

The INSIGHT INVENTORY is

- strengths-based - builds on students' positive characteristics
- uses real-life conversational language, no codes, colors, or animals - the goal is to build a language to discuss their strengths with others
- focuses on learning skills to broaden communications with others - no judging or labeling weaknesses



WEB PREVIEW

student / teen

INSIGHT Inventory®

insights into your personality strengths!

INSIGHT... into your personality strengths

The *INSIGHT Inventory* will help you identify your personality strengths and gain “insights” into communicating better with friends, teachers, and parents.

You'll learn:

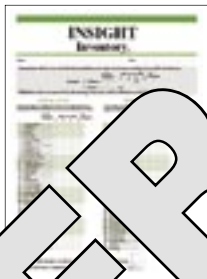
- all about your personality strengths,
- ways to flex your style to get along better with others, and
- strategies for using your talents and strengths—not your weaknesses.



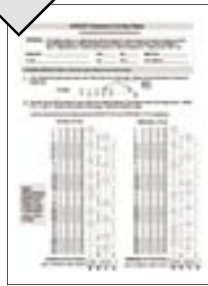
Part 1

Completing the *INSIGHT Inventory*

Begin by completing and scoring the *INSIGHT Inventory* with the form on the left. Then, chart your scores on the inside cover and get ready to learn all about you!



1st: Complete the *INSIGHT Inventory* (left)



2nd: Score your results. (second carbonless sheet)



3rd: Plot your profiles. (inside front cover)

School Style and Personal Style

As you complete the assessment, you will learn how you behave in two different settings. Your behavior may change when you're around, expect

After plotting your results, you will see your School Style and Personal Style. You may be surprised!

Intro and Part 1, Page 1 INTRODUCTION AND GUIDELINES FOR COMPLETING THE ASSESSMENT

- introduces students to the program
- emphasizes the focus on strengths
- guides students through the completion and scoring of their *INSIGHT Inventory*
- supported by both Powerpoint® slide and DVD video INTRO



INSIGHT Inventory®

Name _____ Date _____

Instructions: Check one of the blanks immediately to the right of each term according to how well it describes you.

*not very
descriptive*

1

2

*very
descriptive*

Example: 2. Talkative 1 2 3 4

3. Patient 1 2 3 4

Definitions: If you are unsure about the meaning of any term, read the definition of the term on the back of the scoring sheet.

SCHOOL STYLE

PERSONAL STYLE

Check the degree to which the words in the column below are descriptive of how you believe you are most of the time at school.

Check the degree to which the words in the column below describe the "at home" or personal you.

*not very
descriptive*

1

2

3

4

*very
descriptive*

*not very
descriptive*

1

2

3

4

*very
descriptive*

- | | | | | |
|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Competitive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Talkative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Patient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Accurate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Demanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Serene | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Animated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Perfectionist | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Domineering | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Easygoing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. High-spirited | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Structured | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Forceful | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Mild | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Spontaneous | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Organized | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Goal-oriented | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Strong | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Asserting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Impetuous | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Impulsive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Deceptive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Detailed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Tolerant | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Intense | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Life of the party | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Daring | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Restrained | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Particular | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Charming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Laid-back | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Organized | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

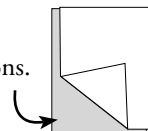
- | | | | | |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Decisive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Enthusiastic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Restrained | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Particular | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Intense | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Detailed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Good mixer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Serene | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Accurate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Cautious | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Assertive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Organized | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Humorous | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Extroverted | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Patient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Talkative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Easygoing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Forceful | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Spontaneous | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Laid-back | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Mild | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Demanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Sympathetic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Cautious | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Easygoing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Spontaneous | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Patient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Cautious | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Laid-back | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Demanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Tolerant | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Daring | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

FIRST SHEET of the CARBONLESS FORM

Self-rating of personality strengths

- presents the assessment items
- provides instructions for checking the terms
- can be completed in about 10 minutes
- supported by both Powerpoint® slide and DVD video instructions

When finished, tear off this cover sheet and follow scoring instructions.



INSIGHT Inventory Scoring Sheet

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OPTIONAL

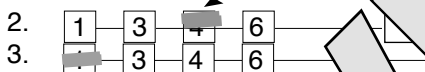
The Insight Institute would like your help in conducting further research. To assist us please complete the following questions. Return this sheet to your teacher or send to us. All information is kept confidential. Mail to: Insight Institute, Inc., Research and Development, 7205 N.W. Waukomis Dr., Kansas City, MO 64151 USA

School/organization _____ Date _____ Gender _____ State (Prov) _____
 Group/club/class _____ Age _____ Race _____ Country _____

SCORING INSTRUCTIONS: Follow the steps below to score your results.

