Swimming in the Deep End

Agenda

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How To Manage Oneself In the Deep End
Ways to Manage Yourself - Abrams
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Final Reflection/Bibliography

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About the Presenter

Jennifer Abrams is an international educational and communications consultant for public and independent schools, hospitals, universities and non-profits. Jennifer trains and coaches teachers, administrators, nurses, hospital personnel, and others on new employee support, supervision, being generationally savvy, having hard conversations and 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 a five-district Beginning Teacher Support and Assessment Program.

In her educational consulting work, Jennifer has presented nationally at annual conferences with Learning Forward, ASCD, NASSP, NAESP, AMLE, ISACS and the New Teacher Center Annual Symposium, as well as working internationally at the leadership conferences for EARCOS, NESA, ECIS, AISA and Tri-Association of American Schools, and at schools across Asia and Europe. She is a former Principals Training Center for International School Leadership facilitator of the 'Instructional Supervision' course and the designer of the Teacher Training Center course, 'The Heart of Teaching.' 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.

Jennifer's publications include *Having Hard Conversations*, *The Multigenerational Workplace: Communicating, Collaborating & Creating Community* and *Hard Conversations Unpacked – the Whos, the Whens and the What Ifs*, Her newest book is *Swimming in the Deep End: Four Foundational Skills for Leading Successful School Initiatives*. Other publications include 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. Jennifer writes a monthly newsletter, *Voice Lessons*, available for reading at and subscribing to on her website, www.jenniferabrams.com and is a featured columnist, writing about personal development at www.eschoolnews.org.

Jennifer has been recognized as one of "21 Women All K-12 Educators Need to Know" by *Education Week's* 'Finding Common Ground' blog, and as entrepreneur of the year for the International Academy of Educational Entrepreneurship. She 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 in her role as an advisor for Reach Capital, an early stage educational technology fund. 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. Jennifer can be reached at jennifer@jenniferabrams.com, www.jenniferabrams.com, and on Twitter @jenniferabrams.

Our conversations invent us. Through our speech and our silence, we become smaller or larger selves. Through our speech and our silence, we diminish or enhance the other person, and we narrow or expand the possibilities between us. How we use our voice determines the quality of our relationships, who we are in the world, and what the world can be and might become. Clearly, a lot is at stake here.

Harriet Lerner, <u>The Dance of Connection</u>

Quadrant Partners

1	**2**
3	**4**

Trust – Research by Bryk and Schneider

Schools with a high degree of trust are more likely to make changes that help students achieve. According to these researchers, there are four vital signs for identifying and assessing trust in schools.

Respect: Do we acknowledge one another's dignity and ideas? Do we interact in a courteous way?

Competence: Do we believe in each other's ability and willingness to fulfill our responsibilities effectively?

Personal regard: Do we care about each other personally and professionally? Are we willing to go beyond our formal roles and responsibilities to go the extra mile?

Integrity: Can we trust each other to put the interests of students first, especially when tough decisions have to be made? Do we keep our word?

Guiding Questions – Participation in School Community

Participation in collaborative efforts to improve the school.

- Do I "show up"? Show up on time or late?
  Show up at staff meetings? Department meetings? On Staff Development Days?
  At team meetings? At events that are related to school improvement?

- Do I know, understand, respect and follow the learning outcomes/course descriptions of my classes/work? If so, how? Follow the objectives for the department? The goals of the school?

- If asked to complete some paperwork or attend a meeting on behalf of the department or do some work for a/the team, do I get it done?

- Do I share an enthusiasm for the "pursuit of teaching/school excellence"? If so, how?

- Do I look like I enjoy teaching/my work? Enjoy the school? Enjoy my colleagues? If so, how?

- Do I communicate with parents in a timely fashion? If so, how? Answer calls? Meet with parents? Show up to Back to School Night?

- Do I hold myself to a high standard for what I do and produce? If so, how?

- Do I continually refine lessons and units and work to improve my teaching? If so, how?

Demonstration of the interpersonal skills needed to work on a team with colleagues, and community members.

- Am I aware of the school values, norms, the way the school sees itself? Do I work well within those values? If so, how? Do I embody them or just give them lip service?

- Do I seem to understand the implicit or explicit code of dress for the teachers and other professionals in the school and wear appropriate clothing for the age of the students and the school culture? If so, how?

- Do I hone my communication and process skills as well as work on my classroom instruction/school responsiblities? If so, how?

- Do I show consideration for the feelings of others? Say "Hello," say "Thank you," say "I'm sorry," say "What can I do to help?"

- Do I gossip? Talk poorly of colleagues in front of others or to students?

Guiding Questions – Participation in School Community

- Am I aware of my assumptions and values and know when they are getting in the way of moving forward with my colleagues?

- Am I able to stand outside myself and see how I might be impacting others or be seen by others? If so, how?

- If I am given feedback, do I listen to it and react appropriately, changing behavior if necessary? If so, how?

- Am I open to rational <u>and</u> intuitive ways of thinking? If so, how?

- Am I open to doing things in a way other than my way?

- Am I open to hearing all perspectives? If so, how? And when hearing all perspectives do I honor them or shut down?

- Do I cooperate with special education staff/all support staff so that services are provided to the students? Do I fill out the progress reports and do the required/suggested accommodations/work with a positive attitude?

- Do I work with counselors or administrator or others when there is a problem? Do I attend SSTs, etc. and do so in a "willing" way?

- Do I manage my anxiety in a way that is appropriate? Not yelling at or crying in front of all staff or students?

- Do I know of the hierarchy of positions in the school? Do I know where to go to the appropriate person for the appropriate concern? Do I look for solutions rather than sit with the problem and complain in the parking lot?

- Do I want to work in a group and do I show that through my body language, contributions, and attitude?

- When communicating with other adults, do I ask for other perspectives? Seek to understand the other's point of view?

- Do I show an ability to listen for understanding and empathy?

- Do I manage impulsivity or interrupt more often than not, inserting my POV?

- Do I use positive presuppositions when coming together with a given group – presuming positive intention and potential?

Guiding Questions – Participation in School Community

- Do I seem to have a sense of humor? Can I laugh at myself?

- Do I have a sense of personal space, body language and appropriate sense of decorum in a given setting? With both adults and students?

- Am I aware that I am not allowing equitable participation by talking too much at meetings or talking too little and not contributing?

What Else?

