

EXCELLENCE FOR LEARNING™

Teacher Version

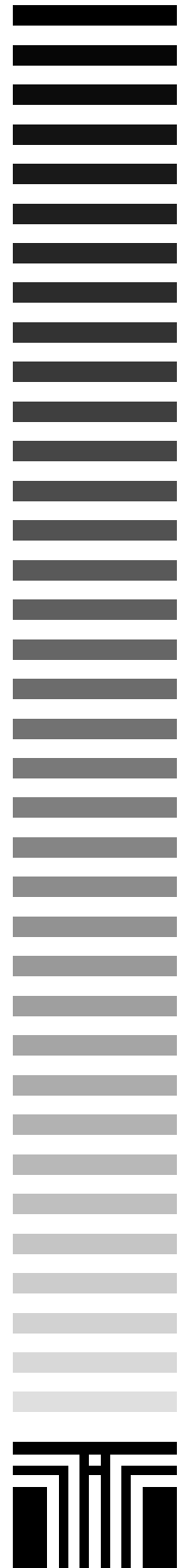
*"He who knows others is learned.
He who knows himself is wise."
-Lao Tse*

John Doe

10-16-2003

Solutions for Personal, Professional and Family Success

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

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

John tends to influence people by being direct, friendly, and results-oriented. He may lose interest in what others are saying if they ramble or don't speak to the point. His creative and active mind may hinder his ability to communicate to others effectively, that is, he may present the information in a form that cannot be easily understood by some people. He may lack the patience to listen and communicate with slower acting students. John should exhibit more patience and ask questions to make sure that the students have understood what he has said. Administrators who volunteer their opinions are challenged. He 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 John brings to the job. By looking at these statements, one can identify his role in the organization. By identifying John's talent, the organization can develop a system to capitalize on his particular value to the organization and make him an integral part of the team.

- Forward-looking and future oriented.
- Challenges the status quo.
- Innovative.
- Negotiates conflicts.
- Verbalizes with his 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 John.

Do:

- Ask specific (preferably "what"?) questions.
- Stick to business - let him decide if he 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 his opinions/ideas regarding people.
- Talk about him, his goals and opinions he 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 he can be efficient.
- Provide questions, alternatives, and choices for making his own decisions.
- Offer special immediate and extra incentives for his willingness to take risks.

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INEFFECTIVE COMMUNICATION

This section of the report is a list of things NOT to do while communicating with John. 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 him.
- Talk down to him.
- Be curt, cold, or tight-lipped.
- Ramble on, or waste his time.
- Be redundant.
- Be dogmatic.
- Let disagreement reflect on him personally.
- Take credit for his 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 his mind from the business at hand.

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MOTIVATED BEHAVIOR

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

- Obtaining results through people.
- Possessing a strong sense of urgency toward results.
- Exhibiting an active and creative sense of humor.
- Handling a variety of activities.
- Optimistic, future-oriented outlook.
- Contacting people using a variety of modes.
- Moving quickly from one activity to another.
- Positive, outgoing, friendly behavior.
- Preferring people involvement over task focus.
- Participative decision making.
- Working without close supervision.
- Meeting deadlines.
- Motivating people to take action by using persuasive skills.

MOTIVATIONAL INCENTIVES

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

John wants:

- A support system to do the detail work.
- A friendly work environment.
- Support troops to follow through with his part.
- Working conditions with freedom to move and to talk to people.
- Rewards to support his dreams.
- A variety of work activities.
- To be trusted.
- Freedom from routine work.
- Freedom to talk and participate on the team.
- Group activities outside the job.
- An administrator who practices participative management.
- Big picture approaches.
- Outside activities so there is never a dull moment.

BASIC NEEDS

In this section are some needs which must be met in order for John to perform at an optimum level. Some needs can be met by himself, 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. John and his administrator should go over the list and identify 3 or 4 statements that are most important to him. This allows John to participate in forming his own personal management plan.

John needs:

- Help on controlling time and setting priorities.
- To be confronted when in disagreement or when he breaks the rules.
- To handle routine paperwork only once.
- To display empathy for people who approach life differently than he does.
- Objectivity when dealing with people because of his high trust level.
- A program for pacing work and relaxing.
- To adjust his 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 John'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 John 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 John's self-perception and how, under certain conditions, others may perceive his behavior. Understanding this section will empower John to project the image that will allow him to control the situation.

"See Yourself As Others See You"

SELF-PERCEPTION

John usually sees himself as being:

Pioneering
Competitive
Positive

Assertive
Confident
Winner

OTHERS' PERCEPTION

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

Demanding
Egotistical

Nervy
Aggressive

And, under extreme pressure, stress or fatigue, others may see him 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:

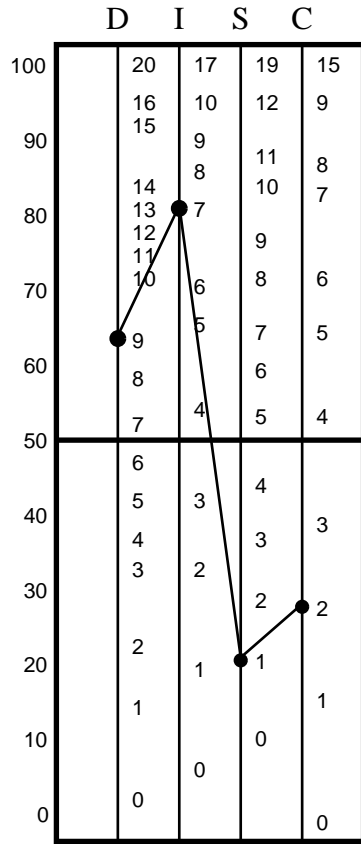
- Being too blunt and direct.
- Forcing them to perform without adequate instructions.