1 First, transfer the point value under each mark to the box on the right. Follow the horizontal arrows to locate the correct box.

Example:



2 Second, add up all the points in each of the four vertical columns. Enter these sums in the large blocks—labeled A, B, C, and D—located at the bottom of the page. Follow the vertical arrows.

Use the same process for scoring both your SCHOOL STYLE and PERSONAL STYLE responses.

SCHOOL STYLE

PERSONAL STYLE

1.	1	3	4	6	→		→	
2.	1	3	4	6	→		→	
3.	1	3	4	6	→		→	
4.	1	3	4	6	→		→	
5.	1	3	4	6	→		→	
6.	1	3	4	6	→		→	
7.	1	3	4	6	→		→	
8.	1	3	4	6	→		→	
9.	1	3	4	6	→		→	
10.	1	3	4	6	→		→	
11.	1	3	4	6	→		→	
12.	1	3	4	6	→		→	
13.	1	3	4	6	→		→	
14.	1	3	4	6	→		→	
15.	1	3	4	6	→		→	
16.	1	3	4	6	→		→	
17.	1	3	4	6	→		→	
18.	1	3	4	6	→		→	
19.	1	3	4	6	→		→	
20.	1	3	4	6	→		→	
21.	1	3	4	6	→		→	
22.	1	3	4	6	→		→	
23.	1	3	4	6	→		→	
24.	1	3	4	6	→		→	
25.	1	3	4	6	→		→	
26.	1	3	4	6	→		→	
27.	1	3	4	6	→		→	
28.	1	3	4	6	→		→	
29.	1	3	4	6	→		→	
30.	1	3	4	6	→		→	
31.	1	3	4	6	→		→	
32.	1	3	4	6	→		→	

1.	1	3	4	6	→		→	
2.	1	3	4	6	→		→	
3.	1	3	4	6	→		→	
4.	1	3	4	6	→		→	
5.	1	3	4	6	→		→	
6.	1	3	4	6	→		→	

SCHOOL STYLE TOTALS
(sum of numbers in each column)

A	B	C	D
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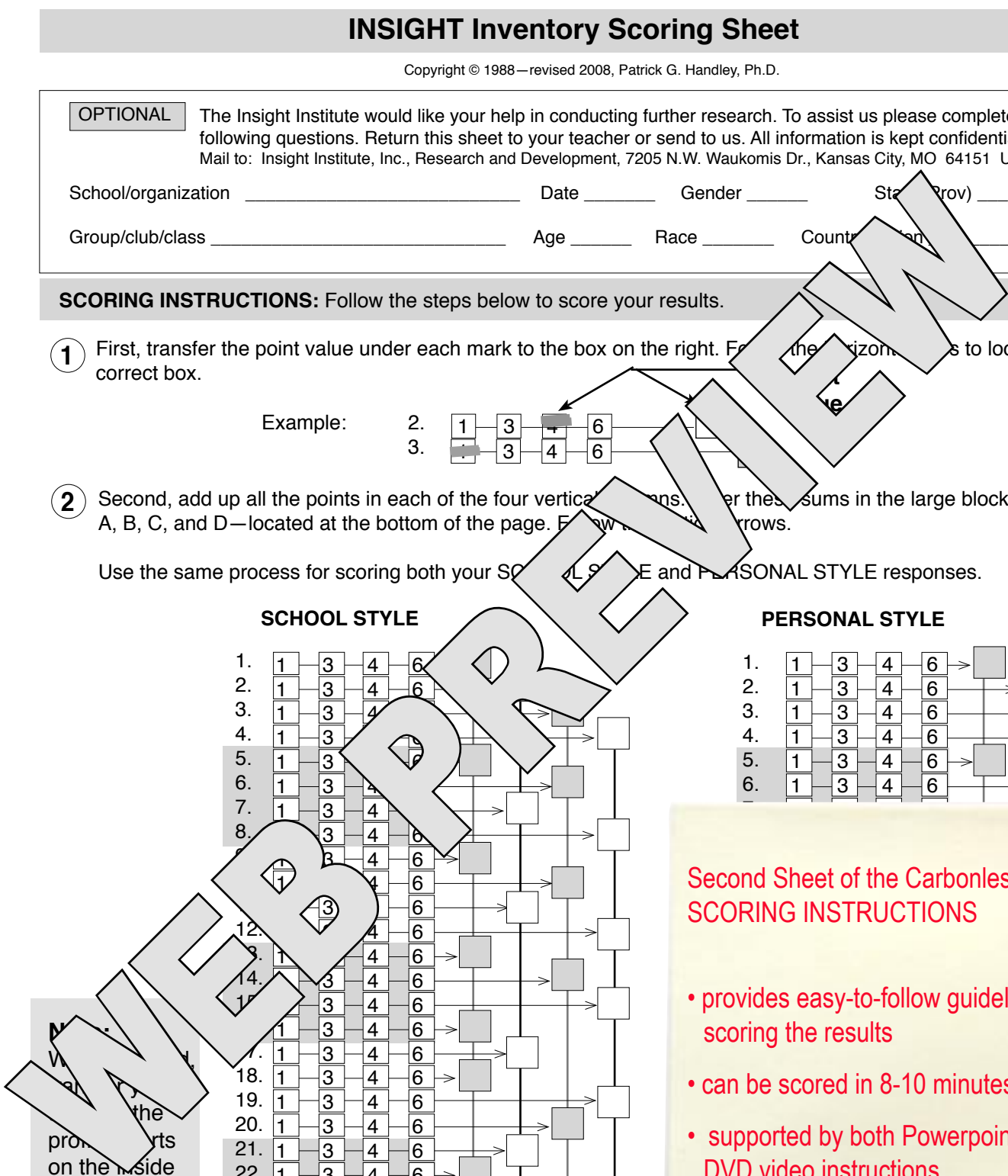
PERSONAL STYLE TOTALS
(sum of numbers in each column)

