

Assignment #2: Team Building

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ELP 658: Clinical Seminar Interns 12284 Summer 25

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June 22, 2025

Dr. Case Study School is looking to fill two vacant Assistant Principal positions. Under the leadership of Principal Borchert, the mission of our school is to inspire young learners to reach their full potential with a sense of understanding and empathy for others using their courage and integrity to make a positive difference. Looking at *Personality Lingo*, written by Mary Miscisin, it's proven that Principal Borchert has the personality traits of a Planner, communicates like a Planner and manages stress with Planner instincts. To create more depth in the administrative team, adding personality traits of a Connector and communication styles of a Thinker and a Connector to the team will best compliment Principal Borchert in accomplishing the mission statement meeting the needs of the always changing dynamics of a school population. Partnering with personality lingo, is the idea of group norms. In the article, *What Google Learned from its Quest to Build a Perfect Team*, written by Charles Duhigg, a study was completed that verified the importance of establishing "...the traditions, behavioral standards and unwritten rules that govern how we function when we gather." (Duhigg, 2016, p. 7) With a large amount of group norm possibilities, taking the time to create these norms for your team will assist productive meetings. Through set group norms, the various personality traits of a Planner, a Thinker and a Connector can mesh together to be productive, supportive and dependable.

Assistant Principal Candidate #1

Candidate #1 exhibits personality traits of a Planner, has a communication style of a Thinker, and manages stress like a Planner. "The core value of a planner is responsibility". (Miscisin, 2015, p. 54) Candidate #1 will have strength in this area, paying close attention to detail and being prepared for the expectations of the job. This candidate will compliment Principal Borchert's Planner personality type making sure policy is met backing up the decisions of the administrative team. This candidate will communicate data and proof that a decision is

solid or if it needs reworking based on what is best for the district. Principal Borchert is a Democratic/Participative leader who prefers to be briefed by field experts on situations before making decisions. A Thinker will have background information with proven data at the ready for Principal Borchert when presenting problems that need solving. Candidate #1 will be a logical thinker who communicates in an analytical manner. While very different from Principal Borchert's communication style, this candidate will compliment the team with succinct information allowing the Planners to regroup and come up with a new direction. In stressful situations, Assistant Principal Candidate #1 will have a plan in place ready similar to Principal Borchert's because they both handle stressful situations with Planner instincts. Under stress, Principal Borchert will need to encourage, complement and assist in setting realistic goals with Candidate #1. By nature, a Planner takes on more than what is needed. Candidate #1 will need reminders to acknowledge their accomplishments and to delegate to other team members with skills to complete a task. A Planner under stress needs assistance in letting go of past issues to make way for new innovative ideas breaking away from past traditions. Candidate #1 will also need to do the same with Principal Borchert since they both have a Planner personality under stress. "When those with this style are fatigued, stressed, or otherwise pushed to their limits, they can dig in their heels and become overly rigid, self-righteous, and possessive." (Miscisin, 2015, p. 4).

Assistant Principal Candidate #5

To round out the administrative team at Dr. Case Study School, adding in a Connector will make a noticeable difference. This candidate has personality traits of a Connector, communication skills of a Connector but handles stress like a Planner. A Connector understands the human aspect in a community by assisting the team through personal growth. As a natural

helper, Connectors are mediators, collaborating with a strong belief in relationships. They seek for a cause to place their passion. This candidate will assist the team in communicating with families and staff in creative ways while Planners typically follow established steps from start to finish. “To foster an environment for connectors to flourish, turn to them for actions that bring out the best in themselves and others” (Miscisin, 2015, p. 48) This individual will be naturally drawn to anyone who is in need being able to spot a student having a difficult day or a teacher that needs backup. While the Planners on the team may only see step by step of how to handle a situation, Candidate #5 will be able to connect to the troubled person in a different way showing empathy and seeking restorative practices. This is valuable when dealing with upset parents, students or faculty. “A Connector’s world revolves around people, relationships, and fostering growth in themselves and others.” (Miscisin, 2015, p. 124) Principal Borchert may need to assist Candidate #5 in setting boundaries helping them to not get invested in relationships that do not serve the mission statement of the school. Using their connecting traits will be helpful motivating staff but a time waster when conversations become unrelated to school business. When Candidate #5 is under stress, they exhibit Planner characteristics making this administrative team solid in situations that require quick thinking following policy and procedure.

Conclusion

Creating a leadership team made up of different individuals with different personalities will be effective. Since Principal Borchert is a Planner, adding in assistant principals with different traits will effectively create a group to serve the school population with the mission statement in mind. Creating norms for meetings and projects will establish a psychologically safe space to be constructive as a team. Adding in a Thinker’s analytical communication methods and a person with Connector personality traits and communication, yet both individuals handling

stress as Planners, creates a solid team. The Connector will be the one that smooths over parents and students when structure and policy can be harsh. The Thinker will add data and research to the Planner providing the back up material needed to prove a plan will work. Diversified personalities in school administration build effective teams that will follow group norms to raise the group's intelligence and optimize the potential for success.

Works Cited

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