



MAXWELL  
LEADERSHIP®

# Sally Sample

Style: Assessor CI

## Maxwell DISC Student/Career Report

Wednesday, August 11, 2021

# Your Personalized Maxwell Method DISC Student/Career Report

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Congratulations on completing your Maxwell Leadership DISC Student/Career Report. This report will provide you with the results of that assessment and insight into several important areas in which your natural style presents itself in the way you make your impact in the world. The results of this customized report are based upon your answers to the assessment and will help you better understand your unique self. It will also provide you a foundation to living a more intentional life, as you embark on learning, living, and building your career.

John Maxwell says, in his book *Intentional Living*, "If you want to live a life that matters, don't start when you get good; start now so you become good." This report, along with the input and guidance of your Maxwell Leadership DISC Consultant, will help you to start now in living a life that matters and beginning to build a life of both success and significance. This report helps do that by providing you a multi-dimensional view of yourself in these primary areas of the report:

1. **Your Communication Style** - Each of us has a preferred style of communicating with others. This section will help you understand the style you prefer in communicating and how to better communicate with the styles of others.
2. **Your Values Style** - Each of us has ideals we hold tightly, and for good reason, they are important! The Values Style portion of the report will provide you with insight into some of your professional values, which help shape your decisions and drive actions.
3. **Your Learning & Thinking Styles** - Everyone has their own unique way of thinking and processing information, along with a learning style. This section of the report will help you better understanding your preferred approach to learning and your cognitive thinking style. Understanding these characteristics will help you capitalize on your strengths, continue learning, and remain teachable in life.
4. **Your Strengths & The Careers They Best Serve** - This section helps you to see your POWER DISC and your specific intensity levels in 7 areas of influence. You will also learn the career settings that are best compatible to those strengths.
5. **Your Growth Action Plan** - This section will help you begin to bring all of the insight of this report together in a direction of growth through intentional action and living. This section also includes Your Personal Image, an analysis that will show you how you respond to pressure and also how you tend to see yourself.
6. **Your Next Steps** - The final section of the report will help you to begin to put your insight, growth, and action into some simple and achievable steps forward. It will provide you some options in moving forward in developing your capacity for success and releasing your potential by working with your Maxwell Leadership DISC Certified Consultant. The good news is you do not have to move forward alone! You have help.

The assessment and report are based off the DISC methodology of human behavior and theory, researched, and developed by Dr. William Moulton Marston. He developed and released the theory in the 1920's as part of 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 help you identify your unique style and how to use it in your educational and career journey.

This report has been customized based on the responses you entered as you completed your assessment. You will see on the front cover of your report, just below your name, a descriptive name for your type. Since each of us, to varying degrees, are a combination of the 4 primary DISC Types, your type descriptive name will be immediately followed by 1, 2 or 3 of the other DISC letters. While you are able to see the explanation of your DISC profile type and how it presents itself in each of the above four style areas, your Maxwell DISC Consultant will be better able to guide you through using this design combination to help you gain the most insight into this report and maximize how you can better understand and develop yourself as a successful person.

We believe that you can maximize the unique abilities you will discover in this report and turn them into a more intentional life. As you understand your unique difference, you will want to use it to make a difference, doing things that make a difference, with people who make a difference, at a time that makes a difference. We call this *Intentional Living*. This report is one dimension of being able to live a more intentional life. So, let's begin the journey into your Unique Design. The next pages provide you an introduction into your DISC types, several key traits for each type, your individual DISC graphs, and how your type experiences *Intentional Living*. Your Maxwell DISC Consultant can provide you with the context for your design and each graph.

# Introduction

Your report uses the DISC Personality System. The DISC Personality System is the universal language of behavior. Research has shown that behavioral characteristics can be grouped together in four major groups. People with similar styles tend to exhibit specific behavioral characteristics common to that style. All people share these four styles in varying degrees of intensity. The acronym DISC stands for the four personality styles represented by the letters :

- D = Dominant, Driver
- I = Influencing, Inspiring
- S = Steady, Stable
- C = Correct, Compliant

Knowledge of the DISC System empowers you to understand yourself, family members, co-workers, and friends, in a profound way. Understanding behavioral styles helps you become a better communicator, minimize or prevent conflicts, appreciate the differences in others and positively influence those around you.

In the course of daily life, you can observe behavioral styles in action because you interact with each style, to varying degrees, everyday. As you think about your family members, friends and co-workers, you will discover different personalities unfold before your eyes.

- Do you know someone who is assertive, to the point, and wants the bottom line?

Some people are forceful, direct, and strong-willed.

***This is the D Style***

- Do you have any friends who are great communicators and friendly to everyone they meet?

Some people are optimistic, friendly, and talkative.

***This is the I Style***

- Do you have any family members who are good listeners and great team players?

Some people are steady, patient, loyal, and practical.

***This is the S Style***

- Have you ever worked with someone who enjoys gathering facts and details and is thorough in all activities?

Some people are precise, sensitive, and analytical.

***This is the C Style***

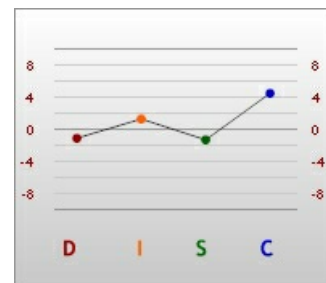
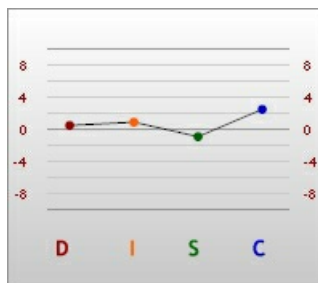
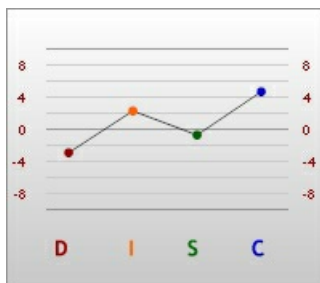


The chart below helps put the four dimensions of behavior into perspective.

|                   | <b>D = Dominant</b>                           | <b>I = Influencing</b>                                       | <b>S = Steady</b>                                 | <b>C = Compliant</b>                      |
|-------------------|-----------------------------------------------|--------------------------------------------------------------|---------------------------------------------------|-------------------------------------------|
| <b>Seeks</b>      | Control                                       | Recognition                                                  | Acceptance                                        | Accuracy                                  |
| <b>Strengths</b>  | Administration<br>Leadership<br>Determination | Persuading<br>Enthusiasm<br>Entertaining                     | Listening<br>Teamwork<br>Follow-Through           | Planning<br>Systems<br>Orchestration      |
| <b>Challenges</b> | Impatient<br>Insensitive<br>Poor Listener     | Lack of Detail<br>Short Attention Span<br>Low Follow-Through | Oversensitive<br>Slow to Begin<br>Dislikes Change | Perfectionist<br>Critical<br>Unresponsive |
| <b>Dislikes</b>   | Inefficiency<br>Indecision                    | Routines<br>Complexity                                       | Insensitivity<br>Impatience                       | Disorganization<br>Impropriety            |
| <b>Decisions</b>  | Decisive                                      | Spontaneous                                                  | Conferring                                        | Methodical                                |

Because human personality is comprised of varying intensities of the four behavioral styles, the DISC graph helps make the personality style more visual. The DISC graph plots the intensity of each of the four styles. All points above the midline are stronger intensities, while points below the midline are lesser intensities of DISC characteristics. It is possible to look at a DISC graph and instantly know the personality and behavioral characteristics of an individual.

Below are your three DISC graphs, and a brief explanation of the differences between the graphs.



### DISC graph 1 represents your "public self" (the mask)

This graph displays the "you" others see. It reflects how you perceive the demands of your environment, and your perception of how you believe others expect you to behave.

### DISC graph 2 represents your "private self" (the core)

This graph displays your instinctive response to pressure, and identifies how you are most likely to respond when stress or tension are present. This would be your instinctive reaction.

### DISC graph 3 represents your "perceived self" (the mirror)

This graph displays the manner in which you perceive your typical behavior. It could be referred to as your self perception. Although at times you may be unaware of the behavior you use with other people, this graph shows your typical approach.

# Description

## understanding your style

### Sally's style is identified by the keyword "Assessor".

Sally, as an Assessor style, is a person with an analytical, cautious disposition who can be outgoing when in comfortable, social settings. An Assessor weighs the pros and cons in making new relationships. However, once the Assessor feels comfortable and decides to engage in conversation they can be very at home with strangers, since they can quickly evaluate their relationship and adapt accordingly. Assessors display a friendly attitude while still being able to focus on accomplishing the tasks at hand. Assessors tend to be perfectionistic in nature, and will become isolated if necessary to get the job done. While they prefer being with people and socializing, they will limit their activities if it means finishing a task or item of importance. As an Assessor, Sally prefers to be in predictable situations - no surprises please; although they can be very spontaneous and adapt when necessary. Sally is very quality oriented and will work very hard to get the job done right. Assessors want people to approve of the "job done right" when they have it completed.

Assessors may sometimes feel guilty when they spend time enjoying life because they tend to focus on what they "should" be doing. On the flip side, while working, an Assessor may wish they were playing. This internal dichotomy exists because of the different elements of Sally's personality; that part that wants to focus on tasks and another part desires to focus on relationships and people. The intensity of these two highest behavioral attributes will determine how the Assessor will manage their social and work time. Assessors may tend to be their own worst enemy by being overly critical of the tasks they could have accomplished had they utilized their time better. Sally's enthusiasm and optimism have a large influence on others. Sally has excellent interaction skills and can use knowledge of facts and ability to analyze to influence people. The Assessor is a very good communicator and can use personal insights, charisma, and a blend of details and factual examples to make a strong argument for their point of view.

Because an Assessor wants to be well liked, they may have a hard time being in roles where they must discipline or punish others; although Sally has an excellent grasp of the rules and how to apply them. Sally prefers to be the "good guy" and look at the good in people and in situations. An Assessor will communicate positive insights to others verbally while perhaps choosing to put things in writing that they feel are unpleasant. Assessors focus on positive communication and try to avoid conflict of negative situations or environments. Assessors may be hypersensitive when people scrutinize their work because they desire high quality work from themselves and social approval for their hard work. Sally can be counted on to do a good job and pay attention to details while being aware of the needs of the people. When an Assessor utilizes their traits to their ability, they can be very powerful communicators and leaders. Sally has the ability to combine intuitive, logical and analytical skills with strong people skills in a very effective manner.

Sally prefers to work through problems by analyzing things that worked in the past. This is someone who is able to lead, if necessary, but usually prefers to wait and see if another person volunteers first. Sally is willing to follow another person's lead if they display adequate ability and if Sally has confidence in their ability.

