

Chapman University
Communication Disorders and Sciences

**Supervising Multiple Generations in Schools, Private Practices
and Medical Setting**

(graduate interns, assistants, fellows and licensed Speech-
Language Pathologists)

Angela Mandas, MA-CCC, Speech-Language Pathologist

Chapman University ,Clinical Fieldwork Coordinator

Lisa LaChance, MA-CCC Speech Language Pathologist

Chapman University, Director of the Adult Learning Lab

California Speech-Language Pathology & Audiology & Hearing Aid Dispensers Board: Supervision Course Requirements

- Any SLP who supervises new grads (RPEs) or SLPAs is required to:
 - Complete an **initial 6 hours** of supervision coursework.
 - Complete an **additional 3 hours** of supervision coursework in each subsequent license renewal period.
 - If no supervision coursework is completed in a given license renewal period, the SLP must again complete 6 hours.
- California is the only state that **REQUIRES** supervision coursework.





Today's agenda

- We are training future school , private practice and medical speech language pathologists
- The Newest Generation
- Baby Boomers meet with the new generation – Gen Z
- Coaching, Mentoring, Collaborating Hybrids and more
- Styles of learning
- Hands on activity – show me how....
- Supervision styles
- How to deal with conflict
- Providing feedback

We provide a service

We need to know who we work with and who are our stakeholders.

ASHA's essential functions

Have you heard of ASHA's Essential Functions

Yes

No

Essential Oils? Oh no,
essential functions - nope!

Essential Functions of Speech-Language Pathologists

Excerpt from the Council of Academic Programs in Communication Sciences and Disorders

- COMMUNICATION
- A student must possess adequate communication skills to:
- Communicate proficiently in both oral and written English language.
- (Language to be determined by program.)*
- Possess reading and writing skills sufficient to meet curricular and clinical demands.*
- Perceive and demonstrate appropriate non-verbal communication for culture and context.* Modify communication style to meet the communication needs of clients, caregivers, and other persons served. *

- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice. Convey information accurately with relevance and cultural sensitivity

Do you agree with these Communication functions?

Yes

No

Motor skills

- **A student must possess adequate motor skills to:**
- Sustain necessary physical activity level in required classroom and clinical activities.* **Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.***
- Access transportation to clinical and academic placements.*
- Participate in classroom and clinical activities for the defined workday.*
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.

- Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc) in a safe manner.
- Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).



Do you have any questions about this function?

Intellectual/Cognitive

- **A student must possess adequate intellectual and cognitive skills to:**
- **Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.***
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.

- Self evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

Sensory/Observational

- **A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:**
- **Visually and auditorily identify normal and disordered** (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication).
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- **Visualize and discriminate imaging findings.**

- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
 - Recognize when a client's family does or does not understand the clinician's written and or verbal communication.

Behavioral/Social

- A student must possess adequate behavioral and social attributes to:
- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.*
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.*

- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.*
- Maintain general good physical and mental health and self care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.*
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).

- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

What function stuck out to you the most?

How do we operate as a
business?

What do we need to know to
train the next generation ?

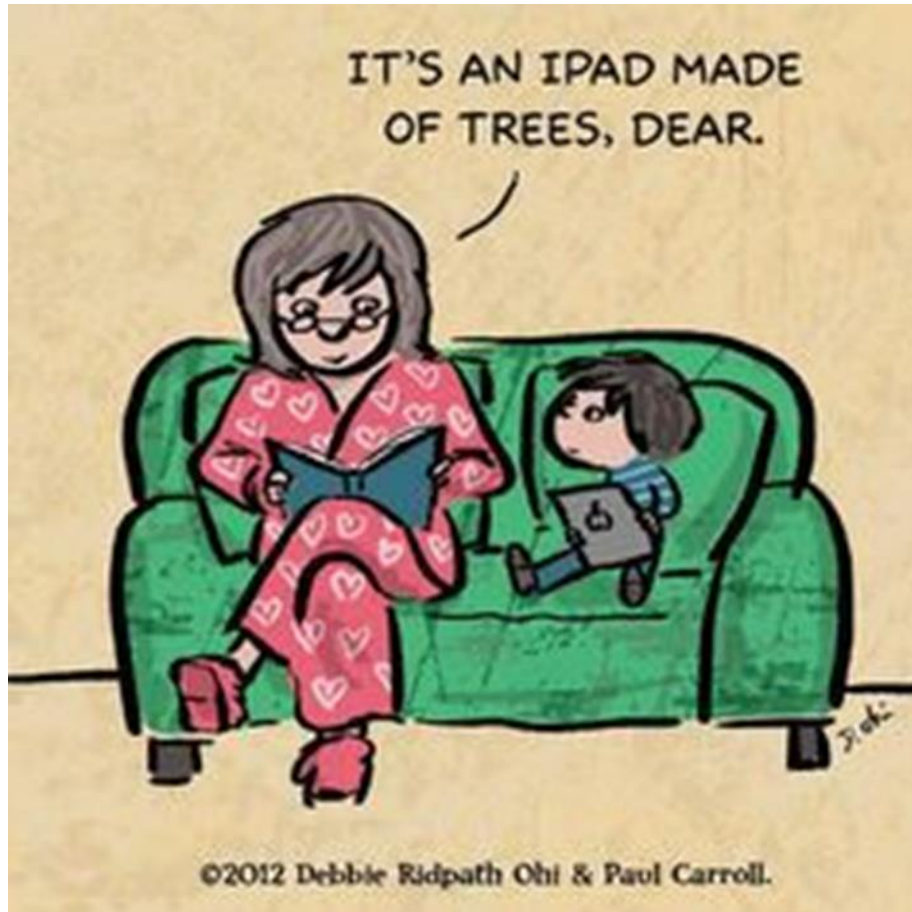
What do we need to know about the
person we supervise and what do
they need to know about us.

Generational groups

- Traditionalists (1922-1945) 75 million
- Baby Boomers (1946-1963) 80 million
- Generation X (1964-1980) 46 million
- Millennial (1981-1995) 76 million
- Gen Z (1995-2012) 73 million

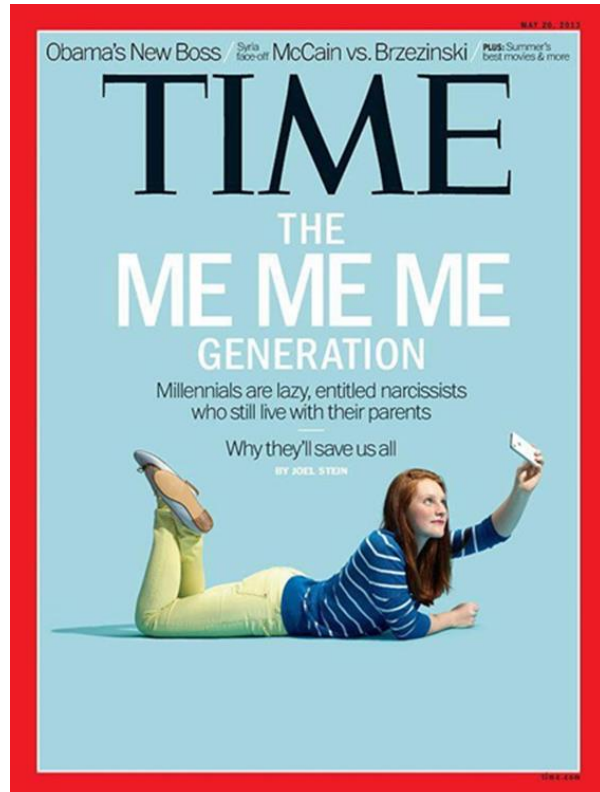


The Boomers and the Millennials



Millennials

- Half of the 83 million millennials are now parents



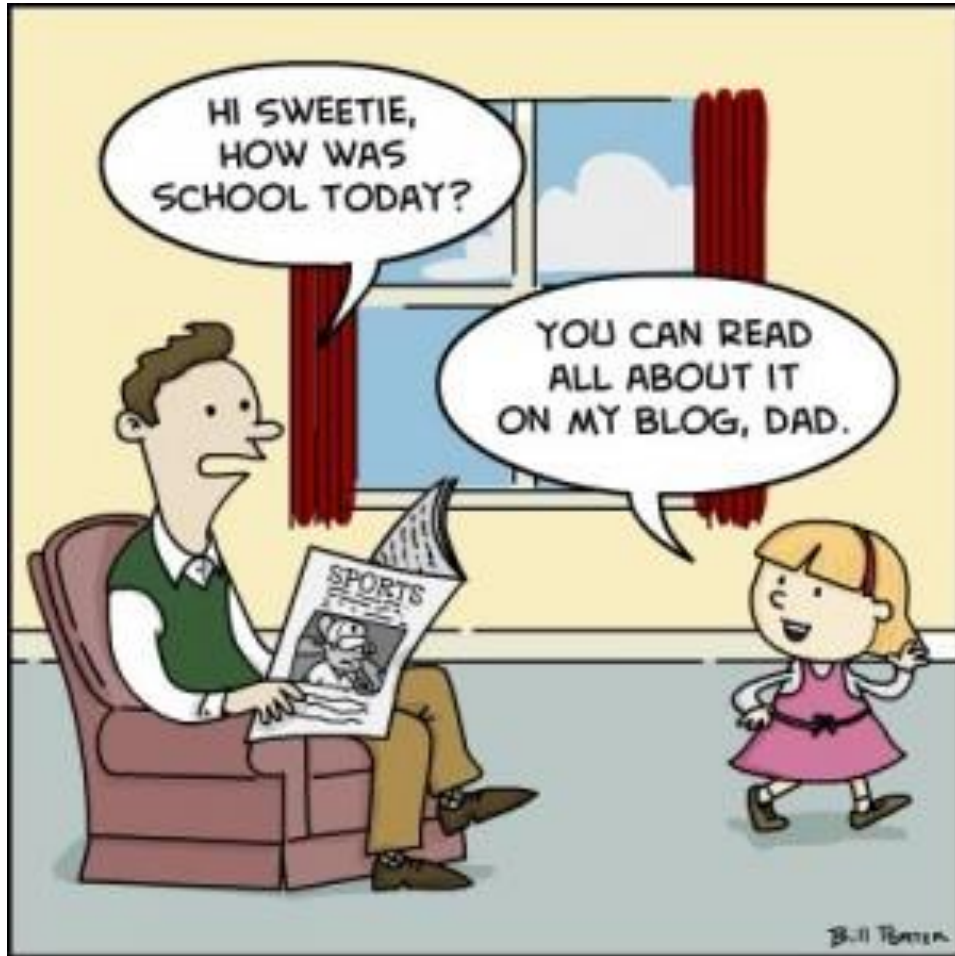
Gen Z: Independent, Focused and Fiercely Competitive



