





Intelligences and You





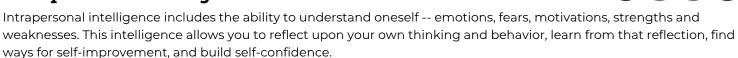












| Strengths | Challenges |
|---|---|
| Well aware of personal abilities, challenges, feelings and attitudes | Give little thought to personal goals and abilities when making decisions |
| Set realistic goals, able to focus and stay on track | Unaware of how mood, attitude and tone of voice can affect other people |
| In control of emotions, good at handling high-stress situations | Allow personal opinions to negatively affect decisions and interactions with others |
| Make decisions thoughtfully and carefully Ethical and objective, aware of how personal viewpoints can be biased or unfair | Set unrealistic goals and make limited progress, often giving up Don't understand how to recognize and manage own emotions |
| Famous People with Strong Intrapersonal Intelligence | Top Careers for Intrapersonal Intelligence |
| Confucius (philosopher, teacher) Sigmund Freud (neurologist, psychoanalyst) Mohandas Ghandi (lawyer, ideological leader) Helen Keller (speaker, author) Terry Fox (athlete, humanitarian) | Gaming Supervisors Judges, Magistrate Judges, and Magistrates Child, Family, and School Social Workers Chief Executives Education Administrators, Preschool and Childcare Center/Program Postmasters and Mail Superintendents Psychiatric Aides Producers Transportation Managers Sales Managers |

Interpersonal

Interpersonal Intelligence









This intelligence includes understanding and working with people, building relationships, seeing the world from others' point of view, communicating well verbally and non-verbally, cooperating in a group, having influence, and responding to the mood, personality and goals of others.

| Strengths | Challenges |
|--|--|
| Relate well to | Difficulty building and maintaining social relationships |
| others Notice and understand people's needs, perspectives, emotions and motivations Connect and interact with people quickly and easily Form and maintain lasting relationships Able to lead, influence and inspire others | Do not notice or respond appropriately to others' feelings, motivations or behaviors Not good at collaborative work Uncomfortable interacting with people whose experiences, views and beliefs differ from own Don't see the humor in things that others find funny |
| Famous People with Strong Interpersonal Intelligence Martin Luther King, Jr. (clergyman, civil rights activist) Mother Teresa (nun, humanitarian) Oprah Winfrey (talk-show host, philanthropist) Anthony Robbins (success coach, professional speaker) Ellen DeGeneres (comedian, talk-show host) | Top Careers for Interpersonal Intelligence Marriage and Family Therapists Educational, Guidance, School, and Vocational Counselors Patient Representatives Psychiatrists Lodging Managers Arbitrators, Mediators, and Conciliators |
| | 7. Public Relations and Fundraising Managers8. Transportation Managers9. Emergency Management Directors10. Counseling Psychologists |

William James "will.i.am" Adams Jr. (musician and

Adele Adkins (singer-songwriter)

producer)

Musical Intelligence









recognizing tones, patterns, rhythms, beats and sounds; enjoying and analyzing music; understanding musical structures; and, creating melodies and rhythms. Strengths Challenges Enjoy a wide range of different types of Enjoy only a few types of music Music has little effect on mood, motivation and Use music to influence mood, build motivation and emotions boost productivity Difficulty identifying sounds of different musical Easily pick up on the beat or chords in music and instruments recognize different instruments by their sounds Not likely to notice or use tone that imparts meaning in Notice and use different tones in speech to impart speech — for example, detecting and using sarcasm emotion, emphasis or meaning Do not sing well and would have trouble learning to Sing well, can play one or more instruments and could play an instrument easily learn another Do not remember melodies and lyrics of Readily recall tunes and lyrics, and can use music, songs rhythms and patterns to remember things **Famous People with Strong Top Careers for Musical Musical Intelligence** Intelligence ☐ Jennifer Lopez (musician, 1. Music Composers and Arrangers composer) 2. Art, Drama, and Music Teachers, Postsecondary Elvis Presley (singer-3. Music Therapists songwriter) 4. Physicists Beyoncé Knowles (singer, songwriter and actress) 5. Singers

6. Music Directors

9. Actors10. Dancers

7. Musicians, Instrumental

8. Poets, Lyricists and Creative Writers

This intelligence includes the ability to play an instrument or sing, as well as a number of other skills such as:

Linguistic

Linguistic Intelligence









Linguistic intelligence helps you to understand and use language properly in reading, writing, speaking, including sign language and Braille. It also affects vocabulary and the ability to understand and use humor, create pictures using words, notice language patterns, and recognize relationships between words. Linguistic intelligence is one of the main intelligences linked with succeeding in school.

