OPENING SESSION
PARTICIPANT WORKBOOK

THE PLATINUM PRINCIPLE:
HOW RELATIONSHIPS WILL BUILD YOUR CHAMBER

16th Annual Center
for Chamber of Commerce Excellence
Monday, March 2, 2015

Great Wolf Lodge • Grapevine, Texas
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UNDERSTANDING PREFERENCES

The purpose of this section is to provide leaders with insights on how to identify learning preferences and behavioral styles and to leverage employee strength to increase motivation and performance.

Objectives:

- Identify Learning Preference and how they can impact performance
- Determine Behavioral Styles and how to apply the Platinum Rule

The Platinum Rule: Discover the Four Basic Business Personalities and How They Can Lead You to Success

by Tony Alessandra
Publisher: Warner Business Books (February 1, 1998)
ISBN-10: 0446673439
“Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organization objectives. It is the fuel that allows common people to attain uncommon results”

~ Andrew Carnegie
Scottish-American Industrialist
1835 - 1919
**EXERCISE**

**WHAT’S YOUR LEARNING STYLE?**

**INSTRUCTIONS:** Circle one response (A, B, or C) to each item in the left-handed column. When finished with the exercise, add up the number circled in each column.

<table>
<thead>
<tr>
<th>When I….</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spell</td>
<td>I try to see the word.</td>
<td>I sound out the word or use the phonetic approach.</td>
<td>I write the word down to determine if it “feels” right.</td>
</tr>
<tr>
<td>Talk</td>
<td>I dislike talking for too long.</td>
<td>I enjoy listening but am impatient to talk.</td>
<td>I gesture to use expressive movements.</td>
</tr>
<tr>
<td>Concentrate</td>
<td>I become distracted by untidiness or movements.</td>
<td>I become distracted by sound.</td>
<td>I become distracted by activity around me.</td>
</tr>
<tr>
<td>Am angry</td>
<td>I tend to become silent and seethe.</td>
<td>I express it in an outburst.</td>
<td>I storm off, grit my teeth and slam doors.</td>
</tr>
<tr>
<td>Meet someone again</td>
<td>I forget names but remember faces or where we met.</td>
<td>I forget faces but remember names or what we talked about.</td>
<td>I remember what we did together.</td>
</tr>
<tr>
<td>Contact business people</td>
<td>I prefer face-to-face personal meetings.</td>
<td>I prefer the telephone.</td>
<td>I talk with them while walking or participating in an activity.</td>
</tr>
<tr>
<td>Read</td>
<td>I like descriptive scenes.</td>
<td>I enjoy dialog and conversations.</td>
<td>I prefer action stories if I am going to read at all.</td>
</tr>
<tr>
<td>Do something new at work</td>
<td>I like to see diagrams, slides, or posters.</td>
<td>I prefer verbal instructions or talking about it to someone.</td>
<td>I prefer to jump in right away and try it.</td>
</tr>
<tr>
<td>Need help with a computer application.</td>
<td>I look for pictures or diagrams.</td>
<td>I call the help desk; ask a neighbor or growl, at the computer.</td>
<td>I keep trying to do it or try it on another computer.</td>
</tr>
<tr>
<td>Work at solving a problem</td>
<td>I make a list, organize steps, and check them off as they are done.</td>
<td>I make a few phone calls and talk to friends or experts.</td>
<td>I make a model of the problem or walk through all the steps in my mind.</td>
</tr>
<tr>
<td>Am relaxing</td>
<td>I prefer to watch TV or read.</td>
<td>I prefer to listen to the radio or CD</td>
<td>I prefer to play sports / games.</td>
</tr>
<tr>
<td>Are standing in line at a movie</td>
<td>I look at posters advertising the other movies.</td>
<td>I talk to the person next to me.</td>
<td>I tap my foot or move around in some way.</td>
</tr>
</tbody>
</table>

| Number Circled                  |  |  |  |
“The more you are willing to accept responsibility for your actions, the more credibility you will have.”

