

# EXCELLENCE FOR LEARNING™

Student Version

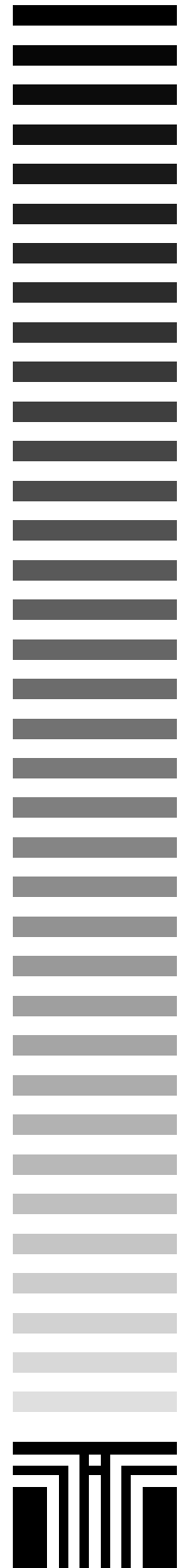
*"He who knows others is learned.  
He who knows himself is wise."  
—Lao Tse*

**Jane Doe**

10-16-2003

Solutions for Personal, Professional and Family Success

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# 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 Jane'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.*

- When confronted with the results of my actions, I will defend my position. That is, I will object if the other person does not see my point of view.
- I like the way I am and resist others' trying to change me.
- If you have "loopholes" in your rules and regulations, expect me to discover them. I like the risk of discovering a loophole or cloudy issue.
- I desire an opportunity to verbalize my position and ideas.
- I tend to like individual activities so I can compete against myself.
- I am very competitive and challenge-oriented. That is, I will challenge many rules and regulations and want to know "why."
- I sometimes interrupt others because of my strong desire to be heard and seen.
- Some people see me as being aggressive, but this is because of my strong desire to be considered a winner.
- When we play games I like to win and can become really frustrated when I lose.
- I like to be seen as different from my friends and family.
- I like to be in the spotlight. I may even sulk if I cannot have the center stage.
- Each day is a new challenge to me and I prefer to do many different activities.
- I sometimes have trouble forgiving family and friends when they let me down.
- I have strong ego strengths and tend to think quite highly of myself.
- I become angry when I don't get my way or when I lose at some activity.
- I am very inquisitive and may ask questions that frustrate other members of my family; however, I really want to know the answers to my many questions.

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# GENERAL STATEMENTS

- I dislike rules and regulations and am challenged by any cloudy rules.
- I need to know all of the rules and regulations because if not, I will set my own rules.
- I am the type of individual who likes teachers to go directly to the point. People who spend a lot of time talking about extraneous things bother me.
- I tend to be responsive to flattery which strokes my ego.
- I like to be recognized for what I know.
- Once I have my mind made up, others find it difficult to get me to change.
- Sometimes I argue just for the sake of arguing.
- I want to be seen as my own person and will challenge the status quo. That is, I wish to be treated as an individual and not necessarily like other students.
- I place a high value on my time and therefore should be communicated to in a direct manner.

# CHECKLIST FOR COMMUNICATING

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

- Be clear, specific and to the point. Remember her sense of urgency.
- Plan interaction that supports her dreams and goals. Lead conversation to a plan that will result in achieving her dreams or goals.
- Plan your important discussions with efficiency. Leave the socializing for later.
- Prepare your information in logical order. If you don't, her mind will wander and she consequently won't hear what you said.
- Plan time for relating and socializing.
- Provide ideas for the action needed to achieve her goals.
- Keep your opinions to yourself - unless asked.
- Ask specific questions (preferably "what"?). This allows her to share her opinion or ideas.
- Read her body language. Look for impatience or disapproval.
- Encourage her to write down her goals and the action needed to achieve them.
- Be prepared when you have an important message to share.
- Give recognition and praise for superior performance.
- If you disagree with her, take issue with the facts, not the person. If you take issue, she will defend her position and the real issue will be lost.

