



# EXCELLENCE FOR LEARNING™

Student Version

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

**Mark Calloway**

8-21-2008



# INTRODUCTION

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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!



## GENERAL STATEMENTS

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

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- I sometimes become very cooperative when I ask to do something for myself.
- I prefer conversation that is stimulating, fun-loving and fast-moving.
- I like to do things my own way.
- My friends see me as being very sociable.
- I enjoy having friends come to the house.
- I like to win when I play games; however, if I lose I can still see the good side.
- I can be both a leader and a follower.
- I trust you, why don't you trust me?
- I will seek recognition through achievement, whether it is good or bad.
- I like others to ask for my opinion.
- I like others to use my name when talking to me.
- I like to be seen as flexible and sometimes I am so flexible I get into trouble.
- Sometimes I will clean my room just for the recognition.
- Keeping people happy and satisfied is very important to me.
- I can be motivated by status.
- I like an environment where I can sell my ideas.
- I will seldom ask others for a favor unless the environment is friendly.



## GENERAL STATEMENTS

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- I like to play with other people.
- I like for others to say nice things about me to my friends or family.
- Sometimes I may be so excited about what I have to say that I forget and interrupt people while they are talking.
- I tend to talk smoothly and readily.
- 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'm willing to accept others for what they are.
- I sometimes mask my true feelings in friendly terms.



## CHECKLIST FOR COMMUNICATING

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

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- Plan interaction that supports his dreams and goals. Lead conversation to a plan that will result in achieving his dreams or goals.
- Talk about his goals and opinions.
- Be careful you don't intimidate with your size, position or tone of voice. When intimidated he will not feel free to share what you need to hear.
- Give a time table for the completion of projects. Be realistic.
- Be sincere.
- Allow him time to think.
- Provide a warm, friendly environment.
- Be accurate and realistic with your comments.
- Plan time for relating and socializing.
- Take your time and be persistent.
- Encourage him to write down his goals and the action needed to achieve them.
- Provide ideas for the action needed to achieve his goals.



## DON'TS ON COMMUNICATING

*This section of the report lists the things NOT to do when communicating with Mark. 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 talk down to him.
- Don't speak when your thoughts are not organized.
- Don't overcontrol the conversation. Remember, he likes to talk.
- Don't leave decisions hanging in the air.
- Don't make promises you cannot deliver or have no intention of delivering.
- Don't be cool and distant. He prefers a warm, friendly environment.
- Don't be unrealistic with deadlines.
- Don't leave instructions open for interpretation. Remember, he will take the risk to show you the loopholes.
- Don't force him to make a quick decision. He needs time to think it through.



## STUDY TIPS

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

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- Use short sentences when taking notes - leave out unnecessary words.
- Don't doodle.
- Review notes from previous class to prepare yourself for the class.
- Study or review just before class starts.
- Analyze your time and see how you are spending it.
- Don't let others invade your study time.
- Set Goals that challenge your abilities.
- Take vigorous notes.
- Review your notes after class.
- Ask questions on things you are unsure about.
- Listen for ideas and the facts to support the idea.

