

PeopleKeys® Report

Sample

**Position:
StudentKeys™**

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Introduction

Your report uses the DISC Personality System. The DISC Personality System is the universal language of behavior. Research has shown that behavioral characteristics can be grouped together in four major groups called "personality styles". People with similar styles tend to exhibit specific behavioral characteristics common to that style. All people share these four styles in varying degrees of intensity. The acronym DISC stands for the four personality styles represented by the letters: **D (Dominant, Driver)**, **I (Influencing, Inspiring)**, **S (Steady, Stable)**, and **C (Correct, Compliant)**.

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

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

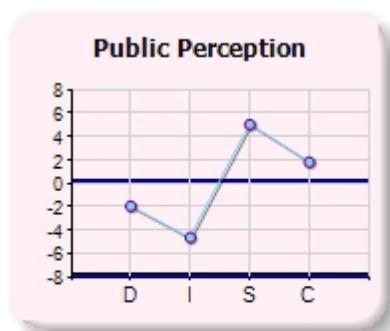
- Do you know someone who is assertive, to the point, and wants the bottom line? Some people are forceful, direct, and strong-willed. This is the **D Style**.
- Do you have any friends who are great communicators and friendly to everyone they meet? Some people are optimistic, friendly, and talkative. This is the **I Style**
- Do you have any family members who are good listeners and great team players? Some people are steady, patient, loyal, and practical. This is the **S Style**.
- Have you ever worked with someone who enjoys gathering facts and details and is thorough in all activities? Some people are precise, sensitive, and analytical. This is the **C Style**.

This chart below helps put the four dimensions of the personality into perspective.

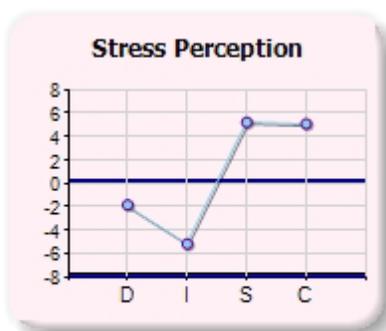
	D = Dominant	I = Influencing	S = Steady	C = Compliant
Seeks :	Control	Recognition	Acceptance	Accuracy
Strengths :	Administration Leadership Determination	Persuading Enthusiasm Entertaining	Listening Teamwork Follow-through	Planning Systems Orchestration
Challenges :	Impatient Insensitive Poor listener	Lack of detail Short attention Low follow-through	Oversensitive Slow to begin Dislikes change	Perfectionist Critical Unresponsive
Dislikes :	Inefficiency Indecision	Routines Complexity	Insensitivity Impatience	Disorganization Impropriety
Decisions :	Decisive	Spontaneous	Conferring	Methodical
Public Figures :	Donald Trump Margaret Thatcher	Madonna Robin Williams	Mother Theresa Princess Diana	Agatha Christie Dr. Spock
Song :	"My Way"	"Celebration"	"You've Got A Friend"	"Don't Rain on My Parade"
Car :	Rolls Royce	Ferrari	VW Golf	Volvo
Animal :	Lion	Peacock	Dog	Owl

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

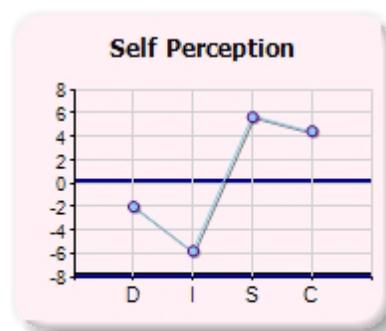
Below are examples and explanations of the three DISC graphs.



Graph 1



Graph 2



Graph 3

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

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

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

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

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

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

Description

Sample is a steady, sociable individual who strives for positive relationships at work and at home. He/She can be very detail oriented when the situation requires it; but overall he/she tends toward individualism, independence and light attention to detail. It can be difficult to change Sample's mind once he/she has made his/her decision. He/She likes people and tends to support the underdog. He/She may take opposing sides of a disagreement and feel frustrated if things do not go his/her way. Sample needs to be accepted as part of the team, and he/she wants people to like him/her. Decisions are difficult for him/her to make unless his/her parameters of authority are clearly defined, and he/she may tend to "shoot from the hip" if forced to make a decision when they would prefer not to do so. Sample would much rather have someone else make the decision, especially if they hold that individual in high esteem and respect. He/She tends to be moderate, thorough and dependable.

