#instructionalcoaching
resources.corwin.com/
knightbetterconversations
Guiding Questions

- Why is the way I communicate important?
- What are the six better conversation beliefs?
- What are my beliefs about conversations?
- What are the ten better conversation habits?
- What can I do to internalize the habits?
6 Beliefs

10 Habits
Your tasks

Identify someone whom you want to praise.

Identify two important conversations you need to have in the future.
Partners
Why?
We are living through a communication crisis
communication is central to school improvement
We have found that the single factor common to every successful change initiative is that *relationships improve*. If relationships improve, things get better. If they remain the same or get worse, ground is lost. Thus leaders must be consummate relationship builders with diverse people and groups – especially with people different than themselves.

Michael Fullan
Effective communication is an essential skill for a fulfilled life.
We are experiencing a radical brokenness in all of existence. Times are out of joint. Alienation and disharmony, conflict and turmoil, enmity and hatred characterize so much of life.

Desmond Tutu, *No Future Without Forgiveness*
“Loneliness Among Older Adults,” AARP, September 2010
There is reason for hope
Complex, fulfilling relationships don’t suddenly appear in our lives fully formed. Rather, they develop one encounter at a time.

Gottman (2001) The relationship cure
3
Better conversations is a movement toward a more authentic of yourself
witnesses. A. J. P. Taylor The battles of El Alamein or Stalingrad only became fully authentic when they appeared on the [cinema] screen. Listener BBC1's Tenko was the most authentic representation to date of the Far East prisoner's life.

4. Real, actual, genuine; original, first-hand; really proceeding from its stated source, author, painter, etc. L15.

Milton Him who had stole Joves authentic fire. E. Waugh A treasure house of period gems; pure authentic 1914. R. D. Laing To
Be who you are, not who the world wants you to be.

-Unknown-
## PERSONAL REFLECTION

### Communication Profile

<table>
<thead>
<tr>
<th>WHERE I AM RIGHT NOW</th>
<th>WHERE I WANT TO BE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I listen effectively</strong></td>
<td><strong>Very True</strong></td>
</tr>
<tr>
<td><strong>I build emotional connections</strong></td>
<td><strong>Very True</strong></td>
</tr>
<tr>
<td><strong>I ask questions effectively</strong></td>
<td><strong>Very True</strong></td>
</tr>
<tr>
<td><strong>I control my emotions effectively</strong></td>
<td><strong>Very True</strong></td>
</tr>
<tr>
<td><strong>My conversations are usually good for me and my partner</strong></td>
<td><strong>Very True</strong></td>
</tr>
<tr>
<td><strong>I am fully present in all conversations</strong></td>
<td><strong>Very True</strong></td>
</tr>
<tr>
<td><strong>I collaborate effectively with others</strong></td>
<td><strong>Very True</strong></td>
</tr>
</tbody>
</table>
To be authentic, you need to know what you believe.
Six Beliefs
Belief One

I see others as equal partners in conversations.
Topdown

or

Partnership
<table>
<thead>
<tr>
<th>TOPDOWN</th>
<th>PARTNERSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>one voice</td>
<td>all voices</td>
</tr>
<tr>
<td>buy-in</td>
<td>autonomy</td>
</tr>
<tr>
<td>constructive feedback</td>
<td>dialogue</td>
</tr>
<tr>
<td>dehumanizing</td>
<td>mutually humanizing</td>
</tr>
</tbody>
</table>
THE DON DEHLER
Leadership Award
Your question

Identify someone who truly sees others as equals.
What do they do that shows that they see others as equals?
Equality

- Status
- Buy-in
- Expertise
To understand how it might look and feel to honor or violate the belief that others should be equal partners in conversations, the following examples of top-down communication and partnership communication are provided. Use this simple scale to help gauge the alignment you currently possess between your beliefs and your behavior (authenticity). The higher total score, the more oriented you are toward partnership communication. The lower total score, the more oriented you are toward top-down communication.

