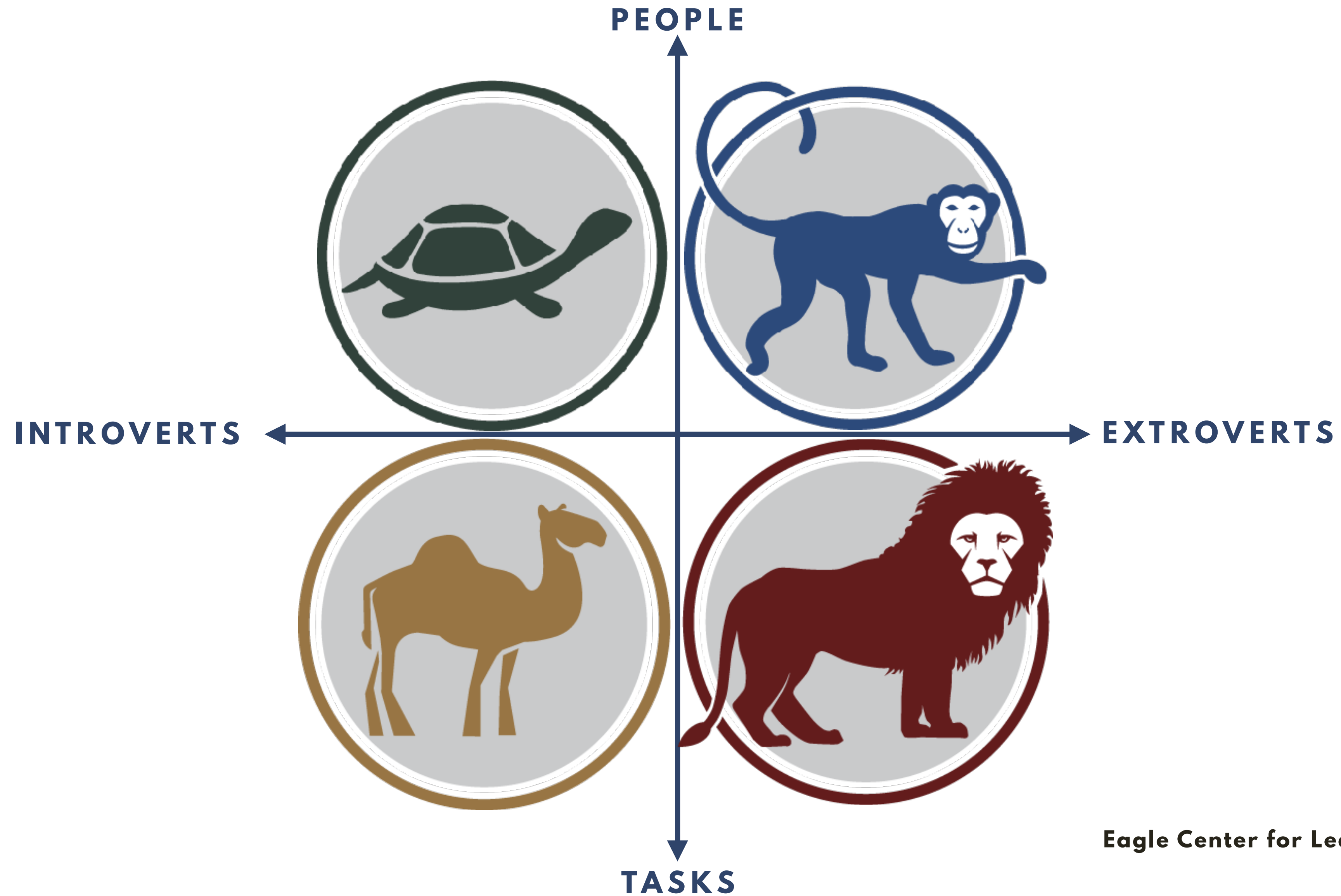
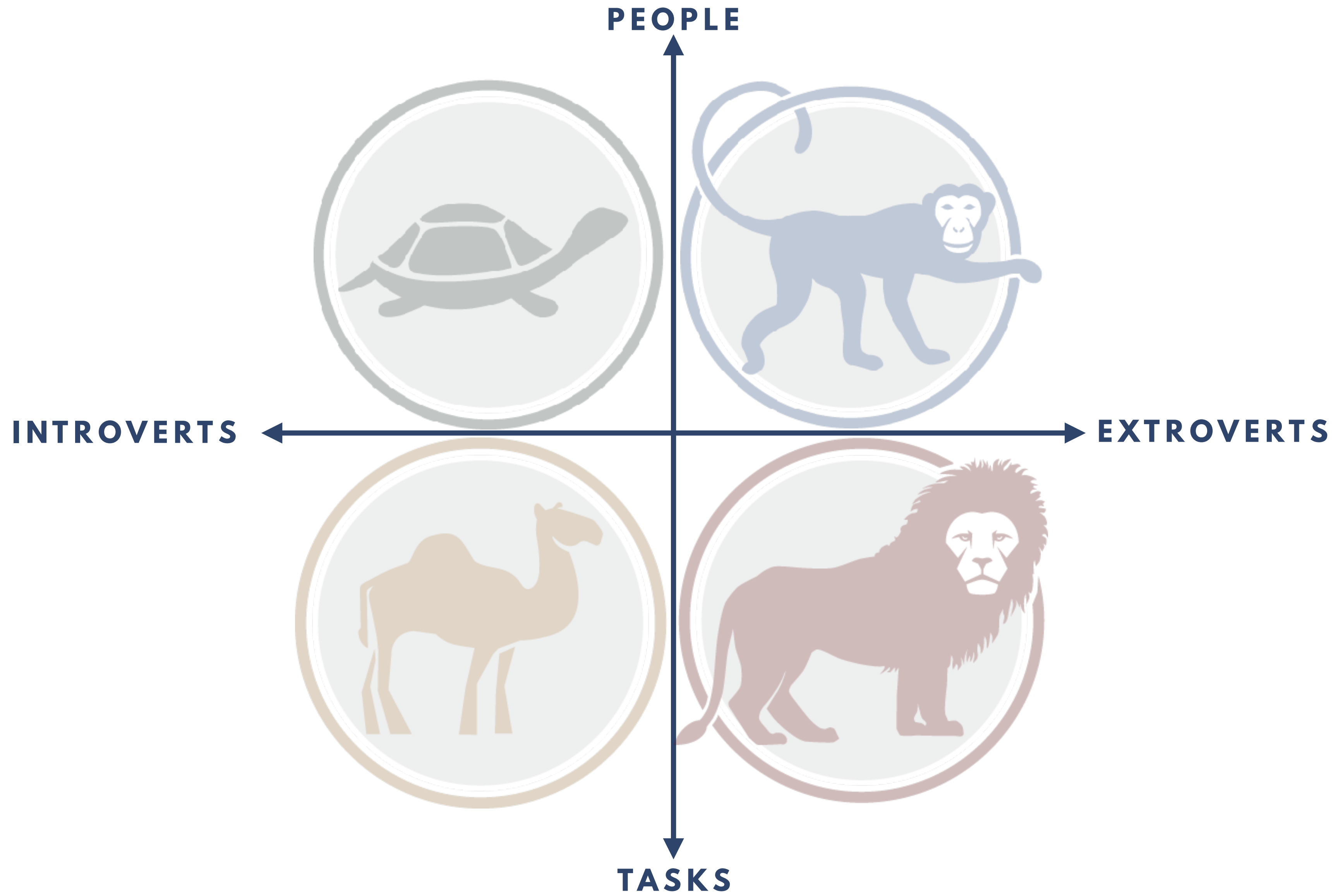


