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Uniquely YOU

Unlock the Power of Your Uniqueness

MASTERCLASS COMPANION GUIDE

Powered by FLOWCESS®

Meet MOLLY HILDEBRANDT

> Years ago, a simple question rocked my world: **Who are you?** My answers were all things I DO or things I HAVE. None of them were WHO I AM.



Molly Hildebrandt is an international keynote speaker, executive coach, and leadership consultant with experience engaging audiences across leading businesses, higher education institutions, nonprofit organizations, and international conferences.

She uses cutting-edge neuroscience to help leaders unlock their uniqueness, build mental resilience, and lead with limitless energy. After years of chasing perfection (running marathons, leading teams, and raising two children as a single mom), Molly's life came to a breaking point when she collapsed during marathon training. That moment forced her to ask a question she had never truly answered: **Who am I?**

That breaking point became the foundation of her work. With over a decade in leadership development, including serving as Head of Leadership Development for a global software company, Molly equips audiences worldwide with practical, neuroscience-backed tools to unlock their energy and lead with purpose.

As co-founder of Illuminate Inc., a nonprofit empowering women to lead boldly, Molly doesn't just speak about leading with courage. She's built a movement around it.

An internationally certified trainer, and now wife and mother of four, Molly brings warmth, humor, and vulnerability to every stage, reminding audiences that when you lead from who you truly are, you unlock the energy to rise, repair, and transform your world.

International Keynote Speaker	**Executive** Coach	**Leadership** Consultant	**Flowcess®** Certified Trainer

TENSION IS ENERGY THAT CAN BREAK US, OR PROPEL US TO CREATE A DYNAMIC AND EXCITING FUTURE.

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Inside

YOUR COMPANION GUIDE

HOW TO USE THIS GUIDE

Keep this guide open while you watch the videos. Each chapter in this guide matches a chapter in the videos. When a chapter ends, pause and complete its pages before moving on. You can print this guide and write in it, or type your answers directly into it.

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Uniqueness
WHO ARE YOU?

Have you ever been asked: **Who are you?** This simple question rocked my world years ago.

Most of us answer with our roles, our titles, and our traits. When I looked closely at my own answers, every one of them fell into one of three buckets: the things I **do**, the things I **have**, and who I **am**.

DO
THE THINGS I DO

Mother. Entrepreneur. Runner.

HAVE
THE THINGS I HAVE

Homeowner. Credentials. Influence.

AM
WHO I AM

My uniqueness.
Who I am at my core.

WE ARE NOT WHAT WE DO OR WHAT WE HAVE.

These are all things we **do**, or things we **have**. They are not **who we are**.

WHY IT MATTERS: THE TRUE YOU GIVES YOU ENERGY

Leaders *with energy* GIVE. Leaders *without energy* TAKE.
Leaders who enter work drained end up *taking* energy from the workplace just to survive the day.
Leaders who have energy *give* energy to their families, their teams, and their workplaces.
Living out who you **are** gives you the energy to lead.

STEP 1: WHO ARE YOU?

Write out your answers.

I am _____ I am _____

I am _____ I am _____

I am _____ I am _____

STEP 2: SORT YOUR ANSWERS INTO DO, HAVE, OR AM

DO	HAVE	AM

This guide will help you discover, understand, and boldly live out who you are.

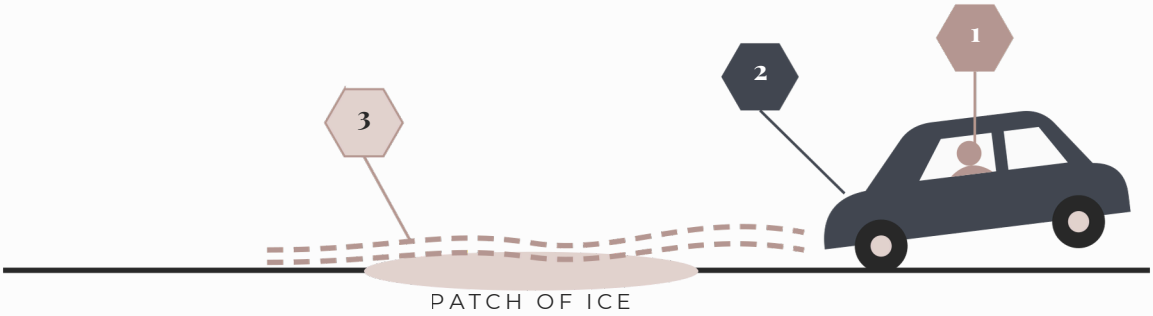
It starts with you.

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Uniqueness
WHO WE ARE

Who we are is our mind or soul. It's intangible and doesn't change over time.

THE DRIVER AND THE CAR



1 DRIVER
Your mind or soul, what we call your Intangible Driver.

2 CAR
Your brain.

3 BEHAVIOR
What the driver does *with* their car.

> If I were driving my actual car and hit a patch of ice and skidded off the road, it wouldn't make any sense to call *me* "skid." **I AM not the skid!**

WE ARE NOT OUR BEHAVIOR.

Personality profiles measure behaviors, so they aren't linked to the intrinsic motivation that drives a person.
We're so much more, and once we understand this, we can begin to thrive in all environments!

A PERSON'S UNIQUENESS IS MADE UP OF THREE VARIABLES

1
PICTURE PERSPECTIVE
How you tend to view the world, on a spectrum from Micro Picture to Macro Picture.
CHAPTER 3

2
PROCESSING PERSPECTIVE
How a person reaches a conclusion. They either talk to think or they think to talk.
CHAPTER 4

3
INTANGIBLE DRIVER
Your mind or soul. It's intangible and doesn't change over time. It's the driver in the car.
CHAPTERS 5 TO 12

You can't give what you don't have.
Start with yourself.

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Uniqueness
PICTURE PERSPECTIVE

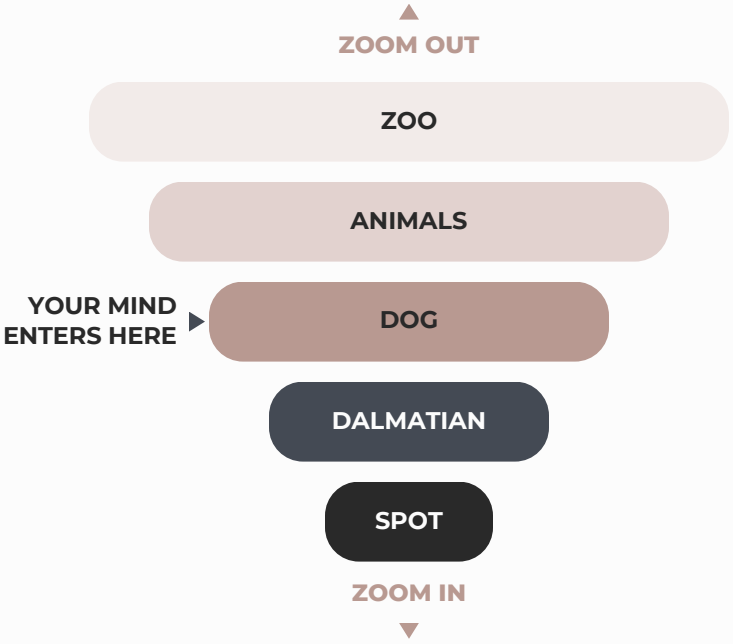
PICTURE PERSPECTIVE

This is how someone *views the world*. Do you start with the big picture and go bigger? Or start with the details and go smaller?

Micro Picture — Small Picture — Slightly Small Picture — Slightly Big Picture — Big Picture — Macro Picture

Which half of the brain does the mind enter through?

The idea that people are "right brain" or "left brain" has been proven false. We use all of our brain. The mind tends to enter through one half and use the other half to confirm its conclusions, the same way people tend to be right-handed or left-handed.



BIG PICTURE

Focused on the relationships *between* facts and information on a more *abstract level*.

Mind enters through the right brain.

SMALL PICTURE

Focused on facts themselves and information on a more *detailed level*.

Mind enters through the left brain.

TRY IT If I say "dog," what comes to mind first?

- Big Picture thinks about what's around the dog: a dog park, a toy, the mailman.
- Small Picture thinks about the dog itself: its breed, color, and name.

