

# Spectrum Temperament Development Color Designations

## Adaptation from the 4 Primary Personality Types

**GOLD**<sup>1</sup> **SJ**<sup>2</sup>  
**BEAVER**<sup>3</sup>/**STABILIZER-DOER/GUARDIAN**<sup>4</sup>

### Needs

To be responsible to home and family  
To be useful and belong

### Values

Home and Family  
Duty and Tradition

### Relationships

Tend to be serious  
Tend to have traditional, conservative views of both love and marriage  
Desire a mate who can work along with me  
Desire to build a secure, predictable life together  
Demonstrate love and affection through the practical things I do for my loved ones  
Role in family – parental

### Attributes

Caring	Concerned	Concrete	Conservative	Conventional
Cooperative	Industrious	Dependable	Detail-oriented	Efficient
Faithful	Loyal	Meticulous	Orderly	Organized
Practical	Prepared	Procedural	Punctual	Responsible
Sensible	Stable	Thorough	Traditional	

### In Life . . .

Follow rules and respect authority  
Strong sense of what is right and wrong in life

### At Work . . .

Provide stability  
Maintain organization  
Ability to handle details and work hard make me the backbone of many organizations  
Believe that work comes before play, even if I must work overtime to complete the job  
Like lists  
A helper  
Strong work ethic

### As a Child . . .

Wanted to follow the rules of the school  
Understood and respected authority  
Comfortable with academic routine  
Generally completed homework  
Easiest of all types of children to adapt to the educational system

<sup>1</sup> The color designations are from “Spectrum Temperament Development” (<http://www.spectrumdevelopment.com>)

<sup>2</sup> Meyers-Briggs

<sup>3</sup> Animals Personality Inventory

<sup>4</sup> Keirsey Temperament Sorter (for more information go to <http://Keirsey.com/>)

BLUE<sup>5</sup>

NF<sup>6</sup>

**GOLDEN RETRIEVER<sup>7</sup>/FEELING-INTUITIVE/IDEALIST<sup>8</sup>**

**Needs**

Relationships  
Meaning and significance in life  
To feel unique and authentic  
To contribute, encourage, and care

**Values**

Integrity  
Unity in relationships  
Family

**Relationships**

True romantic  
Desire harmonious relationships  
Believe in perfect love that lasts forever  
Bring drama, warmth, and empathy to all relationships  
Enjoy the symbols of romance (flowers, candlelight, music)  
Cherish the small gestures of love  
A nurturer

**Attributes**

Authentic	Affectionate	Communicative	Compassionate	Devoted
Dramatic	Emotional	Empathetic	Enthusiastic	Feeling-oriented
Flexible	Harmonious	Idealistic	Imaginative	Inspirational
Peaceful	Personal	Poetic	Sincere	Spiritual
Sympathetic	Tender	Unique	Vivacious	Warm

**In Life . . .**

Very intuitive  
Understands people  
Strong desire to influence others so they may lead more significant lives

**At Work . . .**

Often work in the arts, communications, education, and the helping professions  
Good at motivating and interacting with others

**As a Child . . .**

Extremely imaginative  
Found it difficult to fit into structure of school life  
Reacted with great sensitivity to hostility, unfriendliness, or rejection  
Sought recognition  
Responded to encouragement rather than to competition

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# GREEN<sup>9</sup> NT<sup>10</sup> LION<sup>11</sup>/THINKER-INTUITIVE/RATIONALE<sup>12</sup>

## Needs

Knowledge and information  
To gain intellectual competence  
Explanations and answers

## Values

Intelligence  
Insight  
Fairness  
Justice

## Relationships

Head rules the heart  
Dislike repetition so it is difficult to continuously express feelings  
Believe that once feelings are stated they are obvious to a partner  
Uneasy when emotions take control  
After establishing a relationship, leave it to maintain itself, and turn energies back to career

## Attributes

Abstract	Analytical	Big picture	Calm	Collected
Conceptual	Cool	Dominant	Global	Hypothetical
Idea-oriented	Inventive	Investigative	Leader	Logical
Motivator	Perfectionistic	Problem solver	Visionary	

## In Life . . .

Don't get bogged down in details  
Live life by own standards  
Natural non-conformist

## At Work . . .

Conceptual and an independent thinker  
Drawn to constant challenge in careers  
Like to develop models, explore ideas, or build systems to satisfy needs  
Work is play  
Likes innovation  
Move on once an idea is perfected and leave the project to be maintained and supported by others

## As a Child . . .

Acted older than my age  
Focused on greatest interests - achieving in subjects that were mentally stimulating  
Impatient with drill and routine  
Questioned authority  
Found it necessary to respect teachers before I could learn from them

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<sup>10</sup> Meyers-Briggs

<sup>11</sup> Animals Personality Inventory

<sup>12</sup> Keirsej Temperament Sorter (for more information go to <http://Keirsej.com/>)

ORANGE<sup>13</sup>

SP<sup>14</sup>

OTTER<sup>15</sup> / ACTION ORIENTED-DOER / ARTISAN<sup>16</sup>

### Needs

Freedom  
Fun  
Excitement  
Variety  
Stimulation

### Values

Freedom  
Independence  
Resourcefulness  
Courage  
Skill

### Relationships

Seek a relationship with shared activities and interests  
Like to explore new ways to energize the relationship  
Enjoy giving extravagant gifts that bring obvious pleasure to loved one  
Thrive on physical contact  
A bold lover

### Attributes

Active	Adventurous	Bold	Charming	Competitive
Courageous	Daring	Eager	Exciting	Fraternal
Fun-loving	Generous	Humor	Immediate	Impactful
Impetuous	Impulsive	Open-minded	Opportunistic	Optimistic
Physical	Realistic	Risk-taker	Skillful	Spontaneous
Trouble-shooter	Witty			

### In Life . . .

Does not take things too seriously  
Act on a moment's notice  
Consider life as a game  
Focus on here and now

### At Work . . .

Get bored and restless with routine and structured jobs  
Satisfied in careers that allow independence and freedom, utilizing physical coordination and tools  
View any kind of tool as an extension of self  
Natural trouble-shooter, performer, and competitor

### As a Child . . .

Had a more difficult time fitting into academic routine than other types of children  
Learn by doing and experiencing rather than by listening and reading  
Need physical involvement in the learning process  
Motivated by competitive nature and sense of fun

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