Daniel Allen

Style: **Advisor SI**

College and Career Impact Report

Friday, November 10, 2017

Welcome

Welcome

Congratulations on learning more about the way you impact the world!

Whether you are still in school or just entering the professional world, there are many different ways your impact shows up. In this report we will provide you with a multi-dimensional view of yourself in each of these sections.

Report Sections

Introduction - We will introduce you to the methodology used in this report - not all the rigorous scientific data, but enough information for you to understand the framework for your Impact Report.

Detailed Keyword Analysis - This analysis will show you how you respond to pressure and also how you tend to see yourself.

Your Communication Style - Have you ever noticed that the way some people communicate can affect your desire to speak with them or even help them? In this section of the report, you will learn more about your communication style and how you can focus on having even better communication with others.

Your Ideals at Work - Each of us has ideals we hold tightly, and for good reason: they are important! The Values Style portion of the report will provide you with insight into some of your professional values, which help shape your decisions and drive actions.

The Ways You Think - Everyone has their own unique way of thinking and processing information. In this section we will learn what the different cognitive thinking styles are, your own thinking style characteristics and how to capitalize on your strengths.

The Ways You Learn - This section of the report will help you understand the different learning styles as well as provide you your own learning style so that you can remain teachable and be continually learning.

Action Plan - In this section you will prepare an action plan. Afterall, plans without action is just time wasted. Now that you have all of this information and understand yourself better, it's time to put it into action.

Your Next Step - All of this new awareness is great, and how you apply what you have learned and your own personal action plan is the likely next step. I will provide you with some options on how we can work together so you can move into the fullness of your own potential.

Introduction

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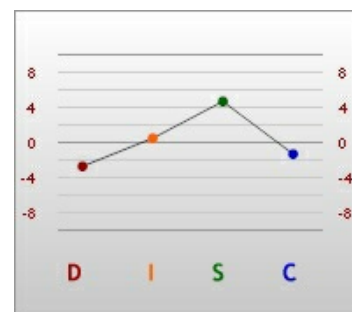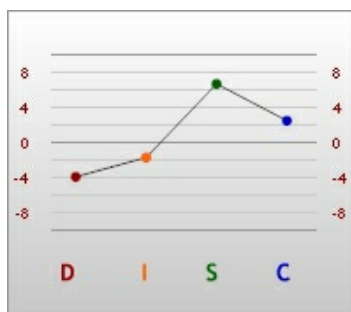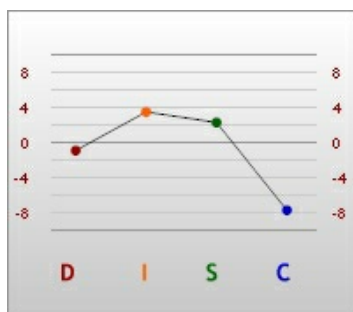
DISC graph 1 represents your "public self" (the mask)

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.

Description
understanding your style

Daniel's style is identified by the keyword "Advisor".

Daniel, as an Advisor style, impresses most people with warmth, sympathy and understanding. Advisors possess a casual kind of poise in most social situations. Many people will come to them because Advisors are seen as good listeners. Daniel can be demonstrative, trusting others and showing clear emotions. Advisors will not attempt to force their ideas on others; in fact, they prefer to gain team consensus. Advisors want to maintain peace and harmony and will ask others for their opinions in decisions that will affect the group. Advisors can be overly tolerant and patient with those who are non-producers in the workplace because of an overwhelming desire to maintain a healthy, nurturing environment.

Daniel prefers to deal with people on a personal, intimate basis in a low pressure situation. Advisors have a desire to produce quality results, and will work hard to do their share of the work and not let the team down. Advisors like personal attention and desire sincere appreciation for a job well done. Daniel loves to talk with and about people; they want social intimacy especially with close friends and family members. Advisors may have difficulty being honest about their feelings if there is a fear that there will be devastating effects to a relationship or cause open conflict.

While Advisors are very stable, they are also flexible and can fit well into most environments. They are seen as neighborly and accepting of others. Once a bond is formed, Daniel has no problem talking about personal subjects and extending trust, however, it may take a while to attain that point of trust. Daniel is family oriented; working toward stability in these relationships. Advisors are persistent in working to accomplish the goals that have been set and working in teams to achieve these outcomes. Advisors prefer to seek team recognition over personal recognition.

