



EXCELLENCE FOR LEARNING™

Teacher Version

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

Jane Doe

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INTRODUCTION

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

This report analyzes your behavioral style, that is, your manner of doing things. Is the report 100% true? Yes, no and maybe. We are only measuring behavior. We only report statements which are true for you and areas of behavior in which you show tendencies. Delete any statement from this report that you feel doesn't apply after checking with a friend or colleague to see if it is a blind spot in your behavior.

This report is not intended to be a complete evaluation of a person and is not conclusive by itself, but is indicative of a person's behavioral tendencies. The report provides information on a person, not as a basis for discrimination in any form. The report doesn't measure intelligence or job skills; it measures behavioral tendencies. TTI is not liable for the use or misuse of the report or any purported damages which may occur from its implementation. The expressed intent of the report is to help people understand themselves better and develop better interpersonal relationships.



GENERAL CHARACTERISTICS

Based on Jane's responses, the report has selected general statements to provide you with a broad understanding of her teaching style. These statements identify the basic natural behavior that she brings to the job. That is, if left on her own, these statements identify HOW SHE WOULD CHOOSE TO DO THE JOB. Use the general characteristics to gain a better understanding of Jane's natural behavior.

Jane wants to know what others think of her. She likes to develop students and to build organizations. She believes in getting results through other people. She is very gregarious and sociable. She will be seen as a good mixer both on or off the job. Jane prefers working for a participative administrator. She has a good sense of urgency. She likes quality social relationships.

Jane will know many people. She has a tendency to be a name dropper. She may have a tendency of overselling certain administrators on her ideas. She is very positive in her approach to dealing with others. She, who has the ability to sense what people want to hear, often deciphers what they want to hear. Jane can be very intense and may not always fit the intensity to the situation. She is good at calming conflict situations. She judges others by their verbal skills and warmth.



VALUE TO SYSTEM

This section of the report identifies the specific talents and behavior Jane brings to the job. By looking at these statements, one can identify her role in the organization. By identifying Jane's talent, the organization can develop a system to capitalize on her particular value to the organization and make her an integral part of the team.

- Sense of urgency.
- Builds confidence in others.
- Creative problem-solving.
- People oriented.
- Ability to handle many activities.
- Good mixer.
- Few dull moments.
- Deadline conscious.
- Positive sense of humor.



EFFECTIVE COMMUNICATION IDEAS

Most people are aware of and sensitive to the ways with which they like to be communicated. Many people find this section to be extremely accurate and important. Read each statement and identify 3 or 4 statements that are most important. Make a list of these and practice using them in your everyday communication with Jane.

Do:

- Not deal with details, put them in writing, pin her to modes of action.
- Put projects in writing with deadlines.
- Talk about her, her goals and opinions she finds stimulating.
- Verify that the message was heard.
- Leave time for relating, socializing.
- Provide a warm and friendly environment.
- Read the body language for approval or disapproval.
- Be open, honest, and informal.
- Provide ideas for implementing a new program.
- Provide systems to follow.
- Plan interaction that supports her dreams and intentions.
- Use her jargon.



INEFFECTIVE COMMUNICATION

This section of the report is a list of things NOT to do while communicating with Jane. Use it as follows: Read each statement and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that is mutually agreeable.

Don't:

- Forget to follow up.
- Kid around too much, or "stick to the agenda" too much.
- Talk too slow or dwell on details to excess.
- Waste time trying to be impersonal, judgmental, or too task-oriented.
- Be curt, cold, or tight-lipped.
- Take credit for her ideas.
- Legislate or muffle - don't overcontrol the conversation.
- Drive on to facts and figures, alternatives, abstractions.
- Use paternalistic approach.
- Let her change the topic until you are finished.
- Talk down to her.
- Be dogmatic.



MOTIVATED BEHAVIOR

This section gives general information on behavior that Jane deems necessary to be successful on the job. One should read this section and determine if the behavior described is job related. If the behavior is not job-related, Jane does not understand the behavior required to be successful in the job.

- Positive, outgoing, friendly behavior.
- Preferring people involvement over task focus.
- Anticipating and solving problems.
- Acting without precedent, and able to respond to change in daily work.
- A good support team to handle paper-work.
- Maintaining an ever-changing, friendly, work environment.
- Making tactful decisions.
- Skillful use of vocabulary for persuasive situations.
- Flexibility.
- Persistence in job completion.
- Participative decision making.
- A competitive environment, combined with a high degree of people skills.



