



EXCELLENCE FOR LEARNING™

Teacher Version



Jeralynne Bobinski
Teacher
Meadowlark Academy
6-5-2014

Family Experience

FX

www.FamilyExperience.net

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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.

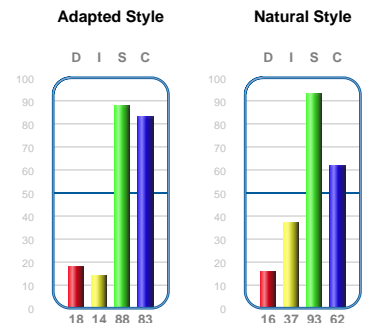
This report is not intended to be a complete evaluation of a person and is not conclusive by itself, but is indicative of a person's behavioral tendencies. The report provides information on a person, not as a basis for discrimination in any form. The report doesn't measure intelligence or job skills; 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.



Based on Jeralynne'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 Jeralynne's natural behavior.

Jeralynne is very family-oriented. She is often seen as practical and objective. When challenged, she becomes more objective. She likes harmony and cooperation. Most of the time she appears as cool, calm, and controlled. Jeralynne is good at concentrating in order to learn and listen. She can be very spontaneous and casual in familiar circumstances. She can be motivated through teamwork.

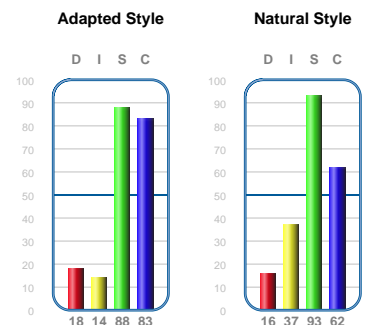
Jeralynne remains aloof from active participation in group conversation. She likes having others initiate the conversation. She holds verbal interaction to a minimum. She may guard some information unless asked specific questions. Jeralynne can be seen as patient and resigned. She does not enjoy confrontation. She is somewhat reserved with those she doesn't trust or know. Sometimes she will withdraw from a verbal battle.





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

- Dependable and loyal team worker.
- Consistent and steady.
- Patient and empathetic.
- Concerned about quality.
- Will gather data for decision making.
- Respect for authority and organizational structure.
- People oriented.
- Builds good relationships.



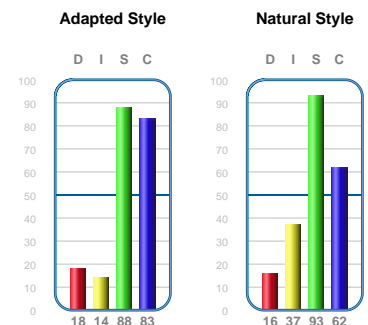


EFFECTIVE COMMUNICATION IDEAS

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 Jeralynne.

Do:

- Provide guarantees that her decision will minimize risks; give assurance that provides her with benefits.
- Limit your use of gestures.
- Support your communications with correct facts and data.
- Define clearly (preferably in writing) individual contributions.
- Be prepared.
- Watch carefully for possible areas of early disagreement or dissatisfaction.
- Give her time to ask questions.
- Provide a friendly environment.
- Provide solid, tangible, practical evidence.
- Use scheduled time table when implementing new action.
- Take time to be sure that she is in agreement and understands what you said.



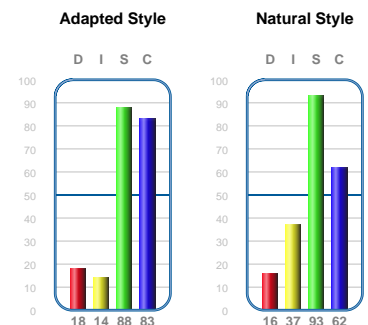


INEFFECTIVE COMMUNICATION

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

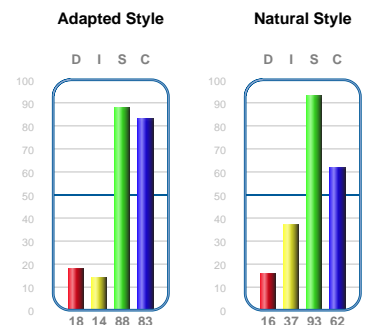
- Be vague; don't offer opinions and probabilities.
- Rush her in the decision-making process.
- Patronize or demean her by using subtlety or incentive.
- Overuse gestures.
- Rush headlong into business or the agenda.
- Keep deciding for her, or she'll lose initiative; don't leave her without backup support.
- Debate about facts and figures.
- Give your presentation in random order.
- Make promises you cannot deliver.
- Manipulate or bully her into agreeing because she probably won't fight back.
- Talk to her when you're extremely angry.
- Stick coldly or harshly to the agenda; on the other hand, don't lose sight of goals by being too personal.
- Don't be haphazard.





