



# EXCELLENCE FOR LEARNING™

Administrator Version

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

**Jane Doe**

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## INTRODUCTION

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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 Jane'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 Jane's natural behavior.*

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Jane wants to know what others think of her. She likes to develop people and to build educational systems. She believes in getting results through other people. She is very gregarious and sociable. She will be seen as a good mixer both on or off the job. Jane prefers working for a participative administrator. She has a good sense of urgency. She likes quality social relationships. Her goal is to have and make many friends. Jane is very optimistic and usually has a positive sense of humor. She, because of high standards, is sensitive to criticism of her work. She is good at creating enthusiasm in others. She seeks popularity and social recognition. She likes to deal with people in a favorable social environment.

Jane may be inconsistent in disciplining others. Sometimes she will seek the quick and simple decision. She is good at solving problems that deal with people. She is quickly aroused and highly excited by what influences her. Jane likes to be involved in the decision-making process. Decisions are made after gathering facts and supportive data. She usually makes decisions after gathering some facts and supporting data. When she has strong feelings about a particular problem, you should expect to hear these feelings.



## GENERAL CHARACTERISTICS

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Jane may have a tendency of overselling her ideas to some people. She is a conscientious person who persuades others through logic and emotion. She can be very intense and may not always fit the intensity to the situation. She is good at calming conflict situations. Jane, who has the ability to sense what people want to hear, often deciphers what they want to hear. She tends to influence people to her way of thinking by using verballology as compared with others who like to use reports. 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 Jane brings to the job. By looking at these statements, one can identify her role in the organization. By identifying Jane'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.*

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- Positive sense of humor.
- Ability to handle many activities.
- Creative problem-solving.
- Sense of urgency.
- Accomplishes goals through people.
- Verbalizes with her feelings.
- Builds confidence in others.
- Optimistic and enthusiastic.
- Negotiates conflicts.



## 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 Jane.*

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Do:

- Provide systems to follow.
- Provide a warm and friendly environment.
- Be specific and leave nothing to chance.
- Provide testimonials from people she sees as important.
- Talk about her, her goals and opinions she finds stimulating.
- Verify that the message was heard.
- Leave time for relating, socializing.
- Ask for her opinions/ideas regarding people.
- Plan interaction that supports her dreams and intentions.
- Be isolated from interruptions.
- Be open, honest, and informal.
- Not deal with details, put them in writing, pin her to modes of action.
- Put projects in writing with deadlines.



## INEFFECTIVE COMMUNICATION

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

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### Don't:

- Take credit for her ideas.
- Let her change the topic until you are finished.
- Kid around too much, or "stick to the agenda" too much.
- Be curt, cold, or tight-lipped.
- Waste time trying to be impersonal, judgmental, or too task-oriented.
- Forget to follow up.
- Leave decisions hanging in the air.
- Be dogmatic.
- Legislate or muffle - don't overcontrol the conversation.
- Talk down to her.
- Use paternalistic approach.
- Drive on to facts and figures, alternatives, abstractions.



## MOTIVATIONAL INSIGHTS

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

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- Preferring people involvement over task focus.
- A good support team to handle paper-work.
- Acting without precedent, and able to respond to change in daily work.
- Maintaining an ever-changing, friendly, work environment.
- Motivating people to take action by using persuasive skills.
- A competitive environment, combined with a high degree of people skills.
- Obtaining results through people.
- Flexibility.
- Making tactful decisions.
- Positive, outgoing, friendly behavior.
- Optimistic, future-oriented outlook.
- Having the ability to see the "big picture" as well as the small pieces of the puzzle.



## MOTIVATIONAL INCENTIVES

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

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Jane wants:

- Flattery, praise, popularity, and strokes.
- A friendly work environment.
- Work assignments that provide opportunity for recognition.
- A support system to do the detail work.
- Participation in meetings on future planning.
- Public recognition of her ideas and results.
- Opportunity for advancement.
- Working conditions with freedom to move and to talk to people.
- To be trusted.
- Power and authority to take the risks to achieve results.
- Group activities outside the job.
- A administrator who practices participative management.



