



MAXWELL
LEADERSHIP®

Sally Student

Maxwell DISC Student Success Report

Monday, July 22, 2019

Wow!



Wow! You are amazing!

Great job answering the questions! Some of them might have been easy to answer, and some may have been difficult; but you did it!

Your Next Steps

Have your parent, grandparent, or other family member review this report with you. It is special to have a report that is all about you, and they can share with you how they see your strengths, too.

Here is what you will learn.

- You will learn your unique personality. Unlike a test you may take in school, there is no pass or fail. This report simply shows which of the four primary personality styles you have the most energy in. There is no good or bad report, just like there is no good or bad thumbprint. Each of us has special gifts, talents, and personality traits that make us amazing.
- You will discover how your personality shows up with others. This will be helpful at home and at school.
- You will see typical ways you may act in school. And you will find new ways to enjoy school, learn in ways that come easier to you, and communicate with your classmates and teachers.
- You will learn how to grow into the best version of YOU! Growth is an important part of life. You know that because you have already grown a lot! This report will help you grow into the best version of YOU...not someone else, but YOU. You don't have to be like everyone else. You have special strengths, skills, and talents. Use what you learn in this report to grow those strengths, skills, and talents even more.
- You will learn what motivates you. Homework. School work. Clean your room. Eat your vegetables. Sometimes you are asked to do things you may not want to do, but that are important for your health and future success. How can you motivate yourself to actually want to do these things and more? You must know your motivators. With the right motivators, even hard work becomes easy (and maybe even fun) for you.
- You have some great strengths! Whether you call them strengths, gifts, or talents, these are the areas where you can have the most success.

And now, take some time to read through this "Book of You" to learn all about the amazing person you are and how you can become even more so in the future.

What are Personality Styles?

Personality = How you respond to people and tasks!

What you need to know:

- There are four basic Personality Styles identified by great thinkers
- These have become known as DISC Personality Styles
- Each letter D.I.S.C stands for a different way people behave
- All people are a combination of all four styles
- All Personality Styles are good and have good qualities, and they all have things that they can work on to become even better.



D stands for:

DETERMINED

A Determined person:

- Does not give up easily
- Knows what they want
- Likes to be the leader
- Tries hard to win
- Can be daring or fearless
- Is self-assured
- Is not shy
- Can be competitive



I stands for:

INFLUENCING

An Influencing person:

- Truly loves people
- Enjoys talking and sharing
- Wants to be noticed
- Changes their mind quickly
- Can make you laugh
- Is trusting with others
- Is enthusiastic
- Is great at persuading people

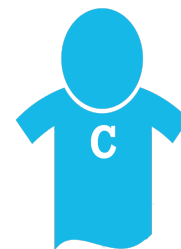


S stands for:

STEADY

A Steady person:

- Is kind to everyone
- Is patient and friendly
- Will be respectful
- Often tries to please others
- Will join others in fun
- Will be loyal
- Enjoys group activities
- Likes to take ownership



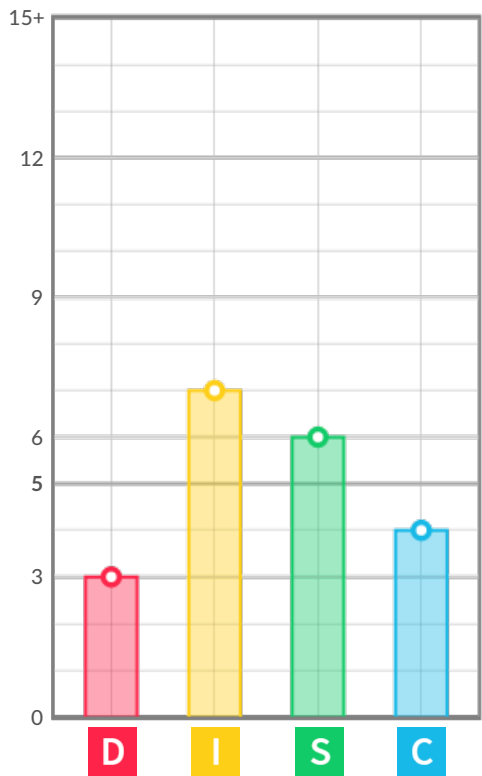
C stands for:

CONSCIENTIOUS

A Conscientious person:

- Really enjoys tasks
- Likes to be organized
- Will concentrate and think
- Knows the details and facts
- Finds solutions
- Can be independent
- Likes to find a routine
- Can be sensitive

Your DISC Graph



Your DISC Graph

Your DISC Graph is the best way to see your personality traits all at once.

