

STRATEGIES TO FACILITATE CRITICAL CONVERSATIONS

JANET FERGUSON

Prior to her current role Janet was the Executive Director of the Lifelong Learning Centre, (LLC) Bermuda College. In addition to providing advisory and consulting support to educational and non-profit organizations she continues to learn and teach. Her learning and working partners include the National Museum of Bermuda (NMB trustee & head of the Education Committee), Educational Travel Consortium (ETC advisor/consultant) Grow Society (board member & consultant), StoryCenter, adjunct instructor & board member.

Janet is a visiting adjunct on the Teachers College, Columbia University AEGIS doctoral program where she use Boal's Theatre of the Oppressed "image theatre" to explore models and theories of racial identity. Janet continues to teach, undertake research and co-supervise graduate students across multiple jurisdictions. She holds graduate degrees in Commonwealth Area Studies and Marketing alongside a professional qualification in Teaching and Course Design for Higher Education. Her doctoral degree is in the area of Continuing Education (Warwick, 1998).



CALIOPY GLAROS

Caliopy Glaros is the Founder of Philanthropy without Borders, a boutique consultancy which provides strategic guidance on philanthropic travel, donor stewardship, retreat facilitation, and strategic planning. Part strategist, part facilitator, part project manager, Caliopy draws from her unique skills in donor travel, fundraising, and intercultural communication to help clients develop programs that inspire generosity, cultivate empathy, deepen learning, and connect people across cultures in mutually beneficial ways. Caliopy has an academic background in Anthropology and Adult Learning, and is a certified trainer in Intercultural Communication.



AGENDA 3:00-4:30

- Opening Activity
- Debrief
- Presentation on Conversation Framework
- Activity: Charting the way forward
- Presentation on Group Facilitation
- Closing Activity

YOU WILL LEAVE THIS SESSION WITH

- A **framework** you can utilize in individual and group conversations
- **Strategies** and **approaches** for anticipating, addressing, and learning from critical conversations:
 - Preparation
 - In-the-moment
 - Post-incident/ Debrief
- **Facilitation techniques** for group conversation on tours

OPENING ACTIVITY

Think back to a time when you had a conversation that challenged something someone said or did and *the conversation went well.*

Then think back to a time when you had a similar conversation that *didn't go well.*

Step 1: describe the situation (in writing):

What images or scenes do you recall?

Which people, comments, ideas, or words caught your attention, and why?

What sounds do you recall?

What tactile sensations do you recall?

Step 2: reflect your feelings (in writing):

How did this experience affect you?

What was the high point?

What was the low point?

What were your feelings during the experience?

OPENING ACTIVITY

Now, turn to the person next to you and discuss the following questions on the right.

You do not need to describe the incident if you don't want to.

You have 5 minutes each.

Third, interpret:

What was your key insight?

What was the most meaningful aspect of this activity?

What have you learned from this experience?

Fourth, decide what you will do: (In conversation)

How, if at all, has this experience changed your thinking?

What was the significance of this experience to your study/work/life?

What will you do differently as a result of the experience?

What would it take to help you apply what you learned?

OPENING ACTIVITY DEBRIEF

What were the strategies and approaches you or the other person used that were effective in that conversation?

What didn't work?

