

Teaming Through Challenge and Change

OSPI/WASA Special Education
Workshop

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GROUP



Objectives

- Understand the importance of effective teaming
- Understand the characteristics of challenging conversations,
- Understand the relationship of these conversations to learning improvement for kids, and
- Understand the dynamics of change



Teaming



Why do we participate on a team?

- To pursue **Mutual Purpose**, and
- To achieve **Mutual Gain** or **Mutual Benefit**,
- through the Balancing of **Advocacy** and **Inquiry**.



Stages of Community Making

Scott Peck

- Pseudocommunity
- Chaos
- Emptiness
- Community




Elements of an Effective Team

- A purpose or goal
- Roles
- Norms: Rules and behavior patterns
- Internal energy
- External interactions



Challenging Conversations



What makes some conversations more difficult?

- Perception of difference or threat
- Involve issues of significance
- Strong emotions
- Pivotal to the relationship
- Characterized by “approach/avoidance”

Why do we avoid *Difficult Conversations* ?



Even the most gently
lobbed, sugar coated hand
grenade is likely to cause
damage!

Difficult Conversations: How to Discuss What Matters Most
Stone. Patton & Heen




Rationale




Relationships Within the School House

Roland S. Barth

“One incontrovertible finding emerges from my career spent working in and around schools: The nature of relationships among the adults within a school has a greater influence on the character and quality of that school **and on student accomplishments** than anything else.”



“**If** the relationships between administrators and teachers are trusting, generous, helpful, and cooperative, **then** relationships between teachers and students, between students and students, and between teachers and parents are likely to be trusting, generous, helpful and cooperative”.



“If, on the other hand, relationships between administrators and teachers are fearful, competitive, suspicious, and corrosive, then these qualities will disseminate throughout the school community.

In short,

the relationships among the educators in a school define all relationships within that school culture.”



Change



Differentiating Change from Transition

- *Change* is not the same as *Transition*
- *Change* is situational
- *Transition* is the psychological process people go through to come to terms with the new situation.
- *Change* is external, *Transition* is internal
- Unless *Transition* occurs, *Change* will not work

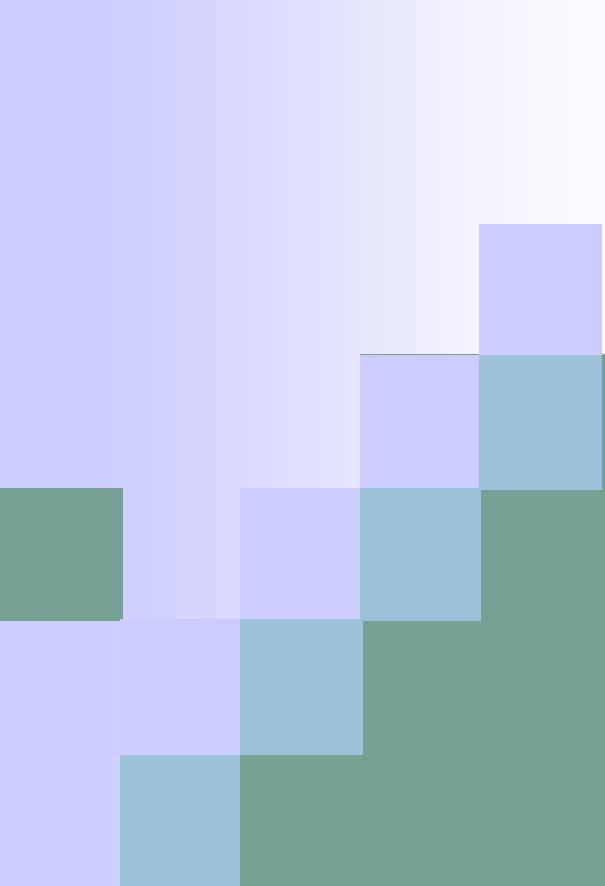


Phases of Transition

- **Ending or Letting Go**
- **The Neutral Zone**
- **New Beginnings**

The Immunity X-Ray

Commitment (Improvement Goal)	Doing/Not Doing Instead	Hidden Competing Commitments	Big Assumptions
		<div data-bbox="1027 522 1350 761" style="border: 1px solid black; background-color: #00BFC4; padding: 10px; width: fit-content; margin: auto;">Worry Box:</div>	



Conversational Structures



Conversational Structures

- Every conversation has a structure that invites certain kinds of responses and inhibits other kinds of responses.
- We approach most difficult situations prepared to **tell the other person something that is important to us.**
- Our preparation involves how we can tell the other person **in a way that will be effective.**
- Choose your conversation or it will choose you.



