

12: Chapter 4 – Student Study Guide

Understand your personal style and the styles of those around you.

The student study guide describes various personality types based on characteristics obtained from talking with a person. Read the student study guide and review the characteristics listed below to determine the ONE that most fits you.

Some view the Driver and Theorist at opposite ends. The same may be said for Driver and Feeler. Most people, however, display elements of more than one type. Usually you are most comfortable with the type you identify with. In order to succeed, you must be able to work with as many different types of people as possible. You are to select only ONE and indicate this on your sheet for Study Guide Chapter 4 Type.

Your task is to turn in as part of Project #1 your personality style, using the various types presented in Ch 4 of your student study guide, the class lecture, the PowerPoint materials and the textbook.

1. DRIVER

- Bottom line
- Not sentimental about the past
- Not curious about the future
- Make YOUR statements:
 - Be Brief
 - To the Point
 - Use Visual Aids

2. THEORIST

- Dreamer
- Lives for the future
- Creative, conceptual theories are the key
- What you say:
 - Tell me your idea about . . .
 - What do you think about . . .
 - Unique
 - State-of-the-art
 - Cutting edge

3. ANALYST

- Detail oriented
- Views all time frames: past, present, future
- Needs all facts to make a conclusion
- Can't be rushed into action
- Your action:
 - Deliver all data
 - Allow time
 - Explain alternatives

4. FEELER

- Warm and friendly person
- Relationships ARE IMPORTANT
- Traditional values, sentimental attitude
- Say:
 - I care that you know how I would help the right buyer find your home.
 - What do you like best about your home?
 - Tell me about your best memories in your present home so I can make sure I understand what's important for you in your new home.

END OF Question 12: CHAPTER 4 STUDENT STUDY GUIDE PERSONALITY TYPE

Personality Types

13: Dealing with Difficult People.

The purpose of this exercise is for you to determine (1) the type of personality the most closely describes you, and (2) to identify the four types of personality groups so that you can know their strengths and weaknesses. You will learn how each type reacts when under pressure, and how to move them into “problem solving” mode. These are important skills often need to close an escrow when the other agent or the parties to the transaction are a different style than you.

Directions: (1) Think about a specific situation with someone you consider challenging. (2) Read each pair of behavior characteristics below and put one “X” after the word or phrase for each pair of choices that best describes your behavior in that situation. Mark only one of the two choices. Then add up the number you placed for each item in Column A. Do not total Column B.

		A			B
a.	More animated		or	More passive	
b.	More “take charge”		or	More “go along”	
c.	More assertive		or	More hesitant	
d.	More demanding		or	More accepting	
e.	More demonstrative		or	More thoughtful	
f.	More confronting		or	More supportive	
g.	More talkative		or	More quiet	
h.	More bold		or	More timid	
i.	More intense		or	More subdued	
j.	More direct		or	More indirect	
	Your Total In Column A =				X

(3) Next, go through the pairs of characteristics again, thinking about the other person’s behavior. Put their initial on the line following the word that best describes their behavior in the situation. Notice that both you and the other person might have been, for example, more “animated” than “passive” during the interaction, so line (a) in Column A could have both initials. (4) Now add up the number of times you put the other person’s initial in Column A. Again, ignore the total times you put the other persons’ initial in Column B. (5) Circle the number on the horizontal line in the graph below that corresponds with your total in Column A, and draw a square around the number corresponding to the other person’s total in Column A. (6) Now look at the pairs of characteristics on the next exercise. Once again, read each pair and place one “X” on the line after the word that best describes your behavior in the same situation as before. Add the total number of times you put your initial in Column D, as indicated. Do not total Column C.

Type 1: Thinkers – Get it right people

Behavior characteristics: Focus on tasks, Intend to “get it right”, Pay attention to details; thinks systematically, Need to be correct, Communicate indirectly and detailed.

Strengths: Organized, task-oriented, leadership of own projects, excellent researchers, detail oriented.

Weaknesses: Sensitive, too task-oriented, perfectionist, slow to make decisions, critical

When under pressure, Thinkers tend to: Become silent, Flee or withdraw, Exhibit negative behavior, Body language, Pick sides, Shut down and isolate

Ineffective behaviors for dealing with Thinkers include: Being in your face, giving orders, long-winded people who skirt the issue, wasting time, interrupting.

