

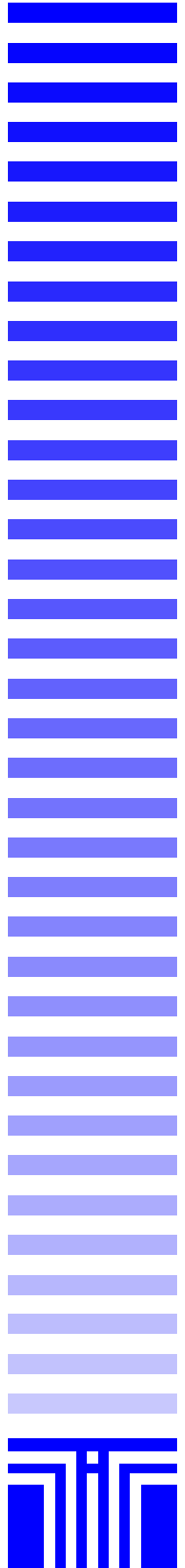
EXCELLENCE FOR LEARNING™

Teacher Version

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

Jane Doe

12/28/99



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 can be aggressive and direct, but still considerate of her students. She is very deadline-conscious. She displays a high energy factor and is optimistic about the results she can achieve with students. She wants to be viewed as self-reliant; willing to pay the price for success. Jane wants to be seen as an excellent teacher and has an inherent dislike for failing to achieve the goals she sets for academic excellence. She is extremely results-oriented, with a sense of urgency to complete projects quickly. She may lose interest in a new educational project once the challenge ceases.

Jane tends to influence people by being direct, friendly, and results-oriented. She may lose interest in what others are saying if they ramble or don't speak to the point. Her creative and active mind may hinder her ability to communicate to others effectively, that is, she may present the information in a form that cannot be easily understood by some people. She may lack the patience to listen and communicate with slower acting students. Jane should exhibit more patience and ask questions to make sure that the students have understood what she has said. Administrators who volunteer their opinions are challenged. She must carefully avoid being excessively critical or pushy when communicating with others.

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.

- Forward-looking and future oriented.
- Challenges the status quo.
- Innovative.
- Negotiates conflicts.
- Verbalizes with her feelings.
- Motivates others towards goals.
- Change agent - looks for faster and better ways.

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:

- Ask specific (preferably "what"?) questions.
- Stick to business - let her decide if she wants to talk socially.
- Read the body language - look for impatience or disapproval.
- Motivate and persuade by referring to objectives and results.
- Present the facts logically: plan your presentation efficiently.
- Leave time for relating, socializing.
- Ask for her opinions/ideas regarding people.
- Talk about her, her goals and opinions she finds stimulating.
- Come prepared with all requirements, objectives, support material in well-organized "package."
- Read the body language for approval or disapproval.
- Support and maintain an environment where she can be efficient.
- Provide questions, alternatives, and choices for making her own decisions.
- Offer special immediate and extra incentives for her willingness to take risks.

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:

- Come with a ready-made decision, and don't make it for her.
- Talk down to her.
- Be curt, cold, or tight-lipped.
- Ramble on, or waste her time.
- Be redundant.
- Be dogmatic.
- Let disagreement reflect on her personally.
- Take credit for her ideas.
- Leave decisions hanging in the air.
- Reinforce agreement with "I'm with you."
- Legislate or muffle - don't overcontrol the conversation.
- Try to convince by "personal" means.
- Forget or lose things; be disorganized or messy; confuse or distract her mind from the business at hand.

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.

- Skillful use of vocabulary for persuasive situations.
- Meeting deadlines.
- Handling a variety of activities.
- Dealing with a wide variety of work activities.
- Quickly responding to crisis and change, with a strong desire for immediate results.
- Moving quickly from one activity to another.
- Exhibiting an active and creative sense of humor.
- Having the ability to see the "big picture" as well as the small pieces of the puzzle.
- A good support team to handle paper-work.
- Acting without precedent, and able to respond to change in daily work.
- Working without close supervision.
- Questioning the status quo, and seeking more effective ways of accomplishment.

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:

- New challenges and problems to solve.
- Opportunity to verbalize her ideas and demonstrate her skills.
- More time in the day.
- To be seen as a leader.
- Power and authority to take the risks to achieve results.
- Opportunity for rapid advancement.
- Changing environments in which to work/play.
- Travel or changing work stations.
- Big picture approaches.
- Prestige, position, and titles so she can control the destiny of others.
- A variety of work activities.

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:

- Help on controlling time and setting priorities.
- To be confronted when in disagreement or when she breaks the rules.
- To handle routine paperwork only once.
- To display empathy for people who approach life differently than she does.
- Objectivity when dealing with people because of her high trust level.
- A program for pacing work and relaxing.
- To adjust her intensity to match the situation.
- Participatory management.
- To mask emotions when appropriate.
- A rational approach to decision making - analyze the facts.
- Better organization of record keeping.
- To focus conversations on work activities - less socializing.

