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Thinking & Learning Conference

2014

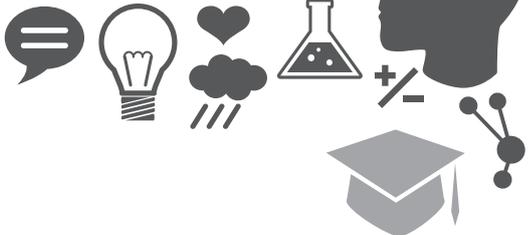
23-26 May

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Innovate!

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Inspire!



Jennifer Abrams

Saturday 24 May

Having Hard Conversations
(1-Day Institute)

Session 1, 2 & 3



JENNIFER ABRAMS



Jennifer is an international educational and communications consultant for schools, universities and non-profits. She trains and coaches teachers, administrators and others on successful instructional practices, new employee support, supervision and evaluation, generational savvy, having hard conversations and effective collaboration skills. Her publications include *Having Hard Conversations*, "Planning Productive Talk", her article for ASCD's 'Educational Leadership', 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*.

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CODE: 11JA02
0514



Having Hard Conversations

Agenda

Welcomes, Introductions, Overview of Session

Start Your Own Case Study

Why We Hesitate Having Hard Conversations

Questions to Ask Yourself Before Deciding to Have the Conversation

Using Professional Teaching Behaviors as Your Foundation

Outcome Mapping – Action Planning

Scripting Protocols and Tools

Questions to Ask Yourself Right Before You Have the Conversations

What If? Other Types of Hard Conversations

Reflection and Feedback

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About the Presenter

Jennifer Abrams is an international educational and communications consultant for public and private schools, hospitals, universities and non-profits. Jennifer trains and coaches teachers, administrators, nurses, hospital personnel and others on successful instructional practices, new employee support, supervision and evaluation, generational 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, 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.

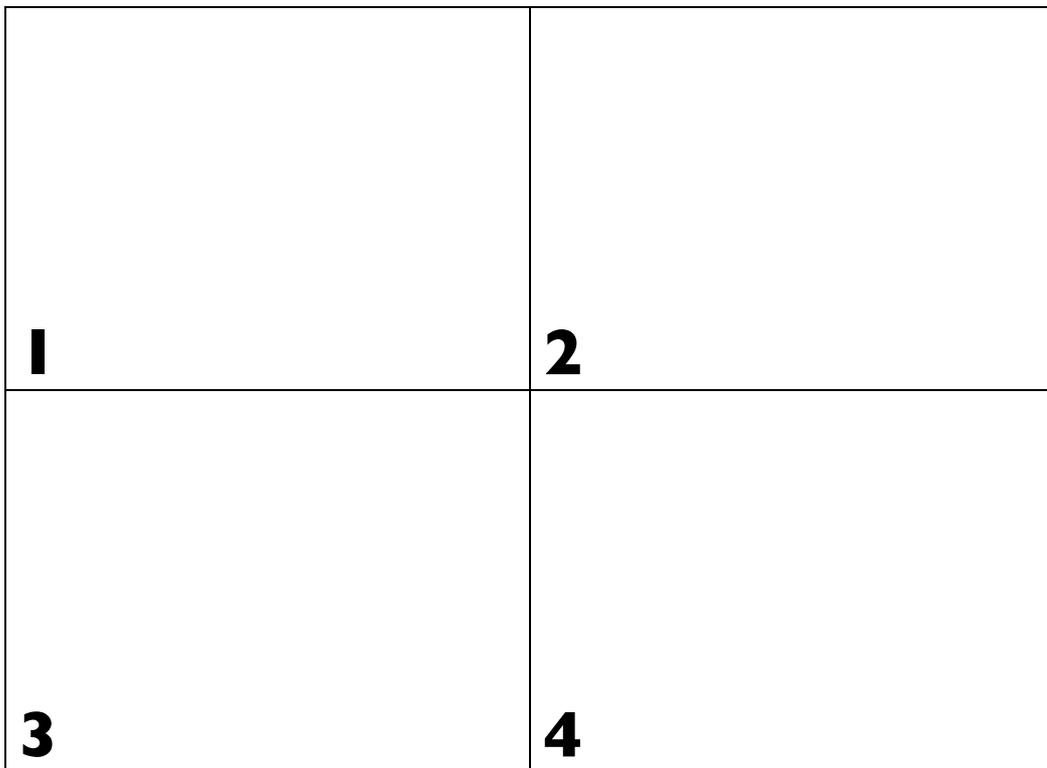
Jennifer's publications include *Having Hard Conversations*, and the Corwin Press e-course by the same name, "Planning Productive Talk," her article for ASCD's *Educational Leadership* (October 2011), her chapter, "Habits of Mind for the School Savvy Leader" in Art Costa's and Bena Kallick's book, *Learning 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 book, with co-author Valerie Von Frank, *The Multigenerational Workplace: Communicating, Collaborating & Creating Community* was published by Corwin Press in November of 2013. 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 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, and most recently in writing for the stage, as she did in her tenure as a Board Member of the National New Play Network. 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, USA. Jennifer can be reached at jennifer@jenniferabrams.com, www.jenniferabrams.com, and on Twitter @jenniferabrams.