Sally can easily find the silver lining in a difficult situation and typically enjoys the thrill of trying new things. This individual has a gift for influencing associates and is viewed as an instinctive communicator. Others find Sally easy to approach and enjoy their easy, open rapport.

Sally takes a flexible approach in dealings with others and is willing to pursue different avenues to maintain good relationships. Sally is not afraid to actively seek new solutions if previous methods do not fit the current situation.

Sally is a fact finder and does things "by the book". This person can be sensitive if others are being critical of their work, especially if they have not carefully reviewed all the data. Sally clarifies expectations before undertaking new projects and works hard to meet standards. Sally will typically maintain a neat and orderly work environment.

**Creative, artistic**  
**Desire for approval of self and abilities**  
**Enthusiastic, optimistic**  
**Persuasive, talkative**

#### *General Characteristics*

**Ability to be expressive and creative**  
**Ability to have a balance between work and play**  
**Flattery, praise, popularity, and acceptance**  
**A friendly environment**

#### *Motivated By*

**Knowing what is expected**  
**Few conflicts and arguments**  
**Ability to mix socially**  
**A forum to express ideas**  
**Group activities in professional and social environments**

#### *My Ideal Environment*

# Your Communication Style

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"People may hear your words, but they feel your attitude."

- John Maxwell

This section of your report provides you a better understanding of your DISC Communication Style and tips for communicating with others. When used effectively, this part of the report helps you to better create a positive attitude, a better approach to learning, growth, and work. You will better understand how you can communicate more effectively with others by having an informed attitude about how you appear to them when you communicate. This information empowers you to better connect with others.

## COMMUNICATION

Good communication is a vital element to success and significance in life and career. Understanding your communication style and how it interacts with others can help you to be more intentional in leading a successful and significant life. Successful people do not assume that others appreciate or understand what they communicate. As such, they are more intentional in their communication and in understanding others. Your unique style of communication has certain characteristics that this section of the report helps you to be better aware of in your career paths and growth environments. You can use this awareness to be more intentional in your approach to communication and in connecting to others. It also helps you to mold a better attitude. Attitude by definition is, "A settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior." Your attitude is seen in your behavior and comes forth in the way you communicate. Understanding your communication style will help you to better improve your attitude toward others in the area of how they understand you, what they want, and how to better articulate what you need.

The information related to your communication style will help you to be more intentional in the way you interact with others as a person and a professional. It helps you to better understand how your preferred behavioral style approaches communicating with other styles and how to position yourself when communicating with them. It provides you with powerful tips in communicating and will be a valuable tool in the way you mold conversations and create connections. This section of the report is a valuable resource in helping alleviate assumptions, mitigate conflict, avoid misunderstanding, collaborate for results, and serve others.

## MORE INTENTIONAL COMMUNICATION

One of the greatest investments in life, personally and professionally, is the investment into becoming a better communicator. A couple valuable resources that will empower your success include:

**Everyone Communicates, Few Connect** – To be successful in every area of our life, we need to learn to communicate in a way that connects, and it is a skill you can learn and apply in your personal, professional, and family relationships. It is a vital skill for an entrepreneur! This John Maxwell book and the associated John Maxwell programs offered by your Maxwell Leadership DISC Certified Consultant can help you to better develop the ability to truly connect with others when you communicate.

**Becoming a Person of Influence** – Influence is important to the difference maker and world changer. Positively impact the lives of others and influence the outcome of your endeavors! Whatever your career path, you can increase your impact on others by Becoming a Person of Influence. Ask your Consultant how this program can help you learn simple and insightful ways to interact more positively with others and watch your personal and professional success escalate in profound ways

# Communicating

## with the Assessor style

Sally Sample

### Remember, an Assessor may want:

- Others to recognize their quality of work and their fine social skills, social esteem and acceptance, clear definition of what is expected; people to talk to, positive working conditions, recognition for abilities, opportunity to motivate and influence others

### Greatest fear:

- Social rejection, doing low-quality work

### When communicating with Sally, an Assessor, DO:

- Submit details in writing
- Develop a participative relationship
- Create incentives for their quality work
- Give opportunity for them to verbalize about ideas, people and their intuition
- Assist them in developing ways to transfer talk into action
- Share testimonials from others relating to proposed ideas

### When communicating with Sally, an Assessor, DO NOT:

- Ignore their ideas or accomplishments
- Be overly critical
- Eliminate social time
- Do all the talking

### While analyzing information, Sally, an Assessor may:

- Need more details and information
- Be creative in problem-solving
- Lose concentration
- Interrupt

### Motivational Characteristics

- **Motivating Goals:** Approval, quality results
- **Evaluates Others by:** Organization and verbal skills, ability to motivate others
- **Influences Others by:** Logical approach with excellent people skills
- **Value to Team:** Excellent problem solver, fact finder, as well as communication and people skills
- **Overuses:** Self-criticism and need for approval
- **Reaction to Pressure:** Becomes critical and impatient
- **Greatest Fears:** Loss of social recognition and poor quality of work
- **Areas for Improvement:** Relax procedures; increase self confidence, use intuitive communication skills more



Knowledge comes, but  
wisdom lingers.

- Alfred Lord Tennyson

# Communicating

## with the Assessor style

Sally Sample

### Value to the group:

- Analytical
- Visionary, but can capture thought on paper
- Creative problem solver
- Great encourager; motivates others to achieve

### Assessors possess these positive characteristics in groups:

- High quality of work
- Strong in brainstorming sessions
- Provide direction and leadership
- Express ideas well; instinctive communicators
- Participative managers – influence and inspire
- Motivate the team; enthusiastic
- Respond well to the unexpected
- Make good spokespersons
- Will offer opinions
- Persuasive
- Have a positive attitude
- Accomplish goals through people
- Good sense of humor
- Accepting of others; works well with others

### Personal growth areas for Assessors:

- Consider and evaluate ideas from other team members
- Be less impulsive; slow down your pace for other team members
- Find a balance between work and play that is healthy
- Exercise control over your actions, words and emotions
- Talk less; listen more
- Concentrate on following through with task



You can have brilliant ideas, but if you can't get them across, your ideas won't get you anywhere.

- Lee Iacocca

# Your Values Style

"Values give direction and guidance and attract like-minded people."

- John Maxwell

While our DISC behavioral characteristics show up in every area of your life, they can sometimes display themselves more subconsciously in your ideals and motivators. In this report, we identify those as your Values Style. This section of the report will help you to better understand how your Values Style manifests in four areas: Loyalty, Equivalence, Personal Freedom, and Justice. Understanding your Values Style will help you to better interact with, connect to, and relate with others.

## VALUES

Values are basic beliefs that direct and motivate your attitudes and actions. Understanding your values empowers you to better understand yourself and why you are inspired with certain things and are able to focus on some things but not others. These values also help shape your decisions and drive your actions. While our values are often hidden beneath the surface, they play an important role in how we shape and behave in our interaction with our environment and with others. Values are the motivators behind purposeful action and intentional living. If you imagine an iceberg, values are what lies below the surface and our behavior is what is seen above the surface. While others may not see the motivation behind our actions or behaviors, these values are always informing and shaping the actions and behaviors that others see and experience.

Understanding your Values Style will better help you align your life to what you really want, the education and growth you will pursue, and the work you will do. This awareness will also help you in choosing a career and work environments that are better aligned to who you are at your core as a person and what you find motivation and passion in doing. All of this together helps you to live a more intentional life of meaning and fulfillment, in addition to helping align with others who share similar values.

Understanding your values will also help you to better understanding your "Why" in life. As John Maxwell says in his book, *Intentional Living*, "Once you find your why, you will be able to find your way." The characteristics of your Values Style as outlined on the following pages will better help you understand why you desire, decide, and are driven the way you are. It is part of your design and a very important part of your life. The more intentional you can be with your values awareness and alignment, the more purposeful your life will become.

## MORE INTENTIONAL VALUES ALIGNMENT

As you read through your Values Style description, create a list of questions for your Maxwell Leadership DISC Certified Consultant so that they can help you look deeper into and better understand how that style can show up more intentionally in your life. They can help you to focus effort in those particular areas to be more purposeful in your educational and career choices. Here are a few Maxwell Leadership growth programs that will empower you in applying your values to your "Why" and a more intentional future:

**Put Your Dream to the Test** - When you are looking at your future, you can struggle for clarity in your dreams and pursuits. What do you need to make your dreams come true? Your dream has power, it can inspire you and empower you, but can it reward you? Your Consultant will show you how to crystallize your vision, clarify your mission and galvanize your commitment through an inquisitive journey of this John Maxwell Team resource.

**Values Discovery** - Your Maxwell Leadership DISC Certified Consultant can help you in discovering and clarifying all of the values that you desire to guide your life. They are uniquely trained in a coaching journey that will help to bring more clarity and intention to a value driven life.

# Introduction to your Values Style Report

Your Values Style is a measure of your ideals and hidden motivators. The Values Profile looks at the underlying and hidden motivators that affect behavior. Whereas Personality Style (DISC) is observable and personality issues can be resolved with some effort, Values Styles are not as observable or easily resolved. Values are hidden and ingrained deep in our subconscious. The Values Profile assesses an individual's need to have four core values met in his/her life. All people share the following four Values Styles in varying degrees of intensity.

- **L = Loyalty**
- **E = Equivalence**
- **P = Personal Freedom**
- **J = Justice**

Knowledge of Values Styles can help people become more tolerant of individual differences to reduce conflict and increase understanding. In the workplace, long-term retention issues can be influenced when specific job values requirements correlate with an applicant's personal values. Hiring managers have found knowledge of a prospect's Values Styles critical to hiring decisions.

## Values Style Overview

### ***Loyalty***

- Traditions
- Relationships
- Serving Others
- Responsible Living

### ***Equivalence***

- Respect
- Tolerance
- Individuality
- Fairness to All

### ***Personal Freedom***

- Opportunity
- Self-Fulfillment
- Challenge Norms
- Personal Creativity

### ***Justice***

- Honesty
- Sense of Right
- Common Goals
- Win-Win Situations



**This chart below helps put the four Values Styles into perspective.**

|                   | <b>Loyalty</b>               | <b>Equivalence</b>           | <b>Personal Freedom</b>      | <b>Justice</b>           |
|-------------------|------------------------------|------------------------------|------------------------------|--------------------------|
| <b>Focus</b>      | Traditions                   | Self-expression              | Self-Fulfillment             | Inner honesty            |
| <b>Outlook</b>    | Recognizes authority         | Friendly relationships       | Personal goals & aspirations | Common good              |
| <b>Goal</b>       | Responsible Living           | Self assertion & happiness   | Self-satisfaction            | Acceptance into group    |
| <b>Fear</b>       | Disloyalty to beliefs/people | Inner conflict/inequivalence | Loss of personal well being  | Lack of personal harmony |
| <b>Work Style</b> | Meaningful involvement       | Socially acceptable          | Self-expressed individuality | Personal involvement     |

## Potential Limitations of Each Style

### ***Loyalty***

- The higher the Loyalty Value, the greater the chance of being locked into a certain pattern of thinking.

