

Having Hard Conversations – Part II

Agenda

Overview of Session

Case Study

Outcome Mapping – Action Planning

Scripting Tool

**Questions to Ask Yourself Right Before You
Have the Conversation – Whats, Wheres,
Whens**

Reflection and Feedback

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About the Presenter

Jennifer Abrams is an international educational and communications consultant for public and independent schools, hospitals, universities and non-profits. Jennifer trains and coaches teachers, administrators, nurses, hospital personnel, and others on new employee support, supervision, being generationally savvy, having hard conversations and effective collaboration skills.

In Palo Alto USD (Palo Alto, CA), Jennifer led professional development sessions on topics from equity and elements of effective instruction to teacher leadership and peer coaching and provided new teacher and administrator trainings at both the elementary and secondary level. From 2000-2011, Jennifer was lead coach for the Palo Alto-Mountain View-Los Altos-Saratoga-Los Gatos Consortium's Beginning Teacher Support and Assessment Program.

In her educational consulting work, Jennifer has presented at annual conferences such as Learning Forward, ASCD, NASSP, NAESP, AMLE, ISACS and the New Teacher Center Annual Symposium, as well as at the Teachers' and Principals' Centers for International School Leadership. Jennifer's communications consulting in the health care sector includes training and coaching work at the Community Hospital of the Monterey Peninsula and Stanford Hospital and Clinics.

Jennifer's publications include *Having Hard Conversations*, and the Corwin Press e-courses by the same name, "Planning Productive Talk," her article for ASCD's *Educational Leadership* (October 2011), her chapter, "Habits of Mind for the School Savvy Leader" in Art Costa's and Bena Kallick's book, *Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success*, and her contribution to the book, *Mentors in the Making: Developing New Leaders for New Teachers* published by Teachers College Press. Her latest book, with co-author Valerie Von Frank, *The Multigenerational Workplace: Communicating, Collaborating & Creating Community* was published by Corwin Press in November of 2013 and her upcoming book on developing one's skill set around challenging communications will be published in 2016. Jennifer also writes a monthly newsletter/blog, *Voice Lessons*, available for reading at and subscribing to on her website, www.jenniferabrams.com.

Jennifer has been recognized as one of "18 Women All K-12 Educators Need to Know" by *Education Week's* 'Finding Common Ground' blog. She has been a featured interviewee on the topic of professionalism for ASCD's video series, *Master Class*, hosted by National Public Radio's Claudio Sanchez, and in the lead article, "Finding Your Voice in Facilitating Productive Conversations" for Learning Forward's *The Leading Teacher*, Summer 2013 newsletter; as a generational expert for "Tune in to What the New Generation of Teachers Can Do," published in *Phi Delta Kappan*, (May 2011), and by the Ontario Ministry of Education for their *Leadership Matters: Supporting Open-to-Learning Conversations* video series.

Jennifer considers herself a "voice coach," helping others learn how to best use their voices - be it collaborating on a team, presenting in front of an audience, coaching a colleague, supervising an employee. Jennifer holds a Master's degree in Education from Stanford University and a Bachelor's degree in English from Tufts University. She lives in Palo Alto, California. Jennifer can be reached at jennifer@jenniferabrams.com, www.jenniferabrams.com, and on Twitter @jenniferabrams.

