

# **Crucial Conversations**

April 20th, 2021



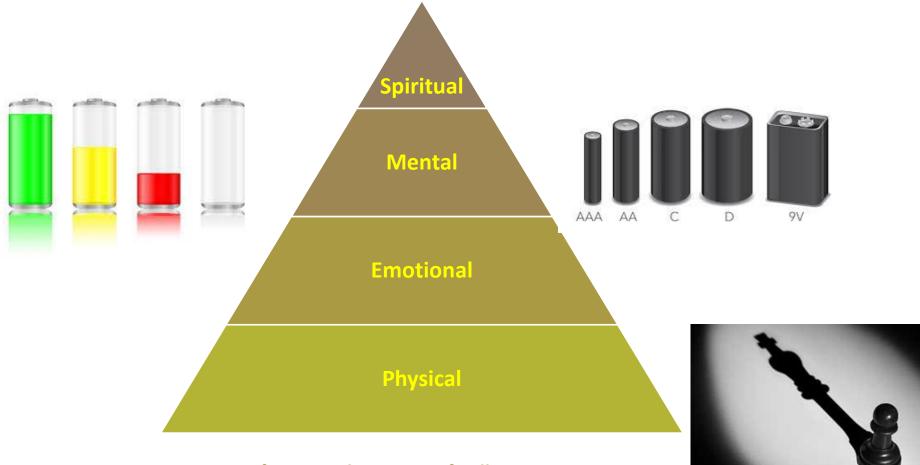
**Three Key Outcomes** 

- How we turn up to the conversation ourselves: becoming self-aware, and managing ourselves up front
- How we can navigate the conversation to discover more and build the relationship with our student (no matter the subject)
- Committing to real conversations, not chats