As you can see, all of your personality traits are used - Determined, Influencing, Conscientious, Steady - but some are more expressed than others.

The higher the score, the more intensely that trait will be expressed. The lower the score, the less intensely that trait will be expressed.

- Values between 0-3 are considered **very low** energy investment
- Values between 4-5 are considered **lower to average** energy investment
- Values between 6-8 are considered **above average** energy investment
- Values between 9-12 are considered **high** energy investment
- Values between 13+ are considered **very high** energy investment

The higher the points are on your graph in a style, the more positively you feel about that style. Ultimately, the higher you score on the children's graph in a particular style, the more energy you will invest in achieving the outcomes represented by that dimension.



The Intensity of your D style

Your D energy is: MILD

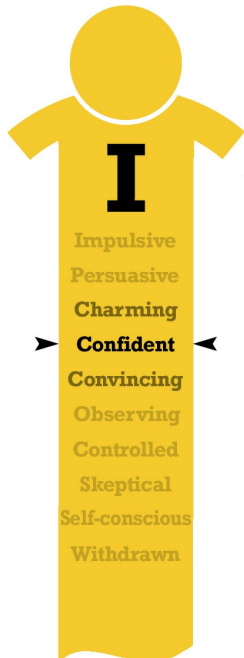
This scale provides an approximate intensity range.

Refer to Your DISC Graph to see your actual score.

D stands for Determined: a determined person does not give up easily, they know what they want, they like to be the leader, and they will try hard to win. There is a little "D" in all of us. How much "D" do you think is in you? Look at your graph to find out.

Check out the chart provided for a description of your style intensity.

The higher your "D" style, the more active and aggressive you will tend to be. The lower the "D" style, the greater the tendency for you to want to think about things before taking action.



The Intensity of your I style

Your I energy is: HIGH

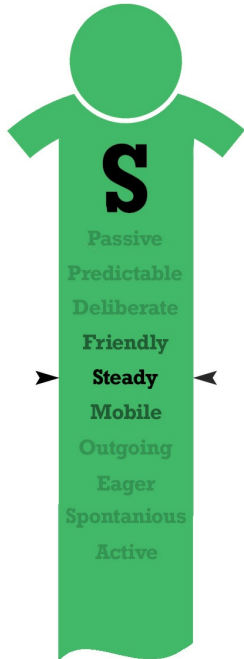
This scale provides an approximate intensity range.

Refer to Your DISC Graph to see your actual score.

I stands for Influencing: an influencing person truly loves people. They enjoy talking, laughing, sharing and being out in front of others. They are happy and tend to be involved in social activities. There is a little "I" in all of us. How much "I" do you think is in you? Look at your graph to find out.

Check out the chart provided for a description of your style intensity.

The higher your "I" style, the more outgoing and talkative you will tend to be. The lower the "I" style, the more introverted and quiet you will tend to be. High "I"s tend to be faster paced while Low "I"s are relatively slower.



The Intensity of your S style

Your S energy is: MODERATE

This scale provides an approximate intensity range.

Refer to Your DISC Graph to see your actual score.

S stands for Steadfast: a steadfast person is very kind, patient and friendly. They are very respectful, good listeners and enjoy pleasing others, but would rather not lead or be in front of others. There is a little "S" in all of us. How much "S" do you think is in you? Look at your graph to find out.

Check out the chart provided for a description of your style intensity.

The higher your "S" style, the more resistant to change you will tend to be. The lower the "S" style, the more flexible and open to change you will tend to be.



