EXCELLENCE FOR LEARNING™
Student Version

Behavior
World View
Personal Skills (Competencies)
Experiences
Attitudes & Values
Intelligence
Emotional Intelligence

Samantha Student

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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!

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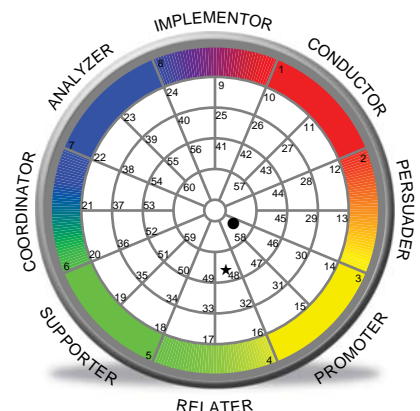
Understanding yourself and others is the first step toward developing effective communication. Based on Samantha's responses, the report has selected statements to provide a basis for understanding her behavior. Read each statement and discuss it with other family members. Eliminate any statement which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

- I can be quickly aroused and highly excited by those who influence me.

- I sometimes mask my true feelings in friendly terms.

- I sometimes laugh and giggle because I am easily excited.

- I like to have time to socialize with my friends, family and teachers.

- I can be called a talker.

- I get frustrated when people tell me they are going to do something but don't do it.

- My friends see me as being very sociable.

- I like for others to say nice things about me to my friends or family.

- I not only like to explain what I have been doing, but how I've been doing it.

- Keeping people happy and satisfied is very important to me.

- I like to have many friends.

- I trust you, why don't you trust me?

- I will seldom ask others for a favor unless the environment is friendly.

- I like attention and sometimes show off to get this attention.

- Sometimes I get frustrated when doing much detail work.

- I know I should be listening more and talking less, but I get frustrated when others are talking in a slow manner. I like teachers who get to the point quickly.

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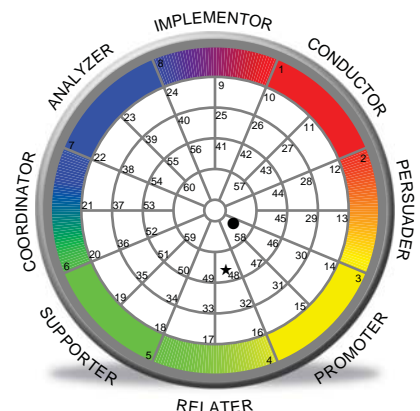
- I will seek recognition through achievement, whether it is good or bad.

- I like to be seen as the life of the party.

- I am a big dreamer and sometimes have bigger dreams than I can fulfill.

- I like others to use my name when talking to me.

- I have trouble just sitting down and relaxing.

- Sometimes I may be so excited about what I have to say that I forget and interrupt people while they are talking.

- I like others to ask for my opinion.

- I sometimes do things that are not expected of me in order to gain attention.

- I like an environment where I can sell my ideas.

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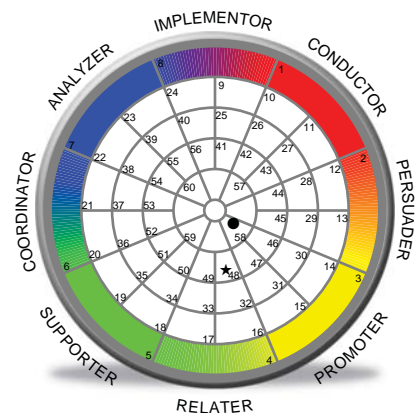
CHECKLIST FOR COMMUNICATING

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

- Use her jargon.

- Be isolated from interruptions for important talks.

- Plan interaction that supports her dreams and goals. Lead conversation to a plan that will result in achieving her dreams or goals.

- Be stimulating, fun-loving and fast-moving.

- Be specific and leave nothing to chance.

- Plan follow-up meetings.

- Provide a warm, friendly environment.

- Share your feelings.

- Provide ideas for the action needed to achieve her goals.

- Plan time for relating and socializing.

- Talk about her goals and opinions.

- Verify that the message was heard.

