

True Colors



Understanding Yourself and Others

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True Colors



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, which may be influenced or shaded by others.

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.
- Value differences.

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

Contact True Colors International for current training and materials
(truecolorsintl.com)



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

Word Associations for Blue
romantic, sensitive, nurturing, strong need for relationships, cultivate the potential in others, honest, authentic, peaceful



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



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 Spectrum Form

Read each horizontal row 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. In the last line of boxes, write the illustration scores. Then add the points for the column and write the total in the circle at the bottom.

GOLD

parental
traditional
responsible

practical
sensible
impactful

loyal
conservative
organized

concerned
procedural
cooperative

orderly
conventional
caring

reaction to
illustration

**TOTAL
GOLD**

BLUE

authentic
harmonious
compassionate

unique
empathic
dependable

devoted
warm
poetic

tender
inspirational
dramatic

vivacious
affectionate
sympathetic

reaction to
illustration

**TOTAL
BLUE**

GREEN

versatile
inventive
competent

curious
conceptual
communicative

theoretical
seeking
ingenious

determined
complex
composed

philosophical
principled
rational

reaction to
illustration

**TOTAL
GREEN**

ORANGE

active
opportunistic
spontaneous

competitive
impetuous
knowledgeable

realistic
open-minded
adventuresome

daring
impulsive
fun

exciting
courageous
skillful

reaction to
illustration

**TOTAL
ORANGE**

Character Descriptions

GOLD

I need to follow rules and respect authority

- Loyal, Dependable, Prepared

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

- Thorough, Sensible, Punctual

I need to be useful and to belong

- Faithful, Stable, Organized

I value home, family, and tradition

- Caring, Concerned, Concrete

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 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.

GREEN

I seek knowledge and understanding

- Analytical, Global, Conceptual

I live life by my own standards

- Cool, Calm, Collected

I need explanations and answers

- Inventive, Logical, Perfectionist

I value intelligence, insight, fairness, and justice

- Abstract, Hypothetical, Investigative

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 innovation. 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.

BLUE

I need to feel unique and authentic

- Enthusiastic, Sympathetic, Personal

I look for meaning and significance in life

- Warm, Communicative, Compassionate

I need to contribute, to encourage, and to care

- Idealistic, Spiritual, Sincere

I value integrity and unity in relationships

- Peaceful, Flexible, Imaginative

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 arts, even 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 react with great sensitivity to discordance or rejection and sought recognition. I responded to encouragement rather than to competition.

ORANGE

I act on a moment's notice

- Witty, Charming, Spontaneous

I consider life as a game, here and now

- Impulsive, Generous, Impactful

I need fun, variety, stimulation, and excitement

- Optimistic, Eager, Bold

I value skill, resourcefulness, and courage

- Physical, Immediate, Fraternal.

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 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.

Understanding Your Leader

“What is your leader’s True Color?” How would you describe him/her?

VISIONARY... Strategically-Centered Designer and Inventor

GREEN

- Excellent analyst
- Highly-principled character
- Enjoys complex systems
- Values intelligence and competence
- Abstract thinker

TROUBLE-SHOOTER ... Action-Centered

ORANGE

- 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

STABILIZER ...Organization-Centered

GOLD

- 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

NURTURER ... People-Centered

BLUE

- 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

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

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.

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.

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?

A Blue student says:

I like Mrs. 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.

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

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.

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.

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.

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.

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

A Student's Reaction to a Green Teacher

A Gold student says:

I don't know 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.

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!

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.

A Blue student says:

What a horrible topic! I can't stand to think of 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!

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

A Students 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.

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!

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.

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.

Discovering The “True Colors” Of Your Children

“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

“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

“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

“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

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

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

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

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

Values

Blue	Green	Orange	Gold
Honesty	Intellectual	Freedom	Loyalty
Friendship	Achievements	Adventure	Dependable
Sensitivity	Logic	Fun/play	Perfection
Harmony	Knowledge	Spontaneity	Responsibility
Compassion	Competency	Variety	Honesty

Joys

Blue	Green	Orange	Gold
Romance	High achievement	People	Time for family
Family	Recognition of ideas	Fun	Job satisfaction
Friendships	Personal achievement	Adventure	Home
Music	Meeting challenges	Excitement	Order
Affection	Learning	Performing	Sense of family

Strengths

Blue	Green	Orange	Gold
Communication	Confidence	Independence	Organized
Creativity	Analysis/Analytical	Flexible	Commitment
Nurturer	Logical	Takes action	Consistent
Sincere	Problem-solver	Energetic	Responsible
Listening	Determined	Optimistic	Dependable

Needs

Blue	Green	Orange	Gold
Harmony	Challenge	Freedom	Stability
People	Need to understand	Variety	Consistency
Understanding	Autonomy	Money	Organization
Love	Truth & facts	Recognition	Appreciation
Affection	Accuracy	Expression	Time

Stresses/Frustrations

Blue	Green	Orange	Gold
Disharmony	Rule	Being on time	Lack of control
Uncaring	Unfairness	Unnecessary	Change
Time limits	Incompetence	Routine	Disloyalty
Insincerity	Confusion	Waiting	\$\$\$ Insecurity
Lack of romance	Nonsense rules	Lack of \$\$\$	Inconsistency

“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

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

“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

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

“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
-
- 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

“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

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.

