



Dimensionally Speaking

A Newsletter for Personality/Temperament Theory Facilitators

Dimensional Developments

In August we held our first Toronto *Personality Dimensions*® Talking in Colour event and it was wonderful to see how many people took the time out of their busy summers to attend – despite what the weather threw at us that day. There were a number of people from the GTA, and we were delighted to see them; it was also wonderful to welcome folks from well outside this area – many parts of the province of Ontario as well as Quebec and the Maritimes, and even a facilitator who works with *Personality Dimensions*® in Hong Kong.

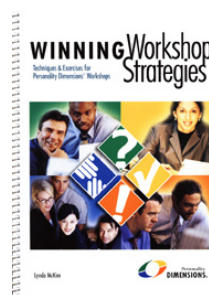
As you know, the adult version of PD was released in June of 2003. Since that time *PD Basics* – which is written at an easier-to-read level, with easier to understand concepts – was released, followed by *PD at School*. *PD at School* was designed specifically for school use. Each of these components was recently assessed on the Flesch-Kincaid Grade level readability scale.

1) The adult, or standard, version is at a grade 10 reading level.

2) *PD Basics* is at a grade 6 reading level.
3) *PD at School* is at a grade 8 reading level.

As well, all of these materials are available in French Canadian.

There are also a total of 6 titles in the *Toolkits* series – resource guides to help you develop customized workshops for your clients – developed by Roberta Neault and Deirdre Pickerell.



There are toolkits for:
I) Team Building
II) Leadership Development
III) Career Building
IV) Work/Life Balance
V) Sales, Marketing & Customer Service
VI) Learning Styles & Strategies

And Lynda McKim's new book, *Winning Workshop Strategies*, was introduced this past spring.

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Talking in Colour Toronto—August 19th 2005

The day started, for those of us working behind the scenes, in March of this year. It takes a lot of organization to arrange for speakers, location, and the millions of little details. We were happy to welcome 82 participants from far and wide including Toronto, London (Ontario), Montreal, Halifax and even Hong Kong. Everyone was able to indulge on an assortment of

morning pastries, muffins, juice, coffee and tea. The coffee was especially popular due to the unfortunate weather that greeted everyone on their way into hotel.

After hearing from Denise Hughes, Director of Career/LifeSkills Resources and the driving force behind Personality

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The *Dimensionally Speaking* newsletter is an informal way for us to keep in touch – and a forum for you to share your experiences and tips with other personality theory facilitators. So keep in touch – tell us what you'd like to learn more about and we'll make every effort to address this in future issues.

Onward and upward~
Denise
Denise Hughes
Director, Career/LifeSkills Resources Inc.

Dimensional Developments

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Recently – our latest *Personality Dimensions*[®] adventure is publishing *Career Dimensions*[™], which those who attended Talking in Colour previewed and gave their comments on. We have taken all the feedback that has come in from Talking in Colour, and a number of field-test situations, and it is a real pleasure to announce that *Career Dimensions*[™] is now available! More information on *Career Dimensions*[™] follows in this newsletter.

So, what's next?

The Chinese edition is in final proofreading, prior to art, right now and is scheduled for availability later this year.

After that, we're going to tackle a Spanish edition, with the assistance of Dr. Catherine Hambley, a psychologist in California. So if you are working in countries in which Spanish is spoken, know that it's very much on our "to do" list.

Working with the blind or visually-impaired?

If you are working with blind or visually-impaired individuals,

we have given permission to the Canadian National Institute for the Blind to make *all* PD materials available in a format that is appropriate for that persons needs.

Development issues around *PD at School*

PD at School was prototyped and field tested across Canada -- initially in a 3 card format (plus the Picture cards). The overwhelming feedback was that the materials had to be all on the same card to avoid the "losability" factor and excessive card sorting was felt to be too complex.

Next we prototyped with cards that were oversized to accommodate the extra print. The overwhelming feedback was that they didn't fit with the picture cards and they didn't like it.

Even when we pointed out that the type would be very small, all the recommendations came back that the *PD at School* cards should be the same size as the picture cards – that the kids probably wouldn't have any problem with it. Keep in mind that these cards are geared to young people in school, not older people who may have trouble reading them.

