

Developing Self-Awareness and Confidence  
Encouraging Enterprising Attitudes

**Sally Sample**

18/2/2005

Help your students make better-informed subject and career choices

Mindscreen Experience  
Helping students build a can do attitude  
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Welcome to your Me-Learner Personal Development Profile. Enjoy the experience of discovering more about yourself.

Your Me-Learner profile is unique to you and has been created from the answers you gave to the questionnaire. Is your profile 100% true? Your profile is not meant to be a complete picture of you. For example it does not take into account your qualifications, skills and experience. It simply gives you feedback about how you tend to behave and what interests and motivates you.

Your Me-Learner profile is especially designed for use with the Mindscreen Experience Diary and will help you answer the following questions:

- Who am I?
- What do I really really want?

Knowing who you are and what you want will give you more confidence in yourself and help you build a strong self-belief and a can do attitude. Understanding your wants and needs will help you make better-informed educational, career and life choices.

Remember, as you read your Me-Learner profile, know that there is no right or wrong, good or bad profile, just different and unique profiles.

Enjoy the experience!

*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. You are*

*About Me section of your Me-Learner 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.*

- Sometimes I like to read or watch TV on my own in my room.
- I do not normally show my emotions or get mad in public.
- I like to take my time and choose my friends carefully.
- I find it easy to forgive my close family and friends.
- I find it easier to meet and get to know people in places that I am familiar with and secure in.
- I have a good memory.
- I think I would make a good teacher, nurse or care worker.
- I like to keep my thoughts to myself and may not volunteer to answer questions in class because I am shy.
- I feel I can say what has to be said in fewer words than most people.
- Rather than risk a face-to-face confrontation I sometimes agree to do something I do not want to do, and then later when asked if I have done it, act like I forgot all about it.
- I like time to think things through and weigh up the pros and cons before choosing how to move forward.
- I like to have plenty of time to adjust to change.
- I prefer to make decisions after considering all the options available.

- Sometimes when I share what I am thinking I like to explain it in a few well-chosen words.
- I can outwardly appear very calm, even in stressful situations.
- I prefer to have time to think things through and can become frustrated when pushed into making a quick decision.
- I prefer to put my point over in a calm, friendly relaxed way.
- I like things the way they are and want things to stay the way they are.
- I like others to think of me as a kind and gentle person.
- Having a stable and secure future is important to me.
- I feel the most at ease when I am with my close friends or family.
- I am a humble person and feel uncomfortable when others ask me to boast about my accomplishments.
- I should speak up for myself a little more.
- I like the support of others when the pressure is on to do something quickly.

## What I Want

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*The things that you want motivate you. Knowing what you want will help give you the determination, 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 with other people, such as family members, close friends or teachers ways that you can achieve what you want.*

Sally wants:

- To be part of a quality-oriented student group.
- To be privately recognised for her of quality work.
- Projects and learning activities she can start and finish.
- Advance notice when things are going to change.
- Classroom rules and procedures in writing.
- Projects and activities that test her knowledge.
- Sincere appreciation for loyalty, dependability and reliability.
- Time to adjust to change.
- Advancement when she is ready.
- Logical reasons for change.
- To be informed when new rules and procedures are introduced.
- Clear instructions so she can do the job right the first time.

# How I See Myself

Did you know that sharing the information on this page with your family, teachers and close friends can help them better understand you and relate with you? Your, How I See Myself section of your Me-Learner profile has highlighted a selection of describing words that indicate: 1) how you prefer to solve "Problems", 2) how you prefer to interact with other "People", 3) how you prefer to deal with the "Pace" of your surroundings, and 4) how you prefer to react to "Policies and Procedures" set by other people.