# **DON'TS ON COMMUNICATING**

*This section of the report lists the things NOT to do when communicating with Jane. 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 overcontrol. Remember her need to control her own destiny. Negotiate.
- Don't make all her decisions for her. This erodes the very responsibility she seeks.
- Don't try to convince by saying "that's the way I did it and the way you are going to do it."
- Don't talk down to her.
- Don't be cool and distant. She prefers a warm, friendly environment.
- Don't solve her problems. Discuss her options and let her decide.
- Don't take credit for her ideas.
- Don't overcontrol the conversation. Remember, she likes to talk.
- Don't leave loopholes in the rules. She is motivated to test the rules.
- Don't ask for her ideas if you already have your mind made up.
- Don't leave decisions hanging in the air.

# STUDY TIPS

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

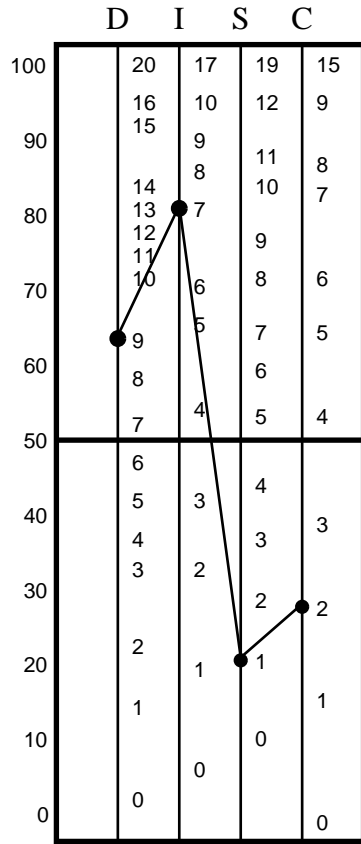
- Work on your listening skills.
- Plan ahead - don't put off completing assignments until the last minute.
- Don't doodle.
- Think visually - convert words into pictures.
- Use short sentences when taking notes - leave out unnecessary words.
- Listen for ideas and the facts to support the idea.
- Review your notes after class.
- Set up an area in your room for studying only.
- Socialize after studying - not before.
- Organize your study area and keep it organized.
- Analyze your time and see how you are spending it.
- Break big assignments into smaller units.
- Review notes from previous class to prepare yourself for the class.

# STYLE ANALYSIS™ GRAPHS

Jane Doe

10-16-2003

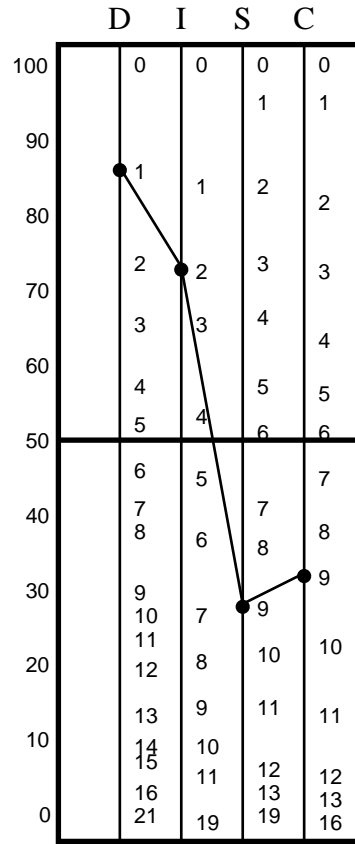
MOST  
Graph I  
Adapted Style



Score  
%

|    |    |    |    |
|----|----|----|----|
| 9  | 7  | 1  | 2  |
| 64 | 81 | 22 | 29 |

LEAST  
Graph II  
Natural Style



|    |    |    |    |
|----|----|----|----|
| 1  | 2  | 9  | 9  |
| 86 | 73 | 29 | 33 |

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# 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.

