

# Sample 15Q & Perceptual

15 Q and Perceptual

Thursday, March 22, 2012

# Introduction

## Why Perceptual Learning Styles are Important

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Until now, you may have assumed that all people learn the same way. Maybe you've wondered why you could not grasp your professor's lecture as quickly as your classmate. Difficulties encountered in the past were probably a function of *perception* and not *intelligence*. Before information can be *remembered*, it must be *perceived* effectively.

Research has shown that people respond differently in different learning situations. People *respond* differently because people *perceive* differently, using the sensory channels through which they give, receive, and store information.

The three widely recognized perceptual learning styles are labeled Auditory, Visual, and Kinesthetic. To get the most out of your education, it is important that you know the differences between these perceptual learning styles, recognize the style that best suits you, and use your understanding to detect your instructor's perceptual teaching style.

- **Auditory learners** use their voices and their ears as the primary mode for learning. They remember what they have heard and what they, themselves, expressed verbally.
- **Visual learners** want to see the words in written form, an illustration in some picture form, or assignments clearly described in written form. They like to follow professors' lessons in visual form and prefer seeing overhead transparencies, a blackboard, or handouts.
- **Kinesthetic learners** learn better when they touch or are physically involved with what they are studying. These learners want to act out a situation, to make a product, to do a project, and in general, to interact physically with learning.

Traditional teaching methods favor the auditory and visual learning styles. Those with kinesthetic strengths typically have to become more creative in their study and learning methods to adapt. Having a primary perceptual preference and learning strength does not mean you should disregard your secondary strength. In fact, realizing your learning limitations and encouraging those secondary sensory doorways will help you function perceptually in a variety of situations. You should become highly sensitive to the manner in which all information is presented to you.

It would be nice if all your professors, instructors, and trainers taught you in a manner with which you learn best. Instead, you will probably encounter your instructors teaching in the manner with which they are most comfortable. Early in your education, it is a good idea if you discover your learning strengths and limitations so you can adapt to new learning situations. Understanding which learning method you prefer and matching that to the teaching methods used by your instructors will help you feel more assured in the classroom and will ultimately increase your learning potential.

"I don't think much of a man who is not wiser today than he was yesterday."

-Abraham Lincoln

# Learning Styles Overview

all three learning styles at a glance

## Auditory Learning Styles

*use their voices and ears as the primary mode for learning. They remember best what they have heard and what they themselves expressed verbally.*

**Auditory Learners** are people who learn best by hearing, listening, speaking, and being spoken to.

**Learns best:** lectures, discussions, explanations, listening, talking, and debate.

**Sensitive to:** noise, tone, pitch, music, lyrics, sound, voice, words, spoken language.

### Strengths:

- typically good speakers and debaters.
- able to describe with words and understand well what is expressed to him/her.
- can understand abstract examples.
- remembers and understands spoken language well.

**Limits:** being distracted by background noises, voices, sounds, and music.

## Visual Learning Styles

*like to see words in written form, an illustration in graphic form, or assignments clearly described in written form. They like to follow instructor's lessons visually with handouts, graphs, and graphics.*

**Visual Learners** are people who learn best by watching, seeing, and visualizing in his/her mind.

**Learns best:** through body language, facial expression, charts, illustrations, graphics, and handouts.

**Sensitive to:** light, color, visual environment, written language, design, placement, diagrams, and graphs.

### Strengths:

- typically good writers and readers.
- able to visualize a picture when reading.
- good at creating charts, diagrams, and maps.
- remembers and understands written language and graphics well.

**Limits:** being distracted by movement, light, and visual things surrounding him/her.

## Kinesthetic Learning Styles

*learn better when they touch or are physically involved with what they are studying. These learners want to use trial and error in order to remember and comprehend concepts.*

**Kinesthetic Learners** are people who learn best by doing, touching, being involved, and experiencing first hand.

**Learns best:** sense of touch, personal experience, making mistakes, exploration, coordination, and music

**Sensitive to:** action, movement, contact, doing, feeling, and through a sense of touch.

### Strengths:

- typically a fast learner after doing or experiencing himself/herself.
- enjoys being physically involved with materials, sports, or games.
- excels in working with tools or equipment.
- likes to create a physical product.

**Limits:** being distracted by movement, temperature, and physical tasks or being given an abstract example.

# Your Perceptual Learning Style

## how do you best absorb new information?

### IRIS's dominant learning style is "Kinesthetic"

If you prefer a kinesthetic style to make sense of the world, it's likely you are more sensitive to the physical world around you. You may even thrive on physical activities like sports and exercise or crafts like cooking, woodworking or gardening. When you have extra time, you prefer to move about, create, build or explore rather than sitting, talking or watching.

Because you desire to "do" things, you want hands-on learning that allows you to interact with new information and your environment. You would prefer to pull an engine apart and put it back together rather than reading or hearing about how it works. Others can explain things to you, but you never really understand until you try it for yourself and make mistakes yourself. You can easily remember driving directions once you have been in the driver's seat. Your physical sensitivities may help you become skillful at building models, following schematics and figuring out jigsaws as well as appreciating textures and fabrics. Perhaps sitting for long periods of time may cause you to squirm, fidget or lose your concentration.

Kinesthetic learners may also be proficient at handling, manipulating or controlling objects, having balance, body control, dexterity or hand-eye coordination. They may be good at or enjoy tinkering, crafts, using body language, dance, sports, building, crafts or acting for stage or screen.

