



LearningKeys

Style: Leader

LearningKeys: Personality, Perceptual & Cognitive

Monday, March 07, 2016

Your report uses the DISC Personality System. The DISC Personality System is the universal language of behavior. Research has shown that behavioral characteristics can be grouped together in four major groups. People with similar styles tend to exhibit specific behavioral characteristics common to that style. All people share these four styles in varying degrees of intensity. The acronym DISC stands for the four personality styles represented by the letters :

- D = Dominant, Driver
- I = Influencing, Inspiring
- S = Steady, Stable
- C = Correct, Compliant

Knowledge of the DISC System empowers you to understand yourself, family members, co-workers, and friends, in a profound way. Understanding behavioral styles helps you become a better communicator, minimize or prevent conflicts, appreciate the differences in others and positively influence those around you.

In the course of daily life, you can observe behavioral styles in action because you interact with each style, to varying degrees, everyday. As you think about your family members, friends and co-workers, you will discover different personalities unfold before your eyes.

- Do you know someone who is assertive, to the point, and wants the bottom line?

Some people are forceful, direct, and strong-willed.

This is the D Style

- Do you have any friends who are great communicators and friendly to everyone they meet?

Some people are optimistic, friendly, and talkative.

This is the I Style

- Do you have any family members who are good listeners and great team players?

Some people are steady, patient, loyal, and practical.

This is the S Style

- Have you ever worked with someone who enjoys gathering facts and details and is thorough in all activities?

Some people are precise, sensitive, and analytical.

This is the C Style

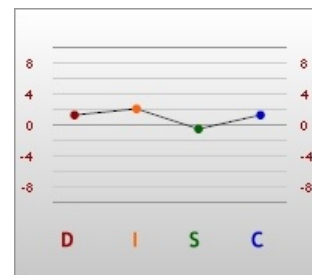
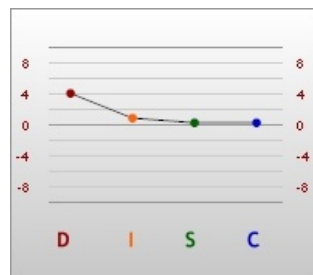
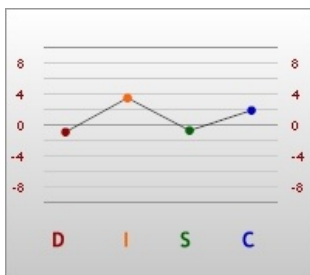


The chart below helps put the four dimensions of behavior into perspective.

	D = Dominant	I = Influencing	S = Steady	C = Compliant
Seeks	Control	Recognition	Acceptance	Accuracy
Strengths	Administration Leadership Determination	Persuading Enthusiasm Entertaining	Listening Teamwork Follow-Through	Planning Systems Orchestration
Challenges	Impatient Insensitive Poor Listener	Lack of Detail Short Attention Span Low Follow-Through	Oversensitive Slow to Begin Dislikes Change	Perfectionist Critical Unresponsive
Dislikes	Inefficiency Indecision	Routines Complexity	Insensitivity Impatience	Disorganization Impropriety
Decisions	Decisive	Spontaneous	Conferring	Methodical

Because human personality is comprised of varying intensities of the four behavioral styles, the DISC graph helps make the personality style more visual. The DISC graph plots the intensity of each of the four styles. All points above the midline are stronger intensities, while points below the midline are lesser intensities of DISC characteristics. It is possible to look at a DISC graph and instantly know the personality and behavioral characteristics of an individual.

Below are your three DISC graphs, and a brief explanation of the differences between the graphs.



DISC graph 1 represents your "public self" (the mask)

This graph displays the "you" others see. It reflects how you perceive the demands of your environment, and your perception of how you believe others expect you to behave.

DISC graph 2 represents your "private self" (the core)

This graph displays your instinctive response to pressure, and identifies how you are most likely to respond when stress or tension are present. This would be your instinctive reaction.

DISC graph 3 represents your "perceived self" (the mirror)

This graph displays the manner in which you perceive your typical behavior. It could be referred to as your self perception. Although at times you may be unaware of the behavior you use with other people, this graph shows your typical approach.

understanding your style

John Doe's style is identified by the keyword "Leader".

As a Leader style, John Doe is a very task-oriented person who can also be very people-oriented as well. Leaders may be very good at recruiting others for tasks. They are friendly, but like to see the tasks done right. They may seem domineering and cool sometimes. They may lose sight of the needs of people while they are focusing on the task. Leaders really want others involved in projects but may forget about what others want. Leaders need to listen more and think about what others around them may need, especially in times of stress. Leaders must have social approval and, in turn, they trust others highly. Because of this, Leaders sometimes overestimate people and their abilities. They can appear inconsistent and flighty due to their inability to concentrate and focus for long periods. Leaders may need to learn to really listen to what people say instead of thinking of the next thing to be said! Leaders have strong logical abilities when they utilize them.

Because of their excellent verbal communication skills, Leaders are able to put strangers at ease and make them feel comfortable. They influence people by their people skills and their ability to reason and be logical. John Doe seeks a positive, favorable environment and is not afraid to stand up and take charge if necessary. Leaders are not bystanders and are constantly involved. John Doe desires the excitement that comes with new adventures and meeting new people. Leaders may appear opinionated, but their main goal is trying to establish harmony and unity between people. So when Leaders are talking and giving opinions or information, it is usually with good intentions.

Leaders will speak their mind and let others know how they feel. They need to work on patience to help get their goals accomplished. Under pressure, they may become domineering and aggressive to get their point across. Directness works for a Leader style, but patience will go further to build rapport with others.

A very creative person, John Doe is often willing to seek out new solutions to problems, is self motivated and often works at a fast pace to accomplish goals. John Doe likes new challenges and is usually able to make decisions easily, even under pressure.

John Doe is an optimistic individual. They are the type of person who loves exploring new places or things and a wide variety of experiences. A natural charisma is displayed that draws and charms others. John Doe is a very encouraging person; others find them inspirational and lively.

John Doe takes a flexible approach in dealings with others and is willing to pursue different avenues to maintain good relationships. While patient and will not usually rush, John Doe is not afraid to actively seek new solutions if previous methods do not fit the current situation.

Neat and orderly, others usually see John Doe as practical. This individual needs adequate information to make decisions, and will consider the pros and cons. John Doe may be sensitive to criticism and will tend to internalize emotions. John Doe likes to clarify expectations before undertaking new projects and will follow a logical process to gain successful results.

