



EXCELLENCE FOR LEARNING™

Teacher Version

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

Thomas Teachwell

Teacher

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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 Thomas' 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 Thomas' natural behavior.

Thomas is very gregarious and sociable. He will be seen as a good mixer both on or off the job. He likes quality social relationships. He likes to get results through others. He has a strong ego and usually projects this ego in friendly terms. Thomas is very optimistic and usually has a positive sense of humor. He wants to know what others think of him. He is very enthusiastic and usually slow to anger.

Thomas is a conscientious person who persuades others through logic and emotion. He can be very intense and may not always fit the intensity to the situation. He will know many people. He has a tendency to be a name dropper. He is always concerned with the student's feelings and thoughts. Thomas is comfortable with most people and can be quite informal and relaxed with them. He is very positive in his approach to dealing with others. He judges others by their verbal skills and warmth.



VALUE TO SYSTEM

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

- Accomplishes goals through people.
- Optimistic and enthusiastic.
- Always concerned about quality teaching.
- Negotiates conflicts.
- Accurate and intuitive.
- Team player.
- Creative problem-solving.
- Comprehensive teacher.
- People oriented.



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 Thomas.

Do:

- Give him time to verify reliability of your actions; be accurate, realistic.
- Provide testimonials from people he sees as important.
- Read the body language for approval or disapproval.
- Follow through, if you agree.
- Make an organized presentation of your position, if you disagree.
- Make an organized contribution to his efforts; present specifics, and do what you say you can do.
- Provide a warm and friendly environment.
- Leave time for relating, socializing.
- Provide solid, tangible, practical evidence.
- Prepare your "case" in advance.
- Not deal with details, put them in writing, pin him to modes of action.
- Provide ideas for implementing a new program.
- Give him time to be thorough, when appropriate.



INEFFECTIVE COMMUNICATION

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

- Kid around too much, or "stick to the agenda" too much.
- Use gimmicks or clever, quick manipulations.
- Drive on to facts and figures, alternatives, abstractions.
- Be disorganized or messy.
- Say "trust me" - prove it.
- Rush the decision-making process.
- Make statements about the quality of his work unless you can prove it.
- Talk down to him.
- Be curt, cold, or tight-lipped.
- Use testimonies of unreliable sources; don't be haphazard.
- Threaten, cajole, wheedle, coax, or whimper.
- Waste time trying to be impersonal, judgmental, or too task-oriented.



MOTIVATED BEHAVIOR

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

- Flexibility.
- Motivating people to take action by using persuasive skills.
- Participative decision making.
- Careful, thoughtful approach to decision-making.
- Making tactful decisions.
- Obtaining results through people.
- Preferring people involvement over task focus.
- Critical appraisal of data.
- Precise, analytical approach to work tasks.
- Contacting people using a variety of modes.
- Disciplined, meticulous attention to order.
- Sensitivity to existing rules and regulations.



MOTIVATIONAL INCENTIVES

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

Thomas wants:

- Public recognition of his ideas and results.
- To be part of a quality-oriented work group.
- Reassurance he is doing the job right.
- Limited exposure to new procedures.
- Instructions so he can do the job right the first time.
- Logical arguments.
- Rewards to support his dreams.
- Flattery, praise, popularity, and strokes.
- Time to perform up to his high standards.
- Operating procedures in writing.
- Safety procedures.
- To be recognized for his continuance of quality work.



BASIC NEEDS

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

Thomas needs:

- Educational tools that will allow him to perform up to his high standards.
- Rewards in terms of fine things - not just shallow words.
- A work environment without much conflict.
- Help on controlling time and setting priorities.
- Objectivity when dealing with people because of his high trust level.
- To be informed of things which affect him.
- Support in making high risk decisions.
- More logical presentations - less emotional.
- An administrator who prefers quality over quantity.
- To maintain focus on results and not sacrifice productivity just to make everyone happy.
- Participatory management.



PREFERRED TEACHING ENVIRONMENT

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

- Assignments with a high degree of student contact.
- Democratic supervisor with whom he can associate.
- Freedom of movement.
- An environment where he can use his intuitive thinking skills.
- Familiar work environment with a predictable pattern.



