

MinistryStyles Analysis

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The *MinistryStyles* Analysis and Outcome Report is designed to describe Linus in the context of his role in the church body.

For More Information Call or Write:

MinistryStyles

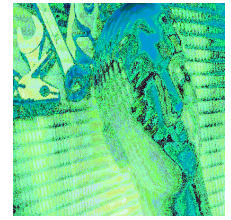
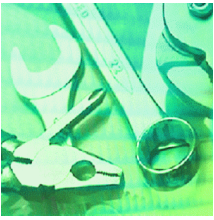
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NOTE: Accuracy Rating on this Profile is Excellent. Linus was cooperative and therefore provided useful information.

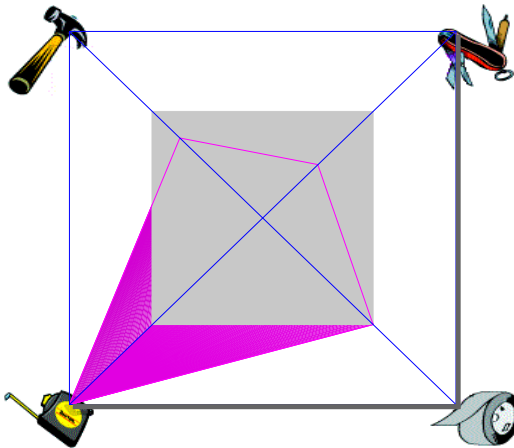
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 Address: Null
 City, ST Zip: Null
 DOB: Null eMail: Null

Date: Sep 13, 2007



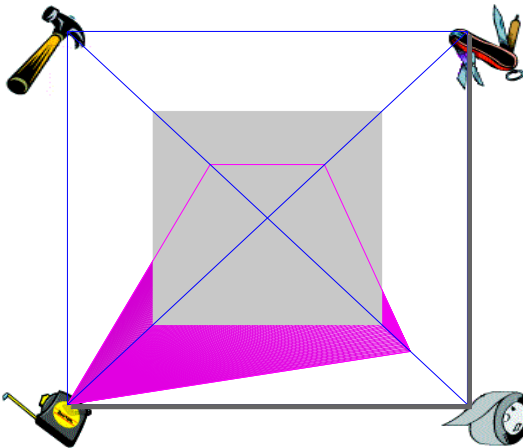
TOOLBOX PERSONALITY

Discerner

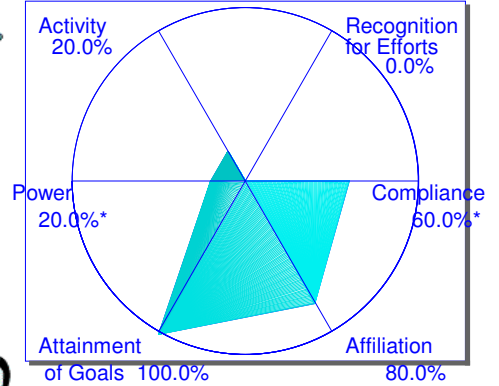


PERSONALITY UNDER PRESSURE

Refiner

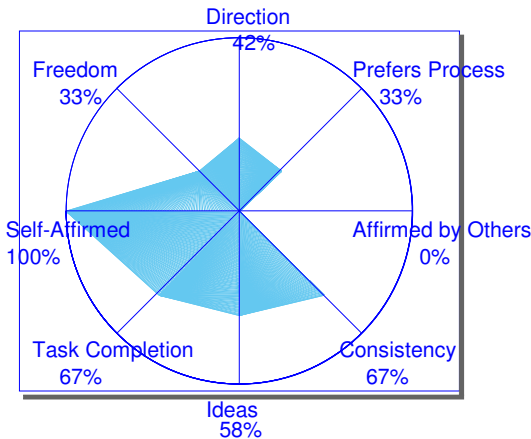


Motivation Outcome: Why

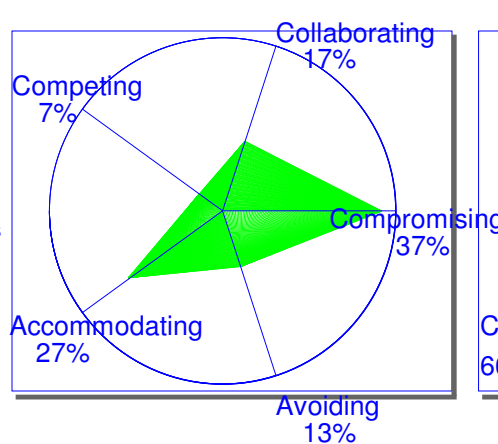


*May not add to 100% because at least 1 neutral answer was selected.

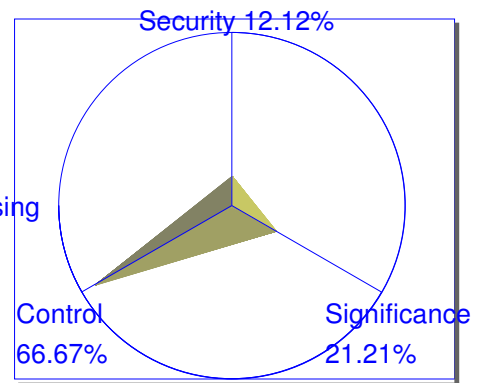
Motivation Outcome: How



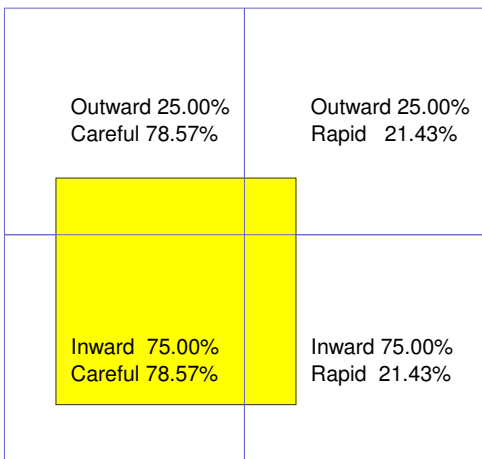
Conflict Management Outcome



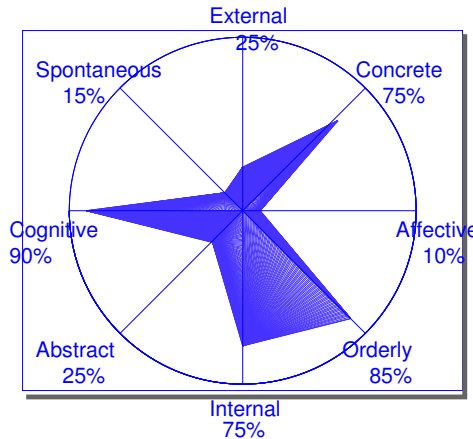
Fundamental Needs



Deductive Style

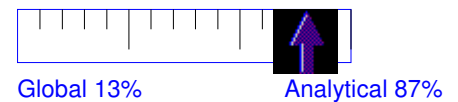


Processing Blueprint



Learning Style:

Global, or Analytical?

