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EARLY HEARING DETECTION & INTERVENTION

Consensus Process, Building Team Inclusion & Alignment

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>> TONY: My name is Tony by the way.

>> I am Seth. Let me check if we have clickers in our storage.

>> TONY: Grab your chair and join!

>> TONY: I'm going to wait three or four minutes for the other folks. We are going to be doing open captions. Rules of the road.

Probably introduce me. I am, everybody know me?

None of the faces look familiar.

>> (off mic)

>> TONY: I'm going to call you a lot. Yes! I am Tony Ronco. I identify as (indiscernible) and then by that ... Got involved. This is my (indiscernible). (off mic)

And graduated from Gallaudet last year. Teaching at Gallaudet.

Teaches at MSSD, bla bla bla. I used to do this extensively for about eight years in aerospace. Buildup consensus. I have a lot of experience. But that was a different structure than the structure in government and nonprofits. There is some customization involved.

As we start here-- we are starting -- yeah. It is all good.

I want to know from each and every one of you, you are going to introduce yourselves. Hopefully, it'll be nice and concise. You will identify what will make this a successful session for you. Any questions?

Who wants to volunteer first?

That is not a good sign. It's good to be complete ... Given the circle, yeah, you are going to be speaking about half the time. Each one of you has, if not professional experience, life experience. I know that experience is valuable and needs to be shared. This needs to be set up like a cohort. You will get all the notes and other things probably-- immediately the notes tonight. And that it will extend out. It will probably dribble down to nothing. You will be launched.

Okay who is volunteering first?

I am going to call on you every time.

>> My name is Jennifer Basinger, and a mom. Working for the state of Oklahoma. Now that we have these two separate teams, trying to blend together, trying to understand how to build consensus to the two different program areas that are under me and how do we build a team, even though the two different teams have different work structures. So to speak.

>> Hi, I am Annette, EHDI coordinator for the state of Alaska and also the child of a deaf adult. I wanted this because sometimes I talk too much. That can get in the way of inclusion. So ...

>> I am Bethany Colson, from Indiana the director for the Center for deaf mutation and education speech language pathologist by background. I am here because I-- or what I'm hoping to take away I guess --is better confidence in the process for consensus among my team.

>> Hello, my name is Shatara Banor (phonetic), EHDI coordinator for the state of Delaware, going on my third year. And the reason I am here is to get information to help work better with our partners and stakeholders back at home and how we can keep building our team and improving and helping families as we have been.

>> What am I supposed to say besides my name?

>> TONY: (off mic)

>> Okay I am Kendra Benedict , from Arizona. Today I will be successful if I feel I can go back to my team, that is only my internal team, but all of our external partners too. And work together for our common goals. But different ways in which we think we can get there.

>> My name is Regina, a parent of an eight-year-old born with bilateral microtia born deaf and hard of hearing. I'm hoping to build a team of inclusion for his school as well as the community that I work with my advocacy. And being from Maui, it's been kind of a challenge. Because we have a lot of parents that are not quite ready to get us involved as I am.

Hopefully I can encourage them, and created natural community on the island by learning from here.

>> Good afternoon my name is Erin Thompson from McCook Nebraska. I have three kids, six seven and eight. My youngest is deaf. His name is Marshall, and he is in kindergarten and likes dinosaurs and all kinds of fun stuff. Really great kid but low on the speech part. But he is getting better. He is on the charts. He is doing really good.

What I hope to learn, for example there's lots of things. But for example I've been the only parent on our local PRD for three years. This is one good example. Trying to build that PRT, regional team, as part of the (indiscernible) use, the same and most states. Trying to develop the parental interest, and the process between state and local officials.

>> I will start. Why consensus?

Well, I'm an engineer by trade. So a lot of the problems-- for example I designed (indiscernible) in our plants for years. A lot of the problems you develop in that kind of industry, engineering design, all have solutions. It is just ... There is very little need. There is always need. Don't get me wrong. But there is not a strong need to get the entire engineering team on the same page. We are eventually the equations will take you there.

So using the other side of my brain, consensus I think is always important to build long-lasting support. If you don't have consensus, you are going to have folks within the group that might rail it. Might not actively buy in, perfect word for what we want. That is my short answer on consensus.

>> (off mic)

>> Yep.

>> TONY: Why consensus?

>> Because we ... Especially within the state government, have to have consensus to be able to make change to move forward. The drive end goals. We have to have consensus. We all have to work together kind of on the same page.

>> Now I get the pattern. Sorry. I think for me as a parent consensus would equal two long-lasting relationships, support systems, it creates the community of where everyone is on the same page. They come to an understanding. Even though they come from different directions. I think.

For me consensus builds consistency in getting to the resolution. A possible resolution actually. But yeah. That's it.

>> Okay. So I am passionate about my job. Most think that I am involved in. But I am aware enough to understand that sometimes it means that the quieter people in the group may not be represented. I may not know what is going on or represented. I do have our advisory committee meetings like this because I am aware of that. A little bit bigger circle. But we sit in a circle so purposely do that. but it is not by default. In my head I know of course it is better. At in my heart I know that too.

So, maybe I can learn more skills. And it becomes more of an ingrained value, so I can do other things that will invite participation. Because I found oftentimes I have one very quiet child. That when I can get her to open up, it's like she's running deep. She has some good ideas. It would behoove me to continue to process that. I bet I get to give it to her now.

>> Consensus to me is pretty much ... I'm from a professional part. Working with my board and everything, for all of us to come together. And be able to work together. We will agree to disagree. That is how we can pretty much reach our common goals, and strategic-wise. To kind of get to where we are trying to get to by building our team together and trying to understand one another.

>> I think the number one thing that comes to my mind is ownership. From each person in the group. I know that is short and sweet. But that is beyond what somebody already said.

>> Similar to that I think of it as a well oiled machine. We all come with our own contributions and respect the other person's perspective. Especially like I said, I don't know about anybody else, but working school for the deaf, a government agency in Arizona, the controversy is still going on in our field. Drives me insane. That our school is involved. Yeah. I'm just tired of that ... Can we focus on the child?

That is all.

>> TONY: So we heard a couple of things very common. One is being on the same page. Right?

We will call it having a common understanding of a common goal. Making sure everyone understands that. And not necessarily, even though there is an engineering solution-- I am an engineer-- it is hardly ever a technical solution. It is always the people even when you have a structure where we disagree. And so making sure, you had mentioned making sure having someone who is silent contributed. I have had lots of experiences where the person is rather silent. And they are brilliant. They have wonderful input, and they build better solutions overall, better teams.

So, are you in the right place?

Welcome. One moment. I am still good. You are going to have to introduce yourself. Not a problem. Introduce yourself. Tell us what a successful session for you will be.

>> My name is Jamie Freeze, the director for Colorado hands and voices. A parent of a child who is profoundly deaf. Looking at building a more inclusive team for our chapter and thinking about how we can provide services and support for all of our families.

>> Just to make sure we are only the right place. Everyone is here for consensus, right?

Raise your hand. We just achieved our first consensus. That is good. We are on a roll.

Talk about the why. Come on!

This is our agenda. This is what we will be going over. We talked about the why a little bit more. The keen look at dynamics. That is going to vary on where your team is in terms of maturity and development.

And as you might guess, if you are in the team that is really performing, it is not that difficult to achieve consensus. If that is not the case... hmm, it becomes more of a challenge. We will talk about that.

Rules of the road. Explain what consensus is. We have a quiz. And set up the process in a nutshell. And things that we may have to do that really compromise the idea of consensus. But gets us pretty close. Questions. We are going to do an exercise. We may do three. We may do a couple. We will do a debrief after.

I prefer to have real-life situations. You are not allowed to stand in the back. (chuckling). By all means!

>> (off mic)

>> TONY: Okay. You are going to have an assignment in just a moment. Introducing yourselves. Tell us what would be successful for you. And this is what we role with. If there is anything that you see there that is not on your hotlist, or we don't cover, by all means bring it up. I'm going to do a little bit of talking. You are going to be doing some. I am looking to you because the instructor needs to know what you are doing. Not necessarily. You have a lot of life experience, and professional experience and we want to make sure that is shared so all of us can benefit from your experience.

Are you ready?

>> Yes!

>> TONY: I loved that! Are you ready? Like my daughter. Yes! Ah! (chuckling)

My daughter is 24. She still says that.

>> I am introducing myself?

My name is Ashley Comer (phonetic), the successful session for me would be I guess learning ways to work in a group to come do an agreement that everyone can walk away happy with. And learning how to do that.

>> TONY: Thank you so much for saying that -- I was hoping somebody would. Show of hands. Who things that everyone is going to be happy about the consensus process?

By a show of hands, who thinks that not everyone is going to be happy about the consensus process?

