TTI Success Insights®

Behavioral Comparison Report --- ELF Teacher - Student

Sample Teacher -and- Example Student

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Introduction Where Opportunity Meets Talent

The TTI Success Insights® Behavioral Comparison Report was designed to increase the understanding of two individuals' talents. The report provides insight into each person's behavioral style. Understanding the strengths and weaknesses each person possesses will lead to personal and professional development and a higher level of satisfaction for each.

Behaviors

This section of the report is designed to help showcase the behavioral similarities and differences between yourself and another person. The ability to interact effectively with this person may be the difference between success and failure in your work and personal life. Effective communication starts with an accurate perception of self and the implications of interactions with another person.

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Checklist for Communicating

Most people are aware of and sensitive to the ways in which they prefer to be communicated to but may not understand the styles of others. Most find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides a list of things the other should DO when communicating with the other. Read each statement and highlight the 3 or 4 statements which are most important to each person.

Ways to Communicate with Teacher

- Talk about her, her goals and the opinions she finds stimulating.
- Be prepared.
- Give her time to verify reliability of your comments--be accurate and realistic.
- Leave time for relating, socializing.
- Keep conversation at discussion level.
- Take your time and be persistent.
- Use scheduled timetable when implementing new action.
- Provide testimonials from people she sees as important.

Ways to Communicate with Student

- Give strokes for his involvement.
- Read the body language for approval or disapproval.
- Expect acceptance without a lot of questions.
- Plan interaction that supports his dreams and intentions.
- Leave time for relating, socializing.
- Provide ideas for implementing action.
- Provide systems to follow.
- Be isolated from interruptions.

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Checklist for Communicating Continued

This section of the report is a list of things NOT to do while communicating with either Teacher and Student. Review each statement and highlight those that cause frustration. By sharing this information, both parties can negotiate a communication system that is mutually agreeable.

Ways **NOT** to Communicate with Teacher

- Leave decisions hanging in the air.
- Legislate or muffle--don't overcontrol the conversation.
- Be haphazard.
- Be dictatorial.
- Be curt, cold or tight-lipped.
- Push too hard, or be unrealistic with deadlines.
- Kid around too much, or "stick to the agenda" too much.
- Use testimonies from unreliable sources.

Ways **NOT** to Communicate with Student

- Talk down to him.
- Dictate to him.
- Be dictatorial.
- Be put off by his "cockiness."
- Legislate or muffle--don't overcontrol the conversation.
- Drive on to facts, figures, alternatives or abstractions.
- Take credit for his ideas.
- Be curt, cold or tight-lipped.

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Value to the Organization

This section of the report identifies the specific talents and behavior Teacher and Student each bring to the job. These statements showcase the value each person brings to the organization. This can be used to develop a system to capitalize on the particular value each person contributes.

Teacher's Value:

- Turns confrontation into positives.
- Optimistic and enthusiastic.
- Creative problem solving.
- Respect for authority and organizational structure.
- Will gather data for decision making.
- Negotiates conflicts.
- Team player.
- Adaptable.

Student's Value:

- Verbalizes his feelings.
- Negotiates conflicts.
- Team player.
- Builds confidence in others.
- Ability to handle many activities.
- Optimistic and enthusiastic.
- Good mixer.
- Few dull moments.

