



Insights®
education

Celebrating Difference Building Relationships



Discovery[®]

Young Adult Profile

John Smith

n/a

28 October 2008

65C5-0000-0005-C010



Introduction

This Discovery Transition profile is based on John's responses to the Discovery Transition Preference Evaluator which was completed on 28 October 2008. The Insights Discovery System is built around the model of preferences first identified by the Swiss psychologist Carl Gustav Jung in 1921. Using Jung's typology, this personal profile offers a framework for self-understanding and personal development. Research suggests that the more aware someone is of their strengths and possible areas for development, the more able they can become in developing effective ways of adapting in their interactions with others and adapting to the demands of their environment. Generated from several hundred thousand permutations of statements, this profile is unique to you. It cannot and does not define who you are, but you might be surprised by how well it describes certain aspects of personality that apply to you. Feel free to change or delete any statement which does not apply to you, but only after checking with someone who knows you well to identify whether the statement may be a "blind spot" for you. The Discovery Transition Profile is a tool that can be applied effectively by you to make a positive difference in your self-awareness, your relationships with others and your learning. As you read the profile, identify the key areas in which you can develop and take action. For best effect, share these key areas with friends, teachers and fellow learners and ask them for feedback.



Overview

These statements provide a broad understanding of John's personal style. Use this section to gain a better understanding of how he might typically approach activities, relationships and decision making.

Personal Style

John wants to sample the best that life can offer. He has a sense of adventure and likes to keep his spirits and expectations high. His social gatherings are frequent and worth attending, particularly when they mark important events. He enjoys socialising, but likes to plan his entertaining for maximum effect. When working in a team, he is comfortable letting others manage the more technical and detail aspects, so he can devote his full energies to creating a co-operative, comfortable environment. At times, events can overwhelm him and he may find it almost impossible to say "No", even when the demands are unreasonable.

With his friendly organisational skills, John is supportive of others and will be enthusiastic about most tasks and projects. John is team-centred, thorough and a good verbal communicator. He needs to be appreciated for himself and his service, and he can be highly sensitive to indifference or criticism of the support he offers or provides. John is a good companion and fun to be with. He can be relied upon to keep a check on the social calendar, though he may well overlook some of the smaller details in preparing for events.

Normally assertive, John also possesses the skills to make him an expert at social convention. John seeks fulfilment and satisfaction through offering help and service to others. He is motivated by approval and reacts unfavourably to indifference or rejection from others. He relies on what he can hear, see and know from first hand experience. He likes to be active and productive.

John is warm, open, realistic and optimistic. He will be hurt if people ignore him and likes to be remembered and appreciated for the services he continually seeks to offer to others. He may become pessimistic and gloomy when an obstacle is in his way or if he fails to see ways to make the important changes he requires in his life. He tends to live for today with a "you only go around once" philosophy. He is at his best in projects that involve people as well as the task, where co-operation can be achieved through goodwill.

With a tendency to become concerned and hurt if his ideas are met with indifference or criticism, he may take conflict and rejection personally. He is good at "reading" people and situations and is not often wrong about the motivation or intent of another person. Despite this, he may be hurt when a relationship goes wrong. Looking out for the needs of others is seen as satisfying work and holds a need for him. Being tolerant of other people, John is seldom critical and usually willing to give people the benefit of his trust. He is seen by most others as a friendly, practical, realistic and down-to-earth person.





Overview

Interacting with Others

John's feelings play a prominent role in his life and he manages to inject a friendly element into any work or task in which she is involved. He may overlook unpalatable facts and, if he does, a problem may be bypassed rather than a solution identified. Looking for perfection in a relationship can result in his sensing a vague disappointment with the reality of the way things are. He values harmonious human contacts and works well in tasks and jobs dealing with people. He may dislike and even avoid tasks which require attention to detail or excessive paperwork.

