



## PART TWO

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# CREATING YOUR LIFE CALLING MAP

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## MAPPING YOUR DESIGN

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*We're all pilgrims on the same journey—but some pilgrims have a better map.*

NELSON DEMILLE

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Experienced explorers traveling in new territory use both a compass and a map. The compass principles—keeping your primary calling primary, using your gifts to meet needs, and being a proactive steward of your gifts—direct you in your journey of finding God's purposes for your life. In this chapter you will create your own map to use in the search for your vocational calling.

A map enables you to determine where you are, the location and distance of your destination, and the best route for getting there. It helps you to anticipate what you might encounter on the trip. An accurate map also gives you a sense of confidence when making decisions during the journey. For the journey of living your calling, you need a detailed map of your God-given design that identifies the gifts you have to invest in the world. Your map helps you position yourself for maximum impact with your life.

## Creating Your “Mental Map”

Cartography is the art and science of map making. Each of us is the cartographer of a “mental map” of how we see our design and ourselves. Your mental map includes your beliefs about what you can and can’t do, what interests you and what doesn’t, what is and isn’t important to you, and what your personality is or isn’t like.

Your mental map might lack sufficient detail to be helpful or even contain erroneous information that can hinder you in discovering your vocational calling. The outcome of your search for your vocational calling depends greatly on the accuracy of your mental map.

“I like helping people” was the centerpiece of Sandra’s mental map of her design. She had bounced from one job to another over the years, trying to find her place in the world of work. She came to realize that she needed a more specific map of her design, since almost any job would allow her to help others in one way or another.

Determining the kinds of people she most wanted to help, the settings that would fit her best, and most important, how she wanted to help people, enabled Sandra to create a much more useful map for herself. The more precise and customized your map, the more beneficial it will be to you in your journey.

Many of us also have mental maps with at least some degree of inaccuracy. Tom believed he was a poor public speaker. His interest in becoming a sales trainer, however, required that he confront his long-held belief. During a counseling session, he recognized that his negative image of his speaking ability was based on one traumatic incident that happened in high school, more than fifteen years earlier.

Tom discovered that with additional training and experience he not only had the potential of being a very good speaker but also enjoyed it. By correcting his mental map so that it more accurately reflected his skills and interests, he was able to recognize and pursue work roles that fit his design.

## Life Experiences Shape Our Mental Maps

Our life experiences shape and color our mental maps. During our growing-up years we are exposed to a variety of skills and interest areas through our family, school experiences, recreational activities, work settings, friends, books, and the media. From our own personal collection of experiences, we tend to develop beliefs about what we can and can't do, and things that interest us and things that don't.

Direct experience is important in creating our mental maps. We may, however, make inaccurate determinations about our skills, abilities, and interests because of limited exposure, negative experiences, inadequate training, or our own fears and insecurities. The problem with depending solely on our life experiences to create a map of our gifts, abilities, and interests is that it may be incomplete, as it is entirely dependent upon the opportunities and situations we have encountered.

## Voices That Alter Our Maps

Feedback from others about our ability and potential is another powerful force that shapes our mental map. For better or for worse, parents have a tremendous influence on their children's self-image. Many adults view themselves in the light of their parents' negative comments from years before: "You'll never make money doing that. Why don't you do something practical?" or "You'll never be good enough to succeed at that. When are you going to grow up and let go of your silly dreams?"

Most of us have a vocal "committee" assembled in our heads, made up of influential people from our past and present. Committee members can be our parents, family members, teachers, pastors and other significant adults, peers in school, bosses, coworkers, and others who have given us messages about ourselves and our potential over the years.

The messages we hear from supportive committee members can encourage us to press ahead, assuring us that there are great possibilities for our lives. Often, however, there are also some voices whispering things that discourage us and cause us to doubt that we will ever find

and fulfill our purpose in life. Our mental maps may therefore reflect the opinions of our committee, but not the reality of who we are.

## Making Your Map Accurate

Developing a thorough understanding of your design requires using a variety of assessment tools. Your design is too complex to be assessed by only one test, inventory, or exercise, which is why you complete a variety of self-assessment exercises in this book. The assessments help you develop increased awareness of how the dimensions of your design fit together. You also gain a deeper understanding of how your intrinsic God-given design can be used in the world.

A good assessment process lays the foundation for determining which types of careers or volunteer options most likely fit you best. No assessment, however, can tell you which specific job you should do. Over the years, we have had many people say something like, “I took that test in high school and it told me I should be a bus driver.” Or a farmer. Or a teacher. Comments of that sort reflect either a misunderstanding of the assessment or poor interpretation on the part of the person explaining the results. No good career assessment narrows the field to just one job title, or even a few.

Many people would like to find the magic test that tells them which type of work fits them best. No such test exists, however. The world of work is much too large and human beings are too complex for this to be possible. Thousands of different types of jobs exist already, and new jobs are created continually. No test can possibly catalogue every job nor assess all of the relevant factors for matching an individual with a job.

Used appropriately, however, good assessments *do* help illuminate the important parts of your design and expedite the process of identifying the types of jobs or volunteer options that fit you best. Assessments can assist you in developing an accurate mental map of your God-given design. They can help you fill in formerly blank areas, clear up confusing or conflicting information, and bring previously unclear areas into focus.

## Creating Your Life Calling Map

Your Life Calling Map and a completed sample Life Calling Map are found at the end of this chapter on the pages with the shaded borders. The map has four parts: Mission Statements, Dimensions of My Design, Priority Goals, and Action Plan. In this chapter, you will complete the second part of the map, Dimensions of My Design. After finishing the assessment exercises in this chapter (transferable skills, core work values, preferred roles, personality type, compelling interests, and spiritual gifts), you will enter your results in your map, creating a vital record of key dimensions of your God-given design.

The Dimensions of My Design is the heart of your map. You will be using it in a variety of ways to help you discover exciting career and volunteer options and discern which direction to go in your life. You will complete the other three parts of your map (Mission Statements, Priority Goals, and Action Plan), adding to the usefulness of your map, in Chapter 10.

Your completed map will serve as a tangible record of your understanding of your God-given design and be a foundation for discovering your calling. Your map is a helpful tool to use as you go through this book. Here are how others have benefited from their Life Calling Maps:

My Life Calling Map has shown me how I can use my skills, interests, values, and abilities in a way that will serve God best. Without this help I would have wasted many years going in the wrong direction, never trying or knowing what God had put in my heart to do.

It helped me understand the ways God has gifted me (vocationally, spiritually, personally) and what he is calling me to do with my gifts.

Over the years, I've come back to my map many times. It has enabled me to make midcourse corrections and decisions about job changes with confidence.

My Life Calling Map has helped me understand and accept my God-given mission in life. It's given me an opportunity to earnestly

assess myself, learn who I am, acknowledge my capabilities, and feel free to move without fear into a more rewarding future.

As you complete the self-assessment exercises in this chapter, you will be drawing from, reorganizing, adding to, and perhaps challenging your current mental map of how you see your design. Developing an accurate map of your design helps you see the real you—the person God created you to be—and to manage your gifts and abilities intelligently.

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## ASSESSMENT ONE: TRANSFERABLE SKILLS

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Transferable skills are abilities that can transfer, or be taken, from one setting and be used in another. For example, Jill took the teaching and organizing skills she had developed as an elementary school teacher into the business world to her new job as a corporate trainer. John took the cooking skills he had honed at home and put them to use preparing meals once a week in a shelter for the homeless. Transferable skills can be gained on the job as well as in your hobbies, leisure pursuits, responsibilities at home, and volunteer activities.

With this inventory, you identify skills you have developed and select the skills you particularly enjoy using. You also identify skills you would like to develop; these may be skills you will want to use in a significant way in the future.



## Transferable Skills Inventory

### *Directions, Part One*

1. Read through the entire list of skills and place a check in the *C* column next to each skill in which you are *competent*. (Competent means that you have at least average ability in the skill.) You might have developed competency in the skills in any context; you do not need to have used them in a paid work setting.
2. Read through the list of skills again, this time placing a check in the *E* column next to each skill that you *enjoy* using (or *think* you would enjoy using, if you currently have little or no experience using the skill).
3. Review the skills you have marked as ones you enjoy using. Circle the names of the skills that you *most* enjoy using (or *think* you would enjoy using) in a work or volunteer ministry/service context. (We recommend choosing about eight to fifteen skills.)

After you have completed these steps, go on to Part Two of the directions, located after the list of transferable skills.

C	E	
		1.
		<i>Assemble/Construct</i> : Build machines, furniture, buildings, etc., using mechanical, construction, or carpentry skills
		<i>Drive/Fly</i> : Maneuver a car, truck, plane, etc. (could include high-speed or emergency situations)
		<i>Enforce compliance</i> : Request, demand, or force people to obey rules, laws, policies, etc.
		<i>Handle emergency situations</i> : Take appropriate action in situations related to fires, crime, accidents, etc.
		<i>Install</i> : Place machinery, devices, etc., in position for service or use
		<i>Landscape</i> : Develop a plan for modifying an outdoor area using trees, plants, grass, etc.
		<i>Move with agility</i> : Partial or whole-body movement using coordination, strength, or endurance

C	E	1. <i>continued</i>
		<i>Operate equipment:</i> Use manual dexterity or physical movement to run tools, office machines, or other machinery
		<i>Patrol:</i> Watch over and guard areas or people to maintain orderliness and safety
		<i>Provide physical, manual, or skilled labor:</i> Perform services such as painting, cleaning, laying flooring, etc.
		<i>Repair/Service:</i> Fix mechanical things; restore machinery to functional operation
		<i>Transport:</i> Move materials, objects, or people from one location to another in a vehicle or by physical strength
		<i>Work with animals:</i> Raise, tend, train, or treat domestic or wild animals
		<i>Work with plants:</i> Perform activities related to planting and maintaining flowers, trees, fruits and vegetables, lawns, and other plants
<b>2.</b>		
		<i>Analyze/Evaluate:</i> Appraise, critique, assess, examine, study, judge
		<i>Categorize/Classify:</i> Sort, arrange, order, or label concepts, things, etc.
		<i>Check for quality:</i> Inspect objects or places for compliance with specific standards
		<i>Estimate:</i> Determine the approximate value or cost of something or the amount of materials required for a project
		<i>Perform tests:</i> Check and measure the performance, quantity, or quality of equipment, machines, food, substance, processes, programs, people, etc.
		<i>Solve problems/Troubleshoot:</i> Generate and implement solutions to resolve difficulties
		<i>Research/Compile data:</i> Systematic discovery using investigation, observation, experiments, interviews, or written resources
		<i>Use math formulas:</i> Use statistical or mathematical formulas to make calculations with data
		<i>Write computer programs:</i> Develop computer programs to store, locate, and retrieve specific information; use computer languages
<b>3.</b>		
		<i>Compose music:</i> Write original music or variations of musical compositions

*continued on the next page*

C	E	3. <i>continued</i>
		<i>Cook/Prepare food:</i> Prepare, cook, bake, or arrange food or meals with regard for nutrition and visual appeal
		<i>Design/Create:</i> Artistically plan or form a work of art, decorative scheme, program, etc.
		<i>Edit:</i> Revise or rewrite written materials to improve content or style
		<i>Entertain/Perform:</i> Act, sing, dance, play a musical instrument, speak, announce, etc., for an audience
		<i>Illustrate/Portray images:</i> Sketch, draw, paint, photograph, videotape
		<i>Improve/Modify:</i> Change or adapt in order to enhance, refine, make better
		<i>Make artistic handicrafts:</i> Create decorative or useful items that are visually appealing
		<i>Synthesize:</i> Integrate diverse parts into a new whole
		<i>Translate/Interpret:</i> Explain ideas and concepts so that they are more easily understood (usually involves foreign language or sign language)
		<i>Write:</i> Express ideas, facts, and information in articles, books, advertisements, etc.; may be creative, informative, or technical material
<b>4.</b>		
		<i>Advise/Counsel:</i> Give information, suggestions, and recommendations; urge adopting a course of action
		<i>Diagnose:</i> Determine causes of physical, emotional, or spiritual problems
		<i>Encourage/Motivate:</i> Inspire, stimulate, and strengthen others; instill courage, spirit, or confidence
		<i>Host/Offer hospitality:</i> Welcome people to a place or event; make them feel comfortable; attend to their needs
		<i>Listen:</i> Pay thoughtful, careful attention to both information and feelings expressed by a person
		<i>Mentor/Coach:</i> Instruct, advise, support a person to assist his or her personal or professional development
		<i>Prescribe treatment:</i> Recommend course of action to help physical, emotional, or spiritual problems
		<i>Provide medical care:</i> Administer first aid, treat, nurse, rehabilitate, heal, cure, etc.
		<i>Provide personal services:</i> Guide people to locations; serve food or beverages; take care of skin, hair, nails, etc.