| Strengths | Challenges |
|---|--|
| Know how to use vocabulary, sentence structure, grammar and spelling for clear communication | Have difficulty with grammar, vocabulary, reading, writing, new languages and word-based puzzles |
| Easily remember word-based information Good at learning new languages and other symbol systems, such as computer code and hieroglyphs Use language creatively for such things as storytelling, writing, using humor and composing poetry Can tailor communication style depending on topic, audience and purpose | Struggle with communication, creativity and memory for general facts Avoid activities that involve reading, writing and speaking, especially when dealing with challenging material Don't pick up on subtle forms of humor, such as irony, sarcasm and satire Have trouble remembering things that are read or heard |
| Famous People with Strong Linguistic Intelligence | Top Careers for Linguistic Intelligence |
| William Shakespeare (author, playwright) Barack Obama (lawyer, U.S. president) Maya Angelou (poet, author) Noam Chomsky (linguist, philosopher) Jean-François Champollion (linguist who first deciphered Egyptian hieroglyphs) | Interpreters and Translators Technical Writers Lawyers Political Scientists Speech-Language Pathologists Neuropsychologists and Clinical Neuropsychologists Training and Development Specialists Soil and Plant Scientists Foreign Language and Literature Teachers, Postsecondary English Language and Literature Teachers, |
| | English Language and Literature Teachers, Postsecondary |

Existential

Existential Intelligence









Existential intelligence is the ability to see the big picture in everything - the relationships and connections, vastness and limitations, and how everything fits together. This intelligence is used in considering questions about our existence, such as purpose, life, death, and our place in the universe. NOTE: Existential Intelligence should not be confused with existentialism. Existentialism is an area of philosophy dealing with certain views on human existence. Philosophers who examine and promote existentialist theories would certainly use their existential intelligence. However, the intelligence can be applied to other areas as well.

| Strengths | Challenges |
|--|--|
| Summarize details to understand a larger concept — putting together the elements of a career plan or game strategy, for example | Not interested in exploring "deep" questions about life, death and the universe. Prefer questions that have clear and final answers |
| See things from different points of view — understanding others' cultures or values, or both sides of a debate, for example | Focus on immediate tasks and getting them done, rather than thinking about different possibilities and how things connect in a bigger way |
| Explore questions about human existence through study of philosophy, ethics, the arts, or religion and spirituality Connect different ideas to envision something new and creative | Difficulty understanding perspectives, values and opinions that differ from own Rely on repetition and memory techniques for learning rather than looking for ways to relate facts to a larger concept |
| Famous People with Strong Existential Intelligence | Top Careers for Existential Intelligence |
| Aristotle (philosopher, teacher) The Dalai Lama (spiritual leader) Deepak Chopra (doctor, speaker/author) Ralph W. Emerson (essayist, transcendentalist) Jane Addams (philosopher, activist) | Clergy Political Science Teachers, Postsecondary Sociologists Advanced Practice Psychiatric Nurses Training and Development Specialists Directors, Religious Activities and Education Sociology Teachers, Postsecondary Philosophy and Religion Teachers, Postsecondary Social Work Teachers, Postsecondary History Teachers, Postsecondary |

Kinesthetic

Kinesthetic Intelligence









This intelligence provides you with the mind and body coordination needed to move your body and other objects. It influences small movements, such as using your fingers to play a musical instrument, and large movements, such as running and catching a ball. Kinesthetic intelligence also affects certain mental abilities such as visualizing and remembering complex movements.

| Strengths | Challenges |
|--|---|
| Have good balance and coordination when moving or being physically active | Avoid activities that require good coordination or complex movements |
| Good at hands-on activities, such as using tools and objects to build, create and repair | Not interested in playing competitive sports |
| Can analyze complex movements and the steps involved to identify problems and solutions | Do not use movement or physical precision for self- expression — through dance, painting or handmade |
| ☐ Use movement to express feelings and ideas — | crafts, for example |
| through gestures, body language, acting or dance, for example | Lack confidence when using tools and other physical objects to complete tasks |
| Have good reflexes — react quickly and instinctively | Unaware of own body language and may miss non- verbal cues from others |
| Famous People with Strong Kinesthetic Intelligence | Top Careers for Kinesthetic Intelligence |
| Michael Jordan (basketball player) | • |
| Bruce Lee (martial artist) | 1. Fallers |
| Paula Abdul (dancer, choreographer) | 2. Fence Erectors |
| | 3. Tire Builders |
| David Blaine (magician, endurance artist) | 4. Rail Car Repairers |
| ☐ Jim Carrey (actor, | 5. Dancers |
| comedian) | C Athlete C |
| , | Athletes and Sports Competitors |
| | 7. Municipal Firefighters |
| | |
| | 7. Municipal Firefighters |

Naturalist

Naturalist Intelligence









Naturalist intelligence involves being able to recognize, appreciate and group different things in the environment: plants, animals, people, structures, weather patterns, landscapes and so on. It also allows one to see the connections between different parts of the environment, to easily recognize when environmental changes happen, and to understand what impacts those changes might have. People with a strong naturalist intelligence are typically viewed as being "in tune" with nature.

| Strengths | Challenges |
|--|---|
| Sensitive to nature — feel a concern for, and connection to, living things and the natural environment | Difficulty identifying or grouping plants, animals and objects in the natural environment, as well as manufactured objects like cars and clothing |
| Observe similarities and differences in plants, animals and natural formations, as well as in manufactured objects Organize and group things according to their traits Enjoy growing plants, taking care of animals or learning about the natural environment Aware of subtle changes in the weather, climate and seasons Have an interest in conservation and recycling | Don't notice similarities between seemingly different objects Unable to identify the sights and sounds of nature — birds and their songs, for example, or the appearance of plants, rocks or cloud formations Feel uncomfortable in a natural environment — may fear wild animals, dislike insects, sand and dirt, and miss urban conveniences Unaware of gradual shifts in the weather and the effects of factors such as temperature, humidity, wind and pressure Not concerned about environmental protection, pollution controls or water quality |
| Famous People with Strong Naturalist Intelligence | Top Careers for Naturalist Intelligence |
| Charles Darwin (geologist, naturalist) Jane Goodall (biologist, conservationist) Jacques Cousteau (marine ecologist, filmmaker) Chico Mendes (human rights activist, environmentalist) Steve Irwin "The Crocodile Hunter" (naturalist, environmentalist) | Hunters and Trappers Park Naturalists Sustainability Specialists Veterinarians Environmental Science Teachers, Postsecondary Animal Breeders Farmworkers, Farm, Ranch, and Aquacultural Animals Environmental Science and Protection Technicians, Including Health Forest and Conservation Workers |
| | 10. Fishers and Related Fishing Workers |

