

LIFESTYLE INSIGHTS

Creating Your Personal Plan

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INTRODUCTION

Behavioral research suggests that the most effective people are those who understand themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment. Whenever embarking on a new plan to effect change in ourselves, it may be helpful to reflect on our change preferences and tendencies to maximize the success of the new program or regimen.

A person's behavior is a necessary and integral part of who they are. In other words, much of our behavior comes from "nature" (inherent), and much comes from "nurture" (our upbringing). It is the universal language of "how we act," or our observable human behavior.

In this report we are measuring four dimensions of normal behavior. They are:

- how you respond to problems and challenges.
- how you influence others to your point of view.
- how you respond to the pace of the environment.
- how you respond to rules and procedures set by others.

This report analyzes behavioral style; that is, a person's manner of doing things. Is the report 100% true? Yes, no and maybe. We are only measuring behavior. We only report statements from areas of behavior in which tendencies are shown. To improve accuracy, feel free to make notes or edit the report regarding any statement from the report that may or may not apply, but only after checking with friends or colleagues to see if they agree.

*"All people exhibit all four behavioral factors in varying degrees of intensity."
– W.M. Marston*

GENERAL CHARACTERISTICS

Based on Brenda's responses, the report has selected statements to provide a broad understanding of your behavioral style or preferences. These statements identify the basic natural behavior that you bring to a program. Use the general characteristics to gain a better understanding of your natural behavioral style.

Brenda can combine and balance enthusiasm and patience in her approach to reaching personal goals. She does not enjoy close supervision. While she likes a "hands-on" approach she doesn't want somebody looking over her shoulder. She is very sociable and will tend to engage others in conversation. This is fine provided that the social conversation is not a distraction to others. She tries to influence others through personal relationships and will tend to want friendly relationships. She will do things for others to help develop such relationships. Brenda may be a talkative. She will be courteous and keep silent when another person is engaged in an activity, but otherwise may be quite verbal. Some people find a lot of chitchat to be annoying while others enjoy it. She is sensitive to and appreciative of what others think of her. She will appreciate a lot of feedback from others.

Brenda will likely be familiar with the latest gimmicks, programs and innovations. She tends to adopt unusual programs or activities and then may attempt to sell you on the fact that it was the best program or activity to do. She should avoid programs and activities that could be harmful. She tends to make quick judgments or impulsive decisions. She may decide to attempt a difficult goal without considering all the ramifications or risks. She is optimistic and trusting of others and may leap to a favorable conclusion without considering all the facts.

GENERAL CHARACTERISTICS

Brenda is comfortable with most people and can be quite informal and relaxed with them. This not only makes her pleasant to be around, but enables her to fit in with almost any group. She may use her time imprecisely; that is, she likes to talk to people. Often she will get "tied up" and arrive late. Sometimes she is guilty of not thoroughly completing or hurrying through her activities. She possesses the ability to sense what people want to hear and may tell them what she thinks they want to hear rather than the hard truth. Sometimes it is helpful to have an "objective observer" or third party evaluate her personal plan. She usually uses many gestures when talking. This tendency to gesture makes it imperative that conversation cease when she begins the session or activity.

STRENGTHS

Each person brings her own strengths to a program. This section of the report allows you to analyze how you can best use your strengths. An area of strength, however, can become a weakness if carried to extreme, or if it goes unchecked.

- STRENGTH - Values people over results.
- STRENGTH - People-oriented.
- STRENGTH - Good talker and good at meeting new people.
- STRENGTH - Problem solver.
- STRENGTH - Optimistic.
- STRENGTH - Good interpersonal relationship skills.
- STRENGTH - Demonstrative and ebullient.

COMMUNICATION DO'S

Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to "DO" when communicating with Brenda. Read each statement and identify the 3 or 4 statements which are most important.