<table>
<thead>
<tr>
<th><strong>TOP-DOWN PRACTICES</strong></th>
<th><strong>PARTNERSHIP PRACTICES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>It is OK to manipulate others to get what I want.</td>
<td>I make sure I treat others as deserving of status.</td>
</tr>
<tr>
<td>I want people to “buy-in” to my ideas.</td>
<td>I want an outcome everyone embraces even if it’s not my own.</td>
</tr>
<tr>
<td>It is of paramount importance that others recognize my expertise.</td>
<td>I am more concerned with recognizing others’ expertise than I am about them recognizing mine.</td>
</tr>
</tbody>
</table>

**Total Score**

What surprises you? What pleases you? Are you where you would like to be? What would you like to change?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
It is amazing how often we move to positions of power when we are not consciously aware of the need to stay in good communication with others.

Marilyn Allen, Instructional Coach
Belief Two

I want to hear what others have to say.
Belief Two

I want to hear what others have to say.
What people need is a good listening to.

Marylou Casey
FIRST, BREAK ALL THE RULES
WHAT THE WORLD’S GREATEST MANAGERS DO DIFFERENTLY
BASED ON IN-DEPTH INTERVIEWS BY THE GALLUP ORGANIZATION OF OVER 80,000 MANAGERS IN OVER 400 COMPANIES—THE LARGEST STUDY OF ITS KIND EVER UNDERTAKEN
MARCUS BUCKINGHAM & CURT COFFMAN
student voice
The Instrument of Change

Russell J. Quaglia
Michael J. Corso
Voice

• Focus
• Presence
• Timing
LOOKING AT MY BELIEFS:

I want to hear what others have to say.

To understand how it might look and feel to honor or violate the belief that you want to hear what people have to say, the following examples of what it looks like to use top-down communication and partnership communication are provided. Use this simple scale to help gauge the alignment you currently possess between your beliefs and your behavior (authenticity). The higher total score, the more oriented you are toward partnership communication. The lower total score, the more oriented you are toward top-down communication.

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<thead>
<tr>
<th>TOP-DOWN PRACTICES</th>
<th>PARTNERSHIP PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do most of the talking during conversations</td>
<td>Others do most of the talking during conversations</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>It is OK if I multi-task during conversations</td>
<td>I am fully present when I have conversations</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>I don’t worry about how anger or negative feelings interfere with my ability to listen</td>
<td>I try to make sure I’m ready to listen before I have an important conversation</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>

Total Score

What surprises you? What pleases you? Are you where you would like to be? What would you like to change?
Belief Three

I believe others should have a lot of autonomy.
control is an easy answer. It . . . sounds tough, so it feels reassuring to people who believe things have gone awry . . . however, it has become increasingly clear that the approach simply does not work . . . the widespread reliance on rewards and punishments to motivate responsibility has failed to yield the desired results. Indeed, mounting evidence suggests that these so-called solutions, based on the principle of rigid authority, are exacerbating rather than ameliorating the problems. (pp. 1–2)

Edward Deci, Why We Do What We Do
Saying no is the fundamental way we have of differentiating ourselves. To take away my right to say no is to claim sovereignty over me ... if we cannot say no, then saying yes has no meaning.

Peter Block
Autonomy

- Choice
- Decision Making
- Outcomes
To understand how it might look and feel to honor or violate the belief that people should have a lot of autonomy, the following examples of top-down communication and partnership communication are provided. Use this simple scale to help gauge the alignment you currently possess between your beliefs and your behavior (authenticity). The higher total score, the more oriented you are toward partnership communication. The lower total score, the more oriented you are toward top-down communication.

**LOOKING AT MY BELIEFS:**

I believe people should have a lot of autonomy.

