	NE.	#	SE	Southerner	SW	*	NW	*				
	creating		analyzing		deciding		initiating					
	Diverger	Easterner	Assimilator	Southerner	Converger	Westerner		Northerner	Balanced			
	experience & observa feeling-reflecting	experience & observation diverget assimilator feeling-reflecting	conceptualization & obset assimilator converger thinking-reflecting	assimilator-converger	conceptualization & active converger-accompanent thinking-acting	c converger-accomodator	feeling-acting	diverger accomodator				
Cycle	feel & watch	feel, watch & think	think & watch	watch,think & do	think & do	feel, think & do	feel & do	cycle:feel reflect(no hyper	#complete cycle			
stengths	awareness of peoples	awareness of peoples fee capacity for deep reflecti e		Organizing information, by highly developed concept	⊭ problem solver, evaluatinç devoloped action skills, tt	developed action skills,	th commiting to objectives.	commiting to objectives. s building personal relation	Rexibility in moving aroun	d the learning cycl	flexibility in moving around the learning cycle, ability to work with diverse groups of people, crea	ups of people, creat
weakness	decision making, takii	decision making, taking le hard to put plans into acti		e not in touch with their fee	thinking outside th box, s	conceptualizing without	e controling the impulse to	diffuculty to conceptualize	e indecisiveness, jack off al	I trades master of	fisk taking, socializing, de net intreset with their feel thinking outside th box, se cenceptueling without the impulse to additiously to enceptueling indecisiveness, jack off all trades master of none, sustained commitment	
ieel watch	aloki aloki	TIDIE	TPITE	TALSE	LALSE FAISE	FALSE	FAISE	TPIE	חטקו הופד			
think	FALSE	TRUE	TRUE	TRUE	TRUE	TRUE	FALSE	TRUE	TRUE			
op	FALSE	FALSE	FALSE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE			
leadership	FALSE	theq	FALSE	TRUE	FALSE	TRUE	TRUE	poth	both			
emotional intelligen	ent TRUE	TRUE	FALSE	FALSE		TRUE	FALSE	TRUE	TRUE			
work in groups	TRUE	FALSE	FALSE	FALSE	TRUE	TRUE	TRUE	thodh	TRUE			
problem solving	FALSE	HALSH FALSH	TRUE	HAUE EVI SE	TRUE	######################################	TRIFE	HKUE	IRUE			
goal setting decision making	FALSE	FALSE	TRUE	TRUE	TRUE	FALSE	TRUE	FALSE	FALSE			
open minded / outsi		TRUE	FALSE	FALSE	FALSE	TRUE	FALSE	TRUE	TRUE			
dealing with ambigu		TRUE	TRUE	FALSE	FALSE	TRUE	both	both	FALSE			
info gathering	FALSE	TRUE	TRUE	TRUE	FALSE	FALSE	FALSE	FALSE	both			
timely action	FALSE	FALSE	FALSE	FALSE	TRUE	TRUE	TRUE	TRUE	both			
rational logical	FALSE	hoth	TRUE	TRUE	TRUE	FALSE	TRUE	FALSE	both			
	ם מי	######################################	שמאו	######################################	TALOE	- FALSE	TALOE	- THE	mod			
introvert	TRUE	TRUE	TRUE		FALSE	FALSE	FALSE					
extravert	FALSE	FALSE	FALSE		TRUE	TRUE	TRUE					
		eimulatione / Jab accionmants	poole									
specialty/career	arts social service	HR, organisational dever	omatatann 1 tab acogninome HR, organisational devela science / information / res <i>finance analyst, editor ne</i> t technology	s finance analyst, editor ne	H technology	store manager,	marketing/sales / social st HR	HR.	change careers			
educational speci.	educational speciali; arts english history psychology	sychology	math physics science		Engineering Medicine		Education Communication Nursing	n Nursing	consultant, CEO, artist			
skills	valuing		thinking		decision		action					
traits	caring, accepting, cres	caring, accepting creative quiet, insightfut thorough, logical organized, reliable thorough, precise, reliable focused pragmatic, ration dynamic, strategic, perso	- logical, organized, reliable	thorough, precise, reliable	e focused pragmatic, ration	dynamic, strategic, pers		sensitive, empathetic, he	nan tanci spontaneous, energitic, pr sensitive, empathetic, hel curious, open, flexible, multi-talented, resourceful, adaptable	ulti-talented, resou	rceful, adaptable	
learning space	groups with free flowing	groups with free flowing c rich in dialogue and discu ledures, reading, having (structered with clear direc experiment with new idea l earn through discussions	e lectures, reading, having	structered with clear dire	e experiment with new idea	learn through discussion	s dynamic, work with other.	s rich in interactions. like te	spaces where you can us	e all the learning r	dynamic, work with others rich in interactions. Ike to spaces where you can use all the learning modes : lectures, discussions, brainstorming, labs an	ainstorming, labs and
teacher preference		prefer sensitive, creative (those who provide oppural those who model their thii teacher's expentice is imp setting clear standards an leacher's with real world-e coach/ mentor (team from important to have persons teachers with different backgrounds	rii those who model their th	ii teacher's expertise is im	e setting clear standards a	n teachers with real world	e coach/ mentor (learn fron	n important to have person	eteachers with different ba	ckgrounds		
	generating wide range of ideas	e of ideas										
		thoughts about feelings at	and not direct nations	reflect on the mechanics	reflect on the modbasics of their actions without the boneff of emotional feadback	henefil of emotional feet	back	solve a problem intuitvely				
				reflection may lead to co	reflection may lead to concept reformulation but revi	ision is mechanical and sterile	terile					
	reflectors		activists		pragmatists		activists					
	audio-verbal-visual	d/i	logical-mathematical		audio-visual-linguistic		kinestnetic					
	Imaginative	Reflector	Analyzer	Thinker	Decider	Doer	Initiator	experiencer				
	like to look at different negeneratives	porenactives			like to colve problems		intuitiva					
	like to work in groups	200000000000000000000000000000000000000			technical task oriented		like hands on activities					
	like relationships over ideas	rideas	like ideas over people in learning situations	learning situations	best at finding practical uses for learning	ses for learning	act by 'gut' rather than logical analysis	gical analysis				
	like brainstorming		organize ideas and tasks logically	logically	enjoy experimentation of new ideas	new ideas	rely on other's information than their own	n than their own				
	broad cultural interest		prefer reading and lectures	es	dont prefer social / interpersonal issues	ersonal issues	practical/experiential approach	roach	variety of interests			
	emotional	Josephood Position	opace opin o pacturopan	of information			hands-on	Population Salaria	identyfing and sovling problems	plems		
	obeii illilided to beisc	Dialized recupack	understand a wide lange of information	of imormation			carry out plans, frew changing experiences	sanialida exhellelles	open to new experiences	ding on the citiest	90	
			ingical value over practic						switch approaches depen	ing oil and oi	5	
nosition	Artist	Illustrator		Deventoriet	Linquist	Historian	Organizational Develorm Social Worker	Social Worker	Lifennard	Model	Hoirdresser / Bor Artor	Animator
	Mathematition	Researcher	Physicist	Scientist	Astronomer	dudge	Lawyer	Philosopher	Accountant		Pharmacist	
	Enigineer	Programmer	Architect	Designer	Entrepreneur	Inventor			Contractor	Electition	Pilot	
	Salesperson	Marketer	Physical Therapist	Chef/Cook	Doctor	Farmer	Fisherman	Factory Worker	Nurse	Photographer	Real Estate Ager Secratery	Tailor