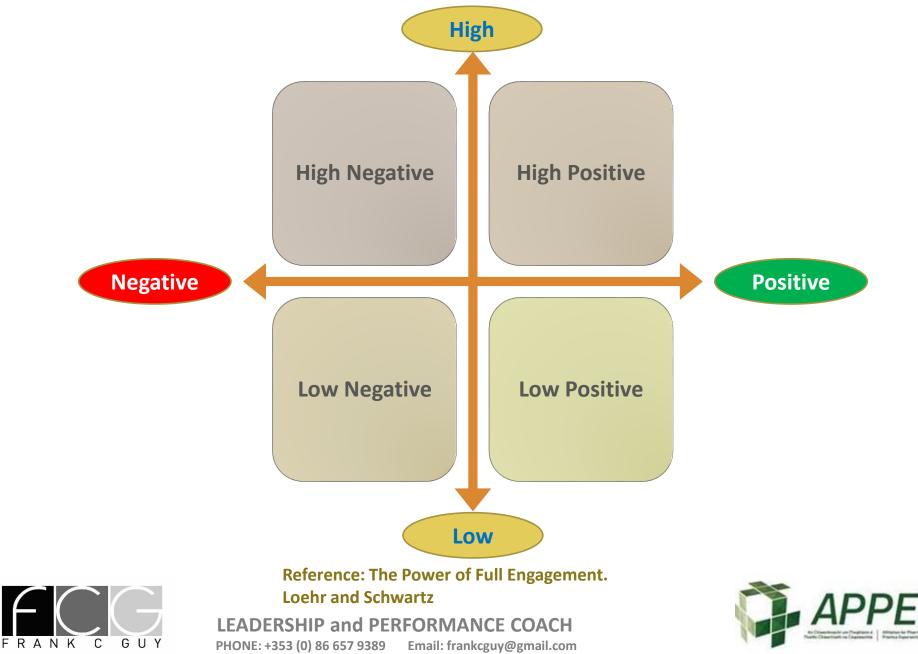
### **Our Shadow: How We Show Up**

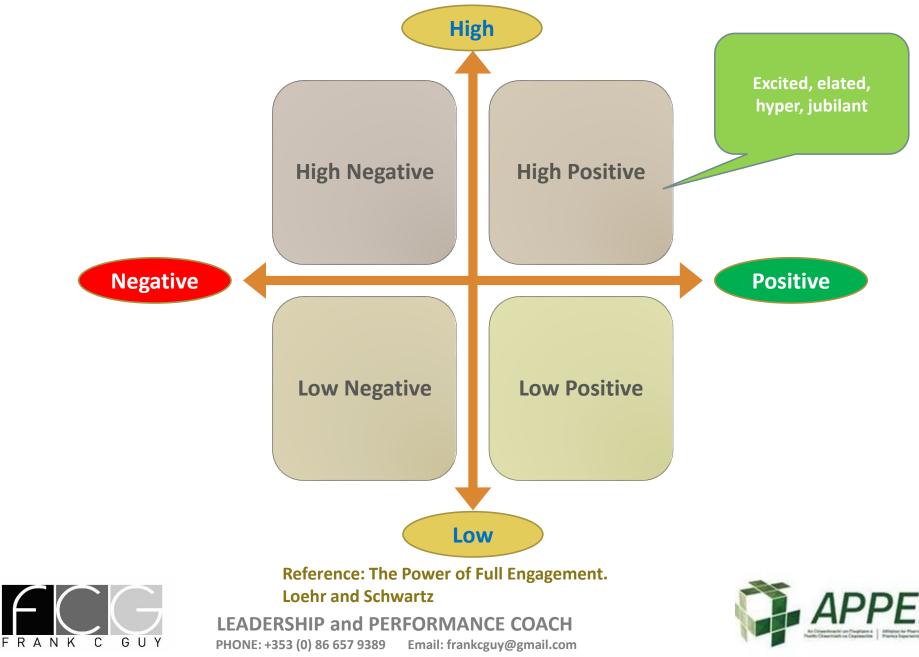


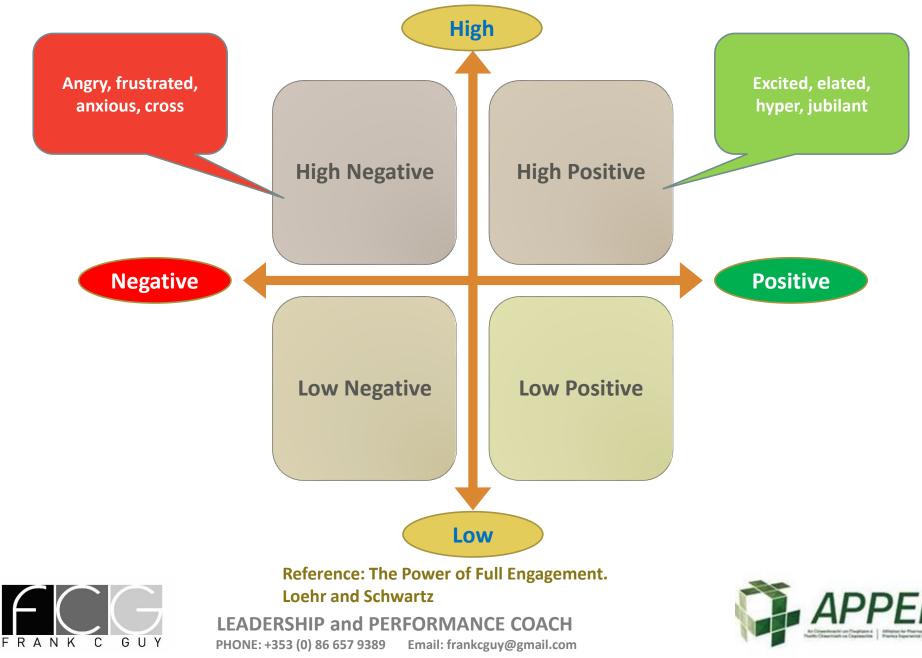
### **Reference: The Power of Full Engagement.** Loehr and Schwartz