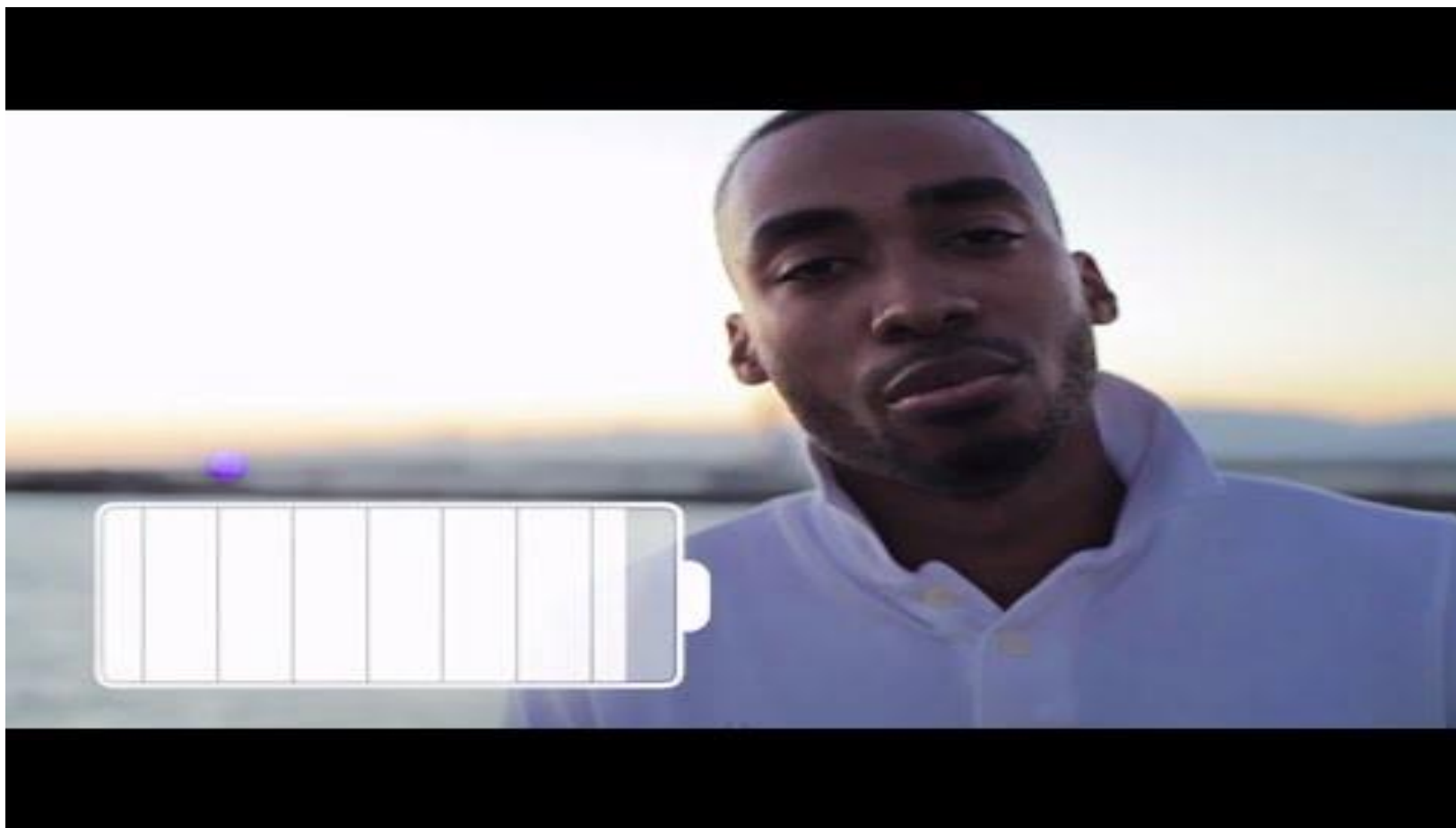
Prefer Text Break-Ups



The new reality



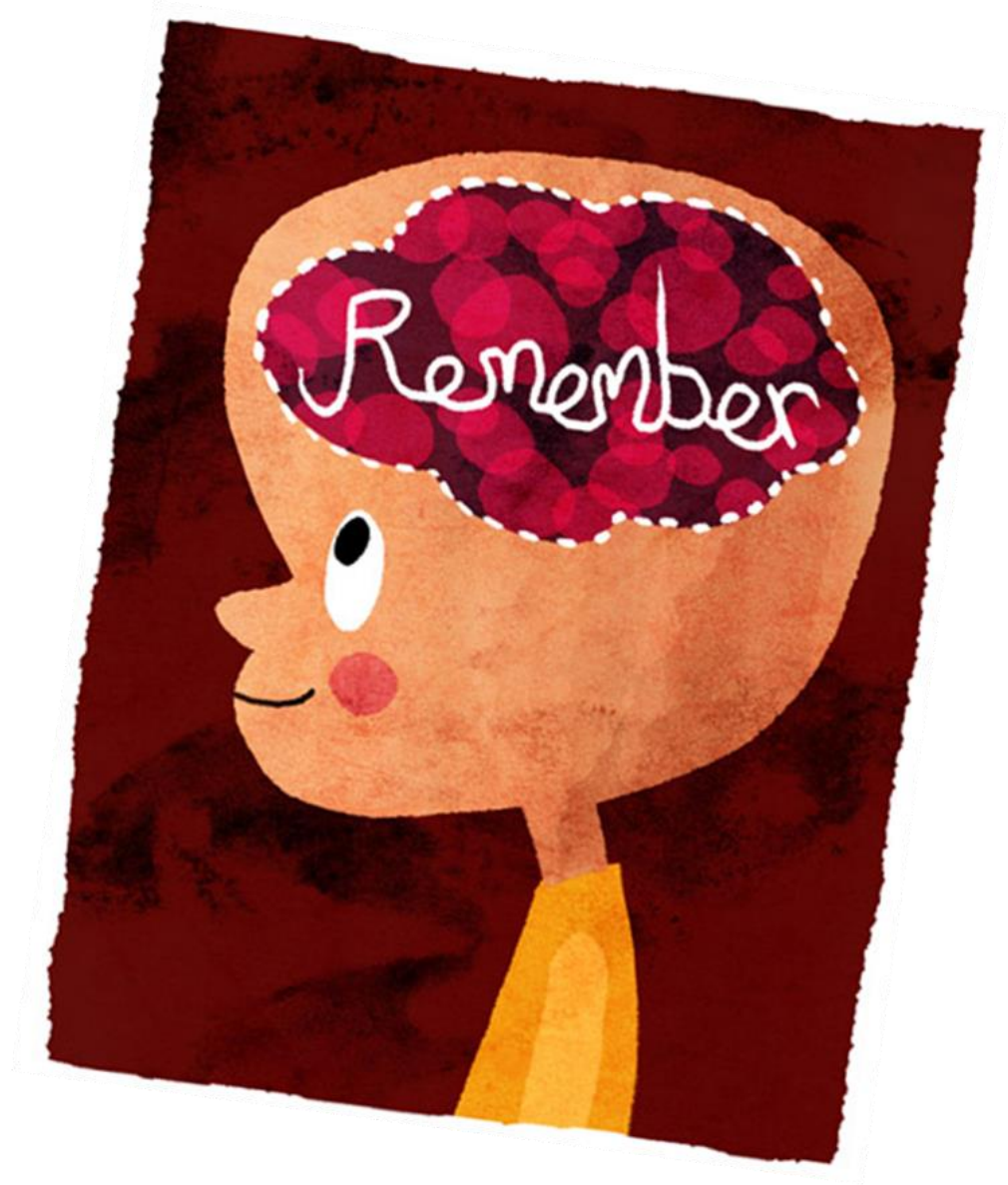
Can we autocorrect humanity?



Let's take a quick quiz to judge your long term memory on generation icons and such

What you need:

- Paper
- Pen or pencil
- Brain power



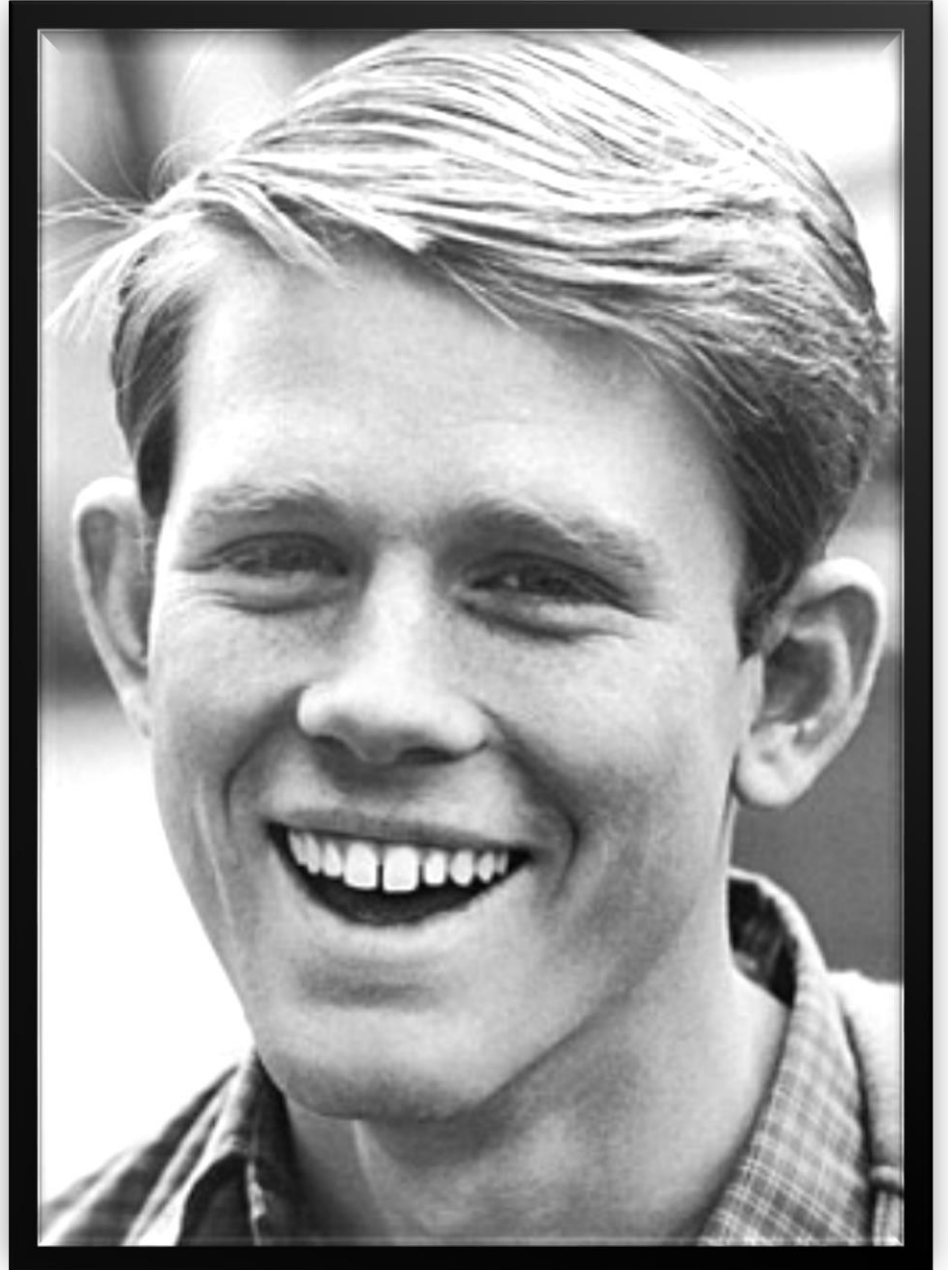
1. Who is this? 2. When did it happen?



3. Who are these people?



**4. What was his first
tv show as a child?**





7. Where is she?



8-9. Name these beauties

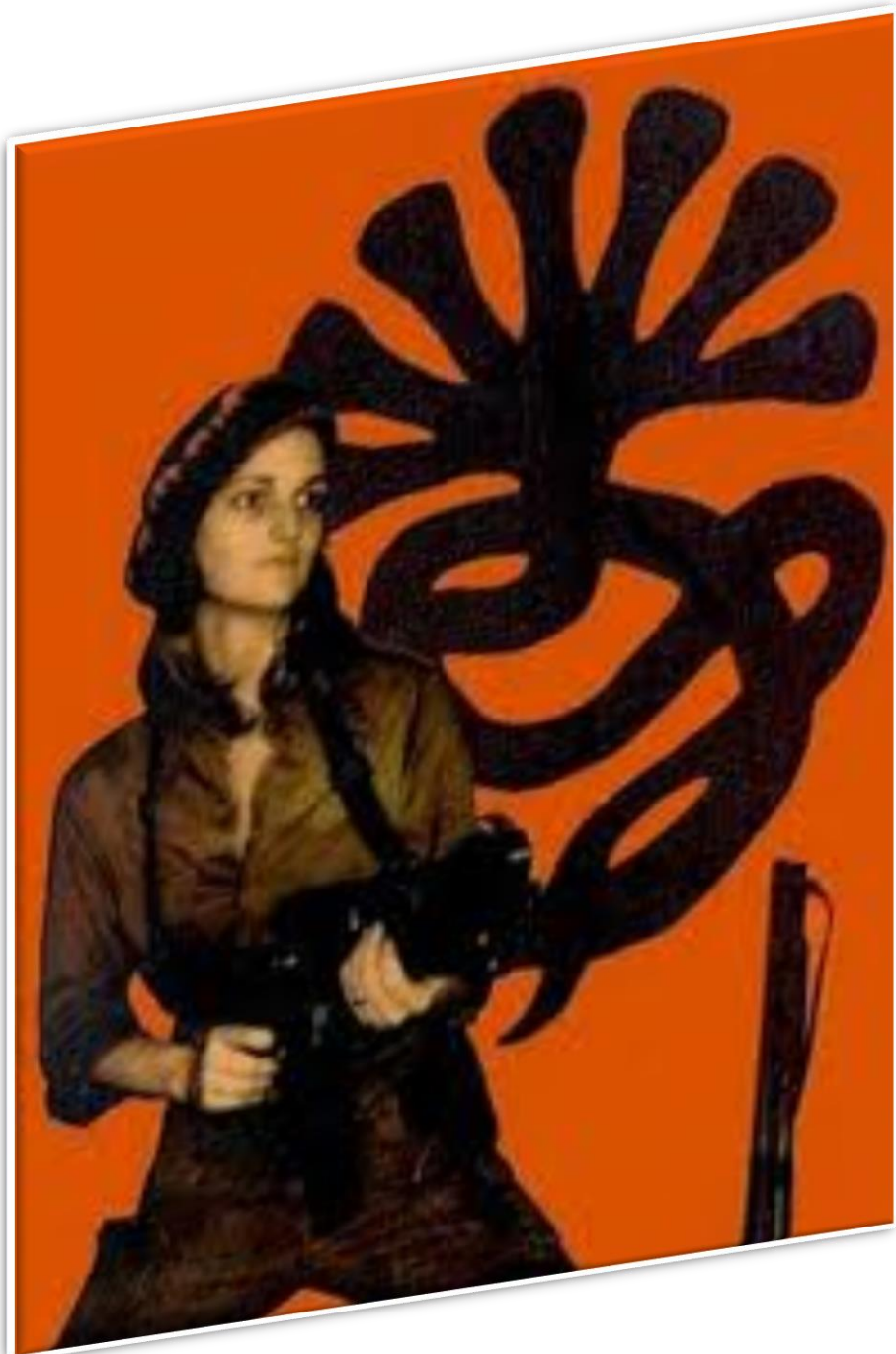


10. What film is this from?





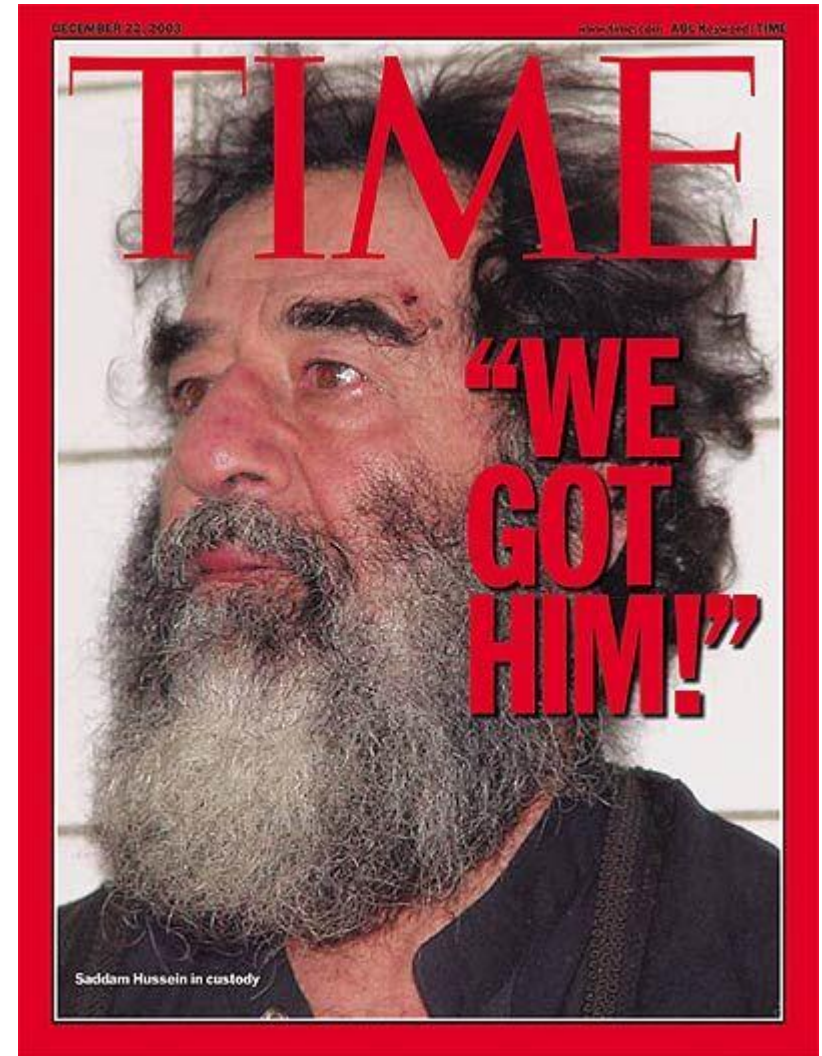
11.Name these characters



12.13. What's her name
and who is her father?



14. 15
Who
are
they?



