



EXCELLENCE FOR LEARNING™

Teacher Version

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

Leslie Kings

8-21-2008



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 Leslie'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 Leslie's natural behavior.

Leslie may have a low trust level of others. In the long run, she prefers quality over quantity. Precision and accuracy are very important to her. She doesn't appreciate a dirty or messy desk or classroom, as she equates dirt and disorganization with lower quality work. Leslie doesn't like constant interruptions while working and seldom lets anything stand in her way once she has started. She judges others by the quality of their work. Her aggressiveness is tempered by her sensitivity to quality work.

Leslie prefers meetings that start and finish on time. People who show up early or late for class or appointments may upset her, as such behavior disrupts her work plan. She likes to ask questions to clarify the communications. When dealing with strangers, Leslie's low trust level is displayed with very specific questions that go to the heart of the issue. Leslie has great intuitive skills. That is, she can ask good questions for getting to the heart of the subject. She enjoys analyzing the motives of others. She can often be seen as formal and reserved.



VALUE TO SYSTEM

This section of the report identifies the specific talents and behavior Leslie brings to the job. By looking at these statements, one can identify her role in the organization. By identifying Leslie'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.

- Comprehensive teacher.
- Objective and realistic.
- Always concerned about quality teaching.
- Tough-minded when associated with high drive.
- Excellent trouble-shooter.
- Accurate and intuitive.
- Proficient and skilled teacher.
- Presents the facts without emotion.
- Conscientious and steady.



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 Leslie.

Do:

- Give her time to verify reliability of your actions; be accurate, realistic.
- Approach her in a straightforward, direct way; stick to business.
- Respect her quiet demeanor.
- Be prepared with the facts and figures.
- Show her a sincere demeanor.
- Listen to her.
- Provide details in writing.
- Make an organized presentation of your position, if you disagree.
- Provide solid, tangible, practical evidence.
- Keep at least three feet away from her.
- Give her time to be thorough, when appropriate.
- Make an organized contribution to her efforts; present specifics, and do what you say you can do.



INEFFECTIVE COMMUNICATION

This section of the report is a list of things NOT to do while communicating with Leslie. 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:

- Use someone's opinion as evidence.
- Touch her body when talking to her.
- Be redundant.
- Provide special personal incentives.
- Pretend to be an expert if you are not.
- Use testimonies of unreliable sources; don't be haphazard.
- Threaten, cajole, wheedle, coax, or whimper.
- Dilly-dally.
- Leave things to chance or luck.
- Leave things open to interpretation.
- Be giddy, casual, informal, or loud.



MOTIVATED BEHAVIOR

This section gives general information on behavior that Leslie 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, Leslie does not understand the behavior required to be successful in the job.

- Being cordial and helpful when dealing with new clients or customers.
- Sensitivity to existing rules and regulations.
- Undemanding of others' time and attention.
- Careful, thoughtful approach to decision-making.
- Precise, analytical approach to work tasks.
- Presenting a practical, proven approach to decision-making.
- Calculation of risks before taking action.
- Traditional, quality oriented work model to follow.
- Using restraint when confrontation occurs.
- Being conservative, not competitive, in nature.
- Being cooperative and supportive.



MOTIVATIONAL INCENTIVES

This section of the report was produced by analyzing Leslie'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."

Leslie wants:

- A leader to follow and one who sets good examples.
- Freedom from conflict and confrontation.
- Advancement when she is ready.
- A predictable environment.
- To be accepted as a member of the team.
- To work with people with whom she can trust.
- People who understand her reasons for not wanting to argue.
- Complete directions for work to be completed.
- Instructions so she can do the job right the first time.
- To be persuaded by logic and emotion.
- Peace and harmony.
- Time to adjust to change.



BASIC NEEDS

In this section are some needs which must be met in order for Leslie 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. Leslie and her administrator should go over the list and identify 3 or 4 statements that are most important to her. This allows Leslie to participate in forming her own personal management plan.

Leslie needs:

- To soften the edge and not be so blunt.
- Rewards in terms of fine things - not just shallow words.
- The opportunity to ask questions to clarify or determine why.
- Time to gather the facts and data.
- Support in making high risk decisions.
- An objective administrator who values her quiet demeanor.
- Performance appraisals on regular basis.
- Appreciation of the feelings of others.
- Recognition for what she accomplished.
- Sincerity from people with whom she works.
- Sincere feedback from others.
- Time to see and test if the plan will work.



PREFERRED TEACHING ENVIRONMENT

This section of the report identifies the ideal work environment based on Leslie'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 Leslie enjoys and also those that create frustration.

- Environment where she can be a part of the team, but removed from school politics.
- An environment where she can use her intuitive thinking skills.
- Data to analyze.
- Projects that produce tangible results.
- An environment dictated by logic rather than emotion.
- Close relationship with a small group of associates.
- Private office or work area.