Ooh! That is absolutely true. There will be a rare case when we do. I don't want to discount that wonderful experience. Take a moment. We are going to talk about that in just a moment.

Here is our agenda. Here is our "why." I put the number one as ownership. I don't know who said that. Who said that?

Yes. Definitely buy-in. Ownership of a decision is a key component. Difference between acquiescing and accepting is ownership.

Alignment. We talked about that. Communication. Making sure we get to the folks were kind assignment, making sure we hear what they say. Bringing a lot of experience and perspectives. Inclusion. Making sure everyone has a say, and everyone is heard. That is critical. Regardless of whether they are in the middle group-- we will talk about this-- and they are blockers, dissenters. Does not matter. They still get a say.

Collaboration, cooperation. All of that. Trust and respect is the bottom line. We are going to be beginning-- if not already-- to have empowered teams. A huge process for those teams to function.

Since we are mostly parents-- and I have to say I love the slide, Hands & Voices. The purpose of this as in the organization and the team gets bigger, the challenges for building up consensus, you are going to get this. You are not only going to get the slides but the notes too. So we will do a cohort. And if you stay in contact, great. You will get not only this but other references. And that way it isn't just an end.

Hopefully by the end of the session, if you need a friend or two, or four or five, you can keep in contact for mutual support. Going it alone is stuff, especially when you're starting out.

Like with every skill, like learning to ride a bike, does not mean you will never fall off. But those times that you do will be much less.

Okay. This comes to mind especially when it is less. This is incredibly important. Everyone knows Tuckman?

Hopefully, everyone has seen this. No?

He has four stages: forming, your team is chaos.

Very tough to build consensus. Possible but very tough.

Storming, trying to find a road. Still tough to find consensus. Norming. Not everybody has found a role, not working cohesively. And of course performing. Not only did you find a role but working cohesively. That is good. That is the easy situation in which to get consensus.

Is a great sense of a compliment. You get to others that look at you. You go in that.

And this is et all, Tuckman did not talk about this specifically but sustaining. Does not mean that we won't have turnover. For those at the performing stage, how do you maintain that?

>> You have to be checking in and making sure that their voices are still apparent in being involved, so you can keep performing. You can't take it for granted.

>> TONY: Other's experience?

>> What I've seen in the performing groups is the make it part of their culture. And then once you put in a new personnel in, they get immersed in that performance culture.

>> TONY: Sometimes it happens naturally. But the team will assign and mentor. And that way it is not sink or swim for the new person. They have a swim buddy. They will never sink or swim. Others?

>> For us it is always bringing in new people over and over again to bring in new ideas. Keep rebuilding and redoing.

>> TONY: Others?

All great. You can actually bring him not only the mentor idea, but also the person who may be coming in, but also the person could be a seed for another group. You could have visitors. You could spread it.

So, that is sustaining. You will be re-norming. That happens in empowered teams like Aaron said.

>> I thought of something when you mentioned "the seed." I have done that before, one part of our team-- because I oversee birth to 3 and preschool. Birth to 3 offers amazing together state was so it is hard to build the team when you're scattered all over the place. One of the preschool sites not so much. And our birth to three team just moved into their new office in the same building. So I have been hoping that by modeling and them seeing their camaraderie, they might come around. It is still early. But I know we need to be more intentional about it. It is not just going to happen. Does that make sense?

So while you can plant the seed, there is work to be done. (indiscernible). How is that for analogy?

>> TONY: I love that analogy. And that is absolutely true. Any others?

Suggestions?

>> I hear from my experience. Some things that happen is that systems around us change. Perhaps the team isn't changing or maybe it has. But the system around it hasn't so re-norming is necessary in that regard too. And I think that can be more challenging, because the team hasn't changed. I have found in teams that I have been a part of or have led, that there can be resistance to that. We do this and it has worked. And really needing consensus, buy-in that yes, the system is changing so we need to change too.

While we were successful in the past does not mean we are going to continue to be successful. It is more of a challenge when it is more of the system change.

>> TONY: Others?

Yeah, in aerospace, I work for a division that was for Hughes, a long time and then went to Boeing. Ooh! Basically our product is never going to change. But because the ownership changed, it brought differences. Even teams that had no turnover whatsoever had to re-norm. You need to be aware of that. here is also opportunity for change. Pluses and minuses.

Pluses. When you have a new situation, that is opportunity to encourage change. Things are already in turmoil. Allegedly, the Chinese anagram for crisis is opportunity in danger. So true. I don't know whether that is true. I have read it on the Internet. And of course you know everything you read on the Internet must be true.

This is a decision-making chart. I love it because if you ever read Ronstadt or others, and you get trained in it, it is thick and heavy, it is stuff. This chart summarize it.

If you are a leader who plays dictator, changes in decisions are made pretty quickly. Zero ownership. Maybe 1-2%.

As you go through and become more and more inclusive and get a super majority and start to vote and have consensus, that is probably going to take more time to happen. So there are considerations that your team will have to consider. Decisions have to be made tomorrow. If you are performing, not a big deal. If you are not performing, it is a big deal. If you are the leader of the team-- and we will talk about this a little later on how to mitigate that-- so people don't feel like they have been shut out.

Any experiences with this?

>> Our findings are interesting. Because this to me is processing in a much more positive light. When I started with my agency about five years ago, they were very hell-bent on putting the teachers know that there are different levels of decision-making. Superintendent, agency level. You are not involved. But it was more in the make sure you stay in your place. Not very punitive but condescending. Kind of. And certainly, there are times when you've got to make a snap decision. During Covid, are you going to keep school open or not?

You have to decide that morning.

If you more often build that consensus, or just approach this in a more positive light, because it was taking such offense. They are better than everybody else. I like this a lot more.

>> TONY: (off mic)

>> What's that?

>> TONY: And did that turn people off?

>> What I was talking about?

Oh yeah. The teachers resent directors and the superintendent. Because teachers, they are very vocal as a group. They will let you know what they think. And so, the superintendent at that level wanted to squash it. And so they had an outside consultant come in and teach different levels of decision-making. But like I said it was a very like, you are children. We are the adults. This is how it works. No, it caused a lot of disruption. And I say to this day, it is better, because new folks have come in, but some are still there. I did not find it productive.

>> TONY: Others?

One of the things you can see too, is when you see a person who is not ... is not versed in something like that having down a decision, it is indicative, but they have already checked out. When you have that person is leaders on your team, that means you have to work extra hard.

But once that trust and respect that we talked about in the previous slide, once it comes in, that is the path. That is the path for getting it reenergized. Okay.

So here are the rules of the road. Respect comes again. Commitment, collaboration. So you have to realize it is a team effort. It is not an individual's effort. They have a bunch of yes people. It is a team. Respect for all. One person at a time. Take turns. We are doing this because of the microphone. But make sure that everyone gets a turn at a time. Don't get talked over or invalidated. None of that happens. Speak for yourself. Who knows what that means?

Okay.

>> I think that is a really interesting point. I think I am guilty of this sometimes. I think what they were saying was... And I think I am helping. Because someone took it way off the other way. And part of this is depending on your role. As a facilitator, which I might find myself in, it might be appropriate. But not saying what they were saying, figuring out in a way that a person is not misunderstood, or I can check back in with the person. If I understand you correctly ... Instead of speaking for them.

>> TONY: (off mic)

>> On ... oh. Yeah. Kind of like the teacher back. A different way of making sure that I heard correctly what you said. Because the message and go both ways. Right?

You can say something, and I can have my own perceptions, things checking back in with the person to get ... again just to make sure. Did I hear that correctly?

Am I interpreting it correctly?

So I don't have my own assumptions or things that I spun on it. Yeah.

>> TONY: Another important part about that, especially when you reflect on this, is you validating?

Not only could you have misunderstood, but you don't want to ignore it. You want to validate it. Okay I heard you correctly. This is a big concern of yours. You can summarize. They can respond yeah. That is what I meant. Or no, that is not what I meant. That is the opportunity to get them validated. So they have a second choice. Second chance, misspoke. Try again.

No fatal flawing. No discounting. Anybody know what that means?

I do, I do! Anybody else?

What do you guess it means?

>> (off mic) Don't belittle someone's choice. If you discount somebody, you make them feel not worthy. And fatal flawing ...

>> I don't necessarily, sometimes it may be a specific example. We can't do that because we don't have XYZ. Yeah. And then, avoid discounting that. Some people say well, we're going to have to figure it out. That part has to come along with it. But it is still an issue. Okay. We found an obstacle. Great. Now we can find solutions for that. Making sure that is like, okay this is still a problem but doesn't mean we have to throw everything out.

>> And like an unintended consequence. It becomes that, which can often be negative if we don't take it into consideration early on in the process.

>> Sorry. You see?