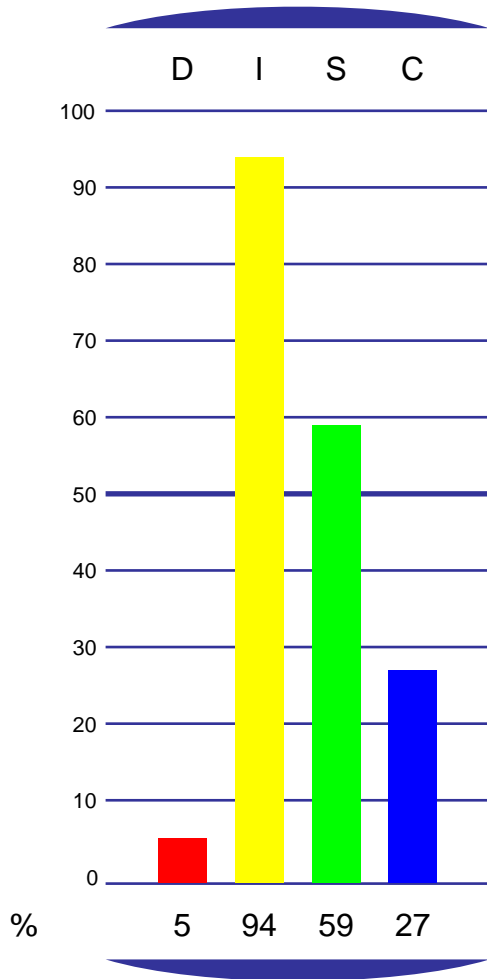


# STYLE INSIGHTS® GRAPHS

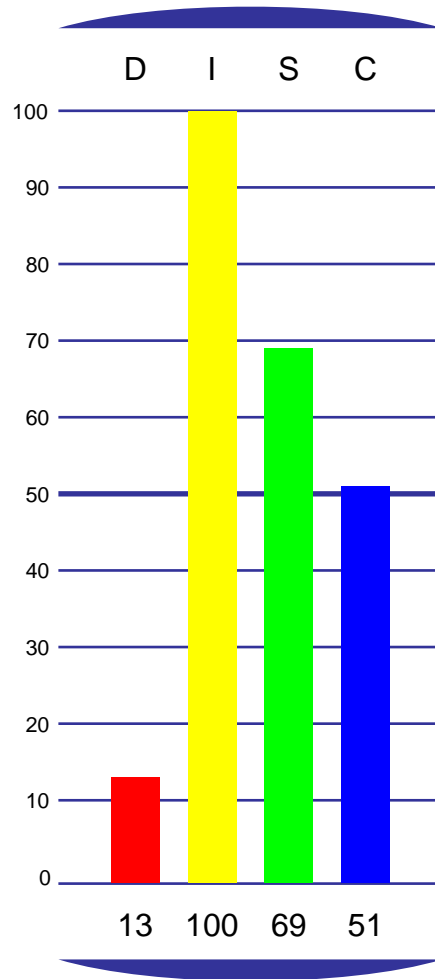
**Mark Calloway**

8-21-2008

**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.

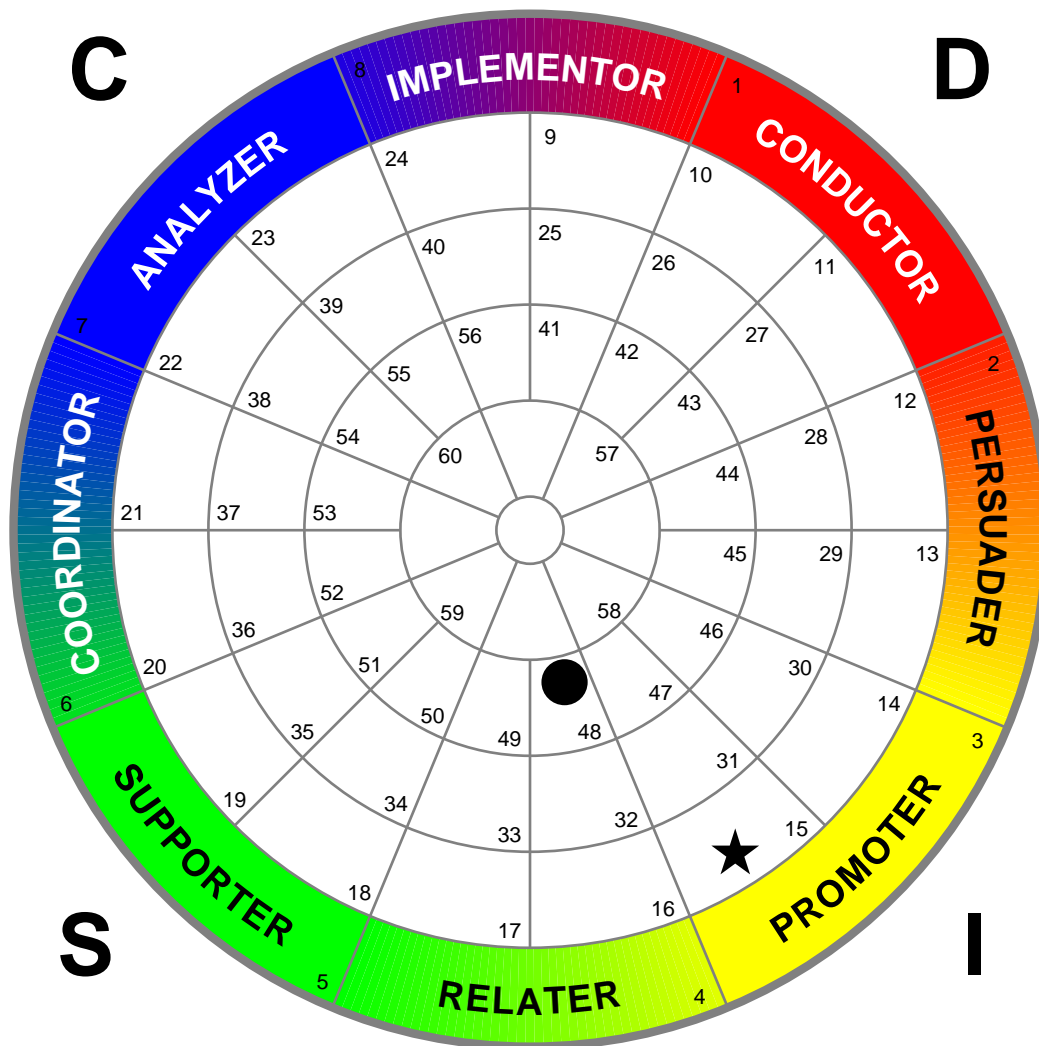
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able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