Sample does not like conflict. Rather than create conflict in a group, he/she will tend to let others do what they want, even if he/she disagrees with them. He/She is not one to confront people unless necessary. Sample can be inspiring, and may be sought out for their ability to motivate the team in tough times. He/She has the ability to focus his/her attention on tasks that need to be completed, and to work them until they have been finished. He/She has respect for leaders and is quality and service minded. Sample is people oriented, but can be detail and task oriented as well. He/She is motivated through joint collaboration and likes to work in groups.

Sample does not tend to be argumentative, but may hold grudges if situations are left unresolved. This tends to happen due to his/her fear of confrontation. He/She may have difficulty being very direct about things if there is a fear that there will be devastating effects to a relationship. Sample prefers to make decisions in a way that takes an individual's feelings into account, but will not be likely to disregard the facts when doing so. He/She is usually seen as a humble and thoughtful person.

Your S, I, and C plotted above the midline, Your style is identified by the keyword "Advocate".

General Characteristics

- Steady; reliable; loyal
- Relational; team and family oriented
- "Do things right the first time"
- Enthusiastic; Optimistic; Practical

Value To Team

- Steady, hard worker; analytical
- "Hands on" manager
- Motivates others to achieve by aiding and assisting
- Good leader if parameters are clearly defined
- Very relational and approachable

Possible Weaknesses

- When stressed may do things "by the book"
- Internal conflict between responsibilities and social time
- May overly internalize or slow decision making down
- Sensitive to criticism

Greatest Fear

- Criticism; loss of security

Motivated by

- Sincere appreciation and acceptance
- A friendly environment
- Ability to have a balance between work and play
- Clear definition of role and expectations

Ideal Environment

- Knowing what is expected
- Clearly defined goals and parameters
- Ability to work in teams and groups
- A forum to express ideas
- Group activities in professional and social environments

Remember, an Advocate may want:

- Social acceptance in a friendly and non-critical arena, clear definition of what is expected, people to talk to, positive working conditions, recognition for abilities, clearly defined parameters in which to lead or direct others

When communicating with an Advocate, DO:

- Build a favorable, friendly environment.
- Give opportunity for them to verbalize about ideas, people and their intuition
- Give adequate information for informed decisions
- Share testimonials from others relating to proposed ideas
- Allow time sociable activities and friendships
- Develop a team atmosphere
- Develop a participative relationship
- Create incentives for their quality work

When communicating with an Advocate, DON'T:

- Be overly aggressive
- Make them harshly discipline peers
- Threaten their sense of security
- Be overly critical

While analyzing information, an Advocate may:

- Take extra time making sure they make the right choice
- Need more details and information
- Want to know exactly what the expected goals and results are
- Be creative in developing a process

Advocates possess these positive characteristics in teams:

- Strong commitment
- Participative managers – influence and inspire
- Good team player
- High quality of work
- Very relational
- Create an atmosphere of well-being
- Enthusiastic
- Provide direction and leadership
- Express ideas well
- Work well with other people
- Good at developing an efficient process

- Have a positive attitude
- Accomplish goals through people
- Good sense of humor
- Accepting of others

Personal Growth Areas for Advocates:

- Be open and participative
- Believe in yourself and your leadership abilities
- Delegate more
- Don't feel guilty for rewarding yourself with social time
- Do not take criticism personally
- Stand up to those with more dominant personalities when necessary
- May be overly protective of relationships

This next section uses adjectives to describe where your DISC styles are approximately plotted on your graph. These descriptive words correlate as a rough approximation to the values of your graph. (For exact adjectives that relate to your graph, see the IML Introduction to Behavioral Analysis Certification Guide pgs. 20-21)