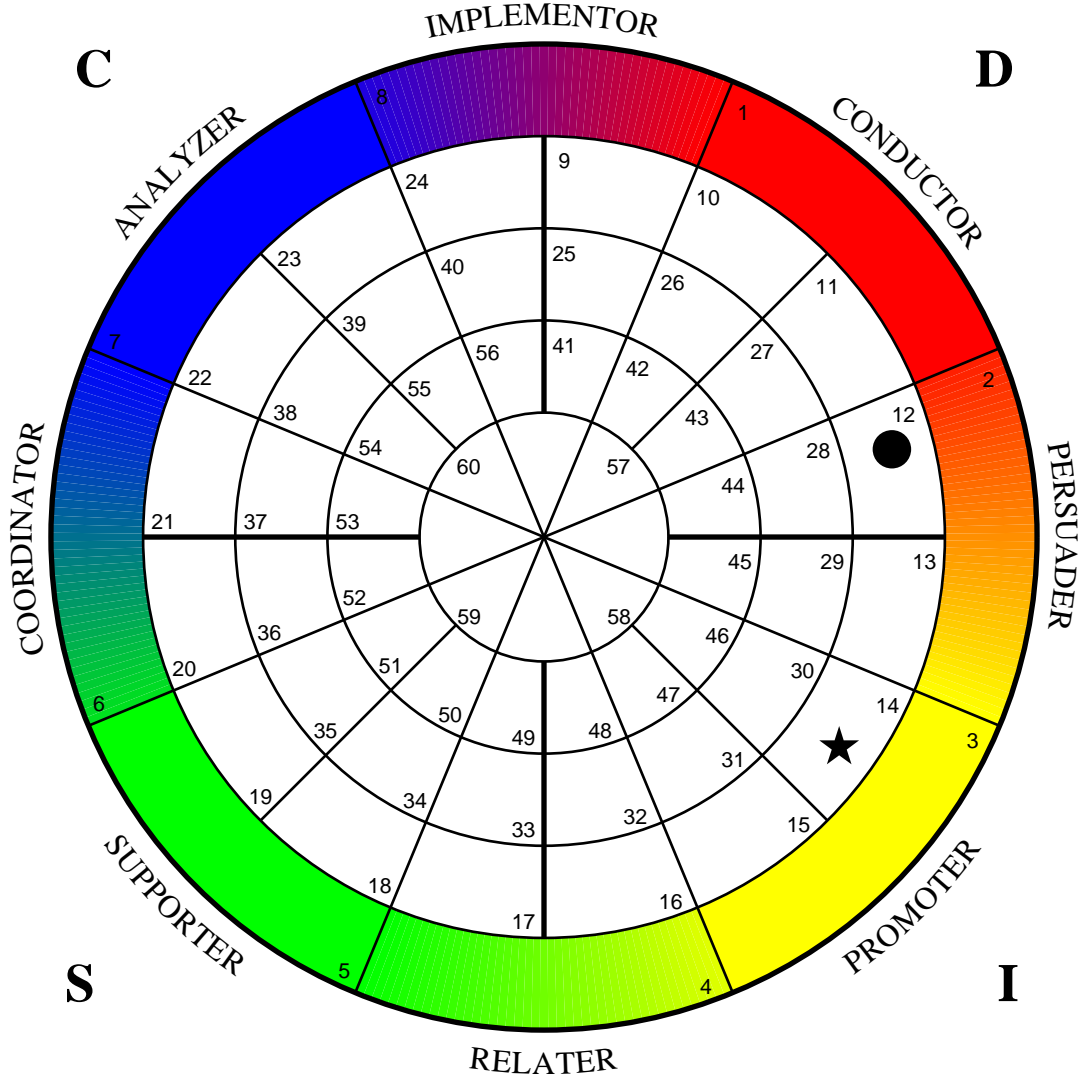
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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