We were in a personality thing this morning. I am a driver, driving. I apologize.

>> TONY: First, I love you raising your hand. There is no discounting up yourself either. Everyone's opinion, everyone's variance is respected. And expected to be shared.

A couple of things to clarify. Fatal flawing, you are attacking the idea. We tried that three years ago it didn't work, or we tried it 10 years ago and it didn't work. Or are red the state over here tried it and it didn't work. Or they had so many problems. That is fatal flawing. You are just getting it straight out of the gate.

For the person discounting it, is exactly what is the body can also be based on its various. Well, you are new. So, you don't know. That can lead to fatal flawing, but getting discounted because of experienced-- may be experience in that particular job they could have a wealth of experience in other jobs and a wealth of life experience. So discounting it, no. And we will come back to that and how to control it.

What is expressed to the team is private to the team. We do not come back and say, you know what Joe said in our meeting?

It is unbelievable. Can't believe it. No. There is no undermining the team.

Any examples of that?

You know what I am talking about?

Linda I know you are here. I am disappointed (indiscernible). New folks.

Unfortunately, that does happen. You need to show it up as a ground rule. Making sure it does not happen with folks in your team. No, you're not allowed to be in the back. You have to be in the front. Front row.

>> I was going to say, for what is expressed to the team is private to the team. We have a lot. We have a Board of Directors that has allowed professionals that comes in and we interact with them outside of our chapter, with things that our chapter is trying to do. We are trying to make sure that the Board of Directors when they come into our team meetings are wearing their hands and voices hats and not the professional hats, and it goes out around the room, so we are back out in the field of that topic comes up they are now in their role and not in the Hands & Voices role. We are trying to work hard on that.

>> TONY: That is an awesome example. Thank you so much. Appreciate you sharing it.

Introduce yourself and what would make this a successful session for you.

>> I am an educational audiologist. I work for Arizona state schools for the deaf and the blind. Birth to 5 program. What would make the successful?

Not sure. I am just learning. Observing and learning.

>> TONY: (off mic)

>> I'm still ... recovering from getting here from the airport. (chuckling)

>> Yeah. Because I wanted to take advantage of it as much as I could. This was the only session available today, at the time I got here. I honestly don't remember what the name of the session is. But yeah, well, I think working as a team. Right?

How do you do teambuilding?

Right?

>> TONY: It is.

>> Hello. Ooh! I am Lisa Ring, one of the supervising teachers with the Arizona schools for the deaf and blind, in the early learning program birth to 5.

I chose this one, similar to the one that could fit in for today. Just flying in from Denver, 12:30.

But also consensus building gets challenging. How do we work together?

We all have biases. And so how do we problem solve together to move forward in really positive ways?

With children and families. And we have to do that. We all come from so many different stakeholders. We all have a part to play in the puzzle. So ...

>> TONY: (indiscernible). Okay you are forgiven. So we are at ... what is expressed to the team is proper to the team. Silence is accepted. That is acceptance. If you don't speak up, that is bad news. Down the road that person is not going to be happy. So we want to emphasize that.

And what is a great way of making sure that doesn't happen?

>> Along everyone to have a chance to speak. So one person at a time and taking turns.

>> TONY: That is awesome. But I am looking for one more thing.

>> I think acknowledging that in the beginning. That silence is acceptance. Having that stated can be beneficial. So no one can walk away and say, I didn't understand that. Or, ...

>> So I currently have this issue. I am building a new team for long-term follow-up. And I brought two FTEs. I hired them both for individual skill sets. Yes. Sorry. I hired them for their individual skill sets. One I knew would be better suited to make those family calls and outreach when we get there. And one who is better suited to actual program development. Helping me create the policies and those kinds of things. But they are both going to be good in their own roles. But right now we are really building. And we are not outreaching to families yet.

So the one who I knew was going to be really good at connecting with those families, is constantly silent. Even though we have said, I need your opinion. Like I need your experience. I need what you bring to the table. And so what I hope is last week I spent about 30 minutes just with her. Talking to her about how we were a safe place. And that challenges herself to speak up when she is not confident in her skill set. And what can do for her future goals. What are your future goals?

So trying to spend one on one time with her, trying to coach her and guide her. Hoping it helps her to feel comfortable so the next time we have a meeting, she feels she can challenge herself without having that feeling of being ridiculed if she says something that may be not right in line with what we are talking about or whatever. Let her know we are a small group. We are all learning this together. We are all learning different things and challenging ourselves. I spent an hour with her but probably 30 minutes just on that. We are safe. It is okay. And to challenge herself now when you are in this safe environment to be able to do this. I don't know how else to pull her through out into the conversation while we are building, but it is important for her. She is the expert on connecting with the families. We don't want to build something that is not going to connect with the families.

>> TONY: A couple of great points. One is asking. If you look around your team, around the table, and someone hasn't spoken up, ask. We have a similar situation in my state, California. We have absolutely brilliant people and that is a cultural thing, but you have to ask. And then you get this brilliant. Not meandering quite so much. They also need validation. So it is okay if you feel embarrassed, or like you don't know enough. We call it life experience. You have a lot of life experience you want to tap into.

And so all of that is encouraging and making sure by asking and going around and asking so no one is left out. Okay.

>> I think also it is depending on the format. Thinking when we meet that happens a lot. I am not naturally an introvert. I tried very hard to sit back, which is hard. I am on my hands like this. But I also can hear from the standpoint. I am afraid to sometimes say what do you think?

Because I think I'm calling them out. And that is really going to make them uncomfortable. So again knowing ... Like we have to try different strategies. It is not just one silver bullet for any of this. Asking, having volunteers say something depending on what the subject is. I really like asking a question saying, let's all take two minutes to think about it. Because if you're not someone who can think right away, you may not participate.

And have them type it in. Don't hit "enter" for two minutes. You can't read anything anyone else is thinking. And you can't get everyone unfiltered. And in the room, would you do sticky notes?

Everyone is working on something. Everyone's voice is heard that way.

>> TONY: (off mic) (off mic) So for our captioners, we do have sticky notes. That is a great process to follow. We can do it electronically and in Zoom. But we have a situation like this, we can't go "click" and show a note. Okay. Counting down, 2, 1, let's show the notes and share. That is a great way to make sure that those people can be deep thinking. It is fine. We have to trust and respect everyone.

While agreement is a good goal, clarity is essential. What does that mean?

>> This is my opinion of what I think it means. I write contracts all the time in my job. And I know what I meant by that paragraph. But obviously the other person reading it may read something different into it. Meaning communicating and (indiscernible), is saying the same thing.

>> That is 100% accurate. We talked about reflective listening. If I understand correctly, you said this. We may not agree but we need to make sure we understand one another. That is incredibly important. That is a part of trust and respect. If he doesn't pay off immediately, it will pay off later. The dividends will pay off later. And that was remember, in a cycle of team development, as it moves up, clarity is super important. Be aware of time and conserve it. We saw that in the chart. Consensus could be ours, so true. Be aware and more concise.

Cooperate with the facilitator. What does that mean?

Why?

>> The first thought that comes to mind is things go south. Yeah. We don't need a hostile environment. I think, you know, how we respond and treat each other is important.

I will give an example, short example. It seems like in education or in the field we are in, health, wellness, we're more aware of that. My daughter presented at an international conference. Philosophers are not like that. When they argue. That is a side note of course. But we don't need to attack the facilitator or try to be smarter than that person. Yeah. I think that is what first came to mind.

>> TONY: Wanting to win the argument. We will talk about in a little bit.

>> Thinking about team sports, you have a coach that can help. I have a team in the person there has to have a role to help make the team win. If you have all the players fighting the coach you will not be successful. And the same with facilitators, if everyone is fighting you will not be successful in your goal.

>> TONY: That is an excellent analogy. I love that analogy. So cooperate with the facilitator. Next slide.

What is consensus?

The answer is already up there. Does that mean agreement?

Not in the least. That would be a great goal though. Awesome. But it's okay to have something less than that. Something less than that is acceptance. Meaning you can live with it. You are not going to stand aside. You guys decide. Nope. You have to be accountable for it.

How do you be accountable?

>> Defend it. You are defending the team's outcome even if you don't hundred percent agree with it, you accepted and explain why the decision was made. The outcome. You are still taking accountability for participation. The only way to do that is to go back to where everybody's voices are heard. If you discount them you're not going to accept and defend.

>> TONY: That is right. That is the whole purpose of the slide. Yeah you are going to have to come back. Your voice needs to be heard.

I wish it was this. But I can accept that. I can live with this. You still have to come back and defend it. That is the accountability part.

And undecided. In they are ambiguous or in development, you still have to be able to defend it. You need to defend it. I don't want to. That is an issue. We have to address that. More about that later.

The set up. Logistics. We kind of talked about this, a way to record your thoughts. Why?

