Multiple Intelligences

Student Name
Date of Test

# Intelligences and You

Logical

## Logical Intelligence

This intelligence includes the ability to reason inductively (make conclusions based on observations) and deductively (make conclusions based on hypotheses). This intelligence also involves finding relationships between abstract ideas (numbers, for example), recognizing logical sequences and patterns, recognizing problems and solving them. This intelligence is closely linked with being successful in school.

### Strengths

- [ ] Easily recognize number patterns and can make quick, accurate calculations
- [ ] Understand the relationship between cause and effect — to predict how one thing can affect another
- [ ] Can identify all the parts in a system and how they interact
- [ ] Analyze information to determine what is important versus what is not
- [ ] Able to work with abstract concepts and use symbols to represent concrete ideas

### Challenges

- [ ] Struggle with abstract mathematical and logical concepts
- [ ] Poor problem-solving ability — don't know how to use or develop approaches for reaching the best solution
- [ ] Dislike activities involving puzzles, strategy, calculations or formulas
- [ ] Find it hard to categorize and organize things in a logical manner
- [ ] Not inclined to experiment or form theories to explain things

### Famous People with Strong Logical Intelligence

- [ ] Thomas Edison (inventor, businessman)
- [ ] Albert Einstein (physicist, humanitarian)
- [ ] Florence Nightingale (nurse, statistician)
- [ ] Sherlock Holmes (fictional detective)
- [ ] Bill Gates (businessman, philanthropist)

### Top Careers for Logical Intelligence

1. Software Developers, Applications
2. Actuaries
3. Mathematicians
4. Biostatisticians
5. Biomedical Engineers
6. Nanosystems Engineers
7. Astronomers
8. Physicists
9. Intelligence Analysts

Spatial

# Spatial Intelligence

Spatial intelligence includes the ability to identify objects accurately, change and recreate images, and recognize how shapes and objects relate to each other. While this intelligence is typically applied through visual means, spatial intelligence does not only rely on vision. It can also be used through touch and sometimes even hearing.

## Strengths

- [ ] Able to visualize images — both real and imagined — with great clarity, and to picture how they would look when rotated or modified
- [ ] Notice and remember visual details and tend to evaluate the design, symmetry or beauty of things
- [ ] Can work with shape, size, position and location to solve problems and design, arrange or build things
- [ ] Have a good sense of direction and can easily navigate through different environments, whether on foot, driving or traveling by air or on water
- [ ] Can accurately visualize and estimate distances and measurements

## Challenges

- [ ] Difficulty learning information that is visual (presented as images or diagrams) or tactile (presented through touch and handling objects)
- [ ] Poor memory for visual details such as locations and what things look like; may also forget faces
- [ ] Dislike puzzles, mazes, building models and other activities that require fitting pieces together
- [ ] Easily lose sense of direction and have trouble understanding and following maps, charts and diagrams
- [ ] Struggle to estimate distances and measurements, whether they are distances for travel or measurements for cooking recipes

## Famous People with Strong Spatial Intelligence

- [ ] Frank Lloyd Wright (architect, interior designer)
- [ ] Michelangelo (artist, engineer)
- [ ] Steven Spielberg (film director, video game designer)
- [ ] Vera Wang (fashion designer)
- [ ] Christopher Columbus (explorer, navigator)

## Top Careers for Spatial Intelligence

1. Architects, Except Landscape and Naval
2. Surveyors
3. Transportation Engineers
4. Robotics Engineers
5. Fine Artists, Including Painters, Sculptors, and Illustrators
6. Interior Designers
7. Set and Exhibit Designers
8. Manufactured Building and Mobile Home Installers
9. Model Makers, Wood
10. Airline Pilots, Copilots, and Flight Engineers

Linguistic

# Linguistic Intelligence

Linguistic intelligence helps you to understand and use language properly in reading, writing, speaking, including sign language and Braille. It also affects vocabulary and the ability to understand and use humor, create pictures using words, notice language patterns, and recognize relationships between words. Linguistic intelligence is one of the main intelligences linked with succeeding in school.

## Strengths

- [ ] Know how to use vocabulary, sentence structure, grammar and spelling for clear communication
- [ ] Easily remember word-based information
- [ ] Good at learning new languages and other symbol systems, such as computer code and hieroglyphs
- [ ] Use language creatively for such things as storytelling, writing, using humor and composing poetry
- [ ] Can tailor communication style depending on topic, audience and purpose

## Challenges

- [ ] Have difficulty with grammar, vocabulary, reading, writing, new languages and word-based puzzles
- [ ] Struggle with communication, creativity and memory for general facts
- [ ] Avoid activities that involve reading, writing and speaking, especially when dealing with challenging material
- [ ] Don't pick up on subtle forms of humor, such as irony, sarcasm and satire
- [ ] Have trouble remembering things that are read or heard

## Famous People with Strong Linguistic Intelligence

- [ ] William Shakespeare (author, playwright)
- [ ] Barack Obama (lawyer, U.S. president)
- [ ] Maya Angelou (poet, author)
- [ ] Noam Chomsky (linguist, philosopher)
- [ ] Jean-François Champollion (linguist who first deciphered Egyptian hieroglyphs)

## Top Careers for Linguistic Intelligence

1. Anthropologists
2. Lawyers
3. Judges, Magistrate Judges, and Magistrates
4. Foreign Language and Literature Teachers, Postsecondary
5. Broadcast News Analysts
6. Public Relations Specialists
7. Editors
8. Poets, Lyricists and Creative Writers
9. Interpreters and Translators
10. Speech-Language Pathologists

Naturalist

# Naturalist Intelligence

Naturalist intelligence involves being able to recognize, appreciate and group different things in the environment: plants, animals, people, structures, weather patterns, landscapes and so on. It also allows one to see the connections between different parts of the environment, to easily recognize when environmental changes happen, and to understand what impacts those changes might have. People with a strong naturalist intelligence are typically viewed as being "in tune" with nature.

## Strengths

- [ ] Sensitive to nature — feel a concern for, and connection to, living things and the natural environment
- [ ] Observe similarities and differences in plants, animals and natural formations, as well as in manufactured objects
- [ ] Organize and group things according to their traits
- [ ] Enjoy growing plants, taking care of animals or learning about the natural environment
- [ ] Aware of subtle changes in the weather, climate and seasons
- [ ] Have an interest in conservation and recycling

## Challenges

- [ ] Difficulty identifying or grouping plants, animals and objects in the natural environment, as well as manufactured objects like cars and clothing
- [ ] Don't notice similarities between seemingly different objects
- [ ] Unable to identify the sights and sounds of nature — birds and their songs, for example, or the appearance of plants, rocks or cloud formations
- [ ] Feel uncomfortable in a natural environment — may fear wild animals, dislike insects, sand and dirt, and miss urban conveniences
- [ ] Unaware of gradual shifts in the weather and the effects of factors such as temperature, humidity, wind and pressure
- [ ] Not concerned about environmental protection, pollution controls or water quality

## Famous People with Strong Naturalist Intelligence

- [ ] Charles Darwin (geologist, naturalist)
- [ ] Jane Goodall (biologist, conservationist)
- [ ] Jacques Cousteau (marine ecologist, filmmaker)
- [ ] Chico Mendes (human rights activist, environmentalist)
- [ ] Steve Irwin "The Crocodile Hunter" (naturalist, environmentalist)

## Top Careers for Naturalist Intelligence

1. Environmental Compliance Inspectors
2. Sustainability Specialists
3. Soil and Plant Scientists
4. Zoologists and Wildlife Biologists
5. Range Managers
6. Environmental Restoration Planners
7. Agricultural Sciences Teachers, Postsecondary
8. Forestry and Conservation Science Teachers, Postsecondary
9. Veterinarians
10. Fish and Game Wardens

Existential

# Existential Intelligence

Existential intelligence is the ability to see the big picture in everything - the relationships and connections, vastness and limitations, and how everything fits together. This intelligence is used in considering questions about our existence, such as purpose, life, death, and our place in the universe. NOTE: Existential Intelligence should not be confused with existentialism. Existentialism is an area of philosophy dealing with certain views on human existence. Philosophers who examine and promote existentialist theories would certainly use their existential intelligence. However, the intelligence can be applied to other areas as well.

## Strengths

- [ ] Summarize details to understand a larger concept — putting together the elements of a career plan or game strategy, for example
- [ ] See things from different points of view — understanding others' cultures or values, or both sides of a debate, for example
- [ ] Explore questions about human existence through study of philosophy, ethics, the arts, or religion and spirituality
- [ ] Connect different ideas to envision something new and creative

## Challenges

- [ ] Not interested in exploring "deep" questions about life, death and the universe. Prefer questions that have clear and final answers
- [ ] Focus on immediate tasks and getting them done, rather than thinking about different possibilities and how things connect in a bigger way
- [ ] Difficulty understanding perspectives, values and opinions that differ from own
- [ ] Rely on repetition and memory techniques for learning rather than looking for ways to relate facts to a larger concept

## Famous People with Strong Existential Intelligence

- [ ] Aristotle (philosopher, teacher)
- [ ] The Dalai Lama (spiritual leader)
- [ ] Deepak Chopra (doctor, speaker/author)
- [ ] Ralph W. Emerson (essayist, transcendentalist)
- [ ] Jane Addams (philosopher, activist)

## Top Careers for Existential Intelligence

1. Climate Change Analysts
2. Sociologists
3. Urban and Regional Planners
4. Anthropologists
5. Political Scientists
6. Clergy
7. Directors, Religious Activities and Education
8. Psychology Teachers, Postsecondary
9. Art, Drama, and Music Teachers, Postsecondary
10. Philosophy and Religion Teachers, Postsecondary

Kinesthetic

# Kinesthetic Intelligence

This intelligence provides you with the mind and body coordination needed to move your body and other objects. It influences small movements, such as using your fingers to play a musical instrument, and large movements, such as running and catching a ball. Kinesthetic intelligence also affects certain mental abilities such as visualizing and remembering complex movements.