-Brian Koslow
American author & entrepreneur
Characteristics of Adult Learning Styles

Learning styles describe the ways individuals learn and how they process ideas. An awareness of these methods allows you to interpret to accommodate each style in learning situations.

There are three distinct learning styles – visual, auditory, and kinesthetic (tactile).

Understanding learning styles and modifying your instruction to meet all of them helps to increase the retention rate of your adult learners. Meeting the needs of all learning styles requires a well-balanced use of various learning methods that incorporate different levels of participation.

**Visual Learners**
Visual learners learn best by seeing. These students need to see body language and facial expression to understand content entirely. In a traditional classroom setting, they tend to prefer sitting at the front in order to avoid visual obstructions. They may think in pictures and learn best from visual displays, including diagrams, illustrated textbooks, overhead transparencies, videos, computer-based training programs, flip charts and handouts. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

**Auditory Learners**
Auditory learners learn best through hearing. Verbal lectures, discussions, talking things through, and listening to their preferred methods of learning. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed, and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

**Kinesthetic Learners (a.k.a. Tactile Learners)**
Kinesthetic Learners, also known as Tactile Learners, learn best through a hands-on approach. They prefer to explore the physical world actively around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.
Developing / Training and Coaching to Specific Learning Styles

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Visual</th>
<th>Auditory</th>
<th>Hands-On</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Likes to see job aids</td>
<td>Doesn’t use job aids</td>
<td>Likes to participate in demonstrations</td>
</tr>
<tr>
<td></td>
<td>May close eyes to remember something</td>
<td>Says, “Let’s talk this through.”</td>
<td>Says, “Let me do it.”</td>
</tr>
<tr>
<td></td>
<td>Takes detailed notes</td>
<td>Tends to hum or talk out loud when bored</td>
<td>Needs to be active</td>
</tr>
<tr>
<td>How to Develop / Train &amp; Coach</td>
<td>Use written instructions</td>
<td>Acquires knowledge by reading out loud</td>
<td>Needs frequent breaks</td>
</tr>
<tr>
<td></td>
<td>Use graphics to reinforce learning</td>
<td>Prefers verbal instruction</td>
<td>Role Reversals</td>
</tr>
<tr>
<td></td>
<td>Demonstrate “model” performance</td>
<td>Give verbal instructions</td>
<td>Communicates by touching</td>
</tr>
<tr>
<td></td>
<td>Have the student take notes</td>
<td>Have the student read written information out loud</td>
<td>Speaks with hands</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe “model” performance</td>
<td>Let Representative practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask, ask, ask</td>
<td>Have Representative demonstrate</td>
</tr>
</tbody>
</table>

INSTRUCTION: Take a few moments to reflect on this section and use the questions below to help you formulate specific actions you can take to improve your personal performance as a leader.

How will recognizing your **learning style** help you?

How will understanding other’s **learning style** help you?

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Behavioral Styles

Typically behavioral assessments are used to gauge how individuals interact with others and to provide insights on how to improve communication.

We will be looking at a book by Dr. Tony Alessandra entitled, *Relationship Strategies*, which outlines ways we can enhance communication. We will use his “Bird” model to help bring characteristics to life.

We have all heard of the Golden Rule. “Treat others as you would have them treat you.” However, if we want to be successful with the coaching and development of our team, we should follow the Platinum Rule: “Treat others as they wish to be treated.”

Tailoring development and coaching to the individual’s learning style has a tremendous impact, but there is more to take into consideration.

In your job as a leader, you achieve results through the people on your teams. In addition, they, like the mix of individuals in this room, have different styles or patterns or relating to others.

Although each personality is unique, many behaviors can be positioned within a predictable framework – very similar to the way in which learning styles are grouped into the common ways in which people learn.

Understanding how a person’s behavioral patterns influence what they want, need and expect from you and others enables you to adapt to each in a way that reduces tension and increases cooperation and trust.