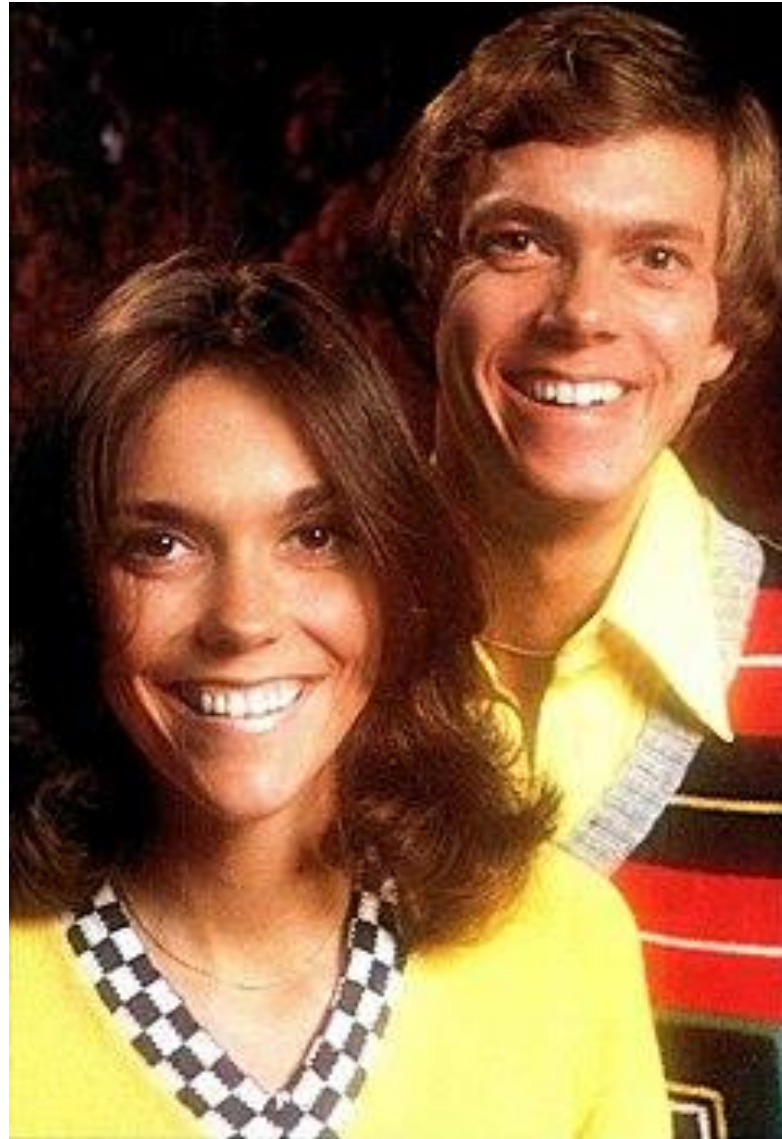
16.



17-18-19



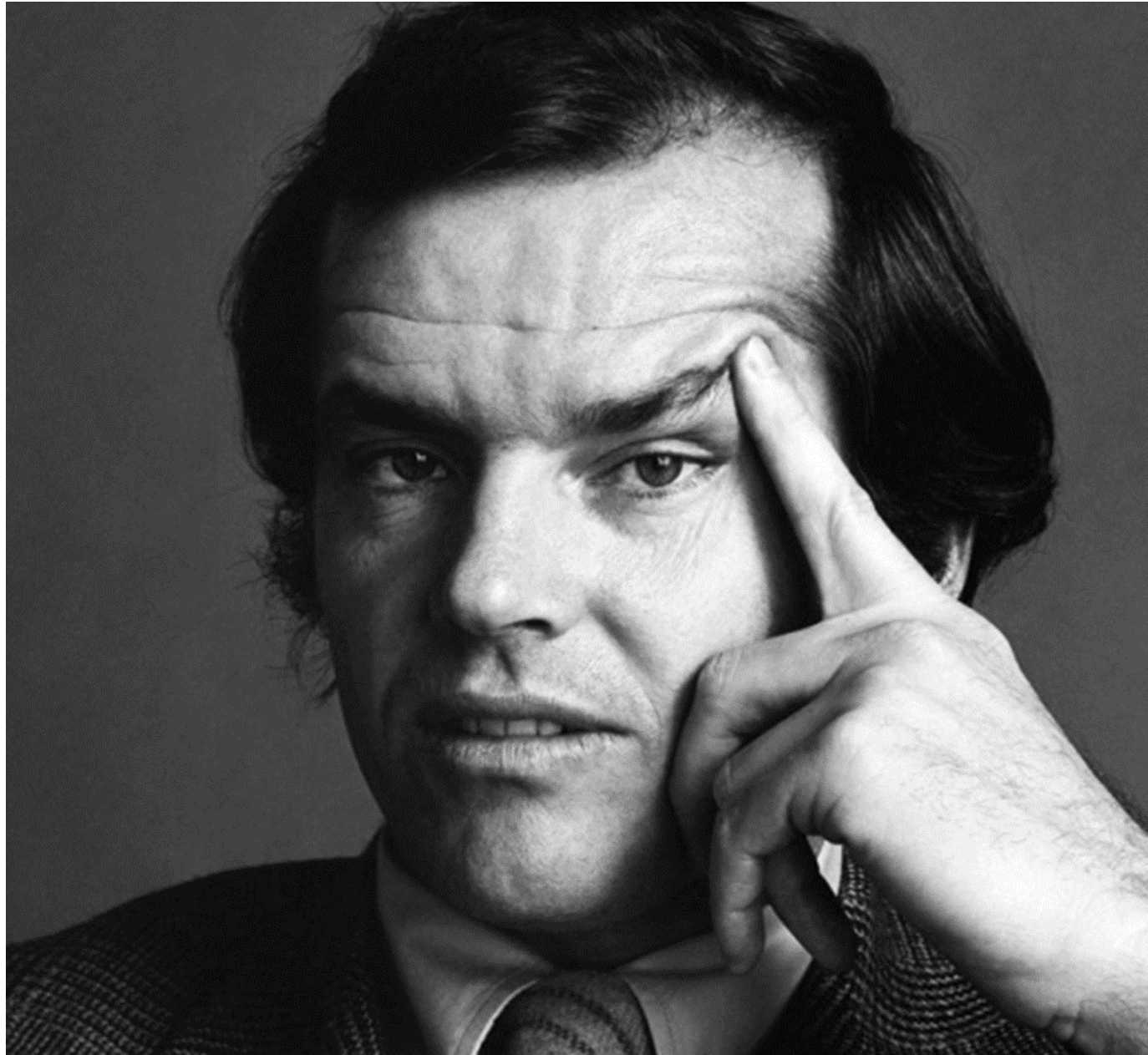
20.



21.



21.



22.



23.



24-25



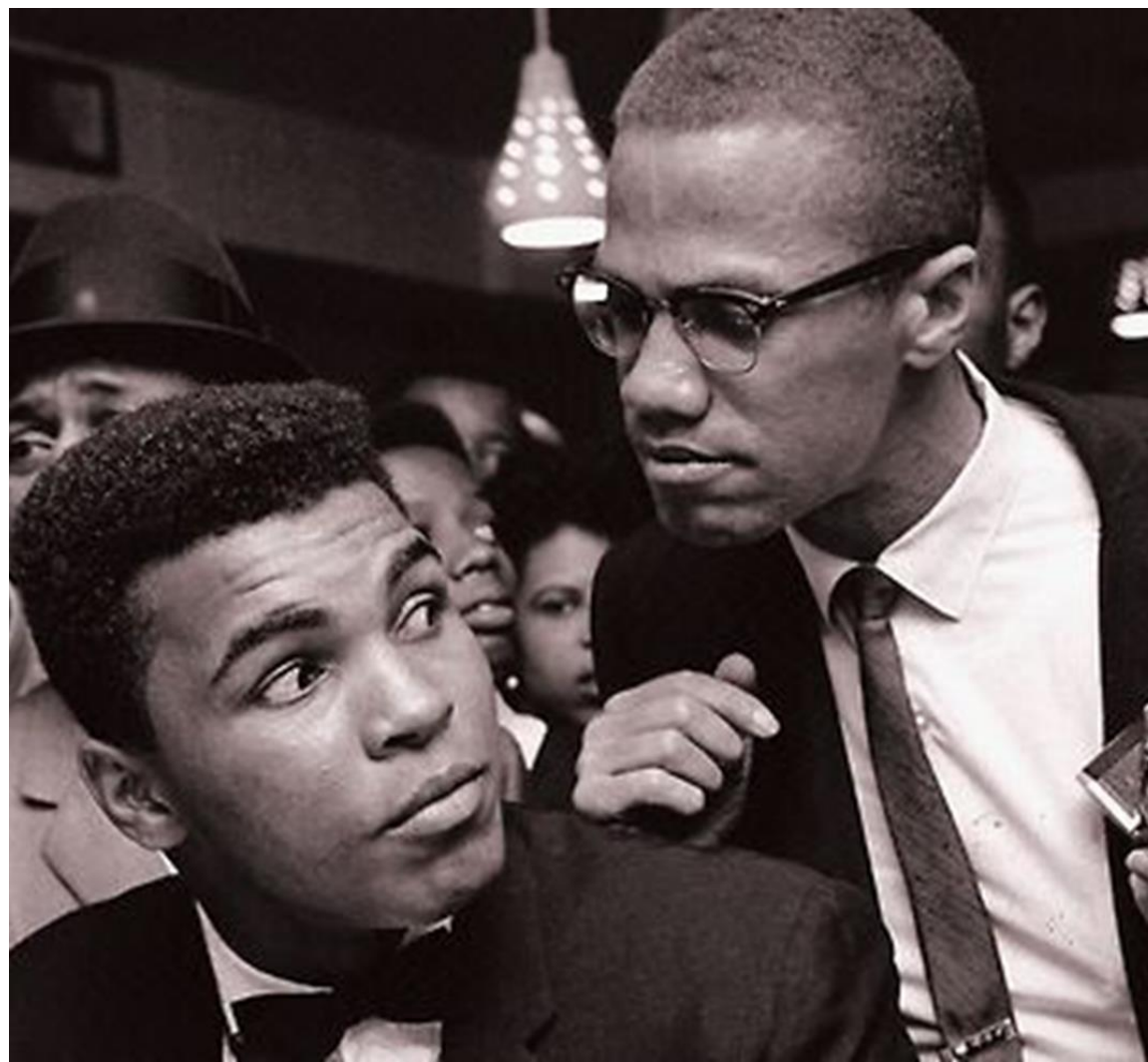
26



27



28. 29



30. What is the name of this Netflix movie?



31.



32.



33.