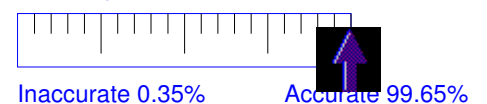


Motivation Outcome

Work Conditions vs. Work Function



Accuracy of Results





The "Powerful Hammer" person needs to understand that the one who holds the hammer should be careful when using it. You can build or destroy with it. Others likely see you as more powerful than you realize. This personality correlates with the Classical Choleric, the High "D" on the Performax DISC, and the Lion in the Trent/Smalley Model.



The "Versatile Swiss Army Knife" person is flexible and spontaneous, quickly adapting to most any situation. However, others can at times see you as throwing caution to the wind. This personality correlates with the Classical Sanguine, The High "I" on the Performax DISC, and the Otter in the Trent/Smalley Model.

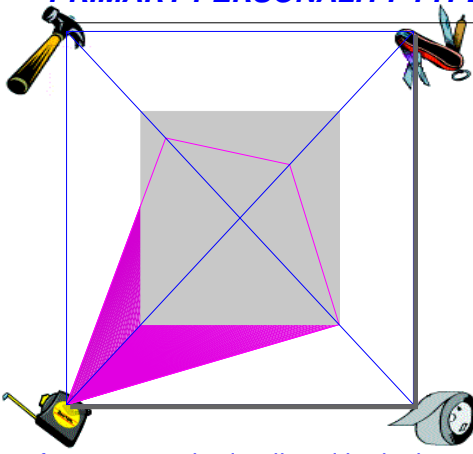
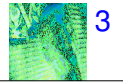


The "Adaptable Duct Tape" person desires to keep the peace and wants everyone to "stick together". However, others may see you as lacking conviction at times, when "making a stand" is important. This personality correlates with the Classical Phlegmatic, the High "S" on the Performax DISC, and the Golden Retriever on the Trent/Smalley Model.



The "Precision Tape Measure" likes to "get it right" and seems to have a secret rule book in the back of your mind. However, others may become exasperated when you expect them to comply with your expectations. Learn to be flexible and open to how others view situations. This personality correlates with the Classical Melancholy, the High "C" on the Performax DISC, and the Beaver on the Trent/Smalley Model.

FOUR DIMENSION TOOLBOX PERSONALITY: PRIMARY PERSONALITY TYPE



Tool Box Personality: Precision Tape Measure
Classical Designation: Melancholy

DISCERNER

[See the Personality Overview (Page 2) for the names used by other contemporary personality measuring instruments]

NARRATIVE:

People with this personality type have a natural desire for critical thinking, making decisions and actions based on correctness, accuracy, and well-researched facts. When in doubt about a decision, Linus may go to great lengths, with meticulous preparation to avoid appearing foolish. There is a discomfort with aggressive individuals because Linus very likely prefers a peaceful environment. Even though there may be a reserved posture, he has a strong need to control the environment indirectly by expecting or requiring others to stick with the rules. Because of a desire for accuracy in detail and logic, he may suffer from "analysis paralysis", caught in a cycle of worry and fretting.

BIBLICAL EXAMPLE: LUKE

Luke is an excellent example of a Discerner. While he wrote only two books of the New Testament (Luke and Acts), by volume he wrote more of the New Testament than any other writer. This is what you might expect from a Discerner. A doctor by profession, Luke demonstrates his personality to us when he stated that he "carefully investigated everything" and wanted to write an "orderly account" of the life of Jesus. He writes with details others don't include, and uses eloquent grammatical structures and vocabulary. One could say that his attention to detail is a normal part of his life. His desire is that people could read about Jesus and the events in His life, His teaching, and to make a decision of faith based on verifiable information rather than speculation or unsubstantiated faith. Thanks to Luke, we have details on the human aspects of Jesus including His birth, and also a wonderful record of the birth and development of the early church (Acts). Rarely does Luke step out of character as an unbiased historian; in fact, we could find only one occasion of Luke referring to Jesus as Lord in his role as narrator: "the Lord turned and looked straight at Peter. Then Peter remembered the word the Lord had spoken to him: 'Before the rooster crows today, you will disown me three times.'" (Luke 22:61) Did this event have an impact on Luke? Is it noteworthy that it is recorded only by Luke? That would be in keeping with the nature of the Discerner.

1. DYNAMIC ROLE IN THE BODY: Tends to be very conscientious about work; strives to be accurate and thorough. Strives to base ministry on factual information, analyze spiritual concepts, define spiritual insights, clarify, evaluate, and research detailed information.

2. EMOTIONAL POSTURE: Has a tendency to reject interpersonal aggression, can be critical and/or intolerant of careless workers.

3. DRIVING IDEAL: Has a deep desire to be correct and accurate.

4. ASSESSES OTHERS BY: Objectivity, cognitive abilities, and precision.

5. MOTIVATIONAL STYLE: Objectivity, accuracy, thought organization, factual data, and logical arguments.

6. RELATIONAL/TASK ORIENTATION: This person tends to be task-oriented. There is a desire to understand "why" things are the way they are, and to strive for how things "should be". He needs time to think through problems and strategies, preferring to monitor facts/data to keep things "on track".

7. TEACHING STYLE: Inductive, in-depth, appreciating verifiable information. Illustrative information, while interesting, is not required. The Discerner usually uses curriculum as directed. When the lesson plan is clearly defined, his comfort level with teaching is greatly elevated. He will likely have a tendency to discover many details and have a strong desire for accuracy. Watch out for becoming bogged down in the details that many others will not view as important.

8. SERVICE OPPORTUNITIES: Involvement is often from a sense of duty rather than the eagerness to participate. This person does see the need for service opportunities. They approach service opportunities cautiously. There is a natural desire to check out all the possible outcomes and to develop an alternative. The motto may be to "Stop, Look, and Listen" before deciding. Discerners do not focus on how much service is done, but rather, how well the service is provided.

