

EXCELLENCE FOR LEARNING™

Student Version

*"He who knows others is learned.
He who knows himself is wise."
-Lao Tse*

John Doe

5-1-2002



INTRODUCTION

Successful communication with others involves skills that are developed through practice and effort. It is a process that must include the active participation of each person involved.

This program was developed to help each person achieve the following objectives:

- 1) To identify and understand your natural behavioral style
- 2) To understand and appreciate other styles
- 3) To improve your communication with others

The key areas identified in this report are:

- a. The kinds of activities you like, and how you do them
- b. How you like to communicate
- c. Study tips

Identify those statements that are most important to you, and WHY. **REMEMBER:** Effective communication requires a commitment from everyone concerned!

GENERAL STATEMENTS

Understanding yourself and others is the first step toward developing effective communication. Based on John's responses, the report has selected statements to provide a basis for understanding his behavior. Read each statement and discuss it with other family members. Eliminate any statement which EVERYONE agrees does not apply.

- I like others to ask for my opinion.
- I will seldom ask others for a favor unless the environment is friendly.
- I can be called a talker.
- I like to win when I play games; however, if I lose I can still see the good side.
- I'm willing to accept others for what they are.
- I like to play with other people.
- Sometimes rather than argue I make excuses for not wanting to do something.
- Sometimes I may be so excited about what I have to say that I forget and interrupt people while they are talking.
- I can be quickly aroused and highly excited by those who influence me.
- I prefer conversation that is stimulating, fun-loving and fast-moving.
- I may not have heard everything you said because I was trying to figure out what I was going to say when it was my turn to talk.
- I will seek recognition through achievement, whether it is good or bad.
- When you are talking I sometimes am thinking about other things and don't always hear exactly what you said.
- Some people may see me as a free spirit.
- I like to be seen as a team player.
- I can be motivated by flattery and praise.
- I prefer people to things.
- I like to gain attention from others by talking.

GENERAL STATEMENTS

- I like an environment where I am free to talk.
- I like to be a member of a winning team.
- I can be motivated by status.
- I like to be seen as a winner and like to identify with other winners.
- When I am happy, you can see a sparkle in my eyes.
- I like to be seen as flexible and sometimes I am so flexible I get into trouble.
- I can be influenced greatly by people I respect.
- I always look for the good in people and things.

CHECKLIST FOR COMMUNICATING

This section of the report provides methods for communicating with John. Read and discuss each statement. Identify those statements which are most important to John. Share these statements with other family members. Make a list and practice using them in your daily communication with John.

- Show sincere interest in him as a person. Start conversations with personal comments.
- Give instructions in logical order.
- Talk about his goals and opinions.
- Listen patiently and be responsive.
- Give clear instructions.
- Present your case softly, and non-threateningly, using a sincere tone of voice.
- Give recognition and praise for superior performance.
- Encourage him to write down his goals and the action needed to achieve them.
- Ask "how" questions to discover his plan of action.
- Plan interaction that supports his dreams and goals. Lead conversation to a plan that will result in achieving his dreams or goals.
- Plan time for relating and socializing.
- Ask "how" questions to discover if he understands your instructions.

DON'TS ON COMMUNICATING

This section of the report lists the things NOT to do when communicating with John. Read each statement and identify those that result in frustration or ineffective communication. Share them with all family members so they can refrain from using these methods.

- Don't talk down to him.
- Don't promise you will do something if you cannot fulfill the promise.
- Don't set goals for him. Assist him in setting his own goals - ownership of goals is very important.
- Don't be abrupt or rapid. Remember his need for logic and sincerity.
- Don't leave decisions hanging in the air.
- Don't leave instructions open for interpretation. Remember, he will take the risk to show you the loopholes.
- Don't be cool and distant. He prefers a warm, friendly environment.
- Don't manipulate or bully. Remember, he may agree to avoid confrontation.
- Don't overcontrol the conversation. Remember, he likes to talk.
- Don't keep making decisions for him. Remember, maturity comes from deciding more and more things for yourself.
- Don't always be formal. He communicates best in a warm, friendly environment.

STUDY TIPS

After reading your study tips, select two or three tips and incorporate the ideas into your studying habits.

