



EXCELLENCE FOR LEARNING™

Teacher Version



Sally Sampleton

7-1-2015



"Be Daring, Be First, Be Different."

Competitive Edge, Inc.

P.O. Box 2418

Peachtree City, GA 30269

Tel: (770) 487-6460

judy@competitiveedgeinc.com



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.

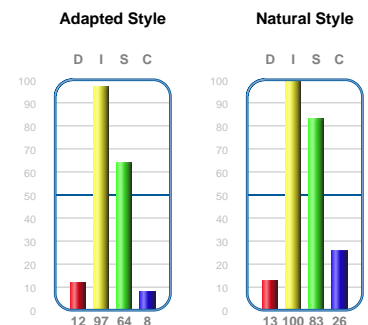


GENERAL CHARACTERISTICS

Based on Sally'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 Sally's natural behavior.

Sally likes public recognition for her achievements. She influences most people with her warmth. She is good at creating enthusiasm in others. She can be seen as a person of good will. Sally is very optimistic and usually has a positive sense of humor. She tends to trust people indiscriminately and may be taken advantage of because of her high trust level. She is very optimistic about her ability to do any teaching assignment.

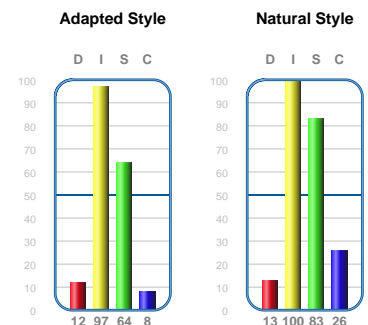
Sally is comfortable with most people and can be quite informal and relaxed with them. She uses her time imprecisely. That is, she likes to talk to people. She judges others by their verbal skills and warmth. She is both a good talker and a good listener. Sally will often verbalize her need to be her own person. She is very positive in her approach to dealing with others. She is good at negotiating conflict between others.





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

- People oriented.
- Accomplishes goals through people.
- Team player.
- Optimistic and enthusiastic.
- Turns confrontation into positives.
- Respect for authority and organizational structure.
- Creative problem-solving.
- Conservative.
- Positive sense of humor.



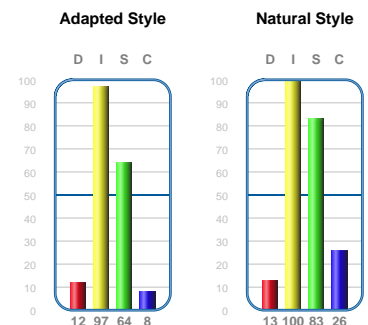


EFFECTIVE COMMUNICATION IDEAS

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 Sally.

Do:

- Read the body language for approval or disapproval.
- Take time to be sure that she is in agreement and understands what you said.
- Offer special immediate and extra incentives for her willingness to take risks.
- Leave time for relating, socializing.
- Provide a warm and friendly environment.
- Use scheduled time table when implementing new action.
- Be sincere and use a tone of voice that shows sincerity.
- Be prepared.
- Provide ideas for implementing a new program.
- Take your time and be persistent.
- Talk about her, her goals and opinions she finds stimulating.
- Provide testimonials from people she sees as important.



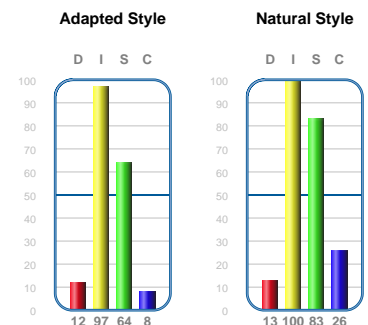


INEFFECTIVE COMMUNICATION

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

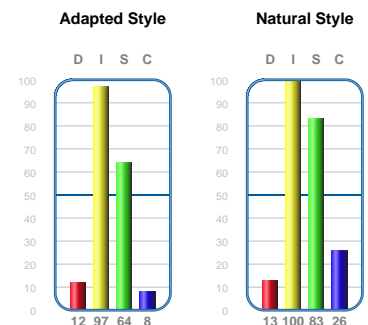
- Drive on to facts and figures, alternatives, abstractions.
- Talk down to her.
- Don't be haphazard.
- Be curt, cold, or tight-lipped.
- Make promises you cannot deliver.
- Push too hard, or be unrealistic with deadlines.
- Legislate or muffle - don't overcontrol the conversation.
- Take credit for her ideas.
- Be dogmatic.
- Talk to her when you're extremely angry.
- "Dream" with her or you'll lose time.





