

# Personality psychology assignment

[Psychology](#)



The profile indicates a high task oriented person with a strong ability to be a crowd pleaser. The inspiring personality style mentor is primarily outgoing making friends easily and possesses a high energy and enthusiasm. (Sq audio. Com/discreteness). He is very influential and communicates well as he inspires others that follow him. He likes challenges and doesn't seem to worry too much because he is extremely confident in his abilities. He is a good negotiator, but not necessarily a good listener or compromiser. He sometimes is the initiator of conflicts because of his stubborn and controlling nature.

This personality does not always listen to counsel and sometimes dismisses what he hears. His charisma can be his downfall (Carbondale, 2008).

Analyzing the (NEFF) M-BET results of the mentor, Joe Butt (2013) describes this combination personality as the “ benevolent pedagogue of humanity. ”

They tend to be large talkers, dreamers, and doers with an incredible amount of persuasive attributes and interpersonal skills which makes them into great potential salesmen. They appear to be very creative and responsible to carry out many tasks at once with a great deal of energy and confidence.

They like people and make quick decisions about them and are available to anyone who needs them. They have sometimes a tender psychological shell and are at risk of being hurt emotionally. Student's M-BIT Report The student's M-BIT report shows that she is a highly complex intuitive INFO, the protector. In the home she displays patient, gentle devotion. She is a natural nurturer with high expectations for her children. She possesses strong values

with great faith in her instincts and intuition. Believing in constant growth she is a perfectionist who is not sure she is living up to her fullest potential.

Sometimes she fails to see the big picture while pushing herself to the limit. At work she is extremely creative favoring art and science ND service oriented professions. As a careful listener and people person, she is sensitive to conflict and may become agitated and internalize her anger. The comparison of the student's Disc "SIC" and M-BIT personality reports indicate very similar results. The Disc profile and M-BIT both indicate the people oriented and supportive listening traits of the student. Both show a desire to empathic and serve humanity.

Since the M-BIT is focused on positive traits, it is different from the Disc profile as it does not show the blind spots and the need to make adjustments in behavior (Collar, 2008, p. 232). The (Discrepancies) states that dominant "S" listening skills are extremely keen without interruptions, but Squid's Com/discreteness mention the blind spot of getting "run over" because of the fear of confrontation. When the "S" minute is engaged in a conversation with her "I" mentor they are very likely to slip into the 'flat-brain tango' (Petersen, 2007, p. 33).

The "S/C" minute needs to remember to be more assertive while the "I/SD" needs to stop and pursue clarification. Higher level communication connects us at a level of feeling and spirit (Petersen, 2007, p. 19). SUMP part 2 Questionnaires Demonstrating Fit In order to demonstrate fit to each DISC profile the counselor must be aware of the voice inflection, physical posture, eye contact and focused attention of the counsel (Collar, 1997, p. 95). The D

personality trait – The high dominant behavior style presents a challenge in that he/she tends to operate in a fast paced manner which is totally the opposite of the high “ S” counselor.

Communication with the impatient controller is a challenge for the “ S” counselor until empathy and listening skills begin to emerge. Generally patient, submissive, and quietly reflective, the approach in therapy would be to assist the counselor to choose a solution focused goal for the problem at hand. Since “ D”’s learning styles are result oriented it is best to approach them with an itemized agenda while appealing to their controlling nature and preconceived ideas. (Disclosures).

The tender sensitive passive nature of the “ S” therapist should not take offense while remembering the possible blind spots of the “ D” counselor when viewed as rude, aggressive, and insensitive (Squid’s. Com /discreteness).

The personality trait -?? The inspiring and influential behavioral style is usually open to new theories, ideas, and ethos of learning. They are fun loving and have a short attention span (Disclosures). Keeping this learning style in mind, the “ S” counselor should attempt to set good boundaries in counseling sessions.

The general friendliness and outgoing nature of the “ I” counselor and the genuine sincere, caring, friendliness of the “ S” counselor would seem to be a good fit. Also, since the “ I” is a talker and the “ S” is a listener an appropriate communication strategy (game) would be the Talker-Listener Card (Petersen, 2007, p 55). The blind spots of defensiveness and not listening to counsel present the biggest robber for the counselor. Getting the

“ I” to own his responsibility for defensive behavior and poor listening habits will be the challenge for the counselor.