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 - Uses facts and data to support decision making. WEAKNESS - May collect so much data that it hinders the decision making process.
- STRENGTH - Very intuitive. WEAKNESS - Fails to share ideas and feeling until after the fact.
- STRENGTH - Places high value on details. WEAKNESS - May get bogged down in details or use details to protect her position.
- STRENGTH - Task oriented and security driven. WEAKNESS - May yield position to avoid controversy and insure security.



PERCEPTIONS

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

"See Yourself As Others See You"

SELF-PERCEPTION

Leslie usually sees herself as being:

Precise
Moderate
Knowledgeable

Thorough
Diplomatic
Analytical

OTHERS' PERCEPTION

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

Pessimistic
Worrisome

Picky
Fussy

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

Perfectionistic
Strict

Hard-to-Please
Defensive



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:

- Help them set academic goals that are challenging.
- Be positive and confront them when necessary.
- Help break big assignments into smaller, more manageable units.
- Speed up your rate of speaking.
- Flatter their ego.
- Give direct answers.
- Speak with confidence.
- Challenge them with new ideas or theories.

Factors that will create tension:

- Over-controlling.
- Being indecisive.



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
- Gets emotional
- Imprecise about the use of time

Factors that will improve learning:

- Be more outgoing and friendly.
- Provide instructions in writing.
- Understand their need to be informal and socialize.
- Help them set goals that challenge their abilities.
- Offer assistance in getting them organized.
- Recognize that they probably don't want to hear all the details.

Factors that will create tension:

- Appearing cool and distant to them.
- Your "follow the book" approach to teaching.



TEACHING FLEXIBILITY

"Improving Your Interactive Flexibility"

When interacting with a student who has the following characteristics:

- Patient
- Easy going
- Uses an unemotional voice
- Reserved
- Deliberate - methodical

Factors that will improve learning:

- Help them set priorities and develop a sense of urgency.
- Maintain a friendly environment.
- Give them time to think before responding.
- Help them set realistic goals.
- Be patient and sincere.
- Help them prioritize.
- Present information in a logical fashion.

Factors that will create tension:

- Insisting on a strong adherence to rules.
- Appearing to be cool and distant.



TEACHING FLEXIBILITY

"Improving Your Interactive Flexibility"

When interacting with a student who has the following characteristics:

- Speaks slowly
- Asks questions about facts and data
- Is very deliberate
- Uses few gestures
- Skeptical
- Suspicious

Factors that will improve learning:

- Let them start and finish assignments one at a time.
- Ask precise questions and LISTEN patiently to their response.
- Remember that they perform best in a formal setting.
- Understand their preference for individual work and study time.
- Quiet environment when they are in a learning situation.

Factors that will create tension:

- New activities without adequate instructions.
- Assigning them to membership (or leadership) in a committee.

