I Didn’t Pick These People!

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Today’s Focus

- The Battles
- Your Opposition - Top 10 Troublemakers
- Your Ammunition
- Difficult Battlefield Conversations
- Winning Using Your Secret Weapon
- The War
A Bit More About Us….

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- Elementary/Gifted and Talented Teacher
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- Administrator for AVID, Graduation Coaches, and DoDEA
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First of all, remember why you want to make the best use of your time.

• You probably can’t work any harder.
• Difficult people distract you for your instructional focus.
• Difficult people erode the moral of your school.
• You deserve balance in your life.
Top Ten Troublemakers

- Betty D. Bully
- Bob D. Backstabber
- Francis D. Freeloader
- Nicholas D. Know It All
- Debbie D. Drama Queen
- Gloria D. Gossip
- Negative Ned
- Walter D. Whiner
- Lilly I. M. Late-To-Work
- Carl D. Complainer
Carl D. Complainer

• Always has a chip on his shoulder

• Does not regularly contribute ideas but puts down others

• Can be aggressive or a quiet, destructive complainer
How Do You Work With Carl?

Do not try to convince him things are “not as bad” as he thinks. This may only prompt him to list 10 other complaints you have not heard about!

Validate his feelings and express empathy. Ex., “Your computer is down again? Gee, that’s really frustrating. I know it’s hard to shrug off those things but I hope you can be a trooper so we can get back to that report.”

Although he tells others about his problems all the time, he really is not looking for advice on how to solve them. In most cases, sympathy and validation are best.
Walter D. Whiner

- Acts as if he is the only one in the organization working hard
- Has a martyr attitude
- “Half empty” mentality
How do you work with Walter?

- Give him an individual audience to hear his complaints.
- Let him know you value the job he does.
- Problem solve with him ways to accomplish the task more effectively.
- Put him in charge of coming up with a solution to present to you according to your timeline, not accepting “no” for an answer.

Sometimes “the whiner” just needs to be heard.
Lilly I. M. Late To Work

- Has the best excuses in the world 😊
- Disorganized
- Selfish
How do you work with Lilly?

1. Talk to her. Let her know your expectations and how her behavior affects the organizations, i.e. children may be unsupervised if she is late.

2. Set clear goals. Let her know you are serious about her compliance.

3. Deliver consequences for failure to comply. Failure to do so on your part creates potential moral problems. Everyone knows who is breaking the rules and watches to see what you will do about it.
Debbie D. Drama Queen

- Thinks the world revolves around her
- Acts as if she is the only one with things going on in her life
- Has a victim orientation
How Do You Work With Debbie?

Deal with Debbie directly or head on!

- Initiate a difficult conversation about her behavior.
- Set boundaries. (i.e., “if this happens again...”).
- Clarify the problem.
- Don’t add to it by getting emotional yourself.
- Document and discipline.
Gloria D. Gossip

- Destructive because feelings get easily hurt
- Turns on people who were once friends
- Is not usually motivated by the truth
- Uses others and their misfortune to make herself look better
How Do You Work With Gloria?

- **Monitor gathering places but do not participate.**
- **Squelch rumors immediately.**
- **Create an atmosphere of family trust where employees will shut her down themselves.**
- **Speak to her directly and privately and let her know this behavior cannot continue and its consequences.**

*Demonstrate your lack of tolerance for gossip.*
Negative Ned

- Has a difficult time ever seeing the good in something or someone
- Will counteract even the best ideas
How Do You Work With Ned?

Step 1
- Be clear and explicit.
- Review performance.
- Document expectations.
- Gentle comments may not work.

Step 2
- Develop an understanding of where the negativity is coming from.
- Why is he unhappy?
- Would he thrive with more or less responsibility?

Step 3
- Demonstrate with your actions that this type of behavior is unacceptable, showing all staff what is expected at work.

Step 4
- Describe the effect his behavior has on the organization.
Betty D. Bully

• Adult bullies do just as much damage as child bullies do.

• Goal is to diminish your self-esteem so they can feel better.

• Can sense “blood in the water” and weak prey.

• May be motivated by jealousy, (youth, someone who looks better, etc.)
How Do You Work With Betty?