Quadrant Partners





Setting the Stage

Think about a hard conversation you haven't had with someone. What are the circumstances surrounding the concern? What is bothering you? What are some of the reasons why you haven't said anything yet?

You will be using this "case study" throughout the session so please pick a challenge you feel comfortable working on and sharing with others.



**Tensions That Surface AND/OR
Competing Commitments**

Want to be Pleasing

Safety

Comfort

No Sense of Urgency

Perfectionism

Distrust – Of Self and Other

Too Big a Shift in Role Expectations

Priorities/Survival

Identity

Fatigue

Personality

Intent



**Questions to Ask Yourself Before
Having the Hard Conversation
With Thanks to Debra Meyerson's Tempered Radicals**

Timing

Is this a good time to take a risk and pose a challenge?

Do I have to say anything or will it fix itself on its own?

What is the intensity of this need? Does it need to be handled now or can it wait?

Am I in the right frame of mind to say something or will I become too emotional?

Is this the time for the teacher to hear this? Can he/she hear this now? Or is his/her stress level so high it wouldn't be heard?

Do I have enough information and accurate information about this situation?

Do I prioritize this conversation before another one?

Stakes

How high are the stakes for the different parties involved? Is this a fight worth picking?

If I speak up, who or what else will this affect? What is the ripple effect?

Are the negative effects greater than the potential gains if I choose to speak out?

How important is it for the students that I bring this up?

Is what is going on in the classroom unsafe or damaging to students?

Is this something that the "higher ups" need to know about? Is this a contractual situation? What rights do I have? What rights does he/she have?

How vulnerable am I willing to get?

Is this imperative to talk about or just somewhat important?

What would happen if I didn't have the conversation?



**Questions to Ask Yourself Before
Having the Hard Conversation
With Thanks to Debra Meyerson's Tempered Radicals**

Likelihood of Success

How promising are the hoped for results?

Have I thought through enough what the real problem is so I have it well articulated myself? Has it come up before? Is it a pattern?

If I bring this issue up do I have an action plan thought out? Can I support the teacher through the changes I would like to see made? Do I have a game plan in mind?

If I say something is it going to move the teacher's practice forward?

Options

Are there better alternative responses to those that would pose a less significant risk?

Are there responses that will enable me to take a stand without overly jeopardizing my credibility?

Has the teacher been given the opportunity to self-discover this issue and is it on his/her plate? Have I tried to bring it up before and what was the response? Is there a way I could help them see it is a concern without going into "hard conversation" mode?

Can this issue be brought up via email or another medium? Which medium would be most effective? Or does it truly need to be said face-to-face?

How do I feel about offering this criticism? Does it give me pleasure or pain? If I am feeling pleasure, is there someone else to speak to the teacher because I will "act out" my attitude and it will be seen?

What am I trying to accomplish and if I speak up will it move me toward or away from that goal?

What are some other ways of thinking about this? Has this always been the case or have there been times when something different has happened?



