



# FAMILY RELATIONSHIPS

Young Adult Version

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

**Kelsey Howlett**

8-21-2008



## INTRODUCTION

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Behavioral research suggests that the most effective people are those who understand themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment.

A person's behavior is a necessary and integral part of who they are. In other words, much of our behavior comes from "nature" (inherent), and much comes from "nurture" (our upbringing). It is the universal language of "how we act," or our observable human behavior.

In this report we are measuring four dimensions of normal behavior. They are:

- how you respond to problems and challenges.
- how you influence others to your point of view.
- how you respond to the pace of the environment.
- how you respond to rules and procedures set by others.

This report analyzes behavioral style; that is, a person's manner of doing things. Is the report 100% true? Yes, no and maybe. We are only measuring behavior. We only report statements from areas of behavior in which tendencies are shown. To improve accuracy, feel free to make notes or edit the report regarding any statement from the report that may or may not apply, but only after checking with friends or colleagues to see if they agree.

*"All people exhibit all four behavioral factors in varying degrees of intensity."  
—W.M. Marston*



## GENERAL STATEMENTS

*Understanding yourself and others is the first step toward developing effective communication. Based on Kelsey'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.*

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- I am proud of being able to do my household chores and school activities on time.
- I tend to be very modest when others ask me to talk about my accomplishments.
- I get frustrated if you give me new activities to perform without the proper information.
- School details are very important to me.
- I tend to be undemanding and don't always share how I feel.
- I am very nervous when I think about talking to a group of people.
- Sometimes I'm suspicious and don't always trust what people say.
- For me to meet and get to know new people is not easy.
- I get upset when people criticize my work because I like to do it right the first time.
- Sometimes I am too serious to really enjoy having fun with family and friends.
- You only have to explain it to me once. I get frustrated when others keep going over and over the same thing.
- I don't make friends quickly. I like to choose very carefully those people I want to be my friends.
- Sometimes I am so overly cautious that I lose sight of the time needed to complete the job.
- I like to keep my things organized.
- I feel good when I'm asked to join others in their activities, even though I am somewhat hesitant to initiate some of the activities.



## GENERAL STATEMENTS

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- Sometimes I'm afraid when I think of the many unknowns in the future.
- I feel good when my friends show up on time and leave on time.
- I feel I am a shy person.
- When I am concentrating on my work, I get frustrated when people interrupt.
- I sometimes get frustrated when others see things as funny and I'm taking them very seriously.
- I like to be seen as cautious.
- I like to have the time to be very neat and tidy.
- Some people see me as "picky," but it's only my attention to detail.
- I feel I can say what has to be said in fewer words than most people.



## CHECKLIST FOR COMMUNICATING

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

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- Use an unemotional approach.
- Follow through on your promises.
- Use a sincere tone of voice.
- Be sincere with compliments.
- Present facts with your ideas.
- Allow time for her to be alone if she wants.
- Allow time for questions.
- Respect her quiet demeanor.
- Keep your distance. Allow about three feet between you and her.
- Ask "how to" questions.
- Listen patiently.



## DON'TS ON COMMUNICATING

*This section of the report lists the things NOT to do when communicating with Kelsey. 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.*

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- Don't touch when talking to her.
- Don't expect her to always trust everything you say. She prefers you prove it.
- Don't stand too close - allow space between you when talking.
- Don't be redundant.
- Don't overuse hand or facial questions.
- Don't criticize the quality of her work without analyzing the quality of your instructions.
- Don't be disorganized in thought or ideas.
- Don't make statements you cannot prove.
- Don't leave things open to her interpretation.
- Don't present your case with shallow ideas.
- Don't get overemotional. She is not influenced by emotion. Logic is more important.
- Don't say "trust me" - provide her with good answers to her questions.



## DESCRIPTORS

Based on Kelsey's responses, the report has marked those words that describe her personal behavior. They describe how she solves problems and meets challenges, influences people, responds to the pace of the environment and how she responds to rules and procedures set by others.