The Intensity of your C style

Your C energy is: MILD

This scale provides an approximate intensity range.

Refer to Your DISC Graph to see your actual score.

C stands for Conscientious: a conscientious person truly enjoys tasks. They like to be organized and can concentrate for long periods of time in order to figure out a project or find a solution to a problem. There is a little "C" in all of us. How much "C" do you think is in you? Look at your graph to find out.

Check out the chart provided for a description of your style intensity.

The higher your "C" style, the greater your respect for, and the more likely you are to follow, rules and regulations. The lower the "C" style, the higher your chances of not wanting to follow the rules.



Influencing/Steady Style Blend

Sally is an IS style

Sally is a great motivator and usually very optimistic and verbal. Your IS style child has a tendency to be disorganized and procrastinate when it comes to tasks. Sally likes to keep the peace and will go to great lengths to avoid conflict. Sally is calm and steady by nature; loyal, devoted, and an instinctive team player.

With people, Sally can be:

Friendly	Sociable
Eager to please	Fun loving
Cheerful	Distracted
Sensitive	Kind
Slower paced	Loyal
Indecisive	A team player



Your DISC Style Blend Continued



To grow, Sally could:

Focus on finishing things
Learn to be more task oriented
Pay more attention to details
Try to think ahead
Try to work at a faster pace
Be more decisive

At school, Sally can be:

Entertaining	Inattentive to details
A daydreamer	Fun in a group
Verbal	A good listener
Eager to please	Harmonious/avoids conflict
A helper	Sensitive
Easy-going	A team player



Tips for Parents, Guardians, and Teachers:

Help Sally prioritize
Give Sally step-by-step instructions
Give Sally strategies for making decisions
Teach Sally the importance of staying on task
Help Sally to be more objective(less emotional)

Your Strengths and Motivators:



Sally's strengths are:

- Enthusiastic; fun-loving
- Trusting; optimistic
- Persuasive; talkative
- Personable; people-oriented



Sally is motivated by:

- Flattery, praise, popularity and acceptance
- A friendly environment
- Freedom from many rules and regulations
- The availability and willingness of others to handle details

You are uniquely gifted to be very successful. Use the motivators to help you to move forward and speak with your family and teachers about how you can use your strengths in more ways. You are gifted in unique ways. Your future is very bright!



For Your Parents and Family

For Parents and Guardians

Your child is amazing and naturally gifted with strengths, motivators, and unique personality traits, many of which you have already experienced.

Parents and caregivers play a huge role in creating an atmosphere for each child's success as a student and in life! Since information is power, information about your child's strengths, motivation, and personality style provides a unique opportunity to create tailored learning experiences that help your child develop to their highest potential.

"Leave your world and enter theirs."

- Dr. Marlene Evans

Communication is the cornerstone of successful family relationships.

Entering their world of communication can be highly impactful. This report provides you with great insight into the communication style that works best for each child, based on how they are uniquely wired. You can use the recommendations in this report to communicate in the Maxwell Leadership DISC language that is most effective for the unique preferences of your child. When it comes to motivation, use the insight shared in this report to provide targeted incentives.

As you witness your child's gifts and talents shining through, while you build deep connection with them, you are providing a springboard for your child's future!

It is beneficial for you to know and understand your own style as well.

Ask your Maxwell Leadership DISC Certified Team Member to share with you how to complete your own Maxwell Leadership DISC Personality Indicator Report for adults, to understand your personal DISC style. Examining your style and the styles of other family members will give you great insight.

Together, you and your family can learn to understand and appreciate each other's similarities and differences, create greater compatibility and respect, and build solid relationships for life.

Using DISC to Improve Relationships

1) Remove emotional roadblocks that create misunderstanding

There are times when your child can be a challenge. That's ok—they feel the same way about you! DISC promotes interpersonal empathy that diffuses anger, resentment, and misunderstanding. After both of you have taken your DISC assessment, talking with your child about your personalities can be an eye-opening and confirming experience. When you both understand that differences are based on your natural personality, it's more difficult to feel anger towards the other person.



