

Yada!

ASSESSMENT

LEADER GUIDE

TABLE OF CONTENTS

<i>A Note from Drs. Les & Leslie Parrott</i>	1
8 Steps Of a Successful Yada Session	2
Getting Creative	4
Using Yada in a University Setting	5

REPORT PAGES

Your Personality	6
Personality Detail	12
Your Story	16
Your Time Table	20
Your Talk Style	23
Your Fight Type	26
Your Friendships	29
Your Love Life	32
Your Outlook	42
Frequently Asked Questions	49
Appendices	
A. Sample Invites to take Yada	51
B. Research Behind Yada	52
C. If Someone Disagrees With Their Results	54

A PERSONAL NOTE

Late teens and twentysomethings are in the most transformative period of their lives - “the defining decade,” as sociologist Jay Meg calls it.

It is a time ripe with “consequential experiences.” It’s during this developmental phase that you have a special opportunity to help young people learn and cultivate the rudiments for healthy relationships like you never will again.

Consider the heartache experienced by countless adults who are now paying a steep price for the lack of self-awareness, intention, and vision in their twenties. Think of the relationship choices that could have made all the difference for them.

Whether you are leading a large class or a small group, this guide is for you. It will help you create an unforgettable and even life-changing experience for the young adults in your care.

We are about to show you how to leverage each of the pages of the report. And keep in mind that the Yada Report is designed to be social - perfect for cultivating connections and insights together.

So whether you are using Yada with just a handful of people or with thousands, we’ve got you covered.

I never teach
my pupils, I only
provide the
conditions in
which they can
learn.

- ALBERT EINSTEIN



A handwritten signature in blue ink that reads "Les & Leslie".

Drs. Les and Leslie Parrott
LesandLeslie.com

THE 8 STEPS OF A SUCCESSFUL YADA EXPERIENCE

Every group/class using YADA is unique but here are eight steps they all have in common.

1. DETERMINE WHO PAYS

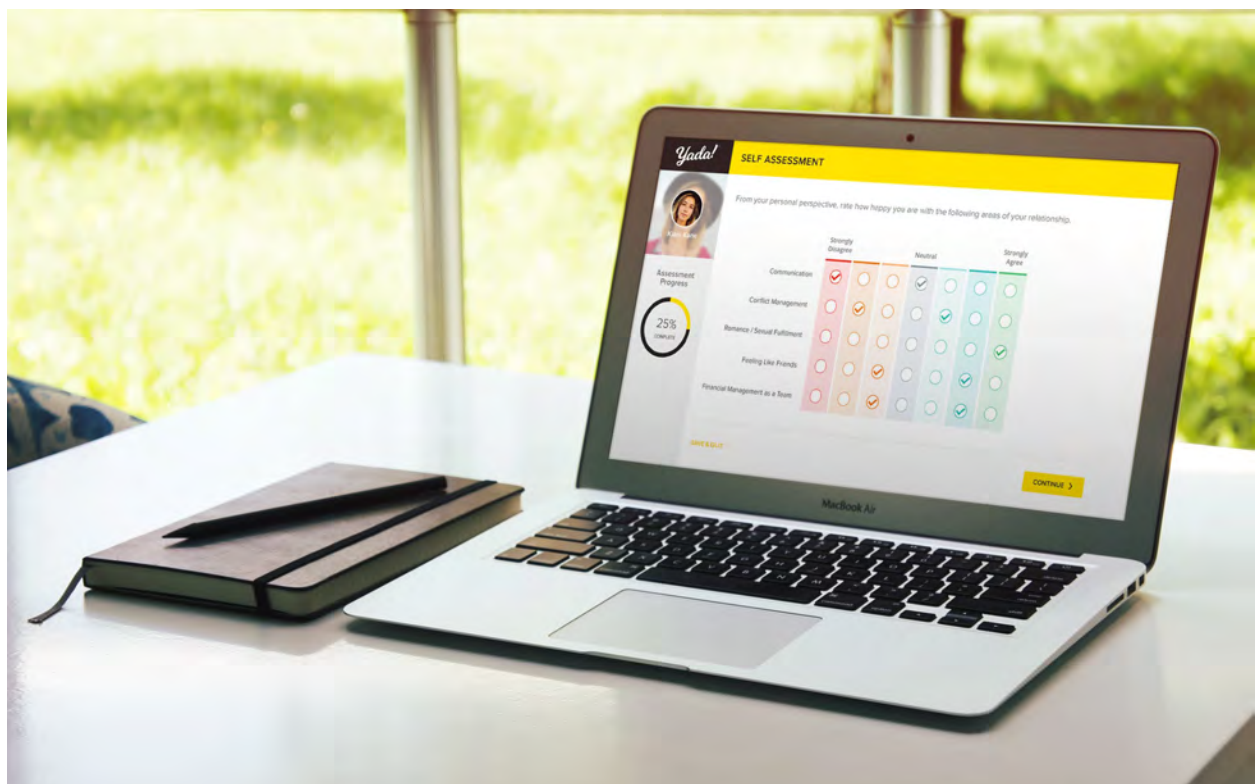
You can have each person pay for Yada or you can supply them with a pre-paid code if you've purchased them in bulk through your leader dashboard at Yada.com.

2. SET A COMPLETION DATE

Make sure you let them know when they need to complete the questionnaire. Their report is sent to them electronically almost immediately upon completing it.

3. DETERMINE THE NUMBER OF SESSIONS

You may be plugging Yada into a program that you already have going or you may be starting a new stand-alone experience. Regardless, determine how much time you want to devote to unpacking the report together. Some choose to simply spend an hour or so talking about it and leaving much of the processing to be done on their own (with friends). That's fine. Others choose to devote as much as an hour session to each of the ten pages of the report. Of course you can do something in-between, such as five hours total where you cover two pages of the report in each 1-hour session. It's up to you.



4. DETERMINE THE TONE

Your sessions can be very laid back and self-managed by the group members with you facilitating the discussions around the content. Or your sessions can be more didactic, where you are teaching to augment the information on the Yada Report. Of course, it may be a combination of these two, as well. You might be using Yada as an auxiliary tool that you refer to occasionally. Use it how you like to fit your context and tone.

5. CONTEXTUALIZE FOR SIZE

The results of the Yada Report are best used when students are able to discuss them, even briefly, together in a small group. So if you are using Yada in a large auditorium setting with thousands of students at once (a freshman orientation, for example) you can still have students break into small subgroups following the large gathering if you'd like. The same is true for a classroom that may have 25 or 30 students in it. You can still have them divvy up into subgroups for a quick discussion and then reconvene.

6. CONSIDER USING THE SLIDE DECK

Depending on your setting, you might find our slide deck - available in both Keynote and PowerPoint - to be helpful. It makes it easy to display sections of each page and also shows you where you might include pieces of the aggregate report. The deck is customizable so you can also edit as you like to make it your own. Download the slide deck from your leader dashboard at Yada.com.

It's beauty that captures your attention, personality that captures your heart.

- OSCAR WILDE

7. INVITE ALL TO TAKE THE YADA ASSESSMENT

This is typically done through a group email (or it may be included in a syllabus or something similar). Appendix A makes this easy for you by providing samples of how you may do this.

8. UNPACK THE REPORT

Once you determine which specific pages you will cover in a particular session, you'll want to unpack them together in a way that works for your setting. There are numerous ways to do this. The most popular is to do a brief bit of teaching on the topic that's covered on that page – just to set it up. Then highlight a portion of the page results and have them discuss the results in their group (the slide deck can help you do this). You can then bring the students back together as a group and have a larger discussion, asking group members to share what they learned. This Leader Guide will give you plenty of practical suggestions to try on each of the Yada report pages.

GETTING CREATIVE

In addition to exploring the content of each session and helping students process the content of their Yada Report, you may want to consider some of these proven ideas:

- *Use icebreakers to get started.* A quick 2-5 minute icebreaker at the start of each session can help set a positive tone and create a warm environment for groups (we've built some of these into the Yada slide deck).
- *Interview a "real-life" panel of people for 10 minutes or so in a session.* Bring in a few people who are a few years ahead of your group. Interview them about that session's subject matter.
- *Role-play some skills.* If you are giving out information on conflict or communication, for example, consider showing – not just telling. You can demonstrate how to ask questions and followup questions, for example, when exploring "Your Curiosity Quotient."
- *Use video clips.* Whether it's just for fun (showing a sweet or humorous clip) or to illustrate a serious point, consider showing a brief clip to your class (YouTube, as you know, is chock-full of them).
- *Highlight people who are willing.* You may want to give each person in your class 90 seconds to share their story (especially after you have debriefed page 3, "Your Story") throughout your sessions together (and allowing for a couple questions from the group). Most will not only enjoy telling their story but hearing from their peers, too.
- *Engender conversation.* A fatal error in small groups or classes is to only focus on teaching. You probably wouldn't do that, but just to be safe we want to underscore how important it is to get your students talking with each other and with you. Create a tone for sharing and plenty of opportunities for conversing. Allow them to ask questions, too.

Let the wise
hear and
increase
learning.

- PROVERBS 1:5

THE SECRET TO SUCCESSFUL SMALL GROUPS AND CLASSES

Vulnerability begets vulnerability. Students don't want a "know-it-all" facilitator who simply tells them how it is. They want your stories – the good, bad and ugly. So risk a little vulnerability from time to time. You don't need to over-share about your personality or your "fight type," but don't ignore your own story altogether. Students will remember your stories as much as your teaching points. And your vulnerability will get them to open up and discuss issues more openly in the group.

USING YADA IN A UNIVERSITY SETTING

One of the most common uses for Yada is on college campuses. Yada works exceptionally well when used, for example, for all incoming freshman. It not only gives the students new insights into themselves that will help them succeed during their college years, it also creates a great connecting point with their peers. In fact, Yada may be one of the most effective means you have to help students build meaningful relationships quickly - and that goes a long way in improving your retention rates.