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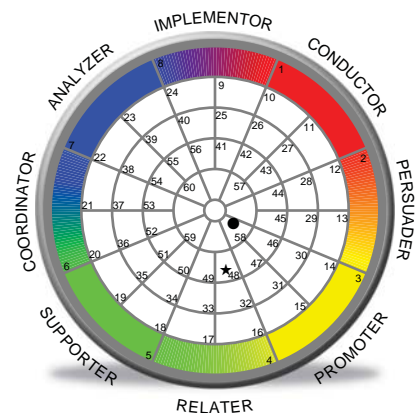
DON'TS ON COMMUNICATING

This section of the report lists the things NOT to do when communicating with Samantha. 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.
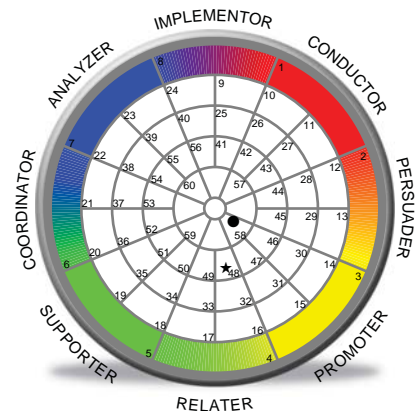
- Don't be cool and distant. She prefers a warm, friendly environment.

- Don't talk too slow or her mind will wander.

- Don't assume she heard what you said.

- Don't leave decisions hanging in the air.

- Don't solve her problems for her all the time. If it's her problem let her solve it. Listen to her solutions.

- Don't leave instructions open for interpretation. Remember, she will take the risk to show you the loopholes.

- Don't talk down to her.

- Don't dictate to her in all aspects of her life. She will be turned off by overcontrol.

- Don't forget to follow up and check on her promises.

- Don't overcontrol the conversation. Remember, she likes to talk.

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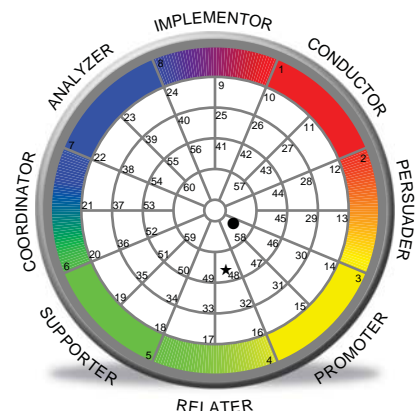
After reading your study tips, select two or three tips and incorporate the ideas into your studying habits.

- Use short sentences when taking notes - leave out unnecessary words.

- Review notes from previous class to prepare yourself for the class.

- Review your notes after class.

- Write detailed instructions for each class assignment.

- Don't doodle.

- Take vigorous notes.

- Set aside time to plan.

- Cut down on some of your activities and devote this time to studying.

- Analyze your time and see how you are spending it.

- Underline or highlight when you read-make study notes.

- Do only one class assignment at a time.

- Determine the grade you want in each class before the term begins and study accordingly.
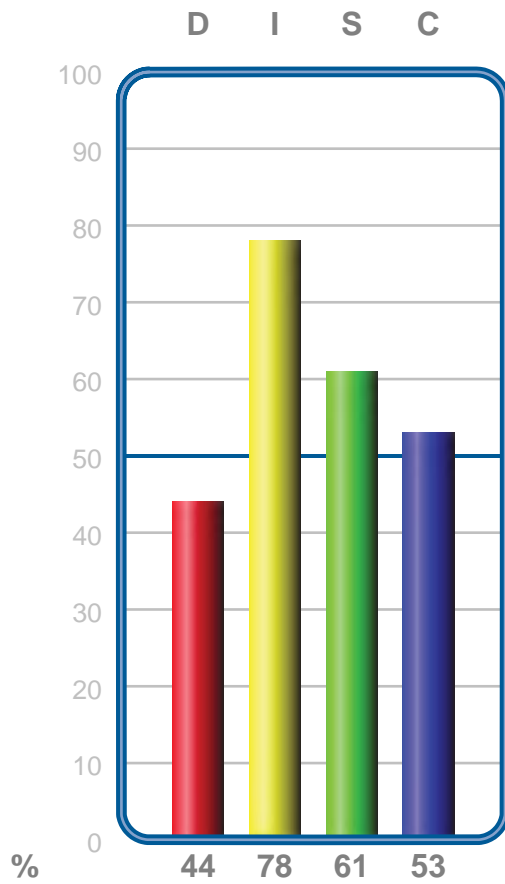
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<table>
<tr><td>**MOST**</td><td>**LEAST**</td></tr>
<tr><td>Graph I</td><td>Graph II</td></tr>
<tr><td>**Adapted Style**</td><td>**Natural Style**</td></tr>
</table>