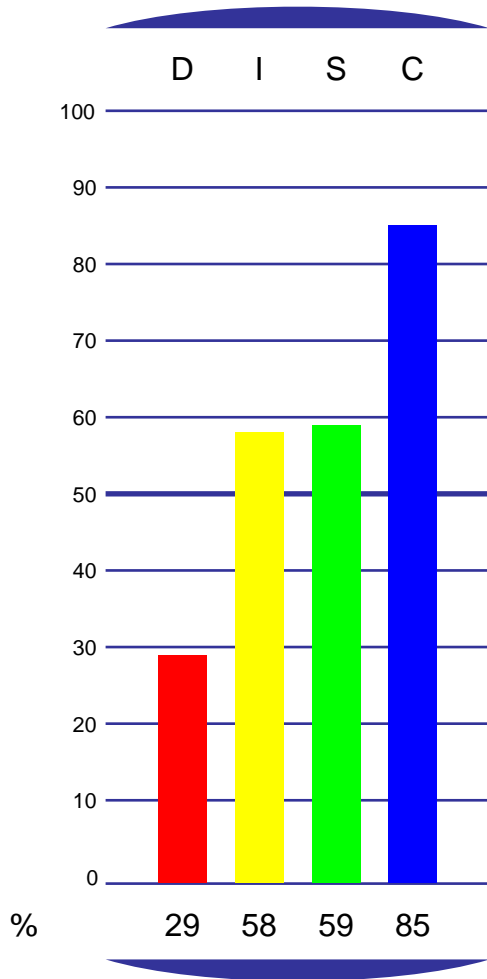


STYLE INSIGHTS® GRAPHS

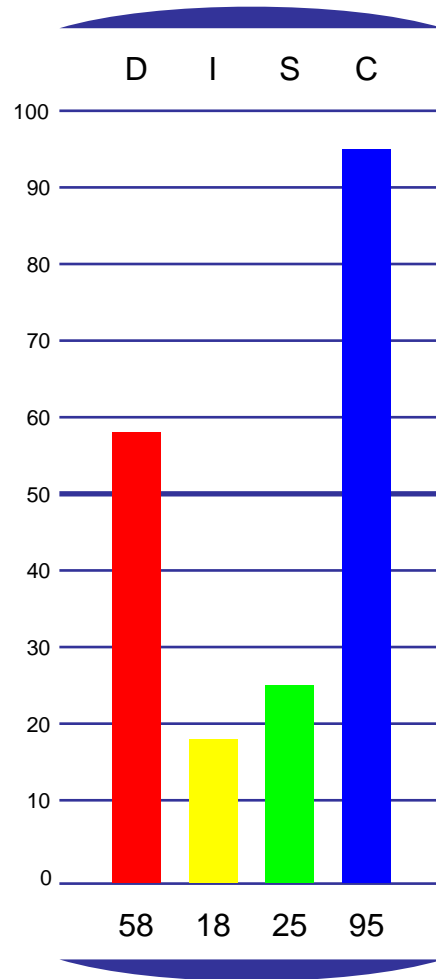
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MOST
Graph I
Adapted Style



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.

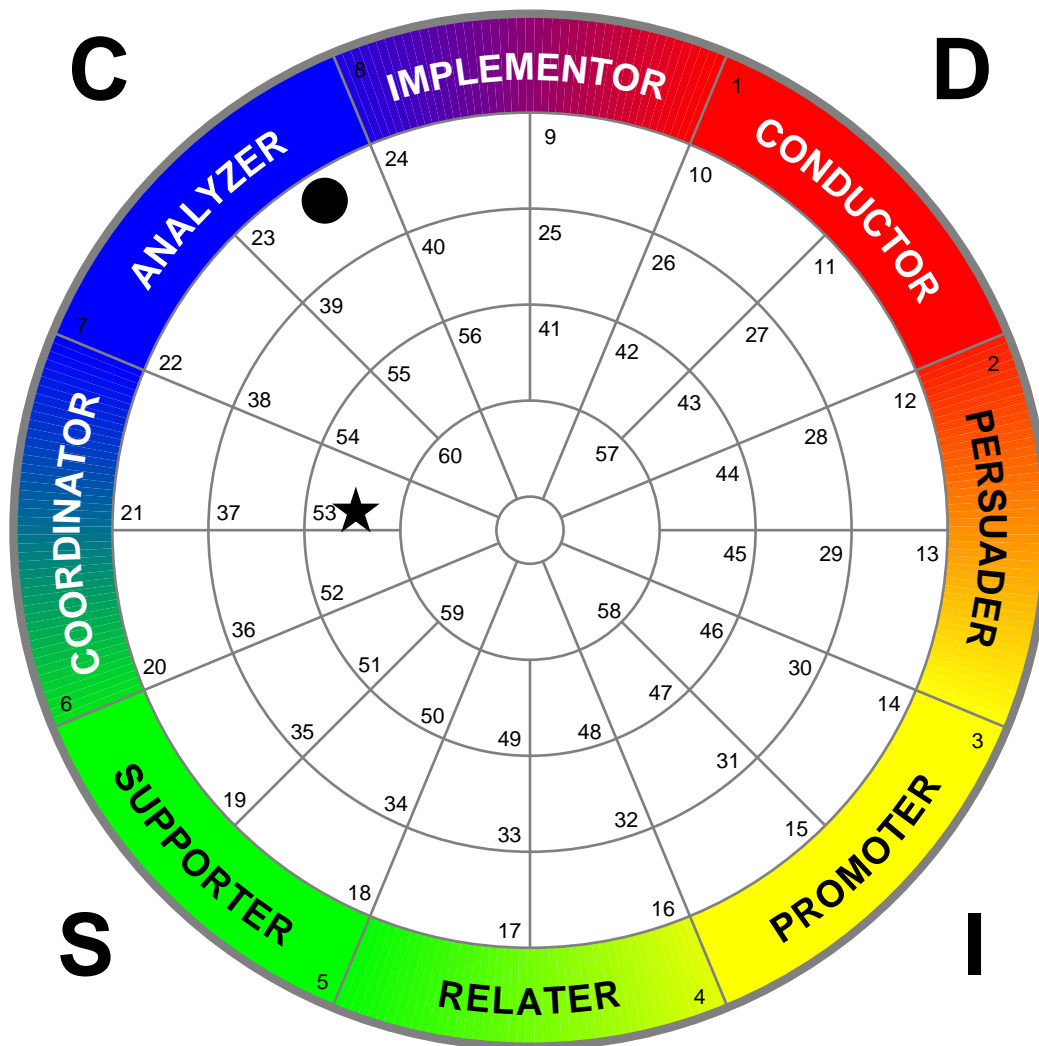
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able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



THE SUCCESS INSIGHTS® WHEEL

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8-21-2008



Adapted: ★ (53) ANALYZING COORDINATOR (ACROSS)

Natural: ● (23) IMPLEMENTING ANALYZER

Norm 2003