## Strengths

- [ ] Have good balance and coordination when moving or being physically active
- [ ] Good at hands-on activities, such as using tools and objects to build, create and repair
- [ ] Can analyze complex movements and the steps involved to identify problems and solutions
- [ ] Use movement to express feelings and ideas — through gestures, body language, acting or dance, for example
- [ ] Have good reflexes — react quickly and instinctively

## Challenges

- [ ] Avoid activities that require good coordination or complex movements
- [ ] Not interested in playing competitive sports
- [ ] Do not use movement or physical precision for self-expression — through dance, painting or handmade crafts, for example
- [ ] Lack confidence when using tools and other physical objects to complete tasks
- [ ] Unaware of own body language and may miss non-verbal cues from others

## Famous People with Strong Kinesthetic Intelligence

- [ ] Michael Jordan (basketball player)
- [ ] Bruce Lee (martial artist)
- [ ] Paula Abdul (dancer, choreographer)
- [ ] David Blaine (magician, endurance artist)
- [ ] Jim Carrey (actor, comedian)

## Top Careers for Kinesthetic Intelligence

1. Athletes and Sports Competitors
2. Municipal Firefighters
3. Police Patrol Officers
4. Fitness Trainers and Aerobics Instructors
5. Fishers and Related Fishing Workers
6. Fallers
7. Rough Carpenters
8. Structural Iron and Steel Workers
9. Industrial Machinery Mechanics
10. Commercial Divers

Interpersonal

# Interpersonal Intelligence

This intelligence includes understanding and working with people, building relationships, seeing the world from others' point of view, communicating well verbally and non-verbally, cooperating in a group, having influence, and responding to the mood, personality and goals of others.

## Strengths

- [ ] Relate well to others
- [ ] Notice and understand people's needs, perspectives, emotions and motivations
- [ ] Connect and interact with people quickly and easily
- [ ] Form and maintain lasting relationships
- [ ] Able to lead, influence and inspire others

## Challenges

- [ ] Difficulty building and maintaining social relationships
- [ ] Do not notice or respond appropriately to others' feelings, motivations or behaviors
- [ ] Not good at collaborative work
- [ ] Uncomfortable interacting with people whose experiences, views and beliefs differ from own
- [ ] Don't see the humor in things that others find funny

## Famous People with Strong Interpersonal Intelligence

- [ ] Martin Luther King, Jr. (clergyman, civil rights activist)
- [ ] Mother Teresa (nun, humanitarian)
- [ ] Oprah Winfrey (talk-show host, philanthropist)
- [ ] Anthony Robbins (success coach, professional speaker)
- [ ] Ellen DeGeneres (comedian, talk-show host)

## Top Careers for Interpersonal Intelligence

1. Public Relations and Fundraising Managers
2. Human Resources Managers
3. Counseling Psychologists
4. Educational, Guidance, School, and Vocational Counselors
5. Child, Family, and School Social Workers
6. Instructional Coordinators
7. Coaches and Scouts
8. Nurse Practitioners
9. First-Line Supervisors of Police and Detectives
10. Morticians, Undertakers, and Funeral Directors

# Intrapersonal Intelligence

Intrapersonal intelligence includes the ability to understand oneself -- emotions, fears, motivations, strengths and weaknesses. This intelligence allows you to reflect upon your own thinking and behavior, learn from that reflection, find ways for self-improvement, and build self-confidence.

## Strengths

- [ ] Well aware of personal abilities, challenges, feelings and attitudes
- [ ] Set realistic goals, able to focus and stay on track
- [ ] In control of emotions, good at handling high-stress situations
- [ ] Make decisions thoughtfully and carefully
- [ ] Ethical and objective, aware of how personal viewpoints can be biased or unfair

## Challenges

- [ ] Give little thought to personal goals and abilities when making decisions
- [ ] Unaware of how mood, attitude and tone of voice can affect other people
- [ ] Allow personal opinions to negatively affect decisions and interactions with others
- [ ] Set unrealistic goals and make limited progress, often giving up
- [ ] Don't understand how to recognize and manage own emotions

## Famous People with Strong Intrapersonal Intelligence

- [ ] Confucius (philosopher, teacher)
- [ ] Sigmund Freud (neurologist, psychoanalyst)
- [ ] Mohandas Ghandi (lawyer, ideological leader)
- [ ] Helen Keller (speaker, author)
- [ ] Terry Fox (athlete, humanitarian)

## Top Careers for Intrapersonal Intelligence

1. Chief Executives
2. Training and Development Managers
3. Education Administrators, Elementary and Secondary School
4. Social and Community Service Managers
5. Emergency Management Directors
6. Marriage and Family Therapists
7. Mental Health and Substance Abuse Social Workers
8. Adapted Physical Education Specialists
9. Psychiatrists
10. Clinical Nurse Specialists

Musical

# Musical Intelligence

This intelligence includes the ability to play an instrument or sing, as well as a number of other skills such as: recognizing tones, patterns, rhythms, beats and sounds; enjoying and analyzing music; understanding musical structures; and, creating melodies and rhythms.

## Strengths

- [ ] Enjoy a wide range of different types of music
- [ ] Use music to influence mood, build motivation and boost productivity
- [ ] Easily pick up on the beat or chords in music and recognize different instruments by their sounds
- [ ] Notice and use different tones in speech to impart emotion, emphasis or meaning
- [ ] Sing well, can play one or more instruments and could easily learn another
- [ ] Readily recall tunes and lyrics, and can use music, rhythms and patterns to remember things

## Challenges

- [ ] Enjoy only a few types of music
- [ ] Music has little effect on mood, motivation and emotions
- [ ] Difficulty identifying sounds of different musical instruments
- [ ] Not likely to notice or use tone that imparts meaning in speech — for example, detecting and using sarcasm
- [ ] Do not sing well and would have trouble learning to play an instrument
- [ ] Do not remember melodies and lyrics of songs

## Famous People with Strong Musical Intelligence

- [ ] Jennifer Lopez (musician, composer)
- [ ] Elvis Presley (singer-songwriter)
- [ ] Beyoncé Knowles (singer, songwriter and actress)
- [ ] William James "will.i.am" Adams Jr. (musician and producer)
- [ ] Adele Adkins (singer-songwriter)

## Top Careers for Musical Intelligence

1. Art, Drama, and Music Teachers, Postsecondary
2. Actors
3. Dancers
4. Choreographers
5. Singers
6. Musicians, Instrumental
7. Poets, Lyricists and Creative Writers
8. Sound Engineering Technicians
9. Music Therapists
10. Musical Instrument Repairers and Tuners

**Rate your profile:**

How well does it match you?

# Developing Your Intelligences

These are your superpowers -- use your strengths to improve in other areas.

## Logical

### Advice for Learning

- Use and create information that can be represented in multiple ways. For example, data can be placed in a chart or graph. Outlines can be shown as a mind map
- To improve your critical thinking skills, learn about the "fallacies of logic" (incorrect arguments or reasoning). Practice identifying and creating statements that demonstrate fallacies
- Ask others to help you spot flaws in your problem solving and analytical strategies. When you watch someone else analyze a problem, focus on the process they use to solve it and ask questions about each step
- Look for patterns and ways to organize information to make it easier to remember. For example, you could order items alphabetically or create acronyms for the names of things

### Recommendations

The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

- [ ] Try your skill at online puzzles. There are plenty of free websites available offering a variety of logic puzzles, riddles and unique math problems
- [ ] Use every opportunity to practice your math skills. For example, when leaving a tip at a restaurant, first try doing the calculation in your head, then on paper, then on a calculator. This will give you practice and allow you to check your answer
- [ ] Take a little time each week to read or watch a science-based article or story. Get to know some of the theories or facts in the story. Over the next few weeks, try to find real-world situations that relate to those concepts. For example, you can learn about RF radiation and how it is used to send signals to a cell phone
- [ ] Learn about common logical fallacies and how to avoid them. This can improve your reasoning skills and help you make more accurate conclusions, using reliable and unbiased information

#### Logical and Existential Intelligences

- If you like to explore scientific concepts, extend your exploration to include existential topics – for example, the parallel universe theory, the big bang theory or the theory of relativity. Remember, for existential questions, you do not have to reach a final answer
- When learning new information, resist the urge to quickly scan and look for patterns. Instead, take some time to understand the context and why you are learning it in the first place

#### Logical and Naturalist Intelligences

- You have an ability to recognize patterns in abstract concepts like numbers and scientific principles. Practice applying this ability to patterns in physical objects in the environment
- Learn about scientific discoveries of the natural world in fields such as ecology, geology, meteorology or astronomy. Look for information that uses statistics, measurements and other methods to show clear comparisons
- Learn about the classification of living things and how each organism is ranked and grouped (into kingdom, genus or species, for example). Study the logical sequence of that hierarchy

Your moderate strengths can often be developed more easily than weaker areas.

# Spatial

## Advice for Learning

- When taking notes or studying, use mind maps, charts, diagrams or pictures to visualize the topics you are learning about. Create sketches or mental images to help you memorize and recall information
- Imagine different ways of seeing things. Visualize how they would look based on a description. Then think about how they would look if you rotated them, or changed a color, shape or other feature
- Take elective courses like art, marketing and advertising, dance, animation, video production, woodworking or design
- When permitted, incorporate visual representations into your assignments and projects. For example, you could make use of charts, posters, diagrams, animations or videos

## Recommendations

The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

- [ ] Practice hands-on activities like completing jigsaw puzzles, designing clothes, working on engines, choreographing a dance routine or constructing woodwork projects. These activities encourage the use of multiple senses, such as vision, touch and hearing, to observe shape, distance and direction in a three-dimensional space. Paper and computer-based visual puzzles can also help, but rely solely on visual observation
- [ ] Use visual presentations to communicate information. For example, create graphs and charts to represent numbers and statistics. Use flow charts and mind maps for studying and taking notes. When preparing for activities that involve movement, especially complex moves, visualize your actions before the activity
- [ ] Practice thinking about composition — the way in which the elements of an image, work of art or other objects are arranged and work together. Photography, art and design courses are an excellent way to get started. Becoming more aware of compositional details can help you become better at understanding and creating visual information

### Spatial and Kinesthetic Intelligences

- Before you begin an activity, visualize doing it. Imagine how the movements should be performed. Go back and forth between visualization and physically practicing it until you get it right
- Pursue activities that make use of both intelligences at the same time. Gymnastics, martial arts, skilled trades, and sports that involve catching, throwing and hitting, all require a keen awareness of distance and visual patterns

### Spatial and Interpersonal Intelligences

- Offer to help a classmate, group or team improve their spatial skills. Pay close attention to what is being asked of you. It is an opportunity to practice understanding others better
- Take a course or class where you can pursue a spatial activity with other people around. Some examples are photography, film, orienteering or geocaching, art, interior design, landscaping and woodworking. You should feel comfortable and confident doing the activity. Focus on how you communicate and interact with the others
- Participate in group brainstorming sessions to develop ideas for designs or projects. Listen to others' points of view and ask questions