### ***Equivalence***

- The higher the Equivalence Value, the greater the chance of losing track of day-to-day responsibilities.

### ***Personal Freedom***

- The higher the Personal Freedom Value, the greater the chance of win-lose situations developing.

### ***Justice***

- The higher the Justice Value, the greater the chance of overestimating personal energies and resources.



An iceberg is a good analogy to describe Values Styles and how they influence Personality Style. Personality and behavior are the areas of the iceberg we can observe, while values are hidden under the surface informing our decisions and driving our actions.

## Internal Motivational Characteristics

### Sally's Hidden Motivators

#### High Style: Personal Freedom

The characteristics of individuals with a high Personal Freedom values style are:

- Challenging or questioning the existing systems, rules, standards, and procedures in order to increase the boundaries of personal freedom.
- Seeking self-preservation and satisfaction through the accomplishments of personal goals.
- Preventing the loss of personal well-being.
- Expressing energy through creative, untested and nonconventional ideas.
- **Focus:** Self-fulfillment
- **Outlook:** Seeks personal goals and aspirations
- **Goal:** Self-satisfaction
- **Fear:** Loss of personal well-being
- **Workstyle:** Self-expressed individuality

The more energy expended towards Personal Freedom, the greater the chance of win/lose situations developing.

A person with a Personal Freedom values style is likely to say:

- "I take action in order to be emotionally and psychologically secure."
- "I enjoy having enough control of situations to 'do it my way.'"
- "People may say I am a nonconformist."
- "I prefer to exhibit my own style rather than follow fads and trends."
- "I don't mind challenging things that conflict with my viewpoint."
- "I tend to focus on my pursuit of various life experiences."

A person with a Personal Freedom values style is likely to have a personal goal of self-preservation and personal comfort achieved by taking care of personal interests first. They sometimes get involved in win-lose or even lose-lose situations. With a high Personal Freedom values style, one can become more effective by developing TOLERANCE FOR OTHERS and COMMITMENT TO COMMON GOALS. They may achieve this by asking themselves these questions:

- "What can I suggest that will make things better for myself without making things worse for others?"
- "How do my goals fit into the mission or project?"



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# Values Style

## Continued

Sally Sample

### Second Highest Style: Equivalence

The characteristics of individuals with a high Equivalence values style are:

- Focusing on respecting the individuality of others as well as self.
- Respecting individual beliefs.
- Searching for personal fulfillment and making opportunities for meaningful communication with others.
- Avoiding inner conflicts.
- Stretching the rules and expectations within safe boundaries in search of personal satisfaction.
- **Focus:** Self-expression
- **Outlook:** Seeks friendly relationships with the freedom to be themselves
- **Goal:** Self-assertion and happiness
- **Fear:** Inner conflict; inequivalence
- **Workstyle:** Socially-acceptable individuality

The more energy expended towards Equivalence, the greater the chance of losing track of day-to-day responsibilities.

A person with an Equivalence values style is likely to say:

- "I am prepared to overcome obstacles in order to obtain personal satisfaction and fulfillment."
- "It is very important to me to respect the feelings and viewpoints of others."
- "I dislike rules and regulations that conflict with my personal feelings or that appear to be unfair."
- "I seek out positive role models."
- "I am open to new challenges and methods, as long as they do not restrict me."
- "I seek a balance between conformity and freedom."

A person with an Equivalence values style is likely to have a personal goal of attaining increased happiness by being allowed to express their opinions and asserting their right to find fulfillment in life's ambitions. They sometimes may lose track of the day-to-day responsibilities that must be met. Others may perceive them as non-committed or compromising under stress. With a high Equivalence value style, one can become more effective by developing OBJECTIVITY and REALISTIC GOAL SETTING. They can do this by asking themselves these questions:

- "What ideas can I suggest?" "What will others think?"
- "In what way can I be involved that will make things even better for everyone?"



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# Your Learning & Thinking Style

“Good thinkers are always in demand. A person who knows how may always have a job, but a person who knows why will always be his/her boss.”

- John Maxwell

Each of us have a different and unique way of processing information. This is our Learning & Thinking Style. This section of the report provides you with insight into your unique style as you approach how you interact with and process information. Information in this area of the report will help you to better understand the approach you use in thinking and how you can enhance your learning experience. In order to grow yourself, you have to know yourself. This area of the report will help you to better know yourself when it comes to how you absorb, process, and use information in your life and growth.

## LEARNING STYLE

Each of us have a different and unique way of processing information. This is our Learning & Thinking Style. This section of the report provides you with insight into your unique style as you approach how you interact with and process information. Information in this area of the report will help you to better understand the approach you use in thinking and how you can enhance your learning experience. In order to grow yourself, you have to know yourself. This area of the report will help you to better know yourself when it comes to how you absorb, process, and use information in your life and growth.

## THINKING STYLE

Understanding your Thinking Style helps you to understand how you process the information you absorb and store. Your mind works to make sense out of the information you have taken in through your perception. This is the process of thinking in which we determine the usefulness and application of the information we absorb. We each have a different thinking process. There are primarily four different modes of thinking: Liberal, Intuitive, Theoretical, and Experiential. Your Maxwell Leadership DISC Report will help you to identify your unique Thinking Style and how it shows up in your life. You will better understand the characteristics of that style and how to capitalize on your thinking process. It will also help you to apply it to your learning in a way that will improve learning and create powerful strategies for your present and future personal and professional learning and growth.

## MORE INTENTIONAL GROWTH

The awareness you gain in this area of the report with the help of your Maxwell Leadership DISC Certified Consultant, will empower you to be a more intentional learner and thinker. You will then be able to be more purposeful in all future growth. Growth involves your ability to take what you learn and experience and use it in a more fruitful way. You can experience growth in your life both during your formal years of education and then throughout your life. Research and application have shown us that there are principles, or what we may call laws, that govern growth. Understanding and applying these laws in your learning and thinking can help you experience exponential growth throughout your life and in your future career. The 15 Laws of Growth, a developmental and coaching program available through your Maxwell Leadership DISC Certified Consultant, can help you to know and understand those laws and develop an intentional plan in applying them to your learning and professional development.

**15 Laws of Growth** – Personal growth is essential to your success as a student and in a thriving career. This program of training and coaching will help you to learn and apply the 15 proven laws of growth in developing your potential and increasing your capacity for long term success. This journey with your Maxwell Leadership DISC Certified Consultant will help you to become more intentional in your growth, helping you to understand how personal growth really works and how you can develop yourself to become a more effective and fulfilled individual. You will build up your sense of purpose and become more successful in every area of your life.

# Introduction

## Why Perceptual Learning Styles are Important

Until now, you may have assumed that all people learn the same way. Maybe you've wondered why you could not grasp your professor's lecture as quickly as your classmate. Difficulties encountered in the past were probably a function of *perception* and not *intelligence*. Before information can be *remembered*, it must be *perceived* effectively.

Research has shown that people respond differently in different learning situations. People *respond* differently because people *perceive* differently, using the sensory channels through which they give, receive, and store information.

The three widely recognized perceptual learning styles are labeled Auditory, Visual, and Kinesthetic. To get the most out of your education, it is important that you know the differences between these perceptual learning styles, recognize the style that best suits you, and use your understanding to detect your instructor's perceptual teaching style.

- **Auditory learners** use their voices and their ears as the primary mode for learning. They remember what they have heard and what they, themselves, expressed verbally.
- **Visual learners** want to see the words in written form, an illustration in some picture form, or assignments clearly described in written form. They like to follow professors' lessons in visual form and prefer seeing overhead transparencies, a blackboard, or handouts.
- **Kinesthetic learners** learn better when they touch or are physically involved with what they are studying. These learners want to act out a situation, to make a product, to do a project, and in general, to interact physically with learning.

Traditional teaching methods favor the auditory and visual learning styles. Those with kinesthetic strengths typically have to become more creative in their study and learning methods to adapt. Having a primary perceptual preference and learning strength does not mean you should disregard your secondary strength. In fact, realizing your learning limitations and encouraging those secondary sensory doorways will help you function perceptually in a variety of situations. You should become highly sensitive to the manner in which all information is presented to you.

It would be nice if all your professors, instructors, and trainers taught you in a manner with which you learn best. Instead, you will probably encounter your instructors teaching in the manner with which they are most comfortable. Early in your education, it is a good idea if you discover your learning strengths and limitations so you can adapt to new learning situations. Understanding which learning method you prefer and matching that to the teaching methods used by your instructors will help you feel more assured in the classroom and will ultimately increase your learning potential.

"I don't think much of a man who is not wiser today than he was yesterday."

-Abraham Lincoln

# Learning Styles Overview

all three learning styles at a glance

## Auditory Learning Styles

*use their voices and ears as the primary mode for learning. They remember best what they have heard and what they themselves expressed verbally.*

**Auditory Learners** are people who learn best by hearing, listening, speaking, and being spoken to.

**Learns best:** lectures, discussions, explanations, listening, talking, and debate.

**Sensitive to:** noise, tone, pitch, music, lyrics, sound, voice, words, spoken language.

### Strengths:

- typically good speakers and debaters.
- able to describe with words and understand well what is expressed to him/her.
- can understand abstract examples.
- remembers and understands spoken language well.

**Limits:** being distracted by background noises, voices, sounds, and music.

## Visual Learning Styles

*like to see words in written form, an illustration in graphic form, or assignments clearly described in written form. They like to follow instructor's lessons visually with handouts, graphs, and graphics.*

**Visual Learners** are people who learn best by watching, seeing, and visualizing in his/her mind.

**Learns best:** through body language, facial expression, charts, illustrations, graphics, and handouts.

**Sensitive to:** light, color, visual environment, written language, design, placement, diagrams, and graphs.

### Strengths:

- typically good writers and readers.
- able to visualize a picture when reading.
- good at creating charts, diagrams, and maps.
- remembers and understands written language and graphics well.

**Limits:** being distracted by movement, light, and visual things surrounding him/her.

## Kinesthetic Learning Styles

*learn better when they touch or are physically involved with what they are studying. These learners want to use trial and error in order to remember and comprehend concepts.*

**Kinesthetic Learners** are people who learn best by doing, touching, being involved, and experiencing first hand.

**Learns best:** sense of touch, personal experience, making mistakes, exploration, coordination, and music

**Sensitive to:** action, movement, contact, doing, feeling, and through a sense of touch.

### Strengths:

- typically a fast learner after doing or experiencing himself/herself.
- enjoys being physically involved with materials, sports, or games.
- excels in working with tools or equipment.
- likes to create a physical product.