Recipe For An Effective Team

Add together Authentic Blue, Organized Gold, Resourceful Orange and Inquiring Green
Blend in the agency's vision
Sprinkle with clear and collective goals
Mix a large amount of abilities and skills
Stir until a smooth and generous blend of colours is produced

To the mixture add wisdom, competence, and knowledge
Mix together until cooperative and trusting relationships stabilize
Add a dash of fun
Heat until the mélange combines in a smooth and organized way
Reduce heat until mixture solidifies and forms a soft and flexible peak

Fold in a gallon of motivation and endurance

Serve on a platter of commitment and responsibility

Makes a powerful, effective and enthusiastic working team

Many thanks to Rachelle Piché for sharing her recipe

Before retiring from Northern College Rachelle taught in the Social Work and Drug and Alcohol programs for 10 years. She now works by contract with the college, and also worked as a counsellor. Rachelle hopes to achieve Facilitator-Trainer (Level II) certification in *Personality Dimensions*[®] in the new year

Personality Dimensions[®] Online Community

Over the last few years Roberta and Deirdre, BC's Master Trainers, have been having huge successes with working online. Through an interactive course management system and facilitated discussions, courses, conferences and general "connections" come alive.

With repeated requests from PD facilitators trained by Life Strategies, regarding a way to stay connected throughout the year, Roberta and Deirdre have decided to go ahead with a *Personality Dimensions*[®] Online Community. This community will house interactive discussions on topics of interest to PD Facilitators and Facilitator-Trainers including:

1. Selecting materials
2. Preparing for the 1st workshop, after training
3. Best practices for PD Facilitators
4. Challenges with presenting the PD model
5. Leading Facilitator-Trainer sessions
6. New materials

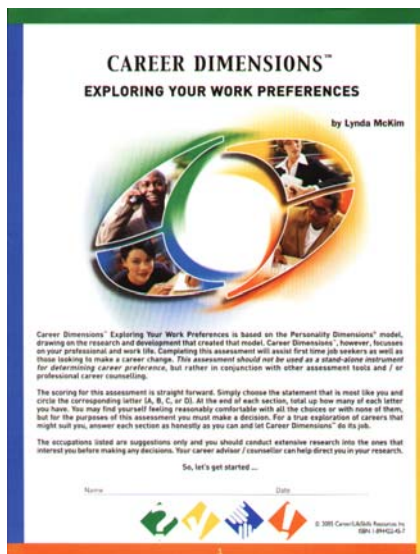
For a small annual fee (\$5 per month, paid annually), PD trainers from across the country and around the world can have a home in cyber-space. Visit the Life Strategies website at www.lifestrategies.com for further information.

Career Dimensions™ is here!

Career Dimensions™ is here!

Career Dimensions™: Exploring Your Work Preferences focuses on your work preferences. Unlike many career assessment instruments, **Career Dimensions™** helps you explore the actual work environment in which you are most comfortable by examining a variety of areas, including: the natural talents you bring to work, your values, your major job stressors, your work philosophy and your definition of success.

This easy-to-understand, self-scorable instrument is based on the **Personality Dimensions®** temperament theory instrument and draws on the research and development that created that model. The lists of suggested occupations were compiled based on a wealth



of previously published materials on type and temperament work preferences and the population statistics that have been compiled since the publication of **Personality Dimensions®**.

Career Dimensions™ is very user friendly. It is designed for use wherever a quick, effective, yet inexpensive work place assessment will enhance the job search process, e.g.: job search programs, youth employment programs as well as career and co-op offices.

For more information visit:
<http://www.clsr.ca>

Coming soon – **Career Dimensions™ Manual**

Talking in Colour Toronto—August 19th 2005

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Dimensions, about many of the new and exciting resources available and forthcoming, we got down to business with Scott Campbell. ‘Getting Business Isn’t Magic’ really helped all facilitators focus on how to determine their niche market, go after that market and how to really expand their own business.