Remember bullying is at a higher level these days with Internet, Facebook, etc.

Deal with her immediately and swiftly. Ensure your staff members know of a zero tolerance policy.

Be careful who you team her with. Don’t give her easy prey.

Encourage a supportive culture that fosters open communication with you and fellow employees.

Don’t be afraid to deliver serious consequences, including termination.
There are lots of “Bettys”!

According to a nationwide poll by the Employment Law Alliance:

| 45% of American workers say they’ve experienced workplace abuse. | 40% of workplace bullies are women, and women bullies pick on other woman more than 70% of the time. | Female bullies want to undermine, berate and intimidate the weaker woman in their midst. |
Bob D. Backstabbber

- Has no true friends
- Will not rest until he gets people on his side
- Will smile in your face while manipulate others to work against you
How Do You Work With Bob?

- Don’t underestimate his power.
- Don’t ignore the behavior or laugh it off.
- Let him know you are aware of what he has done. Be prepared for denials.
- Calmly confront, practicing what you will say without escalating the situation.
- Assess carefully. Document to protect yourself and others.
Francis D. Freeloader

- Seems to have less stress because she is a master at getting others to do her work
- Fails to turn in assignments, depending on someone else to help her at the last minute
- Creates low morale in others who are working hard
How Do You Work With Francis?

Empower others to say no to her requests.

Talk to her directly about how her behavior impacts the organization. Document.

Give specific responsibilities.

Ensure she really has the skills to do the task.
Nicholas D. Know It All

- Struggles with being wrong
- Always has an opinion
- Can’t help correcting everyone else
- Loves to hear himself talk
How Do You Work With Nicholas?

- Utilize his strength of research or organization.
- Tell him gently how his behavior makes others feel.
- Carefully pair for team assignments.
- Ask him for suggestions on how to illicit the thoughts of others.
So, why is this so important?

Between **40% and 50%** of new teachers leave the profession within the first five years. Further, attrition rates for first-year teachers have jumped by nearly one-third in the past 20 years.

Richard M. Ingersoll, University of Pennsylvania
“Beginning Teacher Induction: What the Data Tells Us”
*Education Week*, 2012
Current Research Disputes Ingersoll

- Statistics are closer to 17%
- Money is cited as the major factor as teachers who still made less than $40,000 after five years were more likely to leave.
- Teachers who did not get mentors were more likely to leave.
- Teachers assigned to higher poverty areas for their first 5 years were more likely to leave.
More to consider....

In her June 2015, Washington Post article, *Why So Many Teachers Leave – And How To Get Them To Stay*, Valeria Strauss also lists reasons that teachers leave the profession:

- Reality – a mistaken sense of what is waiting for them in the classroom
- Lack of respect – no other profession is questioned, second-guessed and blamed as much as education
- Paperwork
- Environment
- Job insecurity during challenging budget times
Preliminary Battle Plan – Beginning Steps

Don’t Ignore The Problem.
- Problem people seldom go away or turn themselves around.
- The problem usually gets progressively worse.

Research the problem personally.
- Be armed with accurate data and examples.
- Allow the employee to respond to the allegation.

Plan to help the employee get back on track.
- Give time to practice new, more suitable behaviors.
- Offer assistance to help him meet goals you jointly establish.
Effective Evaluation Feedback Is Crucial

Be Nice to Penny
Think back to a post-observation conference you had that was particularly **EFFECTIVE**.

What about it was effective?
Do any of these sound familiar?

- Effective conferencing skills:
  - Conducting a focused observation during which data are gathered
  - Knowing about effective teaching methods
  - Understanding how teaching relates to learning
  - Analyzing data (both from an observation and from assessments)
  - Knowing how to make a conference reflective and nonthreatening

Think back to a post-observation conference you had that was particularly INEFFECTIVE.

What about it was ineffective?
Do any of these sound familiar?

• Research shows that ineffective conferences tend to:
  • Be dominated by the individual leading the conference
  • Be focused on narrow concerns
  • Provide a teacher with short, prescriptive feedback
  • Threaten teacher self-esteem
  • Be influenced by an unequal power relationship
  • Lack teacher reflection and self-evaluation
  • Lack reasoning and critical thinking

Effective vs. Ineffective Feedback
Feedback that GIVES...

