



Developing Self-Awareness and Confidence
Encouraging Enterprising Attitudes

ezMe Sample Profile

11-28-2010

Mindscreen Experience
Personal & Professional Development Systems for Education
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Welcome

It is our pleasure to welcome you to the Mindscreen's ezMe Personal and Professional Development System for Education. Mindscreen is committed to providing you with the finest resources available. These resources are designed to inspire you to expand your self-awareness and self-confidence, identify your unique skills, define your study and career choice options and achieve your ultimate goals and desires.

What you have in your hands is a powerful and insightful personal development profile that will help you better understand yourself, your strengths, interests, attitudes and what you value in life. This profile has been made possible through many years of research and development in conjunction with pioneering educationalists and especially with the support of three extraordinary educators, Alastair Steven, formerly of Wester Hailes Education Centre and Ian McCracken and Eddie Grady of Govan High School.

Your ezMe profile is especially designed for use with the development module of your choice and will help you to answer the following questions:

- Who am I?
- What are my natural skills?
- What study choices tie in with my skills?
- What career options tie in with my study choices and make use of my skills?
- What do I really really want to achieve?

Remember, as you read your ezMe profile; know that there is no right or wrong, good or bad profile, just different and unique profiles. Knowing who you are and what you want will give you more confidence in yourself and help you build strong self-belief and a can do attitude. Understanding your motivational wants and needs, natural skills, study and career options will help you make better-informed educational, career and life choices.



About Me

Did you know that being aware of what makes you tick can help you understand why you get on better with some types of people more than others? It can help you understand why you are motivated to do some things and not others. Knowing who you are and recognising that others are different to you, and that the differences are not good or bad, just different, will help you make friends and get on with people.

This section of your ezMe profile is designed to give you personal insights helping you understand yourself better.

Put a "tick" next to the statements you strongly agree with.

Put an "x" next to any statement that you and other people such as your family and close friends agree does not apply to you.

- I enjoy talking about subjects that I know a lot about.
- Sometimes I get so busy doing my own things that I forget to interact with others.
- I am good at concentrating on the details.
- I get upset when people criticise me for taking the time to get my work right.
- I like to get all the necessary information before I start a new task or activity.
- I prefer to say nothing if I am unsure about the subject.
- Sometimes I am so absorbed in discovering the details and facts that I have to rush to complete the job on time.
- I like the time to think things through before giving my opinion.
- I like to be diplomatic and polite.
- Sometimes I prefer to think things through, analyse the data and come to my own conclusions.
- I do my best work when I have a private place where I can concentrate.
- I can get frustrated when things are happening too fast.
- I only need to hear the instructions once when things are explained to me in detail.



About Me

- I like to take time to do things right the first time and prefer teachers who allow me the time to get it right.
- I like to work with others who have very high standards for doing quality work.
- Protecting my future and myself is important to me.



What I Want

The things that you want motivate you. Knowing what you want will help give you the focus and belief to achieve the things you want and develop a direction in your life.

Put a "tick" next to the statements that are things you want just now. Discuss ways to achieve what you want with other people, such as family members, close friends or teachers.

ezMe wants:

- Outside school activities so there is never a dull moment.
- Clear instructions so he can do the job right the first time.
- Time to perform up to his high standards.
- Factual discussions.
- More, and more activity.
- To be privately recognised for his of quality work.
- To be part of a quality-orientated student group.
- To be informed when new rules and procedures are introduced.
- A wide scope of learning activities.



How I See Myself

Did you know that sharing the information on this page with your family, teachers and close friends could help them better understand you and relate with you? This section of your ezMe profile has highlighted a selection of describing words that indicate:

How you prefer to solve "Problems"

How you prefer to interact with other "People"

How you prefer to deal with the "Pace" of your surroundings

How you prefer to react to "Policies and Procedures" set by other people.