Because this individual cares about how others feel, Daniel may feel uncomfortable making decisions that strongly affect others. An encourager to others, Daniel promotes involvement in the decision-making process and prefers to work in a team role. Others tend to see them as agreeable and humble.

A warm, outgoing person, Daniel enjoys having a high level of interaction with others. Finding the "silver lining" in a difficult situation comes easily, and Daniel typically enjoys the thrill of trying new things. This individual has a gift for influencing associates and is viewed as an instinctive communicator. Others find Daniel easy to approach and enjoy their easy, open rapport.

Daniel values close, personal relationships and will often put the needs and desires of those who are loyal friends ahead of his/her own. This is an even-paced individual who thrives in a peaceful, harmonious environment. Daniel will work to avoid conflict and sudden changes in lifestyle and finds joy in keeping tradition.

Daniel will usually test ideas against proven standards in an effort to be inventive. Daniel can be very creative as he/she identifies new solutions to problems. An original and creative thinker, Daniel acts in a rational way to make sure desired results are achieved in an orderly manner while not afraid to "break the mold" if that appears to be the key to a solution.

Enthusiastic, fun loving

Trusting, optimistic

Persuasive, talkative

Relational, people oriented

General Characteristics

Praise, popularity, and acceptance

A friendly environment

Freedom from many rules and regulations

Other people available to handle details

Motivated By

Practical procedures

Few conflicts and arguments

Freedom from controls and details

A forum to express ideas

My Ideal Environment

Your Communication Style

Your Communication Style

As you discover more about your communication style, you will also learn how you can use your unique style of communication to connect and collaborate with others. When you take your best and use it to serve people and projects, you can enjoy a higher degree of performance and a lesser degree of difficulty in your interactions with others.

Based on your responses to the online assessment, this report shows your communication style and shows ways in which it is best to communicate with you.

According to a recent magazine article, Warren Buffett said, "Without good communication skills, you won't be able to convince people to follow you, even though you see over the mountain, and they don't."

Communicating
with the Advisor style

Communicating
with the Advisor style

Remember, an Advisor may want:

- Social esteem and acceptance, freedom from details and control, people to talk to, positive working conditions, recognition for abilities, opportunity to motivate and influence others, loyalty in relationships

Greatest fear:

- Loss of social acceptance, change (especially in relationships)

When communicating with Daniel, an Advisor, DO:

- Build a favorable, friendly, participative environment
- Give opportunity for them to verbalize about ideas, people and their intuition
- Assist them in developing ways to transfer talk into action
- Allow time for stimulating, sociable activities
- Submit details in writing, but don't dwell on them
- Create incentives for following through on tasks

When communicating with Daniel, an Advisor, DO NOT:

- Eliminate social time
- Be overly aggressive or confrontational
- Ignore their ideas or accomplishments
- Make them work alone

While analyzing information, Daniel, an Advisor may:

- Be a very good listener and encourager
- Tend to dismiss facts as irrelevant
- Fail to begin an action plan
- Discuss the situation with others

Motivational Characteristics

- **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
- **Value to Team:** Stable, dependable, good listener, patient, broad friendships
- **Overuses:** Indirect approach; tolerance
- **Reaction to Pressure:** Becomes overly flexible; may hold grudges
- **Greatest Fears:** Social rejection; being accused of causing harm
- **Areas for Improvement:** Take initiative, develop a sense of urgency, set realistic deadlines, establish priorities

> Knowledge comes, but wisdom lingers.
>
> - Alfred Lord Tennyson

Communicating
with the Advisor style

Value to the group:

- Values relationships and the need for people
- Great encourager and motivator, good friend
- Positive sense of humor
- Negotiates conflict, peacemaker

Advisors possess these positive characteristics in groups:

- Instinctive communicators
- Participative managers who influence, motivate and inspire
- Spontaneous and agreeable
- Respond well to the unexpected
- Create an atmosphere of well being
- Enthusiastic, positive attitude
- Will support the leader
- Express ideas well, opinionated
- Work well with other people, accepting of others
- Make good spokespersons
- Persuasive
- Accomplish goals through people
- Good sense of humor
- Strong in brainstorming sessions

Personal growth areas for Advisors:

- Rely on facts more than instincts
- Be more results oriented
- Exercise control over your actions, words and emotions
- Talk less, listen more
- Consider and evaluate ideas from other team members
- Concentrate on following through with tasks and details

Communicating
with the Advisor style

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

- Lee Iacocca

Your Ideals at Work

Your Ideals at Work

Do you ever wonder why you are inspired at times, but at other times, you have difficulty bringing your focus to a project? Each of us has ideals we hold tightly , and for good reason: they are important! The next section of your report will provide you with insight into some of your professional values, which help shape your decisions and drive actions.