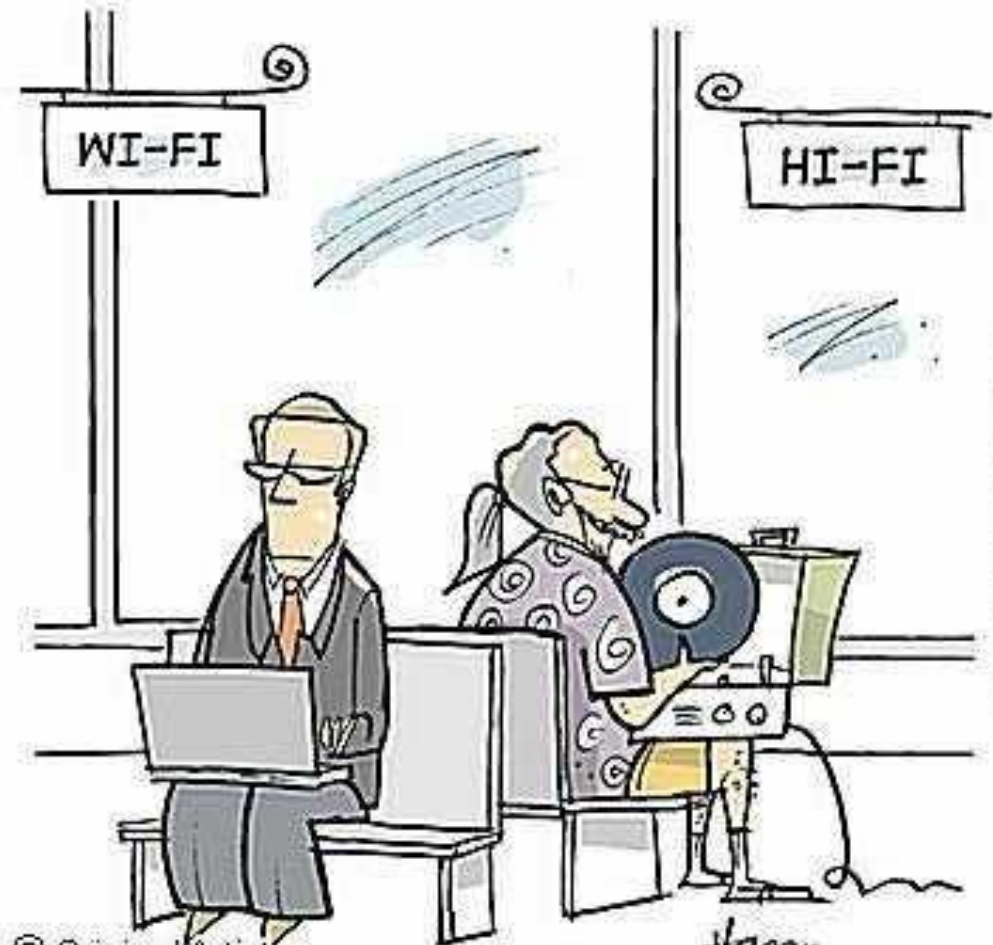
34



35



Meet the Millennial generation



search ID: rhan849

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- Simon talks about millennials

Meet Tammy Erickson



Tamara J. Erickson has authored the books *Retire Retirement*, *Plugged In*, and *What's Next, Gen X?* She is the author or co-author of five Harvard Business Review articles and the book *Workforce Crisis*. Erickson was named one of the top 50 global business thinkers for 2011.

Re-Generation group coined by Erickson

- Bill Gates calls this generation : Generation I (Internet)
- Children born after 1995 were raised on the Internet
- **Digital Natives** were Generation X
- **Digital Pioneers** are Gen Z
- Re-Generation has access to everything, everywhere, anytime, all the time!

Texting



- Kids age 11 to 13, spend 73 minutes a day texting
- The average teen sends more than 50 texts a day



Sherry Turkle, Director of *MIT's Initiative on Technology and Self* and Author of *Alone Together*, has studied the psychological effects of texting on teens. **"Kids don't know how to express feelings unless they put it in a text"**

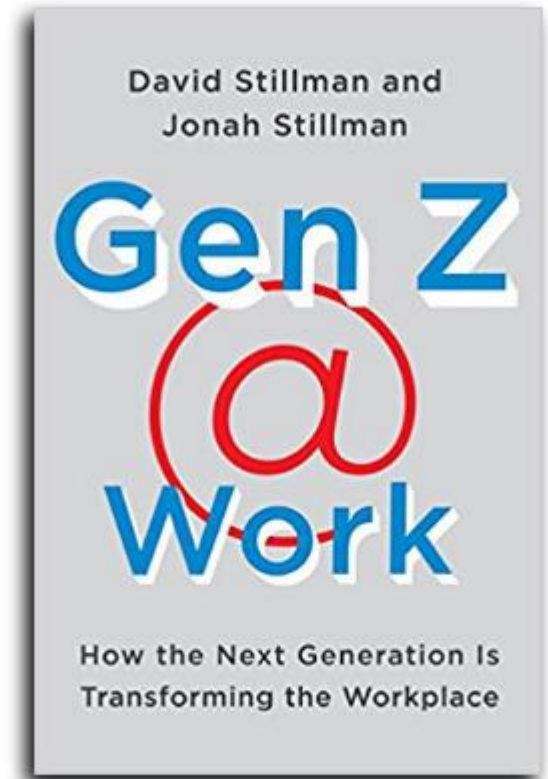
Franklin Covey's Resolving Generational Conflict

- www.youtube.com/watch?v=rTLzf3tU0OA
- www.youtube.com/watch?v=fP3WJldE6OI



5 generations are working
together rubbing shoulders!

Father and son making the news



Who are they?

- **David Stillman** is the co-author of the best-selling books When Generations Collide (HarperBusiness, 2003), The M-Factor: How the Millennial Generation Is Rocking the Workplace (HarperBusiness, 2010), and Gen Z @ Work: How the Next Generation Is Transforming the Workplace (HarperBusiness, 2017). He has contributed to Time magazine, The Washington Post, The New York Times and USA Today, and has been featured as a generational expert on CNN, CNBC and the "Today" show. Stillman has been named one of the "200 to Watch" by Business Journal.
- **Jonah Stillman** is a 17-year-old high school senior and currently the youngest speaker on the national circuit. **He was a nationally ranked alpine snowboarder and has served as an ambassador for the international nonprofit WE, traveling to Kenya and Ecuador to build schools. Jonah provides companies and organizations a unique perspective on Generation Z. He is the co-author of Gen Z @ Work: How the Next Generation Is Transforming the Workplace.**

Info from the Stillman's:

- “There is no distinction between working in an office and working in a coffee house – it’s all work; they’re always online.”
- “Our world is phigital- meaning every physical aspect has a digital equivalent.”
- Steve reports that a meeting is considered to be a face to face interaction. His son reports that a meeting can be via Skype.
- A perfect example of generational divide.

Scenario #1

- A 60 year old workaholic baby boomer, supervising a 23 year old millennial graduate student, is upset that the student has to miss two scheduled treatment sessions because of attendance at a family wedding. The student on the other hand, who values a work-life balance, plans to make up the missed sessions and wonders why her supervisor seems distant and annoyed.
- What do you think? How would you resolve this?

Discussion

- What if the person was a SLPA?
- What if the person was another Baby Boomer?

Scenerio #2

- A SLP supervisor is excited to supervise. She remembers her former supervisors and wants to be just like them. The first day of the practicum experience, the student leaves the school site humiliated. She reports that the supervisor made her felt stupid as she couldn't cite references to her therapy methods. The supervisor calls the University and informs the Fieldwork Director that our students are not prepared.
- What should be done?

Scenerio #3

- The new employee meets the Speech Team at a district meeting. He is shy initially but decides to introduce himself to the other younger clinicians. He tells the other clinicians the educational workshops he has previously attended, has plans to start his own practice and eventually teach at a local private university. He is confident and self assured.
- He leaves the meeting discouraged as no one wants to get to know him. He heard someone say “ he thinks he knows everything”. Well I don’t want to mentor him.
- Who would want to supervise/mentor/coach this young man?

Scenerio #4

- A graduate student discusses with you her need for accommodations. The student has an anxiety disorder and needs to have his feedback from his onsite supervisor to be written instead of verbal.
- Is this reasonable?
- Could you permit this in your work setting?
- What are accommodations anyway?

Possible solutions from Vicki McCready, SLP@UNC

- Establish a discussion of expectations
- Consider reviewing generational differences
- Strengths and weaknesses
- Discuss personal relationships
- Empower your supervisee
- Always consider their perspective

What should we expect from graduate students?

They are prepared

They are willing to
work hard as we do

They are willing to
ask questions

They are willing to
be coached.

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Coaching, Mentoring , Collaborating Hybrids in Supervision



Styles of Supervision for you

- Based on
 - Your learning style
 - Your temperament
 - The nature of your work and supervisor-supervisee relationship



Styles of Supervision

Directing

- High level of instruction
- Provides a low level of support
- Communicates clearly and assertively
- Provides a high level of control

Coaching

- Provides a high level of instruction
- Provides a high level of support
- Makes and explains decisions
- Demonstrates when needed

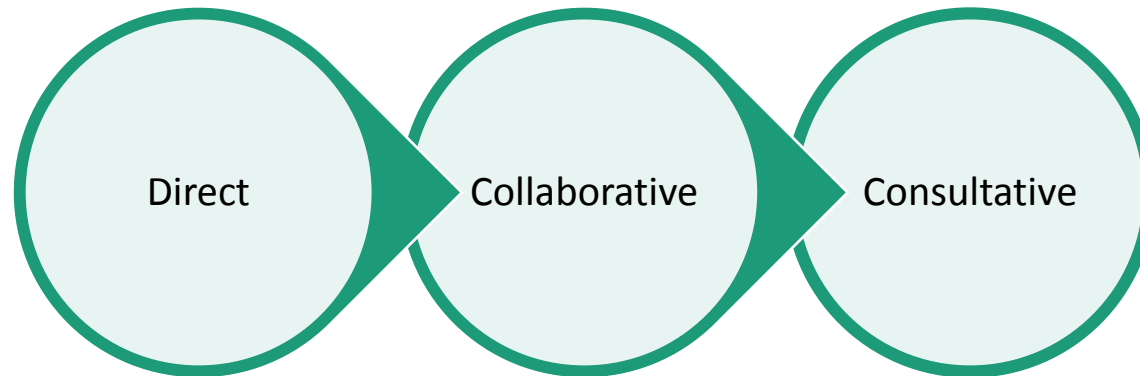
Supporting

- Provides a low level of direction
- Provides a high level of support
- Shares responsibilities and the lead
- Evaluates collaboratively

Delegating

- Provides a low level of direction
- Provides a high level of support
- Provides minimal information
- Provides feedback only periodically

Anderson's Continuum of Supervision Model



“The Process Of Equipping People With The Tools ,
Knowledge, And Opportunities They Need To Develop
Themselves Or Become More Effective.” Peterson And Hicks

Coaching



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Nice Shoes!!!

