

H A R M O N I O U S (H)

Esteemed by

helping people

Appreciated for

unique contributions

Validated by

personal acceptance

At work they are

catalysts

Their specialty is

relationships

Overall mood

committed

Key characteristic

authenticity

About 12% of the general U.S. population would be categorized as H. An H spends life seeking identity; guilt plays a powerful role in his/her life. Hs are sympathetic, cooperative and interactive. Their emphasis on relationships is demonstrated through their integrity, freeness with compliments, hypersensitivity to conflict and interpersonal skills. At the same time, Hs are rewarded by encouragement and recognition. An H is a mysterious, creative personality involved in an ongoing search for self. Hs are supportive of others and always see possibilities for people; they often serve as the catalyst for action within a group.

HARMONIOUS (H)

Quest: Identity

Style: Catalyst

Achilles Heel: Guilt

12% of General Population

32% of teachers—usually industrial arts

Pathways:

Powerful people motivators

Empathic

Aware of others feelings

Powerful persuaders

Pitfalls:

Carry/rescue everybody

Guilt ridden

Avoid conflict

Grudge carriers

Leadership Styles:

Search for meaning and authenticity

Empathic

See possibilities in institutions and people

Communicate appreciation, enthusiasm, approval

Highly responsive to interpersonal transactions

Keep in close contact with staff

Highly personalized

Give and need strokes freely

Learning Styles:

Need acceptance, caring, support

Enjoy group interaction

Prefer cooperation over competition

Focus more on people than on the abstract

Learn best in face-to-face dialogue

Teaching Styles:

High commitment to students

Can mobilize student's talent

Prefer interactive experiences to lecturing

In touch with climate of classroom, create harmony

Relate individually to each student

Accept students and colleagues easier than superiors

Prefer small group to large group

Highly personal; stroke easily, tender hearted, content