



EXCELLENCE FOR LEARNING™

Student Version

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

Susan Student

7-9-2007



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 Susan's responses, the report has selected statements to provide a basis for understanding her behavior. Read each statement and discuss it with other family members. Eliminate any statement which EVERYONE agrees does not apply.

- I get frustrated when people tell me they are going to do something but don't do it.
- I wear my emotions on my face, both when I am happy or sad.
- I have the ability to get excited about everything.
- 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 called a talker.
- I like to be seen as a leader among my friends.
- Sometimes I may start talking before I have carefully thought through what I want to say.
- I sometimes mask my true feelings in friendly terms.
- I need to be liked and want to like others.
- I can't wait for tomorrow because tomorrow will be a great day.
- I tend to manipulate my teachers, but not intentionally.
- When in trouble I enjoy talking my way out of it.
- I like to win when I play games; however, if I lose I can still see the good side.
- I try to get others in a good mood before I ask to do something; otherwise, I may not be able to get their approval.
- I like an environment where I am free to talk.



GENERAL STATEMENTS

- I sometimes laugh and giggle because I am easily excited.
- I can be very sensitive if others say anything negative about me to my friends or family.
- I get into trouble occasionally because I don't have the ability to concentrate on one thing for a long period.
- I will seldom ask others for a favor unless the environment is friendly.
- I prefer conversation that is stimulating, fun-loving and fast-moving.
- When you are talking I sometimes am thinking about other things and don't always hear exactly what you said.
- I can be motivated by flattery and praise.
- I tend to be disorganized because I prefer to do things with people rather than doing or performing the detail work.
- I have a very high trust level and trust that people will do what they say.
- I like attention and sometimes show off to get this attention.
- I sometimes become very cooperative when I ask to do something for myself.



CHECKLIST FOR COMMUNICATING

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

- Provide solutions to problems and discuss the risk involved with each.
- Confront when in disagreement with her.
- Provide ideas for the action needed to achieve her goals.
- Expect her to discover ways around vague rules.
- Plan time for relating and socializing.
- Spell out rules very specifically.
- Flatter her ego.
- Be firm - provide yes and no answers.
- Read her body language for approval or disapproval.
- Understand her defiant nature toward excessive rules.
- Plan interaction that supports her dreams and goals. Lead conversation to a plan that will result in achieving her dreams or goals.
- Clarify her responsibilities and the amount of authority she has to carry them out.



DON'TS ON COMMUNICATING

This section of the report lists the things NOT to do when communicating with Susan. 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 act timid if she confronts you.
- Don't let her overpower you with her fast talk.
- Don't take credit for her ideas.
- Don't talk down to her.
- Don't try to change her mind without supporting facts.
- Don't be cool and distant. She prefers a warm, friendly environment.
- Don't leave decisions hanging in the air.
- Don't talk to her when you are extremely angry. She will respond to the anger - not the message.
- Don't overcontrol the conversation. Remember, she likes to talk.
- Don't overuse the paternalistic approach.
- Don't volunteer your opinion if it's not your problem.