By working hard on his relationships with other people, John tends to be seen as popular, gracious and eager to please. If he cannot avoid putting off telling someone an unpleasant truth, he will soften the message by putting it in an positive way. He likes to seek out the company of others and is a good conversationalist. Friendly and happy, he displays his emotions flamboyantly and is always open to being with people. Even-tempered and tolerant, John constantly tries to be the diplomat. He excels in promoting harmony around him.

John is very co-operative and articulate, communicating sympathy, concern and a willingness to become involved. He is a particularly good communicator and uses his gift of verbal expression often and effectively. John is both charming and popular, often sharing his enthusiasm with those around him. John prefers a democratic, involving and participative approach to doing things, rather than written instructions or dictatorial ones. John's preferred focus is on the positive, harmonious and uplifting aspects of people and human relations.





Overview

Decision Making

John is willing to admit the truth about people or things that are important to him, is very alert to problems, and seeks to find solutions himself. He may choose to change his decisions if it turns out that someone may be adversely affected by them. In his attempts to please others he may make promises he cannot fulfil. He is prepared to make decisions to settle matters, and will be disappointed when not all the suggestions are implemented. He will tend to be concerned with the effect that the decision making process, and its result, will have on others.

He needs to learn to consciously delay making decisions until he has considered more information as he may have overlooked more appropriate alternatives. John likes to talk his ideas through with others, and sees this as an effective tool in supporting his decision making. Although others' opinions will sway him, he can readily disassociate himself from a previously held opinion if a significant disagreement occurs with a third party whose view he values. Highly technical or factual information may not receive his full attention. He recognises judgements that rely heavily on logical analysis, but then may ignore this in making his decisions.

John will usually encourage democratic or even consensus decisions, as opposed to having them imposed by someone else. He would perform better if he focused more on in-depth study of the facts during the decision making process. Decisions made on the basis of logic alone are not highly valued by him. He is likely to decide in favour of the solution that brings the highest level of approval from others. John will respect alternative views and although he may not agree with them, they will be considered.





Key Strengths & Possible Areas for Development

Key Strengths

This section identifies the key strengths which John might typically bring to his environment. John has many abilities, skills and personal qualities in other areas, but the statements below are likely to be some of the fundamental strengths he will rely on. John - Highlight all the statements that describe you. Discuss this with a friend or family member. What are your greatest strengths? When do you use them?

John's key strengths:

- Articulate communicator.
- Interactive and inspirational approach.
- Creative counsellor to others.
- Participative and involved team player.
- Enjoys spending time around other people - and helping them feel good.
- Excellent communication and presentation skills.
- Displays lots of self-confidence.
- Builds relationships quickly and effectively.
- Trusting and tolerant of others' actions.
- Perceptive and empathetic with others.





Key Strengths & Possible Areas for Development

Possible Areas for Development

Jung said “wisdom accepts that all things have two sides”. It has also been said that a weakness is simply an overused strength. John’s responses to the Evaluator have suggested these statements as possible areas for development. Identify two of the statements that you feel are most important for your development. Sometimes it helps to discuss this with a friend or family member. Note some ideas for improving on these areas. What can you do to improve and who can help you?

John’s possible areas for development:

- Tasks can be left undone if something more interesting comes along.
- Will usually rely on a quick and superficial analysis, often failing to appreciate subtle underlying trends and details.
- May become depressed if bored.
- Vocally defends his faults when challenged.
- May not follow through to completion.
- Easily influenced by recent events or conversations.
- Rather self promoting and talkative.
- Finds it difficult to say “no” if relationships are being threatened.
- Easily distracted from the routine.
- Often fails to ask for help, or asks for help too little.





Working in a Team

Each person brings a unique blend of strengths, personal experience and expectations to their environment. Add to this list any other experiences, skills or qualities which John brings, and make the most important items on the list available to other team members.

As a team member, John:

- Can organise the social calendar.
- Is loyal and conscientious and will work hard to produce results.
- Works to promote and maintain harmony within the group.
- Displays inventive and infectious leadership.
- Takes on and shares ideas.
- Makes friends quickly and easily.
- Is seen as a positive team player.
- Promotes positive group spirit.
- Builds his self-esteem using group interaction and bonding.
- Is an outspoken supporter of the team or group.



