



DEPARTMENT OF EDUCATION

5th DIVISION MANCOM MEETING

ASU-CIT Cafeteria

July 24, 2019 (Elementary)

July 25, 2019 (Secondary)

Let Us Have a Simple Game

- Choose a partner
- Can you recall the Competencies in your OPCRF?
- One of the competencies is

Let Us Have a Simple Game

- Teamwork
 1. Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.
 2. Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.
 3. Applies negotiation principles in arriving at win-win agreements.
 4. Drives consensus and team ownership of decisions
 5. Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.

Let Us Have a Simple Game

Talk with your partner why you rated yourself that way.

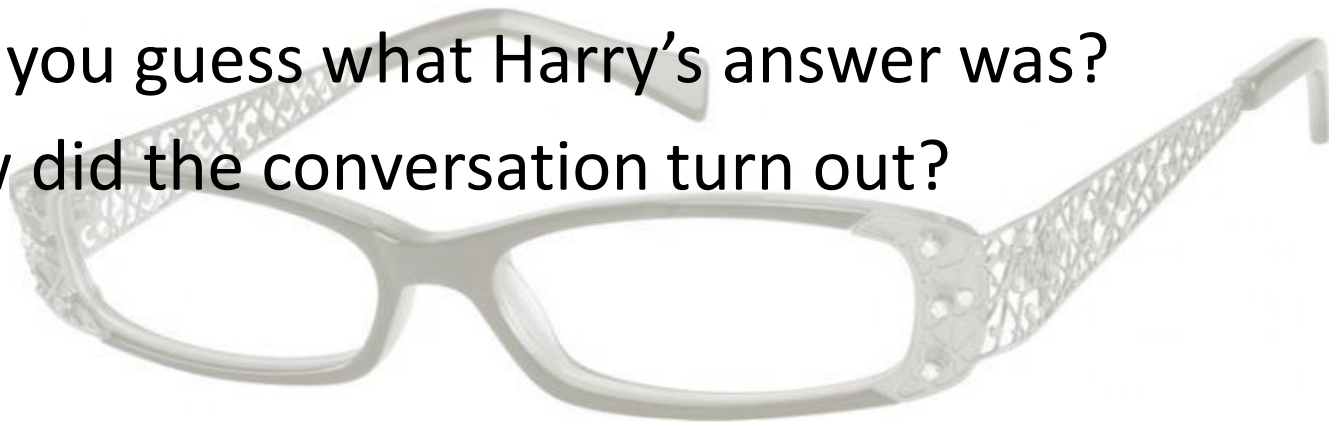
5 – highest; 1 lowest

- Do this in 2 minutes only

- ***5 – Role model;***
 - ***4 – Consistently demonstrate;***
 - ***3- Most of the time demonstrate;***
 - ***2- Sometimes demonstrate;***
 - ***1- Rarely demonstrate***
-
- **Remember your self-rating.**
 - **Later, decide whether you have rated your self objectively.**

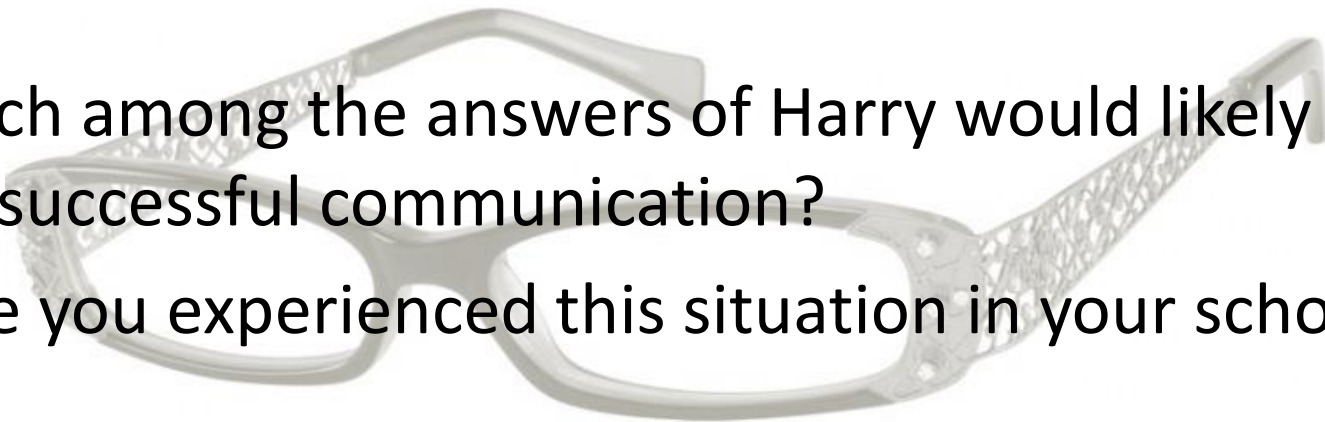
Honey, Have You Seen My Eyeglasses?