STUDY TIPS

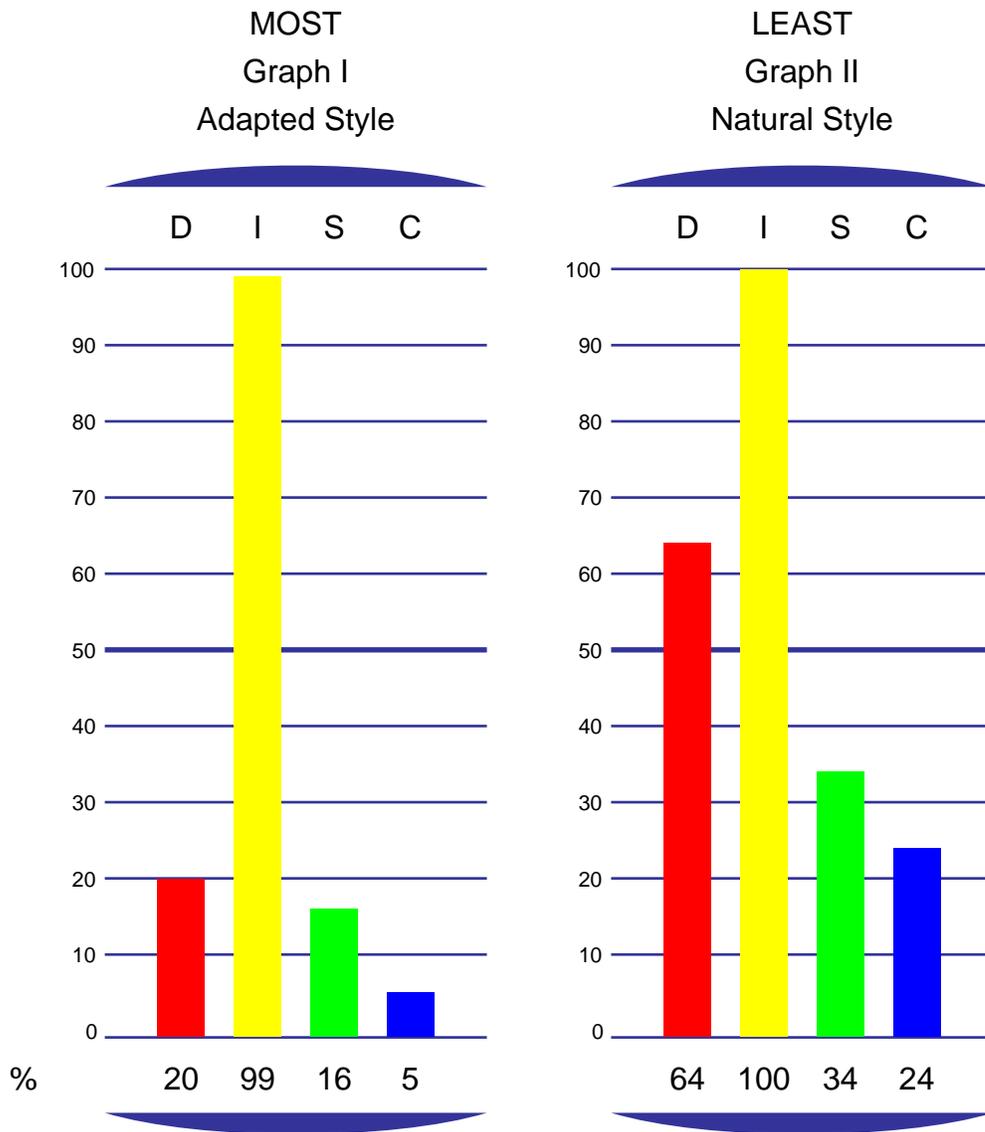
After reading your study tips, select two or three tips and incorporate the ideas into your studying habits.

- Don't put off studying until the last minute.
- Take vigorous notes.
- Develop good study habits and follow them everyday.
- Review your notes after class.
- Listen for ideas and the facts to support the idea.
- Socialize after studying - not before.
- Don't doodle.
- Don't let your ego keep you from studying.
- Read a book on listening and note taking.
- Think positive about teachers and subjects that give you difficulty.
- Use recitation to embed fact and ideas.
- Use short sentences when taking notes - leave out unnecessary words.
- Analyze your time and see how you are spending it.



STYLE INSIGHTS® GRAPHS

7-9-2007



Norm 2003



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.