9. STUDY METHOD: In-depth analysis, often alone. Looks for supporting evidence; usually disdains fill-in-the-blank or other directed processes. Details, details details; the Discerner will study like a crime scene investigator. Getting it right is extremely important. The Discerner needs to be careful not to over-prepare, thus adding details that most people find insignificant. Being practical and focusing on application are important for the Discerner to keep in mind when preparing for a presentation or instructional opportunity.

10. PRAYER: May have difficulty relying on God in prayer, preferring to see what they can do themselves. They are not

adverse to public prayer, but prayer is often a neglected part of their Christian walk. The Discerner probably understands the intimate nature of prayer, seeing the value and results, but he is likely to think that regular prayer is a better approach than developing elaborate systems or prayer activities.

11. PREFERRED LEARNING ENVIRONMENT: A well-organized setting where accuracy, dependability, and deep spiritual insight is valued and appreciated. Willing to participate; frequently, the group purpose is more significant than who is actually in the group. Alone, through expository preaching, or with a detail-oriented teacher. Appreciates the opportunity to ask questions to verify information. Discerners often gravitate toward groups where the objectives are clear and there is an established routine. A group where they "just wing it" will create a very uncomfortable situation for this kind of personality. Knowing what to expect will increase effectiveness. The discerner learns by honing in on the details. Whether this person is learning alone or with others there will be a tendency to maintain a cautious posture that will insure the greatest accuracy.

12. MOBILITY PREFERENCE: Able to remain still in one place for a long duration, pondering the issues at hand.

13. ENVIRONMENTAL STRESSORS: Making changes without this individual knowing "why" or failing to include this person in the process causes unnecessary stress; being pressured without adequate time to prepare increases anxiety.

14. OVER-USES: This person can be bound up with procedures and "fail-safe" controls. A "this is how it's supposed to be done" attitude may be exhibited. There may be over-dependence on people and processes that have worked in the past with a reluctance to change.

15. WHEN PRESSURED: There is a tendency to internalize conflict, remember the wrongs done, and to be his own worst enemy.

16. UNEASY WHEN: There is needed involvement with large groups, or having to sell abstract ideas.

17. LEADERSHIP: This person tends to work alone on key projects in order to make sure they are done right. Leadership is typically done with a reserved and polite posture. Discerners may not necessarily be talkative in committee meetings, but they definitely perceive details that others often overlook. Discerners have no problem with the process, and may even volunteer to take notes. Preserving accuracy is very important to them. Others may become frustrated with this person when questions are raised at the end of a meeting. They don't intend to impede progress, but they do want to make sure that decisions are strengthened by processing the details. The Discerner needs to become more flexible in accepting wise decisions without holding out for perfect decisions.

18. SUMMARY OF STRENGTHS: Analytical, detailed, organized, cautious, and accurate.

MINISTRY PREFERENCE:

Because individuals with this personality type pattern desire to be logical, accurate, practical and thorough, Linus may function most effectively when the work environment is structured and organized. In the job description, he may prefer the opportunity to:

*Analyze	*Be accurate	*Clerical/office	*Critique & Improve
*Follow procedures	*Follow up on details	*Insure quality	*Organize
*Perform identified tasks	*Planning committees	*Research concepts	*Work with objects

TO COMMUNICATE WITH THIS PERSON:

Since individuals with this personality are naturally logical, organized, and accurate, Linus may tend to resist changes or be rigid unless there is first an understanding of the reasons "why." Provide the reasons for the changes, decisions, or actions through well-researched details, facts, and data. Linus is likely to be motivated by logic, not by feelings and/or strong emotions.

TO DISAGREE WITH THIS PERSON:

Carefully document your position with facts and data that have been well researched, and offer proof; then ask Linus to consider the case. Do not push him too hard, but rather, give his time to think about the evidence and use logical appeal. Remember, this type of personality needs time to process information. Do not put Linus "on the spot" by publicly embarrassing and correcting him. This type of individual is prone to be his own worst enemy applying his own extremely high standards.

POSSIBLE NEGATIVE PERCEPTIONS THIS PERSON HAS OF OTHERS:

Linus may see others with strong personalities as initiating plans without considering important details and procedures. There may be a tendency to become territorial over who is correct and most accurate. Linus may demonstrate an impatient posture at times, viewing some people as being inaccurate, disorganized, embellishing, or showing off. Linus may see those with strong personalities as having a "know-it-all" attitude. He may also be concerned with others not having the details to make good decisions.

NEGATIVE PERCEPTIONS OTHERS MAY HAVE OF THIS PERSON:

Others may perceive Linus as being bogged down and overly-concerned with petty details, thus getting in the way of progress. The detail orientation may come across to some as pessimistic — a "wet blanket" when it comes to accepting new ideas. Those with soft personalities may feel judged by Linus, who prefers to be accurate and exact.

NOTABLE CHARACTERISTICS:

Those with this personality pattern are generally perceived as conscientious, logical, reserved, reflective, and careful to avoid unnecessary risks. Linus may likely be very perceptive of hidden agendas/ulterior motives and has difficulty relaxing until there is a certainty of a decision/action being absolutely correct.

BASIC DESIRES AND INTERNAL DRIVE:

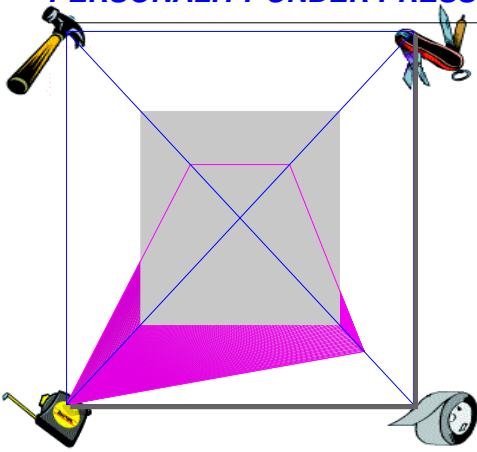
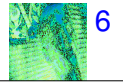
Possessing a bent towards accuracy, being factual, careful and cooperative, Linus is desirous of doing the right thing. Others may see this bent as being a perfectionist and/or indecisive.

NEED FOR POSSIBLE IMPROVEMENT:

Linus may expend too much energy and time getting bogged down in the details. Fretting and worrying over small matters can create a habit of checking and re-checking that can irritate others. Those with this personality type can be overly analytical and can actually be a barrier to progress. Learning to take action sooner can benefit the team with whom he is working. Having high standards and being rather critical may be a problem. Focusing on being more practical and learning to settle for a "good solution" is more beneficial than striving for the "perfect solution." Linus may be too sensitive at times and should try not to take things so personally in the work environment. Performance would improve with more flexibility and acceptance of others, including their shortcomings, and by becoming more personally involved in the work setting. This person needs to work at moving ahead with a "good solution" without having to always wait for the "ideal solution." Connecting with others to develop a network would be of great benefit.