<b>Confronting</b>	<b>Talkative</b>	<b>Relaxed</b>	<b>Obedient</b>
Demanding Big-Headed Go-Getting Ambitious Ground Breaking Strong-Willed Forceful Determined Adventurous Competitive Decisive Daring Curious Responsible	Loud Inspiring Attracts Others influential Enthusiastic Friendly Believable Warm Convincing Charming Confidant Optimistic Trusting Good Company	<b>Difficult to Read</b> <b>Un-Hurried</b> <b>Things to Stay the Same</b> <b>Keeps Emotions to Self</b> <b>Methodical</b> <b>Patient</b> <b>Possessive</b> <b>Habitual</b> <b>Reliable</b> <b>Deliberate</b> <b>Steady</b> <b>Stable</b>	<b>Follows Rules</b> <b>Worrisome</b> <b>Careful</b> <b>Dependent</b> <b>Cautious</b> <b>Conventional</b> <b>Accuracy Orientated</b> <b>Neat</b> <b>Orderly</b> <b>Diplomatic</b> <b>Accurate</b> <b>Polite</b> <b>Open-Minded</b> <b>Balanced Judgment</b>
<b>Middle-of-the-Road</b>	<b>Deep in Thought</b>		
<b>Considered</b> <b>Cooperative</b> <b>Uncertain</b> <b>Down-to-Earth</b> <b>Unsure</b> <b>Unchallenging</b> <b>Well Thought-Out</b> <b>Mild</b> <b>Pleasing</b> <b>Reserved</b> <b>Peaceful</b>	<b>Factual</b> <b>Calculating</b> <b>Disbelieving</b> <b>Analytical</b> <b>Restrained</b> <b>Distrustful</b> <b>Matter-of-Fact</b> <b>To-the-Point</b> <b>Negative</b> Objective	Hurried On the Go Restless Ready to Act Variety-Oriented Expressive Impatient Activity Orientated Fast Changeable Energetic Spontaneous Restless	Firm Independent Self-Ruling Stands Firm Persistent Opinionated Free Spirited Original Unrestrained Brave Unafraid Rebel
Agreeable	Reflective		

## My Likes-Communication

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*Do you know how you like others to communicate with you? Your My Likes-Communication section of your Me-Learner profile describes the things you prefer others to say and/or do when communicating 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.*

- Read her body language. Look for hands covering mouth, crossed arms and signs of approval. Be accurate and thorough.
- Follow through on your promises.
- Give clear instructions and re-enforce how setting goals will help her build a secure future.
- Read her body language. Look for hands covering mouth, crossed arms and approval. Be supportive and thorough, friendly and informal.
- Take the time to be thorough and accurate.
- Sit nearby and show sincere interest in her as a person. Start conversations with personal comments ask about her family.
- Keep the communication at the discussion level. Do not use a raised voice.
- Ask "how" questions to discover her plan of action.
- Present your case softly, and non-threateningly, using a sincere tone of voice.
- Remember that creating quality work is important to her and in order to do a quality job she requires quality instructions.
- Have a well prepared and detailed package the supports your ideas and proposals.

## My Dislikes-Communication

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*Knowing how you do not like others to communicate with you is important too! Your My Dislikes-Communication section of your Me-Learner profile describes the things you would like others not to say and/or do when communicating 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 be vague. Be specific about instructions and make sure you allow time for questions or clarification.
- Do not promise you will do something if you cannot fulfil the promise.
- Do not expect her to always trust everything you say. She prefers that you prove it.
- Do not force her to make quick decisions. Remember, she makes decisions from data and facts - not educated guesses.
- Do not keep making decisions for her. Remember, maturity comes from deciding more and more things for yourself.
- Do not overwhelm her with compliments. She will feel manipulated if you give too many or fail to be sincere.
- Do not raise your voice. This creates tension, which will affect what she hears.
- Do not be formal. She prefers a warm, friendly environment.
- Do not overuse authority. Keep communication at the discussion level.
- Do not manipulate or bully. Remember, she may agree to avoid confrontation.
- Do not be careless, casual, or informal if you are serious about what you want her to hear.
- Do not make conflicting statements.
- Do not criticise the quality of her work without analysing the quality of your instructions.