<table>
<thead>
<tr>
<th><strong>TOP-DOWN PRACTICES</strong></th>
<th><strong>PARTNERSHIP PRACTICES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>People should do what they are told</td>
<td>Telling people what to do without giving them choices creates resistance.</td>
</tr>
<tr>
<td>I do most of the thinking for others</td>
<td>I think with others.</td>
</tr>
<tr>
<td>I want my own outcomes</td>
<td>I want the best outcome</td>
</tr>
</tbody>
</table>

Total Score

What surprises you? What pleases you? Are you where you would like to be? What would you like to change?
Belief Four

I don’t judge my conversation partners.
It’s not our differences that divide us. It’s our judgments about each other.

Margaret Wheatley, *turning to one another*
THE SIX SECRETS OF CHANGE

What the Best Leaders Do to Help Their Organizations Survive and Thrive

MICHAEL FULLAN
Author of Change Leader & Leading in a Culture of Change
teaming
How Organizations Learn, Innovate, and Compete in the Knowledge Economy
AMY C. EDMONDSON
HARVARD BUSINESS SCHOOL
ACCOUNTABILITY FOR MEETING DEMANDING GOALS

<table>
<thead>
<tr>
<th>Psychological Safety</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>COMFORT ZONE</td>
<td>APATHY ZONE</td>
</tr>
<tr>
<td>High</td>
<td>LEARNING ZONE</td>
<td>ANXIETY ZONE</td>
</tr>
</tbody>
</table>

(Edmondson, 2008)
Nonjudgmentalism

- Assumptions
- Advice
- Knowing What is Right
LOOKING AT MY BELIEFS:
I don’t judge my conversation partners.

To understand how it might look and feel to honor or violate the belief that it is important to not judge conversation partners, the following examples of top-down communication and partnership communication are provided. Use this simple scale to help gauge the alignment you currently possess between your beliefs and your behavior (authenticity). The higher total score, the more oriented you are toward partnership communication. The lower total score, the more oriented you are toward top-down communication.

<table>
<thead>
<tr>
<th>TOP-DOWN PRACTICES</th>
<th>PARTNERSHIP PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a habit of assuming a lot about what other people say.</td>
<td>I listen to people without making assumptions.</td>
</tr>
<tr>
<td>I don’t hesitate to give advice even if it is not requested.</td>
<td>I never give unsolicited advice.</td>
</tr>
<tr>
<td>Other people need to accept that my way is almost always the right way.</td>
<td>I seek others’ opinions since they could easily have better ideas than mine.</td>
</tr>
</tbody>
</table>

Total Score  

What surprises you? What pleases you? Are you where you would like to be? What would you like to change?

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Impact Research Lab
There are many ways we can roll our eyes that don’t involve our eyes.

Michael Fullan
Belief Five

Our conversation should be back and forth.
Bohm

On Dialogue
Conditions for Dialogue*

1. Humility
2. Hope
3. Faith
4. Critical Thinking
5. Love

*Paulo Freire
Back and Forth

- Manipulation
- Purpose
- Learning
03:00
Back and Forth

- Manipulation
- Purpose
- Learning
**LOOKING AT MY BELIEFS:**

Conversation should be back and forth.

To understand how it might look and feel to honor or violate the belief that conversations should be back and forth, the following examples of top-down communication and partnership communication are provided. Use this simple scale to help gauge the alignment you currently possess between your beliefs and your behavior (authenticity). The higher total score, the more oriented you are toward partnership communication. The lower total score, the more oriented you are toward top-down communication.

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<thead>
<tr>
<th>TOP-DOWN PRACTICES</th>
<th>PARTNERSHIP PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is OK to manipulate others to get what I want</td>
<td>I see others as fully human and strive to never manipulate them.</td>
</tr>
<tr>
<td>Communication is about making sure others receive my message</td>
<td>Communication is about two or more people being shaped by the brain power of everyone in a conversation</td>
</tr>
<tr>
<td>I’m only concerned about instructing others</td>
<td>I always want to learn from others.</td>
</tr>
</tbody>
</table>

| Total Score |                                           |
|-------------|                                           |

What surprises you? What pleases you? Are you where you would like to be? What would you like to change?