**Questions to Ask Yourself Before
Having the Hard Conversation
With Thanks to Debra Meyerson's Tempered Radicals**

Consequences for Failure

What are the worst possible outcomes of the different choices? How bad are they, and how likely are they to occur?

No matter the outcome is this something I have to say because I have to say it?

Am I willing to experience the discomfort that might come as a result of bringing up this topic?

Personal Association- Personal Perspective

Will this be seen as only "my issue"? Am I outside the interaction and yet commenting on it with "heat"?

Can I say what I want to say and still project acceptance of this teacher?

Do I have a positive, trusting relationship with this teacher so I can bring up this concern and have it heard?

Is the teacher doing something that is really bugging me because it is a pet peeve of mine/a style difference or is this something that needs to change because it is affecting students?

Do I model the correct behavior I am looking for so after I say something I will know I am already walking my talk?

By my silence does this person think I agree with his/her perspective/behavior? Is that ok?

Is there a cultural lens I am wearing that I need to acknowledge and deal with?

How do my beliefs guide me to think this way, and how might other beliefs alter my thinking?

If I trusted this person's intentions would I interpret his/her responses differently?

Why do I hold on so strongly to this view?



**Questions to Ask Yourself Before
Having the Hard Conversation
With Thanks to Debra Meyerson's Tempered Radicals**

Do-ability

Does a response feel do-able? Is there a response that is not overwhelming; that I can help implement even more effectively and would be as helpful?

Is there specific and reliable evidence I can share? How would I present that in a way that can be heard?

If I do bring up the concern is there enough time to really deal with it or will it just cause problems?

Have I thought through why the teacher might be behaving in this way?
What external or internal factors are affecting the teacher? Motivations?

Why would a reasonable, rational and decent person be doing what he or she is doing?
Can I see the actions through the lens of positive intentions?

Is the behavior I am proposing to as a substitute do-able/teach-able for this individual?

**What are my Top 5 Questions that I need to ask myself
with regard to this case study?**

1)

2)

3)

4)

5)



Professional Teaching Behaviors

It is extremely important to have your hard conversation using professional and specific language.

Using the guiding questions on the next few pages,

- **Determine which specific teaching behaviors you are focusing on within your case study – which category and which actions**
- **Find language that will help you voice your concerns.**

Classroom Management and Climate	
Meeting the Needs of a Variety of Learners	
Planning Lessons and Instruction Delivery	
Assessment	
Developing as a Professional Educator	



<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>Employee'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 if the person had them would have the <u>most effect</u>?</p> <p><u>THESE TWO WHERE 95% SHOULD</u></p>	<p>Employee's Desired Behaviors</p> <p>What specific and measurable things would you like to see or hear if the problem was gone?</p> <p>Work on getting <u>at least 3-4 specific, visible, audible</u> 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 or <u>your</u> 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
Support from the principal and the assistant principal. Help with scripting talks with teacher. Help with writing up evaluations. Courage to do the job.	Articulate requirements verbally and in writing. Show a sample lesson plan that is correct. Meet with the teacher on a weekly basis to review the plans. Show the teacher what a prepared field looks like. Give positive feedback when he does something well. Acknowledge how hard it is to be new.	Needs to clearly know what is expected of him. Needs to know what the required lesson plan format is. Needs to feel comfortable learning new tricks. Needs to see models of the behavior done in the dept.	Show up at 7:30am. Follow what the department chair does in terms of lesson planning. Set up the playing field early and get things prepared. Ask the department chair about units at least 1 week ahead.	To get with the program and do what the rest of us are doing.	New teacher isn't following the department procedures



<p>Growth Agent's Internal Resources (Knowledge, Skills, Attitude)</p>	<p>Growth Agent's Intervention Strategies</p>	<p>Employee's Internal Resources Needed (Knowledge, Skills, Attitude)</p>	<p>Employee's Desired Behaviors</p>	<p>Tentative Outcome</p>	<p>Presenting Problem</p>
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<p>Growth Agent's Internal Resources (Knowledge, Skills, Attitude)</p>	<p>Growth Agent's Intervention Strategies</p>	<p>Employee's Internal Resources Needed (Knowledge, Skills, Attitude)</p>	<p>Employee's Desired Behaviors</p>	<p>Tentative Outcome</p>	<p>Presenting Problem</p>
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Adaptation from Adaptive Schools – Wellman and Garmston



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.

