

LIFESTYLE INSIGHTS

Creating Your Personal Plan

Jane Doe

5-8-2006

Ten Minutes to Increased Success

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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 Jane'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.

Jane loves to win and hates to lose. She can sometimes be a poor loser. She may be so self-confident that others may see her as arrogant. Sometimes this aura of self-confidence will make it appear that she knows more than she actually does. She tends to be intense and competitive in her life. While participating in activities she may have difficulty keeping her competitive drive under control. She is an independent decision maker. Once she has made up her mind, changing it can become challenging. Instead of changing her ways she may try to convince others to her point of view. Jane desires to project a look of both confidence and competence. She has plenty of determination. She often goes the "extra mile."

Jane likes the new and the unusual. She enjoys discovering her own solutions to problems. She should realize that she needs to think through what she wants and expects to receive from a program. She should be able to articulate her goals before beginning her personal plan. She will tend to make her decisions, based not necessarily on rational assessments, but upon what she thinks she needs to do to succeed, forgetting the effect on her health. For this reason, Jane may want to choose noncompetitive activities. She will perform diligently until a tough problem is overcome. If she is reinforced by seeing any quick results, you will have no trouble getting her to continue.

GENERAL CHARACTERISTICS

Jane likes to have options. Sometimes there is only one right way to do things but, where possible, give her a variety of choices and let her choose the one she thinks is best for her. If Jane appears not to be listening, it's time to quit talking. She could improve her communication skills by being patient, listening and displaying genuine interest in what is being said to her. She may sometimes mask her feelings in friendly terms.

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 - Always keeps in mind the big picture.
- STRENGTH - Results and goal-oriented.
- STRENGTH - Sense of urgency to reach goals.
- STRENGTH - Believes in getting results through the help of other people.
- STRENGTH - Is a strong advocate of her opinions.
- STRENGTH - Sets high standards for self and others.
- STRENGTH - Strong ego.

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 Jane. Read each statement and identify the 3 or 4 statements which are most important.

Do's

- Provide a warm and friendly environment.
- Provide alternatives and choices for making her own decisions.
- Spend some time talking about health and wellness, its history and great examples.
- Provide anecdotes and case illustrations based on experience about the probability of success or effectiveness of the options suggested to Jane.
- Jane is a bottom-line person. A quick, noticeable improvement in her results will be what impresses and motivates her the most.
- Ask specific (preferably "what"?) questions; for example, "What do you think would improve your work-life balance, health, energy, personal performance?"
- Try to be stimulating, fun-loving, fast-moving. Mix things up. Jane will respond better when there is variety.
- Read her body language for approval or disapproval.
- Offer plenty of positive reinforcement for her willingness to take risks and to try out new activities, even if it feels awkward.
- Ask for her opinions or ideas on what she thinks makes a particular program or activity good or bad.
- Support the results, not the person, if you agree that Jane is correctly following your advice or suggestions.
- Come prepared with all requirements, objectives and support material in a well-organized "package."
- Be clear, specific, brief and to the point.

COMMUNICATION DON'TS

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

Don'ts

- Don't direct or order.
- Don't kid around too much, or "stick to the agenda" too much.
- Don't be redundant. It will be better to suggest that she spend more time on things you have already covered if you feel she is not ready to move on than to keep going over the same thing.
- Don't waste time trying to be impersonal, judgmental or too task-oriented. Jane views both her private sessions and her activities as social occasions.
- Don't be curt, cold or tight-lipped.
- Don't insist that she do her activities alone. If other people are involved in her program, she will participate more often.
- Don't be dogmatic where you don't have to be. Let her come up with her own ideas and conclusions.
- Don't come with a ready-made decision, and don't make it for her. To some extent this is unavoidable but, where possible, allow her some freedom of choice.
- Don't "dream" with her too much or you'll lose time.
- Don't speculate wildly, or offer guarantees and assurances where there is a risk in meeting them. If you make claims that you can improve her personal situation within a specific time and this doesn't happen, Jane will lose confidence in you.
- Don't let disagreement reflect on her personally.
- Don't ramble on, or waste her time.
- Don't ask rhetorical questions, or useless ones.