Effective behaviors for Thinkers include: Help with their works, validate them on their precision, creative criticism (they have trouble thinking outside the box), give them a time frame.

Why Complainers Complain – and How to move them into problem solving mode: Complainers complain because something isn’t right and they don’t know how to fix it. Move them into the problem solving more step-by-step. Provide information that answers “who, what, where, why, and how.”

Dealing with extreme Thinkers

Nothing people: Thinkers resort to an extremely passive mode when “getting it right” is at risk. These people seek perfection, but nothing measures up. If you lose your temper with these un-reactive people, they will shut down and communicate even less.

Best ways to communicate include: Ask open-ended questions to keep them involved. Use facts, logic and structure.

No people: Thinkers are task-oriented and extremely motivated to “get it right” by avoiding any mistakes. Negativity rears its head when others prevent perfection. Many times they unintentionally say and respond in ways that squelch hope and creativity in others.

Best way to communicate include: Let them voice concerns and use them as a resource. Clarify to reduce generalizations.

Complainers: Thinkers have an insatiable need to “get it right.” When perfection is not achieved, they verbalize their frustrations with what’s wrong by complaining. Generally,

Personality Types

they are not equipped to offer suggestions to correct the problem or deal effectively with what they don't like.

Best ways to communicate include: Listen carefully for their areas of concern. Direct efforts toward a solution.

Thinkers should work on: their perfectionist tendencies; their interpersonal skills.

Discover What to say in tough situations: (1) **Know your stuff.** Research your recommendations carefully. Get it right people are often subject experts and to deal on their level you need to earn their respect. (2) **Go step-by-step.** "Bob, I'd like to explain to you how I came up with this information. First, I "X" (first step in process), then I "X" (next step in process)"—and so on. NOTE: These people want to get it right. Show them how, where, and why you got your information so they can see and understand your process. (3) **Use facts, logic and structure.** "According to "X" (credible source), this is a safe way to go. If we follow this plan, we can expect a good result based on "X" (cite more facts backing up your recommendation). (4) **Backtrack to address their concerns.** "Bob. You're right about "X." According to "X" (cite your source, my proposal takes your concern into consideration by "X" (explain how your plan addresses the Get it Right person's concern). (5) **Turn the Get it Right person into a mentor.** "Bob. Would you be willing to work further with me on this? Your knowledge of the subject would be a real asset."

Type 2: Directors – Get it done people

Behavior characteristics: Focus on tasks, intend to "get it done", focused, direct, blunt, need to be in control, communicate directly and to the point.

Strengths: Efficient, focused, direct, driven, high achievers, natural-born leaders.

Weaknesses: Emotional reactors, lack of flexibility, judgmental, impatient, too blunt.

When under pressure, Directors tend to: Raise their voice to get back on track; Bully and take pot shots at others; behave arrogantly with an attitude of "I don't have time for this, let's just get this done;" Can become condescending; Take things personally; and Become less tolerant.

Ineffective behavior for dealing with Directors include: Personal details; bad, incomplete or vague information; No excuses or justifying; Making assumptions.

Effective behaviors for dealing with Directors include: Being driven to finish the task; Ethical, honest and trustworthy; Solution focused (common sense); Concise (bottom line it); Demonstrate your commitment.

How to give an aggressive person an alternative to direct conflict: Give them an out . . . and the last word! ("...and your point is?" "The bottom line is?" "Why is this important?")

Personality Types

Dealing with extreme Directors include: Directors are motivated by an intense need to get things done and are extremely task-oriented. When obstacles get in the way, they resort to an attack mode. Many times the attacks are not personal—you just happen to be in the line of fire.

Best ways to communicate with TANK Directors include: Stand your ground and hold your position; focus on the bottom-line and look at the underlying problem.

Directors who are SNIPERS exhibit sarcasm, make rude comments, and exaggerate body language. The Director/Sniper grows angry or frustrated because of how events end or because of their inability to control the situation. Director/Snipers may also be motivated by grudges that they draw you into.

Best ways to communicate with Director/Snipers include: Stop, look and rewind; ask clarifying questions about their intent.

