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Wilma Davidson, Jack Dougherty
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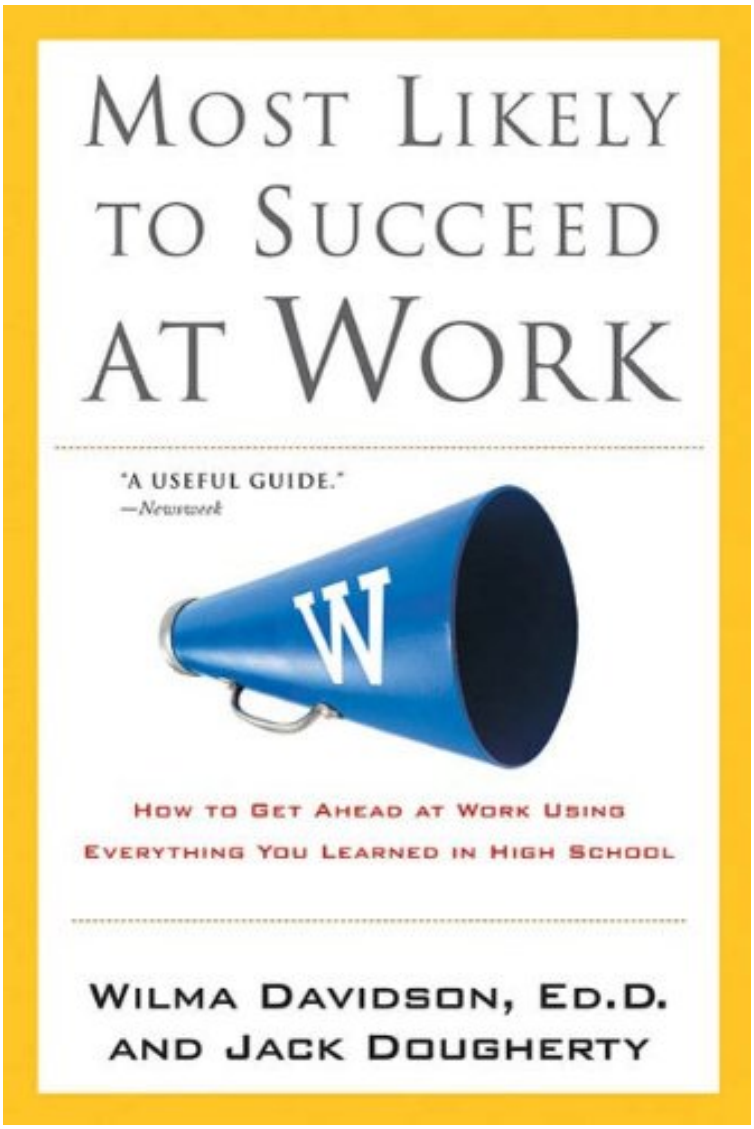

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Wilma Davidson, Jack Dougherty : Most Likely to Succeed at Work: How to Get Ahead at Work Using Everything You Learned in High School before purchasing it in order to gage whether or not it would be worth my time, and all praised Most Likely to Succeed at Work: How to Get Ahead at Work Using Everything You Learned in High School:

3 of 4 people found the following review helpful. Interesting but no real insightBy J. GrattanAccording to the authors,

