Directions: For each group of words, mark two words that best describe you. Indicate how you feel honestly about yourself, not how you would like to be.

Select two words from each group which describe you:

1. a. realistic
   b. analytical
   c. imaginative
   d. investigative
2. a. organized
   b. critical
   c. adaptable
   d. inquisitive
3. a. getting to the point
   b. debating
   c. relating
   d. creating
4. a. practical
   b. academic
   c. personal
   d. adventurous
5. a. precise
   b. systematic
   c. flexible
   d. inventive
6. a. orderly
   b. sensible
   c. sharing
   d. independent
7. a. perfective
   b. logical
   c. cooperative
   d. competitive
8. a. hard-working
   b. intellectual
   c. sensitive
   d. risk-taking
9. a. planner
   b. reader
   c. people person
   d. problem solver
10. a. memorize
    b. think-through
    c. associate
    d. originate
11. a. wants directions
    b. judger
    c. spontaneous
    d. changer
12. a. cautious
    b. reasoning
    c. communicating
    d. discovering
13. a. practicing
    b. examining
    c. caring
    d. challenging
14. a. completing work
    b. gaining ideas
    c. interpreting
    d. seeing possibilities
15. a. doing
    b. thinking
    c. feeling
    d. experimenting

Scoring your Responses: Add the number of times you selected each response and record the totals below. Use the highest score to determine your thinking style.

Total number of A’s: ____  Mostly A’s = Concrete Sequential
Total number of B’s: ____  Mostly B’s = Abstract Sequential
Total number of C’s: ____  Mostly C’s = Abstract Random
Total number of D’s: ____  Mostly D’s = Concrete Random

See descriptions on reverse side
## What Your Totals Indicate:
- Mostly A’s = Concrete Sequential
- Mostly B’s = Abstract Sequential
- Mostly C’s = Abstract Random
- Mostly D’s = Concrete Random

### Concrete Sequential (Mostly A’s)
- **This learner likes:**
  - order and logic
  - following directions, predictability
  - getting facts
- **They learn best when:**
  - they have a structured, predictable environment
  - they can rely on others to complete this task
  - can apply ideas in pragmatic ways
- **What's hard for them?**
  - Working in groups
  - Discussions that seem to have no specific point
  - Working in an unorganized environment
  - Following incomplete or unclear directions
  - Working with unpredictable people
  - Demands to "use your imagination"
  - Questions with no right or wrong answers

### Abstract Sequential (Mostly B’s)
- **This learner likes:**
  - his/her point to be heard
  - analyzing situations before making a decision
  - applying logic in solving problems
- **They learn best when:**
  - they have access to experts or references
  - placed in stimulating environments
  - able to work alone
- **What's hard for them?**
  - Being forced to work with those of differing views
  - Too little time to deal with a subject thoroughly
  - Repeating the same tasks over and over
  - Lots of specific rules and regulations
  - Expressing their emotions
  - Being diplomatic when convincing others
  - Not monopolizing a conversation

### Abstract Random (Mostly C’s)
- **This learner likes:**
  - to listen to others
  - bringing harmony to group situations
  - focusing on the issues at hand
- **They learn best when:**
  - given broad or general guidelines
  - able to maintain friendly relationships
  - able to participate in group activities
- **What's hard for them?**
  - Having to explain or justify feelings
  - Competition
  - Working in a restrictive environment
  - Working with people who don’t seem friendly
  - Concentrating on one thing at a time
  - Giving exact details
  - Accepting even positive criticism

### Concrete Random (Mostly D’s)
- **This learner likes:**
  - experimenting to find answers
  - taking risks and using their intuition
  - solving problems independently
- **They learn best when:**
  - they are able to use trial-and-error approaches
  - able to compete with others
  - able to work through problems by themselves.
- **What's hard for them?**
  - Restrictions and limitations
  - Formal reports
  - Routines
  - Re-doing anything once it’s done
  - Keeping detailed records
  - Showing how they got an answer
  - Choosing only one answer

Source: DePorter, Bobbi, *Quantum Learning* and web.cortland.edu