VINCIGUERRA CONSULTING GROUP

Transforming Leaders. Transforming Business.

Leadership On-Demand Mini Course

Self-Awareness & Learning Styles

Course E-Book

Welcome!

Congratulations on your dedication to continuous and never-ending improvement. At Vinciguerra Consulting Group, our aim is to provide you with the tools, strategies, and skills to take your leadership and life to the next level.

This online learning platform allows you to move through the curriculum at your own pace, giving you the freedom to not just try some new ideas along the way, but to expand your limiting beliefs as to what you can truly achieve.

Throughout this course, you will have plenty of resources to help shape your leadership future. The E-Book is designed to be a responsive companion to your learning journey, the videos offer insight and well as guidance to what you are learning, and the tools included in the E-Book will give you a baseline of data on your areas of strength, as well as your opportunities for growth.

At the end of this course, it is my hope, that you walk away with more tools in your tool box, increased confidence in yourself as a leader, and most importantly a renewed vision of potential for yourself, and your organization. Results matter – and the only way that leaders get the results they want is to no longer tolerate where they're at. Your commitment to extract more knowledge for yourself, makes all the difference in the world to what you can achieve.

Lastly, if at any point you need support or greater clarity in your learning journey, simply reach out to me at scott@vcgtransforms.com, and I will gladly listen.

Best of luck, and continued success in all that you do, and thanks for choosing Vinciguerra Consulting Group as your trusted resource in your development.

Live with Purpose & Passion,

Scott

Dr. Scott Vinciguerra, CEO
Vinciguerra Consulting Group

Self-Awareness & Learning Styles – Course Map & Agenda

Parts I & II.
Self-Awareness & Learning Styles

Part III.
Values-Based Leadership

Part IV.
Learning Styles Inventory

Part V.
The Wrap-Up Tool

Parts I & II.
Self-Awareness & Learning Styles

Understanding your perspectives on leadership is the first step in the journey toward discovering your voice. With professional and life experiences, we begin to shape an understanding about what we value in leadership, as well as what we gravitate toward in leading others. In the section below, rank the following leadership characteristics from 1-10, with 1 being most important, to 10 being least important to you regarding your perspectives on leadership.

A. Character ____

B. Selflessness ____

C. Communication____

D. Delegation____

E. Having a Vision____

F. Critical Thinking/Problem Solving Skills____

G. Motivation/Inspiration____

H. Accountability____

I. Organization/Planning____

J. Building Relationships____

Circle the characteristics that were your Top 3. These 3 items are what you look for from others who lead you. However, for your direct reports, are you doing the same?

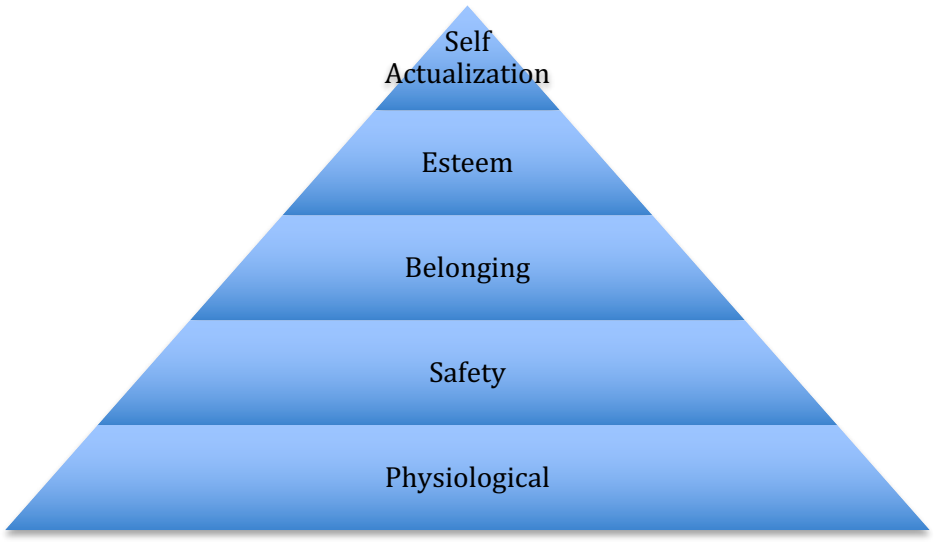
Affirmation Statement:

As my leadership influence continues to expand, I affirm to include the characteristics of _____, _____, and _____ as part of my dedication to finding my voice in leadership.

