

Success Discovery Process – Excellence for Learning

Student/Learner Version

Name: _____ Position/Title: _____

What is the Success Discovery Process (SDP) - Excellence for Learning?

- The courage to use your talents to achieve personal, team, and organizational success
- The acknowledgement of your strengths and acceptance of your weaknesses
- The ability to adapt to different situations and people in various environments

The success discovery process will have you thinking if I knew then what I know now; I would have fewer regrets and more success. The process is quick, it's easy, and it starts with you. The first phase begins with Self-Assessment. You will need the following to begin:

- The report from your Self Assessment (Managing for Success Excellence for Learning Version)
- A green and yellow highlighter
- A pen or pencil

When you have completed the Self-Assessment and receive your personal feedback report; ¹read your entire report, ²follow the SDP instructions to complete the worksheets, ³edit statements that need a change to make them true and ⁴add your own words/statements to any list to make it more complete.

Appreciative Inquiry Warm-up

Think of a time that you felt confident in your ability to learn and do well.

When was it, describe the situation, who was involved, what happened?

How did it impact you personally?

Why did this situation work for you?

What specific things did you learn from this experience that you can look for and/or put to work for yourself in the future?



Please turn to the “General Statements” section of the report.

General Statements

Read through your entire General Statements section of your report. Then, read each statement one-by-one. Highlight those statements that help you be successful in green. Highlight statements that may be barriers to your success in yellow. Bracket [] statements that you feel are untrue, and ask someone you trust to validate these statements for you. Then complete the exercises below.

List 5 statements that describe the talents you feel are helpful to you (problem solving, decision making, communication, etc.)

1. _____
2. _____
3. _____
4. _____
5. _____

Coaching Questions

- ◆ How are you utilizing/can you utilize these talents to be a better student, player and team member?
- ◆ Why is understanding these talents important to your career development and job choices?

List the three statements that describe potentially limiting behaviors (things that may get in the way)

1. _____
2. _____
3. _____

Coaching Questions

- ◆ How have/can these limiting behaviors negatively impacted/impact your success in the classroom, on the field or at home?
- ◆ Why are understanding these potential barriers to success important to your career development and job choice?

Confidence: How do these behaviors influence your confidence level and ability to do well?



Please turn to the “Checklist for Communicating” section of the report.

Effective Communication Ideas (Do’s)

This section of the report identifies the best ways to communicate with you. Please read the list and place a (H) next to those descriptors you feel you have (get from others most of the time) and a (M) next to those descriptors you feel you would like to get more of from others when they communicate with you.

List four statements that describe the best ways to communicate with you.

1. _____
2. _____
3. _____
4. _____

Please turn to the “Ineffective Communication” section of the report.

Ineffective Communication (Don’ts)

Most people communicate with others the way in which they would prefer to receive communication. No one intentionally creates communication problems; they just lack the proper information.

List four statements that describe communication problems that prevent good communication with you.

1. _____
2. _____
3. _____
4. _____

Coaching Questions

- ◆ What can you tell your parents, coaches, teachers and team members that will help them communicate more effectively with you?
- ◆ Why do you think it would help to have this same information about others?

Who needs to know about these communication tips? List 4 people here:



Please turn to the “Study Tips” section of the report.

Study Tips

This section of the report describes tips you can use to improve your **study, practice and work habits**. Please place a (D) next to those descriptors that you currently do now and a (N) next to those descriptors you need to do more of to improve your performance.

List up to five tips you believe are most critical to your success in the classroom and at practice.

1. _____
2. _____
3. _____
4. _____
5. _____

Coaching Questions

- ◆ How do these tips apply to your current study, practice or work situation?
- ◆ What other resources do you need to put these tips to work?
- ◆ Who else can help you put these tips to work?
- ◆ What is one tip that you can put to work right away that will be most helpful to you?

Style Analysis Graphs

This section will be discussed in your coaching/training session.

The Success Insights Wheel

This section will be discussed in your coaching/training session.



ADDITIONAL SUCCESS DISCOVERY EXERCISES

The remaining sections do not need to be completed as pre-work, each will be completed and discussed in your coaching/training session.

