



True Colors



Understanding Yourself and Others

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October 2002





True Colors



True Colors was developed by Don Lowry of Communications Companies International. *(CCI is no longer in business.)*

True Colors is a simple assessment of our preferences. Four basic colors are used to identify and categorize common preferences in people. Although we would like to think that we exhibit all preferences whenever they would be most appropriate, research has found that we tend to stick to the preferences outlined in one or two of the color descriptors. Hence we say that we have a dominant color or colors, that may be influenced or shaded by others.



True Colors



- Goal: To provide information about people's preferences in order to understanding oneself and others better.
- **Understand that people tend to stick to one or two dominant styles of reaction—especially during period of change.**
 - **Learn how to communicate better by “talking another color,” which validates and dignifies the diversity.**
 - **Learn how to adapt teaching strategies and instructional delivery to reach more students.**
 - **Understand our children.**

True Colors



Word Associations for Gold

- traditional, organized, punctual, likes detail, loyal, responsible, value home and family, strong feeling of right and wrong----no gray!*



True Colors



Word Associations for Blue

- *romantic, sensitive, nurturing, strong need for relationships, cultivate the potential in others, honest, authentic, peaceful*



True Colors



Word Associations for Green

- problem-solvers, analytic, abstract thinkers, curious, complex, futuristic, strive for perfection, in harmony with the environment, needs freedom to explore new solutions*





True Colors



Word Associations for Orange

- high energy, need for immediate action, hands-on, seeks competition, carefree, commands attention, adventuresome, spontaneous, fun-loving*



True Colors



True Colors Spectrum Form

Read each horizontal row of descriptors. Rank the groups of descriptors. Give a 4 to the words that describes you best, 3 to the second closest description, 2 to the next closest description, and 1 to the group of words that describe you the least.

True Colors



Character Descriptors

GOLD



I need to follow rules and respect authority

I have a strong sense of what is right and wrong in life

I need to be useful and to belong

I value home, family, and tradition

I am a natural preserver, a parent, a helper.

- **AT WORK**, I provide stability and can maintain organization. My ability to handle details and to work hard makes me the backbone of many organizations. I believe that work comes before play, even if I must work overtime to complete the job.
- **AT LOVE**, I am serious and tend to have traditional, conservative views of both love and marriage. I want a mate who can work along with me, building a secure, predictable life together. I demonstrate love and affection through the practical things I do for my loved ones.
- **IN CHILDHOOD**, I wanted to follow the rules and regulations of the school. I understood and respected authority and was comfortable with academic routine. I was the easiest of all types of children to adapt to the educational system.

•Loyal, Dependable, Prepared

• Thorough, Sensible, Punctual

• Faithful, Stable, Organized

•Caring, Concerned, Concrete





True Colors



Character Descriptors

BLUE

I need to feel unique and authentic

I look for meaning and significance in life

I need to contribute, to encourage, and to care

I value integrity and unity in relationships

I am a natural romantic, a poet, a nurturer

- AT WORK, I have a strong desire to influence others so they may lead more significant lives. I often work in the arts, communications, education, and the helping professions. I am adept at motivating and interacting with others.
- AT LOVE, I seek harmonious relationships. I am a true romantic and believe in perfect love that lasts forever. I bring drama, warmth, and empathy to all relationships. I enjoy the symbols of romance such as flowers, candlelight, and music and cherish the small gestures of love.
- IN CHILDHOOD, I was extremely imaginative and found it difficult to fit into the structure of school life. I reacted with great sensitivity to discordance or rejection and sought recognition. I responded to encouragement rather than to competition.

- Enthusiastic, Sympathetic, Personal
- Warm, Communicative, Compassionate
- Idealistic, Spiritual, Sincere
- Peaceful, Flexible, Imaginative

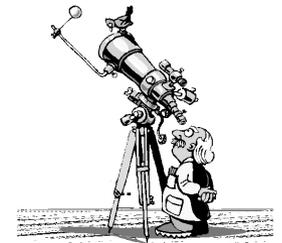


True Colors



Character Descriptors

GREEN



I seek knowledge and understanding

I live life by my own standards

I need explanations and answers

I value intelligence, insight, fairness, and justice

I am a natural nonconformist, a visionary, a problem-solver.