The S personality trait – The supportive personality style of the counsel and counselor both ask “ Hove” will we get this problem solved? They both use how questions on a regular basis (Disclosures). Since they both work at a steady pace and are careful listeners they will approach the problem in a step by step manner. The caring “ S” counselor, aware of the bloodspots of sensitivity and self-sacrificing behavior of the “ S” counsel, will deed to gently supply confidence and encouragement to enable the counsel to be more assertive.

A willing student the “ S” counsel is very receptive to learning, but likes to observe techniques first then practice. Role play is a good strategy to use with this client. The C personality trait – The conscience’s care-seeker wants to have a plan and schedule and asks many questions surrounding “ why” questions (Disclosures). They want to hear facts and understand. They ask why should we do this (Disclosures)? The counselor would be wise to develop a written plan or goal in the therapy recess and explain the purpose of each step.

Since the “ C” personality is the second best listener (Tandem. Com) then the rapport between this counselor and the “ C” counsel will be helpful as long as a structured and accurate listening approach is maintained. Action steps will be necessary as the problem is discussed as this is a blind spot of the “ C”. Rather than worrying about what could go wrong they will need to move forward and attempt risks to accomplish the plan for healing (Squid’s.

Com/discreteness). Communicating with a care-seeker The care-seeker from the case study Crossroads chosen for evaluation and assessment is Melissa.

Melissa was chosen because as a high “ S” counselor her natural tendency to blend in and serve during this crisis touched a familiar cord. Melissa displays many “ S” personality traits. She is shown as the steady reliable supportive friend, not only to Broody, with whom she has a particular rapport, but also with the entire family. Melissa displays tendencies Of strong compassion, thoughtful, kind servant hood and a gentle quiet-like presence in the face of a horrible tragedy. She rarely expresses her own loss preferring to physically and emotionally care for the family involved.

She is able to get along with every family member easily and even at times gently confront the “ D” personality of Bruce without causing offense. She is loyal to Broody and is greatly concerned for his healing and relationship with Bruce. She is a peacemaker. Since both Melissa and this “ S” counselor are great listeners indicating a great advantage in this counseling relationship from the start. They are both highly empathetic and caring. The “ S” counselor understands that Melissa will have a tendency to over function and even sacrifice as she provides steady friendship and compassion.

Dealing with the loss of her friend will be extremely painful because “ S” personalities are extremely relational one on one and make long lasting deep friendships (Carbondale, 2008). Applying what she has learned regarding grief and loss, the “ S” counselor first needs to rule out whether the grief/loss has debilitated into depression (Clinton and Hawkins, 2009, p. 130). Melissa needs encouragement to express and feel her pain. She should

be reminded to not attempt to do too much and that grieving takes time and is a process. Not attending to her personal self-care and not speaking out when pain of the loss of her friend overwhelms her are

Melissa major blind spots. It will be necessary to remind Melissa that keeping busy and providing support and care is a healthy action while realizing that sacrificial giving to the point of exhaustion can also cause damage.

Connecting and communicating with a mentor This student's mentor has been determined to be "I/SD". The dominant trait of "I" indicates that this person is full of fun and shares feelings openly. This mentor has a soft caring side and is generally liked and likes people. The "D" traits show that the mentor is more comfortable telling people what to do than inspiring them to get things done.

Conflicting with the high "S" personality trait of this student is the lack of preparation at times, and the poor listening skills of the "I" mentor.

However, both this student and the mentor have "S" traits that indicate that they care for people and have a strong desire to serve. They also have great kindness and tender hearts. The mentor's high persuasive personality complements the sometimes shy and reserved personality of the student. The "C" personality trait of the student counselor likes to be more organized and peruse facts and details.

This desire is an area of concern with the student as Carbondale (2008) mentions that the "I/SD" mentor's interest in gathering facts can sometimes compromise quality in an effort to accomplish a goal or task. Another potential challenge can be the "D" mentor's tendency to control. This would

mean that the “ S” minute will need to be a bit more assertive as they accomplish tasks. Overall, this relationship has many possibilities due to the strong desire to serve and the mutual love for people. These are necessary qualities for developing a pastoral counseling mentors.