C	E	4. <i>continued</i>
		<i>Refer to resources:</i> Direct people to useful information, places, people, etc.
		<i>Teach/Train/Speak:</i> Present, explain, clarify, or summarize information; speak before or facilitate groups
5.		
		<i>Influence/Persuade:</i> Stimulate others to take action or change an opinion or belief
		<i>Manage money:</i> Strategize for use of money; prepare budgets, plan investments, etc.
		<i>Mediate/Act as a liaison:</i> Serve as intermediary between two or more parties (may be for purpose of resolving conflict)
		<i>Negotiate:</i> Deal or bargain to gain settlement or agreement
		<i>Plan:</i> Devise a strategy for accomplishing an objective
		<i>Purchase/Buy:</i> Obtain goods and services through exchange of money or other payment
		<i>Represent:</i> Take the place of a person, group, or organization; speak and make arrangements on behalf of the other party
		<i>Sell/Promote:</i> Convince someone of the value of a product, service, idea, or concept
		<i>Supervise/Manage:</i> Oversee carrying out work assignments by others
6.		
		<i>Attend to details:</i> Pay attention to small items, parts, or elements with carefulness and thoroughness
		<i>Calculate/Compute:</i> Determine by mathematical methods or reasoning
		<i>Coordinate/Make arrangements:</i> Schedule, coordinate, handle logistical details for people or events
		<i>Manage records:</i> Collect, classify, or record information; update records as needed
		<i>Organize:</i> Categorize, systematize details, papers, physical things, work flow, etc.
		<i>Type/Enter data on a computer:</i> Use manual dexterity to input data using a keyboard
		<i>Verify accuracy:</i> Check written materials, financial records, or other data for errors
		<i>Work with financial data:</i> Prepare, audit, balance financial information, etc.

*Directions, Part Two*

1. Notice the blank numbered row above each of the six sets of skills. In each numbered row, write in the “skill cluster category” name and its abbreviation. In the first blank row, for example, write *Physical (P)*. (The skill cluster category names were omitted from the inventory so that you would not be influenced by them as you completed the assessment.)
  1. Physical (P)
  2. Analytical (AN)
  3. Creative (CR)
  4. Helping (H)
  5. Managing/Persuading (M/P)
  6. Detail/Organizing (D/O)
2. Review the skills you have circled. Then, in the transferable skills section of your Life Calling Map: Dimensions of My Design (which is located at the end of this chapter), write the following *in prioritized order* (most enjoyed, second most enjoyed, and so forth).
 

The skills you would most enjoy using in a *work* setting

The skills you would most enjoy using in a *volunteer ministry/service* setting

The skills you would like to explore or develop further

(An example is provided in the completed sample Life Calling Map, located just before the Life Calling Map on which you will record your results.)
3. Observe which skill cluster categories (physical, analytical, and so on) in the transferable skills inventory contain the most circled skills. In the skill cluster categories section of your Life Calling Map, record
 

The two or three skill cluster categories that best represent the skills you would enjoy using in a *work* setting

The two or three skill cluster categories that best represent the skills you would enjoy using in a *volunteer ministry/service* setting

The skill clusters categories table on the next page gives information about typical career and volunteer interests for each of the skill cluster categories.

### SKILL CLUSTER CATEGORIES

Skill Cluster	Characteristic Career and Volunteer Ministry/Service Interests*
Physical (P)	Activities that involve working with plants (including food-producing plants, flowers, trees, shrubs, lawns, etc.) or animals (breeding, tending, training, etc.) <i>Sample career areas:</i> landscaping, gardening, horticulture, botany, farming, forestry, zoology, veterinary medicine, animal training <i>Sample volunteer activities:</i> helping with church's landscaping; camp settings that include activities in nature or with animals; activities that include farming, ranching, or animal husbandry; training animals for service activities
	Activities that involve precise, ordered use of objects, tools, and machines <i>Sample career areas:</i> skilled trades such as electronics, carpentry, equipment operation, and construction <i>Sample volunteer activities:</i> maintaining and repairing buildings and machines of church or nonprofit organization; new construction or remodeling; driving a van or bus; teaching hands-on skills to others in a ministry/service context; running audiovisual equipment at church
	Activities that may involve some element of physical risk <i>Sample career areas:</i> law enforcement, security, emergency response, sports <i>Sample volunteer activities:</i> directing traffic and crowd control at large events; sports and outdoor activities at a camp; providing emergency medical care in disaster settings
Analytical (AN)	Activities that involve exploring and examining physical, scientific, and cultural things to understand and control them <i>Sample career areas:</i> science, engineering, inspection, research, technical, and computer-related <i>Sample volunteer activities:</i> writing computer programs; setting up or maintaining Websites of church or nonprofit organization; tutoring youth in science, math, computers; helping others understand relationship between science and Christianity
Creative (CR)	Activities that involve use of physical, verbal, or human material to create art forms or products <i>Sample career areas:</i> music, art, writing, and drama <i>Sample volunteer activities:</i> using drama or music in worship or evangelism; writing press releases, articles, curriculum for church or nonprofit organization; using arts and crafts as outreach event; conducting camp to develop artistic abilities of youth <i>continued on the next page</i>

**SKILL CLUSTER CATEGORIES, *continued***

<b>Skill Cluster</b>	<b>Characteristic Career and Volunteer Ministry/Service Interests*</b>
Helping (H)	<p>Activities that involve interaction with other people for their enjoyment or to inform, train, develop, cure, educate, or otherwise assist them</p> <p><i>Sample careers:</i> education, ministry, social welfare, counseling, customer service</p> <p><i>Sample volunteer activities:</i> teaching classes at church or a nonprofit organization; hosting a neighborhood Bible study; serving in a lay counseling ministry; participating in medical ministry; facilitating small group or social activities</p>
Managing/ Persuading (M/P)	<p>Activities that involve persuading or influencing others, typically within a business context</p> <p><i>Sample career areas:</i> sales, management, leadership, legal, political, and self-employment</p> <p><i>Sample volunteer activities:</i> developing publicity materials for church or nonprofit organization; raising funds for church or nonprofit; leading a church board or committee</p>
Detail/ Organizing (D/O)	<p>Activities that involve precise, ordered use of data: keeping records, calculating, managing an office, organizing numerical and written data, and working with finances</p> <p><i>Sample career areas:</i> financial, computer-related, and clerical</p> <p><i>Sample volunteer activities:</i> taking minutes for boards and committees; organizing church activities and events; helping others organize their homes or finances; keeping financial records for church or nonprofit organization.</p>

*Note:* \* See Chapter Five for additional information and strategies for linking skill clusters to specific jobs.

**Understanding Your Results**

Most people find that some clear patterns emerge after completing the transferable skills inventory and reviewing the skill cluster categories. Here is some additional information to help you analyze your results so you can more fully understand the meaning and usefulness of the patterns.

***Your Most Enjoyed Skills.*** On your Life Calling Map you listed the skills you would most enjoy using within work and volunteer activities. Using skills that energize you greatly increases your sense of satisfaction and enjoyment within your career and volunteer pursuits.

You may have listed some transferable skills in which you have little or no ability currently but that you believe you would enjoy using at some future time. These are skills that potentially can be used in a longer-range career transition (once you have had a chance to become competent in them) or that can be tried out and developed in a hobby, leisure pursuit, or ministry setting. Church and other volunteer settings are great places to try out and develop new skills.

***Your Most Marketable Skills.*** A marketable skill is one that you can perform competently and that is attractive to a potential employer. Obviously, your job target will dictate which of your skills are most marketable. If you are seeking a position as an accountant, the fact that you are a great cook is of little relevance. However, if you want to be a pastry chef, your ability to *cook or prepare food* is of prime importance.

In looking for a new job or career, seek to identify and then target the type of work that uses your most enjoyed skills. Your most enjoyed skills will then be also your most marketable ones. If you love to design and create, for example, then you will be happiest in work that heavily uses those skills (such as interior decorating, desktop publishing and graphic design, landscape architecture).

If, however, you find yourself between jobs or facing an imminent layoff and need to find work quickly, focus your job search on positions similar to those you have had before that use your most developed work skills. Making a career transition into a new career area that uses different skills usually takes longer than finding something similar to what you did before or are doing. (For example, an unhappy accountant who needs to find work quickly should probably target finance-related jobs that use skills similar to those used in a previous or current job.) Once you find a new job that pays the bills, you can begin taking steps toward a transition into a career that uses skills you enjoy.



**Your “Killer Skills.”** Your “killer skills” are those in which you are competent—for which perhaps you are even renowned—but that you really dislike using. Whenever you have to use them, you can feel the energy draining out of you. They certainly can kill you emotionally or, taken to the extreme, create so much stress that you suffer physical symptoms and disease.

For example, Beth was a labor relations attorney who did well in her job. She received lots of positive feedback from her clients and other attorneys. Every day, however, she dreaded going to work and being in situations that involved rancorous, high-stakes bargaining. Persuading and negotiating were killer skills for her. In the same way, house painters who dislike painting, teachers who don’t enjoy teaching, and salespeople who would rather do almost anything other than sell are all examples of people in jobs that require spending a majority of their time using killer skills.

Do you have any killer skills? (Review the transferable skills inventory and note skills that you marked you are competent in but dislike using.) If so, do they cluster in a particular category? Does that category relate to your present work? If it does, and if you are using your killer skills much of the time, you most likely have already experienced some negative effects. You may only be seeing comparatively minor stress-related symptoms such as headaches, stomach distress, or irritability right now, but if you don’t do something to reduce the amount of time you spend using your killer skills your symptoms are likely to get worse.

Can you avoid using killer skills altogether? Probably not, but a suggested target to aim for is using your killer skills no more than 20 percent of the time in a given day or week. Make it a goal to get into a job (or volunteer activity) that minimizes use of your killer skills and maximizes your using skills you most enjoy. You and those around you will reap the benefits.

## Frequently Asked Questions About Transferable Skills

You may have some questions about the results from your transferable skills inventory. Here are some of the questions that frequently arise.

- *What if my top skills are from more than three categories?* The most common pattern is for your most-enjoyed skills to occur primarily in two or three categories. If you find your skills are distributed among four or more categories, review the skill cluster category descriptions to see if you can choose the two or three categories of most interest to you in your career or volunteer activities.

If you find that you still can't decide on three categories or fewer, it may indicate that you will benefit from learning more about career options or ministry/service options. (We address ways of doing this in Part Three of this book.) You may need more exposure to the world of work to be able to identify the categories that best fit your interests. (This is common for young people, who have not been in the work force for an extended time, as well as those who have been in one type of work for several years.)

Another possibility is that the category or categories associated with your top one, two, or three skills are the most important to you and should be used to guide you in your career exploration. For example, Jane had *sell/promote* and *influence/persuade* as her top two skills, but they were the only two representing the managing/persuading skill cluster category. The remaining skills on her Life Calling Map were divided among three other categories. These two skills, however, were ones that Jane knew she loved to use. She should consider focusing on careers or ministry/service activities within the managing/persuading skill cluster category. She doesn't need to be concerned that at this point there are no other skill cluster categories of high interest to her.

- *What if I have few skills I feel I am competent in using?* This can be an age-related issue; the younger a person is, the less time or opportunity he or she has had to develop a range of skills. More common reasons for checking off too few skills as ones you are competent in, however, relate to perfectionism, being too hard on oneself, and struggling with low self-esteem. We encourage you to ask two or three friends (or other people who have observed you doing a variety of things) to give you feedback on which skills they think you perform competently. We suggest having at least two people evaluate your skills so you can observe the commonalities and differences in their assessments.