STYLE ANALYSIS™ GRAPHS

John Doe

10-16-2003

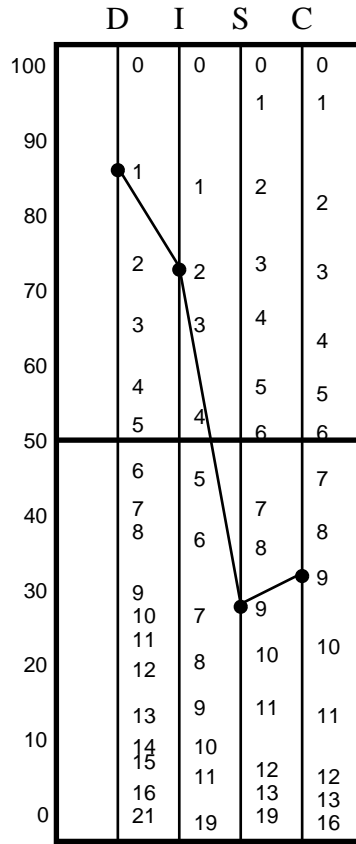
MOST
Graph I
Adapted Style



Score
%

9	7	1	2
64	81	22	29

LEAST
Graph II
Natural Style



1	2	9	9
86	73	29	33

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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.

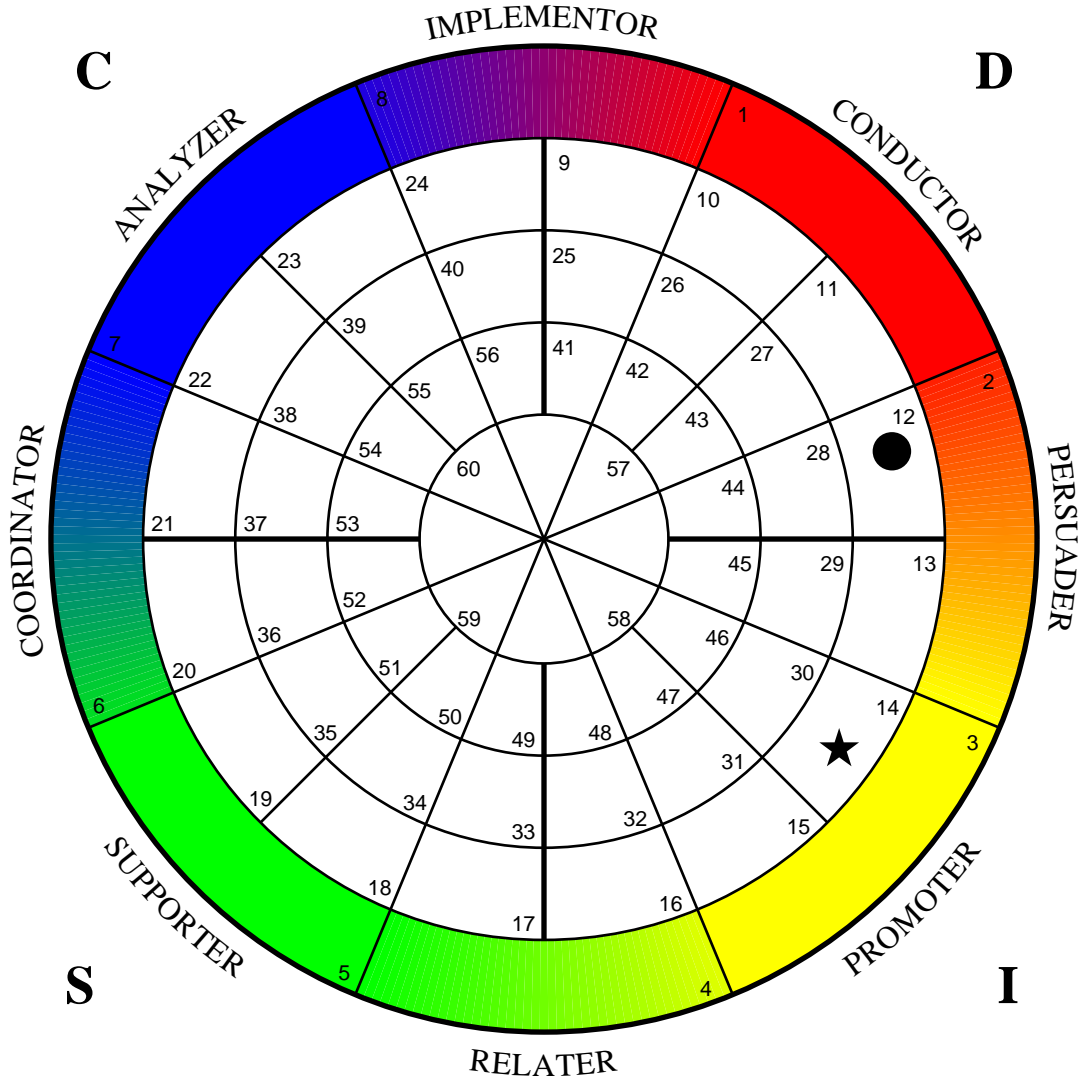
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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: ★ (14) PERSUADING PROMOTER

Natural: ● (12) CONDUCTING PERSUADER

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