



FAMILY RELATIONSHIPS

Young Adult Version

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

Joanna Doe

3-10-2004



INTRODUCTION

Behavioral research suggests that the most effective people are those who understand themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment.

A person's behavior is a necessary and integral part of who they are. In other words, much of our behavior comes from "nature" (inherent), and much comes from "nurture" (our upbringing). It is the universal language of "how we act," or our observable human behavior.

In this report we are measuring four dimensions of normal behavior. They are:

- how you respond to problems and challenges.
- how you influence others to your point of view.
- how you respond to the pace of the environment.
- how you respond to rules and procedures set by others.

This report analyzes behavioral style; that is, a person's manner of doing things. Is the report 100% true? Yes, no and maybe. We are only measuring behavior. We only report statements from areas of behavior in which tendencies are shown. To improve accuracy, feel free to make notes or edit the report regarding any statement from the report that may or may not apply, but only after checking with friends or colleagues to see if they agree.

*"All people exhibit all four behavioral factors in varying degrees of intensity."
—W.M. Marston*



GENERAL STATEMENTS

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

- Sometimes I'm afraid when I think of the many unknowns in the future.
- For me to meet and get to know new people is not easy.
- It is my natural style to be critical if I don't understand or people are not explaining something properly.
- Sometimes I get so busy doing my own things that I forget to communicate properly with others.
- I tend to be undemanding and don't always share how I feel.
- I like to work with others who have very high standards for doing quality work.
- I like people to give me the exact answer.
- I get frustrated when others always get their way; sometimes I wish I would speak up.
- You only have to explain it to me once. I get frustrated when others keep going over and over the same thing.
- I am proud of being able to do my household chores and school activities on time.
- I feel good when my friends show up on time and leave on time.
- If I don't know what I'm talking about, I sometimes appear to be evasive.
- When given the time to perform, I have very high expectations of myself.
- When others ask me to boast about my accomplishments, I feel embarrassed.
- I get upset when people criticize my work because I like to do it right the first time.
- School details are very important to me.



GENERAL STATEMENTS

- Sometimes I don't share what I'm thinking because I don't know how to explain it in a few words.
- When I am concentrating on my work, I get frustrated when people interrupt.
- Some people see me as "picky," but it's only my attention to detail.
- I don't like to be interrupted when I'm working on a task.
- Sometimes I'm suspicious and don't always trust what people say.
- I like to keep my things organized.
- I sometimes like to be more precise about things than other family members or friends.
- I get frustrated if you give me new activities to perform without the proper information.
- Sometimes I take things too seriously and fail to see the humor that others might be seeing.
- I get frustrated when things are changing too fast.



CHECKLIST FOR COMMUNICATING

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

- Give reason for a change in rules.
- Allow time for questions.
- Listen patiently.
- Use the correct buzz words for her age and interest.
- Be prepared. She is not influenced when you present your ideas in a random order.
- Respect her quiet demeanor.
- Be sincere with compliments.
- Use a sincere tone of voice.
- Use an unemotional approach.
- Remember that quality work requires quality instructions.
- Support your ideas with facts.



DON'TS ON COMMUNICATING

This section of the report lists the things NOT to do when communicating with Joanna. 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 criticize the quality of her work without analyzing the quality of your instructions.
- Don't overwhelm her with compliments. She will feel manipulated if you give too many or fail to be sincere.
- Don't say "trust me" - provide her with good answers to her questions.
- Don't be giddy, casual, or informal if you're serious about what you want her to hear.
- Don't expect her to always trust everything you say. She prefers you prove it.
- Don't get overemotional. She is not influenced by emotion. Logic is more important.
- Don't touch when talking to her.
- Don't yell or scream. This creates tension which will affect what she hears.
- Don't leave things open to her interpretation.
- Don't overuse hand or facial questions.
- Don't be redundant.
- Don't be disorganized in thought or ideas.



ACTION PLAN

Name: Joanna Doe

To relate more effectively with _____, I need to:

- 1.
- 2.
- 3.

To relate more effectively with _____, I need to:

- 1.
- 2.
- 3.

To relate more effectively with _____, I need to:

- 1.
- 2.
- 3.

The Communication skills I need to develop are:

- 1.
- 2.
- 3.
- 4.

I agree to practice the listed communication techniques and develop communication skills in the areas indicated.