Realizing that behavior comes from an instinctual place can prevent negative emotional reactions and behavior. Better yet, when you know the best ways to communicate, your conversations will be more productive, open and effective. To avoid your child's big red buttons, remember to ease their biggest fears: D's don't want to lose control, I's need to feel liked, S's need to feel secure, and C's don't want to be criticized.



2) Accept your differences

Parents that share the same personality as their child have an advantage when it comes to relationship building. It's easier to understand your child, how they think, and how they feel. Conflict is still possible, of course, especially if you and your child both share dominant D personality styles. However, understanding comes easier when you share common traits. For those who don't, it takes more work. When you have knowledge of DISC, you understand that if you have an I personality, you may be frustrated with one-word explanations from your child. Or, if you are a C, your I child may drive you crazy by changing their mind, making messes and being late.

Remember that you can't change the nature of your child's personality, and you can't force them to be someone they are not. You can work to augment their style; but ultimately, you need to work with their style, rather than against it. Appreciate the fact that differences in personality require different approaches, and be willing to adapt your style.

3) Reinforce your child's strengths

There are dirty dishes in the sink and clothes strewn all around the bedroom. None of the chores are done and your child is weaving a creative narrative on the phone. In another home, a daughter has delegated all her chores to her younger sister. Another home reveals a child who has yet to do his chores because he's still working on the color-coded flow chart of tasks they created to organize their responsibilities. Yes, these things are going to frustrate you, but don't let them get in the way of seeing what's amazing about the expertise and mastery of your child. Look at their DISC style closely and you'll see that every personality style has amazing and admirable strengths and limits. Concentrate on maximizing their strengths and working within their limitations, knowing that what appears to be limiting them now may someday make them strong, capable and even successful adults if you can figure out how to channel and positively encourage their strengths.

Use the information provided to help you improve communication.

Sally's communication style is primarily "Influencing".



Phrases that you can use to encourage the "Influencing" child:

- "I Like how you always see the bright side"
- "You get along well with people"
- "You communicate well"
- "I like your enthusiasm"

The Influencing Child with:

- **The D Adult:** The I child's love of fun and contagious enthusiasm can be frustrating to you when you want to get things done. Let them express themselves; don't try to control the conversation or get to the bottom line. You both have high energy levels and strong egos, though that energy may often be directed differently. Keep them focused on their goals.
- **The I Adult:** Let this child talk while you develop your own skills. The I child likes to express themselves as much as you do. Resist making excuses for the child when they do not follow through. It may be painful at times to see the results of disorganization in this child as organization is not something that comes easily to either of you, but you can help them by encouraging development of this skill.
- **The S Adult:** The I child will often try to charm you into "getting away" with too much, and you can be taken advantage of by picking up the slack for him/her. There is both a need and an appreciation for the structure and security you can provide.
- **The C Adult:** You can help them learn to become more detail and task oriented, and you can learn how to quicken your own pace and have fun. The I child will look for approval from you, so see that you focus your attention on him when he needs to talk. Don't push for perfection, but rather for improvement and recognize efforts on the child's part.

Improving Communication Continued



Sally as a Influencing Style

Use the graph provided to help you improve communication with Sally:

Characteristics of I Children	Tips	More Explanation
Is just want to have fun.	Make sure you plan for fun, play and entertainment.	Sometimes even a child's life can be full of educational or more structured activities. Remember, an I child wants to entertain and be entertained; make sure he/she has time for fun.
Is need plenty of encouragement.	Encourage them verbally often.	Tell him/her you are proud of their accomplishments, give constant feedback on progress made, remind them of their strengths and capabilities and that they are special.
Is are very social.	Allow them enough time to be with friends.	Make yourself available to do things with him/her on a regular basis and keep phone numbers of neighborhood friends handy for play dates. Because Is value social time, you can use "friend time" as a reward for doing other (less desirable) tasks.
Is are not naturally structured, disciplined, nor concerned with time.	Help your child with more structured tasks.	Help your I child learn responsibility by using charts and allow him/her to earn rewards by doing structured tasks (chores). Give him/her praise when dressed and ready on time, giving encouragement for getting organized or keeping their bedroom clean.
Is like to be accepted.	Help them understand peer pressure.	This is a reoccurring theme in an I child's life. They will need your support to understand when to say no to their friends and when to be an individual rather than follow the crowd.
Don't be impersonal, distant or give your child the "silent treatment".	Understand that this is interpreted by an I child as rejection.	Rejection is an Is greatest fear and will cause internal stress for the child.