### What is a Kinesthetic Learner?

A person who learns best by doing, touching, being involved and experiencing first hand

### How does a Kinesthetic Learner learn best?

Through sense of touch, personal experience, making mistakes, exploration, coordination and movement

### What are Kinesthetic Learners sensitive to?

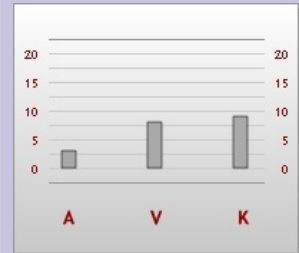
Action, movement, touch, doing, feeling through sense of touch

### What are the strengths of a Kinesthetic Learner?

- Typically a fast learner after first doing a task himself/herself
- Enjoys being physically involved with materials, sports, or games
- Excels in working with tools or equipment
- Likes to create a physical product

### What might keep a Kinesthetic Learner from learning?

- Being distracted by movement, temperature and physical tasks
- Being given an abstract example



A=3, V=8, K=9

# Tips for Kinesthetic Learners

## for lectures, studying, and test taking

### During Lectures:

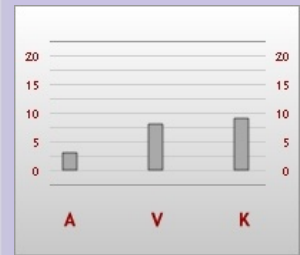
- **Ask an instructor if he/she can “demonstrate” in addition to explaining.** In some cases, it is possible for the teacher to offer “hands on” laboratories to help you understand concepts. Ask the teacher if it is also possible to “show” as well as “tell”.
- **If you think an instructor has given you an abstract example, ask for a more concrete example.** There are many ways to describe or explain a concept. If there is additional media (Example: a video) available on the subject, it might be good to use it as well. Sometimes more “animated” instructors are good for kinesthetic learners.
- **Associate a part of your body or particular body movement with a fact, idea or concept the instructor is talking about.** (Example: If you are learning about the solar system: Think of the Sun as one finger, Earth another, Saturn, Jupiter, and Mars as other fingers. Remember the placement of your fingers on the desk.)

### While Studying:

- **Have a large study space and the freedom to move around while studying.** Study spaces exist for you to learn, so if you learn best in a large area, maybe going outside or studying on the bench in a gym is best for you.
- **Use dimensional aids or props to help you solve math/science problems.** It may help you to use materials that demonstrate just how something works (Example: you can use paper clips, pennies, string, water and cups).
- **Pace, walk around or exercise while reading.** If you can walk or exercise while reading or listening to a lecture, this may help you learn.
- **Take frequent study breaks.** Taking a break from reading or problem-solving is very good to stimulate you again. Just be careful that you return to your studies. It is easy to get distracted by moving around.
- **Use a highlighter, touch the page, or use a ruler while studying.** The important thing is to become physically “involved” with the page.
- **Study with friends and role play together.** For example, acting out events in history through role play is an excellent way to remember concepts. You can get as elaborate as you want with costumes, props and characters.
- **See a movie.** Sometimes there are movies available that are related to subjects that you are studying. If you can find a movie that will help you better understand, see it. Ask your instructor for suggestions.

### While Taking Tests:

- **Try to remember body parts or movements you associated with particular concepts.**
- **Remember times that you interacted with your information** such as labs, videos, or information on the Internet.



A=3, V=8, K=9

Learning is a treasure  
that will follow its  
owner everywhere.

-Chinese Proverb



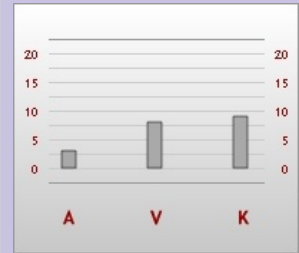
# The Learner's Toolbox

tools to increase your Kinesthetic Learning power

Use these tools to help you make the most of your learning style. Try tools from your style to help increase your effectiveness with all types of teaching styles and learning environments.

## Tools for Kinesthetic Learners...

- Laboratory examples
- Field trips
- Crafts
- Woodworking, tinkering
- Building, taking apart
- Sign language
- Cooking, gardening
- Competitive games
- Cooperative games
- Demonstrating
- Trial and error
- Making mistakes
- Three-dimensional aids
- Role play
- Collaborating with friends
- Put on a play
- Play charades
- Use body language
- Mime
- Work with tools
- Make a product
- Study breaks
- Stretch and move
- Group/individual sports
- Use objects to explain
- Act out a movie scene
- Invent something new
- Set up an experiment
- Pottery, sculpture
- Marial arts
- Deep breathing, yoga



A=3, V=8, K=9

"I have never in my life learned anything from any man who agreed with me."

-Dudley Field Malone

# Determining Another's Style

## Verbal Cues

A person's word choice will reveal his/her perceptual learning/teaching style. Are you unsure of how to detect an individual's perceptual learning/teaching style? Here is a quick method to assess the style of others just by paying attention to their language. This comes in handy when trying to assess a teacher's, professor's, or instructor's teaching style and in trying to modify your style to a particular learning situation.

Take a cue from the words people choose. Each individual is inclined to use words that represent how he/she perceives information. Here are some examples:

### **The Auditory Style says:**

"I hear you."  
"I can really tune into that."  
"That rings a bell."  
"Something tells me to be careful."  
"Everything just suddenly clicked."  
"Listen to yourself."  
"State your purpose."  
"Describe it in detail."  
"I'm just voicing my opinion."  
"We got an earful."  
"Does that sound easy to detect?"

### **The Visual Style says:**

"I see what you're saying."  
"That looks good."  
"I went blank."  
"I view it this way."  
"Let's cast some light on it."  
"Looking back on it, it appears right."  
"That idea isn't clear."  
"Get a new perspective."  
"Do you get the picture?"  
"I'm hazy about that."  
"Don't leave me in the dark."

### **The Kinesthetic Style says:**

"I'm boxed in a corner."  
"If it feels right, do it."  
"I have a feeling you're right."  
"Get a handle on it."  
"You're so insensitive."  
"Do you grasp the concept?"  
"Change your standpoint."  
"Get in touch with yourself."  
"I'm up against a wall."  
"Pull some strings for me."  
"That was underhanded."