Relationships

Effective Relationships

Some ways of relating to John are more effective than others. This section identifies some of the key strategies which will lead to effective relationships with him. These statements used together with those on the next page will provide a powerful set of strategies to help others to relate effectively to John. Identify the most important statements by circling or ticking them and make the list available to others.

Strategies for relating to John:

- Communicate at a personal level.
- Be clear on the details around task and timescale.
- Support his need to be deeply involved in personal matters.
- Maintain regular, informal feedback.
- Offer enthusiasm.
- Avoid personal conflict.
- Leave out unnecessary and complex details.
- Allow and bolster his feeling of self esteem.
- Seek his advice, views and opinions where the welfare of others is concerned.
- Encourage his optimism, but moderate with realism.
- Use lots of words and body gestures.
- Be prepared to discuss a wide range of topics.



Relationships

Barriers to Effective Relationships

Certain strategies will be less effective when relating to John. Some of the things to be avoided are listed below. Identify the most relevant statements for you by circling or ticking them and make the list available to others.

When relating to John, DO NOT:

- Involve him in formal, lengthy or tedious activities.
- Isolate him from regular contact with others.
- Overload him with irrelevant information.
- Be dull or dour.
- Leave him out of the picture.
- Forget to be aware and tolerant of his views.
- Shout, bully or threaten with position power.
- Get carried away by his enthusiasm.
- Dampen his enthusiastic energy with negativity.
- Criticise, condemn or suppress his enthusiasm.
- Rely on guesswork.
- Be addicted to rules and procedures.



Possible Blind Spots

Others often see us differently to how we see ourselves. We may not always be aware of the effect our less conscious behaviours have on those around us. We call these less conscious behaviours "Blind Spots". From this section, highlight any statements of which you are unaware and validate them by asking for feedback from friends, teachers or fellow learners.

John sometimes places too much weight on the opinions and feelings of those he cares for. During stressful times he can be unaware the difficulties others may be facing in the situation. He appears generous with his time and attention, but in reality may have only limited patience for those who depend on him. He may need to learn and apply time management and long-range planning techniques to help him complete his work and study. He might want to allow more distance between self and others in interactions. He needs to be aware that not everyone likes to be touched. His natural quickness and pressure to anticipate what is coming means he occasionally assumes wrongly that he knows what a person is going to say, and is tempted to jump in to finish their sentences.

John has a difficult time saying no or asking for help. If he was more humble and modest he would recognise that he does have certain limitations. John would do well to take a step back and try to see a situation more objectively before reacting. He should try to suppress his automatic good feeling towards people who treat him well, applying a cooler perception to the reality of the situation. He has a short fuse and when pushed may become loud, rigid and bossy, bringing a high level of stress to those around him.

He may sometimes come across to others as somewhat cocky and selfish. He may be so concerned about the feelings of others that he can be blind to important facts when the situation involves hurt feelings. He may need to learn how to contain his disappointment in the performance, attitude or behaviour of others by having more realistic people expectations.





Opposite Type

The description in this section is based on John's opposite type on the Insights Wheel. Often, we have most difficulty understanding and interacting with those whose preferences are opposing to our own. Recognising these characteristics can help us develop strategies for more effective relationships.

Recognising your Opposite Type:

John's opposite Insights type is the Observer, Jung's "Introverted Thinking" type. Observers are precise, cautious and disciplined and are painstaking and conscientious in work that requires attention and accuracy. They are objective thinkers, concerned with the right answer and will avoid making quick decisions. John may see the Observer as hesitating to acknowledge a mistake, or as becoming preoccupied in researching for data to support their own isolated view. Observers tend not to trust strangers and will worry about outcomes, their reputation and their work. They hold back from expressing their feelings and John will perhaps see the Observer as unresponsive, cool and uncaring. Observers draw conclusions based on factual data. They may be slow at producing results, as gathering data, for them, is the stimulating part of any task. Observers like to make rules based on their own standards and apply those rules to daily life. John may find himself at odds with Observers due to their private nature and lack of enthusiasm for social events. Introverted analysis may prevent the Observer from expressing thoughts as readily as John would wish.



