



EXCELLENCE FOR LEARNING™

Student Version



Tammy Test Taker

11-2-2011

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101 West Ridge Ct.
La Porte City, IA 50651
800-466-2468
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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.

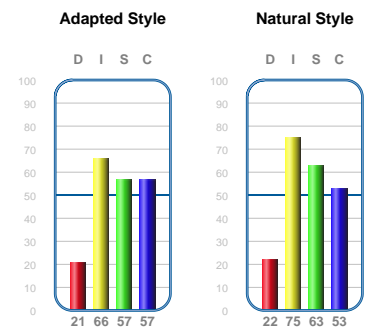
This program was developed to help each person achieve the following objectives:

- 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

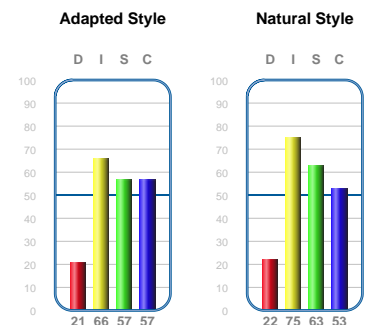
Identify those statements that are most important to you, and WHY. REMEMBER: Effective communication requires a commitment from everyone concerned!





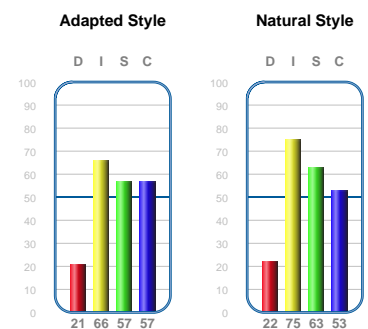
Understanding yourself and others is the first step toward developing effective communication. Based on Tammy's responses, the report has selected statements to provide a basis for understanding her behavior. Read each statement and discuss it with other family members. Eliminate any statement which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

- I like to play with other people.
- I sometimes become very cooperative when I ask to do something for myself.
- I have many friends because they always have a good time around me.
- I am a big dreamer and sometimes have bigger dreams than I can fulfill.
- I always look for the good in people and things.
- I tend to talk smoothly and readily.
- As a baby sitter, I may have trouble disciplining the children.
- I'm good at generating enthusiasm in other people.
- I prefer conversation that is stimulating, fun-loving and fast-moving.
- I like others to use my name when talking to me.
- Sometimes I may be so excited about what I have to say that I forget and interrupt people while they are talking.
- I can be called a talker.
- I sometimes trust my friends too much and get into trouble because they let me down.
- I like attention and sometimes show off to get this attention.
- I can be quickly aroused and highly excited by those who influence me.
- I like to be seen as the life of the party.





- I like to gain attention from others by talking.
- I get very impatient when I am waiting for other family members to do things for me or with me.
- I like to be seen as flexible and sometimes I am so flexible I get into trouble.
- When you are talking I sometimes am thinking about other things and don't always hear exactly what you said.
- I like to win when I play games; however, if I lose I can still see the good side.
- I like an environment where I can sell my ideas.
- I sometimes laugh and giggle because I am easily excited.
- Although I like to talk a lot, I'm sometimes afraid to talk in front of a large group.
- I want to be trusted by other family members.

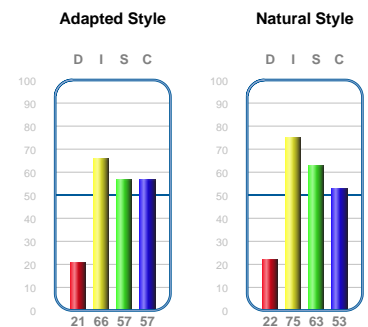




CHECKLIST FOR COMMUNICATING

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

- Give a time table for the completion of projects. Be realistic.
- Allow her time to think.
- Talk about her goals and opinions.
- 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.
- Be sincere.
- Plan interaction that supports her dreams and goals. Lead conversation to a plan that will result in achieving her dreams or goals.
- Take your time and be persistent.
- Be accurate and realistic with your comments.
- Plan time for relating and socializing.
- Provide a warm, friendly environment.
- Encourage her to write down her goals and the action needed to achieve them.
- Provide ideas for the action needed to achieve her goals.