- *What if I have few skills checked as ones I enjoy using?* This can be characteristic of someone whose job has been a poor fit for a long time, or who has had limited opportunities to try out a range of skills. Perhaps you have not tried many skills in your life and simply have not experienced many skills you really enjoy using. You may benefit from experimenting with some other skills. Choose some you *think* you would really enjoy, and find a low-risk way to try them out. Or use skills you currently have in another setting. A burned-out kindergarten teacher, for example, might find she loves teaching adults. (Remember, you may need to try a skill several times to find out if you really enjoy it. Few people, for example, enjoy giving their first public speech. It may take time to get over the fear and become a good enough speaker to enjoy it.)

We have also observed that some people are conservative in how they experience or describe their emotions. They very rarely, if ever, describe something as “really good” or “great.” “It was fine” might be a more typical response when asked to describe something they liked. People of this type often tend to answer in the negative if they are unsure about how they feel. Therefore, if they are unsure about whether or not they enjoy particular skills, they are likely to leave the space blank instead of placing a check in the *E* column of the inventory to indicate they enjoy using the skill. If you have a similar tendency, we suggest you go back over the list and check off any skills you enjoy even a little. You don’t have to be wildly enthusiastic about something in order to place a check in the *E* column.

Also, if you are experiencing some degree of depression you may not feel very excited about or interested in much of anything. If such feelings persist, consider seeking professional assistance from a pastor, counselor, or other qualified person.

- *What if I have checked most or all of the skills as ones I can perform competently?* The longer a person lives, the more skills he or she typically has the opportunity to develop. Similarly, the more types of work a person has done (paid or unpaid), generally the more skills he or she develops. Still, it would be rare for a person to be equally competent in most or all of the skills in this assessment. You may want to reevaluate your competency in the skills and apply a higher standard of performance. (You

may also want to solicit some help from your friends or work associates in evaluating your competency level in these skills.) A discriminating assessment of your skills makes it easier for you to determine which of your skills really are most enjoyable and most marketable.

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## Personal Application

1. How can identifying your most-enjoyed transferable skills help you in discerning your vocational calling?
2. Are there any killer skills you find yourself having to use too much in your work or life right now? If so, what are they? What changes could you make to reduce the amount of time you use them?

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## ASSESSMENT TWO: CORE WORK VALUES

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Values are beliefs about what is important in our lives. *Core values* are ones that are deeply rooted and have compelled us to pursue certain life choices and avoid others. Many forces shape our core values, among them other people (especially our family of origin), our life experiences, education, and spiritual beliefs.

At various points in our life we may encounter a need to take a time out to reassess our values. During our teens and twenties, we typically examine and question values passed on to us by our family. We begin to assess which values we will adopt as our own and which we want to discard, a process that can continue into midlife and beyond. The forties are commonly a time in which we reevaluate our lives and the values we have used thus far to chart our course. The values of the surrounding culture we once may have embraced, such as placing great importance on material possessions and financial wealth, may be seen in a new and less positive light. As we age, recognition of our mortality and the brevity of life increasingly shape our values.

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## Assessing Your Core Work Values

People often have a hard time making decisions when they are unclear about what really is important to them. The clearer you are about which values are important to you—and why—the easier it is to make important decisions in your life. Many of your values are also relevant in making choices about volunteer opportunities in your church and community. The better a volunteer position fits you, the more motivated you will be in the role.

Your assessment results are most meaningful and helpful if they are based on an honest self-appraisal. You might be tempted to choose values you think are the best or right ones to have—resulting in a profile of some fictitious person. Telling yourself the truth about your core values deepens your understanding of your motivations, desires, past decisions, current struggles, and best choices for your future.

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## Core Work Values Inventory

### *Directions*

1. From the inventory given here, choose the values that are personally important to you (even if your current job or volunteer activity emphasizes different ones). For each value, rate how important it is to you according to this scale:
  - 1 *Not important at all* to me in my work or volunteer ministry/service activities
  - 2 *Somewhat important* to me in my work or volunteer ministry/service activities
  - 3 *Important* to me in my work or volunteer ministry/service activities
  - 4 *Very important* to me in my work or volunteer ministry/service activities
2. Circle the five work values that are most important to you at this point in your life.

3. Record your five circled values *in prioritized order* in the Core Work Values section of your Life Calling Map.

- \_\_\_\_\_ *Achievement/Excellence:* Attain a high level of proficiency in my work
- \_\_\_\_\_ *Affiliation:* Be recognized as a member of a particular group or organization
- \_\_\_\_\_ *Autonomy:* Can determine the nature of my work and the use of my time without significant interference from others
- \_\_\_\_\_ *Balance:* Have sufficient time in my personal life for the people and activities that are important to me
- \_\_\_\_\_ *Challenge:* Opportunity to take on difficult or complex tasks
- \_\_\_\_\_ *Change/Variety:* Have work responsibilities or other opportunities that frequently vary in content and setting
- \_\_\_\_\_ *Competition:* Engage in activities that pit my abilities against others, with clear win-or-lose outcomes
- \_\_\_\_\_ *Control:* Be in charge of people or factors that have an impact on my life and work
- \_\_\_\_\_ *Creativity/Innovation:* Create new ideas, programs, organization, structures, or anything else, not following a format previously developed by others
- \_\_\_\_\_ *Decision making:* Opportunity to make key decisions
- \_\_\_\_\_ *Excitement/Adventure:* Experience frequent or a high degree of excitement or adventure in the course of my work
- \_\_\_\_\_ *Expert status:* Be regarded as a person of high intellectual prowess or as one who is an acknowledged expert in a given field
- \_\_\_\_\_ *Financial gain:* Do work in which I have the likelihood of earning a large amount of money
- \_\_\_\_\_ *Friendship:* Opportunity to work with others I like; develop close personal relationships with others at work that extend beyond the workplace

- \_\_\_\_\_ *Help others:* Be involved in helping other people directly or indirectly; do something that makes a positive contribution to others in this world
- \_\_\_\_\_ *Influence people:* Be in a position to change attitudes or opinions of other people
- \_\_\_\_\_ *Knowledge:* Engage myself in the pursuit of knowledge, truth, and understanding
- \_\_\_\_\_ *Power/Authority:* Control the work activities (and to some degree, destinies) of others
- \_\_\_\_\_ *Prestige:* Be seen by others as having power, wealth, success, or importance
- \_\_\_\_\_ *Professional advancement:* Have the opportunity to gain increasing stature or higher-level positions in my work
- \_\_\_\_\_ *Recognition:* Be recognized for the quality of my work in some visible or public way
- \_\_\_\_\_ *Security:* Feel “safe” in my job and organization
- \_\_\_\_\_ *Self-expression:* Experience receptiveness from others to my vital ideas, feelings, or perspective
- \_\_\_\_\_ *Stability:* Have a work routine and responsibilities that are largely predictable and not likely to change over a long period of time
- \_\_\_\_\_ *Teamwork:* Connect with others in working toward a common goal
- \_\_\_\_\_ *Time flexibility:* Have freedom to determine my own schedule for being at work and completing tasks
- \_\_\_\_\_ *Work alone:* Opportunity to work on projects by myself the majority of the time

## Personal Application

1. Why is each of your top values important to you?
2. How have your values had an impact on your life choices (positive or negative)?



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## ASSESSMENT THREE: PREFERRED ROLES

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A “role” can be defined as the part a person plays in a given event, circumstance, or time period. Your roles, and how you carry them out, flow out of your unique combination of skills and abilities. Although you can perform a variety of roles (in paid or volunteer positions), some feel more natural and are more enjoyable than others. These are your “preferred roles.” This inventory helps you identify one or more preferred roles that you enjoy taking on in work or volunteer activities.

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### Preferred Roles Inventory

#### *Directions*

After reading through the descriptions of the roles, complete these activities.

1. Identify one, two, or three preferred roles you would most like to take on within work:

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2. Identify as many as three preferred roles you would most like to take on for volunteer ministry/service positions within your church or community:

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3. Identify any role(s) you would like to explore or develop further:

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4. Transfer your answers to the Preferred Roles section of your Life Calling Map.

Preferred Roles	Sample Types of Transferable Skills Used	Description
<b>Roles emphasizing CREATING</b>		
Designer/Creator	Design/create; synthesize; improve/modify; write; compose music; landscape; write computer programs; illustrate/portray images; assemble/construct; cook/prepare food	May enjoy coming up with new ways of looking at problems and situations in order to find innovative solutions or strategies; may be a “big-picture” person who is able to create a workable plan to bring a vision into reality. May enjoy creating something new, such as written work, music composition, program, curriculum, play, arrangement of physical space, etc.
Performer	Perform/entertain	Enjoys using skills in speaking, singing, dancing, playing music instruments, etc., in front of an audience.

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Preferred Roles	Sample Types of Transferable Skills Used	Description
<b>Roles emphasizing LEADING/CONTRIBUTING</b>		
Coordinator	Mediate/act as liaison; coordinate/make arrangements	Enjoys serving as a key person connecting people and resources for accomplishing a goal.
Contributor/ Investor	Manage money; purchase/buy	Enjoys giving money or material goods to support specific people or enterprises.
Leader	Plan; design/create; influence/persuade; supervise/manage; encourage/motivate	Enjoys creating a vision or direction for a group or organization. May oversee other managers to coordinate work activities and goal attainment.
Manager	Supervise/manage; influence/persuade; encourage/motivate	Enjoys working under a respected leader, helping to coordinate the activities of one or more groups, departments, etc., toward accomplishing set goals.
Team or Group Leader	Supervise/manage; teach/train/speak	Enjoys working closely with a small group of people, managing their activities toward accomplishing set goals and creating a cohesive, well-functioning team or group. May enjoy facilitating discussions in a learning or problem-solving environment such as a class or small group setting.
<b>Roles emphasizing PERSUADING</b>		
Negotiator	Influence/persuade; negotiate, listen	Enjoys helping two or more individuals or groups reach an agreement or solution.
Promoter	Sell/promote; influence/persuade	Enjoys talking enthusiastically and persuasively about the merits of something or something to others.
Recruiter	Sell/promote; influence/persuade; encourage/motivate	Enjoys influencing people to become involved in a cause, project, event, organization, etc.
Seller	Sell/promote; influence/persuade	Enjoys convincing people to purchase or invest money in someone or something.

Preferred Roles	Sample Types of Transferable Skills Used	Description
<b>Roles emphasizing HELPING/INSTRUCTING</b>		
Counselor	Listen; advise/counsel	Enjoys helping people better understand their personal problems, develop solutions, and take action to improve their life situation.
Mentor/Coach	Advise/counsel; listen; motivate/ encourage; teach/train/speak; move with agility	Enjoys interacting in a one-on-one relationship, helping person develop his or her gifts and abilities to achieve a new level of personal or professional growth.
Reconciler	Listen; mediate/ act as liaison; advise/counsel	Enjoys bringing harmony and healing to relationships between individuals or dissenting parties in an organization; skilled in bringing about relational restoration.
Teacher/Trainer/ Speaker	Teach/train/speak; facilitate; perform/entertain; encourage/motivate	Enjoys helping others learn; able to communicate clearly. May teach concepts, factual information, or skill development. May also have an interest in inspiring others.
<b>Roles emphasizing HELPING/ASSISTING</b>		
Caretaker (people)	Provide personal service; listen; provide medical care; manage records; drive/transport; coordinate/make arrangements	Enjoys providing personal care to individuals needing assistance, such as children, the elderly, the ill, or disabled. May involve assisting with physical needs, with the home, finances, etc.
Caretaker (things)	Install; repair/service; analyze/evaluate; check for quality; operate equipment; provide physical, manual, or skilled labor	Enjoys being in charge of specific things or a specific place or area. Oversees upkeep and maintenance; performs or arranges for repair, servicing, etc.