A	B	C	D
---	---	---	---

Second Sheet of the Carbonless Form SCORING INSTRUCTIONS

- provides easy-to-follow guidelines for scoring the results
- can be scored in 8-10 minutes
- supported by both Powerpoint® slide and DVD video instructions

the projects on the inside cover of this booklet.



Expanded Descriptions

Alphabetical order:

Review these definitions if you are unclear about the meaning of any item on the INSIGHT Inventory.

Accurate

Attentive to details, correct, precise, puts a lot of effort into order and organization

Animated

Lively, playful, energetic, displays emotion, uses lots of facial expressions and

Charming

Very friendly, talkative, gains attention when in groups of people, persuasive

Competitive

Strives to win out over others, has strong desire to be in control of a situation, enjoys debating

Convincing

Compelling, good with words, outgoing, able to influence others easily

Daring

Bold, takes risks easily, assertive, seeks adventure, not afraid of failure

Decisive

Confident, self-assured, conveys a take-charge manner, makes decisions easily

Demanding

Forceful with others, pushes to have things done, readily comments when dissatisfied

Detailed

Attends to small things, keeps organized, plans and orders events and tasks carefully

Domineering

Enjoys being in charge, tells others what to do, straight forward, direct

Easygoing

Relaxed, patient, tolerates criticism well, seldom complains

Enthusiastic

Shows lots of excitement, energetic, speaks readily, is excitable and outgoing

Even-tempered

Not angered or frustrated easily, calm, mild, amiable

Exacting

Good with details, thorough, attends to every detail no matter how small

Forceful

Direct, assertive, speaks loudly, vigorous, authoritative

Good

Gets along with others, makes small talk easily, warm

High

Assertive, lively, responsive, expresses feelings readily

Intense

Direct, forceful, fiery, self-assured

Relaxed

Calm, steady, tolerant, not easily upset

Social party

Expressive, meets and greets others easily, likes to be the center of attention

Mild

Pleasant, agreeable in nature, amiable, even-tempered

Organized

Keeps details in order, has a place for everything and follows a schedule

Particular

Meticulous, wants things done a certain way, careful, sensitive

Patient

Able to wait without getting restless, accepting, not easily frustrated

Perfectionist

Attends to every detail, wants things exactly right, strives for excellence

Restrained

Cautious, careful, considers many options before deciding, takes action only after much thought

Serene

Calm, easygoing, patient, able to wait without getting frustrated, not easily upset

Strong-willed

Steadfast, not easily influenced, forceful, demanding, unwavering

Structured

Does things according to the rules, carefully follows procedures and guidelines, likes systems

Systematic

Orderly, methodical, reads instructions carefully, follows the rules and recommended procedures