The great thing is that people will tell you how to deal with them if you know what to look for and listen for in their behaviors.

However, first, you need to know your behavioral type.
THE PLATINUM RULE PRINCIPLE

“Do unto others as they’d like done unto them.”
Tony Alessandra
**Communication Self-Assessment**

**INSTRUCTIONS:** For each question compare each of the two (2) statements. Then circle the letter S (supporting), C (controlling), I (indirect), or D (direct) that best describes you in most situations and with most people.

By completing this Behavioral Style adapted evaluation below and plotting your score on a grid, you will develop a behavioral self-portrait. Remember, you must be aware of your behavioral style before you can begin to adapt it to others.

<table>
<thead>
<tr>
<th>Question</th>
<th>S</th>
<th>C</th>
<th>D</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. More open to getting to know people better and establishing new relationships.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Focuses conversations on tasks, issues, business, or subject at hand</td>
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<tr>
<td>3. A less frequent contributor to group conversations.</td>
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<tr>
<td>4. Tends to keep personal thoughts or feelings private, sharing only when asked and necessary.</td>
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<td></td>
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<tr>
<td>5. Tends to make decisions based on objectives, facts, or evidence.</td>
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<tr>
<td>6. More likely to make statements: “That is the way it is!” or “I feel.....”</td>
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<td></td>
<td></td>
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<tr>
<td>7. More likely to accept others’ point of views (ideas, feelings, and concerns).</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8. Less likely to accept other people’s points of view (ideas, feelings, and concerns).</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>9. More likely to express personal thoughts or feelings about things, whether asked or not.</td>
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<tr>
<td>10. Tends to focus mostly on the idea, concept, or outcome</td>
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<td></td>
<td></td>
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<tr>
<td>11. More likely to react more quickly and spontaneously.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12. More open about own time involvement with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Likely to tune into others’ agendas and concerns while minimizing any conflict or disagreement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Tends to reserve the expression of own views.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Likely to express own views more readily.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Tends to react more slowly and deliberately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Prefers to work independently or dictate the conditions as it involves others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Likely to respond to risk and change in a more dynamic or unpredictable manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Count Total**

<table>
<thead>
<tr>
<th>S</th>
<th>C</th>
<th>D</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vertical Score**

S minus C =

**Horizontal Score**

D minus I =

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RELATIONSHIP PRIORITY

Dove  

SUPPORTING  

Peacock  

FASTER PACE  

DIRECT  

DELIBERATE PACE  

INDIRECT  

Owl  

CONTROLLING  

Eagle  

TASK PRIORITY

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Behavioral Styles

By identifying a person’s behavioral style, we can begin to understand two important traits they are likely to exhibit – their supporting and direct behaviors. Your “bird” style lets you know which end of the spectrum you tend to be closest to in terms of supporting and direct behaviors.

**Supporting:** The readiness and willingness with which a person outwardly shows emotions or feelings and develops interpersonal relationship (doves and peacocks tend to display more of this).

**Direct:** The amount of control and forcefulness a person attempts to exercise over situations or other’s thoughts and emotions (peacocks and eagles tend to be more direct).

Like learning styles, people possess traits from all four styles to varying degrees, but most people have a dominant pattern.