- **AT WORK**, I am conceptual and an independent thinker. For me, work is play. I am drawn to constant challenge in careers, and like to develop models, explore ideas, or build systems to satisfy my need to deal with the innovative. Once I have perfected an idea, I prefer to move on, leaving the project to be maintained and supported by others.
- **AT LOVE**, I prefer to let my head rule my heart. I dislike repetition, so it is difficult for me to continuously express feelings. I believe that once feelings are stated, they are obvious to a partner. I am uneasy when my emotions control me. I want to establish a relationship, leave it to maintain itself, and turn my energies back to my career.
- **IN CHILDHOOD**, I appeared to be older than my years and focused on my greatest interests, achieving in subjects that were mentally stimulating. I was impatient with drill and routine, questioned authority, and found it necessary to respect teachers before I could learn from them.

• Analytical, Global, Conceptual

• Cool, Calm, Collected

• Inventive, Logical, Perfectionist

• Abstract, Hypothetical, Investigative

True Colors



Character Descriptors

ORANGE

I act on a moment's notice

I consider life as a game, here and now

I need fun, variety, stimulation, and excitement

I value skill, resourcefulness, and courage

I am a natural troubleshooter, a performer, a competitor.

- **AT WORK**, I am bored and restless with jobs that are routine and structured. I am more satisfied in careers that allow me independence and freedom, while utilizing my physical coordination and my love of tools. I view any kind of tool as an extension of self. I am a natural performer.
- **AT LOVE**, I seek a relationship with shared activities and interests. With my mate, I like to explore new ways to energize the relationship. As a lover I need to be bold and I thrive on physical contact. I enjoy giving extravagant gifts that bring obvious pleasure to my loved ones.
- **IN CHILDHOOD**, of all types of children, I had the most difficult time fitting into academic routine. I learn by doing and experiencing, rather than by listening and reading. I need physical involvement in the learning process and am motivated by my own natural competitive nature and sense of fun.

- Witty, Charming, Spontaneous
- Impulsive, Generous, Impactful
- Optimistic, Eager, Bold
- Physical, Immediate, Fraternal





True Colors



Understanding Your Leader

What is your leader's True Color?"

How would you describe him/her?

VISIONARY... Strategically-Centered

GREEN

TROUBLE-SHOOTER ... Action-Centered

Orange

STABILIZER ... Organization-Centered

Gold

NURTURER ... People-Centered

Blue



True Colors



Understanding Your Leader

What is your leader's True Color?"

How would you describe him/her?

TROUBLE-SHOOTER ... Action-Centered

- Thrives on action
- Lives in the here and now
- Welcomes change and take risks
- Likes variety
- Seeks fun
- Deals quickly with concrete problems
- Is a flexible, practical diplomat

ORANGE



True Colors



Understanding Your Leader

What is your leader's True Color?"
How would you describe him/her?

STABILIZER ...Organization-Centered

- Highly accountable, detailed, thorough
- Values home and family
- Likes to belong
- Has a sense of social responsibility
- Rewards dedication and loyalty
- Appreciates order and punctuality

GOLD



True Colors



Understanding Your Leader

What is your leader's True Color?"
How would you describe him/her?

NURTURER ... People-Centered

- Optimistic, dramatic spokesperson
- Democratic and thoughtful
- Values personal relationships
- Has a people-centered point of view
- Values harmony and cooperation
- Enjoys activating people's potential

BLUE

True Colors



Communicating Effectively With Your Leader

What is your leader's dominant color? _____

What is your leader's secondary color? _____

List three strong preferences of your leader that should be considered when communicating with him/her:



True Colors



Understanding Gold Teachers

INSTITUTION-ORIENTED ... GOLD

This teacher is organized and his/her routines are well structured. He/she feels responsible for educating all children because “children are our future.”