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Spatial Intelligence









Spatial intelligence includes the ability to identify objects accurately, change and recreate images, and recognize how shapes and objects relate to each other. While this intelligence is typically applied through visual means, spatial intelligence does not only rely on vision. It can also be used through touch and sometimes even hearing.

| Strengths | Challenges |
|---|---|
| Able to visualize images — both real and imagined — with great clarity, and to picture how they would look when rotated or modified | Difficulty learning information that is visual (presented as images or diagrams) or tactile (presented through touch and handling objects) |
| Notice and remember visual details and tend to evaluate the design, symmetry or beauty of things Can work with shape, size, position and location to solve problems and design, arrange or build things Have a good sense of direction and can easily navigate through different environments, whether on foot, driving or traveling by air or on water Can accurately visualize and estimate distances and measurements | Poor memory for visual details such as locations and what things look like; may also forget faces Dislike puzzles, mazes, building models and other activities that require fitting pieces together Easily lose sense of direction and have trouble understanding and following maps, charts and diagrams Struggle to estimate distances and measurements, whether they are distances for travel or measurements for cooking recipes |
| Famous People with Strong Spatial Intelligence | Top Careers for Spatial Intelligence |
| Frank Lloyd Wright (architect, interior designer) Michelangelo (artist, engineer) Steven Spielberg (film director, video game designer) Vera Wang (fashion designer) Christopher Columbus (explorer, navigator) | Civil Drafters Mechanical Drafters Computer Hardware Engineers Agricultural Engineers Commercial and Industrial Designers Biomedical Engineers Architecture Teachers, Postsecondary Pilots, Ship Architectural Drafters Transportation Engineers |

Logical

Logical Intelligence









This intelligence includes the ability to reason inductively (make conclusions based on observations) and deductively (make conclusions based on hypotheses). This intelligence also involves finding relationships between abstract ideas (numbers, for example), recognizing logical sequences and patterns, recognizing problems and solving them. This intelligence is closely linked with being successful in school.

| abstract mathematical and logical |
|--|
| solving ability — don't know how to use roaches for reaching the best solution |
| s involving puzzles, strategy, calculations |
| categorize and organize things in a |
| experiment or form theories to explain |
| r Logical |
| l Technicians |
| esearch Analysts |
| |
| relopers, Applications |
| I Science Teachers, Postsecondary |
| Engineers |
| ngineers |
| n Engineers |
| ng Engineering Technologists |
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Developing Your Intelligences





These are your superpowers -- use your strengths to improve in other areas.

Intrapersonal

Advice for Learning





- Learn about and practice good decision making and setting realistic goals. Check your progress regularly
- Build awareness of your feelings, attitudes and behavior. Keep a journal or blog and record your thoughts about your experiences at school. Later, review and reflect on what you've written. Try to analyze your thoughts objectively
- When receiving corrective criticism, remind yourself that feedback is intended to help you improve your skills. It's not meant to judge you as a person
- Monitor and manage negative emotions. If you notice yourself feeling frustrated, angry or upset, take a mental "time
 out". A brief pause to step back from the situation, calm down and gather your thoughts, even if just for a few
 seconds, can help you regain control

Recommendations

| e following recommendations are based on your results. Consider each and select the ones you think would work est for you. |
|--|
| Spend time on yourself. Understanding your own feelings can help you sympathize and empathize with others, to appreciate what they feel. It can also help you feel more energized, self-confident and focused |
| Take time to reflect. Consider your thoughts, feelings and behaviors. What actions have brought you success and what you would like to change in the future? You may want to try meditation, self-help books or courses that can help with self-analysis |
| Set specific, realistic goals. Make sure they range from short-term to long-term and easy to more difficult. As you achieve them and your confidence increases, take on greater challenges |
| Practice being self-aware. Try to predict how your actions — or inactions — will affect you, and other people, in future |

Intrapersonal and Existential Intelligences

- Use your deep sense of self-awareness to tackle tough questions about existence. Try reflecting on questions of a personal nature, such as "What is my purpose in life?" and "How do I want to be remembered what difference will I make to my community or the world at large?"
- Consider general existential questions that are not necessarily centered on you. Talk to others about their thoughts and attitudes

Intrapersonal and Linguistic Intelligences

- Read more. You may enjoy self-help books or other motivational and psychology-based books
- In a blog or journal, start with what you know and write about yourself your thoughts and feelings, for example. Examine what you have written and think about how you could improve it. You can also ask for feedback from a teacher, counselor or anyone else you trust to provide good advice
- After some inner reflection, express your thoughts in poetry or creative writing