"Man's mind, once stretched by a new idea, never regains its original dimensions."

~Oliver Wendell  
Holmes

# Learning Exercises

## Exercises to help you apply learning styles

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### 1. Career Styles

Some people have made a career out of their learning style by becoming highly skilled with their unique senses and talents. Listed below are examples of careers in which people use their perceptual style as a profession. Can you think of any others?

#### a. Auditory style career examples:

Journalist, Teacher, Lawyer, Politician, Translator, Writer, Poet, Musician, Consultant, Counselor, Psychologist, Public Speaker,

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#### b. Visual style career examples:

Film Critic, Writer, Interior Designer, Mechanic, Engineer, Visual Artist, Photographer, Inventor, Architect, Navigator,

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#### c. Kinesthetic style career examples:

Engineer, Athlete, Dancer, Surgeon, Builder, Actor, Chemist, Contractor, Sculptor, Chef, Lab Technician, Mechanic,

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"It's what you learn after you know it all that counts."

~Harry S. Truman



# Learning Exercises

## Exercises to help you apply learning styles

### 2. Learning with Style

New concepts and information can be learned effectively by using different learning methods, approaches and tools. Please read the example below, then think of ways you could complete your assignment using auditory, visual, and kinesthetic learning tools. If you need ideas, refer to the "Learner's Toolbox" page.

#### Assignment Topic (example): Why the South lost the Civil War...

##### a. Auditory approach:

*I would give an oral report or tell a story about the event in my own words.* \_\_\_\_\_

##### b. Visual approach:

*I would draw a time line to show how each side was progressing.* \_\_\_\_\_

##### c. Kinesthetic approach:

*I would use miniature toy soldiers on a map to act out the lost battles.* \_\_\_\_\_

#### Assignment Topic (your turn): How a character in a novel changed...

##### a. Auditory approach:

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##### b. Visual approach:

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##### c. Kinesthetic approach:

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"I am learning all the time. The tombstone will be my diploma."

~Eartha Kitt

# Design your Learning Environment

## Environmental learning preferences

### Design a place that works for you

Like most people, doing homework is not one of your favorite things to do. Although you are alone, the room is quiet, you have an overhead light, and your desk is clean, you still can't seem to concentrate.

The traditional idea of a productive "study space" has been around for generations. A structured place with pencils, desks, chairs, lights and no distractions. Although it seems to be the best environment for some, it may be the worst for others.

What if you could design your perfect learning environment? The place where you not only memorized information, but really understood it and made connections to other concepts. Have you ever had an extremely meaningful and productive study/work session? Where were you? Was anyone with you? Did you study in the morning or evening? Did you sit, stand, walk, or just lay on the floor? Was it quiet or did you have music? Was the space clean or messy, warm or cool, brightly or dimly lit? Did you have a snack? What had impact on your ability to concentrate and learn? The following questions will help jog your memory about your environmental learning preferences.

#### What are your environmental learning preferences?

1) Where do you like to study? (i.e. home, work, your room, the library, outside, on the bus, etc.)

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Why does this work for you?

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2) Do you like to study alone or with others? (i.e. with a friend, with a group, with a teacher, alone, etc.)

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Why does this work for you?

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3) Do you prefer morning or evening? (i.e. what time of day, what time in the evening, no difference, etc.)

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Why does this work for you?

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4) How much movement do you prefer? (i.e. sitting, standing, laying on the floor, walking on a tread mill, etc.)

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Why does this work for you?

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5) How do you like the noise level? (i.e. quiet, classical music, rock n' roll, nature sounds, headphones, TV, etc.)

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Why does this work for you?

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"We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself."

~Lloyd Alexander

# Design your Learning Environment

## Environmental learning preferences

6) How clean do you like your workspace? (i.e. very organized, just stuff I need around me, no order, etc.)

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Why does this work for you?

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7) How do you prefer the temperature? (i.e. cool, warm, very warm, air conditioned, humid, etc.)

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Why does this work for you?

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8) How do you prefer the light? (i.e. bright light, soft light, daylight, dim light, no shadows, I don't notice, etc.)

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Why does this work for you?

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9) Do you like to snack? (i.e. chips, soda, coffee, popcorn, bottled water, juice, veggies, chewing pencils, etc.)

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Why does this work for you?

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10) Do you like to take frequent breaks or plow through uninterrupted? (i.e. stretch every 15 min., drag homework out all day long, bulldoze all my work at once and don't stop no matter how long it takes, etc.)

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Why does this work for you?

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11) What else helps you study?

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"The purpose of learning is growth, and our minds, unlike our bodies, can continue growing as we continue to live."

~Mortimer Adler

# Introduction

## What are personality styles?

**Personality styles are the language of "observable" behavior.**

Our primary style can tell us a great deal about how we are motivated, what environment we prefer, our biggest fears, how we like to communicate and how we like others to communicate to us.

If you took a moment (or a few hours) to "people watch," observing how people behave in a given situation, you would see personality styles in action.

**Your DAILY ROUTINE presents a variety of personality styles....**

In the course of your daily experiences, you see a variety of personality styles that impact how you act and make decisions. As you observe your friends, family members and fellow workers, you'll see different personalities unfold right before your eyes. Think about the people you know...

**1)** Can you picture the person who is assertive, direct and who wants the bottomline? Some people are forceful, direct, strong-willed and impatient.....

*They are examples of the primary "D" Personality Style.*

**2)** Can you see the individual who is a great communicator, fun and friendly with everyone? Some people are optimistic, friendly, talkative and charismatic.....

*They are examples of the primary "I" Personality Style.*

**3)** Are you observing the person who is a good listener and a great team player? Some people are steady, patient, loyal and practical.....

*They are examples of the primary "S" Personality Style.*

**4)** Do you see the individual who has the ability to gather facts and details and is thorough in all activities? Some people are detail-oriented, sensitive, analytical, and reserved.....

