



MAXWELL
LEADERSHIP®

Pat Sample

Style: Establisher D

Career Impact Report

Friday, July 24, 2020

Welcome

Welcome

Congratulations on learning more about the way you impact the world!

Whether you are still in school or just entering the professional world, there are many different ways your impact shows up and at Maxwell Leadership we will provide you with a multi-dimensional view of yourself in each of these sections.

Report Sections:

Introduction - We will introduce you to the methodology used in this report - not all the rigorous scientific data, but enough information for you to understand the framework for your Impact Report.

Detailed Keyword Analysis - This analysis will show you how you respond to pressure and also how you tend to see yourself.

Your Communication Style - Have you ever noticed that the way some people communicate can affect your desire to speak with them or even help them? In this section of the report, you will learn more about your communication style and how you can focus on having even better communication with others.

Your Ideals at Work - 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.

The Ways You Think - Everyone has their own unique way of thinking and processing information. In this section we will learn what the different cognitive thinking styles are, your own thinking style characteristics and how to capitalize on your strengths.

The Ways You Learn - This section of the report will help you understand the different learning styles as well as provide you your own learning style so that you can remain teachable and be continually learning.

Action Plan - In this section you will prepare an action plan. Afterall, plans without action is just time wasted. Now that you have all of this information and understand yourself better, it's time to put it into action.

Your Next Step - All of this new awareness is great, and how you apply what you have learned and your own personal action plan is the likely next step. I will provide you with some options on how we can work together so you can move into the fullness of your own potential.

You rock the world, now let's explore how you can do more of it!

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

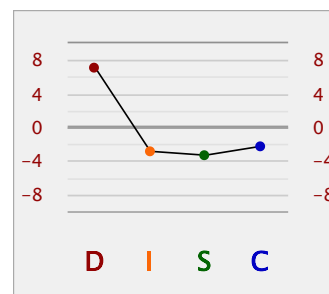
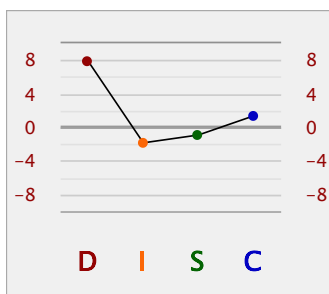
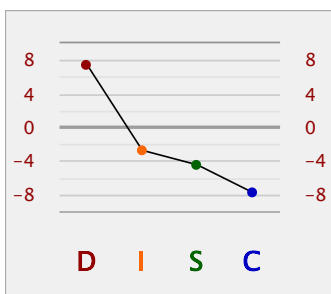


The chart below helps put the four dimensions of behavior into perspective.

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

Pat's style is identified by the keyword "Establisher".

As an Establisher style, Pat possesses high ego strength and is an individualist with very high standards. Establishers are quite competitive and like to approach issues alone instead of drawing others into the process. Because they possess a healthy ego, they don't like to be under another's control; they like to be "bossy" and maintain a high standard for themselves and others. Pat tends to avoid the mundane and instead, look for new challenges. An Establisher wants excitement and sometimes jumps impulsively into new adventures before thinking them through. Pat, when given the opportunity, will delegate tasks to others in order to maximize effectiveness to accomplish goals, desiring to win at any cost.

Pat tends to be an opportunity creator. Establishers possess a vision of the "big picture" and can move a project forward with great enthusiasm. Because of this enthusiasm, they are great at developing new projects, but they tend to ignore the emotional side of the people involved in these projects. Establishers can be very direct and uncommunicative under pressure and don't always collect the facts before making a decision. They should strive to achieve self-control and self-discipline while cultivating their emotional side in order to be friendlier and more sensitive towards others' feelings. When these qualities are present, Pat can use energy to make good things happen. Pat is risk taker; people see boldness, confidence, and courage in them. Routine is seen as dull and tedious.

Because of an Establisher's high ego strength, they are sometimes seen by people as opinionated. They may come across as hypercritical or domineering. Because they like clear and concise communication with people, they can become impatient when talking with people who do not take action or think as quickly as they do. By becoming a little more compliant, calm and passive when communicating, Establishers can be seen as more caring by others. As an Establisher, Pat is a great visionary who possesses the enthusiasm to make a new idea work without letting obstacles get in the way.