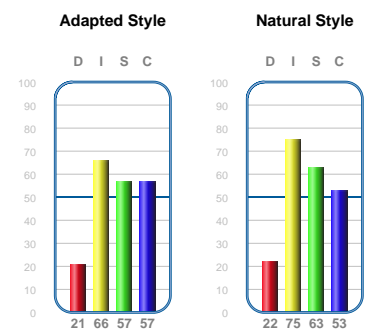




DON'TS ON COMMUNICATING

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

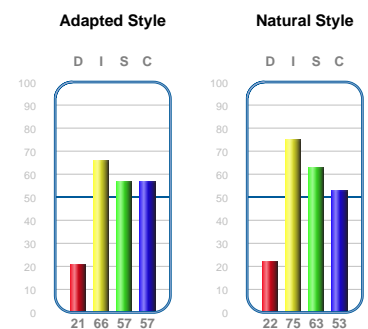
- Don't be unrealistic with deadlines.
- Don't be cool and distant. She prefers a warm, friendly environment.
- Don't speak when your thoughts are not organized.
- Don't leave decisions hanging in the air.
- Don't leave instructions open for interpretation. Remember, she will take the risk to show you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

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





Tammy Test Taker

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MOST

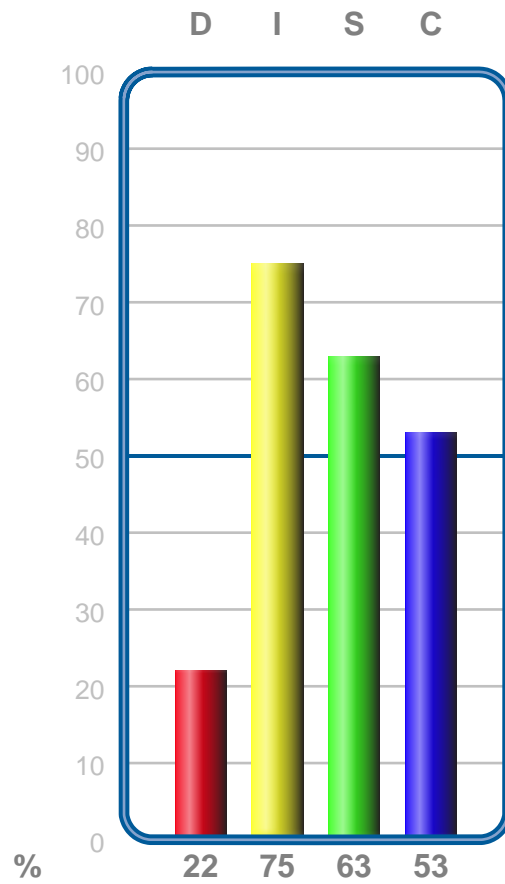
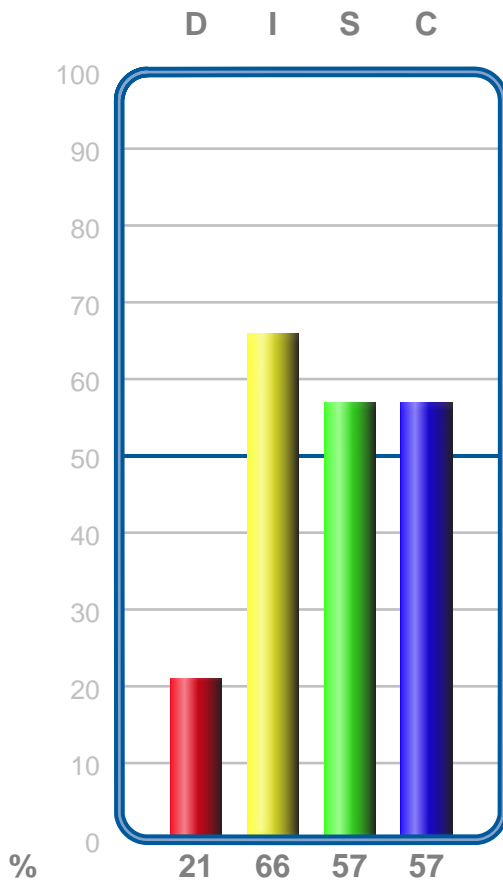
Graph I

Adapted Style

LEAST

Graph II

Natural Style



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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.