Talkative

Speaks out readily in groups, expresses emotions openly, demonstrative

Tolerant

Accepting, forgives readily, lenient, patient, doesn't anger easily

Back of Carbonless Form
EXPANDED DESCRIPTIONS

Reading level assistance

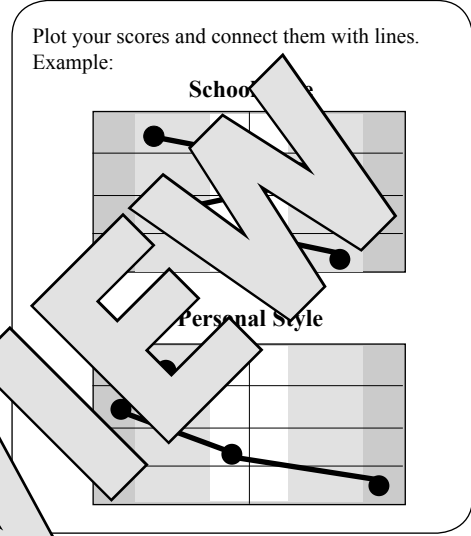
- expanded descriptions help students understand terms without needing to ask the facilitator or being embarrassed if they have a low vocabulary or reading level

Your INSIGHT Inventory Profiles

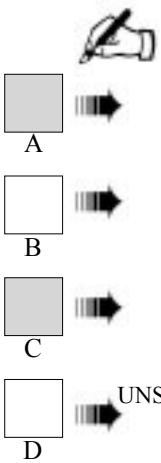
Instructions:

After completing and scoring your INSIGHT Inventory, transfer your totals to the boxes on the left side of this page. Then, plot your School Style totals on the upper chart and your Personal Style totals on the lower chart.

Be sure to connect your scores with a line to create easy-to-read profile shapes. See the examples to the right.

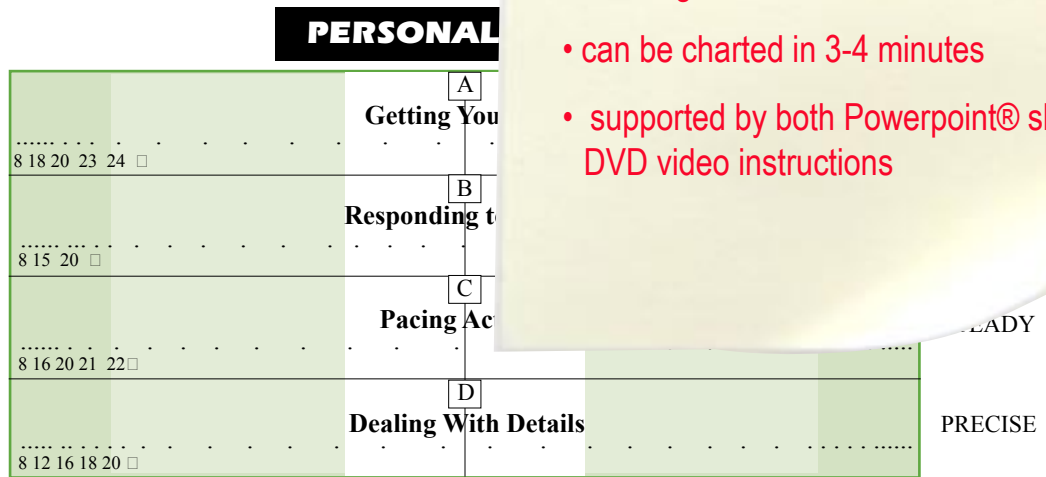
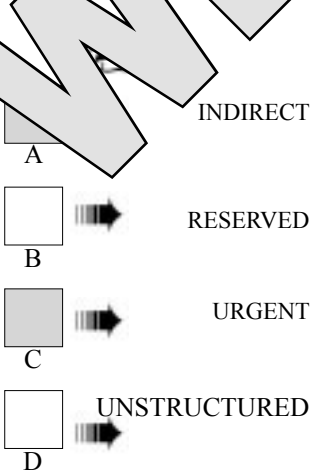


School Style Scores



Your behavior at school is influenced by the relationships with teachers, etc.

Personal Style Scores



Your personal style profile indicates how you tend to behave around family and friends outside of school and dealing with responsibilities at home.

Inside Cover PLOTTING PROFILES

- provides easy-to-follow guidelines for charting results
- can be charted in 3-4 minutes
- supported by both Powerpoint® slide and DVD video instructions

Review the strengths of each trait preference and its opposite on the facing page. These characteristics reflect each trait's extremes. If you scored midway or near the center, some descriptions from both sides may apply to you. Starting with your School Style, customize the lists, by checking the phrases that best describe you at school.