search ID: ktan98

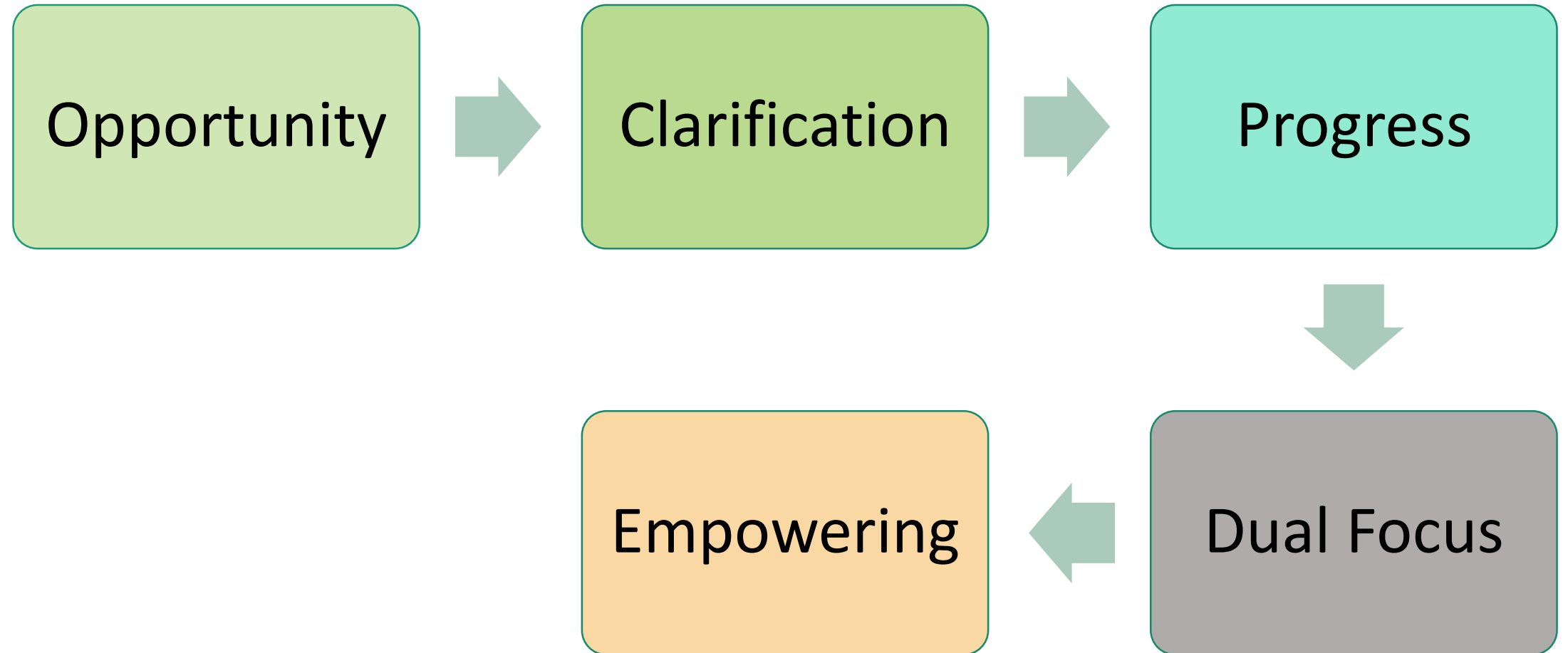
Great coaching is about emphasising the positive.....



What is a coach?

- “A coach acts as a guide by challenging and supporting people in achieving their personal and organizational performance objectives” – Tom Crane
- Author of the Heart of Coaching.

Coaching explained

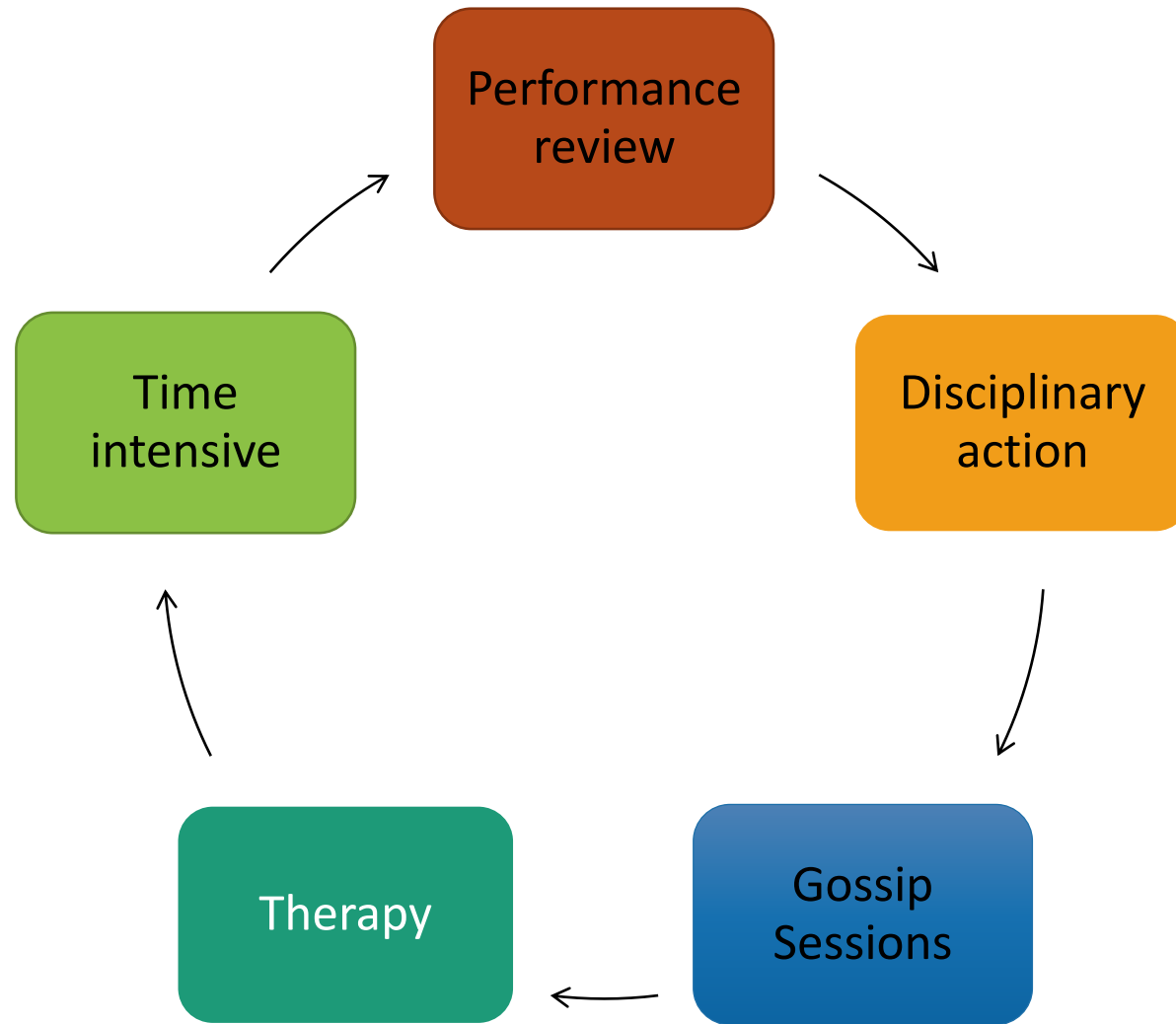


We've been tracking the number of times
you've pooped on the rug this week and I'm
delighted with the progress.
How do you feel?



Tyson practices coaching at every chance he gets!

What coaching is not





"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"



What is your hesitancy for not wanting to supervise?



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Coaching misperceptions

- Takes a lot of time – who has the time?
- Primary focus is to fix problem behaviors
- Role of the coach is to give feedback and advice
- Coaching is the same as mentoring

Mentoring tips

**Tammy Erickson,
HarvardBusiness.org**



- Creating a “gift Culture”
- Start with Specific needs
- Put the onus on the mentee
- Make it a two-way relationship



"Well, a pop-up doctoral dissertation is certainly an original idea..."



www.youtube.com/watch?v=fQYW6vYSGXs

Take the learning style assessment.

Would you consider using this with your new grad student, new hire, or slpa?

Learning Styles: Inventory

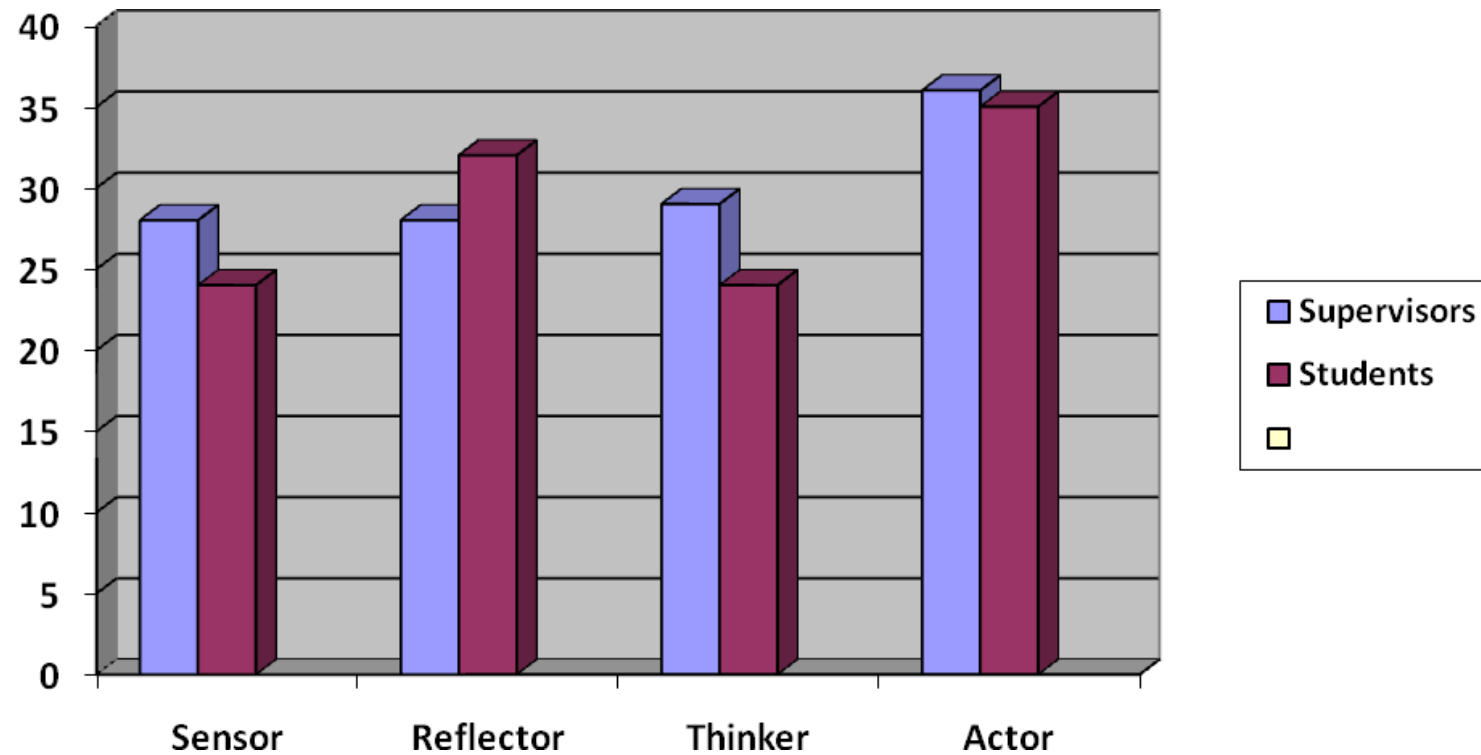
Complete the 12 sentences below. Each has 4 endings. Rank the endings according to how well you think each one fits how you would go about engaging in learning. Try to recall a recent learning experience related to your work. In the spaces provided next to each ending, give a numerical ranking 1-4; 4=best, 1=least. Use each number only once. Rank all of the endings for each sentence. **You know you are correct if the tally of the row equals 10.** When complete, tally each column. **You know you are correct when the tally of the 4 columns equals 120.** Circle the highest score.