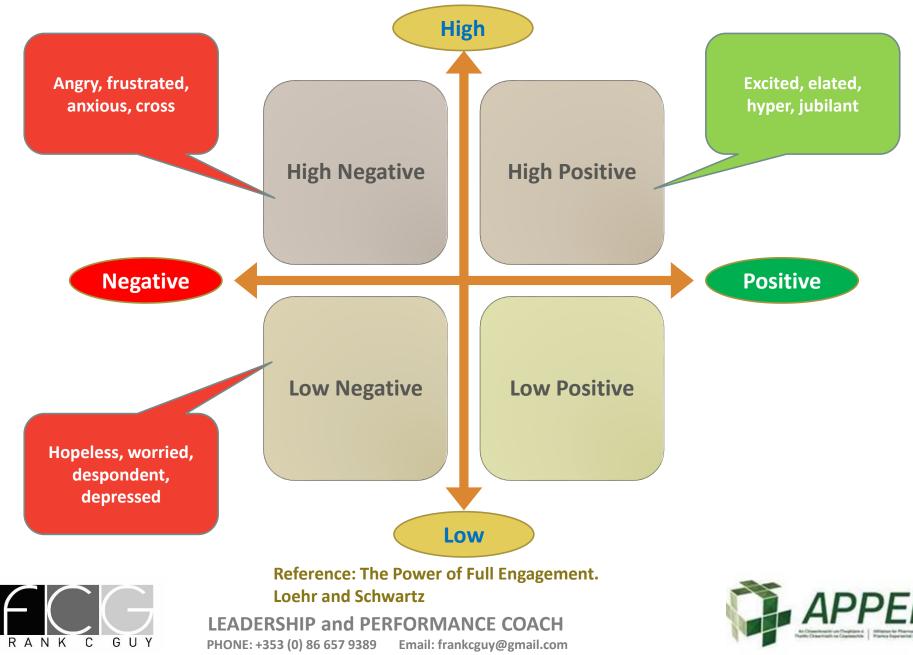


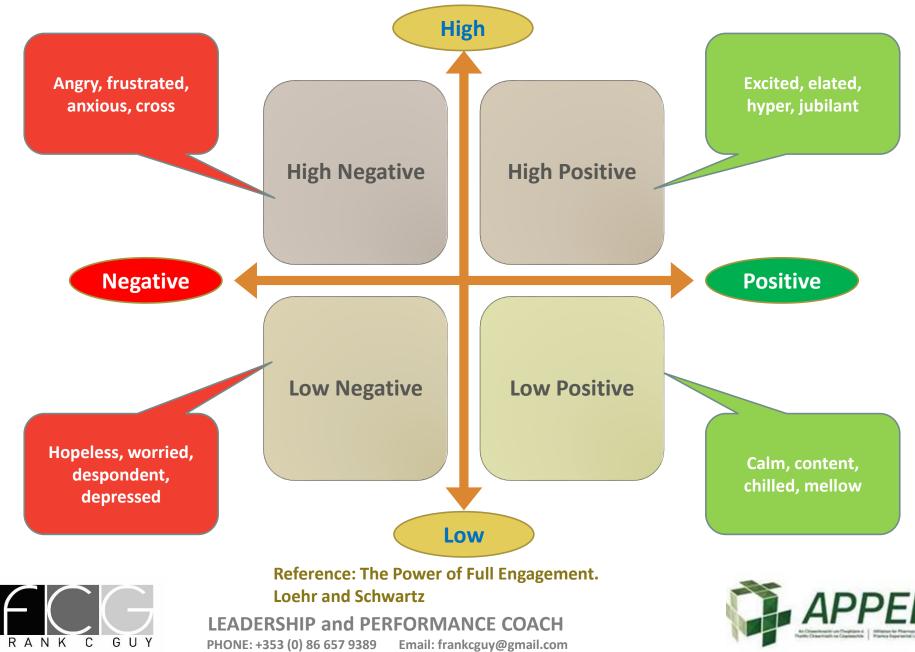












**Useful Resources** 

TedX talk by Shawn Achor: <u>https://www.youtube.com/watch?v=fLJsdqxnZb0</u>

# No Woreez <u>https://www.youtube.com/watch?v=fLJsd</u> <u>qxnZb0</u>

RCSI School of Positive Psychology

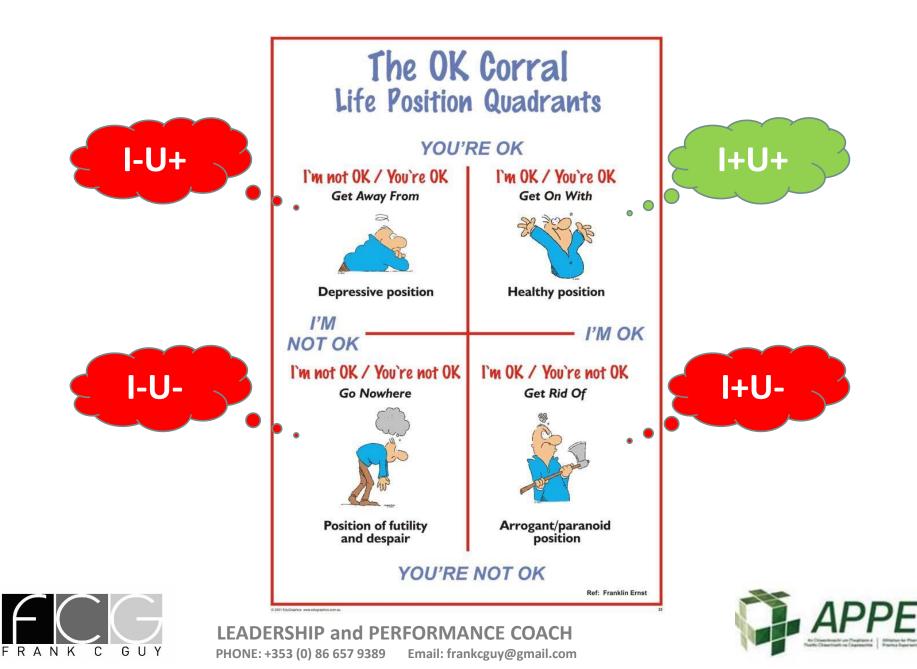
### > Mood Meter App



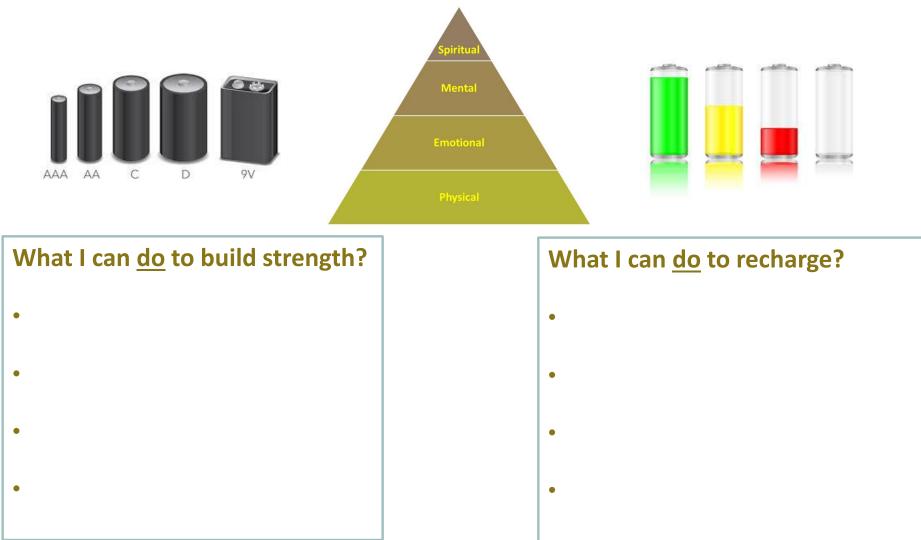




### **Our Mental Preparation for a Conversation**



### New initiatives: stress and recovery habits



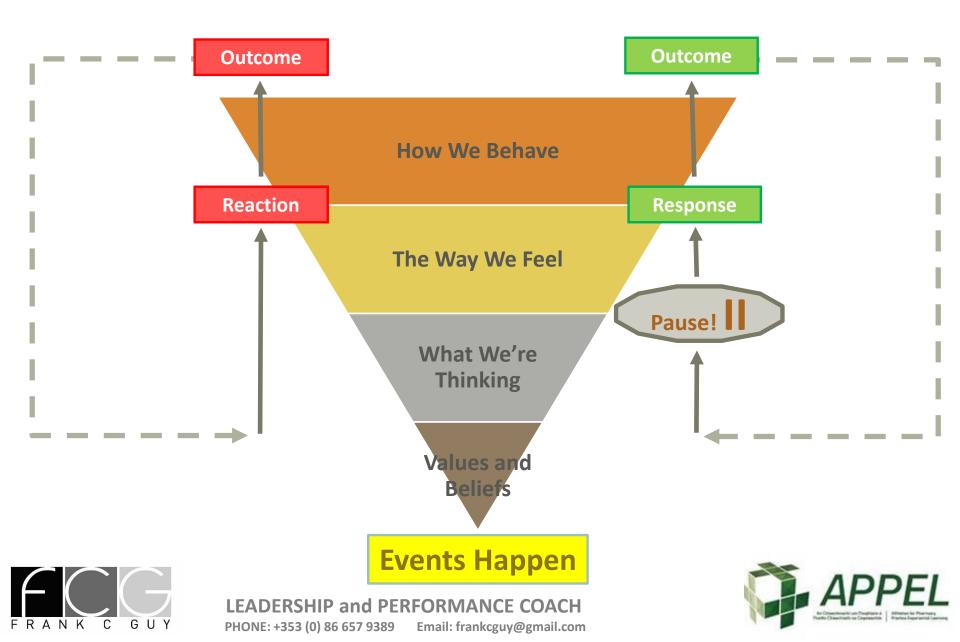