An iceberg is a good analogy to describe Values Styles and how they influence Personality Style. Communication styles, strengths, college and career characteristics, and behavior are the areas of the iceberg we can observe; while values are hidden under the surface, informing our decisions and driving our actions.

> "A great leader's courage to fulfill his vision comes from passion, not position."
> - John C. Maxwell

Introduction to your Values Style Report

Your Values Style is a measure of your ideals and hidden motivators. The Values Profile looks at the underlying and hidden motivators that affect behavior. Whereas Personality Style (DISC) is observable and personality issues can be resolved with some effort, Values Styles are not as observable or easily resolved. Values are hidden and ingrained deep in our subconscious. The Values Profile assesses an individual's need to have four core values met in his/her life. All people share the following four Values Styles in varying degrees of intensity.

- **L = Loyalty**
- **E = Equality**
- **P = Personal Freedom**
- **J = Justice**

Knowledge of Values Styles can help people become more tolerant of individual differences to reduce conflict and increase understanding. In the workplace, long-term retention issues can be influenced when specific job values requirements correlate with an applicant's personal values. Hiring managers have found knowledge of a prospect's Values Styles critical to hiring decisions.

Values Style Overview

Loyalty
- Traditions
- Relationships
- Serving Others
- Responsible Living

Equality
- Respect
- Tolerance
- Individuality
- Fairness to All

Personal Freedom
- Opportunity
- Self-Fulfillment
- Challenge Norms
- Personal Creativity

Justice
- Honesty
- Sense of Right
- Common Goals
- Win-Win Situations

This chart below helps put the four Values Styles into perspective.

	Loyalty	Equality	Personal Freedom	Justice
Focus	Traditions	Self-expression	Self-Fulfillment	Inner honesty
Outlook	Recognizes authority	Friendly relationships	Personal goals & aspirations	Common good
Goal	Responsible Living	Self assertion & happiness	Self-satisfaction	Acceptance into group
Fear	Disloyalty to beliefs/people	Inner conflict/inequality	Loss of personal well being	Lack of personal harmony
Work Style	Meaningful involvement	Socially acceptable	Self-expressed individuality	Personal involvement

Potential Limitations of Each Style

Loyalty
- The higher the Loyalty Value, the greater the chance of being locked into a certain pattern of thinking.

Equality
- The higher the Equality Value, the greater the chance of losing track of day-to-day responsibilities.

Personal Freedom
- The higher the Personal Freedom Value, the greater the chance of win-lose situations developing.

Justice
- The higher the Justice Value, the greater the chance of overestimating personal energies and resources.

An iceberg is a good analogy to describe Values Styles and how they influence Personality Style. Personality and behavior are the areas of the iceberg we can observe, while values are hidden under the surface informing our decisions and driving our actions.

Values Style
Internal Motivational Characteristics

Daniel's Hidden Motivators

High Style: Justice

The characteristics of individuals with a high Justice values style are:

- Finding fulfillment through meaningful relationships and seeking fair and workable solutions.
- Bettering conditions of the environment for the common good, even at their own personal expense, as long as everyone will benefit.
- Avoiding situations that are unjust or conflicting with a sense of inner honesty.
- Improving the present quality of life even though the number of personal benefits may be decreased.
- **Focus**: Inner honesty
- **Outlook**: Seeks personal acceptance with others for the common good
- **Goal**: Acceptance into the group
- **Fear**: Lack of personal harmony and injustice
- **Workstyle**: Personal involvement

The more energy expended towards Justice, the greater the chance of overextending personal energies and personal resources.

A person with a Justice values style is likely to say:

- "It doesn't matter if things are equal, as long as a 'win-win' situation exists."
- "To me, 'how to live' and 'how to play' are often more important than winning."
- "It is crucial to me that I have a positive impact on the world around me."
- "I take my responsibilities very seriously."
- "I am motivated to act primarily by my conscience."
- "I enjoy serving others and hold to a strong belief system revolving around everyone winning in some way."