Directors who are KNOW IT ALLS are highly competent and knowledgeable people. They know their stuff. They are assertive and excel in presenting their viewpoints. Since they are driven to “get it done,” they tend to be extremely controlling and demonstrate minimal tolerance for correction and differences in opinions. Their way is the right way – the end!

Best ways to communicate include: Know your stuff—be prepared, if possible; Direct the Know-it-all into a mentoring opportunity.

Directors should work on: their body language and facial expressions; softening their intensity.

Discover “What” to say in tough situations: (1) **Understand and support their goals.** “Bob. I understand that your goal for this issue is “X”, and I support you on “X”.” (Find a point of agreement to build upon. (2) **Get to the point.** “To move us both closer to our goals, I’m proposing that we “X.” (Give a succinct synopsis of your recommendation). (3) **Be businesslike.** “To accomplish this would require that we “X.” (Be specific about your needs, and back them up with facts. (4) **Be task-oriented.** “I believe that we can meet your goal of “X” and my goal of “X” (restate above goal) by “X” (date) if we follow this plan. Now to continue with what I was saying.”

Type 3: Socializers – Get Appreciated People

Behavior characteristics: Focus on people; intent to “get appreciated;” display creativity, warmth, charisma and energy; need to be recognized and applauded. If not, they are ungrateful; communicate directly and elaborately.

Strengths: Curious, outgoing, personal, optimistic, energetic, fun, likeable, have good self-esteem.

Personality Types

Weaknesses: Bossy, long-winded, sensitive, defensive, easily distracted, bored, and take things personally.

When under pressure, Socializers tend to: Talk more loudly and quickly; throw tantrums; exaggerate; demonstrate with body language; repeat themselves; and depend on recollection.

Ineffective behaviors for dealing with Socializers include: Fake or phoniness, get bogged down in minutiae; like guidelines, not procedures (Don't tell me How to do it.); not being allowed to talk.

Effective behaviors for dealing with Socializers: Being up-front and assertive; face-to-face communications (don't like email, prefer phone); Personal insights; being enthusiastic; recognize in public.

What to do when someone criticizes you unfairly: Confront by asking questions regarding their intent.

Dealing with extreme Grenade/Socializers: They have a high need—crave—appreciation. If unnoticed by others, Grenade/Socializers may explode. The pin that pulls the grenade can be almost anything you do—or don't do. Generally, the outburst makes the Grenade/Socializer feel worse rather than better-creating a volatile environment.

Best ways to communicate with Grenade/Socializers include: During an explosion, redirect their focus-get their attention; focus on their emotions-let them know you care.

Think they know-it-all/Socializers: They have a ravenous desire to be appreciated. These individuals are aggressive and extremely people focused. They use others as their source of attention and appreciation. This behavior frequently turns people off and the result is even less appreciated.

Best ways to communicate with Think they know-it-all/Socializers: Ask for specifics; Use third-party documentation.

Sniper/Socializers: They want the attention of people they like and admire. This need for attention results in sarcasm, rude comments and exaggerated body language. They turn on others with covert tactics and devious remarks to avoid retaliation.

Best ways to communicate with Sniper/Socializers: Stop, look and rewind; Ask for clarifying questions regarding their intent.

Socializers should work on: Talking less and listening more; follow through skills.

What to say in touch situations with Socializers: (1) **Be flexible.** Choose a time when the Socializer is relaxed and open to discussion. (2) **Be enthusiastic.** Remember, these individuals seek appreciation. Begin your conversation with a sincere statement about something they do that you like. "Bob. I want you to know how much it means to

Personality Types

me that you "X." Then, when they're feeling appreciate, describe the problem behavior that you're observed. "I also notice that when "X" happens, you get very upset." (3) **Let them talk.** By now your Socializer person should be feeling appreciated and open to sharing thoughts with you. Make this person feel even more understood by pacing, backtracking and clarifying.

Type 4: Relaters – Get Along People

Behavior characteristics: Focus on people; intend to "get along" and they think they can "keep the peace;" behave in an agreeable, personable, friendly, caring and helpful manner; need to be liked and respected; communicate indirectly and considerately; take a step back, "We need to look at . . . "

Strengths: Considerate, helpful, facilitating, listening, reliable.