**There is no “best” behavioral style.** Each style has its unique strengths and weaknesses. The winning strategy is to accentuate the strengths of your style and compensate for traits that may hinder you in particular situations.
<table>
<thead>
<tr>
<th>Style</th>
<th>Motivating</th>
<th>Complimenting</th>
<th>Correcting</th>
<th>Delegating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dove</td>
<td>Show how something will benefit their relationships and strengthen their</td>
<td>Their efficiency, thought processes, organization, persistence, and accuracy.</td>
<td>Reassure them what you are seeking to correct is the behavior only. Don’t</td>
<td>Make a personal appeal to their loyalty. Give them the task, state the</td>
</tr>
<tr>
<td></td>
<td>position with others.</td>
<td></td>
<td>blame or judge the person; keep things focused on the behavior and its</td>
<td>deadlines that need to be met, and explain why it is important to do it in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>appropriateness.</td>
<td>that specific way.</td>
</tr>
<tr>
<td>Owl</td>
<td>Appear to their need to be accurate and to their logical approach to</td>
<td></td>
<td>Specify the exact behavior that is indicated and outline how you would</td>
<td>Take the time to answer all their questions about structure and guidance.</td>
</tr>
<tr>
<td></td>
<td>things.</td>
<td></td>
<td>like to see it changed. Establish checkpoints and times.</td>
<td>The more they understand the details, the more likely they will be to</td>
</tr>
<tr>
<td>Eagle</td>
<td>Provide them with options and clearly describe the probability of success</td>
<td></td>
<td>Describe what results are desired. Show them the gap between actual and</td>
<td>complete the task accurately. Be sure to establish deadlines.</td>
</tr>
<tr>
<td></td>
<td>in achieving goals.</td>
<td></td>
<td>desired and determine a time when they will get back to you.</td>
<td></td>
</tr>
<tr>
<td>Peacock</td>
<td>Offer them incentives and testimonials. Show them how they can look good</td>
<td>Their achievements, upward mobility, and leadership potential.</td>
<td>Specify exactly what the problem happens to be and what behavior is</td>
<td>Make sure you get clear agreement. Establish checkpoints so that there is</td>
</tr>
<tr>
<td></td>
<td>in the eyes of others.</td>
<td></td>
<td>required to eliminate the problem.</td>
<td>not a long period between progress reports.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Both Sides of the Style

<table>
<thead>
<tr>
<th>Style</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dove</td>
<td>Supportive</td>
<td>Complying</td>
</tr>
<tr>
<td></td>
<td>Reliable</td>
<td>Retiring</td>
</tr>
<tr>
<td></td>
<td>Pleasant</td>
<td>Softhearted</td>
</tr>
<tr>
<td>Owl</td>
<td>Diligent</td>
<td>Picky</td>
</tr>
<tr>
<td></td>
<td>Persevering</td>
<td>Righteous</td>
</tr>
<tr>
<td></td>
<td>Creative</td>
<td>Stiff</td>
</tr>
<tr>
<td>Peacock</td>
<td>Invigorating</td>
<td>Excitable</td>
</tr>
<tr>
<td></td>
<td>Optimistic</td>
<td>Impatient</td>
</tr>
<tr>
<td></td>
<td>Animated</td>
<td>Manipulative</td>
</tr>
<tr>
<td>Eagle</td>
<td>Firm</td>
<td>Uncompromising</td>
</tr>
<tr>
<td></td>
<td>Comprehensive</td>
<td>Overbearing</td>
</tr>
<tr>
<td></td>
<td>Productive</td>
<td>Pressuring</td>
</tr>
</tbody>
</table>

