



EXCELLENCE FOR LEARNING™

Teacher Version



Tammy Test Taker

11-2-2011



Bringing Awareness
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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.

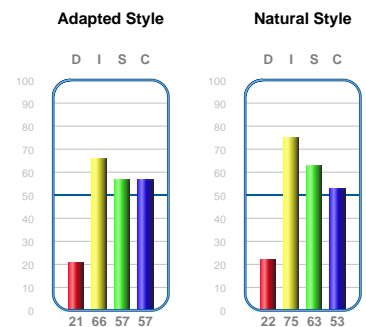
This report is not intended to be a complete evaluation of a person and is not conclusive by itself, but is indicative of a person's behavioral tendencies. The report provides information on a person, not as a basis for discrimination in any form. The report doesn't measure intelligence or job skills; 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.



Based on Tammy'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 Tammy's natural behavior.

Tammy, because of high standards, is sensitive to criticism of her work. She can be seen as a person of good will. She may tend to agree to avoid confrontation. She is very approachable, affectionate, and understanding. Tammy can be sensitive to criticism of her work and take it as a personal affront. She likes quality social relationships. She likes to get results through others.

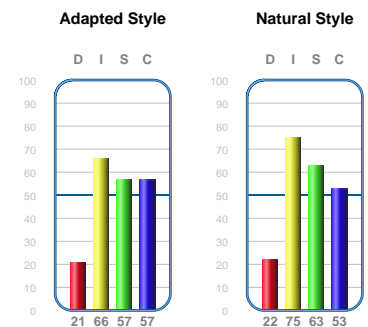
Tammy judges others by their verbal skills and warmth. She is people-oriented, verbally fluent, and loyal. She is comfortable with most people and can be quite informal and relaxed with them. She is very positive in her approach to dealing with others. Tammy is a conscientious person who persuades others through logic and emotion. She is both a good talker and a good listener. She often makes suggestions to others, but rarely attempts to force her ideas on them.





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

- Concerned about quality.
- Positive sense of humor.
- Conservative.
- Team player.
- People oriented.
- Verbalizes with her feelings.
- Optimistic and enthusiastic.



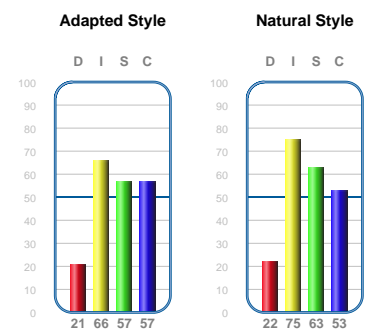


EFFECTIVE COMMUNICATION IDEAS

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 Tammy.

Do:

- Give her time to verify reliability of your comments - be accurate and realistic.
- Be sincere and use a tone of voice that shows sincerity.
- Use scheduled time table when implementing new action.
- Read the body language for approval or disapproval.
- Talk about her, her goals and opinions she finds stimulating.
- Provide a warm and friendly environment.
- Support your communications with correct facts and data.
- Provide ideas for implementing a new program.
- Leave time for relating, socializing.
- Take time to be sure that she is in agreement and understands what you said.
- Provide testimonials from people she sees as important.
- Keep conversation at discussion level.
- Provide solid, tangible, practical evidence.

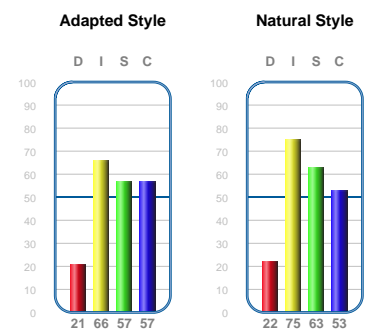




This section of the report is a list of things NOT to do while communicating with Tammy. Use it as follows: Read each statement and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system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

Don't:

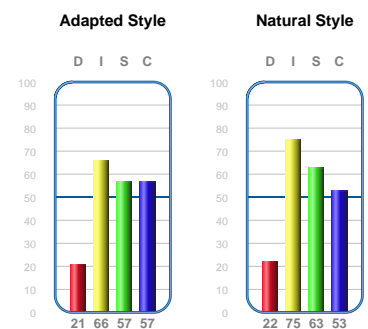
- Drive on to facts and figures, alternatives, abstractions.
- Take credit for her ideas.
- Use testimonies from unreliable sources.
- Make promises you cannot deliver.
- Push too hard, or be unrealistic with deadlines.
- Leave decisions hanging in the air.
- Legislate or muffle - don't overcontrol the conversation.
- Talk to her when you're extremely angry.
- Talk down to her.
- Rush her in the decision-making process.
- Be curt, cold, or tight-lipped.
- Kid around too much, or "stick to the agenda" too much.
- Give your presentation in random order.