Case Study – Deep End Initiative/Project

- **What great idea do you want others to support?**
- **Who must be influenced?**
- **What will others need to do?**
- **What have you done so far?**
- **What needs to happen next?**
- **Where do you think/feel there will be or already is resistance?**

We will be using this case study throughout the session so please pick one you feel comfortable sharing with others.

Reflecting On 4 Key "Deep End" Skills		

Thinking Before You Speak	**+**	**^**
1. Do I know what challenges(s) this initiative is solving?		
2. Do I know if this challenge is actually a polarity that needs to be managed instead of a problem being solved? Can I speak to this difference?		
3. Do I know what I value and how this project aligns with the values I hold?		
4. Do I know the values emphasized in my school and district and can I communicate how this initiative aligns with those values?		
5. Who needs to be involved in the planning of this initiative?		
6. Do I know how to get other's input in a way that is useful for me and seen as worthwhile for them?		
7. Do I have good facilitation skills and know how to lead dialogue sessions as well as decision-making sessions?		
8. Do I have decision-making processes available to me?		
9. Can I tell a story/narrative about this challenge and decision so others will feel the need for this initiative to move forward?		
10. Can I share data, evidence or research about this challenge and decision so others will understand the need for this initiative to move forward?		
11. Do I know what my action plan is for implementation?		
12. Do I have a communication plan in place for explaining the initiative, the plan for implementation and what's coming next?		
13. Am I aware that there may be covert processes at work that I might not be able to address?		
14. Have I intentionally designed "stop and reflect" moments into the process of implementation?		
Pre-Empting Resistance		
15. Do I know what questions and concerns most commonly come up with a new initiative and how might I address them early in the roll out process?		
16. Do I know the people I am working with in some personal way? (Ages, family status, ethnicity, etc.?)		
17. Am I aware of adult learning theory and how it might connect to the initiative being implemented?		
18. Do I know about psychological 'threat and reward' instincts in all adults so that I can mitigate for those fears in terms of my communications?		
19. Am I mindful that others are at different developmental stages in their own growth and need to be communicated with differently?		

20. How might this initiative challenge them and how might you support them to move forward with the initiative?	
Responding to Resistance	**+ -**
21. Given that resistance will happen, do I know ways I can professionally respond to those who will respond negatively to the initiative?	
22. Do I have an awareness of how my body language is perceived so I am viewed as credible or approachable, as the situation requires?	
Managing Oneself through Change and Resistance	
23. Do I have structures and supports in place in my life to help me physically manage the challenging energies that will come my way? (exercise, healthy eating, massage?)	
24. Do I have a breathing, meditation or quieting practice that will help bring calm to my body and mind?	
25. Do I take time to cultivate relationships in my life outside of work? (family, partner, pets?)	
26. Do I have a structure in my life for acknowledging the good that is going on or a method of expressing gratitude on a continual basis?	
27. Am I aware of the concept of a growth vs. fixed mindset and how am I working with it in my own life and work?	
28. Do I have self-talk that is optimistic and how am I learning to be more optimistic? (Do I have a coach or someone who works with me on my self-talk and helps me look at my assumptions and belief systems and my strengths?)	
29. Do I have a compassion practice – that includes both self-compassion and loving kindness for others?	
30. Do I take time out for inspirational moments that bring me back to a 'bigger space' in myself? TED talks, spiritual centers (churches, synagogues, retreat centers), readings, author talks, podcasts?	
31. Do I have plans to grow myself and my skill sets? Conferences, Mastermind groups, online courses, professional learning communities, reading lists?	
32. Do I take a few vacations a year? Do I deliberately plan time away from work several times a year?	
33. Do I notice that I laugh everyday? Do I put myself into situations that make me smile?	
34. Do I have moments where I can experience 'giving' in a different way outside my work? Perform acts of service? Attend events that support causes?	

Distinguishing Problems to Solve From Polarities to Manage

Problems to Solve	Polarities to Manage
They are not ongoing. There is an endpoint. They are solvable.	They are ongoing. There is not end point. They are not solvable. They must be managed together.
Independent Alternatives	Interdependent Alternatives
They can stand alone. There is no need to include an alternative for the solution to work.	They cannot stand alone. The alternatives need each other to optimize the situation, over time.
Often contain mutually exclusive opposites.	Always contain mutually inclusive opposites.
1. Should we promote Bill? 2. *What* should we include in our customer survey? 3. Should we buy the 200 ton press? 4. *When* was the War of 1812? 5. Should we remove one level of management?	1. Tough Love & Gentle Love 2. Recognize the individual & Recognize the Team 3. Reduce Cost & Improve Quality 4. Competing with Others & Collaborating with Others 5. Work Commitments & Home Commitment

Not 'Either-Or' but "Yes, And'

- **Autonomy and Collaboration**

- **Team Relationships and Team Tasks**

- **Clarity and Flexibility**

- **Continuity and Change**

- **Conditional Respect and Unconditional Respect**

- **Work Priorities and Home Priorities**

- **Needs of Students and Needs of Staff**

- **Teacher as Lecturer and Teacher as Facilitator**

- **Centralization and Decentralization**

- **School Responsibility and Social Responsibility**

Communicating About Your Project/Initiative

- What is the challenge you are addressing?

- What was the process for looking at the challenge?

- Who was involved?

- What values undergirded our choices?

- What were the criteria upon which we made a decision?

- What was the decision?

- Who needs to make changes because of this decision?

- In what time frame?

- What supports will be in place to help us move forward?

- When will be looping back to review the decision?

- Who do you talk to if you have concerns?

Why Won't People Change?
Feeling Some Resistance – Some Reasons For It
### Based on the work of Michael Fullan

- **People don't know what to do – lack of knowledge**

- **People don't know how to do it – lack of skills/abilities**

- **People don't know why they are doing it – the purpose**

- **People weren't involved in the decision-making**

- **People are satisfied with the way things are**

- **People say workload & pressure are increasing too fast**

- **People can't see the benefits of changing**

- **People don't see the change agent or advocate as credible**

- **People don't sense they have support**

- **People see that the innovation conflicts with school culture**

- **People are worried about failing**

- **People have had negative experiences with change before.**

Adult Learning Assumptions

- **Adults have a drive toward competence, which is linked to self-image and efficacy. (Stereotype Threat-Steele)**

- **Learning is enhanced when adults are active, involved and self-directed.**

- **What is to be learned must hold meaning; it must connect with current understandings, knowledge, experience and purpose.**

- **We don't learn from experience as much as we learn from <u>processing</u> our experience – both successes and failures. Self-reflection, self-assessment, and self-direction are critical to learning and development.**