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.

- Forum to express ideas and viewpoint.
- Work tasks that change from time to time.
- Freedom from controls, supervision, and details.
- Tasks involving motivated groups and establishing a network of contacts.
- Non-routine work with challenge and opportunity.
- Assignments with a high degree of student contact.
- An innovative and futuristic-oriented environment.
- Freedom of movement.

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** - Seeks challenges and problems to solve. **WEAKNESS** - Takes on too many and may forget priorities.
- **STRENGTH** - Straight forward communicator. **WEAKNESS** - May make remarks that are untimely or untactful.
- **STRENGTH** - Strong ego. **WEAKNESS** - Possibility of offending others if "overdone."
- **STRENGTH** - Result and goal oriented. **WEAKNESS** - May overstep authority to achieve goals.
- **STRENGTH** - Believes in getting results through people. **WEAKNESS** - None.
- **STRENGTH** - Sense of urgency to get things completed. **WEAKNESS** - Push and pull rather than lead and motivate.
- **STRENGTH** - Seeks responsibility. **WEAKNESS** - Overuses position of power and authority.
- **STRENGTH** - Sets high standard for self and others. **WEAKNESS** - Standards may be so high they are impossible to achieve.

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:

Pioneering
Competitive
Positive

Assertive
Confident
Winner

OTHERS' PERCEPTION

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

Demanding
Egotistical

Nervy
Aggressive

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

Abrasive
Arbitrary

Controlling
Opinionated

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
- Strong personality
- Impatient
- Direct
- Tries to control the situation

Factors that will improve learning:

- Help them set goals that are challenging.
- Keep the pace fast enough so they don't become bored.
- Don't try to over control the situation.
- Understand their need for change.
- Help them break major projects into smaller units.

Factors that will create tension:

- Over-controlling the situation.
- Rambling on, or wasting their time.

TEACHING FLEXIBILITY

"Improving Your Interactive Flexibility"

When interacting with a student who has the following characteristics:

- Warm and friendly
- Impulsive
- Uses many hand gestures while speaking
- Talkative
- Imprecise about the use of time

Factors that will improve learning:

- Be friendly, not dominating.
- Ask for their ideas and opinions.
- Help them set goals that are challenging, yet realistic.
- Team them up with a student who is patient and easy-going.
- Ask questions to make sure they understand the assignments.

Factors that will create tension:

- Over-controlling.
- Displaying your impatience.

TEACHING FLEXIBILITY

"Improving Your Interactive Flexibility"

When interacting with a student who has the following characteristics:

- Patient
- Easy going
- Uses few gestures
- Unemotional voice
- Reserved

Factors that will improve learning:

- Listen patiently - slow down.
- Take time to explain to his/her satisfaction.
- Develop more empathy and patience.
- Take a personal interest in them.
- Exhibit a friendly attitude.
- Speak with a sincere tone of voice.
- Help them set realistic goals.
- For studying, team them up with a student who is more outgoing.

Factors that will create tension:

- Forcing a quick response.
- Giving inadequate instructions.

TEACHING FLEXIBILITY

"Improving Your Interactive Flexibility"

When interacting with a student who has the following characteristics:

- Speaks slowly
- Asks many questions about facts and data
- Is deliberate
- Uses few gestures
- Unemotional

Factors that will improve learning:

- Slow down and listen.
- Be sincere. Lower your tone of voice.
- Be conservative in your assertions.
- Explain assignments completely and in detail.
- Ask precise questions and LISTEN patiently to their response.
- For studying, team them up with a student who is more aggressive.

Factors that will create tension:

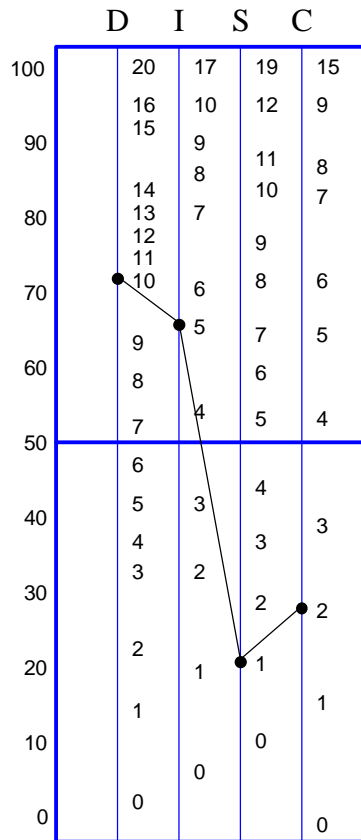
- Being too blunt and direct.
- Forcing them to perform without adequate instructions.