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Belief Six

Conversation should be life-giving.
Life-alienating

- moralistic judgments
- making comparisons
- making demands
- denial
- labeling others
How would your life be different if … you walked away from gossip and verbal defamation? Let today be the day … speak only the good you know of other people and encourage others to do the same.

Steve Maraboli
Life-giving

• Engagement
• Energy
• Well-being
To understand how it might look and feel to honor or violate the belief that conversations should be life-giving, the following examples of top-down communication and partnership communication are provided. Use this simple scale to help you gauge the alignment you currently possess between your beliefs and your behavior (authenticity). The higher total score, the more oriented you are toward partnership communication. The lower total score, the more oriented you are toward top-down communication.

**LOOKING AT MY BELIEFS:**

**Conversation should be life-giving.**

<table>
<thead>
<tr>
<th>TOP-DOWN PRACTICES</th>
<th>PARTNERSHIP PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typically during conversations I’m not that engaged.</td>
<td>Typically during conversations I’m very engaged.</td>
</tr>
<tr>
<td>Most of my conversations take a lot out of me.</td>
<td>Most of my conversations energize me.</td>
</tr>
<tr>
<td>Usually I feel worse after having a conversation.</td>
<td>Usually I feel better after having a conversation.</td>
</tr>
</tbody>
</table>

**Total Score**

What surprises you? What pleases you? Are you where you would like to be? What would you like to change?
Which of the Better Conversation Beliefs, if any, do you see embodied in Mr Rogers’ way of communicating?
6 Beliefs

- I see others as equal partners in conversations.
- I believe people should have a lot of autonomy.
- I want to hear what others have to say.
- I don’t judge my conversation partners.
- Conversation should be back and forth.
- Conversation should be life-giving.
To be authentic, you need to **act** in a way that is consistent with what you believe.
To be authentic, you need to **act** in a way that is consistent with what you believe.
Ten Habits
Demonstrate Empathy
If we could read the secret history of our enemies, we should find in each man’s life sorrow and suffering enough to disarm all hostility.

Henry Wadsworth Longfellow
“Empathy inspires with a unique combination of teaching, storytelling, and a serious call to action.”

—Brené Brown, Ph.D., LMSW, author of the New York Times #1 bestsellers Daring Greatly and The Gifts of Imperfection

EMPATHY

Why It Matters, and How to Get It

ROMAN KRZNARIC
author of How Should We Live?
Empathy is the art of stepping imaginatively into the shoes of another person, understanding their feelings and perspectives, and using that understanding to guide your actions.

Roman Krznaric, *Empathy: Why it Matters and How to Get it*
Empathy

- Empathy toward ourselves
- Affective empathy
- Cognitive empathy
Your task

1. Identify an important upcoming conversation.

2. Complete the empathy looking ahead form.

3. Share with your partner what you learned, discovered or confirmed when you completed the form.
Demonstrating Empathy

Use this form to prepare yourself for a conversation you are soon going to have where you intend to demonstrate empathy. Do your best to consider fully how you are thinking and feeling about the conversation, and how your conversation partner is thinking and feeling.

What assumptions or preconceptions are you bringing to the conversation that might make it difficult to listen with empathy?

What emotions do you anticipate your conversation partner might be feeling?

What needs do you think your conversation partner currently has regarding your future topic of conversation?

What other thoughts do you have about understanding your conversation partner’s perspective and emotions?
A Final Question

1. How do we manage empathy in a healthy way?
Listen
Listen
Listening is only powerful and effective if it is authentic. Authenticity means that you are listening because you are curious and because you care, not just because you are supposed to. The issue, then, is this: Are you curious? Do you care?

Stone, Patton, Heen (1999) Difficult conversations
3 strategies

1. Commit to listen
2. Be the listener not the speaker
A common experience you no doubt have had is the conversation that begins with your telling someone about something you are grappling with and before you’ve even finished the story, the other person says, “I know exactly what you mean. About three years ago …” And he’s off and running. In a matter of seconds, this conversation shifted from being about you to being about him”…

Susan Scott, Fierce Conversations
3 strategies

1. Commit to listen
2. Be the listener not the speaker
3. Pause to make sure you’re opening up
3.5 strategies

3.5 Don’t interrupt
### Looking Ahead: Listening

What is the conversation where you intend to practice listening with empathy?