Personal Motivation

Motivational Incentives

List up to five things that are personally motivating for you as a student/player/worker.

1. _____
2. _____
3. _____
4. _____
5. _____

Coaching Questions

- ◆ How have you experienced these factors in the past?
- ◆ What can your teachers, coaches and team members do to support your motivation?

Preferred Learning/Work Environment

List 3-4 statements that describe your preferred **learning/practice/work environment** (when it is easy for you to learn and work at your best). I learn/work best when....

1. _____
2. _____
3. _____
4. _____

Coaching Questions

- ◆ How does your current learning/work environment compare to these factors?
- ◆ What actions can your teachers, coaches and team members take to create a more “ideal” environment for you?



Style Flexibility

This section will be discussed in your coaching/training session.

“D” Core Style Indicator Identify and list some people you know who can be described as having fast-paced speech and a strong personality, impatient, direct and may try to control situations.

1. _____ 3. _____
2. _____ 4. _____

The following questions will be completed during your coaching/training session.

- ◆ What factors will you use to improve your effectiveness with these people?

- ◆ What factors will create tension or dissatisfaction for these people?

- ◆ How can you adapt your style (behavior/content/format) to benefit these people?

“I” Core Style Indicator Identify and list some students who can be described as warm and friendly, impulsive, uses many gestures while speaking, talkative and being imprecise with their use of time.

1. _____ 3. _____
2. _____ 4. _____

The following questions will be completed during your coaching/training session.

- ◆ What factors will you use to improve your effectiveness with these people?

- ◆ What factors will create tension or dissatisfaction for these people?

- ◆ How can you adapt your style (behavior/content/format) to benefit these people?



“S” Core Style Indicator Identify and list some students who can be described as patient, easy going, soft-spoken, non-demonstrative, unemotional or reserved.

1. _____ 3. _____

2. _____ 4. _____

The following questions will be completed during your coaching/training session.

- ◆ What factors will you use to improve your effectiveness with these people?

- ◆ What factors will create tension or dissatisfaction for these people?

- ◆ How can you adapt your style (behavior/content/format) to benefit these people?

“C” Core Style Indicator Identify and list some students who can be described as a slow speaker, a questioner (facts and data), deliberate, logical, accurate or precise.

1. _____ 3. _____

2. _____ 4. _____

The following questions will be completed during your coaching/training session.

- ◆ What factors will you use to improve your effectiveness with these people?

- ◆ What factors will create tension or dissatisfaction for these people?

- ◆ How can you adapt your style (behavior/content/format) to benefit these people?



Please turn to the “Job Indicator” section of the report.

Job Indicator

This section of the report may give you some ideas on different jobs/career choices that may relate to your natural behavioral/communication talents. Use this section as an idea generator for yourself.

If you could pick the perfect job for yourself what would it be?

Why did you select this job?

Describe the type of company you would want to be working at?

Describe the ideal boss, employees, partner(s), etc. that you would want to work with?

From your **Job Indicator lists**, select any job/career ideas you may have that are of interest to you:

What actions do you need to take to pursue your choices?

Who can help you explore these jobs/careers?



Summary

The Success Discovery Process – Excellence for Learning is designed to help you achieve success, however you define it. Success for most people is defined in terms of specific goals such as: a better job, a promotion, or improved relationships. What goals do you want to achieve? What goals can you help your people achieve? Now that you understand your strengths and weaknesses, you can do more of what helps you get what you need/want and stop doing what keeps you from getting these things.

Think of no more than 3 goals you would like to achieve. The most important element in success is commitment. If you are truly committed to achieving your goals, you will share them with people who are important to you. List 3 goals you are committed to achieve:

1. _____
2. _____
3. _____

◆ What will you do to help achieve your listed goals?

IMMEDIATELY:

NEXT 30-60 DAYS:

NEXT 6 MONTHS:

What was the most significant thing you learned from this process?

Reviewed with supervisor/mentor/coach: _____
Signature

Date: _____ Follow-up dates: _____