| Confronting | Talkative | Relaxed | Obedient |
|--|--|--|---|
| Demanding Commanding Go-Getting Ambitious Dominant Strong-Willed Forceful Determined Adventurous Competitive Decisive Daring | Charismatic Inspiring Attracts Others influential Enthusiastic Friendly Believable Warm Convincing Charming Confidant Optimistic | Difficult to Read Un-Hurried Predictable Composed Methodical Patient Possessive Habitual Reliable Deliberate Steady Stable | Follows Rules Worrisome Careful Dependent Cautious Conventional Accuracy Orientated Neat Orderly Diplomatic Accurate Polite Open-Minded Balanced Judgment |
| Curious Responsible | Trusting Good Company | Hurried On the Go Restless Ready to Act Variety-Orientated Expressive Impatient Activity Orientated Fast Changeable Energetic Spontaneous | Firm Independent Self-Ruling Stands Firm Persistent Opinionated Free Spirited Original Unrestrained Brave Unafraid |
| Middle-of-the-Road Considered Cooperative Uncertain Down-to-Earth Unsure Unchallenging Obliging Mild Pleasing Reserved Peaceful Agreeable | Thoughtful Factual Calculating Disbelieving Analytical Restrained Distrustful Matter-of-Fact To-the-Point Pessimistic Objective Reflective | Restless | Rebel |



My Likes-Interaction

Do you know how you like others to interact with you? This section of your ezMe profile describes the things you prefer others to say and/or do when they interact with you.

Put a "tick" next to the statements you strongly agree with.

Put an "x" next to any statement that you and other people such as your family and close friends agree does not apply to you.

- Take the time to be thorough and accurate.
- Be open, honest and informal.
- Share your feelings, move things along quickly.
- Allow time for questions. Give detailed answers.
- Use his jargon.
- Use a sincere and calm tone of voice. Give reason for a change in rules.
- Ask "how and why" questions.
- Make sure you wont be interrupted if you have something important you want him to hear.
- Remember that creating quality work is important to him and in order to do a quality job he requires quality instructions.
- Read his body language. Look for signs of disapproval and/or agreement and approval. Be accurate and factual.
- Follow through on your promises.



My Dislikes-Interaction

Knowing how you do not like others to interact with you is important too! This section of your ezMe profile describes the things you would like others not to say and/or do when interacting with you.

Put a "tick" next to the statements you strongly agree with.

Put an "x" next to any statement that you and other people such as your family and close friends agree does not apply to you.

- Do not forget to follow up and check on his promises.
- Do not talk too slow or his mind will wander.
- Do not assume he heard what you said.
- Do not make conflicting statements.
- Do not overuse authority. Keep communication at the discussion level.
- Do not be vague. Be specific about instructions and make sure you allow time for questions or clarification.
- Do not dictate to him. He will be turned off by over control.
- Do not solve his problems for him. If it is his problem let him solve it. Listen to his solutions. Offer advice.
- Do not get upset when he fidgets.
- Do not criticise the quality of his work without analysing the quality of your instructions.
- Do not raise your voice. This creates tension, which will affect what he hears.



My Style and the Real Me

Your "natural behaviour", shown on the Success Insights Wheel® on the next page of your profile is known as the "real you". The real you is shown on your Success Insights Wheel® by a "dot". Your natural behaviour usually remains very similar throughout your life, changing, often only briefly by emotional/stressful situations such as the loss of a loved one, or an un-settling situation, such as moving home.

