

5 MAY, 2021



Grand Haven  
Area Public Schools

# Brave & Courageous Conversations



# Brave & Courageous ~~Conversations~~ Relationships

5 MAY, 2021



# Introductions



# Session Objectives

1. Unpack integral grounding concepts and frameworks
2. Introduce, unpack and apply the concepts and components of
  - ▶ courageous conversations
  - ▶ brave conversations
3. Grow capacity through reflection and application
4. Leave with resources and strategies to apply



# Difficult Conversations



BBC Bitesize

**race and racism.**

White privilege.  
What's up with that?  
by Justin Wilford

# Abundance



What

MISTA

TREK  
RUNNERS

MISTA

ARREST

# What do we do?

Ways to actively interrupt white supremacy

- Talk about it
- Move – cross over lines
- Challenge our institutions
- Imagine other possibilities





# Grounding Concepts



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Objective: Unpack integral  
grounding concepts and  
frameworks

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Adult Learning Theory

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Journey Not a Destination

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Comfort, Fear, Learning & Growth  
Zones

Apply building  
blocks to  
engage in hard  
conversations

I THINK.  
I QUESTION.  
I DESIGN.  
I CREATE.  
I STRUGGLE.  
I COLLABORATE.  
I TRY.  
I SOLVE.  
I INVENT.  
I REFLECT.  
I LEARN.

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# Andragogy: Adult Learning Theory

Andragogy means that instruction for adults needs to focus more on the process and less on the content being taught.

1. Adults need to know **why** they need to learn something
2. Adults need to learn **experientially**
3. Adults approach learning as **problem-solving**
4. Adults learn best when the topic is of **immediate value**



Growth is a  
journey,  
not a  
destination



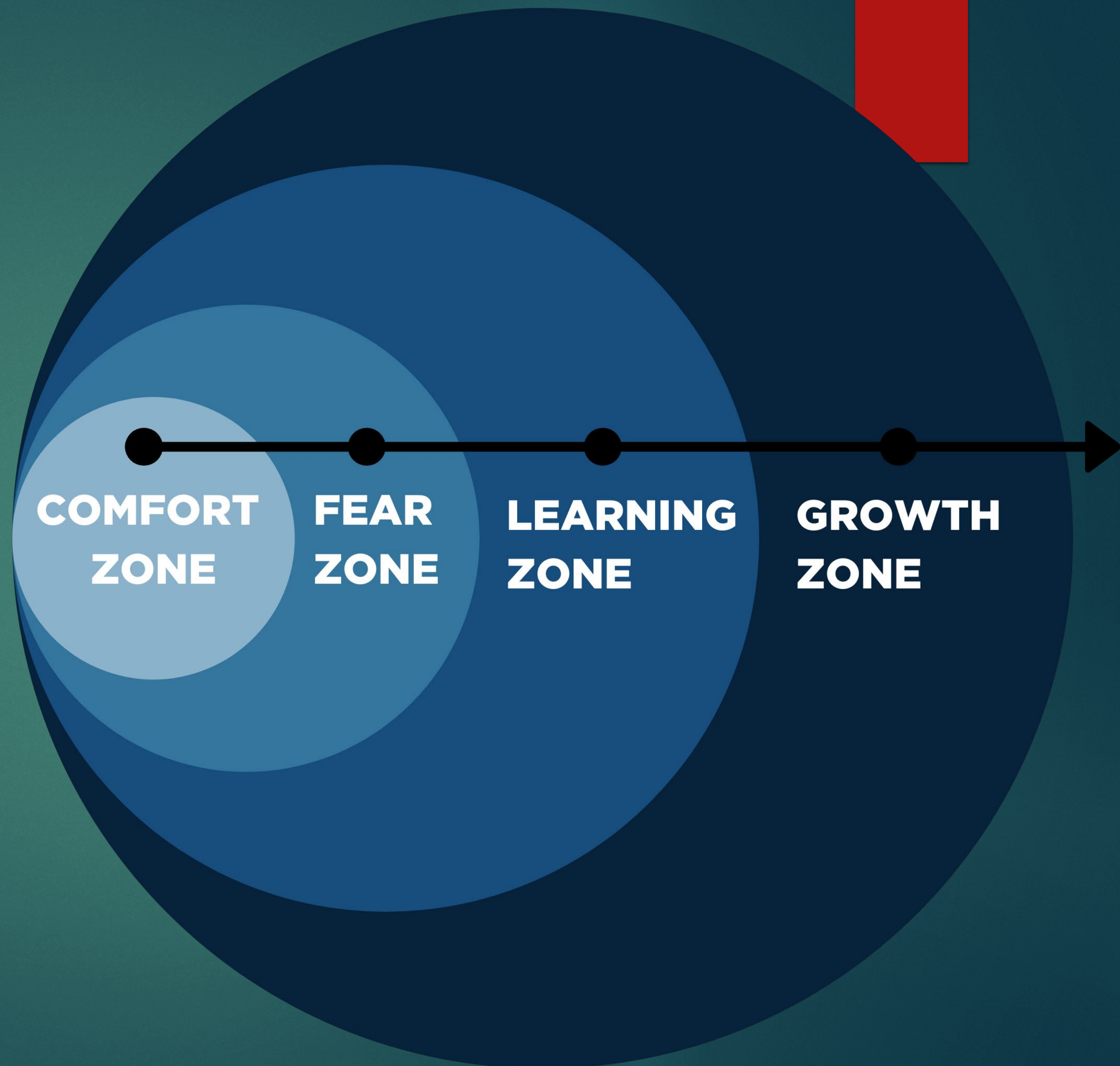
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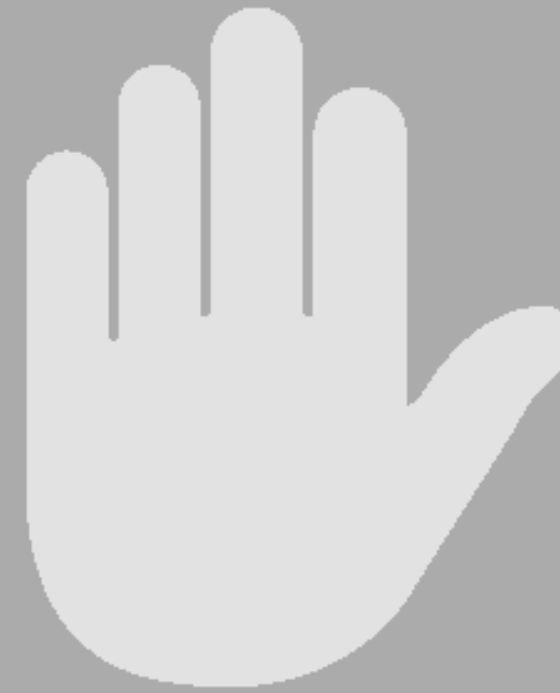
# Journey to the Growth Zone

