

EXCELLENCE FOR LEARNING™

Administrator Version

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

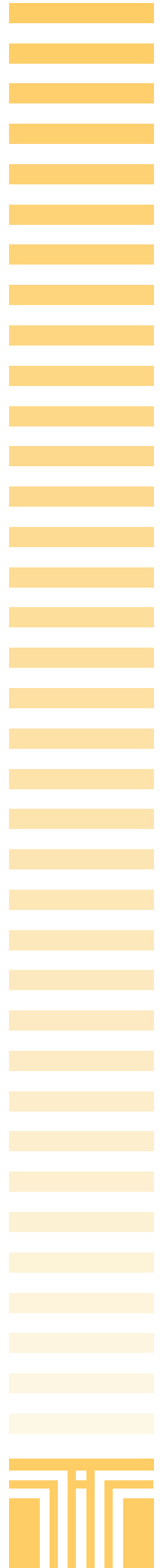
John Smith

Head Teacher
Sample Report
4/3/2002

"Enabling Businesses to Succeed through People"

People Success Solutions

EXPERTS IN UNDERSTANDING BEHAVIOUR, VALUES AND SOFT SKILLS
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INTRODUCTION

Behavioural 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 behavioural style, that is, your manner of doing things. Is the report 100% true? Yes, no and maybe. We are only measuring behaviour. We only report statements which are true for you and areas of behaviour in which you show tendencies. Delete any statement from this report that you feel does not apply after checking with a friend or colleague to see if it is a blind spot in your behaviour.

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 behavioural tendencies. The report provides information on a person, not as a basis for discrimination in any form. The report does not measure intelligence or job skills; it measures behavioural 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 work style. These statements identify the basic natural behaviour 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 behaviour.

John is good at creating enthusiasm in others. He is very optimistic about his ability to do any job. He is very approachable, affectionate, and understanding. He tends to trust people indiscriminately and may be taken advantage of because of his high trust level. John likes public recognition for his achievements. He likes to develop people and to build educational systems. He influences most people with his warmth. He projects a self-assured and self-confident image. John likes freedom from many controls. He places his focus on people. He is very optimistic and usually has a positive sense of humour. He can be sensitive to criticism of his work and take it as a personal affront.

John likes to participate in decision making. He is good at solving problems that deal with people. He likes working for administrators who make quick decisions. He believes rules exist to serve rather than to be followed by him. John makes quick decisions. He tends to make snap judgments or impulsive decisions. He may leap to a favourable conclusion without considering all the facts. He tends to bend the rules and then attempts to sell you on the fact it was the proper thing to do.

John may have a tendency of overselling his ideas to some people. He is good at negotiating conflict between others. He often makes suggestions to others, but rarely attempts to force his ideas on them. He is very positive in his approach to dealing with others. John is both a good talker and a good listener. He judges others by their verbal skills and warmth. He tends to influence people to his way of thinking by using verbalogy as compared with others who like to use reports. Communication can extend from friendly to argumentative discourse.

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VALUE TO EDUCATIONAL SYSTEM

This section of the report identifies the specific talents and behaviour 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.

- Optimistic and enthusiastic.
- Pioneering.
- Creative problem-solving.
- Can support or oppose strongly.
- Has the confidence to do the difficult assignments.
- Builds confidence in others.
- Self-reliant.
- People oriented.
- Verbalizes with his feelings.

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:

- Provide yes or no answers - not maybe.
- Expect him to return to fight another day when he has received a no answer.
- Flatter his ego.
- Provide solutions - not opinions.
- Use enough time to be stimulating, fun-loving, fast-moving.
- Talk about him, his goals and opinions he finds stimulating.
- Ask for his opinions/ideas regarding people.
- Appeal to how he will benefit or be admired.
- Provide ideas for implementing action.
- Offer special immediate and extra incentives for his willingness to take risks.
- Understand his defiant nature.

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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.

Do not:

- Be curt, cold, or tight-lipped.
- Drive on to facts and figures, alternatives, abstractions.
- Be paternalistic.
- Let him overpower you with verbalogy.
- Legislate or muffle - do not overcontrol the conversation.
- Ramble.
- Talk down to him.
- "Dream" with him or you will lose time.
- Be dogmatic.
- Give him your opinion unless asked.
- Leave decisions hanging in the air.

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MOTIVATIONAL INSIGHTS

This section gives general information on behaviour that John deems necessary to be successful on the job. One should read this section and determine if the behaviour described is job related. If the behaviour is not job-related, John does not understand the behaviour required to be successful in the job.

