

EXCELLENCE FOR LEARNING™

Teacher Version

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

John Smith

Teacher
Sample Report
6/9/2000

"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 teaching 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 seeks popularity and social recognition. He likes to deal with people in a favourable social environment. He prefers working for a participative administrator. He is very gregarious and sociable. He will be seen as a good mixer both on or off the job. John, an outgoing person, feels at home with strangers. John is very optimistic about his ability to do any teaching assignment. He likes freedom from many controls. He places his focus on people and students.

John can be very intense and may not always fit the intensity to the situation. Communication can extend from friendly to argumentative discourse. He judges others by their verbal skills and warmth. Sometimes he can get caught short on the facts and figures needed to support his ideas. John tends to influence people to his way of thinking by using verbiage as compared with others who like to use printed material. He is very positive in his approach to dealing with others. He will often verbalize his need to be his own person.

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VALUE TO 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.

- Has the confidence to do the difficult assignments.
- Motivates others towards goals.
- People oriented.
- Dedicated to his own ideas.
- Pioneering.
- Big thinker.
- Builds confidence in others.
- Positive sense of humour.

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:

- Expect him to return to fight another day when he has received a no answer.
- Understand his defiant nature.
- Ask for his opinions/ideas regarding people.
- Use a balanced, objective, and emotional approach.
- Talk about him, his goals and opinions he finds stimulating.
- Appeal to how he will benefit or be admired.
- Not deal with details, put them in writing, pin him to modes of action.
- Provide a warm and friendly environment.
- Provide yes or no answers - not maybe.
- Speak at a rapid pace.
- Confront when in disagreement.
- Read the body language for approval or disapproval.
- Be brief - be bright - be gone.

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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:

- Leave decisions hanging in the air.
- Let him overpower you with verbiage.
- Drive on to facts and figures, alternatives, abstractions.
- Ramble.
- Waste time trying to be impersonal, judgmental, or too task-oriented.
- Hesitate when confronted.
- "Dream" with him or you will lose time.
- Be dogmatic.
- Be paternalistic.
- Be curt, cold, or tight-lipped.
- Talk down to him.

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MOTIVATED BEHAVIOUR

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.

- Sensitivity to existing rules and regulations.
- Positive, outgoing, friendly behaviour.
- Motivating people to take action by using persuasive skills.
- Calculation of risks before taking action.
- Flexibility.
- Obtaining results through people.
- Maintaining an ever-changing, friendly, work environment.
- Participative decision making.
- Precise, analytical approach to work tasks.
- Careful, thoughtful approach to decision-making.
- Traditional, quality oriented work model to follow.
- Critical appraisal of data.

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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:

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

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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. 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 focus conversations on work activities - less socializing.
- More logical presentations - less emotional.
- Life, health, and accident insurance.
- To be informed of things which affect him.
- Authority equal to responsibility.
- To mask emotions when appropriate.
- Documentation of expected results.
- People to work and associate with.
- To maintain focus on results and not sacrifice productivity just to make everyone happy.
- Restraints, or program to calculate the risk involved by his decisions.

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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 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 of movement.
- Work tasks that change from time to time.
- Freedom to try new approaches.
- Needs difficult assignments.
- Tasks involving motivated groups and establishing a network of contacts.
- Work with a results-oriented team.
- Freedom from control and detail.

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AREAS FOR PERSONAL DEVELOPMENT

Your behavioural 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 - Good sense of urgency. WEAKNESS - May not pay attention to all the details or be sloppy and disorganized.
- 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 - Optimistic communications style. WEAKNESS - May be talking when he should be listening.
- STRENGTH - Value people over things. WEAKNESS - Have difficulty planning and controlling time if people are involved.
- STRENGTH - People oriented. WEAKNESS - Unrealistic in appraising students - tends to trust people indiscriminately.

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PERCEPTIONS

A person's behaviour 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 behaviour. 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:

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

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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:

- Do not 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.

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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
- Sceptical
- 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 ANALYSIS GRAPHS

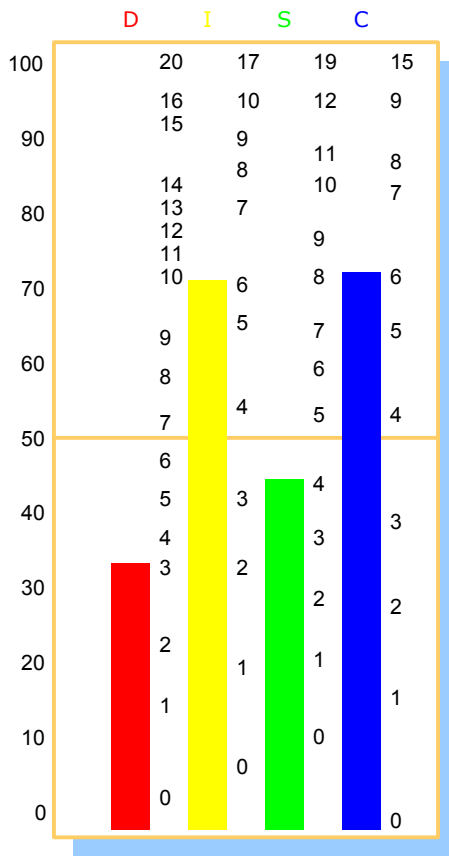
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MOST

