



Sample TCA

Style: Precisionist CS

Student Strengths Report

Introduction

What are personality styles?

Personality styles are the language of “observable” behavior.

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

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

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

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

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

They are examples of the primary “D” Personality Style.

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

They are examples of the primary “I” Personality Style.

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

They are examples of the primary “S” Personality Style.

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

They are examples of the primary “C” Personality Style.

Please note:

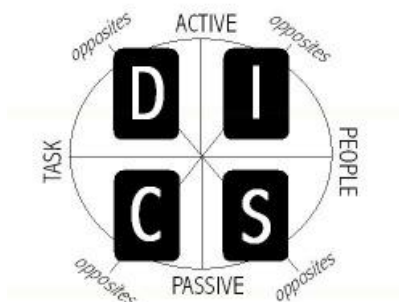
People are usually a combination of two or more primary personality styles.

D = Drive • Challenges

I = Influencing • Relationships

S = Steadiness • Consistency

C = Compliance • Constraints



Why are Personality Styles Important?

understanding personality styles....

Helps you become a better communicator

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

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

Helps you resolve or prevent conflicts

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

Helps you appreciate the differences in others

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

Helps you gain credibility and positively influence others

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

Your Personality Style

understanding your style

Sample's style is identified by the name "Precisionist". Below is a description of the Precisionist Personality Style.

A Precisionist is a systematic thinker who tends to follow procedures in both personal and business life. Proceeding in an orderly, predetermined manner, they are precise and attentive to detail. They act in a highly tactful, diplomatic fashion and rarely antagonize their associates consciously. Extremely conscientious, they painstakingly require accuracy in work and maintain high standards. They tend to get bogged down in details, particularly when decisions must be made.

Precisionists want standard operating procedures and no sudden changes. Precisionists like a protected and secure environment governed by rules and regulations. They like people, but prefer a few close friends to many who aren't as close. They like small groups rather than crowd. Precisionists are correct most of the time due to how precise they are. They are overly sensitive and don't handle critique well. They need to develop confidence and be more independent. They are very concerned about what people think of them and they avoid conflict. Exactness is imperative in everything Precisionists do. They can be counted on to carry out any tasks correctly. They want exact facts and figures before they will make a decision; they feel uneasy when forced to make a quick decision.

Precisionists often keep feelings to themselves. Others may not be aware of their strong beliefs. They do not blow up easily, but after a point their feelings will be known to everyone. They want a steady working environment which promotes security.

Motivating Goals:

Quality results, correct procedures, security

Evaluates Others By:

Precise standards based on what they do

Influences Others By:

Attention to detail

Reaction to Pressure:

Defensive, strict, slows down processes

Areas for Improvement:

Increase self-confidence; don't be overly sensitive

May Overuse:

Dependency; adherence to standard operating procedures

**Cautious
Modest
Wise**

Emotions

**Conscientious
Maintains standards
Concerned about quality**

Value to team

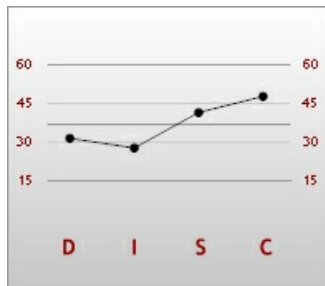
**Antagonism
Criticism**

Greatest fears

Your Personality Style Graph

understanding your personality style graph

Your DISC Graph



More energy

Less energy

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

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

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

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

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

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

You are a primary "C" Personality Style.

This style blend is called the Precisionist Personality Style.

What D.I.S.C. Measures

how intense are your personality dimensions?

D

Measures how a person solves problems and responds to challenges

INTENSITY

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

WHEN IN AN ANTAGONISTIC ENVIRONMENT

The high D responds aggressively and directly.

EMOTION

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

I

Measures how a person attempts to influence or persuade others

INTENSITY

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

WHEN IN AN ANTAGONISTIC ENVIRONMENT

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

EMOTION

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

S

Measures the pace at which a person responds to change

INTENSITY

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

WHEN IN AN ANTAGONISTIC ENVIRONMENT

The high S will respond passively and usually without emotion.

EMOTION

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

C

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

INTENSITY

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

WHEN IN AN ANTAGONISTIC ENVIRONMENT

The high C will respond passively and will usually withdraw.