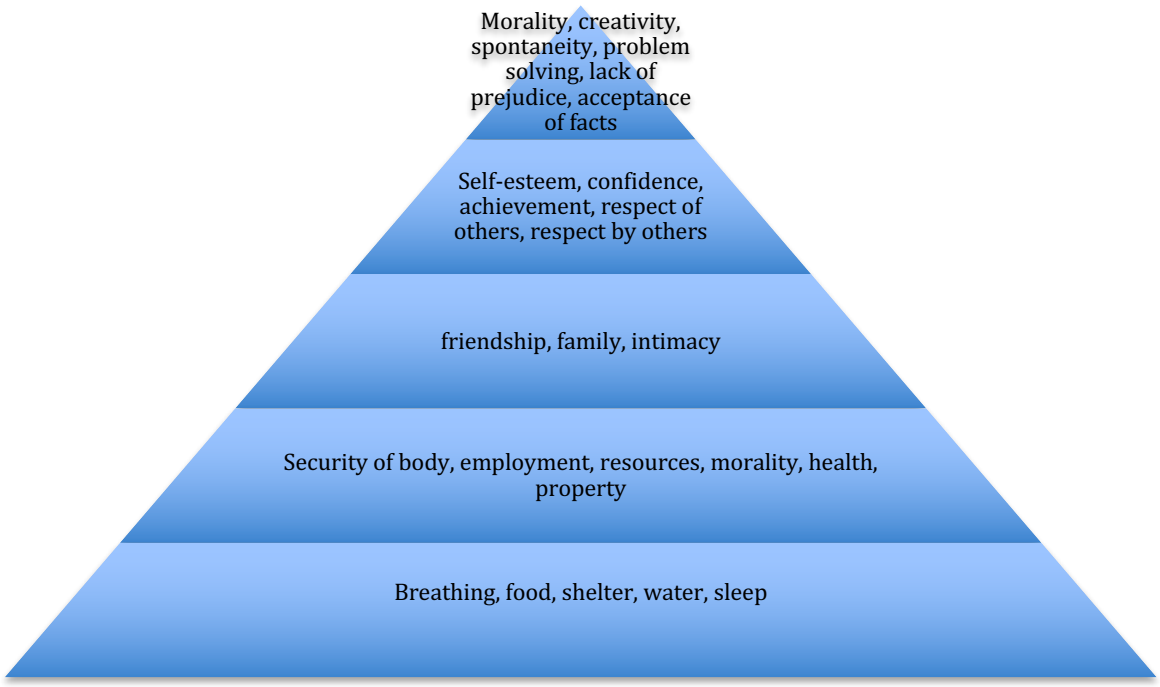
Trends, Patterns of Behavior

Famed psychologist Abraham Maslow identified the pyramid below as a key indicator to motivation and personal fulfillment. According to Maslow, the Hierarchy of Needs is something that all of us have the capacity to experience as we evolve toward the top of the pyramid, presuming our needs on the previous level below were being met. Throughout our lives, this pyramid evolves if we work through the various levels. However, when leading others whose experiences and personal lives become complex and unique from ours, it is important that we take into consideration that leadership and leading others can be quite individualistic.

