



EXCELLENCE FOR LEARNING™

Student Version



John Doe
College Student
2-24-2015



Leadership Resources & Consulting
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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.

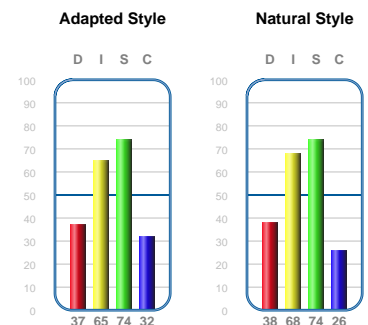
This program was developed to help each person achieve the following objectives:

- 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

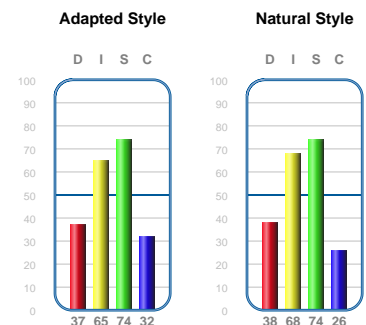
Identify those statements that are most important to you, and WHY. REMEMBER: Effective communication requires a commitment from everyone concerned!





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

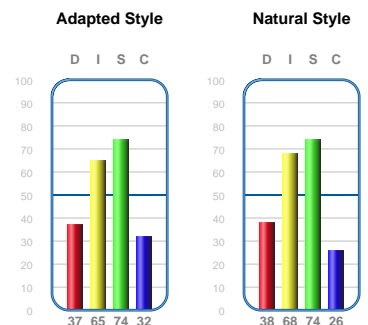
- I tend to give up easily when confronted by other family members.
- When pressured to do something quickly, I like for others to help me.
- I want to be seen as cooperative.
- Sometimes I give up easily and become frustrated later because I did not say what I felt.
- I can become frustrated when you want me to make a quick decision.
- You have to explain it to me only once. I get frustrated when others keep going over and over the same thing.
- Since I don't get mad easily or show my emotions easily, I am somewhat of a grudge holder.
- I would rather agree than fight about certain things.
- Sometimes I'm afraid when I think of the many unknowns in the future.
- I get frustrated when things are changing too fast.
- I require a long time to show my anger.
- I am very proud of my ability to maintain an even temperament; that is, I don't get mad easily.
- I do not see myself as a leader and sometimes become frustrated when others want me to be one.
- I tend to be very modest when others ask me to talk about my accomplishments.





GENERAL STATEMENTS

- I like others to think of me as being kind and gentle.
- I tend to develop strong attachments to things that are mine and become frustrated when other family members wear my clothes or use my things.
- I tend to be undemanding and don't always share how I feel.
- I like to live in a peaceful environment.
- I like for others to tell me when I'm doing a good job, if they are sincere. I don't like to be told things that are not true.
- I think that I would make a good teacher or counselor.
- I become frustrated when teachers challenge me about what I am doing or thinking.
- I would prefer being seen as a loyal friend.
- Sometimes I wish I had the nerve that some of my friends and family have.
- I have more fun doing homework with others than always doing it alone.

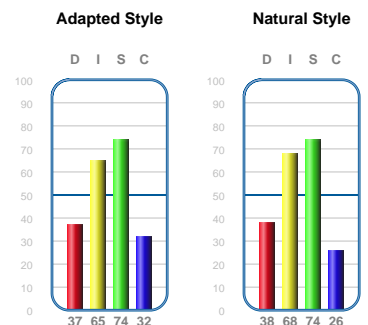




CHECKLIST FOR COMMUNICATING

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

- Put important rules in writing.
- Ask "how" questions to discover if he understands your instructions.
- Present your case softly, and non-threateningly, using a sincere tone of voice.
- Listen patiently and be responsive.
- Flatter his ego.
- Expect him to discover ways around vague rules.
- Be firm - provide yes and no answers.
- Negotiate his commitment to rules.
- Understand his defiant nature toward excessive rules.
- Communicate important matters in a friendly environment.
- Keep the communication at the discussion level. Don't yell or scream.

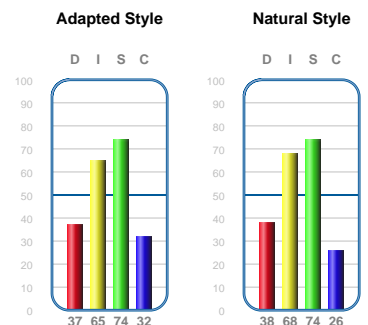




DON'TS ON COMMUNICATING

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

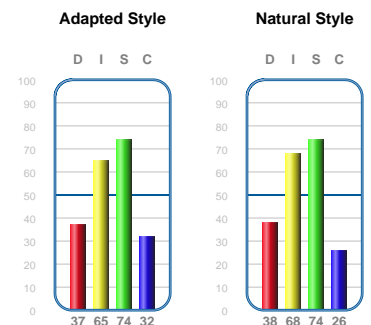
- Don't talk to him when you are extremely angry. He will respond to the anger - not the message.
- Don't act timid if he confronts you.
- Don't set goals for him. Assist him in setting his own goals - ownership of goals is very important.
- Don't take credit for his ideas.
- Don't keep making decisions for him. Remember, maturity comes from deciding more and more things for yourself.
- Don't try to change his mind without supporting facts.
- Don't get upset by his cockiness.
- Don't ramble on about things that bore him.
- Don't let him overpower you with his fast talk.
- Don't manipulate or bully. Remember, he may agree to avoid confrontation.
- Don't be abrupt or rapid. Remember his need for logic and sincerity.
- Don't promise you will do something if you cannot fulfill the promise.
- Don't always be formal. He communicates best in a warm, friendly environment.





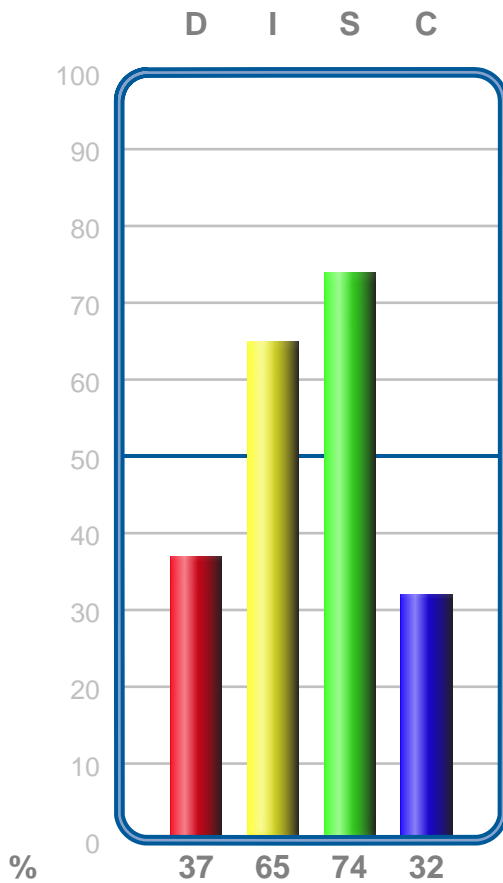
After reading your study tips, select two or three tips and incorporate the ideas into your studying habits.

- Read a book on listening and note taking.
- Study and review just before class starts.
- Meditate and think positive before taking an exam.
- Study in groups of two or more.
- Think positive about new ways to learning.
- Develop good study habits and follow them everyday.
- Don't put off studying until the last minute.
- Probe yourself and others about ideas you are learning.
- Set goals that are realistic.
- Use recitation to embed fact and ideas.
- Put words you have trouble spelling on your mirror.

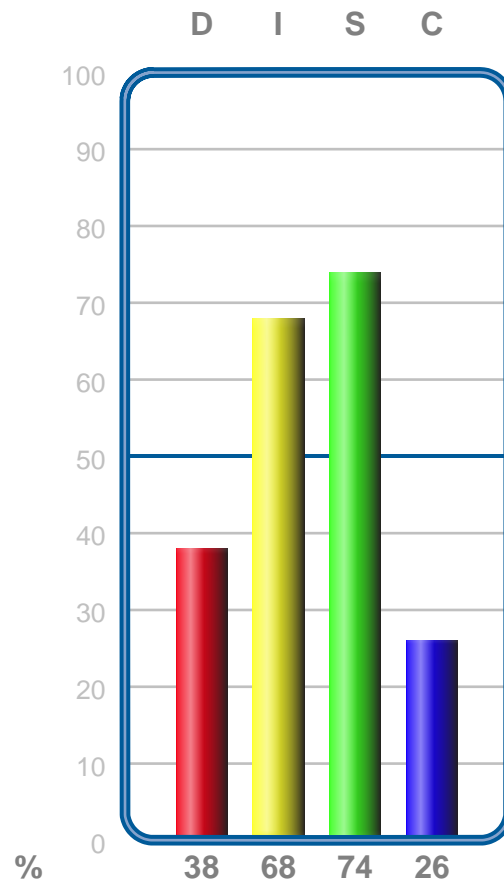




MOST
Graph I
Adapted Style



LEAST
Graph II
Natural Style



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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.

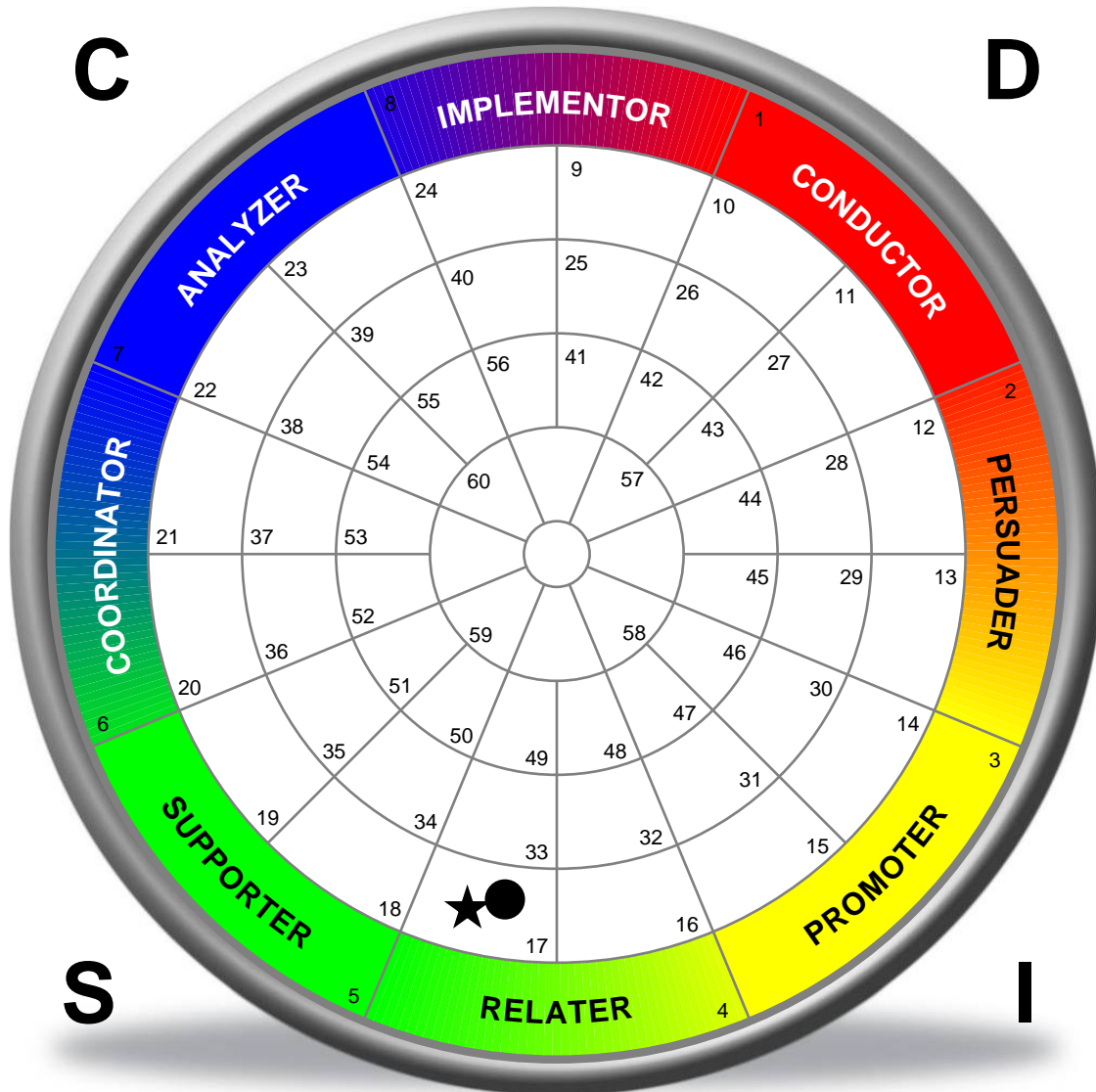
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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.