- Has well-established classroom routine
- Is a firm and fair disciplinarian
- Fosters and rewards delegated responsibility
- Uses a step-by-step process for learning
- Is committed to preserving and transmitting the culture within the institution





True Colors

Student Reaction to a Gold Teacher

A Gold student says:

I always like the way Mrs. Jones teaches. She tells you the right way to do it step-by-step. I know exactly what I have to learn and I know how to do the problems when she's done. I have a set time each night to do my homework. I write all my assignments down in my notebook so I never have to memorize. Actually, I like to memorize. I'm good at it. Her tests are straightforward, too. I like that she asks for the "facts." I don't have to "analyze" or "evaluate" as much as I do in Mr. Wobble's class.



True Colors



Student Reaction to a Gold Teacher

An Orange student says:

I hate when she makes us go through five examples when I knew what I was doing after one. I already did the problems at the end. Now I have to go back to the beginning to finish the first set. I had to redo the second set because I didn't notice the sign changed from + to a -, It gets boring doing these practice pages. I wish we could play some math games instead.



True Colors

Student Reaction to a Gold Teacher

A Green student says:

Mrs. Jones is OK—at least everything she does is orderly; but so much of it seems like nonsense work. Why do I have to do 20 practice examples? And how come you invert the fraction to divide? What makes that work? Mrs. Jones says “Never mind. Just follow the steps and you’ ll get the right answer,” , but if I knew the logic behind the process, it would be so much easier to apply this skill to word problems. I’ d like to know who invented fractions and how, or if, computers use fractions or will they become a dead language like Latin and be replaced by decimals?



True Colors



Student Reaction to a Gold Teacher

A Blue student says:

I like Ms. Jones and I would never want to hurt her feelings, but I always feel so sorry for Sammy. He never pays attention to the teachers. Then he doesn't know what to do. I really hate it when the teacher yells at him. I know he's supposed to listen, but he just can't. I don't know why but I know he can't. I wish I could help him do better in school.

True Colors



Understanding Blue Teachers



STUDENT-ORIENTED ...BLUE

This teacher values nurturing and supporting student growth. He/she builds excellent rapport with students.

- Uses imagination as a teaching tool
- Involves students in the learning process
- Seeks to create harmony in the classroom
- Enjoys individualizing instruction
- Nurtures the “whole” student
- Runs a democratic classroom



True Colors

Student Reaction to a Blue Teacher

A Gold student says:

I really don't care how they feel. What's important is what happened in the story from beginning to end—and I hate to role-play! I want a teacher to like me not for what I am, but for what I do.

When she gives an assignment, she never seems to have enough practical examples. She does make me feel important and that helps me to relax. I'll remember her more than I'll remember what she taught me.



True Colors

Student Reaction to a Blue Teacher

An Orange student says:

The plays and special projects are nice, but why does she always try to get us to understand how the characters feel? I prefer imagining what happens next. What will the character be like when he's 80 years old? Will he have the same problems? Well, at least we don't have to just read back in the story to look up facts.'

She is always so understanding when my work is late. I think about the assignment a lot, but somehow I don't actually get started doing it until the last minute. Somehow what I turn in never looks as good as what I imagined. I wish she could see what I imagined. She would have really liked it.



True Colors

Student Reaction to a Blue Teacher

A Green student says:

I like to learn on my own and Mrs. Jones has so many “groupie” things. The things kids say can be so dumb. Don’t they know how to use an encyclopedia to find the right answer? Mrs. Jones likes to do creative writing projects. I have wonderful ideas, with all the facts to back them, but I don’t like to take the time to write everything down. Why does everything have to be written down and ‘turned in?’ I’d like to discuss this by myself with Mrs. Jones. She’s the only one who would really understand my ideas.



True Colors

Student Reaction to a Blue Teacher

A Blue student says:

I love this room! Mrs. Jones always makes me feel welcome and special. I guess I need to feel special. She hardly ever makes us memorize and we get to do lots of role-playing. I know she likes me so I'm willing to work, and work, and work, for her. It's not her fault she has to do a lot of that stuff in the curriculum guide.

True Colors



Understanding Green Teachers

SUBJECT-CENTERED ...GREEN

This teacher likes the freedom to develop new procedures and reflects the advances made in technology and culture. He/she shares new insights and knowledge gathered from research and best practices.