INDIRECT

- You influence others using tactfulness, strategy, and
- ___ State your position on issues carefully and diplomatically.
 - ___ Persuade others with a supportive concerned approach.
 - ___ Come across as approachable and unassuming.
 - ___ Prefer to negotiate rather than argue or debate differences.
 - ___ Tend to "ask" rather than "tell."
 - ___ Present new ideas modestly, sometimes understating them.

- Your strengths include:
- ___ Helping others by listening back on your thoughts until you find a point.
 - ___ Saying things carefully so you don't offend others or create conflict.

Getting
How you express thoughts,



RESERVED

- You respond to others in a quiet, reserved manner. Your strengths include:
- ___ Are most at ease interacting with others one on one.
 - ___ Keep your emotions rather private and close to yourself.
 - ___ Get energized when alone and away from people and activities.
 - ___ Prefer to think problems through alone before saying anything.
 - ___ Use few gestures and facial expressions when you talk.
 - ___ Contact friends and family only on special occasions.

- Your strengths include:
- ___ Listening well and feeling comfortable letting others talk more than you do.
 - ___ Working alone on projects for extended periods of time (often even enjoying it).

Responding
How you approach and respond



URGENT

- You take quick decisions quickly, and
- ___ Consider few alternative options before moving ahead.
 - ___ Get things done by taking action and making changes.
 - ___ Work on projects and sometimes deadline pressure.
 - ___ Work with a fast-paced, urgent style.
 - ___ React quickly when frustrated and angered.
 - ___ Move forward without haste—"Opportunity knocks but once."

- Your strengths include:
- ___ Taking action that results in quick solutions.
 - ___ Quick to solve issues.

Doing
How you make

Part 2, Pages 2 & 3
IDENTIFYING STRENGTHS

- provides positive-strengths based descriptions of traits
- includes blanks students can check to personalize their results and set up discussions
- supported by discussion activities, numerous Powerpoint® slides and DVD video clips

UNSTRUCTURED

- You strive to keep time unstructured, plans flexible, and
- ___ Tend to postpone organizing and attending to details.
 - ___ Use unconventional procedures to accomplish tasks.
 - ___ Like your schedule open and somewhat unpredictable.
 - ___ Proceed on projects before reading all the directions.
 - ___ Take pride in doing things in new and different ways.
 - ___ Get frustrated by too many guidelines and rules.

- Your strengths include:
- ___ Discovering and following innovative ways to reach goals.
 - ___ Working around disorganization and getting work done in cluttered or hectic situations.

Dealing with
How you structure time,



Optional Activity:

To customize your Personal Style, place an "X" beside the descriptions that fit you at home. Compare these to your School Style and think about what brings out different sides of you. Part 3 (the next page) provides space for listing what you discover.

Your Way
present ideas, and assert yourself.



- You express yourself with confidence, conviction, and
- ___ State your opinions candidly and frankly.
 - ___ Influence others with an assertive, direct approach.
 - ___ Come across as self-assured and even forceful at times.
 - ___ Prefer to confront misunderstandings and debate differences.
 - ___ Tend to "tell" rather than "ask."
 - ___ Present ideas with confidence, sometimes overstate.

- Your strengths include:
- ___ Making a large, especially in situations that require control and clear direction.
 - ___ Bringing unclear or hidden issues out in the open and restated in a straightforward way.

DIRECT

to People
to others, particularly groups.

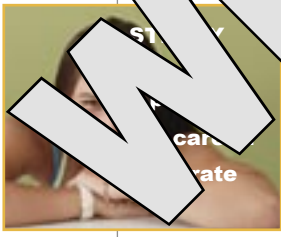


- You respond to others in a lively, expressive manner, and
- ___ Interact easily with many people and groups.
 - ___ Share emotions openly and freely.
 - ___ Get energized by noise, and lots of activity.
 - ___ Prefer to talk projects out loud to clarify feelings.
 - ___ Use many gestures and expressions when talking.
 - ___ Interact with friends and acquaintances frequently.

- Your strengths include:
- ___ Meeting and greeting others, putting people at ease, and making new friends.
 - ___ Staying connected and up to date with friends and family.

OUTGOING

Activity
decisions and take

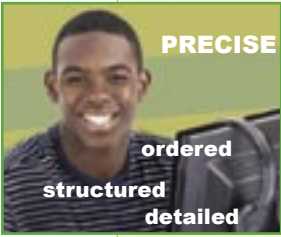


- You take action cautiously, make decisions deliberately, and
- ___ Consider many options before making up your mind.
 - ___ Get things done by "sticking with it" and persisting.
 - ___ Prefer long-term projects where patience pays off.
 - ___ Work steadily with an even-paced, consistent manner.
 - ___ React slowly when frustrated and angered.
 - ___ Move ahead slowly—"Timing is everything."

