

Monday, 20 January 2014

Joan Dalton and David Anderson: Hands on Educational Consultancy, AUS

Building Relationships is essential

Use of safe group sizes - think about when to choose 'safe' and when to choose more 'risky' combos of people

Working with school - setting up how to work

How do you want us to work together?

What do you want me to do?

What do you now want me to do?

Authentic Partnerships need these steps (my ideas):

- Build a relationship (take time to learn about others, offer opportunity for others to learn about me)
- What is the purpose of our partnership? (Why-How-What; listen to the other partners' vision / purpose, paraphrase to clarify if required, offer your purpose/vision; establish common purpose - which might require compromise)
- Establish some ground rules (how will we work together; facilitate discussion, be considerate to people's needs)

Learning Talk: Capabilities and related skills

Build common ground: Connect ideas; summarize and synthesize; identify common understandings

Work for resolution: Identify agreement; work to resolve disagreement; commit to resolution

Decide and plan for action: Establish decision making clarity; make a plan

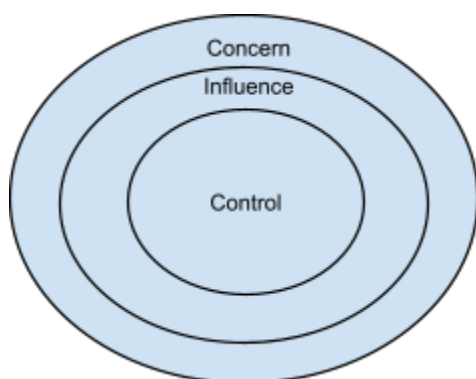
Listen: Clarify intent; suspend judgment; attend fully; pause-reflect; paraphrase

Inquire: Use an approachable voice; use the language of inquiry; clarify and probe

Advocate: State your idea; explain your reasoning; test your thinking; invite feedback and critique

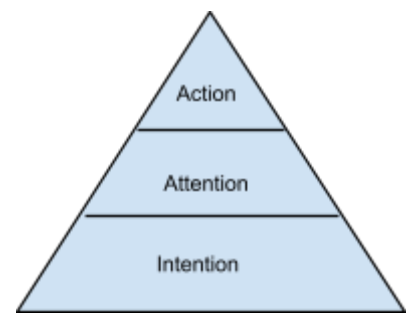
Explore perspectives, differences and possibilities: Honor diverse perspectives; surface concerns and disagreements / differences; use possibility thinking

Meta-reflect: Monitor self; monitor others; monitor process



Circle of Influence: By working on what you can control, you can enlarge your circle of influence and reduce your circle of concern.

Bruce Wellman & Laura Lipton:



Forms of 'listening' that are not helpful:

- Judgemental Listening (Here she goes again...)
- Autobiographical Listening (War Stories = Me too!)
- Inquisitive Listening (Tell me what I want to know)
- Solution Listening (I know!)

Forms of 'listening' that are helpful:

- Paraphrasing
- Clarifying / drilling down
- Asking questions
- Not making (voicing) assumptions
- Reframing negatives to positives
- Give time to think
- Allow time for pause / silence

Types of Paraphrasing:

[Note: Joan is convinced that paraphrases using I statements such as "I heard you say" taking attention from the person sharing their 'issue']

- Acknowledge / clarify (So you're suggesting... You're thinking... You're feeling)
- Summarise / synthesize (In essence you're concerned... So your goal is... So you believe)
- Categorise / identify key themes (There seems to be two issues / themes emerging here... One the one hand you're wanting... and on the other...)
- Concretize for detail (So a specific example of that might be... So one action might be to...)
- Provoke correction (use sparingly): So you're saying that nothing about this programme is working for you...
- Positively reframe a negative (These kids can't learn -> So you're concerned about your kids learning; These meetings are a waste of time -> So you value meetings that are productive)

Advocacy is different to Inquiry, and both have their place:

Advocacy: Put ideas on the table -> Explain your reasoning -> Test your thinking; invite critique -> Seek different perspectives; use feedback to learn

Inquiry: Listen -> Inquire, clarify -> Test assumptions; check evidence -> Explore different perspectives and implications

Different Mindsets: Certainty mindset 'Knowers' and Dynamic mind frame: Inquirers

"What support do you need to get this done?" - the 'gap' is taken as a given, no discussion about it or blame, rather a focus on remedy, with the person taking ownership by determining what support they need.

How to build trust where it is absent?