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

- Exhibiting patience and good listening skills.
- Accomplishing tasks without many people contacts.
- Using a proven, procedure-oriented method when implementing change.
- Working in a systematic, non-demonstrative manner.
- Being attentive and dependable with detailed work activities.
- Using a disciplined approach.
- Limited or prepared changes in routine.
- Being precise in the collection of data.
- Diplomatic cooperation in team interaction.
- Gathering data in a logical, systematic way.
- Task focus over people focus.
- Logical solutions.

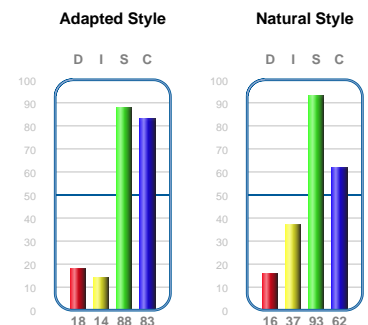




This section of the report was produced by analyzing Jeralynne's wants. People are motivated by the things they want, thus: wants that are satisfied no longer motivate. Analyze each statement produced in this section and highlight those that are present "wants."

Jeralynne wants:

- Time to adjust to change.
- Objectivity.
- To be a member of a small team.
- Activities that don't infringe on family life.
- Facts and data for making decisions.
- Constant appreciation, and a feeling of security on the team.
- An environment where she can ask specific questions - not just beat around the bush.
- Recognition for loyalty and long service.
- Specific questions - not general or open ended.
- Traditional products and procedures.
- An environment where she does not have to show emotions.

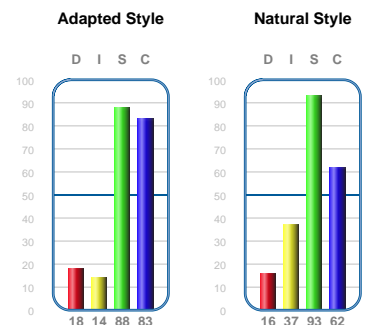




In this section are some needs which must be met in order for Jeralynne to perform at an optimum level. Some needs can be met by herself, while management must provide for others. It is very difficult for a person to enter a motivational environment when that person's basic management needs have not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

Jeralynne needs:

- Rewards in terms of tangible things, not just flattery and praise.
- To speak up when she knows she is right.
- Short cut methods that don't affect quality of the work.
- Support in the clutch or when pressured for quick results.
- Appreciation from the boss for the "price" paid to perform.
- A program to encourage creativity and self-worth.
- Clear assignments with detailed instructions.
- An administrator who delegates in detail.
- Reassurances that she is doing the job right.
- Conditioning prior to change.
- A feeling of belonging - to know how important she is to the team.
- A warm and friendly work environment.

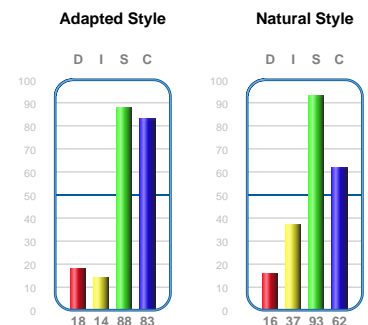




PREFERRED TEACHING ENVIRONMENT

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

- Work place where people seldom get mad.
- Needs personal attention from her administrator and compliments for each assignment well done.
- A stable and predictable environment.
- Jobs for which standards and methods are established.
- Little conflict between people.
- An environment that allows time to change.
- Assignments that can be completed one at a time.