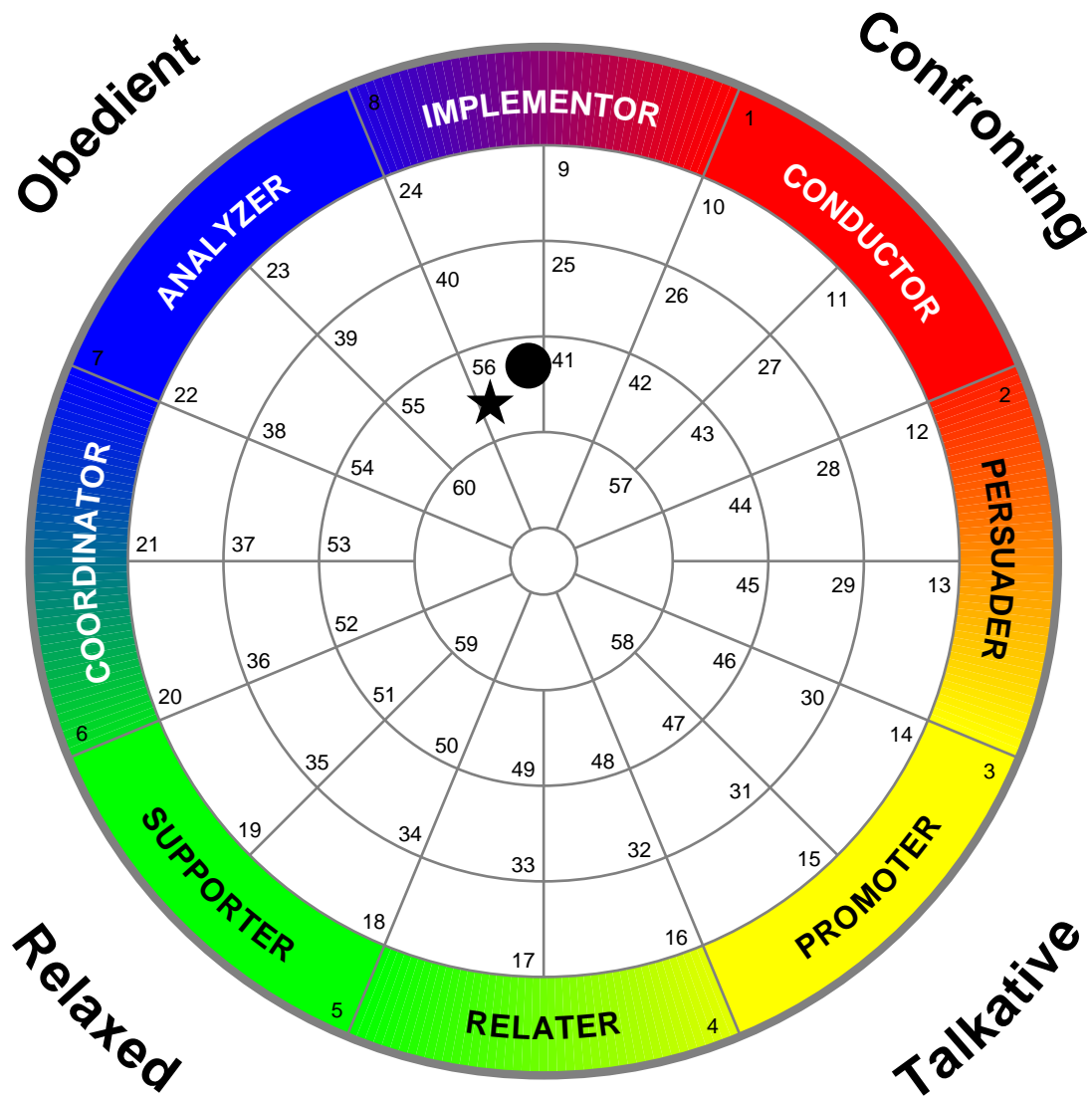
Your "adapted behaviour" is known as your "style" and is shown on your Success Insights Wheel® as a star. You may choose to adopt different styles of behaviour for different occasions, such as when you are at home relaxing, when you're in class completing an exam paper or when you are out with your friends chatting up a new boyfriend/girlfriend. The adapted behaviour shown on your Success Insights Wheel® by the star is likely to represent the style you adopt at school.

Did you know that the further away your star is from your dot on the Success Insights Wheel® the more you are changing/adapting/stretching your natural behaviour? Like an elastic band that is stretched out, people can stretch their behaviour to change/adapt their natural style for different situations. Maintaining this stretch over a long period of time will cause a certain amount of tension in the elastic band, and similarly in people.



My Style and the Real Me

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ezMe Norm

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My Learning Style & Learning

Do you want to make your learning more effective? After reading your recommended learning style statements, put a "tick" next to three that you and other people like your family, teachers and close friends agree will help you, and begin to use the ideas when learning something new.

- Set goals that challenge your need for information.
- Underline or highlight when you read-make notes.
- Think positive about your ability to pass every class with high marks.
- Make sure you understand instructions before leaving class.
- Ask yourself questions - either from the book or ones that you think of.
- Set aside time to plan your study programme and get into a pattern.
- Join in on class discussion.
- Do only one project assignment at a time.
- Volunteer to answer questions in class.
- Study alone.
- Listen and think positive about the subject and the teacher.
- Use the library for studying when possible.



My Skills, Study & Career Choice Insights

INTRODUCTION

The following pages highlight your skills and the study and career options that are in line with your motivational wants, needs and interests. Choosing a career that engages your natural skills, what you have learned and your motivational and behavioural needs will result in a better job fit and a greater feeling of achievement and fulfilment. Your selected learning modules and support materials are available to download from the Internet www.mindscreen.com/customer/account/login. Together these materials are designed to help you learn more about yourself and develop your self-esteem and confidence. Once you have completed the personal development module(s) log on to www.mindscreen.com/survey enter your unique password 148795PPM-2605721XTM, follow the instructions and receive your one page development chart showing how much you have learnt about yourself.