?High school is never over. The workplace ? is just an adult version of high school.? To support that proposition, the authors present a lengthy list of behaviors and personalities that supposedly are observable in high schools and are then transferred into workplaces. Their claim that these reflect ?core? traits of an individual is somewhat undermined by a call for readers to ?reinvent? themselves by altering these core approaches. Can one simply change a core trait?There are desirable and undesirable ?archetypes.? On the plus side are the ?A Student, Class Clown, Rebel, Jock, Teacher?s Pet, Geek, Party Animal, Loner, Cheerleader, Straight Arrow, Go-getter, Class President, Thespian, Activist, and Underachiever.? On the negative side of the ledger are the ?Snob, Complainer, Prima Donna, Gossip, Brown-noser, Know-it-all, Bully, Cheater, and Player.?It may strike some readers that this breakdown of types, especially for high school, is overly complicated with too narrow of distinctions. Typically, in high schools there are smart kids, jocks, cheerleaders, and regular kids. The negativities that the authors discuss are not appreciably evidenced. However, high school cliques can be far more harshly enforced than among co-workers. An area that the authors do not go near is the impact of family wealth in differentiating high school kids. The pecking order in high school largely conforms to social standing in the greater community. The more well-to-do kids are generally more socially adept and have more resources and the support to join various teams and clubs and perform better in the classroom. Of course, some overcome their economic disadvantages. In so far as distinctions in high school do reflect economics, it would be hard to make a case that various roles and behaviors necessarily reflect a person?s core.It would have been interesting for the authors to comment on the usefulness of their analysis of personality and behavior compared to such evaluative tools as the Briggs Myers Personality Indicator based on the four dimensions of extraversion (E) vs. introversion (I), sensing (S) vs. intuition (N), thinking (T) vs. feeling (F), and judging (J) vs. perceiving (P). Does it mean more to say that someone is an ?A student? as opposed to being an ?ISTJ? type? What would an employer want to know?Frankly most of the authors? archetypes pertain to adults and to workplaces rather than to teenagers. Adults are far richer in their diversity. The list for adults could be larger. The Habitual Parent and the Back-stabber come to mind. The authors also contend that the structure of businesses and high schools is such that students and employees find them selves in a similar position. But the workplace environment is far more complicated. Navigating mine fields is often required to get ahead; school in its core function does not. Grades more or less comport with performance, but promotions and pay reflect far more than performance. Teachers do not fire students on a whim; bosses can and do. There really is no equivalent in high school to the one-sided distribution of power in workplaces and the consequences for employees.It may well be that there is a correlation between the role or behavior of an individual in high school and his or her position later in a workplace. The authors do not specifically say that. They only contend that certain archetypes are found in both locations. The authors do not make a good case for the inevitability of core traits. They largely miss social, economic, and political factors that have a lot to do with where people wind up, despite any core personality characteristics. It would not be surprising to learn that a large percentage of the workforce is misplaced if core orientation is the standard. School to work transition in the US has always been known to be haphazard, unlike efforts made in Europe.0 of 0 people found the following review helpful. Light readingBy A CustomerThe information was useful and I will keep the book for refrerence. It did remind me of reading books on astrological signs. Finally, I did not laugh out loud once while reading this book as previous reviewers all seem to do.2 of 2 people found the following review helpful. Most Likely to Succeed at Work: How Work Is Just Like High SBy Daniel DooleyThis book is refreshingly humorous and is a must-read for anyone who has to work with people in the workplace - that would include most of us. Whether you are in upper management or just starting out, you must know how to navigate your way through the politics of the workplace. This book gives you both an interesting perspective and sound advice on how to do so successfully.The book simply breaks your colleagues into the same personalities that existed in your high school classroom - the more things change the more they stay the same. Once you take a step back and think about the motivations associated with workplace behavior, you'll look at it differently and, perhaps even change a few of your responses to the behavior. At a minimum the book arouses a greater sense of awareness about your colleagues. While we are all individuals, we do tend to fall into a finite number of personality categories - even though we may adapt some of the qualities of the others to our own from time to time.I found myself laughing out loud and shaking my head affirmatively as I read through each archetype. This book puts a fresh spin on some of the oldest struggles faced by every worker, regardless of where they work. It is a quick read and one that you can read in a series of 10 minute snippets or the entire book on your next flight.I hope you enjoy it as much as I did.

As Kurt Vonnegut once said, "True terror is to wake up one morning and discover that your high school class is running the country."When it comes down to it, work--with its know-it-alls, gossips, and brown-noser--is a lot like high school. This clever and useful book helps readers identify and better communicate with these and other common types we all remember from the days when report cards, not business reports, were our concern, and when the big social event was the prom, not the company picnic.You don't need to dig out your yearbook to get a glimpse of these types--just take a look around your office: the Teacher's Pet, the Player, the Cheerleader, the Go-Getter, the Underachiever, the Class Clown, and many more.With wit and uncanny accuracy, corporate coaches Wilma Davidson

and Jack Dougherty outline all the members of the "class," offering tips on working efficiently with each type, whether they're your boss, your client, or a colleague. The book also delivers advice on handling authority, conformity, looks, popularity, "sex education," and other indignities from high school that live on in the workplace.Whether you're still the same as you were in high school, a combination of types, or a reformed Rebel turned Class President, you will delight in and learn from this unique guide.

From Publishers WeeklyThe title pretty much says it all in this business/self-help manual by corporate communications coaches Davidson and Dougherty. Using high school stereotypes found in teen movies, if not actual high schools, the authors attempt to reveal the secrets to office triumph by offering a taxonomy of types. For instance, there's the Jock, who "favors sports analogies" in conversation and is a team player; the Brown-noser, who hides his incompetence beneath an endless stream of flattery; and the approval-seeking Thespian, who may be moody but is quick on his feet. Davidson and Dougherty detail how to navigate relationships with these types and numerous others, including the Cheerleader, the Class Clown, the Geek and the Party Animal, and suggest what to do if you might be one of these sorts yourself. Their position is not unreasonable-high school social experiences are very formative, after all-but it assumes that people have failed to mature or change in the years between school and work; also, the authors work so hard to make their case that they end up deflating it through overstatements such as "high school is simply a lab for the rest of our life." Copyright 2003 Reed Business Information, Inc. "A useful guide."--Newsweek