A person with a Justice values style is likely to have a personal goal of acceptance with others. They may become overly demanding of themselves and what they can actually expect to accomplish within the limits of human energy and available resources. With a high Justice values style, one can become more effective by developing SELF-TOLERANCE and GREATER SELECTIVITY OF PROJECTS. They can do this by asking themselves these questions:

- "What can I suggest that will benefit and encourage everyone to do their part?"
- "How can we accomplish this goal without compromising our commitment to each other?"
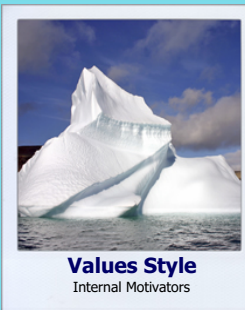
Values Style
Internal Motivators

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Values Style
Continued

Second Highest Style: Loyalty

The characteristics of individuals with a high Loyalty values style are:

- Focusing on people working together for the greater good.
- Protecting from challenging situations by responsible living and pulling together.
- Avoiding the loss of social respect from others.
- Following the proper and correct way of doing things in accordance with established rules and authority.
- Conforming to traditional patterns through personal commitments and promises.

- **Focus**: On traditions
- **Outlook**: Recognizes established authority
- **Goal**: Responsible living
- **Fear**: Loss of social respect/disloyalty
- **Workstyle**: Meaningful involvement

The more energy expended towards Loyalty, the greater the chance of becoming locked into a pattern of thinking.

A person with a Loyalty values style is likely to say:

- "I attempt to correct situations in which others have failed to follow through on their commitments."
- "I expect others to share my work ethic and loyalty."
- "I am concerned about what others think of me."
- "I prefer to work within a cooperative group."
- "I do not strive for or seek immediate rewards or gratification."
- "I am very protective of my established 'way of life.'"
- "I am loyal to a mission or a belief system."

A person with a Loyalty values style is likely to have a personal goal of living in a responsible manner. This goal sometimes causes them to become more rigid and narrow-minded with others whose point of view differs from theirs. They like to align themselves with other loyal people who believe as they do. With a high Loyalty values style, one can become more effective by developing FLEXIBILITY and TEAMWORK. They can do this by asking themselves these questions:

- "What can I suggest that will help everyone, and develop a sense of teamwork and commitment?"
- "Is there common ground or a common denominator upon which we can all agree?"
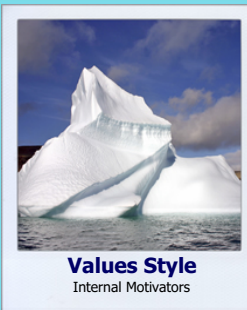
Values Style
Internal Motivators

An iceberg is a good analogy to describe Values Styles and how they influence Personality Style. Personality and behavior are the areas of the iceberg we can observe, while values are hidden under the surface informing our decisions and driving our actions.

The Ways You Learn

The Ways You Learn

Do you need music to focus? Do you learn more by actually doing? Maybe you need to actually see what you are learning versus just hearing it. All of these represent the different learning styles and we all learn differently.

Imagine what the learning environment would be like if you understood the way in which you learn best. Based on your responses to the assessment, this section of the report will show you the different learning styles and your own personal learning style.

"Every student can learn, just not the same day, or the same way." - George Evans

Introduction
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

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, wirtten 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?

Daniel'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.
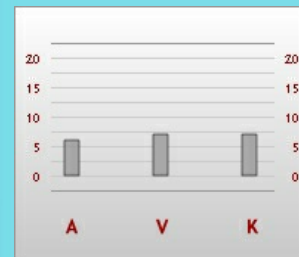
A=6, V=7, K=7

Tips for Visual Learners
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.
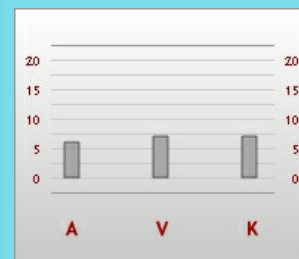
A=6, V=7, K=7

Learning is a treasure that will follow its owner everywhere.