**Sample Scripts – Spot and Label All 6 Parts**

- 1) Setting the Tone 2) Naming the Issue 3) Giving Specific Examples
4) Describing the Impact 5) Making a Specific Request for Action
6) Indicating a wish to Dialogue**

- Jill, I want to talk to you about something you said yesterday at the meeting. I know your intentions were well-meaning, but the impact was something I don't think you meant and so I need to tell you about it now before we move into the next discussion. It was about meeting the needs of all learners. Your comment about the students from High Point Elementary not being "ready for prime time" showed a disrespect towards the students and your colleagues who worked with them and, while you did say you would provide some interventions for those students to bring them on board, the comment left others feeling insulted. We can't all move together as a district working group if a certain segment is feeling put down. It'd be best if you didn't use that comments or others like it as we talk about other schools. Does that make sense? Can you see this from their perspective?
- Steve, something has been sitting with me all weekend and I realize that I cannot move forward with you on this project unless I talk to you about it. It is important to me that I put this on the table because I want us to be able to work effectively together. It has to do with your participation in the work group. Your getting up and taking phone calls twice during our meeting was incredibly distracting to me. I felt it showed a disregard for the work of the group as if you discounted our time together and felt phone calls were more important. I, for one, don't feel as willing to put in much work when your leaving says to me you don't feel it is an important endeavor. Is there some way we could have you turn off the phone during the meeting or make some arrangements so it doesn't distract us. What might work?
- Abby, your management style and organization have really been supportive to so many students this year as they transition into high school, and there is another aspect to teaching that I think you need to refine in order to support even more students in your classroom. It has to do with engaging the students and helping them be more enthusiastic about the content of the class. I have noticed in the last two observations that you start the class by asking everyone to look at the white board for the warm up and then when they are done you move directly into the subject for the day. I have also noticed in the last hour I watched that although it was clear that students, especially Trudy had a lot to say about her personal connection with the material, that you said, "We need to get through the notes." The fact that you did not offer a personal greeting to students as they did or completed the warm up and that you discounted Trudy's personal stories is creating an unsafe classroom for students to share of themselves. I know students would feel better if they were able to share and be heard by you. How do you see this situation? How can we look at it together?
- Scott, you know your subject well and your understanding of physics is admirable. We need to talk about how you can get that understanding across to even more students than you already do through incorporating more active instructional strategies and monitoring into your lessons. I noticed in my observation today that you lectured for 45 of the 60 minutes and that you called on only those students who raised their hand. It turned out that over 50% of your class didn't participate in class today. And this is a pattern I have seen in my other 2 observations as well. Students are not being provided structured opportunities to process the material in class and this lack of active participation strategies doesn't work when the students are the ones that need to demonstrate understanding of the material. This is a critical issue in the classroom and one we need to deal with now. What are your immediate thoughts?



Sample HHC Scripts in Draft Form

What works? What might you change?

Script #1

Darryl, I want to talk to you about some concerns I have from observing your class. I want you to know as a veteran and experienced teacher on our staff that I value your work with our students. So I want to talk to you about this situation and work on it with you, together.

I have observed that students are not engaged in your lessons and there are some management issues we need to address. Today, I noted that students were not paying attention to your lecture, were coming in late to class unprepared with their homework and this disrupting behavior wasn't addressed.

These issues are frustrating to watch, as classroom management is a key component of effective instruction. I am concerned that students are not receiving the optimal learning from your lessons and at the same time I am concerned about the students' perception of your ability as an effective teacher.

I know I have noticed some of these issues before and apologize for not speaking to you about them sooner. I want to work with you in engaging students in learning by starting with improving classroom management.

I have been doing a lot of talking. Please share with me your perception about your classroom management and what you think about what I have noticed in your class.