>> I think we all have different perspectives on the conversation or meetings. So having those written down so that we are kind of in agreement, this is what we discussed. Otherwise we could take something totally different from the meeting. Than what was agreed upon, based on our own individual perspectives.

>> TONY: Help prevent scope drift. And making sure that people are validated. My idea is up there.

>> Also sure not repeating the same conversation during the next meeting. Or, if something has to change, like we changed directors a few years ago and we had to change all of our bank accounts. And we had to change the meeting notes to get the name change. I could take meeting notes. Very easy.

>> It is a way to assure you have understanding of everyone public input and clarity. If they say something, and they can see that you wrote something that they didn't mean, they can hopefully say I meant ...

>> TONY: That is a great answer. Who hasn't ... done input?

We have to be role models.

>> I think that is very important. At our EHDI board meeting for example, I record the notes. There was a situation where something wasn't clear. So we were able to go back and get the clarity from that person to elaborate more on what she was trying to state. So we all could understand more. I think that is good. Just want to promote those discussions. Without that, the conversation didn't happen. It is good to record. If you don't document it ...

>> TONY: Say that again?

>> If you don't document it, it didn't happen.

>> TONY: One of the Warner Bros. wrote a verbal contract is not worth the paper it is written on. That is so true. So except for notetaker, if it is more chances are you can write it on Post-it notes. Life is good.

If it is a big group, it is okay to summarize. You have to warn the team. You summarize it. Like if you have a long explanation, a couple of words. Concise. And, how do you know it is acceptable?

If you are the notetaker?

Anybody?

That is almost it!

>> This is what we talked about.

Summary.

>> TONY: If I'm writing notes, and I have lots and lots of sentences, write a few keywords or summary. Something simple. Does this capture what you just said?

Yes or ... I prefer it if you switch these words. You very rarely get no; I prefer the paragraph or two. It is okay to summarize. Be sure you okay it with whoever said it,, to make sure it represents what they said.

In privacy. We don't want to do this in the cafeteria where anybody can overhear. Needs to be in a situation, and environment where you can The private and you can express your thoughts.

Facilitate or lead it. Rules of the road. It is good to publish ahead and go over it, to ensure everyone knows that. If they have questions and if you're doing one on one, or a group email, you can answer those questions and get everyone. In that part of establishing the process is already done. You can hop in to whatever you need to be addressing at that particular meeting. Okay?

Focus on task. We talked about that. Responsible for timekeeping. Who recommends a timekeeper?

Don't look. Why?

>> Because otherwise you will not get anything done you anticipate getting done. Or we have a two hour meeting with the lab. And what we are supposed to break halfway and give everybody a chance to go to the bathroom get a drink, we don't a break and we don't end on time, we are not making the progress that is to be made in the meeting.

>> I think is also good to have a timekeeper, not just so that yes, we want to cover everything and have everything adequately discussed but sometimes, you know, you want to take advantage of that moment. And if there is a discussion that is happening that is really productive and it is something you guys needed to do, you can come together and make consensus. Do we want to spend the rest of Our time with this?

And discuss XYZ later?

We do that sometimes.

>> Thing is also respecting thing of people's time. We are going to spend as much on the agenda. What was the point of me coming up with this agenda?

Everyone does whatever they want. Or if someone comes for a specific part of the agenda, although sorts of things. People's time. It becomes a respectful thing. And knowing that we might need to build in some flexibility too. Sometimes it is hard to check in. If three people say yes, well, did everyone get to chime in?

Depending on the whole group size, and if you feel railroaded. I guess this is what we are doing. But to your point, silence is acceptance. People need to create an environment and own up that speaking up isn't okay.

>> TONY: So if your deep diving into a conversation, and is really gold, need to acknowledge it and say this is incredibly important. But don't postpone it. We are going to meet again and then go specifically into this so people don't feel cut off. But you are not ignoring it. You just own it so we can put more in depth time into that. That is incredibly important is it rushes the process and that typically, not always, does not result in positive experiences.

Small groups are usually timekeeper doesn't matter. This is a big group. It matters.

What does "viber tone" mean?

You have never seen that. Okay now you have.

>> Sometimes you have a negative vibe, the whole team will have a negative vibe, and not a good outcomes will sometimes be coming with a happy story or something to lift the mood, everybody's spirit changes. And you can get back into the progressive manner to make your outcome positive.

>> I know this story time. But I had a boss's boss. He always asked me what the tenor of the group was. He meant vibe or tone. And always saw that person use that information to his best benefit. Like, I need to spend more time on his issue, or I need to give them more budget, because they are ready to go. I thought it was pretty cool, a lesson learned from typical meetings.

>> So I know a lot of my teams, when they meet individually, they check-in at the beginning of the meeting to get a pulse on everyone. I think there is a difference in that. And if you're talking about something controversial about everyone's agreement, wait, let's pause. The conversation is taking a negative tone or getting personal. What is our goal here?

Let's revisit.

>> I'm thinking if you're having a difficult agenda or it has been a hard week, maybe that night is not a good time to bring up the topic. Maybe postpone it for the next meeting. You will have a better outcome.

>> TONY: This is awesome.

>> I have more of a question. What does a vibe keeper look like in a meeting?

If someone said to me hey, this is going negative. Like that is a judgment. Like not a factual thing. And I would be like, I don't feel negative. I'm just saying it how it is. How does someone do a vibe keeper?

What does it look like, modeling it?

>> TONY: To her point, let's take a break. You know what. It is about time for a bio brake. Let's take five minutes. You didn't even point it out. A bathroom break. Let's take a bio break. New vocabulary. Come back in five minutes.

A lot of times, when the vibe start going south, you just have to redirect. So what does redirection look like?

Hmm. We are really not going to focus on blame. We are going to focus on a solution.

And so, you are being indirect. But direct enough to redirect. Right?

Direct enough to make sure people realize we are getting off topic. We are focusing on solutions, not blame.

And so, if it needs to be elevated, you can say hey, we are not here to attack people. We are here to attack problems. Used to be alerted more?

That is a skill that needs to be ruled out later. It requires that a person's concerns be acknowledged. Don't elevate it. But acknowledged it. And that way you can move on.

What does that mean?

You really want to avoid superlatives. Like oh you had the most experienced. Hmm. You have a lot of experience. You want to elevate it. You have very valuable experience that you need to share and consider when you are doing this, so you are reframing it for them.

That could've been whatever path is being considered. It is great. You don't elevate. You don't so you have the most experience. Or you have the best judgment. You remove the superlatives. And refocus. Does not help at all?

Were going to role model a little bit of this, a little later. I will be doing it a little bit, but you will be doing it too. So you will have a hostile person. I will be the hostile person initially because I will flex. And you will see how kind the folks here are. Clarify?

And so, usually while at Hughes and Boeing, we had a code of conduct. It wasn't like thou shall not do all of the stuff. Ways we work together. We want to do this and this. Sometimes that is valuable for a team or committee.

>> You always want to have a real positive spin, the way you phrase things. Are in thinking of something similar called "meeting norms." Like a child, like in the fifth grade classroom, a love like you said, "this is so we work together." Same thing as meeting norms but framed in a much more positive way.

>> TONY: Yeah it is all about positive framing. The pending on the people you inherit, if you inherit a performing team, Leslie you are (indiscernible) thank you Lord! If you're on the other end of the scale you have to roll up your sleeves. Not going to be done immediately. But it can be done.

Okay talked about that.

Oh my goodness. This is such a busy chart! This is it in a nutshell. What do you start with?

The why. The what. And next is the how.

Why start with the "why"?

I am so glad you volunteered!

>> First thing that came to my mind is, if you don't start with the why, you won't know what to do, you will not know what the plan. If you do not know the why, you cannot put it into perspective.

>> TONY: That is an excellent, excellent summary. Any others?

I'm going to do a quick little ... Did not see your hand.

>> I think the why health get buy-in from your team. If they know why we are doing this, or why this is important. This helps them -- this helps them to want to participate.

>> TONY: Awesome. Others?

Next is, we are going to bring up our concerns and assumptions. Another word for that is barriers. Let's see if we can talk to the people that have past life experience.

Next is what. Hmm. Why is that before how?

>> Because if you already have the how, there is no room for other people's opinion and experiences to join with you. And it may block them sharing.

>> TONY: You're not allowed to itch your head. Looks like somebody's going to be volunteering.

And then the how. And then you finally get to the what?

The plan. How many people start with a plan first?

You can raise your hand.

>> I think, for me, it's a natural reaction to start with a list of objectives. Trying to put them in the best order possible, what I think the end goal is. To me that is kind of a natural starting point.

>> TONY: (off mic) Yeah, that is what engineers do. Absolutely. Any others?

Input?

