EXPLORING LEARNING FOR THE FUTURE

THE IMPACT OF PERSONALITY IN STUDENTS' PERCEPTIONS OF E-LEARNING IN THE WORKPLACE

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EXECUTIVE SUMMARY

This study explored a possible link was present between student personality and respective demographics and the students' e-Learning experience. Using the Technology Acceptance Model as the theoretical framework, the participant pool included 1,049 full time employees from YMCAs in the United States. The personality characteristics explored included extroversion, agreeableness, conscientiousness, neuroticism, and openness, while the demographics included gender, race, age, leadership level, and education level. The results indicated that a relationship existed between personality traits and demographics and e-Learning comprehension, noting that being conscientious, female, and an older adult positively contributed to the e-Learning experience, while being extroverted and White negatively affected e-Learning comprehension.

This study included recommendations for future practice. Although all students can benefit from e-Learning, information on e-Learning preferences, overall evaluation, and engagement should be used to tailor learning experiences to the individual. For example, students with high leadership roles and those with extroverted personalities may not be the best candidates for e-Learning. In addition, organizations should also proceed with caution when considering replacing synchronous learning activities with asynchronous e-Learning and resources and consider a variety of learning methods for each topic.

FULL REPORT

INTRODUCTION

Background information

E-learning refers to the process by which learners receive information, training, and/or instruction via electronic means, such as online courses (Clark & Mayer, 2016; Liebowitz & Frank, 2016). Distance learning makes use of e-Learning programs and facilities, such as face-to-face or conference calling, social networking, or downloading course content, to bridge the literal, physical, gap of time and space between learners and teachers (Beetham & Sharpe; 2013; Burns, 2014; Clark & Mayer, 2016; Dev, 2015). Although both learning forms are closely linked, this study concentrated on e-Learning and studied the literature of distance education when appropriate. The study used distance education as the main category where e-Learning, online learning, virtual learning, and other non-face-to-face learning solutions reside. Students can use e-Learning to supplement or support more traditional forms and methods of education (Clark & Mayer, 2016; Popescu, 2014).

According to Training Magazine (2013), managers reported 56% of the training hours in the workplace included blended learning, online instruction, computer-based technologies, webcasts, virtual classrooms, and/or mobile devices as a means to deliver workplace educational material. Since the 1990s, distance education has grown, leading to a profound change in postsecondary institutions—from how educators present and structure content and lesson plans, to what learners expect to receive from their lessons, and how institutions approach the education process, both regarding distance and traditional teaching methods. The amount of online learning has steadily increased due to more online student enrollments, improved access to technology and the Internet across both developed and developing countries, and higher levels of skills and understanding regarding adoption, application, and use of technology. In addition, researchers have posted the growth of or demand for digital education would continue to rise (Beetham & Sharpe, 2013; Bichsel, 2013; Dahlstrom & Bichsel, 2014; Pappas, 2015; Tarhini, Hone, & Liu, 2013). Therefore, educational institutions and business organizations' leadership must find the best ways to incorporate e-Learning into their students and workers' training courses (Clark & Mayer, 2016; Gallagher & Sixsmith, 2014; Tshabalala, Ndeya-Ndereya, & van der Merwe, 2014), thereby ensuring that both educators and learners have the necessary skills and knowledge to navigate digital learning platforms (Coiro, Knobel, Lankshear, & Leu, 2014; Mohammadyari & Singh, 2015; Teo, 2014).

Based on the above information, an investigation into student motivation and engagement in distance education outside of traditional higher education was

necessary. There was a need for further study of e-Learning in the workplace to help organizational leaders, outside of the higher education industry, know more on this topic (Borup, Graham, & Drysdale, 2014). Therefore, this study was intended to fill a gap in the literature pertaining to the interaction, perception, and attitude of individuals within an organization to technologically based education and training, as well as ways in which these variables would affect the success of such training.

Context of the Study

The YMCA, in which this study was conducted, was under pressure to provide more educational services virtually and in blended environments. In addition, the organization was also under pressure to ensure that engagement, learning, satisfaction, and relationship-building remained at the high level of quality, traditionally upheld. With over 250,000 potential learners, the organization's workers have a variety of personality types, learning styles, and demographics to consider as the leadership sought to develop a coherent strategy to embrace distance learning. The organization employed 19,000 full-time staff nationwide. An additional 230,000 were employed, including non-exempt, part-time, and seasonal staff across all 2,600-member organizations.