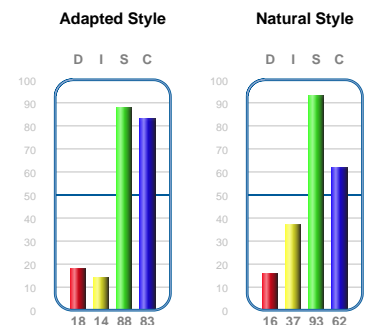




AREAS FOR PERSONAL DEVELOPMENT

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** - Remains calm during conflict - a team player. **WEAKNESS** - May give others a false sense of compliance because she fights passively.
- **STRENGTH** - Good listener. **WEAKNESS** - May be possessive of information.
- **STRENGTH** - Will work for a cause and a leader. **WEAKNESS** - May procrastinate on decisions when in the leadership role.
- **STRENGTH** - Predictable and reliable. **WEAKNESS** - May be inflexible and resist change.
- **STRENGTH** - Stable and persistent. **WEAKNESS** - Be relaxed and contented with things the way they are.
- **STRENGTH** - Task oriented. **WEAKNESS** - May bury herself in the task and fail to deal with student problems in a timely fashion.
- **STRENGTH** - Loyal and patient. **WEAKNESS** - May not project a sense of urgency.





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

"See Yourself As Others See You"

SELF-PERCEPTION

Jeralynne usually sees herself as being:

Considerate
Good-Natured
Team player

Thoughtful
Dependable
Good listener

OTHERS' PERCEPTION

Under moderate pressure, tension, stress or fatigue, others may see her as being:

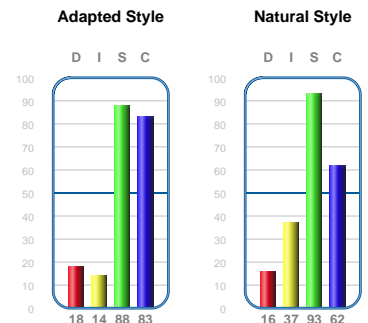
Nondemonstrative
Unconcerned

Hesitant
Inflexible

And, under extreme pressure, stress or fatigue, others may see her as being:

Possessive
Detached

Stubborn
Insensitive





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:

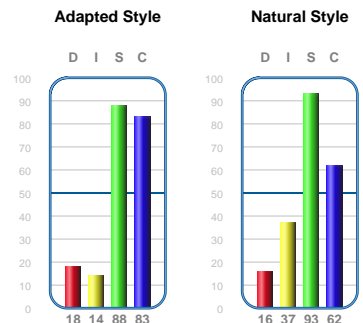
- Fast-paced speech
- Gives a strong first impression
- Impatient
- Direct
- Tries to control the situation

Factors that will improve learning:

- Flatter their ego.
- Stress new subject matter, or new ways to study.
- Speak with confidence.
- Make them the "team leader" when possible.
- Break big assignments into smaller units.
- Help them set goals that are challenging.

Factors that will create tension:

- Assigning irrelevant or excessive repetitive work.
- Reacting slowly to their questions.





"Improving Your Interactive Flexibility"

When interacting with a student who has the following characteristics:

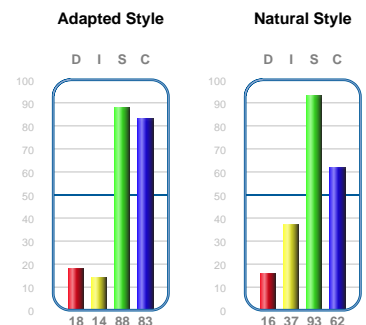
- Friendly and talkative
- Impulsive
- Uses many hand gestures when speaking
- Gets emotional
- Imprecise about the use of time

Factors that will improve learning:

- Be flexible with your time schedule.
- Allow time for them to talk.
- Let them know you enjoy them as students.
- Be informal whenever possible.
- Be prepared for them to be emotional.

Factors that will create tension:

- Withholding information.
- Isolating them from the group.





"Improving Your Interactive Flexibility"

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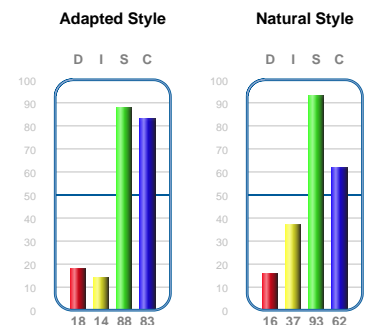
- Patient
- Easy going
- Uses an unemotional tone of voice
- Reserved
- Deliberate - methodical

Factors that will improve learning:

- Maintain a friendly environment.
- Present information in a systematic fashion.
- Give reasons for change, and give them time to adjust.
- Help them set realistic goals.
- Show sincere appreciation.
- Allow them to communicate in a conflict-free environment.
- Encourage them to do new things.