Next up was the introduction of **Career Dimensions™** by Lynda McKim. Everyone was given an initial print draft, and feedback was welcomed and heard. Initial enthusiasm for the tool was hard

“What a fabulous way to remind us, the facilitators, what it’s like to be a participant again.”

to contain, and many facilitators have indicated that they couldn’t wait to start using this new tool, which is now available, and orders came in quickly following the event.

Our afternoon was kicked off by an introduction to **Winning Workshop Strategies’** Castle Building Exercise, led by Lynda McKim, and assisted by Michael Tudor and Larry Konyu. What a fabulous way to remind us, the facilitators, what it’s like to be a participant again. Everyone enjoyed this wake-up after lunch.

The day concluded with Michael Tudor and Larry Konyu’s presentation ‘Putting Diversity to Work.’ This mini-workshop, which included worksheets for each group to complete and hand in, really opened our eyes to concepts of ‘culture’ and ‘personality.’ We also looked at the positive role culture can play

in your **Personality Dimensions®** workshops. It really expanded our horizons and it was great to hear the personal experiences of so many participants. Linda Gross shared with us her personal experiences moving to Hong Kong from Toronto; Michael Tudor shared about his first Canadian winter in Manitoba, and so many others.

Thank you so much to our valued presenters: Scott, Lynda, Michael and Larry for sharing their knowledge and insights with everyone present, and to the whole team at Career/LifeSkills Resources who worked so hard at putting the program together to ensure it was such a success.

Meagan Hughes, CLS



West Coast Talking In Colour 2005 a HUGE Success!

The Life Strategies team would like to send a sincere thanks to everyone who attended the 2005 West Coast Talking in Colour conference. There were about 50 of us on Saturday being introduced to some exciting new PD materials, experiencing brightening, blending, and stretching exercises out of the latest tool kits. There were also great discussions on Personality Dimensions® best practices, getting started as new facilitators, staying connected and marketing/pricing our workshops.

I would like to send my gratitude to Sue Hession, Lisa Patterson and Gerry Neault for the incredible “behind the scenes” work they did in organizing this event. The conference would not have been successful without you!! Of course, sincere thanks go to Roberta; we all owe a huge debt to Roberta Neault for her continued support of this event and the endless hours she dedicates to PD.

We’d also like to thank Career/Life Skills Resources for supplying our conference bags, displaying and selling PD products, and providing all of us with free samples of the exciting new Career Dimensions resource! For door prizes, Ergon Communications provided 3 of their books and Sigma Assessments provided CDs and free assessments. We really appreciate the contribution of our partners.

Building on the success of this year’s conference, we are happy to announce that Talking in Colour 2006 is scheduled for Saturday September 30th. We are always looking for presenters and volunteers, so let me know if you are interested in putting together next year’s event.

~ Cheers, *Deirdre Pickerell, Master Trainer*

Temperament Type Identification & Analysis

Continuing our series of articles, shared with us by Master Trainer Michael Tudor who an instructor at the Ontario Institute for Studies in Education. Teacher_students were asked to complete an in_depth assessment of their own temperament spectrum, that of a volunteer, and to analyze how this information can be useful in daily activities and applied as a teacher.

MENTAL SET

1(a)

My Preferred Style:	Authentic Blue	(14)
My Secondary Style:	Organized Gold	(12)
My Third Style:	Resourceful Orange	(10)
My Shadow:	Inquiring Green	(4)



Authentic Blue: My colour spectrum does not come as a surprise to me. I value relationships above all else, and I feel totally energized after having meaningful interactions with others. I enjoy the challenge of understanding others, of trying to get “into people’s heads”. This is what

attracted me to my previous career in advertising. I thrive on public speaking and presenting, and usually take on the role of leader or mediator in group situations. I also strive to improve myself in different areas of my life. For example, I have recently begun learning about yoga and alternative health strategies. My number one stressor is guilt, which is typical for “Authentic Blue” people. Saying “no” to others, especially family members, is very difficult for me. I became aware of this after I got married, and since then, I have made an effort to change in this regard. I am also sensitive to criticism, and I was overly so as a child, so I consciously try to have a “thicker skin” when I find myself in challenging situations.