- Harry and Wilma are husband and wife. One morning, Wilma is running late for work and can't find her eyeglasses. She asks: "*Harry, hakita mo rang antipara?*"
- Can you guess what Harry's answer was?
- How did the conversation turn out?



Honey, Have You Seen My Eyeglasses?

- *“Idto sa ibabaw it TV kaina.”*
- *“Ako eomat a to imong pabangdan?”*
- *“Dapat owa mot a ginatongtong bisan siin.”*
- Which among the answers of Harry would likely result in a successful communication?
- Have you experienced this situation in your school?



Activity

- A one-page of questionnaire will be given to you. It is composed of 40 items that you will score.
- Read the instructions.
- ***Instructions*** - *For each statement, allocate a score to show how much the behaviour is like the way you behave:*
 - ***Not true of me - 0***
 - ***Partly true of me - 1***
 - ***Moderately true of me - 2***
 - ***Extremely true of me – 3***

Activity

- Answer it without thinking, just from the top of your mind.
- You are given **5 minutes** to complete it.
- Your time starts [now](#).

Activity

- You are done answering the questions.
- Now let us organize your answers.
- You will be given another sheet of paper.
- It should look like this:

Personal Styles Questionnaire Scoring

Transfer your scores to the summary below, against the question numbers and then add up each column.

	Q no	Your Score	Q no	Your Score	Q no	Your Score	Q no	Your Score	Q no	Your Score
	1		4		2		3		5	
	8		6		7		10		9	
	14		12		13		11		15	
	17		18		20		19		16	
	24		23		21		22		25	
	26		27		30		29		28	
	32		31		35		34		33	
	39		37		38		40		36	
Score										

Personal Styles Questionnaire Scoring

Transfer your scores to the summary below, against the question numbers and then add up each column.

	Q no	You r Sco re	Q no	You r Sco re	Q no	You r Sco re	Q no	You r Sco re	Q no	You r Sco re
	1		4		2		3		5	
	8		6		7		10		9	
	14		12		13		11		15	
	17		18		20		19		16	
	24		23		21		22		25	
	26		27		30		29		28	
	32		31		35		34		33	
	39		37		38		40		36	
Sco re										

- Do it in 3 minutes.
- The time starts [now](#).

- Keep that first. We will go back to it after some inputs for you.