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

- Flexibility.
- Being creative and unconventional in making a point.
- Firm commitment to accomplishments.
- Using a direct, forthright and honest approach in her communications.
- Using a creative approach in decision-making.
- Making tactful decisions.
- Acting independently and without precedent.
- Dedicated to "going it alone" when necessary.
- Maintaining an ever-changing, friendly, work environment.
- Contacting people using a variety of modes.
- Participative decision making.

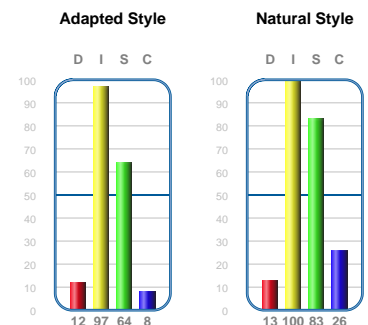




This section of the report was produced by analyzing Sally's wants. People are motivated by the things they want, thus: wants that are satisfied no longer motivate. Analyze each statement produced in this section and highlight those that are present "wants."

Sally wants:

- No close supervision.
- Public recognition of her ideas and results.
- Rewards to support her dreams.
- Exposure to those who appreciate her results.
- Work assignments that provide opportunity for recognition.
- Independence.
- A forum to ventilate her emotions.
- Freedom from many rules and regulations.
- The chance to have fun (play hard - work hard).
- Freedom to talk and participate on the team.
- A support system to do the detail work.
- Participation in meetings on future planning.
- A friendly work environment.

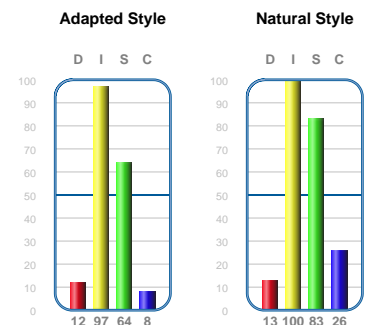




In this section are some needs which must be met in order for Sally to perform at an optimum level. Some needs can be met by herself, while management must provide for others. It is very difficult for a person to enter a motivational environment when that person's basic management needs have not been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

Sally needs:

- Assistance in new or difficult assignments.
- Methods to translate ideas into action.
- Support in the clutch or when pressured for quick results.
- To be more direct and less subjective.
- Participatory management.
- Help on controlling time and setting priorities.
- A rational approach to decision making - analyze the facts.
- To focus conversations on work activities - less socializing.
- A participative climate (teams or committees).
- People to work and associate with.
- Clear assignments with detailed instructions.
- More control of body language.

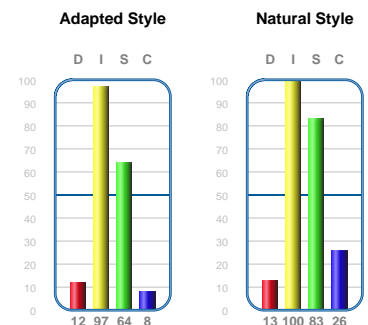




PREFERRED TEACHING ENVIRONMENT

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

- Assignments that can be completed one at a time.
- Freedom from control and detail.
- Assignments with a high degree of student contact.
- Democratic supervisor with whom she can associate.
- Practical work procedures.
- Work place where people seldom get mad.

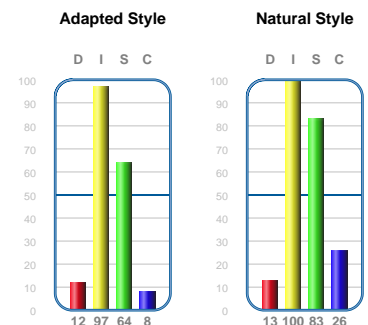




AREAS FOR PERSONAL DEVELOPMENT

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 - 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.
- STRENGTH - Good interpersonal relationship skills. WEAKNESS - May be too lenient and have trouble disciplining.
- STRENGTH - Good communicator and good at meeting new people. WEAKNESS - May oversell herself and turn others off.





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

"See Yourself As Others See You"

SELF-PERCEPTION

Sally 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:

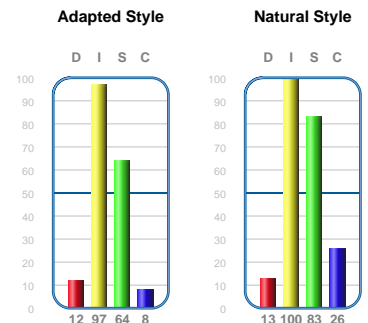
Self-Promoting
Overly Optimistic

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:

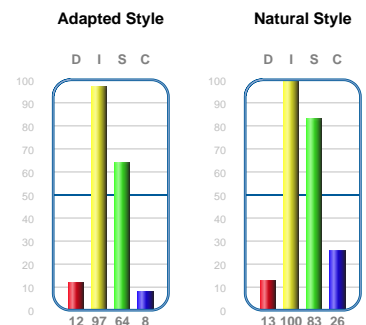
- Fast-paced speech
- Comes on strong
- Impatient
- Direct
- Tries to control the situation

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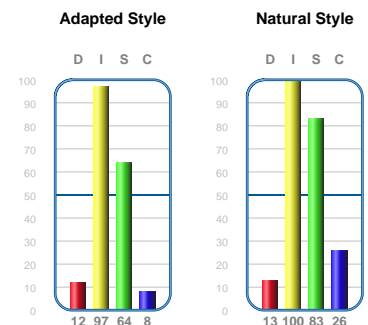
- Friendly and talkative
- Impulsive
- Uses many hand gestures while speaking
- Shows much emotion
- Imprecise about the use of time

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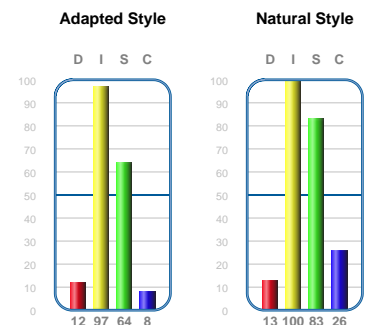
- Patient
- Easy going
- Unemotional voice
- Reserved
- Deliberate - methodical

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"

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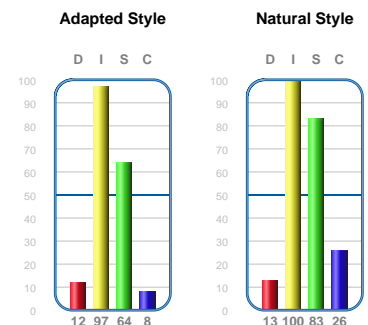
- Speaks slowly
- Asks questions about facts and data
- Deliberates
- Uses few gestures
- Skeptical
- Suspicious

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.





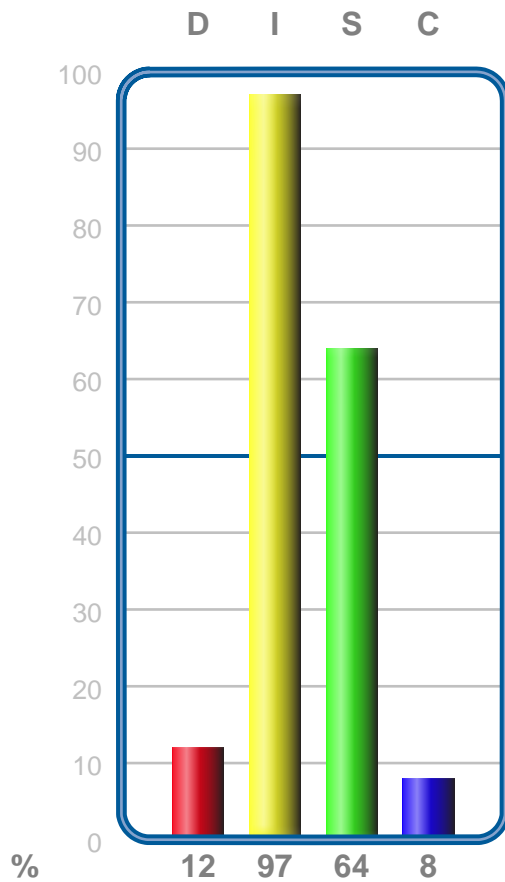
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MOST

Graph I

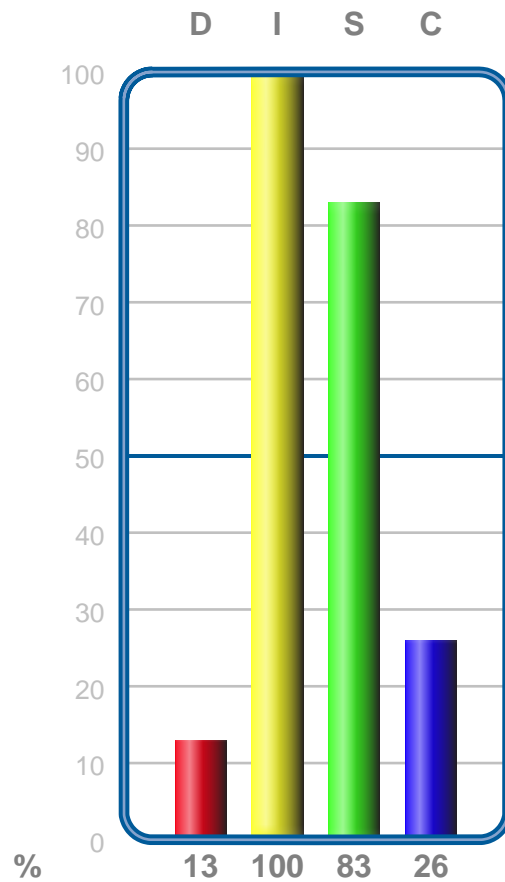
Adapted Style



LEAST

Graph II

Natural Style



Norm 2015 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.

