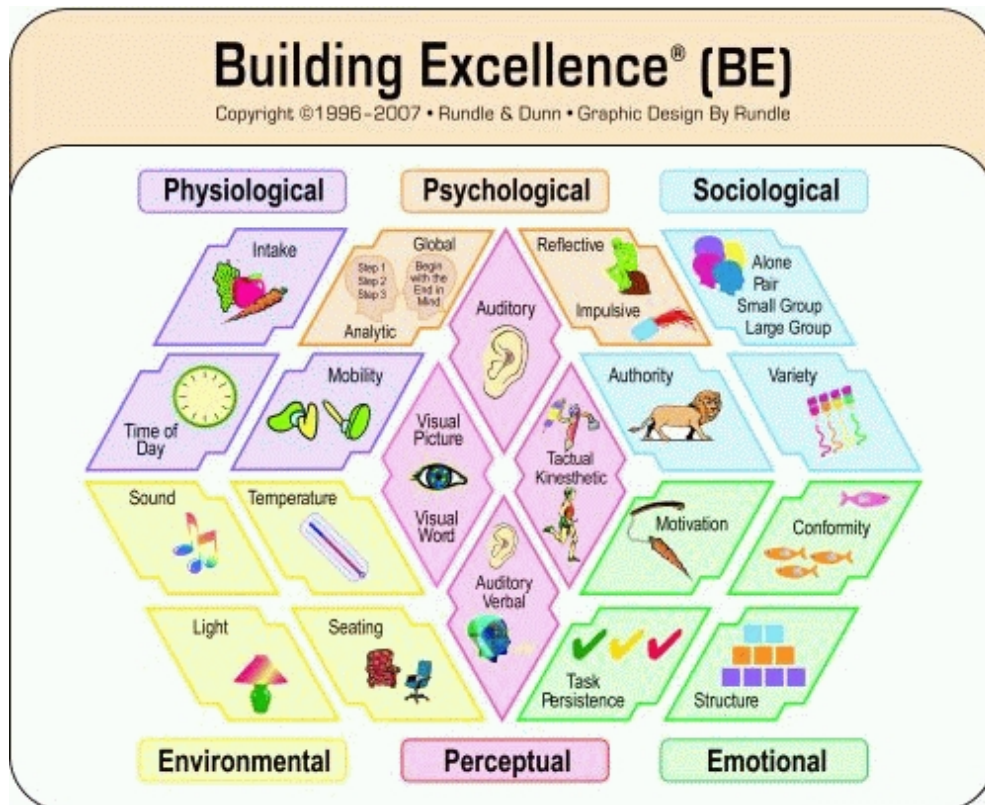


BE[®] BE Group Profile

Name: FUI2012 | Completed: 01/25/2012



If learning is fundamental to everything we do, then understanding one's unique learning style is fundamental to learning. The principled action that exemplifies individuals' success is recognizing, understanding, appreciating and, most importantly, valuing the diversity of learning, thinking, and working styles. Self-awareness of one's learning strengths and productivity preferences provides an illuminating perspective that may enrich one's personal and professional well being. When the unique characteristics possessed by others are valued, a positive shift in attitude often ensues. BE provides you with a personalized report that includes a one-page overview, a brief summary overview, detailed narrative descriptions and recommended strategies. When strategies are implemented, the following benefits may take place: (a) reduced anxiety and stress; (b) individual responsibility for learning; (c) improved learning attitudes; (d) enhanced self-leadership; (e) strengthened communication; and (f) improved performance in educational and work-based learning environments.

BE Group Profile Learning-Style Strengths

Name: FUI2012 | Completed: 01/25/2012

PERCEPTUAL	Strong	Moderate	It Depends	Moderate	Strong
Auditory	1 (7%)	2 (14%)	4 (29%)	6 (43%)	1 (7%)
	Less Auditory			More Auditory	
Visual Picture	0 (0%)	0 (0%)	5 (36%)	5 (36%)	4 (29%)
	Less Visual Picture			More Visual Picture	
Visual Word	0 (0%)	1 (7%)	2 (14%)	7 (50%)	4 (29%)
	Less Visual Word			More Visual Word	
Tactual	0 (0%)	1 (7%)	3 (21%)	9 (64%)	1 (7%)
	Less Tactual			More Tactual	
Kinesthetic	0 (0%)	1 (7%)	2 (14%)	7 (50%)	4 (29%)
	Less Kinesthetic			More Kinesthetic	
Auditory Verbal	0 (0%)	1 (7%)	9 (64%)	4 (29%)	0 (0%)
	Less Auditory Verbal			More Auditory Verbal	