# Linguistic

## Advice for Learning

- Underline, highlight, or write down any new or unfamiliar words you come across in your reading. Look up these words as soon as you can
- Take elective classes like creative writing, speech and debate, drama, computer programming and foreign languages. Outside of class, participate in linguistic-based activities, such as solving crossword puzzles, playing Scrabble with friends or using word game websites like Free Rice and WordPlays.com
- Read aloud. For example, read stories to a sibling, or volunteer to read to younger students or children at the library. This will improve your flow, pronunciation and confidence
- Before you begin reading a text, familiarize yourself with the goals and main concept of the chapter. This will help you to better grasp the new information
- Get involved with the school paper or media club. Enter poetry, essay, or speech and debate contests

## Recommendations

The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

- [ ] Practice using your linguistic skills at every opportunity — whether reading a book, writing an essay, sending an email, doing an interview or speaking to an audience
- [ ] Read a variety of high quality written works. This can improve your ability to understand and interpret different types of writing and the creative use of language. Ask your English teacher or a librarian to help you choose appropriate materials
- [ ] Expand your vocabulary when writing and speaking. Use a dictionary and thesaurus to help you identify new words to express what you want to say. Make sure you understand each word's definition and how to use it correctly in a sentence. If using it in a speech, learn the proper pronunciation
- [ ] Explore the subtleties of humor. For example, examine the use of irony, sarcasm and satire. Learn to enjoy different types of humor and practice being funny yourself

### Linguistic and Intrapersonal Intelligences

- Read the works of great thinkers like Aristotle and Einstein, who had the ability to look inward for the solutions to problems
- Record your thoughts and feelings in a journal or blog in a well-articulated manner. Later, when you can be objective, review and analyze those thoughts and feelings
- Try using poetry and creative writing to better understand yourself. Select topics that make you think carefully about your past decisions, current motivations and plans for the future

### Linguistic and Musical Intelligences

- Read the lyrics of your favorite song without the music. Concentrate on the words, looking for meaning. Then listen to the song with the music. Do you notice any additional meaning imparted by the music?
- Practice speaking or singing some simple lyrics in rhythm, mimicking the artist. It doesn't matter if you are off-key. After trying it with the existing lyrics, write your own lyrics to the same music and perform it again
- Increase your understanding by reading books about music and musicians. Check out music magazines and online articles by music journalists and critics. As your knowledge of music grows, you can try writing your own articles

# Naturalist

## Advice for Learning

- Work on assignments in a natural environment that helps you focus — in your backyard, for example, or at a park or beach
- Take part in school field trips. In addition to outdoor experiences, go on trips to science museums, art galleries and other environments where you can use your senses to identify and classify objects
- Join or start an environmental project, at school or in your community
- In class, look for ways to incorporate nature and the environment. For example, you could write a paper about how weather conditions have affected worldwide events

## Recommendations

The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

- [ ] Spend time in a natural environment. Pay attention to the animals, plants and other objects around you, noting the differences and similarities. Imagine how each living thing fits into its environment, and how the rocks and landscape were formed
- [ ] Practice grouping objects — both natural and non-living ones — according to their features. This is called categorization. Use multiple senses when categorizing objects. For example, you might identify birds by the sounds of their song, perfumes by their smell and fabrics by their texture
- [ ] Get involved in an environmental cause. You may initially decide to join an organization because you know people who are already involved or because there is a need for your skills. Whatever the reason, the important thing is that you gradually learn about and appreciate the cause itself

### Naturalist and Logical Intelligences

- Practice applying your ability in pattern recognition (such as seeing patterns in physical objects in the environment) to abstract concepts like numbers and scientific principles
- Study the scientific discoveries of the natural world. Find out how they were made, what methods were used, and how they connect to other scientific theories. Apply similar methods to make your own observations in nature
- Get involved with a group or organization that focuses on the natural environment. Help with tasks that require using logical-mathematical intelligence. For example, you could assist with cataloguing and organizing items or accounting and budgeting

### Naturalist and Spatial Intelligences

- Seek out an aspect of nature you enjoy in different forms of art. For example, if you enjoy the ocean, it could be a sculpture of a whale, a painting of the seaside or a carving of a dolphin made of mahogany wood. Consider how the artist has chosen to depict the subject – through their choice of color, angles, perspective, materials, lines and shapes
- Try activities like orienteering, geocaching and adventure racing. These will get you out into different environments and challenge your ability to visualize paths and judge distances

# Existential

## Advice for Learning

- When learning something new, think about how the topic fits into the greater scheme of things. What role does it play? Why is it important? How is it relevant to you, your community or the world?
- Look for ways to connect new concepts to what you already know. Ask yourself, what other subjects or ideas are similar to this one? What larger themes or groups could this topic fit under?
- Think about multiple points of view. For example, consider how your feelings about fossil fuels might compare to those of an oilfield worker or an environmentalist. How about the views of people in other jobs or in other countries? Try to understand perspectives on all sides of an idea or issue

## Recommendations

The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

- [ ] Talk to people who regularly explore deep topics, such as religious leaders, counselors, university professors or sociologists. Ask, respectfully, questions about life, why we exist and why the world works the way it does. Seek multiple sources to learn different points of view
- [ ] Be willing to question your own beliefs and to be open to new possibilities. You don't have to believe everything you hear! But through questioning and adding to what you know, you will gain a better understanding of yourself, others and the world around you
- [ ] Don't be disappointed if answers to your questions are unavailable or lead to more questions. Instead of trying to reach a final conclusion, your goal should be continual growth and maturity

### Existential and Logical Intelligences

- Existential intelligence encourages an interest in many deep and important topics. Use your logical intelligence to look for patterns in those topics and practice good reasoning skills
- Ask existential questions that relate to your math and science studies For example, to better understand algebra, ask questions like, "What is algebra?", "What is it useful for?" and "Why am I supposed to do it this way?"
- When learning new information, take time to understand the context. Think about why you are learning it. Write down questions that arise. Then, seek to answer these questions – it can help you remember the information

### Existential and Spatial Intelligences

- Some artists use existential questions to inspire their work. Learn about the themes and stories behind works of art by Michelangelo, Salvador Dali and Alberto Giacometti. Then study their techniques and the spatial details of their works, and how those fit into the themes and stories
- Try to depict information in a visual form like a picture, graph or chart. Use your existential intelligence to understand the overall idea and base the visual on that. The process of creating the information in visual form will help develop your spatial intelligence
- Existential and Musical Intelligences

# Kinesthetic

## Advice for Learning

- Actively use your body and your five senses to "learn by doing". Use hands-on activities, such as manipulating objects or conducting experiments, to learn new concepts. You remember information better when it is related to an activity
- Try to remain active when you're concentrating on learning something. For example, you could squeeze a stress ball while watching a presentation
- Take short breaks to get up and move around or stretch during class time
- Complete reports and other assignments by acting out skits or building models
- Get involved in coaching or assisting. This gives you the chance to design plays or routines, or to analyze and instruct on proper movement for the activity

## Recommendations

The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

- [ ] When practicing a new movement, repeat it several times. This helps your nerves and muscles learn the proper patterns for the activity
- [ ] Think about your body's movement during an activity. Concentrate on how your limbs and muscles move when participating in swimming, martial arts, surfing, acting or dancing, for example
- [ ] Focus on the goals of each movement during an activity. Through repeated practice, your muscles will become trained to carry out the correct movements automatically. This will allow you to focus more on the overall goal, such as winning a race

### Kinesthetic and Logical Intelligences

- Paerticipate in regular aerobic exercise. It has been shown to improve cognitive brain function, which controls your ability to think and remember
- To be more mentally alert, do your favorite exercise in the morning or around the middle of the day. If you've been exercising strenuously, allow some time to recover before trying to perform logical or mathematical activities
- Try activities that combine a kinesthetic challenge with logical strategy, such as tennis, baseball, golf or billiards

### Kinesthetic and Spatial Intelligences

- Think about the movements you use in your favorite physical activity. Focus on the detail and accuracy of these actions. Visualize yourself practicing these moves, and the area around you as you perform them
- As your visualization skills develop, use them to help you understand increasingly complex concepts – for example, the structure of the cells in your body, the mechanics of a suspension bridge or the physics of the particles in matter
- If you like to walk, hike, run or cycle along a familiar route, try taking a different route. Observe landmarks, such as hills, parks or buildings, to orient yourself. Form a mental map in your head and update it as you move along and change direction

# Interpersonal

## Advice for Learning

- Learn how to be a good listener. Practice "active listening" and use every conversation as an opportunity to better understand other people's points of view
- Talk to other students, teachers or experts to learn more about topics covered in class. Try to be prepared with good questions
- Ask your teacher about working in pairs or groups, or participating in projects with other classes, to encourage discussion. Outside of class, join or form a study group
- Get involved in a social cause that relates to a topic you're studying, or volunteer to mentor other students in a subject you know well
- Take part in role playing, presentations, debates and group activities

## Recommendations

The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

- [ ] There are many tools available — including books, courses, videos and websites — to help improve your relationship skills. Some are better than others, so be sure to select a good quality resource. If possible, try to get feedback or recommendations from people who have used that resource before
- [ ] Be observant. Pay attention to people's facial expressions and posture. Try to spend more time listening than talking. By being sensitive to others' perspectives, emotions and motives, you can adapt your response to what is needed — and provide support, encouragement, an opinion or advice, for example
- [ ] Get involved in volunteering, mentoring or charity work. These activities can improve your ability to feel empathy, understand others' points of view and build your communication skills
- [ ] Expand your network. Interact with people of different ages, cultures and skill sets

### Interpersonal and Logical Intelligences

- Get involved with groups or online communities. Many massively multiplayer online games rely on logical strategy and interaction with others to achieve success. You can learn logical strategies from others who play the game. Don't spend so much time playing games that you neglect your other responsibilities!
- Join charitable or service-oriented groups that will make use of your interpersonal skills and provide you with tasks that require logical problem solving

### Interpersonal and Spatial Intelligences

- Talk to visual artists, architects, designers, navigation specialists or other people with a strong ability in spatial activities. Ask them to describe how they visualize things and what helps them to do so
- Get involved in group activities with a strong spatial aspect, such as photography clubs, orienteering or geocaching events, landscaping, art or interior design courses. As you learn how to think in spatial terms, discuss your ideas with the group, ask relevant questions – about angles, colors, design, directions or proportions, for instance – and be sure to listen to what they say

You may find these areas more challenging -- you can develop them using your strengths.