*They are examples of the primary "C" Personality Style.*

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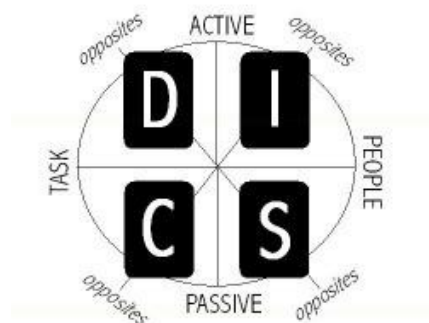
*People are usually a combination of two or more primary personality styles.*

**D** = Drive • Challenges

**I** = Influencing • Relationships

**S** = Steadiness • Consistency

**C** = Compliance • Constraints



# Why are Personality Styles Important?

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## understanding personality styles....

### **Helps you become a better communicator**

It is terribly difficult to get along well and communicate well with people you don't understand. You will often misinterpret another person's actions or words. Sometimes you'll get frustrated with those whose personalities are opposite of yours. Once you understand how to determine another's personality style, you find the key to unlock better communication.

It's simple. If you want to get along with the person who is forceful and direct, be forceful and direct with her. If you want to communicate better with the person who is friendly and optimistic, be friendly and optimistic with him. If you seek to be understood by the person who is patient and practical, be patient and practical with her. If you want to reduce conflicts with the person who is precise and analytical, be precise and analytical with him. Remember-- you must allow your personality style to be flexible. Before you can modify your behavior to another person's personality style, you should spend time OBSERVING that person, looking for certain interactions, verbal cues, body language, and living/work-space qualities.

### **Helps you resolve or prevent conflicts**

When you understand why someone did or said something, you will be less likely to react negatively. An awareness of another's underlying motivations can allow you to diffuse problems before they even start. For example, you go out to eat and to the movies with a few friends. One person constantly makes all the decisions and sets an agenda for the entire group. You would rather have the group discuss the options. In fact, you really don't care where you eat or what you see, you just want to enjoy the company of your friends. When you realize the person making the decisions is a high D and you are a high I, you can adjust your expectations accordingly--after all he is interacting with you just as you would expect a high D to do.

### **Helps you appreciate the differences in others**

You know that all people are unique, but sometimes you get frustrated with those who don't quite fit your communication style. Maybe your friend is analytical and wants all the facts, while you just want her to care about you and your idea. If you understand that she is a high CD, and you are a high SI, you really can't expect much more from her. Knowing this, you can appreciate her style then give her all the facts you can muster.

### **Helps you gain credibility and positively influence others**

Every interaction you have with others either increases or decreases your credibility and influence. Have you ever met a person who won't stop talking about himself? When you see him coming, do you dread the interaction? If so, that's because his behavior has caused him to lose credibility with you. Conversely, a person who you can't wait to see has gained credibility with you, and deserves your time. By knowing another's personality style, you can immediately gain credibility and influence by adapting to his/her style.

# Your Personality Style

## understanding your style

**IRIS's style is identified by the name "Advisor". Below is a description of the Advisor Personality Style.**

Advisors impress most people with their warmth, sympathy and understanding. They possess a casual kind of poise in most social situations. Many people will come to them because Advisors are seen as good listeners. They are very demonstrative and their emotions are clear to those around them. They will not attempt to force their ideas on others; in fact, they may be too indirect in expressing feelings or issuing orders. They tend to take criticism of their work as a personal affront. They can be overly tolerant and patient with those who are non-producers in the workplace.

Advisors prefer to deal with people on a personal, intimate basis in a low pressure situation. They will take advantage of every moment they are given up until the end to get jobs done. They need personal attention and compliments for assignments well done. They love to talk to and about people; they want social intimacy with everyone they meet. While Advisors are very stable, they are also flexible and can fit into almost any environment. They are seen as neighborly, as they seem to be accepting of others, even if they inside are judging others with the strong convictions that they hold.

Once a bond is formed, Advisors have no problem talking about personal subjects and extending trust. It may take a while to obtain that point of trust. Advisors are family oriented - they work toward stability in these relationships. They are persistent in working to accomplish goals they have set.

### **Motivating Goals:**

To maintain trusting friendships; security

### **Evaluates Others By:**

Positive acceptance; looks for the good in people

### **Influences Others By:**

Personal relationship insights; performing services

### **Reaction to Pressure:**

Becomes overly flexible; may hold grudges

### **Areas for Improvement:**

Take initiative, develop a sense of urgency, set realistic deadlines, establish priorities

### **May Overuse:**

Indirect approach; tolerance

**Empathetic**

**Personable**

*Emotions*

**Stable**

**Dependable**

**Good listener**

**Patient**

**Broad friendships**

*Value to team*

**Social rejection**

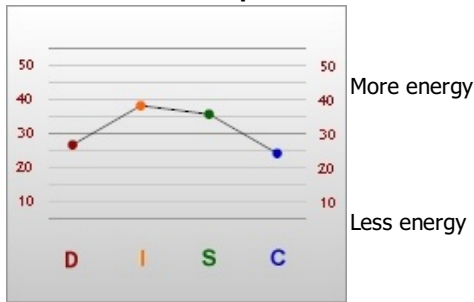
**Being accused of causing harm**

*Greatest fears*

# Your Personality Style Graph

## understanding your personality style graph

Your DISC Graph



Your DISC graph is a wonderful tool that helps you visualize your personality style. You can see the intensity of each of the four primary styles D, I, S, and C.

You should be most concerned with the points above the midline. These are your behavioral strengths, the areas of your personality with which you devote the most energy towards.

The remainder of this report focuses upon the qualities and characteristics of the four primary styles. If you have only one point above the midline, you have a pure behavioral style. However, pure behavioral styles are rare.