Enthusiastic and innovative
Competing for recognition
Optimistic, energetic
Persuasive, talkative,
capable

General Characteristics

Flattery, praise, popularity,
and acceptance
Rewards and recognition
for quality work
Freedom from many rules
and regulations
Adequate resources, ability
to be involved in all areas

Motivated By

Leadership roles
Regular compliments for
achievements
Freedom to let them
determine controls and
details
A forum to express ideas

My Ideal Environment

Famous people who share your personality

George S. Patton 1885-1945

General, U.S. Army

Displaying the showmanship that can accompany the Leaders style, Patton was widely known as Blood and Guts because of his tough, profane leadership style. But his men were drawn to his powerful personae, and to this day, while other World War II veterans refer to their unit by regiment or division number, men of the Third Army will frequently simply say, I was with Patton. The Leader is very good at building teams, and Pattons rough exterior wore a ferocious face he assumed because he felt it would best serve the interests of his men. He made it a point to be physically seen by each and every combat soldier under his command, frequently in secret gatherings of troops. He used these times to motivate and instill a sense of grandiose camaraderie.

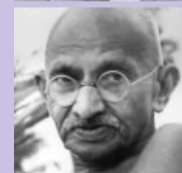
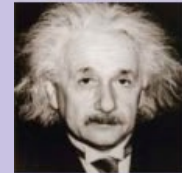
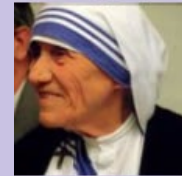
"My men don't surrender. I dont want to hear of any soldier under my command being captured unless he's hit."

Winston L.S. Churchill 1874-1965

English Prime Minister and Writer

Beginning his career as a soldier, the communication skills which characterize the Leader style soon moved him into the position of a war reporter in South Africa. Upon his return to England, he entered the world of politics. Churchill was elected a Member of Parliament in 1900, and eleven years later found himself in charge of Great Britains Royal Navy. He came out of retirement to face Hitlers wrath, and was elected Prime Minister. It was Churchills personal courage and magnificent speeches of encouragement that motivated and sustained the English people through the war.

"I have never accepted what many people have kindly said -- namely that I inspired the nation. Their will was resolute and remorseless, and as it proved, unconquerable. It fell to me to express it."



Remember, a Leader may want:

- Social esteem and acceptance, freedom to develop details and control, people to talk to, positive working conditions, recognition for abilities, opportunity to motivate and influence others, help in achieving highest quality work

Greatest fear:

- Rejection and loss of control

When communicating with John Doe, a Leader, DO:

- Give opportunity for them to direct people and projects
- Make sure you help them meet their personal goal
- Allow for a variety of work
- Submit details in writing, give them proof
- Develop a participative relationship
- Create incentives for following through on tasks

When communicating with John Doe, a Leader, DO NOT:

- Eliminate social status
- Threaten their leadership and position
- Ignore their ideas or accomplishments
- Tell them what to do

While analyzing information, John Doe, a Leader may:

- Speak before listening thoroughly
- Be very analytical
- See concepts and goals at the same time
- Be creative in problem solving

Motivational Characteristics

- **Motivating Goals:** Accomplish tasks, leadership, people contacts
- **Evaluates Others by:** Openness to their ideas, social acceptance
- **Influences Others by:** Friendly leadership
- **Value to Team:** Project mover, sense of urgency, confidence builder
- **Overuses:** Impatience
- **Reaction to Pressure:** Demanding, impatient, fidgety
- **Greatest Fears:** Loss of leadership, inability to complete work
- **Areas for Improvement:** Slow down the pace, be less perfectionistic



Knowledge comes, but
wisdom lingers.

- Alfred Lord Tennyson

Value to the group:

- Creative problem solver
- Great encourager and leader
- Convincing spokesperson, explains well
- Negotiates conflicts by taking positive action

Leaders possess these positive characteristics in groups:

- Effective leadership style both people and task oriented
- Instinctive communicators
- "Big picture" thinkers
- Able and motivated
- Can take risks and make decisions
- Respond well to the unexpected
- Provide direction and leadership
- Express ideas well
- Make good spokespersons
- Will offer opinions
- Have a positive attitude
- Accomplish goals through people
- Good sense of humor
- Strong in brainstorming sessions

Personal growth areas for Leaders:

- Be less demanding and critical of others
- Become a better listener and team player
- Exercise control over your actions, words and emotions
- Remember to slow down your pace for other team members
- Consider and evaluate ideas from other team members
- Concentrate on following through with tasks



You can have brilliant ideas, but if you can't get them across, your ideas won't get you anywhere.

- Lee Iacocca

relating to others

Your **I, D and C** plotted above the midline, your style is identified by the keyword "Leader".

This next section uses adjectives to describe where your DISC styles are approximately plotted on your graph. These descriptive words correlate as a rough approximation to the values of your graph.

D -- Measures how decisive, authoritative and direct you typically are. Words that may describe the intensity of your "D" are:

- **SELF-ASSURED** Certain; confident
- **COMPETITIVE** Rivalry; desiring a contest or match
- **QUICK** Prompt to understand and learn; sharp in discernment
- **SELF-RELIANT** Having reliance upon or confident in one's own abilities

I - Measures how talkative, persuasive, and interactive you typically are. Words that may describe the intensity of your "I" are:

- **ENTHUSIASTIC** Inspiration; visionary; intense
- **GREGARIOUS** Fond of the company of others; sociable
- **PERSUASIVE** Having the power to persuade; influencing
- **EMOTIONAL** Easily aroused to emotion

S -- Measures your desire for security, peace and your ability to be a team player. Words that may describe the intensity of your "S" are:

- **RESTLESS** Inability to rest or relax; uneasy; not quiet
- **CHANGE-ORIENTED** Desire to alter; likes variety
- **SPONTANEOUS** Acting with a natural feeling without constraint
- **ACTIVE** Characterized by much action or emotion; busy; quick

C -- Measures your desire for structure, organization and details. Words that may describe the intensity of your "C" are:

- **ANALYTICAL** Dissecting a whole into its parts to discover its nature
- **SENSITIVE** Easily hurt; highly intellectually and emotionally responsive
- **MATURE** Developed



The only way to change is by changing your understanding.

- Anthony De Mello

how you communicate with others

How You Communicate with Others

Please return to the "Communicating" section of this report and review the communicating "DO" and "DO NOT" sections for your specific style. Reviewing your own communication preferences can be an eye-opening experience or simply confirmation for what you already know to be true. Either way, you have your communication characteristics in writing. This information is powerful when shared between colleagues, friends, and family. Others may now realize that some approaches do not work for your style, while other ones are received well by you. Equally important is that you now see that THE WAY YOU SAY SOMETHING can be as important as WHAT IS SAID. Unfortunately, we all have a tendency to communicate in the manner that we like to hear something, instead of the method another person prefers.

Your style is predominately an "I" style, which means that you prefer receiving information that stresses the EXPERIENCE. But, when transferring that same information to a client or co-worker, you may need to translate that into giving them precise facts, or just the end result, or how they are a part of the solution and "we need to work as a team."

This next section of the report deals with how your style communicates with the other three dominant styles. Certain styles have a natural tendency to communicate well, while certain other styles seem to be speaking different languages all together. Since you are already adept at speaking your "native" language, we will examine how to best communicate and relate to the other three dominant languages people will be using.

This next section is particularly useful for a dominant "I" style as you may have the tendency to be more vocal but less focused on results or details as others around you.

