



EXCELLENCE FOR LEARNING™

Administrator Version

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

Alex Admin

General Administrator

7-9-2007



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 Alex'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 Alex's natural behavior.

Alex embraces visions not always seen by others. She has very high ego strengths and may be viewed by some as egotistical. She is a self-starter who likes new projects and is most comfortable when involved with a wide scope of activities. She needs to learn to relax and pace herself. She may expend too much energy trying to control herself and others. Alex prefers an environment with variety and change. She is a very goal oriented administrator who believes in harnessing people to help her achieve her goals. She is very deadline-conscious. Many people see her as a self-starter dedicated to achieving results. Alex displays a high energy factor and is optimistic about the results she can achieve. She may lose interest in a project once the challenge ceases. She is extremely results-oriented, with a sense of urgency to complete projects quickly. She is often frustrated when working with others who do not share the same sense of urgency.

Alex will work long hours until a tough problem is solved. Sharing her opinions on solving problems as they are related to work she finds easy to do. Sometimes she becomes emotionally involved in the decision making process. When faced with a tough decision, she will try to sell you on her ideas.



GENERAL CHARACTERISTICS

Alex may sometimes mask her feelings in friendly terms. Her creative and active mind may hinder her ability to communicate to others effectively, that is, she may present the information in a form that cannot be easily understood by some faculty. People who volunteer their opinions are challenged. She likes people who present their case effectively. Alex tends to influence people by being direct, friendly, and results-oriented. She tends to be intolerant of people who seem ambiguous or think too slowly. She may display a lack of empathy for others who cannot achieve her standards. She may lose interest in what others are saying if they ramble or don't speak to the point.



VALUE TO EDUCATIONAL SYSTEM

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

- Initiates activity.
- Challenge oriented.
- Will join organizations to represent the school.
- Deadline conscious.
- Forward-looking and future oriented.
- Few dull moments.
- 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 Alex.

Do:

- Provide systems to follow.
- Use her jargon.
- Understand her sporadic listening skills.
- Verify that the message was heard.
- Provide time for fun and relaxing.
- Be specific and leave nothing to chance.
- Support the results, not the person, if you agree.
- Be open, honest, and informal.
- Be isolated from interruptions.
- Support and maintain an environment where she can be efficient.
- Come prepared with all requirements, objectives, support material in well-organized "package."
- Put projects in writing with deadlines.



INEFFECTIVE COMMUNICATION

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

- Leave loopholes or cloudy issues if you don't want to be zapped.
- Try to build personal relationships.
- Let disagreement reflect on her personally.
- Be redundant.
- Forget to follow up.
- Come with a ready-made decision, and don't make it for her.
- Use paternalistic approach.
- Reinforce agreement with "I'm with you."
- Let her change the topic until you are finished.
- Direct or order.
- Forget or lose things; be disorganized or messy; confuse or distract her mind from business.
- Speculate wildly, or offer guarantees and assurances where there is a risk in meeting them.



MOTIVATIONAL INSIGHTS

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

- A competitive environment, combined with a high degree of people skills.
- Exhibiting an active and creative sense of humor.
- Handling a variety of activities.
- Quickly responding to crisis and change, with a strong desire for immediate results.
- Anticipating and solving problems.
- Meeting deadlines.
- Having the ability to see the "big picture" as well as the small pieces of the puzzle.
- Moving quickly from one activity to another.
- Dealing with a wide variety of work activities.
- Acting without precedent, and able to respond to change in daily work.
- Persistence in job completion.
- Skillful use of vocabulary for persuasive situations.



MOTIVATIONAL INCENTIVES

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

Alex wants:

- New challenges and problems to solve.
- Control of her own destiny.
- Outside activities so there is never a dull moment.
- Prestige, position, and titles so she can control the destiny of others.
- To be seen as a leader.
- A wide scope of activities.
- Opportunity to verbalize her ideas and demonstrate her skills.
- More time in the day.



BASIC NEEDS

In this section are some needs which must be met in order for Alex 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 Alex to participate in forming her own personal management plan.

Alex needs:

- To display empathy for people who approach life differently than she does.
- An awareness of the parameters or rules in writing.
- Appreciation of slower-moving people.
- To adjust her intensity to match the situation.
- Annual physicals.
- To understand her role on the team - either a team player or the leader.
- To negotiate commitment face to face.
- To know results expected and to be evaluated on the results.
- A work environment with many activities.
- Vacations or periods of reduced activity level.
- Deadlines for completion of work.
- A program for pacing work and relaxing.



