

THE 5-MINUTE PERSONALITY TEST

Below are ten horizontal lines with four words on each line, one in each column. In each line, put the number "4" next to the word that best describes you in that line; a "3" next to the word that describes you next best; a "2" to the next best word, and a "1" by the word that least describes you. On each horizontal line of words, you will then have one "4", one "3", one "2", and one "1".

For example: One choice for the first line of words would be as follows:

3 Likes Authority 4 Enthusiastic 2 Sensitive Feelings 1 Likes Instructions

L

O

G

B

1. ___ Likes Authority	___ Enthusiastic	___ Sensitive Feelings	___ Likes Instructions
2. ___ Takes Charge	___ Takes Risks	___ Loyal	___ Accurate
3. ___ Determined	___ Visionary	___ Calm, Even Keel	___ Consistent
4. ___ Enterprising	___ Very Verbal	___ Enjoys Routine	___ Predictable
5. ___ Competitive	___ Promoter	___ Dislikes Change	___ Practical
6. ___ Problem Solver	___ Enjoys Popularity	___ Gives In To Others	___ Factual
7. ___ Productive	___ Fun-Loving	___ Avoids Confrontations	___ Conscientious
8. ___ Bold	___ Likes Variety	___ Sympathetic	___ Perfectionist
9. ___ Decision Maker	___ Spontaneous	___ Nurturing	___ Detail-Oriented
10. ___ Persistent	___ Inspirational	___ Peacemaker	___ Analytical
___ TOTAL "L"	___ TOTAL "O"	___ TOTAL "G"	___ TOTAL "B"

Total up the numbers for each vertical column (L, O, G, B).

THE 5-MINUTE PERSONALITY TEST

Now that you've taken the survey, what does it all mean? Each letter (L, O, G, B) stands for a particular personality type. The column with the highest score is your dominant personality type, while the column with the second highest number is your sub-dominant type. While you are a combination of all four personality types, the two types with the highest scores reveal the most accurate picture of your natural inclinations, strengths and weaknesses, and how you will naturally respond in most situations.

The four personality types can be likened to animals to make them easier to understand and remember. Below are complete descriptions of each one.

L = Lions

Lions are leaders. They are usually the bosses at work...or at least they think they are! They are decisive, bottom line folks who are observers, not watchers or listeners. They love to solve problems. They are usually individualists who love to seek new adventures and opportunities.

Lions are very confident and self-reliant. In a group setting, if no one else instantly takes charge, the Lion will. Unfortunately, if they don't learn how to tone down their aggressiveness, their natural dominating traits can cause problems with others. Most entrepreneurs are strong lions, or at least have a lot of lion in them.

Natural Strengths

- Decisive
- Goal-oriented
- Achievement driven
- Gets results
- Independent
- Risk-taker
- Takes charge
- Takes initiative
- Self-starter
- Persistent
- Efficient
- Competitive
- Enjoys challenges, variety and change
- Driven to complete projects quickly and effectively.

Natural Weaknesses

- Impatient
- Blunt
- Poor listener
- Impulsive
- Demanding
- May view projects more important than people
- Can be insensitive to the feelings of others
- May "run over" others who are slower to act or speak
- Fears inactivity, relaxation
- Quickly bored by routine or mechanics

Basic Disposition:	Fast-paced, task oriented
Motivated by:	Results; challenge, action, power, and credit for achievement
Time Management:	Lions focus on NOW instead of distant future. They get a lot more done in a lot less time than their peers. Hate wasting time; and like to <i>get right to the point</i> .
Communication Style:	Great at initiating communication; not good at listening (one way communicator)
Decision Making:	Impulsive; makes quick decisions with goal or end result in mind. Results-focused. Needs very few facts to make a decision.
In Pressure or Tense Situations:	The lion takes <i>command</i> and becomes autocratic.
Greatest Needs:	The lion needs to see results, experience variety, and face new challenges. He needs to solve problems and wants <i>direct</i> answers.
What the Lion Desires:	Freedom, authority, variety, difficult assignments, opportunity for advancement.

Retrieved online from: mrfarshtey.net/Psychology/5minute_personality_test.doc

Originally developed by Smalley and Trent, 1999.

The Two Sides of Love, Gary Smalley and John Trent, 1999, Tyndale House Publishers, Carol Stream, Illinois

O = Otters

Otters are excitable, fun seeking, cheerleader types who love to talk! They're great at motivating others and need to be in an environment where they can talk and have a vote on major decisions. The otters' outgoing nature makes them great *networkers*—they usually know a lot of people who know a lot of people. They can be very loving and encouraging unless under pressure, when they tend to use their verbal skills to attack. They have a strong desire to be liked and enjoy being the center of attention. They are often very attentive to style, clothes, and *flash*. Otters are the life of any party; and most people really enjoy being around them.

