I know how to manage children in my classroom, but how do I manage the adults?

Presented April 30, 2010 at OAEYC by Sophia Hubbell and Teresa Brown Kent State University

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Objectives

At the end of this session, you should be able to ...

- Identify and describe chacteristics of effective leadership and management.
- Use specific strategies to help you successfully navigate difficult conversations with adults involved in your classroom.
- Analyze your current teaching situation with respect to management of one or more adults in the classroom, identify aspects of the situation that need improvement, and create a plan to resolve the issues.

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Session Format

- 3 Mini-presentations
- 5 Question and answer segments
- 1 Individual activity
- 2 small group activities
- 3 large group discussions
- 1 break

Session Overview

Logistics

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- Introductions and Welcome
- Components of effective leadership and management (presentation, q&a)
- Temperament and personality theory (presentation, q&a)
- Tools for analyzing your own temperament (individual)
- Share-out (small and large group)
- Communication (presentation, q&a)
- Application of theories (Small group)
- Share-out (large group)
- Case study example exercise (Small groups)
- Share-out (large group)
- Closing (q&a, large group)

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Leadership

Management

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To Manage

1: to handle or direct with a degree of skill: as

a: to make and keep compliant <can't manage their child>

b: to treat with care: husband <*managed* his resources carefully>

c: to exercise executive, administrative, and supervisory direction of <manage a business> <manage a bond issue> <manage a baseball team>

2: to work upon or try to alter for a purpose <manage the press> <manage stress>

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To Lead

1 a: to guide on a way especially by

going in advance

b: to direct on a course or in a direction

3 a (1): to direct the operations, activity, or performance of <lead an orchestra>

(2): to have charge of <lead a campaign>

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<u>Communicatio</u> <u>n</u> Early childhood teachers need to lead sometimes and manage somtimes.

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When to Manage

- When you are legally responsible for the behavior/actions of another adult
- When you are morally or ethically compelled to dictate another adult's behavior

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When to Lead

- When you have a concept or method that you would like others to embrace
- When what you want others to do is "optional"

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Leadership (and Management) Styles

- Autocratic
- Democratic
- Laissez-faire

(Lewin and Lippett, 1938)

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Management Strategies

- Define roles
- Define responsibilites
- Set clear expectations for behavior, language, and task completion

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Leadership Strategies

- Model the behavior, language, enthusiasm etc... that you want others to display.
- Seek specific input from potential followers related to the change you desire.
- Describe your motivation, reasoning, and goals.

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Making It Work

- Who's doing what?
- What's our goal here?

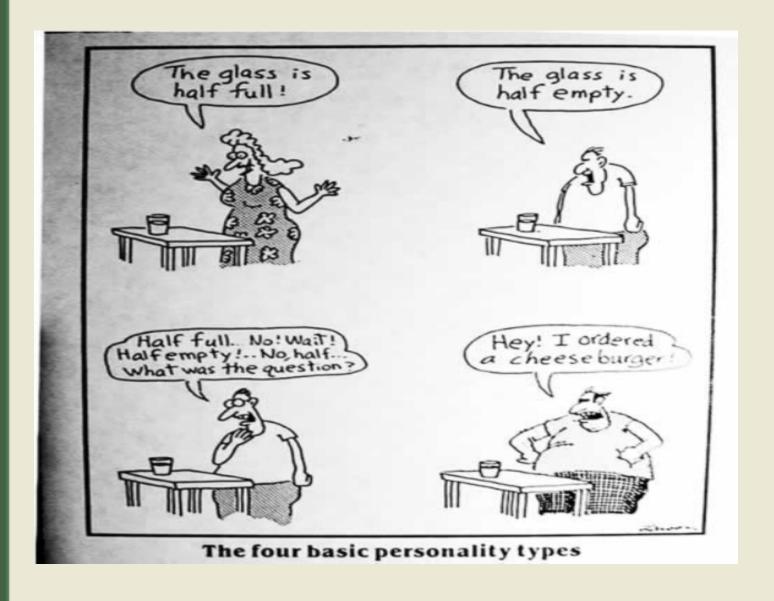
Four Temperaments

Logistics

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Personality Theory

 Personality is the theory and study of personality types, personality traits, and individual differences.

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Tempermant Theory

 Temperament theory describes the four organizing patterns of personality and is based on descriptions of behavior that go back over twenty-five centuries to the time of Hippocrates.