# Intrapersonal

## Advice for Learning

- Learn about and practice good decision making and setting realistic goals. Check your progress regularly
- Build awareness of your feelings, attitudes and behavior. Keep a journal or blog and record your thoughts about your experiences at school. Later, review and reflect on what you've written. Try to analyze your thoughts objectively
- When receiving corrective criticism, remind yourself that feedback is intended to help you improve your skills. It's not meant to judge you as a person
- Monitor and manage negative emotions. If you notice yourself feeling frustrated, angry or upset, take a mental "time out". A brief pause to step back from the situation, calm down and gather your thoughts, even if just for a few seconds, can help you regain control

## Recommendations

The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

- [ ] Spend time on yourself. Understanding your own feelings can help you sympathize and empathize with others, to appreciate what they feel. It can also help you feel more energized, self-confident and focused
- [ ] Take time to reflect. Consider your thoughts, feelings and behaviors. What actions have brought you success and what you would like to change in the future? You may want to try meditation, self-help books or courses that can help with self-analysis
- [ ] Set specific, realistic goals. Make sure they range from short-term to long-term and easy to more difficult. As you achieve them and your confidence increases, take on greater challenges
- [ ] Practice being self-aware. Try to predict how your actions — or inactions — will affect you, and other people, in future

### Intrapersonal and Logical Intelligences

- Combine these intelligences to analyze and solve difficult problems. Logical intelligence involves using pattern recognition, reasoning and problem solving. You already use these on a personal level, in your efforts to understand and improve yourself
- When you encounter a difficult mathematical or logical problem, set yourself a challenging goal, maintain your focus, and manage your emotions as you set about solving it
- Improve your skills with logic puzzles and games. Many are freely available online

### Intrapersonal and Spatial Intelligences

- Express your emotions and inner thoughts in new and creative ways by exploring different forms of visual art, such as painting, photography or sculpting
- Spend some time in a museum or gallery, or look at art displays in your school. Study the different spatial forms and use them to inspire self-reflection
- When finding your way around somewhere, shift away from your inward focus and concentrate on your surroundings. Good observational skills – seeing and remembering what is around you – will help you develop a better sense of direction and improve your map reading ability

# Musical

## Advice for Learning

- Take any kind of music, singing or dance class. If you play an instrument, learn to play another, unrelated type of instrument
- Take speech and debate, poetry or creative writing class. Pay attention to the rhythm and patterns in speech and writing. Try reading and writing different things with varying paces and different tone
- When working on assignments, playing sports or working with your hands, try to move and work with a rhythm that suits the activity
- Take a drama class and learn how actors use tone and rhythm to convey more meaning than words alone can do
- If permitted, include music in your presentations or projects. Be sure to select music that complements your assignment. Don't just pick your current favorites, unless they are relevant!

## Recommendations

The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

- [ ] Listen carefully to music. Try to identify different instruments or tracks, and follow the rhythm and pitch for each
- [ ] Play games that center around making music. There are many games that allow you dance, sing or play a simulated instrument to popular music
- [ ] Learn to create music. Try singing along to music at first, then afterwards on your own. Or, try playing along to music and then on your own. There are many websites and YouTube videos that provide step-by-step instructions for different instruments and popular songs
- [ ] Use background sound to focus. Try listening to different types of music during an activity to learn which ones work best for you. You may also find that silence, or white noise, in the background works best at times

### Musical and Logical Intelligences

- Use music to help you focus. Listening to baroque music and formal musical training have been shown to help with math and reasoning
- Learn about the connections between math and music. Music is very much about patterns and sequences of notes and changes in vibration. Study the mathematical relationships of musical notes on the scale, sound energy and volume, and string length and pitch
- Play music-based video games or use computer programs to produce and edit music

### Musical and Spatial Intelligences

- Learn to read music. This requires the ability to quickly interpret the visual patterns of notes and other symbols on music sheets
- Learn about acoustics and how music and sound are affected by physical structure. The structure could be a musical instrument. It could also be a room, concert hall, canyon or other space in which the music is heard
- Work on puzzles, design projects or other spatial-oriented activities while listening to music that helps you focus

# Emotional Intelligence (EI)

## Emotional Intelligence and You

Emotional intelligence (EI) is your ability to recognize and manage your feelings and behavior, and those of other people, in a way that helps you.

Most Recent Results

Your EI score is a blend of your interpersonal and intrapersonal intelligences scores. EI relates closely to these two intelligences.

Your results indicate that emotional intelligence is likely a challenge for you. You may find it difficult to judge what others are thinking or feeling. At times, you may not realize that your mood is affecting your thoughts. You may also find it difficult to describe how you are feeling or to convince others to go along with your ideas. Don't worry, though. These are all things that can be learned and enhanced. The information in this section will help you develop your emotional intelligence.

## Emotional Intelligence Traits

Read the list of traits related to EI and indicate the degree to which each is a strength or challenge for you. Be sure to update this list as you develop challenges into strengths.

| | Challenge | | | | Strength |
|---|---|---|---|---|---|
| **Adaptable:** able to deal with new and changing conditions | ○ | ○ | ○ | ○ | ○ |
| **Assertive:** honest, direct and willing to stand up for yourself | ○ | ○ | ○ | ○ | ○ |
| **Composed:** think carefully before reacting and resist being impulsive | ○ | ○ | ○ | ○ | ○ |
| **Content:** happy and satisfied with your life | ○ | ○ | ○ | ○ | ○ |
| **Empathic:** intensely aware of needs and feelings — your own, and other people's | ○ | ○ | ○ | ○ | ○ |
| **Expressive:** can communicate your emotions to others in a healthy way | ○ | ○ | ○ | ○ | ○ |
| **Influential:** can guide other's emotions in a purposeful way | ○ | ○ | ○ | ○ | ○ |

| | | |
|---|---|---|
| **Intimate:** build and maintain healthy and close personal relationships | Challenge | Strength |
| **Optimistic:** have a positive outlook on life | Challenge | Strength |
| **Perceptive:** keenly aware of your emotions and those of other people | Challenge | Strength |
| **Regulated:** able to manage your emotions and behavior in a variety of situations | Challenge | Strength |
| **Resilient:** can deal with pressure and stress in a healthy way | Challenge | Strength |
| **Motivated:** persist and overcome difficulties to achieve goals | Challenge | Strength |
| **Connected:** build social connections with many different people | Challenge | Strength |

## Recommendations

The following recommendations are based on your results. Select the ones you think would work best for you.

### Developing Emotional Intelligence

- [ ] Develop a sense of humor and try to make people laugh without putting others down
- [ ] Learn to laugh at yourself and endear yourself to others by showing humility
- [ ] Write out your thoughts and create a plan for self-improvement. Make a list of goals, from easy to difficult, to accomplish in the next year
- [ ] Volunteer to help others. This is especially effective if you are able to interact directly with those you are helping, such as at a hospital, homeless shelter, or retirement center
- [ ] Participate regularly in healthy activities that provide stress relief. Some examples include meditation, exercise, music, playing with a pet or talking with a close friend
- [ ] Take responsibility for your problems or difficulties. While it is easy to complain or blame others, this rarely leads to a solution. Choose one difficulty you're currently dealing with and figure out how you can take ownership and fix it yourself
- [ ] Learn to say No when you mean it. When you say Yes out of guilt, or Maybe to avoid confrontation, you invite more problems than you solve in that moment. There is no need to be mean or selfish. Just be assertive about what you can realistically accomplish

- [ ] Practice being mindful. While it is important to take responsibility for difficulties it is important to remain calm

- [ ] Practice being grateful. While it is important to take responsibility for difficulties, it is just as important to remind yourself of the good things in your life. Once a week, write down what makes you thankful. Record it in the same place each time, so you can easily review the things you were grateful for in the previous week
- [ ] Move outside of your own perspective. When you are critical of other people or ideas, it is often because you only see things from your own perspective. Before judging, ask others why they feel the way they do. Learn more about people's backgrounds and about cultures that differ from your own. Practice listening more than speaking. Ask questions respectfully, with the goal of learning about others' views, instead of trying to make your own point

# Career and Pathways

The careers listed below are all linked to your assessment results, with the careers at the top being the best match for your profile. Only Multiple Intelligences Results

| Career Title | Career Cluster | Pathway | Rating |
|---|---|---|---|
| Environmental Engineering Technicians | Agriculture, Food and Natural Resources | Environmental Service Systems | |
| Precision Agriculture Technicians | Science, Technology, Engineering and Mathematics | | |
| Geospatial Information Scientists and Technologists | Information Technology | | |
| Geodetic Surveyors | Architecture and Construction | | |
| Wind Energy Engineers | Science, Technology, Engineering and Mathematics | | |
| Electromechanical Engineering Technologists | Manufacturing | | |
| Water Resource Specialists | Agriculture, Food and Natural Resources | | |
| Radio Frequency Identification Device Specialists | Science, Technology, Engineering and Mathematics | | |
| Geographic Information Systems Technicians | Information Technology | | |
| Agricultural Technicians | Agriculture, Food and Natural Resources | Food Products and Processing Systems | |
| Electronics Engineering Technologists | Manufacturing | | |
| Industrial Engineering Technologists | Manufacturing | | |
| Farm and Ranch Managers | Agriculture, Food and Natural Resources | | |
| Electrical Engineering Technologists | Manufacturing | | |

| Career Title | Career Cluster | Pathway | Rating |
|---|---|---|---|
| Geoscientists, Except Hydrologists and Geographers | Science, Technology, Engineering and Mathematics | Science and Mathematics | |
| Environmental Science and Protection Technicians, Including Health | Agriculture, Food and Natural Resources | Environmental Service Systems | |
| Database Architects | Information Technology | | |
| Environmental Restoration Planners | Science, Technology, Engineering and Mathematics | | |
| Hydrologists | Science, Technology, Engineering and Mathematics | Science and Mathematics | |
| Geological Sample Test Technicians | Agriculture, Food and Natural Resources | Natural Resources Systems | |
| Bioinformatics Technicians | Government and Public Administration | | |
| Product Safety Engineers | Science, Technology, Engineering and Mathematics | Engineering and Technology | |
| Surveying Technicians | Architecture and Construction | Design/Pre-Construction | |
| Electrical Engineers | Science, Technology, Engineering and Mathematics | Engineering and Technology | |
| Remote Sensing Scientists and Technologists | Science, Technology, Engineering and Mathematics | | |
| Validation Engineers | Science, Technology, Engineering and Mathematics | | |
| Fuel Cell Engineers | Science, Technology, Engineering and Mathematics | | |

