



**EXCELLENCE FOR LEARNING™**

Student Version



**Sally Sampleton**

7-1-2015



"Be Daring, Be First, Be Different."

Competitive Edge, Inc.

P.O. Box 2418

Peachtree City, GA 30269

Tel: (770) 487-6460

[judy@competitiveedgeinc.com](mailto:judy@competitiveedgeinc.com)



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.

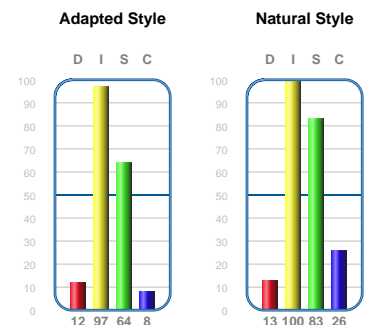
This program was developed to help each person achieve the following objectives:

- 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

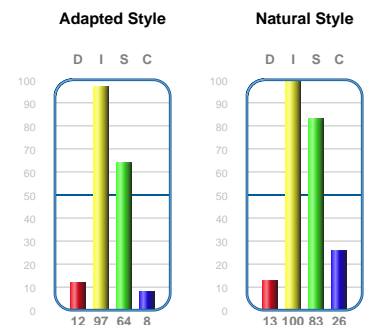
Identify those statements that are most important to you, and WHY. REMEMBER: Effective communication requires a commitment from everyone concerned!





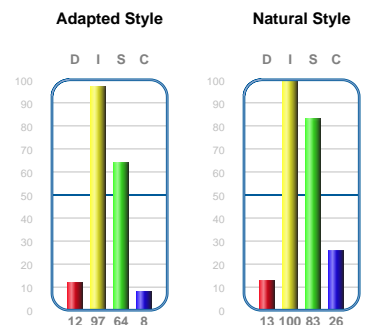
*Understanding yourself and others is the first step toward developing effective communication. Based on Sally's responses, the report has selected statements to provide a basis for understanding her behavior. Read each statement and discuss it with other family members. Eliminate any statement which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

- Some people may see me as a free spirit.
- I like others to listen to me when I am talking.
- I like to tell wild stories about myself and others.
- I tend to talk smoothly and readily.
- I like to play with other people.
- I like to be seen as flexible and sometimes I am so flexible I get into trouble.
- I can be very sensitive to criticism if I am confronted in front of others.
- I prefer conversation that is stimulating, fun-loving and fast-moving.
- I tend to seek attention both through winning and losing.
- I like to do things my own way and then sell you on the fact that it was the correct way.
- I get into trouble sometimes because I see things as being funny when others are taking them very seriously.
- I like to be a member of a winning team.
- I sometimes mask my true feelings in friendly terms.
- I have many friends because they always have a good time around me.
- I like an environment where I am free to talk.





- My friends see me as being very sociable.
- I sometimes become very cooperative when I ask to do something for myself.
- I enjoy having friends come to the house.
- 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.
- My mind is very active and I usually think of many things at the same time.
- I want to be trusted by other family members.
- Sometimes rather than argue I make excuses for not wanting to do something.
- I like an environment where I can sell my ideas.
- I like to win when I play games; however, if I lose I can still see the good side.

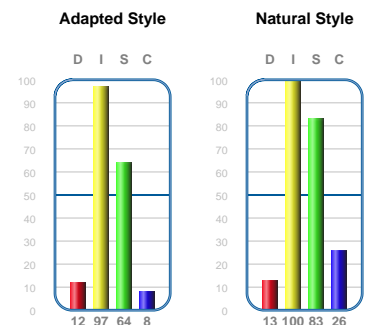




## CHECKLIST FOR COMMUNICATING

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

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

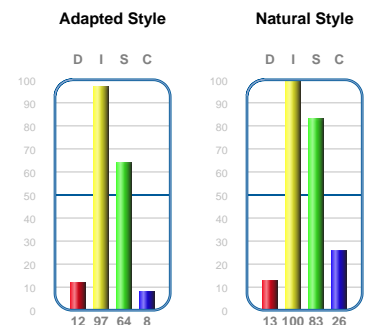




## DON'TS ON COMMUNICATING

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

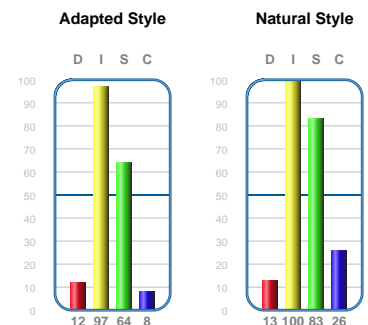
- Don't scream at her. Control your anger.
- Don't leave decisions hanging in the air.
- Don't make promises you cannot deliver or have no intention of delivering.
- Don't speak when your thoughts are not organized.
- Don't leave instructions open for interpretation. Remember, she will take the risk to show you the loopholes.
- Don't be unrealistic with deadlines.
- Don't talk down to her.
- Don't be cool and distant. She prefers a warm, friendly environment.
- Don't overcontrol the conversation. Remember, she likes to talk.
- Don't force her to make a quick decision. She needs time to think it through.