**Limits:** being distracted by movement, temperature, and physical tasks or being given an abstract example.

# Your Perceptual Learning Style

Sally Sample

## how do you best absorb new information?

### Sally's dominant learning style is "Kinesthetic"

If you prefer a kinesthetic style to make sense of the world, it's likely you are more sensitive to the physical world around you. You may even thrive on physical activities like sports and exercise or crafts like cooking, woodworking or gardening. When you have extra time, you prefer to move about, create, build or explore rather than sitting, talking or watching.

Because you desire to "do" things, you want hands-on learning that allows you to interact with new information and your environment. You would prefer to pull an engine apart and put it back together rather than reading or hearing about how it works. Others can explain things to you, but you never really understand until you try it for yourself and make mistakes yourself. You can easily remember driving directions once you have been in the driver's seat. Your physical sensitivities may help you become skillful at building models, following schematics and figuring out jigsaws as well as appreciating textures and fabrics. Perhaps sitting for long periods of time may cause you to squirm, fidget or lose your concentration.

Kinesthetic learners may also be proficient at handling, manipulating or controlling objects, having balance, body control, dexterity or hand-eye coordination. They may be good at or enjoy tinkering, crafts, using body language, dance, sports, building, crafts or acting for stage or screen.

### What is a Kinesthetic Learner?

A person who learns best by doing, touching, being involved and experiencing first hand

### How does a Kinesthetic Learner learn best?

Through sense of touch, personal experience, making mistakes, exploration, coordination and movement

### What are Kinesthetic Learners sensitive to?

Action, movement, touch, doing, feeling through sense of touch

### What are the strengths of a Kinesthetic Learner?

- Typically a fast learner after first doing a task himself/herself
- Enjoys being physically involved with materials, sports, or games
- Excels in working with tools or equipment
- Likes to create a physical product

### What might keep a Kinesthetic Learner from learning?

- Being distracted by movement, temperature and physical tasks
- Being given an abstract example



A=7, V=4, K=9

# Tips for Kinesthetic Learners

## for lectures, studying, and test taking

### During Lectures:

- **Ask an instructor if he/she can "demonstrate" in addition to explaining.** In some cases, it is possible for the teacher to offer "hands on" laboratories to help you understand concepts. Ask the teacher if it is also possible to "show" as well as "tell".
- **If you think an instructor has given you an abstract example, ask for a more concrete example.** There are many ways to describe or explain a concept. If there is additional media (Example: a video) available on the subject, it might be good to use it as well. Sometimes more "animated" instructors are good for kinesthetic learners.
- **Associate a part of your body or particular body movement with a fact, idea or concept the instructor is talking about.** (Example: If you are learning about the solar system: Think of the Sun as one finger, Earth another, Saturn, Jupiter, and Mars as other fingers. Remember the placement of your fingers on the desk.)

### While Studying:

- **Have a large study space and the freedom to move around while studying.** Study spaces exist for you to learn, so if you learn best in a large area, maybe going outside or studying on the bench in a gym is best for you.
- **Use dimensional aids or props to help you solve math/science problems.** It may help you to use materials that demonstrate just how something works (Example: you can use paper clips, pennies, string, water and cups).
- **Pace, walk around or exercise while reading.** If you can walk or exercise while reading or listening to a lecture, this may help you learn.
- **Take frequent study breaks.** Taking a break from reading or problem-solving is very good to stimulate you again. Just be careful that you return to your studies. It is easy to get distracted by moving around.
- **Use a highlighter, touch the page, or use a ruler while studying.** The important thing is to become physically "involved" with the page.
- **Study with friends and role play together.** For example, acting out events in history through role play is an excellent way to remember concepts. You can get as elaborate as you want with costumes, props and characters.
- **See a movie.** Sometimes there are movies available that are related to subjects that you are studying. If you can find a movie that will help you better understand, see it. Ask your instructor for suggestions.

### While Taking Tests:

- **Try to remember body parts or movements you associated with particular concepts.**
- **Remember times that you interacted with your information** such as labs, videos, or information on the Internet.



A=7, V=4, K=9

Learning is a treasure  
that will follow its  
owner everywhere.

-Chinese Proverb

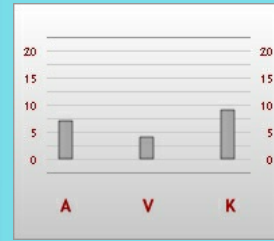
# The Learner's Toolbox

## tools to increase your Kinesthetic Learning power

Use these tools to help you make the most of your learning style. Try tools from your style to help increase your effectiveness with all types of teaching styles and learning environments.

### Tools for Kinesthetic Learners...

- Laboratory examples
- Field trips
- Crafts
- Woodworking, tinkering
- Building, taking apart
- Sign language
- Cooking, gardening
- Competitive games
- Cooperative games
- Demonstrating
- Trial and error
- Making mistakes
- Three-dimensional aids
- Role play
- Collaborating with friends
- Put on a play
- Play charades
- Use body language
- Mime
- Work with tools
- Make a product
- Study breaks
- Stretch and move
- Group/individual sports
- Use objects to explain
- Act out a movie scene
- Invent something new
- Set up an experiment
- Pottery, sculpture
- Martial arts
- Deep breathing, yoga



A=7, V=4, K=9

"I have never in my life learned anything from any man who agreed with me."

-Dudley Field Malone

# Determining Another's Style

## Verbal Cues

A person's word choice will reveal his/her perceptual learning/teaching style. Are you unsure of how to detect an individual's perceptual learning/teaching style? Here is a quick method to assess the style of others just by paying attention to their language. This comes in handy when trying to assess a teacher's, professor's, or instructor's teaching style and in trying to modify your style to a particular learning situation.

Take a cue from the words people choose. Each individual is inclined to use words that represent how he/she perceives information. Here are some examples:

### The Auditory Style says:

"I hear you."  
 "I can really tune into that."  
 "That rings a bell."  
 "Something tells me to be careful."  
 "Everything just suddenly clicked."  
 "Listen to yourself."  
 "State your purpose."  
 "Describe it in detail."  
 "I'm just voicing my opinion."  
 "We got an earful."  
 "Does that sound easy to detect?"

### The Visual Style says:

"I see what you're saying."  
 "That looks good."  
 "I went blank."  
 "I view it this way."  
 "Let's cast some light on it."  
 "Looking back on it, it appears right."  
 "That idea isn't clear."  
 "Get a new perspective."  
 "Do you get the picture?"  
 "I'm hazy about that."  
 "Don't leave me in the dark."

### The Kinesthetic Style says:

"I'm boxed in a corner."  
 "If it feels right, do it."  
 "I have a feeling you're right."  
 "Get a handle on it."  
 "You're so insensitive."  
 "Do you grasp the concept?"  
 "Change your standpoint."  
 "Get in touch with yourself."  
 "I'm up against a wall."  
 "Pull some strings for me."  
 "That was underhanded."

"Man's mind, once stretched by a new idea, never regains its original dimensions."

~Oliver Wendell  
Holmes

# Learning Exercises

## Exercises to help you apply learning styles

### 1. Career Styles

Some people have made a career out of their learning style by becoming highly skilled with their unique senses and talents. Listed below are examples of careers in which people use their perceptual style as a profession. Can you think of any others?

#### a. Auditory style career examples:

Journalist, Teacher, Lawyer, Politician, Translator, Writer, Poet, Musician, Consultant, Counselor, Psychologist, Public Speaker,

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#### b. Visual style career examples:

Film Critic, Writer, Interior Designer, Mechanic, Engineer, Visual Artist, Photographer, Inventor, Architect, Navigator,

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#### c. Kinesthetic style career examples:

Engineer, Athlete, Dancer, Surgeon, Builder, Actor, Chemist, Contractor, Sculptor, Chef, Lab Technician, Mechanic,

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"It's what you learn  
after you know it all  
that counts."

~Harry S. Truman

# Learning Exercises

## Exercises to help you apply learning styles

### 2. Learning with Style

New concepts and information can be learned effectively by using different learning methods, approaches and tools. Please read the example below, then think of ways you could complete your assignment using auditory, visual, and kinesthetic learning tools. If you need ideas, refer to the "Learner's Toolbox" page.

#### Assignment Topic (example): Why the South lost the Civil War...

##### a. Auditory approach:

*I would give an oral report or tell a story about the event in my own words.*

##### b. Visual approach:

*I would draw a time line to show how each side was progressing.*

##### c. Kinesthetic approach:

*I would use miniature toy soldiers on a map to act out the lost battles.*

#### Assignment Topic (your turn): How a character in a novel changed...

##### a. Auditory approach:

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##### b. Visual approach:

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##### c. Kinesthetic approach:

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"I am learning all the time. The tombstone will be my diploma."

~Eartha Kitt

# Design your Learning Environment

Sally Sample

## Environmental learning preferences

### Design a place that works for you

Like most people, doing homework is not one of your favorite things to do. Although you are alone, the room is quiet, you have an overhead light, and your desk is clean, you still can't seem to concentrate.

The traditional idea of a productive "study space" has been around for generations. A structured place with pencils, desks, chairs, lights and no distractions. Although it seems to be the best environment for some, it may be the worst for others.

What if you could design your perfect learning environment? The place where you not only memorized information, but really understood it and made connections to other concepts. Have you ever had an extremely meaningful and productive study/work session? Where were you? Was anyone with you? Did you study in the morning or evening? Did you sit, stand, walk, or just lay on the floor? Was it quiet or did you have music? Was the space clean or messy, warm or cool, brightly or dimly lit? Did you have a snack? What had impact on your ability to concentrate and learn? The following questions will help jog your memory about your environmental learning preferences.

### What are your environmental learning preferences?

1) Where do you like to study? (i.e. home, work, your room, the library, outside, on the bus, etc.)

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Why does this work for you?

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2) Do you like to study alone or with others? (i.e. with a friend, with a group, with a teacher, alone, etc.)

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Why does this work for you?

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3) Do you prefer morning or evening? (i.e. what time of day, what time in the evening, no difference, etc.)

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Why does this work for you?

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4) How much movement do you prefer? (i.e. sitting, standing, laying on the floor, walking on a tread mill, etc.)

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Why does this work for you?

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5) How do you like the noise level? (i.e. quiet, classical music, rock n' roll, nature sounds, headphones, TV, etc.)

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Why does this work for you?

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"We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself."

~Lloyd Alexander

# Design your Learning Environment

## Environmental learning preferences

6) How clean do you like your workspace? (i.e. very organized, just stuff I need around me, no order, etc.)