The behavior of most of the population is a combination of two or more style above the midline. Take a look at your highest (circled) point and where it falls in relation to the other three points on your graph.

It is important to remember that the DISC assessment focuses upon "observable" behaviors. These are behaviors that you show the world and therefore, the graph reflects how you perceive the demands of your given environment, and your perception of how you believe others expect you to behave.

The higher the point on your graph, the more energy you devote to that dimension of your personality.

You are a primary "I" Personality Style.

This style blend is called the Advisor Personality Style.

# What D.I.S.C. Measures

## how intense are your personality dimensions?

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### D

**Measures how a person solves problems and responds to challenges**

#### **INTENSITY**

The higher the D value, the more active and intense an individual will be in trying to overcome problems and obstacles. The lower the D value, the greater the tendency to gather data prior to making a decision.

#### **WHEN IN AN ANTAGONISTIC ENVIRONMENT**

The high D responds aggressively and directly.

#### **EMOTION**

The D factor measures the emotion of anger. Extremely high Ds are quick to anger. Extremely low Ds are slow to anger.

### I

**Measures how a person attempts to influence or persuade others**

#### **INTENSITY**

The higher the I value, the more verbal and persuasive the person will be in trying to influence others to his/her way of thinking. The lower the I value, the more the person will use data and facts.

#### **WHEN IN AN ANTAGONISTIC ENVIRONMENT**

The high I responds actively and may try to negotiate an agreement or apologize quickly.

#### **EMOTION**

The I factor measures the emotion of optimism. Extremely high Is are joyful and optimistic. Low Is tend to be more pessimistic.

### S

**Measures the pace at which a person responds to change**

#### **INTENSITY**

The higher the S value, the more the person prefers to start and complete one project at a time. Also, the higher the S, the more resistant to change. The lower the S value, the faster the pace and greater is the desire for change.

#### **WHEN IN AN ANTAGONISTIC ENVIRONMENT**

The high S will respond passively and usually without emotion.

#### **EMOTION**

The S factor measures lack of emotion. The higher the S value, the less emotional and more difficult it is to read that individual. The lower the S value, the more the person is emotional and expressive.

### C

**Measures how a person responds to the rules and regulations set by others**

#### **INTENSITY**

The higher the C value, the more the person will comply with rules set by others. The lower the C value, the more the individual will seek independence.

#### **WHEN IN AN ANTAGONISTIC ENVIRONMENT**

The high C will respond passively and will usually withdraw.

#### **EMOTION**

The C factor measures fear. The higher the intensity of the C, the more the individual is motivated out of fear. The lower the C value, the more fearless the individual.



# Personality Styles at a Glance

## "D" Style

**Dominant, Determined, Driver**

*Likes to take on active roles and is task oriented*

**MAIN FEATURES:** Good problem solver; risk-taker; strong ego; self-starter; goal-oriented

**VALUE TO TEAM:** Good motivator; good at organizing events; values time; results-oriented

**DANGER ZONES:** Argumentative; does not like routine; oversteps authority at times; can be pushy

**GREATEST FEAR:** Being taken advantage of

## "I" Style

**Influencing, Inspiring, Impulsive**

*Likes to take on active roles and is people oriented*

**MAIN FEATURES:** Outgoing; talkative; enthusiastic; persuasive; optimistic; trusting; emotional

**VALUE TO TEAM:** Good encourager; good sense of humor; peacemaker; creative problem solver

**DANGER ZONES:** Inattentive to detail; prefers popularity to tangible results; "convenient" listener; may be disorganized

**GREATEST FEAR:** Rejection; loss of social approval

## "C" Style

**Conscientious, Cautious, Correct**

*Likes to take on passive roles and is task oriented*

**MAIN FEATURES:** Thinks things through, accurate; high standards; careful; systematic; precise

**VALUE TO TEAM:** Good organizer; follows directions; even-tempered; clarifies situation well

**DANGER ZONES:** Finds fault easily; focused on details and may miss the big picture; too critical at times

**GREATEST FEAR:** Criticism of work and efforts

## "S" Style

**Steady, Supportive, Stable**

*Likes to take on passive roles and is people oriented*

**MAIN FEATURES:** Warm; friendly; understanding; patient; easygoing; good follow-through

**VALUE TO TEAM:** Good listener; team player; loyal; reliable; dependable; patient & empathetic

**DANGER ZONES:** Resistant to change; holds it inside; difficulty prioritizing; overly sensitive

**GREATEST FEAR:** Loss of security and stability

# Personality System Overview

## **D** Dominant • Driver

### General Characteristics...

- Demanding
- Determined
- Driving
- Ambitious
- Pioneering
- Strong-willed
- Competitive
- Decisive
- Responsible
- Skeptical
- Logical
- Independent

### Strengths...

- Bottom-line organizer
- Places high value on time
- Challenges the status quo
- Innovative
- Problem solver
- Risk-taker
- Self-starter

### Potential Limitations...

- Oversteps authority
- Argumentative
- Dislikes the "routine"
- Self-absorbed
- Hard to admit he/she is wrong

### Greatest Fear...

- Being taken advantage of

### Motivated By...

- New challenges and problems to solve
- Power & authority to take risks
- Freedom from routine & mundane tasks
- Changing environments in which to work & play

### Ideal Environment...

- Innovative focus on the future
- Non-routine, challenging tasks & activities
- Projects that produce tangible results
- Freedom from controls, supervision & details
- Personal evaluation based on results, not methods

## **I** Influencing • Inspiring

### General Characteristics...

- Sociable
- Optimistic
- Talkative
- Polished
- Enthusiastic
- Persuasive
- Warm
- Poised
- Trusting
- Popular
- Verbal
- Independent

### Strengths...

- Creative problem solver
- Great encourager
- Motivates others to achieve
- Positive sense of humor
- Negotiates conflicts; peacemaker
- "People person"
- Good sales person