STYLE ANALYSIS GRAPHS

Jane Doe

12/28/99

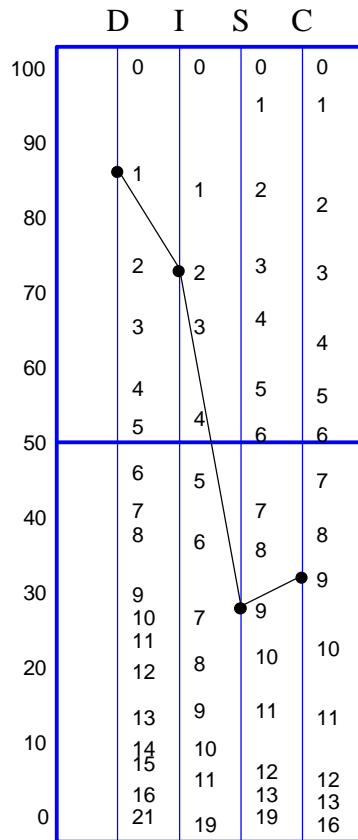
MOST
Graph I
Adapted Style



Score
%

10	5	1	2
72	66	22	29

LEAST
Graph II
Natural Style



1	2	9	9
86	73	29	33

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:

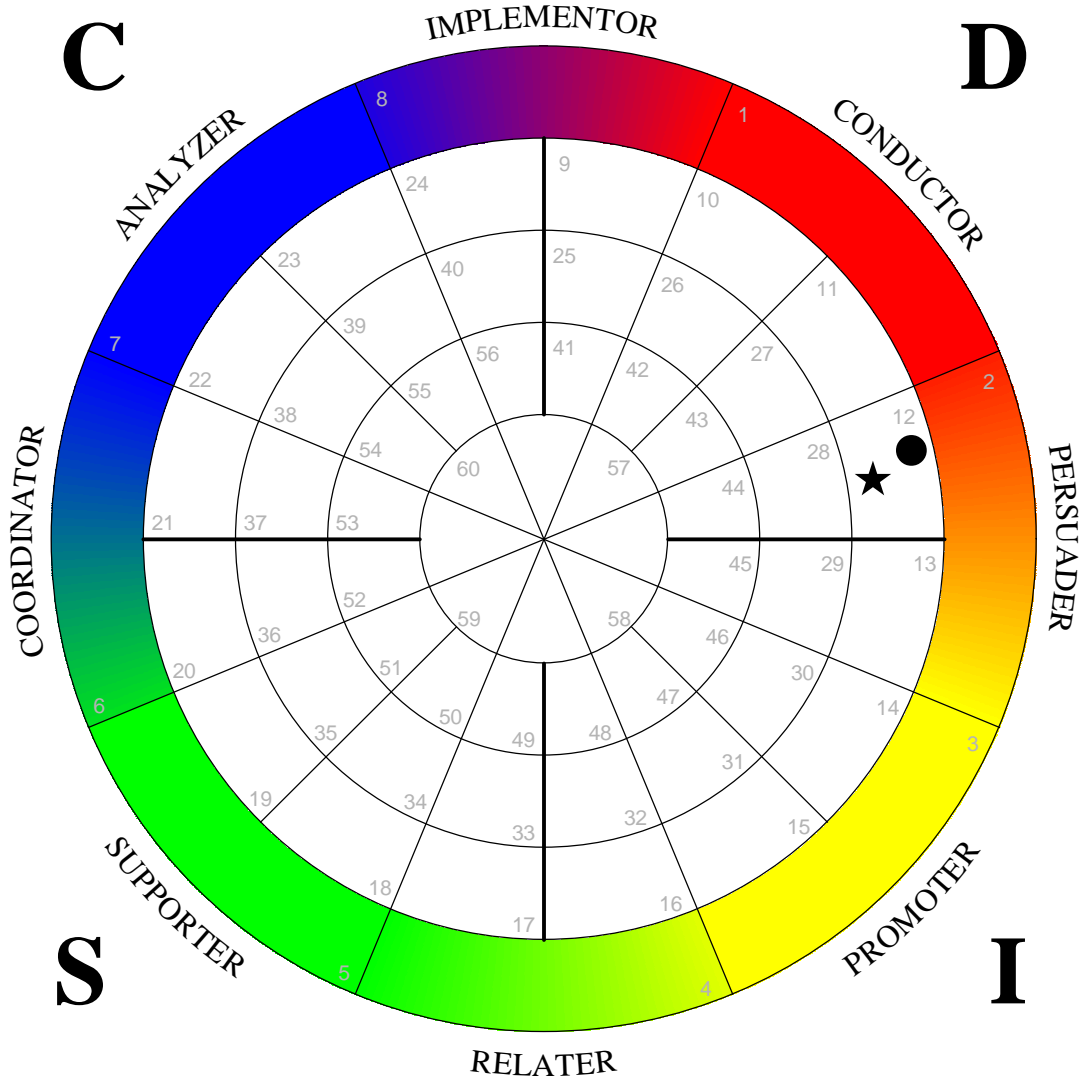
- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

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 DISC 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: ● (12) CONDUCTING PERSUADER