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Four Temperaments

- Choleric
- Phlegmatic
- Sanguine
- Melancholic

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Choleric

- Doer
- Ambitious
- Engergetic
- Passionate

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Phlegmatic

- Self content
- Kind
- Accepting
- Affectionate
- Dependable
- Consistent

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Sanguine

- Extroverted
- Creative
- Compassionate
- Sensitive
- Thoughtful
- Sarcastic

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Melancholic

- Thoughtful ponderer
- Kind
- Considerate
- Highly creative (poetry and art)
- Perfectionist
- Self-reliant
- Independent

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Key Players in Temperament and Personality Theory

- Carl Jung
- Isabel Meyers-Briggs
- David Keirsey

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Carl Jung

- Swiss psychologist
- Detailed the four personality types most people refer to
 - Thinking
 - Feeling
 - Sensation
 - Intuition

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Jung Type Indicator

- People can use their mind in one of eight ways
- Perceiving
 - Sensing
 - Intuiting
- Judging
 - Thinking
 - Feeling
- Extraversion
- Introversion

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Isabel Myers

- Developed Myers Briggs Type Inventory with her mother Katharine Briggs
- 16 Personality types
- Derived from Jung's personality theory

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Myers Briggs Type Inventory

- Uses Jung's 8 characteristics of personality
 - 16 combinations expressed as a code with four letters
 - Extraversion or Introversion
 - Sensing or Intuition
 - Thinking or Feeling
 - Judging or Perceiving

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Example

• ISTJ

Quiet, serious, earn success by thoroughness and dependability. Practical, matter-of-fact, realistic, and responsible. Decide logically what should be done and work toward it steadily, regardless of distractions. Take pleasure in making everything orderly and organized – their work, their home, their life. Value traditions and loyalty.

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Example

INFP

Idealistic, loyal to their values and to people who are important to them. Want an external life that is congruent with their values. Curious, quick to see possibilities, can be catalysts for implementing ideas. Seek to understand people and to help them fulfill their potential. Adaptable, flexible, and accepting unless a value is

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David Keirsey

- Temperament is inborn
- 4 personality types
 - Artisan-40% of population
 - Guardian-40% of population
 - Rationals-5% of population
 - Idealists-10% of population

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Temperament and Personality Scales

- Myers Briggs type inventory
 - http://www.humanmetrics. com/cgi-win/JTypes1.htm
- Richardson Inventory of Personality Types
- Keirsey Temperament Sorterhttp://www.keirsey.com/

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Self-Analysis Exercise

- Complete the questionnaire
- Add-up your scores
- Take a break

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Small Group Discussion

 Application of temperament and personality theory.

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Knowledge Exchange

 When information about a specific topic is shared through statements and questions

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Knowledge Exchanges

- It is raining.
- The buses are here.
- Isn't it time for snack?
- Can he sit in a chair without support?

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Activity Exchange

- When an individual offers to complete a specific action
- When an individual demands that someone else complete a specific action
- When the respondant accepts or rejects the demand

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Activity Exchanges

- Set up snack now.
- Take this to the office.
- I will set up art.
- Don't help him put on his coat.

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Tentative Speech

- May
- Might
- Should
- Could

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Crucial Conversation

 "A discussion between two or more people where (1) stakes are high, (2) opinions vary, and (3) emotions run strong" (Patterson et al., 2002, p. 3)

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Dialogue

"The free flow of meaning between two or more people" (Patterson et al., 2002, p. 20)

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"The pool of shared meaning is the birthplace of synergy."

(Patterson et al., 2002, p. 23)

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Creating Dialogue

- Define what you really want.
- Define what you really don't want.
- Join them with an "and" statement.

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- I want to do what is best for the children AND I don't want to tell you what to do every minute of the day.
- I want children to be able to explore materials AND I don't want to stop their exploration unless there is a safety issueeven if they are making a big mess.

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Group Discussion

- How might your personality affect the way you communicate?
- Does one group member role (i.e. Collaborator, Communicator, etc..) rely more or less on one style of communication?
- What might be some barriers to creating dialogue related to any of the topics we have discussed today?

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Steps for Success

- Communicate!
- Define roles.
- Define shared goals.
- Explore your differences to help understand each other better.
- Be purposeful and thoughtful about your communicative interactions.

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Case Study Work

- Take a few minutes to read your vingette.
- Jot down your thoughts about the issues presented and how they can be addressed.
- Share with your small group.
- Summarize your group ideas on chart paper.
- Designate an individual to share with the large group.

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Presenter Information

Both presenters are currently doctoral students in Special Education at Kent State University, focusing on Early Childhood Special Education. They met while working together as early childhood intervention specialists in Euclid City Schools.

For more information about today's session, questions, or comments, please contact us:

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