Summary of Style Descriptors

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Dove</th>
<th>Owl</th>
<th>Eagle</th>
<th>Peacock</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Planning</td>
<td>Administration</td>
<td>Persuading</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>Organization</td>
<td>Leadership</td>
<td>Enthusiastic</td>
<td></td>
</tr>
<tr>
<td>Follow-through</td>
<td>Systematizing</td>
<td>Juggling</td>
<td>Motivating</td>
<td></td>
</tr>
<tr>
<td>Over-sensitive</td>
<td>Perfectionistic</td>
<td>Impatient</td>
<td>Inattentive to detail</td>
<td></td>
</tr>
<tr>
<td>Slow to begin action</td>
<td>Critical</td>
<td>Insensitive to others</td>
<td>Short attention span</td>
<td></td>
</tr>
<tr>
<td>Poor at goal setting</td>
<td>Unresponsive</td>
<td>Pool listener</td>
<td>Poor follow-through</td>
<td></td>
</tr>
<tr>
<td>Family doctor</td>
<td>Engineer</td>
<td>Top executive</td>
<td>Sales</td>
<td></td>
</tr>
<tr>
<td>Social worker</td>
<td>Accountant</td>
<td>Military leader</td>
<td>Public relations</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Librarian</td>
<td>Newspaper editor</td>
<td>Performing artist</td>
<td></td>
</tr>
<tr>
<td>Vehicle</td>
<td>Station Wagon</td>
<td>Volvo</td>
<td>Sherman Tank</td>
<td>Porsche convertible</td>
</tr>
<tr>
<td>Irritation</td>
<td>Insensitivity</td>
<td>Disorganization</td>
<td>Routine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Impatience</td>
<td>Unpredictability</td>
<td>Perfectionism</td>
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<tr>
<td></td>
<td></td>
<td>Inefficiency</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Indecision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under Stress</td>
<td>Submissive</td>
<td>Withdrawn</td>
<td>Dictatorial</td>
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<tr>
<td></td>
<td>Indecisive</td>
<td>Headstrong</td>
<td>Critical</td>
<td></td>
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<td></td>
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<td></td>
<td>Sarcastic</td>
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<td></td>
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<td></td>
<td>Superficial</td>
<td></td>
</tr>
<tr>
<td>Decisions Are</td>
<td>Consultative</td>
<td>Deliberate</td>
<td>Decisive</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Spontaneous</td>
<td></td>
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<tr>
<td>Seeks</td>
<td>Acceptance</td>
<td>Accuracy</td>
<td>Productivity</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Recognition.</td>
<td></td>
</tr>
</tbody>
</table>

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The Dove

The Diplomatic Dove is supporting and indirect, relatively unassertive, warm, and reliable. Others sometimes see doves as compliant, softhearted and agreeable.

Doves seek security. They take action and make decisions slowly. This stem stems from their desire to avoid risky or unknown situations. Before they act or make a decision, they have to know how other people feel about their decision.

Doves tend to be the most people-oriented of all the four styles. Having close, friendly, personal, first-name relationships with others is one of their most important objectives. They dislike interpersonal conflict so much that they sometimes say what they think other people want to hear. They have natural counseling skills and are extremely supportive. Their theme is, “Notice how well-liked I am.”

Doves tend to be good, active listeners and develop relationships with people who are also good listeners. As a result, Doves have strong networks of folks who are willing to be mutually supportive. You often feel good just being around a Dove.

Doves focus on getting acquainted and building trust. They are irritated by pushy, aggressive behavior. They question, “How will it affect my personal circumstances and the camaraderie of the group?” They are cooperative, steady workers, and excellent team players.

The primary strengths of Doves are relating to, caring for, and loving others. Their main weaknesses are that they are somewhat unassertive, overly sensitive, and easily bullied.

In the business environment, Doves like others to be courteous, friendly, and accepting of their share of the responsibility. In a social environment, they like others to be genuine and friendly.

To achieve more balance and to develop behavioral flexibility, Doves need to say “no” occasionally; attend to the completion of tasks without oversensitivity to the feelings of others; be willing to reach beyond their comfort zone to set goals that require some stretch and risk; and to delegate to others.

The Peacock

Social Peacocks are direct and supporting, exhibiting characteristics such as animation, intuitiveness, and liveliness. However, they can also be viewed as manipulative, impetuous, and excitable when displaying behavior inappropriate to the situation.

Peacocks are fast paced. Their actions and decisions are spontaneous, and they are seldom concerned with facts and details, trying to avoid them as much as possible. Their motto is “Don’t confuse me with the facts.” This disregard for details sometimes prompts them to exaggerate and generalize facts and figures. It also gives them a built-in excuse when they are wrong: “I did not have all the facts!” They are more comfortable with “best guesstimates” than with exact data.

Peacocks’ primary strengths are their enthusiasm, persuasiveness, and delightful sociability. Their primary weaknesses are getting involved in too many things, impatience, and their short attention spans, which cause them to become bored quickly.