### Potential Limitations...

- More concerned with popularity than tangible results
- Inattentive to detail
- Short attention span
- Overuses gestures & facial expressions

### Greatest Fear...

- Rejection

### Motivated By...

- Flattery, praise, popularity, acceptance & approval
- A friendly environment
- Freedom from many rules & regulations
- Other people available to handle details

### Ideal Environment...

- Practical procedures
- Few conflicts & arguments
- Freedom from controls & details
- A forum to express ideas
- Group activities in professional or social environments

# Personality System Overview

## **S** Steady • Stable

### General Characteristics...

- Loyal
- Cooperative
- Predictable
- Deliberate
- Reflective
- Patient
- Possessive
- Systematic
- Resistant to change
- Steady

### Strengths...

- Reliable & dependable
- Loyal team worker
- Compliant toward authority
- Good listener; patient & empathetic
- Good at recognizing conflicts
- Understanding; friendly
- Team-player

### Potential Limitations...

- Resistant to change
- Takes a long time to adjust
- Sensitive to criticism & confrontation
- Difficulty establishing priorities
- Difficulty making quick decisions

### Greatest Fear...

- Loss of security

### Motivated By...

- Recognition for loyalty
- A secure environment with little conflict
- No sudden changes in procedure or lifestyle
- Activities one can start and finish

### Ideal Environment...

- A team atmosphere
- Practical procedures & systems
- Stability & predictability
- Tasks that can be completed one at a time
- Few conflicts & arguments

## **C** Correct • Conscientious

### General Characteristics...

- Conservative
- Calculating
- Low-keyed
- Stable
- Dependent
- Cautious
- Traditional
- Neat
- Systematic
- Accurate
- Tactful
- Diplomatic

### Strengths...

- Perspective: "The anchor of reality"
- Conscientious & even tempered
- Thorough in all activities
- Defines situation; gathers, analyzes, & tests information
- Creative thinker
- Ability to organize data

### Potential Limitations...

- Needs to have clear-cut boundaries for actions/relationships
- Bound by procedures & methods
- Gets bogged down in details
- Prefers not to verbalize feelings
- Will give in rather than argue

### Greatest Fear...

- Criticism

### Motivated By...

- High-quality standards
- Limited social interaction
- Detailed tasks
- Logical organization of information

### Ideal Environment...

- Tasks & projects that can be followed through to completion
- Specialized or technical tasks
- Practical work procedures & routines
- Few conflicts & arguments
- Instructions & reassurance that one is doing what is expected

# "D" Style Characteristics

## ---The Visionary, The "Doer", the Dominator---

What others <i>may</i> admire about us...	What <i>could</i> drive others crazy...
<b>In general...</b>	
<ul style="list-style-type: none"> <li>- Strong-willed</li> <li>- Productive</li> <li>- Decisive</li> <li>- Practical</li> <li>- Visionary</li> <li>- Optimistic</li> <li>- Born leader</li> <li>- Strong need for change</li> <li>- Must correct wrongs</li> <li>- Not easily discouraged</li> <li>- Independent</li> <li>- Self-sufficient</li> <li>- Won't give up when losing</li> </ul>	<ul style="list-style-type: none"> <li>- Unsympathetic</li> <li>- Insensitive, inconsiderate</li> <li>- Sarcastic</li> <li>- Unforgiving</li> <li>- Domineering</li> <li>- Argumentative</li> <li>- Opinionated</li> <li>- Proud</li> <li>- Impatient</li> <li>- Has difficulty relaxing</li> <li>- Not complimentary of others</li> <li>- Unemotional</li> </ul>
<b>In Relationships...</b>	
<ul style="list-style-type: none"> <li>- Exerts leadership</li> <li>- Establishes goals of others</li> <li>- Motivates others to action</li> <li>- Knows the right answer</li> <li>- Organizes others</li> <li>- Will work for group activity</li> <li>- Excels in emergencies</li> </ul>	<ul style="list-style-type: none"> <li>- Tends to dominate others</li> <li>- Too busy for family and friends</li> <li>- Holds on to their standards</li> <li>- Tends to "use" people</li> <li>- Doesn't need others' approval</li> <li>- Can't say, "I'm sorry"</li> <li>- Feels he/she is always right</li> </ul>
<b>At School/Work...</b>	
<ul style="list-style-type: none"> <li>- Goal-oriented</li> <li>- Sees the complete picture</li> <li>- Organizes well</li> <li>- Seeks practical solutions</li> <li>- Moves quickly to action</li> <li>- Delegates work</li> <li>- Insists on productivity</li> <li>- Stimulates activity</li> <li>- Thrives on opposition</li> </ul>	<ul style="list-style-type: none"> <li>- Low tolerance for error</li> <li>- Expects other to do the details</li> <li>- Bored by emotional stories</li> <li>- Rash decision maker</li> <li>- Rude or tactless</li> <li>- Manipulative</li> <li>- Ends justify the means</li> <li>- Becomes a "workaholic"</li> <li>- Demanding of others</li> </ul>

*Note: Any strength overused becomes a weakness*

- High ego
- Impatient
- Direct
- Desires change
- Does many things at once
- Competitive
- Strong-willed
- Independent
- Dominant
- Decisive