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

WEIGHS PROS & CONS Considers both sides of an issue
UNOBTRUSIVE Doesn't force oneself upon others without invitation
CONSERVATIVE Tending to preserve established traditions
PEACEFUL Not quarrelsome; calm, quiet

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

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

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

PASSIVE Submissive; influenced without response
PATIENT Enduring pain, trouble; refusing to be provoked
LOYAL Faithful to persons and ideals that one is obligated to defend
PREDICTABLE Behavior, actions, and reactions can be easily foretold
TEAM-PERSON Enjoys being part of a group, working toward a common goal

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

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

How You Communicate with Others

We have just reviewed the **do's and don'ts** of communication with your specific style. After reviewing this section of the report, you may now feel, "Yes, this is what I would like. This is how I wish people would treat me and work together to give me the information that is important to me." Equally important is that you now see that THE WAY SOMETHING is said can be as important to what is said. And unfortunately, we all have a tendency to communicate the

same way that we like to hear something, instead of the way we need to verbalize.

Your style is predominately an "S" style, which means that you prefer receiving information that allows you to feel part of a team. But, when transferring that same information to a client or co-worker, you may need to translate that into giving them precise facts, or just the end result.

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

This next section is particularly useful for a dominant "S" style as you may have the tendency to not voice your opinions as much as others around you, while at the same time others will value the input you have.

The Compatibility of Your Behavioral Style

The "S" and the "D" will work well together as the "S" will provide support the "D" needs and will help to keep the environment at a level they both can freely work together. The "S" may wish the "D" style would slow down the pace and be more people oriented when it comes to personal relationships.

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

Two "S" styles work well together and also get along well in personal relationships as they both strive to work together as a team and provide a very sincere and meaningful relationship.

The "S" and the "C" complement each other and work well together, as each style prefers to work at a pace that provides for accuracy. Also, both styles like to work on something together until completion, while the "I" and the "D" has a tendency to multitask rather than focus on one area until completion.

How the "S" Can Enhance Interaction With Each Style

S with D

You will tend to view a High D as argumentative, dictatorial, arrogant, domineering, nervous and hasty. You will likely resent them giving you orders and be intimidated by their dictatorial approach. Although you will not get angry, you will be sorely tempted to get even. When confronted by the D, you will tend to withdraw and slow down the action.

Relationship Tip:

It is imperative that you establish direct communication, and learn to deal with issues in a straightforward manner. Develop the ability to negotiate goals and commitments with them on an equal basis. The D will respect your desire to be direct, and it will enhance communication.

S with I

You will tend to view a High I as egotistical, superficial, overly optimistic, glib, too self-assured and inattentive. On the surface, the relationship will look good, but internally you'll find yourself attempting to slow down the I's pace; even though you'll avoid confronting them.

Relationship Tip:

Be friendly, they are more sincere than they seem be. Be complimentary and listen to their ideas. They will appreciate it if you recognize and discuss their accomplishments.

S with S

You will view another S as dependable, self-controlled, patient, kind, accommodating and attentive. You will enjoy supporting each other, but little will be accomplished in the process. Each of you will avoid confrontation; and if you disagree, you won't do so openly. To accomplish results, you'll likely need some external means of setting goals.

Relationship Tip:

Move towards goals at a steady pace. Express sincere appreciation for one another. You will enjoy the long lasting friendships you establish with another S and find them rewarding.

S with C

S's tend to view High C's as overly dependent, evasive, defensive, too focused on the details, too cautious and overly compliant. You'll be similar in that neither of you will want to hurry, nor will you desire to take charge and make a decision. However you may translate the C's coolness as rejection. Your tendency will be want to build a relationship too soon for them.

Relationship Tip:

Move at a slower pace than you think you should; use the patience that epitomizes your personality. When presenting facts in a discussion, do so in a clear and organized manner. Be prepared for discussion, but expect the C to express doubts and put off a decision until they have considered the matter fully; so provide time for them to give full consideration to the ideas you present.