- Presents instructional material logically
- Strives to develop students' intelligence
- Inspires students to stretch
- Uses a cause-effect approach to develop students' reasoning ability
- Focuses on broader implications





True Colors

Student Reaction to a Green Teacher

A Gold student says:

I don't now if I can find a food chain like the one he talked about. I don't know where the animal pictures are. I wish he could tell me exactly where to look. Maybe I can come up with a food chain but where will I find the answer to why this chain evolved? I like to find the right answer so I hope I don't have to just think up an answer for that part.



True Colors



Student Reaction to a Green Teacher

An Orange student says:

Food chains! I wonder if I can come up with a food chain that no one else will have. I like thinking of something different. It means I work harder, but it's worth it to me to be original. Boy, I'm already into it and ready to go! I bet I can finish it by next Sunday—no problem! but.... I wonder why a person doesn't turn red when they eat something red!



True Colors



Student Reaction to a Green Teacher

A Green student says:

When things are in order I can do my best! Besides, I really like this assignment. Someone else is finally asking why these things we take for granted happen. He gave us a lot of information. I have to sort first—put these animals and insects into their phyla. I need to systematize things so I can see them clearly. Yes, this is a fair assignment.



True Colors

Student Reaction to a Green Teacher

A Blue student says:

What a horrible topic! I can't stand to think if one animal eating up another. I keep wondering about his family and won't they miss him? Oh, I'll find the pictures and I'll do the assignment, but I don't like it!



True Colors



Understanding Orange Teachers

ACTION-ORIENTED ... ORANGE

This teacher likes “hands-on” techniques rather than theoretical methods. He/she creates a dynamic, exciting, and creative classroom atmosphere.

- Likes to be an innovator
- Provides many action experiences
- Teaches in the “here and now”
- Is quick to deal with concrete problems
- Utilizes dynamic, spontaneous teaching style



True Colors

Student Reaction to an Orange Teacher

A Gold student says:

Everything seems so flop-floppy in this class. She tells us to do homework and sometimes forgets to collect it. We always have to “imagine” or “create.” I wish we could just learn! If she’ll tell me what I need to learn, I can learn it. Just when I think I can follow her discussion, just when she starts to make sense she jumps to another thought and I’m lost. She’s really nice but I wish she would get more organized.



True Colors

Student Reaction to an Orange Teacher

An Orange student says:

I love it! Just think—our solution today could be adopted by all the nations of the world. We need to look at how to make the money. I guess we'll have to plan on how to recycle it on the space station and we need to decide on who is going to control the production. I think maybe I'll start with the actual design of the currency and then I'll work on the process for its production and dissemination. What a great project!



True Colors



Student Reaction to an Orange Teacher

A Green student says:

She starts out with a good idea but she mixes everything up too much. First we talk about how the money looks; then all of a sudden we're talking about how to produce the money; then we're discussing a possible recession on the space station after one year! We're just wasting our time. If we want to really develop a money system we need to approach it logically and orderly. Maybe I should show her my outline for solving this dilemma. I'll wait and show it just to her. No one else would really understand it.



True Colors



Student Reaction to an Orange Teacher

A Blue student says:

Can you imagine what it feels like to be the first shopper in space? I wonder if the clerks will get as tired if there is no gravity? We have to plan a money system but I would rather plan how to use the money system once we have it. Maybe we could develop a plan that would keep people from being poor.

True Colors



Communicating Effectively With Teachers

Name one teacher who's dominant color is blue? _____

Name one teacher who's dominant color is gold? _____

Name one teacher who's dominant color is green? _____

Name one teacher who's dominant color is orange? _____

True Colors



Gold Teachers prefer....

Blue Teachers prefer...

Green Teachers prefer...

Orange Teachers prefer...