The Compatibility of Your Behavioral Style

The "I" and the "D" styles normally get along pretty well in relationships since the "I" is a great encourager to the "D". In work tasks, the "I" may feel the "D" is too demanding and too task oriented at times.

Two "I" styles get along extremely well in personal relationships. They are very social and like to try new experiences. Two "I"s working together may have a tendency to miss deadlines and not complete tasks with attention to detail.

The "I" and the "S" style get along well in the work environment since the "S" will serve as support for the "I" in making sure tasks stay on track. In relationships the "I" may want to be more socially oriented while the "S" would prefer to spend more quality time with less people and outside activities.

The "I" and the "C" work well together as their strengths tend to complement one another. In relationships there can sometimes be conflicts as the "I" is much more socially motivated and impulsive than the "C".



Speech is the mirror
of the soul; as a man
speaks, so is he.

- Publilius Syros

How the "I" Can Enhance Interaction with Each Style

I with D

I's tend to view D's as argumentative, dictatorial, arrogant, domineering, nervous and hasty. As an I, you are likely to resent the D telling you what to do. It will frustrate you when they don't notice your ideas. Since you are used to being able to talk your way into or out of confrontations, you will likely be surprised when you find out that your charm does not bring a favorable response from the high D.

Relationship Tip: To make this relationship work, you must have direct communication. Deal with issues in a straightforward manner. Work at negotiating commitments and goals on an equal basis. Focus on tasks and issues, not people and personalities. Point out specific accomplishments.

I with I

I's enjoy relationships with other I's ... thoroughly. You will see each other as stimulating, charismatic, outgoing and optimistic; relating well to each other and developing relationships quickly. You will both tend to mix business and pleasure, and strive to impress one another; possibly even competing for recognition.

Relationship Tip: Maximizing relationships between I's is not difficult; it's controlling them that will require effort. Be friendly, complimentary; acknowledge each other's accomplishments. Listen sincerely instead of planning what you want to say next.

I with S

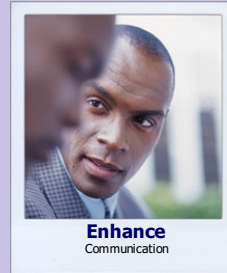
You will see high S's as passive, nonchalant, apathetic, possessive and non-demonstrative. But you'll also find them accepting, and willing to enter into relationships if you can slow down the pace; even though you'll tend to become frustrated when the S doesn't express their thoughts and feelings like you want them to. You can be a motivator and encourager to S's.

Relationship Tip: Slow down; be more easygoing. Show them sincere appreciation and you'll find friendships with S's are very rewarding; they'll stick with you. Above all, don't be pushy.

I with C

I's view C's as overly dependent, evasive, defensive, too focused on details, too cautious and worrisome. The natural interaction between you will strain the relationship and require work. You'll focus on people; they'll see the facts. You'll be optimistic; they'll seem pessimistic. You'll look at the "big picture"; they'll see only details. You'll want to make a decision; they'll frequently want to gather a little more data first.

Relationship Tip: Present your facts clearly, and don't exaggerate details and numbers. Prepare well for a discussion with a C. Expect them to express doubts and need time to evaluate data before making a decision. Remove any potential threats, making their decisions easier. Write notes often.



Communication works for those who work at it.

- John Powell

Communication Tips Worksheet

Changes in your graphs indicate your coping methods. The human personality is profoundly influenced by changes in our environment. Typically, people change significantly from graph one to graph two as a result of stressors or environmental changes. Recognizing the differences or changes between these two graphs helps us understand our instinctive coping mechanism, and indicates how to better adapt in the future.

Instructions: Each of your graphs illuminates different aspects of your personality. A closer look at those changes reveals valuable insights. Please refer to both graphs (if necessary, reference data throughout your profile). Compare the D, I, S, and C points on graphs one and two. Finally, read the analysis of your answers, and consider how your environment affects your decisions, motivations, actions and verbal messages.

D Changes:

Compare graphs 1 and 2. When you look at graph 2, is your "D" higher or lower than the "D" in graph 1? Consider how high or low the letter moves. A higher value indicates someone who desires more control in stressful situations. If the D goes up considerably, you can become very controlling when you become stressed. A lower value indicates someone who desires less control in stressful situations. If the D goes down considerably, you may want someone else to lead you and you will follow.

I Changes:

Compare graphs 1 and 2. When you look at graph 2, is your "I" higher or lower than the "I" in graph 1? Consider how high or low the letter moves. A higher value indicates someone who desires more social influence in stressful situations. If the I goes up considerably, you may try to use your communication skills to smooth things out. A lower value indicates someone who desires less social influence in stressful situations. If the I goes down considerably, you rely less on verbal means to come to a resolution.

S Changes:

Compare graphs 1 and 2. When you look at graph 2, is your "S" higher or lower than the "S" in graph 1? Consider how high or low the letter moves. A higher value indicates someone who desires a more secure environment in stressful situations. If the S goes up considerably, you may tend to avoid any conflict and wait until a more favorable environment is available before making any changes. A lower value indicates someone who desires a less secure environment in stressful situations. If the S goes down considerably, you become more impulsive in your decision-making.

C Changes:

Compare graphs 1 and 2. When you look at graph 2, is your "C" higher or lower than the "C" in graph 1? Consider how high or low the letter moves. A higher value indicates someone who desires more information before making a decision in stressful situations. If the C goes up considerably, you will probably not want to make a decision until you have significantly more information. A lower value indicates someone who desires less information before making decisions in stressful situations. If the C goes down considerably, you may make decisions based more on gut feelings.

Which one of your points makes the most dramatic move up or down? What does that tell you about how you react to pressure?

How could your coping method help or hinder you in making decisions? How can you use this information to help you see possible blind spots in your reaction to pressure?

your strengths in leadership

INFLUENCING -

Well Developed

You are the "go to" person when a leader is needed. Others see your strengths and know that you possess wonderful managerial insight. Many people are willing to follow you because of your charisma and enthusiasm. While sometimes seeming a bit aggressive, your fairness and people skills soon have others remembering you want the best for all involved.

DIRECTING - Well Developed

You were probably just selected to oversee yet another project, especially one that has a tight deadline. Your team values your work ethic. You may appear a bit distant at times, but your attention to detail and your inner drive causes others to respect you and to see the great value you add to the team. Learn to take time to get to know other team members; time invested in relationships is not time wasted.

PROCESSING - Above Average

Hands on and following through, you inspire others to be as conscientious as you are. You are the type that others rely on to make the team look good because of your work ethic and follow through. You may have a hard time delegating at times, but you are able to do so when necessary. Others see you as loyal and caring, a real team player.

DETAILING - Good

Others appreciate it when you take the time to make sure the little things get done. You may have a tendency to start at a quick pace but not complete the task. Remember the necessity of the paperwork and details so that you may add value to your other stronger traits.