MOTIVATIONAL INCENTIVES

This section of the report was produced by analyzing Jane's wants. People are motivated by the things they want, thus: wants that are satisfied no longer motivate. Analyze each statement produced in this section and highlight those that are present "wants."

Jane wants:

- Group activities outside the job.
- Opportunity to verbalize her ideas and demonstrate her skills.
- Flattery, praise, popularity, and strokes.
- Prestige, position, and titles so she can control the destiny of others.
- A friendly work environment.
- Work assignments that provide opportunity for recognition.
- Participation in meetings on future planning.
- Control of her own destiny.
- A support system to do the detail work.
- Working conditions with freedom to move and to talk to people.
- To be trusted.
- An administrator who practices participative management.



BASIC NEEDS

In this section are some needs which must be met in order for Jane to perform at an optimum level. Some needs can be met by herself, while management must provide for others. It is very difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled. Jane and her administrator should go over the list and identify 3 or 4 statements that are most important to her. This allows Jane to participate in forming her own personal management plan.

Jane needs:

- To maintain focus on results and not sacrifice productivity just to make everyone happy.
- Annual physicals.
- Deadlines for completion of work.
- Participatory management.
- Better organization of record keeping.
- More logical presentations - less emotional.
- Vacations or periods of reduced activity level.
- To mask emotions when appropriate.
- To be informed of things which affect her.
- Appreciation of slower-moving people.
- Help on controlling time and setting priorities.
- Objectivity when dealing with people because of her high trust level.



PREFERRED TEACHING ENVIRONMENT

This section of the report identifies the ideal work environment based on Jane's basic style. People with limited flexibility will find themselves uncomfortable working in any job not described in this section. A person with flexibility uses intelligence to modify their behavior and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that Jane enjoys and also those that create frustration.

- Works for an administrator who makes quick decisions.
- Freedom from long, detailed reports.
- Freedom of movement.
- New products and new ideas to work on.
- Democratic supervisor with whom she can associate.
- Assignments with a high degree of student contact.
- Support team with sense of urgency.



AREAS FOR PERSONAL DEVELOPMENT

Your behavioral work style may or may not be compatible with job demands. Each teacher brings his/her own strengths and weaknesses to the job. This section allows you to analyze your strengths and weaknesses. Read and share these statements. Develop a plan to minimize your weaknesses. Remember, a strength can become a weakness if it is overextended.

- STRENGTH - Good sense of urgency. WEAKNESS - May not pay attention to all the details or be sloppy and disorganized.
- STRENGTH - People oriented. WEAKNESS - Unrealistic in appraising students - tends to trust people indiscriminately.
- STRENGTH - Optimistic communications style. WEAKNESS - May be talking when she should be listening.
- STRENGTH - Problem solver. WEAKNESS - Act impulsively and make decisions based on a surface analysis.
- STRENGTH - Good interpersonal relationship skills. WEAKNESS - May be too lenient and have trouble disciplining.
- STRENGTH - Value people over things. WEAKNESS - Have difficulty planning and controlling time if people are involved.



PERCEPTIONS

A person's behavior and feelings may be quickly telegraphed to others. This section provides additional information on Jane's self-perception and how, under certain conditions, others may perceive her behavior. Understanding this section will empower Jane to project the image that will allow her to control the situation.

"See Yourself As Others See You"

SELF-PERCEPTION

Jane usually sees herself as being:

Enthusiastic
Charming
Persuasive

Outgoing
Inspiring
Optimistic

OTHERS' PERCEPTION

Under moderate pressure, tension, stress or fatigue, others may see her as being:

Self-Promoting
Overly Optimistic

Glib
Unrealistic

And, under extreme pressure, stress or fatigue, others may see her as being:

Overly Confident
Poor Listener

Talkative
Self-Promoter



TEACHING FLEXIBILITY

Since students are different, the needs they have, and that must be met, are also different. The information in this section will help you identify different types of students and provide you with the strategies to meet their needs.

"Improving Your Interactive Flexibility"

When interacting with a student who has the following characteristics:

- Fast-paced speech
- Comes on strong
- Impatient
- Direct
- Tries to control the situation

Factors that will improve learning:

- Don't waste their time.
- Flatter their ego.
- Communicate by being direct and to the point.
- Help them set goals that are challenging.
- Challenge them when it is appropriate.
- For studying, team them up with a student who is detail-oriented.

Factors that will create tension:

- Overusing gestures and emotion.
- Being disorganized (or appearing to be disorganized.)
- Losing their respect by allowing them to control the situation.