In addition, you will find the Yada Aggregate Report to be an invaluable asset in your efforts to improve your services to students and better understand the population you are working with.

The structure and schedule in debriefing Yada is up to you. Make the schedule fit your needs. You may want to cover it all in a couple of 1-hour sessions or as many as ten. You can simply double up on some of the pages, combining as many as you like into a single session. Or feel free to drop a content area or two if you like - allowing students to explore it on their own. And if you'd like it to cover more sessions, simply extend the content areas. Of course, the actual length of each session will determine how much content you cover in each one, too. If your sessions are 45 minutes or 90 minutes, you'll make adjustments to this schedule accordingly. Yada is flexible. Bend it to work best for you.

Some universities use Yada with all incoming students and leave it with them to unpack it on their own or organically with their friends. Other universities use Yada in a more structured way, debriefing it in a common gathering or in a series of small groups or even classes. It's up to you to determine what will work best.



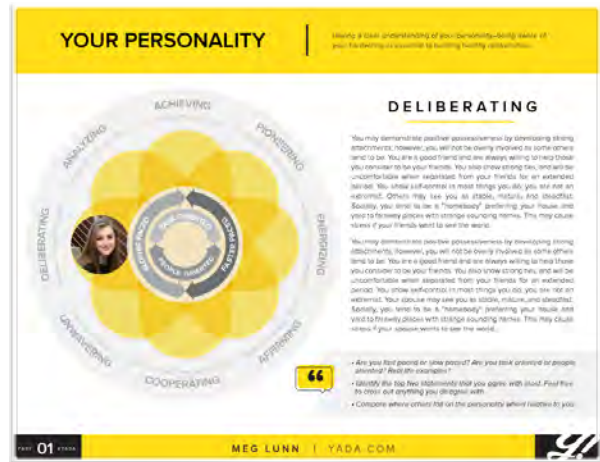
If you would like any assistance in exploring this with us, let us know: info@yada.com.

YOUR PERSONALITY

Every person is unique. And this page of the Yada Report reveals what makes a person tick. It reveals their personality type.

WHY THIS PAGE MATTERS

We've said it countless times to students: Awareness is curative. Once you become aware of something you can do something about it. Truthfully, every page of Yada helps a person become more self-aware, but this is particularly true of this first page. When a person understands their personality - the DNA of their hardwiring, the molecule found on every cell of their body that encodes not just their biology but their psychological temperament - they begin to understand why they do what they do. They become more comfortable in their own skin. They gain insight into how they can leverage who they are in their relationships and their aspirations. Personality shapes nearly everything else we will explore in the pages of Yada, which is exactly why we being with it on the very first page.



PROCESSING THIS PAGE WITH STUDENTS

Nearly everyone has taken some kind of personality assessment at some point, but most students have never taken one that gives them the kind of results on this page. So don't discount just how revolutionary the insights on this page will be for many students. There's more to this page than first meets the eye, as you're about to see.

To begin with, you can readily see that the page provides a graphic display of where the student lands on one of 8 different personality types:

- Achieving—fact-based, efficient and logical
- Pioneering—results-oriented, bold, innovative
- Energizing—persuasive, outgoing, enthusiastic
- Affirming—optimistic, encouraging, verbal
- Cooperating—service-oriented, peace keeper, patient
- Unwavering—loyal, sincere, diligent
- Deliberating—devoted, accurate, disciplined

Analyzing—orderly, conscientious, careful

This page gives a very brief description of each of the eight types. This allows the student to see the context of their own personality type (where they are among the eight).

“

TRY THIS

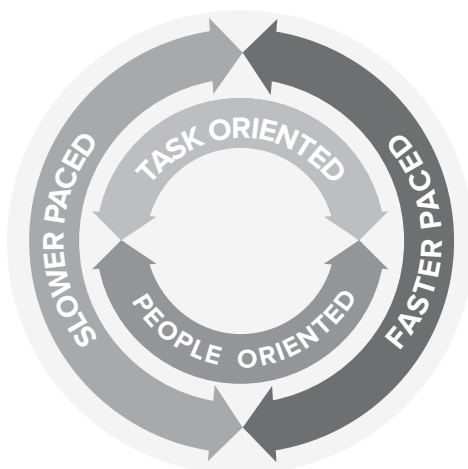
Have students raise their hands by type. Ask, “How many of you are in the Achieving type?” As you have them raise their hands for each type, note the three words under that type.

This page immediately increases a level of intrigue for most people. They’ll want to know what it means to be identified as a particular type. However, before jumping into their descriptive paragraphs, make sure they see the big picture.

“

TRY THIS

Say something like: “I want to make sure you’re getting the full context of what makes you unique.” Have them look at the other descriptions around the wheel. Ask them: “If you were to choose another type that’s next to yours – one that also describes you – which one would it be? Share that with each other.” They can simply share this with one or two other people in the group (to save time). This will free them just a bit from feeling that they are locked into only one type.



You’ll then want to paint the big picture of this personality wheel. Point out the two inner circles: 1) Fast-Paced vs. Slow-Paced, and 2) Task Oriented vs. People Oriented. This is important!

Research reveals that all of us fall somewhere along this continuum:



If one is near the Task-Oriented end of the continuum, they prize getting things done. They love an assignment. They probably live by a to-do list. They're gratified by accomplishment – whether solving a minor problem or getting good grades. They stay on task and they're probably competitive. Getting a job done, whether big or small, can take priority over other considerations (including people's feelings). In fact, anything that stands in their way of getting the task accomplished will likely become a "distraction." They like concrete objectives. They like to measure their progress. Plainly put, they like to be productive.

When a person is near the People-Oriented end of the continuum, they generally value the emotional well-being of others over productivity. They're good at working with people and are friendly. They get a "feeling" for people early on in a conversation and seem to know just what to say. They're rarely forceful or domineering. They're flexible and adapt easily to other people's situations and attitudes. They're diplomatic. They prize consensus and harmony. They're a team player. Nobody would describe them as a "loner." In short, they're a people-person.

“

TRY THIS

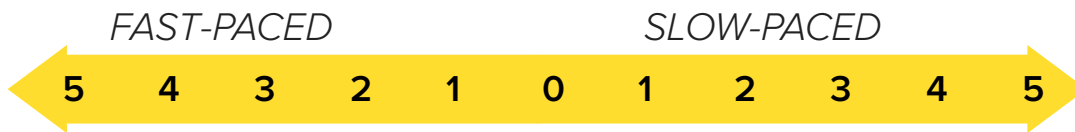
You might have your group raise their hands to a question like: "How many of you are hardwired primarily for projects or tasks? Give me some examples of how you see that playing out." Then ask, "How many of you prefer people over projects? And how about some examples from you?"

Make it very clear that one is not better than the other. And they may have qualities from both sides of the continuum. In fact, many are somewhere in the middle. But if they had to choose a side, which one would they lean into most often? The little chart below might help you more clearly see the contrasts of the two ends of this scale.

Here's a chart to help you distinguish the two ends of the continuum:

<i>TASK ORIENTED</i>	<i>PEOPLE ORIENTED</i>
Driven	Nurturing
Measurable goals	Heart-felt connections
Work from a to-do list	What to-do list?
Concentrated and focused	Welcome interruptions
Delay gratification	Procrastinate
Make others feel nervous	Make others feel comfortable
"Fish or cut bait"	"Easy come, easy go"

Research also reveals that all of us fall somewhere along this second continuum:



If a person is near the fast-paced end of the continuum, they probably live their life with a certain level of urgency. They like to get things done *yesterday!* They don't want to waste time. They're ready to get going. They want to use their time wisely. They often measure success according to speed. They prize efficiency and speed. They can become impatient more easily than others because their days are packed. They typically schedule things back to back. Others are often amazed by how they can get so much done in such a short time. They like to get their assignments done early. They run on rocket fuel. In short, they're a fast-paced person.

If, on the other hand, one is on the slow-paced end of the continuum, they take their time. They don't over schedule. They like to linger. If they don't get something done today, they'll get it done tomorrow – or the next day. Why rush, right? Why let the clock run your life? So they take their time. If you've ever heard the military phrase, "slow is smooth, smooth is fast," you know it means that moving fast, or rushing, is reckless and will likely get one killed. If they move slowly, carefully and deliberately, however, they are really moving as fast as they can without needlessly increasing the risk of mistakes. If they are slow-paced in general, they see its application to more than military maneuvers. They

move more deliberately. They take time to ponder and muse. They are measured and unhurried. Plainly put, they are slow-paced.

“

TRY THIS

Again, underscore that one is not better than the other - just different. You can ask each person in your group to raise their hand if they are primarily fast-pace. And slow-paced. If they see themselves somewhere in the middle, ask them to choose a side. And, again, try to draw examples from them about their real life - have them give you evidence that they are fast-paced, for example.

This chart will help you more make clear distinctions on this continuum.

<i>FAST-PACED</i>	<i>SLOW-PACED</i>
Divide and conquer	Unite and concede
Impatient	Patient
Raring to go	Ready to rest
Excited and energetic	Steady and stable
To the point	Round about
“Don’t just sit there, do something”	“Think before you act”
“Early bird gets the worm”	“Slow growing trees bear the best fruit”

When you combine these two questions—when you look at the dimensions of pace (fast or slow), and orientation (task or people)—you can easily see they help to determine where a person falls on the personality wheel.

“

TRY THIS

Say something like, “So now you can see that you have a combination of these two continuum. Some of you are fast-paced and task-oriented. Raise your hands. And how about fast-paced and people-oriented?” Help them see there are four major combinations. And if you haven’t done so already, you might consider revealing which group you are in.

Of course, Yada does far more than assess where each person is on these two continuums. It assesses multiple levels of gradation. In fact, the Yada questionnaire even weighs the process of how the person answers the questions (e.g., whether they change an answer from one to another), as well as what their answers are. As we said, this is a very sophisticated and patented system.