-Chinese Proverb

The Learner's Toolbox
tools to increase your Visual 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 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
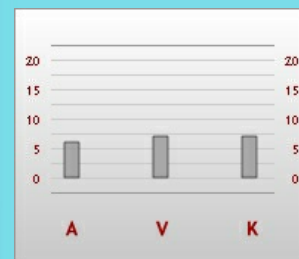
A=6, V=7, K=7

"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

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

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:

_____

_____

_____

b. Visual approach:

_____

_____

_____

c. Kinesthetic approach:

_____

_____

_____

> "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.

> "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

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?

_____

Design your Learning Environment

Daniel Allen

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

The Ways You Think

Your Ideals at Work

Do you ever wonder why you are inspired at times, but at other times, you have difficulty bringing your focus to a project? Each of us has ideals we hold tightly , and for good reason: they are important! The next section of your report will provide you with insight into some of your professional values, which help shape your decisions and drive actions.

An iceberg is a good analogy to describe Values Styles and how they influence Personality Style. Communication styles, strengths, college and career characteristics, and behavior are the areas of the iceberg we can observe; while values are hidden under the surface, informing our decisions and driving our actions.

"A great leader's courage to fulfill his vision comes from passion, not position."
- John C. Maxwell

Introduction
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."

Thinking Styles Overview
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

Daniel's dominant thinking style is "Theoretical"

The dominant Theoretical Thinker has the natural ability to think logically. Decisions are not made until he/she has weighed pros and cons and researched all available alternatives. Don't be surprised if you get a detailed response to a simple question or if their answer follows through points A, B, and C. Even subjective communication is backed up with solid facts.

The Theoretical Style will preoccupy him/herself with analyzing and evaluating all situations, concepts, and ideas. This often leads him/her on quests for more information, facts, and reliable sources. For this process, this thinker needs a good amount of uninterrupted time.

The Theoretical Style student would rather not do a project at all if there is no time to do it completely.

Remember, a Theoretical Thinker tends to be:

- Analytical
- Evaluative
- Argumentative
- Rational
- Logical
- Well informed
- Methodical
- Proficient
- Conceptual
- Theoretical
- Intelligent
- Scholarly
- Knowledgeable
- Objective
- Resistant to Change

L=19, I=16, T=24, E=21

Your Cognitive Thinking Style
your thinking style characteristics

The Theoretical Thinker:

- Believes every situation deserves thorough analysis and deliberation.
- Has the ability to think rationally and logically.
- Is a seeker 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.

The Theoretical Thinker general characteristics:

- analyzes, evaluates, deliberates, researches, gathers information, theorizes, conceptualizes
- needs quiet to work and think
- likes to talk about broad concepts, i.e. "freedom" and "technology"
- seems detached from emotions when learning
- thrives under a teacher who's an expert in the field
- likes to know information came from a credible source
- learns well through lecture
- enjoys reading for pleasure; is an avid reader
- a consumer of information and printed material
- will debate subjects he/she feels convicted about
- builds on previous learning experiences and makes sweeping connections between concepts
- holds high expectations of self and others
- may appear to be lost in thought or daydreaming
- is enthusiastic--learns for learning's sake
- excels in standardized tests
- can write thorough and knowledgeable essays
- gravitates toward research term papers
- reads thoroughly; does not "skim" over topically
- chooses words with precision and deliberation
- won't change without good, logical reasons
- wants to know the underlying principle or "moral the story" when evaluating

L=19, I=16, T=24, E=21

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

-Harold Kushner

The Theoretical Thinker
capitalizing on your thinking strengths

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:

- Keeping emotion out of your work
- Knowing where to go for information; collecting information
- Creating theories from fact
- Breaking an idea into separate parts
- Thinking carefully before acting

You may have difficulty with:

- Following the same routine daily
- Living up to self-imposed standards
- Knowing when the job is done
- Changing without logical reasons
- Coming to a quick decision
- Accepting other points of view
- Giving a brief response

In a group, you:

- Contribute objectivity, analysis, and logic to the group
- Do the research before the group begins; you enjoy and are skilled at gathering information
- Analyze the situation and figure out what needs to be done and what steps it takes to get there
- Are good at researching, discovering, and choosing between options

Working alone, you (example: reading):

- Want to read what is logical
- Like works that increase your knowledge
- Like to research sources and authors
- Ask, "Why was this written? How can I get more information on the subject?" You desire to be an expert on the topic
- Enjoy conceptual works grounded in fact
- Like to connect theories; to understand broad themes; to study philosophy, science, and math

L=19, I=16, T=24, E=21

"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

The Theoretical Thinker
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 Theoretical Thinking Styles:

- Don't make every paper a thesis. In other words, be thorough, but remember time constraints. You are driven to research your topic, gather information, and connect themes. Know when to quit gathering information and to just do it.

