



RTI
INTERNATIONAL

Responding to Detractors

Leading for Transformation

June 13, 2019

Meridian, MS

- Reflect on the motivations, dispositions and characteristics of the adults you will lead.
- Prepare an approach to gain buy-in and investment of your staff using an empathy map, the assumption of positive intent, and by sharing a problem of practice.

With the support of skilled teams who focus on implementation, districts can expect 80% successful use of effective practices in about 3 years

(Chamberlain, Brown, & Saldana, 2011; Fixsen et al., 2001);

without the support of skilled teams who focus on implementation districts might achieve 14% successful use of effective practices after 17 years

(Balas & Boren, 2000; Green, 2008).

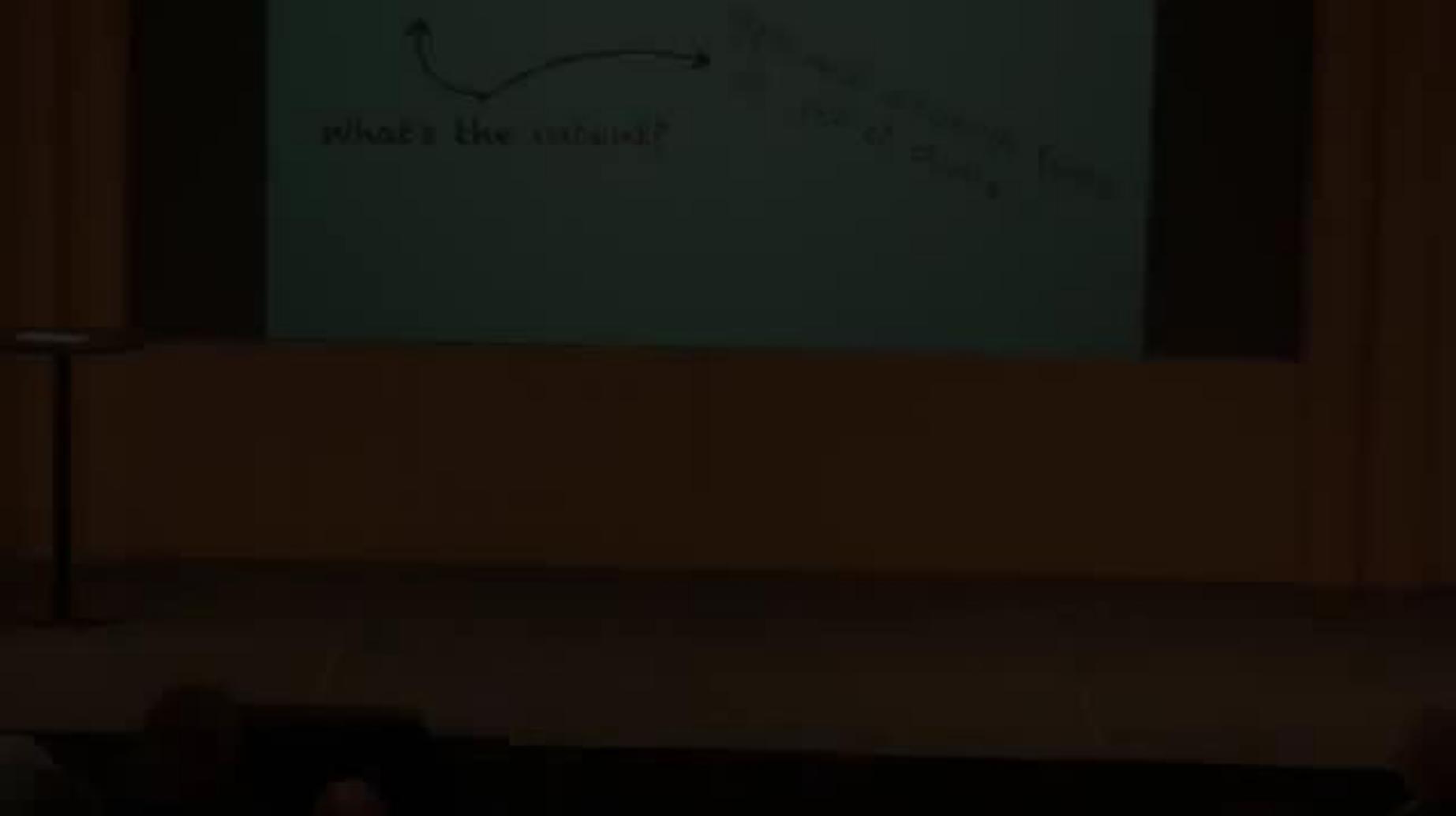
Skilled teams focused on implementation = 80% Success

Others = 14% Success

Assuming that others do contrary things because it's in their makeup or they actually enjoy doing them is a common mistake.

Do not ignore other potential motivational forces that influence behavior.

