

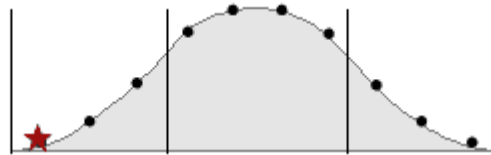
Date: Jun 29, 2006

Name: Jay Demo
ID: 137911

Teacher Summary

General Reasoning (Cognitive)

Slower Processing
Accepts Simple & Repetitive Work



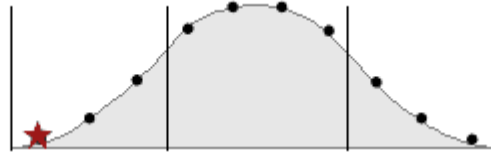
Faster Processing
Needs Intellectual Challenge

- Jay typically requires more time to learn new information
- Once trained, Jay may be better suited for teaching and instructional roles where the curriculum is somewhat stable versus highly complex curriculum that is changed and updated on a regular basis
- Important to allow Jay time to learn the curriculum and ideal when Jay has had some hands on experience in the subject matter

Question: Describe a time when you had to prepare to teach something and it was a new subject matter for you. How did you go about preparing yourself for the class?

Conscientious (Organization)

Carefree
Impulsive



Detail Oriented
Dependable



- Jay tends to prefer a curriculum that allows for some reactive and interactive nature in the classroom versus those that are highly detailed and planned in advance
- Important that Jay has time to learn the curriculum very well in order to allow the more reactive and free form approach to teaching the content
- There may be a set curriculum that has to be covered, but Jay prefers to have a reactive nature to the learning of that curriculum
- Important for Jay to have a system for tracking the details of student assignments, scoring and feedback to ensure comprehension
- Jay may occasionally lose track of details that are important to success in the classroom

Question: Describe a time when you failed to meet a deadline because of a lack of planning. What did you do?

Tough Minded

Cooperative
Agreeable



Direct
Determined



- Jay is usually comfortable keeping control over the classroom as well as dealing with difficult students

- Tends to be tough minded and skeptical which can be valuable when dealing with difficult situations and making sure that students are following through with assignments
- Better suited for situations that call for a very direct approach to the student versus those that call for a warm and gentle approach

Question: Tell me about an instance where you persuaded another person to do something other than what that person originally wanted to do.

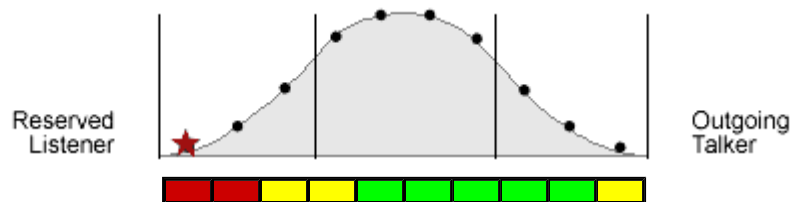
Conventional (Rules)



- Jay prefers a classroom environment that allows for structure and the use of tried and true teaching methods
- Tends to be consistent and follow a curriculum closely which works well for established subject matter and curriculums
- May have difficulty working in teaching or instructional environments which expect an innovative and unique approach versus a reliance on consistent teaching methodology

Question: Describe a time when you had to implement several major changes quickly within your classroom. How did you do it?

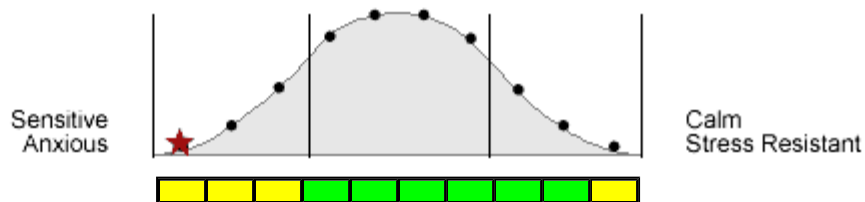
Extroversion



- Jay tends to be reserved and quiet which may have students perceive that Jay is unenthusiastic and monotone when it comes to teaching the subject matter
- It is critical that Jay realize that sometimes students need the teacher to set the tone for enthusiasm toward the subject matter and motivate learning
- Subject matter that is more technical and conservative in nature may be better suited to Jay's style

Question: Tell me about a time when you had to present something and you knew you had to be very upbeat and excited in order to get others to be interested in what you were saying. How did it turn out?