Weaknesses: Soft-spoken, people-pleasing, conflict-avoidance, put others first, and don't make waves.

When under pressure, Relaters tend to: Submit, accommodate exhibit passive-aggressive behavior; withdraw; suppress; internalize.

Ineffective behaviors for dealing with Relaters include: Being too intense (they see this as conflict); unreasonable requests; too demanding or rushing; not building personal rapport; no hidden agenda.

Effective behaviors for dealing with Relaters include: Being polite (request, not orders); Empowering comments and praise; positive and approachable; being clear; communicate with kindness.

What to do when somebody makes a promise you suspect they won't keep: Confirm and reconfirm mutually acceptable decisions.

Dealing with extreme Yes People/Relaters: They have an extremely high desire to "get along" with others. They will agree with or say "yes" to almost anything so everyone gets along. These individuals frequently over commit and fall short on the results promised. Confronting and blaming "Yes People/Relaters" generally perpetuates the "yes" behavior.

Best ways to communicate with Yes People/Relaters include: encourage honesty; assist in making realistic commitments.

Maybe People/Relaters: They focus on "getting along." Decision-making is extremely difficult because the decision may make someone unhappy. Always wants to please, these individuals are hesitant to ask for assistance because they don't want to bother others. They don't want to upset anyone or be the cause of anything going wrong.

Personality Types

Best ways to communicate with “Maybe people/relaters” include: identify hidden fears and concerns; reassure them and hold them accountable for follow-through.

Nothing people/Relaters practice the belief that “unless you have something nice to say, don’t say anything at all.” By saying nothing, they avoid offending people.

Best way to communicate with nothing people/relaters include: create a safe environment for talking-and allow plenty of time; ask open-ended, specific questions.

Relaters should work on: learning how to say “no;” body language and vocal tone.

What to say in tough situations: (1) **Be casual and sincere:** Reinforce your interest in getting along with this individual. “Bob. I really enjoy “X” with you; and because of that, I’m hoping we can find a way to make that happen more smoothly. (2) **Slow down and listen:** Give your Relater a chance to tell how they’re feeling about the issue. Ask clarifying questions until you understand their perspective well. (3) **Make honesty safe.** Be open and patient. “Our relationship is important to me. I really want to hear what you think about this issue, good or bad.” (4) **Set goals.** Work with Relaters to set goals that will improve the relationship. “Based on what you’re telling me, it sounds like what we need to do is “X.” How does that sound to you?” Once you’ve decided on something mutually acceptable, confirm and reconfirm. (5) **Build them up.** Reinforce to your Relater person how important it is to you that you both continue to get along. “It sounds like this may work better for both of us, and I’m so glad. It’s really important to me that we “X” well together.”

Fundamentals for dealing with difficult people: Prepare—do your homework; listen; identify priorities.

Four steps to take when communicating with any difficult person: Establish a direction—begin with the end in mind; Focus on the pattern of communication; Be flexible; Commit to a solution.

Two tips that improve How you communicate with others: Deal with the situation, regardless of how complicated or emotional it may be; Stick with the challenge until your message is clearly understood.

Ways to cope with difficult people: Distance yourself from the behavior to help you think clearly and gain perspective; change How YOU interact; Select an optimal time to confront the person(s); Choose techniques that respond to specific difficult behavior; Understand the other person’s point of view or point of reference.

When and How to let someone “Save Face” include: When the stakes are minimal, a lose-lose situation exists, or one of the parties doesn’t want a confrontation. How: Use “I” instead of “You,” and avoid backing your opponent into a corner; give the other person a way out. Face-saving skills allow you to leave a conflict situation not just unharmed, but depart gracefully.

Personality Types

Identify how you can influence others and maximize results: Adjust your approach.

Four things you can do when confronted with difficult people: Stay, accept the difficult person's behavior, change attitudes and behaviors, leave or remove yourself.

Three keys to stay on track: Know what you want—know your direction (positive) and be specific; Pay attention (pay attention to seeing, hearing and doing rather than accepting assumptions); Look at your difficult person AND look at yourself—objectively; Be flexible—be willing to change/adapt.