Do's

- Define clearly (preferably in writing) what you think Brenda should be doing on her own to make your advice effective.
- Watch carefully for possible areas of early disagreement or dissatisfaction.
- Patiently draw Brenda out as to her goals and work with her to help her achieve those goals--listen--be responsive.
- Plan an approach that supports her goals and intentions. Remember that, for her, it may be more important to be able to win friends and influence people than to win competitions.
- Look for hurt feelings or personal reasons if you find that Brenda is not keeping her appointments or is not following your advice.
- Read her body language for approval or disapproval.
- Ask for her opinions or ideas on what she thinks makes a particular program or activity good or bad.
- Spend some time talking about health and wellness, its history and great examples.
- Try to be stimulating, fun-loving, fast-moving. Mix things up. Brenda will respond better when there is variety.
- Provide testimonials from people Brenda admires.
- Show sincere interest in her as a person; find areas of common involvement; be candid and open.
- Ask ("how?") questions to draw her opinions.

COMMUNICATION DON'TS

This section of the report is a list of things NOT to do while communicating with Brenda. Review each statement with Brenda and identify those methods of communication that result in frustration or reduced performance. Pick the 4 that are most important.

Don'ts

- Don't patronize or talk down to her no matter what her skill level.
- Don't force her to respond quickly to your opinions; don't say "Here's how I see it." Make suggestions and ask her if she agrees.
- Don't keep deciding for her, or she'll lose initiative and interest.
- Don't be dogmatic where you don't have to be. Let her come up with her own ideas and conclusions.
- Don't take credit for her ideas.
- Don't be vague.
- Don't debate about expected results.
- Don't waste time trying to be impersonal, judgmental or too task-oriented. Brenda views both her private sessions and her activities as social occasions.
- Don't offer assurance and guarantees you can't fulfill.
- Don't try to change her rapidly or all at once. Work on one thing at a time and allow for plenty of time.
- Don't rush headfirst into business without social acknowledgment.

KEYS TO COLLABORATING

Below are a number of needs Brenda has which must be met to receive maximum benefit from a program. Look over the needs and pick the 4 that are the most important.

Brenda needs:

- A warm and friendly environment.
- Shortcut methods that don't negatively affect results.
- To set measurable goals.
- Skilled people to work with.
- Steps to be taken to ensure her personal plan is done in a logical sequence.
- A rational approach to decision making. To learn to be ruled by intellect rather than emotions.
- To be introduced to others.
- People to associate with or group activities.
- To focus conversations on goals and activities--less on socializing.
- To stifle emotions where appropriate. Maintain an even keel. Don't get too pumped-up or too down.
- Rewards in terms of improved results, not just flattery and praise.
- To discipline herself to a routine.

KEYS TO MOTIVATING

When working with a support professional Brenda would benefit from the following elements. Identify the 4 that are most important for success.

Brenda wants:

- To be associated with successful people or high achievers, and to be considered one of them.
- A relaxed, friendly and harmonious atmosphere.
- A plan for improving she understands.
- Environment that provide opportunity for public display of her new achievements quickly.
- Group activities associated with program.
- To work with people whom she can trust and with whom she feels comfortable.
- To be trusted to work on personal goals on her own.
- Recognition, praise, popularity or positive reinforcement.
- Visible rewards in what is most important to her--to be accepted.
- Other people to pattern herself after, not only in the program but people that she respects.
- Public recognition of her ability as a willing participant.
- Participation in setting the agenda and the pace of her personal plan.



TIME WASTERS

This section of your report is designed to identify time wasters that may impact your overall time use effectiveness. Possible causes and solutions will serve as a basis for creating an effective plan for maximizing your use of TIME and increasing your PERFORMANCE.

1. Long Lunches

Long lunches are those that extend beyond the normal time for eating. They could be kept within a specific time frame but are not.

Possible Causes:

- Get involved in the excitement of conversation and forget about time
- See long lunches as a networking opportunity
- Like doing business in a social, non-threatening environment
- Use long lunches as a way to avoid unpleasant tasks, people or the work environment

Possible Solutions:

- Set a specific time for lunch and **STICK TO IT**
- Have meetings in the office
- Set meetings right after lunch
- Have working lunches

2. Desire To Be Involved With Too Many People

The desire to be involved with too many people is involvement that extends beyond business interactions to the point of interfering with work. Beyond being friendly, it is excessive socializing.