MY SKILLS INSIGHTS

This section of your profile is designed to help you recognise your own natural skills. People of all ages enjoy activities and interests that engage their natural skills; therefore gaining an understanding of your own skills now will help you feel good about yourself and build your self-awareness and confidence for the future. People who feel good about themselves produce good results, are happy and fulfilled. The answers you gave when completing the on-line questionnaire have resulted in certain skills being highlighted; the ones highlighted are your natural skills. Reviewing these skills will help you, your family and teachers gain a greater understanding of your natural strengths and talents.

MY STUDY CHOICE INSIGHTS

This section of your profile is designed to give you insights into the subject areas that at this time in your life tie in to your own natural skills, interests, attitudes and what you value. Studying subjects now that use your natural skills will be enjoyable and will help you gain knowledge leading toward a career path in tune with your motivational wants and what you have learned. The study choice insights highlighted have been created from the answers you gave to the on-line questionnaire and can be used as additional information by you, your family and teachers helping you to choose subjects of study that will engage your natural skills.



My Skills, Study & Career Choice Insights

MY CAREER CHOICE INSIGHTS

This section of your profile is designed to help you define the career options that are in line with your motivational and behavioural needs, utilise what you have learnt from your study choices and engage your natural skills. Many people invest years studying subjects at school, college and university and then continue that investment throughout their adult life fulfilling a job role relating to earlier study choices.

It is vitally important to enter into a career that satisfies your own personal interests and values, one that meets your motivational and behavioural wants and needs and uses your natural skills and the knowledge gained from previous study choices. You will have met people who appear highly motivated and when asked, describe their work as "a fantastic job that they really enjoy". This occurs when a person's natural skill, previous learning, motivational wants and needs and job role are aligned. You, your family and teachers can use the career insights highlighted as a valuable additional source of information, helping you develop meaningful educational and career planning options.

Please note that the insights shown on the following three pages are designed to be used as helpful hints only, and should not form the sole basis of your subject or career choice decisions.



My Skills Insights

This section of your profile is designed to help you recognise your own natural skills. People of all ages enjoy activities that engage their natural skills; therefore gaining an understanding of your own skills now will help you feel good about yourself and build your self-awareness and confidence for the future. People who feel good about themselves produce good results, feel happy and rewarded.

You, your family and teachers can use the skills insights below as a valuable additional source of information helping you develop self-awareness and confidence and learning methods most suited to your style.