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

- Contacting people using a variety of modes.
- Preferring people involvement over task focus.
- Being cordial and helpful when dealing with new clients or customers.
- Maintaining an ever-changing, friendly, work environment.
- Undemanding of others' time and attention.
- Being cooperative and supportive.
- Making tactful decisions.
- Motivating people to take action by using persuasive skills.
- Obtaining results through people.
- Being a good "team player".
- Flexibility.

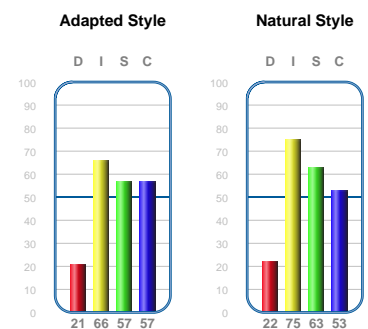




This section of the report was produced by analyzing Tammy's wants. People are motivated by the things they want, thus: wants that are satisfied no longer motivate. Analyze each statement produced in this section and highlight those that are present "wants."

Tammy wants:

- Participation in meetings on future planning.
- Time to think and plan.
- A predictable environment.
- A leader to follow and one who sets good examples.
- Public recognition of her ideas and results.
- Freedom from control and detail.
- People who understand her reasons for not wanting to argue.
- A plan she understands.
- To be persuaded by logic and emotion.
- Freedom from conflict and confrontation.
- A support system to do the detail work.
- A friendly work environment.

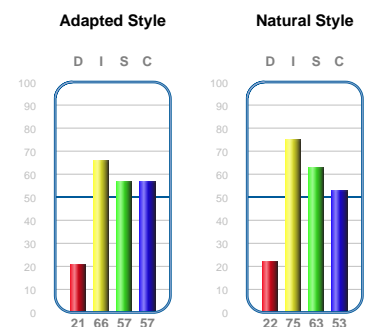




In this section are some needs which must be met in order for Tammy to perform at an optimum level. Some needs can be met by herself, while management must provide for others. It is very difficult for a person to enter a motivational environment when that person's basic management needs have not been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

Tammy needs:

- Methods to translate ideas into action.
- To focus conversations on work activities - less socializing.
- Appreciation from the boss for the "price" paid to perform.
- Assistance in new or difficult assignments.
- To mask emotions when appropriate.
- Clear assignments with detailed instructions.
- Participatory management.
- Objectivity when dealing with people because of her high trust level.
- To be more direct and less subjective.
- Better organization of record keeping.
- Support in the clutch or when pressured for quick results.
- To be informed of things which affect her.
- Alternative methods that won't affect quality.

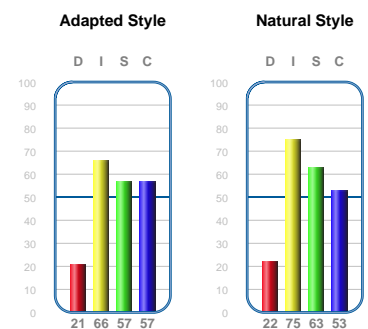




PREFERRED TEACHING ENVIRONMENT

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

- Assignments with a high degree of student contact.
- Democratic supervisor with whom she can associate.
- Practical work procedures.
- Jobs for which standards and methods are established.
- Work place where people seldom get mad.
- Assignments that can be completed one at a time.

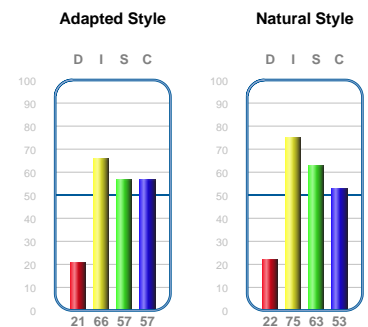




AREAS FOR PERSONAL DEVELOPMENT

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 interpersonal relationship skills. WEAKNESS - May be too lenient and have trouble disciplining.
- STRENGTH - People oriented. WEAKNESS - Unrealistic in appraising students - tends to trust people indiscriminately.
- STRENGTH - Value people over things. WEAKNESS - Have difficulty planning and controlling time if people are involved.





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

"See Yourself As Others See You"

SELF-PERCEPTION

Tammy 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:

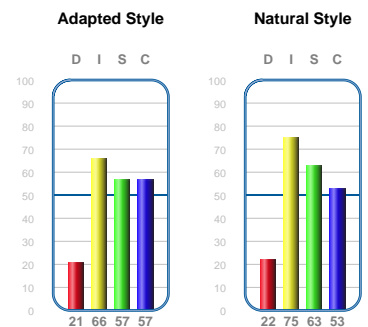
Self-Promoting
Overly Optimistic

Glib
Unrealistic

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

Overly Confident
Poor Listener

Talkative
Self-Promoter





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:

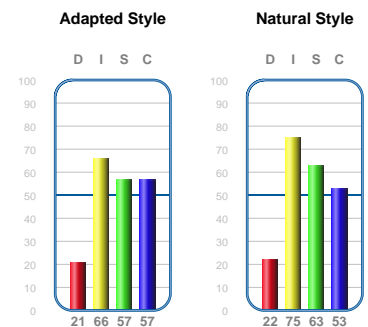
- Fast-paced speech
- Comes on strong
- Impatient
- Direct
- Tries to control the situation

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.