PRO TIP

If you are Small Picture: Let a Big Picture person share the whole idea first. Then pick one part and dig into the details with them.

If you are Big Picture: Let a Small Picture person walk you through the details first. Then help them see where those details fit in the bigger picture.

Everyone can think about both the big picture and the details. Your Picture Perspective is the direction that *gives you energy*.

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Uniqueness PICTURE PERSPECTIVE

BIG PICTURE AND SMALL PICTURE

Most people fall somewhere between the two ends, and everyone can take at least one step toward the opposite side.

BIG PICTURE

WHAT IT IS

Focused on the main points. Cares less about the details and more about the connections between the points.

HOW IT SHOWS UP

- Pictures the whole situation before. worrying about the pieces inside it.
- Plans by picturing the end result first, then works out the steps.
- Helps others see the options in a situation.

THE CHALLENGE

Staying in the details for long stretches drains you. But details matter, and missing one can be costly.

WHAT HELPS

Find a Small Picture person to fill in the gaps while you keep the whole view.

SMALL PICTURE

WHAT IT IS

Focused on the details. Cares less about the larger perspective and more about the individual points.

HOW IT SHOWS UP

- Tells a story in order, with the specifics included.
- Looks closely at each piece before stepping back to see the whole picture.
- Wants all the pieces to line up before they'll trust the whole picture.

THE CHALLENGE

Topics that are too abstract or jump around lose you. You can get so deep in the details that you miss the whole and get stuck.

WHAT HELPS

Find a Big Picture person to help you step back and see the way forward.

VALUE THE OTHER PERSPECTIVE.

When two people share the same perspective, one has to adjust to the other side to keep the conversation moving. That's why it helps to practice both.

IN REAL LIFE

A Small Picture wife wanted to talk through the details of their finances. Her Big Picture husband got drained fast, and she took it to mean he didn't care. Once they learned their Picture Perspectives, he valued that she gained energy from the details, and she asked him the big picture strategy questions that energized him. She got a better view of their options and came back with better recommendations. A win-win, and a stronger marriage.

Put it into Practice

PICTURE PERSPECTIVE

WHICH LEVEL ARE YOU?

Your level is how many steps you can take toward the opposite perspective before you get drained. **Circle your Picture Perspective.**

Micro Picture	Small Picture	Slightly Small Picture	Slightly Big Picture	Big Picture	Macro Picture
One step toward the big picture can drain you.	Two to three steps toward the big picture before you feel drained.	Many steps toward the big picture before you feel drained.	Many steps toward details before you feel drained.	Two to three steps toward details before you feel drained.	One step toward details can drain you.

START WITH YOURSELF

1 **Think of a conversation that drained you. Was it too detailed or too abstract?**

2 **Which level did you circle above? What makes you sure?**

3 **When you approach a problem, where do you gain energy: in the details, or in the bigger picture? Describe a time when you gained energy working on a problem.**

Please Note: People are often adaptive and adjustable, which can make it hard to pinpoint uniqueness. Remember, the measure is not what we *can* do or be. It is what we get **energy** from. If you can't pinpoint it, pick one option and focus on doing that, and only that, for a week. If you end the week without energy, it isn't your uniqueness. Try another until you find the one that gives you energy.

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Uniqueness PROCESSING PERSPECTIVE

PROCESSING PERSPECTIVE

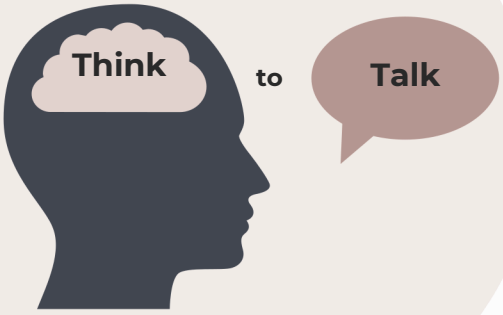
This is how someone *reaches a conclusion.*

Very Internal | Internal | Slightly Internal | Slightly External | External | Very External

How does the mind reach a conclusion?

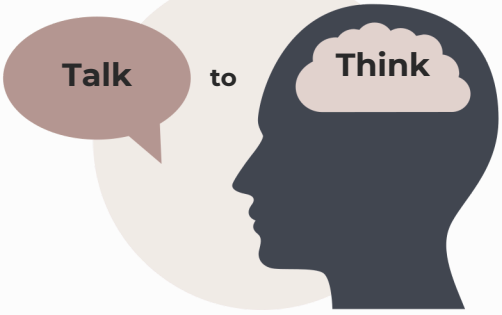
Do you think before you talk? Or talk in order to think? Most people believe how they think is wrong. It isn't. Internal Processors think before they talk. External Processors talk in order to think. Neither is better. What matters is which one gives you energy.

INTERNAL



Speaking comes at the end of their thinking.

EXTERNAL



Speaking is the beginning of their thinking.

PRO TIP

Internal

- If you're an Internal Processor: It's important for Internal Processors to learn that it is great that they need time to process internally before sharing.
- When interacting with an Internal Processor: Give them silence to think and patiently wait for an answer, then ask how they reached their conclusion.

External

- If you're an External Processor: External Processors don't need a loud voice to process; they can whisper or even mumble to themselves.
- When interacting with an External Processor: Give them space to talk out their thoughts. The first thing they say isn't their destination; ask, "Is that your final answer?"

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Uniqueness PROCESSING PERSPECTIVE

INTERNAL AND EXTERNAL

Everyone can do both. The difference is how you reach a conclusion.

INTERNAL

WHAT IT IS

Thinks before talking. They reach a decision before they speak, so they rarely change their mind once they share it.

HOW IT SHOWS UP

- In meetings, often says little until near the end.
- Prefers to see the questions or agenda ahead of time.
- Often explains thoughts more easily in writing.
- May bring up a point hours or days later.

THE CHALLENGE

Often called shy, slow, or stubborn. Many believe they aren't smart when they can't answer fast enough. Being Internal is often confused with being an introvert.

WHAT HELPS

Share how you reached your conclusion. The thinking happened in your head, so others don't see that you weighed other views.

EXTERNAL

WHAT IT IS

Talks out loud in order to think. Their first statement is a starting point, not their final answer.

HOW IT SHOWS UP

- In meetings, often speaks up early and often.
- Prefers to brainstorm with others rather than alone.
- Often prefers a call or a conversation over writing it out.
- Often unwinds by talking through their day with someone.

THE CHALLENGE

Often called rude, disruptive, or dramatic, and seen as unreliable when their answer changes. Many feel less smart than people who figure it out in their heads.

WHAT HELPS

Say up front that you're still thinking it through. Let others know they don't need to answer your questions. You're asking so you can think out loud.

IN REAL LIFE

Internal: A class learned that one student needed five seconds of quiet to answer. The class stayed quiet, and the "shyest student in the world" answered his first question in front of the group, then smiled.

Both: Externals often marry Internals. The External says something the Internal hears as final. Later the External changes course, the Internal says, "But you said...", and the argument begins. Knowing this has saved more than one marriage, including Molly's.

Put it into Practice

PROCESSING PERSPECTIVE

WHICH LEVEL ARE YOU?

Processing Perspective is how someone reaches a conclusion: they think to talk, or they talk to think. **Circle your Processing Perspective.**

Very Internal	Internal	Slightly Internal	Slightly External	External	Very External
Needs complete silence to think. Any talking restarts the process.	Needs a pause before answering. Rushing them can stall their thinking.	Has the answer the moment you stop talking.	Thinks they're both Internal and External, but gains more energy talking it out.	Interrupts when energized. It's excitement, not disagreement.	Has to say what they think. May talk over others.

