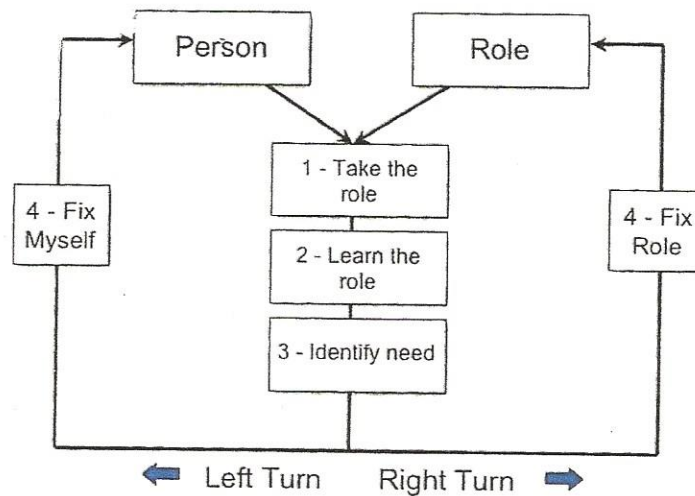


## "Basics" from the Genius Study (Advanced Insights - ADV Profiles)

- Self-awareness and authenticity are two acquired skills from the Genius study
- Use less energy in getting more results
- Are you going to "fix myself" or "fix my role"

### *Turning Right Much More Than Turning Left*



- Three possibilities when someone doesn't do something:
  - Don't know how to
  - Choose not to
  - Not capable
- Trust is a process
  - Takes a risk to share
  - Feels vulnerable
  - Response with respect
  - Desire to share increases
- Paradigms dictate actions which generate emotions which determines results which reinforces paradigms
- The power of the profiles is interpreting and using all three - is a mistake to focus too much on one of the profiles - especially DISC

### **DISC** - HOW we are viewed or appear to others

- Referred to as a beach ball
- Natural behavioral preference, e.g., how you prefer to use them
- D – DECISIVE (problems)
- I – INTERACTIVE (people)
- S – STABILIZING (pace)
- C – CAUTIOUS (procedures and precedents)

- Terms to use with the DISC:
  - HOW
  - Might have a tendency
  - Preference for
  - Approaches ... problems, people, pace and procedures
  - High velocity
  - Tends to
  - Might prefer
  - Can appear
- Tendency
  - Natural - just how you are ...
  - Adaptive - what you become under stress
    - +10 behavior is observable – greater increase becomes more observable
    - -10 behavior is observable – greater decrease becomes more observable
- Scale of 0-99 ... further above or below 50 the more observable
- How do you naturally prefer to approach:
  - Problems
  - People
  - Pace of life
  - Procedures that are given you
- Mid-level results in DISC usually means situational and/or a person is under constant stress, e.g., trying to be all things to all people
- NEVER base a hiring decision on adaptive (or just DISC for that matter)

**Values** - **The WHY of what we choose to do or not do**

- What are your drivers and motivators?
- Why are you motivated to use these values?
- Easiest to understand
- Analogy – every person has 2-3 pairs of glasses from which we view the world, e.g., 2-3 "dominant" values
- Values – look at highest, second, third, etc. (A low number does NOT indicate that value isn't present ... it just means "I'll value this if ...")
  - Aesthetic – drive for harmony, peace
  - Economic – return on investment, competition, incentive
  - Individualistic – drive to be unique, do it in a way no one else has done it
  - Political – drive to be in charge
  - Altruist – drive to help, to assist – sometimes at the expense of themselves
  - Regulatory – drive to create rules/order
  - Theoretical – drive to learn, acquire knowledge and pursuit of always learning (low wants practical application, high wants knowledge for knowledge sakes)
- What do you run towards? (high motivators)
- What do you run away from? (low motivators)

## Attributes - WHAT order do you think of things?

- How you think (in what order do we think and process information as it comes into our brain)
- The natural talents you possess
- This is the unique piece of Innermetrix (no other measure has this piece of the arsenal)
- What order do things fall in? Then look at clarity ...