# *Personal Leadership Plan*

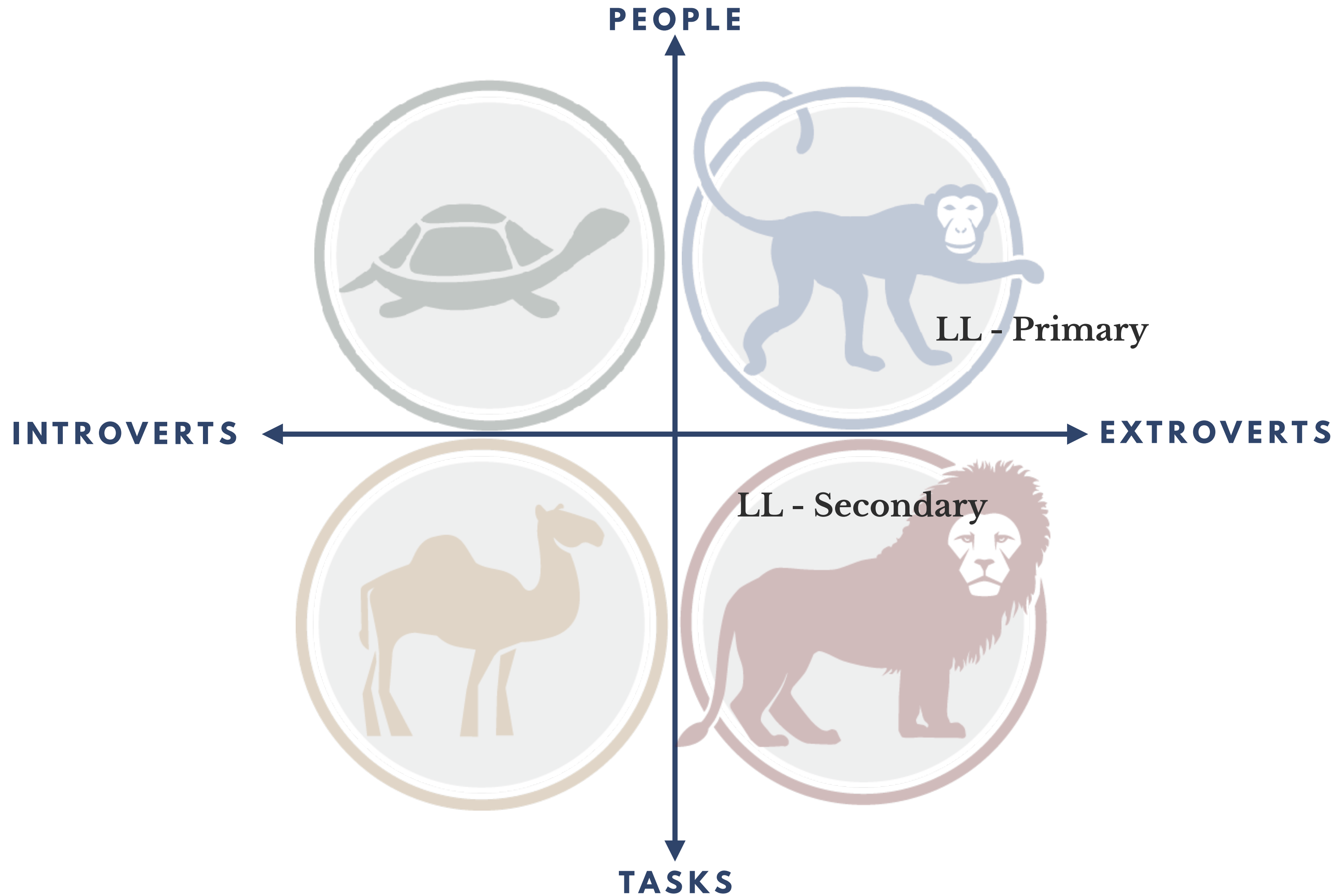


# The DNA Continuum





**IDENTIFY YOUR PRIMARY  
AND SECONDARY  
PERSONALITIES ON THE  
DNA CONTINUUM**



# PERSONAL LEADERSHIP PLAN

- ▶ Identify a set of personal relationships that you would like to improve and write their names in the appropriate quadrant.
- ▶ This could be your family, significant other, or friends.

**TAKE THE TEST**



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## BLINKING

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*Blinking is a very quick assumption of  
someones personality, based on their  
verbal and non-verbal behaviors.*