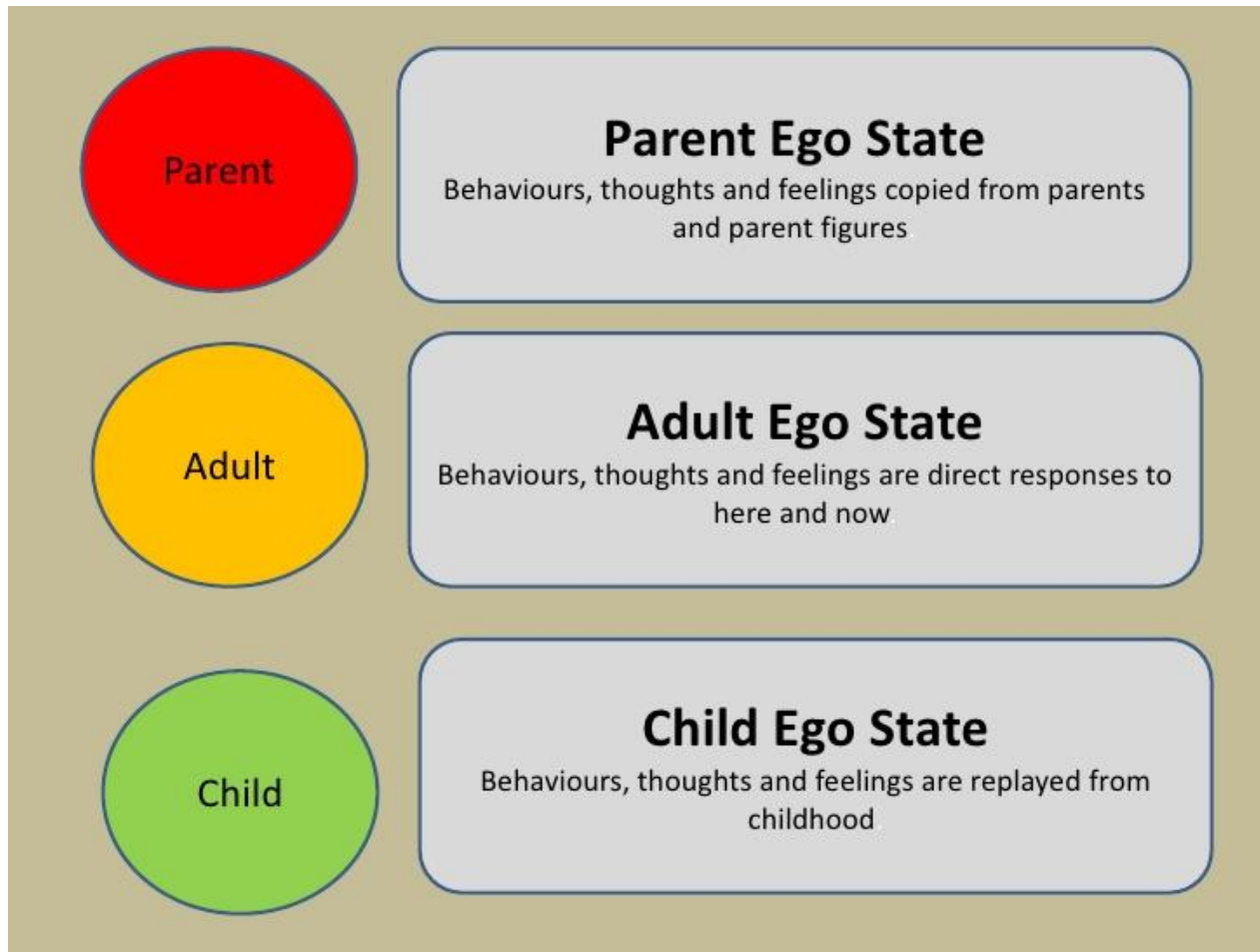
DEPARTMENT OF EDUCATION

INSTRUCTIONAL SUPERVISION WITH FOCUS ON
BUILDING TEAMWORK THROUGH
SUCCESSFUL AND EFFECTIVE COMMUNICATION

Our Brain (according to Dr. Eric Berne)

- Determines what we think and how we act
- Acts like a tape recorder while recording
 - 1) Events
 - 2) Associated feelings
- Has 3 distinct parts or ego states
 - 1) Parent
 - 2) Adult
 - 3) Child
- The Adult and Child ego states have no relation to physical age
- The Parent state may not be a parent actually

