

#### ON EACH LINE, READ THE 4 CHOICES, AND SELECT (BY PLACING A CHECKMARK) THE WORD OR PHRASE THAT IS MOST DESCRIPTIVE OF YOU.

#### Detailed instructions at www.richrelationshipsus.com

1.	□ Like to analyze	$\Box$ Like to interact	□ Like to Decide	$\Box$ Like to Explore
2.	□ Objective	□ Emotional	□ Practical	□ Visionary
3.	🗆 Logical	□ Encouraging	$\Box$ To the Point	□ Creative
4.	□ Consistency	□ Spontaneity	□ Determination	🗆 Insight
5.	🗆 Order	□ Cooperation	□ Results	□ Concepts
6.	□ Value details	$\Box$ Bored with details	□ Value facts	□ Value ideas
7.	□ Controlled	□ Personable	$\Box$ Action-oriented	□ Dreamer
8.	□ Composed	□ Empathetic	□ Quick	□ Intellectual
9.	□ Cautious	□ Enthusiastic	□ Sensible	🗆 Original
10.	🗆 Formal	🗆 Informal	□ Motivating	□ Inspiring
11.	Detached	□ Sentimental	🗆 Impatient	Preoccupied
12.	Deroblem-solver	□ Supporter	□ Implementer	Developer
13.	🗖 Data	□ Feelings	🗆 Plain talk	□ Possibilities
14.	Critical	□ Moody	Driven	□ Distant
15.	Truth	🗆 Harmony	🗆 Reality	□ Change
16.	D Precise	🗆 Tactful	□ Direct	□ Complex
17.	□ Value accurate time ta	ble 🗆 Value past events	□ Value present events	□ Value future achievements
#1	l l	#2	#3	#4

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### STRENGTHS

Thinkers	Directors
<ul> <li>Are good at putting things in order.</li> <li>Have a talent for analyzing a problem or situation</li> <li>Make objective decisions based on logic</li> <li>Tend to be brief and businesslike</li> <li>Value accuracy and preciseness</li> <li>Treat people fairly</li> <li>Follow policies and rules</li> <li>Are sought out for problem solving abilities</li> </ul>	<ul> <li>Are resourceful, determined, practical and down-to-earth</li> <li>Have a talent for getting things done</li> <li>Make decisions quickly based on facts and past experience</li> <li>Focus on actions, results and rewards</li> <li>Like to get to the "bottom line" or "cut to the chase"</li> <li>Enjoy the present moment</li> <li>Work steadily with a realistic idea of how long it will take.</li> </ul>
Feelers	Visionary
<ul> <li>Are good at building rapport and communicating tactfully</li> <li>Consider the impact on other people when making decisions</li> <li>Have a talent for empathizing and creating harmony</li> <li>Are naturally friendly and have a good sense of humor</li> <li>Take an interest in the person behind the job</li> <li>Treat each person</li> <li>uniquely</li> </ul>	range planners • Love to learn new skills • Have great imaginations • Focus on how things can be improved

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### **GROWTH AREAS**

Thinkers	Feelers	
<ul> <li>Can be overly cautious or too slow</li> <li>Might miss the forest for the trees</li> <li>Can hurt other's feelings</li> <li>Might not give enough positive feedback</li> <li>Their knack for remembering policy, adhering to policy and attention to detail can cause a Feeler to think the Thinker is looking for things to criticize</li> </ul>	<ul> <li>Overly personalize situations</li> <li>Relationships can cloud judgment</li> <li>Might overlook important details</li> <li>Lack of planning can cause disorganization</li> <li>May spend too much time socializing</li> <li>Ask a feeler "how are you" and they will tell you more than you ever wanted to know.</li> </ul>	
Directors	Visionary	
<ul> <li>Impulsive</li> <li>Competitive</li> <li>Aggressive</li> <li>Impatient</li> <li>Disregard long-term consequences of actions/ decisions</li> <li>Under stress may alienate others</li> <li>May be poor listeners often interrupt</li> <li>Might create 'messes' for others to 'clean up"</li> </ul>	<ul> <li>Absent-minded" scattered</li> <li>Long on vision, short on action</li> <li>Avoid nitty-gritty, hates phone coverage</li> <li>Hard to read</li> <li>May come across as 'superior', arrogant, or condescending</li> <li>May not follow-through on tasks</li> <li>May procrastinate</li> </ul>	

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# MULTIPLE INTELLIGENCES

Gardner's Theory of Multiple Intelligences defines eight modalities of human intelligence.

## INTERPERSONAL INTELLIGENCE

A learner skilled in interpersonal intelligence, is able to connect with and influence others. They understand others are are effective communicators.