Jane Doe

10-16-2003



Adapted: ★ (14) PERSUADING PROMOTER  
 Natural: ● (12) CONDUCTING PERSUADER

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# JOB INDICATOR

**Jane Doe**

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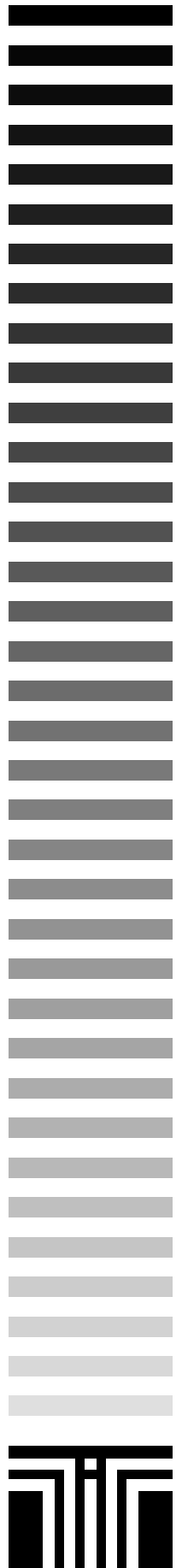
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# INTRODUCTION

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](http://www.doleta.gov/programs/onet).

NAME : Jane Doe

EDUCATION : High School

| <u>CODE</u> | <u>OCCUPATION</u>  |
|-------------|--|
| 41-9091.00  | Door-To-Door Sales Workers, News and Street Vendors, and Related Workers                     |
| 33-2021.01  | Fire Inspectors  |
| 51-1011.00  | First-Line Supervisors/Managers of Production and Operating Workers                          |
| 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  |
| 39-9032.00  | Recreation Workers   |
| 41-9099.99  | Sales and Related Workers, All Other   |
| 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  |

NAME : Jane Doe

EDUCATION : A.A. or B.A.

| <u>CODE</u> | <u>OCCUPATION</u>   |
|-------------|---|
| 11-3011.00  | Administrative Services Managers  |
| 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   |
| 27-3021.00  | Broadcast News Analysts   |
| 11-3041.00  | Compensation and Benefits Managers                                      |
| 13-2041.00  | Credit Analysts   |
| 21-1012.00  | Educational, Vocational, and School Counselors                          |
| 43-6011.00  | Executive Secretaries and Administrative Assistants                     |
| 35-1012.00  | First-Line Supervisors/Managers of Food Preparation and Serving Workers |
| 33-1012.00  | First-Line Supervisors/Managers of Police and Detectives                |
| 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  |
| 23-2099.99  | Legal Support Workers, All Other  |
| 11-9081.00  | Lodging Managers  |
| 11-9199.99  | Managers, All Other   |
| 11-9111.00  | Medical and Health Services Managers                                    |
| 33-1021.01  | Municipal Fire Fighting and Prevention Supervisors                      |
| 11-1011.02  | Private Sector Executives   |
| 27-3031.00  | Public Relations Specialists  |
| 27-3011.00  | Radio and Television Announcers   |
| 41-9021.00  | Real Estate Brokers   |
| 27-3022.00  | Reporters and Correspondents  |
| 11-2022.00  | Sales Managers  |
| 41-3099.99  | Sales Representatives, Services, All Other                              |
| 11-9151.00  | Social and Community Service Managers                                   |

NAME : Jane Doe

EDUCATION : B.A. Plus

| <u>CODE</u> | <u>OCCUPATION</u>  |
|-------------|--|
| 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  |
| 11-9031.00  | Education Administrators, Preschool and Child Care Center/Program                            |
| 21-1012.00  | Educational, Vocational, and School Counselors   |
| 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  |
| 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  |
| 11-2021.00  | Marketing Managers   |
| 11-9111.00  | Medical and Health Services Managers   |
| 11-1011.02  | Private Sector Executives  |
| 11-9141.00  | Property, Real Estate, and Community Association Managers                                    |
| 11-2031.00  | Public Relations Managers  |
| 41-9021.00  | Real Estate Brokers  |
| 41-9099.99  | Sales and Related Workers, All Other   |
| 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  |
| 13-1022.00  | Wholesale and Retail Buyers, Except Farm Products  |