Peacocks are idea persons. They can get others caught up in their dreams because of their good persuasive skills. They influence others and shape their environment by bringing others into alliance to accomplish results. They seek approval and recognition for their accomplishments and achievements and have a dynamic ability to think quickly on their feet.

Peacocks are true entertainers. They love an audience and thrive on involvement with people. They tend to work quickly and enthusiastically with others. Peacocks are stimulating, talkative, and sociable. They tend to operate on intuition and like to take risks. Their greatest irritations are dull tasks, being alone, and not having access to a telephone.

In the social environment, they like others to be uninhibited, spontaneous, and entertaining.

To achieve balance and behavioral flexibility, Peacocks need to: control their time and emotions; develop a more objective mindset; spend more time checking, verifying, specifying, and organizing; develop more of a task focus; and take a more logical approach to projects and issues.
The Owl

The Wise Owls are both indirect and controlling. They are concerned with analytical processes and are persistent, systematic problem solvers. They can also be seen as aloof, picky, and critical. Owls are very security-conscious and have a high need to be right, leading them to an overreliance on data collection. In their quest for data, they tend to ask many questions about specifics. Their actions and decisions tend to be slow and extremely cautious, but they will rarely miss a deadline. Although they are excellent problem solvers, Owls could be better decision-makers.

Owls tend to be perfectionistic, serious, and orderly. They focus on the details and the process of work and become irritated by surprises and “glitches.” Their theme is, “Notice my efficiency,” and their emphasis is on compliance and working within existing guidelines to promote quality in products or service.

Owls like organization and structure and dislike too much involvement with other people. They work slowly and precisely by themselves, are time-disciplined, and prefer an intellectual work environment. Owls tend to be critical of their performance. They tend to be skeptical and like to see things in writing.

Owls’ primary strengths are their accuracy, dependability, independence, follow-through, and organization. Their primary weaknesses are their procrastination and conservative natures, which promote their tendency to be picky and overcautious.

The greatest irritation for Owls is disorganized, illogical people. In business environments, they want others to be credible, professional, and courteous. In social settings, they like others to be pleasant and sincere.

Owls are noncontact people who prefer the formality of distance.

To improve their balance and behavioral flexibility, Owls need to: openly show concern and appreciation for others; occasionally try shortcuts and time-savers; adjust more readily decision-making and initiation of new projects; compromise with the opposition; state unpopular decisions; and use policies more as guidelines than hard and fast laws.

The Eagle

Dominate Eagles are controlling and direct. They exhibit the firmness in their relationships with others, are oriented toward productivity and goals, and are concerned with the bottom line results.

Eagles accept challenges, take authority, and go head first into solving problems. They tend to exhibit considerable administrative and operational skills and work quickly and impressively on their own. They tend to come on calm, independent, and competitive with others, especially in a business environment. Eagles try to shape their environment to overcome obstacles en route to their accomplishments. They demand maximum freedom to manage themselves and others and use their leadership skills to become winners.

The Eagle’s motto might be: “I want it done right, and I want it done now” or “I want it done yesterday.” They get things done and make things happen. They like to juggle three things at once, and when they feel comfortable with those three things, they pick up a fourth. They keep adding more until the pressure builds to the point where they let everything drop, then immediately start the whole process again. The Eagle’s theme may be, “Notice my accomplishments.” Their high achievement motivation gives Eagles a tendency toward workaholism.

Their strengths are their ability to get things done, their leadership, and their decision-making ability. Their weaknesses tend to be inflexibility, impatience, poor listening habits, and failure to take time to “smell the flowers.” In fact, they are so competitive, when they do finally go out to “smell the flower,” they return and say to others, “I smelled 12 today. How many did you smell?”

To achieve balance, Eagles need to practice active listening; pace themselves to look more relaxed, and develop patience, humility, and sensitivity. They need to show concern for others, use more caution, verbalize the reasons for their conclusions, and participate more as team players.