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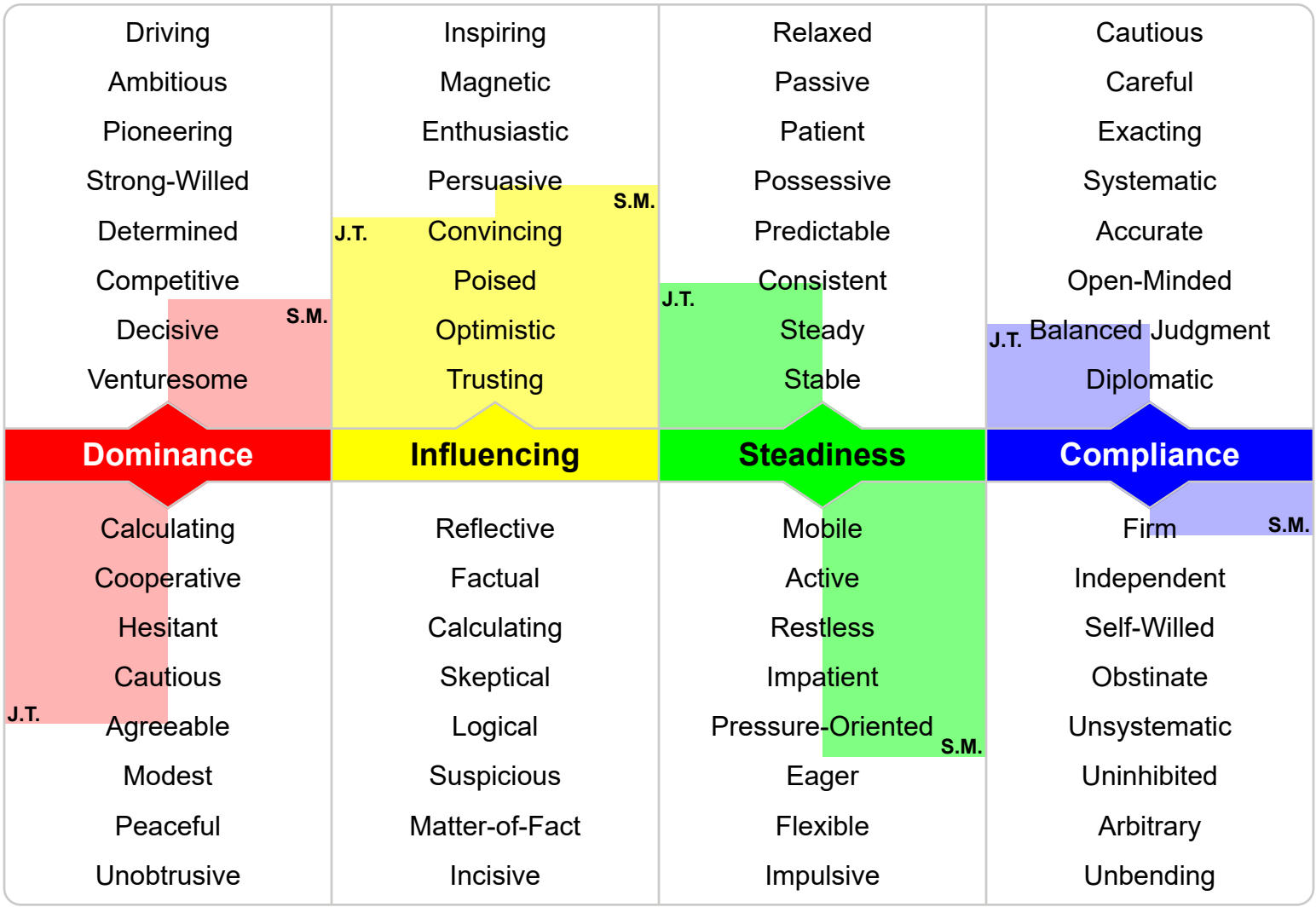
Behavioral Descriptors

Based on Teacher's and Student's responses, the report has marked those words that describe each of their personal behavior styles. These words describe how each person solves problems and meets challenges, influences people, responds to the pace of the environment and how they respond to rules and procedures set by others.



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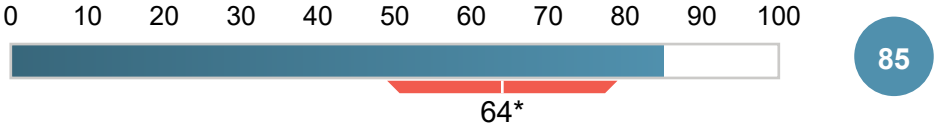
Primary Behavioral Cluster

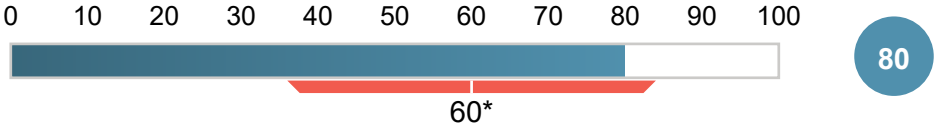
The Behavioral Cluster displays a ranking of each individual's four primary factors. These factors are the top four out of a total of 12 commonly encountered workplace behaviors. It will help you understand how each of you will be most effective.

Sample Teacher:

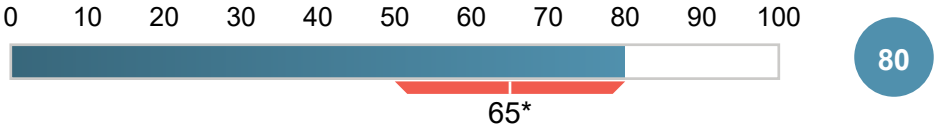
1. Customer-Oriented - Identify and fulfill customer expectations.



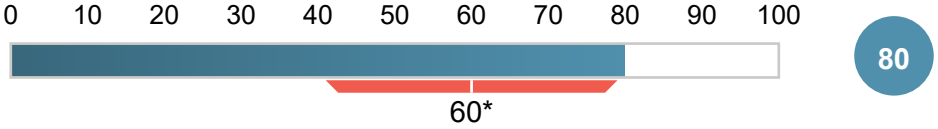
2. Interaction - Frequently engage and communicate with others.