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Why does this work for you?

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7) How do you prefer the temperature? (i.e. cool, warm, very warm, air conditioned, humid, etc.)

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Why does this work for you?

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8) How do you prefer the light? (i.e. bright light, soft light, daylight, dim light, no shadows, I don't notice, etc.)

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Why does this work for you?

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9) Do you like to snack? (i.e. chips, soda, coffee, popcorn, bottled water, juice, veggies, chewing pencils, etc.)

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Why does this work for you?

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10) Do you like to take frequent breaks or plow through uninterrupted? (i.e. stretch every 15 min., drag homework out all day long, bulldoze all my work at once and don't stop no matter how long it takes, etc.)

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Why does this work for you?

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11) What else helps you study?

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"The purpose of learning is growth, and our minds, unlike our bodies, can continue growing as we continue to live."

~Mortimer Adler

# Introduction

## What are cognitive thinking styles?

Once you have absorbed new information through your primary sensory preference (auditory, visual, or kinesthetic) you must process it in your mind to try and make sense of it.

Everyone has their own unique way of thinking or processing new information. By trying to understand your own thinking patterns and preferences, you can reveal the ways you learn best.

The LITE model is a unique tool for assessing your thinking style so that you may enhance your learning experiences.

Cognitive styles are the preferences that individuals have for thinking, relating to others, and for various learning environments and experiences. According to Noah Webster, "cognitive" or "cognition" refers to the faculty of knowing; the act of acquiring an idea. This workbook will help explain one of the many thinking style models in existence today.

Cognitive Thinking Styles are based on a few simple principles worth remembering:

- People are different.
- Different thinkers are motivated to learn in different ways.
- Different learners will respond differently to a variety of instructional methods.
- Individual differences among us should be respected.
- People with different styles can be equally intelligent.

Research has shown that thinking characteristics can be grouped into four patterns or "styles." People with similar thinking styles typically prefer similar types of homework, exams, study environments, and are motivated to learn and retain information in similar ways. The four different modes of thinking are broken down in the following manner:

**L** = These people are organized, direct, practical, factual, and efficient.  
We call them ***Literal Thinkers***.

**I** = These people are imaginative, sentimental, perceptive, and adaptable.  
We call them ***Intuitive Thinkers***.

**T** = These people are analytical, logical, deliberate, and thorough.  
We call them ***Theoretical Thinkers***.

**E** = These people are curious, realistic, innovative, and challenging.  
We call them ***Experiential Thinkers***.

"Watch your thoughts,  
for they become  
words.

Watch your words, for  
they become actions.

Watch your actions,  
for they become  
habits.

Watch your habits, for  
they become  
character.

Watch your character,  
for it becomes your  
destiny."

# Thinking Styles Overview

all four thinking styles at a glance

## Literal Thinkers

*Practical in their thought  
Likes organization*

- keeps his/her thoughts and workspace well organized.
- is very direct, literal, and to-the-point in his/her communication.
- views things in terms of their usefulness.
- thinks in a linear manner, enabling him/her to follow step-by-step instructions well.
- likes tangible rewards.
- takes people "at their word" and doesn't look for hidden meaning in conversation.
- likes to complete one task before moving on to the next.

## Intuitive Thinkers

*Sensitive in their thought  
Cares about feelings*

- believes that life and learning are personal experiences.
- tunes into feelings and attitudes around them.
- learns from others in a friendly, cooperative way.
- uses their imagination to make learning real.
- responds easily to friendly people.
- asks for personal opinions from others before deciding.
- "reads" into what is said.
- is unpredictable and spontaneous.

## Theoretical Thinkers

*Thorough in their thought  
Does the research*

- believes every situation deserves thorough analysis and deliberation.
- has the ability to think rationally and logically.
- is a seeker and gatherer of information and loves doing research.
- looks beyond the obvious and finds the underlying principle or "moral of the story."
- has the ability to sort through information objectively.
- is well versed in subjects that interest them.
- wants to explore all the options before deciding.

## Experiential Thinkers

*Original in their thought  
Takes risks*

- believes only what he/she can experience.
- will learn a new skill if he/she feels it serves their purpose.
- when a routine sets in, he/she will move to another project.
- is intrigued by the unknown.
- believes in taking risks.
- constantly tests environment and challenges authority to see what will happen.
- is passionate about convictions.
- is independent and likes to have control of his/her life.

# Your Cognitive Thinking Style

## your thinking style characteristics

Sally Sample

### Sally's dominant thinking style is "Theoretical"

The dominant Theoretical Thinker has the natural ability to think logically. Decisions are not made until he/she has weighed pros and cons and researched all available alternatives. Don't be surprised if you get a detailed response to a simple question or if their answer follows through points A, B, and C. Even subjective communication is backed up with solid facts.

The Theoretical Style will preoccupy him/herself with analyzing and evaluating all situations, concepts, and ideas. This often leads him/her on quests for more information, facts, and reliable sources. For this process, this thinker needs a good amount of uninterrupted time.

The Theoretical Style student would rather not do a project at all if there is no time to do it completely.

### Remember, a Theoretical Thinker tends to be:

- Analytical
- Evaluative
- Argumentative
- Rational
- Logical
- Well informed
- Methodical
- Proficient
- Conceptual
- Theoretical
- Intelligent
- Scholarly
- Knowledgeable
- Objective
- Resistant to Change



L=10, I=20, T=30, E=20

# Your Cognitive Thinking Style

## your thinking style characteristics

Sally Sample

### The Theoretical Thinker:

- Believes every situation deserves thorough analysis and deliberation
- Has the ability to think rationally and logically
- Is a seeker of information and loves doing research
- Looks beyond the obvious and finds the underlying principle or "moral of the story"
- Has the ability to sort through information objectively
- Is well-versed in subjects that interest them
- Wants to explore all the options before deciding

### The Theoretical Thinker general characteristics:

- Analyzes, evaluates, deliberates, researches, gathers information, theorizes, conceptualizes
- Needs quiet to work and think
- Likes to talk about broad concepts, i.e. "freedom" and "technology"
- Seems detached from emotions when learning
- Thrives under a teacher who's an expert in the field
- Likes to know information came from a credible source
- Learns well through lecture
- Enjoys reading for pleasure; is an avid reader
- A consumer of information and printed material
- Will debate subjects he/she feels convicted about
- Builds on previous learning experiences and makes sweeping connections between concepts
- Holds high expectations of self and others
- May appear to be lost in thought or daydreaming
- Is enthusiastic--learns for learning's sake
- Excels in standardized tests
- Can write thorough and knowledgeable essays
- Gravitates toward research term papers
- Reads thoroughly; does not "skim" over topically
- Chooses words with precision and deliberation
- Won't change without good, logical reasons
- Wants to know the underlying principle or "moral the story" when evaluating



L=10, I=20, T=30, E=20

"I think of life as a good book. The further you get into it, the more it begins to make sense."

-Harold Kushner

# The Theoretical Thinker

## capitalizing on your thinking strengths

*Please note: Not all of these will apply to you, but be aware of the strengths typically of others who share your style.*

### Your strengths are:

- Keeping emotion out of your work
- Knowing where to go for information; collecting information
- Creating theories from fact
- Breaking an idea into separate parts
- Thinking carefully before acting

### You may have difficulty with:

- Following the same routine daily
- Living up to self-imposed standards
- Knowing when the job is done
- Changing without logical reasons
- Coming to a quick decision
- Accepting other points of view
- Giving a brief response

### In a group, you:

- Contribute objectivity, analysis, and logic to the group
- Do the research before the group begins; you enjoy and are skilled at gathering information
- Analyze the situation and figure out what needs to be done and what steps it takes to get there
- Are good at researching, discovering, and choosing between options

### Working alone, you (example: reading):

- Want to read what is logical
- Like works that increase your knowledge
- Like to research sources and authors
- Ask, "Why was this written? How can I get more information on the subject?" You desire to be an expert on the topic
- Enjoy conceptual works grounded in fact
- Like to connect theories; to understand broad themes; to study philosophy, science, and math



L=10, I=20, T=30, E=20

"When I get ready to talk to people, I spend two thirds of the time thinking what they want to hear and one third thinking about what I want to say."

-Abraham Lincoln

# The Theoretical Thinker

## how you may improve learning

### Learning Strategies

As you make your way through your educational experience or in the workplace, you will develop learning preferences and learning strategies that work for you. You may discover that studying with someone else might help you (cooperative orientation), but may restrict your friend (independent orientation). Some thrive on structure; others could care less about organization. Some want tangible rewards (a good grade, a pay raise); others will be motivated by acceptance, respect and recognition (positive feedback, more responsibility, awards).

The following outlines the learning strategies that typically work for Theoretical Thinking Styles:

- Don't make every paper a thesis. In other words, be thorough, but remember time constraints. You are driven to research your topic, gather information, and connect themes. Know when to quit gathering information and to just do it.
- Make sure you have the time to complete an assignment. If necessary, get an extension on assignments. Most theoretical thinkers would rather not do an assignment than do one incompletely.
- When reading a book, pause after each chapter or major concept, and organize your thoughts. Ask yourself, "What is the moral of the story?" Then write on an index card the major theme and finer points in outline form. Later, use those cards to study. You have a great need for closure. The cards will help you "close" a concept before you move to the next.
- Keep your responses and explanations brief. Remember, not all situations call for exact details and involved analysis. In casual conversation and rushed situations it is better to stick to the facts. Ask yourself, "What is at the heart of what I want to convey?" Then, edit your responses based on what is most important.



L=10, I=20, T=30, E=20

"I must write it all out, at any cost. Writing is thinking. It is more than living, for it is being conscious of living."

-Anne Morrow  
Lindbergh

# Thinking Style Wrap up

## know what you know

### Being Aware...

This report has provided you with a way to recognize and appreciate your main style of processing new information. There are four main Cognitive Thinking Styles (Literal, Intuitive, Theoretical, and Experiential) and you have received information on your dominant cognitive preference.

### Maximize Strengths; Minimize Weaknesses...

It's that simple. If you know where your thinking excels, you can capitalize on those aspects, use your mind to do what it enjoys doing most. If you took your car to your dentist to get an oil change, it would take your dentist much longer to figure out what to do than if you took it to a mechanic. Your mind has a distinctive skill set that it has sharpened over the years. Find out what that is, and use it. Once you pinpoint and appreciate your strengths and limits, you can minimize or maximize them in all types of learning situations.

### Know Yourself...

To know yourself sometimes requires that you stand outside of yourself and observe, objectively in a critical way. Your report has indicated that you prefer one thinking style. It is up to you to decide if it is "like" you or it is "not like you".