Signed: _____ Date: _____

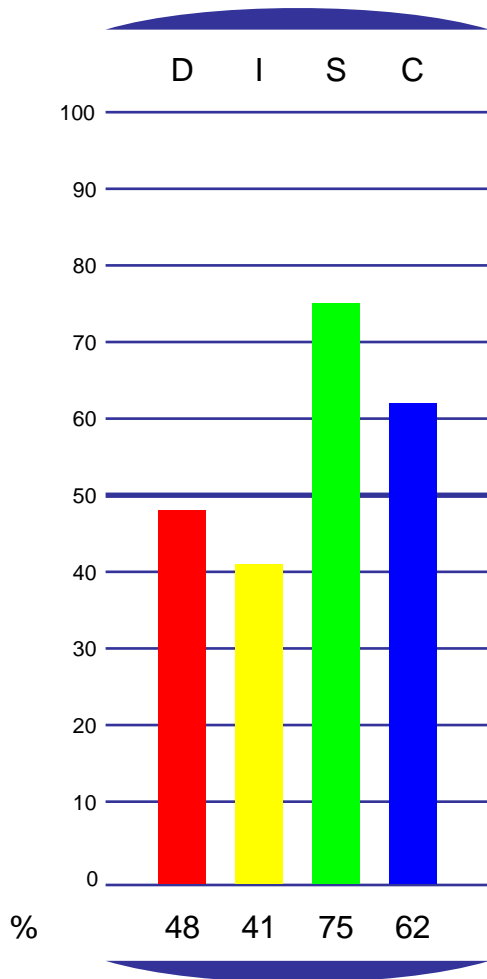


STYLE INSIGHTS™ GRAPHS

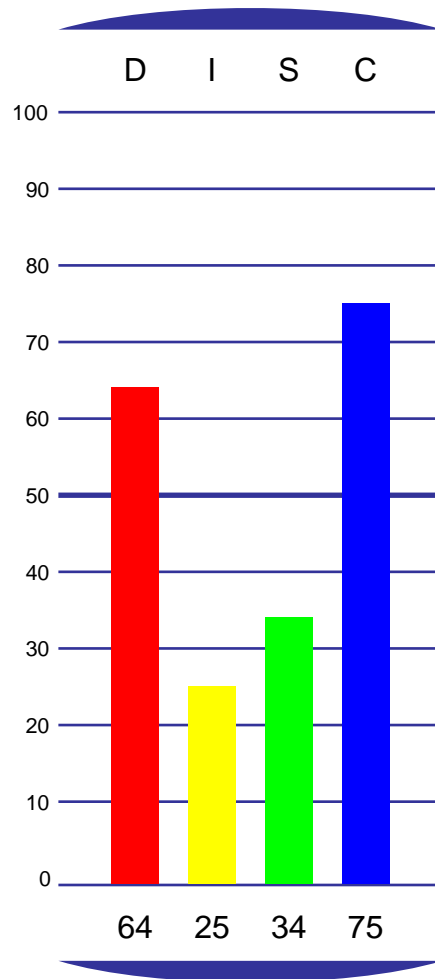
Joanna Doe

3-10-2004

MOST
Graph I
Adapted Style



LEAST
Graph II
Natural Style



Norm 2003



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.

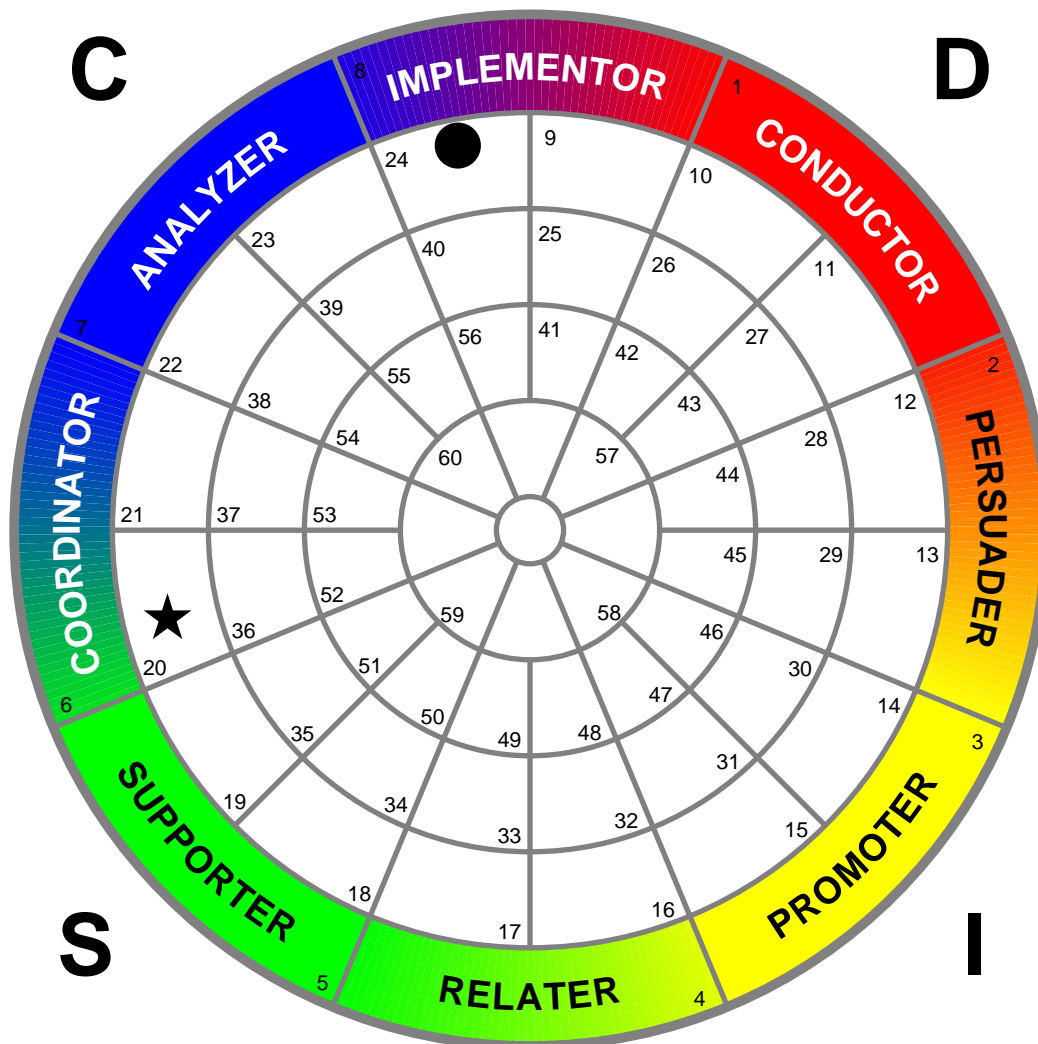
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able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



THE SUCCESS INSIGHTS® WHEEL

Joanna Doe

3-10-2004



Adapted: ★ (20) SUPPORTING COORDINATOR
Natural: ● (24) ANALYZING IMPLEMENTOR

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