<table>
<thead>
<tr>
<th>Poor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Excellent</th>
</tr>
</thead>
</table>

On a scale of 1-10, how interested do you expect to be in this conversation?

On a scale of 1-10, how committed are you to listening with empathy?

What can you do to increase your interest and commitment?

What can you do to ensure that the focus of the conversation is on others rather than yourself?

Have you cleared your mind? Is there anything else you need to do to make sure you are ready to listen without preconceptions and with empathy?

What can you do to make sure you focus on the emotions and needs of others?
Foster Dialogue
Conditions for Dialogue

Humility
Hope
Faith
Critical Thinking
Love
Fostering Dialogue

- Listen with Empathy
- Balance Advocacy with Inquiry
- Hold Tension
- Seek disconfirming evidence
- Use Dialogue structures
- Ask Better Questions
- Use the “third side”
Third Side

- Video
- Data
- Forms (such as the Better Conversation reflection forms)
- Questioning Routines
Dialogue Structures

- Brainstorming
- Affinity diagrams
- Nominal group technique
- de Bono’s *Six Thinking Hats*
- Owen’s *Open Space*
LOOKING AT:
Fostering Dialogue (1 of 2)

Complete this form after you have recorded a conversation in which you tried to engage in dialogue. You can complete it while watching or after watching the conversation.

Put a mark on the line to indicate who did most of the thinking in this conversation:

<table>
<thead>
<tr>
<th>Me</th>
<th>My Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>50/50%</td>
</tr>
</tbody>
</table>

Is there anything you can do to ensure both partners contribute equally to the conversation next time?

Put a mark on the line to indicate what percentage of the time you were talking in this conversation:

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>50/50%</td>
</tr>
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</table>

Is there anything you should do next time to enable your partner to speak more?

Put a mark on the line that indicates how much of the time you were telling your opinion in the conversation:

<table>
<thead>
<tr>
<th>Telling my opinion</th>
<th>Listening, questioning, or mutually exploring</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>50/50%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Is there anything you should do next time to change the way you ask questions?

LOOKING AT: Fostering Dialogue (2 of 2)

Put a mark on the line that indicates to what extent the outcome of the conversation was one that you proposed, your partner proposed, or was mutually constructed:

<table>
<thead>
<tr>
<th>Me</th>
<th>Mutual</th>
<th>My Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>50/50%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Is there anything else you should do to make your next conversation more of a dialogue?
LOOKING AT:
Fostering Dialogue (2 of 2)

Put a mark on the line that indicates to what extent the outcome of the conversation was one that you proposed, your partner proposed, or was mutually constructed:

<table>
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LooKING AT:
Fostering Dialogue (2 of 2)

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</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td></td>
<td>50/55%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Is there anything else you should do to make your next conversation more of a dialogue?
Ask Better Questions
Good Questions

Ask open/opinion questions

Be non-judgmental

Listen without assumptions

Empathize
Good Questions

Be curious
Ask questions you don’t know the answers to
Respect the “sweet purity of silence”
Avoid unhelpful questions
Unhelpful Questions

- Set-up questions
- Stump questions
- Demand questions
- Angry questions
### Asking Better Questions

Identify a future conversation where you will need to ask effective questions. Review the list of questions below to identify questions you might use to foster dialogue and share understanding. Put a checkmark beside any questions you might use in the identified conversation.