- **Learning is both an opportunity and a risk; it requires dissonance and change. (Growth Mindset-Dweck)**

- **Learning is the continual process of identity formation, or growing into more of who we are becoming**

Adapted from the work of Linda Lambert, Professor, Department of Educational Leadership, California State University, East Bay
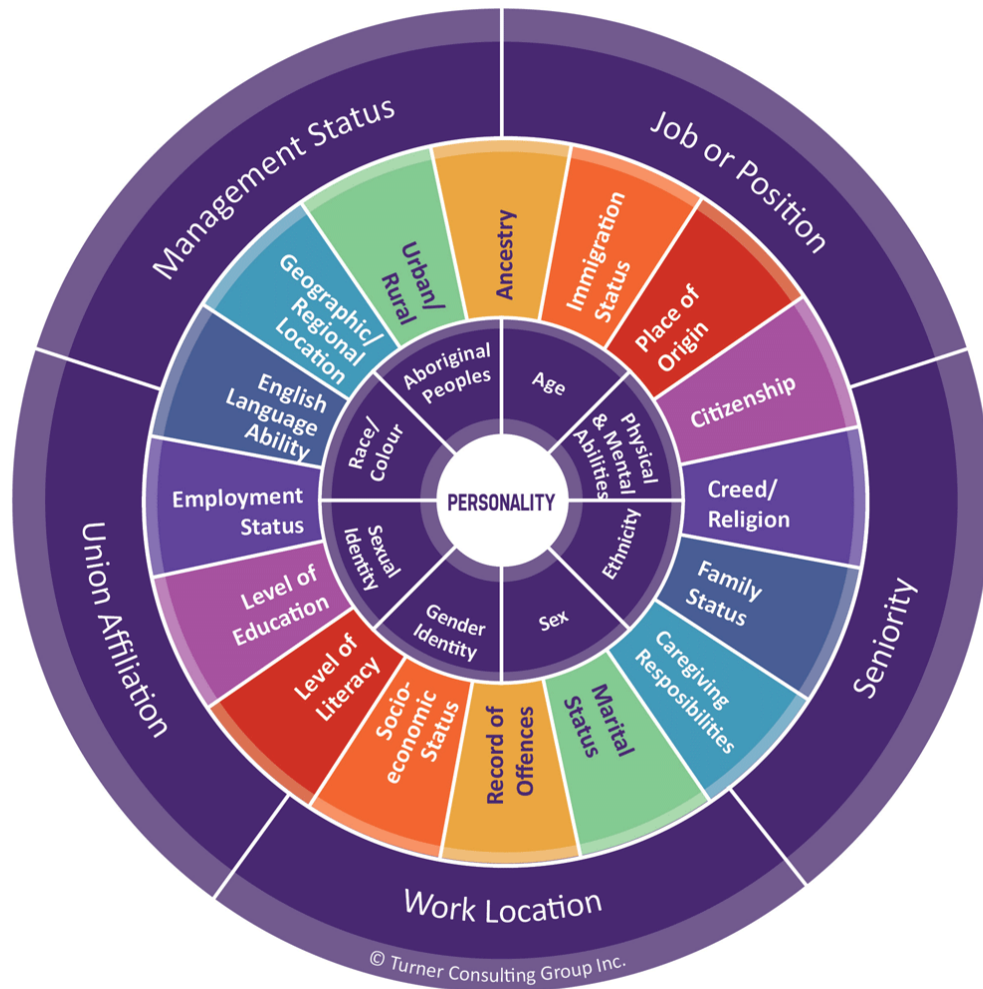
The Six Dimensions: In Summary

POWER DISTANCE
The degree of inequity among people, which they consider normal.

INDIVIDUALISM vs. COLLECTIVISM
The degree to which people prefer to act as individuals rather than as members of groups.

MASCULINE vs. FEMININE
The degree to which values like assertiveness, performance, success and competition prevail over values like quality of life, maintaining warm personal relationships, service, care for the weak, and solidarity.

UNCERTAINTY AVOIDANCE
The degree to which people prefer structured over unstructured situations.

LONG TERM vs. SHORT TERM
The degree to which people values "future" such as thrift and perseverance, as opposed to "present and past" as in respect for tradition and fulfilling the social obligations.

INDULGENCE vs. RESTRAINT
The degree to which a society allows for a relatively free gratification of basic and natural human drives related to enjoying life and having fun versus a society that suppresses gratification of needs and regulates it by means of strict social norms.

Hofstede's Cultural Dimensions

https://www.mindtools.com/pages/article/newLDR_66.htm

Understanding Different Countries

Imagine this scenario: Sayid's boss has asked him to manage a large, global team. In this new role, he'll be working closely with people in several different countries. He's excited about the opportunities that his connectedness will present, but he's also nervous about making cross-cultural faux pas.

He knows that cultural differences can act as a barrier to communication, and that they could affect his ability to build connections and motivate people. So, how can he begin to understand these differences and work effectively with people from different cultures?

Learn how to work with teams and co-workers from around the world.

In this article, we'll explore how you can use Hofstede's Six Dimensions of Culture to work effectively with people from a range of cultural and geographic backgrounds.

Hofstede's Six Dimensions of Culture

Psychologist Dr Geert Hofstede published his cultural dimensions model at the end of the 1970s, based on a decade of research. Since then, it's become an internationally recognized standard for understanding cultural differences.

Hofstede studied people who worked for IBM in more than 50 countries. Initially, he identified four dimensions that could distinguish one culture from another. Later, he added fifth and sixth dimensions, in cooperation with Drs Michael H. Bond and Michael Minkov. These are:

1. Power Distance Index (high versus low).
2. Individualism Versus Collectivism.
3. Masculinity Versus Femininity.
4. Uncertainty Avoidance Index (high versus low).
5. Long- Versus Short-Term Orientation.
6. Indulgence Versus Restraint.

Note: in the original version of the book "Long- Versus Short-Term Orientation" was described as "Pragmatic Versus Normative."

Hofstede, Bond and Minkov scored each country on a scale of 0 to 100 for each dimension.

When Hofstede analyzed his database of culture statistics, he found clear patterns of similarity and difference along the four dimensions. And, because his research focused solely on IBM

employees, he could attribute those patterns to national differences, and minimize the impact of company culture.

Let's look at the six dimensions in more detail.

1. Power Distance Index (PDI)

This refers to the degree of inequality that exists – and is accepted – between people with and without power.

