



EXCELLENCE FOR LEARNING™

Administrator Version



Sally Sampleton

6-29-2015



"Be Daring, Be First, Be Different."

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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.



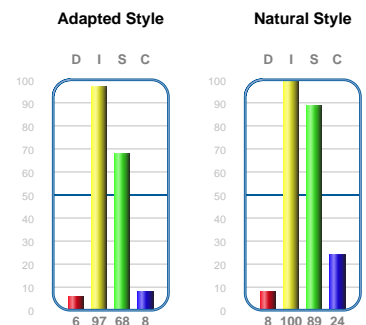
GENERAL CHARACTERISTICS

Based on Sally's responses, the report has selected general statements to provide you with a broad understanding of her work 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 is very enthusiastic and usually slow to anger. She is driven by status and power. She is good at creating enthusiasm in others. She likes freedom from many controls. Sally may be careless with details. She influences most people with her warmth. She likes to get results through others. She prefers working for a participative administrator. Sally can be very obliging and accommodating. That is, she likes to work with people and help them. She is very optimistic about her ability to do any job. She likes public recognition for her achievements. She likes feedback from her administrator on how she is doing.

Sally likes to participate in decision making. Sometimes she will seek the quick and simple decision. Because of her trust and willing acceptance of people, she may misjudge the abilities of others. She may leap to a favorable conclusion without considering all the facts. Sally is good at solving problems that deal with people. She prefers not disciplining people.

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

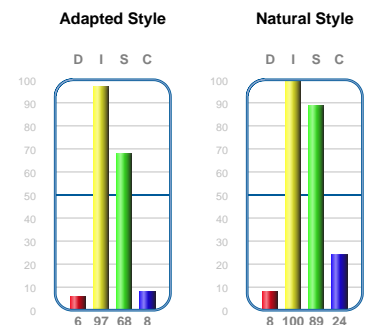




VALUE TO EDUCATIONAL SYSTEM

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.

- Negotiates conflicts.
- Optimistic and enthusiastic.
- Creative problem-solving.
- People oriented.
- Team player.
- Accomplishes goals through people.
- Builds confidence in others.
- Respect for authority and organizational structure.



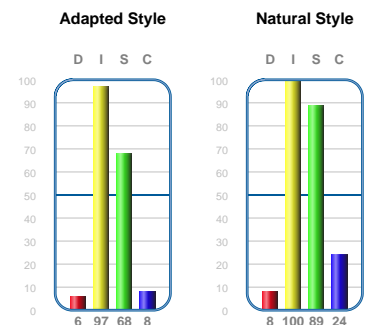


EFFECTIVE COMMUNICATION IDEAS

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:

- Provide testimonials from people she sees as important.
- Be prepared.
- Support your communications with correct facts and data.
- Talk about her, her goals and opinions she finds stimulating.
- Offer special immediate and extra incentives for her willingness to take risks.
- Leave time for relating, socializing.
- Use enough time to be stimulating, fun-loving, fast-moving.
- Provide ideas for implementing action.
- Use scheduled time table when implementing new action.
- Be sincere and use a tone of voice that shows sincerity.
- Provide a warm and friendly environment.
- Take time to be sure that she is in agreement and understands what you said.
- Give her time to ask questions.



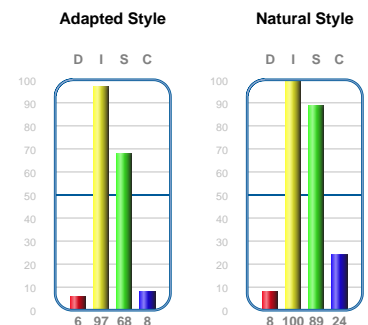


INEFFECTIVE COMMUNICATION

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:

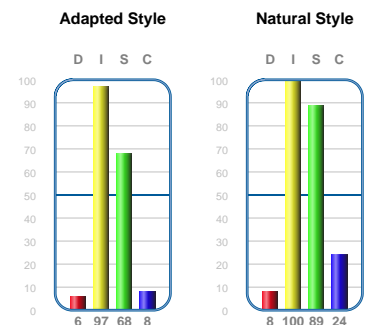
- Push too hard, or be unrealistic with deadlines.
- Don't be haphazard.
- Talk down to her.
- Take credit for her ideas.
- Legislate or muffle - don't overcontrol the conversation.
- Leave decisions hanging in the air.
- Make promises you cannot deliver.
- Give your presentation in random order.
- Be dogmatic.
- Talk to her when you're extremely angry.
- Drive on to facts and figures, alternatives, abstractions.





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.

- Using restraint when confrontation occurs.
- Optimistic, future-oriented outlook.
- Participative decision making.
- Being conservative, not competitive, in nature.
- Maintaining an ever-changing, friendly, work environment.
- Motivating people to take action by using persuasive skills.
- Making tactful decisions.
- Undemanding of others' time and attention.
- Being a good "team player".
- Presenting a practical, proven approach to decision-making.
- Being cooperative and supportive.
- Obtaining results through people.
- Contacting people using a variety of modes.