HOW TO ENCOURAGE AND MANAGE:

With the right manager this type of person can be very beneficial, with a bent towards accuracy and precision. Linus may need a manager who is available to interact on significant details and make useful suggestions. Though he functions well behind the scenes, there is still a desire to be appreciated for his accurate work.



Tool Box Personality: Adaptable Duct Tape / Precision Tape Measure

Classical Designation: Melancholy/Phlegmatic

REFINER

[See the Personality Overview (Page 2) for the names used by other contemporary personality measuring instruments]

NARRATIVE:

Individuals with this personality pattern are precise, systematic workers and thinkers who tend to follow defined procedures both at work and in their personal lives. Linus can be very conscientious and thorough in work that requires attention to detail and accuracy. Because he tends to prefer a predictable environment, having a clearly defined job description is highly important. He probably desires specifics on what is expected, how much time is involved, and on what basis the work is likely to be evaluated. He may take considerable time making major decisions because of a need to gather and analyze detailed information before deciding. The time Linus might take can be a benefit to an organization because of the ability to "root out" information that others have a tendency to overlook. He is probably not a high risk-taker, but rather, takes only carefully calculated risks based on the facts. Linus is inclined to evaluate self and others by high standards that will achieve concrete results and he may have tendencies to be a perfectionist. With the proper work ethics and skills, this is the type of person that can insure quality control in an organization.

BIBLICAL EXAMPLE: THOMAS

Thomas, disciple of Jesus, was an excellent example of the Refiner. Unfortunately, Thomas is known as "the doubter". Doubting was not a way of life for Thomas, but rather, he challenged unlikely information, expecting that truth should be verifiable. Thomas deserves to be respected for his deep faith birthed from an intense desire to get to the truth. His doubt had a purpose: it provoked the right questions that led him to the truth. The intensity of his questioning was mirrored in his assurance. It was also Thomas who said, "Let us also go, that we may die with him (Jesus)." He did not hesitate to follow Jesus. Unconvinced by the faith of his companions, he wanted proof. Verifying the resurrection through a direct encounter with the risen Christ, Thomas then responded, "my Lord and my God!" According to tradition, Thomas was violently martyred for his unwavering loyalty to Jesus.

- 1. DYNAMIC ROLE IN THE BODY:** Strives to be logical in everything that is done, with a motivation to be precise, accurate, practical, and thorough. A conscientious person who is inclined to maintain standards and quality control; will probably develop or possess a specific and specialized area of work.
- 2. EMOTIONAL POSTURE:** May tend to be cautious and restrained in wanting to do things properly and with competence.
- 3. DRIVING IDEAL:** Strives for accomplishments that are predictable, measurable, and effective.
- 4. ASSESSES OTHERS BY:** Precise and accurate standards of performance.
- 5. MOTIVATIONAL STYLE:** Tenacious attention to the details and accuracy.
- 6. RELATIONAL/TASK ORIENTATION:** Has tendencies to be very task-oriented with a preference for working with data and objects more than with people. There may be a preference to work alone in order to minimize interruptions as much as possible.
- 7. TEACHING STYLE:** When a Refiner teaches a class, he likes to be the teacher for a very long period of time. He will take the responsibility seriously and will think of it very much as his class, his students. There is a clear desire to disciple the students, with the Refiner taking a great deal of interest in many areas of each student's life. While these issues are the relational aspect of teaching, Refiners often like to follow the curriculum carefully, appreciating the guidance of what they are supposed to accomplish in the class. The class will end on time, and the material will be covered. The Refiner may not enjoy a discussion-oriented class, or one where tangents are often taken, because they detract from the ability to cover the material.
- 8. SERVICE OPPORTUNITIES:** A Refiner is usually ready to pitch in and do whatever needs to be done, often attending to items others overlook. The experience is elevated when he has the chance to volunteer on his own rather than being asked to participate.
- 9. STUDY METHOD:** Almost always follows the materials that are presented, with an emphasis of communicating the information as directed. He can become uncomfortable when gaps are left, or when he is asked to "just wing it".
- 10. PRAYER:** Appreciates the opportunity to hear prayer requests as others share the information since it gives his direction on how to pray. When he has a sense of what to pray for, he becomes more willing to participate in public prayer. It can be very frustrating for a Refiner if they he is asked to pray and hasn't had the opportunity to figure out exactly how he should be

praying. Let the Refiner participate or not participate according to his own timetable.

11. PREFERRED LEARNING ENVIRONMENT: Enjoys even-paced work that is organized and structured with clear guidelines, although time is needed to think things through. Appreciates precision and leadership that values accuracy.

12. MOBILITY PREFERENCE: Staying in one place for an extended period is preferred in order to maintain a focus. It is usually important to complete one task or project before starting another.

13. ENVIRONMENTAL STRESSORS: Abrupt changes without adequate time to prepare, disorganization; emotional displays by others often frustrates this personality type.

14. OVER-USES: This person can be bound up with procedures and fail-safe controls; a "this is how it's supposed to be done" attitude may be exhibited. There may be over-dependence on people and processes that have worked in the past, with a reluctance to change.

15. WHEN PRESSURED: This person can be very tactful and diplomatic. However, at times he may become just the opposite: extremely rigid and inflexible, maybe even negative and caustic if personal convictions are disregarded.

16. UNEASY WHEN: Others are antagonistic or resentful, or when he is perceived as incompetent.

17. LEADERSHIP: It is quite conceivable that this person will lead by good planning, organizing, and using procedures/structure to manage a work environment. A Refiner prefers to serve on task-oriented committees, such as event-planning. When serving on standing committees, they appreciate an orderly, methodical flow of information that can be clearly anticipated. He tends to get frustrated when asked to initiate ideas, and even more frustrated when he believes nothing is being accomplished. Refiners are excellent at putting the final touches on programs and implementing the agenda that has been set.