# THE SUCCESS INSIGHTS® WHEEL

Mark Calloway

8-21-2008



Adapted: ★ (15) RELATING PROMOTER  
Natural: ● (48) PROMOTING RELATER (ACROSS)  
Norm 2003



# JOB INDICATOR

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**Mark Calloway**

8-21-2008



## INTRODUCTION

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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 : Mark Calloway

EDUCATION : High School

CODE	OCCUPATION
35-3011.00	Bartenders
43-3011.00	Bill and Account Collectors
39-9011.00	Child Care Workers
43-4021.00	Correspondence Clerks
43-4041.02	Credit Checkers
27-2031.00	Dancers
41-9011.00	Demonstrators and Product Promoters
39-9031.00	Fitness Trainers and Aerobics Instructors
39-6031.00	Flight Attendants
33-3021.05	Immigration and Customs Inspectors
41-9022.00	Real Estate Sales Agents
43-4171.00	Receptionists and Information Clerks
21-1093.00	Social and Human Service Assistants
43-4181.01	Travel Clerks



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NAME : Mark Calloway

EDUCATION : A.A. or B.A.

CODE	OCCUPATION
27-2011.00	Actors
25-3011.00	Adult Literacy, Remedial Education, and GED Teachers and Instructors
21-1021.00	Child, Family, and School Social Workers
21-2011.00	Clergy
13-1072.00	Compensation, Benefits, and Job Analysis Specialists
27-2031.00	Dancers
29-1031.00	Dietitians and Nutritionists
25-2021.00	Elementary School Teachers, Except Special Education
13-1071.01	Employment Interviewers, Private or Public Employment Service
39-9031.00	Fitness Trainers and Aerobics Instructors
35-9031.00	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop
43-4111.00	Interviewers, Except Eligibility and Loan
21-1023.00	Mental Health and Substance Abuse Social Workers
25-2022.00	Middle School Teachers, Except Special and Vocational Education
27-2041.00	Music Directors and Composers
13-1071.02	Personnel Recruiters
33-3021.01	Police Detectives
25-2011.00	Preschool Teachers, Except Special Education
41-9022.00	Real Estate Sales Agents
25-1193.00	Recreation and Fitness Studies Teachers, Postsecondary
21-1093.00	Social and Human Service Assistants
25-9041.00	Teacher Assistants
25-1194.00	Vocational Education Teachers Postsecondary





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8-21-2008



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NAME : Mark Calloway

EDUCATION : B.A. Plus

CODE	OCCUPATION
27-2011.00	Actors
25-1011.00	Business Teachers, Postsecondary
21-1021.00	Child, Family, and School Social Workers
21-2011.00	Clergy
19-3031.02	Clinical Psychologists
25-1192.00	Home Economics Teachers, Postsecondary
27-2041.00	Music Directors and Composers
29-1051.00	Pharmacists
41-9022.00	Real Estate Sales Agents
25-1193.00	Recreation and Fitness Studies Teachers, Postsecondary
27-3042.00	Technical Writers