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Preferred Roles	Sample Types of Transferable Skills Used	Description
<b>Roles emphasizing HELPING/ASSISTING, <i>continued</i></b>		
Host/Hostess	Host/provide hospitality; coordinate/make arrangements	Enjoys making people feel welcomed and comfortable within a specific environment. Creates an atmosphere of warmth; sensitive and attentive to people's needs. Help ensure people have a pleasant experience.
Organizer	Organize; categorize/classify; coordinate/make arrangements; attend to details	Enjoys making something orderly and efficient. May enjoy organizing things, information, people, or multiple details, as for an event.
Recordkeeper	Manage records; attend to details; calculate/compute; verify accuracy; work with financial data; type/enter data on a computer	Enjoys entering data, maintaining records, and keeping track of information regarding people, money, events, or other things.
Supporter/Helper	Could use a variety of skills depending on the need	Enjoys helping others where needed. May prefer a behind-the-scenes role. Likes pitching in to help with the task at hand. Enjoys being of service to others.
<b>Roles emphasizing ANALYZING/SOLVING PROBLEMS</b>		
Evaluator	Analyze/evaluate; check for quality; estimate	Enjoys assessing the quality of someone or something.
Troubleshooter	Analyze/evaluate; solve problems/ troubleshoot	Enjoys solving problems. Able to assess a problem situation quickly and determine appropriate action. May involve crisis or risk taking.

Preferred Roles	Sample Types of Transferable Skills Used	Description
<b>Other role(s)</b>		
Specialist (on your Life Calling Map, name your particular specialty)	(The skills used depend on the type of specialty)	Ability to perform specific and special- ized skills involving information, peo- ple, or things. Can do something that requires special training and experi- ence. May involve using technical or mechanical skills or other hands-on skills such as carpentry, construction, landscaping, painting, etc.
Other Role:		

## Personal Application

1. Describe opportunities you have had to take on each of your top three roles.
2. What relationship do you see between your most-enjoyed transferable skills and your most-preferred roles?

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## ASSESSMENT FOUR: PERSONALITY TYPE

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One important dimension of your design is your personality type, or temperament type. God has built certain preferences into your design; your unique combination of preferences makes up your personality. John, for example, prefers working directly with other people most of the time; by contrast, Jennifer likes having extended periods of time to work alone. Anita prefers completing one project before beginning another, while having several projects going on at one time energizes Chris. Their preferences greatly influence the type of work and volunteer ministry/service activities and environments they find appealing.

Understanding your preferences, or personality type, helps you identify work and volunteer situations that fit *your* design. Although you can work outside of your preferences, doing so for long is stressful. You are most motivated and energized when you can be yourself. Typically, you are being the best steward of your gifts and abilities when you are working out of—and not against—your personality type.

Over the years we have reviewed many personality and temperament assessments. The personality inventory we have found to be by far most helpful to our clients is the Myers-Briggs Type Indicator® (MBTI)

instrument,<sup>1</sup> which assesses key preferences on four distinct dichotomies or scales:

<i>How you are energized</i>	Extraversion (E) vs. Introversion (I)
<i>How you acquire information</i>	Sensing (S) vs. Intuition (N)
<i>How you make decisions</i>	Thinking (T) vs. Feeling (F)
<i>How you deal with the outside world</i>	Judging (J) vs. Perceiving (P)

Determining which preference on each of the four scales best describes you (such as E or I, S or N) results in a four-letter code for your personality type. Each of the sixteen combinations, or personality types, has its own strengths and weaknesses. Understanding your natural strengths can help you determine the places in which you can best contribute.

Isabel Briggs Myers (one of the developers of the MBTI® instrument) quotes from Romans 12:4–6 (KJV) in the beginning of her book, *Gifts Differing*: “For as we have many members in one body, and all members have not the same office: So we, being many, are one body . . . and every one members one of another. Having then gifts differing. . . .” The Church and the world need each of the personality types.

Understanding the strengths, weaknesses, and gifts of your personality type can help you discover and recognize areas to which God may be calling you. The better you understand your preferences, the better you can discern the types of positions in which you will find enjoyment and have the potential to make a significant contribution.

## Personality Type Inventory

### *Directions, Part One*

1. Review the two lists of contrasting preferences and check off any phrases that describe your *typical* preferences.
2. Decide which of the two preference scales or categories (for example, Extravert or Introvert) is *more* descriptive of you. (Most people have some preferences in each category but find one category is more



descriptive of them. Select the preference category that *better* describes you.)

Extravert (E)	Introvert (I)
<input type="checkbox"/> Energized by active involvement in events; like to be immersed in a breadth of activities.	<input type="checkbox"/> Energized and excited when involved with the ideas, images, memories, and reactions that are a part of their inner world.
<input type="checkbox"/> Most excited when around other people; may also have an energizing effect on those around them.	<input type="checkbox"/> Often prefer solitary activities or spending time with one or two others with whom they have an affinity.
<input type="checkbox"/> May be seen as go-getters or people persons.	<input type="checkbox"/> May be seen as calm and centered or reserved.
<input type="checkbox"/> Like to solve problems by talking aloud and hearing what others have to say. May act too quickly.	<input type="checkbox"/> Like to solve problems by thinking about the issue before talking with others or taking action. May not act quickly enough.
<input type="checkbox"/> May enjoy being involved in many activities.	<input type="checkbox"/> May like focusing on one activity in depth and dislike interruptions.
<input type="checkbox"/> Tend to have many acquaintances and friends.	<input type="checkbox"/> Prefer fewer, more intense relationships.
<input type="checkbox"/> Are often drawn to activities with high people contact, out-of-office activities, and variety.	<input type="checkbox"/> Are often drawn to activities requiring solo projects or one-on-one contact, continuity, and concentration.
<input type="checkbox"/> Enjoy learning through activity and discussion.	<input type="checkbox"/> Enjoy learning through reflection and mental rehearsal.
Overall, which preference scale best describes you? Extravert (E) or Introvert (I) _____	

Sensing (S)	Intuition (N)
<input type="checkbox"/> Often seen as realistic and practical, and good at grasping the facts and details.	<input type="checkbox"/> Often seen as imaginative and insightful, and good at grasping the big picture.
<input type="checkbox"/> Focus more on the present than the future.	<input type="checkbox"/> Focus more on the future than the present.
<input type="checkbox"/> Often patient and careful with precise work and routine, and like the chance to hone a skill.	<input type="checkbox"/> Often patient in projects with many intangibles and possibilities, and enjoy new ways of doing things.

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**Sensing (S)**

- ☐ May solve problems by working through things systematically to gain understanding; work from the facts to the big picture.
- ☐ Like having established procedures for doing something; uncomfortable when directions or expectations are unclear.
- ☐ May tend to prefer working at a steady pace.
- ☐ Put experience first, and place less trust in words and symbols.
- ☐ May focus so much on the facts of the present or past that they miss new possibilities.

**Intuition (N)**

- ☐ May solve problems through quick insight and through making leaps; work from the big picture to the facts.
- ☐ May be interested in doing things that are new and different; may prefer minimal structure to allow room for creativity.
- ☐ May prefer a rhythm of working intensely for a period of time followed by down time.
- ☐ Place great trust in insights, symbols, and metaphors and less in what is literally experienced.
- ☐ May focus so much on new possibilities that they miss the practicalities of bringing them into reality.

Overall, which preference scale best describes you? Sensing (S) or Intuition (N) \_\_\_\_

**Thinking (T)**

- ☐ Prefer to understand experience through logical thinking.
- ☐ Seek objective truth and fairness, regardless of effects, and may be seen as forthright and firm.
- ☐ Naturally critique to detect errors or inconsistencies.
- ☐ Concerned with determining the objective truth in a situation, logical consistency, and analysis of cause and effect.
- ☐ Value finding the truth in a situation, even if it is a truth or principle that is independent of what they or others might want to believe or wish were true.
- ☐ Make decisions with their heads and want to be fair.

**Feeling (F)**

- ☐ Prefer to understand experience in the context of human relationships.
- ☐ Seek harmony and cooperation, sometimes ignoring the consequences, and may be seen as warm and understanding.
- ☐ Naturally appreciate the merits of others.
- ☐ Concerned with personal values and with making decisions on the basis of what is the best for the people involved in a situation.
- ☐ Value relatedness between people; often concerned with establishing or maintaining harmony in their relationships.
- ☐ Make decisions with their hearts and want to be compassionate.

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**Thinking (T)**

- ☐ Believe telling the whole truth is more important than being tactful.
- ☐ May miss seeing or valuing the "people part" of situations and be experienced by others as too task-oriented, uncaring, or indifferent.

**Feeling (F)**

- ☐ Believe being tactful is more important than telling the cold truth.
- ☐ May miss seeing or communicating about the hard truth of situations and be experienced by others as too idealistic, mushy, or indirect.

Overall, which preference scale best describes you? Thinking (T) or Feeling (F) \_\_\_\_

**Judging (J)**

- ☐ Value order, structure, and predictability, and like completing tasks.
- ☐ Want matters decided and settled, and take deadlines and schedules seriously.
- ☐ May appear task-oriented; like to make lists of things to do.
- ☐ Like to get their work done before playing.
- ☐ Plan work to avoid rushing just before deadline.
- ☐ May dislike having to interrupt working on one project and switch to a different one.
- ☐ May make decisions too quickly without sufficient information.
- ☐ May focus so much on the goal or plan that they miss the need to change direction at times.

**Perceiving (P)**

- ☐ Value spontaneity and the challenge of dealing with the unexpected.
- ☐ Like to leave options open and may let other interesting developments interfere with deadlines.
- ☐ May prefer keeping laid-out plans to a minimum.
- ☐ Like to approach work as play or mix work and play.
- ☐ May work in bursts of energy, and enjoy rushing just before deadlines.
- ☐ May begin many projects but have trouble finishing them.
- ☐ May stay open to new information so long that they miss making decisions.
- ☐ May focus so much on adapting to the moment that they do not settle on a direction or plan.

Overall, which preference scale best describes you? Judging (J) or Perceiving (P) \_\_\_\_

*Directions, Part Two*

1. Write the four letters you have chosen: \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_  
(example: E S F P). If you just cannot decide between one or more of the pairs, for now write both letters (example: E/I S F P).
2. Read through the description of your four-letter type in the following pages, highlighting any phrases that particularly describe you.
3. Write your four-letter personality type and key descriptive phrases from the personality type inventory and from the type descriptions on your Life Calling Map.

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## Descriptions of the Sixteen Personality Types

Here are descriptions of the typical characteristics and work preferences for the sixteen personality types. These profiles describe some of the most common preferences for each personality type; you may find that you have all of the preferences described for your four-letter type or only some of them. The characteristics given for each type are *descriptive* rather than *prescriptive*. That is, they describe how the sixteen types typically function; they do not prescribe how each type will function in every situation. We can function outside of our preferences, as when an introvert acts as though he or she is an extravert when hosting a party. However, if we have to operate outside of our preferences too often or for too long, we may experience stress and a sense of not being ourselves.

### ISTJ

For ISTJs (introvert, sensing, thinking, judging) the dominant quality in their lives is an abiding sense of responsibility for doing what needs to be done in the here-and-now. Their realism, organizing abilities, and command of the facts lead to their completing tasks thoroughly and with great attention to detail. Logical pragmatists at heart, ISTJs make decisions on the basis of their experience and with an eye to efficiency in all things. ISTJs are intensely committed to people and to the organizations of which

they are a part; they take their work seriously and believe others should do so as well.

ISTJs are most likely to find interesting and satisfying those careers that make use of their depth of concentration, their reliance on facts, their use of logic and analysis, and their ability to organize. ISTJs are very often found in management careers, particularly in the areas of government, public service, and private business, and they are often found in technical and production-oriented careers as well. Their task orientation, realistic grounding, dependability, and respect for the facts often draw them to careers that call for an organized approach to data, people, or things. These same qualities can also lead to effectiveness as managers.

Examples of careers often chosen by ISTJs are management in business or government, accounting, engineering, computer operations and analysis, technical or trade, teaching, police and corrections work, and skilled trade and crafts work.

## ISFJ

For ISFJs (introvert, sensing, feeling, judging) the dominant quality in their lives is an abiding respect and sense of personal responsibility for doing what needs to be done in the here-and-now. Actions that are of practical help to others are of particular importance to ISFJs. Their realism, organizing abilities, and command of the facts lead to their thorough attention in completing tasks. ISFJs bring an aura of quiet warmth, caring, and dependability to all that they do; they take their work seriously and believe others should do so as well.

ISFJs are most likely to find interesting and satisfying those careers that make use of their depth of concentration, their reliance on facts, their warmth and empathy, and their ability to organize. ISFJs are often found in careers that involve nurturing or healing others and also in some spiritually-oriented careers. Their sense of duty, personal commitment, and practicality often draw them to careers in which they can support and be of service to others. These same qualities can also lead to their effectiveness in helping and health-oriented careers.