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).”

- 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

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

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

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

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

We each have our own preferences which make us unique!

Differences are to be celebrated!

Understanding ourselves and others brings greater benefits to everyone!

True Colors



True Colors is an inventory designed to help you better understand yourself and others. It can promote the appreciation of individual differences.

You will identify a primary and secondary color which are labeled “preferred styles.” You will have characteristics of other styles, but it is your preferred styles that you will use in times of challenge.

The Four True Colors

Blue	Relationship Oriented Nurturer, people centered	Strong desire to influence others Often works in the arts, communication, education Adept at motivating and interacting with others A true romantic
Gold	Structure Oriented Stabilizer; appreciates order and punctuality	Provides stability and handles details Work comes before play Believes in traditional, conservative views Does practical things within an agenda or plan
Green	Cognitive Oriented Visionary, Designer and Inventor	A conceptual and independent thinker Will move on after idea or solution has been made Enjoys challenges, explores ideas, Rules with the head, instead of the heart
Orange	Impulse Oriented Trouble-shooter, Thrives on action	Natural performer who gets restless with routine jobs Explores ways to energized relationships Makes decisions quickly Dominate what is being said with a focus on results



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

Self discovery and understanding of one’s preferences is important. It helps you determine what is important to you in your life. It should affect what career that you choose.

Relationship between True Colors and Student Learning Styles

	Gold Teacher	Green Teacher	Orange Teacher	Blue Teacher
Gold Student	Student and teacher maintain great rapport. Student appreciates the structure and organization provided by the teacher. Gold student responds to the logical and clearly defined factual style of presentation by Gold teacher.	Green teacher may not always meet the needs of Gold student. Independent thinking of the teacher may not be appreciated by the Gold student. Gold student may have difficulty in grasping material unless it is presented in concrete ways.	Possibly a problematic combination. Gold student prefers structure and organization while Orange teacher prefers spontaneity and excitement in the classroom. Gold student strives for perfection and enjoys being validated for neat and accurate work.	Gold student responds to Blue teacher if a regular and predictable schedule is maintained. Gold student will follow the rules but may not exhibit the creativity the Blue teacher is looking for.
Green Student	This combination work only if Green student is interested in the subject matter and is given freedom to explore ideas. Unlike the Gold teacher, the Green student is oblivious to rules. Student needs to understand that the rules are logical and necessary.	Green student maintains great rapport and cooperation with Green teachers. Student appreciates the stimulating and creative classroom environment.	Green student needs to be attracted to the subject matter in order to respond well to the classroom environment. Unlike Orange teacher, Green student values ideas and concepts above immediate action.	Green student responds well to the classroom atmosphere of the Blue teacher as long as subject matter and curiosity are continually reinforced. Unlike Blue teacher, Green student is less concerned about the feelings of others and will express opinions regardless of their effects on others.

Orange Student	Gold teacher demands order and appropriate behavior while Orange student needs spontaneity, fun and quick action. Orange student may react with rebellion or hostility when placed in a Gold classroom atmosphere.	Green teacher's classroom has atmosphere of independence and freedom of thought. Permits Orange students to express their needs and establish their own styles. Green teacher can be perceived as too theoretical by Orange student creating the impression that the teacher is out of touch.	Orange student appreciates the atmosphere and freedom of the Orange classroom. Responds favorably to hands-on approach to learning. Both work together to complete tasks on hand.	Blue teacher has empathy for needs of the Orange student. Orange student may require more hands-on activities, games, etc. than are scheduled by the teacher.
Blue Student	Blue student follows the rules of Gold teacher as long as they are fair and there is personal consideration. Blue student cooperates when it is felt that Gold teacher cares for student individuality.	Blue student responds to Green classroom atmosphere as long as it is personally relevant and stimulating to a creative imagination. Unlike the Green teacher, Blue student values feelings and interpersonal communication above ideas and concepts.	Combination works well if Orange teacher allows Blue student to be creative and show personal concern. Student may have difficulty making quick decisions and could have trouble completing tasks. Orange teacher's direct mode of criticism may not be appreciated.	Blue teacher and Blue student have a great level of rapport. Blue student appreciates fairness, sensitivity and personal concern expressed by Blue teacher. Blue atmosphere of creativity and social interaction is appreciated by Blue student.

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