**Part 2, Pages 2 & 3 (cont'd)
IDENTIFYING STRENGTHS**

- provides positive-strengths based descriptions of traits
- includes blanks students can check to personalize their results and set up discussions
- supported by discussion activities, numerous Powerpoint® slides and DVD video clips

Details
organize tasks, and handle details.



- You strive to have your things well organized, time scheduled and,
- ___ Like to have a place for everything and every thing in its place.
 - ___ Use methods you know work well to accomplish tasks.
 - ___ Like plans clearly set and predictable.
 - ___ Proceed on projects only after reading all the directions.
 - ___ Make "to do" lists and then check things off carefully.
 - ___ Get frustrated by poor instructions and lack of specific "how to's."

- Your strengths include:
- ___ Bringing order and structure to disorganized situations.
 - ___ Seeing ways to improve systems that help make projects get completed smoothly.

PRECISE

Some people, situations, or settings just have a way of bringing out the best in you and make it possible for your personality strengths to shine. Other situations cause you to use less effective behavior.

If your School Style and Personal Style profiles are different, you may be adapting in a healthy way. (YES!) However, sometimes these differences mean you're reacting to things in a non-productive manner. (NOT GOOD!)

If your school and personal profiles stay the same, then perhaps you've not tried to work out so you can be yourself in these two worlds. But, you might be able to take other settings where your behavior does shift, e.g., hanging out with your friends, etc!



Key Point

Exploring the differences between your School and Personal Style profiles will help you understand why you react to various situations or pressures and then, identify where the "real you" surfaces and your strengths come out.



School Style

List things at school that affect your style and note whether the changes you make are a result of your reactions to stress.

Example:

At school there are many deadlines. I'm very Urgent there. But my natural style is more relaxed and to take my time making decisions. I am more relaxed at school.

Handwriting practice lines for the 'School Style' section, consisting of several horizontal lines.

Part 3, Page 4

SCHOOL and PERSONAL STYLE

List
Style
hom
Exam
I am
beca
and

- helps students learn how and why they may behave differently at school and at home
- provides space for writing in reasons for changes and discussing these with others - this is where real insights take place!

Handwriting practice lines for the 'SCHOOL and PERSONAL STYLE' section, consisting of several horizontal lines.

Everyone changes their behavior and melts down at times, but for different reasons. Identifying what stresses you and how you react will help you cope in more positive ways.

Stress

Situations, people, or places that prevent you from using your preferred personality strengths cause stress. It's just hard not to be able to be yourself!

Example, Mary is Direct, and likes being in control. When she is in situations where she has little say so or power to change things, she stresses out and gets really pushy!

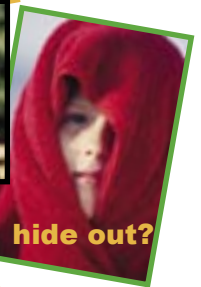


Key Point

When under stress you'll tend to overuse your strengths. You'll do more of what you're naturally good at. (MAKE IT WORSE!) You may overdo it and when that happens your strengths become your weaknesses. (LOOK OUT!)

Do you...

zone out?



Stress Reactions

This grid lists situations that find stressful and typical over reactions. Overreact on just one or two of your strongest traits, not all four. Draw a circle around reactions with others that you see "stress out."

Part 4, Page 5
COPING with STRESS

- helps students identify what stresses them and how they behave
- gives students a way to explain, check, and change their stress reactions
- helps students learn to NOT take others personally or overreact to others' reactions
- supported by discussion activities, Powerpoint® slides and DVD video clips

<p>INDIRECT</p> <p>Stressful situations: being drawn into arguments; being criticized; dealing with someone who is angry.</p> <p>Reactions: you may avoid conflicts and disagreements, or give in to someone's demands for agreement.</p>	<p>Getting Your Way</p> <p>Stressful situations: not knowing what to do; not knowing what to say.</p> <p>Reactions: you may become angry, or react overly for someone else.</p>
<p>RESPONSIVE</p> <p>Stressful situations: dealing with too many people; pressure to talk or be entertaining.</p> <p>Reactions: you may withdraw, become excessively quiet, or withhold input when it's needed.</p>	<p>Responding to People</p> <p>Stressful situations: group situations; not knowing what to do; not knowing what to say.</p> <p>Reactions: you may become angry, or react overly for someone else.</p>
<p>URGENT</p> <p>Stressful situations: lack of action, slow decision making; seemingly unneeded delays.</p> <p>Reactions: you may get frustrated and impatient, or make decisions impulsively.</p>	<p>Pacing Activity</p> <p>Stressful situations: pressure to make fast decisions, last minute deadlines, and frequent interruptions.</p> <p>Reactions: you may find ways to postpone decisions or delay taking action.</p>
<p>UNSTRUCTURED</p> <p>Stressful situations: too many rules and restrictions; lack of flexibility for doing things differently.</p> <p>Reactions: you may work around rules and not attend to details and schedules that are important to others.</p>	<p>Dealing with Details</p> <p>Stressful situations: disorder, clutter, and lack of organization; poor planning; unpredictable change.</p> <p>Reactions: you may get more organized than needed (okay, a bit compulsive), make endless "to do" lists, or worry needlessly.</p>