You may be wondering how accurate this is. Research reveals that on average it has a 94% accuracy rate with users. That is, 94 people out of 100 agree that the report correctly identified their personality type.

While this is incredibly accurate, we want you to keep a very important point in mind as you explore this content with your students – on this page as well as on the pages that follow: Whether a person agrees or disagrees with the results on the report doesn't matter as much as the conversations they'll have because of them. Think of their results on these pages as discussion starters more than diagnostics. Students are free to disagree with their results.

The goal is to have engaging and insightful conversations with their peers that create an environment where they will gain new insight and understanding of themselves and others.

By the way, you may have interest in understanding the construction, theory and research behind the personality model used on this page. Then again, you may not. If you are in the later group, we are sparing you the details of the research here. However, if you want to know what's behind this powerful page of the Yada Report, we've provided you with a detailed appendix exploring the studies and years of robust research that went into this page and the next.

On the right of the page, of course, is the detailed description of the person. And we do mean detailed. These paragraphs get pretty specific. Nearly 40 thousand variables goes into each paragraph, making them pretty detailed. That's why you'll want to underscore that they have permission to cross out any statement they don't agree with and underline the statements they resonate with most.

I've trained myself to illuminate the things in my personality that are likable and to hide and protect the things that are less likable.

- WILL SMITH

“

TRY THIS

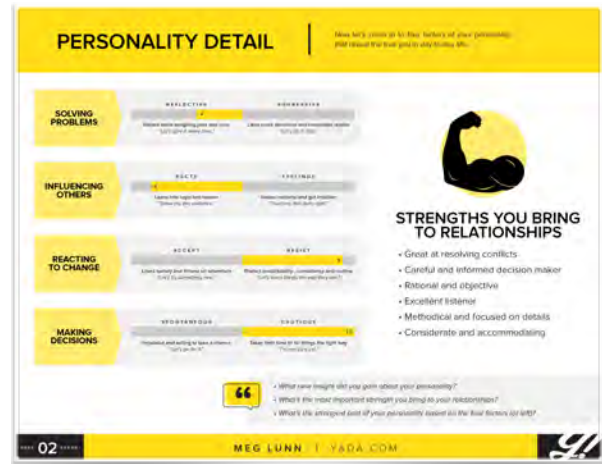
If you are working with a large group of students, have them get into groups of five or six. Give them a few minutes for each person to share the highlights from their two paragraphs they resonate with most - and why. They should have at least a couple statements from each of the two paragraphs. Be sure to have them explain to each other why they resonate with the statements they chose.

PERSONALITY DETAIL

It's one thing to know your personality type but it's another to know how it plays out in real-life moments. That's what this page reveals.

WHY THIS PAGE MATTERS

This page not only brings deeper understanding and awareness to one's personality, it notes the strengths one brings to relationships. Why is this important? Because we are all created for relationships and helping students see how their personality can build better relationships can be a game-changer for nearly everyone.



PROCESSING THIS PAGE WITH STUDENTS

The left side of this page is dominated by a graphic display of how their personality type looks across four real-life dimensions. It displays where they land in relationship to: 1) problem solving, 2) influencing others, 3) reacting to change, and 4) making decisions.

The further away from the midline of this graph, the more intense their trait will be. In other words, the higher their number (on a scale of 1 to 10), the more observable their trait becomes.

66 **TRY THIS**

Make sure they understand these four dimensions. Before you even look into their scores, explore the what and why of "problem solving." Why does it matter? Because a huge proportion of our conversations with others (experts estimate 25%) involve solving problems together. Ask them for examples of problems they've recently tried to solve with others (a friend, parent, etc.). Then have them share with each other in their group where they land on the continuum, from aggressive to reflective problem solving. What does that mean to them? Do the same for "influencing others," "reacting to change," and "making decisions." This can be a lengthy discussion but very worthwhile.

Here's the general attitude or depiction of each end of the continuums:

1. How you solve problems: Reflective vs. Aggressive

<i>REFLECTIVE</i>	<i>AGGRESSIVE</i>
"Let's give it some time."	"Let's do it now."

2. How you influence each other: Facts vs. Feelings

<i>FACT</i>	<i>FEELINGS</i>
"Let's look at all the evidence."	"Trust me, it will work great."

3. How you react to Change: Accepting vs. Resisting

<i>ACCEPTING</i>	<i>RESISTING</i>
"Let's try something new."	"Let's keep it the way it is."

4. How you make Decisions: Spontaneous vs. Cautious

<i>SPONTANEOUS</i>	<i>CAUTIOUS</i>
"Let's go for it."	"I'm not sure yet."

As you walk through each continuum, allow them to react and ask questions about the information they're discovering. This will be brand new information for them and it typically generates lots of discussion and intrigue. This is also a place where, as a facilitator, you can share some of your own real-life examples how your personality plays out in these various dimensions.

Flexibility is a requirement for survival.

- ROGER VON TECH



“

TRY THIS

Before leaving this side of the page, have each person identify which dimension, of the four, is strongest for them (which one has the highest number). Of course, some people may have more than one that is very high. Have them share how this part of their personality works for them - and how it can be challenging. As always, push for real-life examples.

People love seeing how they compare with others on these four dimensions so you may want to spend some time exploring that. You might even use information from your Yada Aggregate Report to give them context for where they are in relationship to their peers.



“

TRY THIS

You might have them compare how their results on one of the dimensions compares with another person who has taken Yada. For example, if one person is accepting of change and the other is resistant to change, how might that impact a change in the decor of a dorm room? What can they do to better negotiate that now that they know how their personalities differ in reacting to change?

The right side of this page notes several strengths they bring to their relationships – as a result of their personality type. This is a chance for them to see specific affirmations of what they do well.



TRY THIS

Have them identify their top personality strength from the list. You might have them circle their top two, for example. Then, in small groups, have them take turns sharing their top strengths. Make sure they give examples of how they do some of these things. If for example, their top strength is “good at reconciliation” or “gathers facts before offering an opinion,” make sure they explore when they’ve done this and what it looked like.

Surprisingly, the person may not even know they are particularly good at certain things until they are highlighted. For this reason, this can be a very meaningful little exercise for couples.

YOUR STORY

Self disclosure, sharing your story, is the primary road to connection. Yet far too many students don't know how to tell their own story. This page helps them do just that.

WHY THIS PAGE MATTERS

Everyone has an interesting story. But not everyone knows how to make their story interesting. This pages helps students consider their own narrative and how they can share it in a more compelling way with others - and how they can take actions to create an even more interesting story by stepping out of their personal comfort zone.



PROCESSING THIS PAGE WITH STUDENTS

This is perhaps the most unique page in the Yada Report. Why? Because it's more of an exercise than the dispensing of information. In other words, this page is going to require some effort and buy-in from the student.

Most students never give serious thought to what makes them interesting to others - and it hasn't clicked yet for them that they need to be interested in others to have them be interested in them. It's understandable. After all, the major goal of adolescence is building an identity. And that's a pretty insular, self-focused process.

“

TRY THIS

Start with an open ended approach. “Who do you find interesting? Why?” Get them thinking about what makes a person interesting in general. They may name pop stars, pro athletes, musicians, etc. They'll tell you how they admire them or identify with them. They'll tell you how fascinating they are. Then ask: “What makes you interesting to others?” Prepare for nervous laughter. But hang with the question. You'll see most of them struggling to answer. This simply underlines the value of the exercise you're about to do with them.

Guide them through step one of the exercise on this page of the Yada Report. Note that there are four areas where the student will write a few words regarding:

1. Competencies - These are things the student is good at doing. Some examples include doing tricks on a skateboard, playing the piano, speaking a foreign language, graphic design, baseball, decorating, juggling, painting, and so on. It may also include special accomplishments such as being an Eagle Scout, performing the lead in a school play, captain of the debate team, made the honor roll, state finals in tennis, etc.
2. Experiences - These are unique, things not everyone else has experienced. For example, working as a Segway tour guide, growing up in Honduras, hiking in the Alps for two weeks, attending the Indy 500, skydiving, building a sailboat, encountering a grizzly bear in Alaska, eating egg soup from Laos, and so on.
3. Passions - These are hobbies and loves, such as: doing magic tricks, embroidery, fantasy sports, Lego building, singing, wood carving, yo-yoing, writing, 3D printing, fly fishing, photography, cooking fried mozzarella, movie making, hunting, judo, playing chess, cats, snowboarding, and so on.
4. Vulnerability - These are aspirations, fears or quirks that make a person distinct. For example, the ability to quickly spell words backwards, goes through a chapstick every week, sneezes when nervous, germophobe, wears glasses but doesn't need them, sleeps just four hours a night, obsessed with pranks, noticeable scar on forearm, photographic memory, talks to plants, doesn't eat orange food, watched a certain movie ten times, etc.

The shortest distance between people is a story.

- PATTI DIGH

“

TRY THIS

Begin by giving them direction to fill in the lines under Competencies. Then debrief them by asking people to share them. Allow their peers to join in. Say something like, "That's awesome. Who has a question about that?" Assuming you're breaking into small groups where everyone can have a chance to share, do this same thing for each of the four parts of the inner circle. This can take a bit of time but it's a great way to help students connect and learn what fascinates others when it comes to their personal story.

Once everyone has had a chance to share these parts of the inner circle, move on to step two. This involves looking at their emotional comfort zone and how they can step outside it to become more interesting.

“

TRY THIS

Start by talking about what it means to live in your comfort zone - how it means not taking many risks, always playing it safe, especially when it comes to social interactions and getting to know new people. Ask: “Why do you think most people are so inclined to stay in their comfort zone?” Then ask: “Have you given any thought to stepping outside your personal comfort zone? What would that look like for you?” Next, have them write one practical and concrete way they can take a step in that direction in the outer ring of the circle.