Motivational Characteristics

Sample : Temperament

Advocates are steady, sociable individuals who strive for positive relationships at work and at home. They can be very detail oriented, and they tend toward individualism and independence. It is difficult to change this person's mind once it is made up. They like people and tend to support the underdog. They may take opposing sides of a disagreement and feel frustrated if things do not go their way. Advocates need to be accepted as part of the team, and they want people to like them. Decisions are difficult for them to make unless their parameters of authority are clearly defined. They tend to be moderate, thorough and dependable.

Advocates do not like conflict and rather than create conflict in a group, they will let others do what they want. They are not ones to confront people unless necessary. They are inspiring and also have attention to tasks that need completed. They have respect for leaders and are quality and service minded.

Advocates are people oriented, but can be detail and task oriented as well. They are motivated through joint collaboration and like to work in groups. Advocates do not tend to be argumentative, but will hold grudges if situations are left unresolved. This tends to happen due to their fear of confrontation. Advocates make decisions based on facts as opposed to feelings. Advocates are usually seen as humble and thoughtful people.

MOTIVATING GOALS: Acceptance from others, quality results

EVALUATES OTHERS BY: Loyalty, tolerance, inclusion

INFLUENCES OTHERS BY: By offering understanding, friendship

VALUE TO TEAM: Supports, empathizes, is service oriented

OVERUSES: Kindness

REACTION TO PRESSURE: Becomes persuasive through key relationships or information

GREATEST FEARS: Dissension, conflict

AREAS FOR IMPROVEMENT: Develop strength in self awareness, firmness, and self assertion

Sample : Internal Motivational Characteristics

Loyalty

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

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

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

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

Justice

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

- It doesn't matter if things are equal, as long as a "win-win" situation exists.

- To me, "how to live" and "how to play" are often more important than winning.
- It is crucial to me that I have a positive impact on the world around me.
- I take my responsibilities very seriously.
- I am motivated to act primarily by my conscience.
- I enjoy serving others and hold to a strong belief system revolving around everyone winning in some way.

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

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

Perceptual Learning style

Your primary style

Kinesthetic Learner

- Active Tactile Sensor, and Doer

Learns best by...

- Doing, involvement, feeling

Sensitive to...

- Action, movement, touch

Conceptualizes...

- Through tactile senses

Strengths...

- Is usually a fast learner after doing a task once
- Not easily lost even in strange surroundings
- Excels in working with tools or technical hands-on equipment
- Project and product oriented

Limitations...

- Easily distracted by movement, temperature, and things that affect the tactile senses.

To enhance learning, try to...

- Have something demonstrated as opposed to explained.
- Solve problems with trial and error instead of a step-by-step approach.
- Have a large study space and the freedom to move around while studying.
- Ask for concrete, not abstract examples.
- Execute math problems on paper or with three-dimensional aids.
- Take frequent breaks while studying.
- Physically walk through problems.
- Physically act out a situation or directions.
- Role play in a collaborative group setting.
- Touch the page, use a ruler, or a highlighter while reading.
- Pace, walk around, or exercise while reading.
- Associate a part of your body or a particular movement with a fact, idea, or concept.

Your secondary style

Auditory Learner

- Active Listener and Verbalizer

Learns best by...

- Hearing, listening, verbalizing

Sensitive to...

- Noise, tone, pitch, sound, voice, and language

Conceptualizes...

- Through auditory senses

Strengths...

- Good language command
- Can listen and understand lectures or events without seeing the speaker or a visual representation. Excels in verbal discussions and debate.
- Can understand abstract examples.

Limitations...

- Easily distracted by background noise and sounds

To enhance learning, try to...

- Discuss things in order to help you understand them.
- Repeat things out loud or mentally in order to remember them.
- Record lectures and listen to them later.
- Attend all lectures offered.
- Listen to lectures before reading textbook.
- Allow someone to explain directions before actually reading the directions to an assignment.
- Talk to yourself while problem solving.
- Actively participate in question and answer sessions during class.
- Have a friend drill you verbally while studying.
- Put information into a rhythmic pattern-create a song, poem, or a rap.
- Avoid listening to the radio or conversations while studying.

Cognitive Thinking style

Your primary style at a glance

The Experiential Thinker

- 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.

Experiential Thinkers Tend to be...Original in their thought.