START WITH YOURSELF

1 **Have you ever been called "shy" or "slow"? What was happening for you?**

2 **Have you ever been called "rude" or "disruptive"? What was happening for you?**

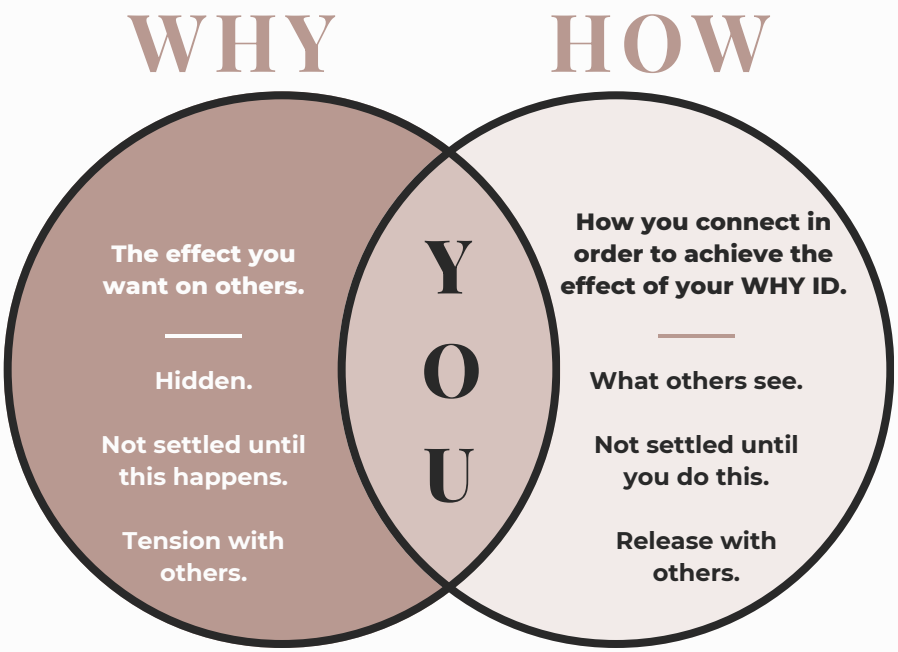
3 **Which level did you circle at the top of the page? When do you gain the most energy reaching a conclusion: thinking it through first, or talking it out?**

Please Note: People are often adaptive and adjustable, which can make it hard to pinpoint uniqueness. Remember, the measure is not what we *can* do or be. It is what we get **energy** from. If you can't pinpoint it, pick one option and focus on doing that, and only that, for a week. If you end the week without energy, it isn't your uniqueness. Try another until you find the one that gives you energy.

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Intangible Driver
WHY AND HOW

Your Intangible Driver (ID) is the driver of the car: it's your mind or soul. It doesn't change over time, and it has two parts, your WHY and your HOW.



YOUR WHY AND HOW MAKE YOU, YOU.

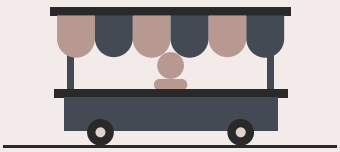
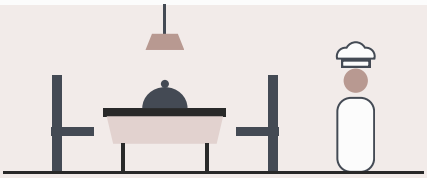
WE SEE THE HOW FIRST

What we often see first from a person is the HOW. It's HOW they connect, *so that* you can experience the effect of their WHY ID.

TENSION AND RELEASE

Your WHY is where you feel **tension** with others. Your HOW is where you find **release**. Two people can share the same HOW and have a different WHY.

CONTRASTING TWO RESTAURANTS

	STREET STAND	PRIVATE CHEF
WHY The effect on the guests.	People are efficiently fed.	A group experiences and learns about another culture.
HOW How they connect to achieve their WHY.	 Conveniently located street stand.	 Private dining room, free from distraction.

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Intangible Driver
THE SEVEN IDS

Everyone has a WHY and a HOW. Each is one of these seven Intangible Drivers.

Perceiver Teacher Compassion Giver Server Administrator Exhorter

PAST PRESENT FUTURE

DRIVER	WHAT THEY WANT	ENERGY FROM	PREFER TO
1. Perceiver	Perceivers want to make you *aware* of something by stating a *what* or a *fact*.	Past	Talk
2. Teacher	Teachers want you to understand by explaining the reason why.	Past	Talk
3. Compassion	Compassion IDs want you to feel better by bearing your pain while you grow.	Past	Do
4. Giver	Givers want you to improve your life by giving a tangible gift or offering an idea.	Present	Do
5. Server	Servers want the need met by doing whatever it takes.	Future	Do
6. Administrator	Administrators want you to reach your goal by guiding you.	Future	Talk
7. Exhorter	Exhorters want you to be excited about the future by encouraging you.	Future	Talk

ARE YOU READY TO FIGURE OUT YOUR UNIQUENESS?

Take the Intangible Driver quiz at **flowcess.com/intangible-driver/molly**
Write your WHY and HOW below, then read Chapters 6 to 12 with yourself in mind.

My Why — The effect I want others to experience.

My How — How I connect in order to achieve the effect of my WHY ID.

Please Note: People are often adaptive and adjustable, which can make it hard to pinpoint uniqueness. Remember, the measure is not what we *can* do or be. It is what we get **energy** from. If you can't pinpoint it, pick one option and focus on doing that, and only that, for a week. If you end the week without energy, it isn't your uniqueness. Try another until you find the one that gives you energy.

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Intangible Driver PERCEIVER

Perceivers want to make you *aware of something* by stating a *what or a fact.*

Perceiver — Teacher — Compassion — Giver — Server — Administrator — Exhorter

PAST — PRESENT — FUTURE

PERCEIVERS POINT OUT REALITY.

INTRO

Prefer **talking** rather than doing.

A fact already exists, so a Perceiver gets energy talking about the **past.**

CONFIRM IT

When you walk into a room, do you (without even trying) see three things that are instantly off?

HOW VS WHY

WHY

- Want to make you aware of something
- The effect they want is for you to be aware
- Like a comedian, the laugh shows them you are aware

HOW

- State facts (whats) in order to connect
- Want you to see what they see
- Seem direct and very pointy; many statements are simply facts

PRO TIP: To find someone's WHY, ask: What is the effect they want to have on others?

NATURAL CONTEXT

Situations where they can focus on facts or appearance:

Law enforcement | Law | Accounting | Comedy | Poetry | Fashion

MISUNDERSTANDINGS

Often misunderstood as:

Negative | Pessimistic | Dictator | Captain Obvious | Negative Nelly

HOW PERCEIVERS ARE MISUNDERSTOOD

When they notice and point out one thing after another, people can hear it as negative.

→

WHAT A PERCEIVER THINKS

If I didn't point it out, that would mean I didn't care.

Connecting with a PERCEIVER

SEE WHAT THEY SEE.

DISCONNECTION TO CONNECTION

CONNECT
Connect with Perceivers by seeing what they see.

SETTLE AND ENERGIZE THEM
Say, **"I see that."**

DISSOLVE TIPS

1. Dissolve the issue by doing the opposite. Ask the Perceiver what they see. Then ask if they can see one other alternative. Just one.
2. To help a Perceiver move on from an issue, encourage them to perceive. Once you see what they see, they're settled.
3. Ignoring or negating what Perceivers point out is what causes them to perceive more.
4. If you are a Perceiver, tell people, **"I'm just looking for you to see what I see."** People are relieved to know that is all you want.

EXPERIENCES AND CHALLENGES

- A Perceiver HOW only states the what, but is perceiving to get the effect of their WHY.
- Perceivers are reality junkies. They simply point out reality.
- Teach them the word "meant": help them say, "What I meant was..."
- If you don't acknowledge what they're pointing out, their perceiving then points at you.

RELATIONSHIPS

GETS ALONG WITH	**Compassion:** They step in and help people work through what Perceivers point out. **Administrator:** They need to know reality to move a group.
A TOUGH MIX	**Exhorter:** Perceivers point out what is wrong in the past; Exhorters live in an exciting future and want others to feel it.

UNHEALTHY USE

- Come across as a dictator, telling others how things are instead of inviting them to see it.
- Believe something they see is real when it may not be, state it as fact, and feel justified even when wrong.

PARENTING TIPS

- Invite them to perceive, and they will perceive less.
- Often seen as a challenge in class when the teacher doesn't understand uniqueness.
- All they want is for someone to say, **"I see."**
- Help them ask themselves, "Am I pointing this out for my benefit or for others' benefit?"

THEIR SUPERPOWER

Every time a Perceiver points something out, they are writing you a blank check: an opportunity to correct it or make it better.

Put it into Practice
PERCEIVER

IS THIS YOU?