It may take some time for people to consider how they might take this uncomfortable step. If you are willing, share a time that you did so and what happened as a result. It can be incredibly valuable for them to hear something like this from you - or from their peers.

“

TRY THIS

Now have them share - if they are willing - what they will do in the next few days to take this step. You might say, “I know that for some of you the idea of even sharing how you might do this is stepping outside of your comfort zone in this very moment. So don’t worry. I won’t force you to do this. But I’m guessing some of you are willing to share. Who’d like to go first?”

Be sure to make the connection to how stepping outside your comfort zone - especially on the social front - is a big part of helping them construct their own story, live with greater intention and find places “where awesome things happen.” Of course, these courageous steps also make them more interesting to other people and build more social connections.

The final piece of this page puts a spotlight on what we call a person’s “curiosity quotient.” This is a simple indicator of how much they are currently being intentional about learning other people’s stories. As the saying goes, people don’t care how much you know until they know how much you care. This is a vital skill for students (and mature adults) yet so little is said about it. You have the opportunity to radically change a person’s life when you help them become a master at asking heart-felt questions and good followup questions.



“

TRY THIS

Underscore the fact that people won't find someone interesting until that someone is interested in them. Explain that this hinges on cultivating curiosity about others - asking them conversational questions. If people are willing, have them reveal their curiosity quotient score with the rest of the group and talk about how they feel about it. Make sure they know this is a score that can be improved - quickly. It improves as you put your genuine focus on others and ask them questions to uncover their story.

Whether or not people feel comfortable disclosing their curiosity quotients or not, we've got one more suggestion for you.



“

TRY THIS

One more thing. Demonstrating how to improve your curiosity quotient can be a powerful technique. Role play how to do it (and even how not to). In fact, you might conclude your exploration of this page by not only role playing how to ask conversational questions (and followup questions) but how to ask these questions about a person's competencies, experiences, passions and quirks. And, of course, how to reveal your own as well.

Sum up your session by reminding them that everyone has an interesting story (even if it doesn't feel interesting to them). And they become even more interesting as they step outside their social comfort zone and when they are genuinely interested in others.

YOUR TIME TABLE

We try to make it. Save it. Seize it. Buy it. And borrow it. And yet time continues to elude too many of us. Time is perhaps the most important commodity we humans possess. And very few of us ever give serious consideration to how our personalities experience it differently. This page reveals those differences.

WHY THIS PAGE MATTERS

When a student gets insight into their personal experience of time they almost immediately begin to manage time more effectively. This page can be critically important to helping a student who is challenged by schedules, deadlines, assignments and everything else that is impacted by time.

PROCESSING THIS PAGE WITH STUDENTS

This page is easy to understand and filled with plenty of personal insights. Everyone understands the value of time - even young people with their lives ahead of them know it's a valuable resource. So they are naturally motivated to understand their personal approach to it.

The page is dominated by a table divided by two crossing white lines. These lines represent two axis points, and the horizontal crossbar marks whether a student is more scheduled or unscheduled.



“

TRY THIS

Help your students explore the diagram to see which side of that horizontal continuum they lean into. Remind them that one side of the line is not better or worse than the other. They just are. Each of us is hardwired differently in our relationship to time. So set aside the temptation to think one is better than the other. They both have good points and challenges. And keep in mind that it is indeed a continuum. Some people are on one extreme or the other, either hard or soft in measuring time, while others are somewhere in between. Have them raise their hands to indicate which side they are on. And ask: “Do you agree with how you are being identified as Unscheduled or Scheduled? Why or why not? Can you come up with a concrete example that illustrates where you land?”

In determining a person's approach to time, we also take into consideration whether they are oriented more in the here-and-now or the there-and-then. Are they energized more about what's taking place in the present or the future?

If you put more energy into what's around the corner than you do into what's happening right now, if you set specific goals, and if you ponder how a financial decision today will impact what you can do tomorrow, you're likely future oriented. If the opposite is true on these questions, you're probably present oriented.

Some of us hardly give a thought to what's next. The time is now. Right now. We're immersed in what's going on in the present. We don't worry much about the future. That only spoils the present. We'd rather seize the moment. And we can't imagine living life any other way. On the other hand, some of us are perplexed and baffled that anyone could do just that. We wonder: How do they get anything done? How could they not plan for what's about to happen? Why aren't they more strategic about getting where they want to go?

Again, some people are on one extreme or the other, either focused on today or focused on tomorrow, while many are somewhere in between. The diagram shows students where they are, this time on a vertical crossbar.

Time isn't a commodity, something you pass around like cake. Time is the substance of life.

- ANTOINETTE BOSCO

“

TRY THIS

Once more, we recommend you explore the diagram to see which side of that vertical continuum your students lean into. Have them raise their hand to indicate which side. And once more ask if they agree with where they are on that continuum.

Of course, where they land on these two crossed bars determine which quadrant they are most likely to make their home.



“

TRY THIS

Identify the four quadrants, saying something like, “So the first quadrant is *Unscheduled and Present Oriented* and people in this group are identified as *Improvisers*. They improvise when it come to time. Raise your hand if your biggest percentage score is in this quadrant.” Then note the strengths, drawbacks and the challenge for this group. Have them react to this information. Then ask, “How many have a score of more than 90% here? How about 80%? How about less than 10%?”

You can do the same for each of the remaining three quadrants.



“

TRY THIS

Finally, you may want to spend some time exploring how they can relate better to people that are in a different time quadrant than they are. “So if you are *Planner* and you have a roommate who is an *Improviser*, what are the potential challenges? Examples? What are the advantages and how can you help each other in different ways?” Post the same questions for the various other combinations - including combos that are the same. For example, what about two *Dreamers* as roommates. What might they need to do to help each other when it comes to time?

As you wrap up this session, don't neglect the descriptive paragraph of their various approaches and experiences with time. Remind them to scratch out anything they think is inaccurate and underline what they resonate with most.

YOUR TALK STYLE

Communication is the lifeblood of any relationship. If two people are failing at communication, the entire relationship begins to fail. The remedy? Identify your hardwiring for conversation and focus on how to continually improve it.

WHY THIS PAGE MATTERS

Because everyone has a unique personality, everyone has their own Talk Style. And once you crack the code of our personal Talk Style you increase your self awareness and can adapt your conversational forte to be better understood and more understanding. This page helps students do just that.

PROCESSING THIS PAGE WITH STUDENTS

This page has several components and is rich with content. The first portion, found in the upper left side of the page, provides a personalized paragraph based on the student's personality. It's unique and specific to each person.

“

TRY THIS

Have each student underline the sentence or two they resonate with most in this paragraph, titled How You're Hardwired for Conversation. "Why did you choose that sentence or two?" Have them discuss it with their group. You might also ask: "How can the insights about your Talk Style help you enjoy better conversations with people, especially when those conversations are breaking down?"

The section directly below this is titled Your Listening Quotient. This provides a percentile score and a brief paragraph revealing what that score means.

**“****TRY THIS**

Remind students that this is not a test that they pass or fail. The percentile score is akin to looking into a mirror to see how you look in this area. Once you have awareness about it you can work to improve it. No need to have them share their percentiles with the group if they feel uneasy doing so. But use this as a jumping off point to underscore the value of being a good listener. Communication isn't only about talking, it's about understanding others. As you may have done with their Curiosity Quotient scores on an earlier page, you might also consider doing a role play on listening. Demonstrate how not to do it (being distracted by your phone) and how to do it (clarifying content and reflecting feelings).

Next, move to the section titled How You Like Others to Communicate with You. It lists five things they appreciate when talking with others.

**“****TRY THIS**

Have them circle the top two from their list and explain why they selected them. By the way, as they do this, it's a great opportunity for other group members to practice active listening. Encourage them ask followup questions of the person who is sharing. Next, ask something like: "How can you take this information about yourself, the top two, and use it with the people in your life that you talk with the most?"

The final portion of this page is right in the middle: Communication Skills You'd Like to Improve. Everyone has something they'd like to do better on this front and this piece spells it out.



66

TRY THIS

Have students highlight the one thing they want to improve most (from their list of three). They can share it with the group and explain why they chose that skill. Next, ask: “What would happen in your relationships if you were instantly better at this skill?” After they explore this question, ask: “What can you do in very practical and concrete terms to improve this skill starting today?” Pull for examples from them.

If a student wants to “listen without interrupting,” for example, explore when they are most prone to do this and why. Is it at the end of the day when they are debriefing with a friend? Is it when they are on the phone? Or maybe it can’t be localized. That’s okay. Just get them thinking about when it happens. Then talk about what this would look like once they are better at it. Does it mean they would be able to listen for feelings, not just content? What’s that look like? You might have them role-play reflective listening with each other or with you.

It is difficult not only to say the right thing in the right place, but
far more difficult to leave unsaid the wrong thing at the
tempting moment.

- GEORGE SALA

YOUR FIGHT TYPE

Let's face it, conflict is inevitable. Even the most relationally skilled and empathic people on the planet have conflict. It's unavoidable. But if you understand your personal approach to managing conflict you can manage it all the better.

WHY THIS PAGE MATTERS

Conflict is sometimes the price we pay for a deeper connection with others. If a student learns to fight well, they can actually use the inevitable conflict in their life to build better relationships. It all begins with knowing your personal Fight Type.



PROCESSING THIS PAGE WITH STUDENTS

This page is pretty straight forward. It reveals that the student is in one of four categories when it comes to conflict:

Competitive Fighter - high expressive and low flexibility

Collaborative Fighter - high expressive and high flexibility

Conciliatory Fighter - low expressive and high flexibility

Cautious Fighter - low expressive and low flexibility

Start by explaining the model. Highlight the crossbars of flexibility and expressiveness. Focus on one at a time.