18. SUMMARY OF STRENGTHS: Analytical, detailed, organized, cautious, accurate, dependable, loyal, and cooperative.

MINISTRY PREFERENCE:

With the desire to be logical, this personality type is generally motivated to be accurate, precise, and practical in all that is done. Linus tends to prefer work that is organized and structured with clear objectives. He is likely to work at an even pace and demonstrate an ability to follow through on projects. He is apt to be very loyal. In the job description, he may prefer the opportunity to:

*Analyze	*Be accurate	*Be considerate	*Be free of conflict
*Be loyal	*Be relational	*Be single-focused	*Be still
*Be thorough	*Critique & Improve	*Experience familiarity	*Follow orders
*Follow procedures	*Organize	*Plan	*Process
*Research	*Support others	*Think	*Work with data
*Work with objects			

TO COMMUNICATE WITH THIS PERSON:

Since individuals with this personality are naturally logical, organized, and accurate, Linus may tend to resist changes or be rigid unless there is first an understanding of the reasons why the change is important. Provide the rationale for changes, decisions, or actions through well-researched details, facts, and data. Linus is more likely to be motivated by logic than by emotions.

TO DISAGREE WITH THIS PERSON:

Carefully document your position with facts and data that have been well researched, and offer proof before asking Linus to consider the case. Do not push him too hard, but rather give him time to think about the evidence. Use an appeal that is logical. Remember, this type of personality needs time to process information. Do not put Linus on the spot by public embarrassment and correction. This type of individual is inclined to be his own "worst enemy", being gauged by high personal standards that can be unreasonable.

POSSIBLE NEGATIVE PERCEPTIONS THIS PERSON HAS OF OTHERS:

Linus may see those with strong personalities as having a "know-it-all" attitude. Also, he may be concerned with others not having the details to make good decisions. Linus may see others as less motivated, disorganized, and inaccurate. There may be a tendency to be impatient with those people.

NEGATIVE PERCEPTIONS OTHERS MAY HAVE OF THIS PERSON:

Others may see Linus as being bogged down and overly-concerned with petty details. He may appear to be pessimistic in attitude, judgmental, and/or picky. At times, others may find him rigid or unbending. It is quite possible that some may see Linus as one who "bends like a steel post" — not very much.

NOTABLE CHARACTERISTICS:

A person with this pattern is apt to be viewed by others as conservative, reserved, and conscientious. Those of this type are generally cooperative, compliant, precise, systematic, courteous, and diplomatic. Following procedures and living up to high standards is considered very important. Linus tends to look ahead, thereby avoiding unnecessary trouble and risk. This personality type will generally follow directions carefully in order to turn in an error-free performance. There is a passion for accuracy and order.

BASIC DESIRES AND INTERNAL DRIVE:

Linus prefers to follow orders, rules, and regulations, and is well-suited in jobs that require meticulous work with painstaking attention to detail. Being accurate and conservative on estimates, this kind of individual can be an exceptional planner when possessing the proper skills.

NEED FOR POSSIBLE IMPROVEMENT:

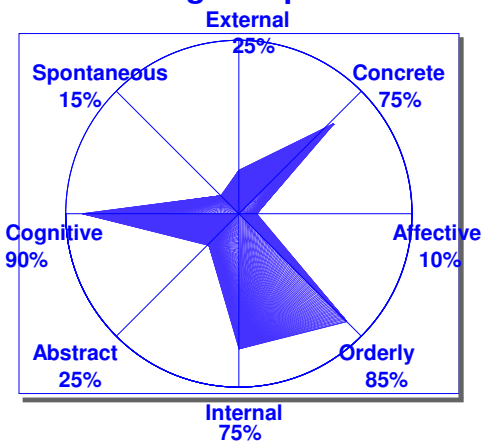
Delegating responsibility can be difficult because this type of individual likes to do things himself, desiring to make sure the task is done well. Truly letting go is difficult for Linus, who may have a tendency to over-manage. Some may think of him as caught up in a pattern of "micro-managing." Those with this personality type can be overly analytical and can actually be a barrier to progress. Learning to take action sooner can benefit the team with whom Linus is working. There is also a discomfort with change and risk-taking. Over the long haul, it would be beneficial in relationships if he would make the effort to become more assertive. Learning to be more flexible would bring more opportunity and benefit co-workers. Having high standards and being rather critical may be a problem. Focusing on being more practical and learning to settle for a "good solution" is more beneficial than striving for the "perfect solution." Linus may be too sensitive at times and should try not to take things so personally in the work environment. Effectiveness would increase with more role flexibility, independence, belief in himself as a worthwhile person in his own right; he may need to increase tolerance for others who have a personality different from his own. He may need to learn to step out into new areas of work by taking calculated risks, remembering that many jobs do not have to be done to perfection.

HOW TO ENCOURAGE AND MANAGE:

This type of individual usually prefers to have detailed instructions and an exact job description that allows him to know what is expected. Linus very possibly prefers to be in on decisions rather than to make them independently of others. He tends to do the best work for a manager or supervisor who is available to dialogue on significant decisions and strategies.



Processing Blueprint



This section of the report explains the following about the individual responding to the MinistryStyles inventory:

1. How Linus is Energized [Externally vs. Internally]
2. How he Takes in New Information [Concrete vs. Abstract]
3. How he Makes a Decision [Head vs. Heart]
4. How he Relates to the External World [Orderly vs. Spontaneous]

EVENT INPUT: INTERNAL vs. EXTERNAL ENERGY

(Internal) INTERNALLY Energized and **(External)** EXTERNALLY Energized are two different ways of relating to our environment. A person who is INTERNALLY Energized prefers to focus on the inner world of ideas and thought. Time alone for reflection is important. This person is not necessarily shy or unsociable. However, the EXTERNALLY Energized person prefers to focus on people and activities, drawing energy from the external world, or those things in which he is involved.

INTERNALLY ENERGIZED

- Energized by inner experiences
- Introverted
- Reflects, then possibly acts
- Is often reserved and quiet
- May sometimes be harder to get to know
- More private and restrained
- Needs privacy
- Thinks before speaking and acting
- May seem withdrawn to the extrovert
- Processes information inwardly

EXTERNALLY ENERGIZED

- Energized by people
- Extroverted
- Acts, then possibly reflects
- Is often friendly and talkative
- Easy to get to know
- More expressive and unrestrained
- Needs engaging activity
- Discovers thought as words are spoken
- May seem shallow to the introvert
- Processes information outwardly

SENSORY FILTER: CONCRETE vs. ABSTRACT

At any given time a person is either taking in information or making decisions based upon information already received. Using CONCRETE or ABSTRACT data are two ways of perceiving information. The CONCRETE processor prefers to utilize what can be actually seen, heard, touched, tasted, or smelled, rather than counting on the possibilities of what could be. The ABSTRACT processor prefers to gather information by application and thinking through as many different scenarios as possible.