START WITH YOURSELF

1 **Is Perceiver part of your Intangible Driver?**

☐ My WHY ☐ My HOW ☐ Both ☐ Neither

2 **When you walk into a room, do you see three things that are instantly off? List what you noticed in the last room you walked into.**

3 **Have you ever been called negative, Captain Obvious, or a dictator? What were you really trying to do?**

4 **Think of a time you felt right and justified about something you saw. What happened?**

5 **What do you most want people to see that you see? Describe a time someone finally said, "I see that," and how it felt.**

TRY IT THIS WEEK

WHEN THIS HAPPENS	TRY THIS	WHAT HAPPENED?
IF YOU ARE A PERCEIVER		
People think you are being negative:	**"I'm just looking for you to see what I see."**	
Your fact landed wrong:	**"What I meant was..."**	
You feel right and justified:	Ask yourself: **can I see one other alternative?**	
WHEN YOU ARE WITH A PERCEIVER		
They point something out:	**"I see that."**	

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Intangible Driver TEACHER

Teachers want you to *understand* by *explaining the reason why*.

Perceiver · **Teacher** · Compassion · Giver · Server · Administrator · Exhorter

PAST · PRESENT · FUTURE

TEACHERS EXPLAIN THE WHY.

INTRO

Prefer **talking** rather than doing.

Understanding involves something that already exists, so a Teacher gets energy talking about the **past.**

CONFIRM IT

When you explain something to others, are you looking for that spark to go off in their eyes?

HOW VS WHY

WHY

- The effect they want is that you understand
- They want what you learn to truly affect you
- They don't usually commentate; they just want you to understand

HOW

- Explain the reason why in order to connect
- State a what or fact, then follow it with a why
- Seen as commentators

PRO TIP: To find someone's WHY, ask: What is the effect they want to have on others?

NATURAL CONTEXT

Situations where they can be focused on the why:

College professors · How-to authors · Detectives · Engineers · Doctors

MISUNDERSTANDINGS

Often misunderstood as:

Braggers · Know-it-alls · Show-offs · Smarty pants · Unemotional

HOW TEACHERS ARE MISUNDERSTOOD

They explain and correct even when no one asked, which can make them look like a know-it-all.

WHAT A TEACHER WANTS

That you are truly affected by understanding.

Connecting with a TEACHER

SHOW THEM YOU UNDERSTAND.

DISCONNECTION TO CONNECTION

CONNECT
Connect with Teachers by understanding them.

SETTLE AND ENERGIZE THEM
Say, **"That makes sense"** or **"I understand."**

DISSOLVE TIPS

1
Dissolve the issue by doing the opposite. Ask them to explain something to you.

2
If you are a Teacher, be a counterpuncher: wait for someone to say something or ask a question, then give understanding.

3
Energize and settle a Teacher by saying, **"That makes sense"** or **"I understand."**

EXPERIENCES AND CHALLENGES

WHY

- Teacher WHYs want you to understand, but don't often commentate.
- They expect you to just understand.
- It helps to know a Teacher is going to give the *why*.

HOW

- Teacher HOWs are the ones commentating on the topics at hand.

RELATIONSHIPS

GETS ALONG WITH
Other Teachers: They commentate back and forth and grow their understanding.

A TOUGH MIX
Server: Teachers want to sit and talk; Servers want to go and fill the need.
Compassion: Teachers focus on the logical explanation; Compassion focuses on feelings.

UNHEALTHY USE

- In slumber: distracted and checked out, as if they have fallen asleep to learning.
- Unwilling to learn because they believe they already know.
- Less of a dialogue about others understanding, and more the Teacher explaining and expecting everyone to understand.

PARENTING TIPS

- It's important that the Teacher ID learn to listen to others. They often jump into conversations to teach.
- Give them a saying, like a Golden Rule for Teachers: "If you want others to hear you, first hear others."

THEIR SUPERPOWER
Without Teachers, we would never know the why behind our problems. Their understanding is what lets us solve them and improve.

Put it into Practice
TEACHER

IS THIS YOU?

START WITH YOURSELF

1 **Is Teacher part of your Intangible Driver?**

☐ My WHY ☐ My HOW ☐ Both ☐ Neither

2 **Do you find yourself explaining the reason why, even when no one asked? Write down the last thing you explained this way.**

3 **Have you ever been called a know-it-all or smarty pants? What were you really trying to do?**

4 **When were you last unwilling to be taught? What would it have taken to listen first before teaching?**

5 **What topic could you explain for hours? Describe a time you saw the spark of understanding go off in someone's eyes.**

TRY IT THIS WEEK

WHEN THIS HAPPENS	TRY THIS	WHAT HAPPENED?
IF YOU ARE A TEACHER		
You want others to hear or understand you:	First hear them. **Listen before you explain.**	
You catch yourself commentating:	Notice whether they have shown you they get it.	
WHEN YOU ARE WITH A TEACHER		
Someone explains something to you:	**"That makes sense" or "I understand."**	

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Intangible Driver COMPASSION

Compassion IDs want you to *feel better* by *bearing your pain while you grow.*

Perceiver — Teacher — **Compassion** — Giver — Server — Administrator — Exhorter

PAST — PRESENT — FUTURE

COMPASSION BEARS YOUR PAIN.

INTRO

Prefer **doing** rather than talking.

Showing compassion involves something that has already happened, so a Compassion ID gets energy looking to the **past.**

CONFIRM IT

If you walk into a room, can you instantly (without even trying) know who is in the most pain?

HOW VS WHY

WHY

- The effect they want is for you to feel better
- Desire that you are truly out of a hole
- Can seem a bit awkward until someone shares because they are focused on how others are feeling

HOW

- Bear your pain in order to connect
- Can seem gentle, sweet, meek, or even weak
- Need you to tell them you feel better

PRO TIP: To find someone's WHY, ask: What is the effect they want to have on others?

NATURAL CONTEXT

Situations where they can bear your pain while you grow:

Counselors | Nurses | Spiritual leaders | Educators

MISUNDERSTANDINGS

Often misunderstood as:

Weak | Emotional | Crybabies | Too sensitive

3 STEPS OF GROWTH

1. Go into a new or unexpected situation.
2. Experience the pain or tension of the situation.
3. Step through the tension while the Compassion ID helps alleviate the pain.

Connecting with a COMPASSION ID

TELL THEM YOU FEEL BETTER.

DISCONNECTION TO CONNECTION

CONNECT

Connect with a Compassion ID by sharing your feelings.

SETTLE AND ENERGIZE THEM

Share what you're feeling. After sharing, say, **"I feel better."**

DISSOLVE TIPS

1

Compassion IDs avoid confrontation because they don't want to cause pain, but when they do step in, they're the best at it, because they carry the pain themselves.

2

Dissolve the issue by immediately sharing how you feel when you begin interacting with them.

3

Energize and settle a Compassion ID by saying, **"I feel better."**

EXPERIENCES AND CHALLENGES

- Pain builds up over time until it is too much for them to bear, and they can end up displacing it.
- Compassion IDs need strong friends who can handle them getting their pain meter down to lower levels.
- Use the Pain Speech to get out pain in a healthy and safe way. It is on page 23.

RELATIONSHIPS

GETS ALONG WITH	**Perceiver:** Compassion IDs helps people through what a Perceiver points out. **Exhorter:** Compassion IDs wants to feel what Exhorters feel, but it can feel one-sided.
A TOUGH MIX	**Administrator:** Administrators focus on the group; Compassion IDs focus on the individual.

UNHEALTHY USE

- Feeling too weak to help, so they help the people they love avoid pain instead of bearing it with them as they grow, and call it "keeping the peace."
- Not setting boundaries because saying no feels like causing pain. Over time, this turns into enabling.
- Holding others back from becoming resilient because they are afraid they won't be needed anymore.

PARENTING TIPS

- The child gets energy bearing the pain of others and helping others through tough situations.
- Help them learn the difference between bearing a friend's pain as they grow, and enabling a friend to avoid pain, especially pain they cause.
- Help them grow in confidence that this is a strength, not a weakness.

THEIR SUPERPOWER

Compassion is one of the strongest IDs. By bearing the pain of growth, they help people step through tension that would otherwise stop them.