## EXTERNAL

- + friend balanced (**EMPATHY**) – want it to be professional (heart)
  - + personal connection
  - – keep it professional
  - = balanced
- + confident (**PRACTICAL THINKING**) – tactical side (hand)
  - + currently confident in solving problems
  - – currently frustrated
  - = currently balanced
- + structure (**SYSTEMS JUDGMENT**) – strategic side (head)
  - + required structure to be one’s best
  - – able to be most effective with autonomy
  - = balanced with some structure

## INTERNAL

- + strong ego (**SELF-BELIEF/SELF-ESTEEM** – the clarity you have in you) – humility
- + identity from roles (**ROLE AWARENESS** – the clarity you have in the roles you play) – role confusion
- + stubborn (**SELF-DIRECTION** – the clarity you have in the direction you’re going) – persuadable

The power of these three profiles is looking at and analyzing all three ...

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Reading and studying the entire report is recommended - but to get started in deepening your understanding, here are some suggested pages to pay close attention to.

- DISC: 2, 7, 9, 11-23
- Values Index: 3, 28, 30-31, 34-35, 37-38, 40-41, 43-44, 46-47, 49-50, 52-53
- Attributes Index: 4, handout (quadrants)

Please take a bit to review your specific profile - starting with the pages listed above. Please note the questions below. After formulating your thoughts on the following questions, we will either share with a partner or with the entire group.

- After giving it some deep thought, are the profiles accurate in how you see yourself? Why?
- Assuming the profiles are at least 65-75% accurate in your mind, how can you use this new knowledge of yourself in preparing to be a superintendent?
- What information from the profiles would you consider sharing with those you report to and/or work with? Why?
- Would there be value in using these profiles with the Board? Administrative team? Cabinet? Others? Why or why not?
- As we move into advice from your district and an entry plan, how can you utilize this information?

## Advice From Your District/First Year Goals

In every search, Grundmeyer Leader Services collects "Advice to the New Superintendent" as part of the community survey; each of you should have received this advice from your respective searches/positions.

1. Take a few minutes to read the advice given, then share with a partner (and vice-versa).
2. What are the "nuggets" you can take from this advice and apply to your entry plan for your new position? Again, share with a partner ...
3. Have you identified first year goals yet? If so, please share the reason for the goal with a partner. If not, begin brainstorming potential first year goals based on the data currently available to you ... feel free to brainstorm with others.

## Entry Plan

We believe having an entry plan heightens the likelihood of you getting off on the right foot in your new district.

1. Goals - What are your goals for the first 30 days? 90 days? Year? (you decide length of time et al.)
  - In what areas will you have goals, e.g., academic, social, community, etc.?
  - Are the goals measurable? If not, how do you make them measurable? How will they be measured and by whom?
  - How will you report progress on the goals to the Board?
2. Activities/Actions - What various things will you be intentional and purposeful about doing as part of your entry plan? Some possibilities (not intended to be a checklist - you decide based on the data you have available and who you are) include: schedule a Board retreat, meet with the local clergy association, meet with the local police chief, meet with the mayor, meet with the economic development branch of the community, have coffee at the local establishments (you know every community has places where folks get together for coffee and discussing world problems :)), meet with the head of the local association, meet with the Uni-Serve Director, meet your local legislators, attend summer baseball and softball games, write a column for the local newspaper, speak at a local civic group ... and any other number of things you can do to be visible, approachable, and set the table in positive ways.
3. Entry Plan - Write a simple-to-understand Entry Plan and discuss with your Board President and any/all others you and the Board President deem.

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Grundmeyer Leader Services will plan to follow-up with you during your first year. Until that time, if there is ANYTHING we can do to assist you, please don't hesitate to reach out. So you know, there are a plethora of resources available on the GLS website (<https://www.grundmeyerleadersearch.com/resources-offered.html>), including information on superintendent evaluation. Have you had any discussions yet on how you will be evaluated? Any questions on that process?

Additionally, if you would like to learn more about Advanced Insights and/or use within your district, please let us know as we can facilitate that happening at a very reasonable cost.

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