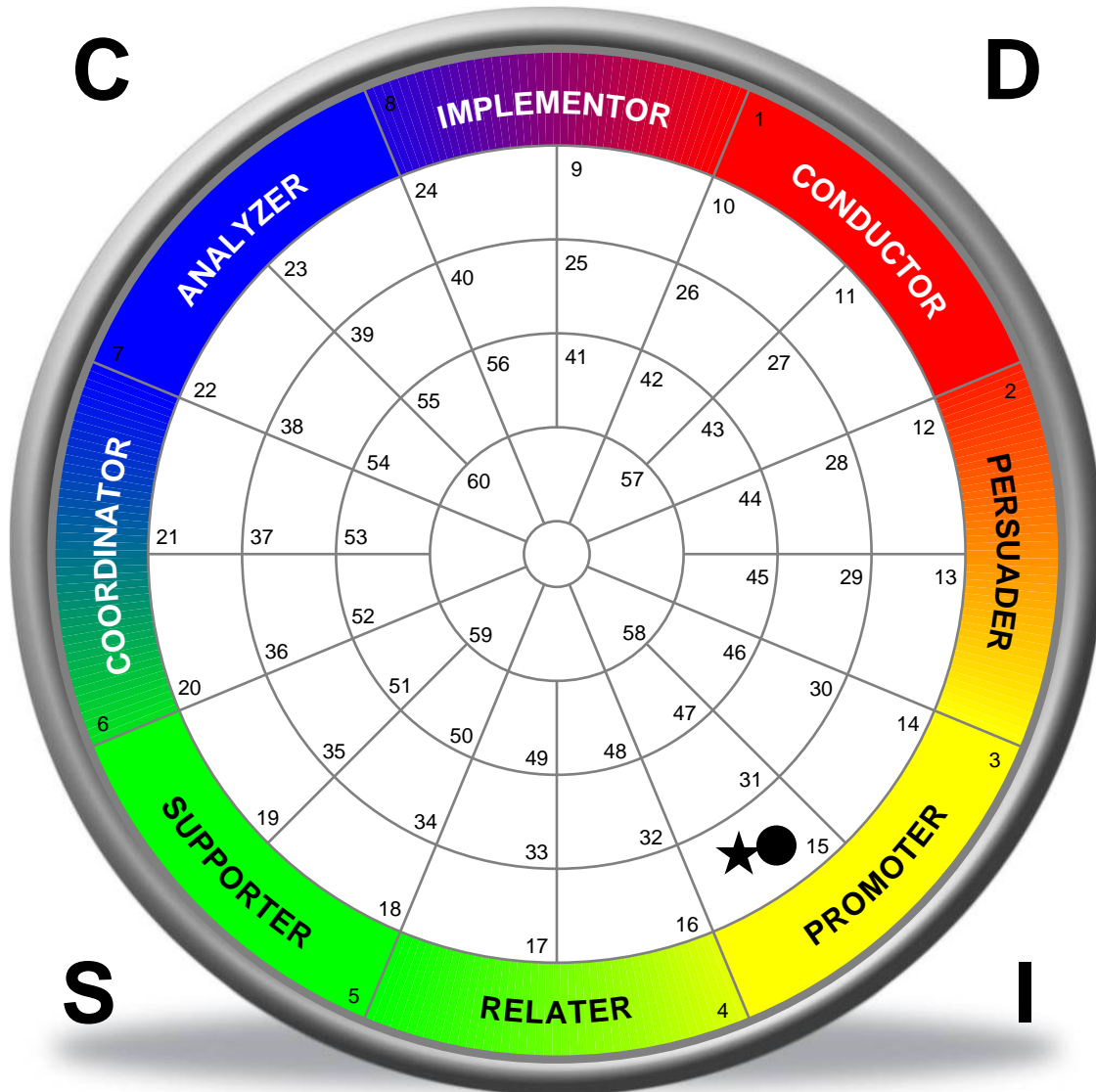
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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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7-1-2015



Adapted: ★ (15) RELATING PROMOTER

Natural: ● (15) RELATING PROMOTER

Norm 2015 R4

T: 22:04

Competitive Edge, Inc.

Tel: (770) 487-6460

judy@competitiveedgeinc.com