EMOTION

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

"D" Style

Dominant, Determined, Driver

Likes to take on active roles and is task oriented

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

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

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

GREATEST FEAR: Being taken advantage of

"I" Style

Influencing, Inspiring, Impulsive

Likes to take on active roles and is people oriented

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

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

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

GREATEST FEAR: Rejection; loss of social approval

"C" Style

Conscientious, Cautious, Correct

Likes to take on passive roles and is task oriented

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

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

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

GREATEST FEAR: Criticism of work and efforts

"S" Style

Steady, Supportive, Stable

Likes to take on passive roles and is people oriented

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

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

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

GREATEST FEAR: Loss of security and stability

D Dominant • Driver

General Characteristics...

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

Strengths...

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

Potential Limitations...

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

Greatest Fear...

- Being taken advantage of

Motivated By...

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

Ideal Environment...

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

I Influencing • Inspiring

General Characteristics...

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

Strengths...

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

Potential Limitations...

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

Greatest Fear...

- Rejection

Motivated By...

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

Ideal Environment...

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

S Steady • Stable

General Characteristics...

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

Strengths...

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

Potential Limitations...

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

Greatest Fear...

- Loss of security

Motivated By...

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

Ideal Environment...

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

C Correct • Conscientious

General Characteristics...

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

Strengths...

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

Potential Limitations...

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

Greatest Fear...

- Criticism

Motivated By...

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

Ideal Environment...

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

"D" Style Characteristics

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

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

Note: Any strength overused becomes a weakness

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

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

Greatest Fear:
Being taken advantage of

"I" Style Characteristics

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

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

Note: Any strength overused becomes a weakness

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

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

Greatest Fear:
Loss of social approval

"S" Style Characteristics

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

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

Note: Any strength overused becomes a weakness

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

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

Greatest Fear:
Loss of security

"C" Style Characteristics

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

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

Note: Any strength overused becomes a weakness

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

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

Greatest Fears:
Criticism; change in circumstances or conditions

Task Methods

how each style learns, approaches instruction, and executes tasks

D

"I want to do things the quick way."

"What is this material all about?"

"Let me help teach and speak."

"Just summarize the main points of your story."

"Let me be in charge of the meeting."

"Teach me new things that challenge me."

I

"I want to do things the fun way."

"I learn best in a relaxed atmosphere."

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

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

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

S

"I want to do things the easy way."

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

"Go over it one more time."

"Help me understand this."

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

C

"I want to do things the correct way."

"Answer my questions with quality information."

"Give me facts and figures."

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

"Explain your expectations of me up front."

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

Enhancing Communication

how each style learns, approaches instruction, and executes tasks

D The primary D loves it when you...

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

But has difficulty when you...

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

I The primary I loves it when you...

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

But has difficulty when you...

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

S The primary S loves it when you...

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

But has difficulty when you...

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

C The primary C loves it when you...

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

But has difficulty when you...

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

Building Effective Relationships

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

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

Building Effective Relationships

Info TCA

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

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

Introduction

Info TCA

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, written language, design, placement, diagrams, and graphs.

Strengths:

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

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

Kinesthetic Learning Styles

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

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

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

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

Strengths:

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

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

Your Perceptual Learning Style

how do you best absorb new information?

Sample's dominant learning style is "Auditory"

As someone with an Auditory Learning Style, you prefer to use your auditory strengths to understand new information. You probably enjoy hearing music and listening to people talk. Because you are more "sound-sensitive", you may be able to easily remember a story you were told. If a friend tells you the directions to her house, you may not need to write them down.

Because you are sensitive to noises, music, sound pitch, and rhythm, perhaps you sing, play an instrument, listen to music, or just hum and tap to the beat of the music. You may find yourself easily stimulated by certain music that brings about strong emotions in you. Maybe you notice background music or sound effects of movie, TV shows and commercials. Sometimes songs may pop into your head without you knowing it.

Auditory learners may also be proficient with verbal and linguistic intelligence. They may have highly developed auditory skills and may be eloquent or gifted speakers. They may think in words, vocal qualities or music rather than visually. They may enjoy speaking, explaining, telling stories, teaching, exploring different languages, linguistics, sarcasm, puns, humor or debate.

What is an Auditory Learner?

A person who learns best by hearing, listening, speaking, and being spoken to

How does an Auditory Learner learn best?

Through lectures, discussions, explanations, listening, talking, and debate

What are Auditory Learners sensitive to?

Noise, tone, pitch, music, lyrics, sound, voice, words and spoken language

What are the strengths of an Auditory Learner?

- 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

What might keep an Auditory Learner from learning?