PREFERRED WORK ENVIRONMENT

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

- An innovative and futuristic-oriented environment.
- Support team with sense of urgency.
- Evaluation based on results, not the process.
- New products and new ideas to work on.
- Non-routine work with challenge and opportunity.
- Forum to express ideas and viewpoint.
- Freedom from long, detailed reports.



AREAS FOR PERSONAL DEVELOPMENT

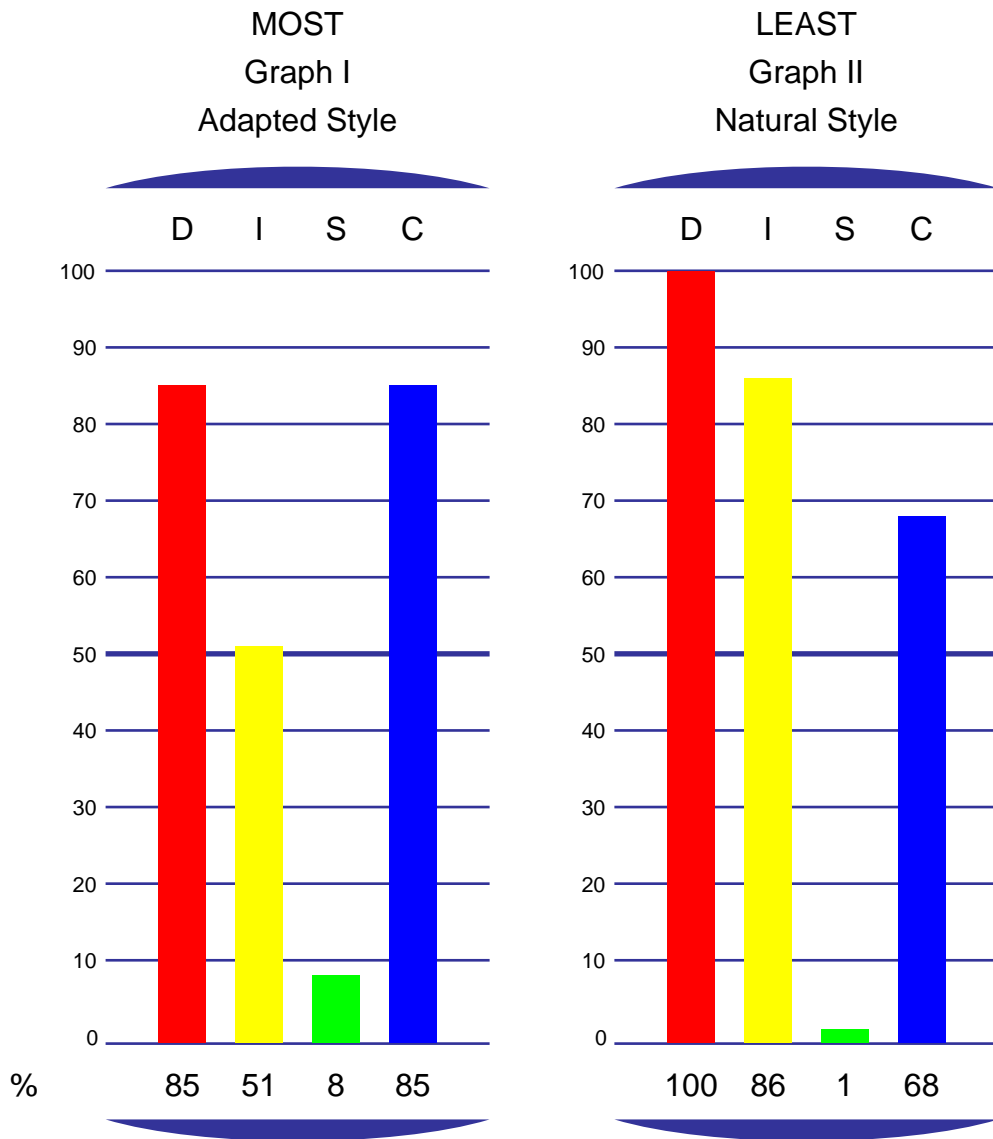
Your behavioral work style may or may not be compatible with job demands. Each administrator brings his/her own strengths and weaknesses to the job. This section allows you to analyze your strengths and weaknesses. Read and share these statements. Develop a plan to minimize your weaknesses. Remember, a strength can become a weakness if it is overextended.