CREATING - Well Developed

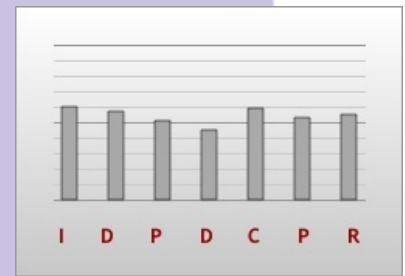
You are very unique in that you have the combination of tremendous people skills and orientation to detail. You can articulate well in many different areas. You use your communication skills to make sure that each area of a project will get done in the proper order and manner. High-quality work is a standard you maintain in all you do.

PERSISTING - Above Average

Others like working together with you because you typically do more than your share of whatever is required and this makes the entire team look good. You will maintain a hands-on approach and let others visibly see that you are a team player.

RELATING - Above Average

You value relationships and know what it takes to nurture them. You go out of your way to make new team members feel welcome and want to be included.



Developing excellent communication skills is absolutely essential to effective leadership. The leader must be able to share knowledge and ideas to transmit a sense of urgency and enthusiasm to others. If a leader can't get a message across clearly and motivate others to act on it, then having a message doesn't even matter.

- Gilbert Amelio

Best Match

Based upon the scores of your DISC assessment, the following careers/occupations would most likely be of significant interest to you. Naturally, you would have to consider education and training, and possibly, licensing requirements for each position. This is a guide to help you think about the possibilities of careers which you may find fulfilling. Remember, any style **can do** any occupation, however, some styles seem to **naturally enjoy** a particular job more.

I Style

Occupation/Career

Occupations enjoyed by your style

Actor	Interpreter, translator
Administrator	IT recruiter
Advertising agent	Journalist
Arbitrator	Legal arbitrator, mediator, conciliator
Artist	Marketing manager
Attorney, lawyer	Medical and health services manager
Auctioneer	Model
Broadcaster	Nurse
Coach	Paralegal
Comedian	Peace corps worker, volunteer
Court reporter	Pediatric nurse, school nurse
Computer consultant	Pharmaceutical sales
Cosmetologist	Professor, postsecondary education
Disk jockey	Public relations specialist
Entertainer	Public speaker
Entrepreneur	Real estate sales
Fashion designer	Reporter
Flight attendant	Sales engineer
Government lobbyist, legislator	Sales person
Guide for tours and resorts	Software applications developer
Help desk, technical support analyst	Teacher: primary, secondary
Host, hostess	Telephone marketing and sales
Hotel, restaurant manager	Training and development
Human resources specialist	Travel agent
Instructor, trainer in education or business	Webmaster, web developer
Insurance agent	Wedding consultant
Interior decorator	Writer, editor

Close Match

Based upon the scores of your DISC assessment, the following careers/occupations would most likely be of significant interest to you. Naturally, you would have to consider education and training, and possibly, licensing requirements for each position. This is a guide to help you think about the possibilities of careers which you may find fulfilling. Remember, any style **can do** any occupation, however, some styles seem to **naturally enjoy** a particular job more.

D Style

Occupation/Career

Occupations enjoyed by your style

Administrator: school, hospital, government	Hotel and restaurant management, hospitality
Advertising account executive	Investment banking
Athlete	Journalist
Announcer	Judge, magistrate
Art director	Industrial psychologist
Behavioral scientist	Inspector, compliance officer
Business management, agent	Investigator, detective
Business owner, self-employed worker	IT manager
Buyer	Lawyer, trial attorney
Coach, instructor, teacher	Management consultant
Collection supervisor	Manager, top executive
Consultant	Military leader
Contractor, builder	Music producer
Corporate finance	News anchor
Corrections officer	Nurse anesthetist
Criminal justice agent	Nurse case manager
Database developer	Personnel recruiter
Developer for real estate and construction	Physical therapist
Director	Physician
Education administrator	Pilot
Educator, professor, trainer	Planner
Entrepreneur, franchiser	Police, probations, parole officer
Executive chef	Private sector executive
Executive, president, CEO, vice-president	Real estate sales, property manager
Facility, resort, special event manager	Religious leader, minister, priest, pastor
Fashion designer	Sales agent: securities and commodities, financial services
Federal agent: CIA/FBI/DEA agents	Sales representative
Financial manager, bank and brokerage branch or department	Sous chef
Firefighter	Supervisor - various environments
First-line manager/supervisor	Software engineer
Government service executive	Webmaster
Healthcare technologist	Wellness, nutritionist consultant

Detailed Keyword Analysis: Your Personal Image

When completing your profile, you answered the questions according to a particular setting, for example 'Home' or 'Work'. This is because people tend to display different aspects of their personality in different settings. You are typically not the same at work as you are at home or in a social setting. A significant benefit of this report is its ability to measure how others will tend to perceive you and your behavior in various settings.

In the setting for which you answered the questions, others will tend to perceive you as having certain characteristics. Their perception of these characteristics will change depending on the amount of pressure you experience in any given situation. This is an area where each individual tends to have significant "blind spots". We often don't realize how we're perceived by others when we are under pressure.

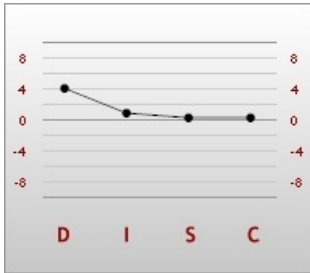
The following keywords describe specific values of your DISC scores for two of the three graphs. An analysis has been generated for Graph 2 (personality under stress) and graph 3 (personality in general). The following keywords represent characteristics typically displayed by similar graphs.

The DISC descriptive keywords generated from an analysis of each graph have been divided into two lists. The first list, generated from Graph 2, is under the heading "How Others Tend to See Me". It shows your typical response to pressure. The second list, generated from Graph 3, is under the heading "How I See Myself". Unless your two graphs are completely different, you should expect to see some repetition of items in each list. However, you should be aware that the dominant traits are listed first; therefore the placement of each keyword demonstrates its significance. You should particularly note keywords that are repeated in both lists. Notice whether repeated keywords moved higher or lower from list to list.

Keyword Exercise Part 1

HOW OTHERS TEND TO SEE ME

The following descriptive keywords were generated from an analysis of Graph 2. These keywords describe the specific value of your DISC scores providing a representation of the characteristics you tend to display when you are responding to pressure.



Instructions: Please ask someone to help you complete this exercise. It should be someone who knows you well in the particular setting for which you answered the questions on your profile. Ask him/her to check the boxes next to the keywords that he/she perceives describe you during a time when you were under significant pressure. Please ask him/her to leave blank keywords that do not describe you during a pressure-filled time. Consider the impact these characteristics may have on your relationships. These may be areas for you to consider as being significant to your self-image.