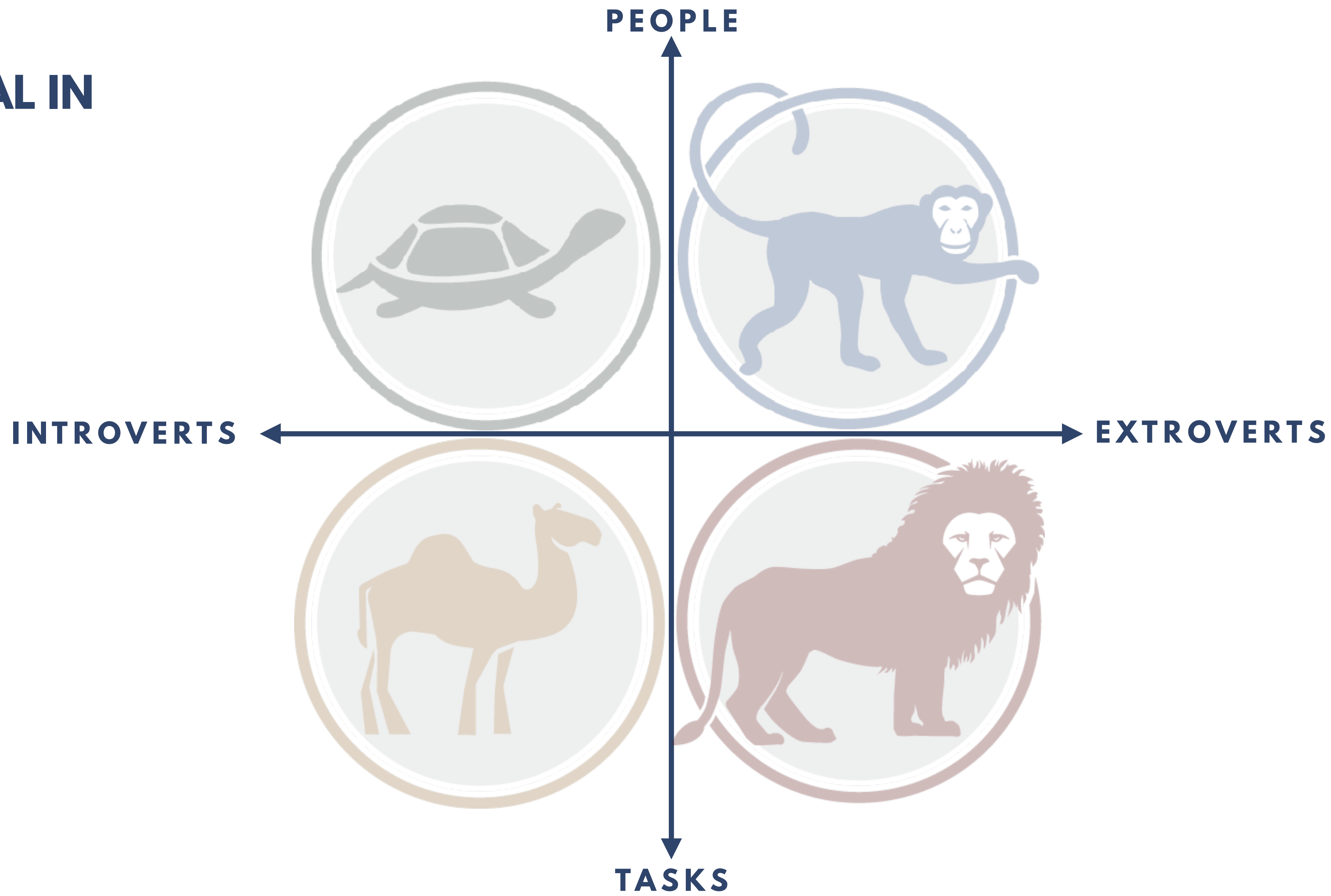


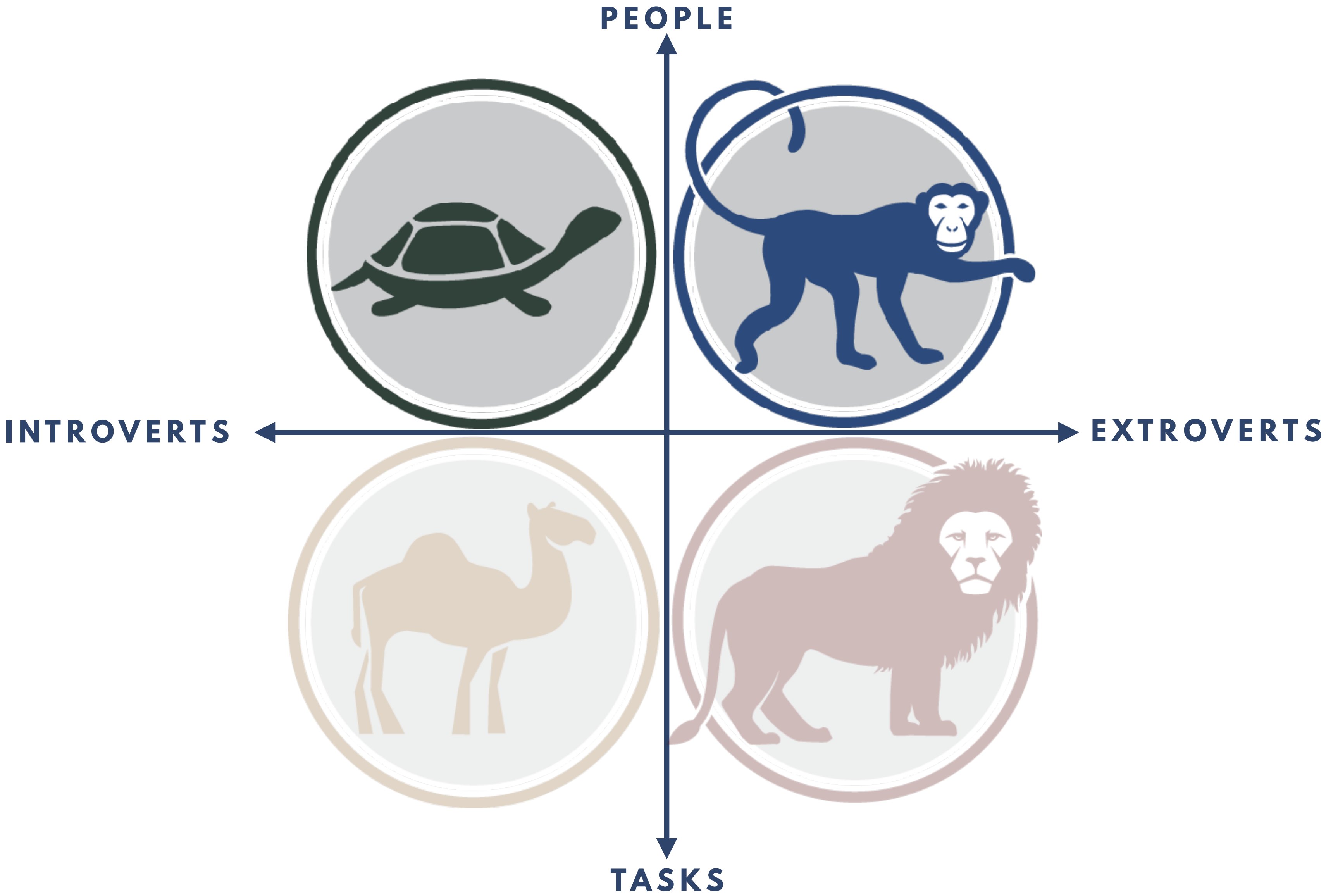
*It's not about being accurate,*  
**IT'S ABOUT TRYING**

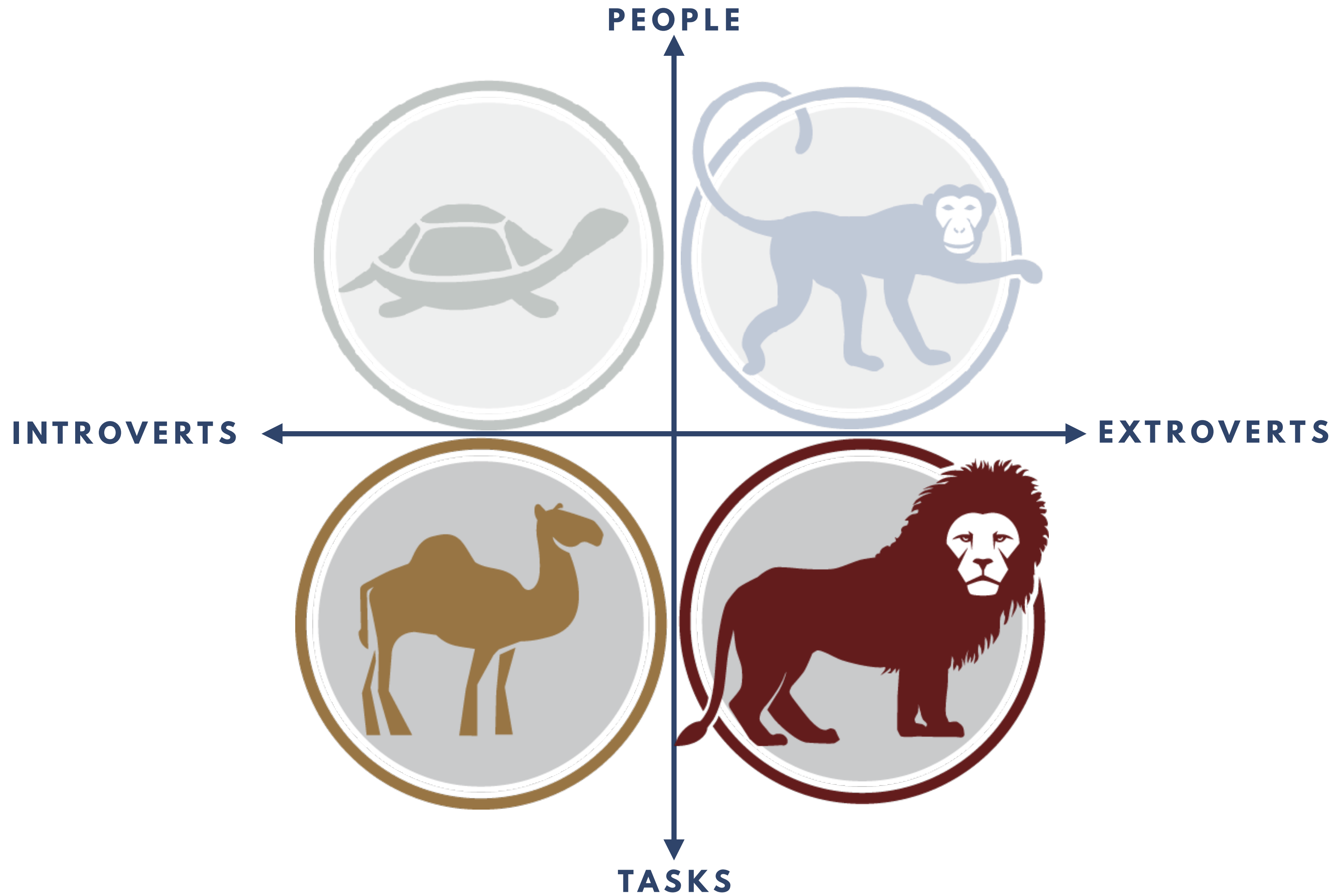




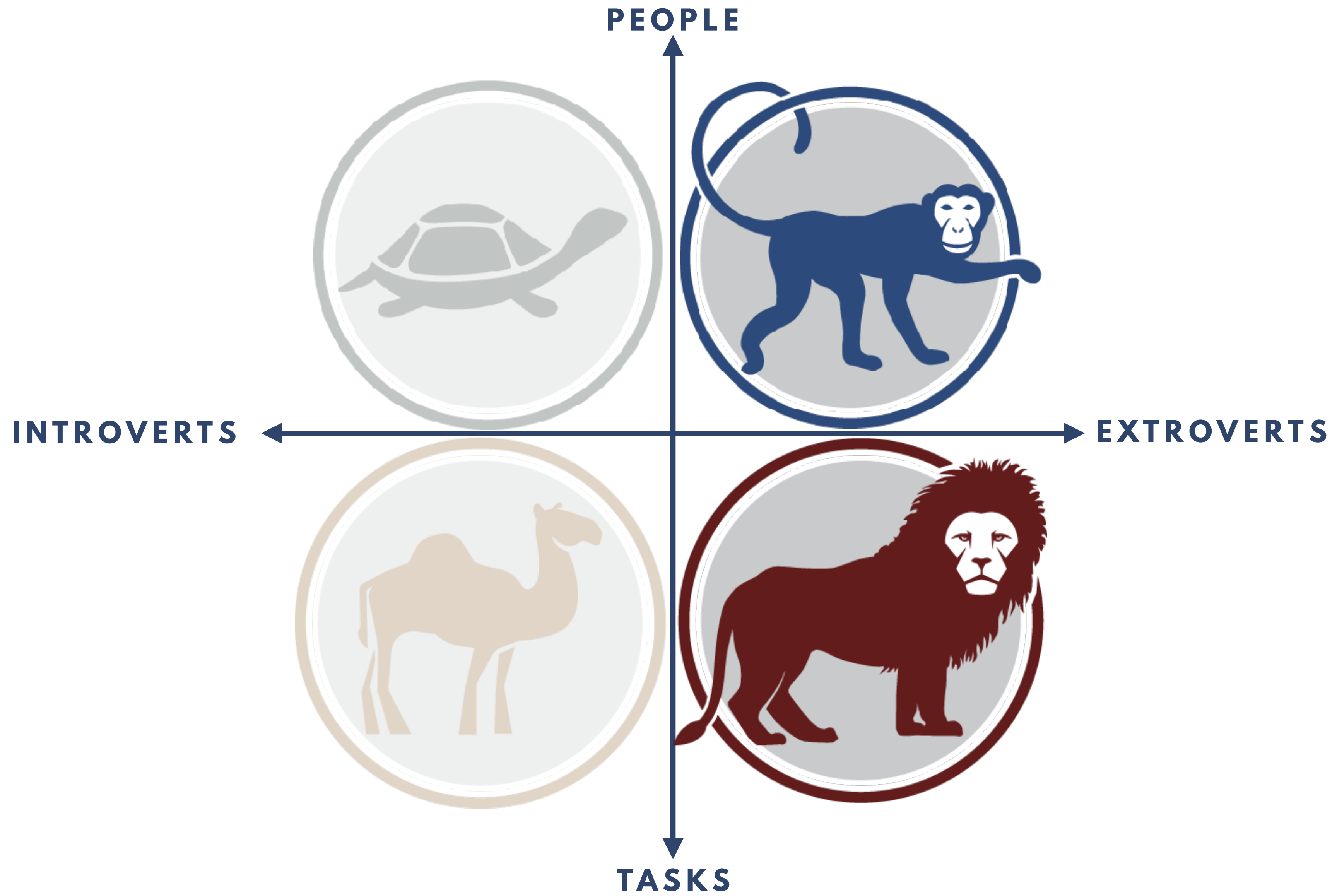
**IDENTIFY EACH INDIVIDUAL IN  
YOUR ON THE DNA  
CONTINUUM.**