When we see trends, or patterns of behaviors in ourselves, or others, that convey messages of positivity and satisfaction, the likelihood exists that our personal and professional lives are moving in a positive direction. When the opposite occurs – a traumatic experience for example, we tend to not be ourselves to the people around us. Having an understanding of this dynamic as a leader is critically important in understanding ourselves, and the human condition that we all encounter. Your capacity to lead individuals and groups of people through good times and tough times speaks to your resilience as a leader and your threshold for building a leadership future for yourself that can go far beyond what you presently imagine.



Additionally, this pyramid offers an understanding of what might motivate or stifle you and others in your leadership journey.



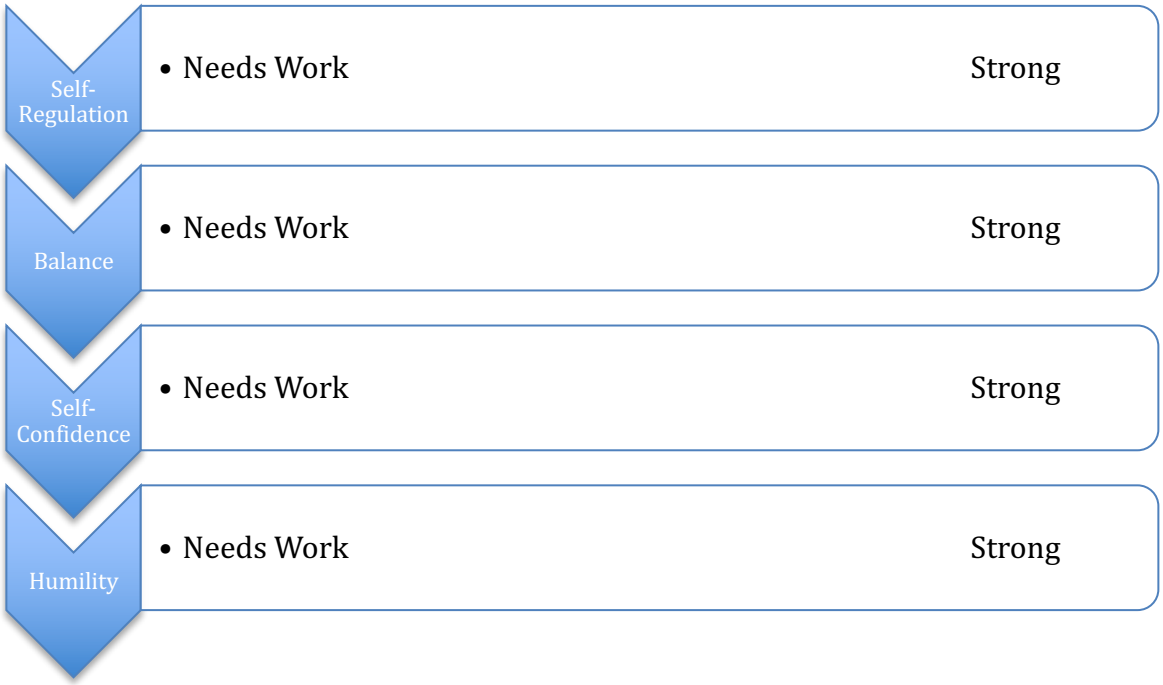
Based on Maslow's Hierarchy of Needs, what might be the characteristics that motivate or inspire you to be the best person and leader you can be?

Based on Maslow's Hierarchy of Needs, what triggers might delay you from reaching your optimal potential as a person and a leader?

Part III.
Values-Based Leadership

Values-Based Leadership speaks to the notion that there are a shared set of understandings of how we go about doing business with each other. Those specific behaviors are rooted in a value system that we reach for when we seek to connect with those we lead. In those moments, we might exercise a greater desire to listen, or offer guidance when called upon. For many people new to leadership, transitioning from colleague to leader can and is a challenge. However, that process can be made less painful if there are a shared set of values or principles that guide your decision-making, communication, accountability models, and overarching goals.

In the space below, identify where you are on the continuum in each of the four categories.