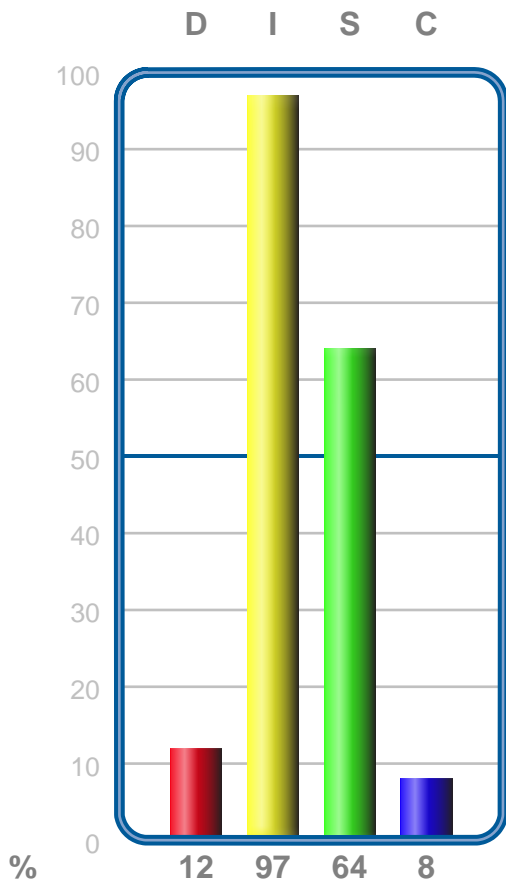
After reading your study tips, select two or three tips and incorporate the ideas into your studying habits.

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

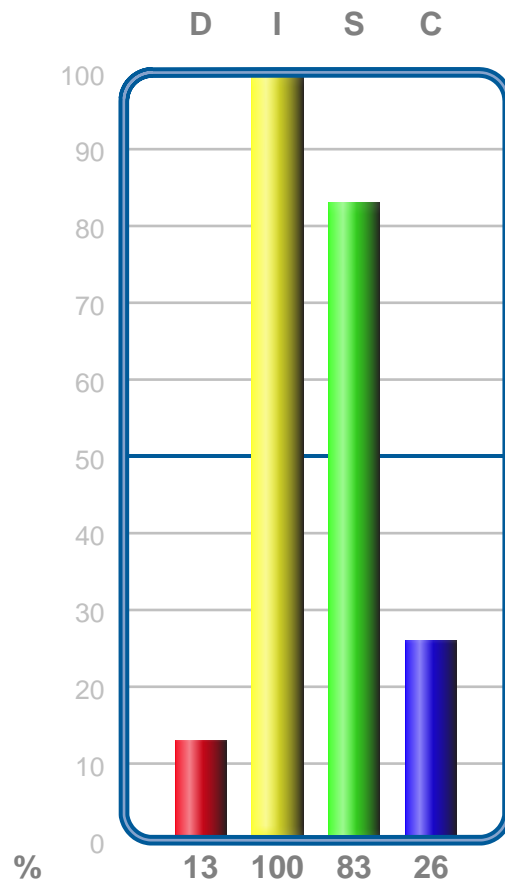




**MOST**  
Graph I  
**Adapted Style**



**LEAST**  
Graph II  
**Natural Style**



Norm 2015 R4





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.