Interpersonal

Advice for Learning





- Learn how to be a good listener. Practice "active listening" and use every conversation as an opportunity to better understand other people's points of view
- Talk to other students, teachers or experts to learn more about topics covered in class. Try to be prepared with good questions
- Ask your teacher about working in pairs or groups, or participating in projects with other classes, to encourage discussion. Outside of class, join or form a study group
- Get involved in a social cause that relates to a topic you're studying, or volunteer to mentor other students in a subject you know well

The following recommendations are based on your results. Consider each and select the ones you think would work

• Take part in role playing, presentations, debates and group activities

Expand your network. Interact with people of different ages, cultures and skill

Recommendations

sets

There are many tools available — including books, courses, videos and websites — to help improve your relationship skills. Some are better than others, so be sure to select a good quality resource. If possible, try to get feedback or recommendations from people who have used that resource before
 Be observant. Pay attention to people's facial expressions and posture. Try to spend more time listening than talking. By being sensitive to others' perspectives, emotions and motives, you can adapt your response to what is needed — and provide support, encouragement, an opinion or advice, for example
 Get involved in volunteering, mentoring or charity work. These activities can improve your ability to feel empathy, understand others' points of view and build your communication skills

Interpersonal and Kinesthetic Intelligences

- Get involved in group activities such as team sports, running clubs or groups that hand-build things. All of these activities train your senses to be focused and require you to perform movements with specific goals
- Talk to people who are active in sports or other kinesthetic activities about what motivates them. It may prompt you to get more involved in physical activity

Interpersonal and Naturalist Intelligences

- Join an outdoor or environmentalist club that requires someone with your interpersonal skills. You can help the group by hosting public discussions or giving presentations on its behalf
- Get involved with a naturalist cause through an organization like Audubon or the World Wildlife Fund. As you interact with the group's members, learn about the issues and sympathize with their cause, you will begin to appreciate nature on your own

Musical

Advice for Learning





- Take any kind of music, singing or dance class. If you play an instrument, learn to play another, unrelated type of instrument
- Take speech and debate, poetry or creative writing class. Pay attention to the rhythm and patterns in speech and writing. Try reading and writing different things with varying paces and different tone
- When working on assignments, playing sports or working with your hands, try to move and work with a rhythm that suits the activity
- Take a drama class and learn how actors use tone and rhythm to convey more meaning than words alone can do

The following recommendations are based on your results. Consider each and select the ones you think would work

• If permitted, include music in your presentations or projects. Be sure to select music that complements your assignment. Don't just pick your current favorites, unless they are relevant!

Recommendations

| | S S |
|----|---|
| be | st for you. |
| | Listen carefully to music. Try to identify different instruments or tracks, and follow the rhythm and pitch for each |
| | Play games that center around making music. There are many games that allow you dance, sing or play a simulated instrument to popular music |
| | Learn to create music. Try singing along to music at first, then afterwards on your own. Or, try playing along to music and then on your own. There are many websites and YouTube videos that provide step-by-step instructions for different instruments and popular songs |
| | Use background sound to focus. Try listening to different types of music during an activity to learn which ones work best for you. You may also find that silence, or white noise, in the background works best at times |

Musical and Logical Intelligences

- Use music to help you focus. Listening to baroque music and formal musical training have been shown to help with math and reasoning
- Learn about the connections between math and music. Music is very much about patterns and sequences of notes and changes in vibration. Study the mathematical relationships of musical notes on the scale, sound energy and volume, and string length and pitch
- Play music-based video games or use computer programs to produce and edit music

Musical and Spatial Intelligences

- Learn to read music. This requires the ability to quickly interpret the visual patterns of notes and other symbols on music sheets
- Learn about acoustics and how music and sound are affected by physical structure. The structure could be a musical instrument. It could also be a room, concert hall, canyon or other space in which the music is heard
- Work on puzzles, design projects or other spatial-oriented activities while listening to music that helps you focus

Linguistic

Advice for Learning





- Underline, highlight, or write down any new or unfamiliar words you come across in your reading. Look up these words as soon as you can
- Take elective classes like creative writing, speech and debate, drama, computer programming and foreign languages. Outside of class, participate in linguistic-based activities, such as solving crossword puzzles, playing Scrabble with friends or using word game websites like Free Rice and WordPlays.com
- Read aloud. For example, read stories to a sibling, or volunteer to read to younger students or children at the library. This will improve your flow, pronunciation and confidence
- Before you begin reading a text, familiarize yourself with the goals and main concept of the chapter. This will help you to better grasp the new information
- Get involved with the school paper or media club. Enter poetry, essay, or speech and debate contests

Recommendations

| e following recommendations are based on your results. Consider each and select the ones you think would work est for you. |
|---|
| Practice using your linguistic skills at every opportunity — whether reading a book, writing an essay, sending an email, doing an interview or speaking to an audience |
| Read a variety of high quality written works. This can improve your ability to understand and interpret different types of writing and the creative use of language. Ask your English teacher or a librarian to help you choose appropriate materials |
| Expand your vocabulary when writing and speaking. Use a dictionary and thesaurus to help you identify new words to express what you want to say. Make sure you understand each word's definition and how to use it correctly in a sentence. If using it in a speech, learn the proper pronunciation |
| Explore the subtleties of humor. For example, examine the use of irony, sarcasm and satire. Learn to enjoy different types of humor and practice being funny yourself |

