



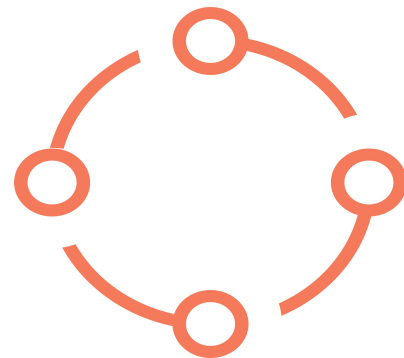
TTI
SUCCESS
INSIGHTS®

EXCELLENCE FOR LEARNING™

Student Version

John Doe
4-19-2019

Leadership Resources and Consulting
800-746-1656
info@disc-report.com





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 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.

- Sometimes I wish I had the nerve that some of my friends and family have.
- I become frustrated when teachers challenge me about what I am doing or thinking.
- I think that I would make a good teacher or counselor.
- I am very proud of my ability to maintain an even temperament; that is, I don't get mad easily.
- I can become frustrated when you want me to make a quick decision.
- I tend to be undemanding and don't always share how I feel.
- Sometimes I'm afraid when I think of the many unknowns in the future.
- At times I'm not as sure of myself as others are of me.
- I tend to be very modest when others ask me to talk about my accomplishments.
- I like for my activities at home and work to be planned. I become frustrated when they change all the time.
- Sometimes I give up easily and become frustrated later because I did not say what I felt.
- You have to explain it to me only once. I get frustrated when others keep going over and over the same thing.
- 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 like things the way they are and am not looking for ways to change them.
- I like others to think of me as being kind and gentle.
- I want to be seen as cooperative.
- I have more fun doing homework with others than always doing it alone.



General Statements

- I would rather agree than fight about certain things.
- 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 get frustrated when things are changing too fast.
- I require a long time to show my anger.
- I like to be seen as cautious.
- Since I don't get mad easily or show my emotions easily, I am somewhat of a grudge holder.
- I tend to give up easily when confronted by other family members.
- I like to live in a peaceful environment.
- When pressured to do something quickly, I like for others to help me.



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.

- Spell out rules very specifically.
- Negotiate his commitment to rules.
- Put important rules in writing.
- Communicate important matters in a friendly environment.
- Understand his defiant nature toward excessive rules.
- Provide solutions to problems and discuss the risk involved with each.
- Expect him to discover ways around vague rules.
- Ask "how" questions to discover if he understands your instructions.
- Be firm - provide yes and no answers.
- Give clear instructions.
- Confront when in disagreement with him.



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



Study Tips

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

- Don't put off studying until the last minute.
- Use recitation to embed fact and ideas.
- Probe yourself and others about ideas you are learning.
- Meditate and think positive before taking an exam.
- Set goals that are realistic.
- Study and review just before class starts.
- Think positive about new ways to learning.
- Develop good study habits and follow them everyday.
- Study in groups of two or more.
- Read a book on listening and note taking.
- Put words you have trouble spelling on your mirror.
- Plan a block of time for studying - take 10 minute breaks every hour.

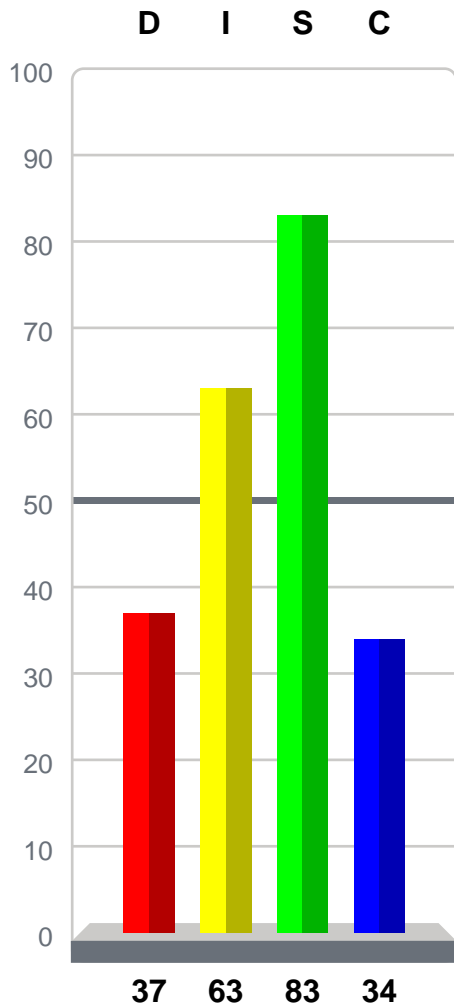


Style Insights® Graphs

4-19-2019

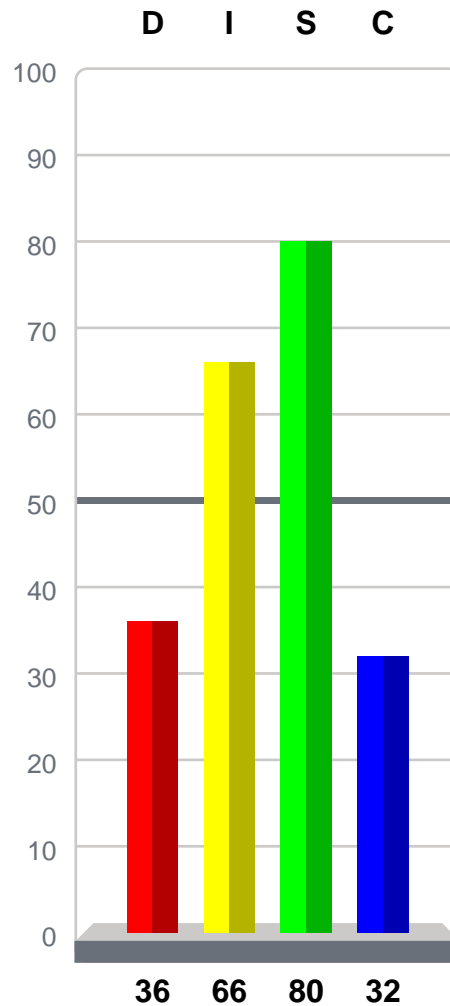
Adapted Style

Graph I



Natural Style

Graph II



Norm 2017 R4



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.

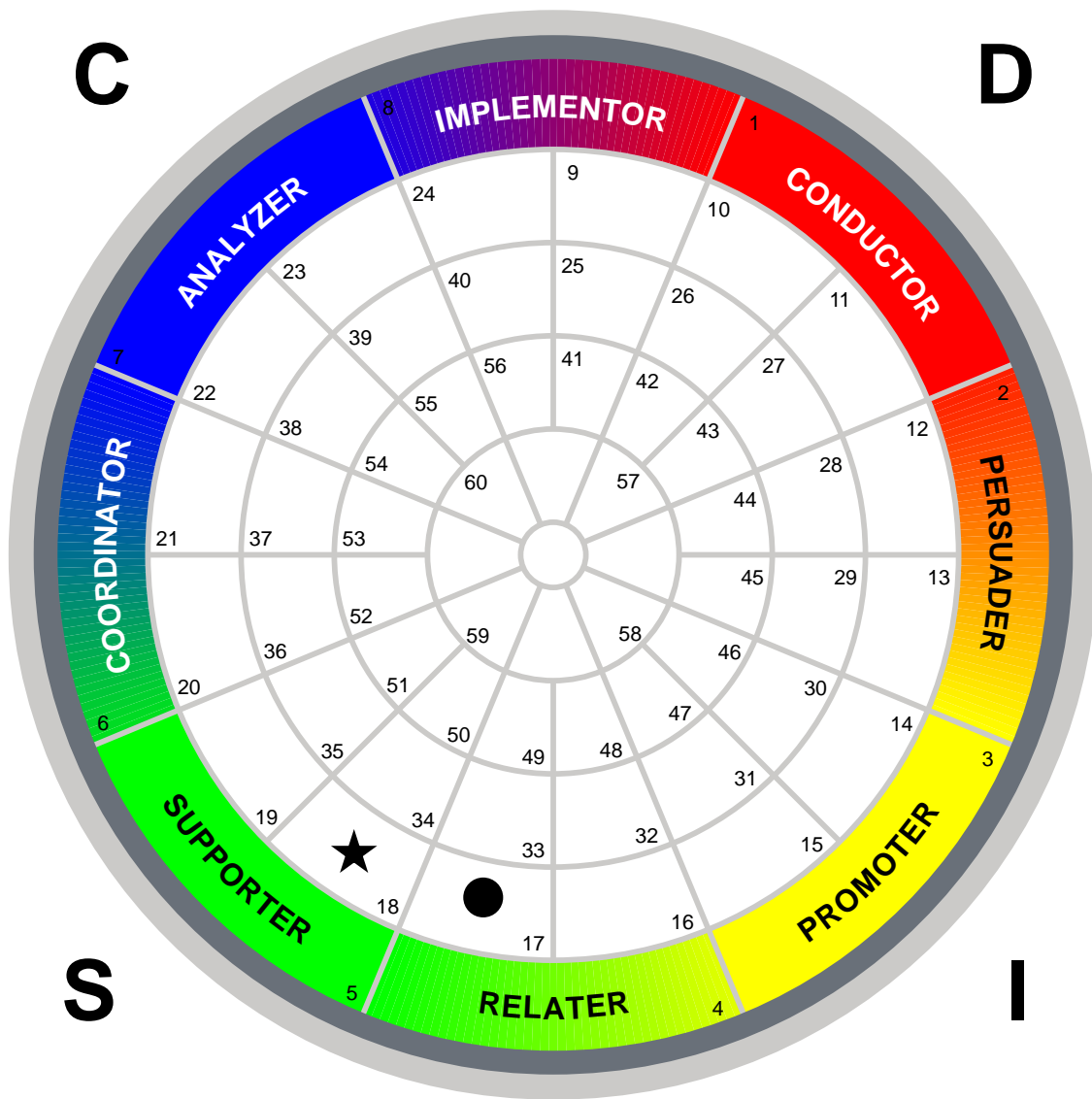
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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

4-19-2019



Adapted: ★ (18) RELATING SUPPORTER
 Natural: ● (17) SUPPORTING RELATER

Norm 2017 R4

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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

CODE	OCCUPATION
35-3011.00	Bartenders
39-9011.00	Child Care Workers
27-2031.00	Dancers
43-9021.00	Data Entry Keyers
41-9011.00	Demonstrators and Product Promoters
41-9091.00	Door-To-Door Sales Workers, News and Street Vendors, and Related Workers
53-3031.00	Driver/Sales Workers
27-2099.99	Entertainers and Performers
11-9012.00	Farmers and Ranchers
33-2021.01	Fire Inspectors
51-1011.00	First-Line Supervisors/Managers of Production and Operating Workers
39-9031.00	Fitness Trainers and Aerobics Instructors
47-2043.00	Floor Sanders and Finishers
33-3021.05	Immigration and Customs Inspectors
53-7051.00	Industrial Truck and Tractor Operators
33-2011.01	Municipal Fire Fighters
27-2042.00	Musicians and Singers
53-7064.00	Packers and Packagers, Hand
43-3051.00	Payroll and Timekeeping Clerks
33-3051.01	Police Patrol Officers
51-4052.00	Pourers and Casters, Metal
43-5061.00	Production, Planning, and Expediting Clerks
11-9141.00	Property, Real Estate, and Community Association Managers
41-9021.00	Real Estate Brokers
41-9022.00	Real Estate Sales Agents
39-9032.00	Recreation Workers
47-2181.00	Roofers
41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
33-9032.00	Security Guards
49-9052.00	Telecommunications Line Installers and Repairers
53-3032.02	Tractor-Trailer Truck Drivers
39-6022.00	Travel Guides
53-3032.01	Truck Drivers, Heavy



Name : John Doe

Education : A.a. or B.a.