“

TRY THIS

You might say, “People that are high on expressiveness tell you what’s wrong - you don’t have to guess. How many of you are high on expressiveness?” Then ask: “How many of you are low on expressiveness? These people hold their cards closely. They need time to process. They don’t just blab out their problems.”

Next, move to flexibility. Explain what it means to be low or high on flexibility.

“

TRY THIS

You might say something like: “Some people are pretty opinionated when it comes to certain areas of their life. They know what they want or they know how something should be done and they stick to it. They are low on flexibility. If you ask them where they want to eat dinner, they tell you exactly which restaurant. Other people are high on flexibility. They bend like a palm tree. They are open to other opinions and new ways of doing things. Ask them where they’d like to go for dinner then they will probably say “wherever you want to go is fine with me.” Then ask, by show of hands how many are in each side of the continuum.

Of course, you’ll want to survey the group by a show of hands who is in which quadrant, as well.

“

TRY THIS

Say something like: “So let’s look at each of the four quadrants. How many of you are a Competitive Fighter? Do you think people in your life would agree with this label? Why or why not?” Then do the same for the remaining three quadrants.

The left side of the page has two personalized paragraphs describing in detail the person’s fight type. Be sure to have your students underline what they resonate with most. And, as always, have them scratch out anything they disagree with.

“

TRY THIS

If you have the time, you might have them share the things they resonate with most from their paragraphs.

The final piece of this page highlights the students Personal Conflict Challenges and it can be a worthy place to focus some of your group’s attention.



“

TRY THIS

Say something like, “Let’s be honest, we all have things we need to work on when it comes to managing conflict. Look at your list of four items and select the one you’d like to improve the most. Why? More importantly, how can you improve it? Be specific and concrete.”

You might sum up your session by reminding the group that conflict is normal and inevitable. It doesn’t mean your relationship is doomed. Quite the contrary if you learn to manage conflict in a healthy and productive manner.

I can win any argument on any topic, against any opponent. People know this and steer clear of me at parties. Often, as a sign of their great respect, they don’t even invite me.

- DAVE BARRY

YOUR FRIENDSHIPS

Good friendships don't flicker and fade. They keep the light on. They are there for the duration and are as elemental to our being as blood to our heart. That's why the Yada Report could not be complete without a page on friendship.

WHY THIS PAGE MATTERS

If friendship is not built on healthy principles and self awareness, it will not weather the inevitable storms of life - the times you really need a friend.

Seventeenth-century Philosopher Francis Bacon noted two tremendously positive effects of friendship: "It redoubleth joys, and cutteth griefs in half." This page is dedicated to helping students raise their friendship to their highest levels.



PROCESSING THIS PAGE WITH STUDENTS

Friendships are one of the great gifts of life. And good friends, the kind that stick with us through thick and thin can be hard to find.

“

TRY THIS

Start this session by asking them about their friendships in general. It helps to get them pulled into the topic at a more personal level. You might ask: "Who has a good friend today that they've been friends with since they were younger than 10 years old? How did the friendship happen?" You're bound to get some good stories with this question. No need to have every student share. Just use this to prime the pump for exploring this page.

The first portion of this page helps students identify what they value most and least in a friend. Before seeing their Yada Report many young people have never given much conscious thought to what they like and dislike in a friend. They see friendships as just happening.



“

TRY THIS

Say something like: “How about if we each share one quality (of the three) that we value most in a friend and talk about why it matters so much to us.” As always, ask followup questions to get real life examples of the qualities. Ask, “What’s that look like in real life? What’s an example?”

Just as valuable as knowing what you value in a friend is knowing what you don’t. So take a moment to explore What Bugs You in a Friend.



“

TRY THIS

You might say, “Let’s face it, we can be friendly to everyone but we can’t be good friends with everyone. Some people have traits that we don’t sync with. What’s on your list of things that bug you? Examples?” And you might also ask: “What qualities do you have that might make it tough for certain people to be your good friend?”

Loyalty is the bedrock on any committed friendship. It gives the relationship a toughness to survive.



“

TRY THIS

Have students focus on their Loyalty Factor. Remind them it’s not a test they need to pass. It’s simply a measure to help them recognize their current capacity to be counted on as a friend to others. Ask: “What do you make of your percentile score? No need to share it, but how about sharing what you think you can do to be a more loyal friend?”

The final section of this page is the student’s Gratitude Meter. “Grace and gratitude,” said Karl Barth, “go together like heaven and earth.” Gratitude is one of the most practical and measurable aspects of a person’s friendships. Gratitude for our circle of friends guards us against gloom deep in our soul. “I’m too blessed to be depressed,” as trite as it sounds, is more than just a quip on a plaque or bumper sticker. It’s true. If a student’s gratitude

meter is running low it's an indicator that their friendships may be suffering. And as a Yada Leader you'll want to give particular attention to to students on this indicator.

“

TRY THIS

No need to force students to share how high or low their meter reads. But if they are willing, go for it. Keep in mind that the Gratitude Meter is a measure of being grateful and experiencing appreciation.

You might ask, when it comes to your friends: “What are you most grateful for these days? Anything or anyone you might be taking for granted that you could be more grateful for?”

Gratitude reaches down into our very soul and awakens the slumbering feeling of grace and love we have for the people in our lives. And in a sense, that's what Yada - the profound sense of knowing - is all about.

Friendship is a pretty full-time occupation.

- TRUMAN CAPOTE

YOUR LOVE LIFE

One of the most important decisions a young person ever makes is whether to marry and whom to marry - or even date. So whether they call it hanging out, hooking up or anything else, Yada is designed to help them be smart when it comes to love.

WHY THIS PAGE MATTERS

Some of the greatest heartache we humans ever experience involves our love life. Research reveals that far too many teens and twenty somethings make poor relationship decisions when it comes to romance - and they spend later decades of their life trying to pick up the pieces and heal the wounds. This page helps them to think more clearly about what they really want in a partner and how their mindset toward lifelong love might influence that.



PROCESSING THIS PAGE WITH STUDENTS

The topic of love and dating can be dicey. The quality of your discussions will be determined, in part, by the readiness of your students to discuss it. Some groups feel like there's an unspoken agenda around romantic relationships and they instantly resist even talking about it. You don't have to wonder. They'll literally roll their eyes. However, this can be a ruse. So don't assume they aren't interested. It just may be the way they cope with the anxiety surrounding the topic.

Of course, many groups are ready to dive into the topic. It may be the page they've been looking forward to the most. You'll need to make that judgment call.



TRY THIS

Give some thought to where your group is on the whole topic of dating and love. The younger your group, the more anxiety and distance there will be around the topic. They'll tend to be "too cool for school" here. So don't push it. If, on the other hand, your group is more mature and beginning to get serious about love and dating - and already doing so, you'll find that this page puts them on the edge of their proverbial seats (even though they may not necessarily show it).

Once you have a sense for the maturity level of your group around the issues of love and dating, you can determine how much time to spend and how in-depth to go with the subject.

“

TRY THIS

Start with something open ended: “So, tell me about love and dating in your world. What’s it like?” You may be surprised by the responses. If you’re on a college campus, have them describe the dating culture. Students often get pretty energized by this.

The goal is to get them talking about this subject. Once they are feeling more comfortable talking about it, you can dive into the information on this page.

The top half of this page stems out of research and work did with Dr. Neil Clark Warren, founder of eHarmony. It helps a young person be more intentional in their pursuit of someone to date (and eventually marry). It helps them answer the question, “How will I know when I’ve found ‘the one’?”

This information also helps them save time in knowing whether a person is worth pursuing or not. How? By giving them a list of Deal Makers (qualities they must have in another person) and a list of Deal Breakers (qualities they can’t stand in another person). Of course these lists are not exhaustive, but they are their top ten in each - and that’s plenty to work with.

Love built on
beauty, soon as
beauty, dies.

- JOHN DONNE

“

TRY THIS

Ask something like: “What do you think about having a list of qualities you’re looking for in another person? Does it make sense? Why or why not?” Talk about whether it was difficult or easy to identify what mattered most. You might also ask: “Now that you have your list, how can you use it? How can you determine whether someone fits your list and meets your standards?” You might joke about it not being a job interview or a punch-list. How much time should it take to know if another person has all their Deal Makers? And what about sticking to their list? Now that they have it, what should they do if they are tempted to change it based on a person that has “lots of them” but not all of them?

When it comes to the lower half of this page, “Your Current Mindset Toward Marriage,” the content is deceptively rich and immensely practical. So indulge us while we give you plenty of information on this section and the helpful research behind it.

WHAT IS A MARRIAGE MINDSET?

Every person, even in their teen years and certainly in their twenties, has a developing mindset toward marriage – what they are saying, thinking and believing when it comes to tying the knot. It’s their attitude toward marriage in general.

They have beliefs, thoughts, feelings, and attitudes about the concept of marriage. And knowing a person’s marriage mindset reveals a wealth of information – about the person and their future relationship.

Research reveals that individuals have one of five distinct marriage mindsets:

- Resolute Mindset
- Rational Mindset
- Romantic Mindset
- Restless Mindset
- Reluctant Mindset

The Yada Assessment reveals each person’s mindset and what it means.

WHERE DID THE FIVE MINDSETS COME FROM?

Our research team interviewed more than 3,600 young adults, an equal number of men and women, spread evenly across the ages. See Diagram:

	AGES 18-22	AGES 23-26	AGES 27-30	TOTAL
MALE	607	611	606	1,824
FEMALE	620	614	614	1,848
TOTAL	1,277	1,225	1,220	3,672

Our interviews included uncovering a wide swath of information about the participants: their intent to marry and/or have children, their childhood family background, life goals, values, their current expectations of marriage, reasons for and against marriage, attitudes toward divorce, opinions about what holds a marriage together and what breaks it apart, cohabitation, current relationship status, and so on.

The mountain of information was segmented based on five distinct attitudinal sets. Each of these five distinct Marriage Mindsets carries unique factors impacting their potential for lifelong love and fulfillment in marriage. See Diagram:

	<i>RESOLUTE</i> 22%	<i>RATIONAL</i> 23%	<i>ROMANTIC</i> 19%	<i>RESTLESS</i> 22%	<i>RELUCTANT</i> 14%
<i>MARRIAGE MOTIVATION</i>	Highest	Moderate	High	Low for now	Lowest
<i>MARRIAGE THEME</i>	“Divorce is Not an Option”	“Marriage is Hard Work”	“We’ll Live Happily Ever After”	“I Need More Time”	“Why Take the Risk?”
<i>EXPECTATION FROM MARRIAGE</i>	Personal fulfillment	Bumps in the road	Lifelong love	Loss of independence	Loss of identity
<i>DIVORCE ACCEPTANCE</i>	No	It’s an option	It’s an option	As a last resort	Yes
<i>GENDER</i>	Mixed	Mixed	67% Female	70% Male	Mixed
<i>AGE</i>	Oldest	Older	Younger	Youngest	Average
<i>EDUCATION</i>	Highest	High	Lowest	In school	Low
<i>ETHNICITY</i>	Caucasian	Highest Caucasian	Highest African	Most ethnically	Mixed



TRY THIS

Let your students know that this information on their report is built on a mountain of research and help them have context for each of the five mindsets - before you even begin to explore where they land. You might even show the above diagram (or portions of it) so they can get a sense of what each mindset is like. Why? Because it’s valuable for them to not only understand their own mindset but the mindsets of their peers. After all, they’ve never even given this idea a conscious thought. And they will be curious to know what they “aren’t” as much as what they are. Once you take a bit about each one, ask them: “So why do you think this understanding of a marriage mindset is important? How is this practical information that can help you be smarter when it comes to eventual marriage?”

To help you better explain the depth of each of these five mindsets, we want to give you a better understanding of each of them.

THE RESOLUTE MINDSET

DEFINITION

Res-o-lute /'reze,loo/

Adjective: Admirably purposeful, determined and unwavering.

This segment, 22% of the population, prizes marriage and holds tight to an unyielding determination for making it go the distance. When it comes to marriage, they are dedicated to ensuring that it's for life.

More than most, Resolutes have carefully considered what they want for their life - even at a relatively young age - and one thing is certain: they want to be married. More than likely, they resolved this important milestone for themselves some time ago. In fact, it's such a significant part of their life plan that they may not have even considered the option of not being married. Of course, the conviction about marriage may not be as silent in a 16 year old as it is in a twentysomething, but it's still there.

Resolutes are true believers when it comes to matrimony. They are more than twice as likely as others to say that divorce is not an option for them. They resonate with words like devotion, dedication, and commitment.

More than other people, they are also likely to want to have children at some point. In fact, only 2% of Resolutes say they never want children. They plan to invest in their family, making it a supreme priority in their life. And it will most likely be the greatest source of their life's happiness.

THE HOME OF A RESOLUTE MINDSET

They are more likely than any other group to have grown up in homes where they saw relatively good examples of loving and stable relationships. In fact, 77% of Resolutes grew up with their parents being married (just 13% divorced) and they view their parent's marriage as stable, trusting, happy and emotionally fulfilling.

HOW RESOLUTES FEEL ABOUT DIVORCE

The pro-marriage attitude of Resolutes leaves little room for any mention of divorce. While 50% of their peers would say "falling out of love" is grounds for divorce, only 16% of Resolutes would agree with that. And when you ask Resolutes what holds a marriage together they are likely to say their religious beliefs, forgiveness, commitment and the value they place on marriage.

Resolute Mindset

- 22% of population falls into this category
- They have traditional, optimistic views of marriage – expecting life-long love
- They feel in control of their life – they have a life plan and it includes marriage
- Education holds a strong and important value in their lives
- Religion plays a big part of their lives
- They are predominately Caucasian with a medium income
- The South and Midwest is where you'll often find them – usually in the suburbs
- This group skews older than the other four groups
- This category has an equal number of men and women

THE RATIONAL MINDSET

DEFINITION

ra-tion-al /'raSH ənl /

Adjective: agreeable to logic, sound judgment or good sense.

This segment, 23% of the population, takes a more practical approach to marriage than most. They view this lifelong commitment with more caution than others.

The Rational Mindset guards their heart. They're doing what they can to protect it from harm. That's why they tip the scales a bit more toward rationality than romance when it comes to matrimony.

They don't buy into the mystical idea of finding their soulmate. They view finding a potential partner to marry as a more rational endeavor that will inevitably require serious work.

When asked what they expect from marriage, Rationals, more than other segments expect the road to lifelong matrimony to have its share of bumps. They expect marriage to be personally fulfilling, for sure, but they know that fulfillment comes with a price. And that price is hard work.

Rationals know that marriage requires effort and sacrifice. They know it requires compromise, learning the art of give and take. They're not expecting to be "lucky in love." In fact, they tend to agree with Thomas Jefferson when he said, "I'm a great believer in luck, and I find the harder I work the more I have of it."

THE HOME OF A RATIONAL MINDSET

When it comes to married life, Rationals have typically grown up in relatively loving and stable homes. In fact, 64% of Rationals grew up with their parents being married (23% divorced) and they tend to say their parent's relationship was as good as any other.

HOW RATIONALS FEEL ABOUT DIVORCE

The pragmatic attitude of Rationals allows for divorce if things don't work out – particularly if infidelity or physical abuse enters the picture. While 48% of their peers would say "constant fighting" is grounds for divorce, 59% of Rationals would agree with that. And when you ask Rationals what holds a marriage together they are likely to say their communication, compromise and compatibility.

Rational Mindset

- 23% of singles, ages 18 to 30, have a rational mindset
- They have a rational and balanced view of marriage – approaching it with caution
- Their personal destiny is not tied to being married
- They reject the idea of a soulmate
- Cohabitation is a viable consideration for this group
- They are predominately Caucasian and affluent
- You're least likely to find them in the Midwest
- They have a higher education than most
- This category is made up of 52% women and 48% men

THE ROMANTIC MINDSET

DEFINITION

Ro-man-tic /rō'mantik /

Adjective: Inspired by the ideal of affection and love.

This segment, 19% of the population, brings a heavy dose of idealism to marriage. Romantics expect love to be lived out with unending passion and ongoing intimacy. Love, for the Romantic, is a bit like a movie. It is adventurous, poetic, starry-eyed, chivalrous. In a word, love for the Romantic is idyllic. They see love as standing strong, overcoming all, and being the source of unending bliss.

Romantics believe in a soulmate. In fact, they are nearly twice as likely as the average person their age to say, "There's only one perfect marriage partner for me." So they bring a great deal of idealistic hope and not a short supply of unconscious pressure to their marriage.

THE HOME OF A ROMANTIC MINDSET

Despite their desire for marriage, Romantics are more likely to have grown up in homes where they were raised by a divorced, single parent. In fact, only 49% of Romantics grew up with their parents being married (31% divorced) and they view their parent's marriage as somewhat tense.

HOW ROMANTICS FEEL ABOUT DIVORCE

Divorce is an acceptable option to Romantics – especially if it's related to cheating, dishonesty, violence or discovering you're not with your soulmate. In fact, 32% of Romantics say "finding someone else" is grounds for divorce. And when you ask Romantics what holds a marriage together they are likely to say love and trust.

Romantic Mindset

- 19% of singles, ages 18 to 30, have a romantic mindset
- They're often young females (67%) believing in the existence of their Prince Charming
- They don't have much of a plan; life "just happens" for them
- Education is not valued as much by them as it is in other segments
- They believe there is one person out there for them
- You're most likely to find them in small town in the south and Midwest
- They tend to be service workers and clerks by trade

THE RESTLESS MINDSET

DEFINITION

Rest-less /restləs /

Adjective: characterized by discontent or uneasiness.

This segment, 22% of the population, isn't so sure about marriage – at least for now. You've heard the phrase, ants in your pants, right? It usually refers to a fidgety kid who never seems to sit still. This same restlessness, however, is found in some young adults – especially cavalier males who dominate the Restless Mindset.

They aren't ready to settle down. They're too busy exploring their options. They're not looking for more responsibility. In fact, words like dependable, conscientious, loyal, serious and responsible seldom enter the picture. Their "go-for-it" attitude is focused on fun. And the fewer responsibilities they take on – including marriage – the more fun they believe they'll have.

Do Restless Mindsets ever want to be married? Sure. Seventy-two percent of them say they will marry someday. But not now. They're not ready and they haven't given much thought to when they will be. They don't have the motivation or the skill set to pull it off. Yet, as they age, they do fear ending up alone. In fact, they are more likely than any group to sadly say they would rather eventually marry the wrong person than not marry at all.

They carry an obvious ambivalence about marriage. It offers something they want, but at the same time, they fear it will be too demanding - too restrictive. So for now, these free spirits are not giving marriage anything close to serious attention.

THE HOME OF A RESTLESS MINDSET

While they are more likely to have stayed married (just 17% divorced), the parents of Restless Mindsets are more likely than other group to have done so "for the sake of the kids." Restless Mindsets tend to be a bit closer to mom than dad and, more than most, they describe their parent's marriage as business-like.

HOW RESTLESS MINDSETS FEEL ABOUT DIVORCE

The fear of a failed marriage causes Restless Mindsets to say divorce is not acceptable in their family nor among their friends. Relative to their peers, they have a greater tolerance for physical abuse (just 75% see it as ground for divorce, compared to 91% by their peers). And the same is true for drug use. They have expectations when it comes to sexual fulfillment. Still they are far more likely than their peers to not get married for fear of possible divorce. When asked what holds a marriage together they are likely to say loyalty.

Restless Mindset

- 22% of singles, ages 18 to 30, have a restless mindset
- Marriage is a distant goal for this group
- Their ambivalence about marriage is reflected in their strong feeling for and against it
- They lack confidence in their skills to make marriage work
- Predominantly young males (70%)
- They are risk-takers and focused primarily on having fun
- They're ethnically diverse with higher incomes
- You are least likely to find them in the Midwest, and mostly in urban areas

RELUCTANT MINDSET

DEFINITION

Re-luc-tant / ri'ləktənt /

Adjective: Exhibiting resistance or unwillingness.

This segment, 14% of the population is “not the marrying kind.” More than any other segment, Reluctants are cynical about matrimony. In fact it's the only segment to lack a desire to wed, probably because their own homes were examples of how not to do it.

Not only is their marriage motivation very low, one in five say they never want children. You might even say that this group is scared single. Why? Because they are twice as likely as their peers to say “lifelong commitment scares me.”

They are also the least likely group to say they expect to be married for life.

When studying the differences between the “marrying kind” and the non-marrying kind you'll see that Reluctants are not only more accepting of divorce, they are more likely to question the very value of marriage.

Have you ever heard of a “starter marriage”? In her book *The Starter Marriage and the Future of Matrimony*, author Pamela Paul defines the phrase as first-time marriages that last five years or less and do not yield children. Obviously, no one thinks they are embarking on a brief marriage, but this is somewhat of the mindset of Reluctants – if they do marry. Their eyes are focused on the wedding day, and they don't give much thought to what is going to happen in the next 50 years. After all, they reason, they can simply divorce. Starter marriages, according to Paul, often involve the first generation of children of divorce.¹

What Reluctants expect from marriage you can put it in two words: Not much. If anything, they mistakenly expect to lose their identity in exchange for very few payoffs.

THE HOME OF A RELUCTANT MINDSET

This group has the lowest incidence of being raised by both parents (just 45%). The majority were raised by single parent households. More than any other group, Reluctants have grown up seeing poor examples of loving relationships. In describing their home life they are apt to say it was “distant.”

Reluctant Mindset

- 14% of singles, ages 18 to 30, have a “reluctant hearts” – the smallest segment
- They are “anti-marriage,” fearing lifelong commitment more than others
- They believe people are better off staying single
- Strongest proponents of cohabitation
- Having children does not appear to influence their decisions to marry or stay married
- They show average education and slightly lower income
- They have an average distribution of ethnicity
- They are less suburban and more urban
- This group skews older than the other four groups
- This category is made up of 46% men and 54% women

HOW RELUCTANT MINDSETS FEEL ABOUT DIVORCE

Reluctants are nearly twice as likely as their peers to say that divorce is acceptable in their family. Consequently, they find many reasons for divorce, including falling out of love. That's one reason they are the strongest proponents of cohabitation before, or as a substitute for, marriage.

“

TRY THIS

Once you've given context to the mindset continuum, help your students explore their personal mindset a bit. Make sure they read their descriptive paragraph about their own mindset and then ask: "So what do you think? I realize you're probably not thinking about getting married anytime soon, but is this insight into your marriage mindset helpful? Do you agree with it?" Discuss briefly why they agree or why they do not. But don't be surprised, especially if your group is in their teens, if there's not a lot of discussion here. If your students are in their twenties, however, they'll open up much more. Either way, this can serve as a nice onramp to discussing how to be smart about eventual marriage in general. Ask questions like, "Why do you think so many couples struggle in marriage?" Or "What are the practical things that you think engaged couples can do to increase their chances of lifelong love?" You're planting important seeds that will germinate more and more - simply by raising the issue for them.

By the way, don't try to persuade anyone in your group to have a different mindset. These mindsets are not permanent. They can change. That's why the subtitle on the page says "Your Current Mindset." So be careful not to be judgmental or prescriptive here. If someone is Reluctant and you think they should be Resolute, this is not the place to preach - Yada is not a premarital counseling tool (if you're doing premarriage work, look into SYMBIS.com). You're doing enough to simply raise awareness through the assessment.

YOUR OUTLOOK

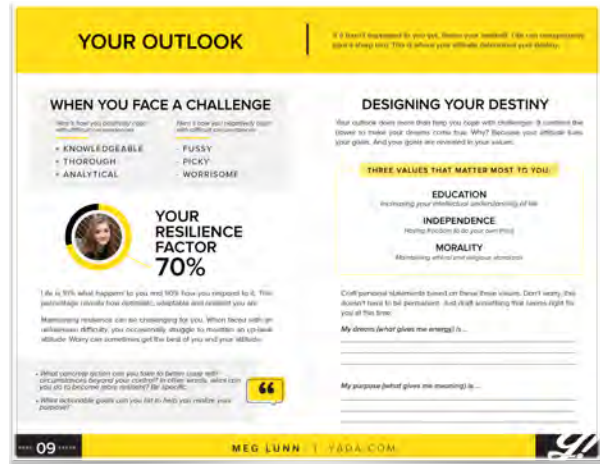
Everybody, no matter how well they live their life, eventually bumps into something bad. It's inevitable. And everyone has the opportunity to fashion a dream and a purpose for their life that enables them to rise above tough times. It all comes down to attitude.

WHY THIS PAGE MATTERS

Every student has or will encounter a curve ball, something they didn't see coming. Something that disappoints, hurts or even devastates them. It's part of life. And how they cope with bad circumstances can make or break them. This page is dedicated to helping them improve their capacity to adjust to things beyond their control. But that's not all. It will also help them hone what they value most into a dream for their life that energized their purpose. Why? Because when a person understands and sees their purpose it bolsters their attitude, their outlook, with strength they didn't even know they had.

PROCESSING THIS PAGE WITH STUDENTS

The first thing on this page is titled, When You Face a Challenge. Most young people are not thinking about how they will bounce back or cope in response to adversity, stress, change, or misfortune. Generally speaking they aren't thinking about really tough times at all - unless they're already happening. That's why this topic is crucial to explore now.



“

TRY THIS

Have students share one or two things from their list of three things they do to cope in a positive way with difficult circumstances. You might even ask if anyone is willing to share about a challenging time (losing a loved one, going through a breakup, getting a dire diagnosis, having a friend who fails you). No need to push this issue if people seem uncomfortable. Regardless, affirm group members for having internal strengths to manage tough times.

Hearing this kind of information from peers can be very encouraging to students. Even if they aren't coping with sorting a tough time in their life at the moment it helps them focus on their internal character for doing so when needed - and recognizing that challenging times are ahead.

“

TRY THIS

Now have them move to the second list in this same section and explore how they cope in negative ways to manage difficult circumstances. “What item in your list of three surprised you the most and why? What would you like to do to cope better as you review this list of three?”

Studies show that there are several factors which develop and sustain a person’s resilience in the fact of tough times:

1. The ability to make realistic plans and being capable of taking the steps necessary to follow through with them
2. A positive self-concept and confidence in one’s strengths and abilities
3. Communication and problem-solving skills
4. The ability to manage strong impulses and feelings

These factors are not necessarily inherent; they can be developed in any individual. For this reason, it’s important to make clear to your students that their resiliency scores can improve. They can learn to adjust and cultivate positive emotions even while facing difficulties. Keep this in mind as you have them look at their percentiles indicating the level of their personal resiliency.

May you live all
the days of your
life.

- JONATHAN SWIFT

“

TRY THIS

This score reveal levels of optimism and adaptability. Don’t allow them to see this as a grade. It’s simply an indicator of their current functioning with resiliency. “So how do you feel about your score and what do you think you need to do on a personal level to improve it - to be better equipped for the inevitable jolts of life that we are all bound to encounter?”

The right side of this page continues to focus on attitude and choices but it looks at them from the proactive perspective. Why? Because attitude and outlook are not only the deciding factor in facing challenges, they are the fuel for getting to where you want to go in life.

Whenever we have the opportunity to speak to students about their futures, we often say something like, “We can’t write the story of your destiny, but we can assure you that you have a destiny to fulfill – and only *you* can write it. It all comes down to the choices you make.”

Choices are key and this side of the page is dedicated to helping them make one of the most important choices ever: to have a purpose statement.

“

TRY THIS

Call their attention to the three things they value most. These will be unique to each student. “There are a wide variety of values but these are the three that matter most to you. Take a moment to share with the group why you value each of them. Why are they so important to you?”

The last portion of this page is more of an exercise where they will use what they learned on this page to fashion a dream statement and a personal purpose statement.

“

TRY THIS

You might say, “Now that you have identified what you value, take a moment to create a picture of your future. Where will you be in 10 years? Twenty years? What will you be doing? Don’t worry about this being perfect, just get something in writing - something that comes immediately to mind.” As always have them share these if they are comfortable doing so. Never force a student who is reluctant to do so.

Finally, you'll want them to focus on crafting a purpose statement that stems from their values.

“

TRY THIS

Say something like, “Now that you’ve pictured your dream life, consider your life’s purpose. Review your three values and see how they might speak into your purpose. Again, don’t get hung up on this being the ultimate purpose statement. Consider it a first draft.” Once more, only if they seem motivated to do so, invite them to share their statements and elaborate on them.

Conclude this session by reminding them that so much of life comes down to the choices they make - in the face of challenging circumstances and unexpected tough times as well as choices they make to fuel their future.

FREQUENTLY ASKED QUESTIONS

WHAT IS THE YADA ASSESSMENT?

Yada provides a personalized path to helping a young person become the best person they can be - especially in their relationships.

IS YADA A TEST?

No. You can't pass or fail Yada. It is a catalyst for self-awareness, personal growth and cultivating connection.

WHO IS THE TARGET AUDIENCE FOR YADA?

Late teens and twenty-somethings. High school and college students.

HOW IS IT USED?

It's used in groups of any size, classes, or mass audiences like an incoming class of freshman at a university.

CAN IT BE USED IN COUNSELING?

Sure. It can be debriefed one-on-one with a coach or counselor, but it's typically used most effectively in groups and classes where students can interact with peers on what they are learning from the Yada Report.