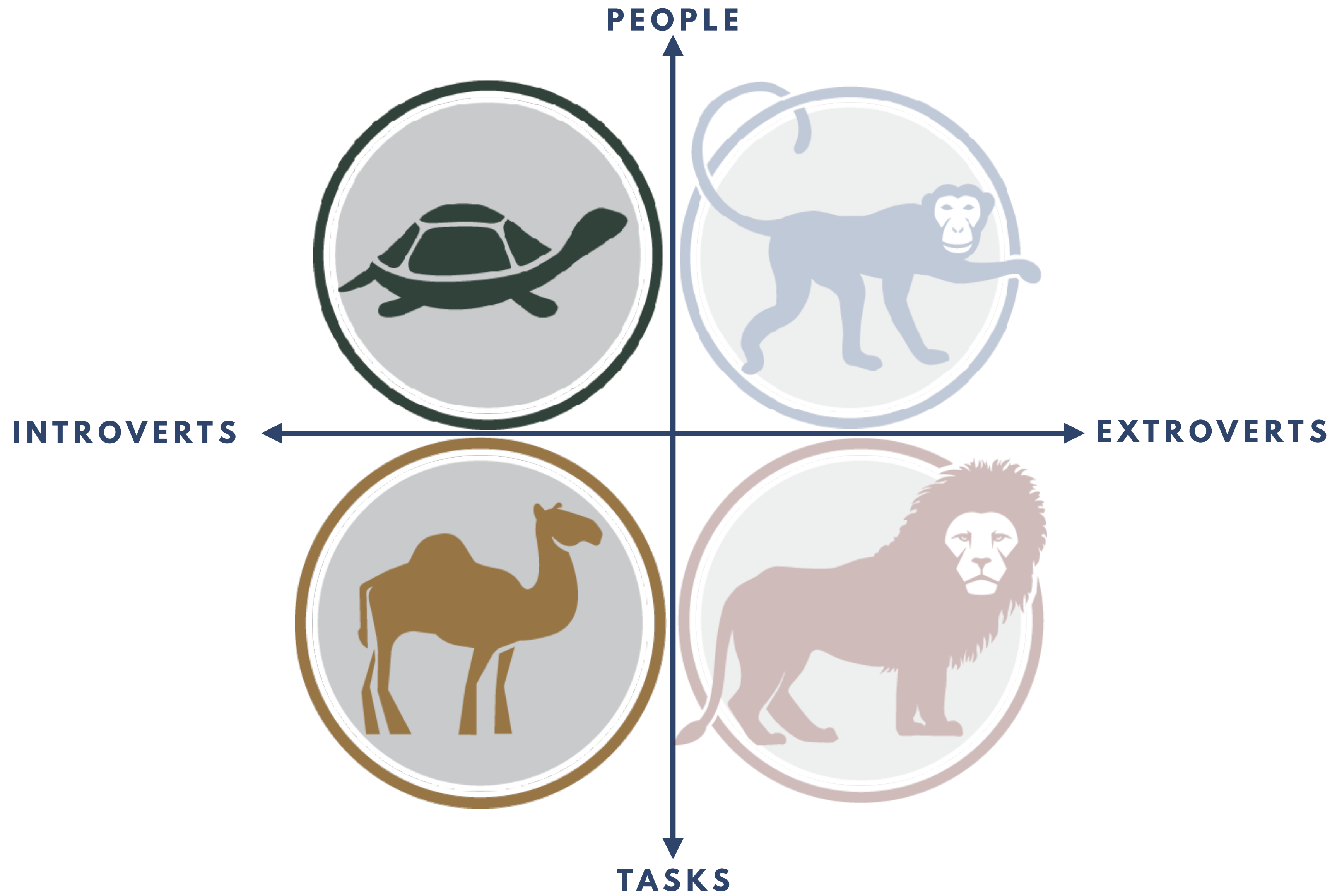














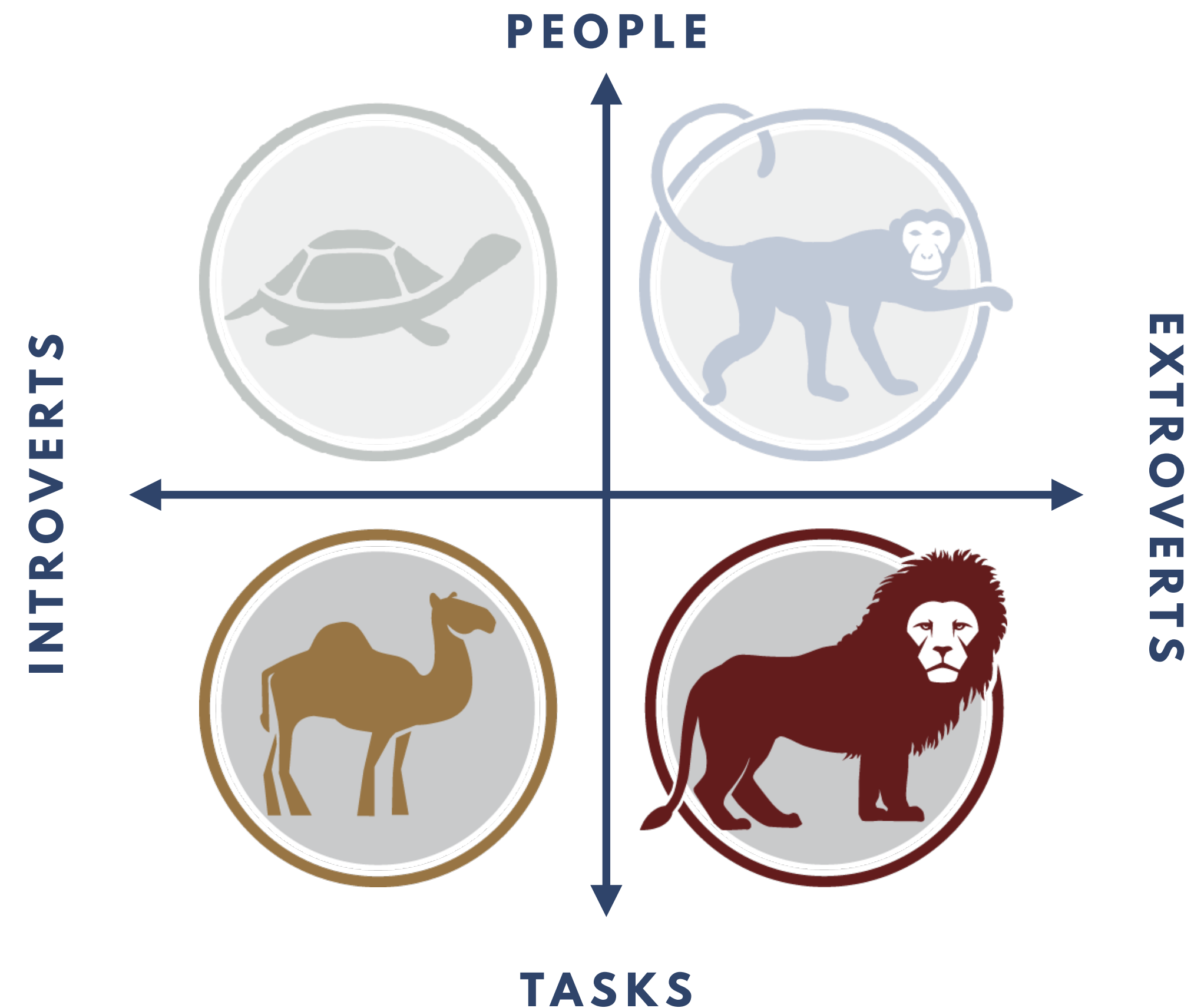
# ARE MOST OF THE NAMES BELOW THE LINE?