Getting along with people having opposite styles.

When people have opposite styles, misunderstandings and conflicts may arise not over *what* is said, but *how* it is said. If you flex your style (just temporarily) to be more like them, this helps them relate to you better.

Check the guidelines you could use when talking with someone who has your opposite style.”

For an INDIRECT to communicate better with a DIRECT:

- Present your ideas and opinions more assertively and forcefully. Directs respect conviction and confidence.
- Stand your ground and be prepared to debate your position. Directs like to challenge and even argue a bit.
- Use direct eye contact, stand up straight, and speak confidently. Directs like others who are sure of themselves.

For a DIRECT to communicate better with an INDIRECT:

- Avoid dominating the conversation. Indirects perceive this as pressure and shut themselves out of discussions.
- Try not to come across too self-assured and overly confident; Indirects may perceive this as stubbornness or even arrogance.
- Avoid overly assertive language; don't overpower Indirects with excessive eye contact, a loud voice, or close body space.

For a RESERVED to communicate better with an OUTGOING:

- Display more animation and enthusiasm. Reserved people may be shy or might. Outgoing people like energy and excitement.
- Open up and share more about yourself. Reserved people may shut up, initiate conversations or you may be invisible to an outgoing person.
- Use expressive mannerisms, smiling, and gestures. Outgoing people like openness and expressive body language to read.

For an OUTGOING to communicate better with a RESERVED:

- Listen carefully and encourage Reserved people to talk. Don't talk too much or Reserved people will just sit back and listen.
- Draw Reserveds out using open-ended questions. Avoid asking yes or no questions or you'll get a one word answer.
- Don't be afraid to ask Reserveds about their thoughts and feelings.

For an IMPULSIVE to communicate better with a STEADY:

- Be patient. Impulsive people may make snap decisions; Steady people may see this as impulsiveness or recklessness.
- Give Steady individuals plenty of time to think things over; don't pressure Steady individuals into making quick decisions; Steady individuals like to have plenty of time to think things over.
- Try not to react too emotionally to setbacks and mistakes or say critical things when delayed. Words can hurt.

For a STEADY to communicate better with an IMPULSIVE:

- Present your ideas clearly and use gestures to emphasize your points.
- Be ready to respond to questions and signs of interest.
- Offer to help with details and be patient.

For an UNSTRUCTURED to communicate better with a PRECISE:

- Be on time and be as organized as possible. Precise individuals value timeliness and order.
- Get your facts and details together before trying to persuade Precise people; use notes and refer to them if necessary.
- Don't let follow-up and details fall between the cracks. Precises see this as being unreliable.

For a PRECISE to communicate better with an UNSTRUCTURED:

- Stick to the big picture and don't bring up too many small points; Unstructured people often tune out the details.
- Stay open to unproven, wild, and innovative ideas; otherwise, you'll be seen as closed minded or set in your ways.
- Avoid being a perfectionist. Don't try to enforce too many rules. Unstructureds often see this as nit picky.

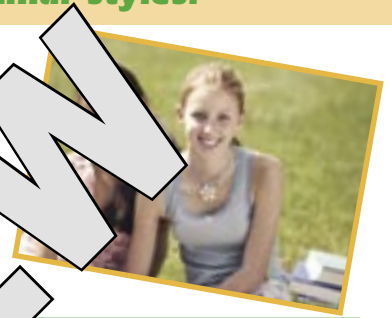
Part 5, Page 6
FLEXING - OPPOSITES

- helps students learn how flex their behavior to communicate better with people having opposite styles
- gets students to understand that it is their responsibility to FLEX first - not wait on others and then judge them
- supported by discussion activities, Powerpoint® slides and DVD video clips

Getting along with people having *similar* styles.