>> Sometimes it feels like if you're pursuing grants, and getting grants, you have a path. I gave them the money to do this. And so maybe ... Maybe you have to be careful in how you present it more as "what" rather than the path. Because in my mind, there is often the path is there when I know the what. But probably it will be better for building consensus if you present it as a what, rather than this is the path we are going to take. That is the goal. Instead of how we are getting there. So everyone can be included. Because our minds are different. We are all going to have an idea of how to get to that goal.

>> TONY: That is awesome in that notice, at the very end, then we try to build consensus. What is it at the end?

>> Because you gave everybody an opportunity to give their opinion, to think about it, to contribute. And to question and disagree.

>> TONY: That is awesome so earlier we mentioned, a couple of folks were not here. Talking about being on the same page. Having a common understanding of a common goal. Getting on the same page. If everyone is, it is a lot easier to build consensus. If you have to build the airplane as it is flying, it is a lot tougher. You want to build the airplane before it takes off. And no cultural sensitivities to Boeing. But that is the reason. And altering that his discussion and clarity.

The clarity part, if I understand you correctly, you don't assume. You check in. Make sure you have your summary. Yep you got it. You need a bio break?

We are up on an hour, past an hour. Five minutes?

Five minutes. 19 after we will be back.

>> [Break]

>> [Return from break]

>> TONY: We are starting. If you're hungry, I am going to request someone to open this banana.

(off mic) Everyone wants?

Very good. Eat it if you want. I want someone to open up another banana, a different way.

The other way is wrong. Good. Do you have another way?

You have another way?

(off mic)

I love that idea.

(off mic)

There is another way. What is your favorite out of the three?

(off mic)

We started with the how. Why?

(off mic)

>> (off mic)

>> TONY: Thank you. No we are building up to what. If you are in a meeting, what should you do?

(off mic)

So we just did a banana exercise. We had three different ways of opening it. And asked which is better. We do not have any criteria to judge. We started with the "how" we missed all the homework to do out-front. This is innocuous. It does not matter. What when you are in a meeting, depending on the subject, it does.

So let's do an example. And go through this process. Our example is ... Going on vacation.

So if we normally have this example, doing it with your family, what do you normally discuss?

The where. The when. The how. I love that. Say it again, what do we have to do?

>> How much.

>> TONY: Absolutely. So if you are following consensus processing, and you can, you would start with the why. What is the why?

Why go on vacation?

>> I have an example of this recently. I wanted to spend time with my brother and sister-in-law. My sister-in-law wanted to see somewhere new. We have different "why's", we found a place. We have the time, and we know we love it. Let's just go. That is all good, but I want to go somewhere new. So the why it was different.

>> TONY: The question was how was the trip?

>> It is going to be lovely, where we always go.

>> TONY: Is that agreement or acceptance?

>> You have to call Kristin and ask her.

>> TONY: As many times, it sounds as if it were acceptance. Why?

Typically take time away from work, bonding time, making sure we understand the other person. Next. We already discussed this a little bit. Do we have a budget?

Do we know how much time we have?

All of those are concerns and assumptions you have to be aware of. You have to be careful. Sometimes it will jump you directly into the why, or a fatal flaw or idea. You have to be careful about this one.

So, be aware of them but don't necessarily make it stop on the "what". Let's talk about the what for a vacation. And that is exactly the example.

So our example is, we are going to visit a city versus nature or go camping. That would be my preference. Not here during the wintertime though. It would be warm climate. Beach resort. Etc. Why?

Why do we have to discuss that?

>> I was going to say in my example my husband is loving the snow. I am not a snow no person. I like the beach. If for us going on relaxing vacation, we are never going to agree. We have come to a consensus. So if you are talking about your why you are going on your vacation, you need to have all of these pieces set at play because that may not reach the why of the digital not there, the why for each person is not going to be reached. So the vacation will not be fun or relaxing. So you go back to why that reason would be.

>> TONY: That is coming down to agreement, or acceptance on the why. So make sure you are starting off correctly. You kind of jumped to the how very quickly. And then the what. So there it is. Somewhat.

And finally get down to the how. We already have a lot of information to feed on this. Because we did concerns and assumptions, budget, time, schedule. But then do you drive or fly?

Train?

Variety?

Air BnB hotel?

Campsite?

Ohh, for me. Why is important to go over all of those possibilities for the how?

Yes?

>> Because if you packed for a campsite, and I packed for a hotel we are going to be in big trouble.

>> TONY: That is my why. We have done this clamping thing, kind of a pseudo-hotel and a tent. My wife loved it. Not to say she doesn't like camping as well. Yeah?

So then we discussed the how. We had all of that ahead of time. And now, we do a visual check-in. And we talked about this. Do I have to go and ping every single person?

Especially in larger groups?

This was going to be a question.

For those who said what they need, and what they are hoping for this workshop to give them, who thinks that it has?

Okay. For the others, how is it?

We are embarrassed. Let's do it as a group. How are we doing in this workshop, as far as meeting your expectations?

Are you saying that because of peer pressure?

For those of you who are ambivalent, how many issues do you have?

Okay.

>> (off mic)

>> TONY: To learn something new. Ohh! That means you said that just to make sure the microphone moved on.

>> I don't know how to articulate it. I don't know ... I'm just like, I'm not 100% there but not ambivalent, in my head I am putting it into play, past experiences and where I have seen this take place. At the beginning of a statewide meeting that is exactly what we did. In my head I was thinking about how I have seen this play out, and thinking about ways I can use it in the future.

>> Are you talking about (indiscernible)?

>> Yeah, or how we came to the mission statement.

>> So we had a statewide once a year where everyone comes together. We worked on developing our mission. But the other thing we did was as supervisors who helped us, because we were all running it, at the end of the first day we had post-its. And if one needed to write down what they were hoping to get for the next three days, and on the second night they wrote ... And Friday the overall feeling, we would huddle at the end of the end of first and second night to get people's feedback, and ultimately what we needed to do was our approach for the following day. It worked out pretty well. If I don't say so myself.

>> TONY: Did you facilitate it?

>> Why yes I did. But not without a lot of help.

>> TONY: Yeah none of this is proprietary. It is pretty standard. You can Google it up and find it.

Just a quick way to find out where your team is. And, depending on ambivalence e billings to negative, you can deep dive. If you have ambivalent, deep dive. Can I raise that up to anything between?

All the way to thumbs up?

That limits the conversation. Great for timekeeping.

Any questions?

Good. We are getting close to our example. Sounds like you're going to be leading one of them. Ahh! One more thing to talk about before we do that.

Which is the dissent and blocking. Has anyone had experience with that?

Never?

We are going to go around. We need volunteers.

>> TONY: I'm going to encourage you ... (off mic)

>> Blocking. So, it's a big example. In Oklahoma for blood spot screening, historically we have done follow-up in our specialty clinics but they are too busy to adequately do what from a public health perspective we think need to be done. And my vision is to change it and did a lot of research and as we started going to the change, and having those conversations with our specialists, this is the data we want from you. This is what we think it might look like. This is what we are going to do from inside the state, as far as family surveys are concerned. We had one specialist who was very angry because she decided I was taking all her money away even though she was going to get her money, she still had to give me data and schedule patients. And every time we had a meeting she had to stand up and vocalize how the state was doing something wrong and not listen to her. Even though we made changes based on her feedback to the data that we wanted to collect. Because she just was not happy with the vision at all.

And so, needless to say, we never came to a consensus. But there was a lot of time defending ... We never came to a consensus because there was a lot of time defending and explaining. There's not a lot of national standards around long-term follow-up for newborn screening at this point.

So I had to really show my research, and from a public health perspective. Unfortunately, what actually happened is she left practice as far as taking our referrals. And went to a private ... She actually left the healthcare facility she was working for and open up her private offices to not be a participant any longer. She was the only specialist that really had that strong feeling. But every time, while she was still participating, she had to ... very vocally try to either dissent or block. Why were we doing this?

Why were we wrong?

Trying to convince everybody else that we were not doing the right thing.

>> TONY: That is a great example. We can't expect people to quit and go into their own business to deal with it. Any other examples?

>> Not so much an example. But I think when this happens, or when someone or group of people do this, oftentimes they are bringing in their own personal experience. And it gets more personal, instead of professional. And they lost sight of the goal and the why. Not too much at IFSP I don't think but as the kids get older we lost sight of the child that we were talking about.

>> I have seen blocking recently unfortunately. And that we've come to a consensus as to what a step is, or what is going to happen. And then post decision meeting, whatever, someone will bring up well, what about FURPA?

Or what about the system?

I have to talk to these three people now. Trying to delay. Seemingly that they weren't in alignment, or like part of that consensus. You know not saying that we had to agree. Not agreement. But it wasn't disagreement either until afterwards. And it's using ... things that seem like reasons. But in actuality, it is just a delay of something. Perhaps they weren't as aligned as they seemed to be.