Often perceived as a very strong-willed individual, Pat is one who others may tend to view as overly direct, perhaps even demanding. This individual goes by the rule that "whatever works" to obtain goals is ok. When challenged, Pat tends to become extremely competitive and unrelenting in their quest for the win.

Pat prefers a rational and moderate approach when first entering new situations and tries to avoid extremes. Pat likes the company of others, but is equally comfortable spending a quiet evening alone. A realist who will always weigh options before making a decision to move ahead, Pat thinks through alternatives and choices carefully.

Others see Pat as a versatile person whom they rely upon to break up monotonous or routine situations. Sometimes preferring to do things outside of the team, this person tends to be individualistic. Pat may even be perceived as "restless" and tends to move quickly from one thing to the next.

Not afraid to take a bold approach, Pat is willing to challenge the status quo. Original and creative, this individual acts with confidence when implementing new solutions. Pat will tend to use a balance of intuition and facts when making decisions. Once they have made a decision, they will not be afraid to act upon it.

Direct, decisive
High ego strength
Problem solver
Risk taker, self starter

General Characteristics

New challenges
Power and authority to take risks and make decisions
Freedom from routine and mundane tasks
Changing environments in which to work and play

Motivated By

Innovative focus on future
Non-routine, challenging tasks and activities
Projects that produce tangible results
Freedom from controls, supervision, and details

My Ideal Environment

Your Communication Style

Your Communication Style

As you discover more about your communication style, you will also learn how you can use your unique style of communication to connect and collaborate with others. When you take your best and use it to serve people and projects, you can enjoy a higher degree of performance and a lesser degree of difficulty in your interactions with others.

Based on your responses to the online assessment, this report shows your communication style and shows ways in which it is best to communicate with you.

According to a recent magazine article, Warren Buffett said, "Without good communication skills, you won't be able to convince people to follow you, even though you see over the mountain, and they don't."

Communicating

with the Establiher style

Remember, an Establiher may want:

- Authority, varied activities, prestige, freedom, assignments promoting growth, "bottom line" approach, opportunity for advancement

Greatest fear:

- Being taken advantage of

When communicating with Pat, an Establiher, DO:

- Be brief, direct, and to the point
- Ask "what" not "how" questions
- Focus on business; remember they desire results
- Suggest ways for him/her to achieve results, be in charge, and solve problems
- Highlight logical benefits of featured ideas and approaches
- Agree with facts and ideas rather than the person when in agreement

When communicating with Pat, an Establiher, DO NOT:

- Ramble or repeat yourself
- Focus on problems
- Be too sociable or conversational
- Make statements without support or vague generalizations

While analyzing information, Pat, an Establiher may:

- Ignore potential risks
- Not weigh the pros and cons
- Not consider others' opinions
- Offer innovative and progressive systems and ideas

Motivational Characteristics

- **Motivating Goals:** New challenges and opportunities, independence
- **Evaluates Others by:** Self-imposed standards
- **Influences Others by:** Forceful leadership through solutions and projected power
- **Value to Team:** Accepts responsibility, uses an innovative approach
- **Overuses:** Control, manipulation
- **Reaction to Pressure:** Belligerence, increases independence and focus on tasks
- **Greatest Fears:** Loss of control, lack of challenge
- **Areas for Improvement:** Patience, active listening, be sensitive and supportive



Knowledge comes,
but wisdom lingers.

- Alfred Lord Tennyson

Communicating

with the Establisher style

Value to the group:

- Bottom-line organizer
- Places high value on time
- Challenges the status quo
- Innovative

Establishers possess these positive characteristics in teams:

- Instinctive leaders
- Sets goals and gets projects off the ground
- Self reliant
- Innovative in getting results
- Maintain focus on goals
- Specific and direct
- Provide direction and leadership
- Push group toward decisions
- Willing to speak out
- Generally optimistic
- Accept risks, welcomes challenges, overcomes obstacles
- See the big picture
- Can handle multiple projects
- Function well with heavy workloads

Personal growth areas for Establishers:

- Strive to be an "active" listener
- Be attentive to other team members' ideas until everyone reaches a consensus
- Develop a greater appreciation for the opinions, feelings and desires of others
- Put more energy into personal relationships
- Take time to explain the "whys" of your statements and proposals
- Be more approachable



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

- Lee Iacocca

Your Ideals at Work

Your Ideals at Work

Do you ever wonder why you are inspired at times, but at other times, you have difficulty bringing your focus to a project? Each of us has ideals we hold tightly, and for good reason: they are important! The next section of your report will provide you with insight into some of your professional values, which help shape your decisions and drive actions.

