

REBOUND TIME

The amount of time we require to recover from a crisis or setback. This is similar to the property of a coiled spring to bounce back to its original shape after being pressed.

Ideal YES Teachers tend to recover quickly from disappointment or situations of intense stress encountered during a teaching day and are able to resume normal activity or move into problem solving without missing a beat.

ENERGY MODE

The degree to which we prefer staying active and on the move versus stationary at work.

Ideal YES Teachers tend to stay “on the move.” They are comfortable standing up, walking around and/or being physically active for extended periods of time. They transmit this energy to students and colleagues alike. In class, they are dynamic instructors, never sitting at their desk, constantly motivating students and checking on their work.

TAKING CHARGE

The extent to which we want to take responsibility for directing, controlling, coaching, delegating, and otherwise orchestrating the tasks of others.

Ideal YES Teachers enjoy the responsibility of leading others and actively seek opportunities to give directions to others.

AGREEMENT

How we react in the presence of conflict, whether we are in conflict with someone else, or whether we are a third party or bystander. Conflict exists when two or more parties lay claim to the same outcome or differ over the best strategy to use in pursuing a common goal. Either case represents the clash of two different sets of agendas. The key is in the stance we take toward the other’s needs—yield vs. confront.

Ideal YES Teachers may show great interest in the other’s needs and may be excellent listeners, but, at the end of the day, will likely only agree to the other’s needs if it is conducive to success (teacher’s, student’s, team’s, or school’s success). They enjoy being persuasive in a sensitive and considerate, even though unyielding manner. Also, they are more likely to deal with conflict rather than avoid it.

PERFECTIONISM

The degree to which we strive for perfection, reflective of the tug between production and quality requirements.

Ideal YES Teachers throw in extra time, resources, and effort in order to produce a highly refined and polished product. They epitomize the continual improvement philosophy, always looking for ways to set a higher standard.

RESERVE

Reserve is essentially a one-person opinion poll. The degree to which we share our opinions with others.

Ideal YES Teachers tend to provide opinion outputs on a regular basis, whether asked for or not. You do not have to read their minds to find out what they think or how they feel about certain issues.

DRIVE

How pushed we feel to continually set and achieve goals. Drive is not so much about our commitment to goals, but rather about whether we have goals and/or crave achievement.

Ideal YES Teachers typically have clear goals that are associated in some sense with becoming “number one” in a given context: becoming School Leader, obtaining “exemplary” rating in TAKS, promoting high student achievement, establishing a new record, winning an award, or the like.