Examples of careers often chosen by ISFJs are teaching (particularly K-12), medical fields with high patient contact (including family medicine and nursing), religious work, library careers, office and clerical work, and social service work.

## ISTP

For ISTPs (introvert, sensing, thinking, perceiving) the driving force in their lives is to understand how things and phenomena in the real world work so they can make the best and most effective use of them. They are logical and realistic people, and are natural troubleshooters. When not actively solving a problem, ISTPs are quiet and analytical observers of their environment, and look for the underlying sense in any facts they have gathered. ISTPs often pursue variety and even excitement in their hands-on experiences. Although they do have a spontaneous and even playful side, what people often first encounter with them is their detached pragmatism.

ISTPs are most likely to find interesting and satisfying those careers that make use of their depth of concentration, their reliance on facts, their use of logic and analysis, and their adaptability. ISTPs are found in a variety of careers but are most drawn to careers that require a tough-minded analytical and realistic approach. Their quiet adaptability, realistic grounding, and willingness to critically analyze the facts often draw them to careers where they can take a pragmatic approach to problem solving. They may also manifest a great curiosity about things, not so much in an abstract search for meaning but a curiosity about how and why they work and about their application.

Examples of careers often chosen by ISTPs are military or corrections work, farming, skilled trade and crafts work, mechanics, electrical and electronic engineering or technical work, computer programming, law, and accounting.

## ISFP

For ISFPs (introvert, sensing, feeling, perceiving) the dominant quality in their lives is a deep-felt caring for living things, combined with a quietly playful and sometimes adventurous approach to life and all its experiences. ISFPs typically show their caring in practical ways, since they often prefer action to words. Their warmth and concern are generally not expressed openly, and what people often first encounter with ISFPs is their quiet adaptability, realism, and “free spirit” spontaneity.

ISFPs are most likely to find interesting and satisfying those careers that make use of their depth of concentration, reliance on facts, warmth and empathy, and adaptability. ISFPs are very often found in careers that allow direct practical care of people or hands-on detail work that may require much solitude. Their realistic grounding, depth of feeling, and highly personal approach to life often draw them to careers where they can help others in pragmatic ways. Though often hidden, their warm and sympathetic nature can be felt by others who know them, and they communicate kindness in ways that make them exceptional candidates for working with people in need, children, or animals. Their idealism and deep feeling make them particularly sensitive to the suffering of others.

Examples of careers often chosen by ISFPs are health care and service work, nursing, office or clerical work, personal service careers, skilled craft, trade, and technical careers (such as carpenter, surveyor, radiology technician), police or detective work, and teaching (particularly K-12).

## INTJ

For INTJs (introvert, intuition, thinking, judging) the dominant force in their lives is their attention to the inner world of possibilities, symbols, abstractions, images, and thoughts. Insight in conjunction with logical analysis is the essence of their approach to the world; they think systematically. Ideas are the substance of life for INTJs; they have a driving need to understand, to know, and to demonstrate competence in their

areas of interest. INTJs inherently trust their insights, and with their task orientation they work intensely to make their vision into reality.

INTJs are most likely to find interesting and satisfying those careers that make use of their depth of concentration, their grasp of possibilities, their use of logic and analysis, and their ability to organize. INTJs are very often found in academic, scientific, theoretical, and technical positions that require prolonged periods of solitary concentration and tough-minded analysis. Their task orientation, powers of abstraction, perseverance, and willingness to look at situations or systems in creative ways often draw them to careers where they can pursue implementation of their inner vision. Their trust in their own insights, faith that they see into the true meaning behind events, and willingness to bring their insights into practical real-world application often communicate to others an impression of confidence and competence, even drivenness. Though these qualities often lead to their being placed in executive and management positions, INTJs are intensely individualistic and resist being bound to routine.

Examples of careers often chosen by INTJs are law, engineering, architecture, physical and life sciences, psychology and social science, computer science, writing and editing, careers in the arts, and consulting.

## INFJ

For INFJs (introvert, intuition, feeling, judging) the dominant quality in their lives is their attention to the inner world of possibilities, ideas, and symbols. Knowing by way of insight is paramount for them, and they often manifest a deep concern for people and relationships as well. INFJs often have deep interests in creative expression as well as issues of spirituality and human development. Although their energy and attention are naturally drawn to the inner world of ideas and insights, what people first encounter with INFJs is likely to be their drive for closure and for application of their ideas to people's concerns.

INFJs are most likely to find interesting and satisfying those careers that make use of their depth of concentration, grasp of possibilities, warmth and empathy, and ability to organize. INFJs are often found in



careers where creativity and facilitating human development are primary activities. Their orientation to people, confidence in their insights into the nature of things and people, and fertile imagination often attract them to careers where they can draw out the possibilities in others. These same qualities can also lead to exceptional empathic abilities.

Examples of careers often chosen by INFJs are the ministry, education (including religion, foreign languages, and the arts), architecture, medicine, psychology, media and marketing work, counseling, and fine arts.

## INTP

For INTPs (introvert, intuition, thinking, perceiving) the driving force in their lives is to understand whatever phenomenon is the focus of their attention. They want to make sense of the world—as a concept—and they often enjoy opportunities to be creative. INTPs are logical, analytical, and detached in their approach to the world; they naturally question and critique ideas and events as they strive for understanding. INTPs usually have little need to control the outer world, or to bring order to it, and they often appear quite flexible and adaptable in their lifestyle.

INTPs are most likely to find interesting and satisfying those careers that make use of their depth of concentration, their grasp of possibilities, their use of logic and analysis, and their adaptability. INTPs are very often found in academic, theoretical, and technical positions, many of which require prolonged periods of solitary concentration and tough-minded analysis. Their concern with ideas and their natural curiosity about the underlying principles and explanations for events often draw them to careers where an in-depth understanding of some abstract subject is required. Their abilities to become absorbed in an idea, to concentrate to the exclusion of all distractions, and to be objectively critical and creative often lead to their gaining a remarkable understanding of some complex problem, issue, or subject matter.

Examples of careers often chosen by INTPs are physical and life sciences, computer science, social sciences, architecture, law, careers in the arts and entertainment, photography, writing and journalism, engineering, and medicine.

## INFP

For INFPs (introvert, intuition, feeling, perceiving) the dominant quality in their lives is a deep-felt caring and idealism about people. They experience this intense caring most often in their relationships with others, but they may also experience it around ideas, projects, or any involvement they see as important. INFPs are often skilled communicators, and they are naturally drawn to ideas that embody a concern for human potential. INFPs live in the inner world of values and ideals, but what people often first encounter with them in the outer world is their adaptability and concern for possibilities.

INFPs are most likely to find interesting and satisfying those careers that make use of their depth of concentration, grasp of possibilities, warmth and empathy, and adaptability. INFPs are often found in careers where there are opportunities for caring and communicating, or where there are opportunities to help others. Their highly personal approach to life, sensitivity to people, and willingness to look beyond what is present and obvious often draw them to careers in which they can foster growth and development in others. They also may possess an ability to establish rapport with others quickly, and excellent communication skills.

Examples of careers often chosen by INFPs are fine arts careers, writing and journalism, psychology and psychiatry, social sciences, counseling, architecture, education (religion, art, drama, music, and foreign languages), library careers, acting, and entertainment.

## ESTJ

For ESTJs (extravert, sensing, thinking, judging) the driving force in their lives is their need to analyze and bring into logical order the outer world of events, people, and things. ESTJs like to organize anything that comes into their domain, and they will work energetically to complete tasks so they can quickly move from one to the next. Sensing orients their thinking to current facts and realities and thus gives their thinking a pragmatic quality. ESTJs take responsibility seriously and believe others should do so as well.

ESTJs are most likely to find interesting and satisfying those careers that make use of their breadth of interests, reliance on facts, use of logic and analysis, and ability to organize. ESTJs are often found in careers that require the use of tough-minded, fact-oriented, and goal-directed analysis to provide leadership and direction, and they are often found in high numbers in management and administrative positions. They are usually comfortable applying their standards of what is correct, efficient, and sensible to all aspects of their environment. They can therefore be highly analytical and matter-of-fact in their evaluation not only of situations but of people as well.

Examples of careers often chosen by ESTJs are management careers (in retail, business, restaurant, banking, public service, and government), teaching in technical fields or the skilled trades, careers in the military, police and corrections work, social or public services, accounting, and construction.

## ESFJ

For ESFJs (extravert, sensing, feeling, judging) the dominant quality in their lives is an active and intense caring about people and a strong desire to bring harmony into their relationships. ESFJs bring an aura of warmth to all that they do, and they naturally move into action to help others, organize the world around them, and get things done. Sensing orients their feeling to current facts and realities and thus gives their feeling a hands-on pragmatic quality. ESFJs take their work seriously and believe others should do so as well.

ESFJs are most likely to find interesting and satisfying those careers that make use of their breadth of interests, reliance on facts, warmth and empathy, and ability to organize. Their energy, warmth, and compassion suit them to work in any field in which they have direct contact with others, and they are often skilled in promoting and supporting fellowship and harmony. Their tendency to idealize whatever they find valuable, along with their high regard for tradition and community, can lead to great loyalty to their organization or the people with whom they work.

Examples of careers often chosen by ESFJs are teaching (particularly K-12 and adult education), religious work (all forms of ministry

and education), health care (including nursing and health education), personal service work, child care, household and domestic services, and office and clerical work.

## ESTP

For ESTPs (extravert, sensing, thinking, perceiving) the dominant quality in their lives is their enthusiastic attention to the outer world of hands-on and real-life experiences. ESTPs are excited by continuous involvement in new activities and pursuit of new challenges. They tend to be logical and analytical in their approach to life, and they have an acute sense of how objects, events, and people in the world work. ESTPs are typically energetic and adaptable realists who prefer to experience and accept life rather than to judge or organize it.

ESTPs are most likely to find interesting and satisfying those careers that make use of their breadth of interests, reliance on facts, use of logic and analysis, and adaptability. ESTPs are found in a variety of careers but are most often drawn to careers that require an active, realistic, and hands-on approach. Their friendliness, flexibility, and tolerance of the realities of a situation can make them quite skillful in handling interpersonal conflict. These qualities, in conjunction with their use of a more objective and analytic approach to decision making, can make them superbly pragmatic problem solvers and skilled in convincing or negotiating with others.

Examples of careers often chosen by ESTPs include marketing and sales, police or corrections work, skilled trades and craft work, construction work, banking, farming, management in small businesses and government, and journalism.

## ESFP

For ESFPs (extravert, sensing, feeling, perceiving) the dominant quality in their lives is enthusiastic attention to the outer world of hands-on and real-life experiences. ESFPs are excited by continuous involvement in new activities and new relationships. They also have a deep concern for people, and they show their caring in warm and pragmatic gestures

of helping. ESFPs are typically energetic and adaptable realists, who prefer to experience and accept life rather than judge or organize it.

ESFPs are most likely to find interesting and satisfying those careers that make use of their breadth of interests, reliance on facts, warmth and empathy, and adaptability. They are inclined to put more trust in, and learn well from, firsthand experience, and they have an active curiosity about the world in which they live. ESFPs thoroughly enjoy being with others; active curiosity leads them to seek ongoing involvement not only with people but also in all things physical.

Examples of careers often chosen by ESFPs are teaching (particularly preschool through grade 12) and coaching, child care work, clerical and office work, recreational work, food service, nursing, sales, personal services, and religious work and education.

## ENTJ

For ENTJs (extravert, intuition, thinking, judging) the driving force in their lives is their need to analyze and bring into logical order the outer world of events, people, and things. ENTJs are natural leaders who build conceptual models that serve as plans for strategic action. Intuition orients their thinking to the future and gives their thinking an abstract quality. ENTJs actively pursue, and direct others in pursuit of, goals they have set, and they prefer a world that is structured and organized.

ENTJs are most likely to find interesting and satisfying those careers that make use of their breadth of interests, grasp of possibilities, use of logic and analysis, and ability to organize. ENTJs are often found in careers that require drive, leadership, innovation, and tough-minded analysis. They are often quite aware of power and status issues. They are usually comfortable applying a clear sense of what is correct, efficient, and effective to all aspects of their environment. They can therefore be analytical and matter-of-fact in their evaluations not only of situations but of people as well. Their approach to other people tends to be impersonal, and they value competence in others, even as they value it in themselves.