## My Mask and the Real Me

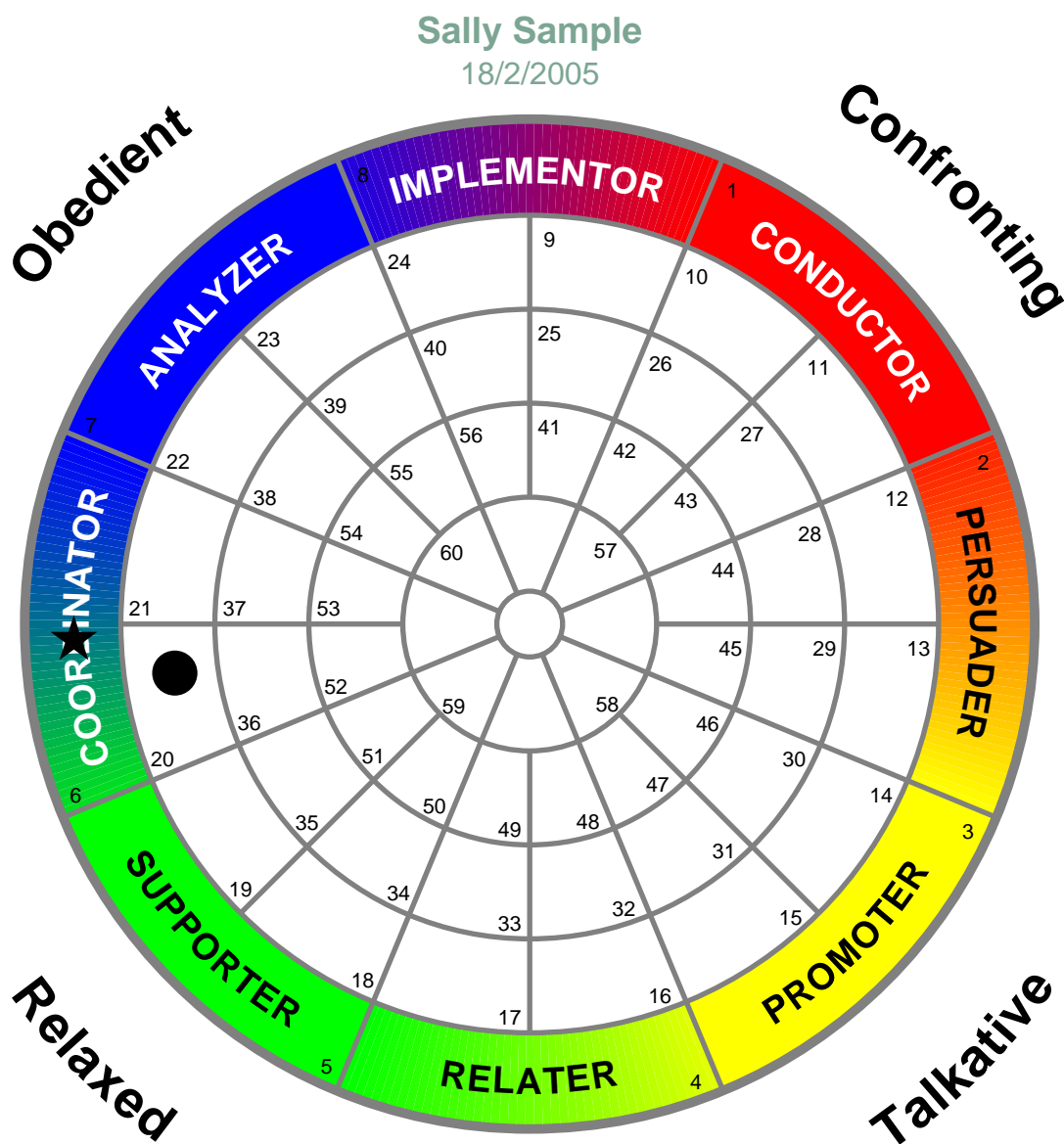
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Your Natural behaviour, shown on the Success Insights Wheel® on the next page of your profile is known as the real you. The real you is shown on your Success Insights Wheel® by a dot. Your Natural behaviour usually remains very similar throughout your 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 mask and is shown on your Success Insights Wheel® as a star. You may choose to wear different masks for different occasions, such as when you are at home or when you are chatting up a new boyfriend/girlfriend. The adapted behaviour shown on your Success Insights Wheel® by the star is likely to represent the mask you wear at school.