| Career Title | Career Cluster | Pathway | Rating |
| --- | --- | --- | --- |
| Electronics Engineering Technicians | Manufacturing | Manufacturing Production Process Development | |
| Energy Auditors | Business Management and Administration | | |
| Software Developers, Applications | Information Technology | | |
| Materials Engineers | Science, Technology, Engineering and Mathematics | Engineering and Technology | |
| Forest Fire Inspectors and Prevention Specialists | Law, Public Safety, Corrections and Security | Emergency and Fire Management Services | |
| Food Scientists and Technologists | Agriculture, Food and Natural Resources | Food Products and Processing Systems | |
| Non-Destructive Testing Specialists | Manufacturing | | |
| Food Science Technicians | Agriculture, Food and Natural Resources | Food Products and Processing Systems | |
| Nuclear Monitoring Technicians | Manufacturing | Manufacturing Production Process Development | |
| Wind Energy Project Managers | Business Management and Administration | | |
| Remote Sensing Technicians | Science, Technology, Engineering and Mathematics | | |
| Agricultural Engineers | Agriculture, Food and Natural Resources | Power, Structural & Technical Systems | |
| Energy Engineers | Science, Technology, Engineering and Mathematics | | |
| Aerospace Engineering and Operations Technicians | Manufacturing | Manufacturing Production Process Development | |

| Career Title | Career Cluster | Pathway | Rating |
|---|---|---|---|
| Climate Change Analysts | Science, Technology, Engineering and Mathematics | | |
| Medical and Clinical Laboratory Technologists | Health Science | | |
| Chemists | Science, Technology, Engineering and Mathematics | Science and Mathematics | |
| Database Administrators | Information Technology | Network Systems | |
| Freight and Cargo Inspectors | Government and Public Administration | Governance | |
| Construction and Building Inspectors | Government and Public Administration | Regulation | |
| Aquacultural Managers | Agriculture, Food and Natural Resources | | |
| Surveyors | Architecture and Construction | Design/Pre-Construction | |
| Environmental Compliance Inspectors | Government and Public Administration | Governance | |
| Forest and Conservation Technicians | Agriculture, Food and Natural Resources | Natural Resources Systems | |
| Medical Equipment Repairers | Manufacturing | Maintenance, Installation & Repair | |
| First-Line Supervisors of Aquacultural Workers | Agriculture, Food and Natural Resources | Food Products and Processing Systems | |
| Information Security Analysts | Information Technology | | |
| Fire Inspectors | Law, Public Safety, Corrections and Security | Emergency and Fire Management Services | |
| Industrial Ecologists | Science, Technology, Engineering and Mathematics | | |

| Career Title | Career Cluster | Pathway | Rating |
|---|---|---|---|
| Nanosystems Engineers | Science, Technology, Engineering and Mathematics | | |
| Electrical Engineering Technicians | Manufacturing | Manufacturing Production Process Development | |
| Materials Scientists | Science, Technology, Engineering and Mathematics | Science and Mathematics | |
| Zoologists and Wildlife Biologists | Agriculture, Food and Natural Resources | Natural Resources Systems | |
| Soil and Water Conservationists | Science, Technology, Engineering and Mathematics | Science and Mathematics | |
| Geographers | Science, Technology, Engineering and Mathematics | Science and Mathematics | |
| Biofuels/Biodiesel Technology and Product Development Managers | Science, Technology, Engineering and Mathematics | | |
| Computer Hardware Engineers | Science, Technology, Engineering and Mathematics | Engineering and Technology | |
| Microsystems Engineers | Science, Technology, Engineering and Mathematics | | |
| Logistics Engineers | Transportation, Distribution and Logistics | | |
| Telecommunications Engineering Specialists | Information Technology | | |
| Photonics Engineers | Science, Technology, Engineering and Mathematics | | |
| Document Management Specialists | Information Technology | | |

| Career Title | Career Cluster | Pathway | Rating |
|---|---|---|---|
| Network and Computer Systems Administrators | Information Technology | Network Systems | |
| Computer Network Architects | Information Technology | Network Systems | |
| Human Factors Engineers and Ergonomists | Science, Technology, Engineering and Mathematics | | |
| Range Managers | Science, Technology, Engineering and Mathematics | Science and Mathematics | |
| Chemical Technicians | Manufacturing | Manufacturing Production Process Development | |
| Environmental Economists | Science, Technology, Engineering and Mathematics | | |
| Photonics Technicians | Manufacturing | | |
| Occupational Health and Safety Specialists | Government and Public Administration | Regulation | |
| Operations Research Analysts | Business Management and Administration | | |
| Mechanical Engineering Technicians | Manufacturing | Manufacturing Production Process Development | |
| Electronics Engineers, Except Computer | Science, Technology, Engineering and Mathematics | Engineering and Technology | |
| Radio, Cellular, and Tower Equipment Installers and Repairers | Manufacturing | Maintenance, Installation & Repair | |
| Civil Engineering Technicians | Architecture and Construction | Design/Pre-Construction | |
| Environmental Scientists and Specialists, Including Health | Science, Technology, Engineering and Mathematics | Science and Mathematics | |

| Career Title | Career Cluster | Pathway | Rating |
|---|---|---|---|
| Biological Technicians | Agriculture, Food and Natural Resources | Plant Systems | |
| Transportation Engineers | Architecture and Construction | | |
| Mechanical Engineering Technologists | Manufacturing | | |
| Petroleum Engineers | Science, Technology, Engineering and Mathematics | Engineering and Technology | |
| Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic | Manufacturing | | |
| Marine Engineers | Science, Technology, Engineering and Mathematics | Engineering and Technology | |
| Computer Systems Analysts | Information Technology | | |
| Foresters | Agriculture, Food and Natural Resources | Natural Resources Systems | |
| Brownfield Redevelopment Specialists and Site Managers | Business Management and Administration | | |
| Forensic Science Technicians | Law, Public Safety, Corrections and Security | | |
| Industrial Engineering Technicians | Manufacturing | Manufacturing Production Process Development | |
| Biologists | Science, Technology, Engineering and Mathematics | Science and Mathematics | |
| Aviation Inspectors | Government and Public Administration | Governance | |
| Animal Scientists | Agriculture, Food and Natural Resources | Animal Systems | |
| Avionics Technicians | Transportation, Distribution and Logistics | Facility and Mobile Equipment Maintenance | |

| Career Title | Career Cluster | Pathway | Rating |
| --- | --- | --- | --- |
| Logistics Analysts | Transportation, Distribution and Logistics | | |
| Nuclear Engineers | Science, Technology, Engineering and Mathematics | Engineering and Technology | |

Personality Type

**Student Name**

Date of Test

# Your Personality

**Your personality type is ESTJ:**

## Introversion (I) vs. Extraversion (E)

How we interact with the world and where we direct our energy.

### Introversion

- Focus attention inward
- Enjoy tasks that require concentration
- Work best on one project at a time
- Work at a careful, steady pace
- Consider things fully before speaking

### Extraversion

- Focus attention outward
- Enjoy a variety of tasks
- Seek out and need other people
- Work at a rapid pace
- Need to talk through their ideas

## Sensing (S) vs iNtuition (N)

What kind of information we naturally focus on and remember.

### Sensing

- Focus on "what is"
- Like working with what can be seen and touched
- Apply past experience to solving problems
- Need specific and realistic directions

### iNtuition

- Focus on "what could be"
- Enjoy theory and speculation
- Like thinking about the future and possibilities
- Need to use their imagination

## Thinking (T) vs. Feeling (F)

Make decisions logically and impersonally, or use personal values.

### Thinking

- Are motivated by achievement
- Enjoy analyzing problems logically
- Make fair and unbiased decisions
- Need to weigh the pros and cons to make decisions
- Can be tough negotiators

### Feeling

- Motivated by work that is meaningful
- Sensitive to how issues affect people
- Like helping others and being appreciated
- Need decisions to be congruent with their values
- Need to work in a friendly environment

# Judging (J) vs. Perceiving (P)

More structured (finalize decisions) or more spontaneous (keep options open).

## Judging

- Enjoy work that allows them to make decisions
- Prefer a predictable work pattern and environment
- Work towards completing their responsibilities before relaxing
- Like to maintain control of their projects

## Perceiving

- Enjoy flexible and changing work situations
- Like to be able to respond to problems as they arise
- Are more satisfied with fewer rules and procedures
- Need to have fun in their work

## Your Personality Profile

Friendly, outgoing and honest, you tend to have traditional, often quite conservative views and are comfortable expressing your opinions. You trust personal experience and are more interested in real things and immediate problems rather than theories or possibilities. Practical, realistic, organized and efficient, you seek to instill order and structure, and work hard to meet or exceed expectations.

You are direct and frank, like to keep busy and see tangible results for your efforts. You make quick, logic-based decisions and move on to the next task. Responsible and conscientious, you enjoy being in charge and organizing people and projects.

Somewhat rigid, you may try to force others to conform to rules and structure. Outspoken and assertive, your strong opinions may at times be perceived as harsh criticism. You may not think about the impact of your decisions on others until it's pointed out to you. You need to consider people's feelings, even if you do not entirely understand or agree with them.

Not particularly interested in possibilities -- especially abstract ones -- you may resist ideas that have not been proven by experience. Focused on the present and in a hurry to make decisions and get things done, you may not stop to consider any less-obvious options. To be more effective and make better decisions, you need to take the time to collect and consider all the information.

### You described your profile as:



**Not Very Accurate**
**(50% or less)**

# Learning

## Strengths

- [ ] Disciplined
- [ ] Analytical
- [ ] Learn well with others
- [ ] Team building
- [ ] Methodical
- [ ] Focused
- [ ] Good with facts, details, memorization

## Challenges

- [ ] Need practical application
- [ ] Need time to absorb learning material
- [ ] Need clear expectations
- [ ] Abstract or theoretical material
- [ ] Struggle with disorder, lack of structure

## Recommendations

The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

### For Learning Activities

- [ ] A conscientious, highly motivated student and a hard worker, you are likely to complete your assignments accurately, carefully and on time. Make sure you have all the information you need for your schoolwork. If you're not entirely clear about something, ask your instructor for detailed instructions.
- [ ] You need to understand the real-world relevance of your learning material. You learn best when material is presented in a logical, straightforward manner and the concepts are factual or concrete in nature. If you don't understand how the subject matter is applicable to everyday life, ask for practical explanations and real-life examples.
- [ ] Meet with your teacher or instructor regularly to talk about your educational progress. Explain that you work hard to exceed their expectations and want to ensure you're on the right track in order to meet your career goals. If you have concerns about their grading practices, discuss it with them.
- [ ] You learn well with others, especially when you're in charge of a team or helping others to learn. Look for ways to demonstrate your sense of responsibility and engage with others through project work, class discussion, team activities, presentations, competition and group study. Practice team building with others, discuss your ideas and explore shared core values, beliefs and interests.