Put it into Practice
COMPASSION

IS THIS YOU?

START WITH YOURSELF

1 **Is Compassion part of your Intangible Driver?**

☐ My WHY ☐ My HOW ☐ Both ☐ Neither

2 **Can you tell who is in the most pain when you walk into a room? What do you do with what you notice?**

3 **Have you ever been called weak or emotional? What were you really doing?**

4 **How full is your pain meter right now? Who is a strong friend you could share it with?**

5 **Who do you most want to help through their pain right now? Describe a time someone told you, "I feel better."**

TRY IT THIS WEEK

WHEN THIS HAPPENS	TRY THIS	WHAT HAPPENED?
IF YOU ARE A COMPASSION ID		
Your pain meter is full:	Read the Pain Speech to a strong friend.	
A confrontation is coming:	Step in for the other person's benefit. **You are the best at it.**	
WHEN YOU ARE WITH A COMPASSION ID		
You start a conversation with them:	**Share how you feel right away.**	
They helped you through something:	**"I feel better."**	

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Compassion
PAIN SPEECH

Here is a speech you can read to someone when you need to get out your pain, so it doesn't come out in the wrong way and CAUSE pain!

1 ASK FIRST

"I have a full pain meter. I am carrying around a lot of pain. If I don't share it, I feel like it will come out in other ways, possibly in ways I don't want. I want to share my pain with you, but only if you have time. Do you have some time for me to share?"

(If they say yes, share the rest of this speech. If not, wait until they have time to hear you to share the rest of the speech.)

2 THE PAIN SPEECH

"Before I share my pain, I want you to know...

The pain I am about to share is TO you, not AT you or ABOUT you.

I am possibly going to say things that are hurtful and wrong, but they are the way I feel. Sharing will help me not carry around the pain. I want to share my feelings as strongly as I feel them... intentionally, which is why I might get messy! I will let you know when I am ready to hear your thoughts.

When I am done, I do not want to be held to my words, because some of what I say may be wrong or hurtful.

Remember, my words are not AT you. I do not want you to feel bad. I see you as the strongest person I know, which is why I am coming to you to share. I am giving you an opportunity to show me you are still the strongest person I know!

Can I share my pain with you?"

3 LET IT OUT

If they say yes, open the pain floodgates as BIG as you feel it. You are not doing anyone any favors if you hold back. If you sugarcoat the way you feel, your pain meter won't be emptied. If they say no, ask them, "Should I find someone else to share my pain with?"

Once you get it all out, you will likely feel like a million pounds have been lifted off you! With that freedom you feel, I encourage you to affirm them for listening!

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Intangible Driver GIVER

Givers want you to *improve your life* by *giving a tangible gift or offering an idea.*

Perceiver · Teacher · Compassion · **Giver** · Server · Administrator · Exhorter

PAST · PRESENT · FUTURE

GIVERS MAKE IT BETTER.

INTRO

Prefer **doing** rather than talking.

Giving happens in real time, so a Giver gets energy being in the **present.**

CONFIRM IT

Do you get upset when someone doesn't allow you to give a gift or an idea to improve the situation?

HOW VS WHY

WHY

- The effect they want is for your life to improve
- Want you to be given something
- Can seem stoic or unemotional

HOW

- Give a tangible gift or an idea in order to connect
- Want you to receive what they give
- Want you to accept the gift or give a positive response

PRO TIP: To find someone's WHY, ask: What is the effect they want to have on others?

NATURAL CONTEXT

Situations where they can give to people or organizations, or improve the world:

Philanthropists · Giving organizations · Coaches · Trainers

MISUNDERSTANDINGS

Often misunderstood as:

Rich · Unemotional · Critical · Nitpicky

HOW GIVERS ARE MISUNDERSTOOD

Always looking to make things better can sound critical, like nothing is ever good enough.

→

WHAT A GIVER SEES

The present moment is good, and they want to make it better.

Connecting with a GIVER

ACCEPT THE GIFT.

DISCONNECTION TO CONNECTION

CONNECT
Connect with a Giver by accepting the gift.

SETTLE AND ENERGIZE THEM
Receive positively. Say, **"Thank you"** or **"OK."**

DISSOLVE TIPS

1
Dissolve the issue by remembering a Giver's idea isn't criticism. Make your first words acknowledge the gift or improvement with "Thank you" or "OK," then share your thoughts.

2
If you are a Giver and someone resists your gift, it often comes from their own insecurity, not from you. Let them know you're just trying to make something good even better.

3
Energize and settle a Giver by receiving what they give and acknowledging the gift or improvement.

EXPERIENCES AND CHALLENGES

- Givers see the present moment as good, and they want to make it better.
- Help a Giver share by saying, "It would be the greatest gift to me if you would share."

RELATIONSHIPS

GETS ALONG WITH
Compassion: Givers need to share, and Compassion feels it is a gift when you do.

A TOUGH MIX
Perceiver: Perceivers focus on the past and what is wrong; Givers on making the present better.
Exhorter: Future focus and big feels can feel uncomfortable to a Giver.

UNHEALTHY USE

- Rather than *giving,* they can start *taking* to get short-term energy, such as spending on themselves without telling the people closest to them.
- When others don't acknowledge their gifts or that their life was improved, Givers can feel unappreciated.

PARENTING TIPS

- With a Giver child, allow them to share how things could be better.
- Frame the situation with how it will be a gift to someone else.
- Giver children aren't motivated by what they will get out of something, so rewards for themselves won't work.
- Give them a healthy outlet, like supplies or toys they are free to share with others who need them.

THEIR SUPERPOWER

Givers can make anything better. Every gift or idea they offer takes something good and makes it even better.

Put it into Practice

GIVER

IS THIS YOU?

START WITH YOURSELF

1 **Is Giver part of your Intangible Driver?**

☐ My WHY ☐ My HOW ☐ Both ☐ Neither

2 **Do you get upset when someone won't let you give a gift or an idea? When did that last happen?**

3 **Have you ever been seen as unemotional? What were you really offering?**

4 **When did you last feel unappreciated for something you gave? What did you do next?**

5 **What gift or idea are you most excited to give right now? Describe a time someone accepted your gift and it made their life better.**

TRY IT THIS WEEK

WHEN THIS HAPPENS	TRY THIS	WHAT HAPPENED?
IF YOU ARE A GIVER		
You have an idea to make things better:	Offer it as a gift. Share that you're just trying to improve it and make it even better.	
You feel unappreciated:	Share that feeling with someone before it turns into taking.	
WHEN YOU ARE WITH A GIVER		
Someone offers you something:	**Say, "Thank you" or "OK."**	
A Giver won't open up:	**Say, "It would be the greatest gift to me if you would share."**	

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Intangible Driver
SERVER

Servers want the *need met* by *doing whatever it takes*.

Perceiver — Teacher — Compassion — Giver — **Server** — Administrator — Exhorter

PAST — PRESENT — FUTURE

SERVERS FILL THE NEED.

INTRO

Prefer **doing** rather than talking.

Servers are energized thinking about what they will do in the **future.**

CONFIRM IT

Do you answer 3+ of the Intangible Drivers? Does your answer depend on the person you're talking to and the situation you are in?

HOW VS WHY

WHY

- The effect they want is for the need to be met
- The concern is the need, not the person
- Tend to be a bit awkward or skeptical
- Focused on profitability
- Can see any of the seven perspectives and switch between them mid-sentence

HOW

- Do whatever it takes in order to connect
- Very responsive to the need
- Likeable, popular, and often seen as chameleons
- Meet other people at their Intangible Driver

PRO TIP: To find someone's WHY, ask: What is the effect they want to have on others?

NATURAL CONTEXT

Situations focused on understanding the needs of others or the mission:

Salespeople | Educators | Actors | Second in command

MISUNDERSTANDINGS

Often misunderstood as:

Busybodies | No personality | Stubborn | Overcommitted

HOW SERVERS ARE MISUNDERSTOOD

They shift to match whoever they're with, so they can seem to have no personality of their own.

→

WHAT IS REALLY GOING ON

Servers adjust to other people to fill the need they have.

Connecting with a SERVER

SHARE THE NEED. LET THEM FILL IT.

DISCONNECTION TO CONNECTION

CONNECT
Connect with a Server by letting them fill the need.