By understanding your own thresholds and attending to your self-awareness as a leader, you'll be able to discern how Values-Based Leadership plays a role in your ability to influence others around you with a disposition that is inclusive and transparent.

Part IV.

Learning Styles Inventory

Instructions: *The following questionnaire contains statements about learning styles. Respond to each question based on the way you approach learning in your personal and professional lives. Circle the number that represents how strongly you feel about the statement by using the following scoring system:*

4 = Almost Always
3 = Frequently
2 = Seldom
1 = Almost Never

*** Be honest about your choices – there are no right or wrong answers!*

Good Luck!

		Almost Always (4)	Frequently (3)	Seldom (2)	Almost Never (1)
1.	Books are very important to me				
2.	I often see clear visual images when I close my eyes				
3.	I engage in at least one sport 4-5 times per week				
4.	I can easily compute numbers, percentages in my head				
5.	I have a pleasant singing voice				
6.	People come to me for advice and/or counsel at work or in my daily life				
7.	I regularly spend time alone meditating or reflecting				
8.	I prefer the outdoors than the indoors				
9.	I can explain variations in plant life				
10.	I consider myself to be a strong willed or independent person				

11.	When I have a problem I generally seek out others for advice				
12.	I play more than one musical instrument				
13.	I enjoy playing games or solving brainteasers that require logical thinking				
14.	I enjoy working with my hands (sewing, weaving, gardening, etc.)				
15.	Geometry was easier than algebra for me				
16.	English, social studies, and history were easier for me than math or science				
17.	I enjoy entertaining myself and others with tongue twisters, rhymes, or puns				
18.	I'm sensitive to various colors				
19.	I find it difficult to sit still for long periods of time				
20.	Math/science were easier for me in school				
21.	I can tell when a note is off key				
22.	I prefer group activities rather than individual ones				
23.	I am able to respond to setbacks with resiliency				
24.	I enjoy learning about geology and study the process of evolution in living things				
25.	I am able to classify various forms of life				
26.	I would prefer to work alone than in a group				
27.	I am comfortable in the midst of a crowd				

28.	When I hear a musical selection once or twice I can usually mimic it				
29.	I believe almost everything has a rational explanation				
30.	My best ideas come to me when I am outdoors or during exercise				
31.	I prefer looking at reading material that is heavily illustrated				
32.	I get more out of listening to the spoken word than being entertained by TV or the internet				
33.	While driving, I pay attention to the many signs written on billboards rather than the natural scenery around me				
34.	I frequently use my cell phone or a recording device to capture and archive events				
35.	I often like to spend my free time outdoors				
36.	I enjoy setting up experiments to test my hypothesis				
37.	I frequently listen to and have a diverse collection of music				
38.	I consider myself a leader, or others have told me that				
39.	I have a realistic view of my strengths and opportunities for growth				
40.	I can explain several relationships that exist between nature and humans				
41.	I am able to make distinctions about nature in general				
42.	I keep a journal/personal record of events in my life				

43.	I enjoy getting involved in social activities at work, in the community, or place of worship				
44.	My life would be poorer if there were no music in it				
45.	I frequently am drawn to new developments in science				
46.	I would describe myself as well coordinated				
47.	I enjoy drawing or doodling				
48.	I enjoy word games (Scrabble, Password)				

Learning Styles Scoring Guide

Directions: Total of each of the following question items and write that total in the space next to the question items.

Question Items	**Score**	**Learning Style Preference**
1 – 16 – 17 – 32 – 33 – 48	_____	Verbal/Linguistic
2 – 15 – 18 – 31 – 34 – 47	_____	Visual/Spatial
3 – 14 – 19 – 30 – 35 – 46	_____	Bodily/Kinesthetic
4 – 13 – 20 – 29 – 36 – 45	_____	Logical/Mathematical
5 – 12 – 21 – 28 – 37 – 44	_____	Musical
6 – 11 – 22 – 27 – 38 – 43	_____	Interpersonal
7 – 10 – 23 – 26 – 39 – 42	_____	Intrapersonal
8 – 9 – 24 – 25 – 40 – 41	_____	Naturalist

Howard Gardner's Theory of Multiple Intelligences

Harvard professor Howard Gardner has identified eight different types of intelligences that each individual has the capacity to possess. The idea of multiple intelligences is important because it allows for individuals to identify differing strengths and weaknesses in self and others and also contradicts the idea that intelligence can be measured through IQ. In researching about genius, evidence was found that Howard Gardner's theory of Multiple Intelligences provides a great alternative to the popular measurable IQ method.