	D	I	S	C		D	I	S	C
%	44	78	61	53	**%**	46	71	15	69
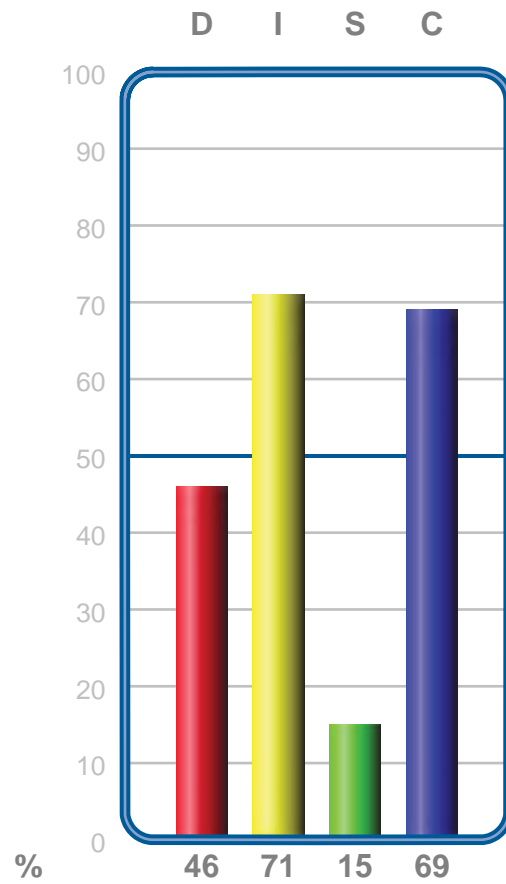
Norm 2009

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.

