

Self-Assessment Paper

Topic: Describe your personality at work, using either the Meyers-Briggs typology, or other widely recognized personality characteristics. Give specific suggestions for pitfalls to be aware of and adaptations you may have to make, in order to improve your effectiveness.

Understanding who I am is critical in order to improve myself and to be successful in the workplace. In this paper, I will analyze my personality at work based on my managerial experience and the result of the Meyers-Briggs typology. From the assessment of my personality at work, I will reflect upon possible solutions for my weaknesses in order to improve my effectiveness in the workplace.

For three years, I was an academic supervisor at Young-do English Institution, which helps K-12 students learn the language from English-native instructors in South Korea. I was in charge of training and managing foreign teachers and counseling students and parents. Since most of my duties were related to dealing with different individuals and groups of people, I could discover my strong and weak points while interacting with people at my job.

According to Meyers-Briggs typology, my personality type is SP, so one of my strong points is negotiating. Fortunately, major responsibilities of my job included negotiating and communicating among different parties. For instance, when Korean executives released new policies, I had to convey the announcement to our faculty members and had to persuade why teachers should follow this direction. Since the culture and the way of thinking are different from

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William Tenney Brewster



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CliffsNotes FTCE General Knowledge Test with CD-ROM, 2nd Edition Sandra Luna McCune, Jeffrey S Kaplan, 2012-01-30
Your complete guide to a higher score on the FTCE General Knowledge Test About the Book Introduction Reviews of the FTCE General Knowledge test format and scoring Proven strategies for answering multiple choice questions Hints for tackling the essay questions FAQs Part I Review of Exam Areas Covers all subject areas you ll be tested on Essay writing English language skills Mathematics Reading Includes sample questions and answers for each subject Part II Practice Tests 2 full length practice tests with answers and complete explanations Proven test taking strategies Focused reviews of all exam topics 2 full length practice tests CD includes the book s 2 tests and subject reviews 1 bonus test **Writing Assessment and Instruction for Students with Learning Disabilities** Nancy Mather, Barbara J. Wendling, Rhia Roberts, 2009-10-12 A hands on guide for anyone who teaches writing to students with learning disabilities This valuable resource helps teachers who want to sharpen their skills in analyzing and teaching writing to students with learning disabilities The classroom tested research proven strategies offered in this book work with all struggling students who have difficulties with writing even those who have not been classified as learning disabled The book offers a review of basic skills spelling punctuation and capitalization and includes instructional strategies to help children who struggle with these basics The authors provide numerous approaches for enhancing student performance in written expression They explore the most common reasons students are reluctant to write and offer helpful suggestions for motivating them Includes a much needed guide for teaching and assessing writing skills with children with learning disabilities Contains strategies for working with all students that struggle with writing Offers classroom tested strategies helpful information 100 writing samples with guidelines for analysis and handy progress monitoring charts Includes ideas for motivating reluctant writers Mather is an expert in the field of learning disabilities and is the best selling author of *Essentials of Woodcock Johnson III Tests of Achievement Assessment*

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writing skills they need to succeed in college and beyond By providing students with more help in the areas they most need it grammar ESL and high stakes test taking the third edition of Writing First better addresses the realities of the developmental writing course **Cracking the GED Test with 2 Practice Tests, 2015 Edition** Princeton Review,2014-09-09 THE

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Reinders,2023-03-03 This edited book documents practices of learning oriented language assessment through practitioner research and research syntheses Learning oriented language assessment refers to language assessment strategies that capitalise on learner differences and their relationships with the learning environments In other words learners are placed at the centre of the assessment process and its outcomes The book features 17 chapters on learning oriented language assessment practices in China Brazil Turkey Norway UK Canada Japan Saudi Arabia and Spain Chapters include teachers reflections and practical suggestions This book will appeal to researchers teacher educators and language teachers who are interested in advancing research and practice of learning oriented language assessment **Train the Trainer** Eleanor

O'Carroll,2012-03-30 Essential guide for those who wish to unlock their potential as a professional trainer Learn how to develop your confidence conquer your fear of public speaking and refine your skills Train the Trainer gives guidance on each stage of the Training Cycle i e identifying training needs designing training delivering training and evaluating training presents good training practice explains the importance and relevance of different kinds of learning including experiential and task based learning encourages reflective practice and continuous professional development describes how to identify training needs devise learning objectives and prepare and plan appropriate training methods to achieve those objectives outlines how to plan prepare and deliver a dynamic and thought provoking presentation using a variety of resources The book contains a completed sample training needs analysis TNA document and provides instruction on how to develop and implement appropriate assessment and evaluation methods The appendices include a quick Inventory of Activities that is useful for Group Training Scenarios and ideas for Activities for Train the Trainer Course Tutors to use on courses Ideal for all those involved in professional training and for students on Train the Trainer courses Specimens of Modern English

Literary Criticism William Tenney Brewster,1907 *New Approaches to Problem-based Learning* Terry Barrett,Sarah Moore,2010-10-04 Problem based learning PBL is a pedagogical approach that has the capacity to create vibrant and active learning environments in higher education However both experienced PBL practitioners and those new to PBL often find themselves looking for guidance on how to engage and energise a PBL curriculum *New Approaches to Problem based Learning Revitalising your Practice in Higher Education* provides that guidance from a range of different complementary perspectives Leading practitioners in the field as well as new voices in PBL teaching and learning have collaborated to produce this text Each chapter provides practical and experienced accounts of issues and ideas for PBL as well as a strong theoretical and evidence base Whether you are an experienced PBL practitioner or new to the processes and principles of PBL this book will help you to find ways of revitalising and enriching your practice and of enhancing the learning experience in a range of higher education contexts **Teaching Unprepared Students** Kathleen F. Gabriel,2023-07-03 As societal expectations about attending college have grown professors report increasing numbers of students who are unprepared for the rigors of postsecondary education not just more students with learning disabilities whose numbers have more than tripled but students with and without special admission status who are academically at risk because of inadequate reading writing and study skills This book provides professors and their graduate teaching assistants those at the front line of interactions with students with techniques and approaches they can use in class to help at risk students raise their skills so that they can successfully complete their studies The author shares proven practices that will not only engage all students in a class but also create the conditions while maintaining high standards and high expectations to enable at risk and under prepared students to develop academically and graduate with good grades The author also explains how to work effectively with academic support units on campus Within the framework of identifying those students who need help establishing a rapport with them adopting inclusive teaching strategies and offering appropriate guidance the book presents the theory teachers will need and effective classroom strategies The author covers teaching philosophy and goals issues of discipline and behavior motivation and making expectations explicit classroom climate and learning styles developing time management and study skills as well as the application of universal design strategies The ideas presented here that the author has successfully employed over many years can be easily integrated into any class Classroom Assessment Steven R. Banks,2012-04-13 Building on the success of the popular first edition the author tackles the latest issues and practices in the field of classroom assessment The No Child Left Behind Act has transformed the role of educational assessment requiring annual assessments as part of a federal system of educational accountability National accreditation organizations such as NCATE have mandated standards based performance and emphasized specific assessment benchmarks in meeting these standards The inclusion movement to accommodate special needs students in the regular education classroom also has impacted classroom assessment practices Teacher assessment classroom environment test anxiety the Race to the Top grants

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