- Make sure you have the time to complete an assignment. If necessary, get an extension on assignments. Most theoretical thinkers would rather not do an assignment than do one incompletely.

- When reading a book, pause after each chapter or major concept, and organize your thoughts. Ask yourself, "What is the moral of the story?" Then write on an index card the major theme and finer points in outline form. Later, use those cards to study. You have a great need for closure. The cards will help you "close" a concept before you move to the next.

- Keep your responses and explanations brief. Remember, not all situations call for exact details and involved analysis. In casual conversation and rushed situations it is better to stick to the facts. Ask yourself, "What is at the heart of what I want to convey?" Then, edit your responses based on what is most important.

L=19, I=16, T=24, E=21

"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

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

Strengths and Your Career

In this next section you will see our POWER DISC, this graph and information indicates your level of intensity in seven areas to influence results. Any of the seven areas at or above the mid-line are considered areas of strength for you. And here is an imporant note, no one is expected to be great at all seven. Focusing on your particular areas of strength will help you improve results.

Consider the method of neutralizing the other areas by working collaboratively with people who have the strengths you do not possess to a high level. This collaborative approach in work groups, sports teams, families, and organizations is a successful method for sustaining great performance over the long term.

Our Career Match information is by no means absoute, it is provided so that you will have an idea of possible career paths that will utilize some of your key strengths.

As you discover areas where you are naturally gifted,
look for parallel skills that go with them. - John C. Maxwell

PowerDISC™
your strengths in leadership
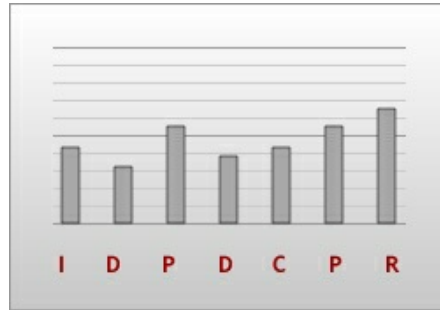
INFLUENCING - Good

Leading and influencing others is something that comes easier for others, but you are willing and able to step up to that role when no one else volunteers. You have a balance between following and leading, and are comfortable in either arena.

DIRECTING - Fair

You understand that directing others and doing what needs to be done to meet deadlines is important. You do find ways to make sure this is part of your routine, although you do not consider it your primary strength.

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 - Adequate

You might surprise others at times with your ability to be detail oriented because you rarely choose to take time to focus on the details. Remember the necessity of the paperwork and details so that you may add value to your other stronger traits.

CREATING - Good

You are more comfortable moving ahead in areas in which you have experience and proven results. Sometimes you prefer to have the pace slowed down a bit so that one project can be completed before another venture is begun.

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 - Highly Effective

You are a great encourager, but you also are willing to take the hand of a teammate and stand beside that friend. Your optimism and loyalty in personal relationships makes you loved by many. You strive to maintain a friendly and secure environment for yourself and those around you.

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

Career Match
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.

S Style

Occupation/Career

Occupations enjoyed by your style - For more information on job codes please go to onetonline.org.

Administration 11-3011.00
Advertising account executive 41-3011.00
Art director 27-1011.00
Art gallery curator 25-4012.00
Audio engineer 27-4014.00
Audiologist 29-1181.00
Business operations manager 11-1021.00
Buyer, purchaser 13-1023.00
Chef, culinary artist 35-1011.00
Child care specialist 21-1021.00
Clergy 21-2011.00
Coach 27-2022.00
Consulting for hospitality industries
Counselor 21-1019.00
Customer service representative 43-4051.00
Craftsman 27-1012.00
Criminal justice agent 33-3021.03
Database administrator 43-9021.00
Data processing specialist 43-9021.00
Dental hygienist 29-2021.00
Dentist 29-1021.00
Desktop publisher 43-9031.00
Dietitian 29-1031.00
Diplomat
Driver 53-3031.00
Educational, vocational and school counselors 21-1012.00
Education administrators 11-9033.00
Electrician 47-2111.00
Entrepreneur
Event planner 13-1121.00
Fashion designer 27-1022.00
Financial planner 13-2052.00
Flight attendant 53-2031.00
Fund raising 13-1131.00
Funeral director 39-4031.00
Government agency specialist
Healthcare administration
Health service manager 11-9111.00
Homemaker
Home care aide 39-9021.00
Human resource director 11-3121.00
Information systems manager
Instructors in variety of areas
Insurance broker 41-3021.00
Interior decorator
Job analyst