- resourceful
- courageous
- inquisitive
- clever
- realistic
- inventive
- a visionary
- challenging

Your secondary style at a glance

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.

Literal Thinkers Tend to be...Practical in their thought.

- organized
- genuine
- traditional
- steady
- a dedicated worker
- hands on
- precise
- practical

Your primary style characteristics

The Experiential Thinker

- investigates, challenges, creates, experiments, invents, restructures, inspires, and questions
- finds acceptable, but out-of-the-ordinary answers
- operates more on insight than on systematic, deductive reasoning and jumps to conclusions, often correctly
- challenges the teacher to try different approaches
- is fascinated with the unusual, which others may fear
- will learn a skill if the skill has a purpose
- responds well to having options; wants to do things "my way"
- doesn't like being controlled; may sabotage authority
- constantly tests environment to see what will happen
- is a divergent thinker; many answers to one question
- thinks of the possibilities and what "could be"
- doesn't respond well to structured assignments; puts off tasks to the last minute to defy the clock
- likes hands-on tasks and getting physically involved
- believes in firsthand experience; "doing is believing"
- can't explain mental leaps; "I don't know how I know -- I just know"
- learns through games, simulations, and role play
- moves to a task without finishing the last task

Key Words that apply to a Experiential Thinker are:

Daring, Different, Unusual, Inquisitive, Curious, Investigative, Problem-Solver, Challenger, Experimenter, Independent, Change-Oriented, Creative, Divergent, Original, Inventive

Your secondary style characteristics

The Literal Thinker

- 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

Key Words that apply to a Literal Thinker are:

Organized, Efficient, Thorough, Precise, Detailed, Perfection-Oriented, Task-Oriented, Direct, To-the-Point, Blunt, Factual, Literal, Structured, Predictable, Dependable, Honorable

The Experiential Thinker: Thinking and working in your primary style

Where Your Thinking Excels

Your strengths are...

- Experimenting with different solutions
- Challenging conventional methods
- Tolerant with different types of people
- Being action-oriented; encouraging others to take action
- Making quick and accurate decisions without all the information
- Taking chances others won't take

Where Your Thinking is Limited

You may have difficulty with...

- Boundaries and confinement
- Structured and official environments
- Blindly following others
- Fine tuning a completed project
- Documenting/explaining results
- Limiting yourself to one task at a time
- Being told "It can't be done"

How You work in a Group

- Contribute innovation, creativity, and spontaneity to the group
- Create a new means to an end
- Envision endless possibilities
- Are not afraid to take risks or to try the unknown
- Inspire others in the group to take action

How You Work Alone

- Want to read what is mentally stimulating
- Like to increase your experience with different types of material and information
- Enjoy being involved with what you read
- Tend to question what you read
- Like to read practical material, but have difficulty following specific instructions. You find new ways of approaching a method. (i.e. while reading a software user guide, you discover three new ways to do a procedure.)

The Literal Thinker: Thinking and working in your secondary style

Where Your Thinking Excels

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

Where Your Thinking is Limited

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

How You work in a Group

- 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

How You Work Alone

- 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

How You May Improve Learning

The Experiential Thinker (Your primary style)

- When taking exams, choose abstract essay questions. You are a divergent thinker and can have many answers to one question. Multiple choice or true/false questions often restrict you. Ask for the opportunity to elaborate.
- Listen to the wisdom of your leaders, especially when they assign your grade. You will soon discover that your grade is based not on doing an assignment the best way (in your opinion), but on doing an assignment the leader's way. You have the desire to challenge authority.
- Learn by "doing" with a trial-and-error approach. You need to experience things for yourself or investigate a different approach.
- Pay more attention to the directions of an assignment (read them carefully) and to the steps you take in coming to a conclusion or a decision. You tend to jump to conclusions rather than using systematic, deductive thought processes.
- Don't procrastinate. You have the tendency to get distracted by your environment.

