Name: Amber Pressley

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!!! 3 things learned

* The most important skills in effective mediating are active listening and quality questioning
* Creating a climate of trust is essential in order to resolve conflict. Creating a climate of trust includes a willingness to share information, tell the truth, admit mistakes, maintain confidentiality, give and receive constructive feedback, and speak with good purpose.
* Leaders who have mastered quality questioning are better at managing conflict because they posses the skills needed to encourage open communication and get to the true cause of the conflict.

++ 2 connections made

* In chapter 6 the authors discuss the difference between feedback and measurement. They state that measurement focuses on numbers, rankings, and ratings whereas feedback, which often comes from the measurement process, is contextualized to the individual and the setting. They go on to say that measurement is focused on stability and control, whereas feedback is focused on adaptability and growth. This reminded me of something one of my colleagues lifted up in our last LJA session- many of us say we are data-driven just because we collect data. We aren’t truly data-driven unless we use the data to make changes that are made obvious through the data collection. So true!!! A common example is data meetings where we talk about the data and leave with no next steps- in those cases it seems to be more about validating our excuses rather than changing our actions.
* We, as facilitators, have been using many of the resources mentioned in theses chapters (Interview by Design, Reflective questioning, etc…) to help our clients realize where they are in their current practice and to help them see possible next steps for the future.

? 1 question

In chapter 5, the authors stated that we often ‘rush to a conclusion and that this results in a surface understanding of the problem’. I know I am often guilty of doing this in our work. How can we, as regional staff, structure our time and support in schools in order to allow us to be more physically present and active in the schools we work with so we avoid the need to ‘hurry up and take action’?