Reference: The Power of Full Engagement.

### Loehr and Schwartz





### How we cope with events: Response Ability



# "If you want to improve results, build relationships. If you want to build relationships, improve the conversations"

Coaching World Issue 11, 2014







### **Improving the Conversations: Questioning Skills**





# 'Discovery Questions'

- In the funnel
- Short and simple, one at a time
- Park assumptions / beliefs



### **Being really curious**

... and avoiding 'yes' or 'no'





### Improving the Conversations: Listening Skills









Listen ... lock on, give full attention, suspend judgement W.A.I.T. ... slow down, speak less, let silence do the heavy lifting Loop back ... repeat, paraphrase, summarise







### **Inspiring Reading**

### Fierce Conversations by Susan Scott

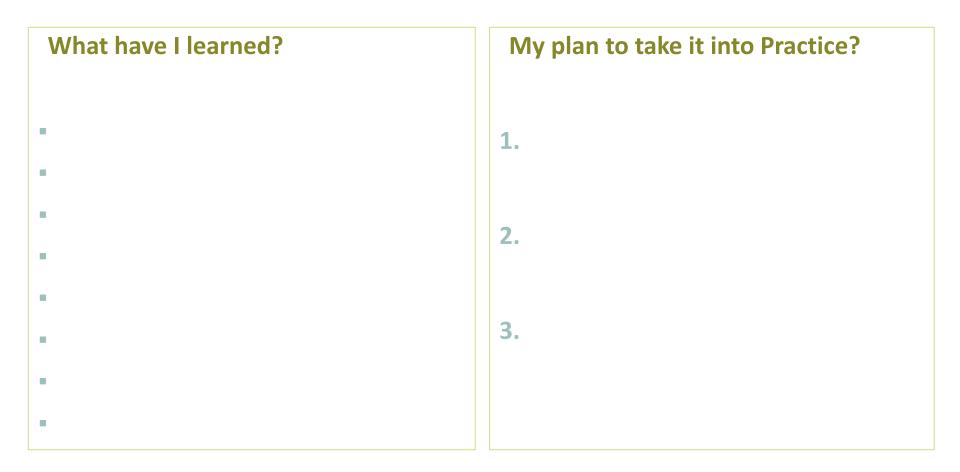
### Conversational Intelligence by Judith Glaser

## Time to Think by Nancy Kline





### **From Knowing to Doing**



#### Review and re-learn at least once in the next 3 days

#### Self-commit to making it happen Share with a Colleague