TEACHING FLEXIBILITY

"Improving Your Interactive Flexibility"

When interacting with a student who has the following characteristics:

- Friendly and talkative
- Impulsive
- Uses many hand gestures while speaking
- Shows much emotion
- Imprecise about the use of time

Factors that will improve learning:

- Use emotion to gain their attention.
- Provide a friendly environment.
- Use flattery.
- Provide opportunities for them to verbalize.
- Understand their need for an informal environment.
- Help them set goals that will get them special attention.
- Help them set time goals for completing assignments.

Factors that will create tension:

- Controlling the conversation.
- Ignoring them.



TEACHING FLEXIBILITY

"Improving Your Interactive Flexibility"

When interacting with a student who has the following characteristics:

- Patient
- Easy going
- Unemotional voice
- Reserved
- Deliberate - methodical

Factors that will improve learning:

- Slow down---and explain the details in logical order.
- Speak with a sincere tone of voice.
- Listen patiently.
- Present assignments in logical order.
- Set realistic goals.
- Help these students develop strong self-esteem.

Factors that will create tension:

- Being overly optimistic.
- Talking too much and not listening to what is really being said.



TEACHING FLEXIBILITY

"Improving Your Interactive Flexibility"

When interacting with a student who has the following characteristics:

- Speaks slowly
- Asks questions about facts and data
- Deliberates
- Uses few gestures
- Skeptical
- Suspicious

Factors that will improve learning:

- Limit your use of gestures.
- Speak more slowly than is your usual pace.
- Understand their need for facts and data to support any concept.
- Assist them in setting realistic study goals.
- If possible, sit down when you are communicating.
- Restrain your use of active body language.
- Give full details; explain things to their comfort level.
- Control your emotions; speak sincerely.

Factors that will create tension:

- Being overly optimistic.
- Inability to prove your claims.

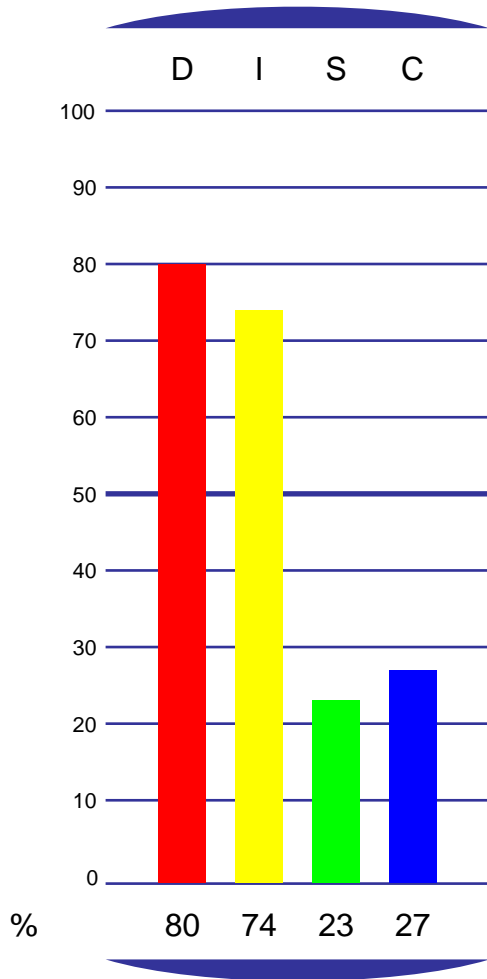


STYLE INSIGHTS™ GRAPHS

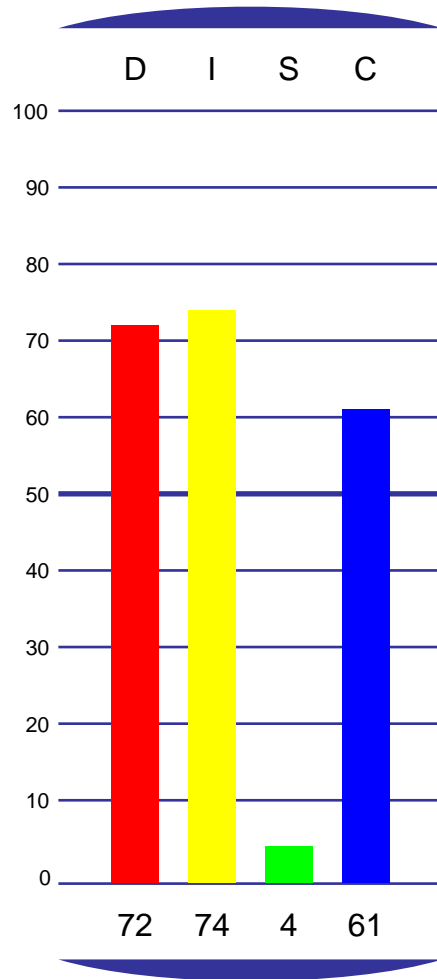
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MOST
Graph I
Adapted Style