Possible Causes:

- Have many interests
- Want to be seen as one of the gang
- Need praise and approval from others

Possible Solutions:

- Recognize your time constraints
- Be selective in getting involved in activities
- Monitor energy level
- Keep personal and job related priorities in view



TIME WASTERS

3. Open Door Policy

An open door policy in this context refers to giving unlimited and unmonitored access to anyone who wishes to see you.

Possible Causes:

- Want to be seen as supportive and available
- Want the social interaction of people dropping by
- Have a difficult time saying "no"
- Use people interruptions as a way of procrastinating or justifying missed deadlines

Possible Solutions:

- Set aside time to "close your door" and work on projects
- Set aside time to interact with co-workers
- Learn to prioritize activities and say "no" to low priorities
- Place your desk so that it is not always in "view" of those who pass by
- Avoid eye contact with people who walk by your desk or office

4. Procrastination

Procrastination is the process of delaying action. It is also the inability to begin action.

Possible Causes:

- Priorities have not been set
- Do not see projects or tasks clearly
- Overwhelmed with commitments
- Hope that time will solve or eliminate the problem
- Fear of failure

Possible Solutions:

- Set goals and establish priorities
- Break large projects into small steps and do one at a time
- Agree to follow established priorities
- Consider consequences if it doesn't get done
- Remind yourself that you will avoid the stress of putting something off until the last minute



TIME WASTERS

5. Poor Filing System

A poor filing system is one that has no predetermined method for subject matter grouping. It is one that you may understand but is not usable by others who may need to retrieve information from your files.

Possible Causes:

- Have not determined or prioritized subject matter groupings
- Categorize by emotions

Possible Solutions:

- Set up a cataloging system that you AND others can use easily
- Have someone assist you in setting up a system
- Use cross-referencing indexes
- Computerize information

6. Inability To Say No

The inability to say no is when you are unable to or feel powerless to refuse any request.

Possible Causes:

- Have many interests and want to be involved
- Confuse priorities
- Fail to set priorities
- Do not want to hurt others' feelings
- Do not want to refuse a superior's request
- Do not feel comfortable giving "real" reason and doesn't want to lie

Possible Solutions:

- Realistically evaluate how much time is available
- Understand limitations and what can be done well
- Set daily and long-term priorities
- Learn to say no to those people and tasks that do not support daily and long-term priorities

HINDERING FACTORS

This section list possible limitations or tendencies for Brenda. It does not consider life and work experiences or formal education and coaching that she may have received to overcome these obstacles. Review and cross out those limitations that do not apply. Highlight one to three statements that may hinder your performance and develop an action plan to eliminate or reduce these tendencies.

Brenda has a tendency to:

- Be inattentive to detail unless that detail is important to her or if detail work is of a short duration.
- Be so enthusiastic that she can be seen as superficial.
- Be overly enthusiastic about her own shortcomings (weaknesses) and the shortcomings of others.
- Under instruct and overdelegate--will rely on personality as opposed to a disciplined approach to follow-up.
- Be unrealistic in appraising people--especially if the person is a "friend."
- Act impulsively--heart over mind, especially if her security is not perceived to be threatened.
- Be too verbal in expressing criticism.

IDEAL ENVIRONMENT

This section identifies the ideal environment based on Brenda's basic style. People with limited flexibility will find themselves uncomfortable in any situation not described in this section. People with flexibility use intelligence to modify their behavior and can be comfortable in many environments. Use this section to identify specific environments and activities that Brenda's enjoy and also those that create frustration.

- An environment in which she may deal with people on a personal, intimate basis.
- Freedom from control and detail.
- Little conflict between people.
- Participative professional to work with.
- A stable and predictable environment.
- She appreciates a high degree of people contacts.

PERCEPTIONS

See Yourself As Others See You

A person's behavior and feelings may be quickly telegraphed to others. This section provides additional information on Brenda's self-perception and how, under certain conditions, others may perceive her behavior.