KEYS TO COLLABORATING

Below are a number of needs Jane 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.

Jane needs:

- Identification with winners, status and prestige.
- To understand her impact on other people.
- To focus conversations on goals and activities--less on socializing.
- To maintain focus on her own personal goals, and be less social.
- A rational approach to decision making. To learn to be ruled by intellect rather than emotions.
- To be more relaxed and casual in her approach and to learn to have fun.
- To be confronted when in disagreement when she is not following advice designed for her.
- To be objective and listen when others volunteer constructive criticism.
- Better organization of her time and schedule.
- To be told what you and others think of her and how people see her.
- Goals that challenge her.

KEYS TO MOTIVATING

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

Jane wants:

- Credit for not only the results achieved but for the price she paid to achieve them.
- To achieve results while minimizing the time spent on the activities.
- Control of her own personal plan.
- Maintain the focus on the original plan unless there are necessary reasons for change.
- Public recognition of her ability as a willing participant.
- New challenges and personal habits to break.
- Visible rewards in what is most important to her--to be accepted.
- To be able to experiment with her personal plan/activities and to test new theories and strategies.
- Freedom from controls that restrict her from modifying or changing her personal plan on her own.
- Environment that provide opportunity for public display of her new achievements quickly.
- The opportunity for rapid advancement.

HINDERING FACTORS

This section list possible limitations or tendencies for Jane. It does not consider life and work experiences or formal education and coaching that she may have recieved 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.

Jane has a tendency to:

- Be inconsistent because of many stops, starts and ever-changing direction.
- Can't wait for others, so does it herself.
- Be so concerned with big picture; she forgets to see the little results.
- Be a one-way communicator--doesn't listen to the total story before introducing her opinion.
- Fail to complete what she starts because of adding too much too soon.
- Be crisis-oriented.
- Dislike routine activites or routine people--unless she sees the need to further her goals.
- Set standards for herself and others so high that it makes it extremely difficult or unrealistic to achieve.

IDEAL ENVIRONMENT

This section identifies the ideal programmatic environment based on Jane'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 Jane enjoys and also those that create frustration.

- Freedom of movement.
- Freedom from controls, supervision and details.
- Forum to express ideas and viewpoints.
- Program or activities involving motivated groups where networks can be formed.
- Participative professional to work with.
- An innovative and futuristic-oriented environment.
- Evaluation based on results, not the process.

PERCEPTIONS

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

"See Yourself As Others See You"

SELF-PERCEPTION

Jane usually sees herself as being:

Pioneering
Competitive
Positive

Assertive
Confident
Winner

OTHERS' PERCEPTION

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

Demanding
Egotistical

Nervy
Aggressive

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

Abrasive
Arbitrary

Controlling
Opinionated

ACTION PLAN

The following are examples of areas in which Jane 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/BackPain |
| <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"/> EatingHabits/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 _____

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.