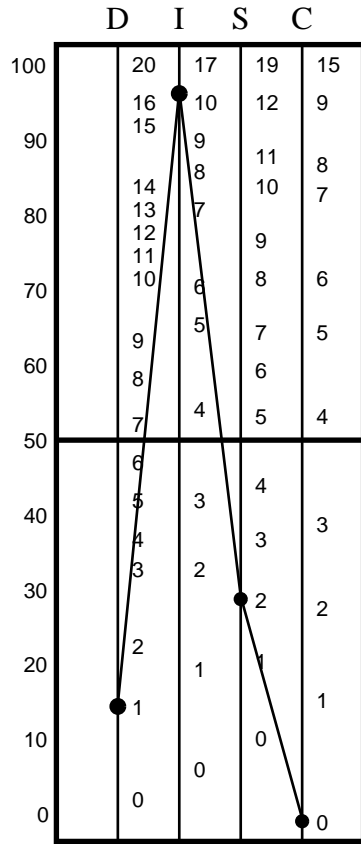
- Think positive about new ways to learning.
- Don't doodle.
- Study in groups of two or more.
- Socialize after studying - not before.
- Review notes from previous class to prepare yourself for the class.
- Review your notes after class.
- Take vigorous notes.
- Probe yourself and others about ideas you are learning.
- Use short sentences when taking notes - leave out unnecessary words.
- Analyze your time and see how you are spending it.
- Meditate and think positive before taking an exam.

STYLE ANALYSIS™ GRAPHS

John Doe

5-1-2002

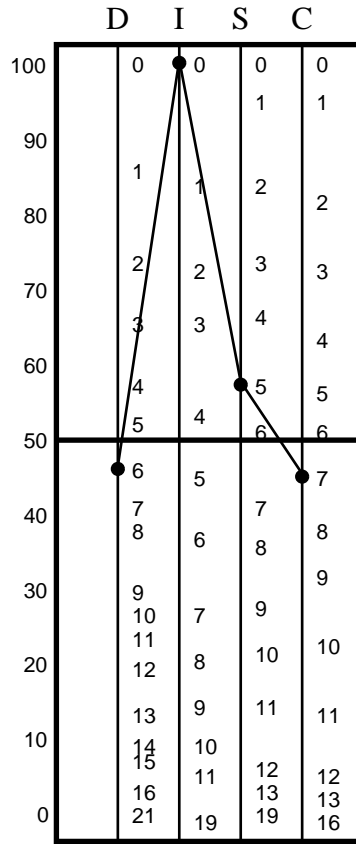
MOST
Graph I
Adapted Style



Score
%

1	15	2	0
16	96	30	1

LEAST
Graph II
Natural Style



6	0	5	7
47	100	58	46

THE SUCCESS INSIGHTS® WHEEL

The Success Insights® Wheel is a powerful tool popularized in Europe. In addition to the text you have received about your behavioral style, the Wheel adds a visual representation that allows you to:

- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

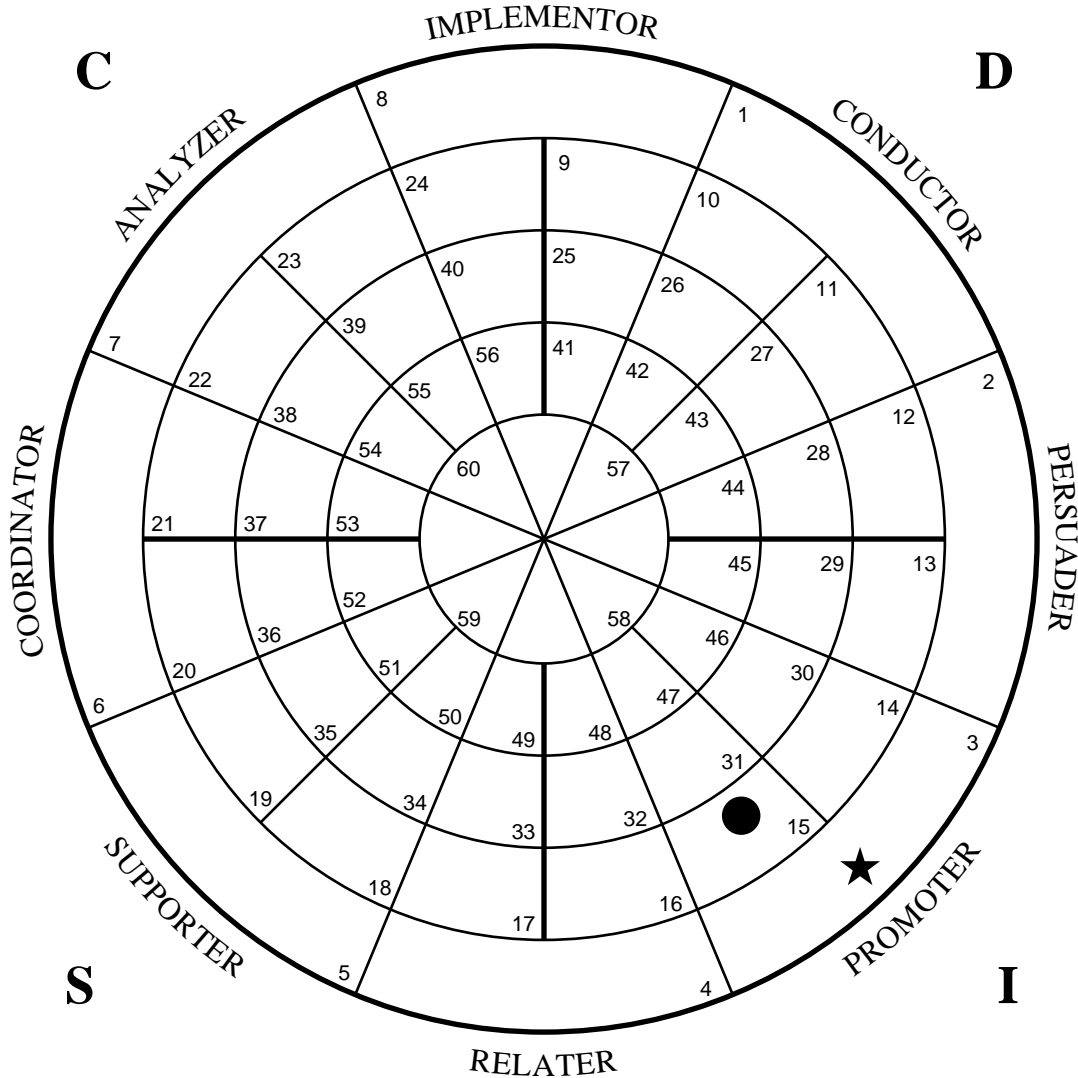
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able to identify where communication, understanding and appreciation can be increased.