See Yourself As Others See You

Self-Perception

Brenda usually sees herself as being:

Enthusiastic
Charming
Persuasive

Outgoing
Inspiring
Optimistic

Others' Perception

Under moderate pressure, tension, stress or fatigue, others may see her as being:

Self-Promoting
Overly Optimistic

Glib
Unrealistic

Under extreme pressure, stress or fatigue, others may see her as being:

Overly Confident
Poor Listener

Talkative
Self-Promoter

ADDITIONAL INSIGHTS

How much do you feel you're having to adapt your Core behavior in your environment?

You've just read a detailed report that illustrated your Core behavioral tendencies and style. But for many people, they're having to "adapt" their natural strengths to fit their unique self.

The Adapted graph that follows can give you a picture of how much you feel you are needing to change or "adapt" your core tendencies and style to match the needs or requirements of your environment.

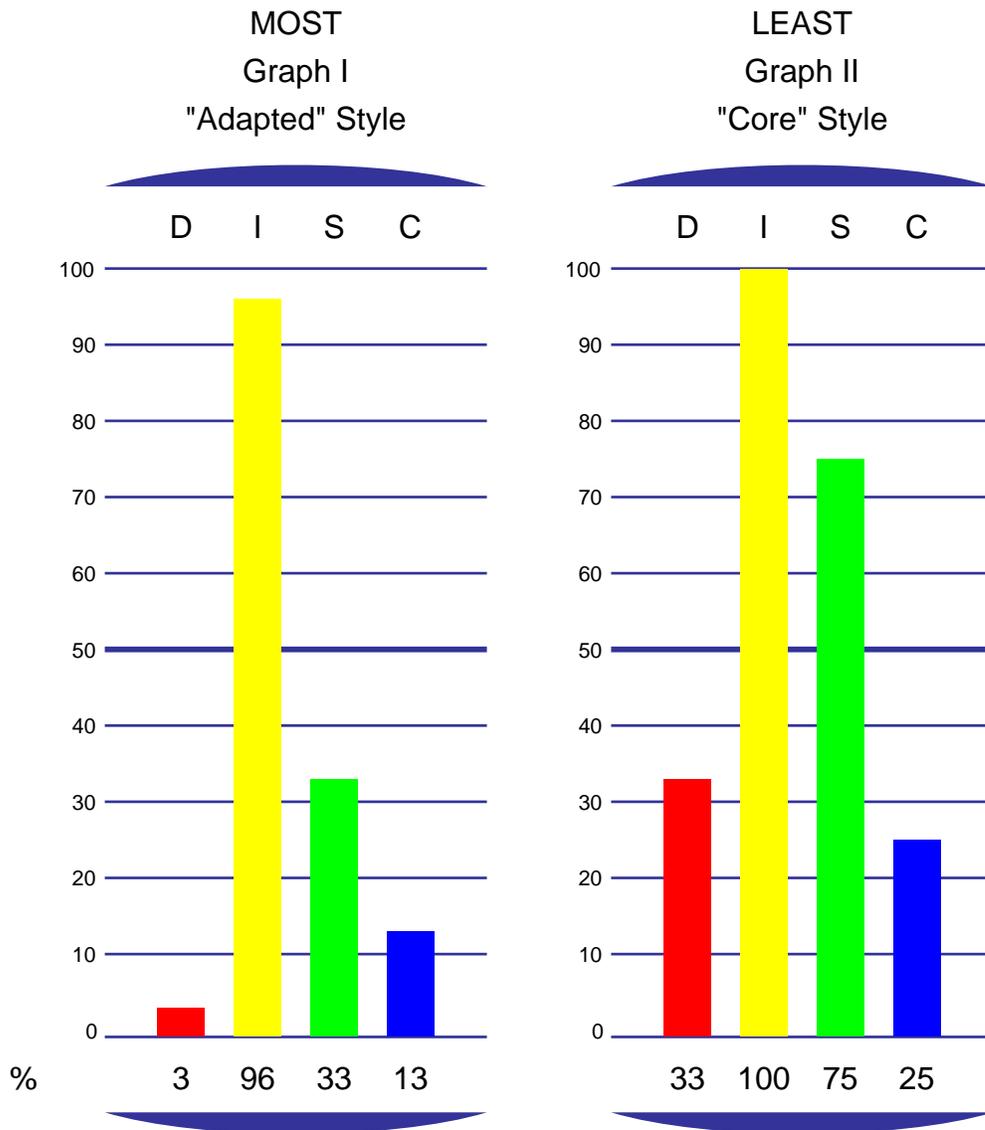
For example, let's say the high point on your Core graph is a (D) and you feel the need to avoid D tendencies when you are engaged in an activity or with a friend. This could cause your D behavior to move down in your adapted graph. This movement, if drastic from your Core style, could become challenging because you feel the need to be something you are not.