Natural Strengths

- Enthusiastic
- Optimistic
- Good Communicator
- Emotional and Passionate
- Motivational and Inspirational
- Outgoing
- Personal
- Dramatic
- Fun-loving

Natural Weaknesses

- Unrealistic
- Not detail-oriented
- Disorganized
- Impulsive
- Listens to *feelings* above *logic*
- Reactive
- Can be too talkative
- Excitable

Basic Disposition:	Fast-paced. People-oriented.
Motivated by:	Recognition and approval of others
Time Management:	Otters focus on the future and have a tendency to rush to the next exciting thing.
Communication Style:	Enthusiastic and stimulating, often one-way; but can inspire and motivate others.
Decision Making:	Intuitive and fast. Makes lots of “right calls” and lots of wrong ones.
In Pressure or Tense Situations:	The otter ATTACKS. Can be more concerned about their popularity than about achieving tangible results.
Greatest Needs:	The otter needs social activities and recognition; activities that are fun, and freedom from details.
What the Otter Desires:	Prestige, friendly relationships, opportunity to help and motivate others, and opportunities to verbally share their ideas.

G = Golden Retrievers

One word describes these people: LOYAL. They're so loyal, in fact, that they can absorb the most emotional pain and punishment in a relationship and still stay committed. They are great listeners, incredibly empathetic and warm encouragers. However, they tend to be such pleasers that they can have great difficulty being assertive in a situation or relationship when it's needed.

Natural Strengths

- Patient
- Easy-going
- Team player
- Stable
- Empathetic
- Compassionate
- Sensitive to feelings of others
- Tremendously loyal
- Puts people above projects
- Dependable
- Reliable
- Supportive
- Agreeable

Natural Weaknesses

- Indecisive
- Over-accommodating
- May sacrifice results for the sake of harmony
- Slow to initiate
- Avoids confrontation even when needed
- Tends to hold grudges and remember hurts inflicted by others
- Fears change

Basic Disposition:	Slow-paced, people-oriented
Motivated by:	Desire for good relationships and appreciation of others.
Time Management:	Golden Retrievers focus on the present and devote lots of time to helping others and building relationships.
Communication Style:	Two-way communicator; great listener and provides empathetic response.
Decision Making:	Makes decisions more slowly, wants input from others, and often yields to the input
In Pressure or Tense Situations:	The Golden Retriever gives in to the opinions, ideas, and wishes of others. Often too tolerant.
Greatest Needs:	The Golden Retriever needs security; gradual change and time to adjust to it; an environment free of conflict.
Desires:	Quality relationships; security; consistent known environment; a relaxed and friendly environment; freedom to work at own pace.

B = Beavers

Beavers have a strong need to do things right and *by the book*. In fact, they are the kind of people who actually read instruction manuals. They are great at providing quality control in an office, and will provide quality control in any situation or field that demands accuracy, such as accounting, engineering, etc. Because rules, consistency and high standards are so important to beavers, they are often frustrated with others who do not share these same characteristics. Their strong need for maintaining high (and oftentimes unrealistic) standards can short-circuit their ability to express warmth in a relationship.

