



Scholar

A Scholar is accurate, reserved, imaginative and seeks a high level of technical expertise.

NEEDS:

Independence

Opportunities to reflect

Stable work environment

Freedom from risk of error

BEHAVIORS:

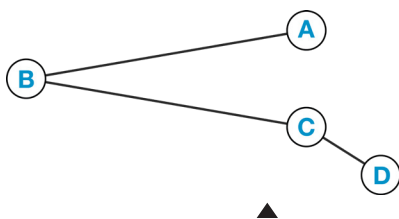
Autonomous

Introspective

Deliberate

Reserved

Average Behavioral Pattern



Signature work styles:

Communication

- Quiet, reserved
- Authoritative, telling

Delegation

- Finds it difficult to delegate

Decision making

- Analytical, imaginative
- Cautious, do things "by the book"

Action & risk

- Acts deliberately and methodically
- Protects against risk

Strengths:

- Data-driven, analytical
- Strong discipline and execution
- Organized and thorough follow-up

Common traps:

- May be cautious about acting on new or controversial ideas
- Can be anxious to avoid disagreements
- Often uncomfortable in new environments or social situations

How to work well with them:

- Give Scholars time; they want to be able to do thorough analysis.
- Scholars want to develop their expertise, so let them grow.
- They want to be responsible for their own work, so don't micromanage.



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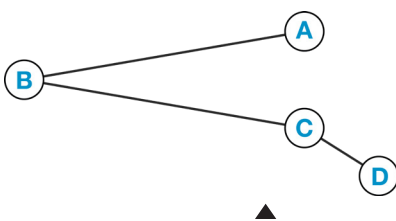
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Motivate and recognize

- Give them autonomy in their defined area of responsibility.
- Involve them in technical, tangible work.
- Provide private recognition of their depth of their knowledge or technical expertise, thoughtful decision making and quality of work.

Provide direction and feedback

- Provide clarity of expectations, including the process, time and/or effort required.
- Keep feedback factual and to the point.
- Allow them time to think about the feedback or directions and circle back with questions if needed.

Delegate

- Don't delegate someone else's work or work that is subject to urgent time pressures.
- Do delegate structured, analytical work that allows them to learn in depth about a subject or show off their own expertise.

Coach

Coaching is not the same as managing, but we know that managers often play a coaching role. Keep in mind that coaching conversations are about asking questions and letting the coachee come up with ideas, actions and next steps.

- Encourage them to be more flexible in their approach, rather than having to follow a step-by-step process.
- Work with them to identify what would make them comfortable with moving quickly or taking action without all of the information.
- Identify situations where reaching out to the team could benefit their own work or the work of others; they likely have a lot to teach.