

# Assignment 1 – Personality Report

Now that you know about personality tests, it's time to apply them in your life. Use the three personality frameworks we learned in class to analyze yourself and someone else that you interact with regularly. For example, it could be your mom, dad, sibling, or close friend.

Your report will have 4 parts.

## Part 1: Your Personality

First, state what your personality is under DISC, Four Tendencies, and 16 Personalities. Based on your personality, explain your strengths, weaknesses, and values.

For Myers-Briggs, make sure you talk about your specific personality, not just the role. For example, under the role of Analysts, there are four personalities: Architect, Logician, Commander, Debater. You need to talk about your personality, not just the role.

## Part 2: Their Personality

Same as Part 1, but this time for the other person.

## Part 3: Personality Conflicts and Solutions

Explain any **personality conflicts** that you've had in the past or that you might have in the future. Give solutions based on personality.

## Part 4: Conclusion

Tell us what you learned about personality tests and why they are useful in life.

## Overall Expectations

Apply an understanding of human behaviour to explain how individuals and groups function.

## Learning Goals

Evaluate the use of personality trait assessments.

## Grading Criteria:

<b>Knowledge &amp; Understanding (25%)</b>	The student explains the personality results accurately.
<b>Thinking (25%)</b>	The student gives good examples from their own life as evidence of the personality results.
<b>Communication (25%)</b>	The report is professional and organized.
<b>Application (25%)</b>	The student identifies possible personality conflicts and solutions.

## Lateness:

Late assignments will lose 5% per day, up to a maximum of 20%.

## Assignment 1 Rubric

Category	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
<b><i>Knowledge/Understanding</i></b>	<b><i>The student:</i></b>			
The student explains the personality results accurately.	Explains personality results with <b>limited</b> accuracy.	Explains personality results with <b>some</b> accuracy.	Explains personality results with <b>considerable</b> accuracy.	Explains personality results with <b>a high degree of</b> accuracy.
<b><i>Thinking/Inquiry</i></b>	<b><i>The student:</i></b>			
The student gives good examples from their own life as evidence of the personality results.	Provides <b>limited</b> evidence to prove the personality results.	Provides <b>some</b> evidence to prove the personality results.	Provides <b>considerable</b> evidence to prove the personality results.	Provides <b>thorough</b> evidence to prove the personality results.
<b><i>Communication</i></b>	<b><i>The student:</i></b>			
The report is professional and well-organized.	The report has <b>limited</b> professionalism and organization.	The report has <b>some</b> professionalism and organization.	The report has <b>considerable</b> professionalism and organization.	The report has <b>a high degree of</b> professionalism and organization.
<b><i>Application</i></b>	<b><i>The student:</i></b>			
The student identifies possible personality conflicts and solutions.	Identifies personality conflicts and solutions with <b>limited</b> effectiveness.	Identifies personality conflicts and solutions with <b>some</b> effectiveness.	Identifies personality conflicts and solutions with <b>considerable</b> effectiveness.	Identifies personality conflicts and solutions with <b>a high degree of</b> effectiveness.