- ADVENTURESOME Exciting undertakings; Willing to take chances
- DECISIVE Settles a dispute, question, etc
- INQUISITIVE Inclined to ask many questions; curious

- CONFIDENT Sure of oneself; feeling certain; bold
- GENEROUS Willing to give or share; unselfish; bountiful
- POISED Balanced; stable; having ease and dignity of manner

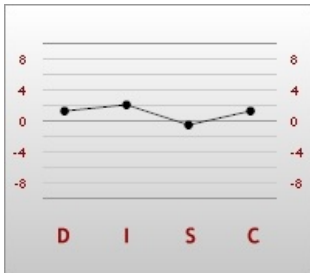
- ANALYTICAL Dissecting a whole into its parts to discover their nature
- MATURE Fully grown, developed
- SENSITIVE Easily hurt; highly responsive intellectually and emotionally

- AMIABLE Having a pleasant disposition; friendly
- DELIBERATE Careful in considering; not rash or hasty; slow; unhurried
- STABLE Not easily thrown off balance; enduring; steady; resisting change

Keyword Exercise Part 2

HOW I TEND TO SEE MYSELF

The following descriptive keywords were generated from an analysis of Graph 3. These keywords describe the specific value of your DISC scores providing a representation of the characteristics you tend to see yourself displaying (your self-image).



Instructions: Please check the boxes next to the keywords that you perceive describe you in general. Please leave blank keywords that do not describe your everyday characteristics. Consider the impact these characteristics may have on your relationships. Are there any keywords that come up in both part one and part two of this exercise? If so, these may be areas for you to consider as being significant to your self-image.

- AFFABLE Easy to approach and talk to; pleasant & polite
- SOCIABLE Enjoying the company of others; friendly; agreeable; informal
- TRUSTING Firm belief in honesty, integrity, faith

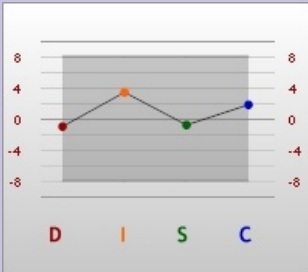
- QUICK Prompt to understand/learn; sharp in discernment
- SELF-ASSURED Certain; confident
- SELF-RELIANT Having reliance upon or confident in one's own abilities

- ANALYTICAL Dissecting a whole into its parts to discover their nature
- MATURE Fully grown, developed
- SENSITIVE Easily hurt; highly responsive intellectually and emotionally

- ALERT Watchful; vigilant; ready; active; nimble
- EAGER Keenly desiring; wanting very much; impatient or anxious
- OUTGOING Expansive; sociable; gregarious

Personality Style Graphs

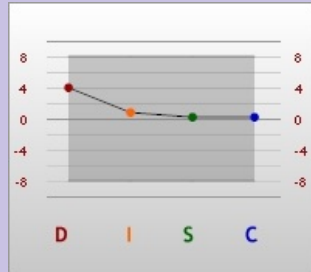
Public Perception



D=-1.02, I=3.42, S=-0.75, C=1.81

Raw Scores D=5, I=6, S=4, C=5

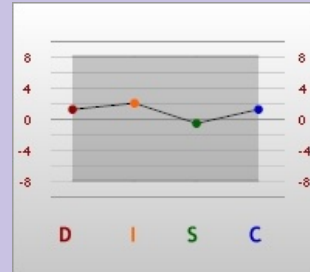
Stress Perception



D=3.93, I=0.76, S=0.27, C=0.3

Raw Scores D=2, I=4, S=6, C=6

Mirror



D=1.14, I=2, S=-0.64, C=1.12

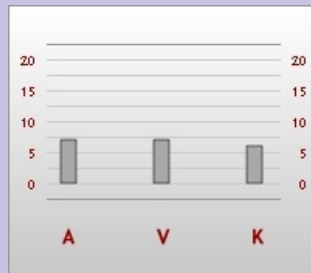
Raw Scores D=3, I=2, S=-2, C=-1

Cognitive



L=28, I=18, T=17, E=17

Perceptual



A=7, V=7, K=6

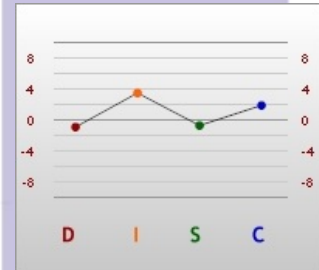
Each of the three graphs reveals a different snapshot of behavior, depending on the conditions of the environment. Within a given environment, Graph 1 reveals the "Public Self;" Graph 2 displays the "Private Self;" and Graph 3 portrays the "Perceived Self."

These three graphs or snapshots are defined in detail below.

**Graph 1 -
Mask, Public Self**

Behavior Expected By Others

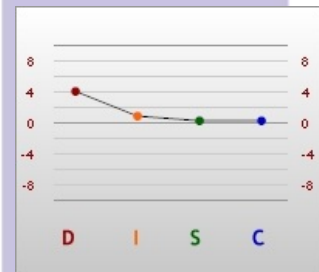
Everyone acts according to how they think other people expect them to act. This behavior is the public self, the person projected to others. Sometimes, there is no difference between the true person and their public self. However, the public self can be very different from the "real" person; it is a mask. Graph 1 is generated by the "Most" choices on The Personality System, and has the greatest potential for change.



**Graph 2 -
Core, Private Self**

Instinctive Response To Pressure

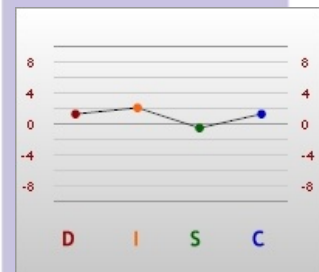
Everyone has learned responses from the past: consequently, these are behaviors which the person accepts about him/herself. Under pressure or tension, these learned behaviors become prominent. This is the graph which is the least likely to change because these are natural and ingrained responses. A person's behavior under pressure may be drastically different than his/her behavior in Graphs 1 and 3. Graph 2 is generated by the "Least" choices on The Personality System, and has the lowest potential for change.



**Graph 3 -
Mirror, Perceived Self**

Self Image, Self Identity

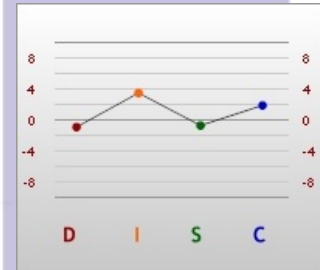
Everyone envisions him/her self in a particular way. Graph 3 displays the mental picture that one has of him/her self, the self image or self identity. Graph 3 combines the learned responses from one's past with the current expected behavior from the environment. Change in one's perception can occur, but it is usually gradual and based on the changing demands of one's environment. Graph 3 is generated by the difference between Graph 1 and Graph 2.



Continued

Different Graphs Indicate Change or Transition

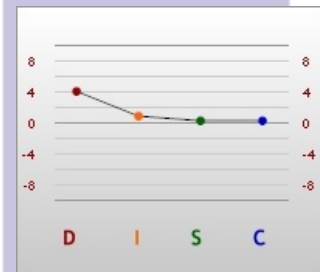
- If Graph 1 is different than Graph 2, the demands of the environment are forcing behavior that is not congruent with the core, or instinctive behavior. In such a situation, a person trying to modify his/her behavior to meet the demands of the environment will most likely experience stress.
- If Graph 1 is different than Graph 2, but similar to Graph 3, the individual has been able to successfully alter his/her behavior to meet the demands of the environment without altering his/her core. This individual is probably fairly comfortable with the behavior shown in Graph 3 (Perceived Self), and is probably not experiencing stress.
- If Graph 1 is different than Graph 3, an individual may be in a period of growth (and some discomfort) while he/she attempts to alter behavior to meet the demands of a new environment. A person's behavior may fluctuate during this period of adjustment.