Have problems getting people to keep their word? At a loss for what to do when somebody makes a promise you suspect they won't keep? Three ways to get people to keep their word: Make honesty safe; Help make realistic commitments—set goals and priorities; Reassure them and ensure their follow-through.

Handling the person who says one thing to you, but the opposite to someone else: Confirm, confirm, confirm.

Put diplomacy and tact into action—Apply strategies to real life experiences: Identify the strategies on the right each specific type that address of behavior:

Behavior	Strategies for dealing with the behavior
Thinkers: Get it right people	Know your stuff; Go step-by-step; Use facts, logic and structure; Backtrack to address their concerns; Turn the person into a mentor.
Directors: Get it one people	Understand and support their goals; get to the point; be businesslike; be task-oriented.
Socializers: Get appreciated people	Be flexible; be enthusiastic; let them talk; use demonstrations.
Relaters: Get along people	Be casual and sincere; slow down and listen; make honesty safe; set goals; build them up.

END OF Question 13: DEALING WITH DIFFICULT PEOPLE

Personality Types

14: Personality Spectrum - Thinking Preferences LEARNING STYLES AND MAXIMIZING OUTCOMES

The purpose of this exercise is to help you discover how your brain is wired and for you to understand the world of diverse learners among your fellow student. Complete the following Personality Spectrum where you rank the 4 responses to each question by placing a 1, 2, 3, or 4 beside answer choices a, b, c, and d. 4=MOST like YOU. 1= LEAST like YOU.

1. I like instructors who:

- A. tell me exactly what is expected of me. B. makes learning active & exciting. C. maintain a safe & supportive classroom D. challenge me to think at higher levels

2. I learn best when the material is:

- A. well organized. B. something I can do, hands-on. C. about understanding & improving the human condition. D. intellectually challenging.

3. A high priority in my life is to:

- A. keep my commitments B. experience as much of life as possible. C. make a difference in the lives of others D. understand how things work.

4. Other people think of me as:

- A. dependable and loyal. B. dynamic & creative. C. caring & honest. D. intelligent & inventive.

5. When I experience stress, I would most likely:

- A. do something to help me feel more in control of my Life. B. do something physical & daring. C. talk with a friend. D. want to be alone and think about it.

6. I would probably not choose someone as a best friend who was:

- A. irresponsible. B. unwilling to try new things. C. selfish and unkind D. an illogical thinker.

7. My vacations could be best described as:

- A. traditional B. adventuresome. C. pleasing to others D. a new learning experience.

8. One word that best describes me is:

- A. sensible B. spontaneous C. giving D. analytical

Total Columns

_____ A

_____ B

_____ C

_____ D

Plot the totals for each on the brain diagram on the next page.

Personality Types

and in your own style. Keeping a good sense of humor and avoiding boredom on the job is important to you. You feel appreciated when your performance and skills are acknowledged.

Relationships: You function best in relationships that recognize your need for freedom. You thrive on spontaneous playfulness and excitement.

Learning: You learn exciting and stimulating information easiest so pick classes and instructors carefully. Study with fun people in a variety of ways and places. Keep on the move. Develop games and puzzles to help memorize terminology.

C = GIVER

Personal strengths: You value honesty and authenticity above all else. You enjoy close relationships with those you love and there is a strong spirituality in your nature. Making a difference in the world is important to you, and you enjoy cultivating potential in yourself and others. You are naturally romantic and a peacemaker. You dislike hypocrisy and deception.

Work/School: You function best in a warm, harmonious working environment with the possibility of interacting with openness and honesty. You prefer to avoid conflict and hostility. You thrive when your creative approach to your work is appreciated and praised.

Relationships: You enjoy relationships that include warm, intimate talks. You feel closer to people when they express their feelings and they are open and responsive. You think romance, touch and appreciation are necessary for survival. You blossom when others express a loving commitment to you and you are able to contribute to the relationship.

Learning: You enjoy studying with others and also helping them learn. Study groups are very effective for you to remember difficult information.

D = THINKER:

Personal strengths: You enjoy solving problems and love to develop models and systems. You have an abstract and analytical way of thinking. YOU love to explore ideas. You dislike unfairness and wastefulness. You are global by nature, always seeking universal truth.

