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Accountability Group Document

Read Chapter 1 of The Success Principals by Jack Canfield for reference.

1. How am I using my character strengths? Give three examples.
2. How am I getting my needs met at work? Give three examples.
3. Share one work related challenge that you are dealing with and share your distress around this challenge. Use your PCM profile card to reflect on your behaviors

Now listen and receive feedback from your group

- Accountability partners will give you 2 examples of how they see you using your character strengths.
- Accountability partners will give you 2 examples of how they see you when you are in distress.

I am open to using my character strengths in new ways to get my needs met. Give two examples.

What new resources I am going to access to get my needs met?

What am I going to do to get my psychological needs met?

Every Day:

Every Week:

Blueprint

COMMUNICATION CHANNEL: Currently student prefers to communicate in the following channel(s):

Ask _____ Care _____ Play _____ Tell _____

ENVIRONMENTAL PREFERENCE: A person's preferred way to be in a space, so as to stay connected and motivated to a task.

Alone _____ Small Group _____ Large Group _____ One on One _____

INTERACTION STYLE: The management process that individuals prefer to be engaged with in any type of setting.

Benevolent _____ Laissez-faire _____ Democratic _____ Autocratic _____

CURRENCY: The specific language indicators and words that a person uses and prefers to be used with them.

Logic ___ Values ___ Humor ___ Imagination ___ Compassion ___ Charm _____

Teacher Observation Form

Interactive Styles Utilized

Autocratic ____ Laissez Faire ____ Benevolent ____ Democratic ____

Environmental Domains Utilized

Alone ____ One on One ____ Small Group ____ Large Group ____

Communication Styles Incorporated

Ask ____ Care ____ Play ____ Tell ____

Currency Values

Imagination ____ Charm ____ Compassion ____ Humor ____

O.R.P

Open ____ Resourceful ____ Persistent ____

Compassionate Confrontation

I Feel...When you...Because...Next Time...

Administrator Performance Review

Areas of Strength:

Areas of Improvement:

HOS Want:

Open:

Resourceful:

Persistent:

Character Strengths Performance Levels
3 = Strength 2 = Accessible 1 = Emerging

Responsible

Compassionate

Adaptable

Logical

Sensitive

Persuasive

Organized

Warm

Charming

Dedicated

Imaginative

Creative

Observant

Calm

Playful

Conscientious

Reflective

Spontaneous

My Future Thoughts:

Feedback from Employee:

Employee Performance Review

	<u>Significant Strength</u>	<u>Proficient</u>	<u>Minimal Effort</u>	<u>Inadequate</u>
PCM	<ul style="list-style-type: none"> * Eager to learn about PCM: goes above and beyond what is required, asks questions, contributes ideas * Demonstrates excellent PCM communication skills * Solves problems independently using PCM, self efficacy and compassionate confrontation in a timely manner * Identifies personality and uses channels with parents, students and coworkers with ease * Moves up and down their 'condo' with little effort * Teaches others how to successful communicate with other personalities in distress * Easily manages getting their needs met and is selfful - while balancing their work load *Able to help others out of distress * PCM is clear in the classroom: visual and auditory and environmental preferences *Easily functions in all 4 environments, uses all 6 currencies, uses all 4 channels and all 4 interaction styles 	<ul style="list-style-type: none"> *Attends PCM seminars and participates *Works at practicing PCM communication skills * Solves problems using PCM, self efficacy and compassionate confrontation quickly and efficiently * Attempts to identify personalities and use channels with parents students and coworkers * Knows when they are in distress and when others are in distress * Is able to pull themselves out of distress *PCM usage is in the classroom * Is selfful while managing work *Can function in all 4 environments attempts at using all 6 currencies all 4 channels and all 4 interaction styles 	<ul style="list-style-type: none"> * Attends PCM seminars but comes ill prepared or reluctant to participate * Uses PCM communication skills when asked * Requires assistance to use PCM, self efficacy and compassionate confrontation and does not use these tools in a timely manner * Has difficulty identifying personalities clues and applying channels *Does not realize when they, themselves, or others are in distress *There is little usage of PCM in the classroom *Has difficulty finding the balance of managing work and being selfful * Has difficulty functioning in all 4 environments, has difficulty using 6 currencies, 4 channels and 4 interaction styles 	<ul style="list-style-type: none"> * Does not participate in PCM *Does not retain information relating to personality types or channels * Does not attempt to use PCM, self efficacy and compassionate confrontation in a timely manner *Is in distress often and invites other to join them * Does not attempt to be selfful *PCM is not in the classroom *Does not function in all 4 environments successfully nor uses the 6 currencies, 4 channels and 4 interaction styles * Brings others down * Does not use PCM as a tool to communicate