CONCRETE (Factual)

- Prefers handling the practical matters of life situations
- Likes things that are definite and can be measurable
- Starts at the beginning, taking one step at a time
- Reads instructions and notices the details of a given situation
- Likes set procedures and the established routines
- Asks "What do I do in this situation?"

ABSTRACT (Intuitive)

- Prefers imagining new possibilities and opportunities in life situations
- Definitely likes opportunities to be creative and inventive
- Jumps in anywhere and tends to pass over the steps
- May skip directions and tends to follow intuitive hunches
- Likes change and variety in the job and personal life
- Asks "What could I do if there are no limitations?"

INFORMATION PROCESS: COGNITIVE(THINKING) vs. AFFECTIVE(FEELING)

COGNITIVE and AFFECTIVE are two different ways of making decisions. People use both their Head and Heart in making decisions but typically prefer and are better at one over the other. The person that prefers the HEAD (Cognitive) function tends to make decisions based on what seems to be logical with objective information. This does not mean that the individual never makes decisions based on his HEART (Affective). A person that prefers the HEART(Affective) function in making decisions is likely to be more person-centered and/or value-centered. This does not mean that this person is overly emotional or illogical. It is not suggesting that the individual will never make a decision based on his HEAD(Cognitive).

HEAD(Cognitive)

- Decides with the head
- Goes with what seems to make sense
- Concerned for truth and justice
- Objectivity is important
- May seem aloof and condescending to the Feeling-preferred person

HEART(Affective)

- Decides with the heart
- Goes by a sense of personal convictions
- Concerned for relational harmony
- Emotionally participates
- May seem fuzzy-minded and emotional to the Thinking-preferred person

OUTPUT METHOD: ORDERLY VS. SPONTANEOUS

ORDERLY and SPONTANEOUS reflect different lifestyle orientations by which people relate to the external world. A person who has an ORDERLY preference will generally relate to life by being more decisive, planned, structured and organized. Whereas, the person who is more SPONTANEOUS in preference will generally relate to life by being more flexible, adaptable, curious and quick to embrace the change that may come his way.

ORDERLY

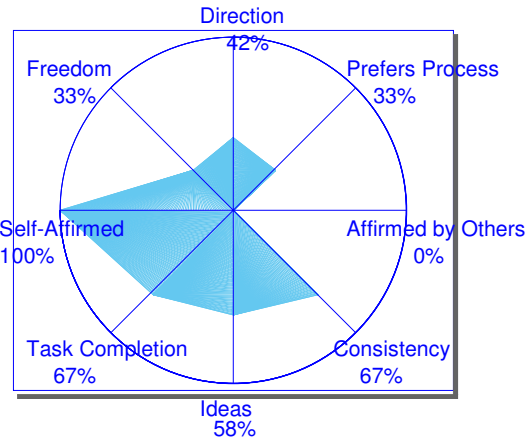
- Prefers an organized lifestyle, tends to organize what is important and may let other things go
- Likes definite order, structure and knowing what is to happen next
- Likes to have life under control and somewhat predictable
- Likes to have clearly defined limits and categories
- Feels comfortable establishing closure and getting something completed
- Enjoys deadlines and likes to plan in advance to prevent undue pressure
- May seem demanding, rigid and up-tight to the more Spontaneous type of individual

SPONTANEOUS

- Prefers a flexible lifestyle and can adjust with the changes in life's situations
- Likes going with the flow and rolling with the punches
- Prefers to experience life as it happens
- Likes the freedom to be able to explore with minimum limits
- Meets deadlines by the last minute rush with a touch of suspense
- Fulfills tasks by a last minute sprint to the finish line
- May seem disorganized, messy and irresponsible to the Orderly type of individual

The following Information indicates the factors that determine HOW, WHY, and WHAT motivates Linus. These factors may help determine which managerial style may be most suitable to supervise him.

Motivation Outcome: How



HOW IS LINUS MOTIVATED?

0% AFFIRMATION vs. 100% SELF-AFFIRMING

Linus finds self-esteem through self-evaluation rather than through appreciation and the estimate of significant others.

58% EXCHANGE OF IDEAS vs. 42% DIRECTION

Linus shows a preference for opportunities to explore as well as to dialogue on ideas, strategies, vision, and challenges. He does not enjoy receiving direction without giving input.

67% CONSISTENCY vs. 33% FREEDOM

Linus is motivated by working in a predictable environment. He values consistency and follow-through. He does not like working on his own. Being expected to develop work systems would be intimidating to him.

67% TASK COMPLETION vs. 33% PREFERS PROCESS

Linus is motivated by a clear definition and completion of the assigned (or chosen) task. There is a sense of satisfaction when the work is done, but possible frustration when it is not.

WHY IS LINUS MOTIVATED?

0.0% RECOGNITION OF EFFORTS vs. 100.0% ATTAINMENT OF GOALS

Linus is motivated by the activity he is involved in, and expects it to be worthwhile.

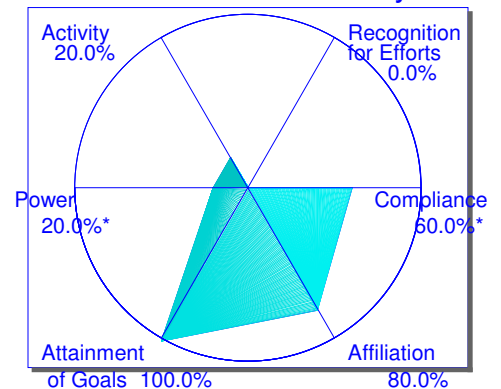
20.0% POWER vs. 60.0% COMPLIANCE

He is motivated by the opportunity to be part of the group effort and cooperation.

80.0% AFFILIATION vs. 20.0% ACTIVITY

Linus is motivated more by "who" is associated with the situation more than "what" is being done.

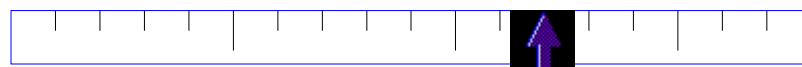
Motivation Outcome: Why



*May not add to 100% because at least 1 neutral answer was selected.

WHAT SEEMS TO MOTIVATE LINUS?

Motivation Outcome
Work Conditions vs. Work Function



Hygiene Needs 33%

Accomplishment Needs 67%

33% HYGIENE NEEDS vs. 67% ACCOMPLISHMENT NEEDS

Linus is not as motivated by an attractive environment, job security, appropriate compensation, adequate supervision, and satisfactory work conditions.