A high PDI score indicates that a society accepts an unequal, hierarchical distribution of power, and that people understand "their place" in the system. A low PDI score means that power is shared and is widely dispersed, and that society members do not accept situations where power is distributed unequally.

Application: According to the model, in a high PDI country, such as Malaysia

(100), team members will not initiate any action, and they like to be guided and directed to complete a task. If a manager doesn't take charge, they may think that the task isn't important.

PDI	Characteristics	Tips
High PDI	• Centralized organizations. • More complex hierarchies. • Large gaps in compensation, authority and respect.	• Acknowledge a leader's status. As an outsider, you may try to circumvent his or her power, but don't push back explicitly. • Be aware that you may need to go to the top for answers.
Low PDI	• Flatter organizations. • Supervisors and employees are considered almost as equals.	• Delegate as much as possible. • Ideally, involve all those in decision making who will be directly affected by the decision.

2. Individualism Versus Collectivism (IDV)

This refers to the strength of the ties that people have to others within their community.

A high IDV score indicates weak interpersonal connection among those who are not part of a core "family." Here, people take less responsibility for others' actions and outcomes.

In a collectivist society, however, people are supposed to be loyal to the group to which they belong, and, in exchange, the group will defend their interests. The group itself is normally larger, and people take responsibility for one another's well-being.

Application: Central American countries Panama and Guatemala have very low IDV scores (11 and six, respectively). In these countries, as an example, a marketing campaign that emphasizes benefits to the community would likely be understood and well received, as long as the people addressed feel part of the same group.

IDV	Characteristics	Tips
High IDV	• High value placed on people's time and their need for privacy and freedom. • An enjoyment of challenges, and an expectation of individual rewards for hard work. • Respect for privacy.	• Acknowledge individual accomplishments. • Don't mix work life with social life too much. • Encourage debate and expression of people's own ideas.
Low IDV	• Emphasis on building skills and becoming master of something. • People work for intrinsic rewards. • Maintaining harmony among group members overrides other moral issues.	• Wisdom is important. • Suppress feelings and emotions that may endanger harmony. • Avoid giving negative feedback in public. • Saying "No" can cause loss of face, unless it's intended to be polite. For example, declining an invitation several times is expected.

3. Masculinity Versus Femininity (MAS)

This refers to the distribution of roles between men and women. In masculine societies, the roles of men and women overlap less, and men are expected to behave assertively. Demonstrating your success, and being strong and fast, are seen as positive characteristics.

In feminine societies, however, there is a great deal of overlap between male and female roles, and modesty is perceived as a virtue. Greater importance is placed on good relationships with your direct supervisors, or working with people who cooperate well with one another.

The gap between men's and women's values is largest in Japan

and Austria, with MAS scores of 95 and 79 respectively. In both countries, men score highly for exhibiting "tough," masculine values and behaviors, but, in fact, women also score relatively highly for having masculine values, though on average lower than men.

Application: As we've highlighted, Japan has the highest MAS score of 95, whereas Sweden has the lowest measured value of five. Therefore, if you open an office in Japan, you should recognize you are operating in a hierarchical, deferential and traditionally patriarchal society. Long hours are the norm, and this, in turn, can make it harder for female team members to gain advancement, due to family commitments.

At the same time, Japan is a culture where all children (male and female) learn the value of competition and winning as part of a team from a young age. Therefore, female team members are just as likely to display these notionally masculine traits as their male colleagues.

By comparison, Sweden is a very feminine society, according to Hofstede's model. Here, people focus on managing through discussion, consensus, compromise, and negotiation.

MAS	Characteristics	Tips
High MAS	• Strong egos – feelings of pride and importance are attributed to status. • Money and achievement are important.	• Be aware of the possibility of differentiated gender roles. • A long-hours culture may be the norm, so recognize its opportunities and risks. • People are motivated by precise targets, and by being able to show that they achieved them either as a group or as individuals.
Low MAS	• Relationship oriented/consensual. • More focus on quality of life.	• Success is more likely to be achieved through negotiation, collaboration and input from all levels. • Avoid an "old boys' club" mentality, although this may still exist. • Workplace flexibility and work-life balance may be important, both in terms of job design, organizational

	environment and culture, and the way that performance management can be best realized.

4. Uncertainty Avoidance Index (UAI)

This dimension describes how well people can cope with anxiety.

In societies that score highly for Uncertainty Avoidance, people attempt to make life as predictable and controllable as possible. If they find that they can't control their own lives, they may be tempted to stop trying. These people may refer to "mañana," or put their fate "in the hands of God."

People in low UAI-scoring countries are more relaxed, open or inclusive.

Bear in mind that avoiding uncertainty is not necessarily the same as avoiding risk. Hofstede argues that you may find people in high-scoring countries who are prepared to engage in risky behavior, precisely because it reduces ambiguities, or in order to avoid failure.

Application: In Hofstede's model, Greece tops the UAI scale with 100, while Singapore scores the lowest with eight.

Therefore, during a meeting in Greece, you might be keen to generate discussion, because you recognize that there's a cultural tendency for team members to make the safest, most conservative decisions, despite any emotional outbursts. Your aim is to encourage them to become more open to different ideas and approaches, but it may be helpful to provide a relatively limited, structured set of options or solutions.

UAI	Characteristics	Tips
High UAI	• Conservative, rigid and structured, unless the danger of failure requires a more flexible attitude. • Many societal conventions. • People are expressive, and are allowed to show anger or emotions, if necessary. • A high energy society, if people feel that they are in control of their life instead of feeling overwhelmed by life's vagaries.	• Be clear and concise about expectations and goals, and set clearly defined parameters. But encourage creative thinking and dialogue where you can. • Recognize that there may be unspoken "rules" or cultural expectations you need to learn. • Recognize that emotion, anger and vigorous hand gestures may simply be part

Low UAI	• Openness to change or innovation, and generally inclusive. • More inclined to open-ended learning or decision making. • Less sense of urgency.	of the conversation. • Ensure that people remain focused, but don't create too much structure. • Titles are less important, so avoid "showing off" your knowledge or experience. Respect is given to those who can cope under all circumstances.

5. Long- Versus Short-Term Orientation

This dimension was originally described as "Pragmatic Versus Normative (PRA)." It refers to the time horizon people in a society display. Countries with a long-term orientation tend to be pragmatic, modest, and more thrifty. In short-term oriented countries, people tend to place more emphasis on principles, consistency and truth, and are typically religious and nationalistic.

Application: The U.S. has a short-term orientation. This is reflected in the importance of short-term gains and quick results (profit and loss statements are quarterly, for example). It is also reflected in the country's strong sense of nationalism and social standards.