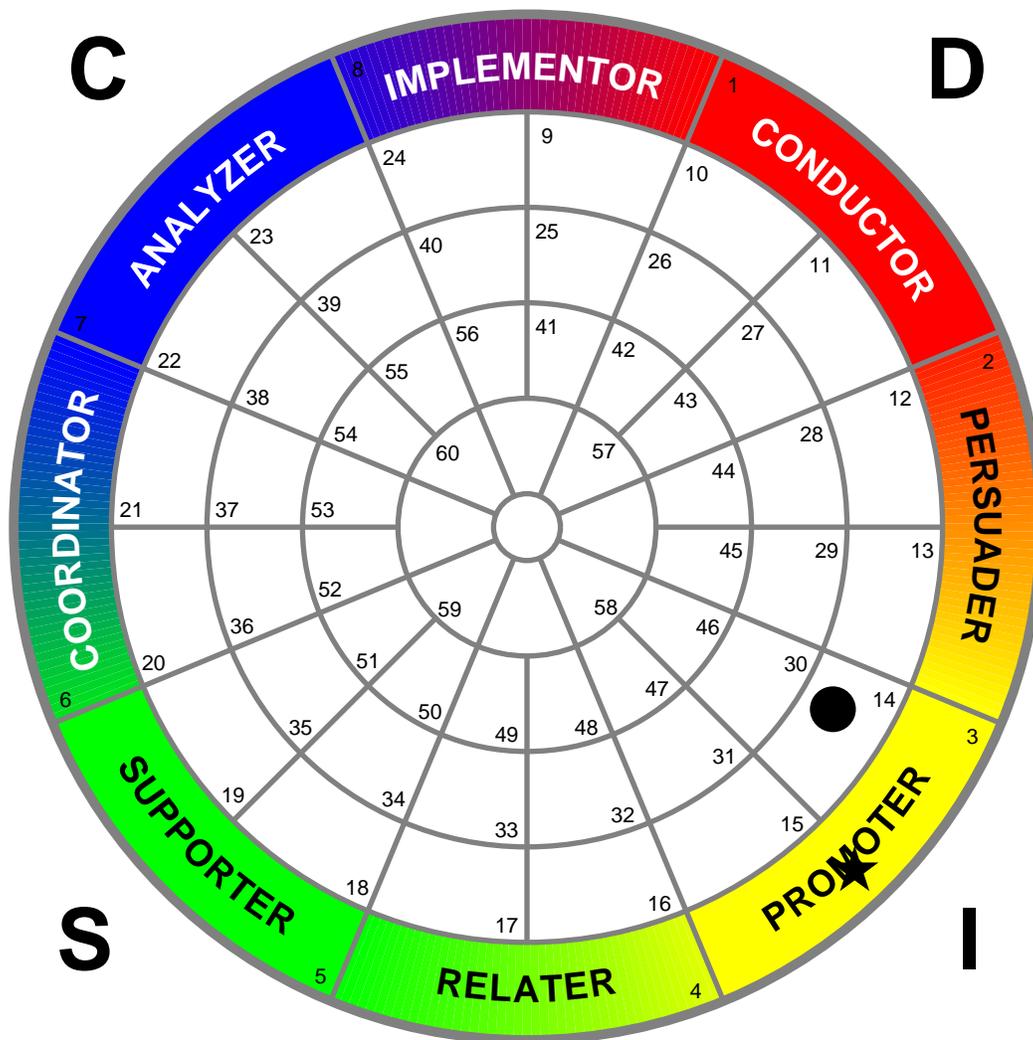
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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

7-9-2007



Adapted: ★ (3) PROMOTER
Natural: ● (14) PERSUADING PROMOTER
Norm 2003



JOB INDICATOR

Susan Student

7-9-2007



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 : Susan Student

EDUCATION : High School

CODE	OCCUPATION
41-3011.00	Advertising Sales Agents
27-1019.99	Artists
35-3011.00	Bartenders
27-2031.00	Dancers
41-9011.00	Demonstrators and Product Promoters
41-9091.00	Door-To-Door Sales Workers, News and Street Vendors, and Related Workers
27-2099.99	Entertainers and Performers
33-2021.01	Fire Inspectors
51-1011.00	First-Line Supervisors/Managers of Production and Operating Workers
33-3021.05	Immigration and Customs Inspectors
41-3021.00	Insurance Sales Agents
11-9081.00	Lodging Managers
43-5061.00	Production, Planning, and Expediting Clerks
11-9141.00	Property, Real Estate, and Community Association Managers
41-9021.00	Real Estate Brokers
41-9022.00	Real Estate Sales Agents
39-9032.00	Recreation Workers
41-3099.99	Sales Representatives, Services, All Other
41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
39-6022.00	Travel Guides



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NAME : Susan Student

EDUCATION : A.A. or B.A.