True Colors



List three strong preferences of a teacher with whom you communicate effectively and the techniques that you knowingly (or intuitively) consider when communicating with him/her:

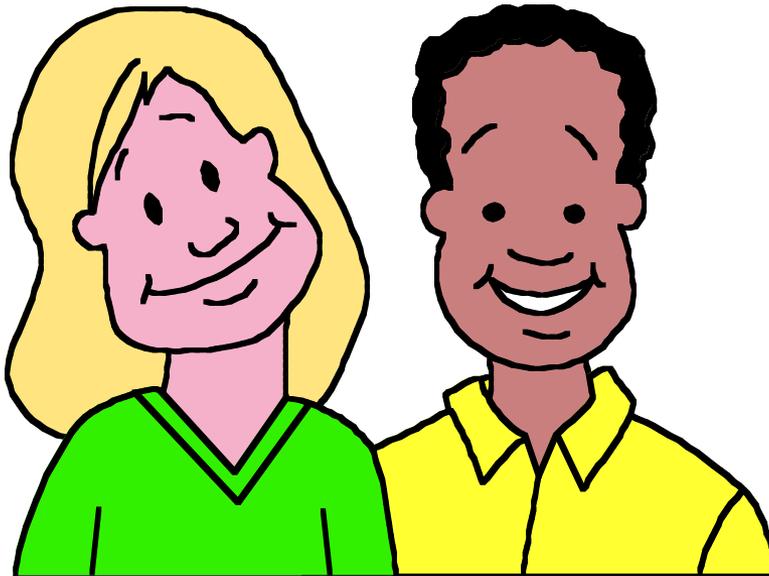
List three strong preferences of a teacher with whom you do not communicate effectively. Note ways to improve that communication:

What insights have you gained about why certain communication techniques work with some teachers and fail with others?

True Colors



Discovering The
“True Colors”
Of Your Children



True Colors



“GOLD” Children

I do my best when course content is structured and clearly defined. Abstract ideas and concepts should not be introduced until the foundations of a subject are plainly presented. I always want to know when I am on the right track. Rules and directions are a great help to me. I believe students should share in the responsibilities and duties of the classroom.

- * I prefer useful subjects
- * I thrive on routine and orderliness
- * I am punctual and dependable
- * I think problems through before making a decision
- * I respect rules—I have a strong sense of right and wrong
- * I respect the institution of the school





True Colors



“BLUE” Children

I feel best in open, interactive atmospheres. I like to feel that teachers care about me and that they give a personal touch to the classroom. I appreciate real, human feedback. I thrive in a humanistic, people-oriented environment.

I turn off when conflicts arise and flourish in an atmosphere of cooperation. It is important that my teachers value me as a person and that they respect my feelings.

- * I am verbal and good with languages
- * I am imaginative and abstract
- * I am social and work best in a group setting
- * I am sensitive to rejection and to conflicts with teachers
- * I am dramatic

True Colors



“GREEN” Children

I perform best when exposed to the driving force or overall theory behind a subject.

I prefer to work independently. New ideas and new concepts arouse my curiosity and I enjoy interpreting them before I add them to my bank of knowledge. I am gratified by probing abstract concepts. I respond positively to the recognition and appreciation of my competence in a subject.

- * I am logical and theoretical
- * I am curious
- * I conceptualize
- * I am driven to understand
- * I learn best independently
- * I need to be immediately challenged



True Colors



“ORANGE” Children

I perform well in competition, especially when there is a lot of action. I love games and hands-on activities. I love fun and excitement, so I have difficulty with routine and structured presentations. I get a kick out of putting to immediate use what I have learned. I perform at my best when I can apply to the world those skills which I have learned in school.

- * I learn by doing
- * I like tools and am a hands-on type of person
- * I am impulsive and physical
- * I like being on stage
- * I am a competitor
- * I like immediate results

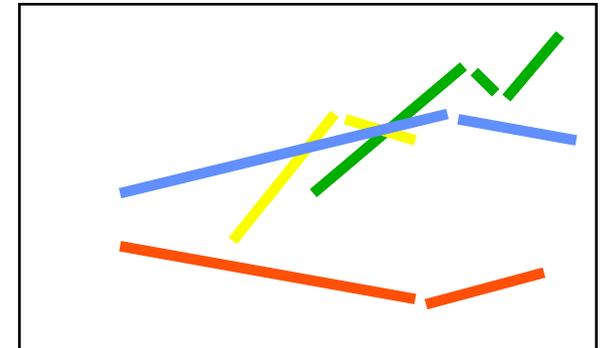


True Colors



True Color Research indicates:

- Green students' grades fall into the top & upper quadrant;
- Gold students is the middle upper quadrant;
- Blue students in the mid to upper range; and the
- Orange students in the middle and lower range.