"Improving Your Interactive Flexibility"

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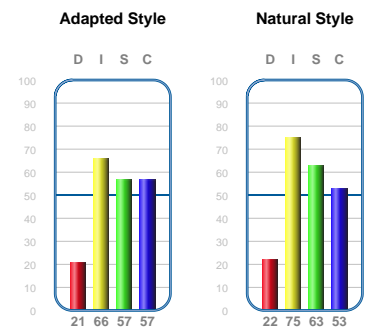
- Friendly and talkative
- Impulsive
- Uses many hand gestures while speaking
- Shows much emotion
- Imprecise about the use of time

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.





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When interacting with a student who has the following characteristics:

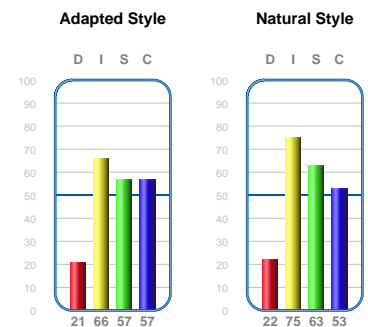
- Patient
- Easy going
- Unemotional voice
- Reserved
- Deliberate - methodical

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.





"Improving Your Interactive Flexibility"

When interacting with a student who has the following characteristics:

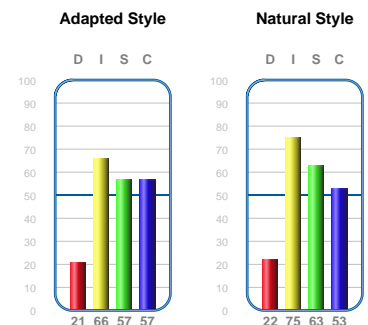
- Speaks slowly
- Asks questions about facts and data
- Deliberates
- Uses few gestures
- Skeptical
- Suspicious

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.





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MOST

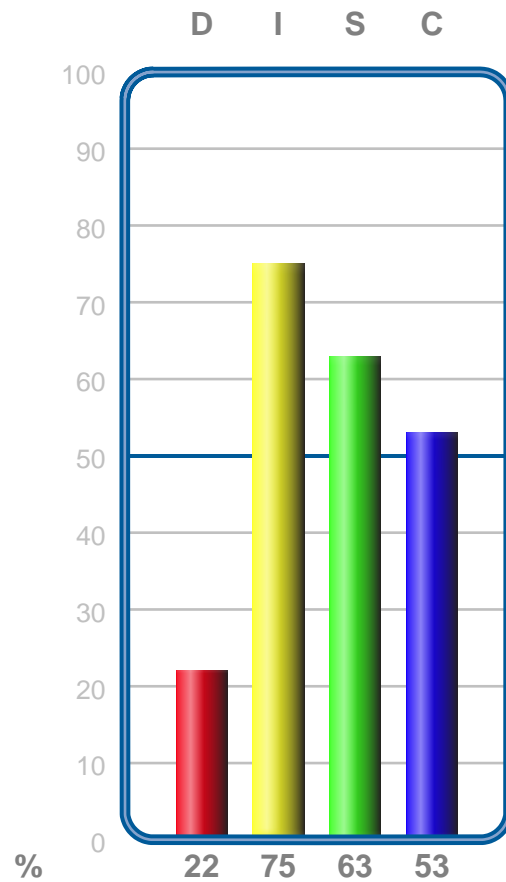
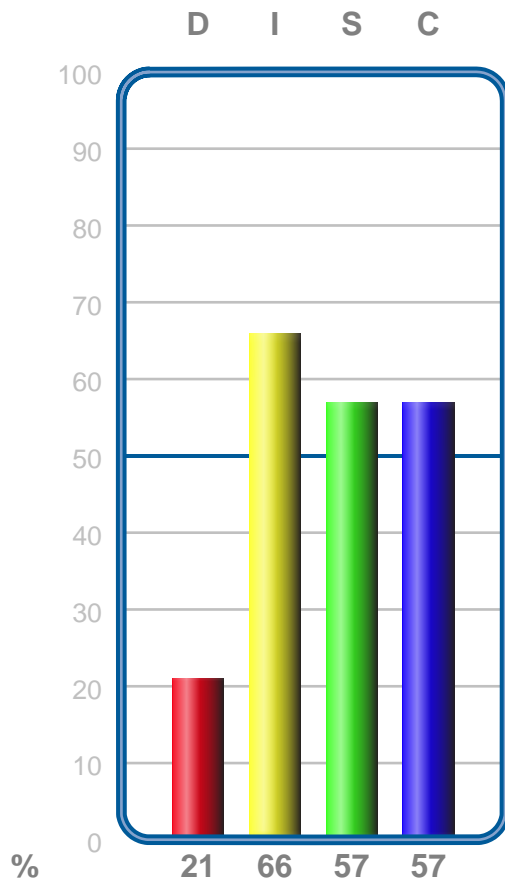
Graph I

Adapted Style

LEAST

Graph II

Natural Style



Norm 2011 R4



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.