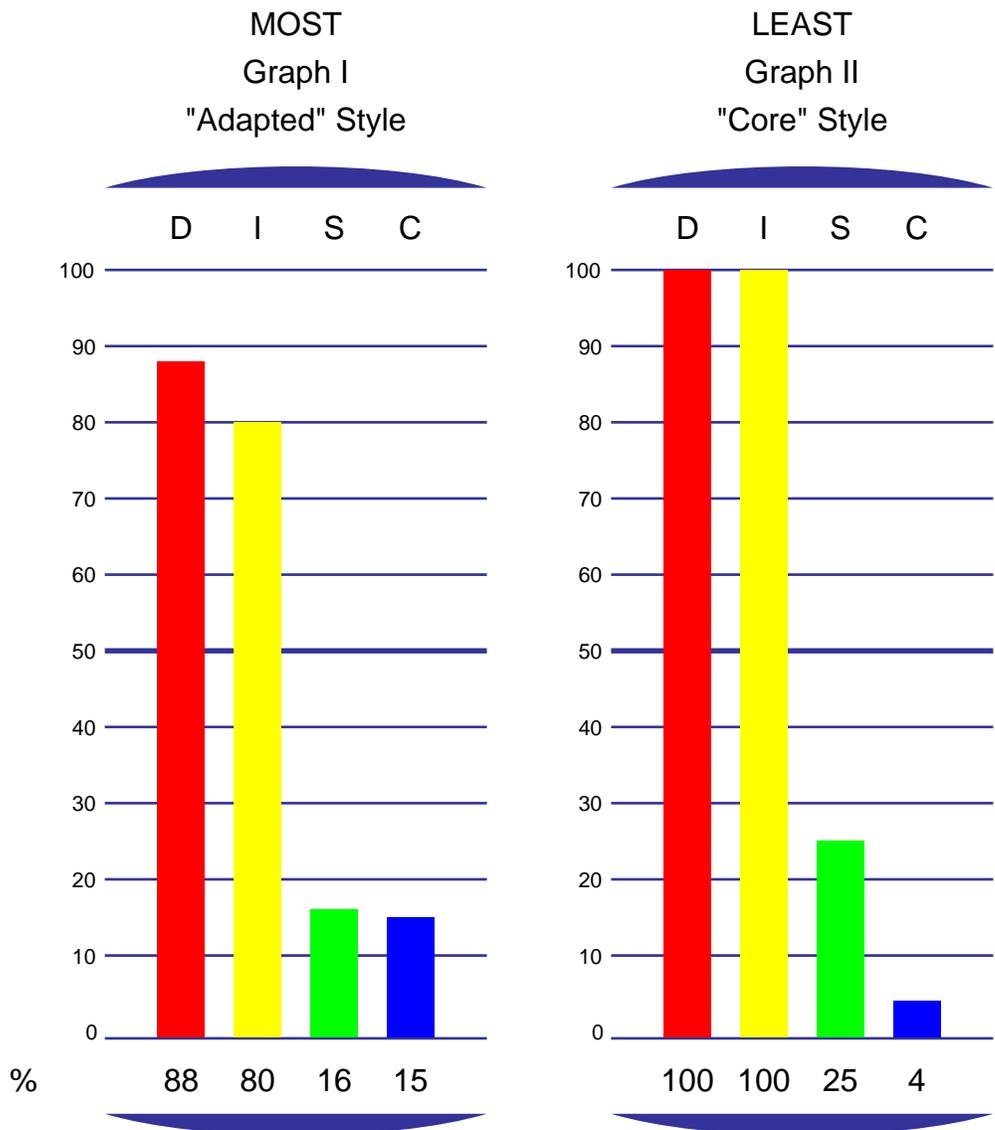
If both of your graphs are similar, that would indicate that there are few demands on you to "adapt" your Core style. If the Adapted graph is very different than your Core graph, that can indicate a high degree of internal energy is going into making that adaptation.

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

5-8-2006



Norm 2003

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ONE-WORD DESCRIPTORS

Your Unique Strengths

Based on Jane'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.

Dominance	Influencing	Steadiness	Compliance
Demanding Egocentric Driving Ambitious Pioneering Strong-Willed Forceful Determined Aggressive Competitive Decisive Venturesome Inquisitive Responsible	Effusive Inspiring Magnetic Political Enthusiastic Demonstrative Persuasive Warm Convincing Polished Poised Optimistic Trusting Sociable	Phlegmatic Relaxed Resistant to Change Nondemonstrative Passive Patient Possessive Predictable Consistent Deliberate Steady Stable Mobile Active Restless Alert Variety-Oriented Demonstrative	Evasive Worrisome Careful Dependent Cautious Conventional Exacting Neat Systematic Diplomatic Accurate Tactful Open-Minded Balanced Judgment Firm Independent Self-Willed Stubborn Obstinate Opinionated Unsystematic Self-Righteous Uninhibited Arbitrary Unbending Careless with Details
Conservative Calculating Cooperative Hesitant Low-Keyed Unsure Undemanding Cautious Mild Agreeable Modest Peaceful Unobtrusive	Reflective Factual Calculating Skeptical Logical Undemonstrative Suspicious Matter-of-Fact Incisive Pessimistic Moody Critical	Impatient Pressure-Oriented Eager Flexible Impulsive Impetuous Hypertense	