- Participative decision making.
- Maintaining an ever-changing, friendly, work environment.
- Using restraint when confrontation occurs.
- Contacting people using a variety of modes.
- Undemanding of others' time and attention.
- Preferring people involvement over task focus.
- Being cooperative and supportive.
- Optimistic, future-oriented outlook.
- Being a good "team player".
- Presenting a practical, proven approach to decision-making.
- Flexibility.
- Obtaining results through people.

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MOTIVATIONAL INCENTIVES

This section of the report was produced by analysing 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:

- Time to think and plan.
- Rewards to support his dreams.
- To be accepted as a member of the team.
- Work assignments that provide opportunity for recognition.
- Participation in meetings on future planning.
- Freedom to talk and participate on the team.
- Flattery, praise, popularity, and strokes.
- Freedom from control and detail.
- A plan he understands.
- A administrator who practices participative management.
- To be trusted.
- To work with people with whom he can trust.
- A friendly work environment.

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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. 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:

- To maintain focus on results and not sacrifice productivity just to make everyone happy.
- To focus conversations on work activities - less socializing.
- Recognition that limits and rules do exist (and why).
- To handle routine paperwork only once.
- To be informed of things which affect him.
- Better organization of record keeping.
- A rational approach to decision making - analyze the facts.
- Participatory management.
- Authority equal to responsibility.
- Documentation of expected results.
- Objectivity when dealing with people because of his high trust level.

PREFERRED WORK 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 behaviour 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.

- Freedom from control and detail.
- Work with a results-oriented team.
- Democratic administrator with whom he can associate.
- Assignments with a high degree of people contacts.
- Forum for his ideas to be heard.
- Needs difficult assignments.

AREAS FOR PERSONAL DEVELOPMENT

Your behavioural work style may or may not be compatible with job demands. Each administrator 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 - Problem solver. WEAKNESS - Act impulsively and make decisions based on a surface analysis.
- STRENGTH - Good communicator and good at meeting new people. WEAKNESS - May oversell himself and turn others off.
- STRENGTH - People oriented. WEAKNESS - Unrealistic in appraising teachers - tends to trust people indiscriminately.
- STRENGTH - Value people over things. WEAKNESS - Have difficulty planning and controlling time if people are involved.
- STRENGTH - Good interpersonal relationship skills. WEAKNESS - May be too lenient and have trouble disciplining.

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STYLE ANALYSIS GRAPHS

John Smith

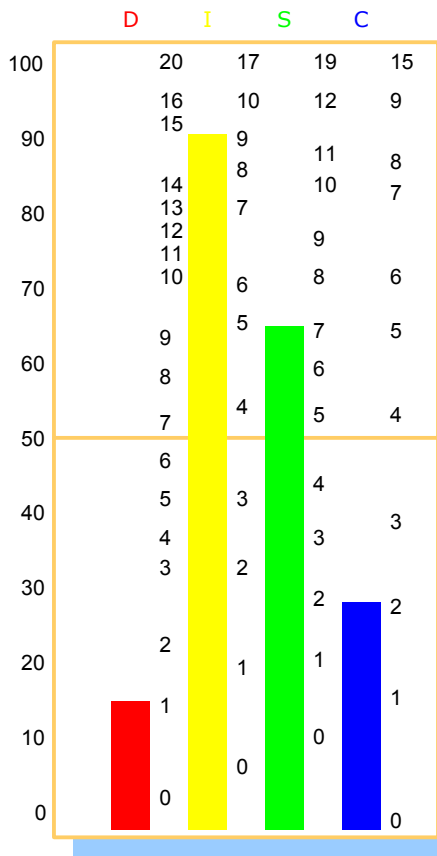
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MOST

Graph I

Adapted Style

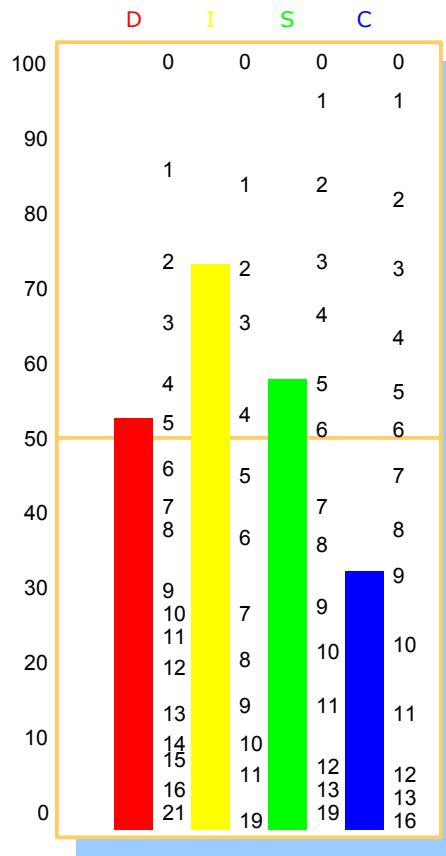


Score	1	9	7	2
%	16	90	65	29

LEAST

Graph II

Natural Style



Score	5	2	5	9
%	53	73	58	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 behavioural style, the Wheel adds a visual representation that allows you to:

- View your natural behavioural style (circle).
- View your adapted behavioural style (star).
- Note the degree you are adapting your behaviour.
- If you filled out the Work Environment Analysis, view the relationship of your behaviour 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 behaviour. The further the two plotting points are from each other, the more you are adapting your behaviour.