SETTLE AND ENERGIZE THEM
Share the need, without telling them they need to do it.

DISSOLVE TIPS

1. Avoid draining a Server by telling them they have to do something.
2. Dissolve the issue by framing the request as a need for others. They are motivated by filling the needs of others.
3. Energize and settle a Server by framing everything as a need for others.
4. Ask, "Would you want to do this if no one told you to?"

EXPERIENCES AND CHALLENGES

- The challenge to motivating a Server is to express the need outside of the Server ID.
- There is a huge difference between "You need to do this" and "I need this." Do these feel different? 1. "You need to drive me to the gas station." 2. "My car broke down. I'm going to need a ride."
- Servers adjust constantly. Saying out loud what need they see helps others keep up.

RELATIONSHIPS

GETS ALONG WITH	**Compassion:** They help Servers relieve the stress of taking on too much. **Administrator:** As long as the Administrator is helping the group, not assisting the Server.
A TOUGH MIX	**Teacher:** Teachers keep explaining after the need is filled.

UNHEALTHY USE

- Feeling like they have to do something, that it is expected of them.
- Getting drained and lashing out when someone asks for help, because serving now feels like an obligation instead of an opportunity.
- Disconnecting from others and focusing only on serving themselves.

PARENTING TIPS

- Help a Server HOW child find the need outside of themselves. If you need them to do something, frame it as a need outside of the child.
- Help them become master communicators. Teach Server WHYs to say why they are doing something.
- When a Server WHY seems stuck, ask, **"What need do you see right now?"**

THEIR SUPERPOWER
Servers are the glue. They meet people at their ID, connect those who wouldn't naturally sync up, and get things done.

Put it into Practice

SERVER

IS THIS YOU?

START WITH YOURSELF

1 **Is Server part of your Intangible Driver?**

☐ My WHY ☐ My HOW ☐ Both ☐ Neither

2 **Did you answer three or more Intangible Drivers on the quiz? When do you notice yourself shifting?**

3 **Have you ever been called a busybody, or told you have no personality? What were you really doing?**

4 **Think of something you did because you felt you had to. Would you have gotten energy filling that need if no one told you to? Why?**

5 **What need around you are you most excited to fill? Describe a time you filled a need that no one told you to.**

TRY IT THIS WEEK

WHEN THIS HAPPENS	TRY THIS	WHAT HAPPENED?
IF YOU ARE A SERVER		
Someone tells you what you need to do:	Look past how they said it. Focus on the need.	
You feel stuck:	Ask yourself: **what need do I see right now?**	
WHEN YOU ARE WITH A SERVER		
You need help from a Server:	**Say, "I need..." instead of "You need to..."**	

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Intangible Driver
ADMINISTRATOR

Administrators want you to *reach your goal* by *guiding you*.

Perceiver — Teacher — Compassion — Giver — Server — **Administrator** — Exhorter

PAST — PRESENT — FUTURE

ADMINISTRATORS LEAD TO THE GOAL.

INTRO

Prefer **talking** rather than doing.

Administrators help an individual or group reach a goal, so they get energy looking to the **future.**

CONFIRM IT

Do you need a goal? Without one, do you feel lifeless? Do you come to life once a goal is presented?

HOW VS WHY

WHY

- The effect they want is for you to reach your goal
- Coach a group from the sidelines
- Desire that you actually achieve the objective

HOW

- Guide you in order to connect
- Coordinate or act as the guide for the group
- May seem pushy as they try to move people around

PRO TIP: To find someone's WHY, ask: What is the effect they want to have on others?

NATURAL CONTEXT

Situations with groups of people, and usually in charge of them:

Directors | Military generals | Conductors | Business leaders | Sports coaches

MISUNDERSTANDINGS

Often misunderstood as:

Controlling | Uncaring | Dictators | Game players

HOW ADMINISTRATORS ARE MISUNDERSTOOD

Moving people like pawns toward a goal can make them look controlling, uncaring, or like a game player.

→

WHAT IS REALLY GOING ON

They lead people to the goal together, and never want to go alone.

Connecting with an ADMINISTRATOR

TELL THEM THE GOAL.

DISCONNECTION TO CONNECTION

CONNECT
Connect with an Administrator by letting them lead.

SETTLE AND ENERGIZE THEM
Tell them the goal or ask them about their goal.

DISSOLVE TIPS

1
Give them the goal first. Without it, they have no reference point. Simply saying, "This is my goal" can help.

2
Connect by letting them lead you or the group. When their goal for the group isn't accepted, they can withdraw. It's not sulking; they feel disconnected.

3
Set a challenge or a timer to give them a goal to work toward. Asking how many minutes they think a task will take can get them moving.

EXPERIENCES AND CHALLENGES

- They need a group of people to get to a goal.
- Administrators are energized administrating a group of people toward the goal.

RELATIONSHIPS

GETS ALONG WITH	**Perceiver:** Perceivers point out the reality a group needs. **Server:** Administrators name the needs; Servers jump in to fill them.
A TOUGH MIX	**Compassion:** Compassion may feel the Administrator doesn't care for individuals, when the Administrator cares about each person's role in the group.

UNHEALTHY USE

- Moving people toward their own goal.
- Misleading, manipulating, or deceiving others to get what they want.
- Dropping hints and hoping others take up their idea as their own, instead of asking for what they want directly.
- Gravitating toward people who are easy to move around, and staying far enough away to avoid the blame when things go wrong.

PARENTING TIPS

- Give Administrator children opportunities to lead. They rarely get them in school or in outside activities.
- This lets them work out their uniqueness in a safe environment and become strong leaders.
- Look at what the needs are, then let the child administrate others toward those goals.
- Help them develop a process for daily and weekly goals.

THEIR SUPERPOWER

Administrators see how a group fits together. A small shift from them can get everyone to the goal and make the journey better along the way.

Put it into Practice
ADMINISTRATOR

IS THIS YOU?

START WITH YOURSELF

1 **Is Administrator part of your Intangible Driver?**

☐ My WHY ☐ My HOW ☐ Both ☐ Neither

2 **Do you need a goal to come to life? What is your goal this week?**

3 **Have you ever been called controlling or a game player? What were you really trying to do?**

4 **Think of a group you led recently. Whose goal was it moving toward, and how could you tell?**

5 **What goal would you love to lead a group toward right now? Describe a time you helped a group reach a goal together.**

TRY IT THIS WEEK

WHEN THIS HAPPENS	TRY THIS	WHAT HAPPENED?
IF YOU ARE AN ADMINISTRATOR		
You feel lifeless:	Set a goal for today and this week.	
You are leading a group:	Check: is this the group's goal, or mine?	
WHEN YOU ARE WITH AN ADMINISTRATOR		
You start a project with an Administrator:	State the goal first, then let them lead.	

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Intangible Driver: EXHORTER

Exhorters want you to *be excited about the future* by *encouraging you*.

Perceiver — Teacher — Compassion — Giver — Server — Administrator — **Exhorter**

PAST — PRESENT — FUTURE

EXHORTERS LIVE IN THE FUTURE.

INTRO

Prefer **talking** rather than doing.

They encourage people about the future, so an Exhorter gets energy by talking about that **future.**

CONFIRM IT

Do you want other people to feel what you are feeling? Do you get drained when they don't?

HOW VS WHY

WHY

- The effect they want is for you to be excited about the future
- Well-known for having big feels
- See your potential before you do, and help you believe in it

HOW

- Encourage you in order to connect
- Want you to be encouraged
- Can come across as dramatic

PRO TIP: To find someone's WHY, ask: What is the effect they want to have on others?

NATURAL CONTEXT

Situations where they can encourage. The future feels as real to them as the present:

Cheerleaders | Visionaries | Innovators | Motivational speakers

MISUNDERSTANDINGS

Often misunderstood as:

Dramatic | Self-centered | Dreamers | Optimists

HOW EXHORTERS ARE MISUNDERSTOOD

Focusing on their own feelings and the future can make them look dramatic and out of touch.

→

WHAT AN EXHORTER WANTS

To use their feelings for others, inspiring them to move forward.

Connecting with an EXHORTER

FEEL WHAT THEY FEEL.

DISCONNECTION TO CONNECTION

CONNECT
Connect with an Exhorter by feeling what they feel.