- Humans seek our comfort
- Open to the fear, learning and growth zones
- Know your motivation, to grow and learn
- Feel your feelings, notice your thoughts, especially discomfort

Shame corrodes the very part of us that believes we are capable of change.

-Brené Brown





“Do the best you can until you know better.  
Then when you know better, do better.”

-Maya Angelou

# Reflection & Application

Reflect upon these concepts.

- ▶ Adult Learning Theory
- ▶ Journey Not a Destination
- ▶ Comfort, Fear, Learning & Growth Zone
- ▶ Head, Heart, Hands commitments

How do you use these well?  
How can you incorporate these?

# Consequences for Being Wrong?

Talk about your failures without apologizing.  
-Brené Brown





# Courageous Conversations

What are characteristics of NON  
courageous conversations?

What holds us back?

- *Low efficacy*
- *Want to do it right*
- *West MI Nice – Fear of conflict*
- *Not want to get messy*
- *Not want to be uncomfortable*



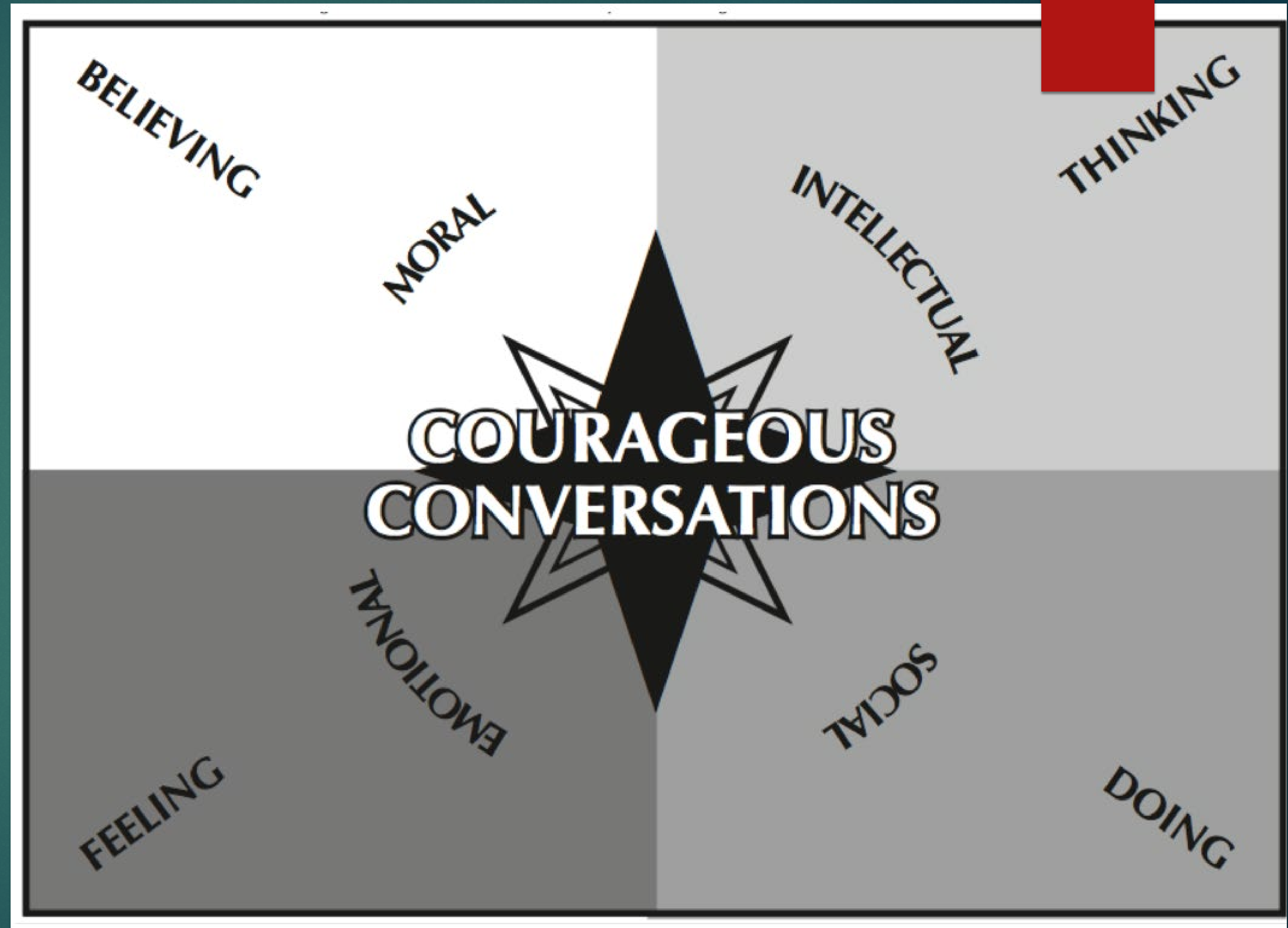
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# Courageous Conversations Compass

Self Awareness:

- ▶ Strengths?
- ▶ Growth Opportunities?

Mutual understanding



# Courageous Conversations About Race

## Courageous Conversations:

- Engage everyone
- Sustain the conversation when it gets uncomfortable or diverted
- Deepen the conversation to the point where authentic understanding and meaningful actions occur

Source: *Courageous Conversations About Race* by Singleton and Linton



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# Courageous Conversations About Race

Four Agreements of  
Courageous Conversations

1. Stay Engaged
2. Speak Your Truth
3. Experience Discomfort
4. Expect and Accept Non-Closure

Source: Courageous Conversations  
About Race by Singleton and Linton

**"Vulnerability  
sounds like truth  
and feels like courage.  
Truth and courage  
aren't always comfortable,  
but they're never  
weakness."**