People with similar styles usually get along great at first because they act and talk alike. But, problems can arise when they both overuse the same traits and draw out each other's weaknesses rather than building on their shared strengths.

Check the guidelines you could use when talking with someone with a "similar" style.



For two **INDIRECT** people to better communicate:

- Use your shared tactfulness to find points of agreement, but take a firm stand on issues when you really disagree.
- Engage in frank conversations when misunderstandings and conflicts need be discussed and dealt with (don't avoid them).
- Encourage each other to be more candid and straight forward when giving feedback.

For two **INDIRECT** people to better communicate:

- Move to the point in discussions, but be ready to elaborate on those issues get discussed first.
- Share control of conversations. You both like to be in charge, so find ways to trade off who has the floor.
- Avoid getting into heated debates. Since you're both Direct, they can turn into confrontation and anger.

For two **RESERVED** people to better communicate:

- Draw out the other Reserved person's hidden concerns by asking more personal questions than you would do.
- Take the initiative in introducing yourself, and greeting other Reserved people. Don't wait too long.
- Let the other Reserved person know if anything is on your mind or important. Don't let it get discussed.

For two **OUTGOING** people to better communicate:

- Remind yourself to listen more and talk less: otherwise, the two of you will talk too much.
- Focus on your own contributions.
- Avoid oversteering.

For two **IMPATIENT** people to better communicate:

- Slow down your fast decision-making style to avoid taking decisions too quickly, before you've examined things carefully.
- Avoid saying something abrupt when you get impatient; you can both fire back quickly and hurt feelings.
- Stay open to additional options so you don't influence each other to make impulsive or snap decisions.

For two **IMPATIENT** people to better communicate:

- Push a bit.
- Experiment with time.
- Encourage you.

For two **UNSTRUCTURED** people to better communicate:

- Get organized before working on projects so you don't forget things and overlook important details.
- Avoid operating too loosely and frustrating each other since neither of you likes dealing with rules, details, and structure.
- Assign each other very specific items to do, otherwise you'll both tend to work without a plan.

For two **PRECISE** people to better communicate:

- Restate the big picture once in a while to keep you both from getting lost in the details.
- Don't get into disagreements over whose rules are best; you both like your own version of order and structure.
- Share your "to do" lists with each other to help you be more efficient together; you'll both appreciate this.

WEB PREVIEW

Part 6, Page 7
FLEXING - SIMILAR STRENGTHS

- helps students learn that it can be equally difficult at times to communicate with someone having the same strengths
- gets students to understand that it is their responsibility to FLEX first - not wait on others and then judge them
- supported by discussion activities, Powerpoint® slides and DVD video clips



Chart the profiles of your school friends, teachers or family members.

Then, discuss each person's personality strengths and ways you can communicate better with them.



Profiles of your school friends, teachers, or family members.

INDIRECT	[A] Getting Your Way	DIRECT
RESERVED	[B] Responding to People	OUTGOING
URGENT	[C] Pacing Activity	STEADY
UNSTRUCTURED	[D] Dealing with Details	PRECISE

• This person's personality strengths include:

• Ways I can communicate better with this person:

INDIRECT	[A] Getting Your Way	DIRECT
RESERVED	[B] Responding to People	OUTGOING
URGENT	[C] Pacing Activity	STEADY
UNSTRUCTURED	[D] Dealing with Details	PRECISE

• This person's personality strengths include:

• Ways I can communicate better with this person:

INDIRECT	[A] Getting Your Way	DIRECT
RESERVED	[B] Responding to People	OUTGOING
URGENT	[C] Pacing Activity	STEADY
UNSTRUCTURED	[D] Dealing with Details	PRECISE

• This person's personality strengths include:

• Ways I can communicate better with this person:

Part 7, Page 8
CHARTING OTHER'S PROFILES

- provides space for students to plot profiles of others they communicate with, friends, family, team members, etc.
- creates a safe way to give positive feedback to others - a very powerful activity
- supported by activities that provide different ways to complete this step and facilitate discussions

INDIRECT	[A] Getting Your Way	DIRECT
RESERVED	[B] Responding to People	OUTGOING
URGENT	[C] Pacing Activity	STEADY
UNSTRUCTURED	[D] Dealing with Details	PRECISE

• This person's personality strengths include:

• Ways I can communicate better with this person:

INDIRECT	[A] Getting Your Way	DIRECT
RESERVED	[B] Responding to People	OUTGOING
URGENT	[C] Pacing Activity	STEADY
UNSTRUCTURED	[D] Dealing with Details	PRECISE

• This person's personality strengths include:

• Ways I can communicate better with this person: