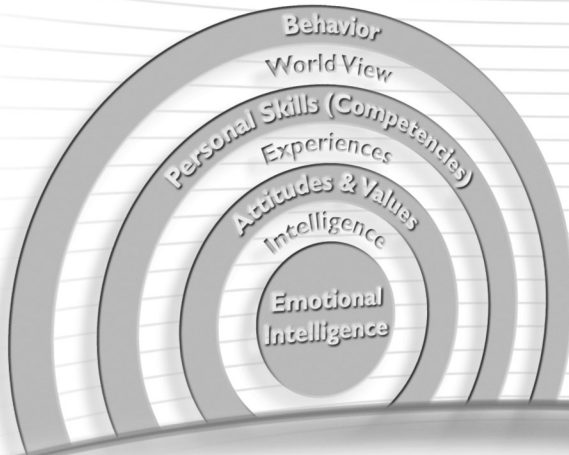




# EXCELLENCE FOR LEARNING™

Student Version

**Tara Miller**  
6-19-2016



Providing a Fun, Fast, and Flexible Learning Experience  
Russell Martin and Associates  
9084 Technology Dr. Ste. 500  
Fishers, IN 46038  
317-475-9311  
[info@russellmartin.com](mailto:info@russellmartin.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.

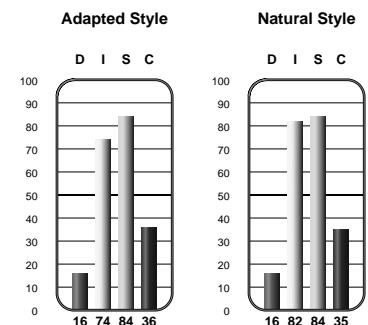
This program was developed to help each person achieve the following objectives:

- 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!

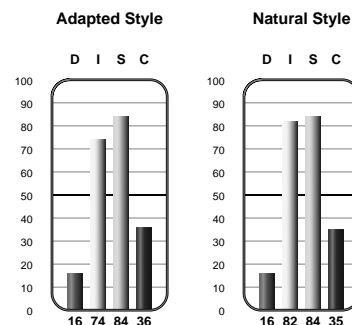




## GENERAL STATEMENTS

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

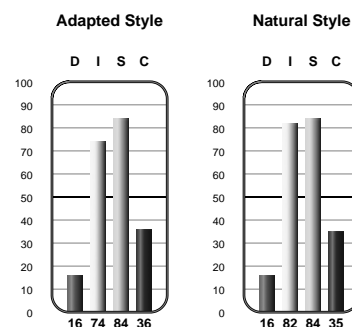
- I like for my activities at home and work to be planned. I become frustrated when they change all the time.
- I require a long time to show my anger.
- I like for others to tell me when I'm doing a good job, if they are sincere. I don't like to be told things that are not true.
- I like things the way they are and am not looking for ways to change them.
- I can become frustrated when you want me to make a quick decision.
- I like to be seen as cautious.
- I have more fun doing homework with others than always doing it alone.
- I would prefer being seen as a loyal friend.
- I would rather agree than fight about certain things.
- Sometimes I wish I had the nerve that some of my friends and family have.
- Sometimes I'm afraid when I think of the many unknowns in the future.
- Sometimes I give up easily and become frustrated later because I did not say what I felt.
- Since I don't get mad easily or show my emotions easily, I am somewhat of a grudge holder.
- I do not see myself as a leader and sometimes become frustrated when others want me to be one.





## GENERAL STATEMENTS

- At times I'm not as sure of myself as others are of me.
- I like others to think of me as being kind and gentle.
- I tend to be undemanding and don't always share how I feel.
- I get frustrated when things are changing too fast.
- I tend to give up easily when confronted by other family members.
- I tend to be very modest when others ask me to talk about my accomplishments.
- I think that I would make a good teacher or counselor.
- 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 am very proud of my ability to maintain an even temperament; that is, I don't get mad easily.
- I become frustrated when teachers challenge me about what I am doing or thinking.
- When pressured to do something quickly, I like for others to help me.
- I want to be seen as cooperative.

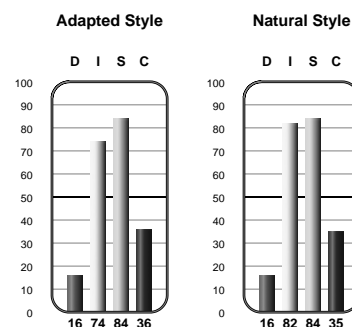




## CHECKLIST FOR COMMUNICATING

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

- Allow her time to think.
- Ask "how" questions to discover if she understands your instructions.
- Take your time and be persistent.
- Show sincere interest in her as a person. Start conversations with personal comments.
- Listen patiently and be responsive.
- Be accurate and realistic with your comments.
- Keep the communication at the discussion level. Don't yell or scream.
- Be sincere.
- Ask "how" questions to discover her plan of action.
- Communicate important matters in a friendly environment.
- Give instructions in logical order.

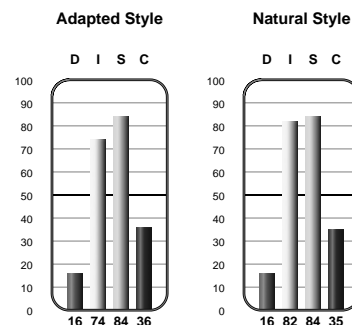




## DON'TS ON COMMUNICATING

*This section of the report lists the things NOT to do when communicating with Tara. 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 force her to make a quick decision. She needs time to think it through.
- Don't speak when your thoughts are not organized.
- Don't be abrupt or rapid. Remember her need for logic and sincerity.
- Don't always be formal. She communicates best in a warm, friendly environment.
- Don't scream at her. Control your anger.
- Don't promise you will do something if you cannot fulfill the promise.
- Don't be unrealistic with deadlines.
- Don't set goals for her. Assist her in setting her own goals - ownership of goals is very important.
- Don't keep making decisions for her. Remember, maturity comes from deciding more and more things for yourself.
- Don't make promises you cannot deliver or have no intention of delivering.
- Don't manipulate or bully. Remember, she may agree to avoid confrontation.



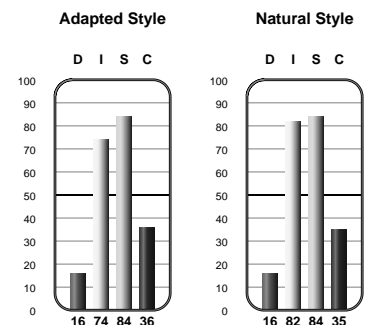


## STUDY TIPS

Tara Miller

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

- Don't let others invade your study time.
- Put words you have trouble spelling on your mirror.
- Ask questions on things you are unsure about.
- Meditate and think positive before taking an exam.
- Study and review just before class starts.
- Study in groups of two or more.
- Probe yourself and others about ideas you are learning.
- Think positive about new ways to learning.
- Plan a block of time for studying - take 10 minute breaks every hour.
- Set goals that are realistic.
- Study or review just before class starts.
- Identify the time of day you feel best and try to fit studying into these hours.



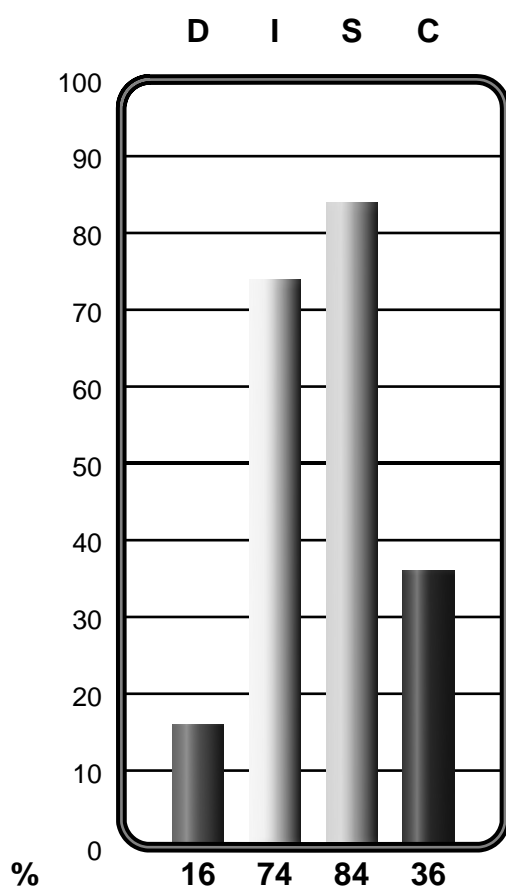
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317-475-9311  
info@russellmartin.com



**MOST**

Graph I

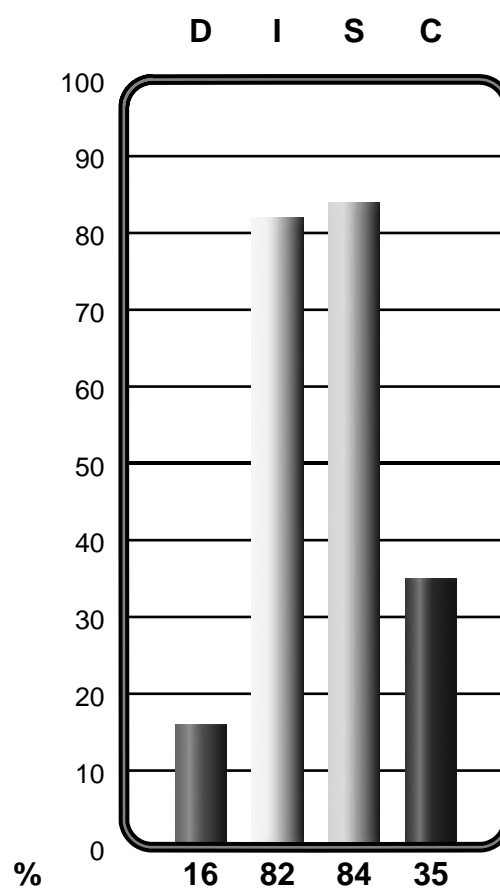
**Adapted Style**



**LEAST**

Graph II

**Natural Style**



Norm 2015 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.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

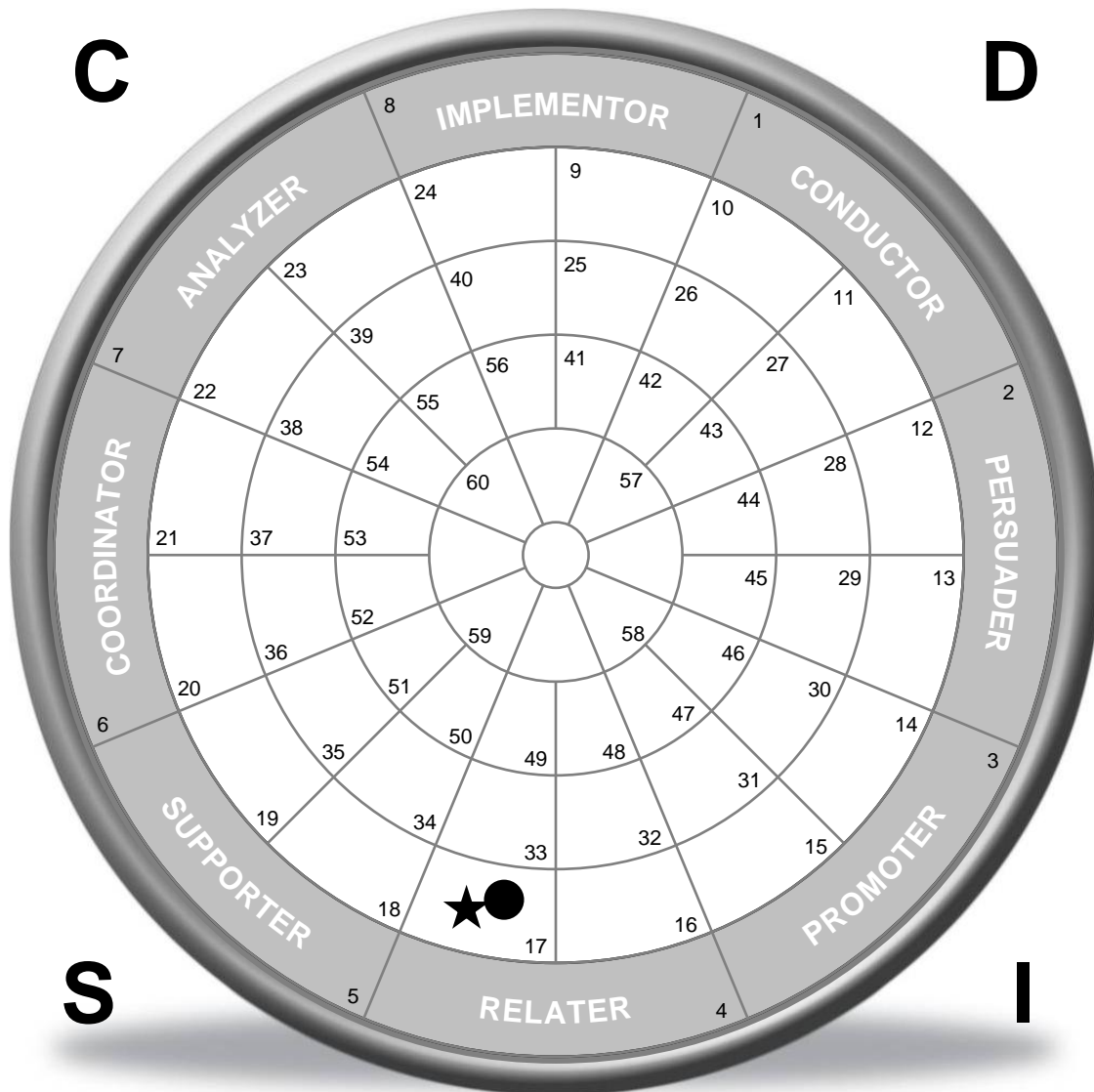
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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.



