

# Success Discovery Process – Excellence for Learning

## ADMINISTRATOR/TEACHER VERSION

Name: \_\_\_\_\_ Position/Title: \_\_\_\_\_

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

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

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

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

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

### **Appreciative Inquiry Warm-up**

Think of a time that you demonstrated or experienced effective educational leadership.

Why was it effective?

How did it impact you personally?

How did you feel about the experience?

What type of leadership strategies (tools, development processes and assignments) seemed to work best for you?

How have/can you put what you have experienced to work for you, your team, and your school?

**Please turn to the “General Characteristics” section of the report.**

**General Characteristics**

Read through your entire General Characteristics section of your report. Then, return to the first paragraph and read each statement one-by-one. Highlight those statements that help you be successful in green. Highlight statements that may be barriers to your success in yellow. Bracket [ ] statements that you feel are untrue, and ask someone you trust to validate these statements for you. Once you have completed this for paragraph one, repeat the process for paragraphs two and three. Then complete the exercises below.

From paragraph one list 3 statements that describe the talents you feel are helpful to effective educational leadership/teaching (problem solving, decision making, communication, etc.)

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**Coaching Questions**

- ◆ How are you utilizing/will you utilize these talents?
- ◆ What have/will you do to positively impact others using these talents?

From paragraph 2 and 3, list the five statements that describe the influencing/communication tendencies you have.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**Coaching Questions**

- ◆ How have these tendencies impacted your success?
- ◆ What actions can you take based on these tendencies to improve your current leadership/teaching success?

***Please turn to the “Value to Educational System” section of the report.***

**Value to Educational System**

List 4 statements that describe your values to the education system from this section.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**Coaching Questions**

- ◆ What do you do to use these talents at work?
- ◆ Does the organization fully utilize these values to the system? If no, how can it?
- ◆ Are people in your current environment aware of these talents?

***Please turn to the “Effective Communication Ideas” section of the report.***

**Effective Communication Ideas (Do’s)**

This section of the report identifies the best ways to communicate with you.

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

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**Coaching Questions**

- ◆ What have you learned about your communication style that will enhance your relationships with others and/or your success?
- ◆ If others knew how to communicate with you, what impact could it have on your personal and professional life?

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

\_\_\_\_\_

\_\_\_\_\_

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

### **Ineffective Communication (Don'ts)**

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### **Coaching Questions**

- ◆ How will sharing this information with others help you get what you need/want?
- ◆ How can your relationships improve by sharing this information?
- ◆ Why do you think it would help to have this same information about others?

**Please turn to the “Motivational Insights” section of the report.**

### **Motivational Insights/Motivated Behavior**

List up to five statements linked to success in your current leadership role.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### **Coaching Questions**

- ◆ How are these motivational insights linked to the results you are responsible for in your job role?
- ◆ What statements present barriers to leadership success? What have/will you do to address these areas?

***Please turn to the “Motivational Incentives” section of the report.***

### **Motivational Incentives**

Write the word HAVE next to those incentives that you feel already exist in your current role. Of those incentives without a HAVE next to them, list the incentives that you would like to have more of to enhance your motivational level.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### **Coaching Questions**

- ◆ How do you see yourself experiencing these incentives in your current role?
- ◆ What can you do to get more of the desired incentives and/or maintain the ones you have?

***Please turn to the “Basic Needs” section of the report.***

### **Basic Needs**

Write the word HAVE next to those needs that you feel already exist in your current role. Of those needs without a HAVE next to them, list the needs that you would like to have more of to enhance your performance level.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### **Coaching Questions**

- ◆ What can you do to get more of the desired needs and/or maintain the ones you have?
- ◆ Who can help you get more of these needs met? Who needs to know?
- ◆ What resources are available to you to help you with getting these needs met?



- ◆ What actions can you take in the next 30 days to leverage your strengths and/or make your weaknesses insignificant to be more effective in your leadership role?

Leveraging Strengths:

Eliminating Weaknesses/Barriers

## Perceptions

*Teacher version only. This section will be discussed in your coaching/training session.*

### Teacher Flexibility (teachers)

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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

- ◆ What factors will you use to improve teaching effectiveness with these students?
  
  
  
  
  
  
  
  
  
  
- ◆ What factors will create tension or dissatisfaction for these students?
  
  
  
  
  
  
  
  
  
  
- ◆ How can you adapt your teaching style (behavior/content/format) to benefit these students?

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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

- ◆ What factors will you use to improve teaching effectiveness with these students?
  
  
  
  
  
  
  
  
  
  
- ◆ What factors will create tension or dissatisfaction for these students?
  
  
  
  
  
  
  
  
  
  
- ◆ How can you adapt your teaching style (behavior/content/format) to benefit these students?

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

1. \_\_\_\_\_ 3. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_

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

- ◆ What factors will you use to improve teaching effectiveness with these students?
  
- ◆ What factors will create tension or dissatisfaction for these students?
  
- ◆ How can you adapt your teaching style (behavior/content/format) to benefit these students?

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

1. \_\_\_\_\_ 3. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_

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

- ◆ What factors will you use to improve teaching effectiveness with these students?
  
- ◆ What factors will create tension or dissatisfaction for these students?
  
- ◆ How can you adapt your teaching style (behavior/content/format) to benefit these students?

### Leadership Flexibility (administrators)

**“D” Core Style Indicator** Identify and list some of the people who are impacted by your leadership style who can be described as fast talking, having a strong personality, impatient, direct and controlling. If you are unsure, list people who you may know on a professional and/or personal basis and research your audience information later.

1. \_\_\_\_\_ 3. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_

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

- ◆ What factors will you use to improve leadership effectiveness with these people?
  
- ◆ What factors will create tension or dissatisfaction for these people?
  
- ◆ How can you adapt your leadership style (behavior/content/format) to benefit these people?

**“I” Core Style Indicator** Identify and list some of the people who are impacted by your leadership style who can be described as warm and friendly, impulsive, uses gestures, talkative unconcerned with time.

1. \_\_\_\_\_ 3. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_

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

- ◆ What factors will you use to improve leadership effectiveness with these people?
  
- ◆ What factors will create tension or dissatisfaction for these people?
  
- ◆ How can you adapt your leadership style (behavior/content/format) to benefit these people?

**“S” Core Style Indicator** Identify and list some of the people who are impacted by your leadership style who can be described as patient, easy going, non-gesturing, unemotional and reserved.

1. \_\_\_\_\_ 3. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_

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

- ◆ What factors will you use to improve leadership effectiveness with these people?
  
- ◆ What factors will create tension or dissatisfaction for these people?
  
- ◆ How can you adapt your leadership style (behavior/content/format) to benefit these people?

**“C” Core Style Indicator** Identify and list some of the people who are impacted by your leadership style who can be described as a slow talker, questioner, data-driven, deliberate, non-gesturing and logical.

1. \_\_\_\_\_ 3. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_

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

- ◆ What factors will you use to improve leadership effectiveness with these people?
  
- ◆ What factors will create tension or dissatisfaction for these people?
  
- ◆ How can you adapt your leadership style (behavior/content/format) to benefit these people?

## Style Analysis Graphs

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

## The Success Insights Wheel

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

## Summary

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

◆ List one key goal you will help your direct report(s) or team achieve during the next 60-90 days and how you will get started.

◆ What was the most beneficial thing you learned or experienced by participating in this process?

◆ Who else could benefit from participating in this process? How will you use what you have learned during this process to help others?

**General Notes & Learning Points**

Reviewed with supervisor/mentor/coach: \_\_\_\_\_  
*Signature*

Date: \_\_\_\_\_ Follow-up dates: \_\_\_\_\_