<p style="text-align: center;"><b>Dominance</b></p> <p>Demanding</p> <p>Egocentric</p> <p>Driving</p> <p>Ambitious</p> <p>Pioneering</p> <p>Strong-Willed</p> <p>Forceful</p> <p><b>Determined</b></p> <p><b>Aggressive</b></p> <p><b>Competitive</b></p> <p><b>Decisive</b></p> <p><b>Venturesome</b></p> <p><b>Inquisitive</b></p> <p><b>Responsible</b></p>	<p style="text-align: center;"><b>Influencing</b></p> <p>Effusive</p> <p>Inspiring</p> <p>Magnetic</p> <p>Political</p> <p>Enthusiastic</p> <p>Demonstrative</p> <p>Persuasive</p> <p>Warm</p> <p>Convincing</p> <p>Polished</p> <p>Poised</p> <p>Optimistic</p> <p>Trusting</p> <p>Sociable</p> <p style="text-align: center;"><b>Reflective</b></p> <p><b>Factual</b></p> <p><b>Calculating</b></p> <p><b>Skeptical</b></p> <p><b>Logical</b></p> <p><b>Undemonstrative</b></p> <p><b>Suspicious</b></p> <p><b>Matter-of-Fact</b></p> <p><b>Incisive</b></p> <p>Pessimistic</p> <p>Moody</p> <p>Critical</p>	<p style="text-align: center;"><b>Steadiness</b></p> <p>Phlegmatic</p> <p>Relaxed</p> <p>Resistant to Change</p> <p>Nondemonstrative</p> <p>Passive</p> <p>Patient</p> <p>Possessive</p> <p>Predictable</p> <p>Consistent</p> <p>Deliberate</p> <p>Steady</p> <p>Stable</p> <p style="text-align: center;"><b>Mobile</b></p> <p><b>Active</b></p> <p><b>Restless</b></p> <p><b>Alert</b></p> <p>Variety-Oriented</p> <p>Demonstrative</p> <p>Impatient</p> <p>Pressure-Oriented</p> <p>Eager</p> <p>Flexible</p> <p>Impulsive</p> <p>Impetuous</p> <p>Hypertense</p>	<p style="text-align: center;"><b>Compliance</b></p> <p>Evasive</p> <p>Worrisome</p> <p>Careful</p> <p>Dependent</p> <p>Cautious</p> <p>Conventional</p> <p>Exacting</p> <p><b>Neat</b></p> <p><b>Systematic</b></p> <p><b>Diplomatic</b></p> <p><b>Accurate</b></p> <p><b>Tactful</b></p> <p><b>Open-Minded</b></p> <p><b>Balanced Judgment</b></p> <p>Firm</p> <p>Independent</p> <p>Self-Willed</p> <p>Stubborn</p> <p>Obstinate</p> <p>Opinionated</p> <p>Unsystematic</p> <p>Self-Righteous</p> <p>Uninhibited</p> <p>Arbitrary</p> <p>Unbending</p> <p>Careless with Details</p>
<p>Conservative</p> <p>Calculating</p> <p>Cooperative</p> <p>Hesitant</p> <p>Low-Keyed</p> <p>Unsure</p> <p>Undemanding</p> <p>Cautious</p> <p>Mild</p> <p>Agreeable</p> <p>Modest</p> <p>Peaceful</p> <p>Unobtrusive</p>			



## ACTION PLAN

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To relate more effectively with \_\_\_\_\_, I need to:

- 1.
- 2.
- 3.

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- 1.
- 2.
- 3.

To relate more effectively with \_\_\_\_\_, I need to:

- 1.
- 2.
- 3.

The Communication skills I need to develop are:

- 1.
- 2.
- 3.
- 4.

I agree to practice the listed communication techniques and develop communication skills in the areas indicated.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