The purpose of this study was to examine the relationship between personality dimensions and perceptions of e-Learning courses sponsored by a national multifaceted nonprofit organization located in the United States. In addition, this study also examined the relationship between demographic factors (age, gender, and racial background) and perceptions of distance learning.

METHODOLOGY

The purpose of this study was to examine the relationship between personality dimensions and perceptions of e-Learning courses sponsored by the YMCA which was considered a national multifaceted nonprofit organization located in the United States.

This study was guided by two research questions:

　　1. What is the relationship between personality traits (extroversion, agreeableness, openness, conscientiousness, and neuroticism) and perceptions of e-Learning (overall evaluation, preference for online courses, engagement, and value to career and anxiety/frustration) in employees of a nonprofit organization?

　　2. What is the relationship between demographic variables and perceptions of e-learning in employees of a nonprofit organization?

Participants

Total YMCA staff was estimated at 7,776 full-time individuals, of which 7,045 were considered full-time exempt, and 731 considered full-time non-exempt. Table 1 presents a breakdown of staff estimates by leadership level within the organization.

Table 1

Estimates of Staff Population at Sample Organization

Leadership Level	Total	Full-Time Exempt	Full-Time Non-Exempt
Team Leader	3282	3095	187
Leader	901	569	332
Organizational Leader	616	600	16
Multi-Team/Branch Leader	1120	1109	11
Total	5919	5373	546

As of July13, 2017, 5,919 full-time employees of this organization had participated in a distance education course in the prior18 months. Participants might have taken more than one electronic learning module in this time. This study targeted these employees, of all genders, racial backgrounds, and position levels. The sample was restricted to employees who were full-time as of July 13, 2017.

Data Collection

The training system and event coordinator at the organization conducted a report using internal databases to generate a list of contact details of all potential participants who met the inclusion requirements of this study and who were invited to participate in the study. Next, potential participants were contacted via the talent management department of the organization with an email from the researcher. This email explained the purpose, contact information, and provided a link for the survey. Subjects were informed in this first email that they were not required to complete the survey, that survey completion was anonymous, and that they could remove themselves from the study at any time by not completing the survey and without impact on their employment.

Qualtrics was the research platform used for this survey. When participants began the online survey they were presented with the first page that gave an overview of the research and describe the consent process. No personal identifying information was collected by the survey.

The survey was made available for 2 weeks. During this time, reminder emails were sent on Day 7 and Day 13 to complete the survey to ensure maximum response rate. The survey closed on day 14.

After the survey was closed, the data was downloaded to Microsoft Excel. Personality factor scores and online course perception subscale scores were calculated, the data were exported to Statistical Package for Social Sciences (SPSS) Version 20 for data analysis.

Instruments

This study made use of one instrument: the Personality and E-Learning Course Perception Instrument. This instrument was created by the researcher combining two instruments: The International Personality Item Pool (IPIP) Big-Five Factor Markers Questionnaire, developed by Goldberg (1992), and the Online Course Impression (OCI) questionnaire tool, developed by Keller and Karau (2013). The researcher added demographic questions to provide the data needed to analyze the participant responses. A copy of the Personality and E-Learning Course Perception Instrument is in Appendix A.

Design and Data Analysis

This study used a quantitative, correlational design to assess the relationship among personality traits, student demographic variables, and perceptions of distance education among employees at a youth development organization.

Data analysis was achieved using multiple linear regression. Multiple linear regression is a statistical method for studying the relationship between a single dependent variable and one or more independent variables.

To answer the second research question, a multiple linear regression was conducted to assess if the independent variables (gender, age, race, educational level, and position in the organization) predicted each of the dependent variables (engagement, value to career, overall evaluation, anxiety and frustration, and preference for online classes).

RESULTS

Demographic Characteristics

To assess the demographic characteristics of the participants that might have contributed to e-Learning perceptions, descriptive statistics were collected for the following variables: gender, age, race, educational level, and position in organization. Because these variables were categorical in nature, the descriptive statistics reported were percentages and frequencies. This data are presented in Table 2.

Ritchey (2008) noted that for categorical variables, percentages and frequencies were the appropriate descriptive statistics to report. Approximately 3 out of every 4 respondents (76.3%) were female. Roughly 8 out of every 10 respondents (85.4%) were White. One in every three respondents (30.1%) were between 18 and 20 years of age. Over half of all respondents (56.3%) had a bachelor's degree. Slightly more than half of respondents (52.9%) were team leaders.