If both of your graphs are similar, that would indicate that there are few demands on you to "adapt" your Core style. If the Adapted graph is very different than your Core graph, that can indicate a high degree of internal energy is going into making that adaptation.

People can do well in a situation that calls them to make significant changes. However, it does require more energy and understanding to excel in these situations than in settings that draw more on our Core style. (In other words, common sense tells us that an introverted person would probably not be the "Life of the party," while an extroverted would talk to everyone - which may cause one or both to "adapt" to the other's style during that time.)

Let's look at your Core and Adapted graphs side by side on the next page.

LIFESTYLE INSIGHTS GRAPH



Norm 2012 ML

ONE-WORD DESCRIPTORS

Your Unique Strengths

Based on Brenda's responses, the report has marked those words that describe her. They describe how she solves problems and meets challenges (D), influences people (I), responds to the pace of change (S) and how she responds to rules and procedures (C) set by others.

Driving	Inspiring	Relaxed	Cautious
Ambitious	Magnetic	Passive	Careful
Pioneering	Enthusiastic	Patient	Exacting
Strong-Willed	Persuasive	Possessive	Systematic
Determined	Convincing	Predictable	Accurate
Competitive	Poised	Consistent	Open-Minded
Decisive	Optimistic	Steady	Balanced Judgment
Venturesome	Trusting	Stable	Diplomatic
Dominance	Influencing	Steadiness	Compliance
Calculating	Reflective	Mobile	Firm
Cooperative	Factual	Active	Independent
Hesitant	Calculating	Restless	Self-Willed
Cautious	Skeptical	Impatient	Obstinate
Agreeable	Logical	Pressure-Oriented	Unsystematic
Modest	Suspicious	Eager	Uninhibited
Peaceful	Matter-of-Fact	Flexible	Arbitrary
Unobtrusive	Incisive	Impulsive	Unbending

THE SUCCESS INSIGHTS® WHEEL

The Success Insights® Wheel is a powerful tool popularized in Europe. In addition to the text you have received about your behavioral style, the Wheel adds a visual representation that allows you to:

- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.