Organized Gold: I can not make any plans without my agenda in hand. I like to write down all my commitments and track their progress through until completion. I firmly believe that data does not exist unless it is in two places, so I have back-ups of all my important documents. I

established our household’s filing system, and I usually initiate family budget meetings. I believe my strong “Organized Gold” personality complements my dominant “Authentic Blue” by making sure that I pay attention to goal-setting and time management without getting too caught up in the drama of others. I like having a routine, and am somewhat resistant to change. Moreover, I can often be stubborn by demanding that things be done my way, but due to my natural vigilance in maintaining good relationships, I can usually relent when necessary.

Resourceful Orange: I have often been told that I have some crazy ideas, but I can usually detect a note of admiration in that statement! If I need to bend a few rules, or consider an unconventional or risky strategy to get something done, I will. I like to try new, fun activities on my free evenings and weekends. I don’t get frazzled too easily, and can remain calm and task-focused in a crisis situation. I can get somewhat frustrated with too many details, paperwork, or theories; I would rather focus on tangible action items. I try to add an element of fun to all my activities, including household, professional and personal tasks. I think my Resourceful Orange personality is somewhat tempered by my Organized Gold one, in that I usually follow through on what I promise, and I can pay attention to details if necessary.



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Temperament Type Identification & Analysis

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Inquiring Green: I do not possess many of the traits that are common to Inquiring Greens. Data and information do not interest me much. I like to think about the big picture, not necessarily all the details that comprise it. For example, I don't need to know how an airplane works; I am more interested in what it can do for me. When speaking my mind, I do not need a lot of time to put my thoughts together, as an Inquiring Inquiring Inquiring Green would need. I often follow conversational tangents if I feel it will help me connect with someone else, whereas an Inquiring Green would be more likely to use a systematic approach. I am interested in things that bring me closer to people (Authentic Blue), not necessarily closer to facts and figures (Inquiring Green). I often get frustrated with the Inquiring Greens in my life, because they don't seem to bare their souls very much, which makes it hard for me to feel a connection with them.

HYPOTHESIS

1(b)

I have chosen to share the theory of *Personality Dimensions*® with my husband, M.. I hope this exercise will help us understand each other even better than we already do. I hope we will gain some insights on each other's needs, so that we can support each other more effectively in difficult situations.

We have been married for over 2 years, and I feel that our personalities are fairly similar overall. However, I think we have a few distinct differences, and I believe I know exactly where those differences lie. I look forward to using this tool with M. to explore the accuracy of my hypothesis.

I predict that M.'s colour spectrum will be as follows:

M.'s Preferred Style:	Organized Gold
M.'s Secondary Style:	Inquiring Green
M.'s Third Style:	Authentic Blue
M.'s Shadow:	Resourceful Orange

Organized Gold: I think M.'s score will be especially high in this colour. He is the most well-prepared, time-oriented person I have ever met! He pays great attention to detail in his work and at home. He likes order, and always has a back-up plan in case things get out of hand. He is rarely impulsive. He observes, listens and thinks before he speaks, and has consequently gained the respect of his family and friends. He keeps his promises, and is patient and cooperative when working with others. A major stressor for M. is lateness. He is usually early for all appointments, both professional and personal, and equates punctuality with respect. Rushing is stressful for M.. So, to stay relaxed, he prefers to leave extra time to get somewhere or to do

something. For example, when we go to a movie, he likes to arrive early to avoid long line-ups and secure his favourite seats, and will become irritated if other people are late. Another stressor is disorganization. In the workplace, M. gets frustrated when projects are not carried out properly, or when time constraints restrict him from doing his best work. It is important for M. to feel useful, needed and appreciated, and he likes to know that he belongs.

Inquiring Green: M. is a software engineer, and is therefore a conceptual and strategic thinker. He pays great attention to detail without losing sight of the big picture. He is analytical and systematic in his approach to solving problems. He likes to know what is expected of him, and he constantly strives to deliver only his best work. He is especially interested in figuring out how things work, such as airplanes, high-speed trains, and assembly-line machinery. His favourite shows on television are on the Discovery Channel! He doesn't like crowds, and will often feel tense in a noisy, people-congested environment. He prefers to socialize in small, intimate group settings where conversations (and ideally, food) can be shared.