THE THREE EGO STATES





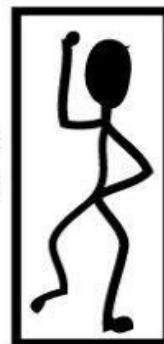
Protective
Praising
Encouraging
"Good Job"

NURTURING PARENT



Needy
Impulsive
Little self control
"I want it"

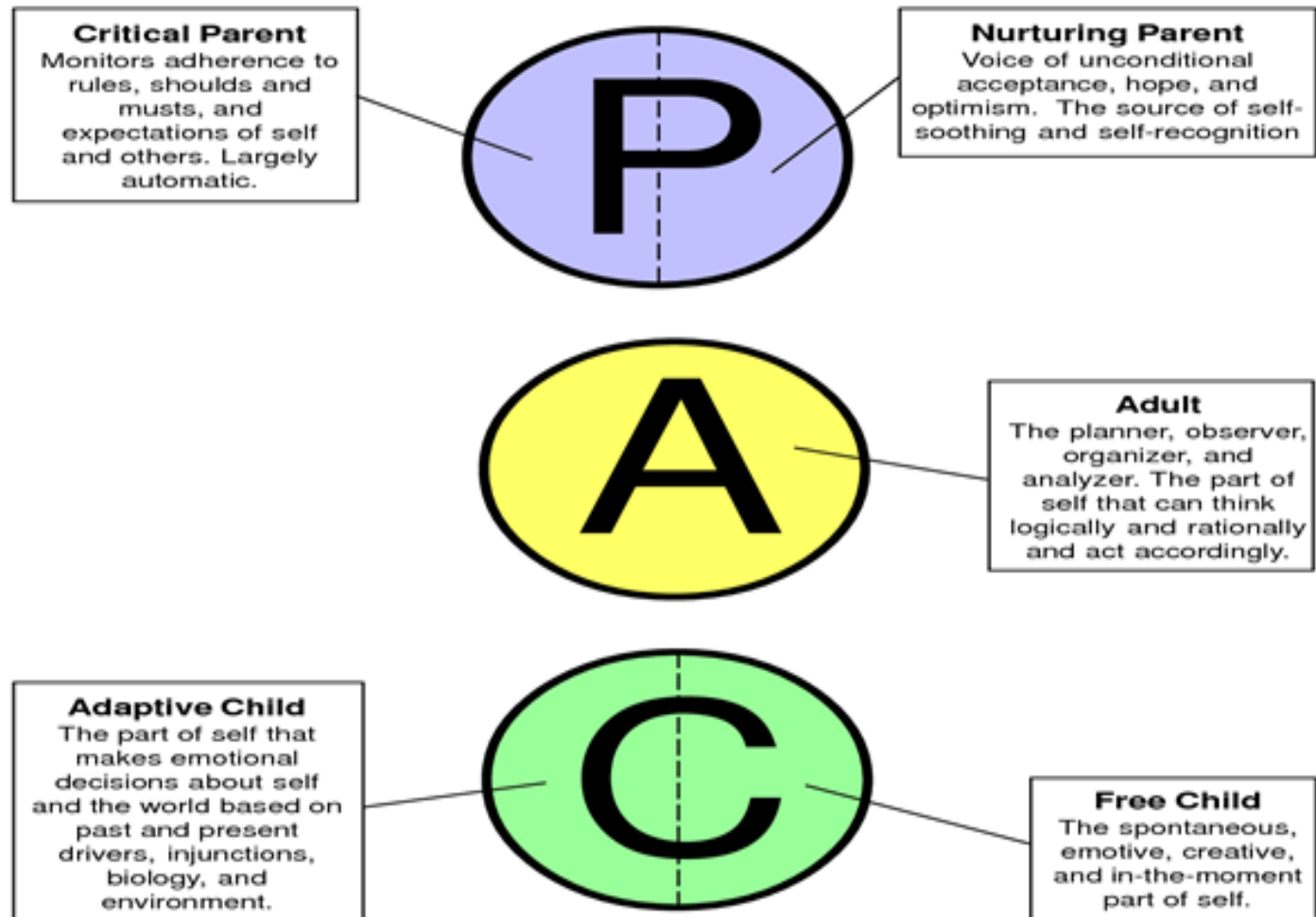
INNER CHILD



You should
You must

CRITICAL PARENT

The Transactional Analysis Parent-Adult-Child Model

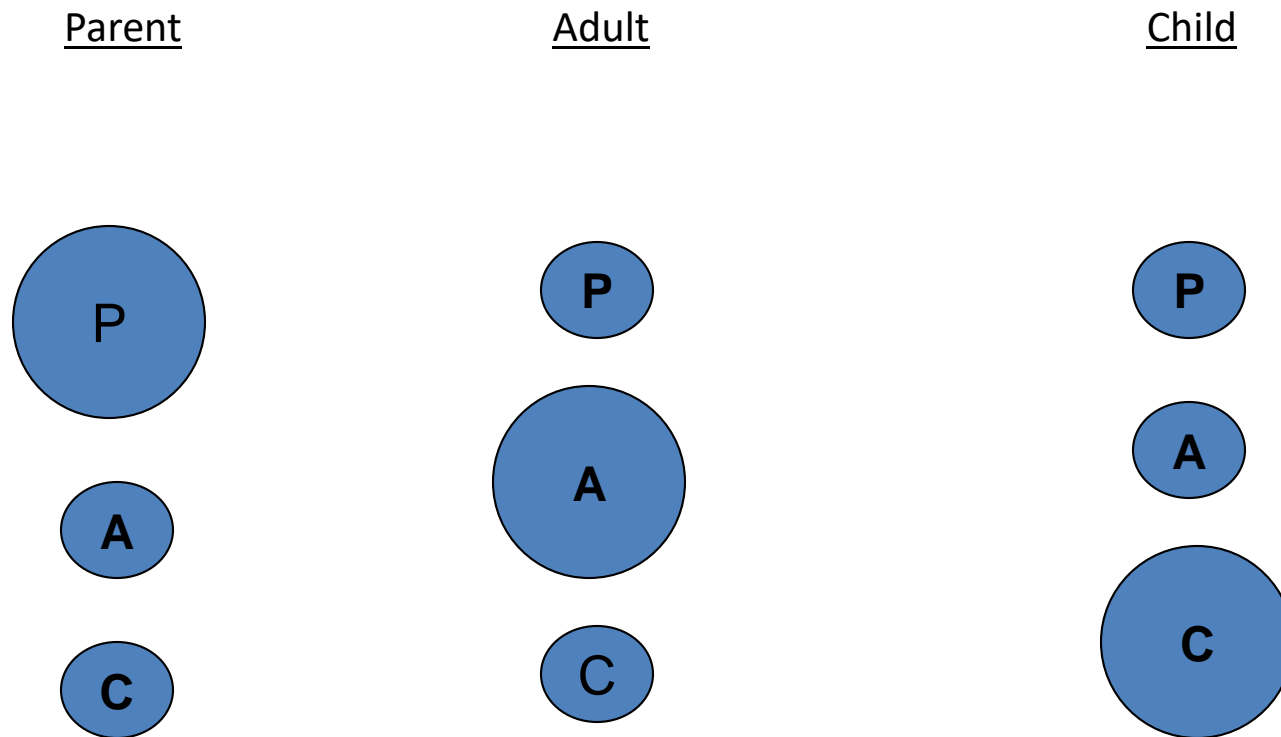


CONTROLLING (CRITICAL) PARENT	NURTURING PARENT
Appropriate when we need to be firm	Appropriate when we need to care for someone else
Spell out clearly what the performance requirements are and how the person must change in order to meet them	Don't fuss over others
Overdoing – bossy and overbearing	Overuse – smothering concern
Imposing rules based on personal opinions rather than the true standards	Insist on doing the job for others
Overdoing may stimulate rebellion than obedience	Denying others to develop their own skills

