

Date: Jul 13, 2008



Name: Tom Tester  
ID: 295689



## Teacher Summary

### General Reasoning (Cognitive)

Slower Processing  
Accepts Simple & Repetitive Work



Faster Processing  
Needs Intellectual Challenge

- Tom typically learns new information very quickly and is able to think of advanced curriculum
- Generally able to think strategically and see the bigger picture to the point that Tom may not realize that some students can't follow along and learn in the same manner and rate of speed as Tom assumes they can
- It may be difficult for Tom to break down the content of the course into small pieces so that others can actually understand and learn effectively
- Tom may be better suited for advanced courses where the student body also learns quickly

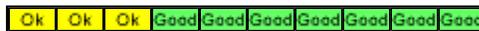
**Question:** Tell me about a time when you had to teach someone who was slower to learn. What was the subject and how did you do it?

### Conscientious (Organization)

Carefree  
Impulsive



Detail Oriented  
Dependable



- Tom 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
- There may be a set curriculum that has to be covered, but Tom prefers to have a reactive nature to the learning of that curriculum
- Important for Tom to have a system for tracking the details of student assignments, scoring and feedback to ensure comprehension

**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



- Tom 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.

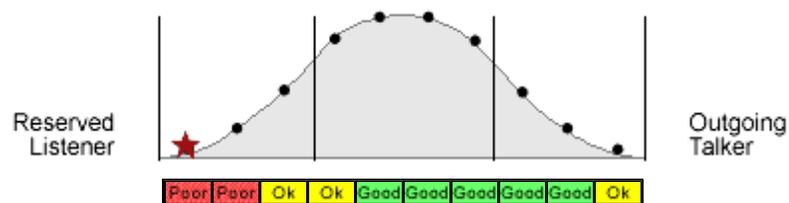
## Conventional (Rules)



- Tom 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 but at the same time likes the mental challenge of creating new components of a curriculum
- May have some difficulty working in teaching or instructional environments which expect a continual 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



- Tom tends to be reserved and quiet which may have students perceive that Tom is unenthusiastic and monotone when it comes to teaching the subject matter
- It is critical that Tom 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 highly complex with a more sophisticated audience may be better suited to Tom'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



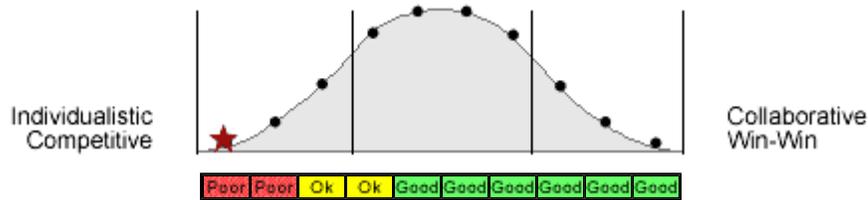
- Will typically be very sensitive to the needs of students and others involved in the teaching

environment

- When under pressure, Tom may have an exaggerated sense of urgency, thus becoming stressed more quickly than others
- Tom'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.

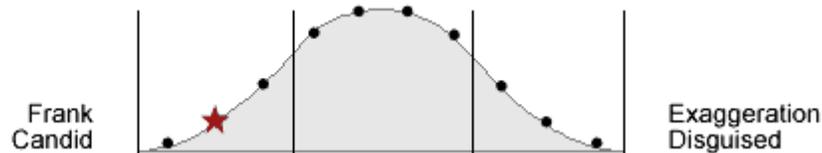
## Team



- Tom is typically self-motivated and very competitive and likes to drive students to succeed
- Tom may not work well in a collaborate team teaching environment
- There may be times when Tom 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)



- Tom'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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## Teacher Interview Questions

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### General Reasoning (Cognitive)

**Question:** Tell me about a time when you were very motivated to do your job every day. What were you doing and what types of problems did you deal with?

**Question:** Tell me about a time when a coworker kept asking you the same question over and over again. What did you do?

**Question:** Give me an example of a job where you were given many simple or routine tasks to perform daily. How did you handle that?

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### 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?

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### 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?

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### 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?

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**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?

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**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?

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**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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