Work/School: You work best when assigned projects which require analytical thinking and problem-solving. You are inspired by futuristic ideas and potentials. You need the freedom to go beyond the established rules. You feel appreciated when praised for your ingenuity. You dislike repetitive tasks.

Relationships: You thrive in relationships that recognize your need for independence, and private time to think and read. Stress can come from the fear of appearing foolish. You want others to accept that you feel deeply, even though you may not often express it.

Learning: You like quiet time to reflect on new information. Learning through problem-solving and designing new ways of approaching issues is most interesting to you. You may find it effective to convert material you need to learn into logical charts and graphs.

END OF Question 14: Personality Spectrum - Thinking Preferences

Personality Types

15. Learning Inventory . Write the number of your response on the line to the left of each statement. The response numbers are:

1 = Always true, 2 = Often true, 3 = Sometimes true, 4 = Rarely/never true

After you go thru all items, add up your response numbers to calculate sub-totals and totals.

ATTENTION:

_____ My mind wanders a lot.
_____ My mind gets tired quickly when I have to sit and work.
_____ I have trouble concentrating.
_____ The quality of my work is inconsistent.
_____ SUBTOTAL – Mental Energy Regulation

_____ I only concentrate well on things that are interesting.
_____ I move around a lot when trying to listen.
_____ Small details are difficult for me.
_____ When I study it is difficult for me to find the key points.
_____ SUBTOTAL – Processing Control

_____ I seem to work too fast or too slow.
_____ I work without thinking about the outcome.
_____ I make mistakes in my work that I do not notice.
_____ I do not plan my work before I start it.
_____ SUBTOTAL – Production Control

_____ ATTENTION TOTAL (add all 3 subtotals)

MEMORY:

_____ I have trouble remembering ideas while I write.
_____ I have trouble deciding what is important to study.
_____ I can not remember what to do next on a project.
_____ I have to go over facts many times to learn them.
_____ I have trouble remembering facts in a specific order.
_____ Sometimes I forget things I have just heard.
_____ SUBTOTAL - Short-Term/Active Working Memory

_____ I am not good at taking tests.
_____ It is difficult for me to remember information I read.
_____ I have trouble remembering where I left things.
_____ SUBTOTAL – Long-Term Memory

_____ I do not remember things as well as most people do.
_____ I do worse in classes which require memorization.
_____ I understand facts better than I can memorize them.
_____ SUBTOTAL – General Memory

_____ MEMORY TOTAL (add all 3 subtotals)

Personality Types

LANGUAGE:

- I am not good at understanding difficult words.
- Other people understand explanations faster.
- People talk too fast for me to understand them.
- It is difficult for me to understand how grammar works.
- I have trouble understanding metaphors and similes.
- It is difficult for me to understand what I read.
- Word problems are the hardest part of math for me.
- I do not like directions given to me verbally.
- SUBTOTAL – Receptive Language

- I have trouble expressing my ideas.
- What I say may not come out as I wanted.
- It is difficult for me to describe a story or movie.
- It is difficult for me to think of the word I want to use.
- SUBTOTAL – Expressive Language

LANGUAGE TOTAL (add the 2 subtotals)

MOTOR:

- The physical moves in a sport are difficult for me to learn.
- I do not enjoy playing sports.
- I feel my body is clumsy.
- I do not enjoy dancing.
- SUBTOTAL – Gross Motor

- I feel clumsy with my hands.
- I am not good at using tools.
- I am not good at fixing things.
- I do not like to do small detailed work with my hands.
- SUBTOTAL – Fine Motor

- It is easier for me to print than to write.
- I hold a pen differently than most people do.
- I have trouble writing fast when needed.
- My handwriting is messy
- SUBTOTAL – Handwriting

MOTOR TOTAL (add 3 subtotals)

Personality Types

VISUAL PROCESSING

- _____ I have to think about which is left and which is right.
- _____ I do not like charts and graphs.
- _____ I have a poor sense of direction and get lost easily.
- _____ Thinking in pictures is difficult for me.
- _____ I have trouble drawing in three dimensions.
- _____ I can not picture what something is going to look like.