The Literal Thinker (Your secondary style)

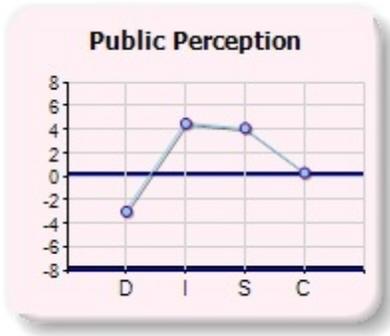
- Before beginning a paper or a project, ask the leader if he/she has an example to show you. You work well when you can see or feel a concrete (tangible) example of an assignment and then use that knowledge to guide you through your assignment.
- Choose a study/work area that is quiet. Your style has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

Scoring Data

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Assessments	Temperament	Work Values	Perceptual	Cognitive
 30/30	 12		 6	 6

Temperament Style Graphs 12/12

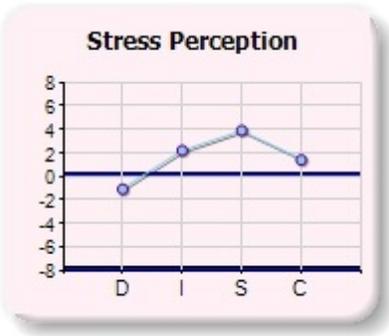


Raw Scores:
 D = 3, I = 7, S = 9, C = 4

Benchmark High
 D = 8, I = 8, S = 8, C = 8

Calculated Scores
 D -3, I 4.5, S 4.1, C 0.3

Benchmark Low
 D = -8, I = -8, S = -8, C = -8

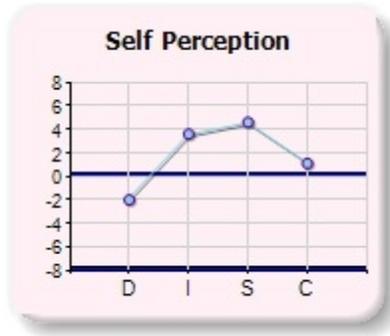


Raw Scores:
 D = 7, I = 3, S = 3, C = 5

Benchmark High
 D = 8, I = 8, S = 8, C = 8

Calculated Scores
 D -1.1, I 2.2, S 3.9, C 1.4

Benchmark Low
 D = -8, I = -8, S = -8, C = -8



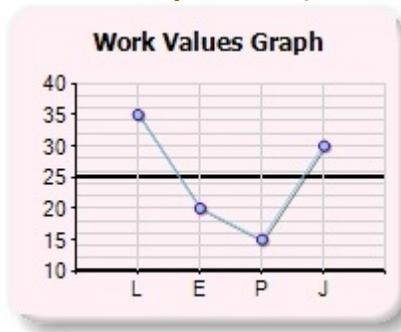
Raw Scores:
 D = -4, I = 4, S = 6, C = -1

Benchmark High
 D = 8, I = 8, S = 8, C = 8

Calculated Scores
 D -2, I 3.6, S 4.6, C 1.1

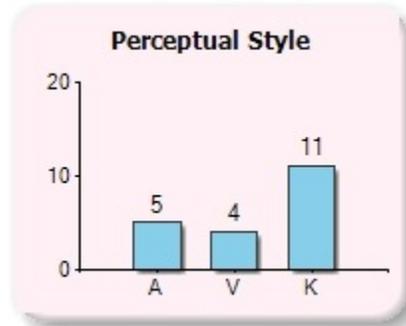
Benchmark Low
 D = -8, I = -8, S = -8, C = -8

Work Values Style : LEPJ 6/6



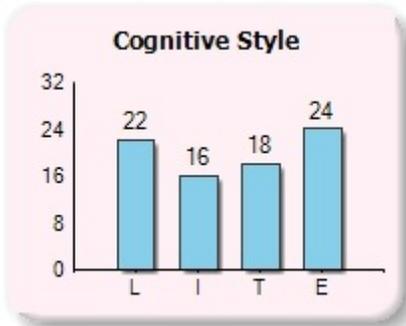
L: 35 E: 20 P: 15 J: 30

Perceptual Style Graph: AVK 6/6



A: 5 V: 4 K: 11

Cognitive Style Graph: LITE 6/6



L: 22 I: 16 T: 18 E: 24