Summaries of Eight Intelligences:

1. **Visual/Spatial** - Involves visual perception of the environment, the ability to create and manipulate mental images, and the orientation of the body in space.
2. **Verbal/Linguistic** - Involves reading, writing, speaking, and conversing in one's own or foreign languages.
3. **Logical/Mathematical** - Involves number and computing skills, recognizing patterns and relationships, timeliness and order, and the ability to solve different kinds of problems through logic.
4. **Bodily/Kinesthetic** - Involves physical coordination and dexterity, using fine and gross motor skills, and expressing oneself or learning through physical activities.
5. **Musical** - Involves understanding and expressing oneself through music and rhythmic movements or dance, or composing, playing, or conducting music.
6. **Interpersonal** - Involves understanding how to communicate with and understand other people and how to work collaboratively.
7. **Intrapersonal** - Involves understanding one's inner world of emotions and thoughts, and growing in the ability to control them and work with them consciously.
8. **Naturalist** - Involves understanding the natural world of plants and animals, noticing their characteristics, and categorizing them; it generally involves keen observation and the ability to classify other things as well.

"Multiple intelligences is a psychological theory about the mind. It's a critique of the notion that there's a single intelligence which we're born with, which can't be changed, and which psychologists can measure. It's based on a lot of scientific research in fields ranging from psychology to anthropology to biology. It's not based upon based on test correlations, which most other intelligence theories are based on. The claim is that there are at least eight different human intelligences. Most intelligence tests look at language or logic or both - those are just two of the intelligences. The other six are musical, spatial, bodily/kinesthetic, interpersonal, intrapersonal, and naturalist. I make two claims. The first claim is that all human beings have all of these intelligences. It's part of our species definition. The second claim is that, both because of our genetics and our environment, no two people have exactly the same profile of intelligences, not even identical twins, because their experiences are different."

Howard Gardner, Ph.D.

Learning Style #1: Verbal-Linguistic

Optimal Environments & Motivational Strategies:

- ✓ Being assigned work that allows creativity and interpretation
- ✓ The ability to collaborate with a group
- ✓ "Blank Slate" opportunities
- ✓ Speaking engagements to showcase events/programs, or people
- ✓ Exploring language and the many interpretations of language
- ✓ Surrounded with narratives, manuals, books, processes
- ✓ Organizing or creating reports
- ✓ Giving presentations
- ✓ Organizing groups for conversations
- ✓ Learning and speaking foreign languages

Stressors:

- ✓ Lack of communication
- ✓ Systems that do not involve collaboration
- ✓ Ambiguity
- ✓ Not having a "voice" in decision making
- ✓ Confinement of creativity and conversation

Learning Style #2: Logical-Mathematical

Optimal Environments & Motivational Strategies:

- ✓ Assembling numerical data (think spreadsheets)
- ✓ Collating data
- ✓ Overseeing budgets
- ✓ Making projections about future financial decisions
- ✓ Surrounded by numbers, logic, reasoning
- ✓ Working through complex numeric challenges
- ✓ Assessing or predicting
- ✓ Patterns or relationships
- ✓ Computing skills

Stressors:

- ✓ When patterns aren't revealed
- ✓ Out of balance or sequence
- ✓ Ambiguity in results
- ✓ Results that do not confirm suppositions
- ✓ Inefficiencies