Factors that will create tension:

- Not demonstrating personal attention.
- Assignments without sufficient instructions.





"Improving Your Interactive Flexibility"

When interacting with a student who has the following characteristics:

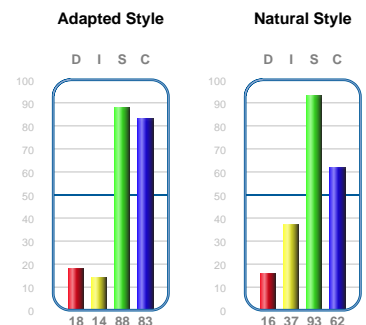
- Speaks slowly
- Asks questions about facts and data
- Deliberate in actions
- Uses few gestures
- Skeptical
- Suspicious

Factors that will improve learning:

- Stress logical approaches.
- Be diplomatic and courteous.
- Provide assurances of correct decisions.
- Provide a formal environment for studying.
- Give clear, concise directions or assignments.
- Praise their attempts in new endeavors.

Factors that will create tension:

- Changing rules after they have been established.
- Standing too close when you are talking to them.





Jeralynne Bobinski

Meadowlark Academy

6-5-2014

MOST

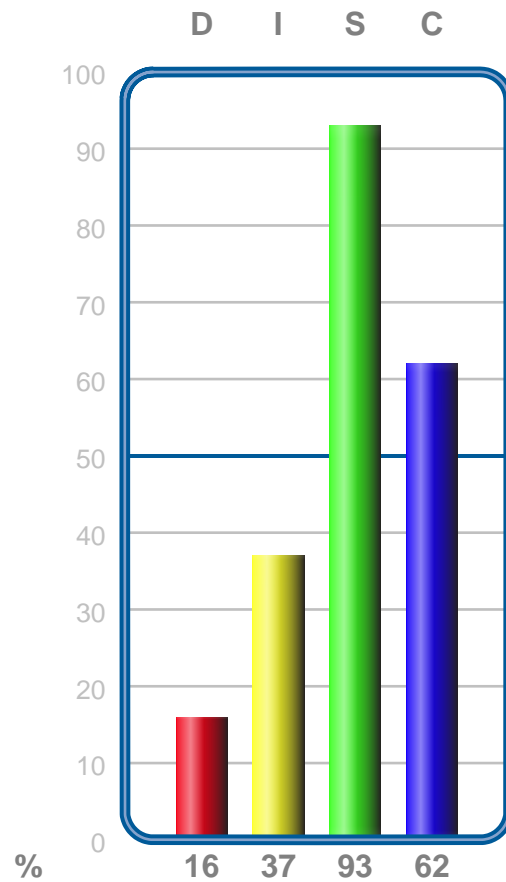
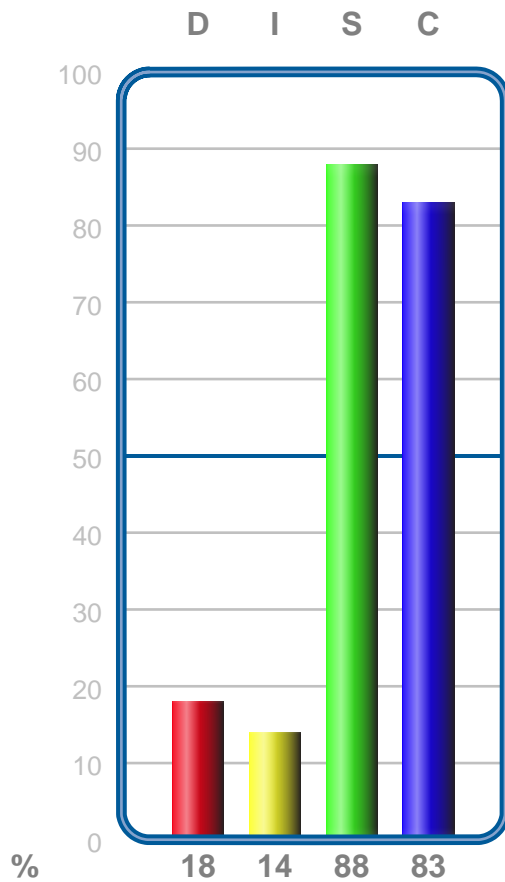
Graph I

Adapted Style

LEAST

Graph II

Natural Style



Norm 2014 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.