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:

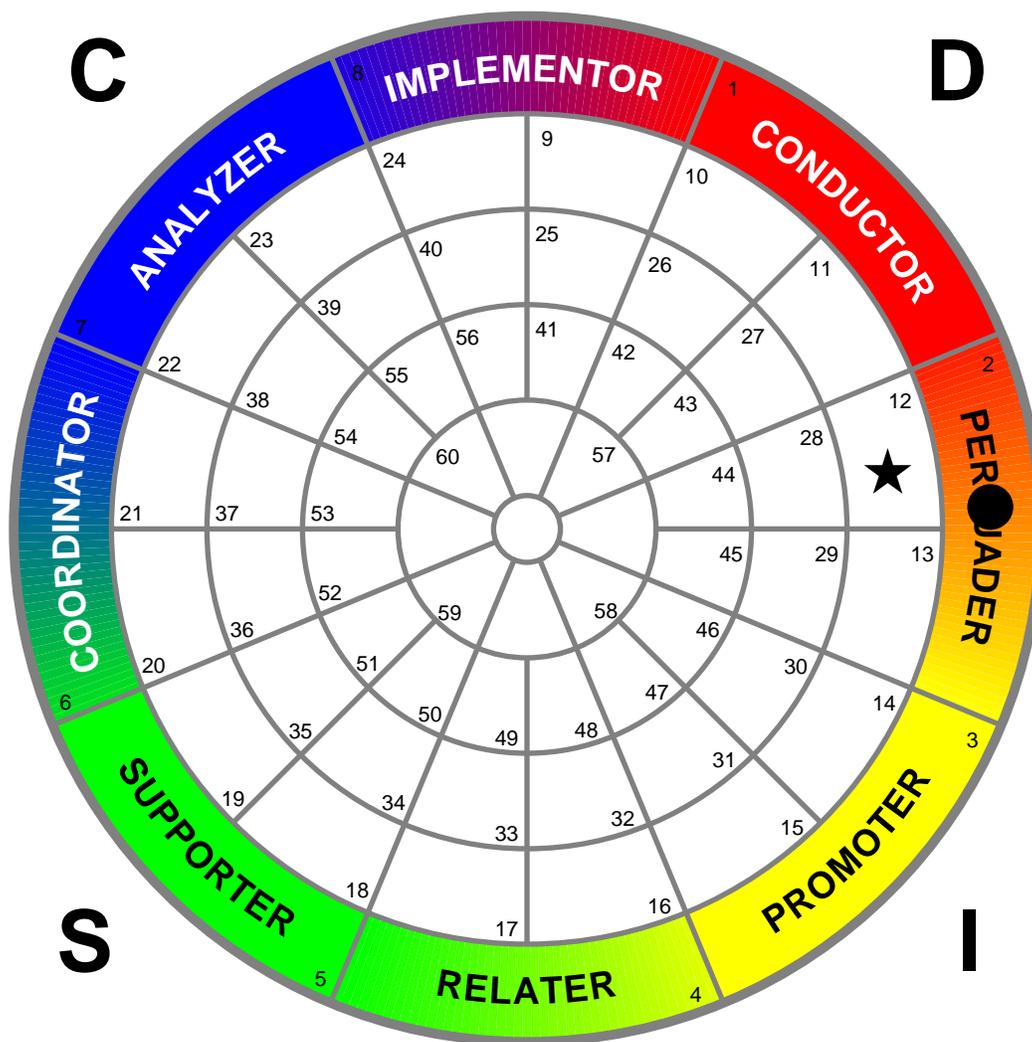
- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.

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

5-8-2006



Adapted: ★ (12) CONDUCTING PERSUADER
Natural: ● (2) PERSUADER
Norm 2003

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