*- Brené Brown*



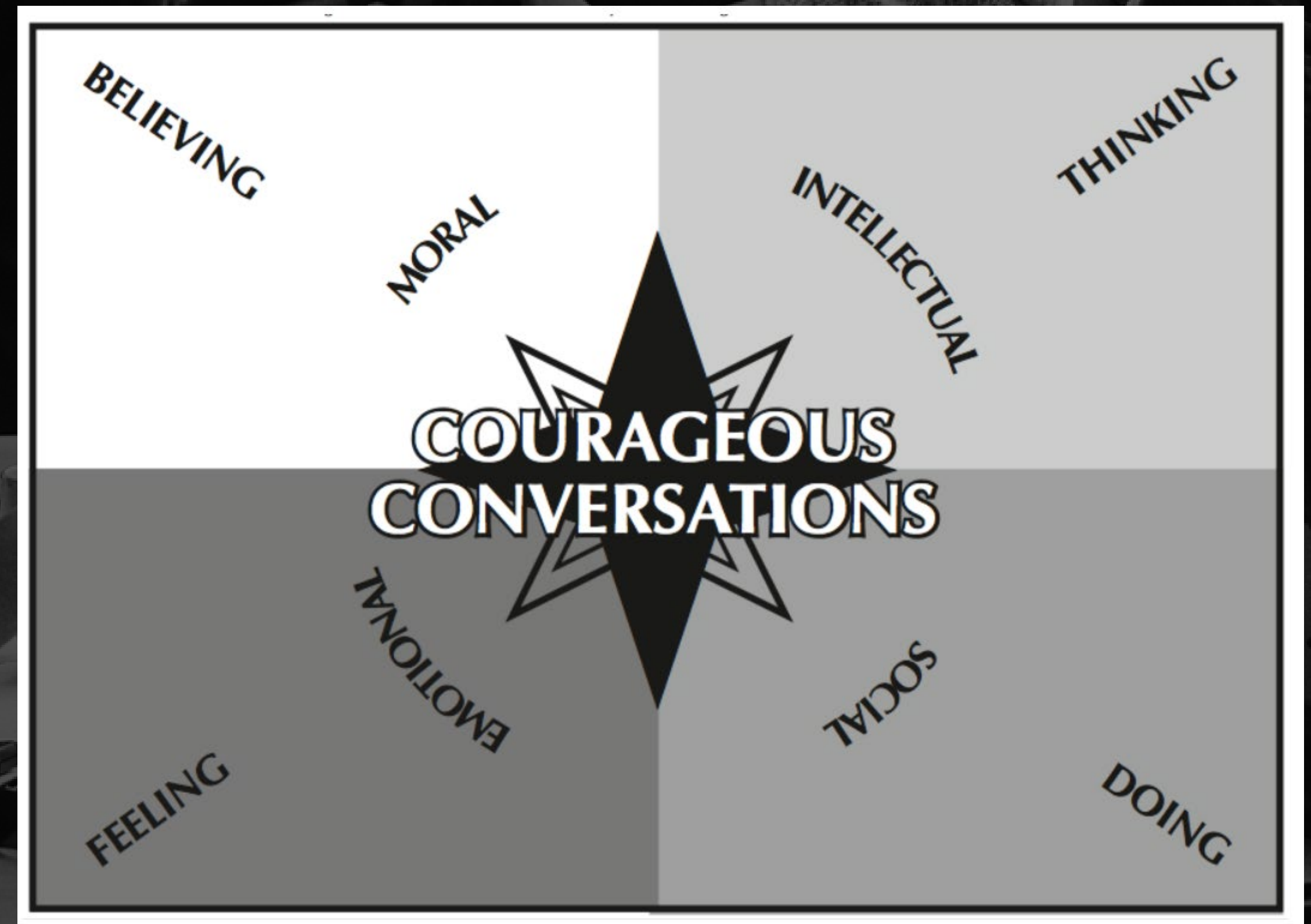
# Application - Courageous Conversations

Reflect upon a time when you were in a conversation and one of these four commitments didn't go as planned.

What could you have done to be more courageous?

Stay Engaged  
Speak Your Truth  
Experience Discomfort  
Expect and Accept Non-Closure

Source: Courageous Conversations About Race by  
Singleton and Linton



# WE WELCOME

ALL RACES AND ETHNICITIES  
ALL RELIGIONS  
ALL COUNTRIES OF ORIGIN  
ALL GENDER IDENTITIES  
ALL SEXUAL ORIENTATIONS  
ALL ABILITIES AND DISABILITIES  
ALL SPOKEN LANGUAGES  
ALL AGES  
EVERYONE.

**WE STAND HERE WITH YOU  
YOU ARE SAFE HERE**

\* Content adapted from the original "We Welcome" sign created by IPRC members Lisa Mangum and Jason Levián

- ▶ Who is safe here?
- ▶ Who experiences lack of safety?