<p>Growth Agent's Needed Internal Resources (Knowledge, Skills, Attitude)</p> <p>In order for <u>you</u> to implement these strategies what knowledge, skills or attitude do <u>you</u> need to learn or relearn? (See Internal Resources page)</p> <p>What is your hunch about what attitude or emotion or value you need to tap into in this situation in order to be most effective?</p>	<p>Growth Agent's Strategies To Promote Growth</p> <p>What strategies will you use to help this person understand and do the behaviors that would solve the problem?</p> <p>What are some specific things you could do to address this need for...a new skill, new knowledge set...a new value?</p> <p>Given what you know about your person, what language or actions would touch or reach her?</p>	<p>Person's Needed Internal Resources (Knowledge, Skills, Attitude)</p> <p>In order to do these behaviors what knowledge, skills or attitude will the person need to have? (see Internal Resources page to follow)</p> <p>So looking at this list, what are the critical pieces? What skills or knowledge <u>if the person had them</u> would have the <u>most effect</u>?</p> <p><u>THESE TWO WHERE 95% SHOULD</u></p>	<p>Person's Desired Behaviors</p> <p>What specific and <u>measurable</u> things would you like to see or hear if the problem was gone?</p> <p>Work on getting <u>at least</u> 3-4 specific, visible, audible behaviors into this column.</p> <p>Make visible the invisible.</p> <p><u>COLUMNS ARE OF THE WORK HAPPEN</u></p>	<p>Tentative Outcome</p> <p>What is the 180 of this? What is the complete opposite of the problem and the best outcome?</p> <p>Say more about what you would like to happen so you don't have this problem anymore.</p>	<p>Presenting Problem</p> <p>Paraphrase the problem and get the problem into a clear, realistic format.</p> <p>What is the one essential challenge?</p> <p>If you have several problems, pick the most pressing <u>or</u> your best point of entry.</p> <p>What is imperative (and do-able) vs. somewhat important?</p>
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OUTCOME MAP – Adapted from Garmston and Wellman Adaptive Schools Work

Internal Resources – Questions to Ask

- **Does what I am asking the person to do play to a weakness or a strength? Can I work with a strength you know the person has?**
- **Do I need to build the person's mental capacity?**
- **Do I need to build a person's emotional capacity?**
- **What information, tools, and dispositions, values or beliefs or identity definition might this person need to call forth?**
- **What might I need to enforce, value, acknowledge or give permission to in order to help this person do the actions you want them to do?**
- **What barriers might be stopping this person's from exhibiting the required behaviors?**
- **Is there a social force or influence that might need to be acknowledged, worked with or removed?**

Adapted from [Crucial Confrontations](#) – Patterson, Grenny, McMillian and Switzler and [Effective Presentation Skills](#) by Robert Dilts

Dept. Chair's Internal Resources (Knowledge, Skills, Attitude)	Dept. Chair's Intervention Strategies	Teacher's Internal Resources Needed (Knowledge, Skills, Attitude)	Teacher's Desired Behaviors	Tentative Outcome	Presenting Problem
<p>Support from the principal and the assistant principal.</p> <p>Help with scripting talks with teacher.</p> <p>Help with writing up evaluations.</p> <p>Courage to do the job.</p>	<p>Articulate requirements verbally and in writing.</p> <p>Show a sample lesson plan that is correct.</p> <p>Meet with the teacher on a weekly basis to review the plans.</p> <p>Show the teacher what a prepared field looks like.</p> <p>Give positive feedback when he does something well.</p> <p>Acknowledge how hard it is to be new.</p>	<p>Needs to clearly know what is expected of him.</p> <p>Needs to know what the required lesson plan format is.</p> <p>Needs to feel comfortable learning new tricks.</p> <p>Needs to see models of the behavior done in the dept.</p>	<p>Show up at 7:30am.</p> <p>Follow what the department chair does in terms of lesson planning.</p> <p>Set up the playing field early and get things prepared.</p> <p>Ask the department chair about units at least 1 week ahead.</p>	<p>To get with the program and do what the rest of us are doing.</p>	<p>New teacher isn't following the department procedures</p>

Presenting Problem	Tentative Outcome	Person's Desired Behaviors	Person's Internal Resources Needed (Knowledge, Skills, Attitude)	Growth Agent's Intervention Strategies	Growth Agent's Internal Resources (Knowledge, Skills, Attitude)
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Presenting Problem	Tentative Outcome	Person's Desired Behaviors	Person's Internal Resources Needed (Knowledge, Skills, Attitude)	Growth Agent's Intervention Strategies	Growth Agent's Internal Resources (Knowledge, Skills, Attitude)
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HHC Scripting “Scaffold”

Opening statement that shows positive intent.

Issue framed in professional language.

Specific example(s) that illustrates the behavior.

Clarification of the impact of behavior on others.

A request for action.

Invitation to dialogue.

The Whats, Wheres and Whens

Location

Timing

Body Language - Voice, Hands, Eyes

Trigger Words

Recommend, Suggest, Expect

Notes – 3rd point concept

Phrases – (with supervisors, ask for permission)

Preparing Yourself Emotionally

Crying or Yelling

The Greater Yes