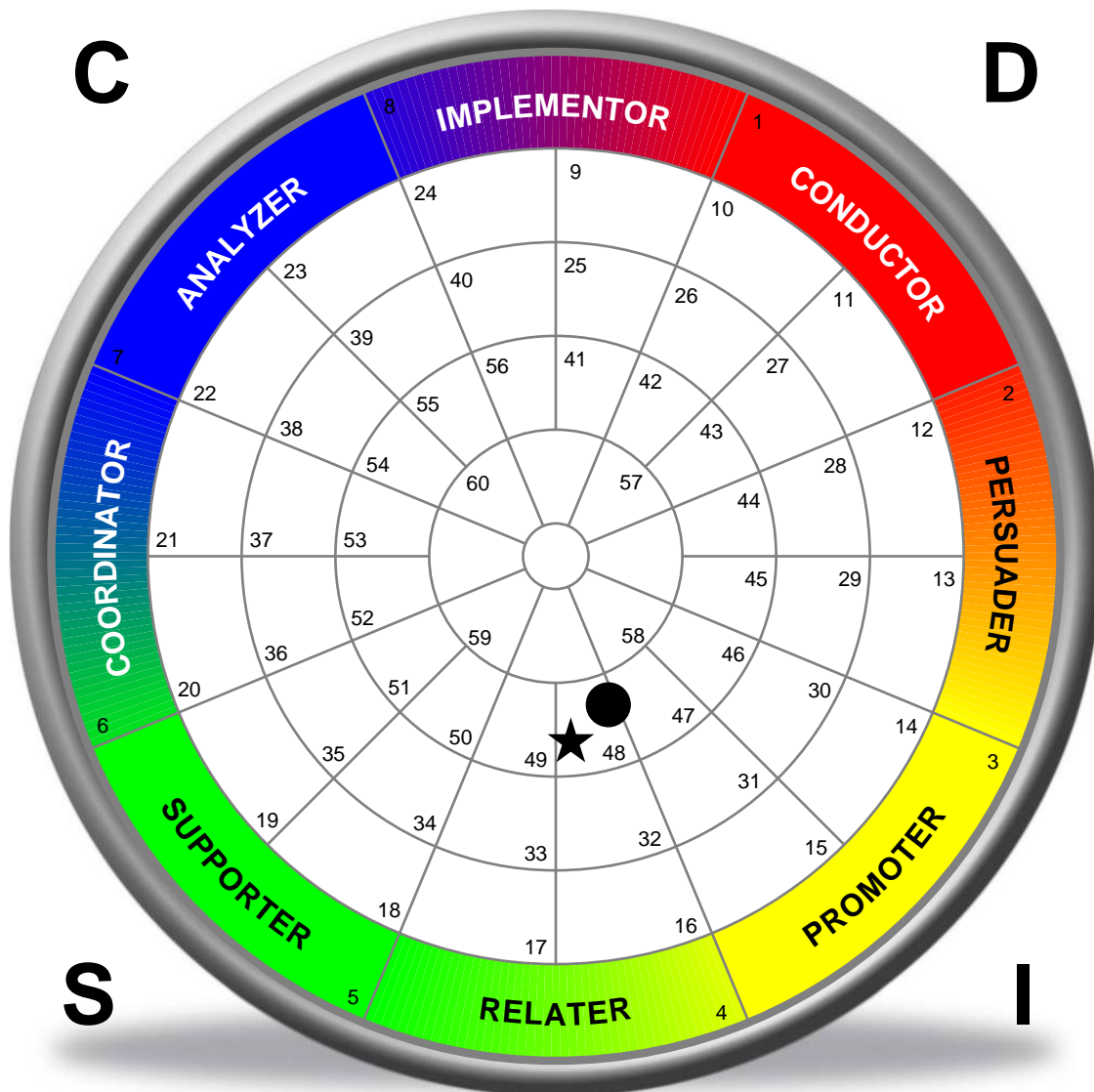
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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.



Tammy Test Taker

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Adapted: ★ (48) PROMOTING RELATER (ACROSS)

Natural: ● (48) PROMOTING RELATER (ACROSS)

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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 : Tammy Test Taker
EDUCATION : High School

Tammy Test Taker

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
43-5031	Dispatcher
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
27-3031	Public Relations Specialist
41-9022	Real Estate Sales Agent
39-9032	Recreational Worker
29-1111	Registered Nurse
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
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
19-3011	Economist
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
27-3031	Public Relations Specialist
29-1111	Registered Nurse
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
25-1053	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