THE SUCCESS INSIGHTS® WHEEL

John Doe

5-1-2002



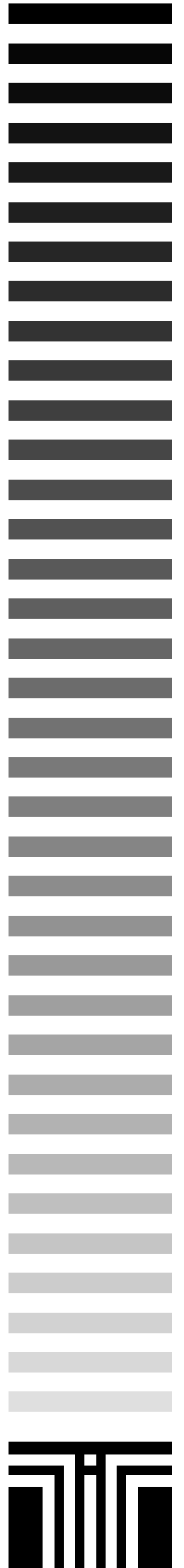
Adapted: ★ (3) PROMOTER

Natural: ● (15) RELATING PROMOTER

JOB INDICATOR

John Doe

5-1-2002



INTRODUCTION

Today's workplace is in constant change. As a result, careers are changing to keep pace. The average person can expect to change careers 5 times during their working life. That does not take into account the average 2-4 job changes within each career. Given this reality, it becomes more important than ever to make informed career decisions. There is no better preparation for career changes than in-depth knowledge of your own talents and how you can maximize them to succeed.

The Job Indicator section of your report has been developed to assist you in matching your natural behavioral design "talents" to jobs. This section will guide you through jobs that best match your behavioral design based on the education level you selected at the beginning of the assessment process. The job list is prioritized with your best behavioral design match at the education level you selected at the top. This will assist you in making informed career choices based on what best suits your natural behavioral design.

Research suggests that over 50% of people at work hold jobs that do not suit them behaviorally and they are neither fully motivated nor satisfied with their contribution. The good news is the closer the behavioral demands of the job match your own natural behavior, the more satisfaction and personal reward you will find in your work.

It is difficult if not impossible to incorporate in this report all the information on the subject of job content and career planning. There are websites available that cover these topics and will give you additional insights into the jobs listed in this section. The websites are the O*NET Occupational Information Network: <http://online.onetcenter.org> and the US Dept. of Labor, Employment & Training Administration: www.doleta.gov/programs/onet.