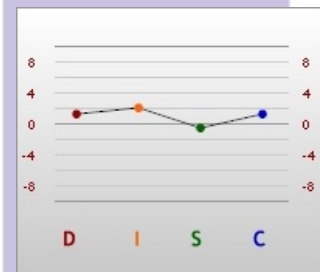
Similar Graphs Indicate Few Demands For Change

An individual who perceives the current demands of the environment (Graph 1) to be similar to his/her past (Graph 2) will have little need to change his/her self-perception (Graph 3). This may be due to any of the following factors:

- The behavior demanded by the present environment is similar to demands in the past.
- This individual controls what others demand of him/her.
- The behavior demanded by the present environment is different than demands in the past. However, instead of altering behavior, this person has chosen to augment style. To accomplish augmentation, this individual has surrounded him/herself with people of complimentary styles, thus creating a team with combined strengths.



Your keyword style of Leader(IDC) and the contents of this report are derived from Graph 3.



Improving Your Interpersonal Skills

John Doe's Action Plan

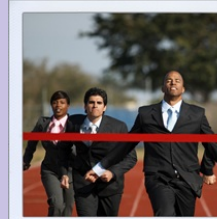
This worksheet is a tool to enable effective communication between you and others with whom you interact on a regular basis. The goal is to help you maximize your strengths and minimize the effects of potential limitations. It addresses work-related and general characteristics that are common to your style as a whole, and is not derived directly from your graphs.

This section gives you an opportunity to sit down with a co-worker, employer, friend, spouse, etc., and assess your personality style, getting feedback from someone who knows you well. Although doing so is beneficial, it is not required to have anyone else present while completing this section. If you choose to get feedback from another, you may print the report and do so that way.

Instructions:

Step 1: The items listed below are areas to reflect upon between you and your closest contacts. After printing out this report, give this page to another person who knows you well (associate, team member, teacher, family member, friend) and ask them to read each item. They should consider whether or not they perceive the item to describe your traits. Then, check either Yes or No beside each item. Open dialogue is encouraged and any blind spots (areas of your personality that you are blind to) should be discussed. Since communication is a two way street, it is recommended that two people complete one another's worksheets.

Volunteers for jobs/shows initiative	<input type="checkbox"/> Y <input type="checkbox"/> N	Would rather talk than work	<input type="checkbox"/> Y <input type="checkbox"/> N
Thinks up new activities	<input type="checkbox"/> Y <input type="checkbox"/> N	Often forgets obligations	<input type="checkbox"/> Y <input type="checkbox"/> N
Presents well/polished	<input type="checkbox"/> Y <input type="checkbox"/> N	Frequently lacks follow through	<input type="checkbox"/> Y <input type="checkbox"/> N
Creative and colorful	<input type="checkbox"/> Y <input type="checkbox"/> N	Confidence often fades fast	<input type="checkbox"/> Y <input type="checkbox"/> N
Has energy and enthusiasm	<input type="checkbox"/> Y <input type="checkbox"/> N	Outgoing and personable	<input type="checkbox"/> Y <input type="checkbox"/> N
Priorities often get out of order	<input type="checkbox"/> Y <input type="checkbox"/> N	Starts projects well	<input type="checkbox"/> Y <input type="checkbox"/> N
Overly dependant upon feelings	<input type="checkbox"/> Y <input type="checkbox"/> N	Inspirational/motivating to others	<input type="checkbox"/> Y <input type="checkbox"/> N
Easily distracted	<input type="checkbox"/> Y <input type="checkbox"/> N	Sees the big picture	<input type="checkbox"/> Y <input type="checkbox"/> N
Does not care for detail work	<input type="checkbox"/> Y <input type="checkbox"/> N	Organizes well	<input type="checkbox"/> Y <input type="checkbox"/> N
Seeks practical solutions	<input type="checkbox"/> Y <input type="checkbox"/> N	Rash decision maker	<input type="checkbox"/> Y <input type="checkbox"/> N



Action Plan
Improving Your Interpersonal Skills

A man is but a product of his thoughts. What he thinks, he becomes.

- Mahatma Gandhi

Continued

Step 2: Now, select the three items that would benefit the most from focused attention. Discuss and determine specific outcomes and a reasonable time frame for their achievement. Write the details in the spaces provided, along with notes helpful to achieving specific outcomes. Set a date 60-90 days from now for a discussion with your contact to review your progress. The person who works with you on this is important to your growth and should help you stay accountable to your plan.

1. The first item upon which I will focus:

- Review Date:

- Specific actions I will take on this item in the next 60 to 90 days:

- Specifics to address

2. The second item upon which I will focus:

- Review Date:

- Specific actions I will take on this item in the next 60 to 90 days:

- Specifics to address

3. The third item upon which I will focus:

- Review Date:

- Specific actions I will take on this item in the next 60 to 90 days:

- Specifics to address



We continue to shape our personality all our life. If we know ourself perfectly, we should die.

- Albert Camus

Why Perceptual Learning Styles are Important

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

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.



how do you best absorb new information?

John Doe's dominant learning style is "Visual"

If you find yourself using your visual senses to understand new information, you probably are more sensitive to color, light, pictures, diagrams and images. You may have an active imagination that allows you to easily visualize places, people, maps, charts, movie scenes, even words on a page. You may find that hearing it is not enough, if you don't write it down, you easily forget it. To you, a picture is worth a thousand words!

Visual learners may enjoy sketching or doodling while studying or listening to lectures. They may buy a product simply because the packaging is appealing. Typically, visual learners have a good sense of color, layout and spatial organization. They may even be able to visualize plans, situations and objects in their creative mind before it happens or is put on paper. In this way they may excel at being strategic planners or "big picture" thinkers. Being able to express themselves by manipulating color, design, light and space can make them talented artists, designers, writers, architects, photographers and videographers.

Visual learners typically are gifted with spatial intelligence and may have a good sense of direction. With the help of maps, they easily find their way around. They may enjoy sketching, designing, photography, architecture, reading, creating charts/diagrams, manipulating/interpreting images, and navigation.

What is a Visual Learner?

A person who learns best by watching, seeing, reading and visualizing in his/her mind.

How does a Visual Learner learn best?

Through body language, facial expression, charts, illustrations, pictures, and handouts

What are Visual Learners sensitive to?

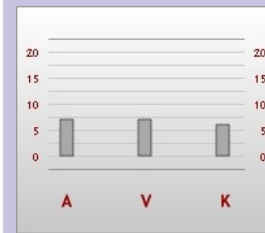
Light, color, visual environment, written language, design, placement, diagrams and graphs

What are the strengths of a Visual Learner?