ADULT	NATURAL (FREE) CHILD	ADAPTIVE CHILD
Tuned in when we are being rational and logical Clear	When we judge it appropriate to let others know how we feel. Needed for genuine brainstorming	Tuned in so that other people will find us acceptable and amenable
Sometimes intuition or past experience is a better basis for decision making	Spontaneous, fun-loving, uninhibited	Getting along politely with other people and of behaving in socially acceptable ways
Overuse – boring and pedantic	Too much – risk of being labelled immature, childish, overemotional	Overdone – may be perceived as lacking in confidence Difficulty in resisting unreasonable demands
It is not always necessary to analyze a situation.	It is here when we are most creative and can invent ideas that are outside our experience	Grown-ups have certain expectations of us
Being logical about everything may make us seem like a robot.	Unlikely to settle down to serious work instead of having fun	We will not be trusted with responsibility

Ego Portraits

- People have favorite, preferred ego state, depicted by larger circle in a diagram



Human Interaction Analysis

- A transaction = any interaction or communication between 2 people
- People send and receive messages out of and into their different ego states
- How people say something (what others hear?) is just as important as what is said

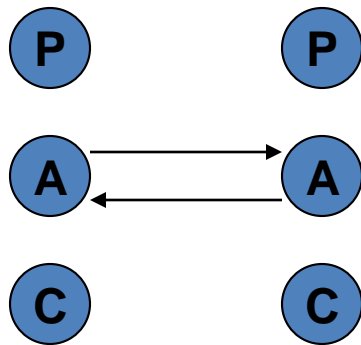
Complementary 'Transactions'

- Interactions, responses, actions regarded as appropriate and expected from another person.
- Parallel communication arrows, communication continues.

Example 1:

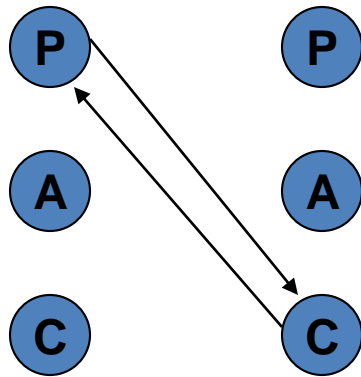
#1 Anong oras eon?

#2 Alas 11:15



Complementary 'Transactions' cont'd

Example 2:



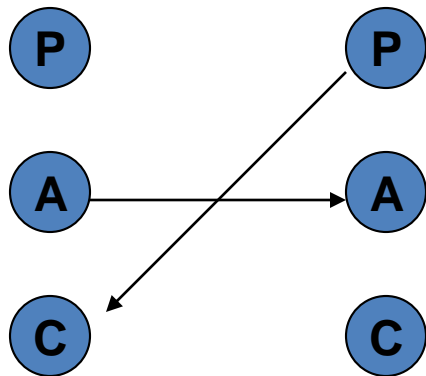
#1 Late ka eon mat ing!

#2 I'm sorry. Indi eon mauman.

Crossed 'Transactions'

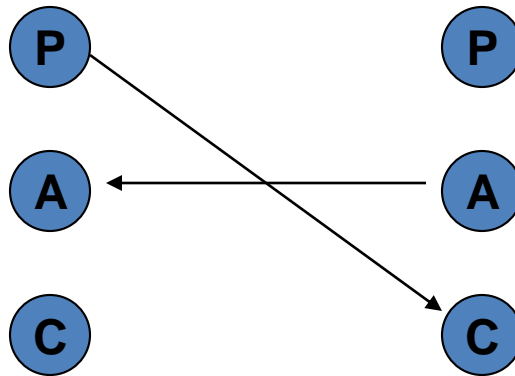
- Interactions, responses, actions NOT regarded as appropriate or expected from another person.
- Crossed communication arrows, communication breakdown.

Example 1 **#1 Hato hu, may higko sa idaeom it lamisa.**
 #2 Kita mo gali, ham-an ituro mo pa kakon?