PRA	Characteristics	Tips
Long-Term Orientation	• People often wonder how to know what is true. For example, questions like "What?" and "How?" are asked more than "Why?" • Thrift and education are seen as positive values. • Modesty. • Virtues and obligations are emphasized.	• Behave in a modest way. • Avoid talking too much about yourself. • People are more willing to compromise, yet this may not always be clear to outsiders; this is certainly so in a culture that also scores high on PDI.
Short-Term Orientation	• People often want to know "Why?" • Strong convictions. • As people tend to oversell themselves, others will assess their assertions critically. • Values and rights are emphasized.	• Sell yourself to be taken seriously. • People are less willing to compromise as this would be seen as weakness. • Flattery empowers.

6. Indulgence Versus Restraint (IVR)

Hofstede's sixth dimension, discovered and described together with Michael Minkov, is also relatively new, and is therefore accompanied by less data.

Countries with a high IVR score allow or encourage relatively free gratification of people's own drives and emotions, such as enjoying life and having fun. In a society with a low IVR score, there is more emphasis on suppressing gratification and more regulation of people's conduct

and behavior, and there are stricter social norms.

Application: According to the model, Eastern European countries, including Russia, have a low IVR score. Hofstede argues that these countries are characterized by a restrained culture, where there is a tendency towards pessimism. People put little emphasis on leisure time and, as the title suggests, people try to restrain themselves to a high degree.

PDI	Characteristics	Tips
High Indulgence	• Optimistic. • Importance of freedom of speech. • Focus on personal happiness.	• Don't take life too seriously. • Encourage debate and dialogue in meetings or decision making. • Prioritize feedback, coaching and mentoring. • Emphasize flexible working and work-life balance.
High Restraint	• Pessimistic. • More controlled and rigid behavior.	• Avoid making jokes when engaged in formal sessions. Instead, be professional. • Only express negativity about the world during informal meetings.

Tip: Visit Hofstede's website for a list of dimension scores for each country, and for more detailed information about his research.

Key Points

Cultural norms play a large part in interpersonal relationships at work. When you grow up in a certain culture, you take the behavioral norms of your society for granted, and you don't have to think about your reactions, preferences and feelings, provided that you don't deviate too much from the central tendency in your society.

However, when you step into a foreign culture, things suddenly seem different, and you don't want to cause offense. By using Hofstede's Cultural Dimensions as a starting point, you can evaluate your approach, your decisions, and your actions, based on a general sense of how people in a particular society might think and react.

Of course, everybody is unique, and no society is uniform, but you can use this model to make the unknown less intimidating, avoid making mistakes, and to provide a much-needed confidence boost when you're working in an unfamiliar country.

Apply This to Your Life

Take some time to review your own country's scores, and those of the countries or cultures that you deal with regularly. Think about some interactions you've had with people from those countries. Were you involved in critical events, and do they now make more sense, given your additional insights?

Challenge yourself to learn more about one culture in particular, compare Hofstede's scores with what you discover, and determine their accuracy and relevance for yourself.

The next time you work with a person from a different culture, make notes about your approach, what you should be prepared to discuss, and why you feel the way you do. Also, read specific information about that culture (the "Culture Shock!" books and recommended reading section of this article will help). Afterward, evaluate your performance and carry out further research for next time.

Above all, make cultural sensitivity a daily part of your life. Learn to value people's differences, and how to respect the things that make people who they are.

With Thanks To:

The source of this article is www.geerthofstede.com and Geert Hofstede, Gert Jan Hofstede, Michael Minkov, "Cultures and Organizations, Software of the Mind", Third Revised Edition, McGrawHill 2010, ISBN 0-07-166418-1. Quoted with permission.

1. Whites versus People of Color

The majority of White Americans believe racial discrimination is no longer a problem. Yet thousands of studies show that race strongly shapes how people are treated in schools, workplaces, courtrooms, and even emergency rooms. The brouhaha over Brad Paisley and LL Cool J's "Accidental Racist" also shows that racial tensions are alive and well in the U.S. Whites' assertion that race doesn't matter reflects their independent side, which believes that people are unique and separate from their race, culture, and history. In contrast, people of color's assertion th at race matters very much reflects their interdependent side, which is aware that other people see their color first, and their individual qualities second, if at all.

2. Men versus Women

Women's entry into men's worlds is now the stuff of a Disney movie. In *Brave*, medieval Scottish princess Merida out-shoots her male suitors and proves herself an able leader. In the process, though, she almost kills her mother. So it goes in the 21st century, where women are surpassing men in education and professional attainment, but often suffering for it. Research shows that the majority of sex differences in people's thoughts, feelings, and behaviors come not from biology, but from culture. The result is that women tend to favor their interdependent sides, while men tend to favor their independent sides. When the two sides clash in the workplace, the going gets tough, especially for women.

3. Rich versus Poor

The Occupy movement portrayed class struggles as a fight between the 1 percent and the 99 percent. But in the U.S., the biggest divide is between the 70 percent of Americans who don't have a college degree and the 30 percent who do. A college education imparts a sense of oneself as independent, separate, and unique — qualities that white-collar jobs and social circles desire. In contrast, life without a college degree calls for more interdependence, conformity, and cooperation — qualities that blue-collar jobs and worlds require. Colleges not only cultivate independence, but also demand it. With less training in independence, students without college-educated parents earn lower grades and drop out more often than students with college-educated parents.

4. Religious Liberals versus Religious Conservatives

People usually think religious conflicts brew over differences in ideology. But our research shows a broader cultural divide. Religious conservatives tend to use the interdependent side of their selves, reflecting their belief in an interdependent God who is more present, connected, and relational. Religious liberals, in contrast, tend to use the independent side of their selves, reflecting their belief in an independent God who is more distant, separate, and abstract. These religious differences drive political disputes. Religious conservatives favor laws and policies that protect more interdependent concerns like protecting family, community, and the church. Religious liberals, however, favor laws and policies that protect more independent concerns like the freedom of speech.

5. East versus West

Who will rule in the 21st century: allegedly more creative Westerners, or allegedly more disciplined Asians? Many people with European heritages use their independent selves to raise independent children, encouraging their charges to express their uniqueness and choose their own paths. Meanwhile, many parents of Asian heritage use their interdependent side to raise interdependent children, setting high standards and then using tough techniques to push their offspring up to scratch. This "tiger parenting" seems to pay off: Asian-American students are overrepresented in the best universities of the U.S. And while Westerners dismiss the genius of the East as one of imitation, not innovation, the East is gaining ground in science, technology, the arts, and even sports.