| UNDERSTANDING | USING | SENSING | HELPING | CONTROLLING | UPHOLDING |
|--|--|--|--|---|--|
| Objective rational thinking Gathering Facts Processing Information Discovering Setting Information Out Objective Reporting Analytical Skills Current Affairs awareness Problem Solving Focus on Task Summarising Skills Reaching Conclusions Pushing Boundaries Networking Connections Objective Peer Evaluation Neurological Connections Decision Making Big Picture Connections | Future Orientation Organising Problem Solving Strategic Planning Self-Projection Counting Skills Using Equipment Practical Application Efficiency Decision Making Action Learning Skills Networking Connections Presentational Skills Big Picture Connections Creativity Imagination Visual: Learning Skills Diagrammatic Interpretation Hand-eye Coordination Mechanical Skills Practical measuring | Creativity Perceptive Interpretation Designing Imagination Experiencing Creating Word Pictures Big Picture Connections Neurological Connections Focus on Feeling 3D Spatial Judgement Visual Learning Skills Vocabulary Environmentally Friendly Very Observant Empathetic Skills Presentation Skills Auditory Learning Skills Team Skills Adapting Communication Participation Cooperation Open To Discussion Sharing Ideas | Empathetic Skills Focus on Feeling Helping Others Cooperation Consideration Sharing Ideas Participation Team Skills Networking Connections Vocabulary Auditory learning Skills Perseverance Environmentally Friendly Self-Evaluation & correction Weighing Up Different POV Objective Peer Evaluation | Leadership Strategic planning Self-projection Organising Big picture connections Future orientation Independent expression Independent working Perseverance Decision-making Problem-solving Summarising skills Efficiency Presentational skills Networking connections Synthesizing skills Assimilation Hand-eye coordination Focus on task Deriving activity from instruction Practical Measuring Mechanical skills Visual learning skills Objective peer evaluation Practical application | Judgement Setting information out Organising Self-evaluation & correction Focus on task Deriving activity from instruction Note taking Gathering facts Following instructions Counting skills Analytical skills Objective reporting Summarising skills Strategic planning Participation Presentation skills Vocabulary |
| Open To Discussion Presentational Skills | Sharing ideas Open to discussion Flexibility Weighing up Different POV Vocabulary | Practical Application Diagrammatic Interpretation Hand-eye Coordination Mechanical Skills Action learning skills Practical Measuring | Presentation Skills Open To Discussion | Team skills Weighing Up Different POV Vocabulary 3D spatial judgement Sharing ideas | Designing Practical application Practical measuring Hand-eye coordination Mechanical Skills |
| Action Learning Skills Using Equipment Practical application Mechanical Skills Practical Measuring Diagrammatic Interpretation Counting Skills Efficiency Hand-eye Coordination Experiencing Focus on feeling | Reaching Conclusions Very Observant Cooperation Team skills Consideration Participation Helping others Following instruction Empathetic Skills Designing Focus on feeling Creative Writing Imagination Experiencing | Objective Peer Evaluation Focus on task Deriving Activity from instruction Pushing boundaries Gathering facts Counting skills Future orientation Strategic planning Setting information out Efficiency Analytical skills Objective rational thinking Reaching Conclusions Organising | Focus on Task Hand-eye Coordination Practical application Practical Measuring Efficiency Independent Expression Independent Working | Objective rational thinking Gathering facts Analytical skills Reaching conclusions Setting information out Open to discussion Consideration Cooperation Empathetic skills Experiencing Focus on feeling Following instructions Environmentally friendly | Problem solving Efficiency Perceptive interpretation Very observant Big picture connections Networking connections Flexibility Experiencing Creativity Imagination Visual learning skills 3D spatial judgement Independent working Independent expression Pushing Boundaries |
| UNDERSTANDING | USING | SENSING | HELPING | CONTROLLING | UPHOLDING |



My Study Choice Insights

This section of your profile is designed to give you insights into the subject areas that are aligned with your own natural skills, interest's attitudes and what you value in life. Studying subjects that are associated with your skills will be enjoyable and will help you gain knowledge leading toward a career path in tune with your natural skills and motivational wants and needs.

The study choice insights below have been created from the answers you gave to the on-line questionnaire and can be used as additional information by you, your family and teachers helping you to chose the study options that will engage your natural skills.

Please note that the study choice insights below are designed to be used as helpful hints only, and should not form the sole basis of your subject choice decisions.

| UNDERSTANDING | USING | SENSING | HELPING | CONTROLLING | UPHOLDING |
|---|--|--|--|--|---|
| Chemistry Physics Science Mathematics Business Management Accountancy & Finance Economics Administration Language Learners History Geography Biology | Accountancy & Finance Economics Business Management Administration Physics Science Chemistry Mathematics Physical Education Technical Studies Home Economics Craft & Design | Drama Music Art & Design Graphic Communications Language Learners Biology Geography History Social & Vocational Skills Contemporary Social Studies | Contemporary Social Studies Social & Vocational Skills Science Language Learners Biology Geography Religious Studies | Business Management Administration Chemistry Science Physics Mathematics Technical Studies Physical Education Craft & Design | Religious Studies History Administration Chemistry Science Physics Mathematics Accountancy & Finance Language Learners Geography Biology |
| Modern Studies Technical Studies Craft & Design Physical Education Home Economics Drama | Language Learners Modern Studies Biology Geography History Contemporary Social Studies Social & Vocational Skills Graphic Communications Music Art & Design Drama | Physical Education Technical Studies Craft & Design Home Economics Mathematics Chemistry Physics Science Accountancy & Finance Economics Administration Business Management | Modern Studies Craft & Design Physical Education Home Economics Technical Studies Administration Business Management | Modern Studies Graphic Communications Language Learners Biology Geography History Religious Studies Social & Vocational Skills Contemporary Social Studies | Craft & Design Physical Education Home Economics Technical Studies Business Management Administration Graphic Communications Modern Studies Art & Design Drama |
| UNDERSTANDING | USING | SENSING | HELPING | CONTROLLING | UPHOLDING |