Table 2

Percentages and Frequencies, Study Variables

Study Variable	Frequency	Percent
Gender of Respondent		
Male	249	23.7%
Female	800	76.3%
Race of Respondent		
White	896	85.4%
Other	153	14.6%
Age of Respondent		
18-24	14	1.3%
25-34	316	30.1%
35-44	273	26.0%
45-54	276	26.3%
55-64	160	15.3%
65 or older	10	1.0%
Education Level of Respondent		
Some high school		
HS/GED	23	2.2%
Some college	136	13.0%
Bachelors	591	56.3%
Masters	287	27.4%
Doctorate	12	1.1%
Leadership Level of Respondent		
Leader	47	4.5%
Team leader	555	52.9%
Multi team leader	298	28.4%
Organizational leader	149	14.2%
N	1049	100.0%

Findings for Research Question 1

Research Question 1 examined the relationship between personality traits and perceptions of e-Learning. It was found that the five personality types could predict scores on the different OCI scales. For instance, higher levels of extroversion, or how outgoing and social a person was, predicted higher levels of anxiety/frustration, or being upset or annoyed (B = 0.094, p < 0.001). Extroversion also predicted lower levels of overall evaluation of e-Learning (B = -0.065, p = 0.033). In addition, higher levels of extroversion predicted lower levels of engagement (B = -0.104, p = 0.001) and lower levels of preference for e-Learning (B = -0.162, p < 0.001), regarding e-Learning. Higher levels of conscientiousness, or being careful and vigilant, predicted lower levels of anxiety/frustration (B = -0.101, p = 0.001) but higher levels of engagement (B = 0.118, p = 0.012). It was the case that higher levels of conscientiousness predicted higher levels of value to career (B = 0.101, p = 0.014). It was the case that higher levels of conscientiousness predicted higher levels of overall evaluation of e-Learning (B =0.126, p = 0.005).

Higher levels of agreeableness, or being warm and friendly, predicted higher levels of overall evaluation of e-Learning (B = 0.199, p < 0.001), and higher levels of agreeableness predicted higher levels of value to career (B = 0.157, p < 0.001). In addition, higher levels of agreeableness predicted higher levels of engagement (B = 0.255 p < 0.001). Higher levels of neuroticism predicted higher levels of overall evaluation of e-Learning (B = 0.088, p = 0.007), higher of value to career (B = 0.066, p = 0.028), and higher levels of engagement (B = 0.067, p = 0.049). Higher levels of openness, or how open-minded a person was, predicted lower levels of preference for e-Learning (B = -0.157, p = 0.001), and being upset or annoyed. Extroversion also predicted lower levels of overall evaluation of e-Learning. In addition, higher levels of extroversion predicted lower levels of engagement and lower levels of preference for e-Learning. Higher levels of conscientiousness, or being careful and vigilant, predicted lower levels of anxiety/frustration but higher levels of engagement. It was the case that higher levels of conscientiousness predicted higher levels of value to career. It was the case that higher levels of conscientiousness predicted higher levels of overall evaluation of e-Learning.

Higher levels of agreeableness, or being warm and friendly, predicted higher levels of overall evaluation of e-Learning, and higher levels of agreeableness predicted higher levels of value to career. In addition, higher levels of agreeableness predicted higher levels of engagement. Higher levels of neuroticism predicted higher levels of overall evaluation of e-Learning, higher of value to career, and higher levels of engagement. Higher levels of openness, or how open-minded a person was, predicted lower levels of preference for e-Learning.

Findings for Research Question 2

Research Question 2 examined the relationship, if any, between demographic variables and perceptions of e-Learning in employees of a non-profit organization. It was found that the five demographic variables were significantly related to the five dependent measures. The following results were found.

Higher levels of leadership predicted higher levels of anxiety/frustration, or how nervous and irritated a person gets with e-Learning and predicted lower levels of engagement and lower levels of preference for e-Learning. Being female predicted higher levels of overall evaluation e-Learning, higher levels of engagement, or how focused of motivated a person feels regarding e-Learning, and higher levels of preference for e-Learning. Being older predicted higher levels of overall evaluation of e-Learning, higher levels of value to career with e-Learning, or how much the respondents expressed that e-Learning would help them with their career, higher levels of engagement with e-Learning, and higher levels of preference for e-Learning. The results found that being White predicted lower levels of overall evaluation of e-Learning, lower levels of value to career with e-Learning, and lower levels of engagement with e-Learning. The results also indicated that higher levels of education predicted lower levels of overall evaluation with e-Learning and lower levels of value to career with e-Learning. In addition, higher levels of education predicted lower levels of engagement with e-Learning and predicted lower levels of preference for e-Learning.