Opposite Type

Written specifically for John, this section suggests some strategies that can be used for effective interaction with someone who is his opposite type on the Insights Wheel.

Relating to John's Opposite Type

John: How you can meet the needs of your opposite type:

- Appreciate his ability to gather a wide range of information.
- If you are making strong claims, make sure they are correct!
- Expect him to come back later with questions or for clarification on tasks.
- Respect his values and principles.
- Avoid triggering or encouraging rare but spontaneous outbursts of emotion.
- Organise your thoughts before communicating.

John: When relating to your opposite type DO NOT:

- Waffle.
- Assume that outward calm reflects inner feelings.
- Hint or use backhanded communication.
- Discuss irrelevant matters unrelated to the task in hand.
- Say one thing and do another.
- Be vague or rush him.



Suggestions for Development

Insights Discovery does not measure intelligence, education or training. This section contains suggestions for development based on John's responses to the Evaluator. John, read through the statements and consider which of these suggestions might be relevant for you. Note some ideas for improving on these.

John may benefit from:

- Listening more than he talks.
- Finishing and reflecting on each book he reads before starting a new one.
- Recognising that he tends to manipulate people in "their" best interests.
- Curbing his tendency to exaggerate.
- Accepting rather than rejecting negative feedback.
- Bouncing back, rather than withdrawing when he feels disappointed.
- Gaining watertight agreement.
- Becoming less honest, open and empathetic.
- Taking life more seriously.
- A weeks private meditation - alone.



Support

Creating the Ideal Learning Environment

Learners are usually most effective when their environment matches their preferences, strengths and personal style. Although it is possible to learn in an environment which does not suit these preferences and should be encouraged from time to time, it can often be uncomfortable for the learner. This section can be used to help bring about a closer match between John's ideal learning environment and his current one. It can also be used to identify any frustrations caused by the current learning environment. John, highlight the statements that describe your current learning environment. Think about ways to improve your learning environment to better match your preferences, and who might be able to help you do this.

John's ideal learning environment is one in which:

- Continuous personal contact and exchange of views readily occurs.
- There is time for play during work hours.
- There is opportunity to create and express ideas and to develop these in collaboration with others.
- Activities, variety and change are constantly taking place.
- The emphasis is on informality and tapping in to inner creativity.
- He does not have to sit quietly in reflection for longish periods.
- "Hands on" resources are available to satisfy playful and tactile interests.
- He is free to be himself.
- There are few rigid rules of time-keeping or dress code.
- There is an open plan layout to the environment to encourage communication.





Support

Supporting John

This section identifies some of the most important strategies in supporting, managing, coaching or teaching John. Some of these needs can be met by John himself and some may be met by his fellow learners, teachers or parents. John, go through this list to identify your most important current support needs, and consider who might be best placed to help.

John needs:

- Limited exposure to rules, regulations and paperwork.
- Help in thinking “outside the box”, or beyond the traditional.
- Involvement in all the team activities.
- Freedom from controls, supervision and details.
- The opportunity to think aloud.
- Consistency.
- To be engaged in elements of work which include attention to the details.
- Steady and firm overall guidance.
- Steady, firm, overall guidance.
- Experience of working with a wide variety of others to develop perspective and balance.



Support

Motivating John

It has often been said that it is not possible to motivate anyone - only to provide the environment in which they can motivate themselves. Here are some suggestions which can help to provide a motivating environment for John. Choose and highlight the statements that are most important to you for motivation.

John is motivated by:

- Gadgets, trinkets and creature comforts.
- Participation in lively arguments, debate and discussions.
- Tasks which predominantly involve the group.
- The availability of help when faced with the more monotonous or tedious tasks.
- Special rewards and incentives.
- Group activities to lighten the gloom.
- Acceptance, with co-operation that meets his ideal.
- A "key" role in a team or group.
- Challenging and changing the "status quo".
- The chance to make a reputation for himself.