Examples of careers often chosen by ENTJs are a variety of management and administrative positions, business and finance, marketing,

psychology and social sciences, law, physical and life sciences, teaching (particularly at the university level), consulting, human resources, and computer sciences.

## ENFJ

For ENFJs (extravert, intuition, feeling, judging) the dominant quality in their lives is an active and intense caring about people and a strong desire to bring harmony into relationships. ENFJs are openly expressive and empathic people who bring an aura of warmth to all that they do. Intuition orients their feeling to the new and to the possible; thus they often enjoy working to manifest a humanitarian vision, or helping others develop their potential. ENFJs naturally and conscientiously move into action to care for others, organize the world around them, and get things done.

ENFJs are most likely to find interesting and satisfying those careers that make use of a breadth of interests, grasp of possibilities, warmth and empathy, and ability to organize. ENFJs are often found in careers that require organization, expressiveness, and an interest in people's emotional, intellectual, and spiritual development. Their orientation to people, desire for harmony, and imagination often attract them to these careers, and these same qualities often lead to developing excellent skills in understanding and working with others. Their willingness to see the viewpoints of others, tolerance of diverse opinions, and enthusiasm often gives them exceptional skills in working with groups.

Examples of careers often chosen by ENFJs are religious professions (in all areas of ministry, including religious education), teaching, counseling and psychology, acting, music, fine arts, writing and journalism, library work, and health care professions (including family practice medicine, nursing, and health education).

## ENTP

For ENTPs (extravert, intuition, thinking, perceiving) the dominant quality in their lives is their attention to the outer world of possibilities; they are excited by continuous involvement in anything new, whether it be

ideas, people, or activities. They look for patterns and meaning in the world, and often have a deep need to analyze and understand the nature of things. ENTPs are typically energetic, enthusiastic people who lead spontaneous and adaptable lives.

ENTPs are most likely to find interesting and satisfying those careers that make use of their breadth of interests, grasp of possibilities, use of logic and analysis, and adaptability. ENTPs are found in a variety of careers that reflect a diversity of interests, but the fields in which they work typically allow them to engage their inventive and analytical minds. Their creativity, comfort with the abstract, and problem-solving abilities often attract them to careers in the fields of science, communications, and technology. They are almost driven to start new projects or envision new ways of doing things, and because they are so stimulated by complexity and new problems to solve they are often found in careers where troubleshooting plays a part. In addition, whatever career they choose must give them a stream of new challenges. ENTPs are not inclined to sit still for long.

Examples of careers often chosen by ENTPs are photography, marketing, public relations, journalism and writing, engineering, computer sciences, life and physical sciences, construction, consulting, acting, arts and entertainment, and law.

## ENFP

For ENFPs (extravert, intuition, feeling, perceiving) the dominant quality in their lives is their attention to the outer world of possibilities; they are excited by continuous involvement in anything new, whether it be ideas, people, or activities. Though ENFPs thrive on what is possible and what is new, they also experience a deep concern for people as well. They are especially interested in possibilities for people. ENFPs are typically energetic, enthusiastic people who lead spontaneous and adaptable lives.

ENFPs are most likely to find interesting and satisfying those careers that make use of their breadth of interests, grasp of possibilities, warmth and empathy, and adaptability. ENFPs are often found in careers that are characterized by interests and abilities in working with people and

fostering their growth, or that require skills in communication and expression, whether in oral or written form. Their interest in symbols, meaning, and human relationships often attracts them to careers where they can be active, involved with others, and pursue new horizons. Their imagination and enthusiasm lead them to be innovative in whatever they have chosen as a career, and they are almost driven to think of new projects and new ways of doing things.

Examples of careers often chosen by ENFPs are counseling, teaching (particularly at the high school and university level), psychology, journalism and writing, social science, fine arts, acting and entertainment, music, the ministry and religious education, and public relations.

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## Personal Application

1. How can understanding your personality type be helpful in discovering and living your calling?
2. What are two strengths of your type? How have you used these strengths in work or volunteer ministry/service activities?
3. Based on the lists of preferences (for extravert, introvert, and so forth) in the personality type inventory, what is one weakness of your type? Who do you know personally (family members, friends, or work associates) who has a strength in the area of your weakness?



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## ASSESSMENT FIVE: COMPELLING INTERESTS

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Your interests are an important part of your unique design. Interests play a major role in defining who you are and shaping how you spend your time. Your interests direct your attention and therefore furnish important insights as you seek to discern your callings within work and volunteer activities.

In preparation for completing the compelling interest inventory, think about activities you like doing and subject matter you enjoy exploring and learning. Reflect on questions such as these:

- What do I do during my free time?
- Which work, leisure, and volunteer ministry/service activities have I found to be enjoyable in the past?
- Which classes have I most liked?
- Which types of magazines grab my attention?
- Which sections of a library or bookstore do I find most appealing?

## Compelling Interests Inventory

### *Directions*

1. Check off each main category (such as *Animals*) that is of interest to you.
2. Review the main categories you have checked. Choose up to five main categories of interests you would enjoy using within *work*, and record them in prioritized order in the Compelling Interests section of your Life Calling Map.
3. Now choose up to five main categories of interests that you would enjoy using within *volunteer ministry/service activities*, and record them in prioritized order on your map. (These can be the same as or different from those you recorded as work-related interests.)
4. Identify any main categories of interests that you would like to explore or develop further, and record them in prioritized order on your map. (These can be the same as or different from those you recorded previously.)
5. Identify any subcategories of particular interest (such as *dogs*) for each of the main interest categories you have recorded on your map. Sample subcategories are listed in this inventory for each main category. Feel free to write in your particular interest (such as *rescue training*) if it is not listed.

Following each of the main interest categories you have recorded on your map, write in the subcategories of interest as in the example: *Animals* (dogs, rescue training).

- ☐ *Animals*: dogs, cats, birds, rabbits, horses, reptiles, aquatic life, insects, wild animals, breeding, showing, training, animal care, veterinary medicine
- ☐ *Antiques and collectibles*: coins, currency, stamps, precious metals, collectible toys, jewelry, furniture, pottery, china, textiles, sports memorabilia, entertainment collectibles

- ☐ *Art*: photography, architecture, drawing, illustrating, painting, cartooning, animation, art history, art criticism, graphic arts
- ☐ *Books and literature*: classics, biographies, fiction, science fiction, mystery, thrillers, poetry, romance, ethnic, religious, publishing industry, bookstores, libraries
- ☐ *Business and money management*: leadership, management, operations, office efficiency, sales, marketing, small business, entrepreneurship, economics, corporate finance, accounting, taxes, tax preparation, investing, personal finance, real estate, international business, time management, nonprofit organizations, fund raising/development
- ☐ *Careers and employment*: career and life planning, job search techniques, human resources, retirement, employment law
- ☐ *Christianity*: Bible, church history, spiritual growth, prayer, spiritual disciplines, missions, Christian living, stewardship, church leadership, cults, apologetics, evangelism, Christian education, prophecy, spiritual warfare, theology, denominations, youth ministry, small group ministry, discipleship and mentoring, worship, Christian traditions, faith at work
- ☐ *Communication*: vocabulary, grammar, pronunciation, ESL (English as a second language), cross-cultural communication, etiquette, Spanish, French, Italian, Chinese, Russian, Japanese, German, Greek, Hebrew, public speaking, writing, creative writing, technical writing, grant writing, business writing, children's literature, journalism, advertising, public relations
- ☐ *Computers*: Internet, programming, PC applications, hardware, networking, Website design, Website maintenance, computer animation, graphic design, databases, information management, operating systems, security, e-commerce

- ☐ *Crafts and hobbies*: stamping, scrapbooking, glasswork, metalwork, beadwork, needlecrafts, sewing, quilting, pottery, ceramics, toymaking, miniatures, woodworking, decorative painting, flower arranging
- ☐ *Dance*: ballet, classical, ballroom, folk, jazz, tap, modern, popular, sacred
- ☐ *Diet and fitness*: dieting, weight loss, eating disorders, exercise, wellness, weight training, personal training, nutrition, aging well
- ☐ *Drama and performing arts*: stagecraft, acting, set design, stage makeup, scriptwriting, directing, costuming, puppetry, clowning, magic, mime, juggling, acrobatics
- ☐ *Education and teaching*: teaching techniques, learning styles, homeschooling, teacher training, higher education, distance education, special education, academic administration, educational guidance and counseling, curriculum design, adult education, corporate training
- ☐ *Energy*: electricity, hydroelectricity, solar, nuclear, fossil fuel
- ☐ *Engineering and construction*: chemical, structural, civil, aerospace, electrical, electronic, mechanical, building trades
- ☐ *Food and cooking*: entertaining, American cuisine, international cuisine, vegetarian, restaurants, meal planning, barbecuing, baking, large-quantity cooking, cooking tools and appliances
- ☐ *Games and humor*: chess, board games, card games, computer games, video games, word games, group activity games, children's games, therapeutic games, trivia games, comic books, cartoons, political cartoons, jokes
- ☐ *History*: American history, world history, ancient history, medieval history, wars
- ☐ *Home*: construction, remodeling and renovation, repairs, interior design and decorating, painting, wallpapering, cleaning, organizing, caretaking, hospitality

- ☐ *Law and judicial system:* business law, civil law, criminal law, contract law, domestic relations law, consumer protection, environmental law, human rights, immigration law, intellectual property law, ethics, wills, estates, trusts, mediation, crime, prison systems, law enforcement, forensic science
- ☐ *Mathematics, science, and nature:* earth science, ecology, geology, geography, environmental science, physics, mathematics, algebra, geometry, calculus, statistics, meteorology, zoology, nature, botany, chemistry, astronomy, oceanography, evolution, creationism, natural disasters, resource management
- ☐ *Media:* TV, radio, film, film reviews, media watchdogs, film history, classics, international films, filmmaking, screenplays, animation, celebrities, newspapers, magazines
- ☐ *Medicine and science:* biology, genetics, anatomy and physiology, biochemistry, biotechnology, pharmacology, medicine, treatment of injury or disease, hospitals, alternative medicine, allergies, Alzheimer's, pain, cancer, diabetes, heart disease, sleep disorders, physical disabilities, mental disabilities, women's health, men's health, medical equipment
- ☐ *Mental health and life issues:* counseling, psychotherapy, theories of personality, codependency, death, grief, bereavement, loss, depression, mood disorders, stress and anxiety management, eating disorders, addiction, recovery, self-esteem, anger management, fear, family violence, incest, abuse, learning disabilities, attention-deficit disorder, human development, personal growth and development, midlife transitions, aging, retirement
- ☐ *Music:* vocal, instrumental, songwriting, pop, rock, classical, jazz, R & B, country, opera, international, gospel, hymnody, contemporary Christian, praise, musical drama
- ☐ *Personal care:* make-up, hair, fashion and wardrobe, nails, personal grooming, color analysis, skin care

- ☐ *Plants and gardening:* landscaping, agriculture, farming, vegetables, trees, flowers, wildflowers, herbs
- ☐ *Politics and government:* U.S. politics, international relations, federal government, state government, local government, political activism, foreign policy, public policy, terrorism, voter registration, political campaigns, military
- ☐ *Relationships, parenting, and family:* pregnancy, childbirth, infertility, adoption, child rearing, child development, spiritual development of children, infants, toddlers, school-age children, teens, child care, dating, romance, marriage, weddings, sexuality, divorce, stepfamilies, single parenting, aging parents, special-needs children, elder care, care giving, grandparenting, genealogy
- ☐ *Religion and philosophy:* Western philosophy, Eastern philosophy, Hinduism, Buddhism, Islam, Judaism, atheism, comparative religions, New Age, spirituality (Note that *Christianity* is listed as a separate category.)
- ☐ *Social issues:* abortion, child abuse, spouse abuse, adoption, foster care, AIDS, sexually transmitted diseases, child care, discrimination, drug abuse, alcohol abuse, gangs, health care, homelessness, hunger, sexual issues, illegal immigration, illiteracy, pornography, poverty, teen pregnancy
- ☐ *Social sciences:* anthropology, archeology, sociology, cultures, human history, folklore
- ☐ *Sports and recreation:* football, basketball, baseball, softball, hockey, skiing, snowboarding, snowmobiling, skating, swimming, diving, walking, running, cycling, martial arts, boating, sailing, golf, tennis, horseback riding, hunting, fishing, hiking, camping, backpacking, climbing, canoeing, kayaking, rafting, scuba diving, snorkeling
- ☐ *Transportation and travel:* cars, car repair and restoration, classic cars, aviation, trains, railroads, ships, motorcycles, RVs, maps, U.S. travel, international travel, accommodations

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## Personal Application

1. Which one of your compelling interests would you most like to develop further? How might you do that?
2. Which (if any) of your top interests are you using within your current job or volunteer activities? Which would you most like to use?