Authentic Blue: Although M. possesses many traits of the Inquiring Green, he is extremely sensitive to the emotions of others and takes great care in not hurting another person's feelings. He is a good listener, and is generous with words of praise, support and love. He knows how to express his feelings, and has the ability to laugh at himself. M. has a witty sense of humour, and enjoys entertaining others. It is also important for M. to have a harmonious work environment. He respects his co-workers, and is sensitive about receiving harsh or unjust criticism. He likes to be appreciated and recognized for his contributions and abilities.

Resourceful Orange: M. is not a huge proponent of change. He likes to know what to expect so that he can prepare accordingly. He doesn't need a lot of variety in his leisure activities. Once he finds activities that he enjoys, he will usually continue to pursue those activities and derive satisfaction from them over time. M. usually prefers safe choices, as risk-taking is often stressful for him. Unlike a typical Resourceful Orange, M. doesn't always feel the need to be in charge.

THE PROCESS

2(a)

After reviewing the card descriptions, M. predicted that his own colour spectrum would be as follows:

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Temperament Type Identification & Analysis

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M.'s Self-Predictions:

Preferred Style: Organized Gold
Secondary Style: Resourceful Orange
Third Style: Authentic Blue
Shadow: Inquiring Green

M. was very cooperative in helping me with this task, and as I explained the colour spectrum in more detail, he became more and more interested. During the task, he really took his time. He read the cards thoroughly, often more than once, and thought through each of his answers carefully before writing anything down. A few times, I had to encourage him to simply go with his gut feelings, because I didn't want his over-analysis to bias the results. I could clearly see his "Inquiring Green" side coming out!

M. was fairly certain when he initially predicted his colour spectrum. When I saw his predictions, I had to try hard not to laugh!

In typical "Organized Gold" fashion, he remained focused and interested throughout the task. This was evident in the clarifying questions he asked, as well as in his relaxed body language. He was most interested in tabulating the results!

THE RESULTS

2(b)

When the results were tabulated, I was not surprised to see that my original predictions for M.'s colour spectrum were absolutely correct! M.'s colour spectrum turned out to be as follows:

M.'s Preferred Style: Organized Gold
M.'s Secondary Style: Inquiring Green
M.'s Third Style: Authentic Blue
M.'s Shadow: Resourceful Orange

This is the exact order of my original prediction. I believe this happened for two reasons. First, I took a great interest in learning about *Personality Dimensions*®; I did some of my own research on the subject before testing M. This type of personality exploration has always appealed to me, so I feel I was well-informed about the various colour types prior to completing this assignment.

Second, M. and I were friends for a year before we started dating, and we dated for 4 years before we got married. Most of our relationship was long-distance, so we were forced to develop excellent communication strategies to keep our relationship close and alive. Over the years, we've had the opportunity to get to know and understand each other very well, and now I can officially say that I know my husband better than he knows himself!

M. was quite surprised by the discrepancy between his original prediction and the actual results. He thought he was more of a risk-taker than he actually is, so it surprised him when his Resourceful Orange score was the lowest. He also didn't realize how "Inquiring Green" he really is. He assumed that his "Inquiring Greenness" only applied at work, whereas I see it come out all the time at home, and in so many different situations.

M.'s score were mainly consistent throughout the *Picture Cards*, *Life Values*, *In Communications*, and *Traits & Characteristics* sections. His highest score was "Organized Organized Gold" in 3 of the 4 sections, and his lowest score was "Resourceful Orange" in 3 of the 4 sections. The only category that looked somewhat different from the rest was the *Picture Cards*, which contained his original predictions for himself! The rest of the categories were more representative of his actual results.

My learning during this task was a reinforcement of what I already knew about M., and it provided me with some structure within which I can better understand his thoughts and actions.

Our learning about M. during this task, however, was twofold. First, we learned that his perception of his own personality is slightly different from his actual personality. This is always a humbling thing to learn about oneself! Furthermore, M. is currently experiencing some difficulty at his workplace because his method of conducting business seems to differ from that of his supervisors. He often finds himself frustrated with their somewhat lackadaisical methods and business practices. After learning about his high "Organized Gold" score, M. read the description of this personality type more carefully in the booklet.

