

Developing Self-Awareness and  
Confidence – Encouraging  
Enterprising Attitudes

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Welcome you to your **Me**-Teacher Personal Development Profile. Enjoy the experience of discovering more about yourself.

Your **Me**-Teacher profile is unique to you and has been created from the answers you gave to the questionnaire. Is your profile 100% true? Your profile is not meant to be a complete picture of you. For example it does not take into account your emotional awareness, qualifications, skills and experience. It simply gives you feedback about how you tend to behave and what interests and motivates you.

Your **Me**-Teacher profile is especially designed to help you:

- ◆ Discover more about yourself and your unique teaching style
- ◆ Think about your motivational wants and needs

Knowing who you are and what you want will give you more confidence in yourself. Understanding your motivational wants and needs and structuring your working environment to ensure that you are more often involved in the duties/activities that you enjoy will enhance your feelings of achievement and satisfaction.

Remember, as you read your **Me**-Teacher profile; know that there is no **right** or **wrong**, **good** or **bad** profile, just different and unique profiles.

**Enjoy the experience!**

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Did you know that being aware of what makes you tick can help you understand why you get on better with some students more than others and why you are motivated to do some tasks and not others? Knowing your own unique teaching style and recognising that many of the students you teach have learning styles that are very different to your teaching style, and that the differences are not good or bad, just different, will help you build relationships and individually encourage the students that you teach. Your **About Me** section of your **Me**-Teacher profile is designed to give you personal insights helping you understand yourself better and discover more about your unique teaching style.

Choose two **About Me** statements and consider how these characteristics may be hindering and/or helping you during your regular teaching activities.

- ◆ TEXT ABOUT THE INDIVIDUAL WILL BE CREATED FROM THE ANSWERS THEY GIVE TO THE ON-LINE QUESTIONNAIRES AND INSERTED ON THIS PAGE

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The things that you want **motivate** you. Knowing what you want out of your working life will help give you the determination, focus and belief to achieve the things that you want, and develop a direction in your life.

Put a **v** next to the statements that are current wants for you and discuss with your line manager how you can adapt your current way of working in order to meet your motivational wants and needs more often.

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Did you know that sharing the information on this page with your line manager, colleagues and family can help them better understand you and relate with you. Your, **How I See Myself** section of your Me-Teacher profile has highlighted a selection of describing words that indicate:

- ◆ How you prefer to solve **Problems**
- ◆ How you prefer to interact with other **People**
- ◆ How you prefer to deal with the **Pace** of your surroundings
- ◆ How you prefer to react to **Policies and Procedures** set by other people

CONFRONTING	TALKATIVE	RELAXED	OBEDIENT
Aggressive Demanding Dominant Competitive Hard Driving Assertive Forceful Direct Determined Decisive	Charismatic Optimistic Persuasive Convincing Enthusiastic Charming Trusting Friendly Warm Open	Predictable Patient Habitual Methodical Steady Composed Deliberate Un-hurried Calm Stable	Compliant Cautious Careful Exact Detail Orientated Orderly Defined Conventional Correct Conservative
Cooperative Accommodating Humble Mild Gentle Modest Unassuming Hesitant Undemanding Submissive	Factual Calculating Rational Objective Detached Reserved Analytical Questioning Private Recluse	Busy Fast Lively Hurried Quick Active Mobile Energetic Spontaneous Impatient	Independent Self-ruling Un-restrained Unafraid Free Spirited Stubborn Daring Original Inventive Brave
AGREEABLE	REFLECTIVE	RESTLESS	REBEL

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Do you know how you like others to communicate with you? You're **My Likes-Communication** section of your **Me-Teacher** profile describes the things you prefer others to say and/or do when communicating with you.

Think about the relationships you have with your students/colleagues/family and consider who you wish to share the below insights with and how you can use the insights to further enhance your relationships with these people.

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Knowing how you don't like others to communicate with you is important to! You're **My Dislikes-Communication** section of your **Me-Teacher** profile describes the things you would like others not to say and/or do when communicating with you.

Think about the relationships you have with your students/colleagues/family and consider who you wish to share the below insights with and how you can encourage those people who communicate with you in a way that causes you frustration to adapt their approach, thereby improving your interactions with them.