CODE	OCCUPATION
27-2011.00	Actors
11-3011.00	Administrative Services Managers
25-3011.00	Adult Literacy, Remedial Education, and GED Teachers and Instructors
13-2021.02	Appraisers, Real Estate
21-1021.00	Child, Family, and School Social Workers
17-2051.00	Civil Engineers
21-2011.00	Clergy
51-4081.01	Combination Machine Tool Setters and Set-Up Operators, Metal and Plastic
13-1051.00	Cost Estimators
13-2041.00	Credit Analysts
27-2031.00	Dancers
21-1012.00	Educational, Vocational, and School Counselors
13-1071.01	Employment Interviewers, Private or Public Employment Service
27-2099.99	Entertainers and Performers
35-1012.00	First-Line Supervisors/Managers of Food Preparation and Serving Workers
49-1011.00	First-Line Supervisors/Managers of Mechanics, Installers, and Repairers
39-9031.00	Fitness Trainers and Aerobics Instructors
35-9031.00	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop
13-1079.99	Human Resources, Training, and Labor Relations Specialists, All Other
13-1031.02	Insurance Adjusters, Examiners, and Investigators
53-4011.00	Locomotive Engineers
25-2022.00	Middle School Teachers, Except Special and Vocational Education
27-2041.00	Music Directors and Composers
27-2042.00	Musicians and Singers
29-1122.00	Occupational Therapists
33-3021.01	Police Detectives
33-3051.01	Police Patrol Officers
25-2011.00	Preschool Teachers, Except Special Education
41-9022.00	Real Estate Sales Agents
25-1193.00	Recreation and Fitness Studies Teachers, Postsecondary
27-3022.00	Reporters and Correspondents
25-3021.00	Self-Enrichment Education Teachers
25-9041.00	Teacher Assistants
25-1194.00	Vocational Education Teachers Postsecondary



Name : John Doe

Education : B.a. Plus

CODE	OCCUPATION
27-2011.00	Actors
17-2011.00	Aerospace Engineers
13-2021.02	Appraisers, Real Estate
27-1011.00	Art Directors
21-1021.00	Child, Family, and School Social Workers
17-2051.00	Civil Engineers
21-2011.00	Clergy
19-3031.02	Clinical Psychologists
21-1012.00	Educational, Vocational, and School Counselors
17-2071.00	Electrical Engineers
27-2099.99	Entertainers and Performers
35-1012.00	First-Line Supervisors/Managers of Food Preparation and Serving Workers
49-1011.00	First-Line Supervisors/Managers of Mechanics, Installers, and Repairers
41-1011.00	First-Line Supervisors/Managers of Retail Sales Workers
25-1192.00	Home Economics Teachers, Postsecondary
11-3049.99	Human Resources Managers, All Other
13-1079.99	Human Resources, Training, and Labor Relations Specialists, All Other
17-1012.00	Landscape Architects
23-1011.00	Lawyers
11-2021.00	Marketing Managers
17-2131.00	Materials Engineers
19-1022.00	Microbiologists
49-9044.00	Millwrights
27-1014.00	Multi-Media Artists and Animators
27-2041.00	Music Directors and Composers
27-2042.00	Musicians and Singers
17-2171.00	Petroleum Engineers
29-1051.00	Pharmacists
53-5021.03	Pilots, Ship
27-2012.00	Producers and Directors
11-9141.00	Property, Real Estate, and Community Association Managers
11-2031.00	Public Relations Managers
41-9021.00	Real Estate Brokers
41-9022.00	Real Estate Sales Agents
25-1193.00	Recreation and Fitness Studies Teachers, Postsecondary
41-9031.00	Sales Engineers
41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
53-5031.00	Ship Engineers
11-9151.00	Social and Community Service Managers
27-3042.00	Technical Writers
11-3042.00	Training and Development Managers
13-1022.00	Wholesale and Retail Buyers, Except Farm Products