An iceberg is a good analogy to describe Values Styles and how they influence Personality Style. Communication styles, strengths, college and career characteristics, 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.

"A great leader's courage to fulfill his vision comes from passion, not position."
- John C. Maxwell

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.

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

Values Style

Internal Motivational Characteristics

Pat's Hidden Motivators

High Style: Loyalty

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

- Focusing on people working together for the greater good.
- Protecting from challenging situations by responsible living and pulling together.
- Avoiding the loss of social respect from others.
- Following the proper and correct way of doing things in accordance with established rules and authority.
- Conforming to traditional patterns through personal commitments and promises.
- **Focus:** On traditions
- **Outlook:** Recognizes established authority
- **Goal:** Responsible living
- **Fear:** Loss of social respect/disloyalty
- **Workstyle:** Meaningful involvement

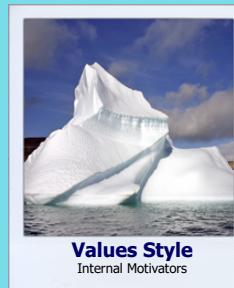
The more energy expended towards Loyalty, the greater the chance of becoming locked into a pattern of thinking.

A person with a Loyalty values style is likely to say:

- "I attempt to correct situations in which others have failed to follow through on their commitments."
- "I expect others to share my work ethic and loyalty."
- "I am concerned about what others think of me."
- "I prefer to work within a cooperative group."
- "I do not strive for or seek immediate rewards or gratification."
- "I am very protective of my established 'way of life.'"
- "I am loyal to a mission or a belief system."

A person with a Loyalty values style is likely to have a personal goal of living in a responsible manner. This goal sometimes causes them to become more rigid and narrow-minded with others whose point of view differs from theirs. They like to align themselves with other loyal people who believe as they do. With a high Loyalty values style, one can become more effective by developing FLEXIBILITY and TEAMWORK. They can do this by asking themselves these questions:

- "What can I suggest that will help everyone, and develop a sense of teamwork and commitment?"
- "Is there common ground or a common denominator upon which we can all agree?"



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.

Values Style

Continued

Second Highest 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?"



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.

The Ways You Learn

Have you ever noticed that some people always seem to be very direct and to the point with their thoughts, while others seem like they are always in a magical dreamland? There are several different ways in which we think. Everyone has their own unique way of processing information. Once you understand your thinking preference you will also enhance your learning experience.

*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 boss. - John C. Maxwell*

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

how do you best absorb new information?

Pat's dominant learning style is "Visual"

If you find yourself using your visual senses to understand new information, you probably are more sensitive to color, light, pictures, diagrams and images. You may have an active imagination that allows you to easily visualize places, people, maps, charts, movie scenes, even words on a page. You may find that hearing it is not enough, if you don't write it down, you easily forget it. To you, a picture is worth a thousand words!

Visual learners may enjoy sketching or doodling while studying or listening to lectures. They may buy a product simply because the packaging is appealing. Typically, visual learners have a good sense of color, layout and spatial organization. They may even be able to visualize plans, situations and objects in their creative mind before it happens or is put on paper. In this way they may excel at being strategic planners or "big picture" thinkers. Being able to express themselves by manipulating color, design, light and space can make them talented artists, designers, writers, architects, photographers and videographers.

Visual learners typically are gifted with spatial intelligence and may have a good sense of direction. With the help of maps, they easily find their way around. They may enjoy sketching, designing, photography, architecture, reading, creating charts/diagrams, manipulating/interpreting images, and navigation.

What is a Visual Learner?

A person who learns best by watching, seeing, reading and visualizing in his/her mind.

How does a Visual Learner learn best?