Reflective Inquiry

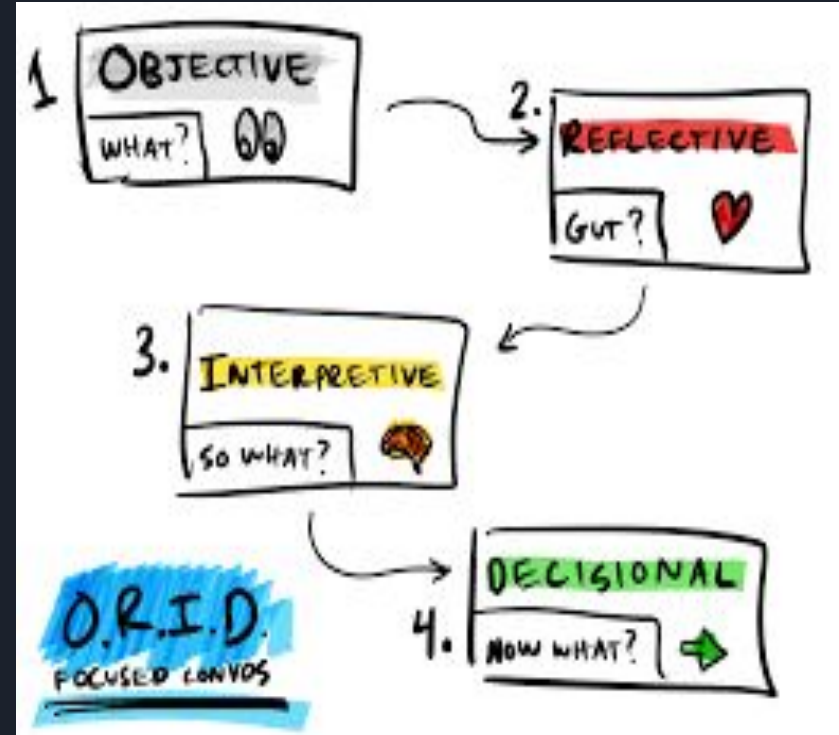
ORID

(O) What stood out?

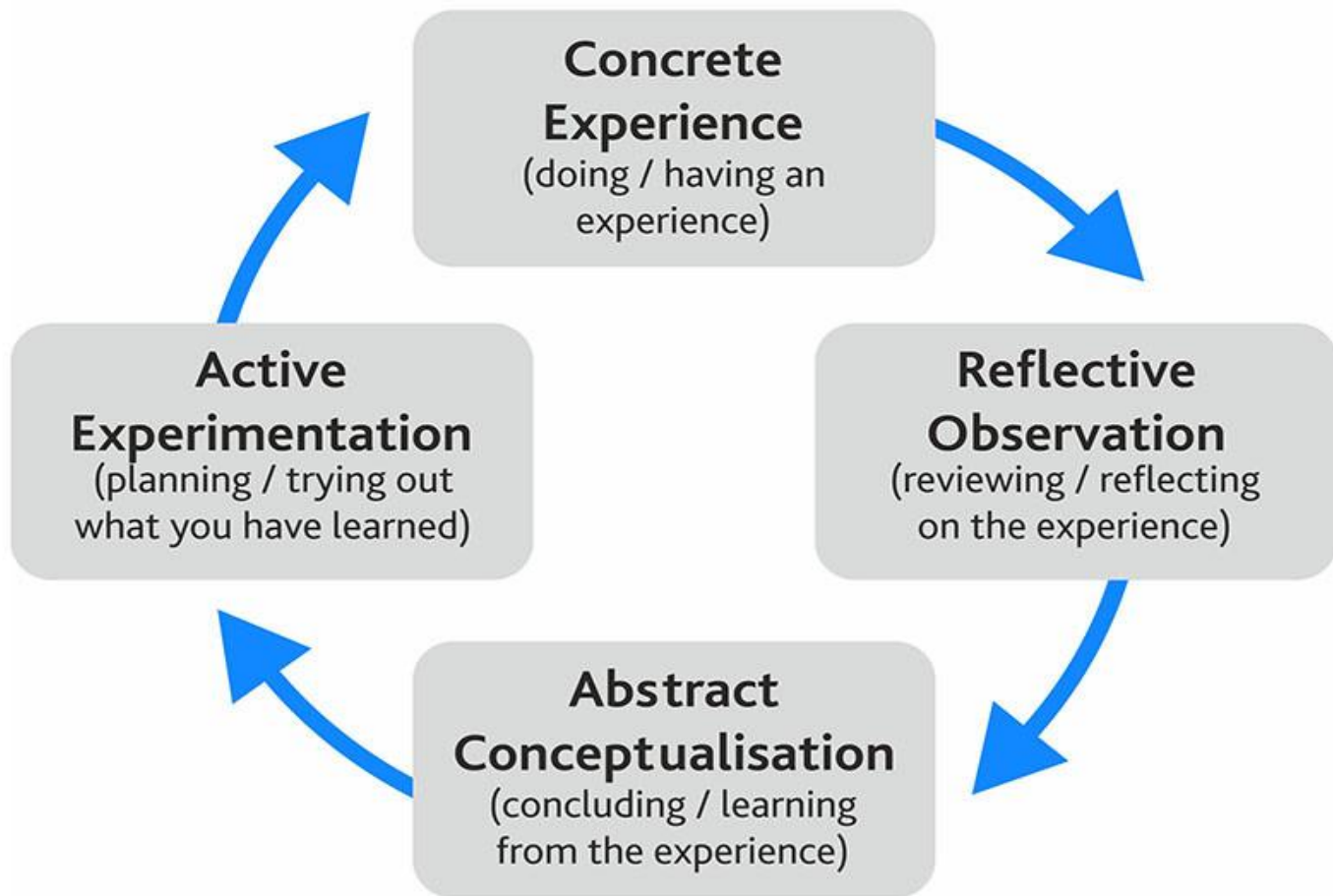
(R) What do you connect with most strongly and why?