Natural Strengths

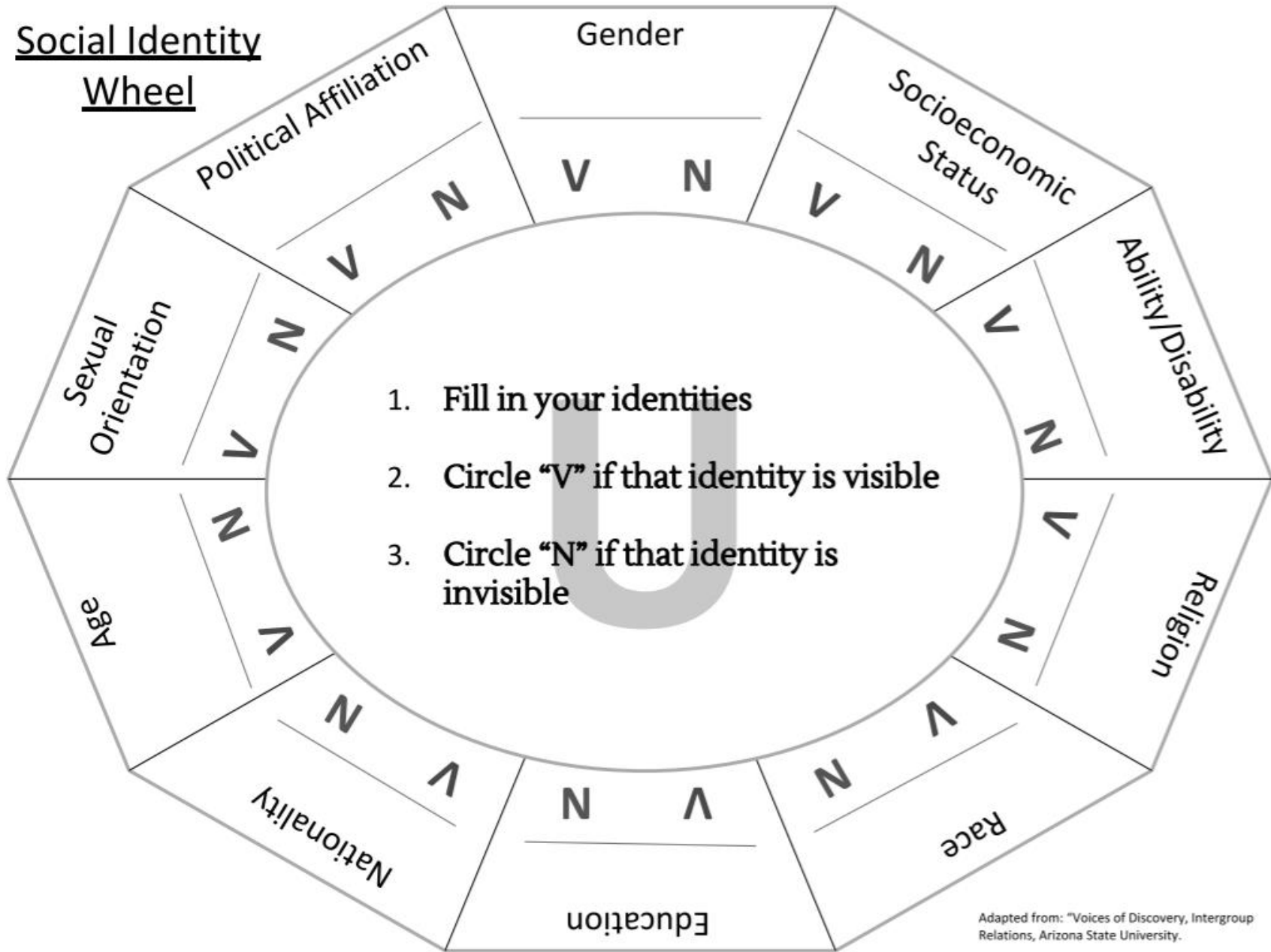
- Accurate
- Analytical
- Detail-oriented
- Thoroughness
- Industrious
- Orderly
- Methodical and exhaustive
- High standards
- Intuitive
- Controlled

Natural Weaknesses

- Too hard on self
- Too critical of others
- Perfectionist
- Overly cautious
- Won't make decisions without "all" the facts
- Too picky
- Overly sensitive

Basic Disposition:	Slow-paced, task-oriented
Motivated by:	The desire to be right and maintain quality.
Time Management:	Beavers tend to work slowly to make sure they are accurate.
Communication Style:	Beavers are good listeners, communicate details, and are usually diplomatic.
Decision Making:	Avoids making decisions; needs lots of information before they will make a decision
In Pressure or Tense Situations:	The beaver tries to avoid pressure or tense situations. They can ignore deadlines.
Greatest Needs:	The beaver needs security, gradual change and time to adjust to it.
What the Beaver Desires:	Clearly defined tasks, stability, security, low risk, and tasks that require precision and planning.

Social Identity
Wheel



Categories & Examples

Ability/Disability: Physical, psychological, mental, and/or learning ability.
Examples: Able-bodied, living with a disability, living with a chronic disease.

Age: Chronological age or age group.
Examples: Young adult, middle age, adolescent, elder

Education: Highest level attained.
Examples: High school, GED, Associates, Bachelors, Masters, Doctorate

Gender Identity: One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves.
Examples: Man, woman, genderqueer, transgender, nonbinary

Nationality: Specific legal relationship between a person and a state, whether by birth or naturalisation in the case of an immigrant; Country listed on passport.
Examples: United States, Australia, China, Ireland, Ghana

Political Affiliation: An association with a set of ideas, principles and morals of a political group. Affiliation could either mean one shares the same views or one is registered with a party.
Examples: Right, left, Democrat, Republican, Independent, Liberal, Conservative