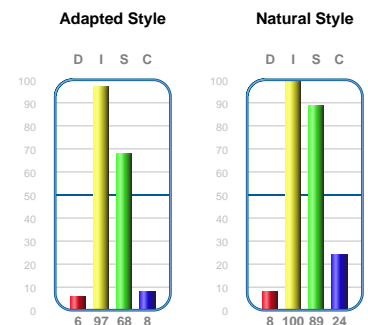




This section of the report was produced by analyzing Sally's wants. People are motivated by the things they want, thus: wants that are satisfied no longer motivate. Analyze each statement produced in this section and highlight those that are present "wants."

Sally wants:

- Flattery, praise, popularity, and strokes.
- A support system to do the detail work.
- People who understand her reasons for not wanting to argue.
- Public recognition of her ideas and results.
- Freedom to talk and participate on the team.
- Peace and harmony.
- A leader to follow and one who sets good examples.
- A secure future.
- A plan she understands.
- Freedom from control and detail.
- Work assignments that provide opportunity for recognition.

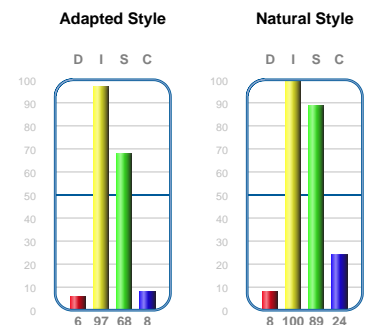




In this section are some needs which must be met in order for Sally to perform at an optimum level. Some needs can be met by herself, while management must provide for others. It is very difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled. 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:

- To maintain focus on results and not sacrifice productivity just to make everyone happy.
- To handle routine paperwork only once.
- A rational approach to decision making - analyze the facts.
- Participatory management.
- Objectivity when dealing with people because of her high trust level.
- To focus conversations on work activities - less socializing.
- People to work and associate with.
- Alternative methods that won't affect quality.
- A way to say "no" when she feels "no."
- To be more direct and less subjective.
- Support in the clutch or when pressured for quick results.

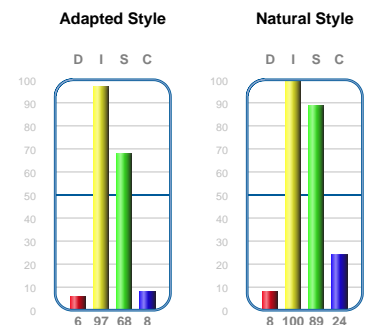




PREFERRED WORK ENVIRONMENT

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.

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

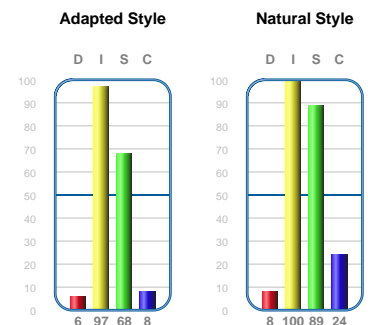




AREAS FOR PERSONAL DEVELOPMENT

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





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MOST

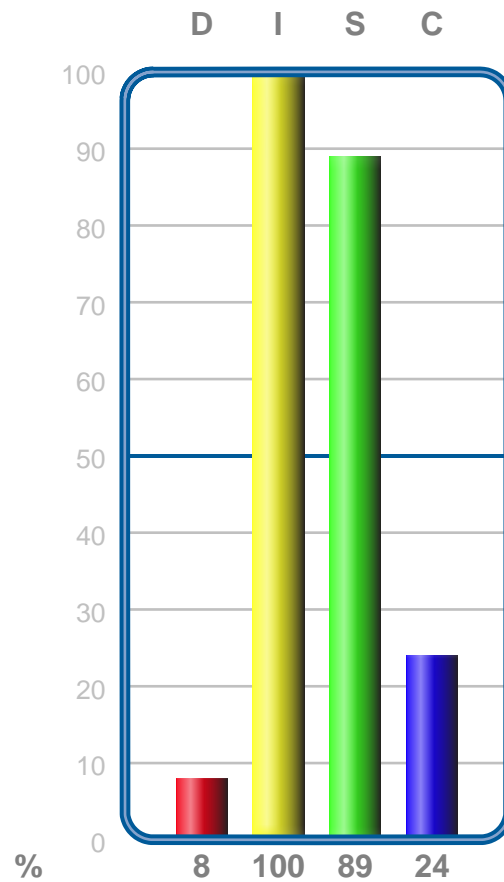
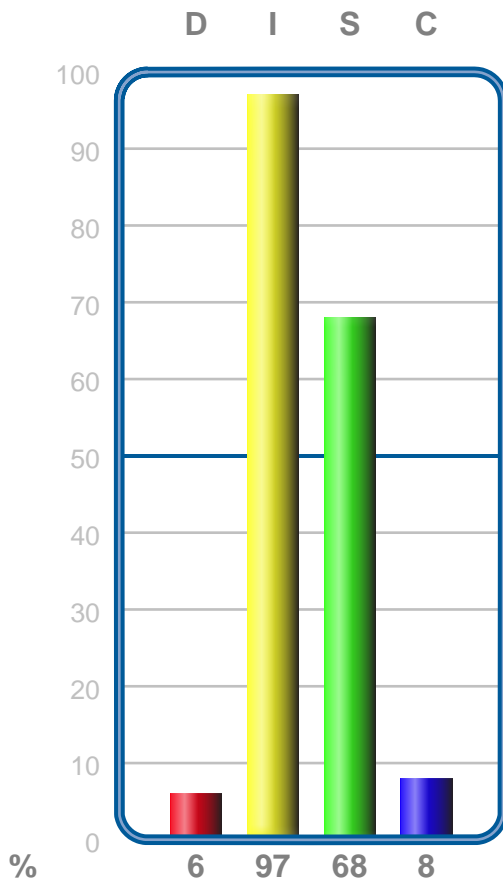
Graph I

