

Personal Profile Interpretive Guide

Multiple Intelligences

How am I smart?

Learning Styles

How do I learn?

True Colors

How do I express myself?

Personal Profile Interpretive Guide

The Personal Profile is a synthesis of information gathered from informal inventories. These inventories are not in any way meant to diagnose or put labels on you. The inventories are simple tools used in a specific way to begin the conversation about how you're smart, how you learn and how you express yourself and how all that information works for you in sport.

The Personal Profile consists of many characteristics. Each characteristic has been described by using general statements. Please note that these are generalizations, and therefore, may not be accurate statements for everyone. This information is simply intended to add context to each characteristic.

This Interpretive Guide provides a common language for you and your coaches, teachers and parents when talking about getting your needs met in learning and, ultimately, in your athletic performance.

Multiple Intelligences - How am I smart?

Logical - Mathematical Intelligence

- Students with this strength tend to naturally excel in mathematics, computer programming and other logical or numerical activities.
- Athletes with this strength tend to enjoy statistics in their sport and enjoy keeping score in drills during practices.
- Reasoning capabilities, recognizing abstract patterns, scientific thinking and investigation and the ability to perform complex calculations also come naturally to those with logical intelligence.
- They tend to learn best when information is provided in a step-by-step, sequential manner.
- Careers that may suit student-athletes with this intelligence are engineers, research scientists, mathematicians, computer programmers, accountants and investment advisors.

Linguistic Intelligence

- Students with this strength naturally excel at reading, writing, telling stories and memorizing words and particular dates.
- This intelligence deals primarily with languages and words, spoken or written.
- Athletes with this strength may enjoy journaling about their experiences and progress in sport.
- They learn foreign languages with ease and tend to have very good verbal memory and recall.
- They excel at grammar.
- They tend to learn best by reading, taking notes, listening to lectures, and by discussing and talking about what they have learned.
- Careers that may suit student-athletes with this intelligence are writers, journalists, English teachers, interpreters and technical writers.

Spatial Intelligence

- Students with this strength excel at finding their way around an environment, following a map or a set of directions, and easily transform a mental image into reality (examples: drawing or graphic design, arranging furniture, hairstyling).
- Athletes with this strength can see angles and space on the court, which allows them to excel at skill execution. These are the players that always seem to know where they are on the court.
- They have very good spatial judgment, the ability to visualize with the mind's eye and can easily read a map.
- These students tend to be strong visual learners.
- Student-athletes with this intelligence may gravitate toward careers such as architecture, interior design, artist and hairstylist.

Bodily - Kinesthetic Intelligence

- Students with this strength naturally excel at fine-motor skills and handle objects with ease.
- Athletes with this strength have control over how their body moves and have a good sense of timing and easily learn muscle movement patterns.
- They are naturally good at physical activities such as sports, dance and they enjoy hands on activities.
- They tend to be good at building and making things and often enjoy acting and performing.
- They often learn best by using all their senses; by doing it, hearing about it or seeing it.
- Careers that suit student-athletes with this intelligence are athletes, pilots, surgeons, dancers, musicians, builders, fire fighters and police officers.

Intrapersonal Intelligence

- Students with this strength have a strong sense of self and have the ability to self-reflect and are introspective.
- Athletes with this strength tend to be excellent team members and leaders on teams.
- They tend to know what their strengths and weaknesses are as well as what makes them unique.
- They are strong critical thinkers and enjoy philosophical discussions when learning something new.
- Careers that suit student-athletes with this intelligence are authors, psychologists, counselors, pastors, and philosophers.

Interpersonal Intelligence

- Students with this strength excel at understanding others – how they feel, what motivates them and how they interact with one another.
- Athletes with this strength are excellent team members, good communicators on the court and are able to empathize with others.
- They do very well at interacting with others and understand the dynamics of working well in groups and/or on teams.
- They learn best by working in groups and by discussing what they are learning.
- Careers that suit student-athletes with this intelligence are sales, teachers, social workers, counselors, coaches, managers and politicians.

Naturalist Intelligence

- Students with this strength excel at nurturing and relating information about their natural surroundings.
- Athletes with this strength tend to enjoy sports that allow them to play and compete outdoors.
- They enjoy classifying things in nature such as animals and plants and rock types and enjoy activities such as hiking and bird watching.
- They easily apply practical knowledge of nature in farming, gardening and mining, etc. and care deeply about the environment.
- They love to learn outdoors as well as on field trips in their natural environments.
- Careers that suit student-athletes with this intelligence include farmers, park rangers, gardeners and naturalists.