>> I'm going to take a risk here and talk about our team. Because I have a couple of people on our team like that. One in particular who is not here. Yeah, not negative. In fact, sometimes what comes across as dissenting, when those "what ifs" come up, I know this person, and they want to be very cautious, do the right thing in the rule follower. They don't want to delay it. They want to be told what to do and how. But they will come back with 100 what if's.

>> TONY: (off mic)

>> Assuming motivation is a great thing to avoid?

>> TONY: (off mic) A lot of people when they first experienced this, when they have some determined blocking, they are assuming motivation. The person doesn't like me. Does not like the team. The team is at a low development point. We have to get up to performing level. Don't be quick to jump to an assumption. It could be exactly what she said, and I have a great example.

Where the personality of the person, you have to be very cautious. Once you address that, and usually you address that ahead of time not in the moment, and then sweep things over. Thank you for allowing me to ...

>> When you are saying that, it made me think of change management ideas. Like when they talk about early adopters, and late adopters. And those that do come off maybe negative. Really bring them on. Because they might be helping you think through it. And I don't know if this is necessarily dissent or blocking, but sometimes if it is a group that organizationally they report to different people, sometimes decisions are made but everyone will walk away. And in my head was, well they don't agree with it, they are not going to do it. It is like a passive hey, we're going to do this and then it's like, years later, well you never did it.

Someone will say, well we agreed to this. And I don't know sometimes a) they did or b) they did it for a moment. I'm going to go back and do what I'm doing which is frustrating to the group.

>> TONY: That is a great point. I wanted to add, do you remember the previous slide, a few slides back, where it says, "take notes” and you hit the nail on the head because you don't want to repeat and go back?

And all the concerns and assumptions?

Take a step out so it doesn't occur at the end of the process. So when you are taking notes, these are the concerns we had, hopefully these are the issues and how have they been resolved. That is doing the homework upfront. Apologize for interrupting your flow.

>> I was going to bring in the parent piece to it. When my son was identified going in, and finding a team that would work, there were always roadblocks constantly. We can't do this. We can't do this. Your child is not doing this. It comes down to why.

From the parent side, looking at you had your why you have the growth, having a team willing to talk to each other and think outside the box to have that successful piece; I think sometimes that the you can't necessarily fix, use the word "fix," but change the person that is on your team. Sometimes you have to replace that person to get to where you want the end goal to be. So that piece, where do you want to support to be.

>> TONY: Great advice, back to the why we started with the banana thing. I am doing these different methods backed into it. The why. We didn't quite get to that. Majority of the time that is where you have a personality like a block or dissenter come up, so the homework has to be done ahead of time.

Any additional considerations?

Notice are used the word "additional." Why?

>> It gives people another opportunity to make sure that their point is heard or understood. Because you are not saying, any considerations. You already acknowledged that we gathered some considerations. But are there additional?

If they have not felt heard, they might possibly present their perspective.

>> TONY: That is an awesome response. Yeah. We went over earlier in the process, addressed earlier in the process. If additional stuff comes up, I had not thought about that, great. Well, or we had thought about that, but he did not have enough emphasis before. In that case you have to rewind. That is a pain. But it is beneficial, because it builds your team into a performing team. Storming, norming. So one, trust and respect. We had good intentions. We did not want to exclude your concerns.

Okay. In this last thing, when is no action the best action?

Any experience with that?

>> Maybe when the path to consensus is it yet apparent. And the harm continuing for a while is lesser than the effects of a lot of fallout or storming that could occur out of a hastily chosen path. Maybe it doesn't feel hasty, but you cannot get consensus it is probably too hasty for the group.

>> TONY:

If it is going to be super destructive, we are going to go how to mitigate that. Or this process is going to go away in four months. We would like to resolve it now, so we have a clean slate. But if it doesn't happen, maybe you have to look at that position. That is not a facilitator or a leader's decision. That is a team's decision.

So we are building up to ... we have alignment, but we don't have team consensus. What do we do?

I'm not going to expect you to know. Actually let me ask more generalized. What do you do when you have alignment, but no consensus?

The question was explained about the word "alignment." This has to get done, the what everyone agrees on, but they don't agree on the "how." This needs to get done. We are not sure how to do it.

So we had a similar situation for parents. In visual language/ auditory language. That is a "how." We need to be age-appropriate language and acquisition levels. Take a step back.

If you don't agree on the how, notice some of the legislation-- I want deep dive-- but it does not get into the how. Why not?

Really for IDEA, that is a to the parents, the IEP team. No, it is okay to backup.

Alignment is general consensus on the what. But the how is contentious. Did that answer your question?

Let's talk about this. You don't want to use this to get around. I know how to deal with you. We will vote you out. Leave the island. We are not going to do that. Don't circumvent it.

Okay, rank voting. Who has done this?

You rank multiple options. These are all how options. 1, 2, 3. If you have three, you can order. I think this is the best, second-best, third best.

Or, you can do level of agreement. Strongly agree. Agree. Undecided. Disagree. Strongly disagree.

What does that give you?

Anybody?

With the perspective of the team, or you can look at it from the perspective of the dissenter ...

>> So we did the multiple options before. And where everybody individually ... So we had six different things that we thought were important for our team to work on. And everybody ranked them 1-6. And then we came together. The same idea of buy-in, being heard, being part of the process. We didn't take the time to come to a consensus on what number one through six was. But then individually ranked those, based on rankings we moved on with two of them. I had done that. I did not realize that is what it was called but we saw buy-in, and I understand how my team values this and even though it was my number one, it was five other people's number one, so I understand why we are moving forward and supported. Rather than I, the director said we are going to do number one.

>> TONY: (off mic)

>> I did not raise my hand.

>> TONY: (off mic) That is a beautiful explanation. It puts everything into perspective. Make sure that, again, you're aware of the team's viewpoint. And the team's approach. Okay, weighted voting. Typical is, you have a block of five votes. Let's have your three options. You can spread them. One of those options is going to get two votes. Or you can put them all on option 1. Option 1 to when?

Why would you want to do that?

You are being challenged. Any person?

It really gauges the level ... oh you. Explain it. Do you have to be quiet?

>> It adds, you don't only rank them but how important. If I choose to use oh five of my vote for this and I really want this, so I can give ... That kind of perspective. How valuable to the entire group it is. Whether you are just getting to cash your one vote.

>> TONY: (off mic)

>> Going for the 2 or 3?

Toss a coin. It is. It is hard sometimes. Don't want too many choices.

>> TONY: So the whole point around here, is to make sure we have a mutual understanding. A common goal. A common concept.

One of the things that ... a wonderful professional uses is a lot. If anything gets one 0 or 1 vote it's out. And to me it's like, oh, those are not too bad. But accepted that as part of the team. And the solution they came forward was phenomenal. Not my particular vision that I had at that moment in time. But it was phenomenal. It's about building trust and respect.

Okay. Super majority. Hmm. So I am assuming you have a larger team. Why a super majority?

>> Not for sure, but you can quickly get the larger voice of the team. And say most of us agree, or that sort of thing. It's easy.

>> TONY: That is precisely right. When you have a larger team, you don't have as much time to go through the whole process. You have to look to cut down discussions. You do a super majority. Usually a larger team-- 2/3 or 3/4, smaller percentage goes for something different. The vast majority. It is to simple by things.

Any questions?

Just like it is done in our government. Hey!

And of course the standard warnings. Our standard warnings are to be careful not to circumvent. If you are a facilitator, be patient. And the super majority voted it out. Make sure they are heard. That way the don't feel like they have not been heard, and they have been railroaded. Questions?

So we talked about role modeling. And role-playing. I'm going to be the disagreeable one and start.

Sounds like since you have done this, you're going to convince me. You are going to convince me to stay on task. It can be whatever. You can make it up and I will flow with it.

Typically ... You okay with this?

Your choice. What topic?

Your choice. Dealers choice.

>> Stay on task.

>> TONY: Let's review. Thank you. I did not explain it well. I want to role-play. I want to role-play something asked earlier, to make sure we have strategies. We talked about this. Talking and seeing it in action is different.

Some of the things we talked about was focusing on solutions, not focusing on blame. That kind of thing. That is both on a dissenter on the tone; and your choice and how you want to approach it. If you have someone not being cooperative in whatever way, you can set it up. I will get the other microphone. There it is. And, I won't be hard on you. And, you can probably later role reverse, and you can be really hard on me. We can show how this doesn't necessarily work every time no matter how good you are.

Ok, yeah.

So tell me the situation. What are we doing?

Dealer's choice.