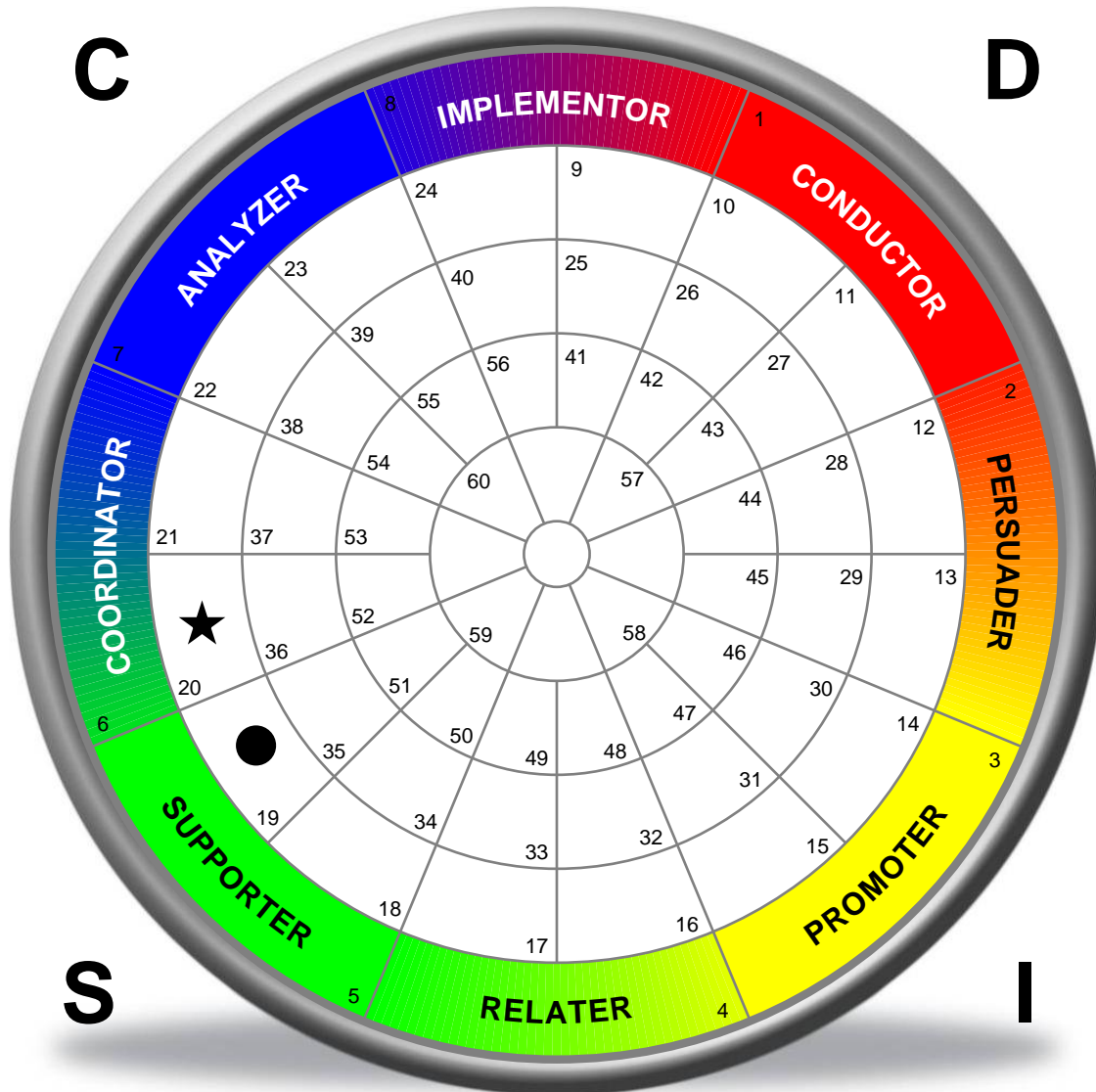
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able to identify where communication, understanding and appreciation can be increased.



Jeralynne Bobinski

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Adapted: ★ (20) SUPPORTING COORDINATOR

Natural: ● (19) COORDINATING SUPPORTER

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T: 11:58

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