SETTLE AND ENERGIZE THEM
Feel what they feel. Mirror their emotions.

DISSOLVE TIPS

1. When interacting with an Exhorter, let them talk first.
2. Whatever emotion they are expressing, mirror that emotion back to them.
3. Dissolve the issue by feeling something in your own life that would reflect the same emotion.
4. Energize and settle an Exhorter by feeling what they feel through mirroring their emotions.

EXPERIENCES AND CHALLENGES

- Exhorters are good-to-great people: at their best helping people go from a good spot to a great one.
- Follow the Exhorter Rules on the next page.

RELATIONSHIPS

GETS ALONG WITH	**Compassion:** Exhorters want others to feel what they feel; Compassion wants to feel it. **Server:** Servers see what steps need to be done and take care of them; Exhorters bring the big, exciting vision that makes those steps worth taking.
A TOUGH MIX	**Perceiver:** Perceivers are reality junkies focused on the past; Exhorters have a strong imagination AND live in the future.

UNHEALTHY USE

- Having parties for themselves instead of for others, trying to force others to feel what they feel.
- The step before a crash: they become even more positive and encouraging.
- Their fear of the future can be paralyzing.

PARENTING TIPS

- Help Exhorter children learn to live in the present and recognize reality.
- Help them use their uniqueness for the benefit of others.
- Help them know their value. An Exhorter who knows their value gets others excited about the future.
- Affirm them when they exhort others toward the mountaintop in appropriate ways.

THEIR SUPERPOWER

Most people don't have the stamina to reach the mountaintop alone. An Exhorter's big feels are the energy that carries them up.

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Exhorter
EXHORTER RULES

Exhorters can have big feelings. Follow these three rules any time you interact with an Exhorter. It makes all the difference!

LISTEN

1 Let them talk first.

They need to push out some of that passionate energy before they can relax and listen. It's very successful to let them talk first.

THEY TALK FIRST

They talk for 10 minutes, then you talk for an hour and a half.

They're fine.

YOU TALK FIRST

You talk for 10 minutes, then they talk for an hour and a half.

They'll say you did all the talking.

MIRROR

2 Mirror their emotions.

They don't feel connected unless you have the same emotion. It doesn't have to be about the same thing. Think of something that makes you feel the same way, to the same degree, and show it.

Molly's Exhorter son was furious a friend backed out of a play date. She stomped her foot and matched him:

"I hate it when the pizza delivery man brings me a cold pizza!"

He stopped in his tracks and hugged her.

LEAD WITH EXCITEMENT

3 Present a problem the right way.

A problem pulls them off the mountaintop and drains them. Let them talk, mirror their emotions, then lead with excitement.

INSTEAD OF

I'm having this problem...

Come to me with solutions, not problems!

TRY

I'm excited, I feel I'm improving our processes! However, there's this issue...

What's the issue?

Sam is holding me back.

THE RESULT **Now they exhort you by going after the roadblock.**

Put it into Practice
EXHORTER

IS THIS YOU?

START WITH YOURSELF

1 **Is Exhorter part of your Intangible Driver?**

☐ My WHY ☐ My HOW ☐ Both ☐ Neither

2 **Do you want others to feel what you are feeling? What happens in you when they don't?**

3 **Have you ever been called dramatic or a dreamer? What were you really trying to do?**

4 **When you are afraid of the future, what does that fear look like for you?**

5 **What future are you most excited for the people around you to feel? Describe a time someone felt your excitement with you.**

TRY IT THIS WEEK

WHEN THIS HAPPENS	TRY THIS	WHAT HAPPENED?
IF YOU ARE AN EXHORTER		
You feel extra positive and push harder:	Pause. It may be the step before a crash.	
Others don't match your energy:	Share that you're just looking for them to feel what you're feeling.	
WHEN YOU ARE WITH AN EXHORTER		
An Exhorter shares big news:	Let them talk first, feel what they feel, then mirror their emotion.	
You need to raise a problem:	Share that you're excited about something, but there is an issue.	

INTANGIBLE DRIVER | CHART

	MOTIVATION	DIRECTION	METHOD	INTERACTION	HELP	MISUNDERSTOOD	ABUSE
PERCEIVER	Make you aware of a WHAT. (FACT)	PAST (Infinitely)	SAY State a WHAT only	Not settled until others are aware.	First, say, "I see that."	Negative. Pessimistic.	Divination. Dictator.
TEACHER	Make you understand the WHY.	PAST	SAY State a WHY	Not settled until others understand.	Say, "That makes sense" or "I understand."	Know-it-all. Bragger.	Slumber. Unwilling to be taught.
COMPASSION	Help you not feel bad while growing.	PAST	DO Bear pain	They bear your pain. Feel what you feel.	Share your feelings and not feel bad. "I feel better."	Weak. Emotional.	Weakness. Enabler. Prevent pain.
GIVER	Supply a tangible need or improvement.	PRESENT	DO Give	Not settled until you receive / get something.	Accept the gift: "Thank you" or "OK."	Unemotional. Rich.	Taking. Giving so they get.
SERVER	Do whatever it takes to fill a need.	FUTURE	DO Serve	Not settled until the need is filled.	Let them fill the need.	Busybody. No personality.	Serfdom. Feeling they have to do something.
ADMINISTRATOR	Coordinate a group or interactions.	FUTURE	SAY Lead	Focused on the space between two entities.	Tell them the goal.	Controllers. Game players.	Mislead. Seducer.
EXHORTER	Encourage others to move forward.	FUTURE (Infinitely)	SAY Positive vision	Not settled until you feel what they feel.	Be excited about the future. Mirror their emotions.	Cheerleaders. Dreamers. Optimists.	Fear. Misuse imagination.

Give to Others

READING PEOPLE

When interacting with someone, first identify the uniqueness of the person: their **Picture Perspective, Processing Perspective, and Intangible Driver**. These videos are a resource you can keep going back to, like an encyclopedia.

STEP 1: IDENTIFY THE UNIQUENESS OF THE PERSON

1

BEFORE INTERACTING, TAKE A STEP BACK

Find out who the person is. This step avoids categorizing them based on outward traits or behaviors. If the approach you take is the opposite of their Intangible Driver, even great training won't reach that unique person.

2

THE HOW: WHAT IS THEIR HOW?

HOW they do things and HOW they connect with others. **We always see the HOW first, and there are only seven options**. Server HOWs naturally move to meet the other person's HOW. Non-Servers can move as an act of leadership or love, without the same energy.

3

ARE THEIR HOW AND WHY PAST-PAST OR FUTURE-FUTURE?

Perceiver, Teacher, and Compassion are past. Server, Administrator, and Exhorter are future. Ask a question and see where their energy goes. This is all about energy.

ASK ABOUT THE FUTURE

"Where do you think you'll be in five years?"

A past-past person goes, "Ughhh..." You just drained them.

ASK ABOUT THE PAST

"What was your 13th birthday party like?"

A future-future person goes, "Ughhh..." You just drained them.

4

ONE PAST, ONE FUTURE

Some people have one foot in the past and one in the future, like Exhorter-Teacher or Perceiver-Administrator. **The further apart their past and their future IDs are, the more they will seem to change over time.**

TRY IT

Think of one person close to you. Which question would drain them?

☐ The future question ☐ The past question

Give to Others
TENSION AND RELEASE

TENSION:
THE DIFFERENCE IN THE WHY

The further apart the WHY IDs, the more tension. A Perceiver WHY and an Exhorter WHY are as far apart as two IDs can get. Although tense, it's a good thing to view situations through the lens of the other person's ID. It can really help you grow.