Crossed 'Transactions' cont'd

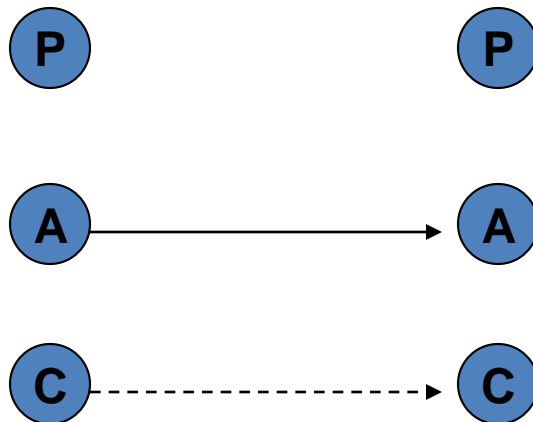
Example 2 #1 Late ka eon mat ing.
#2 Huo ngani, na flat tire ako.



Ulterior 'Transactions'

- Interactions, responses, actions which are different from those explicitly stated

Example **#1 Sueod sang opisina ag magpahilay-hilay.**



Sino Kaya Ako?

- Let us go back to the Summary of your scores.
- What is your default ego state?

		Q no	Your Score	Q no	Your Score	Q no	Your Score	Q no	Your Score	Q no	Your Score
		1		4		2		3		5	
		8		6		7		10		9	
		14		12		13		11		15	
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		26		27		30		29		28	
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		39		37		38		40		36	
Score											
		Critical Parent		Nurturing Parent		Adult		Adaptive Child		Natural Child	

		Q no	Your Score	Q no	Your Score	Q no	Your Score	Q no	Your Score	Q no	Your Score
		1		4		2		3		5	
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Score											
		Critical Parent		Nurturing Parent		Adult		Adaptive Child		Natural Child	

- Your highest score is your default ego state.

Dealing with “Difficult” Teachers (and Colleagues?)

- Keep ‘adult’ ego state in control of yourself.
- Don’t get defensive, argumentative, emotional.
- Don’t take it personally.
- Move cautiously, stay cool, remember complementary transactions and strokes.
- Do not need to take continued abuse.
- If handled well (e.g. didn’t embarrass colleague, allowed them to take something out on you), can turn out to be positive later.

ANNOUNCEMENTS

- The meeting with Cluster Heads on July 25 is moved from 2:00 P.M. to 3:00 P.M. and the venue is ASU-CIT Cafeteria.
- There will be a meeting of public SHS heads tomorrow July 25 at 1:00 P.M. , ASU-CIT Cafeteria
- Please remind all interested qualified applicants to Teaching, Related Teaching and Non-Teaching positions. Memos were already sent out. Take note of the timelines and the valid documents to be submitted. Read the enclosures to the Memo.
- There will be Quality Assurance of all SIPs. The SIP DAC will schedule their assessment day in your school. Meeting of DAC August 5, 2019 8:30 A.M.

ANNOUNCEMENTS

- There are teacher applicants who are requesting for review of their ratings. If found valid and they qualify to the RQA, the corrected ratings will be incorporated as supplemental to the already uploaded RQA. This is done to preserve the integrity of the selection process. However, requests must be made **officially** as early as possible.
- Reminder on the conduct of the First Quarter Examinations
 - The important considerations taken up during the 4th ManCom re: Assessment

ANNOUNCEMENTS

- Advanced info – EPT for teacher applicants will be held on September 22, 2019 (Sunday)
 - Inform prospective applicants on this
- For applicants to the teaching, related teaching and non-teaching positions: OPCRF/IPCRF where the ASDS is the Rater or Approving Authority, but not yet signed, it must be **stamped received on or before the deadline.**
- Coordinate with proper authorities on dengue prevention and control

- THANK YOU!

- <http://www2.econ.iastate.edu/classes/econ336/deiter/documents/TransactionalAnalysis.ppt>