Through body language, facial expression, charts, illustrations, pictures, and handouts

What are Visual Learners sensitive to?

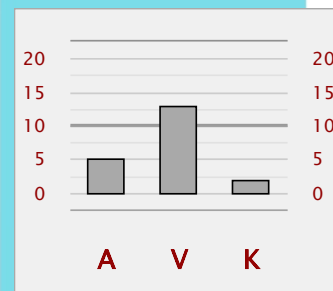
Light, color, visual environment, written language, design, placement, diagrams and graphs

What are the strengths of a Visual Learner?

- Typically good writers and readers
- Able to visualize a picture when reading
- Good in creating written charts, diagrams, and maps
- Remembers and understands written languages well

What might keep a Visual Learner from learning?

Being distracted by movement, light and visual things surrounding him/her.



A=5, V=13, K=2

Tips for Visual Learners

for lectures, studying, and test taking

During Lectures:

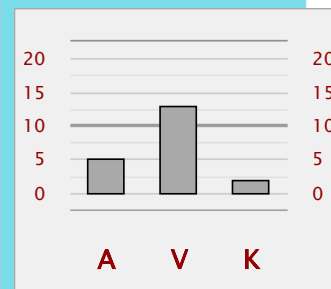
- **Look at a person when he/she is speaking.** (Example: visualize the instructor speaking to remember what he/she is talking about.)
- **If you don't understand a word the instructor is saying, ask him/her to write it on the board.** Looking at words on a chalkboard, overhead or flip chart can help stimulate your memory more than spoken words.
- **Ask the instructor for a visual example of what he/she is explaining to you.** (Example: ask him/her to draw you a map, graph, chart, or diagram.)
- **Take notes while instructor is speaking.** Notes taken by you, in your own handwriting, are better than listening to a lecture, reading the textbook, or reading blackboard notes made by the instructor.

While Studying:

- Solve problems using maps, graphs, charts and diagrams in your notebook. If your instructor does not give you diagrams for solving problems, create your own charts and diagrams in your notebook. Share your diagrams with your instructor so that he/she can see if you are on the right track in your thinking.
- Use a highlighter or underline important information in books and notes. Underline or highlight words, sentences and paragraphs that are important to you. You can use different colored highlighters for different types of information.
- Make an outline of all important concepts in your notebook. An outline begins with the most important concepts. Under important concept headings are the specifics and details of the information.
- Review your written notes often. Review your notes as often as possible, not just before the test. Reviewing often will help you to remember.
- Use brightly colored flash cards. Create the flash cards with a parent, instructor or friend. Use lots of color and then go over the information with someone who is willing to quiz you.
- Study with a group of friends. Sit in a circle where you can see one another. Share your observations, questions, and connections about what you are learning.

While Taking Tests:

- Try to visualize the textbook page in your mind during testing. This helps you to better remember the correct answer to a question or concept.
- Try to visualize your notes in your mind during testing.
- Try to visualize an outline or a summary of information in your mind during testing.



A=5, V=13, K=2

Learning is a treasure
that will follow its
owner everywhere.

-Chinese Proverb

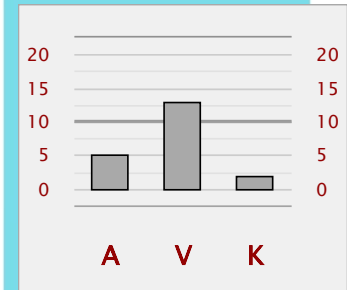
The Learner's Toolbox

tools to increase your Visual 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 Visual Learners...

- Charts, graphs
- Diagrams, maps
- Visual examples, handouts
- Videos, slides, movies
- Puzzles and mazes
- Photography
- Videography
- Visualization
- Picture metaphors
- Creative daydreaming
- Storyboards
- Flipcharts
- Sketching journals
- Graphic symbols
- Different color markers
- Redraw pages from memory
- Replace words with symbols
- Play Pictionary
- Color-coding
- Graphic design software
- Painting
- Collage
- Optical illusions
- Mind maps
- Finding visual patterns
- Telescope, microscope
- Photographic manipulation
- Interior design
- Fashion design
- Package design
- Picture books



A=5, V=13, K=2

"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?"