John Doe

2-24-2015



Adapted: ★ (17) SUPPORTING RELATER

Natural: ● (17) SUPPORTING RELATER

Norm 2015 R4

T: 8:01

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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.



NAME : John Doe
EDUCATION : High School

John Doe

CODE	OCCUPATION
43-3011	Bill and Accounts Collector
41-2011	Cashier
41-2021	Counter and Rental Clerk
27-1023	Floral Designer
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
41-9011	Product Promoter & Demonstrator
43-4171	Receptionist and Information Clerk
21-1093	Social & Human Services Assistant
25-9041	Teacher Assistant



NAME : John Doe
EDUCATION : A.A. or B.A.

John Doe

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
15-1081	Network Systems & Data Communications Analyst
27-4021	Photographer
27-2012	Producer & Director
27-3031	Public Relations Specialist
41-9022	Real Estate Sales Agent
39-9032	Recreational Worker
41-2031	Retail Salesperson
21-1093	Social & Human Services Assistant
25-9041	Teacher Assistant
25-2022	Teacher, Middle School
25-1053	Teacher, Post-secondary Environmental Science
25-1194	Teacher, Post-secondary Vocation Education
25-2011	Teacher, Preschool
25-2031	Teacher, Secondary
41-3041	Travel Agent



CODE	OCCUPATION
19-3091	Anthropologist & Archaeologist
29-2031	Cardiovascular Technician
21-1019	Counselor
43-4051	Customer Service Representative
27-2031	Dancer
29-1031	Dietician & Nutritionist
11-9061	Funeral Director
19-2043	Hydrologist
27-1025	Interior Designer
29-2011	Medical & Clinical Lab Technician
27-2042	Musician, Singer
15-1081	Network Systems & Data Communications Analyst
29-1122	Occupational Therapist
27-2012	Producer & Director
19-3031.02	Psychologist
29-1126	Respiratory Therapist
11-2022	Sales Manager
21-1093	Social & Human Services Assistant
21-1029	Social Worker
19-3041	Sociologist
29-1127	Speech-Language Pathologist
25-2022	Teacher, Middle School
25-1053	Teacher, Post-secondary Environmental Science
25-1194	Teacher, Post-secondary Vocation Education
25-2031	Teacher, Secondary
41-3041	Travel Agent
19-3051	Urban & Regional Planner