Overall, the demographic variables that were significant predictors showed stable relationships with the dependent variables of interest. For instance, being female was associated with higher scores on the overall evaluation of e-Learning, engagement, and preference for e-Learning scales. Conversely, being White was associated with lower scores on the overall evaluation of e-Learning, value to career, and engagement. Likewise, higher levels of education were negatively associated with engagement and preference for e-Learning.

The exception to the stable trend of demographic characteristics predicting the dependent variables was leadership position. While higher leadership position was associated with higher levels of anxiety/frustration, it was also associated with lower levels of engagement and preference for e-Learning. Overall, the results of the analyses from Research Question 2 shows that demographic characteristics might be more stable predictors of perceptions toward e-Learning compared to the IPIP Big-Five Factor personality traits.

Recommendations for Future Practice

The following are recommendations for future practice, as based on the current study and current literature:

1. Employees are more likely to benefit from e-Learning if they are consistently motivated by management (Ellis & Kunzia, 2014). Managers and supervisors must take an active role in the e-Learning process. As future e-learning are designed and implemented, strategic and intentional supervisor participation and follow-up should be included.

2. Company leaders select e-Learning for a variety of reasons including to "create a competitive advantage," "the need for globalization," "to meet the demands of learning," and "to reduce budget constraints" (Ellis & Kunzia, 2014, p. 2). However, individual personal growth or individual learning preferences were not cited. The objective here is to provide an e-Learning tool –whether in the workplace, educational environment or otherwise–that proves effective for all students, employees, and so on.

3. Although there is not a perfect personality or demographic for e-Learning, training, leadership development departments should keep in mind the following information: Higher levels of leadership anticipated higher levels of anxiety and frustration for e-Learning. The more extroverted a student's personality is, the greater the likelihood for the student to experience anxiety and frustration as related to e-Learning. In addition, the more extroverted a student's personality, lower levels of overall evaluation and levels of engagement of e-Learning can be anticipated. These results show that students with extroverted personalities—friendliness, excitement-seeking, and high activity—are most likely to encounter difficulties with e-Learning. E-Learning many not be the optimal choice for the extroverted personality and by providing a variety of platforms for the same topic, diverse student learning needs would be met. In addition, supplemental activities that would appeal to the extroverted personality could be helpful. Organizations should proceed with caution when replacing synchronous learning activities with asynchronous e-learning and resources (Meverden, 2017).

4. According to this research, students with high leadership roles may not be the best candidates for e-Learning. Training and leadership professionals should carefully consider if e-Learning is the best option when working with students who have higher leadership levels (Meverden, 2017).

5. Male students with higher leadership levels may experience more anxiety and frustration, as well be less likely to engage in coursework. Higher levels of leadership do not correlate to being older in age. Students with higher leadership roles in their vocations were more likely to experience anxiety and frustration with

e-Learning and less likely to engage in coursework and have lower levels of preference. Conclusively, these results showed that students in higher levels of leadership roles have poorer experiences with e-Learning than students in lower leadership levels. This finding is contrary to the female demographic, as students who identified as female anticipated higher levels of overall evaluation, preference for e-Learning, and engagement in e-Learning. These results show that female students are more likely to have a more meaningful experience than male students. Although all students can benefit from e-Learning, information on preferences, overall evaluation, and engagement should be used to tailor learning experiences to the individual (Meverden, 2017).

6. E-learning and other asynchronous methods should not completely replace synchronous learning options on a specific topic (Meverden,2017).

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APPENDICES

APPENDIX A: THE PERSONALITY AND E-LEARNING COURSE PERCEPTION INSTRUMENT

RELATIONSHIP BETWEEN PERSONALITY DIMENSIONS AND PERCEPTIONS OF YMCA OF THE USA e-LEARNING COURSES

Online course Impressions

The following questions ask about your impressions of the YMCA of the USA e-Learning courses. Please respond to each of the following questions using the scale below. Please answer open and honestly. There are no right or wrong answers. Remember to consider your experience with YMCA of the USA e-Learning courses only.