My Career Choice Insights

This section of your profile is designed to help you define the career options that are in line with your motivational needs, utilise the learning's from your study choices and engage your natural skills. Many people invest years studying subjects at school, college and university and then continue that investment throughout their adult life fulfilling a job role relating to earlier study choices. It is vitally important to enter into a career that satisfies your own personal interests and values, one that meets your motivational wants and needs, uses your natural skills and knowledge gained from previous study choices. You will have met people who appear highly motivated and when asked, describe their work as "a fantastic job that they really enjoy". This occurs when a person's natural skill set, previous learning's and motivational wants and needs are aligned. You, your family and teachers can use these career insights as a valuable additional source of information helping you develop meaningful educational and career planning options.

| UNDERSTANDING | USING | SENSING | HELPING | CONTROLLING | UPHOLDING |
|---|---|--|---|--|---|
| Journalist Chemist Pharmacist Solicitor (Lawyer) Forensic Scientist Doctor Veterinary Surgeon Dentist Pilot-Airline Teacher Crime Scene Examiner Website Designer Accountant Engineer (Chartered) | Business Enterprise * Accountant Sales Representative Engineer (Chartered) Lab Technician Electrician Engineering Operative Sportsman or Woman Painter & Decorator Motor Vehicle Mechanic Carpenter Joiner Army serviceman/woman Maintenance Fitter Plumber Bricklayer Glazier Bank Cashier | Entertainer Dancer Musician Designer: Fashion & Clothing Actor Architect Photographer Interpreter Teacher Make-up Artist Jeweller Chef Illustrator | Doctor Teacher Nursery Nurse Dentist Youth & Community Worker Registered Nurse Veterinary Surgeon Interpreter Customer Service Assistant Playworker Health Care Assistant Firefighter Care Assistant Veterinary Nurse Police Constable Health & Fitness Instructor Paramedic Ambulance Technician Teaching Assistant Clerk Secretary Receptionist Waiter/Waitress | Business Enterprise * Accountant Forensic Scientist Solicitor (Lawyer) Pilot-Airline Chemist Pharmacist Engineer (Chartered) Sales Representative Sportsman/Woman Painter & Decorator Motor Vehicle Mechanic Carpenter Joiner Army serviceman/woman Maintenance Fitter Plumber Bricklayer Health & Fitness Instructor Glazier | Crime Scene Examiner Solicitor (Lawyer) Police Constable Army serviceman/woman Pilot - Airline Doctor Accountant I.T Specialist Teacher Dentist Veterinary Surgeon Interpreter Teaching Assistant Secretary Local Government Clerical Worker Optician: Dispensing Engineer (Chartered) Computer Operator Bank cashier |
| Air Cabin Crew Clerk Hotel Receptionist Secretary | Call Centre Operator Air Cabin Crew Teaching Assistant Youth & Community Worker | Sportsman/Woman Engineering Operative Painter & Decorator Motor Vehicle Mechanic Carpenter Joiner Army serviceman/woman Maintenance Fitter Plumber Bricklayer Glazier | Air Cabin Crew Call Centre Operator Sales Representative | Interpreter Teacher Illustrator Website Designer | Sportsman/Woman Engineering Operative Painter & Decorator Motor Vehicle Mechanic Carpenter Joiner Floor Layer Maintenance Fitter Plumber Bricklayer Glazier Business Enterprise * Designer: Graphic |
| Sportsman/Woman Engineering Operative Painter & Decorator Motor Vehicle Mechanic Carpenter Joiner Army serviceman/woman Plumber Bricklayer Glazier Entertainer Dancer Actor | Registered Nurse Teacher Nursery Nurse Paramedic Dentist Doctor Social Worker (Field) Veterinary Nurse Entertainer Dancer Musician Actor Designer: Fashion & Clothing Architect Photographer | Bank Cashier Chemist/Pharmacist Solicitor (Lawyer) Forensic Scientist Pilot-Airline Sales Representative Engineer (Chartered) Accountant Business Enterprise * | Sportsman/Woman Engineering Operative Painter & Decorator Motor Vehicle Mechanic Carpenter Joiner Army serviceman/woman Plumber Bricklayer Glazier Engineer (Chartered) Accountant Business Enterprise * | Crime Scene Examiner Police Constable Clerk Computer Operator Secretary Doctor Registered Nurse Nursery Nurse Paramedic Dentist Youth & Community Worker Veterinary Nurse | Entertainer Dancer Musician Actor Designer: Fashion & Clothing Architect Photographer |
| UNDERSTANDING | USING | SENSING | HELPING | CONTROLLING | UPHOLDING |