As he examined the sections on *Characteristics*, *Functional Skills*, *Strengths*, *Potential Weaknesses*, *Needs*, *Likes*, *Gaining Their Cooperation*, *Problems Caused By*, and *Rewarding the Organized Gold Team Member*, M. became excited by a newfound understanding of himself and his situation at work. We were able to discuss his frustrations in the context of his personality (now defined in a more structured way), and we were finally able to articulate why he is not happy at work. We also took it one step further by preparing some notes about M. and his needs for his supervisor to read. We hope it will help M. and his supervisor better understand some of their conflicts, and work together to resolve them based on the suggestions and insights provided by this personality theory.

Ideally, M. prefers that curriculum concepts be presented in a dynamic, organized and practical manner. He has little patience for theory, unless he can see where to apply it.

Overall, school was a stressful experience for M.. He felt pressured to achieve high M.s in order to remain competitive for university scholarships; he felt there was never enough time to

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Temperament Type Identification & Analysis

(Continued from Page 6)

thoroughly learn and appreciate the material. While M. was in university, he had to keep a high average in order to maintain his scholarship. High M.s were never a personal goal for M.; they were a requirement to be able to stay in school. Unfortunately, M. faced a lot of pressure during his school years, which detracted from his ability to enjoy the actual learning process.

Connecting M.'s Education Needs with his Colour Spectrum

Organized Gold. M.'s "Organized Gold" personality requires that curriculum be presented in a logical sequence, with headings and subheadings, and a connection to curriculum expectations. Lecture-style presentation allows him to take his own notes and organize them according to his own style of thinking. Individual assignments with concrete deadlines which clearly outlined the teacher's expectations were also good for M.. Thus, the traditional method of schooling (which both he and I experienced while growing up) suited his "Organized Gold" personality very well. If he had attended school today, where there is more emphasis on group work and creative assignments, I think he would have done just as well. Perhaps he would also have enjoyed himself more, and retained more of the material because he would have been more engaged in learning it.

Inquiring Green. M.'s educational needs as an Inquiring Green were met because he took many science and math courses throughout high school. The objectivity in math (i.e. one right answer) and the structured processes in science (i.e. the scientific method) appealed to him. He soon progressed to computer studies courses, which focused on developing logic and problem-solving skills. M. is naturally strong in this skill set, and was able to use his analytical strengths to excel in this field. He later chose to pursue a career in the computer industry due to his early successes in this area.

Authentic Blue. The social environment at school made M. feel relaxed and comfortable, and he enjoyed the company of his friends and teachers. He is naturally curious, and interested in people, so he was always well-liked at school. During the era when we went to school, however, there were not many interactive activities in the classroom. The focus was usually on reading and writing, and most assignments were to be completed individually. If M. had had more opportunities to participate in classroom activities such as group work, role-playing and debating, I think his "Authentic Blue" personality would have been more satisfied, which, in turn, would have made his school experience far more enjoyable.

Resourceful Orange. This personality type is unfortunately neglected in the classroom, even today. These are the students we are learning how to reach through our program at OISE/UT. Thankfully for M., his personality is not very "Resourceful Orange", so it is fairly well-suited to the traditional classroom. The lack of interactive and creative classroom activities at the

time when he went to school did not affect him too negatively.

Comparing the Learning Needs of Husband and Wife!

3(b)

Since our personalities are fairly similar, our learning needs are also similar. Both of us learned how to excel in the school environment because we were academically inclined and persistent. We were also able to adhere to deadlines and keep our work organized.

However, I would say that I needed to actually learn and understand the material in order to feel satisfied and to recall relevant information for tests and exams. I chose to explore the material and understand it, because I inherently knew that this would greatly reduce the need for memorization (which I found boring). So, I sought out creative ways to learn the curriculum. I often organized study groups, and used acronyms, role-playing and other learning strategies to internalize new concepts.