>> Okay. How about planning our state by conference. We are trying to determine the topics that we're going to cover. Keeping in mind that we've got a group of 70 people. Some who work in deafness, some, and blindness, some in deaf and blindness, some birth to 3, all very different. The blind tradition feels left out because of lower numbers.

So, as far as we are going to decide what topics, I'm going to recommend that the supervisors go back to their individual teams. And have a discussion as to what they feel would be most beneficial to them, at this time in their work.

>> TONY: And so what position am I taking?

>> That is a good idea or not. Or a better suggestion?

>> TONY: Let's go negative to start with. We've done that before. It has never worked. Why can't we just have ... We have superintendent?

>> Yeah.

>> Why doesn't the superintendent decide?

he is just avoiding her job.

>> You don't want to answer that. Tell me a little more about that. Have you found successful scenarios without that before?

>> TONY: Beautiful because I am grumbling. My character is grumbly; she wants to validate that bad experience. Exactly what you do. Beautiful. She is paid so much money. She is avoiding decisions, pushing it down to us. I would like to get paid that amount of money to make those types of decisions.

>> I so feel what you are saying! I can empathize with that as well. But I really think that our group internally has so much to offer one another. In that we can best help ourselves by coming up with what we want to spend our time on, instead of being told what it is we need to spend our time on. What using about that?

>> TONY: I love that, so she is-- remember on the reflective listening?

She is giving me the reason back. And I really haven't given her a reason. She is making up a reason. She is given me a reason back, asking validation whether she interpreted it correctly. Beautiful!

>> Lisa, Tracy, how am I doing?

>> TONY: So who wants to take my place?

You are staying. You are doing great. We will move it to the next level. Who wants to take my place?

>> Bring it on. Bring it on! (chuckling)

>> Same situation?

>> TONY: Dealer's choice. Or same situation. You decide. (off mic)

>> Tailor it to what you have.

>> I want to be the responder. I want your position.

>> You can be the responder.

I don't know.

>> TONY: Lights, camera, action!

>> I don't understand. Am I supposed to dissent to something?

>> TONY: (off mic)

>> Okay. I want you to go back to your team and talk to them about ...

>> That is going to take forever. We do not have time for all of that!

>> You are right. We are suppressed for time right now. We all have so much on our plate. But I know when we come together for the conference, we are going to make sure it is time well spent. So I think for everyone to know they had a full voice, which we can most benefit from, that might be worth it to spend a little extra time. But what do we give it a deadline. Let's not just put it out there, they have two weeks to decide. Let's give them by Friday.

>> Okay. There's a lot of things to do. Can you send them a survey in an email or something?

>> How about a Google form?

I will make it.

>> Sounds good.

>> Will give me choices, instead of open ended questions.

>> Sounds great.

>> And also, you think maybe you need some time off?

>> On another note ... Do you need a mental wellness day?

(laughter).

>> TONY: (off mic) You are the facilitator. You have a situation. That was awesome.

>> Does anyone have a situation you would like to throw in there?

>> TONY: I love the language; do you have something in mind?

>> Kendra?

>> I do ...

>> TONY: Make sure we capture that.

>> Think about the part of the state that you serve, and where your colleagues serve. And how you are always having to advocate for why you do things the way you do in these rural areas. Whether you're talking about caseloads, I can remember in the past some pretty contentious conversations between you and your colleagues.

>> All right. Let me think here.

>> Why do you have fewer cases?

>> So yeah, see how I can reframe this. And I am wanting feedback. Correct?

>> TONY: Yes.

>> Maybe we are trying to come up with what is a reasonable caseload number.

>> So I want to touch base with you. Because I know your caseloads are really a lot larger in the metropolitan areas. So we are looking at trying to balance some cases with travel time. And Distance to families and some of the challenges with just getting identification of hearing differences. I need to frame it. What kinds of thoughts do you have ...?

>> Assert your opinion. She is an arguer.

>> So...

>> Why do you have -- What are your people only have 5-6 on your caseload and central 25?

>> We are looking at the caseloads and time traveled, and distance. And language delays. Being the reason why your caseloads are higher than in other parts of the state.

>> We have other things too. We don't all just have to drive. But it is busier. People don't talk to each other. We have more audiologists that we have to coordinate with. You just don't understand. It is pretty hard.

>> So yeah, I get that. We do have different situations. I get that. Yours is equally challenging in different ways. Right?

How could we move forward with looking at that together?

Some of those challenges. Trying to still make it equitable for the work that we do?

>> Yeah I mean I guess ... I mean I guess we talk about it like making sure the kids get served the same no matter where they live. Versus how much time your team is doing.

>> I love that!

>> Maybe that would help.

>> That is such a great idea. Let's start with the kids and the services they are getting and what their needs are. That is great.

>> Thanks.

>> She didn't decide too harshly on me! (laughter)

>> TONY: Precisely you are stepping back to the why. You are not getting hung up on that. That is beautiful. We are going to switch again.

>> He is picking on you a lot.

>> TONY: It was a previous situation.

>> Am I the dissenter?

>> TONY: Yes.

>> And I have a problem. I am the facilitator ... Okay. I will try to hit as close to home as I can. We were in an IEP meeting. The deaf educator is not there, like normal. Yeah, I know. It is personal. Do you feel the tone?

>> TONY: (off mic)

>> Okay. So, you're the administrator for the school. So the parent-- I am the parent-- I am asking, do you think we have an appropriate amount of time with my child?

If we only spend 30 minutes a month from the deaf educator?

>> Okay. Hard to dissent with because I am in agreement with you. (chuckling)

>> TONY: You can use that as the foundation.

>> Okay.

>> TONY: (off mic)

>> Okay. While I think that could be a valid concern, I think we have to look in the school to see what resources are available. And, the other services that your child's plan has put in place, so that we can make sure he has a well-rounded education.

>> What resources do you think would be important to add to my child's plan?

>> We already have some with speech language pathology. Maybe some extra training in fine motor skills, some socialization practice and things that are in the IFSP. And so, it may not at this point be able to increase, unless something -- He makes progress and something else can be reduced.

>> You know we've set some smart goals for my child's development, and we are trying to make sure we are hitting each one of those matrices for each one of these smart goals that we set. Do you think ... I forget what role I have. It is so hard. I switched on you. I started to switch on you. I've lost my train of thought.

>> TONY: (off mic) What it showed was they had alignment. Both agreed on what needed to get done. They did not agree on how. She is talking about budget and resources. He was not. That is where you have a dissenter and it's a great acknowledgment to not only them, but the entire team. That you validate the agreement, and the disagreement on the how. Why?

Anybody?

>> (off mic)

>> TONY: She wants to jump in there. To make sure that person is heard. Yeah. The team has heard me. It we do override, whatever you have later, oh they totally ignored me. They don't care about my opinion. Yes we do care about your opinion. But we need to make a decision. And this is what the team is doing. And you have done that voting. You demonstrate that yes the vast majority of the team agrees with it. If you don't agree, then yes you are still validated on that. Regardless, they feel validated and not discounted. They may not feel that they got something, but yes they got what they wanted.

So she can be the facilitator, and you can make a situation. Who hasn't done this yet?

You are good at this. You're going to be in the cohort. We are doing an email of all the slides and notes. And it will be a kind of a cohort for a while. Typically it trails off, because you become independent. Like she is independent. She is getting confirmation on what she is doing. Maybe learned something new, hopefully has, or reconfirmed what she has already been doing.

>> (off mic)

>> TONY: That is hilarious. Let's start with that. I correct! (chuckling) I guess you are going to be our dissenter. You have come to the situation you want.

>> I made up one. So we heard from leadership that we are going to introduce a new method of assessing all of our children. And we're going to train everyone. It is going to roll out in 30 days.

>> Do you have a way to back up this new method you want to use?

>> Yes that will talk about it more on the training.

>> Before we adopt it, one, where is the empirical evidence that this is allowing people to find out where the kids really are and set goals for that?

You have some empirical data?

Evidence-based?

>> The research will be presented in the training.

>> Before we spend money on it we need to have the evidence behind it. The budget is limited this year.

>> The money came with the fact that will use this method. There is no other money. It is the only money.

>> It doesn't result in what we want to. And then we waste that money and then we have to answer the board.

>> I am just middle management. I have no authority. Sorry.

>> TONY: (off mic)

>> He is helping me here.

>> TONY: (off mic)

>> Yeah, right.

>> TONY: (off mic)

>> Yes.

>> TONY: (off mic)

>> Okay. Uhm, those are very valid concerns. And I think we could have a sidebar, where I could provide you with the evidence that has been presented.

>> That sounds awesome. When can you get that to me?

>> Thursday next week.

>> Perfect then we can have a decision made by Monday, and we can move forward.

>> Sounds great to me.