NAME : John Doe

EDUCATION : High School

<u>CODE</u>	<u>OCCUPATION</u>
41-3099.99	Sales Representatives, Services, All Other
27-2011.00	Actors
13-1071.01	Employment Interviewers, Private or Public Employment Service
25-9041.00	Teacher Assistants
33-3021.05	Immigration and Customs Inspectors
41-3011.00	Advertising Sales Agents
41-9022.00	Real Estate Sales Agents
35-3011.00	Bartenders
41-9011.00	Demonstrators and Product Promoters
41-9091.00	Door-To-Door Sales Workers, News and Street Vendors, and Related Workers
35-9031.00	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop
39-9031.00	Fitness Trainers and Aerobics Instructors
35-1012.00	First-Line Supervisors/Managers of Food Preparation and Serving Workers
39-9032.00	Recreation Workers
11-9081.00	Lodging Managers
13-1011.00	Agents and Business Managers of Artists, Performers, and Athletes
41-3021.00	Insurance Sales Agents
39-6031.00	Flight Attendants
43-4181.01	Travel Clerks
21-1093.00	Social and Human Service Assistants
43-3011.00	Bill and Account Collectors
43-4021.00	Correspondence Clerks
33-2021.01	Fire Inspectors
43-4041.02	Credit Checkers
43-4111.00	Interviewers, Except Eligibility and Loan
13-1072.00	Compensation, Benefits, and Job Analysis Specialists
13-1071.02	Personnel Recruiters
41-1011.00	First-Line Supervisors/Managers of Retail Sales Workers
21-1092.00	Probation Officers and Correctional Treatment Specialists
51-1011.00	First-Line Supervisors/Managers of Production and Operating Workers
13-1022.00	Wholesale and Retail Buyers, Except Farm Products
43-5061.00	Production, Planning, and Expediting Clerks
39-6022.00	Travel Guides
41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
27-3011.00	Radio and Television Announcers
43-4171.00	Receptionists and Information Clerks
39-9011.00	Child Care Workers

NAME : John Doe

EDUCATION : A.A. or B.A.

<u>CODE</u>	<u>OCCUPATION</u>
25-1193.00	Recreation and Fitness Studies Teachers, Postsecondary
25-1192.00	Home Economics Teachers, Postsecondary
13-1079.99	Human Resources, Training, and Labor Relations Specialists, All Other
33-3021.01	Police Detectives
25-2011.00	Preschool Teachers, Except Special Education
25-2022.00	Middle School Teachers, Except Special and Vocational Education
25-1194.00	Vocational Education Teachers Postsecondary
11-3011.00	Administrative Services Managers
21-1012.00	Educational, Vocational, and School Counselors
41-3099.99	Sales Representatives, Services, All Other
25-3011.00	Adult Literacy, Remedial Education, and GED Teachers and Instructors
27-2031.00	Dancers
41-9021.00	Real Estate Brokers
11-9151.00	Social and Community Service Managers
11-2011.00	Advertising and Promotions Managers
11-9111.00	Medical and Health Services Managers
27-2011.00	Actors
13-1071.01	Employment Interviewers, Private or Public Employment Service
25-9041.00	Teacher Assistants
33-3021.05	Immigration and Customs Inspectors
41-3011.00	Advertising Sales Agents
21-2011.00	Clergy
27-3042.00	Technical Writers
11-9199.99	Managers, All Other
29-1031.00	Dietitians and Nutritionists
29-1051.00	Pharmacists
21-1021.00	Child, Family, and School Social Workers
19-3031.02	Clinical Psychologists
13-2021.02	Appraisers, Real Estate
27-3022.00	Reporters and Correspondents
13-2041.00	Credit Analysts
11-3051.00	Industrial Production Managers
11-9031.00	Education Administrators, Preschool and Child Care Center/Program
11-3040.00	Human Resources Managers
11-9051.00	Food Service Managers
11-2022.00	Sales Managers
11-1011.01	Government Service Executives
11-3041.00	Compensation and Benefits Managers
35-9031.00	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop
39-9031.00	Fitness Trainers and Aerobics Instructors
35-1012.00	First-Line Supervisors/Managers of Food Preparation and Serving Workers
39-9032.00	Recreation Workers
11-9081.00	Lodging Managers
13-1011.00	Agents and Business Managers of Artists, Performers, and Athletes
41-3021.00	Insurance Sales Agents

NAME : John Doe

EDUCATION : B.A. Plus

<u>CODE</u>	<u>OCCUPATION</u>
25-1193.00	Recreation and Fitness Studies Teachers, Postsecondary
25-1192.00	Home Economics Teachers, Postsecondary
13-1079.99	Human Resources, Training, and Labor Relations Specialists, All Other
33-3021.01	Police Detectives
25-2011.00	Preschool Teachers, Except Special Education
25-2022.00	Middle School Teachers, Except Special and Vocational Education
25-1194.00	Vocational Education Teachers Postsecondary
11-3011.00	Administrative Services Managers
21-1012.00	Educational, Vocational, and School Counselors
25-3011.00	Adult Literacy, Remedial Education, and GED Teachers and Instructors
27-2031.00	Dancers
41-9021.00	Real Estate Brokers
11-9151.00	Social and Community Service Managers
11-2011.00	Advertising and Promotions Managers
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29-1031.00	Dietitians and Nutritionists
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11-1011.01	Government Service Executives
11-3041.00	Compensation and Benefits Managers