Likes an **active** environment where he/she can have **authority**

**Greatest Fear:**  
Being taken advantage of

# "I" Style Characteristics

## ---The Extrovert, The Optimist, the Persuader---

What others <i>may</i> admire about us...	What <i>could</i> drive others crazy...
<b>In general...</b>	
<ul style="list-style-type: none"> <li>- Outgoing, charismatic</li> <li>- Warm, friendly</li> <li>- Talkative, life of the party</li> <li>- Compassionate</li> <li>- Generous, sincere heart</li> <li>- Good sense of humor</li> <li>- Memory for stories</li> <li>- Enthusiastic, expressive</li> <li>- Good on stage, animated</li> <li>- Wide-eyed, innocent</li> <li>- Lives in the present</li> <li>- Changeable disposition</li> </ul>	<ul style="list-style-type: none"> <li>- Undisciplined</li> <li>- Restless</li> <li>- Disorganized, unproductive</li> <li>- Naive</li> <li>- Egocentric</li> <li>- Exaggerates</li> <li>- Insecure</li> <li>- Dwells on trivia</li> <li>- Egotistical, obnoxious</li> <li>- Controlled by circumstances</li> <li>- Weak-willed</li> <li>- Forgetful</li> </ul>
<b>In Relationships...</b>	
<ul style="list-style-type: none"> <li>- Is liked by others</li> <li>- Turns disaster into humor</li> <li>- Is the circus-master</li> <li>- Makes friends easily</li> <li>- Thrives on accomplishments</li> <li>- Admired by others</li> <li>- Apologizes quickly</li> <li>- Likes spontaneous activities</li> </ul>	<ul style="list-style-type: none"> <li>- Undependable</li> <li>- Insincere or phoney</li> <li>- Selective listener</li> <li>- Needs to be on center stage</li> <li>- Dominates conversation</li> <li>- Answers for others</li> <li>- Fickle</li> <li>- Makes excuses</li> </ul>
<b>At School/Work...</b>	
<ul style="list-style-type: none"> <li>- Volunteers for jobs</li> <li>- Thinks up new activities</li> <li>- Looks good, is upbeat</li> <li>- Creative, colorful, humorous</li> <li>- Has energy, enthusiasm</li> <li>- Entertainer, charms others</li> <li>- Does things in a flashy way</li> <li>- Inspires others to join</li> </ul>	<ul style="list-style-type: none"> <li>- Would rather talk than work</li> <li>- Forgets obligations</li> <li>- Doesn't follow through</li> <li>- Confidence may fade</li> <li>- Undisciplined</li> <li>- Priorities out of order</li> <li>- Decides by feelings</li> <li>- Wastes time talking</li> </ul>

*Note: Any strength overused becomes a weakness*

- Emotional
- People-oriented
- Disorganized
- Optimistic
- Entertaining
- Influencing
- Enthusiastic
- People person
- Demonstrative
- Encouraging

Likes an **active** environment where he/she can be **accepted**

**Greatest Fear:**  
Loss of social approval

# "S" Style Characteristics

## ---The Realist, The Watcher, the Diplomat---

What others <i>may</i> admire about us...	What <i>could</i> drive others crazy...
<b>In general...</b>	
<ul style="list-style-type: none"> <li>- Likable, diplomatic</li> <li>- Efficient, organized</li> <li>- Dependable, solid person</li> <li>- Conservative</li> <li>- Reluctant leader</li> <li>- Loyal</li> <li>- Easygoing, relaxed</li> <li>- Patient, well-balanced</li> <li>- Quiet, but witty</li> <li>- Sympathetic, kind</li> <li>- Keeps emotions hidden</li> <li>- Practical</li> </ul>	<ul style="list-style-type: none"> <li>- Unmotivated</li> <li>- Spectator</li> <li>- Selfish</li> <li>- Stingy</li> <li>- Self-protective</li> <li>- Indecisive</li> <li>- Unenthusiastic</li> <li>- Stubborn</li> <li>- Avoids responsibility</li> <li>- Fearful</li> <li>- Too compromising</li> </ul>
<b>In Relationships...</b>	
<ul style="list-style-type: none"> <li>- Makes a good friend</li> <li>- Calm, sure, and in control</li> <li>- Can take good with bad</li> <li>- Doesn't get upset easily</li> <li>- Good listener</li> <li>- Dry sense of humor</li> <li>- Has several close friends</li> <li>- Compassionate</li> </ul>	<ul style="list-style-type: none"> <li>- Unchangeable</li> <li>- Doesn't organize well</li> <li>- Takes life too seriously</li> <li>- Dampens enthusiasm</li> <li>- Stays uninvolved</li> <li>- Indifferent to plans</li> <li>- Judges others</li> <li>- Sarcastic and teasing</li> </ul>
<b>At School/ Work...</b>	
<ul style="list-style-type: none"> <li>- Competent, steady</li> <li>- Peaceful, agreeable</li> <li>- Has administrative ability</li> <li>- Mediates problems</li> <li>- Avoids conflicts</li> <li>- Good under pressure</li> <li>- Finds the easy way</li> </ul>	<ul style="list-style-type: none"> <li>- Not goal-oriented</li> <li>- Lacks self-motivation</li> <li>- Hard to get moving</li> <li>- Resents being pushed</li> <li>- Discourages others</li> <li>- Observer, not participant</li> <li>- Possessive</li> </ul>

*Note: Any strength overused becomes a weakness*

- Loyal
- Team player
- Person of substance
- Family-oriented
- High level of trust
- Possessive
- Resists change
- Adapts slowly
- Competent
- Stable