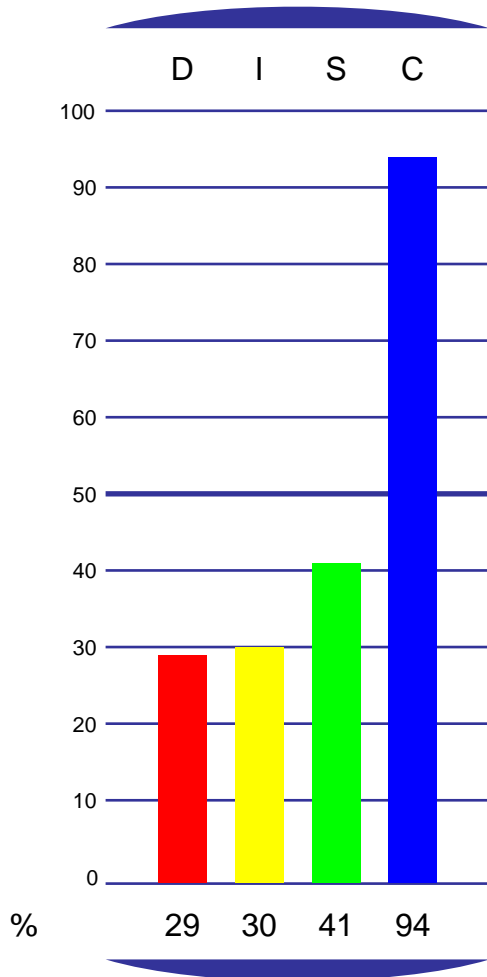


# STYLE INSIGHTS® GRAPHS

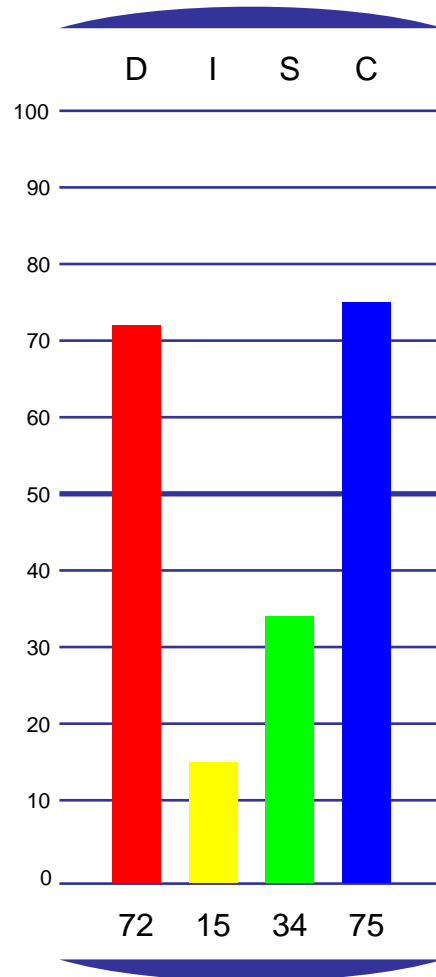
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**MOST**  
Graph I  
Adapted Style



**LEAST**  
Graph II  
Natural Style



Norm 2003



## THE SUCCESS INSIGHTS® WHEEL

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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.

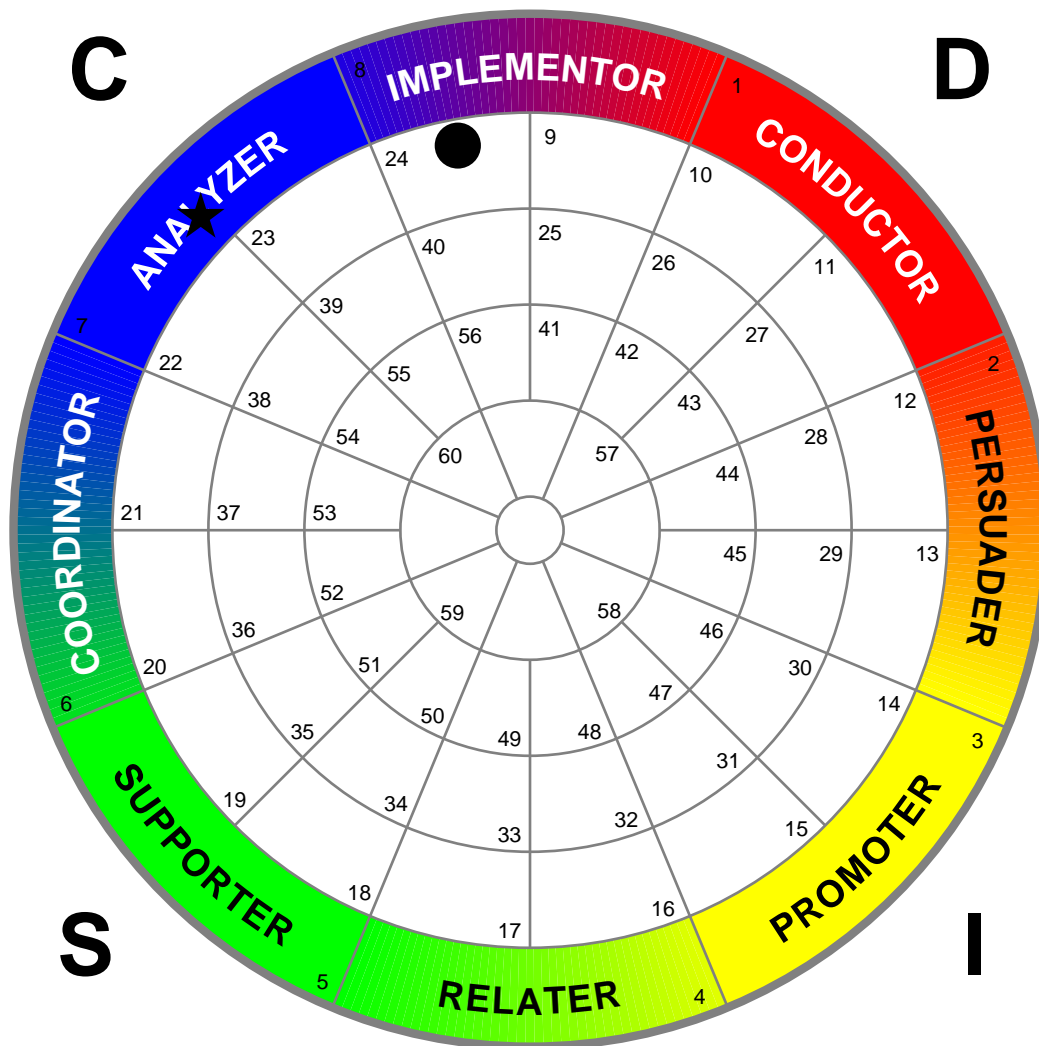
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able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



# THE SUCCESS INSIGHTS® WHEEL

Kelsey Howlett

8-21-2008



Adapted: ★ (7) ANALYZER

Natural: ● (24) ANALYZING IMPLEMENTOR

Norm 2003