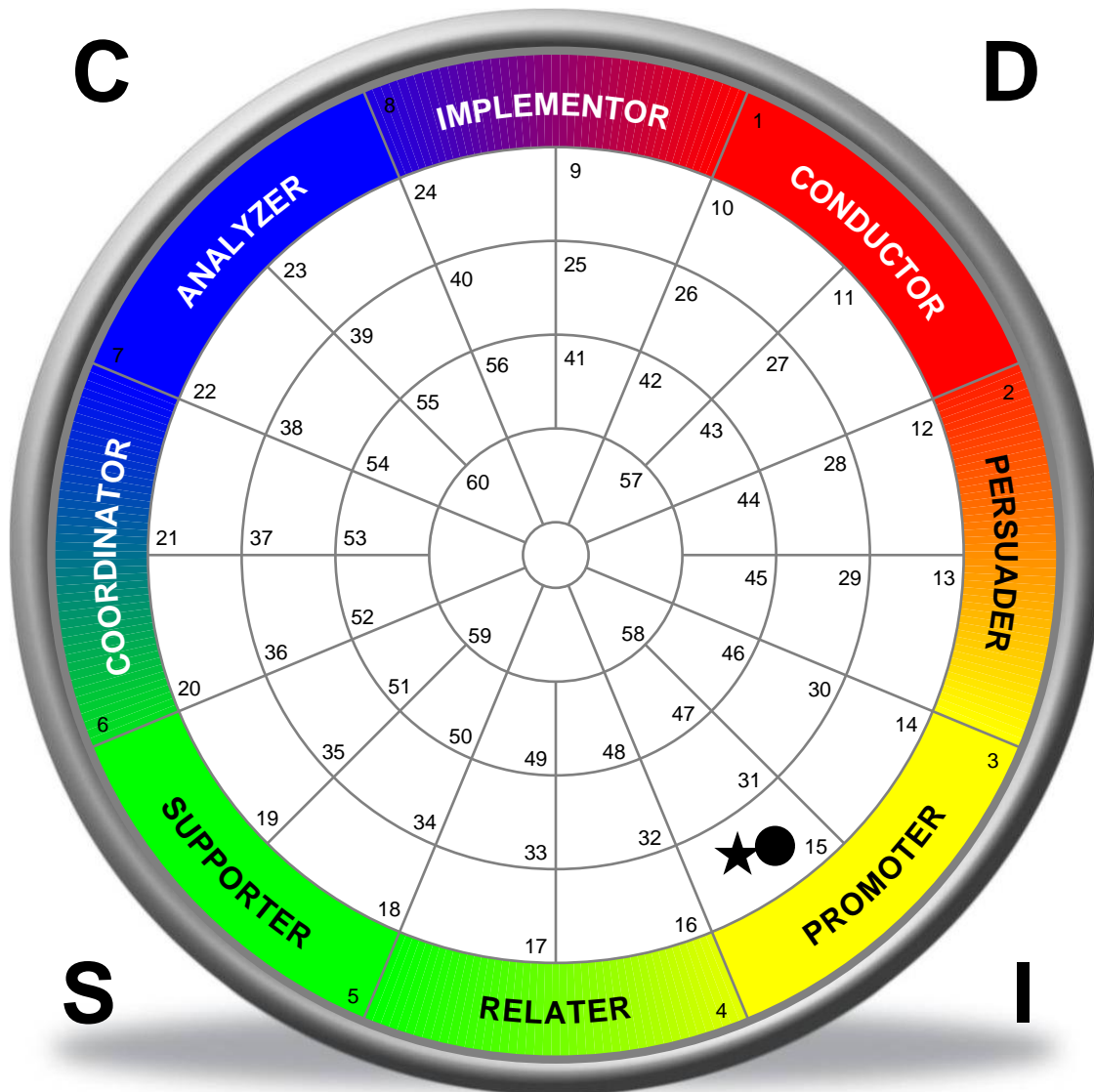
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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.



Sally Sampleton

7-1-2015



Adapted: ★ (15) RELATING PROMOTER

Natural: ● (15) RELATING PROMOTER

Norm 2015 R4

T: 6:17

Competitive Edge, Inc.

Tel: (770) 487-6460

judy@competitiveedgeinc.com



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 : Sally Sampleton  
EDUCATION : High School

Sally Sampleton

CODE	OCCUPATION
51-3011	Baker
35-3011	Bartender
43-3011	Bill and Accounts Collector
41-2011	Cashier
39-9011	Child Care Worker
39-6012	Concierge
41-2021	Counter and Rental Clerk
27-1023	Floral Designer
39-3011	Gaming Dealer
43-4081	Hotel, Motel and Resort Clerk
43-4161	Human Resources Assistant
33-9092	Lifeguard, Ski Patrol other recreational protective service worker
43-4151	Order Clerk
37-2021	Pest Control Worker
41-9011	Product Promoter & Demonstrator
43-4171	Receptionist and Information Clerk
21-1093	Social & Human Services Assistant
25-9041	Teacher Assistant
43-3071	Teller



NAME : Sally Sampleton  
EDUCATION : A.A. or B.A.

Sally Sampleton

CODE	OCCUPATION
43-4051	Customer Service Representative
29-1031	Dietician & Nutritionist
11-9061	Funeral Director
27-1025	Interior Designer
31-9011	Massage Therapist
29-2011	Medical & Clinical Lab Technician
27-2042	Musician, Singer
39-9032	Recreational Worker
41-2031	Retail Salesperson
21-1093	Social & Human Services Assistant
25-1053	Teacher, Post-secondary Environmental Science
25-2011	Teacher, Preschool
25-2031	Teacher, Secondary
41-3041	Travel Agent



NAME : Sally Sampleton  
EDUCATION : B.A. Plus

Sally Sampleton

CODE	OCCUPATION
19-3091	Anthropologist & Archaeologist
29-2031	Cardiovascular Technician
21-1019	Counselor
43-4051	Customer Service Representative
27-2031	Dancer
11-9061	Funeral Director
19-2043	Hydrologist
27-1025	Interior Designer
29-2011	Medical & Clinical Lab Technician
27-2042	Musician, Singer
19-3031.02	Psychologist
29-1126	Respiratory Therapist
21-1093	Social & Human Services Assistant
21-1029	Social Worker
19-3041	Sociologist
29-1127	Speech-Language Pathologist
25-1053	Teacher, Post-secondary Environmental Science
25-2031	Teacher, Secondary
41-3041	Travel Agent
19-3051	Urban & Regional Planner