WHY WAS YADA DEVELOPED?

We wanted a practical, user-friendly, and customized tool that would help young adults become more self-aware, connect better with others, and make wise decisions in their relationships.

WHY IS IT CALLED YADA?

Because students like a more abstract name that has layered meaning. Yada is an ancient word meaning "to know." And this assessment helps them know themselves, know others, and be known by others.

HOW MUCH DOES IT COST TO TAKE THE ASSESSMENT?

The individual cost of Yada is \$15. However, when used in bulk the price can be as low as \$10 per person.

HOW DO STUDENTS RECEIVE THEIR REPORTS?

Once the person completes the questionnaire the Yada Report is delivered electronically almost instantaneously to them. They can print it out or view it on their device.

WHO IS THE TYPICAL FACILITATOR?

Student life personnel, instructors, youth workers, peer leaders.

CAN FACILITATORS TAKE THE ASSESSMENT?

Absolutely. We highly recommend it. And you can share some of your own results with your students when appropriate (your personality type, for example).

DO I NEED TO BE TRAINED OR CERTIFIED TO USE IT?

No. Yada was designed to be straight-forward. There are no theories to unpack or special codes to crack. Not seminar to attend or course to take. Our Leader's Guide is all you need.

HOW MUCH TIME DOES IT TAKE TO UNPACK THE REPORT?

That's up to you. It can be used in a single session to get students going on understanding their results and let them do the rest. Or, more typically, it can be used in a series of sessions. In fact, each of the ten pages can be used as the bases for a session.

DO I NEED TO "TEACH" ANYTHING AS I UNPACK IT?

While you may want to use Yada in a course to augment what you are already teaching, there's no need to "teach" anything. The report can be used as the heart of a discussion process (every page has several discussion starters built into it).

DO I NEED TO PURCHASE ANYTHING ELSE?

No. Yada is freestanding. It can be used to augment other resources but no other curriculum is required.

WHAT IS THE AGGREGATE REPORT?

As a leader you can have your group's report be connected so that you receive an extensive summary of your group. You are likely to find this incredibly beneficial. And you can share some of the aggregate report with your group when appropriate as well.

WHAT IS THE RESEARCH BEHIND YADA?

We are social scientists committed to using what we know is reliable and valid. While some of Yada is simply self-report, other portions are built on a mountain of research. The Leader's Guide will highlight it.

If you have
knowledge, let
others light their
candles at it.

- MARGARET FULLER

APPENDIX A:

SAMPLE INVITES TO TAKE YADA

You can let students know that they need to take the Yada Assessment in a variety of ways - through a syllabus or a group email, for example. Here are some examples of how to convey the invite in different scenarios. Feel free to copy and edit these to fit your needs.

- **If you're using a syllabus to invite your students and students are paying in full themselves:**

As part of your requirements for this course you will take the Yada Assessment online. This will take you about 15 minutes and it will automatically generate a customized 10-page report that comes directly to you and only you see your results. Simply go to Yada.com. The cost is \$15 and you can use a credit card or PayPal for payment.

The assessment should be completed by xx.xx.xxxx.

- **You may want to wrap the fee of the Yada Assessment into a bigger student fee. You'd simply purchase the number or codes you'll need for all of your students and you'll receive them at a bulk rate (as indicated on the website). If you're doing this, you can provide a pre-paid credit code to your students because you purchased codes in bulk:**

As part of your requirements for this course you will take the Yada Assessment online. This will take you about 15 minutes and it will automatically generate a customized 10-page report that comes directly to you and only you see your results. Simply go to Yada.com and use this pre-paid credit code to waive the \$15 cost: YXXXXXXXX.

The assessment should be completed by xx.xx.xxxx.

- **If you would like to pre-pay for a single code with multiple uses (where you determine how many times the code can be used), contact us and we can quickly set that up for you.**

If you feel like your scenario is unique, please let us know how we can provide you with a more custom means for distributing codes. Contact us with any questions at info@yada.com.

APPENDIX B:

RESEARCH BEHIND YADA

Among the numerous items in the Yada Assessment question bank, 48 of them are dedicated to the uncovering the student's personality. These items force respondents to choose one word as being *least* like them and one being *most* like them.

A large body of research has supported the reliability and validity of these items in describing a person's unique personality. In fact, more than 19,630 combinations are possible here. This means that every person's information is personalized and unique. It's highly unlikely that you will ever see the exact same descriptors for another person in many of the personal insights on this section of the report.

Research has shown that the resulting descriptions from these items is 94% accurate.

Here's how this strong accuracy rate breaks down: This research has provided evidence of high *test-retest reliability* (the stability of test scores over time); strong *construct validity* (the relationship of the analysis to other tests measuring similar constructs); robust *content validity* (how well the dimensions measure what they are supposed to measure); significant criterion or *predictive validity* (the ability of the dimensions to predict performance on another activity such as marriage).

The research findings on test-retest reliability show that the scores on the Style Analysis exhibit very little change over time. Six-month test-retest correlations average in the .90 range where a correlation of 1.0 is a perfect relationship (absolutely no change) and .0 is no relationship (random change). The Style Analysis is a reliable instrument that consistently measures the same thing.

The items of this section are derived from the work of Dr. William Moulton Marston who was born in Cliftondale, Massachusetts in 1893. Dr. Marston was educated at Harvard University and received a Ph.D. in 1921 from that institution. Most of Dr. Marston's adult life was spent as a teaching and consulting psychologist.

Emotions of Normal People, a book he published in 1928, described his basic theory and began a long line of research around personality assessment. He viewed people as behaving along two axes, with their actions tending to be active or passive depending upon the individual's perception of the environment as either antagonistic or favorable.

By placing these axes at right angles, four quadrants were formed with each circumscribing a behavioral pattern:

- Dominance produces activity in an antagonistic environment.
- Inducement produces activity in a favorable environment.
- Steadiness produces passivity in a favorable environment.

- Compliance produces passivity in an antagonistic environment.

Dr. Marston believed that personality is basically in accord with one of the four factors. Using Marston's theory, it is possible to apply the powers of scientific observation to behavior. Thus, we can be Objective and Descriptive rather than Subjective and Judgmental.

This theoretical insight from Dr. Marston spurred decades of research and development of personality assessment and eventually resulted in one of the most widely used and well-researched personality assessments of all time. Today it's known as the DiSC (Dominance, Influence, Steadiness, and Conscientiousness) and has been used by more than 50 million people since it was first introduced in 1972.

Yada has licensed the DiSC and incorporates it into the question bank, generating an extremely valuable and proven personality profile. Not only that, Yada leverages the patented Style Analysis Instrument of the DiSC which generates a profile based not only on the person's answers to the questions, but how they answered the questions (e.g., whether they changed their mind about an answer). In short, Yada includes one of the World's most reliable, valid and sophisticated measures of personality available.

APPENDIX C:

IF SOMEONE DISAGREES WITH THEIR RESULTS

While the overwhelming majority of people will resonate with how their personality is described on the Yada Report, don't be surprised if you occasionally encounter someone who does not. Less than 1 percent of individuals will take issue with how their personality is described. And they may have a good reason. So, first of all, we highly recommend that you do not attempt to defend the results and convince them that the results are right. Rather, listen to them with understanding and move into processing the results with them. Dig deeper into where it's "right" or "wrong" for them and generate a clarifying conversation that helps them understand why they do not see the results as accurate. On occasion, you may discover something under the surface that needs to be explored (some identity issues or some extreme stress and transition in their life). And there's always the possibility that they didn't understand the directions for a particular section of the questions properly. More likely than not, however, the typical reason for a person not agreeing with their descriptive paragraphs about their personality is the result of overthinking their answers. When they agonize over their answers – wavering back and forth – and take more time than is typical to answer questions this generally produces results that do not ring true. Keep in mind that less than 1% of people say their profile does not describe them at all.

You may also try some exercises to dig deeper and generate a valuable conversation:

1. Invite the person to mark each sentence in their description with these notes:

T for True

F for False

E for Edit

For the phrases marked "E", ask how they would clarify the statement. Invite them to get specific and give real world examples.

2. Ask them to read the statement aloud and replace "you" with "I." Then have them invite a close friend or family member to respond to the statement, even using a simple thumbs up or thumbs down to indicate whether they agree or disagree with the statement.

The bottom line of this whole process is to generate a helpful and engaging discussion that sheds light on their personality and their relationships. Even if they don't agree with how the report describes their personality, this doesn't have to stand in the way of it generating a helpful and clarifying discussion. So always keep the big picture in mind as you process their results.

ABOUT DRs. LES & LESLIE PARROTT



Married in 1984, the Parrotts have had an ongoing passion for helping engaged couples successfully launch lifelong love. Their personal passion is a driving force behind the development of the SYMBIS pre-marriage assessment.

As a psychologist (Les) and a marriage and family therapist (Leslie), the Parrotts have conducted research on dating and married couples, they've taught university classes on marriage, counseled countless couples, and written some of the best-selling marriage books of the past two decades.

Les and Leslie speak in over 40 cities annually – from churches to military bases, and from large arenas to Fortune 500 company boardrooms. The Governor of Oklahoma appointed Drs. Les and Leslie as the first ever state-wide Marriage Ambassadors.

In 1991, the Parrotts launched the Marriage Mentor Academy and have trained more than a quarter million couples through this innovative online program.

As #1 New York Times best-selling authors, their numerous books include *The Complete Guide to Marriage Mentoring*, *Love Talk*, *Trading Places*, *The Good Fight*, *Making Happy*, and the Gold-medallion winner, *Saving Your Marriage Before It Starts*.

Les and Leslie's many media appearances include CNN, Good Morning America, the Today Show, The View, and Oprah.

The Parrotts are committed to the highest standards of academic excellence along with an easy accessibility of "what works" and it is out of this mix of practice and research that the SYMBIS Assessment was developed.