## STRUGGLES:

- ▶ Communication
- ▶ Affirmation
- ▶ Having fun

## STRENGTHS:

- ▶ Accomplish a lot
- ▶ Very organized
- ▶ Active





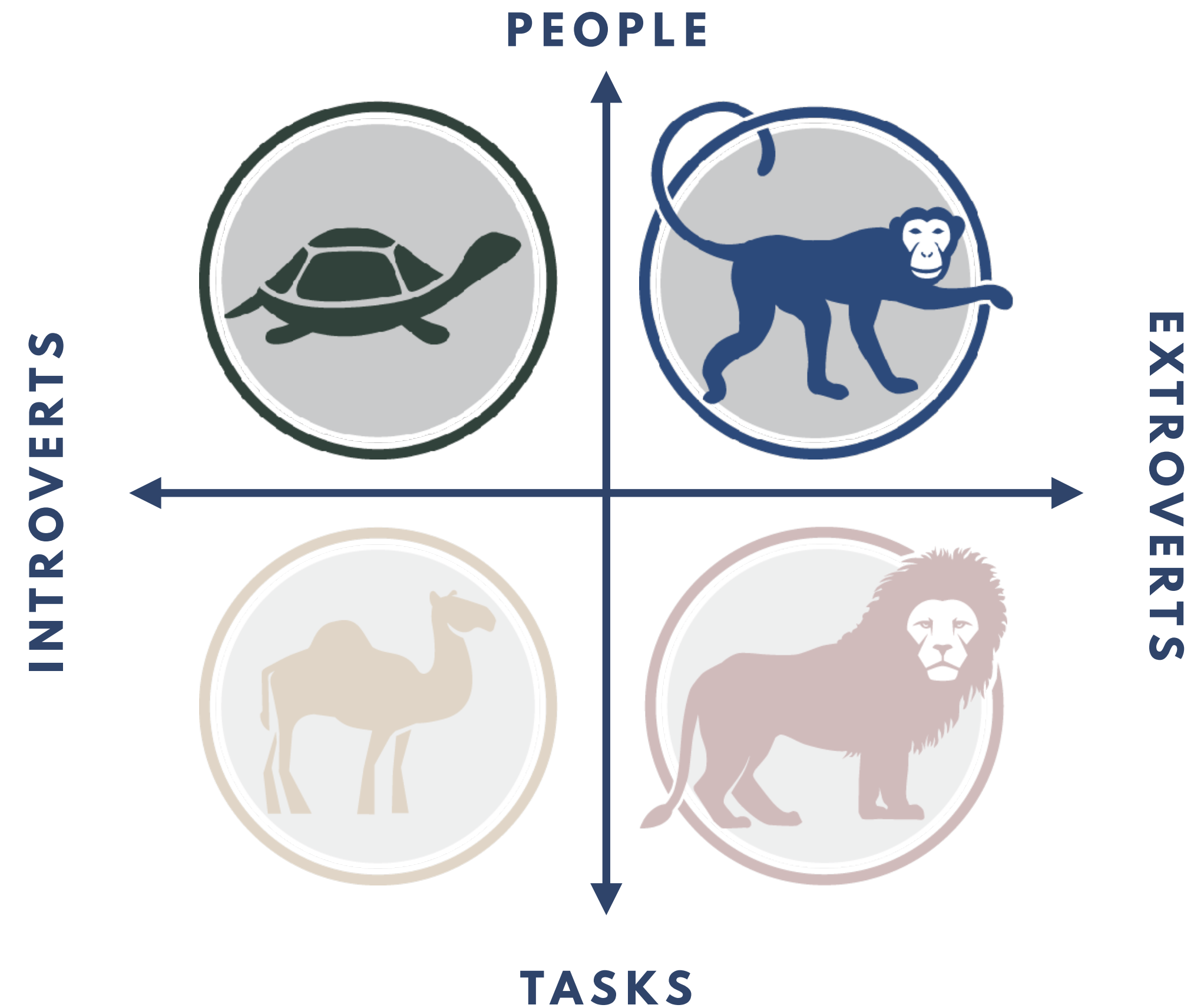
# ARE MOST OF THE NAMES ABOVE THE LINE?

## STRENGTHS:

- ▶ Enjoy being together
- ▶ Enjoy life

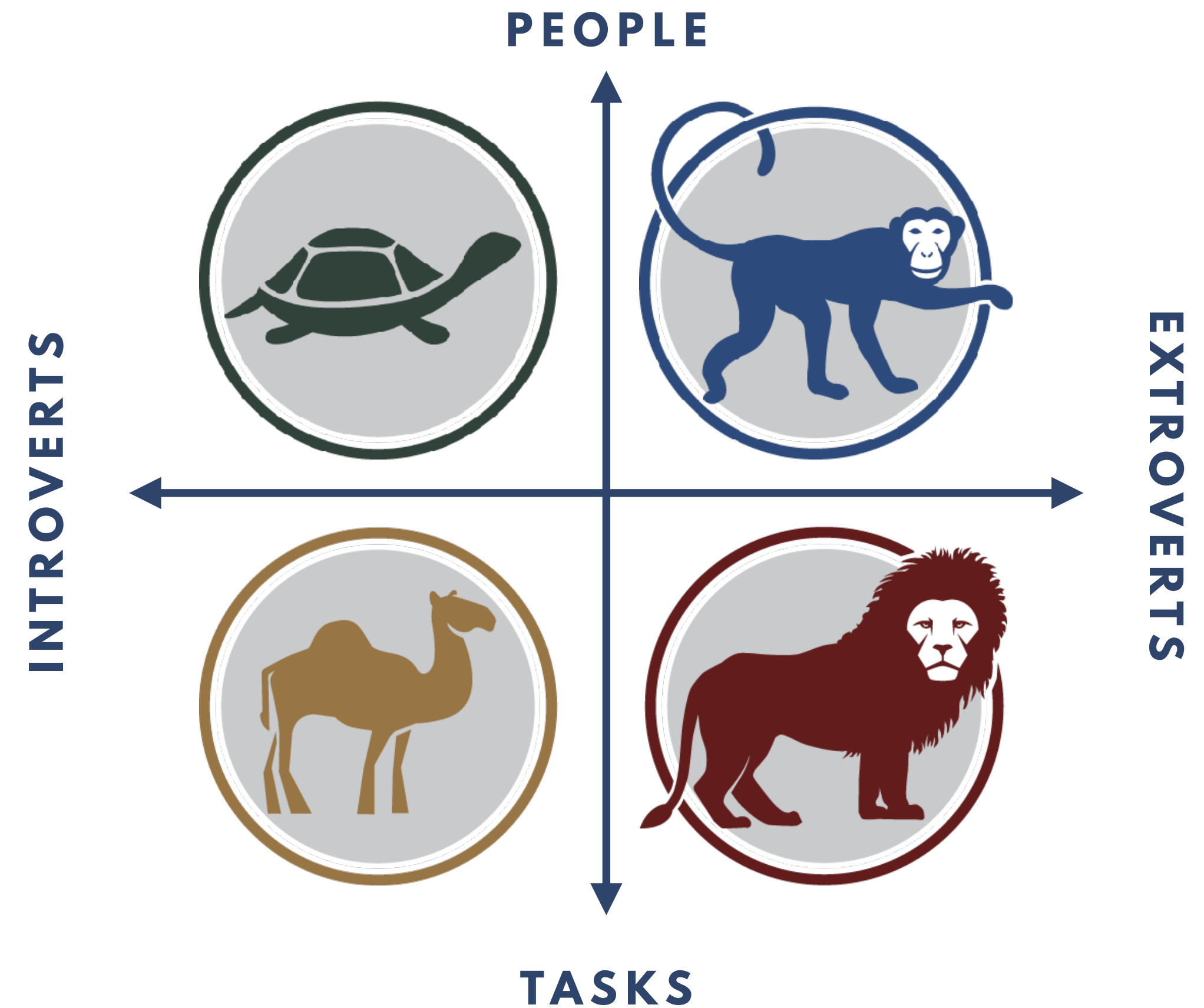
## STRUGGLES:

- ▶ Organization
- ▶ Details



# MIXED?

- ▶ How can I help each individual where they might have gaps?



# PERSONAL LEADERSHIP PLAN

- ▶ In the space provided on the worksheet, list all of the names that you mapped on your Personal DNA Continuums.
- ▶ Write down next to their names how they receive validation.

**GO BACK  
AND REVIEW**

# PERSONAL LEADERSHIP PLAN

- ▶ In the space provided on the worksheet, list all of the names that you mapped on your Personal DNA Continuums.
- ▶ Write down next to their names how they receive validation.

List the names of each individual you identified on the previous page and write down how you think they might receive validation. Go back and watch some of the previous lessons if you need to refresh your memory.