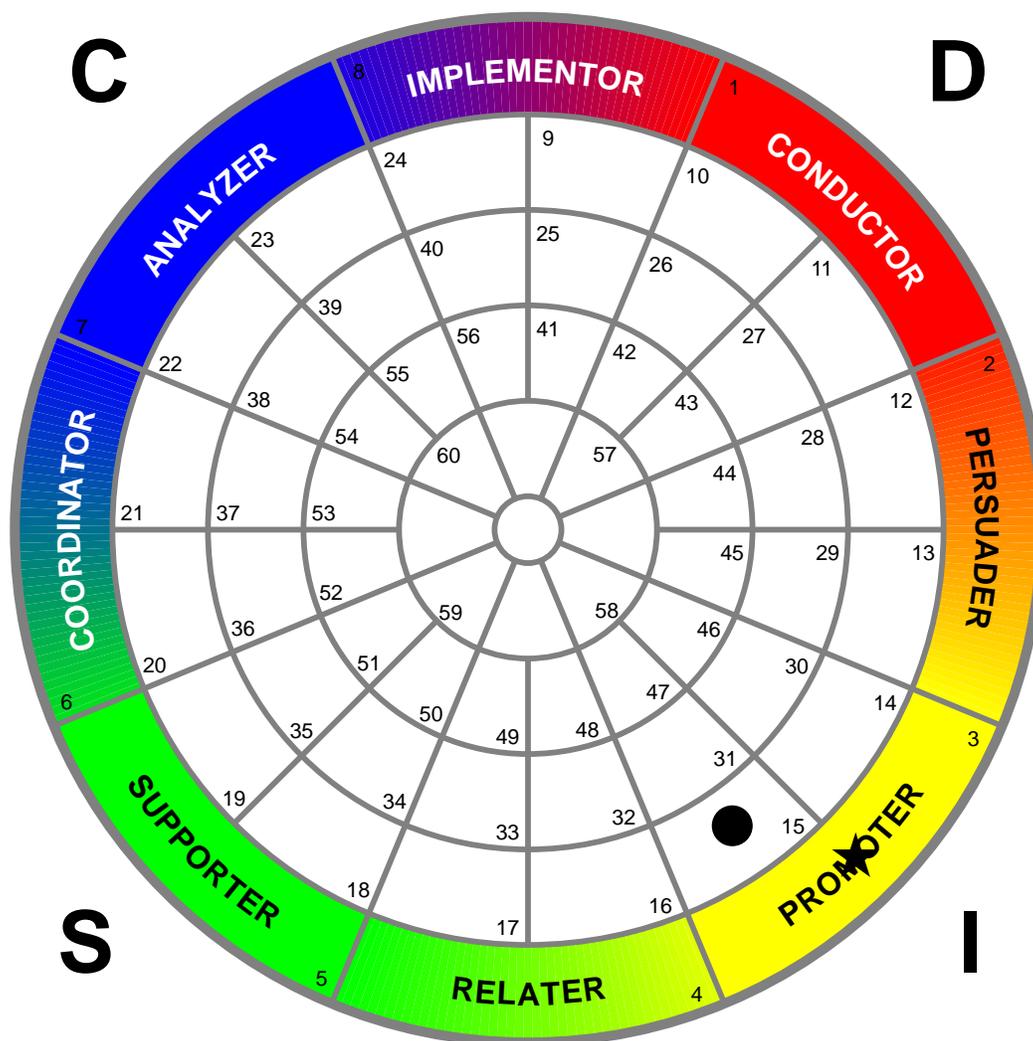
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able to identify where communication, understanding and appreciation can be increased.

THE SUCCESS INSIGHTS® WHEEL

Brenda Hayden

3-29-2020



Adapted: ★ (3) PROMOTER
Natural: ● (15) RELATING PROMOTER
Norm 2012 ML

ACTION PLAN

The following are examples of areas in which Brenda may want to improve. Circle three areas you would like to improve and develop an action plan(s) to bring about the desired results. Look back over the report for possible areas of focus.

- | | |
|--|---|
| <input type="checkbox"/> Manage Stress | <input type="checkbox"/> Personal Development |
| <input type="checkbox"/> Fitness/Health Goals | <input type="checkbox"/> Posture/Back Pain |
| <input type="checkbox"/> Career Goals | <input type="checkbox"/> Sleep Habits |
| <input type="checkbox"/> Financial Issues | <input type="checkbox"/> Personal Purpose |
| <input type="checkbox"/> Time/Energy Management | <input type="checkbox"/> Relationships |
| <input type="checkbox"/> Eating Habits/Weight Management | <input type="checkbox"/> Other |

Area:

- 1.
- 2.
- 3.

Area:

- 1.
- 2.
- 3.

Area:

- 1.
- 2.
- 3.

1. What are the 3 most important things you want to achieve from your program?
2. Lists the benefits of this process in your personal and professional life?
3. If you were to master this skill what would people say about you?
4. What are your risks or costs associated with not committing to this plan?

Date to Begin _____ Date to Review _____