Musical Intelligence

- Students with this strength have sensitivity to sounds, rhythms, tones, and music and typically excel at learning foreign languages.
- Athletes with this strength tend to like to listen to music when warming up and training.
- They understand the rhythm of movements on the court (ex. footwork when blocking or a spike approach)
- They tend to have good pitch and easily learn how to play instruments and love to sing and compose music.
- They tend to learn best through auditory learning and may need to talk about what they learning.
- Rhythms and songs can be helpful when learning new things.
- Careers that suit student-athletes with musical intelligence include singers, conductors, music teachers, instrumentalists, disc jockeys, writers, orators and composers.

Learning Styles - How do I learn?

Auditory learners may...

- learn best by listening and talking about content.
- do well in time-outs in competitions.
- not need to write everything down.
- find note-taking frustrating unless teacher edits notes with student or student can discuss notes with a teacher or a peer.
- need to record a lesson and listen at home.
- find sounds distracting during class.
- need to talk a lot in class about what they are learning.
- find it difficult to concentrate.
- need to talk aloud or read to self during an exam.
- like to study in groups or with a peer.
- speak loudly and with confidence.
- not proofread their written work.

Visual learners may...

- learn best by seeing and reading content.
- need to take very detailed notes.
- benefit from teacher notes.
- like to learn by watching videos, YouTube and movies.
- memorize well.
- like graphs.
- write better than speak.
- take time to think before speaking or acting.
- envision pictures or representations when studying.
- use colors and shapes to catch the eye in notes.
- use acronyms when studying.
- like background noise like music or TV when studying.
- appear quiet or reserved (often sits back).
- embarrass easily.
- find it difficult to speak in class because they can think better than speak.

Kinesthetic learners may...

- learn best by doing and hands-on activities.
- need to use multi senses to learn; experience the content: see it, hear it, touch or do it.
- use gestures when expressing self.
- be impulsive.
- need immediate feedback.
- need to move a lot, talk a lot or doodle during class.
- be easily distracted by almost anything.
- tap fingers or pencil.
- need frequent breaks to move around during class.
- need to talk about what he/she is learning.

Independent Learners may...

- focus on their own individual strengths and needs and know the way they prefer to learn.
- not have to ask clarifying questions.
- prefer to work alone as opposed to working in groups.
- want to share ideas and problems and work together with peers to resolve problems unaided by the teacher.
- receive verbal or written instruction with ease and complete the task without having to ask questions.
- feel confident about acting upon decisions in teaching and learning process.
- enjoy the process of reflecting on learning.
- decide whether learning has been effective or whether they need to try another approach.
- have strong organizational and time management skills.

Need More Direction learners may...

- need to have verbal and written instructions broken down for assignments.
- need to ask a lot of questions when learning something new.
- need to be told that “there is no such thing as a dumb question” because they often feel “stupid” for having to ask questions in a time out or class.
- need help developing a plan for success in particular subjects.
- not feel good about themselves as a learner and have trouble staying motivated.
- need to study in groups or with a peer tutor to have immediate feedback during learning process.
- have difficulty handing in assignments on time.
- struggle with remembering things – always encouraged to use an agenda book.
- need assistance finding and correcting mistakes.

Sitters may...

- sit still for long periods of time without being distracted.
- enjoy reading and study time during class.
- resist it when a teacher asks the class to “get up” and move into a group; they prefer to “park” and sit for the whole class.
- not feel confident in classes that demand physical activity.
- enjoy sitting in front of a computer for long periods of time.

Movers may...

- have strong Bodily-Kinesthetic Intelligence.
- enjoy Physical Education, Dance, and Drama courses.
- have a need to eat, drink water, talk, move around in class to stay motivated when learning.
- tap pencil or fingers or doodle during lesson in order to stay focused.
- ask to leave the class at least once a day in order to physically move around.
- wiggle or rock back and forth, tap their feet, or “bounce” their legs when they sit.
- be labeled “hyperactive” as children.
- have comment on report card that says they talk too much in class or are a distraction to others.

Morning learners may...

- be alert and rested in the morning and are able to productively attend morning classes.
- not be as productive in the later afternoon.
- need to study and complete homework during the day and early evening as opposed to late into the evening.

Afternoon learners may...

- find it best to study after school and complete homework in the evening.
- not want to leave studying and homework completion until the morning.
- want to have more difficult courses in the afternoon.
- appear not fully present in morning classes.

True Colors – How do I express myself?