I find e-Learning courses engaging.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

I think e-Learning courses will help me in my career.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

Not having other students present hurts motivation in an

e-Learning course.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

I would recommend e-Learning courses to my family or friends.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

E-Learning courses make me anxious.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

I lose sleep worrying about e-Learning courses.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

I sometimes doubt the work relevance of my e-Learning courses

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

I worry about how other class members perceive me in an e-Learning course.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

E-Learning classes will have no value to my career.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

I learn better in an eLearning course than I do in a traditional classroom.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

I tend to disengage from e-Learning courses.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

E-Learning courses are more difficult than traditional courses.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

I have had bad experiences with e-Learning courses.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

E-Learning courses are very motivating to me

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

Taking e-Learning courses will help me get a better job.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

E-Learning courses require more work than traditional courses.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

E-Learning activities motivate me to participate

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

I will be able to apply what I learn in my e-Learning courses to my job.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

I hate e-Learning courses.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

Given the choice, I would always choose an e-Learning course over a traditional course.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

E-Learning courses involve too much uncertainty.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

E-Learning course will make me more competitive for raises and promotions.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

I prefer e-Learning courses over traditional courses.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

The anonymity of e-Learning courses makes me less anxious than traditional, face-to-face courses.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

I enjoy being able to take e-Learning courses.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

I feel e-Learning courses are valuable.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

E-Learning courses lessen my anxieties about learning.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

I am more comfortable participating in e-Learning course activities than activities in traditional courses.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

My experience with e-Learning courses has been positive.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

E-Learning courses motivate me to do my best.

○ Strongly Disagree

○ Moderately Disagree

○ Neutral or Uncertain

○ Moderately Agree

○ Strongly Agree

Personality Profile

In this section, you are presented with a series of phrases describing people's behaviors. Please use the rating scale to describe how accurately each statement describes you. Describe yourself as you generally are now, not as you wish to be in the future. Describe yourself as you honestly see yourself, in relation to other people you know of the same sex as you are, and roughly your same age. So that you can describe yourself in an honest manner, your responses will be kept in absolute confidence. Please read each statement carefully, and then select the appropriate choice on the scale.

I am the life of the party.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I feel little concern for others.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I am always prepared.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I get stressed out easily.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I have a rich vocabulary.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I don't talk a lot.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I am interested in people.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I leave my belongings around.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I am relaxed most of the time.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I have difficulty understanding abstract ideas.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I feel comfortable around people.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I insult people.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I pay attention to details

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I worry about things.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I have a vivid imagination.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I keep in the background.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I sympathize with other's feelings.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I make a mess of things.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I seldom feel blue.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I am not interested in abstract ideas.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I start conversations.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I am not interested in other people's problems.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I get chores done right.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I am easily disturbed.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I have excellent ideas.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I have little to say.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I have a soft heart.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

Others forget to put things back in their proper place.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I get upset easily.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I do not have a good imagination.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I talk to a lot of different people at parties.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I am not really interested in others.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I like order.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I change my mood a lot.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I am quick to understand things.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I don't like to draw attention to myself.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I take time out for others.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I shirk my duties.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I have frequent mood swings.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I use difficult words.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I don't mind being the center of attention.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I feel other's emotions.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I follow a schedule.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I get irritated easily.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I spend time reflecting on things.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I am quiet around strangers.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I make people feel at ease.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I am exacting in my work.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I often feel blue.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

I am full of ideas.

○ Very Inaccurate

○ Moderately Inaccurate

○ Neither Inaccurate nor Accurate

○ Moderately Accurate

○ Very Accurate

Please select your gender

○ Male

○ Female

Please select your age group from the list below.

○ 18-24

○ 25-34

○ 35-44

○ 45-54

○ 55-64

○ 65 or older

Please specify your ethnic or cultural background.

○ African-American

○ Asian

○ White/Caucasian

○ Hispanic

○ Native American

○ From multiple races

○ Some other race

What is the highest level of school you have completed or the highest degree you have received?

○ Some high school

○ High school degree or equivalent (e.g., GED)

○ Some college but no degree

○ Bachelor's Degree

○ Master's Degree

○ Doctorate Degree

What Leadership Level is your position? (Not what certification level you've achieved but what Leadership Level your position is)

○ Leader (Child Care, Wellness Instructor, Front Desk)

○ Team Leader (Aquatic Director, Wellness Director, Membership Director)

○ Multi Team or Branch Executive Director (Center Executive, Branch Director)

○ Organizational Leader (CEO, CFO, CHRO)