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

~Oliver Wendell
Holmes

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."

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,

b. Visual style career examples:

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

c. Kinesthetic style career examples:

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

“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:

b. Visual approach:

c. Kinesthetic approach:

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

~Eartha Kitt

Design your Learning Environment

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.)

Why does this work for you?

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

Why does this work for you?

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

Why does this work for you?

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

Why does this work for you?

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

Why does this work for you?

"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.)

Why does this work for you?

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

Why does this work for you?

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

Why does this work for you?

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

Why does this work for you?

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.)

Why does this work for you?

11) What else helps you study?

"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

Pat's dominant thinking style is "Experiential"

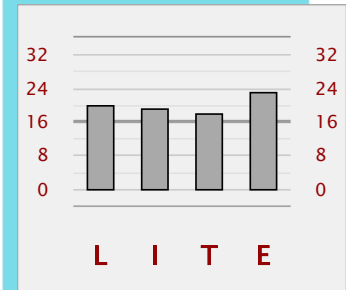
The dominant Experiential Thinker has the natural ability to think originally. This thinker's curious, investigative nature leads him/her to invent new ways of solving problems.

The Experiential Style is the type of person you would want on your advertising account team. In minutes, his/her creative mind may invent three new campaigns to promote dog food. Although the Experiential type is resourceful and quick-thinking, he/she can be stubborn when others enforce restrictions on his/her creativity.

Experientials are no spectators; if they can't experience it for themselves, they won't have faith in it. Don't expect this person to believe you if you say it can't be done. The Experiential Style will find a way to prove you wrong.

Remember, a Experiential Thinker tends to be:

- Daring
- Different
- Unusual
- Inquisitive
- Curious
- Courageous
- Clever
- A visionary
- Investigative
- Problem-Solver
- Challenger
- Experimenter
- Independent
- Change-Oriented
- Creative
- Divergent
- Original
- Inventive



L=20, I=19, T=18, E=23

Your Cognitive Thinking Style

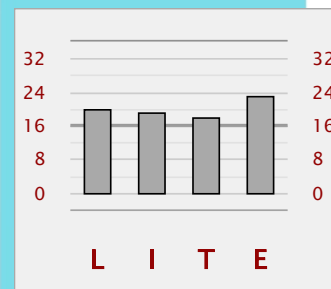
your thinking style characteristics

The Experiential Thinker:

- 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

The Experiential Thinker general characteristics:

- Investigates, challenges, creates, experiments, invents, restructures, inspires, and questions
- Finds acceptable, but out-of-the-ordinary answers
- Operates more on insight than on systematic, deductive reasoning and jumps to conclusions, often correctly
- Challenges the teacher to try different approaches
- Is fascinated with the unusual, which others may fear
- Will learn a skill if the skill has a purpose
- Responds well to having options; wants to do things "my way"
- Doesn't like being controlled; may sabotage authority
- Constantly tests environment to see what will happen
- Is a divergent thinker; many answers to one question
- Thinks of the possibilities and what "could be"
- Doesn't respond well to structured assignments; puts off tasks to the last minute to defy the clock
- Likes hands-on tasks and getting physically involved
- Believes in firsthand experience; "doing is believing"
- Can't explain mental leaps; "I don't know how I know -- I just know"
- Learns through games, simulations, and role play
- Moves to a task without finishing the last task



L=20, I=19, T=18, E=23

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

-Harold Kushner

The Experiential 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:

- Experimenting with different solutions
- Challenging conventional methods
- Tolerant with different types of people
- Being action-oriented; encouraging others to take action
- Making quick and accurate decisions without all the information
- Taking chances others won't take

You may have difficulty with:

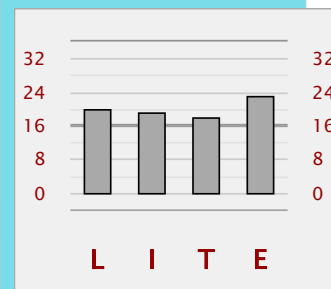
- Boundaries and confinement
- Structured and official environments
- Blindly following others
- Fine tuning a completed project
- Documenting/explaining results
- Limiting yourself to one task at a time
- Being told "It can't be done"

In a group, you:

- Contribute innovation, creativity, and spontaneity to the group
- Create a new means to an end
- Envision endless possibilities
- Are not afraid to take risks or to try the unknown
- Inspire others in the group to take action

Working alone, you (example: reading):

- Want to read what is mentally stimulating
- Like to increase your experience with different types of material and information
- Enjoy being involved with what you read
- Tend to question what you read
- Like to read practical material, but have difficulty following specific instructions. You find new ways of approaching a method. (i.e. while reading a software user guide, you discover three new ways to do a procedure.)