PSYCHOLOGICAL	Strong	Moderate	It Depends	Moderate	Strong
Analytic / Global	1 (7%)	6 (43%)	7 (50%)	0 (0%)	0 (0%)
	Analytic		Integrate	Global	
Reflective / Impulsive	0 (0%)	3 (21%)	6 (43%)	4 (29%)	1 (7%)
	Reflective			Impulsive	

ENVIRONMENTAL	Strong	Moderate	It Depends	Moderate	Strong
Sound	8 (57%)	3 (21%)	1 (7%)	2 (14%)	0 (0%)
	Quiet			Sound	
Light	4 (29%)	1 (7%)	5 (36%)	1 (7%)	3 (21%)
	Low Light			Bright Light	
Temperature	4 (29%)	2 (14%)	3 (21%)	3 (21%)	2 (14%)
	Warm Temperature			Cool Temperature	
Seating	0 (0%)	2 (14%)	4 (29%)	4 (29%)	4 (29%)
	Informal Seating			Formal Seating	

BE Two-Page Profile Learning-Style Strengths (Continued)

PHYSIOLOGICAL	Strong	Moderate	It Depends	Moderate	Strong
Early Morning	1 (7%)	3 (21%)	2 (14%)	2 (14%)	6 (43%)
	Not Early Morning			Early Morning	
Late Morning / Early Afternoon	0 (0%)	0 (0%)	6 (43%)	4 (29%)	4 (29%)
	Not Late Morning / Early Afternoon			Late Morning / Early Afternoon	
Late Afternoon	6 (43%)	6 (43%)	2 (14%)	0 (0%)	0 (0%)
	Not Late Afternoon			Late Afternoon	
Evening	8 (57%)	1 (7%)	1 (7%)	4 (29%)	0 (0%)
	Not Evening			Evening	
Intake	2 (14%)	2 (14%)	6 (43%)	3 (21%)	1 (7%)
	Less Intake			More Intake	
Mobility	0 (0%)	4 (29%)	3 (21%)	6 (43%)	1 (7%)
	Less Mobility			More Mobility	

EMOTIONAL	Strong	Moderate	It Depends	Moderate	Strong
Motivation	1 (7%)	5 (36%)	8 (57%)	0 (0%)	0 (0%)
	Internally Motivated			Externally Motivated	
Task Persistence	2 (14%)	1 (7%)	7 (50%)	2 (14%)	2 (14%)
	Multi-Task Persistent			Single-Task Persistent	
Conformity	4 (29%)	4 (29%)	6 (43%)	0 (0%)	0 (0%)
	Less Conforming			More Conforming	
Structure	2 (14%)	5 (36%)	6 (43%)	1 (7%)	0 (0%)
	Less Structure			More Structure	

SOCIOLOGICAL	Strong	Moderate	It Depends	Moderate	Strong
Alone	0 (0%)	1 (7%)	4 (29%)	8 (57%)	1 (7%)
	Alone Less Preferred			Alone More Preferred	
Pair	0 (0%)	1 (7%)	6 (43%)	7 (50%)	0 (0%)
	Pair Less Preferred			Pair More Preferred	
Small Group	0 (0%)	1 (7%)	11 (79%)	2 (14%)	0 (0%)
	Small Group Less Preferred			Small Group More Preferred	
Large Group	2 (14%)	2 (14%)	8 (57%)	2 (14%)	0 (0%)
	Large Group Less Preferred			Large Group More Preferred	
Authority	1 (7%)	4 (29%)	7 (50%)	1 (7%)	1 (7%)
	Less Authority			More Authority	
Variety	0 (0%)	0 (0%)	11 (79%)	3 (21%)	0 (0%)
	Less Variety			More Variety	