# Brave vs. Safe Space Characteristics

1. “Controversy with civility,” where varying opinions are accepted
2. “Owning intentions and impacts,” in which learners acknowledge and discuss instances where a dialogue has affected the emotional well-being of another person
3. “Challenge by choice,” where learners have an option to step in and out of challenging conversations
4. “Respect,” where learners show respect for one another’s basic personhood
5. “No attacks,” where learners agree not to intentionally inflict harm on one another

*Brian Arao &  
Christie Clemens*

# SAFE Space VS. BRAVE Space

*Brian Arao &  
Chrisite Clemens*

## For those who hold marginalized identities:

Recognition that sitting during these discussions about inequity may mean feeling vulnerable, exposed, frustrated, angry. There is no choice to only be safe.

Recognition of the added weight that people may feel as we illuminate the work we have yet to do.

Elevating the voices of those that live in a place of marginalization is critical - their “knowing” is paramount.

## For those with privilege:

- ▶ Learning may involve the giving up of a former condition for a new way of doing things.
- ▶ It may involve stepping out and engaging in a conversation even when there is fear of getting it wrong.
- ▶ It can also mean accepting feedback about being told about an insensitivity, an uninformed perspective, or a micro-aggression.





# Power of Teamwork

# Group vs. Team

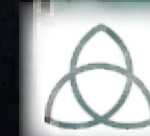
Not all Groups Are Teams – How to Tell the Difference

Working Groups	Teams
<ul style="list-style-type: none"><li>• Strong, clearly focused leader</li></ul>	<ul style="list-style-type: none"><li>• Shared leadership roles</li></ul>
<ul style="list-style-type: none"><li>• Individual accountability</li></ul>	<ul style="list-style-type: none"><li>• Individual and mutual accountability</li></ul>
<ul style="list-style-type: none"><li>• The group's purpose is the same as the broader organizational mission</li></ul>	<ul style="list-style-type: none"><li>• Specific team purpose that the team itself delivers</li></ul>
<ul style="list-style-type: none"><li>• Individual work products</li></ul>	<ul style="list-style-type: none"><li>• Collective work products</li></ul>
<ul style="list-style-type: none"><li>• Runs efficient meetings</li></ul>	<ul style="list-style-type: none"><li>• Encourages open-ended discussion and active problem-solving meetings</li></ul>
<ul style="list-style-type: none"><li>• Measures its effectiveness indirectly by its influence on others (e.g. student learning goals)</li></ul>	<ul style="list-style-type: none"><li>• Measures performance directly by assessing collective work products</li></ul>
<ul style="list-style-type: none"><li>• Discusses, decides, delegates</li></ul>	<ul style="list-style-type: none"><li>• Discusses, decides, does real work together</li></ul>

**Source:** “The discipline of teams,” by Jon Katzenbach and Douglas Smith, *Harvard Business Review*, March/April 1993.

# Strategy #1: Norms for Brave Spaces

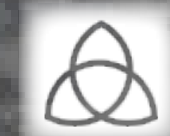
- ▶ Extend grace to each other - learner & expert stances
- ▶ Specifics stay (confidentiality), but learning goes with us
- ▶ Flow-in, flow-out (balance engagement, share space)
- ▶ Stay curious - about yourself and others' perspectives
- ▶ Call-In/Compassionate Correction - come from a place of building/sharing/bridging
- ▶ We are each drivers of our own journey – critical thinking, “ouch”, further exploration, engagement, etc.
- ▶ Learn and grow; there is no finish line
- ▶ Mistakes are part of learning
- ▶ And...



# Strategy #2: Team Charter

## Why? (Goals)

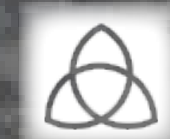
1. To meet your team's goals, direction, methods, etc.
2. Take the time to discover new things you didn't know about your teammates;
3. Discuss team process issues so that you can identify previously unaddressed differences in styles, preferences, expectations, or values that may be inhibiting smooth teaming; and
4. Lay out a blueprint for how the team can coordinate, empower members, and facilitate inclusion more effectively in the future



# Strategy #2: Team Charter

## How does a charter help?

1. Greater improvements to team functioning and performance
2. Record these agreements – reference
3. Decreases assumptions
4. Clarifies how we are interdependent
5. Revisit them - update
6. Celebrate – accomplishments of we/I
7. Helps address and manage conflict (when you decide how you'll address and manage conflict)
8. Balances and/or clarifies power
9. Mitigates potential moral high ground



# Strategy #2: Team Charter

Come prepared by bringing:

- ▶ Personal background (e.g., where you grew up, what you studied, hobbies or personal interests, features of your personality, etc.)
- ▶ Preferred means of communication (text, email, phone, face-to-face, video)
- ▶ Preferred work times and availability
- ▶ Personal strengths and weaknesses as they relate to the team's work
- ▶ The types of interactions that energize you versus shut you down or make you uncomfortable
- ▶ How you will make decisions
- ▶ How you will handle conflict