RELEASE:
THE SIMILARITY IN THE HOW

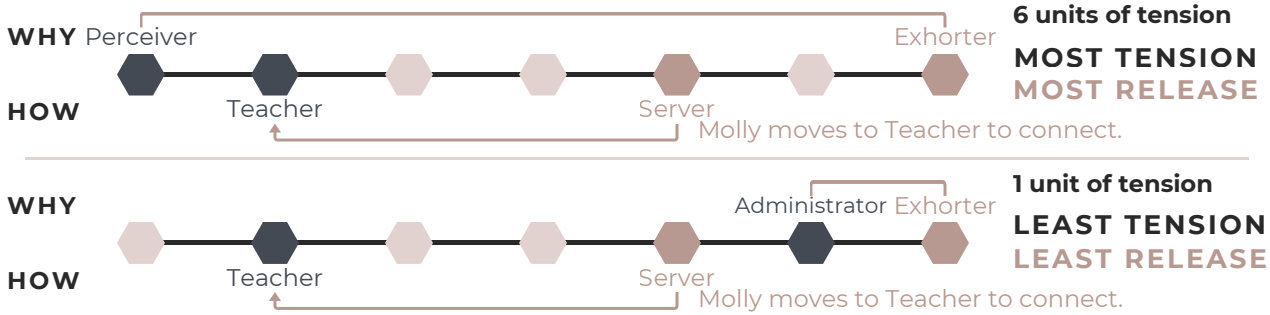
The closer the HOW IDs, the more release. When two people share a HOW but have different WHYs, the bigger the gap between the WHYs, the bigger the energy when they meet. *"You totally get me!"*

TENSION AND RELEASE IN ACTION

HOW IT WORKS

Molly is an Exhorter WHY with a Server HOW, and both friends below have a Teacher HOW. Tension comes from the distance between two WHYs. Release comes from meeting at the same HOW, and the bigger the WHY gap, the bigger the release.

In the first example, her Perceiver-Teacher friend's WHY is 6 units away, so when Molly moves her Server HOW to meet at Teacher, the release is huge: "You totally get me!" However, in the second example, her Administrator-Teacher friend's WHY is only 1 unit away, so there is less tension to release.



EXPERIENCES

The goal: make an environment safe and creative for ourselves and for others. Knowing a person's HOW is what can cause us to *feel a safe connection*.

A person's WHY is the tension, and it's where we can create something. **Tension is not bad:** the more you can handle, the more you can create.

A PROBLEM IS A PROBLEM

Our WHY is the lens we look at a problem through. A Perceiver WHY points out what is wrong with a broken car; an Exhorter WHY would make sure it never goes wrong again.

Start with Perceiver and do every ID in order, and you can dissolve every issue and make the situation generative!

Be aware of how much tension a person can handle safely. If they can't handle five units of tension, don't put them in a situation that requires ten.

Give to Others
RELATIONSHIPS

There are only three types of friendships and marriages. **N** = non-Server HOW. **S** = Server HOW.

RELATIONSHIP 1

N N

TWO NON-SERVER HOWS

Neither gets energy naturally moving to fill needs. If not matched, they need to alternate HOW.

Mature leaders serve each other regardless of IDs.

If immature, they can argue over who gets things done, or refuse to adjust when a need doesn't align with their ID.

RELATIONSHIP 2

N S

ONE NON-SERVER HOW

The Server has to move to adjust to the non-Server HOW, but is only expressing one seventh of their ID.

Friend or spouse: Help the Server HOWs in your life find outlets to express their other six Intangible Drivers, and don't get upset when they move to a different ID.

RELATIONSHIP 3

S S

TWO SERVER HOWS

They get so much energy filling needs together, but first they have to agree on what the need is.

They agree by meeting at the same HOW ID and communicating which of the seven HOWs they are using. Mature Server HOWs are master communicators and support each other.

"WHAT DO YOU THINK THE NEED IS RIGHT NOW?"

ME _____ **MY HOW** _____

THEM _____ **THEIR HOW** _____

1 **Which type of relationship does your marriage or closest friendship look like?**

☐ Relationship 1 ☐ Relationship 2 ☐ Relationship 3

2 **Describe a time you disagreed on what the need was. Why did you each see it differently?**

3 **What is one thing you can do to grow in how you communicate with each other?**

Put it into Practice
ONE PERSON CLOSE TO YOU

Take one person close to you and write down what you think their uniqueness is. Take your best shot, then watch the videos again to see if you are on track. Practicing with one person is how you get the skill down.

One person close to you: _____

CIRCLE THEIR PICTURE PERSPECTIVE

Micro — Small — Slightly Small — Slightly Big — Big — Macro

CIRCLE THEIR PROCESSING PERSPECTIVE

Very Internal — Internal — Slightly Internal — Slightly External — External — Very External

PRO TIP

Picture: Small Picture? Let a Big Picture person share the whole idea first, then dig into one part. Big Picture? Let a Small Picture person share details first, then show where they fit.

Processing: Give an Internal Processor silence to think; give an External Processor space to talk, then ask, *"Is that your final answer?"*

CIRCLE THEIR HOW: HOW THEY CONNECT WITH OTHERS

Perceiver — Teacher — Compassion — Giver — Server — Administrator — Exhorter

CIRCLE THEIR WHY: THE EFFECT THEY WANT TO HAVE ON OTHERS

Perceiver — Teacher — Compassion — Giver — Server — Administrator — Exhorter

WHICH QUESTION DRAINED THEM?

- ☐ Future question
- ☐ Past question

DO THEY SEEM TO CHANGE OVER TIME?

☐ Yes ☐ No

If they seemed to change as you got to know them better, their HOW and WHY are probably further apart.

ARE THEIR HOW AND WHY PAST-PAST OR FUTURE-FUTURE?

- ☐ Past-past
- ☐ Future-future
- ☐ One past, one future

1 **At which ID do you feel tension with them, and where do you feel release?**

2 **How will you connect at their HOW, then adjust to their WHY?**

Give to Others

YOUR 5 CLOSEST PEOPLE

NOW, YOUR 5 CLOSEST PEOPLE

Now broaden it. Determine the uniqueness of the five people you interact with the most, because they impact your life the most. Start with yourself, and come back to update your guide as you learn more.

NAME	PICTURE Micro to Macro CHAPTER 3	PROCESSING Internal to External CHAPTER 4	INTANGIBLE DRIVER WHY and HOW CHAPTERS 5 TO 12
Me			WHY - HOW
1			WHY - HOW
2			WHY - HOW
3			WHY - HOW
4			WHY - HOW
5			WHY - HOW

OTHERS IN YOUR LIFE

NAME	PICTURE	PROCESSING	INTANGIBLE DRIVER

Give to Others

YOUR ROLE MODEL ADULT

Assignment goal: Separate your uniqueness from your role model adult's. One of the biggest hindrances to figuring out someone's uniqueness is that, unconsciously, we have taken on the identity of our role model adult.

WHO TO CHOOSE

The person you looked to from 4 years old on as what it meant to be an adult. If you're male, think of the person you saw as a dad or father figure. If you're female, think of someone you saw as a mom or mother figure.

WHY IT MATTERS

Everything we didn't consciously reject about them, we unconsciously accepted. As we untangle ourselves from our role model adult, our brains become healthier and we strengthen our resiliency.

Answer the questions below for the person you looked up to as the adult role model in your life from age 4+.

My role model adult: _____

1 **LIST FIVE ADJECTIVES TO DESCRIBE YOUR ROLE MODEL:**

_____ _____ _____ _____ _____

2 **CIRCLE WHAT YOU THINK YOUR ROLE MODEL'S WHY AND HOW ARE:**

WHY

Perceiver — Teacher — Compassion — Giver — Server — Administrator — Exhorter

HOW

Perceiver — Teacher — Compassion — Giver — Server — Administrator — Exhorter

3 Name one thing your role model did that **all** role models should do:

_____

4 Name one thing your role model did that **no** role model should do:

_____

WHAT WAS RIGHT FOR THEM MAY NOT BE RIGHT FOR YOU.

5 Name one thing that was right for your role model to do and not right for you to do:

_____

_____

ONE LAST THING

Ready to go DEEPER WITH ME?

You started with one question: **Who are you?** And you found real answers: how you picture the world, how you process it, and the Intangible Driver behind everything you do.

Now you have a choice. Let this guide sit on a shelf, or use what you discovered to lead, connect, and live as the person you were made to be.

If you want help with the second one, I'd love to keep going with you.

Let's talk.

YOUR FREE COACHING SESSION

DM me the word "UNIQUELY"

and I'll give you a free coaching session to help you go deeper, get your questions answered, apply what you've learned, and discover other tools.

@TheMollyHildebrandt on Instagram

Not on Instagram? Reach me at mollyhildebrandt.com/contact

Be UNIQUELY YOU.

molly