This section is provided for Sally's parents or guardians:



Motivators for Sally include:

- Flattery, praise, popularity, and acceptance
- A friendly environment
- Freedom from many rules and regulations
- The availability and willingness of others to handle details



Helping Sally to grow:

- Encourage relying more on facts and details than on instincts
- Encourage him/her to be more results-oriented
- Help him/her to exercise control over his/her actions, words and emotions
- Help him/her to remember to slow down the pace for other team members
- Show how to talk less and listen more
- Demonstrate the benefit of considering and evaluating ideas from other team members
- Help to concentrate on following through with tasks



When communicating with Sally:

- Provide an opportunity for him/her to talk. When you are talking make sure you have their attention. Remind your child that when he/she is thinking about what they want to say, he/she is not listening.
- Your approval is an important motivator. Your praise, encouragement and acceptance can help to develop weaker areas and reinforce strengths.



You can encourage Sally by using phrases such as:

- "I like how you are kind to others."
- "You consider the feelings of others."
- "I like your enthusiasm."
- "You get along well with people."
- "I like how your energy gets others excited."
- "You make people feel good."

For Your Teachers

Educators, thank you for the important work you do!

You are on the front line of the communication and learning efforts for each student whose life intersects with yours. We recognize that teachers often have many students in every class, making it a challenge to know what works best for each. Learning each child's personality, motivation, thinking methodology, and best atmosphere for success takes time. And for you, that is a limited resource.

It is with great pleasure that we provide you with this valuable tool to help you learn about your student in a way that is in-depth, effective, and that honors your time and focus.

The report your student has completed (the **Maxwell Leadership DISC Student Success Report**) provides comprehensive insight into your student's personality, motivators, study skills, group learning preferences, decision-making methodology, and so much more. As an educator equipped with the **Maxwell Leadership DISC Student Success Report**, you now have a tailored roadmap for your student's path to success.

This report is based on the DISC methodology of human behavior. Dr. William Moulton Marston, while at Harvard University in the 1920's, developed the DISC Theory while doing research for his book, *The Emotions of Normal People*. When his research was complete, the DISC Theory was formed into a validated and reliable assessment for personal and professional development. DISC is the methodology used in this report to identify your student's strengths, behavioral personality, and motivators.

We have a much deeper report for older students and adults as well, and the Maxwell Leadership DISC Certified Team Member who provided this report can provide you with information about these additional reports.

Thank you for making a difference in the lives of your students!

This section is provided for Sally's teachers and tutors:



Sally's strengths are:

- Enthusiastic; fun-loving
- Trusting; optimistic
- Persuasive; talkative
- Personable; people-oriented



Sally is motivated by:

- Flattery, praise, popularity and acceptance
- A friendly environment
- Freedom from many rules and regulations
- The availability and willingness of others to handle details



The ideal environment for Sally is:

- Practical procedures make staying focused easier
- Few conflicts and arguments
- Freedom from controls and details
- A forum to express ideas
- Group activities in academic and social environments



Ways you can help encourage growth in Sally are:

- Help him/her to rely on facts more than instincts
- Encourage becoming more results-oriented
- Show how to exercise control over actions, words and emotions
- Encourage better listening skills
- Show the benefit of considering and evaluating ideas from other team members
- Help him/her to develop strategies for following through with tasks



Sally may fear:

- Loss of social acceptance; change (especially in relationships)



Sally may say:

- "I learn best in a relaxed atmosphere."
- "Let's learn by sharing our personal experiences."
- "I enjoy being expressive and having an opportunity to let others know how I feel."
- "Let's do it together."