Leadership and Influence Style

There are many different approaches to leadership. This section identifies John's natural approach to leading others and offers clues to his style of influence, highlighting both gifts and possible hindrances that can be further explored.

When in a position of influence or leadership, John may tend to:

- Become distracted by peripheral or unimportant events.
- Allow some too much freedom.
- Be optimistic and sometimes over-confident of the abilities of others to perform effectively.
- Appear superficial and rather flamboyant to some.
- Surround himself with like-minded, open, enthusiastic people.
- Give others plenty freedom to make their own decisions.
- Light "false fires" to divert attention.
- Value team performance as well as individual performance.
- Lose sight of the objectives of meetings, often turning them into social events.
- Be passionate about his ideas.





Time and Life Management

This section contains some of John's typical approaches to time and life management. It also contains a range of strategies that John can use to become more effective at managing his time. Choose the most significant ones for you and try to apply them where appropriate.

In managing his time, John,

Can lack focused attention to detail.

Tends to prefer to avoid confrontation.

May not finish everything that he starts.

Over-commits on task or projects without agreeing time scales.

Supports others who may struggle in their own way.

Can make quick decisions without necessarily having all of the data to hand.

Suggested Action For Development

Read over what you write and ask also ask others to proof read your work.

Consider the deed and not the person.

Recognise that enthusiasm must be supported with discipline in follow through.

Ask or agree time scales and completion dates at the outset.

Apply stricter time limits on the giving of support to others.

Back decisions up with thought and planning.



Learning

This section identifies several ideas John can use to learn more effectively. Use these statements to consider which learning strategies are most comfortable for you and which strategies are likely to stretch you in your learning.

John's preferred learning preference is supported when he:

- Can have many stimulating projects and interests on the go at the same time, where he is free to respond in different ways.
- Can enjoy a wide range of interactive experiences.
- Has information presented in a variety of lively formats.
- Can concentrate on the "people" issues whilst bearing the task or project in mind.
- Is able to absorb himself in an activity or challenging new subject where he can learn by doing without too much supervision.
- Frequently changes between activities which are fun and fast paced.