| | | | | |
|--------------------------------|---|--|---|--|
| 1. When I Learn: | <input type="checkbox"/> I like to deal with my feelings | <input type="checkbox"/> I like to watch and listen | <input type="checkbox"/> I like to think about ideas | <input type="checkbox"/> I like to be doing things |
| 2. I learn best when: | <input type="checkbox"/> I trust my hunches and feelings | <input type="checkbox"/> I listen and watch carefully | <input type="checkbox"/> I rely on logical thinking | <input type="checkbox"/> I work hard to get things done |
| 3. When I am learning: | <input type="checkbox"/> I have strong feelings and reactions | <input type="checkbox"/> I am quiet and reserved | <input type="checkbox"/> I tend to reason things out | <input type="checkbox"/> I am responsible about things |
| 4. I learn by: | <input type="checkbox"/> Talking | <input type="checkbox"/> Watching | <input type="checkbox"/> Thinking | <input type="checkbox"/> Doing |
| 5. When I learn: | <input type="checkbox"/> I am open to new experiences | <input type="checkbox"/> I look at all sides of issues | <input type="checkbox"/> I like to analyze things and break them into parts | <input type="checkbox"/> I like to try things out |
| 6. When I am learning: | <input type="checkbox"/> I am an intuitive person | <input type="checkbox"/> I am an observing person | <input type="checkbox"/> I am a logical person | <input type="checkbox"/> I am an active person |
| 7. I learn from: | <input type="checkbox"/> Personal relationships | <input type="checkbox"/> Observations | <input type="checkbox"/> Rational theories | <input type="checkbox"/> A chance to try out and practice |
| 8. When I learn: | <input type="checkbox"/> I feel personally involved in things | <input type="checkbox"/> I take my time before acting | <input type="checkbox"/> I like ideas and theories | <input type="checkbox"/> I like to see my results from my work |
| 9. I learn best when: | <input type="checkbox"/> I rely on my feelings | <input type="checkbox"/> I rely on my observations | <input type="checkbox"/> I rely on my ideas | <input type="checkbox"/> I can try things out |
| 10. When I am learning: | <input type="checkbox"/> I am an accepting person | <input type="checkbox"/> I am a reserved person | <input type="checkbox"/> I am a rational person | <input type="checkbox"/> I am a responsible person |
| 11. When I learn: | <input type="checkbox"/> I get involved | <input type="checkbox"/> I like to observe | <input type="checkbox"/> I evaluate things | <input type="checkbox"/> I like to be active |
| 12. I learn best when: | <input type="checkbox"/> I am receptive and open-minded | <input type="checkbox"/> I am careful | <input type="checkbox"/> I analyze things | <input type="checkbox"/> I am practical |
| Totals: | <div>_____</div> Sensor | <div>_____</div> Reflector | <div>_____</div> Thinker | <div>_____</div> Actor |



What's your style?

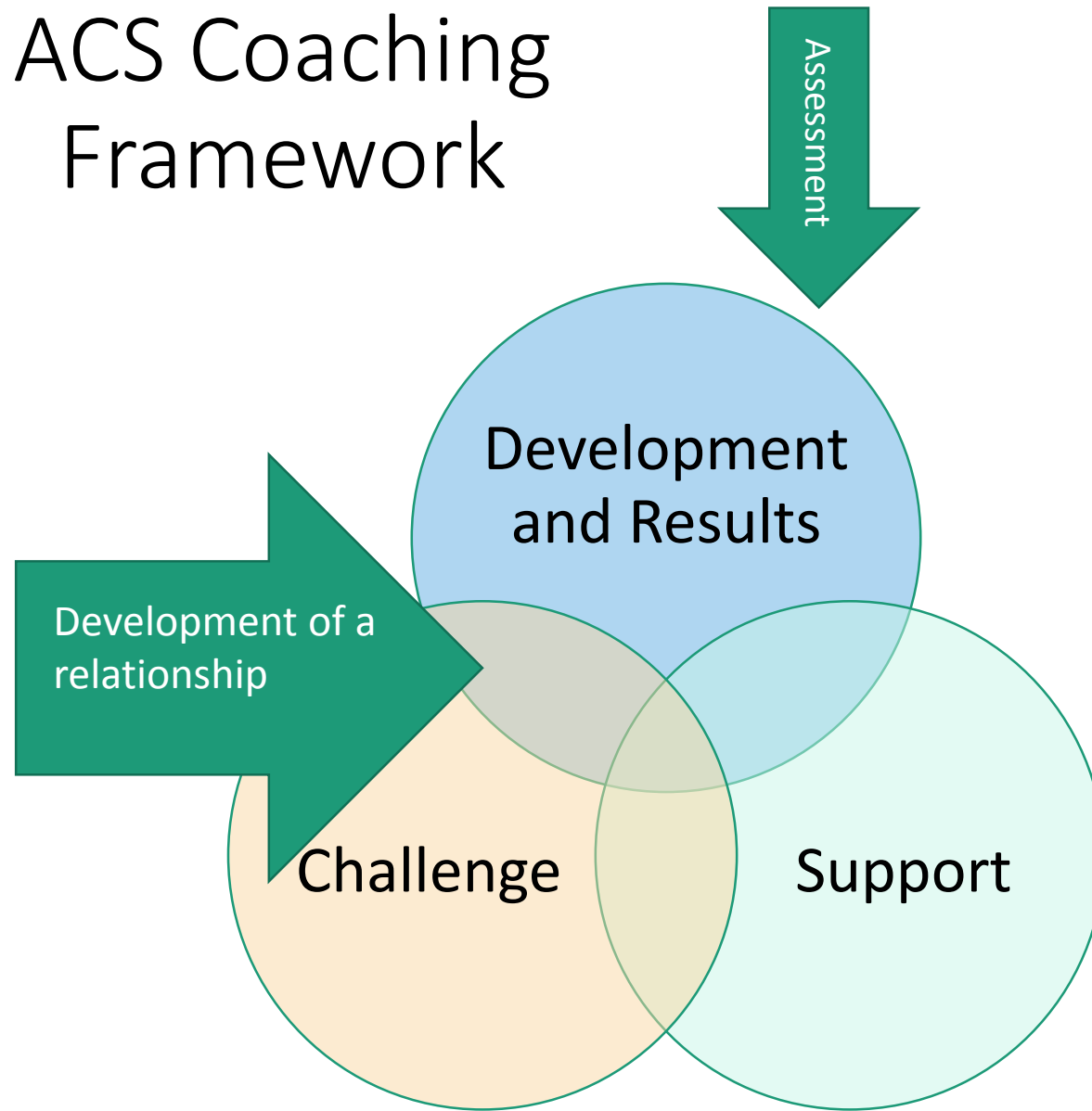
Average scores of 8 supervisors and 8 graduate student interns examining their learning styles



Share and learn



ACS Coaching Framework





Assessment

- Understanding strengths, weaknesses, and preferences
- Cultivating insight
- Balance self assessment with feedback from others
- Taking time to reflect on experiences



A word cloud featuring various personality traits and cognitive functions. The words are arranged in a roughly circular shape, with 'Responsibility' and 'Achiever' being the most prominent. Other words include 'Strategic', 'Maximizer', 'Relator', 'Connectedness', 'Consistency', 'Intelligence', 'Adaptability', 'Harmony', 'Learner', 'Analytical', 'Restorative', 'Discipline', 'Belief', 'Command', 'Inclusion', 'Adaptability', 'Activator', 'Input', 'Developer', 'Empathy', 'Ideation', 'Context', 'Positivity', 'Significance', 'Futuristic', 'Individualization', 'Deliberative', 'Focus', 'Self-Assurance', and 'Woo'. The words are in various colors including red, blue, green, and purple.

Harmony
Learner Strategic
Analytical Maximizer
Responsibility
Achiever
Relator
Connectedness
Consistency Intelligence
Adaptability
Restorative Discipline
Belief Command
Inclusion Adaptability Activator Input
Developer Empathy Ideation
Context
Positivity
Significance Futuristic
Individualization Deliberative
Focus Self-Assurance Woo

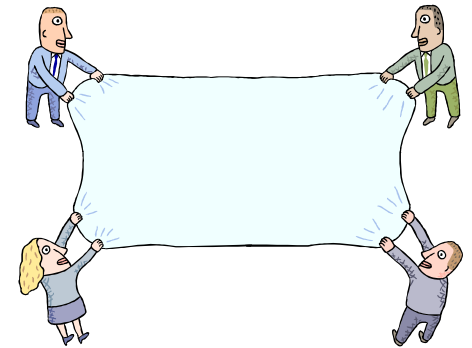
Challenges

- Personal and environmental obstacles
- Stretch beyond one's comfort zone
- Balance between not enough and too much challenge
- Helping person move forward, grow, and develop



Support

- Provides the safety net for taking risks and encouragement to persist at the hard work of change
- Foundation – creating mutual trust and respect
- Identify key motivators that will sustain person's momentum when it gets difficult
- Help person see movement, even if only in small increments or baby steps.