### For Further Reflection...

1) Do you agree or disagree with the characteristics attributed to your dominant style? If you disagree, with what aspects in particular?

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2) Where does your thinking excel? Do you excel at any particular subjects or test types?" Why do you think that is? Please begin by explaining, "I know I am good at..."

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3) Where might your thinking be limited? Think about the question, "I know I have difficulty when it comes to..."

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4) What strengths do you bring to a group project?

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5) What types of material do you prefer to read?

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6) What learning strategies do you currently practice?

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"Thinking is easy, acting is difficult, and to put one's thoughts into action is the most difficult thing in the world."

-Johann Wolfgang von Goethe

# Your Strengths & The Careers They Best Serve

"As you discover areas where you are naturally gifted, look for parallel skills that go with them."

- John Maxwell

A life of significance and a successful professional life both require that we add value to others. We add value to others from our strengths. This section of your report will provide you with your unique **Power DISC** and with strengths associated with it. These unique and valuable assessment results will empower your effectiveness, showing you where you rate on the scale of seven major leadership strengths, and the approach you take to influencing the environment in which you work. This part of the report will help you better know your strengths so that you can use them intentionally to add value to others.

## YOUR POWER DISC

Our strengths are what we are uniquely wired with that help us to influence others and shape the outcomes of our environment and our work. When we understand our naturally wired strengths, we better understand the power of our influence. When we grow our strengths, we increase the level of our influence, have a more intentional effect on outcomes, and add to the greatness of our work. This section of the report helps you to better understand your strengths and how you can use them for greater success in a career and in life.

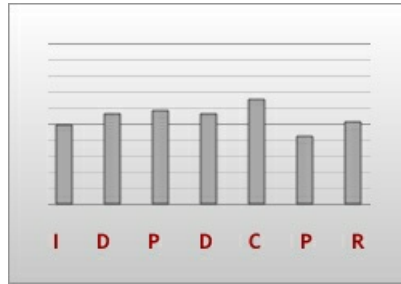
Your **Power DISC** is a tool to help you see where your strengths for influence lie. It will help you to better understand your primary strengths and the intensity of how they present themselves in your life and work. As you review your **Power DISC**, be aware that when working in your strength areas, because of a more natural giftedness, you are able to deliver a greater result with very little additional effort. The key to greater effectiveness and contribution in your work is to simply lean into your area of strength and continually leverage it for your success. This information can help you to determine where your priorities should be in work and career, as well as knowing where to put your best efforts in serving and working with others.

## CAREER MATCH

It is always the most fulfilling work when we can intentionally align our strengths, style, giftedness, and interests with career choices that allow us meaningful work. The pages following your **Power DISC** will help you with a list of the best matches for a career based on the strengths that were identified in your **Power DISC**. A second page will provide you a list of other careers that will be closely aligned to the secondary strengths found in your **Power DISC**. These two lists will provide you with possible career ideas in which you would likely have interest and also be able to make a valuable contribution based on what has been identified in your style.

## MORE INTENTIONAL LIFE & WORK

The most fulfilled people in life are those that have aligned their life and work in intentional ways. This report provides you with insight to help you do just that. The sooner in life that you can bring alignment and harmony in your work and life, the longer you will be able to experience a life of both success and significance. The more our life is in alignment, the more benefits we experience in life. The more our life is out of alignment, the more consequences we experience in life. But awareness alone will not ensure alignment and significance. You need to bring it all together in an intentional way. Using the awareness you now have and the various dimensions you have discovered in this report, your Maxwell Leadership DISC Certified Consultant can help you create a more intentional, purposeful, and harmonious life that better aligns your work, career, and relationships. They can help you to understand how to use your strengths, work, and design in choosing a career and work that makes a difference. Ask them about coaching in the area of **Intentional Living** and how you can better build a life that matters, makes a true contribution, does something noble and purposeful, and results in significance, not just success.



## INFLUENCING -

**Above Average:** You are always considered when a leader is needed. You have great strengths, and know that you possess wonderful insight into systems and people. Others are willing to follow you because of your charisma and enthusiasm. While sometimes seeming a bit assertive, your optimism and warmth soon have others remembering how important you are to the team.

## DIRECTING -

**Above Average:** Quality work and meeting tight deadlines are only two of your strengths others see. You may appear a bit task-oriented at times, but your attention to detail and your inner drive allow others to respect you and see the great value you add to the team. Take time to let others get to know you. They like you for a person as well as what you do for them.

## PROCESSING -

**Well Developed:** You like to be "hands on" and are great at following through and finishing strong. Others rely on you to make a system really work the way it was intended. You may have a hard time delegating at times, but you are willing to delegate when a project is larger than you can handle. Others see you as loyal and caring and a real team player.

## DETAILING -

**Above Average:** You have an ability to logically look at a situation and rearrange things for a more efficient operation. You pay attention to even the smallest details and put the finishing touches on projects. Your surroundings are neat and efficient and you appreciate when others follow suit.

## CREATING -

**Highly Effective:** You feel great about the balance you have. You are often able to come up with some great new ideas; but, more than that, you find the time to make them a reality. Others are often impressed with your unique ideas and your ability to find approaches that solve even difficult problems.

## PERSISTING -

**Good:** You are a strong, steady worker who wants to do quality work. Sometimes you may begin to look at other alternatives to completing a project when the going starts getting rough. Remember not to quit nor lose focus on what you have started.

## RELATING -

**Above Average:** You value relationships and know what it takes to nurture them. You go out of your way to make new team members feel welcome and want to be included.

Developing excellent communication skills is absolutely essential to effective leadership. The leader must be able to share knowledge and ideas to transmit a sense of urgency and enthusiasm to others. If a leader can't get a message across clearly and motivate others to act on it, then having a message doesn't even matter.

- Gilbert Amelio

# Career Match

## Best Match

Based upon the scores of your DISC assessment, the following careers/occupations would most likely be of significant interest to you. Naturally, you would have to consider education and training, and possibly, licensing requirements for each position. This is a guide to help you think about the possibilities of careers which you may find fulfilling. Remember, any style **can do** any occupation, however, some styles seem to **naturally enjoy** a particular job more.

### C Style

Occupation/Career

**Occupations enjoyed by your style** - For more information on job codes please go to [onetonline.org](http://onetonline.org).

|                                                 |                                              |
|-------------------------------------------------|----------------------------------------------|
| Aeronautical engineer 17-2011.00                | Government service specialist                |
| Aerospace engineer 17-2011.00                   | Graphic designer 27-1024.00                  |
| Accountant 13-2011.01                           | Hospital administrator                       |
| Adjudicator 23-1021.00                          | Instructors - various areas                  |
| Airline pilot 53-2011.00                        | Instructional designer                       |
| Air marshal 53-2021.00                          | Insurance appraiser, adjuster                |
| Air traffic controller 53-2021.00               | Interior decorator 27-1025.00                |
| Anesthesiologist 29-1061.00                     | Inventor 27-1029.00                          |
| Anthropologist 19-3091.01                       | Lab technician 29-2012.00                    |
| Architect 17-1011.00                            | Lawyer, attorney 23-1011.00                  |
| Art gallery curator 25-4012.00                  | Library science 25-1082.00                   |
| Art historian 19-3093.00                        | Machinist, skilled 51-4041.00                |
| Artist 27-1013.00                               | Management analyst 13-1111.00                |
| Audio engineer 27-4014.00                       | Mathematician 15-2021.00                     |
| Author 27-3043.00                               | Mechanic 49-9043.00                          |
| Banker 11-3031.00                               | Musician, composer 27-2041.04                |
| Behavioral scientist 19-3099.00                 | Music director 27-2041.01                    |
| Bookkeeper 43-3031.00                           | Music producer 27-2041.00                    |
| Business operations management 11-1021.00       | Network security analyst                     |
| Carpenter 47-2031.00                            | Nurse 29-1141.00                             |
| Chef, culinary artist 35-1011.00                | Nurse anesthetist 29-1151.00                 |
| Clinical nurse specialist 29-1141.04            | Nursing instructor 25-1072.00                |
| Computer programmer, CIS 15-1131.00             | Paralegal 23-2011.00                         |
| Corporate finance 11-3031.02                    | Park ranger 19-1031.03                       |
| Counselor 21-1019.00                            | Performing artist 27-2099.00                 |
| Craftsman 27-1012.00                            | Pharmacist 29-1051.00                        |
| Criminal investigator, special agent 33-3021.03 | Philosopher 53-2012.00                       |
| Criminologist                                   | Photographer 27-4021.00                      |
| Customs agent 13-1199.03                        | Physiatrist 29-1066.00                       |
| Database developer 15-1132.00                   | Physician, surgeon 29-1067.00                |
| Dentist, orthodontist 29-1023.00                | Playwright 27-3043.05                        |
| Designer 27-1029.00                             | Police officer 33-3051.01                    |
| Dietician 29-1031.00                            | Professor 25-1199.00                         |
| Draftsman 17-3019.00                            | Programmer, analyst 15-1131.00               |
| Economist 19-3011.00                            | Radiologist 29-1069.10                       |
| Educator 11-9039.00                             | School superintendent 11-9032.00             |
| Education Administrators 11-9033.00             | Science instructor 19-4099.00                |
| Engineer - various fields 17-2199.00            | Scientist 19-4099.00                         |
| Entrepreneur                                    | Software developer 15-1132.00                |
| Facility management 11-9021.00                  | Sommelier 35-9099.00                         |
| Fashion designer 27-1022.00                     | Statistician 15-2041.00                      |
| Filmmaker 27-2012.00                            | Tax attorney 13-2082.00                      |
| Financial planning 13-2052.00                   | Teacher 11-9039.00                           |
| Food critic                                     | Theologian 25-1126.00                        |
| Forensics investigator 19-4092.00               | Video game designer 15-1199.11               |
| Geologist                                       | Wellness consultant, nutritionist 29-1031.00 |

# Career Match

## Close Match

Based upon the scores of your DISC assessment, the following careers/occupations would most likely be of significant interest to you. Naturally, you would have to consider education and training, and possibly, licensing requirements for each position. This is a guide to help you think about the possibilities of careers which you may find fulfilling. Remember, any style **can do** any occupation, however, some styles seem to **naturally enjoy** a particular job more.