Name #1:

How he or she might receive validation:

Name #2:

How he or she might receive validation:

Name #3:

How he or she might receive validation:

Name #4:

How he or she might receive validation:

Name #5:

How he or she might receive validation:

► List of names

► How they receive validation

Now write down the name of each individual again and identify 3 specific action items that you can take to bring validation to that individual?

Name #1:

Action Items:

Name #2:

Action Items:

Name #3:

Action Items:

Name #4:

Action Items:

Name #5:

Action Items:

- ▶ List of names
- ▶ List 3 specific action items to bring validation to each person









*Pick a timeline*  
**AND STICK TO IT**



# PERSONAL LEADERSHIP PLAN

- ▶ Did you fulfill the action item?
- ▶ What was the result?

# *3 Rules of Leadership*



1. Get out of your comfort zone
2. Take a risk
3. Reach out unconditionally

**ADJUST AND  
DO IT AGAIN**



# CHOOSE

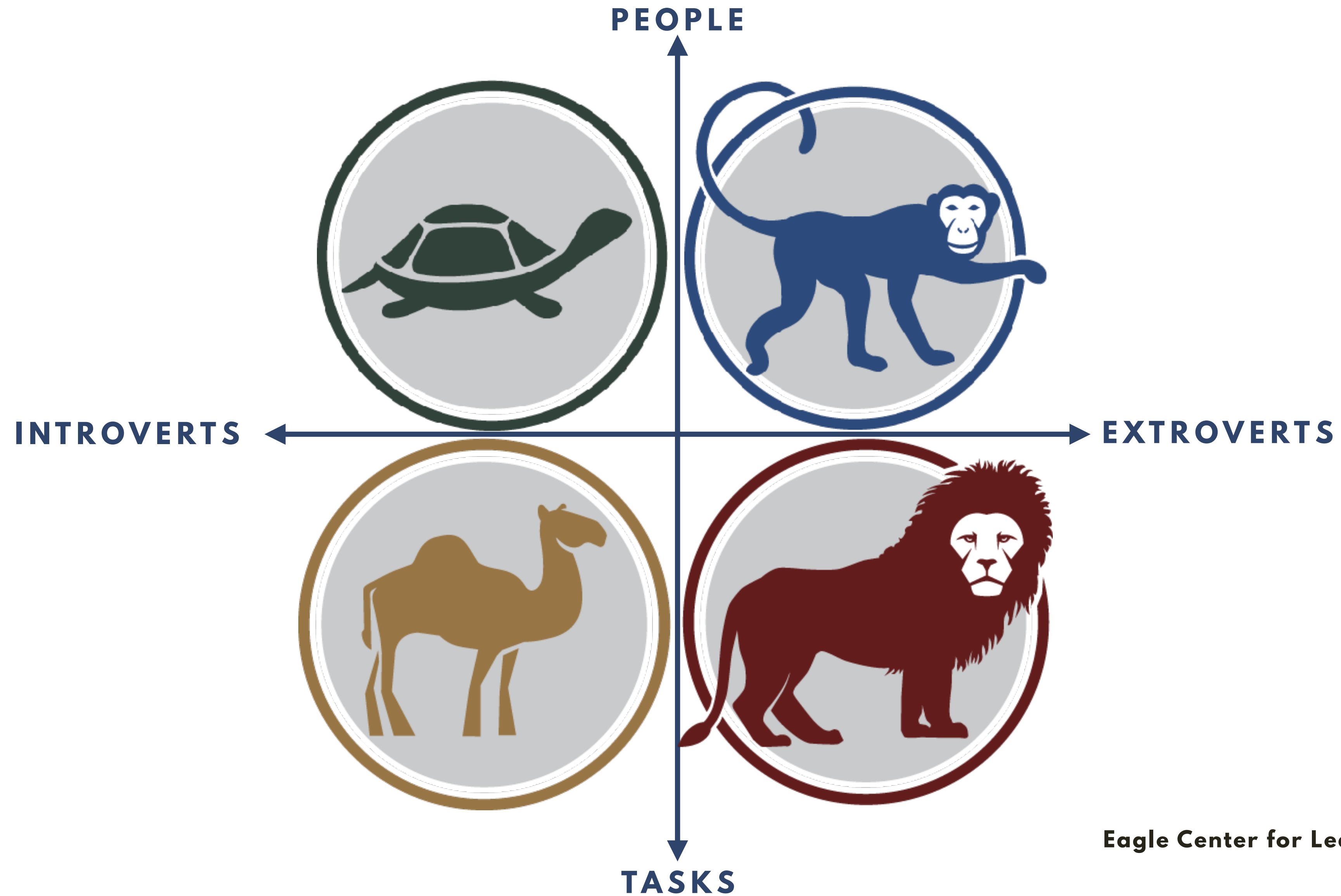
*to make a difference in  
the lives of others*