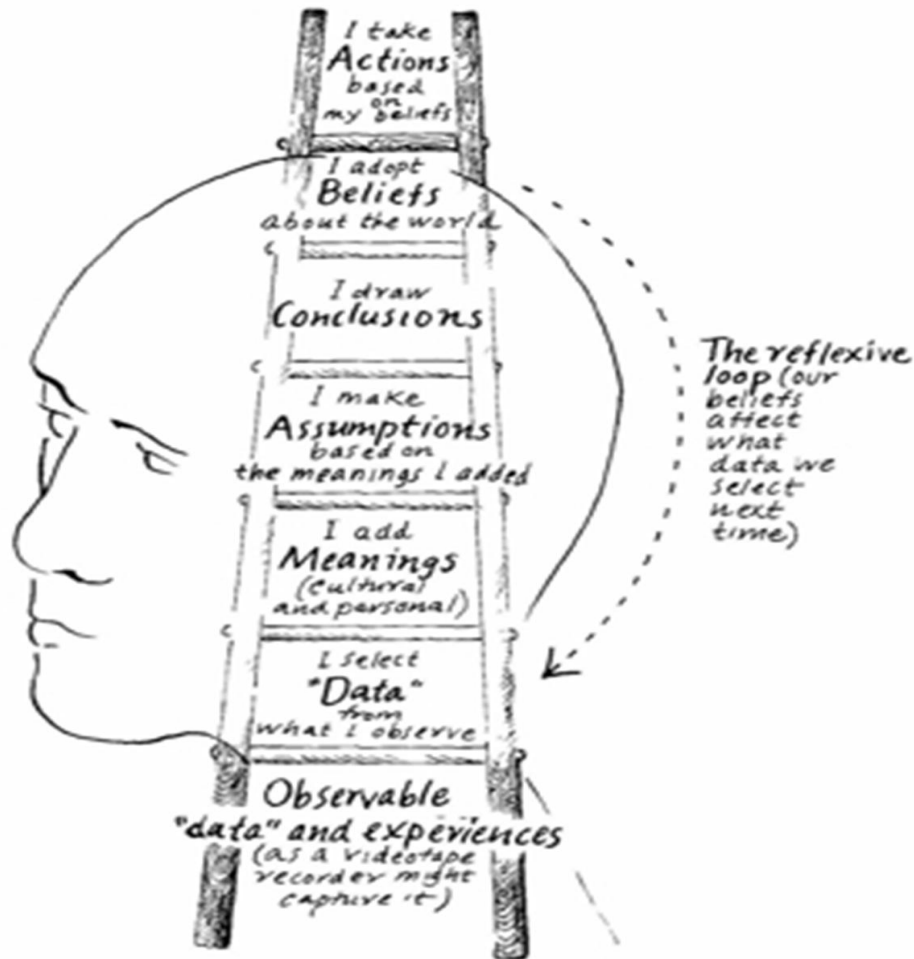
(I) Now that you have connected with Action technologies (so what?) in what ways has it extended your knowledge/understanding of Professional Learning?

(D) Going forward which area(s) of classroom or institutional practice would you like to consider working on using either action research or action learning or both?



The Experiential Learning Cycle





Actions

I will not invite David to the next meeting



Assumptions

If people don't care they shouldn't be invited to future meetings.



Add Meaning

When someone doesn't contribute it means they don't care.