Likes a **passive** environment where he/she can be **appreciated**

**Greatest Fear:**  
Loss of security

# "C" Style Characteristics

## ---The Creator, The Analyst, the Idealist---

What others <i>may</i> admire about us...	What <i>could</i> drive others crazy...
<b>In general...</b>	
<ul style="list-style-type: none"> <li>- Analytical, idealistic</li> <li>- Conscientious thinker</li> <li>- Loyal</li> <li>- Sensitive</li> <li>- Self-sacrificing</li> <li>- Self-disciplined</li> <li>- Serious, purposeful</li> <li>- Eccentric</li> <li>- Talented, creative</li> <li>- Artistic or musically gifted</li> <li>- Philosophical, poetic</li> <li>- Appreciative of beauty</li> </ul>	<ul style="list-style-type: none"> <li>- Moody, negative</li> <li>- Critical</li> <li>- Rigid, legalistic</li> <li>- Self-centered, touchy</li> <li>- Revengeful</li> <li>- Persecution prone</li> <li>- Unsociable</li> <li>- Theoretical, impracticable</li> <li>- Has false humility</li> <li>- Has selective hearing</li> <li>- Introspective, low self-esteem</li> <li>- Worries</li> </ul>
<b>In Relationships...</b>	
<ul style="list-style-type: none"> <li>- Sets high standards</li> <li>- Wants everything done right</li> <li>- Picks up after everyone</li> <li>- Sacrifices for others</li> <li>- Encourages scholarship</li> <li>- Makes friends cautiously</li> <li>- Content in the background</li> <li>- Avoids receiving attention</li> </ul>	<ul style="list-style-type: none"> <li>- Unrealistic goals</li> <li>- Too meticulous</li> <li>- Becomes a martyr or sulks</li> <li>- Lives through others</li> <li>- Socially insecure</li> <li>- Critical, unforgiving</li> <li>- Holds back affection</li> <li>- Hard to forget hurts</li> </ul>
<b>At School/Work...</b>	
<ul style="list-style-type: none"> <li>- Schedule oriented</li> <li>- Solves problems</li> <li>- Works on improvement</li> <li>- High standards</li> <li>- Detail-oriented</li> <li>- Economical</li> <li>- Finds creative solutions</li> <li>- Wants to finish a project</li> <li>- Likes charts/graphs/figures</li> </ul>	<ul style="list-style-type: none"> <li>- Not people-oriented</li> <li>- Perfectionistic</li> <li>- Chooses difficult work</li> <li>- Compulsive planner</li> <li>- Prefers analysis to work</li> <li>- Self-devaluating</li> <li>- Hard to please</li> <li>- Sets unrealistic standards</li> <li>- Deep need for approval</li> </ul>

*Note: Any strength overused becomes a weakness*

- Detail-oriented
- Sensitive
- Accurate
- Inquisitive
- Analytical
- Controlled
- Conscientious
- Competent
- Accomplished
- Talented

Likes a **passive** environment where he/she can have **control**

**Greatest Fears:**  
Criticism; change in circumstances or conditions

# Task Methods

how each style learns, approaches instruction, and executes tasks

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## **D**

### **"I want to do things the quick way."**

"What is this material all about?"

"Let me help teach and speak."

"Just summarize the main points of your story."

"Let me be in charge of the meeting."

"Teach me new things that challenge me."

## **I**

### **"I want to do things the fun way."**

"I learn best in a relaxed atmosphere."

"Let's learn by sharing our personal experiences."

"I enjoy being expressive and having exercises that allow me to tell others how I feel."

"I will understand better if I can see it."

## **S**

### **"I want to do things the easy way."**

"Slow down a little bit so that I can process these changes."

"Go over it one more time."

"Help me understand this."

"I don't want to make waves. I want to learn in the manner that is best for the group."

## **C**

### **"I want to do things the correct way."**

"Answer my questions with quality information."

"Give me facts and figures."

"Let me keep the group records and take notes."

"Explain your expectations of me up front."

"Give me a job to do, then leave me alone to do it."





# Enhancing Communication

how each style learns, approaches instruction, and executes tasks

## **D** The primary D loves it when you...

- Are brief, direct, and to the point when explaining yourself
- Ask "what" not "how" questions
- Focus on the results (remember they desire results)
- Give them the "bottom line" when describing a situation
- Suggest ways to help them solve problems
- Highlight the benefits when telling them about your ideas
- Agree with facts rather than emotions when agreeing with them
- Discuss a problem in light of how it will slow results

### **But has difficulty when you...**

- Ramble or repeat yourself
- Focus on problems not solutions
- Make generalizations
- Make statements without support

## **I** The primary I loves it when you...

- Give them an opportunity to talk about their ideas, other people, and their emotions
- Assist them in developing ways to transfer talk into action
- Share your ideas and experiences with them
- Recognize them for their accomplishments
- Give them the opportunity to motivate & influence others
- Show them that you accept them
- Explain the details, but don't dwell on them
- Communicate with them in a friendly & light manner

### **But has difficulty when you...**

- Do all the talking
- Eliminate their social time
- Ignore their ideas and accomplishments
- Tell them what to do
- Give them the "detail" work

## **S** The primary S loves it when you...

- Express a genuine interest in them as a person
- Give them answers to "how" questions
- Clearly define your goals, a procedure, or their role in the overall plan
- Are patient with them
- Give them your sincere appreciation
- Give them time to adjust to changes
- Present changes and ideas in a nonthreatening manner
- Provide them with feedback

### **But has difficulty when you...**

- Are pushy or overly aggressive
- Are demanding
- Are confrontational

## **C** The primary C loves it when you...

- Support your ideas with accurate information
- Are specific when explaining yourself
- Are patient, persistent, and diplomatic while providing explanations
- Agree with facts rather than emotions when agreeing with them
- Allow them their space and independence
- Tell them up front your expectations of them
- Give them the pros and cons of an argument

### **But has difficulty when you...**

- Refuse to explain the details
- Answer questions vaguely or casually
- Surprise them with new information

# Building Effective Relationships

This worksheet is provided so that you can polish your communication skills with specific people who are close to you. Please list family, friends, co-workers, professors, or roommates. List their personality style characteristics and try to...(continued on next page)

<b>I want to enhance my relationship with...</b>	<b>His/her personality style characteristics are...</b>	<b>Guess his/her primary style (DISC)</b>

# Building Effective Relationships

determine their primary style. Then using your knowledge of DISC, describe ways in which you can communicate more effectively, reduce tension or conflict, or build a better environment for them, and gain credibility with them.

My personality style (DISC) is...	My personality style characteristics are...	What can I do to reduce misunderstanding or conflict and enhance this relationship?