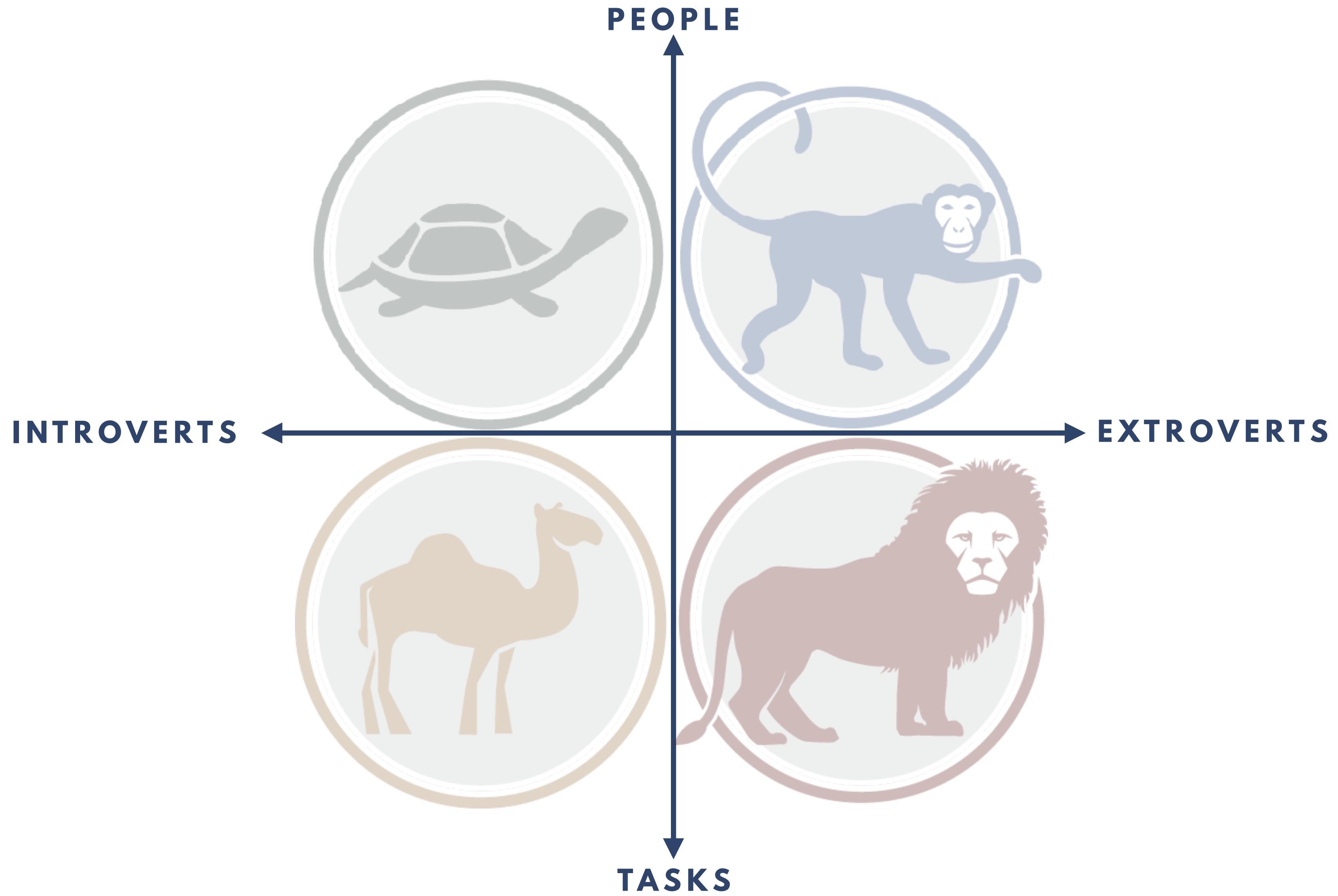


# *Professional & Educator Leadership Plan*



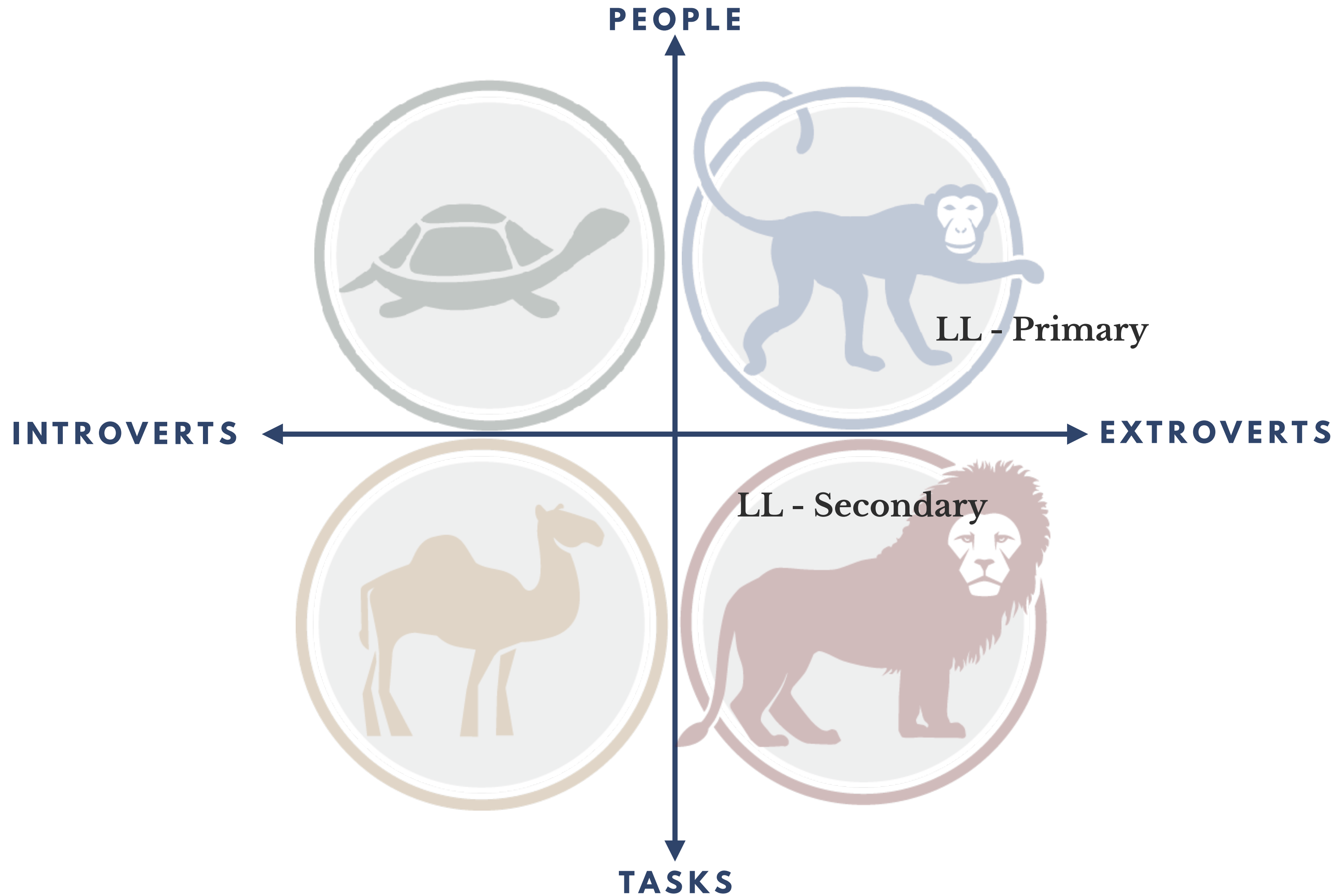
# The DNA Continuum







**IDENTIFY YOUR PRIMARY  
AND SECONDARY  
PERSONALITIES ON THE  
DNA CONTINUUM**



# PROFESSIONAL & EDUCATOR LEADERSHIP PLAN

- ▶ Identify a team that you work with and write their names in the appropriate quadrant.

**TAKE THE TEST**



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## BLINKING

---

*Blinking is a very quick assumption of  
someones personality, based on their  
verbal and non-verbal behaviors.*