Observable Data

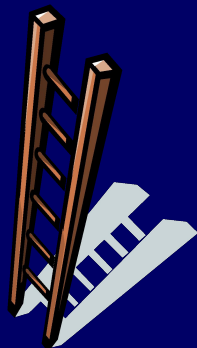
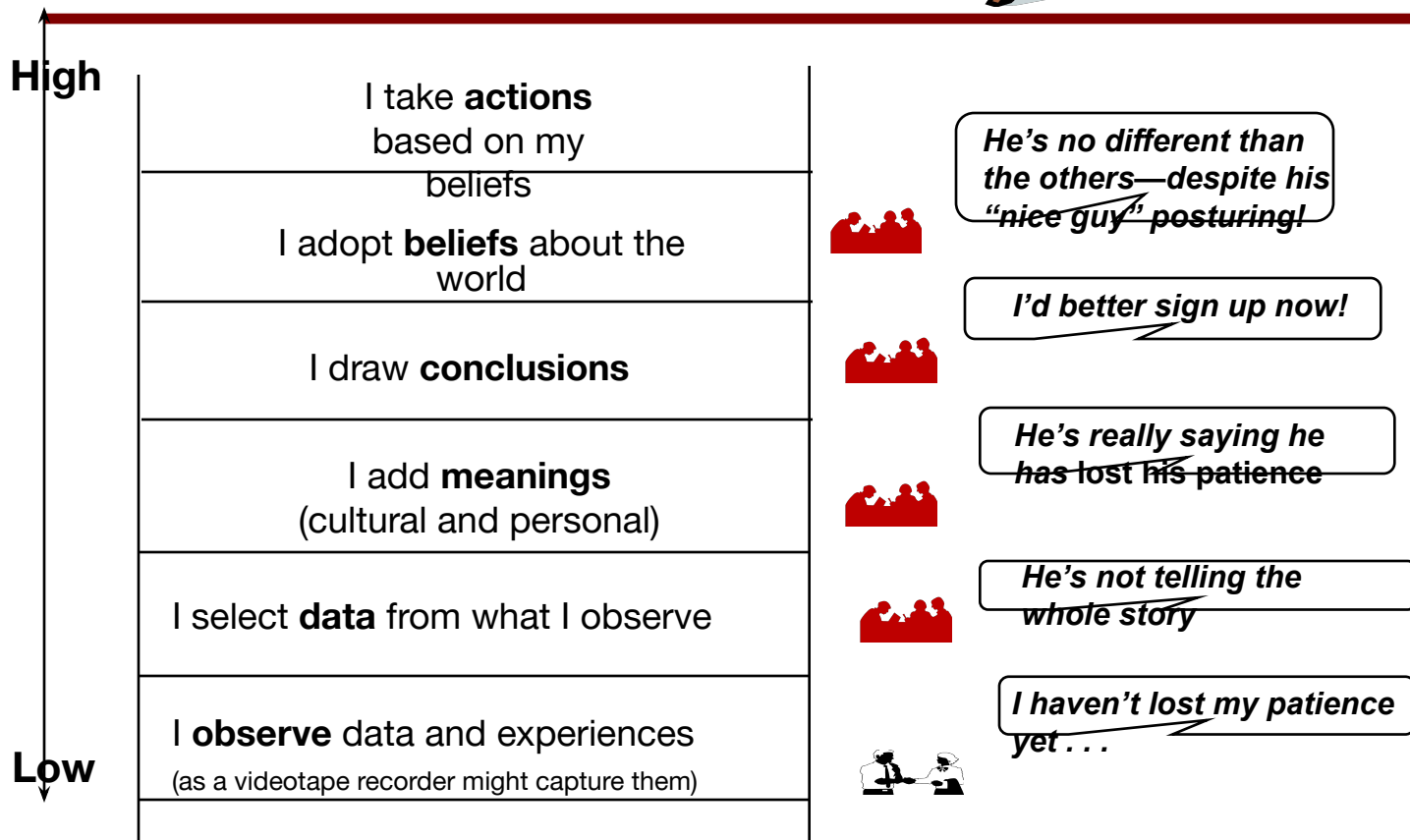
One committee member is looking at his phone and not contributing to the meeting.