Did you know that the further away your star is from your dot on the Success Insights Wheel® the more you are masking/adapting/stretching your natural behaviour? Like an elastic band that is stretched out, people can stretch their behaviour to mask/change their natural style. 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 Mask and the Real Me



Adapted: ★ (6) COORDINATOR  
 Natural: ● (20) SUPPORTING COORDINATOR

Me-Learner Norm 2004

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## My Learning Style

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*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.*

- Put words you want to learn to spell on your bedroom mirror.
- Join in on class discussion.
- Set goals that you know you can achieve.
- Plan a block of time for studying - take a 10 minute break every hour.
- Study in groups of two or more.
- Set goals that are challenging.
- Volunteer to answer questions in class.
- Make sure you understand instructions before leaving class.
- Study alone.
- Listen and think positive about the subject and the teacher.
- Ask yourself questions - either from the book or ones that you think of.
- Study and review just before class starts.
- Get into a study routine. Participate more in class.

## My Motivation

Interests, Attitudes and Values

How important do you think it is to know what motivates you to do some things and not others? Your own Interests, Attitudes and Values influence much of what you do and how you think and feel. This section of your Me-Learner profile will help you understand what Interests you, your attitude towards things and what you value. Understanding this now will help you make better-informed education, career and life choices. Doing things that are in tune with your own personal Interests, Attitudes and Values will help to make your learning, working and living experience much more fun and fulfilling. Your Me-Learner profile outlines your tendency toward each of the six Interests, Attitudes and Values shown below.

Interest/ Attitude/ Value	A strong tendency in this area suggests you prefer:	A reduced tendency in this area suggests you prefer:
<b>Understanding</b>	Discovering information and gaining knowledge in many different subject areas - <b>Generalistic</b>	Discovering information and gaining knowledge in a specific subject area - <b>Specialised</b>
<b>Using</b>	The practicality and usefulness of things and receiving a return from an investment of resources such as money, time and energy - <b>Gain</b>	How one feels about things more than in the practical application of them, and in the appearance of things more than in the function of them - <b>Interaction</b>
<b>Sensing</b>	Creative and artistic expression, the beauty of things and being in harmony with surroundings - <b>Expression</b>	The efficiency and practicality of things and surroundings - <b>Reasoning</b>
<b>Helping</b>	Investing self in others and helping less fortunate people - <b>Selfless</b>	Engaging in activities that help oneself - <b>Self-serving</b>
<b>Controlling</b>	Personal advancement and achieving positions of power and status - <b>Leading</b>	Teamwork, fairness and equality - <b>Following</b>
<b>Upholding</b>	Following defined beliefs in an ordered and systematic way - <b>Structured</b>	Freedom of expression and exploring the unusual - <b>Unstructured</b>

Remember, there is no **good** or **bad**, **right** or **wrong** interest/attitude/value and a reduced tendency is not better than a strong one - simply different.

# My Motivational Insights

Many people spend years studying subjects at school/college/university and later enter into a related career only to discover that they are not enjoying their working lives because the work they are doing is not fulfilling their own Personal Interests Attitudes and Values. Your Motivational Insights chart has been created from the answers you gave to the questionnaire and clearly highlights activities at this time in your life which you are likely to enjoy and are in tune with your own Interests Attitudes and Values. You, your family and teachers can use these Motivational Insights as a valuable additional source of information helping you develop educational and career planning options.