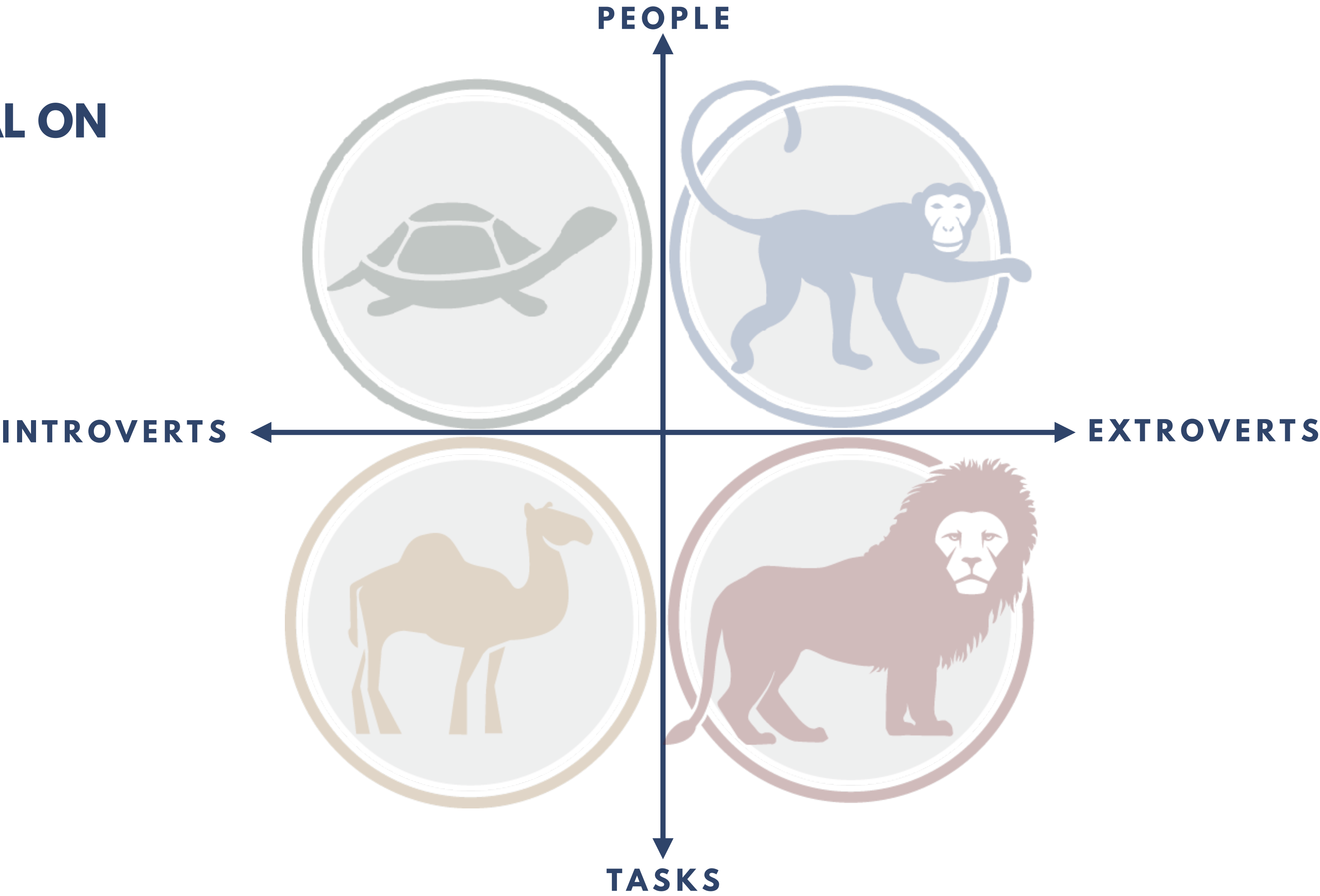




*It's not about being accurate,*  
**IT'S ABOUT TRYING**



**IDENTIFY EACH INDIVIDUAL ON  
YOUR TEAM**



# ARE YOU ON A TEAM THAT OPERATES BELOW THE LINE?

## STRENGTHS:

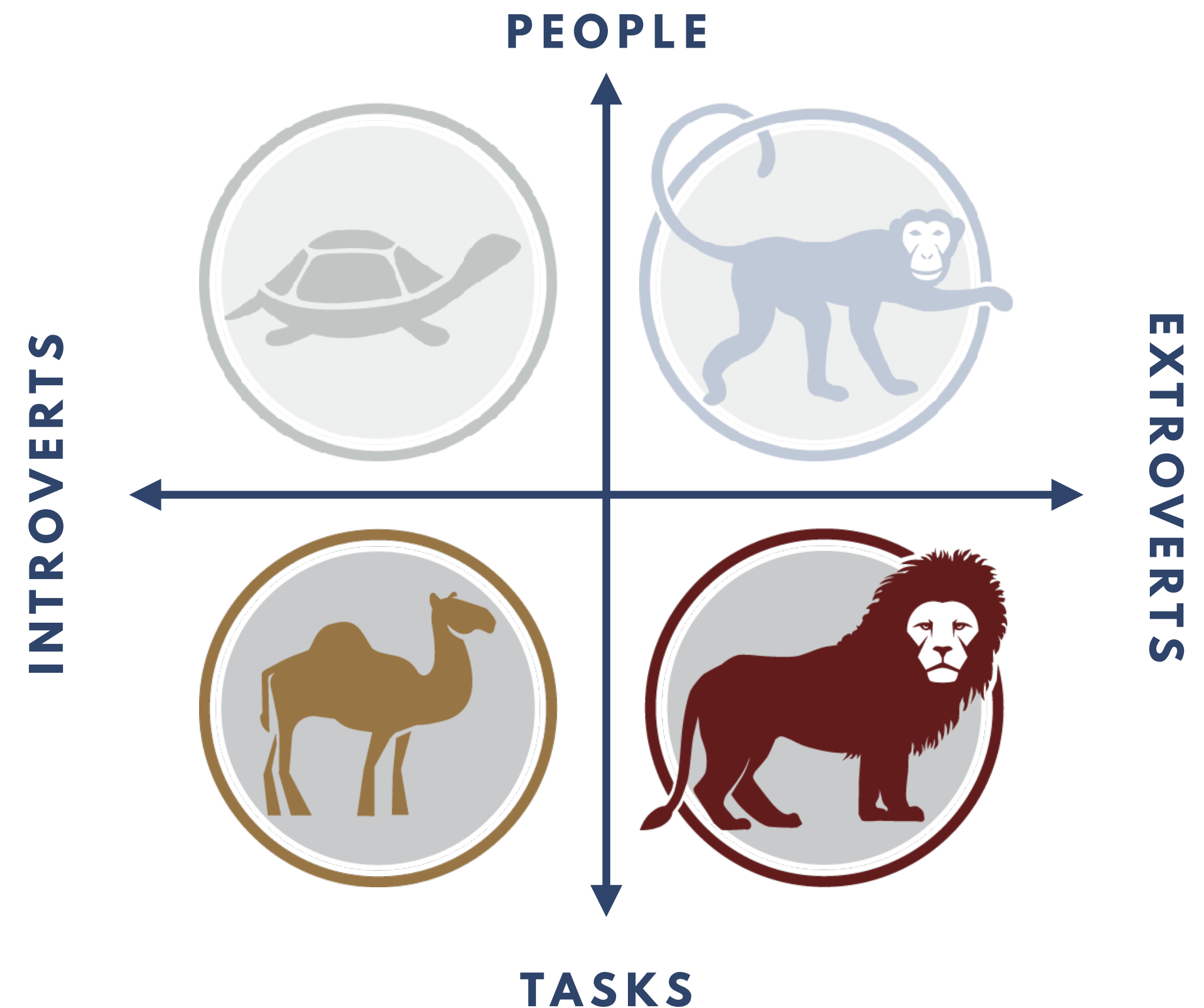
- ▶ Task-driven

## STRUGGLES:

- ▶ Few people skills

## FOCUS AREAS:

- ▶ Improve communication
- ▶ Work on celebrating
- ▶ Recharging your batteries



# ARE YOU ON A TEAM THAT OPERATES ABOVE THE LINE?

## STRUGGLES:

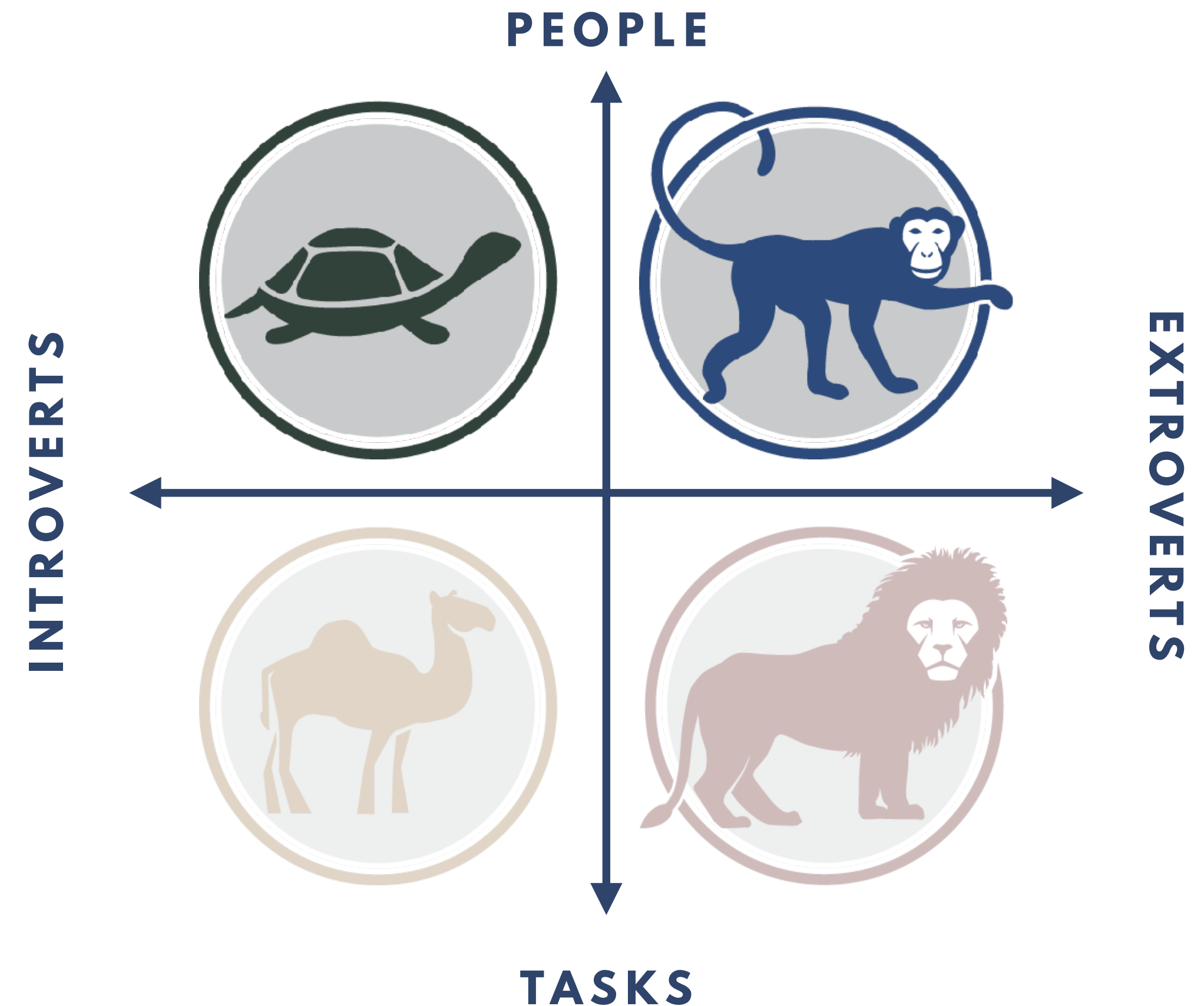
- ▶ Organization
- ▶ Structure
- ▶ Vision

## STRENGTHS:

- ▶ Communication
- ▶ Enjoying being together

## FOCUS AREAS:

- ▶ Creating processes





# **PROFESSIONAL & EDUCATOR LEADERSHIP PLAN**

- ▶ In the space provided on the worksheet, list all of the names that you mapped on your professional and educator DNA Continuum.
- ▶ Write down next to their names how they receive validation.

**GO BACK  
AND REVIEW**

# **PROFESSIONAL & EDUCATOR LEADERSHIP PLAN**

- ▶ In the space provided on the worksheet, list all of the names that you mapped on your professional and educator DNA Continuum.
- ▶ Write down next to their names how they receive validation.

List the names of each individual you identified on the previous page and write down how you think they might receive validation. Go back and watch some of the previous lessons if you need to refresh your memory.

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Action Items:

Name #5:

Action Items:

- ▶ List of names
- ▶ List 3 specific action items to bring validation to each person









*Pick a timeline*  
**AND STICK TO IT**





# PROFESSIONAL & EDUCATOR LEADERSHIP PLAN

- ▶ Did you fulfill the action item?
- ▶ What was the result?

# *3 Rules of Leadership*



1. Get out of your comfort zone
2. Take a risk
3. Reach out unconditionally

**ADJUST AND  
DO IT AGAIN**



# CHOOSE

*to make a difference in  
the lives of others*