**Tara Miller**

6-19-2016



Adapted: ★ (17) SUPPORTING RELATER

Natural: ● (17) SUPPORTING RELATER

Norm 2015 R4

T: 13:09

Russell Martin and Associates  
317-475-9311  
info@russellmartin.com



## 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](http://www.doleta.gov/programs/onet).



NAME : Tara Miller  
EDUCATION : High School

Tara Miller

CODE	OCCUPATION
51-3011	Baker
43-3011	Bill and Accounts Collector
41-2011	Cashier
39-9011	Child Care Worker
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



CODE	OCCUPATION
27-2011	Actor & Actress
29-9091	Athletic Trainer
39-5011	Barber & Cosmetologist
49-2011	Computer Teller/Office Machine Repairer
43-4051	Customer Service Representative
29-2021	Dental Hygienist
29-1031	Dietician & Nutritionist
49-2094	Electrical and Electronic Repairer
39-9031	Fitness Trainer
39-6031	Flight Attendant
11-9061	Funeral Director
49-2097	Home Entertainment Installer & Repairer
27-1025	Interior Designer
29-2061	LPN (Licensed Practical Nurse)
31-9011	Massage Therapist
29-2011	Medical & Clinical Lab Technician
31-9092	Medical Assistant
27-2042	Musician, Singer
43-1011	Office and Administrative Support
37-2021	Pest Control Worker
27-4021	Photographer
33-3051.01	Police Patrol Officer
39-9032	Recreational Worker
41-2031	Retail Salesperson
21-1093	Social & Human Services Assistant
25-9041	Teacher Assistant
25-1053	Teacher, Post-secondary Environmental Science
25-2011	Teacher, Preschool
25-2031	Teacher, Secondary
41-3041	Travel Agent
17-2199.10	Wind Energy Engineer



CODE	OCCUPATION
27-2011	Actor & Actress
25-3011	Adult Educator
19-3091	Anthropologist & Archaeologist
29-9091	Athletic Trainer
29-2031	Cardiovascular Technician
21-1019	Counselor
43-4051	Customer Service Representative
27-2031	Dancer
29-2021	Dental Hygienist
29-1031	Dietician & Nutritionist
19-2041	Environmental Scientist & Specialist including Health
11-9061	Funeral Director
19-2043	Hydrologist
27-1025	Interior Designer
29-2011	Medical & Clinical Lab Technician
27-2042	Musician, Singer
29-1122	Occupational Therapist
43-1011	Office and Administrative Support
29-1041	Optometrist
27-4021	Photographer
29-1071.00	Physician Assistant
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
17-2199.10	Wind Energy Engineer
19-1023	Zoologist & Wildlife Biologist