Linguistic and Interpersonal Intelligences

- Express yourself, whether it is through writing, speaking or some other form of communication
- Get involved in speech and debate, or join a group like Toastmasters, which helps people improve their communication and public speaking skills in a highly social environment. You could also participate in an improvisational ("improv") comedy group
- When studying novels at school, or just in talking to people, pay close attention to how others interpret the same written materials you have read

Linguistic and Intrapersonal Intelligences

- Read the works of great thinkers like Aristotle and Einstein, who had the ability to look inward for the solutions to problems
- Record your thoughts and feelings in a journal or blog in a well-articulated manner. Later, when you can be objective, review and analyze those thoughts and feelings
- Try using poetry and creative writing to better understand yourself. Select topics that make you think carefully about your past decisions, current motivations and plans for the future

Existential

Advice for Learning

- When learning something new, think about how the topic fits into the greater scheme of things. What role does it play? Why is it important? How is it relevant to you, your community or the world?
- Look for ways to connect new concepts to what you already know. Ask yourself, what other subjects or ideas are similar to this one? What larger themes or groups could this topic fit under?
- Think about multiple points of view. For example, consider how your feelings about fossil fuels might compare to those of an oilfield worker or an environmentalist. How about the views of people in other jobs or in other countries? Try to understand perspectives on all sides of an idea or issue

Recommendations

| e following recommendations are based on your results. Consider each and select the ones you think would work est for you. |
|--|
| Talk to people who regularly explore deep topics, such as religious leaders, counselors, university professors or sociologists. Ask, respectfully, questions about life, why we exist and why the world works the way it does. Seek multiple sources to learn different points of view |
| Be willing to question your own beliefs and to be open to new possibilities. You don't have to believe everything you hear! But through questioning and adding to what you know, you will gain a better understanding of yourself, others and the world around you |
| Don't be disappointed if answers to your questions are unavailable or lead to more questions. Instead of trying to reach a final conclusion, your goal should be continual growth and maturity |

Existential and Interpersonal Intelligences

- Talk about deep topics with others. This can strengthen relationships and lead to a better understanding of people
- Interact with people who are spiritual or philosophical like you. Think about the person speaking and how their views have been formed
- Read online forums that discuss existential topics. Instead of providing your views, try to understand the beliefs other people are expressing. If you contribute to the forum or question others, be sensitive to their views and feelings.

 Always use caution and avoid providing personal details online

Existential and Intrapersonal Intelligences

- When thinking about existential questions, try to focus on those that have a personal nature. For example, "What is my purpose in life?" and "What would I like to be remembered for?"
- When examining your personal motivations, try to reflect more specifically on your goals, relationships and feelings
- Be aware of your thoughts and productivity during class and other work times. Self-monitoring can help you remain on task and keep up with your responsibilities

Kinesthetic

Advice for Learning



- Actively use your body and your five senses to "learn by doing". Use hands-on activities, such as manipulating objects or conducting experiments, to learn new concepts. You remember information better when it is related to an activity
- Try to remain active when you're concentrating on learning something. For example, you could squeeze a stress ball while watching a presentation
- Take short breaks to get up and move around or stretch during class time
- Complete reports and other assignments by acting out skits or building models
- Get involved in coaching or assisting. This gives you the chance to design plays or routines, or to analyze and instruct on proper movement for the activity

Recommendations

best for you.
 When practicing a new movement, repeat it several times. This helps your nerves and muscles learn the proper patterns for the activity
 Think about your body's movement during an activity. Concentrate on how your limbs and muscles move when participating in swimming, martial arts, surfing, acting or dancing, for example
 Focus on the goals of each movement during an activity. Through repeated practice, your muscles will become trained to carry out the correct movements automatically. This will allow you to focus more on the overall goal, such as winning a race

The following recommendations are based on your results. Consider each and select the ones you think would work

Kinesthetic and Interpersonal Intelligences

- You are good at noticing people's posture and body language. Use this to interpret what they might be thinking or feeling
- Change how you react and speak to show that you understand and care about what someone is saying. For example, maintain eye contact and lean forward slightly to show that you are listening
- Get involved in team sports and clubs that focus more on fun and socializing than on competition. Share your techniques and tips with the group

Kinesthetic and Intrapersonal Intelligences

- Get plenty of regular exercise. It has been shown to improve mood and overall mental health
- Try reflecting while participating in physical activities that you find repetitive or automatic. During challenging or complex activities, focus on your movements and think about how to improve your ability
- Start a program to develop your strength, speed or other kinesthetic abilities. Be honest about your current ability, set goals for improvement, and stick with it until you achieve your goals. Afterwards, apply this method to other areas of self-improvement

Naturalist

Advice for Learning





- Work on assignments in a natural environment that helps you focus in your backyard, for example, or at a park or beach
- Take part in school field trips. In addition to outdoor experiences, go on trips to science museums, art galleries and other environments where you can use your senses to identify and classify objects
- Join or start an environmental project, at school or in your community
- In class, look for ways to incorporate nature and the environment. For example, you could write a paper about how weather conditions have affected worldwide events