Team Charter Template  
Date  
Team Name

<b>Team Membership</b> <i>Who is on this team?</i>	If applicable, name specific roles such as facilitator, team sponsor, project lead.	
<b>Purpose Statement</b> <i>Why do we exist as a team?</i>	Summarize why this team has been formed and the responsibilities given to the team.	
<b>Goals</b> <i>What specific &amp; measurable outcomes will we achieve as a team?</i>	Name specific and measurable outcomes that this team will work to accomplish together.	
<b>Working Agreements</b> <i>How will we work together as a team?</i>	<i>What are our individual roles &amp; responsibilities?</i>	Discuss team members' strengths, knowledge and skills. Name specific roles and responsibilities for each team member that clearly state how each person will contribute to the team's work.
	<i>How will we communicate?</i>	Make agreements about: <ul style="list-style-type: none"> <li>Email usage</li> <li>Phone and texting preferences</li> <li>Ways of scheduling meetings</li> <li>Methods for sharing and access meeting notes and team documents</li> <li>Sharing information with team members who miss meetings</li> </ul>
	<i>How will we make decisions?</i>	Specify group decision making methods (e.g. We will use "Fist to Five" when seeking to build consensus, the team will give input and the project lead will make final decisions, etc.).

## Tool: A Checklist of Behaviors

Professor Nishii offers the following ideas regarding the behaviors that you should actively reinforce within your team and those which you should actively discourage within your team. You can save this list and refer to it when reflecting on the norms that you want to model and the climate you're helping to foster.

### Examples of inclusive behaviors that should be reinforced:

- Going out of the way to make others feel welcome.
- Showing genuine concern towards team members.
- Making an extra effort to understand problems faced by others.
- Working together to arrive at decisions that all can accept.
- Efforts to uncover opposing or alternative views in order to try to better understand and solve problems.
- Resolving conflicts effectively.
- Willingness to help each other.
- Standing up for each other.
- Giving team members the benefit of the doubt (for example about the potential value that they can contribute to the team).
- Being critical of underlying assumptions when drawing conclusions about each other.

### Examples of behaviors that should be actively discouraged:

- Behaving in a way that could lead some to feel excluded or marginalized, for example by excluding some from professional camaraderie.
- Downplaying the value of others' contributions.
- Withholding information from others.
- Interrupting or cutting others off while speaking.
- Belittling someone's ideas in front of others.
- Failing to acknowledge, or showing little interest in, the ideas or opinions expressed by someone else.
- Dominance tactics (e.g. dominating the conversation during a team meeting).
- Being condescending or demeaning towards others.

# Strategy #3:

# Fostering Inclusive Climate: A Checklist of Inclusive Behaviors

# Closing and Next Steps

Bring these to share and apply in your PLC:

1. Identify two resources, tools, practices or strategies you are taking way, regarding increasing brave and courageous conversations?
2. Write two ideas for how your PLC can grow in both support and accountability regarding having brave and courageous conversations?

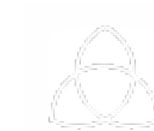
Individual choice:

- ▶ To whom will you go for personal encouragement, support and accountability as you move toward having brave and courageous conversations?

Grand Haven Public Schools  
Brave and Courageous Conversations: Nest Steps Note Taker  
5 May 2021  
8:00-8:50- High School Staff  
9:00-9:50 – Middle School Staff



Bring these to share and apply in your PLC:	Identify two resources, tools, practices or strategies you are taking way, regarding increasing brave and courageous conversations?
Bring these to share and apply in your PLC:	Write two ideas for how your PLC can grow in both support and accountability regarding having brave and courageous conversations?
Individual choice:	To whom will you go for personal encouragement, support and accountability as you move toward having brave and courageous conversations?





# Strategies, Resources, Tools

- ▶ Courageous conversation compass
- ▶ Courageous conversations agreements
- ▶ Five components of brave conversations
- ▶ Growth Zone
- ▶ Head, heart, hands commitment
- ▶ Journey not destination



questions  
&  
conversation



# You Are Already Brave & Courageous



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616.446.2425



*Integrity  
is choosing  
courage  
over  
comfort;*

IT'S CHOOSING WHAT'S RIGHT OVER WHAT'S  
FUN, FAST, OR EASY; AND IT'S PRACTICING YOUR  
VALUES, NOT JUST PROFESSING THEM.



Brené Brown