### I Style

Occupation/Career

**Occupations enjoyed by your style** - For more information on job codes please go to [onetonline.org](http://onetonline.org).

|                                              |                                                |
|----------------------------------------------|------------------------------------------------|
| Actor 27-2011.00                             | IT recruiter                                   |
| Administrator 11-3011.00                     | Journalist                                     |
| Advertising agent 41-3011.00                 | Legal arbitrator, mediator, conciliator        |
| Arbitrator 23-1022.00                        | Marketing manager 11-2021.00                   |
| Artist 27-1013.00                            | Medical and health services manager 11-9111.00 |
| Attorney, lawyer 23-1011.00                  | Model 41-9012.00                               |
| Auctioneer                                   | Nurse 29-1141.00                               |
| Broadcaster                                  | Paralegal 23-2011.00                           |
| Coach 27-2022.00                             | Peace corps worker, volunteer                  |
| Comedian 27-2011.00                          | Pediatric nurse, school nurse                  |
| Court reporter 23-2091.00                    | Pharmaceutical sales 41-4011.00                |
| Computer consultant 15-1121.00               | Professor, postsecondary education 11-9033.00  |
| Cosmetologist 39-5012.00                     | Public relations specialist 27-3031.00         |
| Disk jockey 27-3011.00                       | Public speaker 27-3031.00                      |
| Entertainer 27-2099.00                       | Real estate sales 41-9022.00                   |
| Entrepreneur                                 | Reporter 27-3022.00                            |
| Fashion designer 27-1022.00                  | Sales engineer 41-9031.00                      |
| Flight attendant 53-2031.00                  | Sales person 41-3099.00                        |
| Government lobbyist, legislator              | Software applications developer 15-1132.00     |
| Guide for tours and resorts 39-7011.00       | Teacher: primary, secondary 11-9039.00         |
| Help desk, technical support analyst         | Telephone marketing and sales 41-9041.00       |
| Host, hostess 35-9031.00                     | Training and development 13-1151.00            |
| Hotel, restaurant manager                    | Travel agent 41-3041.00                        |
| Human resources specialist 13-1071.00        | Webmaster, web developer 15-1134.00            |
| Instructor, trainer in education or business | Wedding consultant 13-1121.00                  |
| Insurance agent 41-3021.00                   | Writer, editor 27-3041.00                      |
| Interior decorator 27-3091.00                |                                                |
| Interpreter, translator 27-3091.00           |                                                |

# Workplace

## your professional style

You will see C style people hard at work in the workplace. They work diligently because work is task-oriented and C styles are the most task-oriented of all the DISC styles. In the workplace, C styles are reserved, quiet, conscientious individuals who take their work seriously and often become experts in their professions because of their self discipline and high standards.

High C styles may be modest, but they are also extremely complex, extraordinary individuals whose minds are always busy. They will be found creating, developing, solving, researching, analyzing, and synthesizing. Their patient nature gives them the perseverance for trial and error investigation and meticulous attention to detail. Level-headed, logical and conscientious, C style workers gravitate towards the following field subjects: technical, engineering, statistical, research, aesthetic, creative and conceptual. Organizations rely upon their ability for quality control, number crunching and understanding organizational data. Many C style individuals develop specialized skills that co-workers appreciate and admire.

Since C styles don't have a high need for relationship building in the workplace, they are able to work independently and can be very self-sufficient. Their independence comes from an emphasis on their internal logical strength - drawing upon the resources they have cultivated within. Whatever the task, the C style will be exacting and following through with quality. They would rather not undertake a task at all than leave a task unfinished or done poorly.

C style managers maintain high standards for themselves and others. They measure the performance of others by their ability to complete tasks and responsibilities important to the C manager. Whatever they put their signature on must reflect excellence. Because they want to avoid criticism, they will do what is necessary to handle the details.

As team members, Cs are valuable in quality control and testing functions. Before a project is completed, it must meet a C's exacting standards. Cs also contribute in conceptual, planning, organizing, and record-keeping capacities.

Often other more-relational workplace styles view C styles as unemotional, detached or withdrawn. This may not always be the case once you get to know them. To others, C styles appear to have a quiet self confidence due to their self reliance. Quick decision making is not a strength of the C style. They require extensive time to collect information before deciding. Their need to be correct and minimize their risk often shades their choices. The greatest limitation of the C style in the workplace is their critical, picky, often perfectionistic nature. In the right profession, this limitation could also be a strength.

### Compliant Workplace Style Characteristics:

1. Has a task-oriented communication style with associates
2. Self-disciplined in their work pursuits
3. Over analyzes the solutions to their work-related problems
4. Tends to avoid risks taking the conservative approach
5. Expects others to do things "the right way"
6. Desires to be hands-on and consistently involved in work-related processes
7. Researches and gathers the facts in all work areas
8. Reserved around associates and team members; may not appear "warm" or approachable
9. Afraid to take bold leadership roles and would prefer someone else to take the risk
10. Highly intuitive thinkers
11. Maintains high standards for themselves and others
12. Very dependable and loyal team member
13. Independent, self-reliant worker

# Workplace

## tips for your professional style

### Tips for High C Personality Styles in the Workplace

Tips for self-growth and to enhance communication in the workplace:

|                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C's maintain high standards for themselves and others.                                          | Many times a critical or perfectionist nature is a blind spot. <b>Practice flexibility and understand that your co-workers' styles may not be well-disciplined, conscientious and thorough. Try appreciating their strengths and accepting their differences. Their mistakes will make them better in the long run.</b>                                                                            |
| C's are reserved and conservative.                                                              | Reserved and conservative associates work well with other reserved and conservative associates, but more aggressive styles can cause trauma for the C style. <b>Don't be too timid or passive when the situation calls for bold decisions or conviction. Establish that you are confident with more aggressive personalities, they will respect this in you.</b>                                   |
| C's are slow to make decisions while they analyze and gather facts.                             | Many times the workplace calls for quick, on the spot decisions without knowing all of the facts. Some C styles have "analysis paralysis". They take too much time deciding upon the "right" thing or making the "correct" move and then it's too late. <b>Rely on your intuition and go with your first thoughts when time is limited.</b>                                                        |
| C's are very task oriented.                                                                     | Since C's are very task oriented and highly skilled at tasks, communication is often facilitated through research, analysis, or solving complex problems for others. Other more-relational styles may not realize this is how you communicate. <b>Remember to show warmth, positive body language and openness when communicating with high I and S styles.</b>                                    |
| C's don't like to make mistakes, are self-critical, and desire to follow the letter of the law. | C styles can be very self-critical. Often, they take policies, procedures or rules as literal "absolutes". In other words, they "major" on the "minors" in life. <b>Try to be more forgiving of policy adherence and more concerned about the big picture. Be more flexible and not so hard on yourself. Remember that mistakes are good and help build essential skills as well as character.</b> |
| C's prefer to work independently and are very self-reliant.                                     | Because C styles are so self sufficient, they have difficulty collaborating and partnering with others of different styles. Cs may also find it difficult to delegate tasks to others because they don't want to put the quality control in other hands. <b>Remember to collaborate and delegate more.</b>                                                                                         |
| C's are very objective thinkers.                                                                | High C style individuals should practice empathy by trying to see things from other individuals' perspectives. It is often difficult for C styles to see the gray areas since they are often assessing situations based upon the extent of it either being good or bad, right or wrong. Many times subtle relational issues are lost in this type of objectivity.                                  |

# Your Growth Action Plan

"Growth is the great separator between those who succeed and those that do not."

- John Maxwell

You are now in a unique position to see significant growth because of this **Maxwell Leadership DISC Student and Career Report** journey. And, like any other area of growth, it requires action. By intentionally evaluating how you can apply what you have learned, along with developing a few key action steps and creating a growth plan, you can greatly enhance the value you receive from this report. You can have the best of intentions, but it is intentional actions that are going to make the difference in your life, education, and career.

## GROWTH

This report has helped you to better understand how you communicate, learn, and think. It has also helped you to be aware of your values, your strengths, and possible career choices. Now you need to bring all of those together in a plan of action that can help you to be purposeful and intentional in applying what you have learned about yourself and put to use the awareness you now have.

The next couple of pages of your report will help you, along with the guidance of your Maxwell Leadership DISC Certified Consultant, to create an action plan for your growth. It will help guide you through a simple 2-step process of choosing what you will focus on, setting some goals, and taking some deliberate steps toward growth. You will also see an area on YOUR PERSONAL IMAGE, which your Maxwell Leadership DISC Certified Consultant can help you better understand as it relates to how your individual style responds to pressure and how you see yourself showing up in life. This area of the report and these pages are created to help you see just how far you can go in life and begin to take intentional action in that direction. Action is the key word here. Goals have an end; growth is continual. Be growth conscious, not goal conscious. Don't look for the end result, look for the growth result.

## MORE INTENTIONAL ACTION

In the 15 Laws of Growth, John Maxwell shares about the Law of Intentionality. This law states, "Growth doesn't just happen. You must be intentional about your growth." Intentional living requires intentional growth. This report is not designed to be a one and done report. It is designed to lay a working foundation for a life of intentional living, intentional learning, intentional work, and intentional growth. The relationship with your coach is not designed to be a one and done interaction. It is designed to be an ongoing relationship to provide you tools and resources for developing a life of intentional living, purposeful growth, and action implementation in reaching your highest potential. The most successful people in life have coaching relationships that help them meet their educational, career, and life goals and maximize their ongoing growth. As your Maxwell Leadership DISC Certified Consultant, I want to be a resource to you as you develop your growth action plan now and in the future. While I will work with you in our debrief to complete the action plan on the following pages, I can also make myself available to you over the next 90 days as you put into action the steps you have identified in that action plan. So, as you complete the following pages, let's talk about what that coaching would look like as we move forward.

Now, let's get to creating your intentional action plan for growth.

## Improving Your Interpersonal Skills

### Sally's Action Plan

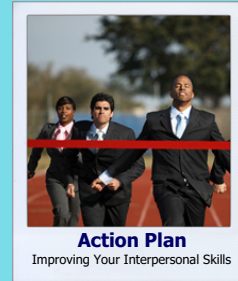
This worksheet is a tool to enable effective communication between you and others with whom you interact on a regular basis. The goal is to help you maximize your strengths and minimize the effects of potential limitations. It addresses work-related and general characteristics that are common to your style as a whole, and is not derived directly from your graphs.

This section gives you an opportunity to sit down with a co-worker, employer, friend, spouse, etc., and assess your personality style, getting feedback from someone who knows you well. Although doing so is beneficial, it is not required to have anyone else present while completing this section. If you choose to get feedback from another, you may print the report and do so that way.