## BASIC NEEDS

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

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Jane needs:

- Help on controlling time and setting priorities.
- Vacations or periods of reduced activity level.
- To maintain focus on results and not sacrifice productivity just to make everyone happy.
- Appreciation of slower-moving people.
- To mask emotions when appropriate.
- To be informed of things which affect her.
- Objectivity when dealing with people because of her high trust level.
- Deadlines for completion of work.
- Better organization of record keeping.
- Participatory management.
- To focus conversations on work activities - less socializing.
- People to work and associate with.



## PREFERRED WORK ENVIRONMENT

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

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- Freedom from long, detailed reports.
- Support team with sense of urgency.
- New products and new ideas to work on.
- Democratic administrator with whom she can associate.
- Freedom of movement.
- Assignments with a high degree of people contacts.
- Works for an administrator who makes quick decisions.



## 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.*

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- STRENGTH - Good interpersonal relationship skills. WEAKNESS - May be too lenient and have trouble disciplining.
- STRENGTH - Problem solver. WEAKNESS - Act impulsively and make decisions based on a surface analysis.
- STRENGTH - Value people over things. WEAKNESS - Have difficulty planning and controlling time if people are involved.
- STRENGTH - Optimistic communications style. WEAKNESS - May be talking when she should be listening.
- STRENGTH - Good sense of urgency. WEAKNESS - May not pay attention to all the details or be sloppy and disorganized.
- STRENGTH - People oriented. WEAKNESS - Unrealistic in appraising teachers - tends to trust people indiscriminately.

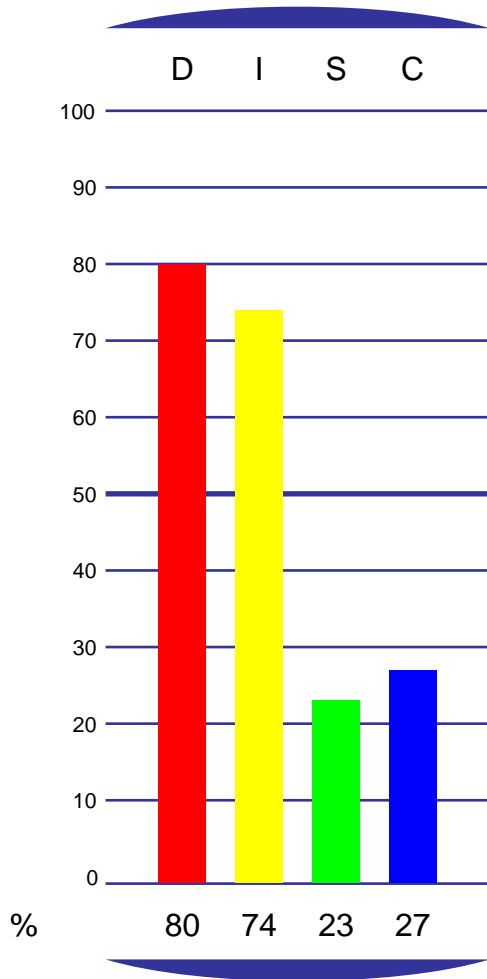


# STYLE INSIGHTS™ GRAPHS

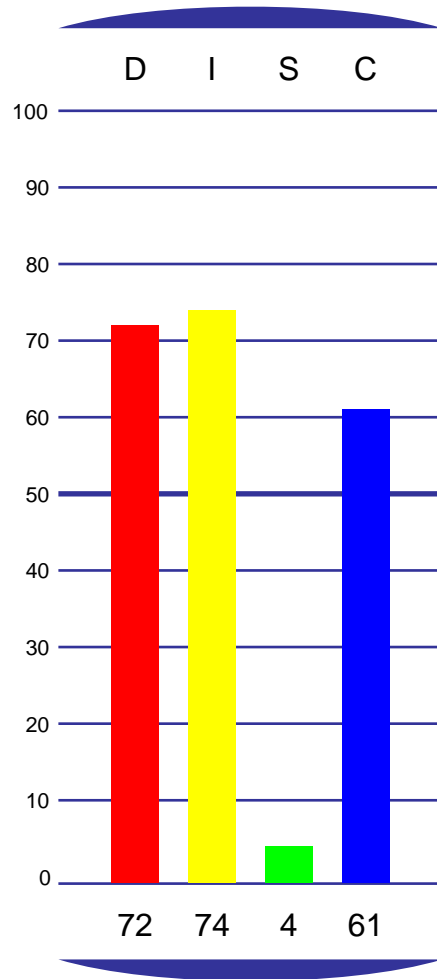
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**MOST**  
Graph I  
Adapted Style



**LEAST**  
Graph II  
Natural Style



Norm 2003



## THE SUCCESS INSIGHTS® WHEEL

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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.