Significant Strength

- Eager to learn about PCM: goes above and beyond what is required, asks questions, contributes ideas
- Demonstrates excellent PCM communication skills
- Solves problems independently using PCM, self efficacy and compassionate confrontation in a timely manner
- Identifies personality and uses channels with parents, students and coworkers with ease
- Moves up and down their 'condo' with little effort
- Teaches others how to successfully communicate with other personalities in distress
- Easily manages getting their needs met and is self-full while balancing their work load
- Able to help others out of distress
- PCM is clear in the classroom: visual and auditory and environmental preferences
- Easily functions in all 4 environments, uses all 6 currencies, uses all 4 channels and all 4 interaction styles

Proficient

- Attends PCM seminars and participates
- Works at practicing PCM communication skills
- Solves problems using PCM, self efficacy and compassionate confrontation quickly and efficiently
- Attempts to identify personalities and use channels with parents students and coworkers
- Knows when they are in distress and when others are in distress
- Is able to pull themselves out of distress
- PCM usage is in the classroom
- Is self-full while managing work
- Can function in all 4 environments attempts at using all 6 currencies all 4 channels and all 4 interaction styles

Minimal Effort

- Attends PCM seminars but comes ill prepared or reluctant to participate
- Uses PCM communication skills when asked
- Requires assistance to use PCM, self efficacy and compassionate confrontation and does not use these tools in a timely manner
- Has difficulty identifying personalities clues and applying channels
- Does not realize when they, themselves, or others are in distress
- There is little usage of PCM in the classroom
- Has difficulty finding the balance of managing work and being self-full
- Has difficulty functioning in all 4 environments, has difficulty using 6 currencies, 4 channels and 4 interaction styles

Inadequate

- Does not participate in PCM
- Does not retain information relating to personality types or channels
- Does not attempt to use PCM, self efficacy and compassionate confrontation in a timely manner
- Is in distress often and invites other to join them
- Does not attempt to be self-full
- PCM is not in the classroom
- Does not function in all 4 environments successfully nor uses the 6 currencies, 4 channels and 4 interaction styles
- Brings others down
- Does not use PCM as a tool to communicate

End of Year Review

The End of the Year review is a reflection of the employee's ability to be Open, Resourceful and Persistent throughout the course of an academic school year in their job responsibilities.

OPEN:

RESOURCEFUL:

PERSISTENT:

Character Strength - as they are displayed in the employee's work environment
Performance Level 3 = Strength 2 = Accessible 1 = Emerging

Responsible Compassionate Adaptable

Logical

Sensitive

Persuasive

Organized

Warm

Charming

Spontaneous

Dedicated

Imaginative

Creative

Observant

Calm

Playful

Conscientious

Reflective

End of Year Review

	Strength 4	Proficient 3	Minimal Effort 2	Inadequate 1
1. PERSISTENT	_____	_____	_____	_____
2. OPEN	_____	_____	_____	_____
3. RESOURCEFUL	_____	_____	_____	_____
4. Implementation of Sustainability	_____	_____	_____	_____
5. PCM	_____	_____	_____	_____
6. Implementation of Passion Based Learning	_____	_____	_____	_____
7. Academics	_____	_____	_____	_____

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Free to Be Yourself: Connecting with an Imaginer in Early Childhood
By: Randi Kearney

Hugs, Love, and Teddy Bears: Connecting with a Harmonizer
By: Jenny Briesch-Miller

Secrets, Gambling, Bragging and Incidence: Motivating A Promoter
By: Giuliana Caredda

Mr. Opinions: Connecting with a Persister
By: Tressa Wyner

Let's Think About It
By: Katelyn Patterson

Teaching a Rebel to Read
By: Katelyn Patterson