Even though I also took science and math courses, I did not take as many as M. did. I studied English, French, drama and music. Since I was already interested in these subjects, I was more inclined to explore these concepts on my own. Thus, my learning extended past tests and exams, and I still carry some of that knowledge with me today.

CONNECTION TO CLASSROOM NEEDS & MANAGEMENT

3(a)

M. did extremely well in school. His academic achievement was exemplary, both in high school and in university. However, he often feels that he doesn't remember anything that he learned; he learned what he needed to know for tests and exams, but did not retain the information. At the time, however, he felt he was learning because he was achieving high M.s. It's interesting how our concept of learning changes as we grow and gain more experience.

"However, he often feels that he doesn't remember anything that he learned..."

M.'s preferred mode of learning in the classroom was predominantly lecture-style, with some elements of discussion because he enjoyed hearing the opinions of others. However, he most often took courses that were scientific or math-based; hence, the curriculum was not usually conducive to discussion.

He appreciated teachers who were highly organized and energetic. M. really picks up on the energy of others, and

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CAREER/LIFESKILLS RESOURCES

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We're on the web!
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Who are we?

At Career/LifeSkills we specialize in bringing together a comprehensive offering of specially selected resources used in personal, professional, and organizational development. Our thrust is threefold:

- 1) well-known and respected **assessment tools**, such as the **Myers-Briggs Type Indicator®**, the **Strong Interest Inventory®**, the **Thomas-Kilmann Conflict Mode Instrument**, **Personality Dimensions®** and **COPSystem** instruments.
- 2) a wide range of career and lifeskills **books**, and
- 3) quality certification and professional development **training** programs.

Our Audience is made up primarily of:

- human resource specialists
- staff development officers
- career and education counsellors and educators
- business consultants and organizational specialists
- psychologists

We bring over 30 years of experience in delivering the highest quality standards and services to our clients across Canada.

Our Goal is to provide the highest quality career and human resources materials and training programs to help you help your clients or students achieve their goals

Our Training Programs:

- Impact your people and their performance
- Bridge the gap between concept and practices
- Significantly change behaviour

Our Confidential Test Scoring Service guarantees you fast and efficient score results anywhere you or your clients have access to an internet connection

At Career/LifeSkills Resources your needs are our priority.

Temperament Type Identification & Analysis

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equates organization with competence, so these were the qualities he respected most in his teachers. M.'s ideal learning environment is a medium-sized classroom, with like-minded classmates. Since he attended high school in London, Ontario, this was somewhat the case. The student population at his school was not culturally diverse. Most of the students came from middle-class, Caucasian backgrounds. He has since gained an appreciation for a multicultural environment, most likely as a result of moving to Toronto 5 years ago.

M. enjoyed the social aspect of school. He played on the school's basketball, volleyball and badminton teams, and was also involved in the student council. He enjoyed learning new things that were useful in real life. He got annoyed and felt disconnected from his learning if he perceived the curriculum concepts to be irrelevant. He did not like the fact that although he achieved high M.s, he did not learn very much. It is frustrating to M. that people can do well in school without really learning anything.

SUMMARY OF LEARNING & LOOKING AHEAD

4. As a teacher, this is an excellent and useful tool to help me understand my students and meet their needs more effectively. I

wish I had the resources to be able to administer the test to each of my students at the beginning of each semester to find out exactly what their colour spectrum is. Regardless, just knowing that different "colours" exist in my students will help me incorporate their learning needs into my lesson plans and activities.

For example, after exploring the *Personality Dimensions®* theory through this assignment, I will be more sensitive to the different ways that people learn. As a teacher, I now know that I should incorporate movement, drama, role-playing, poetry, song, dance, reflection, and other non-conventional, interactive, and creative activities into my classroom. Curriculum concepts will "come alive" to so many more students because they will be able to connect with the concepts in a manner that is familiar to them.

The traditional teaching techniques that are restricted to reading, writing and working independently do not serve the needs of so many otherwise bright and talented students. It excites me to think that I now have a tool to help me bring out the best in my students. These students may not yet have had the opportunity to apply their true talents in a classroom setting. I look forward to nurturing their intellectual curiosity, as well as their confidence and self-esteem as I continue in my teaching career.