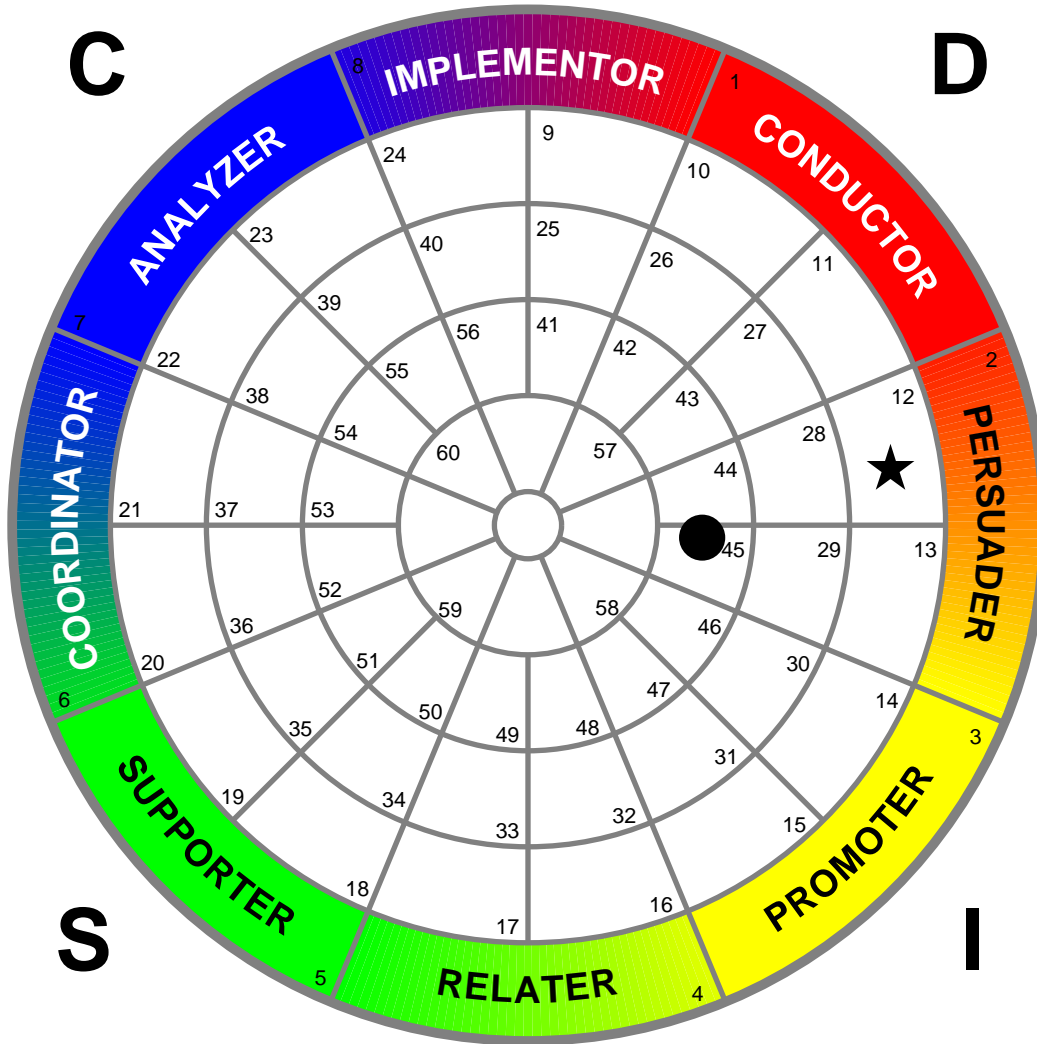
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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

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Adapted: ★ (12) CONDUCTING PERSUADER  
 Natural: ● (45) PROMOTING PERSUADER (ACROSS)  
 Norm 2003

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