This material adapted from Relationship Strategies by Dr. Tony Alessandra; © MCMXCIII by Dr. Tony Alessandra
“Wisdom is the reward you get for a lifetime of listening when you'd have preferred to talk.”

~Doug Larson
American newspaper columnist and editor
INSTRUCTIONS:
- Find the other “birds of your feather” and form groups of like birds.
- List on flip chart paper:
  - The main characteristics of your bird.
  - Primary strengths and weaknesses
  - Behaviors under stress
- Present your findings to the large group.
- Have fun and be creative!

My Bird Style is: 
- ☑ Dove
- ☑ Peacock
- ☑ Owl
- ☑ Eagle

<table>
<thead>
<tr>
<th>Key Features of Your Bird</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Strengths</td>
</tr>
<tr>
<td>Behaviors under stress</td>
</tr>
</tbody>
</table>

EXERCISE
Birds React

- The ____________ will let everyone else get on first and look only at the lighted floor numbers as the elevator moves.

- The ____________ will ask who’s getting off first because it makes more sense for them to be closest to the door.

- The ____________ will be the first one on the elevator and will talk and hand out business cards during the ride.

- The ____________ will push the buttons several times and plans a strategy for exiting the elevator during the ride.

- The ____________ will curse the stranded motorist for causing traffic to back up and cause them a delay.

- The ____________ will hope that the stranded motorist was wise enough to have a cell phone and Roadside Assistance.

- The ____________ will find an alternative route around the stranded motorist.

- The ____________ will stop to help a stranded motorist.
INSTRUCTIONS: Take a few moments to reflect on this section and use the questions below to help you formulate specific actions you can take to improve your personal performance as a leader.

How will knowing your personality style help you?

How will understanding other’s personality style help you with communication and relationships?

Other thoughts or reflections how you may apply learnings from this module to your daily routine:
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Previous training topics include (but not limited to):

Management Training
- Effective Supervisory Skills
- First Line Leadership (10 modules)
- Becoming Customer Focused
- Coaching Your Business Team
- Hiring
- The Art of Time Management
- Building Your Team for Success
- Making Meetings Work
- Resolving Conflicts the Right Way
- Becoming and Effective Leader
- Reaching Success through Self-Mastery
- New Employee Orientation
- In Pursuit of Goals
- Leading Through Trust
- The Art of Negotiation
- Speaking in Public
- Leading People Through Change
- How to Manage Projects and Meet Deadlines
- Becoming a High Performance Sales Professional
- Communicating with Skill
- Effective Delegation Skills
- Handling Problem People Successfully
- Winning the Battle Against Negativity
- Learning to Control Stress
- Discovering Excellence as a Supervisor
- How to give and Receive Feedback
- Preventing Workplace Procrastination
- Learning for Life
- Making Work Fun
- The Value of Mentoring
- Creative Thinking And You
- Performance Reviews that Really Work
- Servant Leadership

Leadership Training
- Practices of Empowering Leaders
- The Five Leadership Roles
- Personal Productivity
- Fundamentals of High Performance Teams
- Performance Expectations
- Empowering Others for Success
- Communication
- Effective Supervisory Skills
- First Line Leadership (10 modules)
- Servant Leadership

Employee Development
- Customer Service - A strategic advantage
- Coaching Customer Service
- Managing Your Time
- Leading other for effective time management
- Diversity - Valuing the Individual
- Diversity - Managing Diversity
- Conflict Management
- Managing Organizational Conflict
- Communication Basics
- Organizational Communication

Sales Training
- Becoming a High Performance Sales Professional
- Communicating with Skill
- Partnership Sales
- Grow Your Business by Developing Your People

High Performance Teams
- Team Fundamentals / Team Charter
- Effective Meetings
- Customer Focus
- Managing the Process
- Roles and Responsibilities
- Setting Goals and Keeping Score
- Basic Communication
- Giving & Receiving Feedback
- Group Dynamics
- Team Decision Making / Team Problem Solving
- Conflict Resolution

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