- STRENGTH - Sense of urgency to get things completed. WEAKNESS - Push and pull rather than lead and motivate.
- STRENGTH - Result and goal oriented. WEAKNESS - May overstep authority to achieve goals.
- STRENGTH - Straight forward communicator. WEAKNESS - May make remarks that are untimely or untactful.
- STRENGTH - Sets high standard for self and others. WEAKNESS - Standards may be so high they are impossible to achieve.
- STRENGTH - Believes in getting results through people. WEAKNESS - None.
- STRENGTH - Seeks responsibility. WEAKNESS - Overuses position of power and authority.



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.

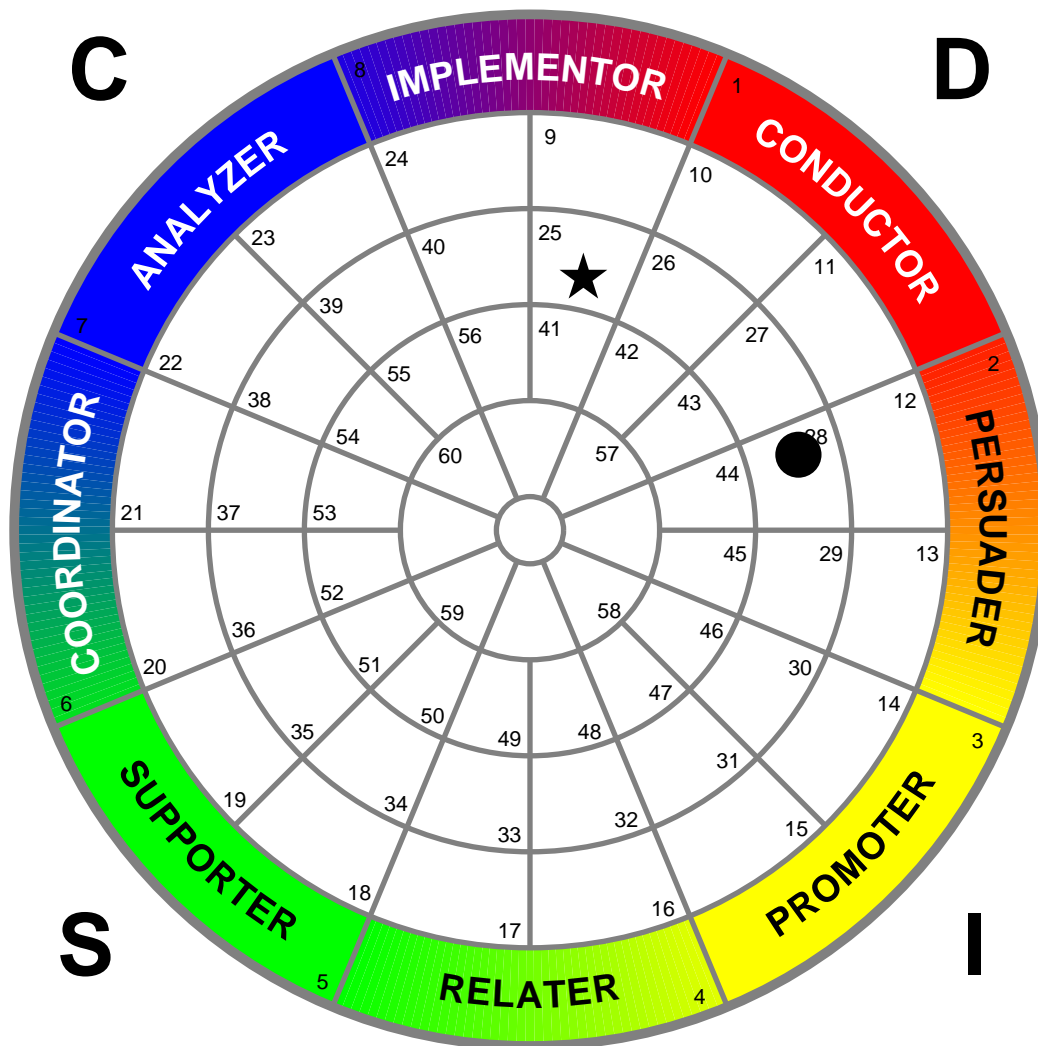
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



Adapted: ★ (25) CONDUCTING IMPLEMENTOR (FLEXIBLE)
Natural: ● (28) CONDUCTING PERSUADER (FLEXIBLE)
Norm 2003