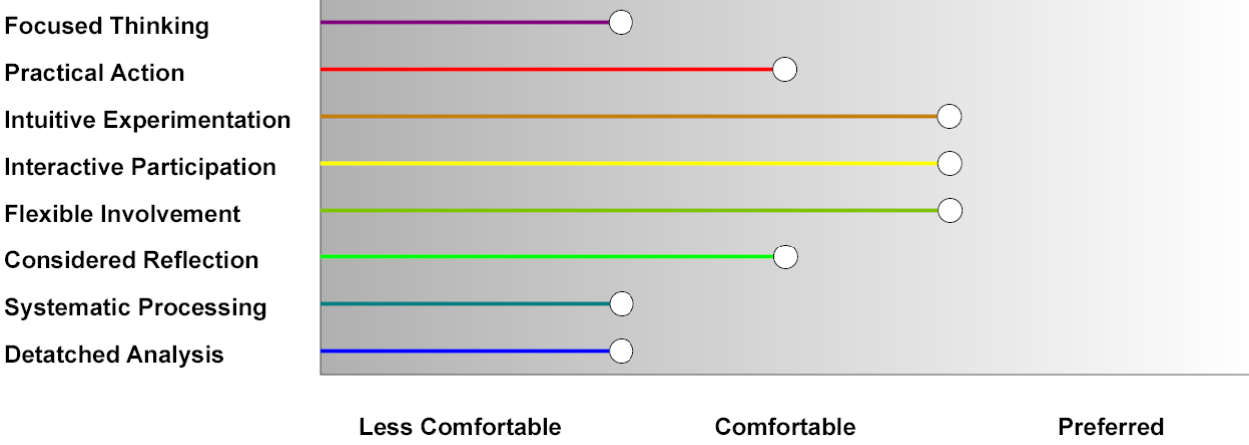
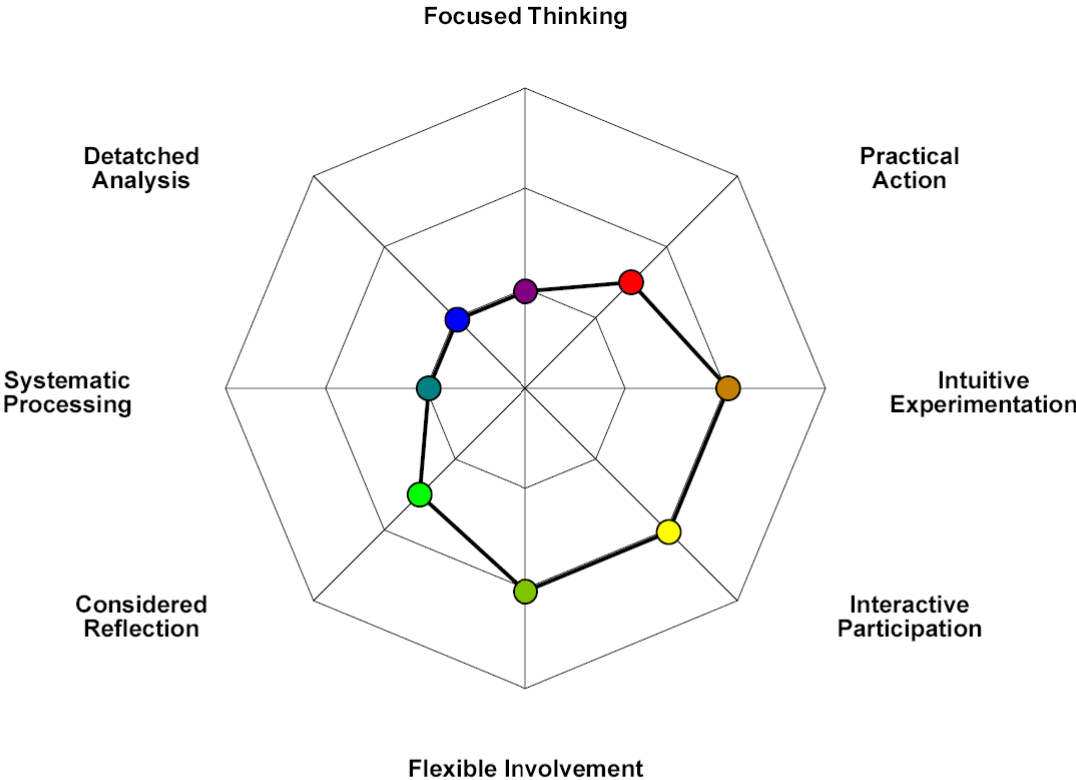
John can stretch in learning by:

- Understanding the importance of self-discipline in gaining a thorough understanding of the subject - if something is worth learning, it's worth mastering well.
- Setting aside time to study topics in depth.
- Considering the 'bigger picture'.
- Following the instructions step-by-step.
- Taking the time to review his progress regularly.
- Keeping his focus on the task.





Learning Preference Indicator



Learning Preference Indicator

An individual's preferred learning style and the environment or media they find most comfortable for learning is a function of their personality type. We have the ability to learn using all learning styles, but will have a natural order of preference of use.

The key to successful learning is to not only satisfy your own preferences, but to employ all the appropriate learning styles required, to meet the learning needs necessary to accomplish what you could not accomplish before. Sometimes satisfying your learning style preference is not enough to meet your learning needs. We can truly grow as learners by utilising all learning styles, including those we least prefer.

John's three most preferred learning styles are:

Interactive Participation – The Inspirer

Sunshine Yellow energy has a preference for Interactive Participation. The Interactive Participation approach to learning is one that gives high-visibility to learners in collaborative learning situations. The structure and methodology will be very loose in order to encourage spontaneous and creative problem solving. This learning approach encourages involvement and encouragement for all.