- **G**rowth-oriented
- **I**nstructionally-sound
- **V**alues the recipient
- **E**vidence-based
- **S**cope
Growth-Oriented

- Does the feedback encourage specific reflective, and measurable growth from the recipient?
- Does the feedback provide ideas for future growth?
Instructionally Sound

- Does the feedback demonstrate an appropriate understanding of content, effective instructional strategies, students’ developmental needs, and/or the learning environment?
Resources for Instructionally-Sound Feedback

• Department of Education Curriculum Framework

• Division supervisors, specialists, or coaches

• Teacher leaders via peer observations
Value

• Does the feedback value the strengths of the recipient?

• Does the feedback display appropriate tone and content that values the recipient’s feelings and point of view?
Evidence-Based

• Does the feedback cite or analyze specific evidence or data?
Scope

- Is the feedback neither too broad nor too narrow?
- Does the feedback focus on things the recipient can control?
Why Evaluation *Only* Is Not Enough

Teacher evaluation is not an end in itself, but a means to an end — TEACHER IMPROVEMENT.

Documenting Evidence Tips

• Avoid terms that express judgment ("neat classroom," "fun activity," "caring attitude")

• Avoid words that imply, but do not specify, quantity ("most," "few," "several")

• Stick to the five senses

• Remember Who, What, When, Where, How
In This Battle, Are You Forgetting Any Soldiers?
Non-Teaching Staff Can Enhance or Erode Your Mission!

- Relationships
- Inclusion
- Utilize Talents
- Monitor and Address Concerns
- “Family Photo”
A picture is worth a thousand words.....
Tips for winning the **battle** AND **winning the war**!

1. Remember the other person can’t read your mind.
2. Don’t belittle the person or make it personal.
3. Focus on the behavior, not the person.
4. State the facts clearly in as few words as possible.
5. Frame your concerns in a positive way.
7. Consider the other person’s point of view.
8. Even while reprimanding, kept their dignity in tact.
Can you win the battle and still lose the war?

- Refusal to build relationships with your new officers and troops
- Failure to study the previous battle plan and ignoring the accomplishments of the last General
- Failure to treat battlefield injuries
- Ignoring the landmines and “booby-traps”
What if the battle is with your officers?

- Erodes the morale of the troops through favoritism
- Disloyal to General and undermining the battle
- Resentful of not being promoted to General
- Lack of morality through inappropriate relationships with the troops

They are supposed to have your back and help you execute the battle plans!
Is it YOU???
What if **YOU** are the most difficult member of the team?

- Do people “take your temperature” before they speak to you?
- What does your outer expression reveal?
- What do you model?
- Do you have “THE GIFT”? 

Is it **YOU??**
## 15 Traits of Terrible Leaders

|-------------------------|------------------|----------------------------------------|-------------------------------------|-------|
What is the secret weapon?
The Secret Weapon – YOU!!!

Your ability to connect with each member of your team.
How Do You Use Your Secret Weapon - (Connection)?

Be a visible presence every day. Negativity occurs most frequently when you are not around!

Don’t be afraid to put people in check. Develop a low tolerance for negativity. Don’t ignore it.

Take the time to reward good deeds and recognize effort.

Get to know each staff member personally. Learn about their family, interests and things you have in common to talk about.
Do you have the gift?
No Wonder I’m So Tired!!!
Check Out Our Books!

Learn how to keep your most valuable staff assets in **YOUR** school by effectively motivating them all!
Teachers struggle to get all of the curriculum content taught. However, we can’t forget our obligation as educators to help teach character traits to our students.

This book contains quality lesson plans that weave “responsibility” into each lesson!
Use this handy monthly planner to organize your school. It is filled with great tips to implement each month!
Check Out Our Books!

OUR NEWEST CREATION!!!

All principals know the value of getting their community involved in their school. Here are over 50 tried-and-true ideas that REALLY WORK!!!
Just In Time For Christmas!
It has been OUR HONOR to share our morning with you!

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