Trust

Integrity

Capability -> to do the job or to learn how to do the job

Lencioni 2011 The 5 dysfunctions of a team



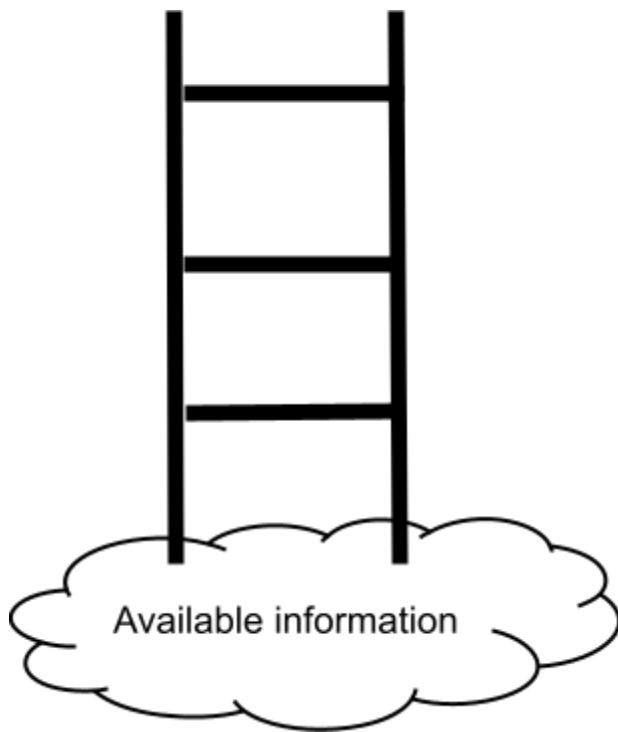
I need to get much clearer on this!!!

Dialogue - to resolve a problem

Discussion - to exchange ideas

Conversation -

Ladder of Inference (Stone, Patton & Heen 2000)



3. Our conclusions

- ☐ support our views
- ☐ self-interest

2. Our interpretations, influenced by

- ☐ what we experience
- ☐ past experiences
- ☐ our implicit rules about how the world works

1. Our observations

- ☐ we experience sights, sounds, feelings
- ☐ we notice and take in different things

Intention vs Impact: We judge each other by their behaviour, ourselves by our intentions!

Dewey: We learn nothing from experience, we only learn from reflecting on experiences.

Challenging = Important Conversations

- looking at a behaviour and what is causing it - "Under what circumstances would I act like this?"

I only have my perception, hence:

Perception checking from an evidence base:

1. Describe the behaviour
2. Check the perception
3. Describe your interpretation: What have you inferred?
4. Check this inference

(Schwartz, Argyry & Shon)

Accountability Conversations:

1. Gather the facts
2. Describe the gap
3. End with a question

Evidence-informed conversations:

1. Describe the data
2. Identify patterns in the data- just the facts
3. Generate possible causes; uncover assumptions
4. Examine approaches that move learning forward for improved results
5. Decide on interventions; identify actions to take

Critical conversations: a useful structure (Joan Dalton)

Prep:

1. How do I see the problem / issue (your perception)
2. What would my counterpart say the issue is (perspective taking)
3. What is my preferred outcome (your desired goal)
4. What is my preferred working relationship with my counterpart (your desired goal)

When engaging in difficult conversations

DON'T	DO
• begin with a compliment • ask how things are going • surround your message with pillows	• thank the person for coming • be direct; right to the point • say what you have to say within 60 seconds • the invite the person to join the conversations

6 steps: Your perspective (steps 1-4), the other person's perceptions and perspective (step 5), open up conversation for mutual negotiation and resolution (step 6)

1. State the central issue ("Chris I need to talk to you about being late to meetings.")
2. Name the behaviour(s) observed and the context in which it occurred ("In the past month, you have been late to three of our team meetings")
3. Clarify why the issue is important: its impact ("This disrupts the flow of meetings, we have to go back over information, so we are not getting through our agenda. I am concerned that lateness undervalues the important work we do in team meetings")
4. Identify your contribution (if any) to this issue ("I might have contributed to this by not explicitly checking with the team on the starting time - I will remedy this at the next meeting")
5. Invite their perspective; listen, pause, paraphrase, inquire (I'd like to understand things from your perspective - what's happening for you?)
6. Engage in conversation; negotiate for resolution ("I'd like to resolve this with you, so...
 - Where are we now in this conversation
 - Let's review what we each now understand
 - What have we learnt?
 - How might we move forward, given our new understanding?
 - What changes will occur?

- Whom will do what exactly?
 - What exactly are we agreeing to here?
- select appropriately from these examples).

Resistance to change (Michael Fullan): Reasons and strategies

1. Lack of knowledge (share knowledge in various forms)
2. Lack of skills / abilities (support upskilling in various forms)
3. People don't know why (purpose) (explain, back up with evidence, how does it fit into bigger picture, articulate anticipated outcomes)
4. People are not involved in decision making (establish collaboration and use various decision making tools)
5. People are satisfied the way things are (build creative tension, walk your talk, analyse data, share success stories reward change and risk taking)
6. Workload and work pressure (focus on common goals, review regularly, align work with people in an equitable way, promote teamwork and collaboration, support individuals under pressure)
7. People can't see the benefits of changing (cost/benefit analysis of the change, SWOT analysis, be up-front about the disadvantages, provide real life success stories, identify strategies to counteract costs, collect data & monitor implementation)
8. People don't see the changing agent or advocate as credible (
9. People don't experience support (
10. The innovation conflicts with the school culture (
11. People are worried about failure (
12. People have a negative experience with change (