If you are part of a group or team who also took the behavioural 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.

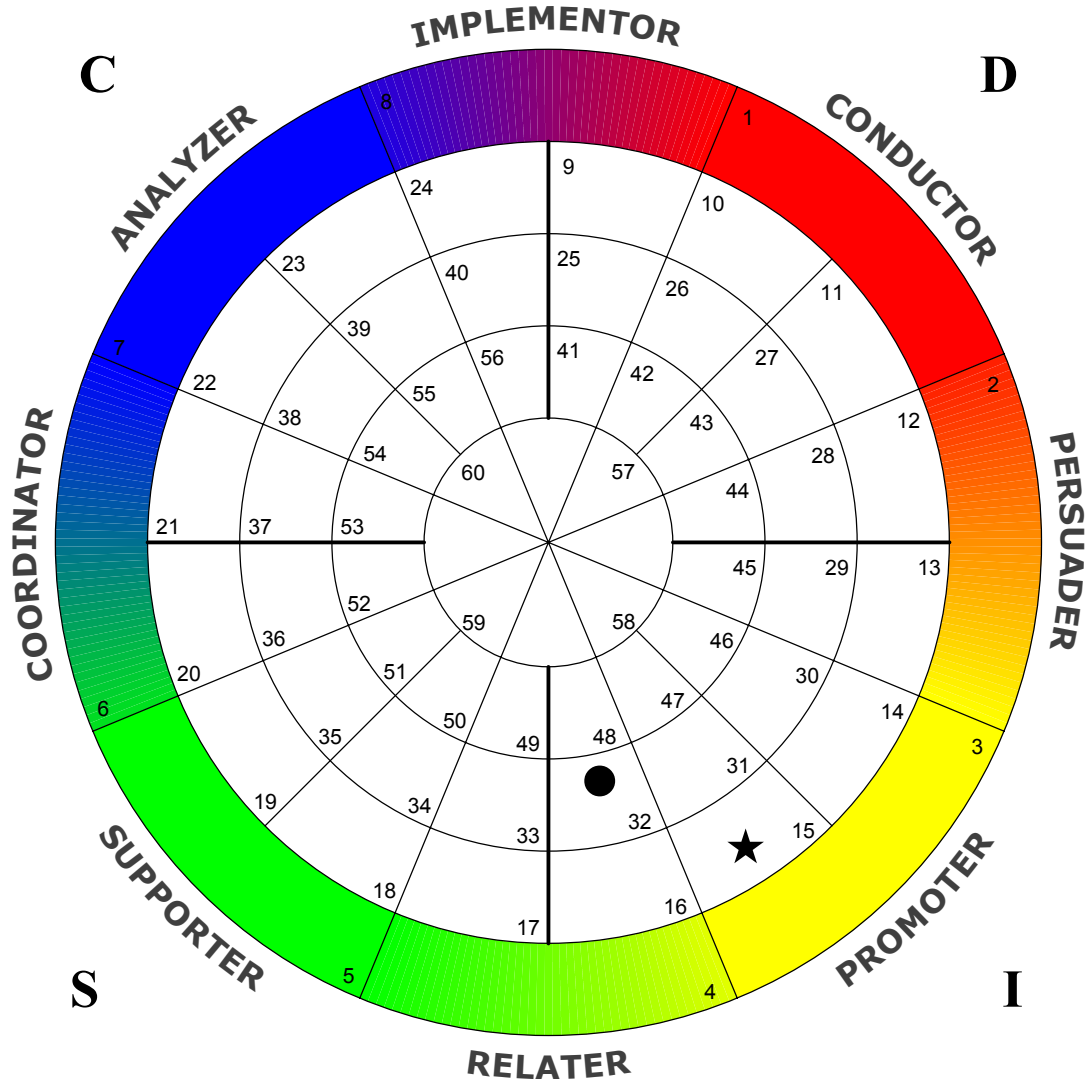
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Adapted: ★ (15) RELATING PROMOTER

Natural: ● (32) PROMOTING RELATER (FLEXIBLE)

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