(chuckling)

>> (off mic)

>> TONY: It is important, and I want to emphasize you don't discount anyone in your team, including yourself. I am not that experienced. I am just a middle manager. No. You are a valuable member of the team. You have a lot to bring to the team. Go inside of the.

So, who hasn't gone?

I will like you to ... Look at her eyes roll! Oh no! I know you did. Look at you. No, no, no, not me!

>> Are you the dissenter?

>> (off mic)

>> TONY: You will be the facilitator. You get to... Dealer's choice.

>> I guess as a parent, sitting in an IEP meeting, I'm going to be adjusting concerns as to why alternative services are being provided to my child, and not the services that he needs. So, for example, he's being given an EA. But not an EA that can interpret American sign language for him. I'm curious about what he has and EA when he doesn't speak their language, which part of the IEP is that he has American sign language as part of its curriculum throughout the day.

>> So you wanted to know why he doesn't have an EA?

>> An EA that speaks American sign language because American sign language is part of its curriculum.

>> We are kind of short-staffed, one of the reasons why we haven't put into play that already. Are you willing to sit down with my team. And we can discuss this further?

>> Yes, we can, and I actually have suggestions. Because I know of programs that provide interpreters they are certifying at our local community college. Because I helped create those programs. Sorry this is a real-life situation for me. Please let me know if I can bring them to the meeting.

>> Sure yes. If you can bring them to the meeting. I can't guarantee how we will go forward. You know we will have to meet with the team and come up with the consensus. And see how we can better suit the needs of your child.

>> Okay. If I can provide an interpreter, with the DOE be willing to look to hiring that particular interpreter?

Are there red tapes around that hiring process that maybe I should look into, and have them process that prior to the meeting, so they can be prepared?

>> We do have a budget. So I can't guarantee that. But if you can bring some of your ideas on how we can go about maybe having that interpreter, just in case it doesn't align with our budget at the moment.

>> Is there someone, part of the district office, that can confirm this with your budget?

There are federal grants that are available. That is why. For services.

>> Well I am willing to sit down and relook at our budget. I will do my best. And express it to my team how important it is. And we can see if we can allocate those funds, based off the budget. And maybe cut back in other places to suit the needs.

>> Okay. Yeah.

>> TONY: Great. What... You are good. When you are getting answers like that. And there is a discussion. Not dissenting. You want very specific things. Well when?

What date?

If you want specific things, that is what you want as well. That is up to you to provide it. If you don't provide it, you have to change course and come back to very specific things.

Pushing it off is fine. But you have to have a date like she did. So it doesn't just push often get delayed. Oh, hopefully if I delay it long enough it will go away. No.

>> (off mic)

>> TONY: No, if she tries that it is for her to dig for specifics. She provided it. She was the dissenter. Yes.

>> I want to point out, if it is all right, that the two parents, how this so quickly turned into the ones that they had to advocate for what they were talking about because you obviously have lived experience with that. I was sitting over here ... (off mic)

>> TONY: Yeah there is life experience here. And that is regardless of what team. Because each individual member has valuable life experience. May not necessarily be ... Thank you ... Gave me 10 minutes warning.

What I want to do is may be ... We are going to start with you. Feedback. What did you get from this?

And for the following emails after this, what can we provide?

>> What did I get from this whole session?

>> TONY: We're going to switch gears.

>> Uhm, I learned that everybody is ... Not going to agree. We are all going to ... have our own ideas on how we think things should work and our nature, as far as what we have going on. We have to look at the bigger picture, come to an understanding amongst each other.

>> TONY: How do we look at the bigger picture?

>> How do we look at the bigger picture?

>> TONY: Stepped back to the why.

>> So yeah. The why is important. We need to know why we are in this from the start, so we can better channel the how and what we need to do and better plan to get to the common goal.

>> TONY: Awesome and pass it to another person.

>> Uhm, I think what I learned again is trying to figure out a way to create an environment where everyone can step away from something. Not necessarily agreeing with it. But if you give them part of the decision, that they are willing to defend it and how that is important.

I work a lot of quality improvement work so a lot of this has resonated. Starting with your why, and cause analysis before you can make your plan. That all really clicked for me. That pathway. That was helpful.

>> TONY: Yeah that’s why is important. We talked about a very early on. Making sure there is alignment. It may go awry, especially on the how. But make sure everyone is aligned on the why. Typically the what follows too.

>> To think that I am walking away with. I alluded to this earlier. Reaffirmed for me the part of our group has ... We are great at building consensus and coming together. But there's two other places within my department, and with an external department within the agency, where I still struggle to build the consensus. So I walked away with ideas to mull over and think about. And hopefully figure out a way to implement it.

>> The team development stages, and the visual, I really think that will help me as I go. Particularly the idea of reforming.

>> TONY: Re-norming. You don't want to go all the way to reforming, although it may happen.

>> Sorry re-norming. And the reinforcement of what I thought about what I understood about consensus. What it is and what it is not. And how we get there. I am walking away more confident about the process.

>> I think that remembering starts with the why. It is easy to get off track. And also, making sure to have a safe space so everybody knows it is a safe space. And their voices valid, and important; it counts for something. Making sure you create that space, so everybody feels okay speaking up.

>> You guys had some really great answers, but I lost sight of the question.

>> TONY: We are all on this. I appreciate your honesty!

(laughter)

What have you learned?

>> Oh, I do operate in ... hmm, I am really fortunate that I like my job and values of agency. It was really uncomfortable to have to try and justify something that I don't think is necessarily justifiable. That made me happy right now. Because I felt a dissidence inside, even trying to dissent again something a child could need.

So yeah. I know for me, that is fortunate.

>> Well first of all, I learned to open a banana right.

>> TONY: Yes!

>> What I always called realism is a fatal flaw. I don't do it necessarily at work, but between my boyfriend and I, he is always like "you." No, that is real.

Bigger than that, I try hard to create a safe place in a team environment. But maybe actually starting the meeting like I want everybody's input, so we are going to go around, and everybody is going to have a chance to speak. And ... As well as ensuring they realize it when we don't 100% agree, what is important is that we agree on the why. And that there is acceptance. So you can defend the decisions, or defend the path that we have created, even if you think maybe well, instead of calling parents twice a year, we should call them quarterly. You can defend why we are calling parents.

>> TONY: Excellent and that is starting off, with role modeling that. What would make this meeting successful. You can do that at each and every meeting. Each one of your team members. You will have that won't be a repeat. Maybe it is in contrast to what other people say and that is great knowledge to have upfront.

>> So we had a whole new Board of Directors that came in about two years ago. The whole Board of Directors. And, there were floodgates open for ideas, which was amazing. But I felt we just didn't have the budget. They did not understand the role. It was hard to control the chaos. All of the charts and graphs. These are the why's; maybe we can control the chaos and make some votes on what we want to focus on a couple of years and to it in a positive way versus feeling like we are just drumming.

>> TONY: That is awesome.

>> There's a lot to be learned. To keep it short, make sure you go back. If you don't have ... Or if you have a goodwill running team, sometimes the re-norming process can be vitally important.

>> What I learned is ... I guess I went over someone that is trying to dissent or block. That was very intriguing. That is what I learned. And I think I will need that everyday, going up with two IEPs for special needs children. Thank you.

>> Yeah. I feel like all the charts were really helpful for the process. And beginning with the why before you jump to the how. You know, I think we sometimes are going forward so fast with decisions before remembering that. And bringing everybody together. I think What was interesting to me to think about is that dissent is impersonal necessarily. Sometimes I myself might take it personally. Is not personal. It is something that someone believes strongly in, and their perspective. So I kind of reflected on that when I was seeing people going back and forth with the dissent. Okay, how can we validate that perspective, and not take it personally?

>> TONY: People come full circle. I have 12 emails. I think I have 14 people signed up. Probably two of the last because it fit your schedule. It is all good.

So, what is going to happen is, I'm going to send you the slides with all of these notes and send you a few articles in it. You can ask the team, not just me, the team has a lot of life experience. And if you have any particular issues, needs to be very succinct and concise. And, 'cause people are not going to write paragraphs. Maybe they will write one or two sentences and go from there.

The Arizona folks can team up. That is great. They can be mutually supportive. But if you feel isolated, I don't want you to feel isolated, whatever challenge you are facing. That way you can reach out to someone.

And once you get rolling, you're going to be really good at this. And so, it's not going to be super smooth. It's okay. You don't have to be super smooth. You just have to understand the process of how to get to the end.

I want to thank you. I want to thank you individually seriously. I am going to thank you individually, and hopefully put this to good use. And spread it. The world needs to be a more inclusive place. Especially when it comes to being in the room and making decisions. It needs to be more inclusive of all the team members. Not just the subgroup or being driven by whoever the boss is. Yeah. It is amazing what can be done when you tap into each individual's skills and experience. Thank you so much for coming.

>> [End]