Learning Style #3: Musical

Optimal Environments & Motivational Strategies:

- ✓ Places where music can be listened to and appreciated
- ✓ Working in an environment where soft music can be played without being a distraction to others
- ✓ Healthy 'hum' to the workday
- ✓ Predictable and expected
- ✓ Reflective, calm
- ✓ Patient

Stressors:

- ✓ Unpredictability
- ✓ Chaos
- ✓ Multitasking minutia
- ✓ Multiple distractions
- ✓ Too much background interference

Learning Style #4: Visual-Spatial

Optimal Environment & Motivational Strategies:

- ✓ Flexibility to think abstractly
- ✓ Exploring concepts, ideas
- ✓ Freedom to create
- ✓ Mind mapping
- ✓ Limitless boundaries
- ✓ 'Grey' areas
- ✓ Thinking in images

Stressors:

- ✓ Rigid guidelines
- ✓ Inflexible personalities
- ✓ Focusing on empirical data exclusively for decision making
- ✓ Quantitative measures
- ✓ 'Right or wrong' environments
- ✓ Overbearing personalities
- ✓ 'Shoot from the hip' dynamics

Learning Style #5: Bodily-Kinesthetic

Optimal Environments & Motivational Strategies:

- ✓ Movement
- ✓ Tactile activities
- ✓ Projects
- ✓ Immersion in physical activity
- ✓ Starting-engaging in-completing activities
- ✓ Closure

Stressors:

- ✓ Confinement in thinking, activity
- ✓ Long periods of stationary work
- ✓ Lack of direction or goals
- ✓ Not witnessing improvement/advancement in behavior

Learning Style #6: Interpersonal

Optimal Environments & Motivational Strategies:

- ✓ Listening exercises
- ✓ Dialogue
- ✓ Brainstorming
- ✓ Multitasking
- ✓ Problem solving activities
- ✓ Being part of a larger community, team

Stressors:

- ✓ Lack of commitment
- ✓ Unclear objectives
- ✓ Little to no direction
- ✓ Selfish dispositions
- ✓ 'I, my, and me' vs. 'Us, our, we' personalities

Learning Style #7: Intrapersonal

Optimal Environments & Motivational Strategies:

- ✓ Working in solitude
- ✓ Reflective opportunities
- ✓ Assembling historical or memory-based information
- ✓ Mediation
- ✓ Meditation

Stressors:

- ✓ Group activities or work
- ✓ Teaming with others
- ✓ Trusting others that they will 'pull their weight'
- ✓ Social engagements
- ✓ Presentations to large or small groups of unfamiliar people

Learning Style #8: Naturalist

Optimal Environments & Motivational Strategies:

- ✓ Organizing or discerning patterns
- ✓ Making observations/inferences
- ✓ Exploring field trips or visits outdoors
- ✓ Classifying and recording data
- ✓ Flow Charts/Concept Maps
- ✓ Data-driven decision making

Stressors:

- ✓ Little to no order
- ✓ Lack of connections
- ✓ Inaccurate suppositions
- ✓ Arriving at conclusions without data
- ✓ The unexplained/ambiguity
- ✓ Personalities incapable of decision making

Guiding Questions:

1. Knowing what I know now about myself as a leader, I…

2. Knowing what I know now about leading others, I can work toward…

Part V.
Wrap-Up Tool

Top 5 Breakthroughs or Insights

1.
2.
3.
4.
5.

Top 3 Items to Put Breakthroughs or Insights Into Motion

1.
2.
3.

Two Connections I Made Today

1.
2.

What words can help you get back to your current state?

What pain will I feel/experience if I don't take this action and make this commitment?

Ideas Worth Doing

Idea Worth Doing	1st Step	Start Date	Value it Will Bring	Who Can Help?

Reflections

NOTES:

NOTES	Breakthroughs, Action Items

NOTES:

NOTES	Breakthroughs, Action Items

NOTES:

NOTES	Breakthroughs, Action Items