L=20, I=19, T=18, E=23

"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 Experiential Thinker

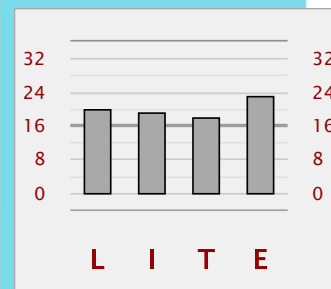
how you may improve learning

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 Experiential Thinking Styles:

- When taking exams, choose abstract essay questions. You are a divergent thinker and can have many answers to one question. Multiple choice or true/false questions often restrict you. Ask for the opportunity to elaborate.
- Listen to the wisdom of your leaders, especially when they assign your grade. You will soon discover that your grade is based not on doing an assignment the best way (in your opinion), but on doing an assignment the leader's way. You have the desire to challenge authority.
- Learn by "doing" with a trial-and-error approach. You need to experience things for yourself or investigate a different approach.
- Pay more attention to the directions of an assignment (read them carefully) and to the steps you take in coming to a conclusion or a decision. You tend to jump to conclusions rather than using systematic, deductive thought processes.
- Don't procrastinate. You have the tendency to get distracted by your environment.



L=20, I=19, T=18, E=23

"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?

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..."

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

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

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

6) What learning strategies do you currently practice?

"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

Strengths and Your Career

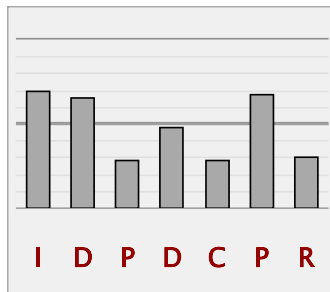
In this next section you will see our POWER DISC, this graph and information indicates your level of intensity in seven areas to influence results. Any of the seven areas at or above the mid-line are considered areas of strength for you. And here is an important note, no one is expected to be great at all seven. Focusing on your particular areas of strength will help you improve results.

Consider the method of neutralizing the other areas by working collaboratively with people who have the strengths you do not possess to a high level. This collaborative approach in work groups, sports teams, families, and organizations is a successful method for sustaining great performance over the long term.

Our Career Match information is by no means absolute, it is provided so that you will have an idea of possible career paths that will utilize some of your key strengths.

As you discover areas where you are naturally gifted,
look for parallel skills that go with them. - John C. Maxwell

your strengths in leadership



INFLUENCING -

Highly Effective: You are perceived by most as a great leader, well-spoken and decisive. You naturally command the respect and attention of others. Others are willing to follow you because of your charisma and enthusiasm. While sometimes seeming a bit aggressive, your fairness and people skills soon have others remembering that you want the best for them also.

DIRECTING -

Well Developed: You were probably just selected to oversee yet another project, especially one that has a tight deadline. Your team values your work ethic. You may appear a bit distant at times, but your attention to detail and your inner drive causes others to respect you and to see the great value you add to the team. Learn to take time to get to know other team members; time invested in relationships is not time wasted.

PROCESSING -

Fair: You are comfortable setting up and working through the process, but really prefer to be more goal and results oriented. Routines become monotonous to you and sometimes you desire to be more spontaneous or outgoing.

DETAILING -

Good: Others appreciate it when you take the time to make sure the little things get done. You may have a tendency to start at a quick pace but not complete the task. Remember the necessity of the paperwork and details so that you may add value to your other stronger traits.

CREATING -

Fair: You feel comfortable with what you know will work and try not to overextend into new arenas. Others may see this as you being stubborn, so explain your concerns openly. Try to do the little things that will make others feel more comfortable working with you.