CODE	OCCUPATION
11-3011.00	Administrative Services Managers
11-2011.00	Advertising and Promotions Managers
41-3011.00	Advertising Sales Agents
13-1011.00	Agents and Business Managers of Artists, Performers, and Athletes
13-2021.02	Appraisers, Real Estate
27-1019.99	Artists
27-3021.00	Broadcast News Analysts
11-3041.00	Compensation and Benefits Managers
11-9021.00	Construction Managers
13-2041.00	Credit Analysts
21-1012.00	Educational, Vocational, and School Counselors
13-1071.01	Employment Interviewers, Private or Public Employment Service
27-2099.99	Entertainers and Performers
13-1041.03	Equal Opportunity Representatives and Officers
43-6011.00	Executive Secretaries and Administrative Assistants
11-3031.02	Financial Managers, Branch or Department
35-1012.00	First-Line Supervisors/Managers of Food Preparation and Serving Workers
51-1011.00	First-Line Supervisors/Managers of Production and Operating Workers
41-1011.00	First-Line Supervisors/Managers of Retail Sales Workers
11-9051.00	Food Service Managers
11-1011.01	Government Service Executives
11-3040.00	Human Resources Managers
13-1079.99	Human Resources, Training, and Labor Relations Specialists, All Other
11-3051.00	Industrial Production Managers
41-3021.00	Insurance Sales Agents
13-2053.00	Insurance Underwriters
11-9081.00	Lodging Managers
11-9199.99	Managers, All Other
11-9111.00	Medical and Health Services Managers
11-1011.02	Private Sector Executives
21-1092.00	Probation Officers and Correctional Treatment Specialists
27-2012.00	Producers and Directors
11-9141.00	Property, Real Estate, and Community Association Managers
11-2031.00	Public Relations Managers
27-3011.00	Radio and Television Announcers
41-9021.00	Real Estate Brokers
25-1193.00	Recreation and Fitness Studies Teachers, Postsecondary
27-3022.00	Reporters and Correspondents
11-2022.00	Sales Managers
41-3099.99	Sales Representatives, Services, All Other
41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
11-9151.00	Social and Community Service Managers
11-3042.00	Training and Development Managers

NAME : Susan Student

EDUCATION : A.A. or B.A.

CODE OCCUPATION

11-3071.01 Transportation Managers

13-1022.00 Wholesale and Retail Buyers, Except Farm Products



JOB INDICATOR

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7-9-2007



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NAME : Susan Student

EDUCATION : B.A. Plus

CODE	OCCUPATION
11-2011.00	Advertising and Promotions Managers
13-1011.00	Agents and Business Managers of Artists, Performers, and Athletes
13-2021.02	Appraisers, Real Estate
27-1019.99	Artists
11-9031.00	Education Administrators, Preschool and Child Care Center/Program
21-1012.00	Educational, Vocational, and School Counselors
27-2099.99	Entertainers and Performers
43-6011.00	Executive Secretaries and Administrative Assistants
35-1012.00	First-Line Supervisors/Managers of Food Preparation and Serving Workers
41-1011.00	First-Line Supervisors/Managers of Retail Sales Workers
11-1011.01	Government Service Executives
25-1192.00	Home Economics Teachers, Postsecondary
11-3049.99	Human Resources Managers, All Other
13-1079.99	Human Resources, Training, and Labor Relations Specialists, All Other
41-3021.00	Insurance Sales Agents
11-9199.99	Managers, All Other
11-9111.00	Medical and Health Services Managers
27-2041.00	Music Directors and Composers
11-1011.02	Private Sector Executives
27-2012.00	Producers and Directors
11-9141.00	Property, Real Estate, and Community Association Managers
11-2031.00	Public Relations Managers
41-9021.00	Real Estate Brokers
25-1193.00	Recreation and Fitness Studies Teachers, Postsecondary
11-2022.00	Sales Managers
41-3099.99	Sales Representatives, Services, All Other
41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
11-9151.00	Social and Community Service Managers
27-3042.00	Technical Writers
11-3042.00	Training and Development Managers
13-1022.00	Wholesale and Retail Buyers, Except Farm Products