He is motivated more by the challenge of achievement, recognition, advancement, and overcoming significant obstacles.

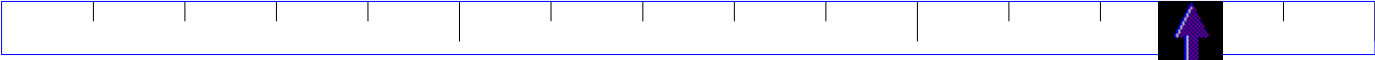
Learning Style explains how the individual interacts with new information. There are two extremes: the GLOBAL learning style and the ANALYTICAL learning style. No person is bound by one learning style. However, even though individuals find themselves in both categories, they gravitate toward just one style.

A GLOBAL learner sees the big picture or overall view, while the ANALYTICAL learner focuses on the parts that make up the big picture. GLOBAL learners hear new information by listening to the "gist" of what is being communicated, quickly getting the main idea or topic. Remembering the details may be somewhat difficult. In following directions the GLOBAL learner listens for "what is supposed to be done", not necessarily "how to do it".

In contrast to the GLOBAL, an ANALYTICAL learner hears new information and tends to listen for specific details. Getting the overall concept that the details describe may be sometimes difficult for the ANALYTICAL learner. In following directions, the ANALYST listens for details and may become particularly frustrated if instructions are repeated.

Linus's primary learning style is ANALYTICAL

Learning Style:
Global, or Analytical?



Global 13% Analytical 87%

Characteristics of the Global Learner

- Learns by discussion and cooperates in group efforts
- Does several things at once and may skip steps/details
- Sees the big picture and relationships between ideas
- Reads between the lines and sees many options
- Works hard to please and tries to avoid conflict
- Goes with the flow and is generally flexible
- Tends to avoid individual competition
- Paraphrases in explaining a perspective

Frustrations of the Global Learner

- Having to show the steps used to arrive at a particular answer
- Accepting criticism of others without taking it personally
- Not knowing the purpose for doing a particular task
- Not receiving enough credit for the efforts made
- Having to explain something analytically and in detail
- Having to go step-by-step without knowing the outcome
- People who are insensitive to the feelings of others
- Not getting a fair chance to explain oneself

Characteristics of the Analytical Learner

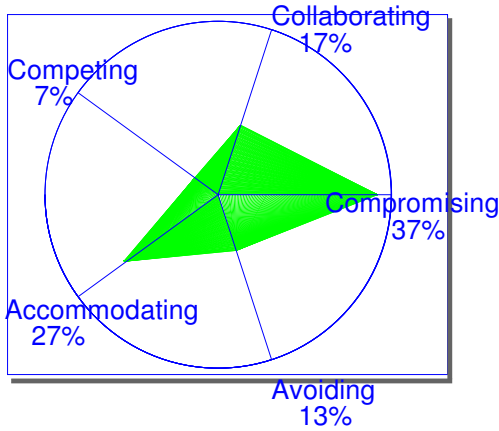
- Likes going step-by-step in a sequential order
- Typically self-motivated, logical, and focused
- Must be prepared and needs to know what to expect
- Pays close attention to details and specifics
- Can find the facts but may miss the main idea
- Often values facts over intuition and feelings
- Remembers specifics and prefers organization
- Prefers to finish one thing at a time
- Has a sense of fairness
- May prefer direct answers

Frustrations of the Analytical Learner

- Listening to a long explanation when all that is needed is a simple "yes" or "no" response
- Listening to an overview without knowing the steps involved
- Not understanding how an employer/instructor evaluates
- Not finishing one task before going on to the next
- Having opinions expressed as fact without evidence
- Not having an understanding of the purpose of the task
- Dealing with broad generalities and not having the specifics

The following Five Styles of Conflict Management are presented in the MinistryStyles Outcome Reports:

Conflict Management Outcome



- Accommodating
- Avoiding
- Competing/Forcing
- Compromising
- Collaborating

This individual's style of dealing with conflict is...

Primarily **COMPROMISING**
 Secondly **ACCOMMODATING**

COMPROMISING

POSTURE: "I'll win some and you will win some!"
ATTITUDE: "I'll back off if you do the same."
 "I'll scratch your back if you scratch mine too!"
STRATEGY: Bargain, cajole, split the difference, reduce one's expectations, there is a "little something for everyone concerned."
PREFERS OTHERS: Who will compromise or show a willingness to accommodate.
INTERACTION: Tolerates exchange of views but may find it uncomfortable at certain times.
LEADERSHIP STYLE: Cautious but open, urges others not to be too overbearing or outspoken.
GOAL / RELATIONS: Recognizes that it may not be possible to get everything one wants and desires and still preserve the relationship.

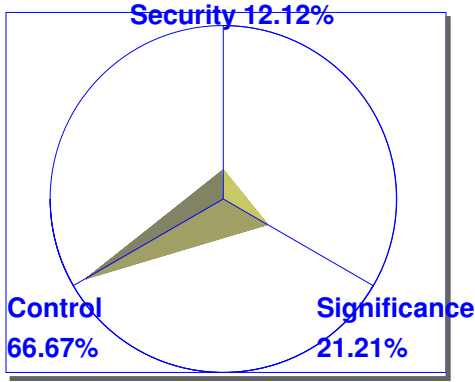
IMPORTANT VERSE: Ecclesiastes 4:9,10
Two are better than one, because they have a good return for their work: If one falls down, his friend can help him up. But pity the man who falls and has no one to help him up!

ACCOMMODATING

POSTURE: "I'll lose so you can win!"
ATTITUDE: "Whatever you say!"
STRATEGY: Agree, flatter, appease, anything to keep the peace.
PREFERS OTHERS: Who will force the issue, or those who may be willing to collaborate.
INTERACTION: Very reluctant to enter into a tense dialogue or to gather uncomfortable information.
LEADERSHIP STYLE: Ineffective in groups, easily swayed, needs to appease, takes tangents in discussions at times.
GOAL / RELATIONS: Has a concern for preserving the relationship in the conflict, even at the price of giving up personal desires and goals.

IMPORTANT VERSE: 1 Corinthians 6:7
The very fact that you have lawsuits among you means you have been completely defeated already. Why not rather be wronged? Why not rather be cheated?