Being distracted by background noise, voices, sounds, and music



A=13, V=6, K=1

Tips for Auditory Learners

for lectures, studying, and test taking

During Lectures:

- **Repeat things out loud** or in your mind in order to remember them when the instructor is talking. (Example: In order to remember a new word or link a new concept to a word, you may need to repeat that word out loud several different times.)
- **Ask the instructor to explain the directions out loud** for homework assignments. In addition to reading assignment directions or complex concepts, ask the instructor to explain it in his/her own words.
- **Raise your hand and ask questions** if you need more information. When in doubt, you should always ask questions. Chances are other students will be helped as well.
- **Sit near the front of the class.** Classrooms usually don't have speakers and microphones, so if you learn best through hearing, sit near the front of the class where you can hear well.

While Studying:

- **Talk to yourself while problem solving.** Speak in a low voice, and repeat important information to yourself.
- **Create a song out of information you need to know for a test.** If you are good at remembering or creating song lyrics, you may be good at making a rap, poem or song out of new information. Try to put your notes to a musical pattern.
- **Play an instrument while studying.** It may sound strange, but if you can play an instrument, like drums or guitar, you might try to put your notes to the beat of an instrument.
- **Study with a friend.** Study one on one, in a small group or even over the phone with a friend. The important thing is to share new information and learn from the connections and discoveries your friends are making.
- **Debate with your friends.** If your friends have a different point of view, expand your own views by talking out loud about the subject matter and trying to prove your point to them.
- **Avoid studying in a noisy environment.** You may become easily distracted by the noise, music, or conversations around you. Try to use "white noise" (example: a fan, heater, or TV static), ear plugs or head phones if you can't escape the noise.

While Taking Tests:

- **Try to hear what the instructor said during a class lecture.** Try to imagine the voice, tone, pitch or voice inflections of the instructor and how he/she explained the information.
- **Try to hear your own voice repeating the information out loud.** If you have studied by repeating words or concepts out loud, try to do the same during the actual test. You may find your own voice causes you to remember.



A=13, V=6, K=1

Learning is a treasure
that will follow its
owner everywhere.

-Chinese Proverb

The Learner's Toolbox

tools to increase your Auditory 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 Auditory Learners...

- Tape recorder
- Lectures
- Verbal instruction
- Dialogue, discussion
- Debate
- Public speaking
- Explaining step by step
- Listening
- Verbal repetition
- Read/talk out loud
- Self talk, journaling
- Stories, narratives
- Brainstorming
- Voicemail
- Books on tape
- Translate verbal to written
- Playing word games
- Using language humor
- Using sarcasm
- Using rhyme, rap
- Listening lab
- Ear phones
- Music
- Singing
- Whistling, humming
- Tapping a rhythm
- Musical instruments
- Writing lyrics
- Auditory software
- Exploring languages
- Exploring word origins



A=13, V=6, K=1

"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.

What are your environmental learning preferences?

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

Why does this work for you?

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

Why does this work for you?

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

Why does this work for you?

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

Why does this work for you?

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

Why does this work for you?

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

~Lloyd Alexander

Design your Learning Environment

Environmental learning preferences

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

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

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

Sample's dominant thinking style is "Literal"

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

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

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

Remember, a Literal Thinker tends to be:

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



L=25, I=12, T=23, E=20

Your Cognitive Thinking Style

your thinking style characteristics

The Literal Thinker:

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

The Literal Thinker General Characteristics:

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



L=25, I=12, T=23, E=20

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

-Harold Kushner

The Literal Thinker

capitalizing on your thinking strengths

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

Your strengths are:

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

You may have difficulty with:

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

In a group, you:

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

Working alone, you (example: reading):

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



L=25, I=12, T=23, E=20

"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 Literal 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 Literal Thinking Styles:

- Before beginning a paper or a project, ask the leader if he/she has an example to show you. You work well when you can see or feel a concrete (tangible) example of an assignment and then use that knowledge to guide you through your assignment.
- Choose a study/work area that is quiet. Your style has a low tolerance for distraction.
- Ask for frequent feedback from the leader. You feel better when you know what is expected of you.
- Ask people to "put it in writing" when explaining or giving instructions. You have difficulty following unclear, incomplete, or abstract directions. Putting it in writing reduces the chance for misunderstandings.
- You may be more likely to succeed on multiple choice or true/false exams than on essay exams. You tend to see things as either "right" or "wrong."
- Practice flexibility. You feel most comfortable doing things the same way, but many times, a class or assignment requires that you innovate and find new ways of doing something.
- Rely on your common sense; this is your strength. But also encourage your creative, imaginative side.



L=25, I=12, T=23, E=20

"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