

# Week 1: Introduction & Personality Shapes

CHS 85: Adult Supervision

Thursdays 6:30-9:40 pm, Spring 2014

West Valley AAS 48

Terry Shue

## I. Highlights

- A. This is one of three admin classes at WVC. This one emphasizes relationships, interactions, group dynamics more than logistics or technical stuff.
- B. We all have our own cultural norms (such as different definitions of being “on time”) that affect our interactions with others. We need to know this about ourselves and others.
- C. Research shows the importance of “reflective practice.” We have to become very aware of our own styles, skills, and shortcomings so we can keep learning.
- D. Personality styles can be categorized as one of four shapes: circles (people people), triangles (leaders, get to the point), squares (balanced, methodical), squiggly lines (creative, independent)

## II. Homework

- A. Order both required textbooks ASAP.

## III. Introduction

- A. This class satisfies the Title 5 requirement for master teacher permit or higher. It’s not the best option for licensing administration requirement (take CHS 64 or 65 for that). Ideal to take all three.
- B. Will talk a little bit about licensing and permits, post more information on Angel for our reference.

- C. Both books in the email are required. Both available on Amazon or other websites.
- D. Another recommended read: *Reflecting in Communities of Practice: A Workbook for Early Childhood Educators* by Deb Curtis and three others, available on Amazon for about \$20
- E. Will use Angel a lot, so get comfortable with it. Turn stuff in through dropboxes there. Will get grades online. Username is your 7-digit student ID number. Password is your 6-digit birthday.
- F. Departments across campus are adding sections (for once!) so look at the updated schedule to see if you can add another class. There will be more in the summer than before too.
- G. Call or text Terry's cell phone or email her. Don't use the office phone number because she's never there. Can meet before/after class or by appointment to discuss class issues, planning which classes to take next, permit issues, etc.
- H. Lot of reading and writing, reflection, case studies, etc. One group project. No tests.
- I. Is some overlap with CHS 65 (Administration II).
  - 1. 65 is more technical about the people part of setting up and running an organization: performance appraisals, hiring, salary, staff development, etc.
  - 2. May mention those in this class, will go deeper into the dynamic of two people in a work relationship, how to have a performance appraisal meeting be positive toward professional growth instead of tears.
  - 3. Will discuss group dynamics and professional code of ethics in both courses.

#### **IV. Punctuality**

- A. How do you assess punctuality? Is being a few minutes late a sin or no big deal?  
We have different answers.

1. Less than 10-15 minutes occasionally is forgivable. Call if it's going to be longer or you're being rude.
  2. Affects ratio if you're late at school, so really matters there more than in some other settings. Is a respect for coworkers thing.
  3. If parents are late so you have to stay late, sometimes directors don't want to pay for that time, even if they're picky about you arriving on time. Not fair.
  4. We all have different cultural/family beliefs about how precise we should be about time. Some of us measure to the minute (time is money in Silicon Valley culture), others approximate within 5-10 minutes, close enough.
  5. Can be different in different contexts. Maybe precise about general life, but maybe late to work in the mornings because have to drop son at school at 8:15 and then drive 20 minutes to work.
  6. Some schools offer a "grace period" of 10 minutes after your scheduled start. Others start exactly to the minute because children come exactly on time.
  7. Can cause friction if others don't follow time as precisely as you do. If you're precise but family and friends approximate their time (come to 6:00 dinner at 6:45), you have to wait and offer the grace period or you'll be eating alone.
- B. We all have our own contexts/backgrounds that we draw on to make decisions about time and other things. Part of getting along with other adults (which we do in this job) is realizing what these cultural influences are that drive us and drive other people, and when those influences are different and maybe conflicting.
- C. Will be asking us to reflect a lot on this during this semester. We have to better understand ourselves so we can better understand others.
- D. This class is about the dynamic between two or more adults in a work setting, getting things done. Applies to volunteers as well as paid employees.  
Relationships and technical aspects of working together to accomplish our tasks and have harmony in a good working environment.

- E. In ECE we don't work alone. We are always in a group of other adults, so need to be able to foster healthy relationships. This is everyone's job, but a lot of the responsibility for that does fall to the director. We have to co-exist well in order to have a quality program that serves our children well.
- F. She assumes we know licensing, ADA, budgeting, and all the technical stuff behind running the business. That's a different class. This is about relationships, group dynamics, practices that support healthy development of adult relationships, practices that support supervising adults for professional development and optimal performance.
- G. Literature really supports the idea of "reflective practice."
  - 1. Know part of being a good classroom teacher is the ability to reflect on our own behavior/practice
  - 2. Need to know ourselves well so we can understand the dynamics happening between ourselves and another adult. Often the best solution is to change my own behavior because that causes others to react differently.
  - 3. Be prepared for discussion every week in class. Read ahead of time so we can discuss this. A portion of our grade is participation.
  - 4. Hope to carry these discussion skills into staff meetings, etc. to support good communication in our workplace.

## **V. Exercise: personality shapes**

- A. Need some common terminology we can use in talking to each other about ourselves and others' behavior. One set of terminology is shapes: four shapes= circle, triangle, square, squiggly line
- B. Pick one. Which resonates most with you? Which best describes your personality? This method isn't really backed by research yet, but one theory says

the shape we're most instinctively drawn to is usually indicative of our personality / style.

1. Circle = "people people" = seek harmony, inclusive, talkative, compassionate, high empathy, motivated by appreciation and people being happy
2. Triangle = leaders, grounded, get to the point, what's in it for me, decisive, don't argue with these people
3. Square = balanced, methodical, linear, routine-oriented, organized, need their calendar in order, get the work done and move on
4. Squiggly line = creative, free spirit, brainstorming, work better alone, tell me what you want done and then let me get there in my own way