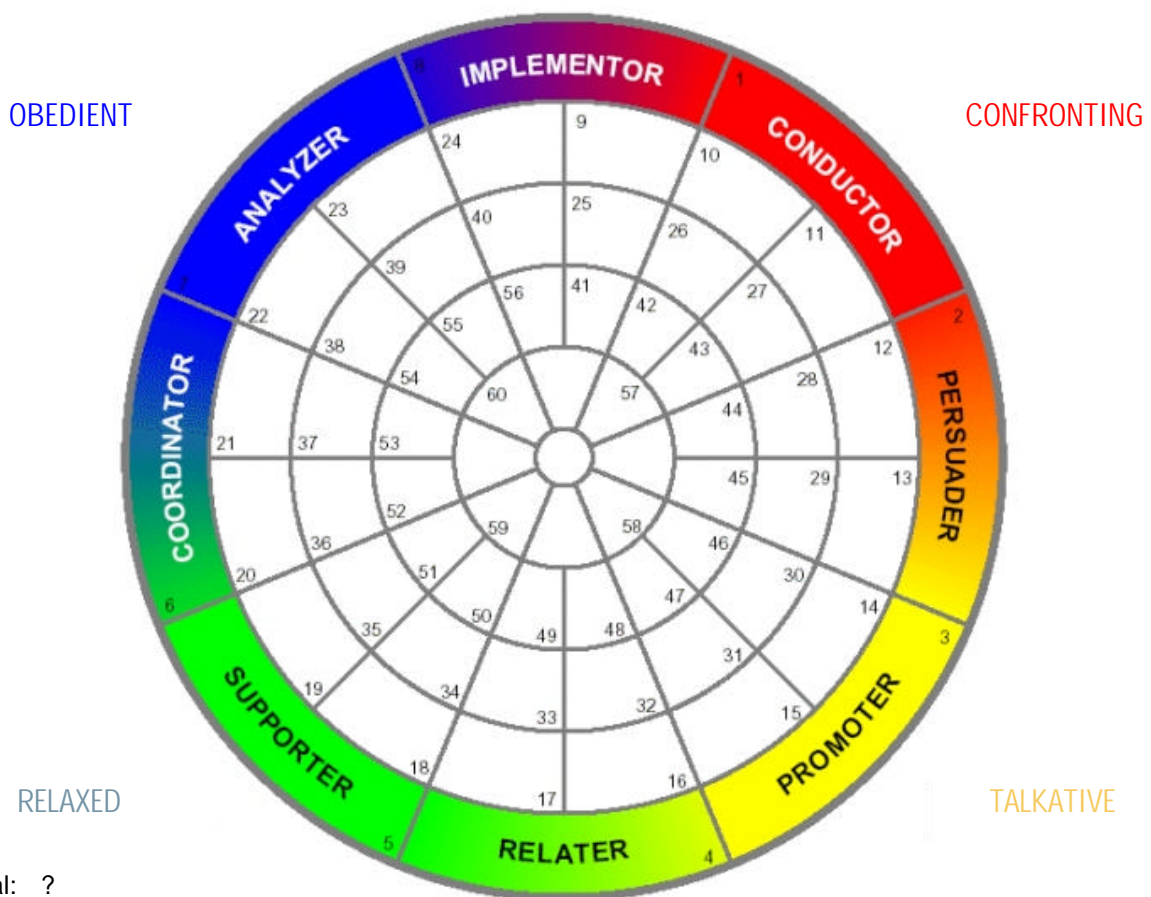
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Your Natural behaviour is known as the **real you**. The **real you** is shown on your Success Insights Wheel® as a circular dot ?. Your Natural behaviour usually remains very similar throughout your life, changing (often only briefly) by emotional/stressful situations such as the loss of a loved one, or an un-settling situation, such as moving home.

Your Adapted behaviour is known as your **mask** and is shown on your Success Insights Wheel® as a star ?. You may choose to wear different masks for different occasions, like, when you're at home relaxing with your family or when you're out at a party enjoying yourself with friends. The adapted behaviour shown on your Success Insights Wheel® by the ? is likely to represent the **mask** you wear at school.