3. People-Oriented - Build rapport with a wide range of individuals.

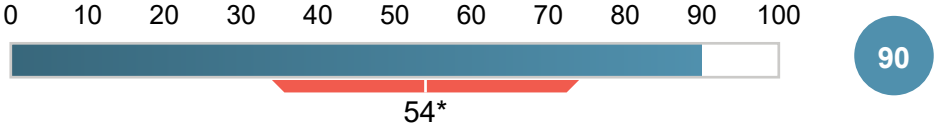


4. Following Policy - Adhere to rules, regulations, or existing methods.

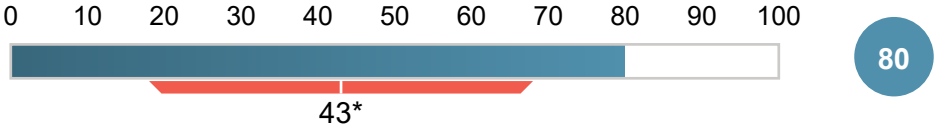


Student Example:

1. Versatile - Adapt to various situations with ease.



2. Urgency - Take immediate action.



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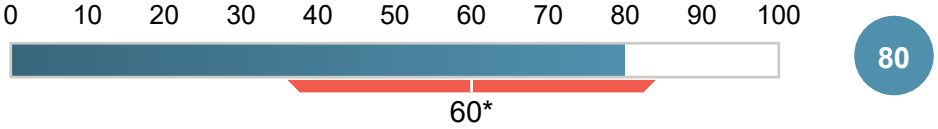
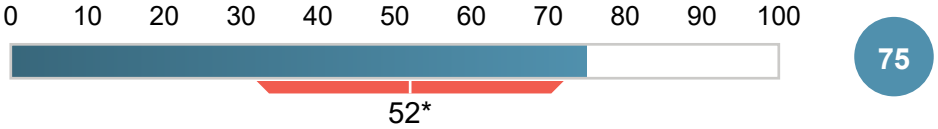


4. Frequent Change - Rapidly shift between tasks.



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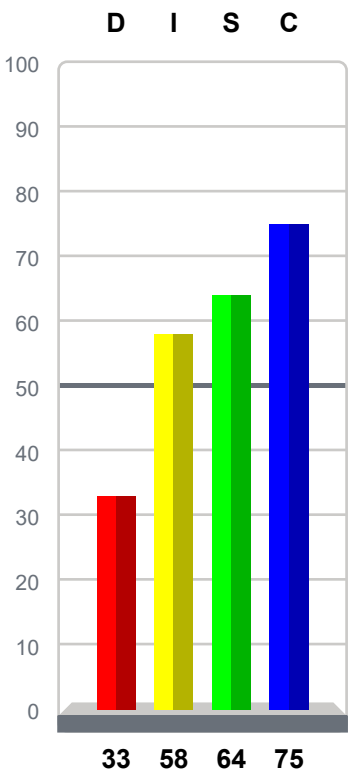
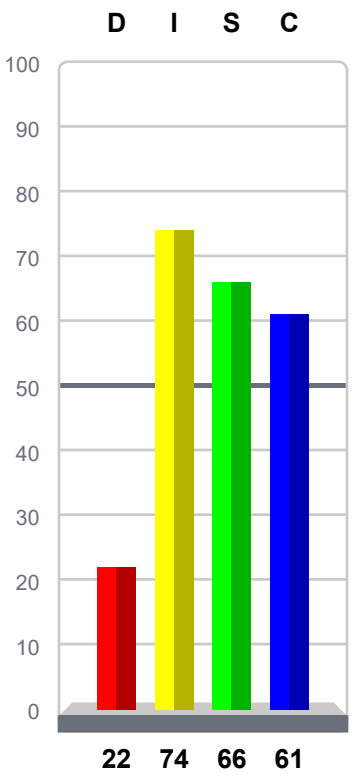
Behaviors Graphs

Sample Teacher:

Adapted Style

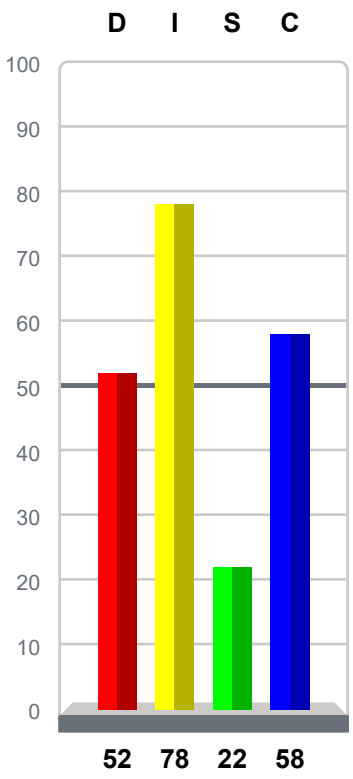


Natural Style

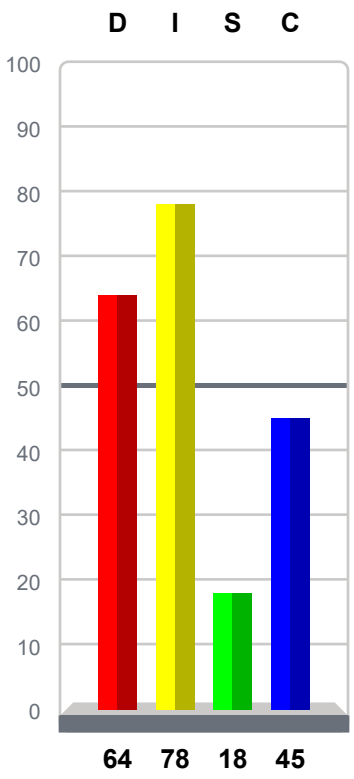


Student Example:

Adapted Style



Natural Style



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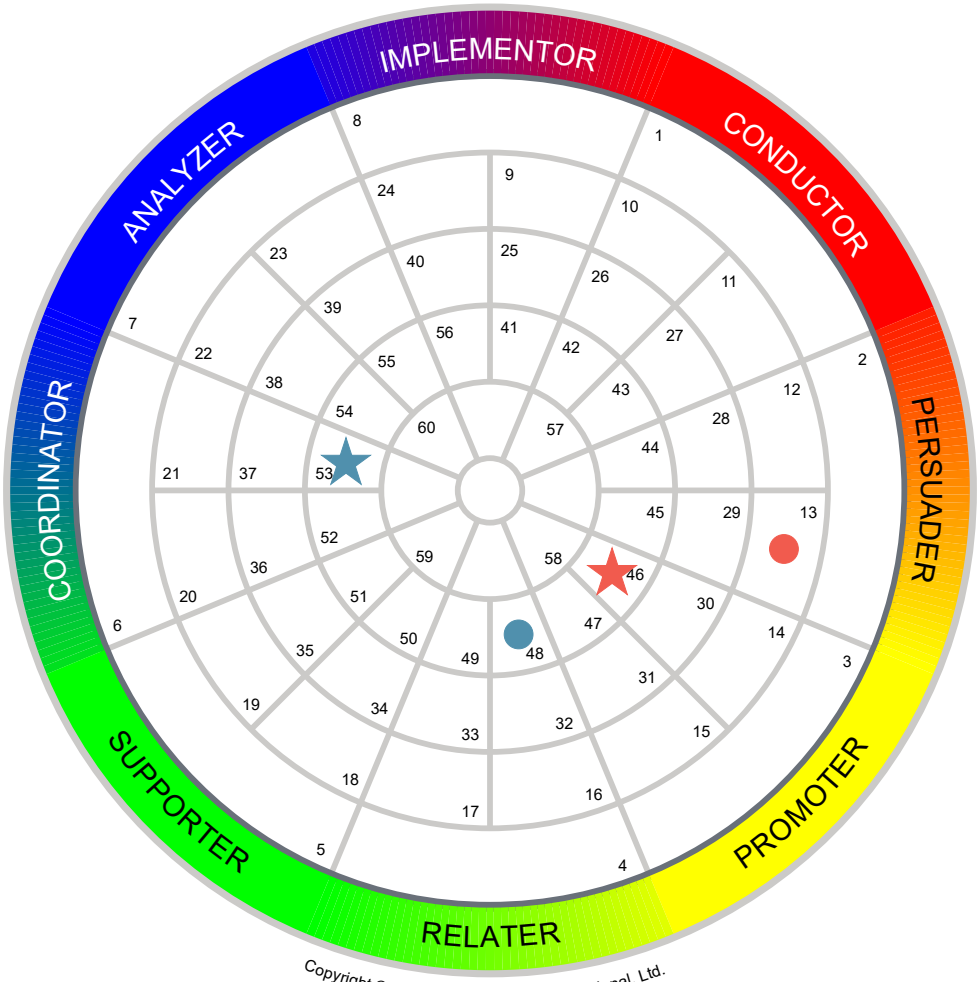
The Success Insights® Wheel

- Sample Teacher
- Student Example



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★ Adapted ● Natural