6. Coasts versus Heartland

Although many Americans watch the same television shows, surf the same websites, and shop at the same stores, the cultural differences between U.S. regions can be shocking. People in the Midwest and Southeast (including District 12 of The *Hunger Games*) tend to use their interdependent, connected, and conforming sides, while people in the Northeast and West (including Panem's Capitol) tend to use their independent, unique, and controlling sides. As a result, many tend to use their independent, unique, and controlling sides. As a result, many Americans who move to a region that does not mesh with their preferred self experience depression and other psychological problems.

7. Businesses versus Nonprofits & Governments

Many social and environmental problems now dwarf the ability of any one company, NGO, or government to solve them. And so these organizations are joining forces to tackle global threats, only to see their partnerships fall apart over cultural divides. *Clash!* shows both governments and nonprofits require and hone the interdependent, relational, and cooperative side of people, while businesses require and hone the independent, unique, and competitive side. Because government agencies are accountable to so many stakeholders, their interdependence can take a turn for the pathological, resulting in absurd rules, long delays, and red tape. Nonprofits' concern with maintaining relationships can likewise get in the way of efficiency and innovation. Businesses, however, too often sacrifice human concerns in the pursuit of profit.

8. Global North versus Global South

Most residents of the wealthy Global North will never travel to Latin America, Africa, or other parts of the Global South. And vice versa. In lieu of actual experience, both sides of the economic equator have stereotypes about each other. The media do not help, beaming only the worst examples of Southern chaos and corruption into the Global North, while broadcasting only the worst examples of Northern arrogance and selfishness into the Global South. Yet there is a kernel of truth to these stereotypes. Many Global Northerners favor their independent side, which can seem cold and distant to the Global South. And many Global Southerners favor their interdependent side, which can seem irrational and "tribal" to the Global North.

Identifying People's Generational Profiles

Think about each generation's "take" on the following concepts:

The Delineators	Boomers	Xers	Millennials
Perspective on work	Career	Job	There will be many careers
Communication style	Diplomatic	Blunt	Easy and open Don't hurt me
View of authority	Impressed	Unfazed	Wants it
Need for approval	Seek validation	Indifferent	Needs it a lot
Perspective on resources	Abundant	Scarce	No worries or lots of worries
Response to policies and procedures	Protective	Mistrustful	Need help with protocols
Relationship to team	Team-oriented	Self-reliant	Been on 'em Can do them
Work ethic	Driven	Balanced	Multi-Task
Focus on work projects	Relationships and results	Tasks and results	Lots of fun and lots of results
Relationship to technology	Acquired	Assimilated	In the DNA
Entitlement	Experience	Merit	Assumed

Adapted from The Xers & The Boomers

Processing Prompt
Think about how all the generations of educators you work with would relate to these ideas. What are some of the implications of this thinking for you in your work?

Understanding the SCARF Model

STATUS	CERTAINTY	AUTONOMY	RELATEDNESS	FAIRNESS
If status is your biggest driver, you are naturally competitive. You love winning but hate coming second. It might be having the highest sales record, or the owning the latest technology or throwing the most exuberant party that drives you. It could be beating your personal best. Whatever it is, being top is key. If status rates high in your life, you might need to watch your natural competitive spirit. You might find yourself continuing the argument simply for the sake of winning. Or you might easily be bored if the challenge is missing. You might need to remember to 'just be.' You are however motivated by a good contest so look for ways to bring this into your working and personal life. Competition is the norm in sales environments, the legal profession, and sporting clubs. Focus on areas where you have natural ability and can continue to improve.	If certainty is your biggest driver, you like things planned well in advance and you don't like last minute changes. You have a natural affinity with systems and processes. You are a list person and often find yourself the organizer in social and work situations. With certainty as your biggest driver, be aware that you may naturally limit yourself from doing new (and therefore uncertain) things, even those that could be good for you, like learning new tasks or travelling. You may also react very strongly when people leave things to the last minute or constantly change their mind. Remember they are not doing this just to annoy you! To feel more reward and less threat with certainty as your key driver involves asking questions to make sure you are clear on expectations. Don't wait for others to come to you.	When autonomy is important, you like being in the driver's seat. You like calling the shots and don't like being told what to do or how to do it. Be aware that you may say no to things simply because they are not your idea. You may also need to remember to give other people the opportunity to choose from time to time! If autonomy is your biggest driver, find ways to create more choice, even if you have to stick within defined parameters. Ask for where you can have clear autonomy so you can exercise this. And watch out for tasks where you have to follow other people's orders precisely.	If relatedness is your biggest driver, you find it easy to remember things about other people. You always make the effort socially and hate it when others don't. You find it easy to connect with others and love doing things that make others feel important and special. When relatedness is your biggest driver, be aware that you may expect more from your friends and colleagues that they can give. You may find yourself easily offended when people don't respond to invitations or get back to you with answers. To increase reward and reduce threat around relatedness look for opportunities to connect with others who are important to you. This could be joining a sporting team, organizing an interest group, or phoning family at a certain time each week. Watch out for long terms situations that isolate you from others – such as working on your own.	If fairness is your biggest driver, you are happy if beaten by a better player but hate someone who cheats the system. People who jump the queue really get under your skin, but you'll sign up to a roster that ensures everyone contributes equally. When fairness is important to you, you might find yourself always speaking up for others when sometimes it's okay just to let things slide. Fairness tends to dominate all areas of our lives, so in your relationships make room for other feelings such as simply caring for others. To create more reward and less threat around the domain of fairness, look for ways to get involved. Knowing how decisions are made, or having a say in the process will help. This might be through a career in HR, social justice or policy creation, or getting simply joining in at a community level.

- adapted from D. Rock, SC

Quick Scripts for Having Hard Conversations

From <u>Crucial Conversations</u> by Kerry Patterson

"State My Path Statement"

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

<u>Example</u>: "I noticed you said, "What do you want?" in a gruff way
when ndj g`XdaZ\\j Z came to see you at your desk. If I was
that XdaZ\\j Z 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?"

<u>Example</u>: "When you rolled your eyes at the meeting today when I
said I didn't have some information for you on hand, it really took me
off guard and was hurtful. It would be helpful for me if you wouldn't
do that again. Can you see that from my perspective?"

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?"

<u>Example</u>: "I have noticed that I have sent you three emails in the last
week to remind you to get me the information and I haven't heard
back. Is there some problem with getting the information or how I am
asking for it? Am I doing something that is getting in the way? Can
you share that with me because I really want to get this project done."