Lab technician
Librarian 25-4021.00
Loan counselor 13-2071.01
Manager 11-1021.00
Medical service fields 11-9111.00
Mental health counselor
Music producer 27-2041.00
Network administrator 15-1142.00
Nurse 29-1141.00
Nurse anesthetist 29-1151.00
Nurse midwife 29-1161.00
Nurse practitioner 29-1171.00
Pharmacist 29-1051.00
Occupational therapist 29-1122.00
Pediatrician 29-1065.00
Physical therapist 29-1123.00
Physicians assistant 29-1071.00
Physician, doctor 29-1069.00
Pilot 53-2012.00
Police officer 33-3051.01
Psychologist 19-3039.00
Psychiatrist 29-1066.00
Preschool teacher 25-2011.00
Private investigator, detective 33-9021.00
Professor 25-1199.00
Public relations specialist 27-3031.00
Radiologist 29-1069.10
Real estate agent 41-9022.00
Researcher 13-1161.00
Restaurant, resort, hotel management 11-1021.00
School administration 11-9032.00
School principal 11-9032.00
School teacher 25-3099.00
Secretary, executive assistant 43-6011.00
Social worker 21-1029.00
Special events planner 13-1121.00
Speech pathologist 29-1127.00
Sommelier 35-9099.00
Teacher, primary, secondary, special ed 11-9039.00
Technical writer 27-3042.00
Veterinarian, vet tech 29-1131.00
Wellness, nutritionist consultant 29-1031.00
Writer, editor 27-3041.00

Career Match
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.

I Style

Occupation/Career

Occupations enjoyed by your style - For more information on job codes please go to onetonline.org.

Actor 27-2011.00	
Administrator 11-3011.00	IT recruiter
Advertising agent 41-3011.00	Journalist
Arbitrator 23-1022.00	Legal arbitrator, mediator, conciliator
Artist 27-1013.00	Marketing manager 11-2021.00
Attorney, lawyer 23-1011.00	Medical and health services manager 11-9111.00
Auctioneer	Model 41-9012.00
Broadcaster	Nurse 29-1141.00
Coach 27-2022.00	Paralegal 23-2011.00
Comedian 27-2011.00	Peace corps worker, volunteer
Court reporter 23-2091.00	Pediatric nurse, school nurse
Computer consultant 15-1121.00	Pharmaceutical sales 41-4011.00
Cosmetologist 39-5012.00	Professor, postsecondary education 11-9033.00
Disk jockey 27-3011.00	Public relations specialist 27-3031.00
Entertainer 27-2099.00	Public speaker 27-3031.00
Entrepreneur	Real estate sales 41-9022.00
Fashion designer 27-1022.00	Reporter 27-3022.00
Flight attendant 53-2031.00	Sales engineer 41-9031.00
Government lobbyist, legislator	Sales person 41-3099.00
Guide for tours and resorts 39-7011.00	Software applications developer 15-1132.00
Help desk, technical support analyst	Teacher: primary, secondary 11-9039.00
Host, hostess 35-9031.00	Telephone marketing and sales 41-9041.00
Hotel, restaurant manager	Training and development 13-1151.00
Human resources specialist 13-1071.00	Travel agent 41-3041.00
Instructor, trainer in education or business	Webmaster, web developer 15-1134.00
Insurance agent 41-3021.00	Wedding consultant 13-1121.00
Interior decorator 27-3091.00	Writer, editor 27-3041.00
Interpreter, translator 27-3091.00	

Continue Your Growth

Continue your growth

Now that you understand how you communicate, your values style, the way you think and the way you learn, you can begin to put together an action plan for growth. Action being the key word here. Goals have an end, growth is continual. Don't look for the end result, look for the growth result. Use the next two pages of this report to create that action plan.