\

_____ x 2 =

_____ VISUAL PROCESSING TOTAL (the total is doubled)

HIGHER-ORDER THINKING

- _____ I do not easily get along with different kinds of people.
- _____ I do not make friends easily.
- _____ I have trouble figuring out what other people mean.
- _____ SUBTOTAL – Social Cognition

- _____ It is difficult for me to explain complicated ideas.
- _____ It is difficult for me to improve something I've written.
- _____ It is difficult for me to write well for school or work.
- _____ SUBTOTAL – Verbal Cognition

- _____ I do not understand how mechanical things work.
- _____ I have trouble using new equipment.
- _____ I have trouble doing tasks I watched others do.
- _____ SUBTOTAL – Non Verbal Cognition

- _____ I am not inventive.
- _____ I can not make people laugh when I want to.
- _____ It is difficult for me to come up with original ideas.
- _____ SUBTOTAL – Creativity

_____ HIGHER ORDER THINKING TOTAL 9 (add all 4 subtotals)

Personality Types

SEQUENTIAL:

- _____ I get confused when there are several things to do.
- _____ It is difficult for me to understand cause and effect.
- _____ I mix up the sequence of events in stories.
- _____ It is difficult for me to organize my ideas into a report.
- _____ It is difficult for me to remember steps in the right order.
- _____ It is difficult for me to remember events in the correct order.

_____ x 2 =

_____ SEQUENTIAL TOTAL (the total is doubled)

ORGANIZATION AND STRATEGIES:

- _____ It is difficult for me to organize the materials I need.
- _____ I forget to bring home things I need from work or school.
- _____ It is difficult for me to organize large tasks into steps.
- _____ I am not good at estimating how long a task will take.
- _____ I do not plan my weekly activities in advance or make lists.
- _____ I do not organize my thoughts before I write something.

_____ x 2 =

_____ ORGANIZATION AND STRATEGIES TOTAL (the total is doubled)

Personality Types

16: PATHWAYS TO LEARNING

Rate each statement: 1 = rarely 2 = sometimes 3 = often 4 = almost always
Write the number of your response on the line next to the statement, then total each set.

<p>_____ 1. I enjoy physical activities. _____ 2. I am uncomfortable sitting still. _____ 3. I prefer to learn through doing rather than listening. _____ 4. I tend to move my legs or hands when I'm sitting. _____ 5. I enjoy working with my hands. _____ 6. I like to pace when I'm thinking or studying. _____ TOTAL for Bodily-Kinesthetic</p>	<p>_____ 25. I listen to music _____ 26. I move my fingers or feet when I hear music. _____ 27. I have good rhythm. _____ 28. I like to sing along with music. _____ 29. People have said I have musical talent. _____ 30. I like to express my ideas through music. _____ TOTAL for Musical/Rhythmic</p>
<p>_____ 7. I use maps easily. _____ 8. I draw pictures or diagrams when explaining ideas. _____ 9. I can assemble items easily from diagrams. _____ 10. I enjoy drawing or taking photographs. _____ 11. I do not like to read long paragraphs. _____ 12. I prefer a drawn map over written directions. _____ TOTAL for Visual-Spatial</p>	<p>_____ 31. I like doing a project with other people. _____ 32. People come to me to help them settle conflicts. _____ 33. I like to spend time with friends. _____ 34. I am good at understanding people. _____ 35. I am good at making people feel comfortable. _____ 36. I enjoy helping others. _____ TOTAL for Interpersonal</p>
<p>_____ 13. I enjoy telling stories. _____ 14. I like to write. _____ 15. I like to read. _____ 16. I express myself clearly. _____ 17. I am good at negotiating. _____ 18. I like to discuss topics that interest me. _____ TOTAL for Verbal-Linguistic</p>	<p>_____ 37. I need quiet time to think. _____ 38. When I need to make a decision, I prefer to think about it before I talk about it. _____ 39. I am interested in self-improvement. _____ 40. I understand my thoughts, feelings & behavior. _____ 41. I know what I want out of life. _____ 42. I prefer to work on projects alone. _____ TOTAL for Intrapersonal</p>
<p>_____ 19. I like math. _____ 20. I like science. _____ 21. I problem-solve well. _____ 22. I question why things happen or how things work. _____ 23. I enjoy planning or designing something new. _____ 24. I am able to fix things. _____ TOTAL for Logical-Mathematical</p>	<p>_____ 43. I enjoy being in nature whenever possible. _____ 44. I would enjoy a career involving nature. _____ 45. I enjoy studying plants, animals, forests or oceans _____ 46. I prefer to be outside whenever possible. _____ 47. When I was a child I liked bugs, ants & leaves. _____ 48. When I experience stress, I want to out in nature. _____ TOTAL for Naturalist</p>