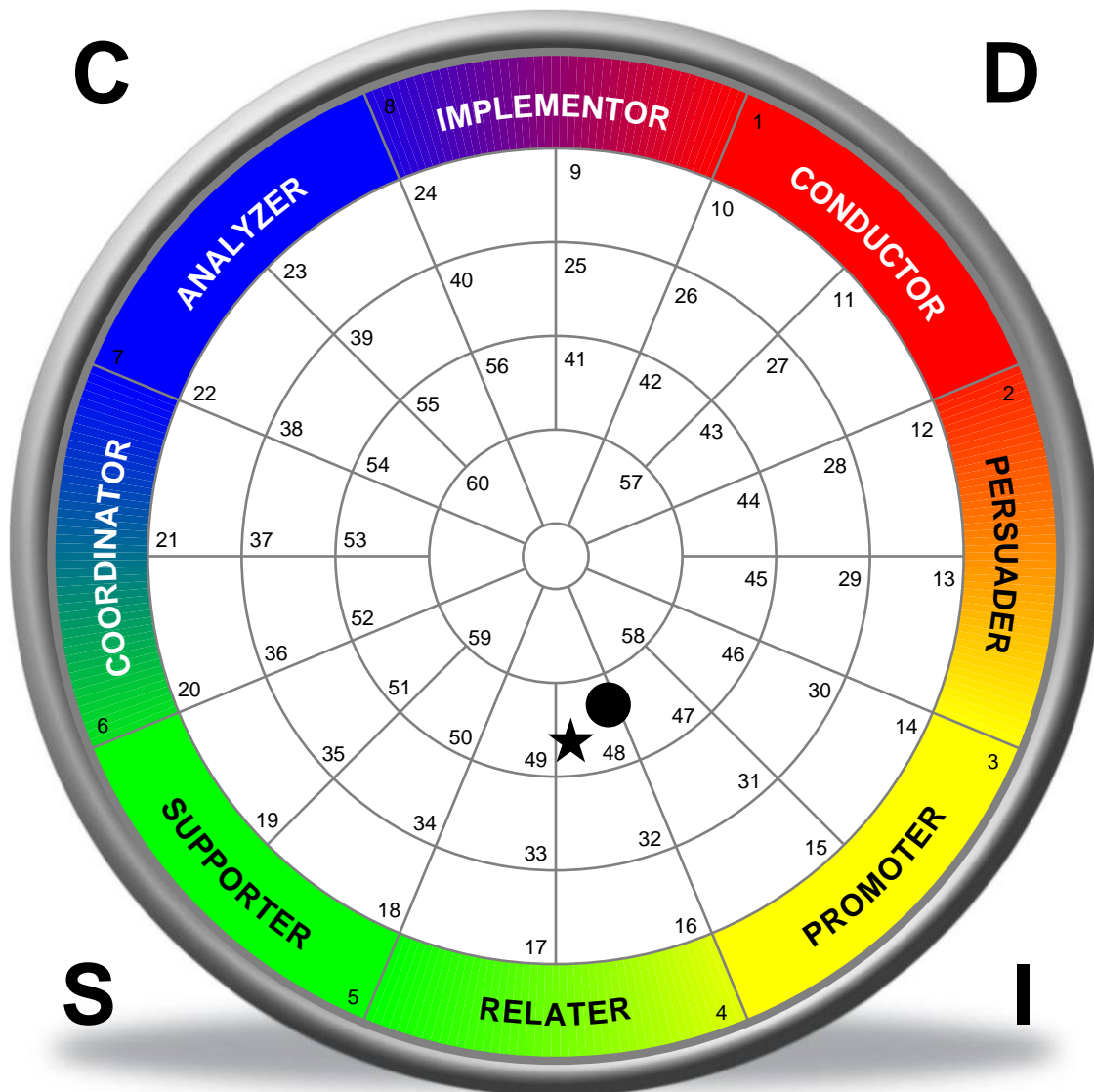
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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.



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Adapted: ★ (48) PROMOTING RELATER (ACROSS)

Natural: ● (48) PROMOTING RELATER (ACROSS)

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