- Typically good writers and readers
- Able to visualize a picture when reading
- Good in creating written charts, diagrams, and maps
- Remembers and understands written languages well

What might keep a Visual Learner from learning?

Being distracted by movement, light and visual things surrounding him/her.



A=7, V=7, K=6

for lectures, studying, and test taking

During Lectures:

- **Look at a person when he/she is speaking.** (Example: visualize the instructor speaking to remember what he/she is talking about.)
- **If you don't understand a word the instructor is saying, ask him/her to write it on the board.** Looking at words on a chalkboard, overhead or flip chart can help stimulate your memory more than spoken words.
- **Ask the instructor for a visual example of what he/she is explaining to you.** (Example: ask him/her to draw you a map, graph, chart, or diagram.)
- **Take notes while instructor is speaking.** Notes taken by you, in your own handwriting, are better than listening to a lecture, reading the textbook, or reading blackboard notes made by the instructor.

While Studying:

- Solve problems using maps, graphs, charts and diagrams in your notebook. If your instructor does not give you diagrams for solving problems, create your own charts and diagrams in your notebook. Share your diagrams with your instructor so that he/she can see if you are on the right track in your thinking.
- Use a highlighter or underline important information in books and notes. Underline or highlight words, sentences and paragraphs that are important to you. You can use different colored highlighters for different types of information.
- Make an outline of all important concepts in your notebook. An outline begins with the most important concepts. Under important concept headings are the specifics and details of the information.
- Review your written notes often. Review your notes as often as possible, not just before the test. Reviewing often will help you to remember.
- Use brightly colored flash cards. Create the flash cards with a parent, instructor or friend. Use lots of color and then go over the information with someone who is willing to quiz you.
- Study with a group of friends. Sit in a circle where you can see one another. Share your observations, questions, and connections about what you are learning.

While Taking Tests:

- Try to visualize the textbook page in your mind during testing. This helps you to better remember the correct answer to a question or concept.
- Try to visualize your notes in your mind during testing.
- Try to visualize an outline or a summary of information in your mind during testing.



A=7, V=7, K=6

Learning is a treasure that will follow its owner everywhere.

-Chinese Proverb

The Learner's Toolbox

tools to increase your Visual Learning power

John Doe

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 Visual Learners...

- Charts, graphs
- Diagrams, maps
- Visual examples, handouts
- Videos, slides, movies
- Puzzles and mazes
- Photography
- Videography
- Visualization
- Picture metaphors
- Creative daydreaming
- Storyboards
- Flipcharts
- Sketching journals
- Graphic symbols
- Different color markers
- Redraw pages from memory
- Replace words with symbols
- Play Pictionary
- Color-coding
- Graphic design software
- Painting
- Collage
- Optical illusions
- Mind maps
- Finding visual patterns
- Telescope, microscope
- Photographic manipulation
- Interior design
- Fashion design
- Package design
- Picture books



A=7, V=7, K=6

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

-Dudley Field Malone

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

Exercises to help you apply learning styles

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,

b. Visual style career examples:

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

c. Kinesthetic style career examples:

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

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

~Harry S. Truman

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:

b. Visual approach:

c. Kinesthetic approach:

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

~Eartha Kitt



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.)

Why does this work for you?

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

Why does this work for you?

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

Why does this work for you?

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

Why does this work for you?

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

Why does this work for you?

"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



Environmental learning preferences

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

Why does this work for you?

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

Why does this work for you?

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

Why does this work for you?

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

Why does this work for you?

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.)

Why does this work for you?

11) What else helps you study?

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

~Mortimer Adler

What are cognitive thinking styles?

Once you have absorbed new information through your primary sensory preference (auditory, visual, or kinesthetic) you must process it in your mind to try and make sense of it.

Everyone has their own unique way of thinking or processing new information. By trying to understand your own thinking patterns and preferences, you can reveal the ways you learn best.

The LITE model is a unique tool for assessing your thinking style so that you may enhance your learning experiences.

Cognitive styles are the preferences that individuals have for thinking, relating to others, and for various learning environments and experiences. According to Noah Webster, "cognitive" or "cognition" refers to the faculty of knowing; the act of acquiring an idea. This workbook will help explain one of the many thinking style models in existence today.

Cognitive Thinking Styles are based on a few simple principles worth remembering:

- People are different.
- Different thinkers are motivated to learn in different ways.
- Different learners will respond differently to a variety of instructional methods.
- Individual differences among us should be respected.
- People with different styles can be equally intelligent.

Research has shown that thinking characteristics can be grouped into four patterns or "styles." People with similar thinking styles typically prefer similar types of homework, exams, study environments, and are motivated to learn and retain information in similar ways. The four different modes of thinking are broken down in the following manner:

L = These people are organized, direct, practical, factual, and efficient.
We call them ***Literal Thinkers***.

I = These people are imaginative, sentimental, perceptive, and adaptable.
We call them ***Intuitive Thinkers***.

T = These people are analytical, logical, deliberate, and thorough.
We call them ***Theoretical Thinkers***.

E = These people are curious, realistic, innovative, and challenging.
We call them ***Experiential Thinkers***.

"Watch your thoughts,
for they become
words.

Watch your words, for
they become actions.

Watch your actions,
for they become
habits.

Watch your habits, for
they become
character.

Watch your character,
for it becomes your
destiny."

all four thinking styles at a glance

Literal Thinkers

*Practical in their thought
Likes organization*

- keeps his/her thoughts and workspace well organized.
- is very direct, literal, and to-the-point in his/her communication.
- views things in terms of their usefulness.
- thinks in a linear manner, enabling him/her to follow step-by-step instructions well.
- likes tangible rewards.
- takes people "at their word" and doesn't look for hidden meaning in conversation.
- likes to complete one task before moving on to the next.

Intuitive Thinkers

*Sensitive in their thought
Cares about feelings*

- believes that life and learning are personal experiences.
- tunes into feelings and attitudes around them.
- learns from others in a friendly, cooperative way.
- uses their imagination to make learning real.
- responds easily to friendly people.
- asks for personal opinions from others before deciding.
- "reads" into what is said.
- is unpredictable and spontaneous.

Theoretical Thinkers

*Thorough in their thought
Does the research*

- believes every situation deserves thorough analysis and deliberation.
- has the ability to think rationally and logically.
- is a seeker and gatherer of information and loves doing research.
- looks beyond the obvious and finds the underlying principle or "moral of the story."
- has the ability to sort through information objectively.
- is well versed in subjects that interest them.
- wants to explore all the options before deciding.

Experiential Thinkers

*Original in their thought
Takes risks*

- believes only what he/she can experience.
- will learn a new skill if he/she feels it serves their purpose.
- when a routine sets in, he/she will move to another project.
- is intrigued by the unknown.
- believes in taking risks.
- constantly tests environment and challenges authority to see what will happen.
- is passionate about convictions.
- is independent and likes to have control of his/her life.