True Colors



In a normal classroom...



One teacher..
probably GOLD



15 %
GREEN



20%
BLUE



30%
GOLD



35 %
ORANGE

True Colors



Building Self Esteem in Children

Green (curious) Students: These students enjoy solving problems independently and they respond well to time allotted for individual study at various learning centers throughout the classroom; they value autonomy, ingenuity, learning the “why” about everything, insight, and intelligence.

Greens Like Discovery/Inquiry Instruction

- Praise their ideas
- Understand their need for depth
- Avoid repetition
- Provide an independent environment
- Understand their analytic talent





True Colors



Building Self Esteem in Children

Blue (warm) Students: These students enjoy interactive activities with peers and adults; situations in which they are able to use their verbal talents can also be a successful teaching tool; they value harmony, cooperation, teamwork, creativity, warm and genuine human contact, and individuality.

Use Cooperative Learning Groups

- Praise their uniqueness!
- Incorporate a social slant
- Remove conflict
- Seek social interaction
- Understand their sensitivity

True Colors



Building Self Esteem in Children

Gold (responsible) Students: These students function most comfortably in a well-structured classroom and with clear and detailed instructions; they value organization, orderliness, responsibility, following rules and regulations, tradition, and fairness.

Gold Prefer Directive Instruction

- Praise their usefulness
- Provide step-by-step instructions
- Let them take responsibility
- Provide an orderly and structured environment
- Understand their traditional values



True Colors

Building Self Esteem in Children

Orange (adventurous) Students: These students learn through art activities, games, performing, and hands-on experiences; they value action, freedom, sensory stimulation, play, variety, skillfulness, and agility.

Orange Respond Best To Hands-On Activities

- Praise their energy and skill
- Provide hands-on opportunities
- Limit routine and structure
- Allow action
- Understand their futuristic perspective



True Colors



Books Choices by ... True Color Preference

BLUES:

- *The Giving Tree*, Shel Silverstein
- *Corduroy*, Don Freeman
- *A Chair For My Mother*, Vera B. Williams
- *Frederick*, Leo Lionni
- *Broderick*, Edward Ormondroyd
- *The Great M.C. Higgins*, Virginia Hamilton
- *Bridge to Terabithia*, Katherine Patterson
- *Thirnble Summer*, Elizabeth Enright
- *Shadow of a Bull*, Maia Wojciechowska





True Colors

Books Choices by ...
True Color Preference

GOLDS:

- *Amelia Bedelia*, Peggy Parish
- *The Carrot Seed*, Ruth Kraus
- *Ira Sleeps Over*, Bernard Waber
- *The Little Engine That Could*, Waty Piper
- *If You Give A Mouse A Cookie*, Laura Numeroff
- *... And now Miguel*, Joseph Knungold
- *Bronze Bow*, Elizabeth George Speare
- *Sunder*, William H. Armstrong
- *The Empty Schoolhouse*, Natalie Carlson Savage
- *The Lion, The Witch, and The Wardrobe*, C.S.Lewis

True Colors

Books Choices by ... True Color Preference



GREENS:

- *Goodnight Moon*, Margaret Wise Brown
- *Fish Do The Strangest Things*, Leonara and Arthur Hornblow
- *Charlie Brown's Fourth Super Book Of Questions And Answers*
- *Girls Can Be Anything*, Norma Klein
- *Guinness: The Story Behind the Records*, Norris McWhirter Sterling
- *Day in the Life of A Television News Reporter*, William Jaspersohn
- *Science Experiments You Can Eat*, Vicki Cobb
- *Anno's Sundial*, Mitsumasa Anno
- *Be Your Own Weather Forecaster*, Sharon Costner
- *Unexplained Mysteries*, Thomas G. Gunning
- *Patrick's Dinosaurs*, Carol Carrick