PERSISTING -

Well Developed: You are one that can work through problems that would sidetrack others. You have developed a focused approach that will not be diverted. You are wonderful at staying on task and are self motivated. You are able to stick to the mission. You have perseverance that others wish they had. Take time to say the little things that will make others know you care about them.

RELATING -

Fair: You sometimes say the wrong thing or nothing at all, but you find the necessary tools to maintain good relationships. Try to understand more about others' styles and how they like to communicate. The DISC system should give you a better understanding in these areas.

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.

D Style

Occupation/Career

Occupations enjoyed by your style - For more information on job codes please go to onetonline.org.

Administrator: school, hospital, government 11-9039.00	Hotel and restaurant management, hospitality
Advertising account executive 41-3011.00	Investment banking 11-3031.00
Athlete 27-2021.00	Journalist
Announcer 27-3011.00	Judge, magistrate 23-1023.00
Art director 27-1011.00	Industrial psychologist 19-3032.00
Behavioral scientist 19-3099.00	Inspector, compliance officer 11-9199.02
Business management, agent 13-1011.00	Investigator, detective 33-3021.00
Business owner, self-employed worker 13-1199.00	IT manager 15-1199.09
Buyer 13-1023.00	Lawyer, trial attorney 23-1011.00
Coach, instructor, teacher 27-2022.00	Management consultant 13-1111.00
Collection supervisor 43-3011.00	Manager, top executive 11-1021.00
Consultant	Military leader 55-1019.00
Contractor, builder 11-9021.00	Music producer 27-2041.00
Corporate finance 11-3031.02	News anchor 27-3022.00
Corrections officer 33-3012.00	Nurse anesthetist 29-1151.00
Criminal justice agent 33-3021.03	Nurse case manager 29-1141.00
Database developer 15-1132.00	Personnel recruiter
Developer for real estate and construction 11-9021.00	Physical therapist 29-1123.00
Director 27-2012.00	Physician 29-1069.00
Education administrator 11-9033.00	Pilot 53-2012.00
Educator, professor, trainer 25-1081.00	Planner 13-1121.00
Entrepreneur, franchiser	Police, probations, parole officer 21-1092.00
Executive chef 35-1011.00	Private sector executive
Executive, president, CEO, vice-president 11-1011.00	Real estate sales, property manager 41-9022.00
Facility, resort, special event manager 13-1121.00	Religious leader, minister, priest, pastor 21-2011.00
Fashion designer 27-1022.00	Sales agent: securities and commodities, financial services
Federal agent: CIA/FBI/DEA agents 33-3021.03	41-3031.02
Financial manager, bank and brokerage branch or department	Sales representative 41-3099.00
11-3031.02	Sous chef 35-1011.00
Firefighter 33-2011.00	Supervisor - various environments 41-1012.00
First-line manager/supervisor 33-1099.00	Software engineer 15-1133.00
Government service executive	Webmaster 15-1134.00
Healthcare technologist	Wellness, nutritionist consultant 29-1031.00

Continue Your Growth

Continue your growth

Now that you understand how you communicate, your values style, the way you think and the way you learn, you can begin to put together an action plan for growth. Action being the key word here. Goals have an end, growth is continual. Don't look for the end result, look for the growth result. Use the next two pages of this report to create that action plan.

"Growth is the great separator between those who succeed and those who do not."
- John C. Maxwell

Action Plan

Improving Your Interpersonal Skills

Pat'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.