"Growth is the great separator between those who succeed and those who do not."
- John C. Maxwell

Action Plan
Improving Your Interpersonal Skills

Daniel'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 or takes initiative for projects	Y N	Would rather talk than work	Y N
		Thinks up new activities	Y N
Frequently lacks follow through	Y N	Creative and colorful	Y N
Confidence fades fast	Y N	Has energy and enthusiasm	Y N
Outgoing and personable	Y N	Priorities often get out of order	Y N
Starts projects and tasks well	Y N	Uses feelings rather than logic	Y N
Inspirational to others	Y N	Easily distracted	Y N
Competent and steady	Y N	Not goal oriented	Y N
Avoids confrontation at all costs	Y N	Sometimes inefficient	Y N
Good under pressure	Y N	Discourages others ideas	Y N
Finds the easy way	Y N		

Action Plan
Improving Your Interpersonal Skills

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

- Mahatma Gandhi

Action Plan
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:

    o   Review Date:

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

    o   Specifics to address

2. The second item upon which I will focus:

    o   Review Date:

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

    o   Specifics to address

3. The third item upon which I will focus:

    o   Review Date:

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

    o   Specifics to address

Action Plan
Improving Your Interpersonal Skills

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

- Albert Camus

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 I Respond to Pressure". 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 I RESPOND TO PRESSURE

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.
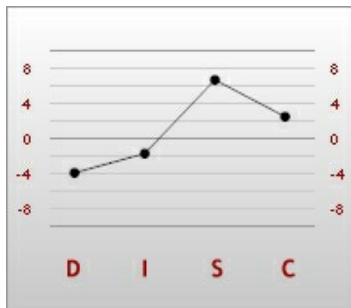
Instructions: Please ask someone to help you complete this exercise. It should be someone who knows you well in the particular setting for which you answered the questions on your profile. Ask him/her to check the boxes next to the keywords that he/she perceives describe you during a time when you were 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.

☐ LOYAL Faithful to persons and ideals
☐ PASSIVE Submissive; influenced without response
☐ PATIENT Enduring pain, trouble; refusing to be provoked

☐ CONSCIENTIOUS Governed by one's conscience; scrupulous; painstaking effort to achieve correctness
☐ COURTEOUS Polite and gracious
☐ HIGH STANDARDS Holds to a strong values system

☐ CONVINCING Persuading by argument of evidence
☐ DISCERNING Able to make or see fine distinctions
☐ OBSERVING Perceptive; watches over and guards

☐ REALISTIC Tending to face facts; practical rather than visionary
☐ UNOBTRUSIVE Doesn't force oneself upon others without invitation
☐ WEIGHS PROS & CONS Consider both sides of an issue

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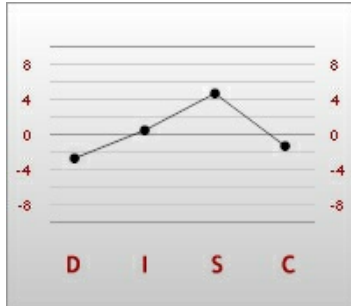
Instructions: Please check the boxes next to the keywords that you perceive describe you in general. Please leave blank keywords that do not describe your everyday characteristics. Consider the impact these characteristics may have on your relationships. Are there any keywords that come up in both part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

- ☐ PREDICTABLE Behavior, actions, and reactions can be easily foretold
- ☐ SERENE Undisturbed; calm; tranquil; quiet
- ☐ TEAM-PERSON Enjoys being part of a group working together toward a common goal

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

- ☐ "OWN PERSON" Not easily affected by the opinions of others
- ☐ PERSISTENT Continuing, especially in the face of opposition; persevering
- ☐ SUPERIOR Concerned with having the best quality, high-class, expert

- ☐ REALISTIC Tending to face facts; practical rather than visionary
- ☐ UNOBTRUSIVE Doesn't force oneself upon others without invitation
- ☐ WEIGHS PROS & CONS Consider both sides of an issue

Your Next Step

Your Next Step…

An in-depth view, such as this report, can provide an overwhelming amount of information; however, I can provide you with guidance and insight on how to best utilize this information.

Whether we work together in a coaching, mentoring, or training capacity, I can provide you a path forward to grow in influence and deepen the satisfaction you find in your relationships and work.

"Success comes to those who have an entire mountain of gold that they continually mine, not those who find one nugget and try to live on it for fifty years." - John C. Maxwell