Understanding	Using	Sensing	Helping	Controlling	Upholding
I like inventing	I like to get rewards in return for the effort I put in	<b>I like to express myself artistically</b>	I feel good knowing that I helped someone else		
I like finding things out	I am interested in making money	<b>I enjoy nature</b>	<b>I like looking after other people</b>	I like to win	
I like solving technical problems	I like practical activities	<b>I am interested in environmental issues</b>	<b>I like supporting good causes</b>	I like to be in charge	
I like reading widely	I like things that are useful	<b>I like playing a musical instrument</b>	<b>I like helping charities</b>	I like others to see me as an individual	
<b>I like discovering information and getting knowledge</b>	I like making things	<b>I like writing singing/dancing</b>	<b>I like caring for others</b>	I like competing	I like doing things the way society say's they should be done
<b>I like knowing things about subjects that interest me</b>	<b>I like the way things look over their practical use</b>	<b>I like to feel in tune with my surroundings</b>	I like doing things that I can do without the help of others	I like to move forward	I like formal approaches
I like practical activities	<b>I like fairness and equality</b>	I like practical activities more than the way things look and feel	I like my independence	<b>I like team activities</b>	<b>I like structure and order</b>
I like to learn by doing	I like the experience of interacting with things	I like things around me to work well and be useful	I like being involved in activities that benefit me	<b>I like sharing responsibility</b>	<b>I prefer informal approaches</b>
		I like efficiency		I prefer to follow others	I like trying new ways and testing the boundaries
					I like making and following my own rules
<b>Understanding</b>	<b>Using</b>	<b>Sensing</b>	<b>Helping</b>	<b>Controlling</b>	<b>Upholding</b>

**"People who feel good about themselves product good results"**

# My Subject Choice Indicators

Your "Subject Choice Indicators" is designed to give you insights into subject areas that you are likely to enjoy and find interesting and motivational. The below Subject Choice Indicators chart has been created from the answers you gave to the questionnaire and can be used as additional information by you, your family and teachers helping you to make your subject choice decisions. Please note that these indicators 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
Physics Chemistry Biology  Science  Computing Studies  Mathematics	Economics  Administration  Accounting & Finance  Home Economics  Physical Education  Craft & Design	<b>Art &amp; Design</b> <b>Music</b> <b>Graphic Communication</b> <b>Drama</b> <b>Geography</b>  <b>French</b> <b>German</b> <b>Italian</b> <b>Spanish</b> <b>Gaelic</b> <b>Urdu</b> <b>Russian</b>	Social & Vocational Skills  Contemporary Social Studies  <b>French</b> <b>German</b> <b>Italian</b> <b>Spanish</b> <b>Gaelic</b> <b>Urdu</b> <b>Russian</b>  <b>English</b>	Business Management  Administration  Physical Education	Religious Studies  History
<b>Technical Studies</b>	<b>English</b>  <b>Geography</b>	<b>English</b>	Physical Education  Home Economics	<b>English</b>	<b>Computing Studies</b>
<b>Craft &amp; Design</b>	<b>French</b> <b>German</b> <b>Italian</b> <b>Spanish</b> <b>Gaelic</b> <b>Urdu</b> <b>Russian</b>	Craft & Design  Home Economics	Craft & Design	<b>French</b> <b>German</b> <b>Italian</b> <b>Spanish</b> <b>Gaelic</b> <b>Urdu</b> <b>Russian</b>	<b>Modern Studies</b>
Home Economics  Physical Education	History	Physical Education		Social Studies  History	Craft & Design  Physical Education
<b>Understanding</b>	<b>Using</b>	<b>Sensing</b>	<b>Helping</b>	<b>Controlling</b>	<b>Upholding</b>

**"People who feel good about themselves product good results"**