Race: Groups of people who have differences and similarities in biological traits deemed by society to be socially significant.
Examples: Black, White, Native American, Latino, Biracial, Multiracial

Religion or Spiritual Affiliation: The self-identified association of a person with a **religion**, denomination or sub-denominational religious group.
Examples: Christian, Muslim, Baha'i, Agnostic, Atheist, Hindu, Jewish

Sexual Orientation: An inherent or immutable enduring emotional, romantic or sexual attraction to other people.
Examples: Lesbian, Straight, Bisexual, Gay,

Socioeconomic Status: The social standing or class of an individual or group. It is often measured as a combination of education, income and occupation.
Examples: Upper class, middle class, working class, poor

Definitions taken from:

<https://sites.temple.edu/intergrounddialoguetraining/files/2014/07/Social-Identity-Wheel.pdf>

<https://www.reference.com/government-politics/political-affiliation-a417658fb05ec3c>

<https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions>

INTERRUPTING BIAS: A TECHNIQUE

THE PALS APPROACH

This is a methodology to use when you hear someone say something that may be problematic or hurtful to a specific group of people or yourself. The major objective of this approach is to stay connected with the person and speak your truth clearly.

P

Pause

Pause/Halt/Stop/Slow the conversation

Things you can say:

- "Wait a Second,"
- "Excuse me,"
- "Um, hold on a second..."

The goal here is to interrupt the flow of the conversation to let the speaker know that you are interested in learning more about something they just said. Use your own instinct and language, but the most important first step is pausing the conversation when you hear something that you think might need to be addressed further.

A

Acknowledge/Ask

Acknowledge what the person is saying.

This sends the message that you are trying to make meaning out of what the person said, even if it is at odds with your own ideas. It shows respect/dignity/interest in collaboration/dialogue.

- "What I hear you saying is..."
Or: "I appreciate your thinking on this..."

Ask for clarification, get curious, make sure you understand what the person said.

- "That sounds important, can you say more?"

Let them know what you think you heard them say.

Maybe you misunderstood the person. Keep your voice calm. Sometimes that is all you need to do.

- "I think you said that gender defines who makes a good leader."

L

Listen

Listen to what the person said.

Treat them with dignity.
What really matters to the person?

Though listening may sound simple, it is probably the most important thing you can do to continue to engage the person. There is a difference

between simply hearing a person in order to think of your response and the more active, engaged listening that takes place when you are truly trying to understand the meaning of what is being said. It is important to get curious and authentically listen to learn.

S

Speak Your Truth/Share Stories

Speak your truth.

Be clear.
Describe your objection.

Share your learning. Speak calmly.

There is something powerful in story telling. While sharing factual data may be helpful, we know that people are moved to open up and take other perspectives when they hear stories.

You may share your own story, or share the story about someone you know.

- "I used to think that way too, but I have learned this is a stereotype and a person can be a good leader regardless of gender."



TIPS BUILDING INCLUSIVE COMMUNITIES

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INTERRUPTING BIAS: A TECHNIQUE

The Tips for Building Inclusive Communities Series was designed to address questions from faculty, staff, students, and community members about how to create inclusive spaces in classrooms, meetings, on study abroad, in community settings and beyond. Every Tip in the series is designed to share basic details about different methods for creating inclusive communities in a way that is quickly accessible to the reader.

BUILDING INCLUSIVE COMMUNITIES is a university-wide initiative that reflects Michigan State University's core value of inclusion and its rich history in supporting the efforts of every student to realize their full potential through academic pursuit. Students, alumni, faculty, and staff carry this message forward, on campus and across the globe to help build inclusive communities where diversity and differences are acknowledged as strengths.

It is the mission of the Office for Inclusion and Intercultural Initiatives to promote Building Inclusive Communities so that our differences will be acknowledged as our strength, so that we can be different together, and that our many voices sound together to form one will. The need to embrace and share this message has never been greater.

Why Build Inclusive Communities? When we participate in the process of Building Inclusive Communities we create the opportunity to see the world differently, in our research, in the work we pursue, in the classroom, in social relationships, as consumers, voters, partners, families, travelers, and more. Building Inclusive Communities starts with a frame of mind and a deep-seated understanding that inclusion is at the core of MSU's values and the very foundation of our life-long educational journey. But results don't occur overnight. It takes time and commitment to sustain. Together we will create a supportive and welcoming environment for all Spartans.





Center for Community
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What are the main points about power and privilege you learned today?

What are you likely to put into practice during your community engaged learning?

What are you still wondering, curious, or unclear about?

Other comments, questions, ideas, or suggestions?