Assume Positive Intent (Doug Crandall)



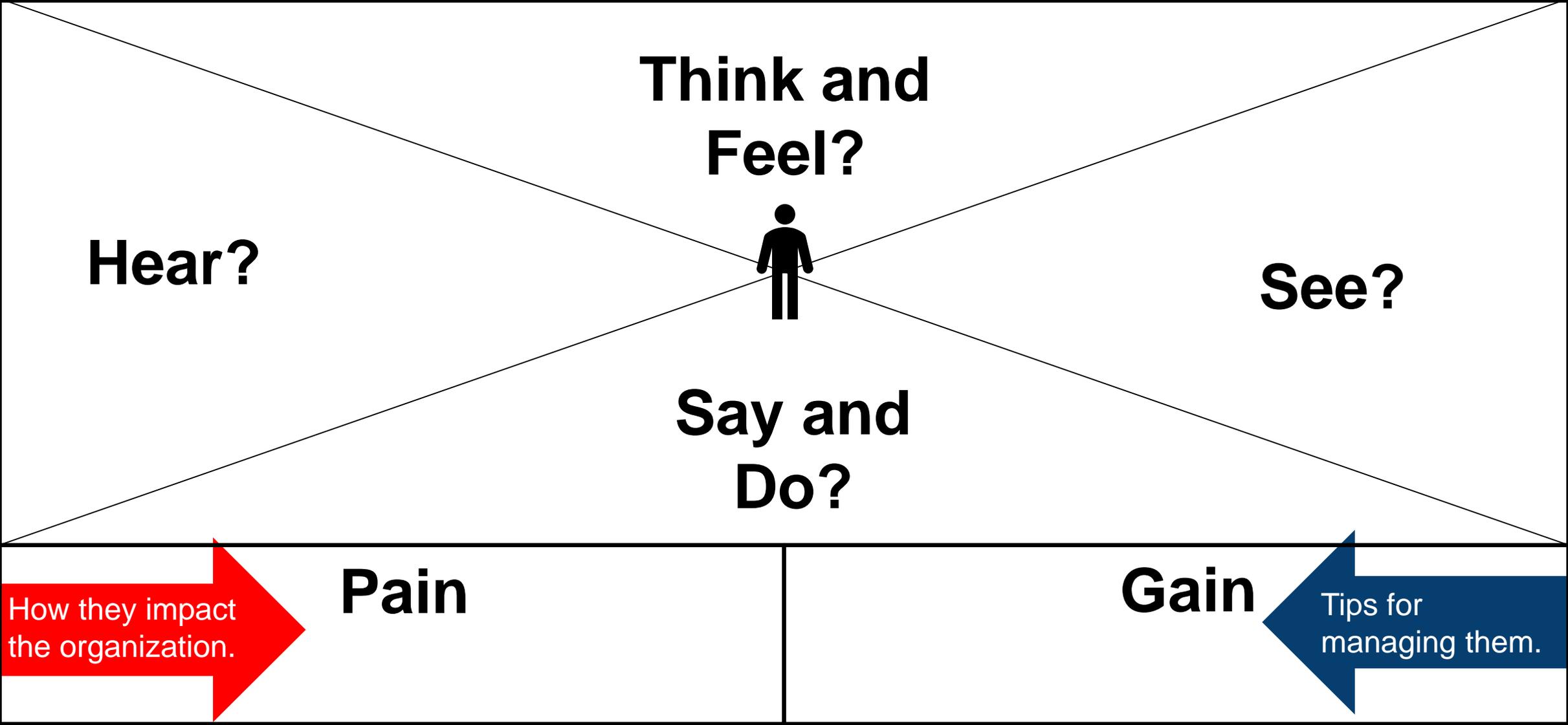
- Not a person with bad habits
- Highly skilled and difficult to detect
- Choose termination over change (they are unaffected by discipline)
- Others will support them through negative comments or pretending the sabotaging behavior doesn't exist.



- **Manipulative People**
- **Passive-Aggressive People**
- **Dominant People**



Empathy Maps (Manipulative, Passive-Aggressive & Dominant)



- How this type of person impacts the school culture
- How the implications are for managing this type of person in your building
- How will an understanding of their point of view help you manage them and lead to the success of your CSI plan

Think and Feel?



See?

Say and Do?

Pain

Gain

How they impact the organization.

Tips for managing them.

Think of a particular key member on your team not at the meeting who will be pivotal to the success of the CSI plan and who you think may present a challenge

Form that challenge into a **Focusing Question.**

For Example:

“How do I help our principals lead and reinforce using our newly adopted, rigorous curriculum?”

“How can I move a subset of educators to reflect more deeply on the quality of their core (Tier 1) instruction?”

Triad Problems of Practice

Three 15 minutes rounds. One so that each member of your triad can present.

A. Presentation (2 minutes)

Presenter describes their challenge to the other two **listeners** in the group. **Presenter** gives the relevant context and poses focusing question.

B. Ask clarifying and probing questions (3 minutes)

Listeners ask clarifying and probing questions; **presenter** answers.

D. Listeners Discuss (2 minutes)

The **presenter** is now silent while the two **listeners** discuss what they heard and what they think the implications are for moving toward solving the problem.

E. Presenter Reflects (3 minutes) The **presenter** reflects on what they heard

- What insights did this give you about your challenge?
- What new steps might you take as a result?

- What commonalities did you hear across the problems in your group?
- What did you hear about your challenge that you could put into action or made you reflect?
- What implication does the range of problems you discussed have for your work through the next year?
- How did this process work for you?

<http://bit.ly/RTIMississippi>

This folder contains the following resources:

- Articles (Dominant, Passive-Aggressive, Manipulative)
- Empathy Map
- Triad Problems of Practice
- Buy-In Strategies Research
- Managing Change in Education resource
- Form to request additional resources or support from RTI



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