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## ASSESSMENT SIX: SPIRITUAL GIFTS

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*There are different kinds of gifts, but the same Spirit.*

*There are different kinds of service, but the same Lord.*

*There are different kinds of working, but the same God  
works all of them in all men.*

*Now to each one the manifestation of the Spirit is  
given for the common good.*

1 CORINTHIANS 12:4–7

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Spiritual gifts are special abilities given to believers by the Holy Spirit, equipping them to serve and minister both within and outside of the Church, or Body of Christ. Biblical references for spiritual gifts are found in 1 Corinthians 12; Romans 12:4–8; Ephesians 4:7–16; and 1 Peter 4:10–11. The Body of Christ needs each of our gifts. If any of us are not active in using our gifts, the Church as a whole is weakened.

Each Christian has at least one spiritual gift. Or we may have more than one gift—a “gift-mix” instead of a single spiritual gift. Discovering your gifts is a *process* of investigation, experimentation, prayer, and confirmation. Pay special attention to what types of service or ministry give you a deep sense of joy and satisfaction. Although the Bible instructs each of us to be engaged in evangelism, giving financially, and providing hospitality, a spiritual gift in areas such as these would give ability and interest beyond what is expected of every Christian.

• *How many spiritual gifts are there?* Scholars differ in the number of abilities they count as spiritual gifts. In his book *Your Spiritual Gifts Can Help Your Church Grow*, Peter Wagner states, “The Bible does not lock us into tight restrictions about the number of gifts . . . I describe 27 dif-



ferent spiritual gifts. This is no hard and fast number. There are probably more, there may be fewer.”<sup>1</sup>

- *How do spiritual gifts differ from natural talents or abilities?* There often is overlap between natural abilities and spiritual gifts, but although natural abilities can be used in many ways, spiritual gifts are expressly used to carry out God’s purposes. However, a good way to begin discovering your spiritual gifts is to look at the transferable skills and abilities you enjoy using in your daily life and explore whether you may have related spiritual gifts as well.

- *Are spiritual gifts given to us fully developed?* Like natural abilities, spiritual gifts develop through training and use. Someone who believes he has the gift of teaching should seek out opportunities to observe good teachers, receive training and mentoring in how to teach well, and look for opportunities to teach. He also should seek to develop his knowledge of the Bible and specific subject matter he believes God is calling him to teach.

If you think you may have a particular spiritual gift, look for some low-risk opportunities to try out using it. Even if you cannot yet do something well, you may still have a spiritual gift in that area that is ready to be developed.

- *Can an inventory tell me what my spiritual gifts are?* No inventory can give you absolute answers about your spiritual gifts because discovering your gifts is a process. It takes time, initiative, and opportunities to experiment and receive feedback from others in the Church. For example, writer and speaker Anne Graham Lotz recounts an experience early in her life when she was sitting in an audience as a Bible teacher asked them what their gifts were. She recalls her reaction:

I silently denied having any. . . . I shrank into the shadows and did not get involved in the discussion that followed because I didn’t know I had a gift, much less what it was! And I didn’t know how to go about finding mine. . . .

In the end, I did discover at least one of my spiritual gifts. My discovery took place several years after I learned that I had been given a gift. God had worked in my life, placing me in a position

where I had to teach His Word each week . . . to a class filled with women who had never been in a Bible study before and didn't know I couldn't teach. So week by week, I struggled with the assigned passages, doing the best I could to study and dig out the truth as God revealed it to me. And week by week the class patiently listened. In time I improved, and the class grew and multiplied until others began to describe me as a "gifted teacher."<sup>2</sup>

The purpose of the Spiritual Gifts Inventory is to help expedite your process of discovering and confirming your spiritual gifts. Understanding your gifts enables you to discern your calling more readily and fully.

## Spiritual Gifts Inventory

### *Directions*

1. For each spiritual gift listed, check off any sample skills and qualities (found in the second column) that describe you.
2. After reading the description of each spiritual gift, decide which of the statements—A, B, or C—is most accurate. Write the corresponding letter on the line in the first column under the name of the spiritual gift.

A. I *do have* this spiritual gift and have used it at least once.

B. I *may have* this spiritual gift and am interested in exploring it further.

C. As far as I know, I *do not have* this spiritual gift at this time in my life.

(Example: for the first spiritual gift in the table, write the letter B on the line under the word *Administration* if you think you *may have* that spiritual gift.)

*Important note:* We realize that denominations and churches differ in their views on spiritual gifts. The gifts at the end of the assessment that are marked with an asterisk are ones in particular about which churches may disagree. Please complete this assessment in accordance with your own beliefs about spiritual gifts.

3. After you have completed the inventory, record on your Life Calling Map the spiritual gifts you believe you do have (those you marked with an *A*) *and* those you would like to explore further (those you marked with a *B*). (There are five lines on your map for each; if you have marked more than five gifts with an *A*, record those that you most desire to use.)

Spiritual Gift	Sample Skills and Qualities (Check Any That Apply)	Description and Biblical References
Administration _____	<input type="checkbox"/> I enjoy organizing information, people, and events. <input type="checkbox"/> I can identify the steps needed to accomplish a particular goal or project. <input type="checkbox"/> I tend to be task- and goal-oriented. <input type="checkbox"/> I am good with details. <input type="checkbox"/> I can delegate to others appropriately.	Ability to understand the goals of a small or large group, and organize information, people, and other resources to accomplish them (1 Corinthians 12:28)
Discernment _____	<input type="checkbox"/> I can perceive if a message is congruent with biblical truth. <input type="checkbox"/> I am sensitive to spiritual energy in a person or place that is not of God. <input type="checkbox"/> I find that my intuitive assessment of a person or situation usually tends to be proved accurate later on. <input type="checkbox"/> I am usually able to tell whether or not an individual's motives are godly.	Ability to know whether a message or behavior that is alleged to be of God is truly of divine origin (1 Corinthians 12:8–10)
Evangelism _____	<input type="checkbox"/> I enjoy studying how to present my faith and respond to questions about Christianity. <input type="checkbox"/> I look for opportunities to share the gospel. <input type="checkbox"/> I am enthusiastic about sharing Jesus with others. <input type="checkbox"/> I am able to guide people toward making a decision about becoming a Christian.	Ability to bring others to faith in Jesus Christ; passionate about presenting the gospel effectively to others (Ephesians 4:11)

Spiritual Gift	Sample Skills and Qualities (Check Any That Apply)	Description and Biblical References
Exhortation/ Encouragement  _____	<input type="checkbox"/> I am focused when listening to someone. <input type="checkbox"/> Other people often share their problems and concerns with me. <input type="checkbox"/> I am sensitive to others' needs. <input type="checkbox"/> I am usually able to help others see the positive elements within a difficult situation.	Ability to help others by listening attentively and providing comfort, encouragement, and wise counsel (Romans 12:6, 8)
Faith  _____	<input type="checkbox"/> I feel at times that God wants to initiate something through me. <input type="checkbox"/> I firmly believe in God's faithfulness even in the face of seemingly impossible circumstances. <input type="checkbox"/> I am characteristically optimistic. <input type="checkbox"/> I like helping others grow in their ability to trust God.	Ability to discern what God wants done; trusts in God to overcome apparent impossibilities; exhibits a faith that is contagious to others (1 Corinthians 12:8-9)
Giving  _____	<input type="checkbox"/> I love giving generously from the resources with which God has blessed me. <input type="checkbox"/> I seek to be a good steward of my resources so I can give more fully to God's work. <input type="checkbox"/> I often give more than a tithe of my income. <input type="checkbox"/> I like to motivate others to give of their resources to benefit God's kingdom.	Ability to give money or material possessions to God's work with great delight; may be rich or poor; tends to prefer giving anonymously (Romans 12:6, 8)
Helps/Service  _____	<input type="checkbox"/> I enjoy being used where I am most needed. <input type="checkbox"/> I like accomplishing specific, practical tasks. <input type="checkbox"/> I would rather work behind the scenes than be involved in leadership. <input type="checkbox"/> I feel I am contributing to a ministry or person by doing what needs doing.	Ability to accomplish practical and often relatively unseen tasks that support the ministries of others; tends to prefer immediate tasks more than longer-term responsibilities (1 Corinthians 12:28)

*continued on the next page*

Spiritual Gift	Sample Skills and Qualities (Check Any That Apply)	Description and Biblical References
Hospitality  _____	<input type="checkbox"/> I enjoy making people feel welcomed and comfortable in my home and other settings. <input type="checkbox"/> I think about the things that create an inviting and comfortable atmosphere. <input type="checkbox"/> I am sensitive to strangers at my church and concerned that they be welcomed warmly. <input type="checkbox"/> I enjoy attending to guests' needs.	Ability to demonstrate God's embracing love in tangible ways by offering food, lodging, and a sense of belonging to others (1 Peter 4:9–10)
Intercession  _____	<input type="checkbox"/> I feel compelled to pray for the needs of others. <input type="checkbox"/> Praying for and with others is something I enjoy and do naturally. <input type="checkbox"/> I enjoy spending long periods of time praying. <input type="checkbox"/> I frequently see God answering my prayers.	Ability to pray for sustained periods of time; sees many answers to prayer (there is no specific biblical text about the gift of intercession, but there is much evidence within the Body of Christ that the gift exists <sup>3</sup> )
Knowledge  _____	<input type="checkbox"/> I enjoy studying the Bible and other books to learn more about God's word. <input type="checkbox"/> I tend to be an adept and eager learner. <input type="checkbox"/> I enjoy spending time alone studying and developing new ideas and insights that will benefit others. <input type="checkbox"/> I cannot always explain how I know what I know.	Ability to understand and use information to benefit the Body of Christ (1 Corinthians 12:8)
Leadership  _____	<input type="checkbox"/> I am good at getting others to work together to achieve a goal. <input type="checkbox"/> Others often look to me to provide leadership for a group of people. <input type="checkbox"/> I am able to envision the big picture as well as the action steps needed to get there. <input type="checkbox"/> I find that others trust the direction I set for a group or project..	Ability to set goals for the future, and to influence and direct others to accomplish God's work (Romans 12:6, 8)

Spiritual Gift	Sample Skills and Qualities (Check Any That Apply)	Description and Biblical References
Mercy _____	<input type="checkbox"/> I enjoy comforting and nurturing others, and conveying God's love to them one-on-one. <input type="checkbox"/> I want to help those who are suffering emotionally, spiritually, or physically. <input type="checkbox"/> I am able to listen to others nonjudgmentally. <input type="checkbox"/> I am sensitive toward those who feel like outcasts and misfits.	Ability to understand and minister compassionately to those who suffer from physical, mental, or emotional problems (Romans 12:6, 8)
Shepherd/Pastor _____	<input type="checkbox"/> I enjoy helping others develop a mature Christian faith. <input type="checkbox"/> I enjoy providing long-term spiritual care for a small or large group of people. <input type="checkbox"/> I am able to determine what steps an individual should take to mature spiritually. <input type="checkbox"/> I desire to help others find a place to use their gifts within the Body of Christ.	Ability to nurture and direct the spiritual growth of a group of believers (Ephesians 4:11)
Teaching _____	<input type="checkbox"/> I enjoy increasing my knowledge about the Bible and communicating biblical truths to others. <input type="checkbox"/> People are able to understand and apply what I have taught. <input type="checkbox"/> I desire to help others learn God's truth so that they grow in their faith and maturity. <input type="checkbox"/> I instinctively move from learning new concepts to thinking how to present the new information to others.	Ability to comprehend and communicate biblical truths, enabling listeners to learn and apply God's Word to their lives; desires to help others know and love God (Romans 12:6-7; 1 Corinthians 12:28)
Wisdom _____	<input type="checkbox"/> Others seek my advice about difficult issues. <input type="checkbox"/> I am able to listen to conflicting points of view and discern an acceptable solution or course of action.	Ability to apply spiritual knowledge and insight to specific problems and needs; consistently provides good counsel (1 Corinthians 12:8)