### For Learning Environments

- [ ] You like to learn in a well-organized, structured environment where you can work together with peers and be responsible for your own schedule and activities. Seek out instructors who are clear, capable and fair, particularly those who use real-life examples and practical experiences to explain theory.
- [ ] Ensure your course selections consist of practical subjects that will be directly of use in your career plans. Apply for work-study and internships that will allow you to gain hands-on experience and test your leadership potential in your field of interest.
- [ ] Outside of class, get involved in campus clubs and organizations, student government, athletics, community service, volunteering and other extracurricular activities where you can demonstrate your competence and practice your leadership skills.

# Work and Productivity

## Strengths

- [ ] Organized
- [ ] Objective
- [ ] Results-oriented
- [ ] Hardworking
- [ ] Responsible
- [ ] Decisive
- [ ] Proactive
- [ ] Determined

## Challenges

- [ ] Rigid, resist change
- [ ] May rush decisions
- [ ] Need rules, standards, structure
- [ ] Desire recognition
- [ ] Don't like to be wrong
- [ ] Neglect people's feelings

## Recommendations

The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

### Your Preferred Environment

- [ ] Provides detailed expectations about your role and responsibilities. You work most productively when provided with clearly defined rules, requirements and standards to follow.
- [ ] Makes good use of your practical approach to problem solving and ability to maximize efficiency.
- [ ] Entrusts you with plenty of responsibility and control and provides opportunities for a leadership or decision-making role. With your competence in setting goals, making decisions, organizing tasks and supervising people, you are well suited to a leadership or management position.
- [ ] Appreciates your sense of duty, organizational skill, productivity and determination to complete work in an orderly fashion, on time and within budget.
- [ ] Takes place in a well-organized, active and supportive environment where you can work with other dependable, competent people.
- [ ] Uses a sensible, fair method of compensation for the work you do and provides opportunities to progress in your career.
- [ ] Praises your accomplishments. Knowing that others value your contributions and appreciate your efforts makes you feel respected and motivated.

### For Growth and Development

- [ ] Don't rush into decisions without fully considering the possibilities and the potential repercussions of the choices you make. Consult others to ensure you have all the information, think carefully about the long-term consequences and remember to consider how people could be affected by your decision.
- [ ] Develop your ability to look beyond the present and immediate situation. Find a mentor — a trusted colleague, advisor or friend— who can help you see things from a global and future perspective.
- [ ] Learn to be flexible and willing to accept new ways of doing things. While you tend to rely on past experience for quick, reliable solutions, new or different methods, though unfamiliar, may be better. Try to be open to the possibilities. If you're not convinced, ask for a demonstration or other factual evidence to prove the value of the new approach.
- [ ] Accept that, in spite of your best efforts, things aren't always going to be predictable. You're most comfortable when you know what's required and can stick to the plan and make it happen. However, at times it may be necessary to change direction or deal with a situation where all of the facts aren't apparent. So be prepared for some ambiguity and try to be comfortable with it.

# Communication

## Strengths

- [ ] Outspoken
- [ ] Straightforward
- [ ] Engaging
- [ ] Confident
- [ ] Not easily offended

## Challenges

- [ ] May be too serious
- [ ] Blunt
- [ ] Insensitive
- [ ] Not inclined to make small talk
- [ ] Abrupt

## Recommendations

The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

### For Sending and Receiving Communication

- [ ] Honest and forthright, you present your ideas and opinions with detail and clarity. Be aware, however, that being too candid, especially when dealing with difficult issues, can be read as nasty or negative. Consider your audience and temper the message accordingly.
- [ ] Similarly, you may be very frank when providing feedback. In your intent to be clear, objective and efficient, you may tend to come across as quite cutting. When providing constructive criticism, remember to consider people's feelings. Think of how you can help the person understand the problematic issue or behavior, provide them with some suggestions for correcting it, and deliver your message with sensitivity.
- [ ] With a stern demeanor and dislike of small talk, you may come across as intimidating, unfriendly or indifferent. Try to be receptive when others engage you in casual conversation. An initial exchange of pleasantries costs nothing and could pave the way to a friendlier, more productive relationship. For some people, mutual respect and a good rapport are important ingredients in their effectiveness at work.
- [ ] Make a real effort to listen to the other person during a conversation. Acknowledge what they're saying, even if you don't necessarily agree, and don't interrupt. Wait until they've finished speaking before you reply.

# Working with Others

## Strengths

- [ ] Natural leader
- [ ] Lead by example
- [ ] Reliable
- [ ] Honest
- [ ] Accountable
- [ ] Self-assured

## Challenges

- [ ] May neglect relationships
- [ ] Controlling, need to be in charge
- [ ] Inflexible
- [ ] Unreasonable expectations of others
- [ ] Critical of those with different values
- [ ] Need to appreciate others' efforts

## Recommendations

The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

### For Interacting with Others

- [ ] Responsible, capable and a "take charge" kind of person, you are likely to find yourself assuming a leadership role in a team. Take care, however, that you don't become too oppressive. Others may view you as rude and uncompromising. Lead through influence, not intimidation.
- [ ] Take the time to establish and maintain good relationships. Your direct manner and preoccupation with getting things done can be counterproductive in a team environment. You may be so intent on the task that you neglect existing relationships and have difficulty forming new ones. Remember that you rely on your colleagues to help you get things done. Also, understand that for people who are more feeling types, it can be difficult to relate in purely a business or impersonal manner. Establishing a personal rapport is crucial to working together effectively.
- [ ] Try not to judge people who are different from you. Teamwork and negotiation involve working with all kinds of people. You may prefer working with those whose standards reflect your own. You may dislike dealing with people you consider to be too needy, lazy, apathetic or incompetent. Recognize that everyone brings value to a team, even if their outlook, principles or talents are different from your own. Try to appreciate the unique set of skills that each person brings to the group and discover how to make the best use of them.
- [ ] Make a point of providing positive feedback and acknowledging people's accomplishments. Some people are more productive if they are praised for their efforts.
- [ ] As a leader, you set an example by demonstrating the work ethic, standards and behavior you expect from your team. To aid in everyone's success, provide a clear, well-organized plan outlining the team's objectives, along with expectations for each individual member. Be sensitive to each person's needs and acknowledge their accomplishments along the way.

### For Filling a Role

- [ ] **Director**: organizing goals, identifying and gathering suitable resources, and ensuring everyone understands and carries out their responsibilities.
- [ ] **Expediter**: advancing progress by any means necessary, dealing with whatever needs to be done and motivating others into action.
- [ ] **Planner**: gathering, recording, organizing and clarifying information for the group, filling in detail and drawing up plans.

# Career and Pathways

The careers listed below are all linked to your assessment results, with the careers at the top being the best match for your profile.

Only Personality Types Results

| Career Title | Career Cluster | Pathway | Rating |
|---|---|---|---|
| Biomass Power Plant Managers | Business Management and Administration | Operations Management | |
| Quality Control Systems Managers | Business Management and Administration | Operations Management | |
| Wind Energy Operations Managers | Business Management and Administration | General Management | |
| Regulatory Affairs Managers | Business Management and Administration | General Management | |
| Investment Fund Managers | Business Management and Administration | General Management | |
| Compensation and Benefits Managers | Business Management and Administration | Human Resources Management | |
| Biofuels Production Managers | Business Management and Administration | Operations Management | |
| Loss Prevention Managers | Business Management and Administration | General Management | |
| Online Merchants | Business Management and Administration | Operations Management | |
| Energy Auditors | Business Management and Administration | Operations Management | |
| Industrial Production Managers | Business Management and Administration | Operations Management | |
| Hydroelectric Production Managers | Business Management and Administration | Operations Management | |
| Computer Operators | Business Management and Administration | Administrative Support | |
| Compliance Managers | Business Management and Administration | General Management | |

| Career Title | Career Cluster | Pathway | Rating |
|---|---|---|---|
| Order Fillers, Wholesale and Retail Sales | Business Management and Administration | Administrative Support | |
| Treasurers and Controllers | Finance | Business Finance | |
| Auditors | Finance | Accounting | |
| Budget Analysts | Finance | Business Finance | |
| Accountants | Finance | Accounting | |
| Risk Management Specialists | Finance | Securities & Investments | |
| Credit Analysts | Finance | Banking Services | |
| Insurance Underwriters | Finance | Insurance | |
| Claims Examiners, Property and Casualty Insurance | Finance | Insurance | |
| Brokerage Clerks | Finance | Securities & Investments | |
| Actuaries | Finance | Insurance | |
| Personal Financial Advisors | Finance | Securities & Investments | |
| Tax Preparers | Finance | Business Finance | |
| Loan Interviewers and Clerks | Finance | Banking Services | |
| Insurance Appraisers, Auto Damage | Finance | Insurance | |
| Financial Analysts | Finance | Business Finance | |
| Aviation Inspectors | Government and Public Administration | Governance | |

| Career Title | Career Cluster | Pathway | Rating |
|---|---|---|---|
| Regulatory Affairs Specialists | Government and Public Administration | Governance | |
| Freight and Cargo Inspectors | Government and Public Administration | Governance | |
| Statistical Assistants | Government and Public Administration | Planning | |
| Construction and Building Inspectors | Government and Public Administration | Regulation | |
| Municipal Clerks | Government and Public Administration | Public Management and Administration | |
| Occupational Health and Safety Technicians | Government and Public Administration | Regulation | |
| Appraisers, Real Estate | Government and Public Administration | Revenue and Taxation | |
| Tax Examiners and Collectors, and Revenue Agents | Government and Public Administration | Revenue and Taxation | |
| Financial Examiners | Government and Public Administration | Governance | |
| Environmental Compliance Inspectors | Government and Public Administration | Governance | |
| Court Clerks | Government and Public Administration | Public Management and Administration | |
| Licensing Examiners and Inspectors | Government and Public Administration | Governance | |
| Agricultural Inspectors | Government and Public Administration | Regulation | |
| Government Property Inspectors and Investigators | Government and Public Administration | Governance | |
| Clinical Data Managers | Science, Technology, Engineering and Mathematics | Science and Mathematics | |
| City and Regional Planning Aides | Science, Technology, Engineering and Mathematics | Science and Mathematics | |