Flexible Involvement – The Helper

Flexible Involvement is preferred by a combination of the Sunshine Yellow and Earth Green energies. The Flexible Involvement approach to learning has a focus on teamwork. It seeks to engage learners through their participation in relationships with learners helping one another. This approach to learning sees social interaction as a facilitator of learning particularly where the learners are of mixed ability, where more skilled learners can scaffold learning for others.

Intuitive Experimentation – The Motivator

Intuitive Experimentation is preferred by a combination of the Fiery Red and Sunshine Yellow energies. An Intuitive Experimentation approach to learning employs a wide range of conceptual activities that involve more than one person. It encourages students to engage freely with one another in role-play and learning games to encourage the highly intuitive problem solvers. It offers a wide variety of new and exciting learning experiences.

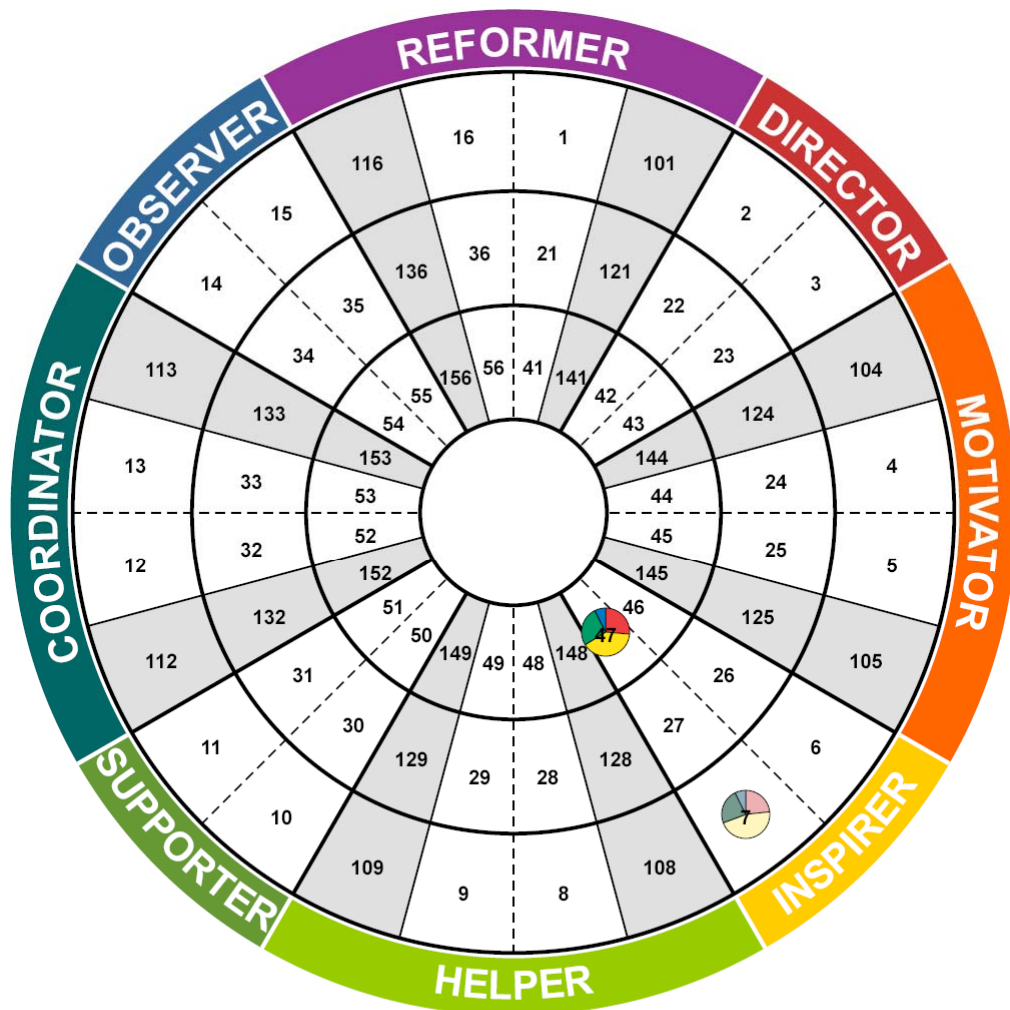
John's least preferred learning style is:

Detached Analysis – The Observer

Cool Blue energy has a preference for Detached Analysis. This approach focuses on providing individual intellectual challenges. It is a research-based approach to learning that encourages individual students to absorb and analyse interesting theories and concepts, before outlining a detailed solution and plan to demonstrate knowledge and solve problems. Works best alone or with another person



The Insights Discovery Wheel



Conscious Wheel Position

47: Helping Inspirer (Accommodating)

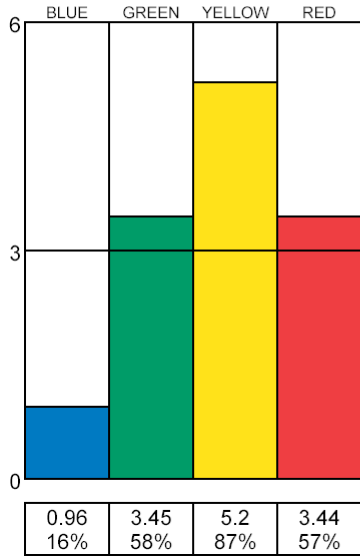
Personal (Less Conscious) Wheel Position

7: Helping Inspirer (Focused)

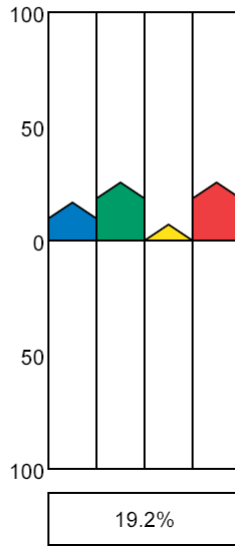


Insights Discovery Colour Dynamics

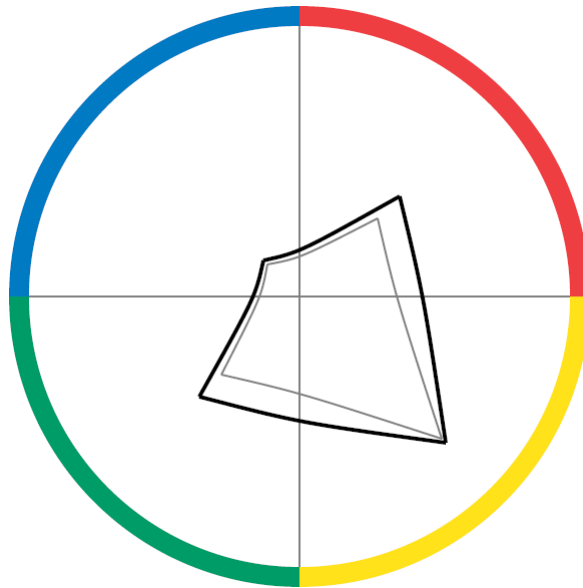
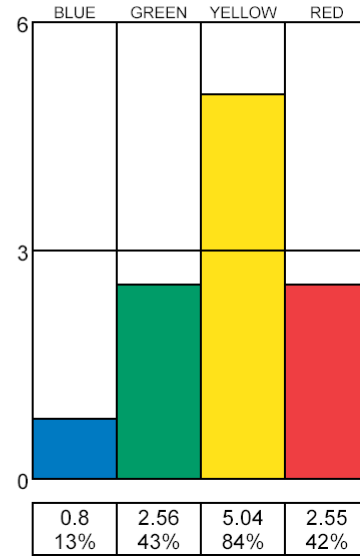
**Persona
(Conscious)**



**Preference
Flow**



**Persona
(Less Conscious)**



(Conscious) — (Less Conscious)