<table>
<thead>
<tr>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given the time we have today, what is the most important thing you and I should be talking about? (Susan Scott)</td>
</tr>
<tr>
<td>What if nothing changes? So what? What are the implications for you and your students? (Susan Scott)</td>
</tr>
<tr>
<td>What is the ideal outcome? (Susan Scott)</td>
</tr>
<tr>
<td>What can we do to resolve this issue? (Susan Scott)</td>
</tr>
<tr>
<td>Tell me about what you felt</td>
</tr>
<tr>
<td>Tell me a little about this</td>
</tr>
<tr>
<td>What leads you to believe?</td>
</tr>
<tr>
<td>What went well? What surprised you? What did you learn? What will you do differently next time?</td>
</tr>
<tr>
<td>What do you think about?</td>
</tr>
<tr>
<td>On a scale of 1-10, how close are you to your ideal classroom? (Steve Barkley)</td>
</tr>
<tr>
<td>What are you seeing that shows that the strategy is successful? (Steve Barkley)</td>
</tr>
<tr>
<td>What impact would _______ have? (Steve Barkley)</td>
</tr>
<tr>
<td>When have you seen _______? (Steve Barkley)</td>
</tr>
<tr>
<td>What do you think the _______ suggests?</td>
</tr>
<tr>
<td>What are some other ways we can look at that?</td>
</tr>
<tr>
<td>What are we uncertain about?</td>
</tr>
<tr>
<td>What is your hope for _______?</td>
</tr>
<tr>
<td>What if nothing happens?</td>
</tr>
</tbody>
</table>
Connect
Failure to connect can hinder your career. It can interfere with friendships. It can weaken your relationships with relatives, including your kids. It can even ruin your marriage.

(Gottman, p.25)
Facial expressions: A universal language

- Contempt
- Sadness
- Disgust
- Happiness
- Fear
- Surprise
- Anger
Bid
“A bid can be a question, a gesture, a look, a touch--any single expression that says ‘I want to feel connected to you.’ A response to a bid is just that--a positive or negative answer to somebody’s request for emotional connection”--Gottman
Turning Toward
When someone turns away from a bid, the bidder loses confidence and self-esteem. In our observation studies, we see how people almost seem to “crumple” when their partners turn away. The bidders don’t get puffed up with anger; they don’t get indignant; they just seem to fold in on themselves.

Turning Against
Connect
Your question

Do your own experiences suggest that Gottman’s research is right or wrong?
Be a Witness to the Good
Nearly every organization or work team we’ve spent time with … astonishingly under communicates the genuinely positive, appreciative, and admiring experiences of its members. This is … a terrible deprivation of the vitality of a work setting.

Kegan & Lahey (2001)
Positive Comments
Often Fail

Indirect
General
Attributive
Ongoing regard is not about praising, stroking, or positively defining a person to herself or to others. We say it again: it is about enhancing the quality of a special kind of information. It is about informing the person about our experience of him or her.

Kegan & Lahey (2001)
LOOKING AHEAD:

Being a Witness to the Good

Use this form to prepare yourself for a conversation you are soon to have where you intend to be a witness to the good.

What general praise would you give to your partner?

What evidence supports your positive observation?

What can you do to make it more specific?
Find Common Ground
I note the obvious differences between each sort and type, but we are more alike, my friends, than we are unalike.

—Maya Angelou
I CARE

• Interests
• Convictions
• Activities
• Roles and Responsibilities
• Experiences
WITH A PARTNER

Use this form to explore Finding Common Ground and to try out the I-CARE model. Simply use the questions to identify what common ground you hold with your conversation partner.

**Interests:** What are your interests or passions (books, food, restaurants, music, sports teams, travel, and so on)?

**Convictions:** What are your important intellectual, political, artistic, social action, or religious beliefs?

**Activities:** What do you enjoy doing (cooking, running, singing, writing, volunteering, working, mentoring, and so on)?

**Roles:** What roles do you have or have you held (teacher, administrator, parent, committee member, scout leader, coach, choir director)?

**Experiences:** What are some important experiences you have had (schools or universities, people known, locations visited, lived in, or hope to be visited)?
Control Toxic Emotions
3 strategies

1. Name it.
2. Reframe it.
3. Tame it.
Can people push your buttons?
Reframe it

Listener
Learner
Victory

Go to the balcony
Tame it
Buy time
Paraphrase
Break vicious cycles
Don’t make assumptions
Take the partnership way
Use this form to prepare yourself for a conversation that has the potential to provoke you to feel and act on destructive emotions.