Fundamental Needs



There are three fundamental needs that everyone experiences in life. However, one will usually dominate and contribute significantly to a person's outlook, attitude, motivation, and behavior. The following are the Fundamental Needs:

- * **SECURITY** comes by way of acquisition of assets, position, education, or a sense of belonging. Those motivated by security are likely attracted to a career setting that provides for a stable future.
- * **SIGNIFICANCE** comes by way of approval or affection from significant others. It brings a desire for a career setting that has a positive effect on others. This usually comes about through cooperative efforts or association with a particular group of people.

* **CONTROL** manifests itself in efforts to influence or manage circumstances or people. It carries a longing for a setting that will allow the opportunity to control the work setting or have the power to manage people/events.

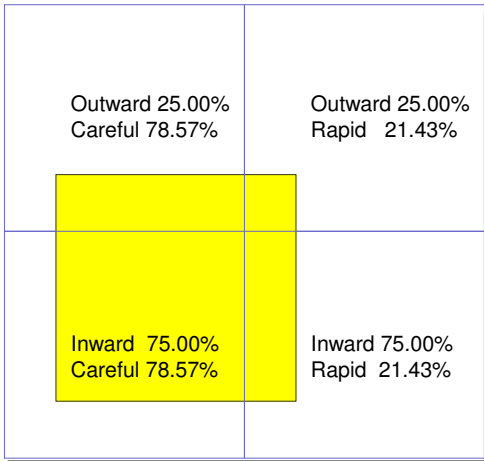
Principles that Apply to Fundamental Needs

- One of the three Fundamental Needs will be dominant throughout most of a person's life, but many people will identify a Secondary Need as well.
- Fundamental Needs have a significant impact on one's attitude, behavior, and motivation in the work context.
- A mis-managed Fundamental Need can become a destructive force in any area of life.
- Setbacks may cause a temporary shift away from the Fundamental Need to the Secondary Need.
- Identifying a Fundamental Need can increase the understanding of a person's attitudes, motivation, and behavior.

Linus's Primary Need is to achieve a sense of **CONTROL (66.67%)**.

His Secondary Need is to achieve a sense of **SIGNIFICANCE (21.21%)**.

Deductive Style



PROCESSING /DECISION MAKING STYLE

People have 4 different ways of processing information and making decisions.
 Outward or Inward Processors
 Careful or Rapid Deciders
 Linus is an Inward Processor and a Careful Decider

Outward Processors	Inward Processors
Careful Decider	Rapid Deciders

SPECIAL NOTE: As the indicator box moves toward the center of the graph, quadrants, the individual uses flexibility and adaptability in the decision-making style. In contrast, when the deductive style is charted almost fully over a single quadrant it may be problematic. A deductive style that positions almost fully over a single quadrant it may be problematic. Clockwise from upper left:

- *OUTWARD/CAREFUL: INDECISIVE
- *OUTWARD/RAPID: IMPULSIVE
- *INWARD/CAREFUL: EVASIVE
- *INWARD/RAPID: SUBVERSIVE

Outward Processors often utilize interaction with others as a way to process information and arrive at a wise decision. They have a need to communicate their thoughts openly in order to discern which ideas best contribute to a wise decision. It is this interaction with others that allows them to convert an idea to a decision. Others may think this type of person 'thinks out loud', allowing others to hear both their good and bad ideas. Some may get the impression that Outward Processors figure out what they think as they speak. Observers may not fully understand the need for engaging conversation in order for the Outward Processor to organize and clarify the thinking process. When this person is in a leadership role, others cannot always tell whether an outward Processor is just 'thinking out loud' or making a decision. Thoughts are often discovered as words are spoken.

Inward Processors may unfairly evaluate the Outward Processor as shallow or careless with their thoughts.

Inward Processors usually keep their thoughts private until they are convinced that the ideas are sound. They sort through their thoughts privately, and discern which ideas best contribute to a wise decision. It is in their private world that they can solidify their decisions. Others may think of this kind of person as one who 'holds their cards close' or even as 'uptight' about sharing thoughts. Some may get the impression the Inward Processor is unwilling to take the risk of sharing all their ideas. Inward Processors may be accused of not being open to the exchange of ideas, failing to fully understand their need for privacy in order to organize and clarify the thought process. In a leadership position others cannot always get a 'reading' on what the Inward Processor is thinking. This type of person is usually only willing to share ideas that they are convinced are wise. Outward Processors may unfairly see the Inward Processor as uninvolved, non-committal, or withdrawn.

Careful Deciders usually have to investigate all the options before making a decision, wanting to be certain of the outcome. They tend to go step-by-step with a methodical style of processing information and arriving at decision. They often display a need to investigate numerous options with a treadmill-type of thinking process. Others may see this kind of person as 'bogging down' the process or as being overly concerned over small matters.

Rapid Deciders have a quick sense of what will work and are able to intuitively process information and arrive at a decision without the need to go step-by-step. Others may see this kind of person as 'rushing to judgment', carelessly making decisions, which may or may not be the case.

Additional Resources Helpful in Understanding Work Styles

An Adult Guide to Style. A. Gregorc, Columbia, CT: Gregorc Assoc., 1982
(Useful in gaining a deeper understanding of your learning style)

Different Children, Different Needs. C. Boyd & D. Beohi, Sisters, OR: Multnomah Press, 1994.
(Understanding personality-based needs)

Find the Career That Fits You. L. Ellis & L. Burkett, Gainesville, GA: Career Pathways, 1995.

Personal DISCernment Inventory. J. Mohler, Atlanta, GA: Team Resources, 1976.
(Correlates with the MinistryStyles Toolbox Personalities)

Personal Profile System. Carlson Learning Co., Minneapolis, MN: Carlson Learning Co. 1994.
(Useful in gaining a better understanding of your own personality.)

Personality Analysis. L. Burkett, Gainesville, GA: Career Pathways, 1995.

Personality Plus. F. Littauer, Tarrytown, NY: Fleming H. Revell, 1983.

Personality Puzzle. F. Littauer, Grand Rapids, MI: Fleming H Revell, 1992.

The Two Sides of Love. G. Smalley & J. Trent, Colorado Springs, CO: Focus Publ., 1990.
(The Lion/Otter/Golden Retriever/Beaver Personality Model)

The Way They Learn. C. Tobias, Colorado Springs, CO: Focus on the Family, 1994.
(Understand a child's learning style)

The Winning Hand - Making the Most of Your Family's Personality Differences. W. Rickerson,
Colorado Springs, CO: NAV Press, 1991.

Understanding How Others Misunderstand You. Voges & Braund, Chicago, IL: Moody, 1991.
(Gain a better insight into personality-based conflict)

Your Career in Changing Times. L. Ellis & L. Burkett, Gainesville, GA: Career Pathways, 1995.