**I'LL SEE IT
WHEN I BELIEVE IT**

The image shows a large, rectangular wall painted a vibrant pink color. The wall is situated in an urban environment, with a clear blue sky above and a paved parking lot in the foreground. The text "I'LL SEE IT WHEN I BELIEVE IT" is painted in bold, black, sans-serif capital letters across the center of the wall. The text is slightly tilted upwards from left to right. To the left of the wall, there are green trees and a street lamp. To the right, a white building with a sign that reads "THE CROWLEY COMPANY" is visible. In the background, a tall white building and a multi-story apartment building can be seen under a bright blue sky with a few wispy clouds.

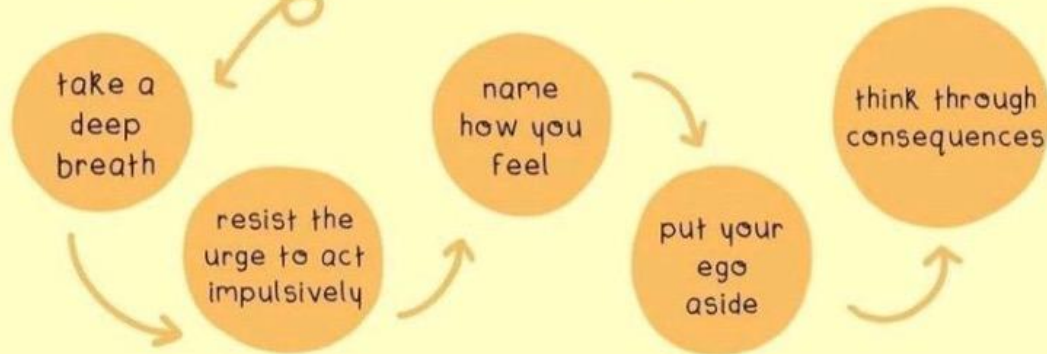
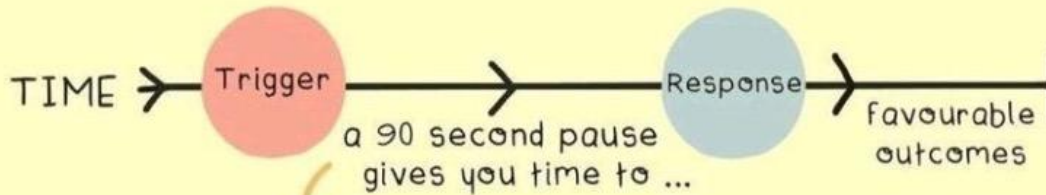
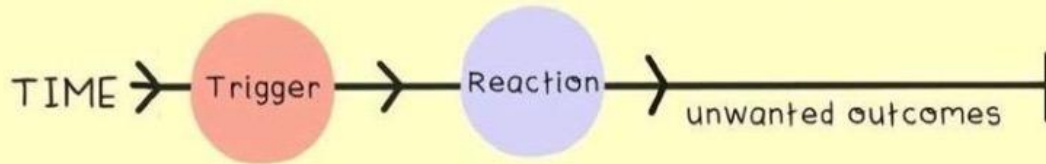
The Ladder of Inference



A 90 second pause is the
difference between a
reaction and a response



@doodledwellness



“I am the only white person on my team. I have been called by the wrong name multiple times in meetings by my immediate manager. After it happened three times, I corrected her in the meeting.

She later gave me feedback that I shouldn't have bothered to correct my name because all names of people of my ethnicity sound similar, so it shouldn't really make a difference to me. On another occasion she suggested I adopt an “English” name”.

Choices

- Keep it at content - correct anyone who calls you by the wrong name
- Move to pattern - express your concern that her referring to you by wrong names has become a pattern
- Talk relationship - your name is an important part of your identity, you feel disrespected

***Don't go for all three at once

THE WAY FORWARD

In three categories....

- Preparation
- In-the-moment
- Post-Incident

What do we need to do more of?

What do we need to do less of?

FACILITATING GROUP DIALOGUES

What did you learn from how we facilitated this session?

FACILITATING GROUP CONVERSATIONS ON TRIPS

- Confirm consent for the conversation
- Set time parameter for accurate expectations
- Utilize with 1:1 conversations to build rapport
- Invite written reflection
- Vary the approach: 1:1 conversations, group dialogues, writing, formal vs informal
- Started with strength-based questions to build confidence before weakness questions which require vulnerability
- Invite observations (O) and reflections (R) from the audience before Interpretations (I) and Decisions (D)

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