Agenda for Afternoon

- Chapman University Program
 - Education Schema
 - Faculty
 - University Supervisors
 - On Site supervisors
 - Students
 - Placements
 - Forms
 - Requirements



Student Placements

- Public Schools
 - NPA's
 - Private Practices
 - Rehab hospitals
 - Acute medical centers
 - Skilled nursing centers
- WE provide the student opportunities to gain clinical experience with all 8 KASA areas in authentic settings

Now how do I score/support the student?

Understanding the scoring

- 1=Immediate and continuous support is needed to complete this task
 - 2=Intermittent or focused support needed to complete this task
 - 3= Sporadic support with specific or new tasks
 - 4=Student clinician requests support or is independent
-
- Scoring is regarding what you are doing to support the student.

Documentation

The Importance of Teaching Data Collection to our Graduate
Student Clinicians

Rationale for Documenting Every Session with Every Student

- Track Student Attendance
- Goal Planning
- Assessing Student Progress
- Reflection/Lesson Effectiveness
- LEA/Medi-Cal Billing
- High Profile Cases

Lesson Plans

Data Collection

- Whatever system you use, keep it consistent.
- Make sure you have a key for interpretation
- IEP Baselines/Progress Reports
- Percentage of Accuracy
- Subjective/Behavioral Observations
- Other errors noted during sessions

Teaching the Skill of Data Collection to our students.

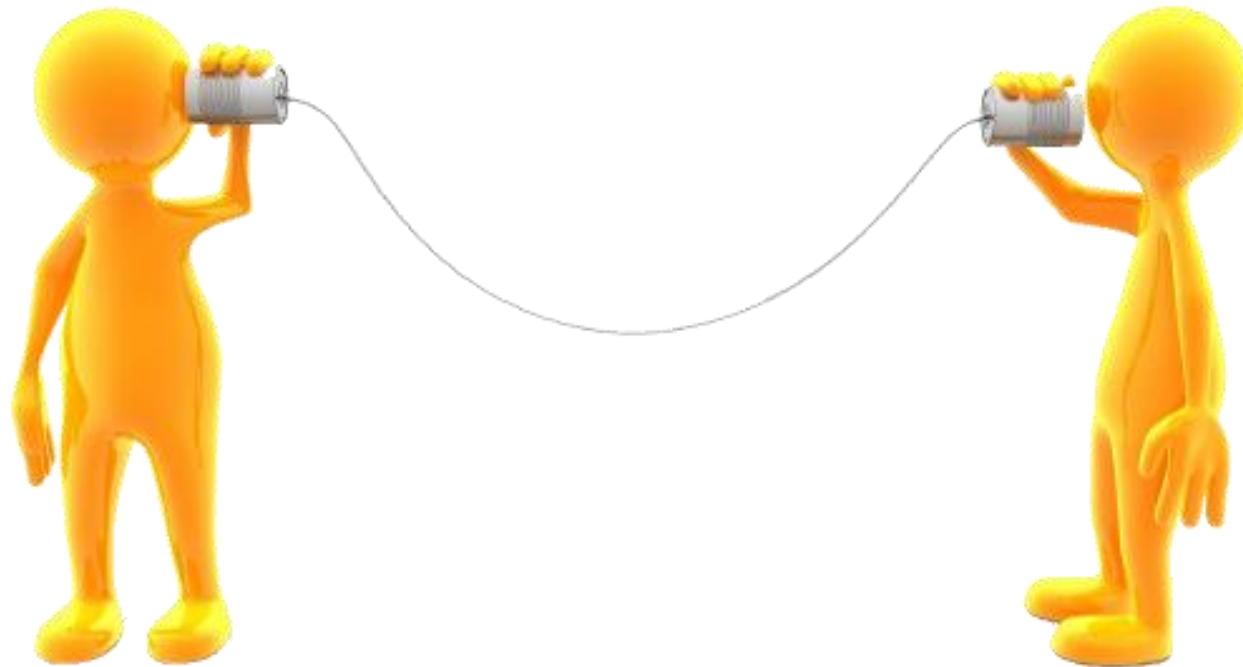
- Students don't have student goals "in their heads". They need to be able to reference goals throughout the session.
- Students need to learn how to take meaningful data during sessions without losing the dynamic therapy process.
- Start with one student in a group and progressively add more until they are taking data on every student, every session.

Something to Think About:

How Much is too Much?

- Do we need to document every attempt/production?
- Is a sample of 10 enough?
- Do you take the data before or after direct teaching?
- Students need to see the benefit of taking meaningful data.
- Systematic/data driven lessons result in faster student progress and create trust with parents!

How to give feedback



Before beginning.. Try finding out
what they prefer: verbal or
written

Four Square Reflection tool

What happened

I think the
goals/objectives were:

Positive Feedback

Questions for
discussion

Watch and record on a Four Square

- What happened? –
- I think the goals and objectives were....
- Positive feedback
- Questions for discussion









Examples of valuable comments

- *Minnie Mouse was a pleasure to supervise. She dressed well, had matching shoes and accessories and spoke in a rather high voice.*
- *The children and support staff liked her enthusiasm for life. She will be a great clinician.*

A better comment

- *Minnie was a joy to supervise. She was timid at first with the preschoolers but learned how to play, how to document while playing, learned how to conduct an IEP meeting and was able to talk professionally to parents.*
- *Minnie areas of continued growth include time management, behavior training, data collection, flexibility and writing reports.*
- *She is expected to reach these goals by her final weeks at this practicum experience.*

Difficult Conversations

Adapted from material by
Anne St. John
MemorialCare Health System

What is a Difficult Conversation?

What is a difficult conversation?

Any conversation that
is not pleasant.

Any conversation that
you avoid having

None of the above

All of the above

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A Difficult Conversation

A discussion between 2 or more people where:

- Opinions vary
- Stakes are high
- Emotions run strong

How Do We Typically Handle Difficult Conversations?

- We can avoid them
- We can face them and handle them poorly
- We can face them and handle them well

CONSEQUENCES

- What are the consequences of NOT having these conversations and/or not doing them well?

The Goal With Difficult Conversations:

- Develop a way to deal creatively with difficult messages while treating people with dignity and integrity
- Learn to have “Learning Conversations”

Difficult conversations often go awry not because of the content, but because others believe that the painful and pointed content means that you have malicious intent.

“Start With Heart Questions”

- What do I really want for myself?
- What do I really want for others?
- What do I really want for the relationship?

Check Your Purpose and Decide Whether to Raise the Issue

- **Purpose**: What do you hope to accomplish by having this conversation?
- **Deciding**: Is this the best way to address the issue and achieve the purposes?

Inquiry and Advocacy

- **Inquiry**: A process for understanding the other person's point of view by exploring his/her thoughts, feelings and reasoning
- **Advocacy**: A process of influencing the other person's thinking and behavior by stating one's opinions and suggestions, and outlining the rationale for each

Active Listening Definition

- It is the active process of seeking to understand (not evaluate)
- It involves more than hearing words
- Need to consider content (what they mean), emotions (how they feel), and perceptions (their view)

Toward Effective Coping: Basic Steps

1. Assess the situation
2. Stop wishing it was different
3. Get some distance between you and the situation
4. Formulate a plan
5. Implement your strategy
6. Monitor your plan and modify when appropriate

Protocol: Confronting Difficult Issues

Start Meeting



Acknowledge



State Original Goal or Agreement
(Pause)



Say What You See
(Pause)



Acknowledge Your Part in the Situation



Make a Good Faith Statement About Future



Ask for Their Help



Be Silent



Listen



Negotiate a New Way of Working Together or
Reconfirm Your Original Agreements



Discuss Next Steps



How Will You Know When You've Been Successful?

Let's practice

- **Situation A:** You have been assigned a graduate student clinician. After the first week, he begins showing up late every day. At first he is only late enough that he must scramble to pull materials together, but eventually he starts coming so late that you must start, or even finish, his first therapy session. You have mentioned it to him indirectly, but things only seem to be getting worse. You happen to know that the student lives 5 minutes away, so traffic is no excuse.
- **Situation B:** Your student intern quickly becomes defensive when you offer feedback about her sessions. She is, at times, poorly prepared for her sessions and when confronted, she immediately deflects the blame. Over time, you discover that she is telling different versions of events to you and to her university supervisor.

Begin the Discussion

“I have a (tough, uncomfortable, important, serious, etc.) issue to raise with you.”

Acknowledge Any Reservations You've Had

"I've been reluctant to raise this because..."

"...but, I've decided to do so anyway because...."

State Your Understanding of the Original Goal or Agreement or Your Assumptions

“It’s my understanding when we last met we agreed....”

“When we got together, you agreed to...”

“I know we didn’t have a formal agreement, but I assumed that....”

Say What You See

“Hold up a mirror” to the behavior.

Focus on the situation, issue, or behavior, not the person

“This is what I’m seeing that causes me concern...”

Acknowledge Your Part in the Situation

“I’ve worsened the problem by....”

“I’ve contributed to the problem by....”

Make a Good Faith Statement about the Future

“I really want to resolve this so that we can work better together.”

“It’s really important for both of us to work this out.”

Ask for Their Help

“I need your help.”

Ask and Listen

“I’d like to know how you see it.”

“I really want to understand how you see it.”

“What are your thoughts about what I’ve said?”

Negotiate a Different Way of Working Together or Reconfirm Your Original Agreements

“This is what I need from you....”

“....What do you need from me?”

Discuss Next Steps (When/How Will You Know You've Been Successful?)

"When should we get together again to see how things are going?"

"What will we see/hear that will indicate things are getting better?"

"If things are getting better, what will be different?"

Questions and Answers

Thank you for participating
today!