What If They Say? - Possible Responses from <u>Hard Conversations Unpacked</u>

"What gives light must endure burning." Viktor Frankl

The responses are a *starting* point. Mark Goulston, author of a Harvard Business Review blog, *Don't Get Defensive: Communication Tips for the Vigilant* might call these comments 'controlled confrontation' responses. Use them as ideas to work with; to push back at; to rewrite. Make them work for you.

Conflict Responses

When you are intimidated by someone shouting, name-calling, swearing, threatening.

"I am open to having this conversation and I know you are angry. And, I will not continue talking with you if you speak at that volume, swear at me, or use that language. Please stop and we can continue the conversation."

"I am having difficulty hearing your message because your tone of voice is too harsh for me to listen to. Would you please state your need in a more neutral tone?"

"You have every right to feel that way, but no right to express it in an offensive manner. Please restate your objection in a more polite way."

When someone responds with general words like "never," "always" or "every time" instead of talking about a specific situation.

"While it may seem true that this happens "all the time" or that I never respond. The truth is that is not true. It is an over-generalization. Let's try to focus the conversation on this specific situation…"

When someone attacks your personality or identity instead of trying to solve the problem.

"Remember that you agreed that you would focus on issues rather than personalities. If you can return to the issue at hand, we can continue this important discussion, otherwise I am going to ask that we stop now."

When someone bring things up from the past that have nothing to do with the present conflict.

"I understand that there were experiences prior to this one that you feel have a connection with what we are talking about. At this point, that information isn't the focus of this *current* conversation. Let's direct our attention on this *specific* situation."

When someone brings something up that is valid, but a completely different topic.

"I see two different topics are starting to be at play in this conversation. And I am not discounting your point. Both topics are important. Can we start with the topic we first started discussing and then, if we want, we go back to discuss the other?"

When someone refuses to listen and acts as if this issue isn't worth talking about.

"From your vantage point, this might not seem like it is worthy of discussion. However, the impact this action has had on others has made it difficult to…./challenging for _____ to do her job. I have a responsibility to bring it up and as a professional on the team, you have a responsibility to engage with this information."

When someone wants to be let off the hook

"Everyone is responsible for this work. While I understand your circumstances (share details), I also understand the need for the student (or the program) that this be finished. What can I do to support you because I am committed to making sure the work is done. Do you have some ideas as to how you can move forward?

When someone needs to push past the letter of the law to the spirit of the law

"I acknowledge you have done (explain what has been done). And as it was written, the expectation was 'fulfilled.' And, going beyond the expectation as it was spelled out in these ways (explain) would have this impact (on your colleagues, on the students, on the school). Here is a next step that would really make the work go up a notch in quality. (Explain). Is that doable?

When someone says, "They don't treat us like professionals."

"Many professions, ours included, have standards and are constantly held accountable to changing expectations and the newest research. Think about doctors and tax accountants and pilots. They are held responsible to doing the work in alignment the latest findings or policies. Professionals hold each other accountable to doing what is best practice. And holding ourselves up to standards is a professional practice."

When someone says, "The h𝕏 ddaalways makes us…."

"We are the school. All of us. I am included. If you are talking about the Admin that is another discussion and yet we all have a voice. We can always ask our colleagues for clarification, seek support and ask that those working there address concerns we have. By stating that the school is making us do something gives away our power. We have a sphere of control and influence."

When someone says, "They don't give us enough time…"

"I don't disagree. There isn't enough time. I have found myself feeling the same way. I have found that this modification helped me make some time…. (add suggestion)…and when I did the positive impact was…And given that we did all agree that this was an expectation and that it isn't going off the table, what do you suggest what we do next?"

When someone who is doing the work is frustrated with others who aren't 'on board' and angry you haven't said anything

"It is frustrating when we feel that we are doing someone more than others are doing. Our fairness threat antenna is triggered. I relate. I might suggest you talk to the individuals yourself. We as a school need to hold each other accountable to doing the work and we collectively responsible to do it. We sometimes cannot wait for others to see our frustrations but manage them ourselves. Do you want some suggestions for how to talk to your colleague?"

When someone has really triggered you

"Let's each take a breath here because I'm feeling really reactive and I know until I calm down a bit, whatever I say or do now will only make this conversation worse."

When someone says "You have it out for me! You want me to fail!"

"That is patently false. I do not have it out for you nor do I want you to fail. I want you to succeed and I want the students to succeed too. I am committed to helping you and offering you help and I am also committed to making sure the students are taking care of and that we don't fail them. Let's talk about how you can succeed."

When someone says, "You know I have a point! I am right." (and they are)

You are right. You are correct. This isn't okay. This _____ was done poorly. And, I too am right. (State the facts on your end) And you too have a responsibility from where you sit to be a part of the solution. I don't disagree that this hasn't moved along the way it should have. The process could have been a better one. And we still need to get to the result. I will agree that… Will you also agree…?

When someone says, "You are always in the weeds. You don't see the big picture."

"We definitely see things from different perspectives and from different places. There is validity in looking at the bigger picture. It helps the district see where we have been and where we are going. It is your job to be up there looking at the organization at that level.

For some of us, we are doing the work of implementing that vision and the focus on detail we need to have is different. The 'micro' matters. We need to pay attention to precision and accuracy at our level and it would be helpful if you didn't call this way of thinking "being in the weeds," but instead 'focusing on the details.'

Or moving someone to the 'forest level' when all they can see is the 'tree level.'

"You are asking great detail questions. Let's look at the big picture for a minute. So if we were looking at things from the balcony and not the dance floor, another way to look at this would be…"

When someone says, "You are so emotional."

"I am emotional because I care so deeply about this issue. I realize my tone and my volume can get a bit 'much' for some and I will take a look at how my style might get in the way of getting my point across. And, I won't apologize for my level of concern when it comes to _____ because it is too important to be dismissed."

When someone says, "How can you change that? She's always been like that."

"I am not discounting that -----'s personality can be really difficult to sit with. And, we need to speak to her about her impact on others. Her personality isn't the topic of conversation as personalities are hard to change. We are discussing behavior; how behavior impacts us and our ability to work well together and that can change and we would like your help in addressing our concerns about the behavior.

I am not a Trekkie but Star Trek: Voyager's Lieutenant Tuvok said something wise. "Do not mistake composure for ease." This work isn't easy.