Personality Types

MULTIPLE INTELLIGENCES SKILLS AND LEARNING TECHNIQUES

SKILLS

Bodily-Kinesthetic

- Connecting mind and body
- Controlling movement
- Improving body functions
- Expanding body awareness to all senses
- Coordinating body movement

Visual/Spatial

- Perceiving and forming objects accurately
- Recognizing relationships between objects
- Representing something graphically
- Manipulating images
- Finding one's way in space

Verbal/Linguistic

- Analyzing own use of language
- Remembering terms easily
- Explaining, teaching, learning & using humor
- Understanding syntax and meaning of words
- Convincing someone to do something

Logical-Mathematical

- Recognizing abstract patterns
- Reasoning inductively and deductively
- Discerning relationships and connections
- Performing complex calculations
- Reasoning scientifically

Musical/Rhythmic

- Sensing tonal qualities
- Creating or enjoying melodies and rhythms
- Being sensitive to sounds and rhythms
- Using "schemas" to hear music
- Understanding the structure of music

Interpersonal

- Seeing things from others' perspectives
- Cooperating within a group
- Communicating verbally and non-verbally
- Creating and maintaining relationships

Intrapersonal

- Evaluating own thinking
- Being aware of and expressing feelings
- Understanding self in relationship to others
- Thinking and reasoning on higher levels

Naturalist

- Deep understanding of nature
- Appreciation of the delicate balance in nature
- Feeling most comfortable when in nature

LEARNING TECHNIQUES

Bodily-Kinesthetic

- Move or tap while you learn; pace and recite
- Visual material or use manipulatives
- Move fingers under words while reading
- Create "living sculptures"
- Act out scripts of material, design games

Visual/Spatial

- Develop graphic organizers for new material
- Draw mind maps
- Develop charts and graphs
- Use color in notes to organize
- Visualize material

Verbal/Linguistic

- Read text and highlight no more than 10%
- Rewrite notes
- Outline chapters
- Teach someone else
- Recite information or write scripts/debates

Logical-Mathematical

- Organize material logically
- Explain it sequentially to someone
- Develop systems and find patterns
- Write outlines and develop charts and graphs
- Analyze information

Musical/Rhythmic

- Create rhythms out of words
- Beat out rhythms with hand or stick
- Play instrumental music/write raps
- Put new material to songs you already know
- Take music breaks

Interpersonal

- Study in a group
- Discuss information
- Use flash cards with others
- Teach someone else

Intrapersonal

- Reflect on personal meaning of information
- Visualize information/keep a journal
- Study in quiet setting
- Imagine experiments

Naturalist

- Form study groups of people with like interests
 - Choose courses related to nature, when possible.
 - Connect ideas to what you know about nature
- END OF Question 17: PATHWAYS TO LEARNING

17. Listening Skills

For each of the 4 personality types (**Driver – Theorist – Analyst – Feeler**) described in Chapter 4 of your student study guide, write one sentence for each of the following. There are 7 items listed below, with 4 statements for each. Use your study guide and textbook to write each.

• Open-ended question

- Driver –
- Theorist –
- Analyst –
- Feeler –

• Directed question

- Driver –
- Theorist –
- Analyst –
- Feeler –

• Closed-end question

- Driver –
- Theorist –
- Analyst –
- Feeler –

• Expanders

- Driver –
- Theorist –
- Analyst –
- Feeler –

• Re Statement

- Driver –
- Theorist –
- Analyst –
- Feeler –

- Reflection

- Driver –
- Theorist –
- Analyst –
- Feeler –

- Silence

- Driver –
- Theorist –
- Analyst –
- Feeler –