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



PERCEPTIONS

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

"See Yourself As Others See You"

SELF-PERCEPTION

Thomas usually sees himself as being:

Enthusiastic
Charming
Persuasive

Outgoing
Inspiring
Optimistic

OTHERS' PERCEPTION

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

Self-Promoting
Overly Optimistic

Glib
Unrealistic

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

Overly Confident
Poor Listener

Talkative
Self-Promoter



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:

- 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.



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
- 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.



TEACHING FLEXIBILITY

"Improving Your Interactive Flexibility"

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.



TEACHING FLEXIBILITY

"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.

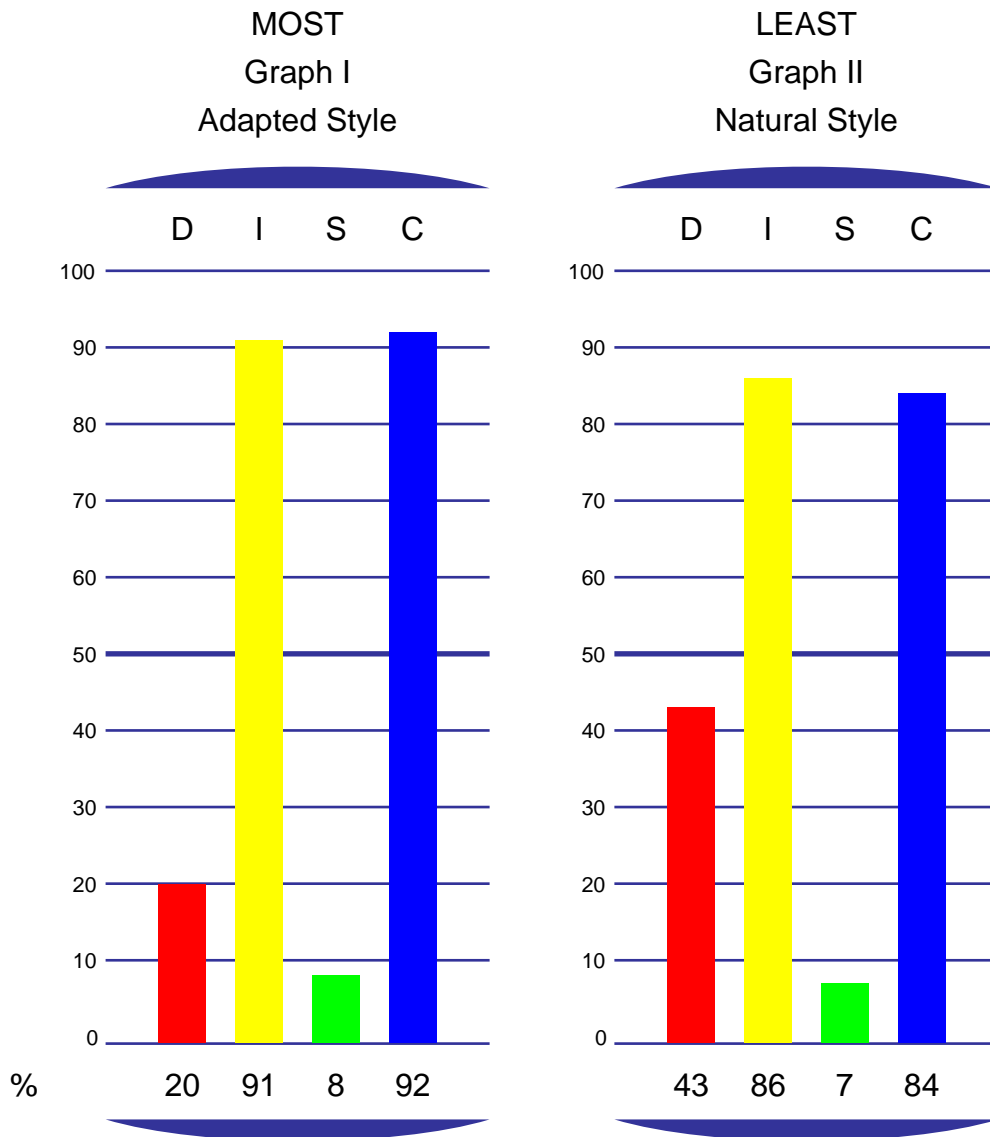
Factors that will create tension:

- Being overly optimistic.
- Inability to prove your claims.



STYLE INSIGHTS® GRAPHS

7-9-2007



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

7-9-2007