| Career Title | Career Cluster | Pathway | Rating |
|---|---|---|---|
| Cartographers and Photogrammetrists | Science, Technology, Engineering and Mathematics | Science and Mathematics | |
| Automotive Engineers | Science, Technology, Engineering and Mathematics | Engineering and Technology | |
| Precision Agriculture Technicians | Science, Technology, Engineering and Mathematics | Science and Mathematics | |
| Wind Energy Engineers | Science, Technology, Engineering and Mathematics | Engineering and Technology | |
| Product Safety Engineers | Science, Technology, Engineering and Mathematics | Engineering and Technology | |
| Statisticians | Science, Technology, Engineering and Mathematics | Science and Mathematics | |
| Manufacturing Engineers | Science, Technology, Engineering and Mathematics | Engineering and Technology | |
| Remote Sensing Scientists and Technologists | Science, Technology, Engineering and Mathematics | Science and Mathematics | |
| Remote Sensing Technicians | Science, Technology, Engineering and Mathematics | Science and Mathematics | |
| Environmental Restoration Planners | Science, Technology, Engineering and Mathematics | Science and Mathematics | |
| Social Science Research Assistants | Science, Technology, Engineering and Mathematics | Science and Mathematics | |
| Architectural and Engineering Managers | Science, Technology, Engineering and Mathematics | Engineering and Technology | |
| Survey Researchers | Science, Technology, Engineering and Mathematics | Science and Mathematics | |
| Airline Pilots, Copilots, and Flight Engineers | Transportation, Distribution and Logistics | Transportation Operations | |
| Aircraft Mechanics and Service Technicians | Transportation, Distribution and Logistics | Facility and Mobile Equipment Maintenance | |
| Ship Engineers | Transportation, Distribution and Logistics | Transportation Operations | |

| Career Title | Career Cluster | Pathway | Rating |
|---|---|---|---|
| Avionics Technicians | Transportation, Distribution and Logistics | Facility and Mobile Equipment Maintenance | |
| Ship and Boat Captains | Transportation, Distribution and Logistics | Transportation Operations | |
| Tank Car, Truck, and Ship Loaders | Transportation, Distribution and Logistics | Transportation Operations | |
| Pilots, Ship | Transportation, Distribution and Logistics | Transportation Operations | |
| Motorboat Mechanics and Service Technicians | Transportation, Distribution and Logistics | Facility and Mobile Equipment Maintenance | |
| Motorcycle Mechanics | Transportation, Distribution and Logistics | Facility and Mobile Equipment Maintenance | |
| Mobile Heavy Equipment Mechanics, Except Engines | Transportation, Distribution and Logistics | Facility and Mobile Equipment Maintenance | |
| Automotive Master Mechanics | Transportation, Distribution and Logistics | Facility and Mobile Equipment Maintenance | |
| Commercial Pilots | Transportation, Distribution and Logistics | Transportation Operations | |
| Automotive Specialty Technicians | Transportation, Distribution and Logistics | Facility and Mobile Equipment Maintenance | |
| Rail Yard Engineers, Dinkey Operators, and Hostlers | Transportation, Distribution and Logistics | Transportation Operations | |
| Signal and Track Switch Repairers | Transportation, Distribution and Logistics | Facility and Mobile Equipment Maintenance | |

Learning Styles

**Student Name**

Date of Test

This report displays your results for 16 learning and productivity preferences.

The 16 preferences are grouped into three categories: Sensory, Environmental and Mindset. Each category requires a slightly different approach to improve your learning and productivity. Read the introductions carefully so that you understand these different approaches before you choose and apply the recommendations in the report.

# Sensory Preferences

You learn with four senses. You may like to learn with only one or two, but research has shown that you benefit most when learning through multiple sensory modes. So it will help to use more than just your preferred senses.

To get started, try learning new and difficult topics by using the modes for which you have a higher preference. As you become more comfortable with a topic, begin to use your less-preferred preferences as well. Over time, you will adjust to using **all** of the sensory modes and your learning will become easier and more effective.

For example, if you prefer visual learning, you can start learning a topic through reading, pictures and diagrams. As you become more familiar with the topic, discuss it (auditory) and get involved in activities related to it (tactile and kinesthetic).

Low Auditory High Auditory

## Auditory Learning

Auditory learning refers to what you can hear.

You have a low preference for auditory learning. This means you rarely like to learn by listening. You may find it difficult to focus on and remember information that you hear. However, you can get better with practice. Use the recommendations below.

### Recommendations

When you have to learn by listening, use the following recommendations. These will help you use other modes of learning at the same time, assisting your overall ability to learn.

#### During Instruction or Activities

- [ ] Ask for written instructions and outlines whenever possible. Keep these written materials in front of you and follow along when listening to spoken instruction.
- [ ] Read about upcoming topics for class discussion before the class. Reading ahead of time makes listening easier because you have some understanding of the topic.
- [ ] Take notes and re-read them soon after class. You can often write them on the handouts provided by the teacher.

#### Working on Assignments or Independent Tasks

- [ ] Read important points and your own writing aloud to yourself. This helps combine visual information with auditory information.
- [ ] For videos, turn on closed captioning or try to find transcripts of the audio.

#### Preparing for Tests or Presentations

- [ ] Use memory devices such as rhymes or repeating things aloud to yourself.

- [ ] Write out

- [ ] Write out cue cards or speaking notes, even when you will not use them. Writing the words combines visual and tactile information with the auditory information.
- [ ] Have someone else quiz you on test or presentation topics and answer the questions verbally.

# Kinesthetic Learning

Kinesthetic learning involves movement and physical activity.

You have a high preference for kinesthetic learning — learning through movement and physical activity. Your ability to learn new sports, trades and other physically involved activities is above average. You can take advantage of this ability and develop it further through practice. Use the recommendations below.

## Recommendations

During activity-based learning, use the following recommendations. These will help you use other modes of learning at the same time, assisting your overall ability to learn.

### During Instruction or Activities

- [ ] When learning physical skills, try to view demonstrations or videos or watch others practice the skill in addition to trying it yourself.
- [ ] Ask others who are skilled in the activity for advice. Even if you are already skilled in your own way, listen to them describe what helps *them* to be successful.
- [ ] When doing a classroom-based activity, ask questions or request a handout that describes the goals of the activity.

### Working on Assignments or Independent Tasks

- [ ] If you have difficulty with a physical skill, try dividing the skill into smaller steps. Practice the first part until you feel comfortable. Add more steps, one at a time, to build the skill gradually.
- [ ] Work with another person who has a high kinesthetic preference. Discuss the activity and provide visual and verbal feedback to each other to improve your performance.

### Preparing for Tests or Presentations

- [ ] For presentations, practice with someone you trust. Have them give you feedback on posture, voice and eye contact.
- [ ] Use a mirror or take video of yourself practicing the activity. There are many apps that can help with video analysis, such as slow-motion, split screen and drawing tools.

# Tactile Learning

Tactile learning involves touching and handling objects related to what you are learning. Examples include measuring objects in math or dissecting a specimen in science.

You have a moderate preference for tactile learning. This means you are OK with learning through touch. You are somewhat helped by lessons that require the use of models and other physical objects. You can develop this ability further through practice. Use the recommendations below.

## Recommendations

Use the following recommendations during situations that involve tactile learning. These will help you use other modes of learning at the same time, assisting your overall ability to learn.

### During Instruction or Activities

- [ ] Take notes in class. The physical act of writing will help you remember the important points.
- [ ] Look for opportunities to "do" things in your classes — like science experiments, writing, using math-related objects, working with materials, and so on.

### Working on Assignments or Independent Tasks

- [ ] When reading, highlight the key ideas and then write a summary of them. Engaging your hands in the reading process will help you remember what you've read.
- [ ] Use real objects to help you learn. For example, if you're studying levers in physics, find a simple one and try using it in different ways. For geography, use a globe or map to aid in studying.

### Preparing for Tests or Presentations

- [ ] Keep your desk clear of distracting objects. Your tactile sense should be focused on what you are learning, not unrelated things.
- [ ] Don't forget to review notes from labs and activities that involved tactile learning. Try to remember what it was like to use your hands and what you felt with your sense of touch in those activities.

# Visual Learning

Visual learning involves seeing what you are learning. Examples include reading text and viewing pictures and diagrams.

You have a high preference for visual learning — you like to learn through reading and looking at pictures. You can take advantage of this ability and develop it further through practice. Use the recommendations below.

## Recommendations

Use the following recommendations during situations that involve visual learning. These will help you use other modes of learning at the same time, assisting your overall ability to learn.

### During Instruction or Activities

- [ ] Learn about and take notes in visual formats such as mind maps, sketches and diagrams. Use underlining and color to highlight important points.
- [ ] Ask for written instructions and outlines whenever possible. Keep these written materials in front of you and follow along during spoken instruction.

### Working on Assignments or Independent Tasks

- [ ] Read about upcoming topics for class discussion before the class. When you find it difficult to visualize the ideas discussed, ask for pictures, diagrams or other visual aids for those topics.
- [ ] Organize your work area to avoid visual distractions. Any visual cues should be directly related to what you are learning.

### Preparing for Tests or Presentations

- [ ] Rewrite and review notes. Create flash cards to prepare for tests.
- [ ] Visualize the test or presentation environment as you prepare. Think of visual cues in that environment to help you remember key concepts.
- [ ] Look for opportunities to complete assignments that are visual, such as posters or computer slide presentations.

**Rate your profile:**

How well does it match you?

# Environmental Preferences

These are simple preferences that don't require further development. For these, simply adjust your learning environment, when reasonable, to suit your strongest preferences.

## Intake

Intake refers to eating and drinking while learning or working. Some people learn better if they're able to eat or drink something. Other people find it distracting to eat or drink while learning.

You have a very low preference for intake. You prefer **not** to eat or drink while learning or studying.

### Recommendations

According to your results, you do not need any recommendations for this preference.

## Light

The amount of light in your learning environment can affect your achievement. Some people study and learn better in a brightly lit area, while others achieve more in dimly lit surroundings.

You have a very high preference for light. You prefer bright light for learning or studying. It helps you be productive.

### Recommendations

Based on your results, you should try to learn and work in bright light when possible. Read the following recommendations and select the ones you think would work best for you.

#### During Instruction or Activities

- [ ] If you're in a place that is too dimly lit, try sitting closer to a window.

#### Working on Assignments or Independent Tasks

- [ ] Take care to avoid shadows on your reading material.

#### Preparing for Tests or Presentations

- [ ] Make sure you have enough overhead lighting or lamps and windows available in your study area.
- [ ] Let your family members know that you need bright light for studying and learning.

Cool Environment Warm Environment

# Temperature

Research has shown that people work differently in a warm or cool environment. By making sure you are warm or cool enough, you can improve your success in learning and studying.

You have no strong preference for either a warm or cool learning environment. You are able to study and learn successfully regardless of the temperature around you. Because you have no strong preference, you do not need to follow any specific recommendations.

## Recommendations

According to your results, you do not need any recommendations for this preference.

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Stillness Mobility

# Mobility

People with a preference for mobility need to move around to learn most effectively. It's difficult for them to sit in one place for a long time. People who prefer stillness find it easy to concentrate while sitting still for a long time.

You strongly prefer to remain still while learning. Your concentration is helped by sitting still rather than moving around.