LEAST
Graph II
Natural Style



Norm 2003



THE SUCCESS INSIGHTS® WHEEL

The Success Insights® Wheel is a powerful tool popularized in Europe. In addition to the text you have received about your behavioral style, the Wheel adds a visual representation that allows you to:

- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

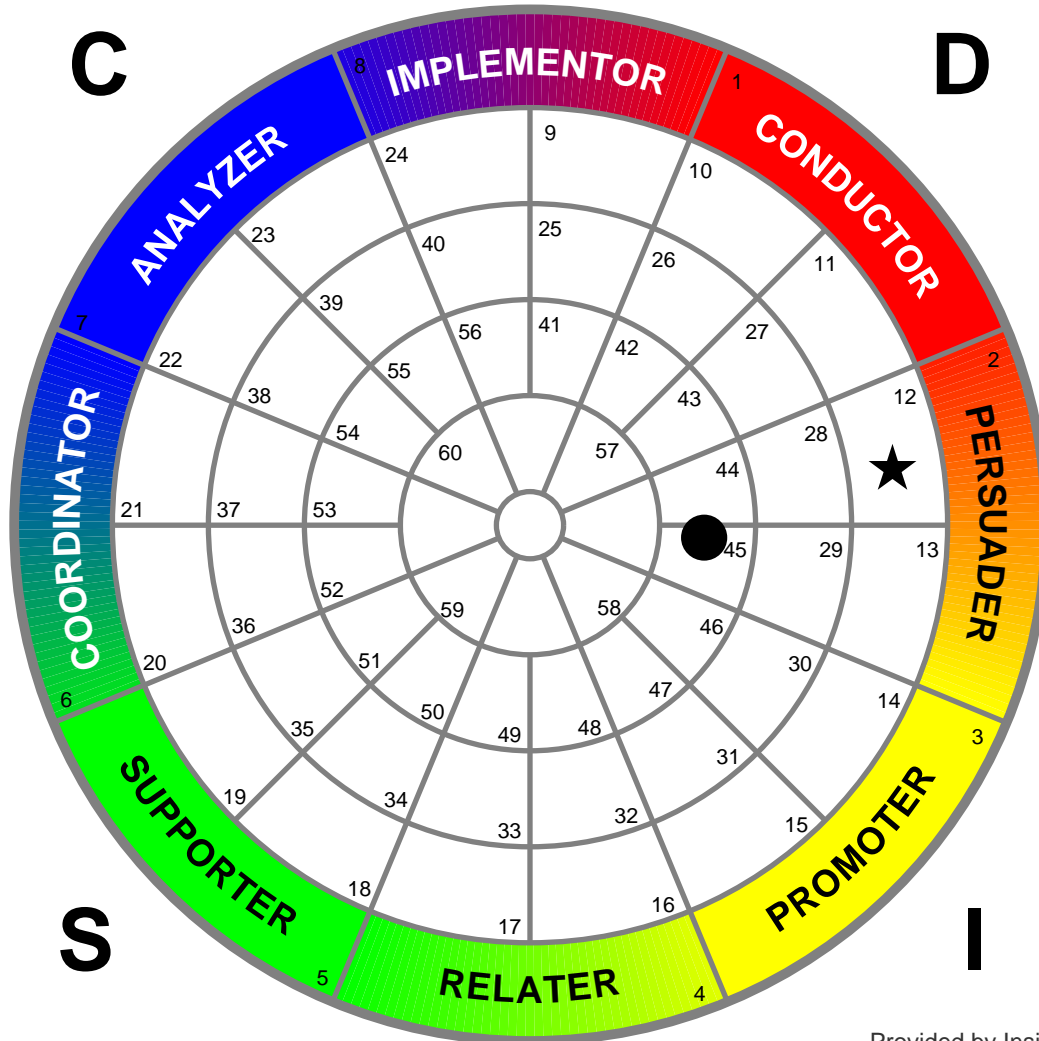
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



THE SUCCESS INSIGHTS® WHEEL

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Adapted: ★ (12) CONDUCTING PERSUADER
Natural: ● (45) PROMOTING PERSUADER (ACROSS)
Norm 2003