

How to Win Teachers and Influence Administrators

Amy Thompson York High School athompson@elmhurst205.org

Anne Kuntz Yorkville High School akuntz@y115.org

Dr. Rick Shaw National Louis University rshaw@nlu.edu

Dr. Scott Wickman Northern Illinois University swickman@niu.edu

Illinois School Counselor Association Conference April 2015

- 1) Observe meta-rules
 - a) Historical context and members investments
 - b) Be different...but not too different,
 - c) Seek to understand first, don't attempt to make change immediately
 - i) Be a "non-expert" / Stay "one down"
 - ii) Play "the dumb one" / Use the Columbo technique
 - d) Become aware of explicit and implicit power within system
 - i) Culture: Ring leader? Role model?
 - ii) Build alliances with informal (and formal) leaders, especially...
 - iii) Secretaries, janitors, copy aides, team leaders, union representatives, IT people, sub callers, lunch room supervisors, coaches, RTI instructors, Title I grant funded service providers...
- 2) Systems theory: The system seeks to perpetuate itself.
 - a) Change creates dissonance; system seeks equilibrium and homeostasis
 - b) Schools are often a closed system, so that practices, styles, and ideas are often remnants of past eras
 - c) All behaviors/thoughts/feelings, no matter how dysfunctional or "crazy" seeming, are accomplishing something positive for the system (and its members) in the best way it knows how at that time (note: this idea is the essence of *reframing*).
 - d) For change to be embraced and succeed, new ideas and strategies must work as well or better to accomplish the same positive intent as the strategy being replaced.
 - e) All teachers and school employees,
 - i) even the most cynical and burnt out veterans, chose this profession because they wanted to have a positive impact with kids.
 - ii) Find that place within them and rekindle it.
 - f) First-order change: Changes an action; second-order change: Changes the system.
 - g) *Impression management* and *social awareness*: Be intentional about how you interact with the system and observe/incorporate the indirect feedback you receive.
 - h) Requires ability to detach and *externalize the problem* (i.e., system)

Be the change you wish to see in the world -- Gandhi

No one can make you feel inferior without your consent

-- Eleanor Roosevelt

- 3) Planting seeds
 - a) Use names, "passing period conversations", casual questions
 - b) Know when is a good time to talk and when isn't

- i) Get in, get out
 - ii) Answer only what has been asked
 - iii) Resist your urge to fix their problem for them; Or even suggest a good solution
- 4) Think like they think, not like you think
 - a) Admin—safety of all
 - i) Deans are easily burnt-out and defensive from being under attack so often. May hoard information and act like police, whose focus is to restore order NOT to teach or advocate for an individual
 - ii) Principals are called on to fill role of politicians who must speak the buzz words while making the hard decisions behind the scenes, and at the end of the day all that their constituents care about is if their lives are better (safer, easier, richer...)
 - b) Teacher—curriculum for all
 - i) Must balance the standards (i.e. the integrity) of their curriculum and the needs of each student; may feel like a “whipping boy” or scapegoat
 - ii) Used to working alone, being in charge and having creative control
 - iii) May easily dismiss your efforts if you do not follow their norms, however archaic or teacher centered they may be
 - c) Secretaries—most power, least control, job is to maintain order
 - i) Seek to be useful, valued, trusted but not taken advantage of or belittled, often interrupted, may be disagreeable due to a previous interaction so don’t personalize
 - ii) May act assertive, or protective of “turf”, as they are called upon to enforce policies

Different Drums, Different Drummers

David Kiersey *Please Understand Me II*

Try not to tell me that my want is wrong

Pause before you set out to correct me

Try not to ask me to feel other than I do

Let me be if I act or fail to act in the manner of your design

Understanding will come only when you are willing to give up trying to change me into a copy of you

Allow me my own wants, emotions, beliefs, actions and someday you may be open to the idea that these ways are right—for me

Put up with me

Don’t embrace my ways as right for you, just don’t let my ways irritate or disappoint you

And some day you may come to understand me and maybe even preserve and cherish me

- 5) Being an advocate: how does it affect...
 - a. Bolman and Deal *Reframing Organizations 5th Ed.*
 - i) Structural--the system? policies and procedures
 - ii) Human Resources--the other person’s needs and their comfort level?
 - iii) Symbolic--what does it symbolize, is this a sacred cow?
 - iv) Political--power balance, any potential legal implications?
 - b) means...you only get so many nickels;have a proposed solution along with a criticism or whistle-to-blow
 - c) Different from counseling; sought out; a special position; honor/trust/power
- 6) 4 horsemen of the Apocalypse in relationships (John Gottman) will always bring communication to a halt.
 - a) 4 horsemen are: Defensiveness-Criticism-Contempt-Stonewalling

- b) Even when you're right about what you say, you are wrong when you engage one of these tactics
 - i) Nobody likes a know-it-all.
 - ii) The natural response to being attacked is to attack back.
- c) Requires ability to detach self from situation. Non defensive posture
 - i) What part of what they are saying can I embrace and include in the picture?
 - ii) What do they need right now?
- d) Win:win means get an idea of what they want and find a way of making that happen in such a way that you get what you want
- e) If you must have specific outcomes then you have lost the negotiations

7. *How to Win Friends and Influence People* Dale Carnegie From
[http://en.wikipedia.org/wiki/How to Win Friends and Influence People](http://en.wikipedia.org/wiki/How_to_Win_Friends_and_Influence_People)

- a. Fundamental Techniques in Handling People
 - i. Don't criticize, condemn, or complain.
 - ii. Give honest and sincere appreciation.
 - iii. Arouse in the other person an eager want.
- b. Six Ways to Make People Like You
 - . Become genuinely interested in other people.
 - i. Smile.
 - ii. Remember that a person's name is, to that person, the sweetest and most important sound in any language.
 - iii. Be a good listener. Encourage others to talk about themselves.
 - iv. Talk in terms of the other person's interest.
 - v. Make the other person feel important – and do it sincerely.
- c. Twelve Ways to Win People to Your Way of Thinking
 - . The only way to get the best of an argument is to avoid it.
 - i. Show respect for the other person's opinions. Never say "You're Wrong."
 - ii. If you're wrong, admit it quickly and emphatically.
 - iii. Begin in a friendly way.
 - iv. Start with questions to which the other person will answer yes.
 - v. Let the other person do a great deal of the talking.
 - vi. Let the other person feel the idea is his or hers.
 - vii. Try honestly to see things from the other person's point of view.
 - viii. Be sympathetic with the other person's ideas and desires.
 - ix. Appeal to the nobler motives.
 - x. Dramatize your ideas.
 - xi. Throw down a challenge.
- d. Be a Leader: How to Change People Without Giving Offense or Arousing Resentment
 - . Begin with praise and honest appreciation.
 - i. Call attention to people's mistakes indirectly.
 - ii. Talk about your own mistakes before criticizing the other person.
 - iii. Ask questions instead of giving direct orders.
 - iv. Let the other person save face.

- v. Praise every improvement.
- vi. Give the other person a fine reputation to live up to.
- vii. Use encouragement. Make the fault seem easy to correct.
- viii. Make the other person happy about doing what you suggest.

The number one predictor of success in all relationships is your ability to manage your own defensiveness and not personalize – John Gottman

*When you try to change someone else, first of all, you don't.
And second, now you've also lost the relationship – William Glasser*