## Recommendations

According to your results, you do not need any recommendations for this preference.

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Quiet in Background Sound in Background

Some people find silence distracting and can concentrate better when there's sound in the background. Other people require a quiet environment in which to work and learn.

You have a moderate preference for sound in your environment while you learn.

## Recommendations

Based on your results, you should try to study and learn in an environment where there is noise in the background. Read the following recommendations and select the ones you think would work best for you.

### During Instruction or Activities

- [ ] If allowed, consider using a personal music device when you do not have to listen to teachers or other students.

### Working on Assignments or Independent Tasks

- [ ] Study in an open area like a café or outside in a park. Choose a location where others will not start conversations and distract you.
- [ ] It's OK to use a television for background noise, but don't watch it! That will be visually distracting. Try facing your back to any potential visual distractions.

### Preparing for Tests or Presentations

- [ ] Have some music playing in the background. Instrumental music at a low to moderate volume tends to work best.

---

Casual Setting Traditional Setting

# Physical Setting

Studies have shown that the physical setting of your learning environment has a direct effect on achievement. The traditional academic setting of straight-backed chair and formal desk doesn't work well for everyone. For some people, a casual setting with softer furnishings is more beneficial.

You prefer a more traditional setting while learning. You like to sit upright on a straight-backed chair and work at a desk or table when you study. This helps you to concentrate and achieve better results.

## Recommendations

Based on your results, you should try to study and learn in a traditional setting using a straight-backed chair and desk or table. Read the following recommendations and select the ones you think would work best for you.

### During Instruction or Activities

- [ ] Sit upright, work at a table or desk, use a laptop or desktop computer and have study resources nearby.

### Working on Assignments or Independent Tasks

- [ ] Avoid sitting on a sofa, cushions or a bed when trying to learn.

### Preparing for Tests or Presentations

- [ ] If you can't avoid soft seating, sit on the floor with your back leaning against a wall.

Late in the Day Early in the Day

# Time of Day

Research has proven that success in learning can be affected by the time of day in which you study.

You have a moderate preference for learning early in the day. You are alert and do your best work before midday, and you probably prefer to go to sleep early at night.

## Recommendations

Based on your results, you should try to do your most challenging learning early in the day. Read the following recommendations and select the ones you think would work best for you.

### During Instruction or Activities

- [ ] Schedule your most difficult learning and creative tasks for early in the day.

### Working on Assignments or Independent Tasks

- [ ] Do routine tasks later in the day.

### Preparing for Tests or Presentations

- [ ] On your days off, use the mornings for studying and homework.

**Rate your profile:**

How well does it match you?

# Mindset Preferences

These preferences indicate your attitude toward learning and working, and *how* you function best. Mindset includes motivation, focus, how you complete tasks and how you work with others. For some of these preferences, developing your mindset toward one side of the scale is beneficial. For others, developing both sides of the scale is more helpful.

## Teacher Motivation

Teacher motivation indicates how much you are motivated by people like your teachers, counselors and other educators. Some students work hard because they know their teachers want them to. These students are helped when they can ask a lot of questions and get regular feedback. They also work better when their teachers are close by. Other students work better with less contact from their teachers.

You have moderate teacher motivation. Sometimes you are motivated by teachers and sometimes you are not. You may occasionally ask questions or try to get feedback from your teachers. If a teacher is nearby, it usually makes no difference in how well you work.

### Recommendations

These recommendations are based on your results. Read them and select the ones you think would work best for you.

#### During Instruction or Activities

- [ ] Always thank teachers for feedback and answers to questions. This will encourage more feedback in the future.
- [ ] Teachers are often very busy dealing with many students at once. If you want detailed feedback, or have more than one question, try to schedule a time outside of class to discuss things with your teacher.
- [ ] When a teacher says something that sounds negative or critical, remember that all feedback can help you improve. The best way to react is to *calmly* ask a few questions about what to do next time. It might be best to wait a while after first receiving the feedback so that you have time to think and form good questions that will get a good response.

#### Working on Assignments or Independent Tasks

- [ ] The next time you are given instructions, verbal or written, for a large assignment, think carefully about what you are going to do. Write down your plans in point form if it helps. Then describe or show your plans to the teacher well before the assignment is due. Teachers always appreciate well-thought-out questions like this.

#### Preparing for Tests or Presentations

- [ ] If a teacher is not providing the feedback you need, try to get it from a counselor, another teacher or your parents.
- [ ] Find out if any of your teachers make their classrooms available for studying before or after school. Or, you may be able to use the school library. This will make a teacher available if any questions come up while you are working.

# Collaborative or Independent

Being collaborative means working well with others. Being independent means working well on your own. If you prefer to work collaboratively, you tend to work harder and learn more with others, especially other collaborative people. If you prefer to work independently, you learn more and get more done on your own.

You have a very low preference for collaboration and prefer to work independently. You find it distracting and are less able to focus when other people are around. Being able to work well under both conditions is important. Sometimes you need to collaborate and sometimes you need to be independent. This is true for school, work and your personal life.

## Recommendations

Because it is important to be able to work both collaboratively and independently, there are recommendations for both. Read them and select the ones you think would work best for you in different situations.

### During Instruction or Activities

- [ ] If you prefer independence, try to sit in a part of the classroom where others are also independent and less likely to interact with you. However, some class activities will require you to collaborate with others. Be ready for those times.
- [ ] If you have to work independently for long periods, take a break and use it to spend time with other people.

### Working on Assignments or Independent Tasks

- [ ] If you prefer to work independently, plan to do your more difficult work when you're alone. However, you can learn important things from others. You may want to check in with others occasionally to talk about your work.
- [ ] If you prefer collaboration, organize a group to work together on projects.
- [ ] In choosing a career or other activities outside of school, choose those that fit best with your preference for working with others or independently.

### Preparing for Tests or Presentations

- [ ] When you want to study independently, find a quiet area where you can study, such as the library.
- [ ] To study in a collaborative way, study in places where there are people around to discuss ideas. Test each other on your knowledge.

# Structure

Students who prefer more structure like to learn with step-by-step instructions for how to complete tasks. They want to know details of what resources to use and to have specific guidelines and examples of what their completed work should look like.

Student who prefer less structure like to learn through exploration. They prefer to make their own choices about what steps to take, what resources to use and what sequence to follow. They don't need examples of what their work should look like because they like to imagine their own way of doing things.

You have a very low preference for structure. You like to work out the details of assignments yourself and not be restricted by specific guidelines. You like to take an exploratory approach to learning: you prefer to learn about topics as they come up rather than stick to a certain order. That kind of independence is good, as long as you cover everything that is required.

## Recommendations

These recommendations are based on your results. Read them and select the ones you think would work best for you.

### During Instruction or Activities

- [ ] If you feel there are too many steps to follow and are finding it frustrating, remember that some things must be done according to specific rules — such as taking a driver's test, filling out college applications, and going through airport security. Following instructions now will prepare you for life events like these.

### Working on Assignments or Independent Tasks

- [ ] If you would like to do an assignment differently, talk to your teacher. There may be room for some flexibility, as long as you cover the main objectives of the assignment.
- [ ] Even though you prefer less structure and enjoy the freedom to be creative, be sure to follow the guidelines for assignments.

### Preparing for Tests or Presentations

- [ ] Preparing for tests can be done by exploring the information, but make sure you have covered all the areas that will be tested.
- [ ] Ask if you have the option to take tests that allow you to demonstrate what you know in a less structured way. For example, you may be able to do an essay test instead of multiple choice.

# Focus

Focus refers to whether a person tends to complete all the work or tasks they need to do before doing other things. People with low focus may have many unfinished activities going on at the same time, while people with high focus complete a task before moving on to the next one. Focus is also related to whether you remain on-task and get things done on time or you tend to get distracted and procrastinate.

Your results indicate that you have a pretty high level of focus. That's great! You usually complete one task before starting another and don't like leaving things unfinished. Having focus is generally very helpful to achieving success in school and beyond. However, there are circumstances when having a very high level of focus can be stressful. Follow the recommendations below to maintain a good level of focus and avoid getting too stressed out.

## Recommendations

These recommendations are based on your results. Read them and select the ones you think would work best for you.

### During Instruction or Activities

- [ ] You may feel like you need to take extensive notes or jump into activities right away. It might be wise at times to pause, reflect and ask questions to ensure you have a deeper understanding of things.

### Working on Assignments or Independent Tasks

- [ ] If you have many tasks to deal with at once, assign a priority to each task. This can help you remain organized and feeling in control.
- [ ] Make sure you clearly understand what's expected of you. When you feel there is more than you can handle at any one time, discuss it with your teachers and parents.

### Preparing for Tests or Presentations

- [ ] If you feel stressed out about not being prepared for tests, try joining or creating a study group, or have a friend quiz you for practice. With your high level of focus, you probably prepare well. You will realize this if you can compare yourself to your peers.

Low Self-Motivation High Self-Motivation

# Self-Motivation

Self-motivation is important for doing well in school and in your career. Students with high self-motivation look for and find interesting things in their studies. It is easier for them to spend the time necessary to learn what they need to learn. They motivate *themselves* to learn. Students with low self-motivation usually need rewards or other people to help motivate them.

Your results show that you have pretty high self-motivation. That's great! This means that you are good at finding interesting things in what you learn at school, which makes it easier to study and complete your work. Keep developing your self-motivation so that you can continue to find enjoyment at school and beyond. Follow the recommendations below as a start.

## Recommendations

These recommendations are based on your results. Read them and select the ones you think would work best for you.

### During Instruction or Activities

- [ ] Talk with a counselor or teacher to find out what motivates you outside of school. Together, find the connections between those motivators and things you do in school. There may be specific classes, school clubs or teams that are a better fit with what motivates you.
- [ ] Look at this chart to see how your education affects employment and pay. Notice how unemployment goes down and pay goes up as you gain more education.

### Working on Assignments or Independent Tasks

- [ ] Divide assignments and learning material into small parts and reward yourself for completing each piece. Take frequent breaks if it helps.
- [ ] When given an assignment, talk to your teacher about how you could modify the assignment to fit with what motivates you. For example, if you like movies, you may be able to create a movie that covers the topics of your assignment.

### Preparing for Tests or Presentations

- [ ] Talk to a peer tutor. Peer tutors can be very helpful in pointing out what might be interesting or meaningful in school because they, as peers, are more likely to share your interests and values.
- [ ] Everybody's motivation can be affected by challenges sometimes. If this happens to you, talk to a school counselor who is trained to help with this. You can also talk to others who have experienced similar challenges. Pick someone who was successful in overcoming that challenge and seems more motivated now.

**Rate your profile:**

How well does it match you?