Moves quickly to action	<input type="checkbox"/> Y <input type="checkbox"/> N	Goal oriented	<input type="checkbox"/> Y <input type="checkbox"/> N
Low tolerance for error	<input type="checkbox"/> Y <input type="checkbox"/> N	Sees the big picture	<input type="checkbox"/> Y <input type="checkbox"/> N
Does not analyze details	<input type="checkbox"/> Y <input type="checkbox"/> N	Organizes well	<input type="checkbox"/> Y <input type="checkbox"/> N
Bored by trivia or small talk	<input type="checkbox"/> Y <input type="checkbox"/> N	Seeks practical solutions	<input type="checkbox"/> Y <input type="checkbox"/> N
Rash decision maker	<input type="checkbox"/> Y <input type="checkbox"/> N	Tends to be abrupt/overly direct	<input type="checkbox"/> Y <input type="checkbox"/> N
Delegates work well	<input type="checkbox"/> Y <input type="checkbox"/> N	Overly demanding of others	<input type="checkbox"/> Y <input type="checkbox"/> N
Insists on production	<input type="checkbox"/> Y <input type="checkbox"/> N	Ends justifies the means	<input type="checkbox"/> Y <input type="checkbox"/> N
Stimulates activity in others	<input type="checkbox"/> Y <input type="checkbox"/> N	Consumed by the task / job	<input type="checkbox"/> Y <input type="checkbox"/> N
Thrives on opposition	<input type="checkbox"/> Y <input type="checkbox"/> N	Demands excessive loyalty	<input type="checkbox"/> Y <input type="checkbox"/> N
Sees issues very black or white	<input type="checkbox"/> Y <input type="checkbox"/> N	Good at multi-tasking	<input type="checkbox"/> Y <input type="checkbox"/> N



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

- Mahatma Gandhi

Action Plan

Continued

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.

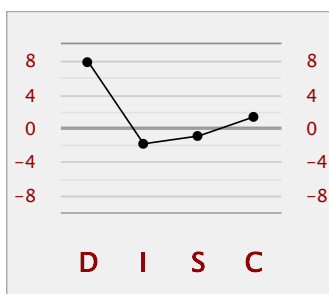
The following keywords describe specific values of your DISC scores for two of the three graphs. An analysis has been generated for Graph 2 (personality under stress) and graph 3 (personality in general). The following keywords represent characteristics typically displayed by similar graphs.

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.



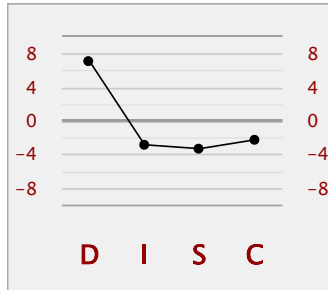
Instructions: Please ask someone to help you complete this exercise. It should be someone who knows you well in the particular setting for which you answered the questions on your profile. Ask him/her to check the boxes next to the keywords that he/she perceives describe you during a time when you were 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.

- DARING Possessing courage for some act; to venture out
- DIRECT Straightforward; not vague; frank
- EGOCENTRIC Viewing everything in relationship to oneself
- ANALYTICAL Dissecting a whole into its parts to discover their nature
- MATURE Fully grown, developed
- SENSITIVE Easily hurt; highly responsive intellectually and emotionally
- ALERT Watchful; vigilant; ready; active; nimble
- EAGER Keenly desiring; wanting very much; impatient or anxious
- OUTGOING Expansive; sociable; gregarious
- CONVINCING Persuading by argument of evidence
- DISCERNING Able to make or see fine distinctions
- OBSERVING Perceptive; watches over and guards

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.

- DARING Possessing courage for some act; to venture out
- DIRECT Straightforward; not vague; frank
- EGOCENTRIC Viewing everything in relationship to oneself
- FIRM Solid; hard; not moved easily; fixed; not fluctuating; steady
- INDEPENDENT Free from the influence or control of others; self-confident
- RIGID Not bending or flexible; still
- CONTROLLED Restraining oneself; holding back emotion, reserved; modest; shy
- FACTUAL Having the nature of fact; real; actual
- LOGICAL According to the principles of logic, reasoning
- CRITICAL Tending to examine details; characterized by careful analysis
- RESTLESS Inability to rest or relax; uneasy; not quiet
- SPONTANEOUS Acting suddenly with little analytical thought

Your Next Step

Your Next Step...

An in-depth view, such as this report, can provide an overwhelming amount of information; however, I can provide you with guidance and insight on how to best utilize this information.

Whether we work together in a coaching, mentoring, or training capacity, I can provide you a path forward to grow in influence and deepen the satisfaction you find in your relationships and work. Our Maxwell Leadership Growth Plan is another great way that you can maximize your own growth at your own pace. Let's connect on your personalized next step!

Here's to your growth!

Maxwell Leadership Certified Team

"Success comes to those who have an entire mountain of gold that they continually mine, not those who find one nugget and try to live on it for fifty years."

John C. Maxwell