Script #2

Kristin, I want to speak with you about the specifications of your job. I appreciate all you do for the school and that you take on additional responsibilities. However, I need to talk to you about the boundaries of your job description. You went outside the boundaries of your job description when you informed the counselor and the psychologist that they were going to be switching offices. This was unexpected information for them and it was not to come from you. It isn't part of your job to discuss those types of situations with anyone. When you give information outside your purview it creates an inaccurate perception that I have given you permission to share certain details and carry out certain tasks when I have not. I can't have those perceptions out there as the leader of this school. I want to support you and resolve this issue because you offer so many positives to the school. Please share with me your thoughts about this.



Quick Scripts for Having Hard Conversations

From Crucial Conversations by Kerry Patterson

“State My Path Statement”

“This is what I have noticed.....
I am beginning to think.....
What is your take on it?”

Example: “I noticed you said, “What do you want?” in a gruff way when the student came to see you at your desk. If I was that student I might feel a bit intimidated about coming to ask you a question if I got that response. Did you sense that she was a bit shy in responding to you? What’s your take on what happened?”

From “Management Shorts” by Andrea Corney (www.acorn-od.com)

“I Message Feedback Statements - Take One”

“When you do X (behavior), I think/feel Y (reaction).
It would be helpful to me if you could do Z (behavior) instead. Would that work for you? What do you need?”

Example: “When you come to our meeting late, I get the sense that the meeting isn’t important to you and that you disrespect me in some way. It would be helpful for me if you would show up on time and that way I wouldn’t feel defensive from the get-go. Is that something you could do?”

From “Management Shorts” by Andrea Corney (www.acorn-od.com)

“I Message Feedback Statements – Take Two”

“Here is the problem as I see it. What is going on from your perspective? What am I doing that gets in the way? And what can we both do to fix this problem?”

Example: “When you roll your eyes and respond to my comments in the brainstorm with “Yeah, but...” I have to admit I feel really feel angry and pretty much shut down. I have no idea if you know you are doing this or if you know how it is impacting me. I would really like to be able to participate in this meeting without feeling bad about it. Can you see this from my perspective? Am I missing something because I would like it if both of us could participate fully in this meeting.”



Seize the Moment

Exploring ways to speak up rather than tune out when presented with negatively racialized or generalized statements made by students or colleagues. Give yourself a voice and the power to affect change by addressing uncomfortable, untrue, generalizing, or negatively racialized comments when they're made.

Sentence Starters:

- "Tell me more about what makes you say that."
- "I'm not willing to agree with that generalization."
- "Do you think that's true generally? Do you have a specific student or example in mind?"
- "Some of the words you just used make me uncomfortable."
- "I don't agree with what you just said, could you please share more about what you mean?"
- "That makes me feel uncomfortable. Can we talk about it?"
- "That seems unfair to me. Do you really feel that way?"
- "Could you explain that to me please?"
- "Tell me more about what makes you say that."
- "I have a different opinion, but I'm willing to listen and share."
- "Here's an example of how I feel differently."



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



Having Hard Conversations – Other Resources

If you can't articulate where the colleague is stuck and you need some help with pinning the issue down and helping to move him/her along:

“A New Way of Thinking: Beginning Teacher Coaching Through Garmston's and Costa's States of Mind” - Jennifer Abrams
(www.cognitivecoaching.com – CC Literature/Readings)

Cognitive Coaching: A Foundation for Renaissance Schools, 2nd ed. – Arthur Costa and Robert Garmston, Christopher-Gordon Publishers, 2002

If you can articulate the problem and you need some help to think about the solution more deeply:

The Adaptive School: A Sourcebook for Developing Collaborative Groups – Robert Garmston and Bruce Wellman, Christopher-Gordon Publishers, 1999
(www.adaptiveschools.com)

“Getting Unstuck: Using an Outcome Map for Effective Problem Solving” – Jennifer Abrams
(www.updc.org - UPDC Library, Utah Special Educator, November, 2003)

Critical Friends Groups – Chapter 9 – Powerful Designs for Professional Learning – Lois Brown Easton, editor – National Staff Development Council, 2004

If you need help with scripting protocols:

Crucial Conversations: Tools for Talking When The Stakes Are High – Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler, Mc Graw Hill, 2002
(State My Path Chapter)

Crucial Confrontations: Tools for Resolving Broken Promises, Violated Expectations and Bad Behavior - Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler, Mc Graw Hill, 2005

Fierce Conversations: Achieving Success at Work & in Life, One Conversation at a Time – Susan Scott, Viking Press, 2002 (www.fierceinc.com)
(Confrontation Model)

“Communicating Concerns Directly” – a protocol in the New Teacher Center's training, Improving Student Achievement Through Teacher Observation and Coaching
(www.newteachercenter.org)



Having Hard Conversations – Other Resources

If you need help designing an action plan once you have had the conversation:

The Skillful Leader: Confronting Mediocre Teaching – Alexander Platt, et al, Ready About Press, 2000, (www.ready-about.com)

Other resources for language, protocols, support:

Assessment Strategies for Self-Directed Learning – Arthur L. Costa and Bena Kallick, Corwin Press, 2004

The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life, Parker J. Palmer, Jossey-Bass, 1998

Data Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry - Laura Lipton and Bruce Wellman, Miravia LLC, 2003 (www.miravia.com)

The Dance of Connection: How to Talk to Someone When You're Mad, Hurt, Scared, Frustrated, Insulted, Betrayed or Desperate – Harriet Lerner, Harper Collins, 2001

How The Way We Talk Can Change The Way We Work: Seven Languages for Transformation – Robert Kegan and Lisa Laskow Lahey, Jossey-Bass, 2001

How to Make Supervision and Evaluation Really Work – Jon Saphier, Research for Better Teaching, Inc., 1993

Mentoring Matters: A Practical Guide to Learning-Focused Relationships – Laura Lipton and Bruce Wellman, Miravia LLC, 2001 (www.miravia.com)

On Apology – Aaron Lazare, Oxford University Press, 2004

Tempered Radicals: How Everyday Leaders Inspire Change at Work – Debra E. Meyerson, Harvard Business School Press, 2003

Success with the Gentle Art of Verbal Self-Defense – Suzette H. Elgin, Prentice Hall, 1989

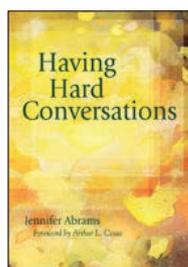
Words That Hurt, Words That Heal: How to Choose Words Wisely and Well – Rabbi Joseph Telushkin, William Morrow, 1996

RELATED RESOURCES



Available from Hawker Brownlow Education

Qty	Code	Title	Price
	CG0663	Cognitive Coaching: A Foundation Second Edition (Soft Cover)	\$59.95
	CG4435	Cognitive Coaching: States of Mind Cards (Set of 5)	\$15.00
	BKD1320	Crucial Conversations Tools for Talking When Stakes Are High: Tools for Talking When Stakes Are High, Second Edition	\$25.95
	CO1205	Having Hard Conversations	\$32.95
	CO2038	Identity Safe Classrooms: Places to Belong and Learn	\$35.95
	CO1628	Lemons to Lemonade: Resolving Problems in Meetings, Workshops and PLCs	\$21.95
	CG1390	The Adaptive School: A Sourcebook for Developing Collaborative Groups	\$49.95
	CO2045	The Multigenerational Workplace: Communicate, Collaborate, and Create Community	\$35.95
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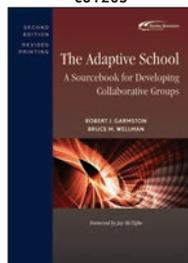
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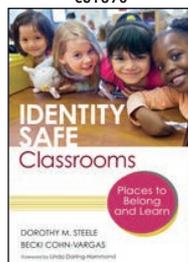
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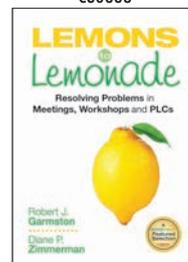
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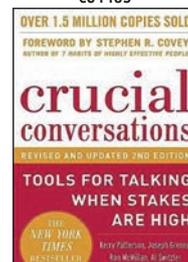
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