Your Cognitive Thinking Style

your thinking style characteristics

John Doe

John Doe's dominant thinking style is "Literal"

The dominant Literal Thinker has the natural ability to think in a linear, consecutive manner. If you just bought an "assemble yourself" product, this is the person you want to put it together for you. In fact, the Literal Style would probably enjoy reading and following the directions. This thinker views issues in terms of their practicality and has a flair for making everything work more efficiently.

Literal Thinkers are straightforward communicators -- direct, literal, blunt, and to the point. They don't read between the lines, but say what they mean and mean what they say.

The Literal Style is one of order. Every task he/she undertakes has a beginning, a middle, and an end.

Remember, a Literal Thinker tends to be:

- Practical in their thoughts and actions
- Organized
- Efficient
- Thorough
- Genuine
- Precise
- Detailed
- Perfection-Oriented
- Task-Oriented
- Direct
- To-the-Point
- Blunt
- Traditional thinking
- Factual
- Literal
- Pragmatic
- Structured
- Predictable
- Dedicated
- Dependable
- Honorable



L=28, I=18, T=17, E=17

Your Cognitive Thinking Style

your thinking style characteristics

John Doe

The Literal Thinker:

- Keep his/her thoughts and work space well organized.
- Is very direct, literal, and to-the-point in his/her communication.
- Views things in terms of their usefulness.
- Thinks in a linear manner, enabling him/her to follow step-by-step directions well.
- Likes tangible rewards.
- Takes people "at their word" and doesn't look for hidden meanings in conversation.
- Likes to complete one task before moving to the next.

The Literal Thinker General Characteristics:

- arranges, classifies, lists, categorizes, orders data, information, ideas, time, and items
- prefers desks, books, and things to be in their place
- does things the same way; has consistent habits and routines
- Tries to sequence random assignments--"How many pages should this be?"
- is fascinated with mechanical and technological things and how they work
- may get bored with lectures; likes to be involved
- learns easily when shown a concrete example
- does well on objective tests
- keeps lists and schedules to divide their time
- is good with exact, structured work, i.e. map-making and workbooks
- likes to finish one task before starting another
- wants instructor to check that his/her work is correct
- doesn't read hidden meanings into body language; takes things as they are stated
- accepts things as are seen; "seeing is believing"
- shows creativity by producing physical products from general ideas
- likes to memorize and repeat to learn
- can be counted on to do what he/she says
- adapts to change only when prepared in advance



L=28, I=18, T=17, E=17

"I think of life as a good book. The further you get into it, the more it begins to make sense."

-Harold Kushner

The Literal Thinker

capitalizing on your thinking strengths

John Doe

Please note: Not all of these will apply to you, but be aware of the strengths typically of others who share your style.

Your strengths are:

- Focusing on a project until it is completed
- Clear, no-nonsense communication
- Working hard to keep a deadline
- Being practical about complex issues
- Designing systems to make things work smoothly, efficiently, and economically

You may have difficulty with:

- Abstract words or hidden meanings
- Communication with no agenda
- Functioning in a cluttered work space
- Requests to "elaborate on feelings"
- Depending on others in a group
- Visualizing things that can't be seen
- Incomplete or vague directions

In a group, you:

- Contribute consistency, organization, and security to the group
- Pay close attention to detail
- Organize everyone in the group
- Make sure the project follows through to the end
- Communicate clearly and concisely--get to the point, stick to the facts, and keep emotion out of the project

Working alone, you (example: reading):

- Like reading about practical subjects
- Would rather "do something" than read
- Don't like to read about abstract concepts
- Use common sense instead of emotions to form opinions about what you read
- Don't mind reading about the details as long as they are concrete and factual
- Like to read nonfiction, autobiographies, how-to manuals, history, science, and technology



L=28, I=18, T=17, E=17

"When I get ready to talk to people, I spend two thirds of the time thinking what they want to hear and one third thinking about what I want to say."

-Abraham Lincoln

how you may improve learning

Learning Strategies

As you make your way through your educational experience or in the workplace, you will develop learning preferences and learning strategies that work for you. You may discover that studying with someone else might help you (cooperative orientation), but may restrict your friend (independent orientation). Some thrive on structure; others could care less about organization. Some want tangible rewards (a good grade, a pay raise); others will be motivated by acceptance, respect and recognition (positive feedback, more responsibility, awards).

The following outlines the learning strategies that typically work for Literal Thinking Styles:

Before beginning a paper or a project, ask the leader if he/she has an example to show you. You work well when you can see or feel a concrete (tangible) example of an assignment and then use that knowledge to guide you through your assignment.

Choose a study/work area that is quiet. Your style has a low tolerance for distraction.

Ask for frequent feedback from the leader. You feel better when you know what is expected of you.

Ask people to "put it in writing" when explaining or giving instructions. You have difficulty following unclear, incomplete, or abstract directions. Putting it in writing reduces the chance for misunderstandings.

You may be more likely to succeed on multiple choice or true/false exams than on essay exams. You tend to see things as either "right" or "wrong."

Practice flexibility. You feel most comfortable doing things the same way, but many times, a class or assignment requires that you innovate and find new ways of doing something.

Rely on your common sense; this is your strength. But also encourage your creative, imaginative side.



L=28, I=18, T=17, E=17

"I must write it all out, at any cost. Writing is thinking. It is more than living, for it is being conscious of living."

-Anne Morrow Lindbergh

Thinking Style Wrap up

know what you know

John Doe

Being Aware...

This report has provided you with a way to recognize and appreciate your main style of processing new information. There are four main Cognitive Thinking Styles (Literal, Intuitive, Theoretical, and Experiential) and you have received information on your dominant cognitive preference.

Maximize Strengths; Minimize Weaknesses...

It's that simple. If you know where your thinking excels, you can capitalize on those aspects, use your mind to do what it enjoys doing most. If you took your car to your dentist to get an oil change, it would take your dentist much longer to figure out what to do than if you took it to a mechanic. Your mind has a distinctive skill set that it has sharpened over the years. Find out what that is, and use it. Once you pinpoint and appreciate your strengths and limits, you can minimize or maximize them in all types of learning situations.

Know Yourself...

To know yourself sometimes requires that you stand outside of yourself and observe, objectively in a critical way. Your report has indicated that you prefer one thinking style. It is up to you to decide if it is "like" you or it is "not like you".

For Further Reflection...

1) Do you agree or disagree with the characteristics attributed to your dominant style? If you disagree, with what aspects in particular?

2) Where does your thinking excel? Do you excel at any particular subjects or test types? Why do you think that is? Please begin by explaining, "I know I am good at..."

3) Where might your thinking be limited? Think about the question, "I know I have difficulty when it comes to..."

4) What strengths do you bring to a group project?

5) What types of material do you prefer to read?

6) What learning strategies do you currently practice?

"Thinking is easy, acting is difficult, and to put one's thoughts into action is the most difficult thing in the world."

-Johann Wolfgang von Goethe