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.

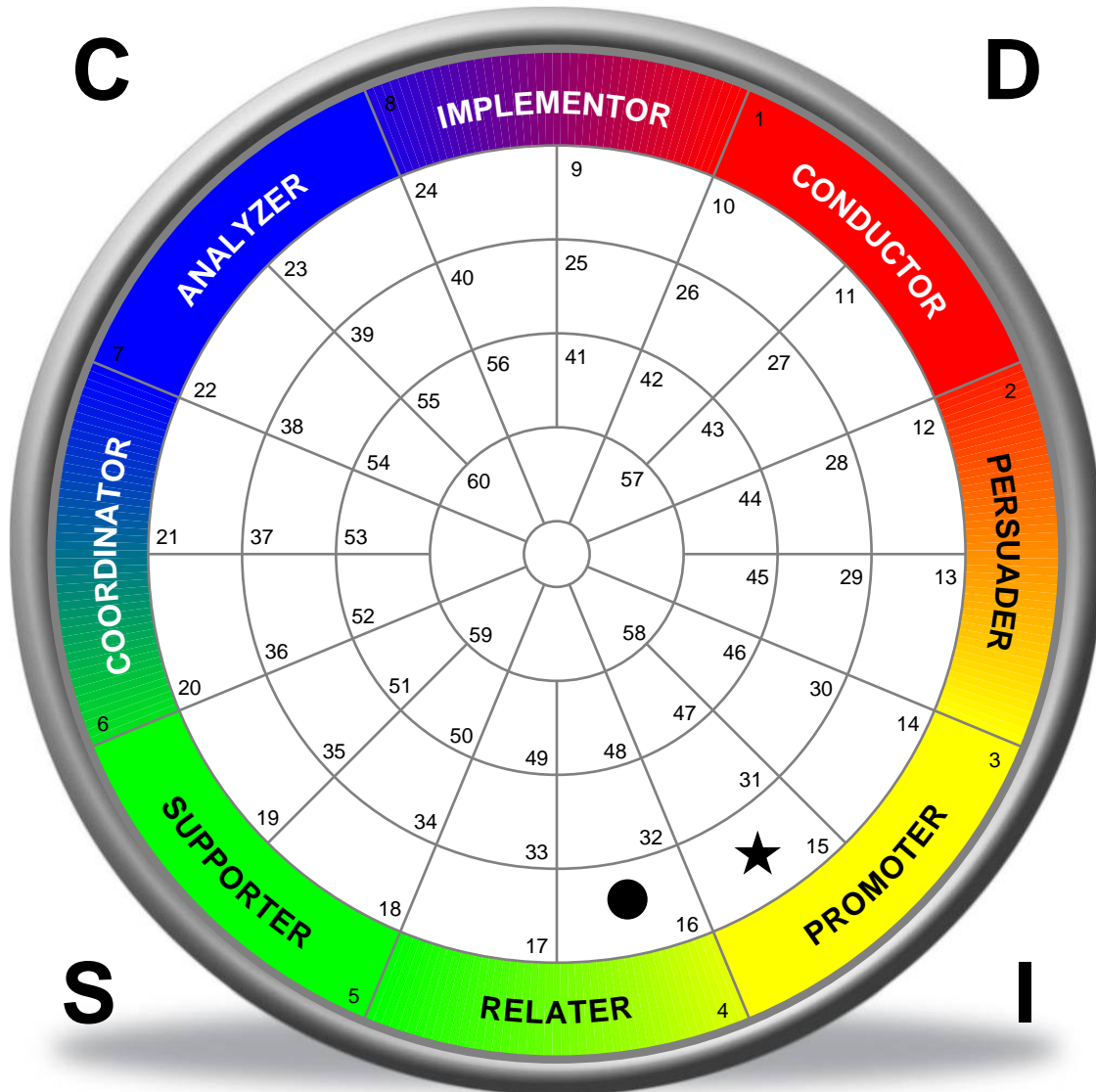
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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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Adapted: ★ (15) RELATING PROMOTER

Natural: ● (16) PROMOTING RELATER

Norm 2015 R4

T: 7:22

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