Recommendations

The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

| Spend time in a natural environment. Pay attention to the animals, plants and other objects around you, noting the differences and similarities. Imagine how each living thing fits into its environment, and how the rocks and landscape were formed |
|---|
| Practice grouping objects — both natural and non-living ones — according to their features. This is called categorization. Use multiple senses when categorizing objects. For example, you might identify birds by the sounds of their song, perfumes by their smell and fabrics by their texture |
| Get involved in an environmental cause. You may initially decide to join an organization because you know people who are already involved or because there is a need for your skills. Whatever the reason, the important thing is that you gradually learn about and appreciate the cause itself |

Naturalist and Interpersonal Intelligences

- Look for ways to make a positive impact by sharing your skills as a naturalist. Volunteer as a guide at a nature center or offer to give presentations on animals, habitat or environmental issues
- Join an environmental or conservation group, where you can discuss your interests with like-minded people
- As your interpersonal skills develop, expand your network and talk to others about your naturalist interests

Naturalist and Intrapersonal Intelligences

- Think of an environment you enjoy. Concentrate on the broad details how would you describe it? Gradually shift your focus inward, to reflect on your thoughts and feelings
- Spend time on your own in a natural environment. Reflect and write about the experience in a journal
- Find an environment that helps you relax, improves your mood or provides inspiration. Think about why you like that particular environment

Your moderate strengths can often be developed more easily than weaker areas.

Spatial

Advice for Learning



- When taking notes or studying, use mind maps, charts, diagrams or pictures to visualize the topics you are learning about. Create sketches or mental images to help you memorize and recall information
- Imagine different ways of seeing things. Visualize how they would look based on a description. Then think about how they would look if you rotated them, or changed a color, shape or other feature
- Take elective courses like art, marketing and advertising, dance, animation, video production, woodworking or design
- When permitted, incorporate visual representations into your assignments and projects. For example, you could make use of charts, posters, diagrams, animations or videos

The following recommendations are based on your results. Consider each and select the ones you think would work

Recommendations

| be | st for you. |
|----|---|
| | Practice hands-on activities like completing jigsaw puzzles, designing clothes, working on engines, choreographing a dance routine or constructing woodwork projects. These activities encourage the use of multiple senses, such as vision, touch and hearing, to observe shape, distance and direction in a three-dimensional space. Paper and computer-based visual puzzles can also help, but rely solely on visual observation |
| | Use visual presentations to communicate information. For example, create graphs and charts to represent numbers and statistics. Use flow charts and mind maps for studying and taking notes. When preparing for activities that involve movement, especially complex moves, visualize your actions before the activity |
| | Practice thinking about composition — the way in which the elements of an image, work of art or other objects are arranged and work together. Photography, art and design courses are an excellent way to get started. Becoming |

more aware of compositional details can help you become better at understanding and creating visual information

Spatial and Interpersonal Intelligences

- Offer to help a classmate, group or team improve their spatial skills. Pay close attention to what is being asked of you. It is an opportunity to practice understanding others better
- Take a course or class where you can pursue a spatial activity with other people around. Some examples are photography, film, orienteering or geocaching, art, interior design, landscaping and woodworking. You should feel comfortable and confident doing the activity. Focus on how you communicate and interact with the others
- Participate in group brainstorming sessions to develop ideas for designs or projects. Listen to others' points of view and ask questions

Spatial and Intrapersonal Intelligences

- Use your strength in visualization to connect with your inner self. If you were to draw a sketch of your feelings, what would it look like?
- Express your emotions in new and creative ways. Explore different forms of visual art, such as painting, photography and sculpting, or create your own functional objects
- Spend some time in a museum or gallery. Use the different art forms to inspire self-reflection

You may find these areas more challenging -- you can develop them using your strengths.

Logical

Advice for Learning





- Use and create information that can be represented in multiple ways. For example, data can be placed in a chart or graph. Outlines can be shown as a mind map
- To improve your critical thinking skills, learn about the "fallacies of logic" (incorrect arguments or reasoning). Practice identifying and creating statements that demonstrate fallacies
- Ask others to help you spot flaws in your problem solving and analytical strategies. When you watch someone else analyze a problem, focus on the process they use to solve it and ask questions about each step
- Look for patterns and ways to organize information to make it easier to remember. For example, you could order items alphabetically or create acronyms for the names of things

Recommendations

| e following recommendations are based on your results. Consider each and select the ones you think would work st for you. |
|--|
| Try your skill at online puzzles. There are plenty of free websites available offering a variety of logic puzzles, riddles and unique math problems |
| Use every opportunity to practice your math skills. For example, when leaving a tip at a restaurant, first try doing the calculation in your head, then on paper, then on a calculator. This will give you practice and allow you to check your answer |
| Take a little time each week to read or watch a science-based article or story. Get to know some of the theories or facts in the story. Over the next few weeks, try to find real-world situations that relate to those concepts. For example, you can learn about RF radiation and how it is used to send signals to a cell phone |
| Learn about common logical fallacies and how to avoid them. This can improve your reasoning skills and help you make more accurate conclusions, using reliable and unbiased information |

Logical and Interpersonal Intelligences

- Get involved with school or local groups or online communities that engage in logical or mathematical activities
- Take psychology and other social science classes. Learn about the kinds of interactions to which people respond positively, and why
- Try massively multiplayer online games (MMOGs). In many of them, success is accomplished through a combination of logical strategy and interaction with others

Logical and Intrapersonal Intelligences

- · Use your skills in pattern recognition, reasoning and problem solving to understand yourself better
- Set goals, make plans and track your progress for specific achievements in school. For example, you could set a goal to achieve certain test scores or grades, get onto a sports team or be elected to student council
- Think of your emotions and innermost thoughts as puzzles to be analyzed. The clues are your behaviors and feelings in different situations. Just as puzzle-solving benefits from focus and undivided attention, learning about yourself occurs best during quiet self-reflection

Emotional Intelligence (EI)







Emotional Intelligence and You

Emotional intelligence (EI) is your ability to recognize and manage your feelings and behavior, and those of other people, in a way that helps you.