*continued on the next page*

Spiritual Gift	Sample Skills and Qualities (Check Any That Apply)	Description and Biblical References
Wisdom, <i>cont.</i>	<input type="checkbox"/> I am seen as having understanding and insight that are helpful to others in solving problems. <input type="checkbox"/> I am able to see through complexity to the heart of a difficult matter, apply God's truths, and come up with practical solutions.	
Apostleship*	<input type="checkbox"/> I am motivated to share the gospel in another culture or with people who have never heard it. <input type="checkbox"/> I am drawn to expanding ministry frontiers for the Church. <input type="checkbox"/> I am asked to provide assistance and counsel to pastors and other leaders. <input type="checkbox"/> I am interested in living in different places.	Ability to start new churches or ministries; may work in either one's own culture or a foreign country; possesses spiritual authority that is recognized by Christian leaders (Ephesians 4:11; see also 1 Corinthians 12:28)
Healing*	<input type="checkbox"/> I am sensitive to, and feel compelled to pray for, those who need some type of healing. <input type="checkbox"/> I have seen God work through me as I prayed for someone's physical, spiritual, or emotional healing. <input type="checkbox"/> I sense God's guidance in how I should pray for a specific person or situation. <input type="checkbox"/> I find joy in seeing God glorified through works of healing.	Ability to be used by God to bring supernatural healing of physical, emotional, or spiritual problems (1 Corinthians 12:8–9, 28)
Miracles*	<input type="checkbox"/> I pray for things that are beyond normal human capabilities or not consistent with natural law. <input type="checkbox"/> I have seen God exhibit supernatural power through me. <input type="checkbox"/> Others have confirmed that supernatural events have occurred when I prayed.	Ability to pray for, and be used by God to bring about supernatural acts that glorify him (1 Corinthians 12:8–10, 28)

Spiritual Gift	Sample Skills and Qualities (Check Any That Apply)	Description and Biblical References
Miracles,* <i>cont.</i>	<input type="checkbox"/> I have a high degree of faith that God can and does perform miracles today.	
Prophecy*	<input type="checkbox"/> I believe God's Word is foundational for all of life. <input type="checkbox"/> I find God gives me messages he wants conveyed to others. <input type="checkbox"/> I am able to confront people with the truth even if what I say is difficult for people to hear. <input type="checkbox"/> I recognize I can err, and I can accept correction when I am wrong.	Ability to declare God's truth and to proclaim how God wills things to change; wants people to align themselves with God's will (Ephesians 4:11; 1 Corinthians 12:8–10, 28)
Tongues and/or Interpretation of Tongues*	<input type="checkbox"/> I have prayed or spoken aloud in language I have never learned or heard before. <input type="checkbox"/> I find that sometimes during times of worship or intercession I begin to speak with sounds I do not understand. <input type="checkbox"/> I experience the Holy Spirit enabling me to understand and interpret for others the message spoken in tongues. <input type="checkbox"/> I am able to interpret an utterance in tongues only if the Holy Spirit instructs me about that particular message.	<i>Tongues</i> : ability to receive and speak a message from God in public worship and/or pray privately in a language one has never learned. <i>Interpretation</i> : ability to explain what someone else says while speaking in tongues. (1 Corinthians 12:8–10)

## Personal Application

1. What have you been taught about spiritual gifts in the past? What awareness of your spiritual gifts did you have prior to this assessment?
2. What is one action step you would like to take to explore a particular spiritual gift further?



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## Personal Application for Part Two

1. What benefits do you see to having completed these inventories and recorded them in your Life Calling Map?
2. Which of the six assessments was most significant for you? Why?
3. If desired, write out a prayer that expresses your gratitude for the person God has created you to be. For example:

Dear God,

I thank you for creating me in your image and designing me perfectly for the purpose you have for me to fulfill. I commit each aspect of my design—my skills, values, preferred roles, personality type, interests, and spiritual gifts—to you. I desire to live your calling for my life.

I know that your plan for my life will be accomplished only as I allow your power to flow through me. Help me to take the risks that will enable me to be a wise steward of all you have given to me. I ask you to help me live my life in such a way that I will one day hear, “Well done, good and faithful servant, enter into the joy of your Master!” Amen.

# Life Calling Map for Jim Smith [Sample]

## Key Scripture Verse: Micah 6:8

*“What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.”*

## ★ LIFE CALLING MAP ★ MISSION STATEMENTS

### Primary Calling Mission Statement

*My mission is to love God with all my heart, soul, and mind, and to show his love to others in tangible ways.*

### Secondary Calling Mission Statements

**Life Role: Husband**

*My mission is to love and serve my wife in practical ways; to head my family in ways that honor God; and to protect my wife, children, and home to the best of my ability.*

**Life Role: Father**

*My mission is to help my children grow up to love and serve God, and to equip them to be productive, contributing young men and women.*

**Life Role: Carpenter/Small Business Owner**

*My mission is to use my skills of construction and skilled labor, and my interests in the needs of the elderly, to adapt their homes to make their daily lives easier and safer, allowing them to be self-sufficient as long as possible.*

**Life Role: Church Work Day Coordinator/Member**

*My mission as a member of First Baptist is to worship God; to tithe and support the church; and to help maintain a beautiful and safe church campus through organizing workdays.*

## ★ LIFE CALLING MAP ★ DIMENSIONS OF MY DESIGN [SAMPLE]

### Transferable Skills

The skills I would enjoy using in a work setting are:

*Assemble/Construct (P)*  
*Operate equipment (P)*  
*Repair/Service (P)*  
*Provide skilled labor (P)*  
*Calculate/Compute (D/O)*  
*Plan (M/P)*  
*Analyze/Evaluate (AN)*  
*Work with financial data (D/O)*

The skills I would enjoy using in a volunteer ministry/service setting are:

*Assemble/Construct (P)*  
*Repair/Service (P)*  
*Provide skilled labor (P)*  
*Teach/Train/Speak (H)*  
*Work with financial data (D/O)*

The skills I would like to explore or develop further are:

*Mentor/Coach (H)*

### Skill Cluster Categories

The categories most descriptive of my areas of interest in a work setting are:

*Physical (P)*  
*Detail/Organizing (D/O)*  
*Managing/Persuading (M/P)*

The categories most descriptive of my areas of interest in a volunteer ministry/service setting are:

*Physical (P)*

*Detail/Organizing (D/O)*

*Helping (H)*

### Core Work Values

The values most important to me in work or volunteer ministry/service activities are:

*Balance*

*Stability*

*Help others*

*Control*

*Security*

### Preferred Roles

The roles I most prefer within work settings are:

*Specialist (carpentry, cabinet making)*

*Caretaker (things)*

*Troubleshooter*

The roles I most prefer within volunteer ministry/service settings are:

*Caretaker (things)*

*Supporter/Helper*

*Specialist (light carpentry)*

The roles I would like to explore or develop further are:

*Mentor/Coach (youth)*

*Teacher/Trainer (hands-on skills)*

## Personality Type

The preferences that best describe me are:

E – Extravert  
S – Sensing  
T – Thinking  
J – Judging

The personality traits and characteristics particularly descriptive of me are:

Like active involvement  
Like to be around other people  
Realistic, practical, good with details  
Want to use logic and be fair  
Like completing tasks  
Good ability to organize tasks  
Objective decision-making style

## Compelling Interests

The interests I would enjoy using within work settings are:

Home (remodeling, renovation)  
Business (entrepreneurship, small business growth)  
Energy (solar)  
Mental health and life issues (aging)

The interests I would enjoy using within volunteer ministry/service settings are:

Sports and recreation (camping, coaching youth)  
Christianity (discipleship and mentoring)  
Plants and gardening (landscaping)

The interests I would like to explore further are:

Food and cooking (large quantity cooking, camp food)

## Spiritual Gifts

I do have this/these spiritual gift(s):

*Administration*

*Giving*

*Helps/Service*

The spiritual gift(s) I would like to explore further are:

*Leadership*

## ★ LIFE CALLING MAP ★ PRIORITY GOALS [SAMPLE]

### Life Role: Husband

- I will take my wife out for a “date night” at least once a month beginning January, 2005.
- I will build the storage unit in the garage by March 30, 2005.

### Life Role: Father

- I will build a tree house for the children by June 30, 2005.
- I will take Aaron on a special weekend trip when he turns twelve in July 2005 to discuss issues related to the teen years.

### Life Role: Carpenter/Small business owner

- I will participate in a volunteer remodeling project with Rebuilding Together by August 2006.
- I will transition my business from 100 percent new construction to a 60/40 split between new construction and modifying homes for the elderly and disabled by December 1, 2006.

### Life Role: Church workday coordinator/Member

- I will develop a team of at least ten people who will volunteer once a month to help maintain the church property by February 1, 2006.
- I will participate in a leadership training course at church by August 2005.

## ★ LIFE CALLING MAP ★ ACTION PLAN [SAMPLE]

Priority goal: I will transition my business from 100 percent new construction to a 60/40 split between new construction and modifying homes for the elderly and disabled by December 1, 2006.

<i>Start Date:</i>	<i>End Date:</i>	<i>Action Steps:</i>
1/15/05	1/30/05	Research information about home modifications for elderly and disabled beginning with <a href="http://www.homemods.org">www.homemods.org</a> .
1/30/05	2/6/05	Make list of most-needed home modifications; resources for developing potential customer contacts; names of local organizations and people doing this type of work.
2/15/05	2/15/05	Join and attend local chapter meeting of the National Association of the Remodeling Industry.
3/1/05	3/30/05	Conduct at least four informational interviews with people who specialize in home modifications for the elderly and disabled.
4/1/05	4/30/05	Develop business/advertising plan for transition to having 40 percent of work be modifying homes.
5/1/05	5/15/05	Develop list of prospective customers.
5/15/05	6/15/05	Schedule and conduct meetings with at least five prospective customers.
6/15/05	6/30/05	If needed, schedule meetings with additional prospective customers.



**100**

Live Your Calling

7/15/05      Depends  
on project

*Begin first modification project.*

7/30/05

*Continue business development activities until  
modification projects represent 40 percent of  
my work.*

# Life Calling Map for \_\_\_\_\_

Key Scripture Verse: \_\_\_\_\_

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## ★ LIFE CALLING MAP ★ MISSION STATEMENTS

### Primary Calling Mission Statement

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### Secondary Calling Mission Statements

Life Role: \_\_\_\_\_

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**102**

Live Your Calling

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Life Role: \_\_\_\_\_

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Life Role: \_\_\_\_\_

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Life Role: \_\_\_\_\_

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## ★ LIFE CALLING MAP ★ DIMENSIONS OF MY DESIGN

### Transferable Skills

The skills I would enjoy using in a work setting are:

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The skills I would enjoy using in a volunteer ministry/service setting are:

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The skills I would like to explore or develop further are:

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### Skill Cluster Categories

The categories most descriptive of my areas of interest in a work setting are:

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The categories most descriptive of my areas of interest in a volunteer ministry/service setting are:

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### Core Work Values

The values most important to me in work or volunteer ministry/service activities are:

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**Preferred Roles**

The roles I most prefer within work settings are:

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The roles I most prefer within volunteer ministry/service settings are:

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The roles I would like to explore or develop further are:

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**Personality Type**

The preferences that best describe me are:

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The personality traits and characteristics particularly descriptive of me are:

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### Compelling Interests

The interests I would enjoy using within work settings are:

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The interests I would enjoy using within volunteer ministry/service settings are:

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The interests I would like to explore further are:

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### Spiritual Gifts

I do have this/these spiritual gift(s):

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The spiritual gift(s) I would like to explore further are:

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## ★ LIFE CALLING MAP ★

### ACTION PLAN

Priority goal: \_\_\_\_\_

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*Start Date:*

*End Date:*

*Action Steps:*

[illegible]