Did you know that the further away your star is from your dot on the Success Insights Wheel® the more you are masking/adapting/stretching your natural behaviour? Like an elastic band that is stretched out, people can stretch their behaviour to mask/change their natural style. Maintaining this stretch over a long period of time will cause a certain amount of tension in the elastic band, and similarly in people.

Are you stretching your natural behaviour to meet the demands of your working environment? What if any effect is that having on your energy levels? How can you adapt your working environment to suit your natural way of doing things?



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Do you know what your ideal teaching environment is? Does your work environment suit your teaching style? People feel energised when their working environment closely matches their natural way of doing things.

Think about the insights below and consider how you can adapt your way of working to ensure that you are more often involved in the duties/activities that you enjoy?

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How important do you think it is to know what motivates you to do some things and not others? Your own Interests, Attitudes and Values influence much of what you do and how you think and feel. This section of your **M**e-Teacher profile will help you understand what Interests you, your attitude towards things and what you value.

Are you getting value satisfaction on the job? Consider how you can adapt your way of working to ensure that you are fulfilling your Personal Interests, Attitudes and Values during your working day?

Interest/Attitude/Value	A <u>strong tendency</u> in this area suggests you prefer:	A <u>reduced tendency</u> in this area suggests you prefer:
Understanding	Discovering information and gaining knowledge in many different subject areas - <b>Generalistic</b>	Discovering information and gaining knowledge in a specific subject area – <b>Specialised</b>
Using	The practicality and usefulness of things and receiving a return from an investment of resources such as money, time and energy – <b>Gain</b>	How one feels about things more than in the practical application of them, and in the appearance of things more than in the function of them – <b>Interaction</b>
Sensing	Creative and artistic expression, the beauty of things and being in harmony with surroundings - <b>Expression</b>	The efficiency and practicality of things and surroundings - <b>Reasoning</b>
Helping	Investing self in others and helping less fortunate people - <b>Selfless</b>	Engaging in activities that help oneself – <b>Self-serving</b>
Controlling	Personal advancement and achieving positions of power and status – <b>Leading</b>	Teamwork, fairness and equality – <b>Following</b>
Upholding	Following defined beliefs in an ordered and systematic way - <b>Structured</b>	Freedom of expression and exploring the unusual - <b>unstructured</b>

Remember, there is no **good** or **bad, right** or **wrong** interest/attitude/value and a reduced tendency is not better than a strong one – simply different.

Many people spend years studying subjects at school/college/university and later enter into a related career only to discover that they are not enjoying their working lives because the work they are doing is not fulfilling their own Personal Interests Attitudes and Values. The below Motivational Insights chart has been created from the answers you gave to the questionnaire and clearly highlights activities which you are likely to enjoy and are in tune with your own Interests Attitudes and Values.

You and your line manager can use these insights as a valuable additional source of information helping you agree and implement your Continuing Professional Development plan.

Understanding	Using	Sensing	Helping	Controlling	Upholding
<b>Inventing</b> <b>Researching</b> <b>Technical issues</b> <b>Reading widely</b> <b>Discovering information and gaining knowledge</b>	Investing for gain Achieving economic freedom Building personal wealth The usefulness of things	Painting and artistic expression Enjoying nature Interested in environmental issues Playing a musical instrument Writing	<b>Helping others less fortunate</b> <b>Supporting good causes</b> <b>Charitable issues</b> <b>Involvement in caring professions</b>	Gaining positions of power and status Advancing personal position Being in charge Competing to win Being an individual	Sticking with existing approaches and traditions Formality Structure and order
Knowledge about a specific subject Practical activities Experiential approaches	<b>The appearance of things over their practical use</b> <b>Equality</b>	<b>Feeling in harmony with surroundings</b> <b>Engaging in practical activities</b> Interested in efficiency and functionality of things and surroundings	Independent roles Self-serving activities	<b>Team activities</b> <b>Sharing responsibility</b>	Informality Flexibility Trying new approaches Independent activities outside of existing structure
Understanding	Using	Sensing	Helping	Controlling	Upholding

“People who feel good about themselves produce good results”