Most Recent Results

Your El score is a blend of your interpersonal and intrapersonal intelligences scores. El relates closely to these two intelligences.

Your emotional intelligence is currently at a high level. This means you often know what others are thinking or feeling. You usually realize how your mood is affecting your thoughts and you are able to regulate your mood. You are good at describing your feelings and often convince others to go along with your ideas. If you keep developing your emotional intelligence, you can take on leadership positions and have a genuinely positive impact on the people around you. The information in this section will help you in that goal.

Emotional Intelligence Traits

Read the list of traits related to EI and indicate the degree to which each is a strength or challenge for you. Be sure to update this list as you develop challenges into strengths.

| Adaptable: able to deal with new and changing conditions | Challenge | 0 | 0 | 0 | O Strength |
|---|-------------------|---|---|---|---------------|
| Assertive: honest, direct and willing to stand up for yourself | C hallenge | 0 | 0 | 0 | O Strength |
| Composed: think carefully before reacting and resist being impulsive | C hallenge | 0 | 0 | 0 | O Strength |
| Content: happy and satisfied with your life | Challenge | 0 | 0 | 0 | O Strength |
| Empathic: intensely aware of needs and feelings — your own, and other people's | Challenge | 0 | 0 | 0 | O Strength |
| Expressive: can communicate your emotions to others in a healthy way | Challenge | 0 | 0 | 0 | O Strength |
| Influential: can guide other's emotions in a purposeful way | Challenge | 0 | 0 | 0 | Strength |

| Intimate: build and maintain healthy and close personal relationships | | 0 | 0 | 0 | Strength | |
|---|---------------|-----------|------------|----------|----------|--|
| Optimistic: have a positive outlook on life | Challenge | 0 | 0 | 0 | Strength | |
| Perceptive: keenly aware of your emotions and those of other people | Challenge | 0 | 0 | 0 | Strength | |
| Regulated: able to manage your emotions and behavior in a variety of situations | Challenge | 0 | 0 | 0 | Strength | |
| Resilient: can deal with pressure and stress in a healthy way | Challenge | 0 | 0 | 0 | Strength | |
| Motivated: persist and overcome difficulties to achieve goals | Challenge | 0 | 0 | 0 | Strength | |
| Connected: build social connections with many different people | Challenge | 0 | 0 | 0 | Strength | |
| Recommendations The following recommendations are based on your results. Select the ones you think would work best for you. Developing Emotional Intelligence Develop a sense of humor and try to make people laugh without putting others down Learn to laugh at yourself and endear yourself to others by showing humility Write out your thoughts and create a plan for self-improvement. Make a list of goals, from easy to difficult, to accomplish in the next year Volunteer to help others. This is especially effective if you are able to interact directly with those you are helping, such as at a hospital, homeless shelter, or retirement center Participate regularly in healthy activities that provide stress relief. Some examples include meditation, exercise, music, playing with a pet or talking with a close friend Take responsibility for your problems or difficulties. While it is easy to complain or blame others, this rarely leads to a solution. Choose one difficulty you're currently dealing with and figure out how you can take ownership and fix it yourself Learn to say No when you mean it. When you say Yes out of guilt, or Maybe to avoid confrontation, you invite more problems than you solve in that moment. There is no need to be mean or selfish. Just be assertive about what you | | | | | | |
| problems than you solve in that moment. There is no need to be mear can realistically accomplish | n or selfish. | Just be a | ssertive a | about wh | nat you | |

| Practice being grateful. While it is important to take responsibility for difficulties, it is just as important to remind yourself of the good things in your life. Once a week, write down what makes you thankful. Record it in the same place each time, so you can easily review the things you were grateful for in the previous week |
|---|
| Move outside of your own perspective. When you are critical of other people or ideas, it is often because you only see things from your own perspective. Before judging, ask others why they feel the way they do. Learn more about people's backgrounds and about cultures that differ from your own. Practice listening more than speaking. Ask questions respectfully, with the goal of learning about others' views, instead of trying to make your own point |

Career and Pathways



The careers listed below are all linked to your assessment results, with the careers at the top being the best match for your profile.