How will you recognize that your emotions are being provoked (skin feels extra warm, heartbeat quickens, shortness of breath, unclear thinking, desire to respond without thinking, or something else)?

How will you reframe the conversation, if necessary (seeing yourself as a listener, learner, game player, detached observer, or in some other way)?

How can you use empathy to better understand others’ perspectives, in particular their emotions and their needs?

What strategies can you use to tame your emotions to keep them under control (buy time, rewind the tape, break vicious cycles, equilibrate the conversation, avoid making assumptions, or something else)?

What else can you do to be prepared to control destructive emotions?
Redirect Toxic Conversations
Our lives begin to end the day we become silent about things that matter.
Re-directing Destructive Conversations

Identify conversations that need to be stopped

Develop a strategy such as responsive turns

Use the strategy
# Responsive Turns

<table>
<thead>
<tr>
<th><strong>TACTIC</strong></th>
<th><strong>WHAT IS IT?</strong></th>
<th><strong>EXAMPLE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interrupt</td>
<td>Cutting off the negative conversation before it begins.</td>
<td>“Oh crap, I’m late; I’ve gotta go.”</td>
</tr>
<tr>
<td>Name</td>
<td>Describing what’s going on so everyone can see it.</td>
<td>“I just feel that if we keep complaining about kids, we’re never going to come up with anything useful.”</td>
</tr>
<tr>
<td>Correct</td>
<td>Clarify a statement that is not true.</td>
<td>“I was at the meeting, and Mr. Smith was actually opposed to the plan.”</td>
</tr>
<tr>
<td>Divert</td>
<td>Moving the conversation in a different direction.</td>
<td>“Speaking of Tom, when does the basketball season start this year?”</td>
</tr>
</tbody>
</table>
Redirecting Toxic Conversations

In the left-hand column below, list the kinds of conversations that you believe are never acceptable (racist, sexist, abusive, homophobic, gossiping, demeaning, blaming, or others).

Beside each topic, identify the strategy you will use to redirect the conversation (interrupt, name, correct, divert, or some other).

<table>
<thead>
<tr>
<th>UNACCEPTABLE TOPICS</th>
<th>REDIRECTION STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Trust
What is Trust

1. Character
2. Reliability
3. Competence
4. Warmth
5. Stewardship
LOOKING AHEAD:

Building Trust

Use this form to consider the factors that influence trust—character, competence, reliability, warmth, and stewardship. Identify any changes you can make to become more trustworthy.

CHARACTER
Are you honest, transparent, and nonjudgmental? Do you need to change so that you can be more trustworthy?

COMPETENCE
How can you increase the usefulness of what you share? Do you need to be more focused or precise? Do you need to increase your depth of knowledge?

RELIABILITY
What organizational rituals and boundaries can you add, or what activities can you quit so you can be more reliable?

WARMTH
Do you need to get better at demonstrating empathy, listening, being a witness to the good, or being vulnerable to encourage trust?

STEWARDSHIP
Do you need to change your outlook on life in any way so that you are less concerned with yourself and more concerned with others?
6 Beliefs

• I see others as equal partners in conversations.
• I believe people should have a lot of autonomy.
• I want to hear what others have to say.
• I don’t judge my conversation partners.
• Conversation should be back and forth.
• Conversation should be life-giving.
Ten Habits

1. Demonstrating Empathy
2. Listening
3. Fostering Dialogue
4. Asking Better Questions
5. Making Emotional Connections
Ten Habits

6. Being a Witness the to Good
7. Finding Common Ground
8. Redirecting Toxic Conversations
9. Controlling Toxic Emotions
10. Building Trust
Guiding Questions

- Why is the way I communicate important?
- What are the six better conversation beliefs?
- What are my beliefs about conversations?
- What are the ten better conversation habits?
- What can I do to internalize the habits?