True Colors

Books Choices by ... True Color Preference

ORANGES:

- *Curious George*, Rey, illustrated by Margaret and H.A. Rey
- *What's Under My Bed*, James Stevenson
- *Alexander And The Terrible, Horrible, No Good, Very Bad Day*, Judith Viorst
- *The Tale Of Peter Rabbit*, Beatrix Potter,
- *Where The Wild Things Are*, Maurice Sendak
- *Pippi Longstocking*, Astrid Lindgren, illustrations by Louis S. Glanzman
- *From The Mixed-up Files of Mrs. Basil E. Frankweiler*, Elaine L. Konigsburg
- *Johnny Tremain*, Esther Forbes
- *Java Jack*, Luqman Keele
- *Julie of The Wolves*, Jean Craighead George
- *20,000 Leagues Under The Sea*, Jules Verne



True Colors



Values



Blue

Honesty

Friendship

Sensitivity

Harmony

Compassion

Green

Intellectual

Achievements

Logic

Knowledge

Competency

Orange

Freedom

Adventure

Fun/play

Spontaneity

Variety

Gold

Loyalty

Dependable

Perfection

Responsibility

Honesty

True Colors



Joys

Blue

Romance

Family

Friendships

Music

Affection

Green

High achievement

Recognition of ideas

Personal achievement

Meeting challenges

Learning

Orange

People

Fun

Adventure

Excitement

Performing

Gold

Time for family

Job satisfaction

Home

Order

Sense of family



True Colors



Strengths



Blue

Communication
Creativity
Nurturer
Sincere
Listening

Green

Confidence
Analysis/Analytical
Logical
Problem-solver
Determined

Orange

Independence
Flexible
Takes action
Energetic
Optimistic

Gold

Organized
Commitment
Consistent
Responsible
Dependable

True Colors



Needs

Blue

Harmony

People

Understanding

Love

Affection

Green

Challenge

Need to understand

Autonomy

Truth & facts

Accuracy

Orange

Freedom

Variety

Money

Recognition

Expression

Gold

Stability

Consistency

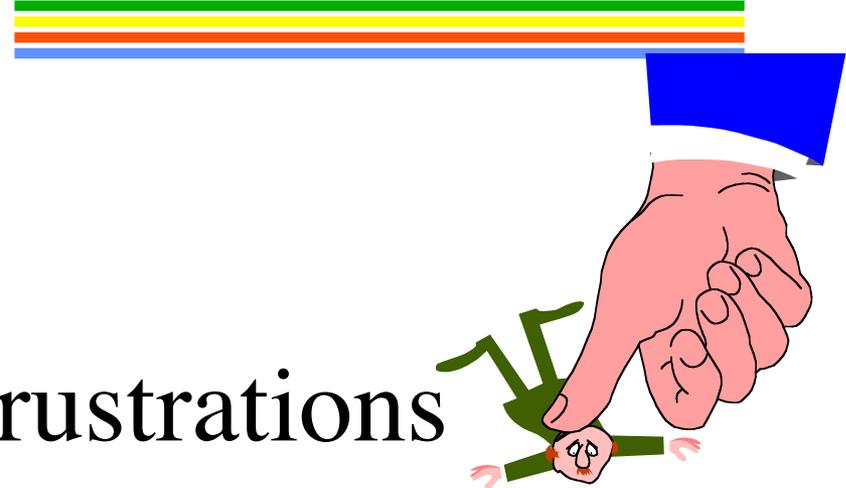
Organization

Appreciation

Time



True Colors



Stresses/Frustrations

Blue

Disharmony

Uncaring

Time limits

Insincerity

Lack of romance

Green

Rule

Unfairness

Incompetence

Confusion

Nonsense rules

Orange

Being on time

Unnecessary

Routine

Waiting

Lack of \$\$\$

Gold

Lack of control

Change

Disloyalty

\$\$\$ Insecurity

Inconsistency



True Colors



Blues” feel stressed

when:

- they don't feel loved, nurtured, acknowledged
- they are in disharmony with others
- they are being yelled at
- they are with cool, reserved people
- they are asked to paperwork with lots of details
- the people around them are insensitive

True Colors



Improve your relationship
with “Blues” by:

- creating a warm and personal environment
- interacting openly and honestly
- avoiding conflict and hostility
- showing your support, caring, and appreciation by offering a touch, a hug, or a hand-shake
- allowing them freedom to express feelings and time to heal emotional wounds
- praising their imaginative and creative approach
- providing them with one-to-one feedback



True Colors



“Golds” feel stressed when:

- work assignments are inefficient
- there is a lack of order
- those they work with are unreliable
- there is no cooperation
- they don't know what's expected
- time won't allow them to get it done RIGHT
- others don't respect time, rules, and procedures

True Colors



Improve your relationship
with “Golds” by:

- assigning work which requires detailed planning
- defining tasks in clear and concrete terms
- being punctual and reliable
- providing a well-structured, stable work environment
- taking the work ethic seriously
- praising their neatness, organizational capabilities and efficiency
- recognizing their need to be straightforward, dependable, responsible, and business-minded
- giving tangible recognition for their work



True Colors



“Greens” feel stressed when:

- the system is disorganized and/or rigid
- there are unreasonable emotional outbursts
- their prior thinking is not recognized (I did it for a reason!)
- schedules make no sense
- others and/or self is perceived incompetent
- rules/people get in the way of executing strategies



True Colors

Improve your relationship
with “Greens” by:

- assigning projects which require analytical thinking and problem-solving
- discussing the “big picture” with them
- inspiring them with futuristic ideas and potentialities
- allowing them freedom to improve the system
- praising them inventiveness and ingenuity
- understanding their need to avoid redundancy and repetitive tasks

True Colors



“Oranges ” feel stressed when:

- deadlines/time constraints
- too many facts, repetition
- lack of humor and fun in work
- others around them are boring and incompetent
- they have to wait for answer or solution
- there is only ‘one’ way



True Colors



Improve your relationship
with “Oranges” by:

- assigning projects which are action-packed
- using their natural abilities as a negotiator
- allowing them freedom to do the job in their own style and in non-traditional ways
- keeping a good sense of humor and avoiding boredom
- praising their gifts of originality and flair
- allowing freedom of movement and understanding their preference for action over words
- Valuing their playfulness, generosity , and need for spontaneity



True Colors



COMMUNICATE EFFECTIVELY

Knowing your own preferences and also those of others can greatly increase the effectiveness of your communication. Design a clear, concise message for your listeners. Share your preferences so others will understand the internal premise from which you are working. Understand that you and those around you are stressed when asked to work a long time “out of your color(s) preference(s).”



True Colors



Break Down Barriers with Clear Communication

- Understand the internal blinders that distorts others' actions, words, jesters
- Listen effectively to understand the position of other people
- Choose the right communication channel for each situation
- Design clear, concise messages that are targeted to the person listening

True Colors

Succeeding with your “Gold” Friends



Remember to be on time

Try to be extra organized and efficient

They are generous but like things returned

Do what you say you will do

Be dependable, loyal

Respect their need for security



True Colors

Succeeding with your
“Blue” Friends



Spend quality time one-on-one with them



Be aware that they wear their heart on their sleeve



Listen to them as they listen to you



Be supportive



Share your thoughts and feelings



Praise their imagination and creativity

True Colors

Succeeding with your “Green” Friends



Be aware of their curiosity about life



Give things that challenge their problem-solving abilities



Respect their need for independence



Know that they are caring even though they may not show their feelings



Respect their inventions and ideas



True Colors

Succeeding with your
“Orange” Friends



Be active with them, don't slow them down

Be spontaneous and fun, not a heavy

Compete in fun when appropriate

Be adventuresome and optimistic

Be energetic and ready to go





True Colors



We each have our own preferences which make us unique!

Differences are to be celebrated!

Understanding ourselves and others brings greater benefits to everyone!