### Instructions:

**Step 1:** The items listed below are areas to reflect upon between you and your closest contacts. After printing out this report, give this page to another person who knows you well (associate, team member, teacher, family member, friend) and ask them to read each item. They should consider whether or not they perceive the item to describe your traits. Then, check either Yes (+) or No (-) beside each item. Open dialogue is encouraged and any blind spots (areas of your personality that you are blind to) should be discussed. Since communication is a two way street, it is recommended that two people complete one another's worksheets.

|                                         |                                                   |                                      |                                                   |
|-----------------------------------------|---------------------------------------------------|--------------------------------------|---------------------------------------------------|
| Prefers analysis to work                | <input type="checkbox"/> <input type="checkbox"/> | Punctual and schedule aware          | <input type="checkbox"/> <input type="checkbox"/> |
| Overlooks people and feelings           | <input type="checkbox"/> <input type="checkbox"/> | High standards/perfectionist         | <input type="checkbox"/> <input type="checkbox"/> |
| Persistent and thorough                 | <input type="checkbox"/> <input type="checkbox"/> | Hesitant to start projects           | <input type="checkbox"/> <input type="checkbox"/> |
| Orderly and organized                   | <input type="checkbox"/> <input type="checkbox"/> | Sees the problems/finds solutions    | <input type="checkbox"/> <input type="checkbox"/> |
| Creative, enterprising, and resourceful | <input type="checkbox"/> <input type="checkbox"/> | Volunteers for jobs/shows initiative | <input type="checkbox"/> <input type="checkbox"/> |
|                                         |                                                   | Would rather talk than work          | <input type="checkbox"/> <input type="checkbox"/> |
| Frequently lacks follow through         | <input type="checkbox"/> <input type="checkbox"/> | Good under pressure                  | <input type="checkbox"/> <input type="checkbox"/> |
| Discourages others ideas                | <input type="checkbox"/> <input type="checkbox"/> | Creative and colorful                | <input type="checkbox"/> <input type="checkbox"/> |
| Inspirational to others                 | <input type="checkbox"/> <input type="checkbox"/> | Easily distracted                    | <input type="checkbox"/> <input type="checkbox"/> |
| Outgoing and personable                 | <input type="checkbox"/> <input type="checkbox"/> | Priorities often get out of order    | <input type="checkbox"/> <input type="checkbox"/> |
| Overly dependant upon feelings          | <input type="checkbox"/> <input type="checkbox"/> |                                      |                                                   |



A man is but a product of his thoughts. What he thinks, he becomes.

- Mahatma Gandhi

# Action Plan

## Continued

Sally Sample

**Step 2:** Now, select the three items that would benefit the most from focused attention. Discuss and determine specific outcomes and a reasonable time frame for their achievement. Write the details in the spaces provided, along with notes helpful to achieving specific outcomes. Set a date 60-90 days from now for a discussion with your contact to review your progress. The person who works with you on this is important to your growth and should help you stay accountable to your plan.

1. The first item upon which I will focus:

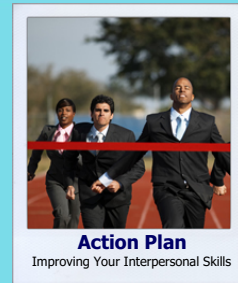
- Review Date:
- Specific actions I will take on this item in the next 60 to 90 days:
- Specifics to address

2. The second item upon which I will focus:

- Review Date:
- Specific actions I will take on this item in the next 60 to 90 days:
- Specifics to address

3. The third item upon which I will focus:

- Review Date:
- Specific actions I will take on this item in the next 60 to 90 days:
- Specifics to address



We continue to shape our personality all our life. If we know ourself perfectly, we should die.

- Albert Camus

# Detailed Keyword Analysis: Your Personal Image

When completing your profile, you answered the questions according to a particular setting, for example 'Home' or 'Work'. This is because people tend to display different aspects of their personality in different settings. You are typically not the same at work as you are at home or in a social setting. A significant benefit of this report is its ability to measure how others will tend to perceive you and your behavior in various settings.

In the setting for which you answered the questions, others will tend to perceive you as having certain characteristics. Their perception of these characteristics will change depending on the amount of pressure you experience in any given situation. This is an area where each individual tends to have significant "blind spots". We often don't realize how we're perceived by others when we are under pressure.

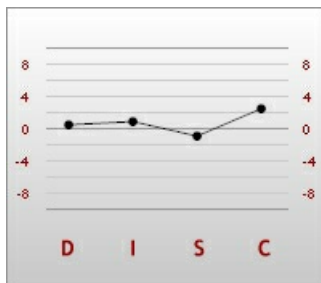
The following keywords describe specific values of your DISC scores for two of the three graphs. An analysis has been generated for Graph 2 (personality under stress) and graph 3 (personality in general). The following keywords represent characteristics typically displayed by similar graphs.

The DISC descriptive keywords generated from an analysis of each graph have been divided into two lists. The first list, generated from Graph 2, is under the heading "How I Respond to Pressure". It shows your typical response to pressure. The second list, generated from Graph 3, is under the heading "How I See Myself". Unless your two graphs are completely different, you should expect to see some repetition of items in each list. However, you should be aware that the dominant traits are listed first; therefore the placement of each keyword demonstrates its significance. You should particularly note keywords that are repeated in both lists. Notice whether repeated keywords moved higher or lower from list to list.

## Keyword Exercise Part 1

### HOW I RESPOND TO PRESSURE

The following descriptive keywords were generated from an analysis of Graph 2. These keywords describe the specific value of your DISC scores providing a representation of the characteristics you tend to display when you are responding to pressure.



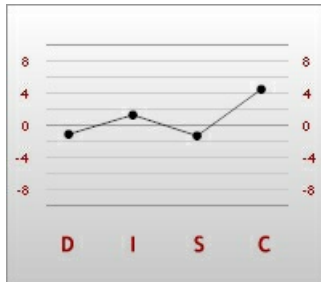
**Instructions:** Please ask someone to help you complete this exercise. It should be someone who knows you well in the particular setting for which you answered the questions on your profile. Ask him/her to check the boxes next to the keywords that he/she perceives describe you during a time when you were under significant pressure. Please ask him/her to leave blank keywords that do not describe you during a pressure-filled time. Consider the impact these characteristics may have on your relationships. These may be areas for you to consider as being significant to your self-image.

- ☐ CONSCIENTIOUS Governed by one's conscience; scrupulous; painstaking effort to achieve correctness
- ☐ COURTEOUS Polite and gracious
- ☐ HIGH STANDARDS Holds to a strong values system
- ☐ CONFIDENT Sure of oneself; feeling certain; bold
- ☐ GENEROUS Willing to give or share; unselfish; bountiful
- ☐ POISED Balanced; stable; having ease and dignity of manner
- ☐ QUICK Prompt to understand/learn; sharp in discernment
- ☐ SELF-ASSURED Certain; confident
- ☐ SELF-RELIANT Having reliance upon or confident in one's own abilities
- ☐ ALERT Watchful; vigilant; ready; active; nimble
- ☐ EAGER Keenly desiring; wanting very much; impatient or anxious
- ☐ OUTGOING Expansive; sociable; gregarious

## Keyword Exercise Part 2

### HOW I TEND TO SEE MYSELF

The following descriptive keywords were generated from an analysis of Graph 3. These keywords describe the specific value of your DISC scores providing a representation of the characteristics you tend to see yourself displaying (your self-image).



**Instructions:** Please check the boxes next to the keywords that you perceive describe you in general. Please leave blank keywords that do not describe your everyday characteristics. Consider the impact these characteristics may have on your relationships. Are there any keywords that come up in both part one and part two of this exercise? If so, these may be areas for you to consider as being significant to your self-image.

- ☐ CONVENTIONAL Sanctioned by, or following custom of usage
- ☐ DIPLOMATIC Tactful
- ☐ SYSTEMATIC According to a system; orderly
  
- ☐ CONFIDENT Sure of oneself; feeling certain; bold
- ☐ GENEROUS Willing to give or share; unselfish; bountiful
- ☐ POISED Balanced; stable; having ease and dignity of manner
  
- ☐ CALCULATED RISK-TAKER Action determined by reasoning the risk
- ☐ SELF-EFFACING Making oneself inconspicuous
- ☐ UNASSUMING Not pretentious or forward; modest; retiring
  
- ☐ ALERT Watchful; vigilant; ready; active; nimble
- ☐ EAGER Keenly desiring; wanting very much; impatient or anxious
- ☐ OUTGOING Expansive; sociable; gregarious

# Your Next Steps

"Growth doesn't just happen. You must be intentional about your growth. Growth is the only way to ensure that tomorrow is better than today."

- John Maxwell

We trust that this report has helped you to experience a better understanding of yourself and the unique approach you take in communication, values, learning, thinking, and using your strengths. We know that it will serve you well in choosing your educational pursuits and career choices. As with all assessments and reports, one must know how to use the information for it to be effective, bring change, and harness for future success. While the report contains easy to understand information, it also contains a lot of information that may not be so obvious at first glance. John Maxwell says, "Experience is not the best teacher. Evaluated experience is the best teacher." Just because you experience something doesn't mean you have learned something from the experience. True learning comes from the intentional evaluation and contemplation of the experience. We recommend that you reach out to and enlist the help of your Maxwell Leadership DISC Certified Consultant for maximum understanding, awareness, application, and growth using the data in this report. They are uniquely trained to help you understand what the report shows and how you can directly apply it to your life and work.

In your report, you have gained powerful insight and applying that new knowledge will make a huge difference in your success. This will require an intentional and proactive step on your part. While you must be the one to take the first step, you do not have to do it alone. Your Maxwell Leadership DISC Certified Consultant will help you to take this new information and apply it in many areas of your life and journey in making a difference in the world. They have access to important leadership, personal growth, communication, sales, and business building strategies that will add value to you both personally and professionally. Many of those that receive the results of the assessment and subsequent report have found value in the coaching expertise of a Maxwell Leadership DISC Certified Consultant. This coaching relationship and individualized approach helped them move the experience from simply being a report to becoming life-altering change in their influence, impact, and income. We encourage you to discuss personalized coaching with your Consultant, maximizing your investment in this assessment, and taking your results to the next level.

Here are a few next steps you can take in order to help you become intentional in the application of what you have learned and using it in your growth:

1. Have your family members, associates, and team members take this assessment or the **Maxwell Method Personality Indicator Report Assessment**. These reports will help you become aware of their styles and work to develop better relationships, connections, and work settings. It will aid you in developing a more intentional and thriving relationship with them.
2. Develop and work on a personal and business growth plan based on what you have gleaned in this report.
3. Schedule a Debrief Session with your Maxwell Leadership DISC Certified Consultant and discuss how they can help you visualize, create, realize, and lead from your unique position of strength and through your unique style.
4. Involve yourself in a mastermind group to continue your growth in an intentional way.
5. Access the other world-class **Maxwell Leadership** resources recommended in this report as tools to help you move into your highest potential, both personally and professionally. Your Maxwell Leadership DISC Certified Consultant can provide you information.

Congratulations on the investment into your future success by the step you took to complete the assessment and receive this report. You are going to benefit from this experience and your quest to become a better you. The world is going to benefit and be a better place by you showing up more fully as the "true you". You are a difference maker! Go make your unique difference. Best wishes in your education, career, and future success!