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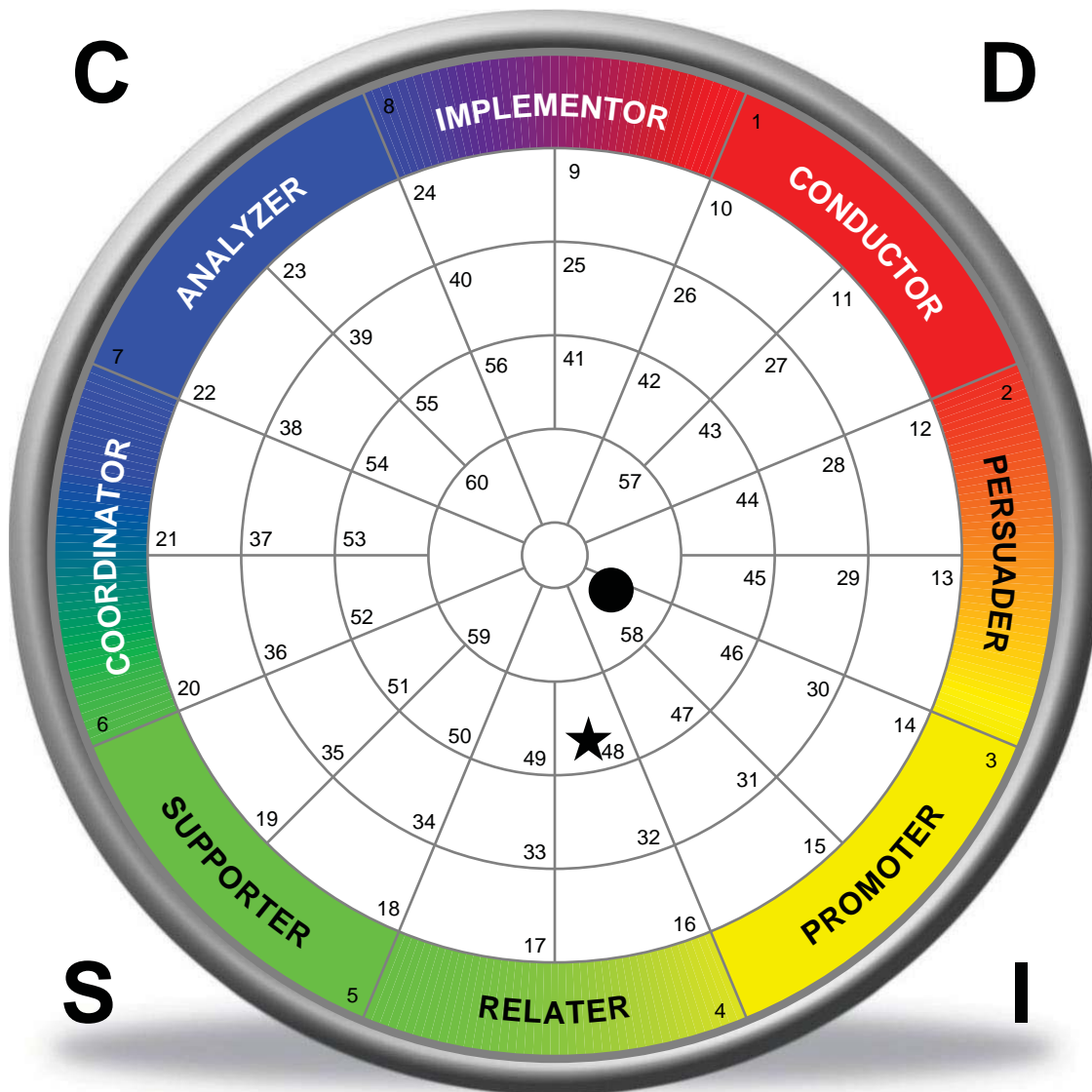
Adapted: ★ (48) PROMOTING RELATER (ACROSS)
Natural: ● (58) ANALYZING PROMOTER (ACROSS)

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Job Indicator Section

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.

CODE	OCCUPATION
51-3011	Baker
39-6012	Concierge
43-5031	Dispatcher

CODE	OCCUPATION
13-1199.04	Business Continuity Planner
15-1011	Computer & Information Scientist, Research
27-4099	Director of Social Media
17-3026	Industrial Engineering Technician
41-3021	Insurance Sales Agent
27-3091	Interpreter & Translator
19-3021	Market Research Analyst
17-3027	Mechanical Engineering Technician
13-1121	Meeting & Convention Planner
15-1081	Network Systems & Data Communications Analyst
13-1071.02	Personnel Recruiter
27-2012	Producer & Director
27-3031	Public Relations Specialist
41-3031	Securities, Commodities, Financial Services Sales Agent
25-1194	Teacher, Post-secondary Vocation Education
11-3042	Training & Development Manager
15-1099.05	Web Administrator

CODE	OCCUPATION
19-2011	Astronomer
13-1199.04	Business Continuity Planner
17-2041	Chemical Engineer
15-1011	Computer & Information Scientist, Research
11-9021	Construction Manager
27-4099	Director of Social Media
19-3011	Economist
17-2081	Environmental Engineer
11-3031	Financial Manager
11-3049	Human Resources, Manager, all other
17-3026	Industrial Engineering Technician
41-3021	Insurance Sales Agent
27-3091	Interpreter & Translator
19-3021	Market Research Analyst
13-1121	Meeting & Convention Planner
15-1081	Network Systems & Data Communications Analyst
13-1071.02	Personnel Recruiter
27-2012	Producer & Director
27-3031	Public Relations Specialist
11-2022	Sales Manager
41-3031	Securities, Commodities, Financial Services Sales Agent
25-1194	Teacher, Post-secondary Vocation Education
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