grading)
- 06.04 Elemental Work: Industrial (e.g., machine work, equipment operation, manual work)

### **BUSINESS DETAIL**

- 07.01 Administrative Detail (e.g., interviewing, admission, secretarial work, financial work, certifying)
- 07.02 Mathematical Detail (e.g., bookkeeping, auditing, accounting, payroll)
- 07.03 Financial Detail (e.g., paying, receiving)
- 07.04 Oral Communications (e.g., interviewing, complaint/claims handling, registration, switchboard services)
- 07.05 Records Processing (e.g., scheduling, record preparation/verification)
- 07.06 Clerical Machine Operation (e.g., computer operation, keyboard machine operation)
- 07.07 Clerical Handling (e.g., filing, sorting, distribution)

### **PERSUADING/SELLING**

- 08.01 Sales Technology (e.g., technical sales, intangible sales)
- 08.02 General Sales (e.g., wholesale, retail, real estate, soliciting)
- 08.03 Vending (e.g., peddling/hawking, promoting)

### **ACCOMODATING**

- 09.01 Hospitality Services (e.g., social/recreational activities, guide services)
- 09.02 Barber and Beauty Services (e.g., cosmetology, barbering)
- 09.03 Passenger Services (e.g., individual/group transportation, instruction, supervision)
- 09.04 Customer Services (e.g., food services, sales services)
- 09.05 Attendant Services (e.g., physical conditioning, portering, doorkeeping, ushering)

### **HUMAN SERVICES**

- 10.01 Social Services (e.g., religious, counseling, social work)
- 10.02 Nursing, Therapy, and Specialized Teaching Services (self-explanatory)
- 10.03 Child and Adult Care (e.g., data collection, patient care, care of others)

### **LEADING/INFLUENCING**

- 11.01 Mathematics and Statistics (e.g., data processing design, data analysis)
- 11.02 Educational and Library services (e.g., teaching, library services)
- 11.03 Social Research (e.g., psychological, sociological, historical, occupational, economic)
- 11.04 Law (e.g., justice administration, legal practice, document preparation)
- 11.05 Business Administration (e.g., management services, administrative specialization)
- 11.06 Finance (e.g., accounting, auditing, brokering)
- 11.07 Service Administration (e.g., social/health/safety/educational/recreational services)
- 11.08 Communications (e.g., editing, writing, broadcasting, translating, interpreting)
- 11.09 Promotion (e.g., sales, public relations, funds/membership solicitation)
- 11.10 Regulations Enforcement (e.g., finance, individual rights, health/safety, immigration/customs)
- 11.11 Business Management (e.g., lodging, recreation/amusement, transportation, service, wholesale/retail)
- 11.12 Contracts and Claims (e.g., claims settlement, rental, leasing, booking, procurement negotiations)

### **PHYSICAL PERFORMANCE**

- 12.01 Sports (e.g., coaching, officiating, performing)
- 12.02 Physical Feats (e.g., performing)