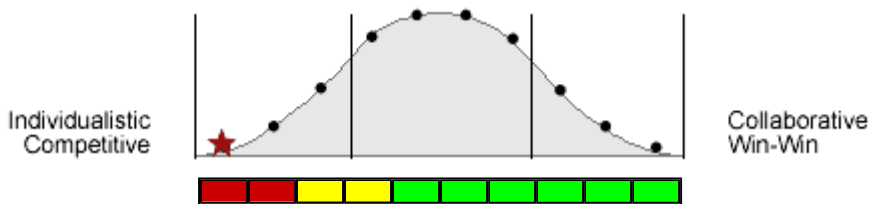
Stable



- Will typically be very sensitive to the needs of students and others involved in the teaching environment
- When under pressure, Jay may have an exaggerated sense of urgency, thus becoming stressed more quickly than others
- Jay's faster learning speed and sensitivity can allow for very creative and innovative teaching methods

Question: Tell me about a risk you took to achieve an important objective.

Team



- Jay is typically self-motivated and very competitive and likes to drive students to succeed
- Jay may not work well in a collaborate team teaching environment
- There may be times when Jay overlooks the needs of students who prefer team rewards and respond better to collaborative classroom learning versus individual test scores and accomplishments

Question: Tell me about a situation in which you would have succeeded only as part of a team effort as opposed to an individual effort.

Good Impression
(Social Desirability)



- Jay's responses have been frank and open

*The participant has scored in the "red zone" in 2 areas.

Overall
57% *

Note: This report represents only a small part of the factors that can be helpful in determining job performance. It is not designed to specifically recommend or not recommend any individual for employment and the ultimate employment decision rests with the Employer.

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Name: Jay Demo
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Teacher Interview Questions

General Reasoning (Cognitive)

Question: Tell me about a time when you were expected to solve particular problems in your job even though you had not been properly trained. How did you deal with it?

Question: Give me an example of when you have been able to think quickly to solve a problem in your job.

Question: Tell me about a time when you were frustrated because you didn't think you were given enough time to learn your job. What was the situation and what did you do?

Conscientious (Organization)

Question: Tell me how you keep track of the details of a project or task.

Question: Give me an example of how you have followed up with someone who asked for additional details on a project or task. How did you handle the follow up?

Question: Describe a time when you lost track of some details for a project and it caused a problem. What did you do?

Tough Minded (Assertiveness)

Question: Tell me about a time when you disagreed with a supervisor about how a customer situation should be handled. What did you do?

Question: Tell me about a time when you became impatient with a coworker or supervisor because they were being unreasonable. What happened?

Question: Give me an example of a time when you had to make an important decision on something even though it wasn't your responsibility. What was the situation and how did it work out?

Conventional (Rules)

Question: Describe a time when you had to begin working and you had not really been trained yet and didn't know what you were supposed to do. What was it like?

Question: How have you handled a situation where there was no procedure in place?

Question: Tell me about a time a good customer wanted something that was not consistent with policy. What did you do?

Extroversion

Question: Give me an example of a time that someone praised you for your ability to listen to them. What was the situation?

Question: Tell me how you handle coworkers who like to chat with you even though you need to move on to the next task.

Question: Tell me about a time at work when you needed to take a break and get away from people for a while. What was it like?

Stable

Question: Give me an example of how you have dealt with a lot of stress in your job every day. What did you do?

Question: Tell me about a time when a customer or coworker was very upset and was being unreasonable. What did you do?

Question: Describe a time when you worked in an environment that you thought was motivating but not too stressful. What was your day like and what made it motivating?

Team

Question: Tell me about a time when you did something extraordinary in your job but were not given credit for it. What did you do?

Question: Give me an example of a time when a coworker needed your help with a project or task. What was the situation and how did you handle it.

Question: Give me an example of a time when you were praised for your performance in front of the team. How did your coworkers respond?

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