

Difficult Dialogues Student Success Mentor Training

The following Workshop Script is from a 1.5 hour online SSM Training implemented by 3 facilitators. Please consider how you might need to revise this outline based upon your timeframe, location, audience, and number of facilitators.

Difficult Dialogues Student Success Mentor Training

Date: Sometime Soon In Our Galaxy

Location: Online

Time: 1.5 h

Materials: PowerPoint

Part 1: All Facilitators: Lead Opening (10 minutes) [slide 1]

- Introductions
 - Names, Departments, Program - How we came to work together, our experience with this work, transition into the context for this work
- Context for this work
 - Dialogues as a way to work successfully with different people
 - It is one tool of many that you can use when interacting with different groups (e.g., colleagues, professors, students) to promote a positive environment and create connections
 - Go over the survey results as reference for issues SSM's have dealt with in the past, but we want this to reflect the online teaching experience (NOTE: You will need to survey your audience prior to your workshop and/or include issues that your audience has raised prior to the workshop)
- Goals of this 90 minutes – other perspectives, respectful discussion
 - Facilitator - share one example of how navigating conflict or difficult situations is a part of every work environment
- Our roles in the situation and our expectations
 - We are facilitators and helpers, and the audience members are participants and expected to engage and give activities a try. Share this and ask for their agreement.

Part 2: Facilitator 1: Lead Opening Activity (Google Jamboard) (15 minutes + 5' debrief)

1 Jamboard frame per prompt plus a key reflections frame

- Slide 1: Think back to the best online learning experiences that you have been a part of as a student, and share one example of what the professor did (be specific) to set the tone of the classroom.

- Slide 2: Think back to some difficult online learning experiences that you have been a part of as a student.
- Debrief: Discuss examples as a group using JAM board for real time discussion.

Proposed Agreements

Regarding the **spirit** of our speaking and listening.

1. We will speak for ourselves and from our own experience.
2. We will not criticize the views of other participants or attempt to persuade them.
3. We will listen with resilience, “hanging in” when what is said is hard to hear.

Regarding the **form** of our speaking and listening.

1. We will participate within the time frames suggested by the facilitator.
2. We will not interrupt except to indicate that what is being said breaks ground rules.

Part 3: Facilitator 2: Creating Ground Rules for Online Studio Hour (small groups) (30 minutes)

1 Jamboard frame per group for breakout sessions

- Introduce concept of ground rules (5 minutes)
 - Introduce concept
 - Share examples of ground rules
 - Clarify that they are negotiated
- Small group breakout rooms with JAM boards and report out (10 minutes + 5 minute debrief)
 - Each group creates ground rules for FYS studio hour
 - [JAM board prompt: Have you ever been in a classroom that used formal ground rules? What was it like? How was it different from a class that did not use formal ground rules?]
 - Report out:
 - Live editing/revising on the slide
 - Review each group’s list. Suggest additions. Be sure to include: respect for others, patience (the most important teaching quality), listening
- Negotiating guidelines: group discussion (10 minutes)
 - Discuss the different ways of setting ground rules using a “collectively create” model. Points to emphasize are below.
 - Make clear that all interactions operate on ground rules, but that these are usually implicitly understood, our goal is explicit rules

Part 4: Facilitator 3: Five Dialogue Techniques for When Conflict Does Arise – Pan, Ask, Interrupt, Relate & Share (PAIRS) (15 minutes)

- Describe each technique to SSMs (5 minutes)
- First engage in focused individual dialogue, then proceed with PAIRS
- PAN (Pay Attention Now). Observe carefully both the other person and yourself and avoid making snap judgements. If visual observation is not possible, then use other means.
- Engage others in the conversation by noting what you observe, engage as a supporter and with a genuine desire to understand
- Ask questions that open doors (genuine curiosity) - ask specifics behind comment, use clarifying questions, gather more information, encourage reflection
- Interrupt if the conversation starts to get off track or become combative
- Relate to the other person's issue or concern and share about yourself, relate to the person
- Always reiterate that you are in the role of supporter
- Role play exercises with two people's cameras on (10 minutes)
 - Pick behavior from JAM board for each
 - Scenario 1: SSM with student who has camera on
 - Scenario 2: SSM with student who has camera off
 - Scenario 3: SSM with professor

Part 5: All Facilitators: Conclusion, Question/Answer, Survey (10 minutes)

- Questions and Answers (5 minutes)
- Survey (5 minutes)

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Resources

This work is based off the work of Essential Partners: <https://whatisessential.org/>



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