Intelligences Results

| Surgeons | Health Science | |
|---|---|--|
| Surgeons | | |
| Police Patrol Officers | Law, Public Safety, Corrections and Security | |
| Oral and Maxillofacial Surgeons | Health Science | |
| Recreation and Fitness Studies Teachers, Postsecondary | Education and Training | |
| First-Line Supervisors of Police and Detectives | Law, Public Safety, Corrections and Security | |
| Sports Medicine Physicians | Health Science | |
| Emergency Medical Technicians and Paramedics | Law, Public Safety, Corrections and Security | |
| Dentists, General | Health Science | |
| Music Therapists | Health Science | |
| Adapted Physical Education Specialists | Education and Training | |
| Physical Therapists | Health Science | |
| Sheriffs and Deputy Sheriffs | Law, Public Safety, Corrections and Security | |
| Municipal Fire Fighting and Prevention Supervisors | Law, Public Safety, Corrections and Security | |
| Clinical Nurse Specialists | Health Science | |
| Athletic Trainers | Health Science | |
| Nurse Anesthetists | Health Science | |
| Occupational Therapists | Health Science | |
| Critical Care Nurses | Health Science | |
| Recreational Therapists | Health Science | |
| Anesthesiologists | Health Science | |
| Nurse Practitioners | Health Science | |
| Ophthalmologists | Health Science | |
| Coaches and Scouts | Education and Training | |
| Career/Technical Education Teachers, Secondary School | Education and Training | |
| Obstetricians and Gynecologists | Health Science | |
| Physical Medicine and Rehabilitation Physicians | Health Science | |
| Nurse Midwives | Health Science | |
| Farm and Home Management Advisors | Education and Training | |
| Nursing Instructors and Teachers, Postsecondary | Education and Training | |

| Forest Fire Fighting and Prevention Supervisors | Law, Public Safety, Corrections and Security | |
|---|---|--|
| Urologists | Health Science | |
| Midwives | Health Science | |
| Emergency Management Directors | Government and Public Administration | |
| Fish and Game Wardens | Law, Public Safety, Corrections and Security | |
| Registered Nurses | Health Science | |
| Acute Care Nurses | Health Science | |
| Forest Firefighters | Law, Public Safety, Corrections and Security | |
| Prosthodontists | Health Science | |
| Licensed Practical and Licensed Vocational Nurses | Health Science | |
| Curators | Education and Training | |
| Respiratory Therapy Technicians | Health Science | |
| Respiratory Therapists | Health Science | |
| Park Naturalists | Science, Technology, Engineering and Mathematics | |
| Veterinarians | Health Science | |
| Archeologists | Science, Technology, Engineering and Mathematics | |
| Surgical Assistants | Health Science | |
| Family and General Practitioners | Health Science | |
| Airline Pilots, Copilots, and Flight Engineers | Transportation, Distribution and Logistics | |
| Art Therapists | Health Science | |
| Chiropractors | Health Science | |
| Exercise Physiologists | Health Science | |
| Education Administrators, Elementary and Secondary School | Education and Training | |
| Community Health Workers | Human Services | |
| Neuropsychologists and Clinical Neuropsychologists | Human Services | |
| Choreographers | Arts, Audio/Video Technology and Communications | |
| Police Detectives | Law, Public Safety, Corrections and Security | |
| Dermatologists | Health Science | |
| Internists, General | Health Science | |
| Podiatrists | Health Science | |
| Instructional Coordinators | Education and Training | |
| First-Line Supervisors of Correctional Officers | Law, Public Safety, Corrections and Security | |
| | | |

| Social and Community Service Managers | Human Services | |
|--|--|--|
| Advanced Practice Psychiatric Nurses | Health Science | |
| Nursery and Greenhouse Managers | Agriculture, Food and Natural Resources | |
| Radiologic Technologists | Health Science | |
| Career/Technical Education Teachers, Middle School | Education and Training | |
| Pediatricians, General | Health Science | |
| Hospitalists | Health Science | |
| Program Directors | Arts, Audio/Video Technology and Communications | |
| Directors- Stage, Motion Pictures, Television, and Radio | Arts, Audio/Video Technology and Communications | |
| Neurologists | Health Science | |
| Diagnostic Medical Sonographers | Health Science | |
| Physician Assistants | Health Science | |
| Meeting, Convention, and Event Planners | Business Management and Administration | |
| Security Managers | Business Management and Administration | |
| Anesthesiologist Assistants | Health Science | |
| Fire Investigators | Law, Public Safety, Corrections and Security | |
| Training and Development Managers | Business Management and Administration | |
| Radiologists | Health Science | |
| Loss Prevention Managers | Business Management and Administration | |
| Industrial Production Managers | Business Management and Administration | |
| Radiation Therapists | Health Science | |
| Elementary School Teachers, Except Special Education | Education and Training | |
| Pilots, Ship | Transportation, Distribution and Logistics | |
| Mental Health and Substance Abuse Social Workers | Human Services | |
| Coroners | Government and Public Administration | |
| Public Relations and Fundraising Managers | Marketing | |
| Art, Drama, and Music Teachers, Postsecondary | Education and Training | |
| Orthodontists | Health Science | |
| Broadcast News Analysts | Arts, Audio/Video Technology and Communications | |
| Criminal Investigators and Special Agents | Law, Public Safety, Corrections and Security | |
| | | |

| Health Specialties Teachers, Postsecondary | Education and Training | |
|--|---|--|
| First-Line Supervisors of Mechanics, Installers, and Repairers | Manufacturing | |
| Anthropologists | Science, Technology, Engineering and Mathematics | |
| Orthotists and Prosthetists | Health Science | |
| Biological Science Teachers, Postsecondary | Education and Training | |
| Special Education Teachers, Secondary School | Education and Training | |
| Naturopathic Physicians | Health Science | |
| General and Operations Managers | Business Management and Administration | |
| Psychiatrists | Health Science | |