Graph I

Adapted Style



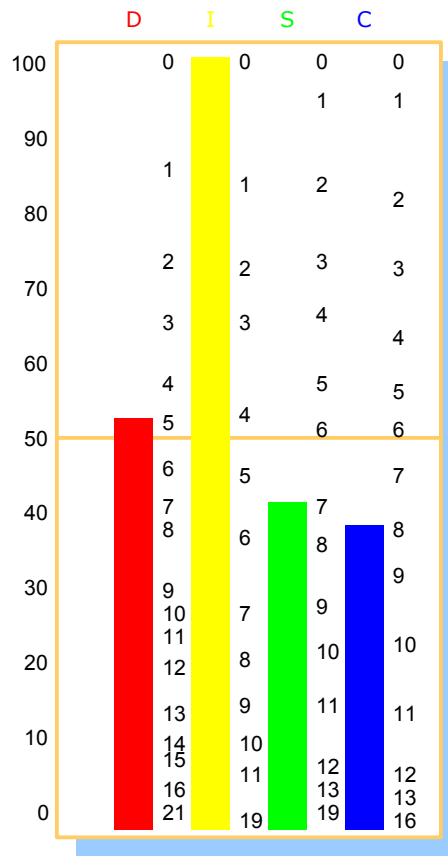
Score
%

3	6	4	6
34	71	45	72

LEAST

Graph II

Natural Style



5	0	7	8
53	100	42	39

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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.

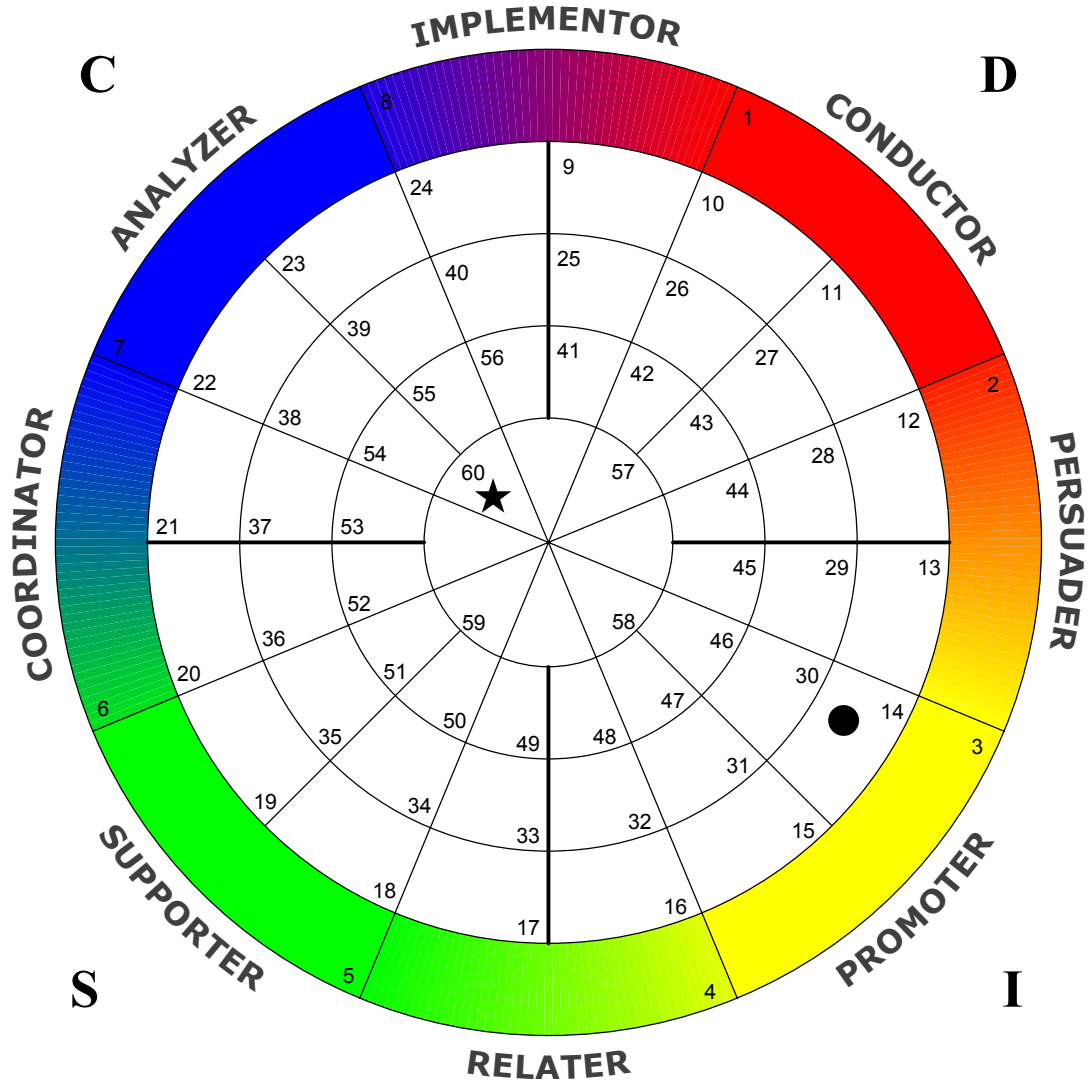
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THE SUCCESS INSIGHTS™ WHEEL

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Adapted: ★ (60) PROMOTING ANALYZER (ACROSS)

Natural: ● (14) PERSUADING PROMOTER

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