Orange

Basic Desire:

- Fun and freedom

Strengths:

- Flexible and easy going
- Playful
- Master negotiator
- Natural entertainer
- Accepts challenges
- Self-confident
- Spontaneous and fun
- Competitive
- Straightforward
- Loves adventure
- Use humour to keep it light

Needs:

- Variety, choices
- Attention, affection, approval, acceptance
- Stimulation, excitement
- Practical application
- Freedom to express
- Fun and play
- Hands-on activities

Values:

- Freedom
- Fun activities
- Energy, vitality, and movement
- Multi-tasking
- An open and relaxed approach when learning
- Focus on the present

Joys:

- Instant recognition for cleverness, adaptability, and boldness
- People who enjoy the same interests
- To perform and lead activities
- Doing adventurous activities
- Being independent

Weaknesses:

- Impulsive
- Pushes boundaries
- Defies authority
- Intentionally breaks rules
- Easily led astray
- Can be disruptive
- Trapped by structure
- Craves attention

Green

Basic Desire:

- Competency, knowledge, and to have control

Strengths:

- Learning
- Problem solvers, figures out 'how' and 'why'
- Understands difficult ideas
- Cool, calm, and collected
- Innovative
- Abstract, analytical, and theoretical
- Researching and developing

Needs:

- Independence and time to think and plan
- To be successful
- Intellectual stimulation and challenges
- Innovation, creative outlet
- Big picture; focus on the future
- Freedom to ask 'why?'
- To be in control

Values:

- Deep conversations about what they are learning
- Competency in coaches, teachers and authority figures
- A logical and rational approach
- Facts not feelings
- Time to ponder
- Freedom in selecting topics and projects or having input an agenda or practice plan

Joys:

- When their expertise and knowledge are valued by others
- Problem solving
- Exploring things using their inquisitive nature
- Inventing things
- Philosophical discussions

Weaknesses:

- Uses complicated explanations
- May become loners because no one really understands them
- Don't worry about other's feelings and space
- May not complete a boring project
- Their need for information can sometimes seem like an interrogation
- Gives too much information
- Argues (for fun, sometimes!)
- Withdrawal of cooperation, input, and support

Blue

Basic Desire:

- Peace, harmonious relationships, and self-expression

Strengths:

- Caregiver
- Perceptive
- Imaginative, creative
- Cause oriented and growth oriented
- Cooperative and optimistic
- People-oriented
- Peacemaker

Needs:

- To be included, feel accepted, have friendships
- Affirmation, feeling of worth, respected
- Compassion, warmth
- To be heard, to share
- Outlet to help others
- Harmony
- Lack of stress
- Opportunities to be creative

Values:

- To be known
- To be listened to
- Art, drama and creative expression
- Authenticity
- Affection from others
- Feelings

Joys:

- Being with friends
- Being a part of a team
- Romance
- Celebrations
- Special holidays
- Creating things

Weaknesses:

- Does not like conflict
- Indecisive
- Being late
- Attention getting behaviour
- Can be emotional and moody
- Over dependence on coaches, teachers or others
- Excessive fantasizing, daydreaming, spacing out

Gold

Basic Desire:

- Responsible, organized and seeks perfection

Strengths:

- Loves to plan, makes lists, always has an agenda
- Very high standards, conscientious
- Neat, orderly, conservative, and stable
- Punctual, makes and keeps commitments
- Strong sense of duty, justice, and fairness
- Prudent, prepares for the future
- Detail oriented, chronological
- Responsible financially

Needs:

- To know the plan
- Consistency
- Structure, rules
- Organization
- Responsibility
- Recognition
- Appreciation
- Silence, space, support

Values:

- Being practical and organized
- When people are punctual
- Clearly defined responsibilities, goals, and expectations
- Strong sense of right and wrong
- Tradition and rules
- Loyalty
- Accuracy, efficiency, and thoroughness

Joys:

- Getting things done
- Achieving goals
- Saving for the future
- Planning and organizing events
- Clean and orderly home and other environments
- Being appreciated for hard work and effort

Weaknesses:

- Anxious and worried because they aren't perfect
- Difficult to "let it go"
- Can be critical of others and self
- Authoritarian tone of voice
- Use of guilt to manipulate
- Very sensitive
- Blind following of leaders

References:

Gardner, Howard. 1993. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic.

Miscisin, Mary. 2010. *Showing Our True Colors: A Fun Easy Guide for Understanding and Appreciating Yourself and Others*. True Colors International. Sacramento, CA.

Price, G.E., Dunn, R. & Dunn K., 1985. *Learning Styles Inventory (LSI): An Inventory for the Identification of How Individuals in Grades 3 through 12 Prefer to Learn*. Lawrence, KS: Price Systems.



thewinnerwill.com