

Personal Assessment
Clemson University HEHD 8060
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Many factors including but not limited to culture, education level, age, gender and genetic make-up influence one's personality and leadership style. "Personality consists of the traits that are unique to an individual human being. It is partly genetic and partly learned" (Samovar, Porter, & McDaniel, 2010, p. 41). To gain insight on my own personality and leadership styles I analyzed results from the DiSC Personal Profile System and True Colors Personality Assessment.

The DiSC Classic Model is based off a model that describes four styles of human behavior. Those four styles are Dominance (D), Influence (I), Steadiness (S), and Conscientiousness (C), (Inscape Publishing, 2005). Based on my responses during the assessment a highest DiSC dimension and classical profile pattern are determined. My highest DiSC dimension result is Influence. Characteristics that describe the dimension of Influence are placing emphasis on shaping the environment by influencing or persuading others, and tending to concentrate on tasks with a logical and systematic approach. Also tending to create a motivational environment, view people and situations with optimism, and desire an environment that includes coaching and counseling. My classical profile pattern is the Counselor Pattern. Some characteristics that describe the Counselor Pattern are someone who is effective at solving people problems, impresses others with warmth, empathy and understanding, someone who is optimistic, builds long-standing relationships, and someone who is a good listener.

The True Colors Personality Assessment is a model that uses four different colors to differentiate the four central personality styles as created by True Colors. The theory behind True Colors is traced back to Hippocrates and his identification of four different temperaments of humans and Plato's ideas on character and one's personality, (True

Colors Inc., 2015). The True Colors Personality Assessment categorizes the results of the assessment into four different colors, orange, gold, blue and green. Your dominant color is determined by your choice of word clusters that are most like you to the words that are least like you. Based on my responses my dominant color is gold. Some characteristics of the color gold are that I tend to follow rules, respect authority, loyalty, dependable, prepared, and I feel the need to be useful and belong. Also I value home, family and tradition and am caring, concerned and concrete. Lastly I am a natural preserver, parent and a helper.

I believe that the results of both assessments fit accurately into the environments I work in and the interactions that I have with others. I have worked as a dance teacher and coach for multiple years. I become very connected with the youth that I interact with and teach on a daily basis, viewing them as an extension of my family rather than just my students. My students often come to me for advice and view me as a role model. These situations and experiences correspond with my DiSC Profile Pattern of Counselor as well as characteristics of my True Colors assessment result such as feeling the need to be useful, valuing family, and being a natural preserver and helper.

Both assessments also presented results that relate to difficulties that I may incur during my interactions with others. For example with the dimension of Influence from the DiSC assessment the results stated that to be effective I would need to be firmer with others. The Counselor profile pattern also states that I may be too trusting, become overly flexible and fear causing harm to others. The True Colors assessment stated that I can be threatened by change, and may experience anxiety and worry. During my time as a dance teacher and coach I have had times where I would back down and lose dominance as an

authority figure because I would fear backlash from my athletes parents which may result in an athlete quitting the team. Not wanting to cause a disruption to the team's environment I would avoid conflict and let the parents have control over decisions and certain situations. This fear of change and fear of upsetting my athletes would cause me to be overly flexibly and this in turn would cause those who had authority over me to question whether I had proper control over the team and decision making related to the team.

The Developmental Model of Intercultural Sensitivity (DMIS) is a six-stage model that was created by Milton Bennett. The stages of the DMIS help to explain where one may lie in terms of their cultural sensitivity and competency. Cheryl W. Van Hook states, "as ones experience of cultural differences becomes more complex, one's competence in intercultural relationships is strengthened" (2000, p. 68). Within the six stages there are ethnocentric stages and ethnorelative stages. Ethnorelative stages involve altering ones own perspective to take others perspective into consideration. Within the ethnorelative stages is the stage of adaptation. The adaptation stage is the stage that I believe that I personally am in. The adaptation stage involves integrating other cultural beliefs into my own perspective. "Typically adaptation is based on a form of empathy in which one is able to experience events differently from the experiences of one's own culture" (Van Hook, 2000, p. 70). I have had the opportunity to work with students and athletes from many different cultures. I have had to adapt to the differing cultures and have been able to learn from these students in the process. For example there have been times where I would not use certain types of music during my dance classes because of certain students religious beliefs, or the content of the song went against the values of a

students family. I know that I need to be open and accepting of every student or athlete that enters my program. I want it to be an accepting and welcoming environment and adapting to the cultural beliefs and needs of each student or athlete allows that welcoming and warm environment to remain.

As I continue to learn and grow as a youth development leader it is important to be aware of my strengths as well as being able to acknowledge my weaknesses and what I should strive to improve. Some areas of strength as presented by the assessment results are the ability to positively accept others, develop a wide range of friendships, being approachable, and being loyal, dependable, punctual and organized. As mentioned earlier, there were some areas presented in the results of the DiSC Assessment and the True Colors Assessment that were more negative characteristics such as anxiety, stress, fear of causing harm, and not being firm enough with others. Through guidance from more experienced coaches and continued time coaching and teaching I hope to work to diminish these characteristics. Diminishing these characteristics would allow me to let my strengths come through even more, and be a strong and positive influence on the students and athletes I work with. Things such as anxiety and stress can be passed on to those around me and I would never want to let my own characteristics negatively impact people that I am working to help develop and be a positive role model for. When it comes to cultural sensitivity and competence I believe there is always room for growth and improvement. As previously stated I believe that I always work to adapt to the different cultures that I encounter. The area that I believe that I need to work to improve would be the area of competence. My knowledge of other cultures is not that broad, and is mostly related to those athletes and students I have taught and coached. Having a wider

knowledge base of cultures would allow me to adapt quicker and continue to grow within the ethnorelative stages.

References

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