Seize the Moment

Exploring ways to speak up rather than tune out. 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:

- o "Tell me more about what makes you say that."

- o "I'm not willing to agree with that generalization."

- o "I'd like to push back on that idea."

- o "I have some reservations about that."

- o "I am having a hard time imagining that would work.   Can you say more?"

- o "My experience has led me to a different conclusion. Here's how I see it."

- o "I disagree with you about that. Can I share with you why?"

- o "I want to challenge you on that point."

- o "Some of the words you just used make me uncomfortable."

- o "I don't agree with what you just said. Could you please share more?

- o "That seems unfair to me."

- o "Tell me more about what makes you say that."

- o "I have a different opinion, but I'm willing to listen and share."

- o "Here's an example of how I feel differently."

- o "Ouch."

Managing Oneself In the 'Deep End'	+ -
Do I have structures and supports in place in my life to help me physically manage the energies that will come my way? (exercise, healthy eating, massage?)	
Do I have a breathing, meditation or quieting practice that will help bring calm to my body and mind?	
Do I take time to cultivate relationships in my life outside of work? (family, partner, pets?)	
Do I have a structure in my life for acknowledging the good that is going on and a method of expressing gratitude on a continual basis?	
Am I aware of the concept of a growth mindset and how am I working with it in my own life?	
Do I have self-talk that is optimistic and how am I learning to be more optimistic? (Do I have a coach or someone who works with me on my self-talk and helps me look at my assumptions and belief systems and my strengths?)	
Do I have a compassion practice – that includes both self-compassion and loving kindness for others?	
Do I take time out for inspirational moments that bring me back to a bigger space in myself? TED talks, spiritual centers (churches, synagogues, retreat centers), readings, author talks, podcasts?	
Do I have plans to grow myself and my skill sets? Conferences, Mastermind groups, online courses, professional learning communities, reading lists?	
Do I take a few vacations a year? Do I deliberately plan time away from work several times a year?	
Do I notice that I laugh everyday? Do I put myself into situations that make me smile?	
Do I have moments where I can experience 'giving' in a different way outside my work? Perform acts of service? Attend events that support causes?	

Strategies for Managing Yourself During Resistance from Chapter 7, Hard Conversations Unpacked

"One of the greatest gifts is that of being good at disappointment: having non-persecutory, speedy, resilient, emotional digestion." – Alain de Button

"Others' views of you are input, not imprint. It's information, not damnation." – Douglas Stone and Sheila Heen

- When someone says, "Can I give you some feedback?" Say, "I am open to feedback and respond best when it is humane and growth producing."

- Watch Amy Cuddy's TED Talk and practice the 'Wonder Woman' pose before any challenging meeting.

- If you are taken by surprise, take two DEEP breaths. Get oxygen to your brain.

- Remember to be in the Learned Optimism (Martin Seligman) state of mind. Don't globalize, localize.

- Continually work on building a 'growth mindset' (Carol Dweck) about life. Don't be fixed in your thinking. Everything can be a learning experience. We are always growing.

- From psychologist, Mark Goulston:
  If someone talking to you is triggering you, pause after they speak for a full count of three in your head. At that point, look them squarely, calmly, and firmly in the eye and say, "Whoah! Let's each take a breath here because I am feeling very reactive and I know until I calm down a bit, whatever I say or do now will only make this conversation worse, and I am not going to do that."

- If you need a minute, sip a bit of water or coffee. Give yourself a second to get your brain in a space to paraphrase. That means bring water to the meeting.

Strategies for Managing Yourself During Resistance from Chapter 7, <u>Hard Conversations Unpacked</u>

- Remember, different cultures listen and give feedback differently – be understanding when it comes at you in a way that isn't your style and try to accommodate for the styles of others.

AND if it still stings...
• If you are still feeling awful, try a self-compassion or loving-kindness (metta) meditation.

• Give yourself a second score – the initial evaluation is not the end of the story. It is how you took a 'shot at figuring out what there is to learn' that also matters. (Heen and Stone)

Statistic about Negative Emotions
The amount of time we need to recover from negative emotions can differ as much at 3,000 percent across individuals.
(Richard Davidson with Sharon Begley - The Emotional Life of Your Brain: How Its Unique Patterns Affect the Way You Think, Feel and Live - and How you can Change Them – Hudson Street Press, 2002, p. 41 and 49)

LEARNED OPTIMISM

	Optimistic View	Pessimistic View
Success	Long Term/Global Due to Hard Work Meaningful/Global	Short Term/Narrow Due to Accident/Fate Not Meaningful/Local
Failure	Short Term/Narrow Due to my Lack of Work Not Meaningful/Local	Long Term/Global Due to Others Meaningful/Global

Based on work by Martin Seligman (Learned Optimism) as well as 6seconds.org, an emotional intelligence organization

The idea is that when a kid gets a paper back in which he/she didn't do so well you want to make it that it was "just one paper" (short term), that it was something they can work on (lack of work) and that it doesn't globalize to me anything other than this moment and this academic experience didn't achieve the result you wanted – it doesn't make you a bad person, a bad student or a bad student of English – it was just one paper (not meaningful, localized).

This is how to have an Optimistic View when failure happens. We need to try to get kids into the mindset that perseverance and persistence, reflection and revision are good things and are the intelligent thing to do...

Final Reflection Questions

- What is still alive for you as you end today?
- What crossroads are you at as we finish today's session?
- What has been worthy of your time?
- What has your attention at this point? What matters to you now?
- From today's learning what do you now know to reconstruct or interrupt the ways things are?
- What conversation can you have that will bring something new into the world?
- What was of meaning or value to you as a result of you being here?
- What flame do I want to I carry into all interactions from here on?
- What declaration do you want to make?
- What strikes you as important to share/discuss/reflect on at this time?

"Think Before You Speak"
Resources

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Robert Garmston and Bruce Wellman, Christopher-Gordon Publishers,
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The Answer to How Is Yes – Peter Block, Berrett-Koehler, 2003

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"The Choices Project" at Brown University - http://www.choices.edu

The Choreography of Presenting: The 7 Essential Attributes of Effective Presenters – Kendall Zoller and Claudette Landry, Corwin, 2010

CLASH: 8 Cultural Conflicts That Make Us Who We Are – Hazel Rose Markus and Alana Conner, Hudson Street Press, 2013

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

Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students – Zaretta Hammond, Corwin Press, 2015

The Culture Map: Breaking Through the Invisible Boundaries of Global Business – Erin Meyer, Public Affairs, 2014

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

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Insights – Thoughts – Next Steps