Two Types of Stances

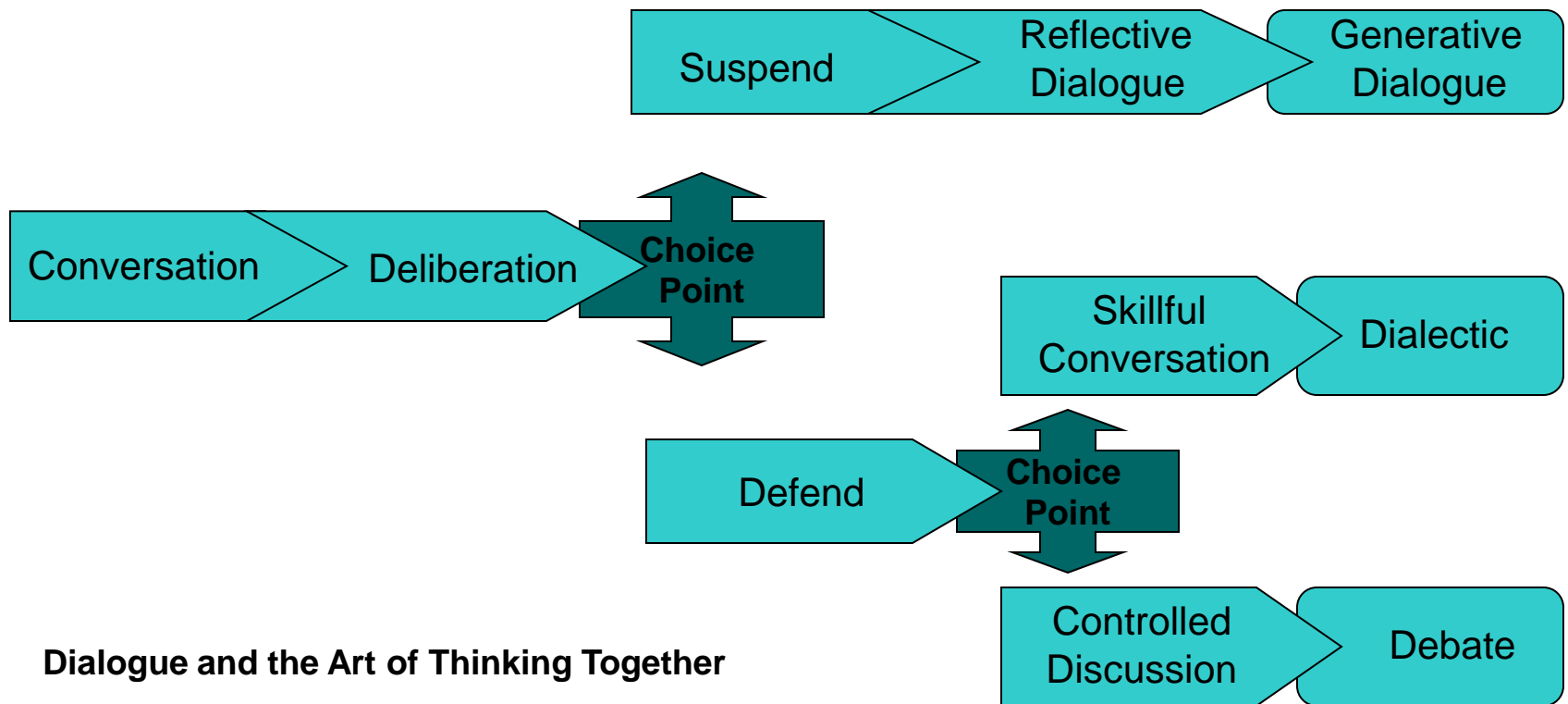
TELLING

- Judgment
- Hubris
- Pretense
- Dismiss

LEARNING

- Curiosity
- Humble
- Presence
- Acknowledge

Conversation Structure & Choices



Dialogue and the Art of Thinking Together

William Issacs



Engaging in Shared Learning

Shift your internal orientation from:

- Certainty to Curiosity
- Debate to Exploration
- Simplicity to Complexity
- “Either/Or” to “And”



Quotes

- Individually intelligent people can collectively make stupid decisions from shallow pools of understanding.
- One measure of a groups intelligence is the depth of its shared pool of understanding.
- The nature of relationships among the adults within a school has a greater influence on the character and quality of that school **and on student accomplishments** than anything else.”