# Today’s Agenda

<table>
<thead>
<tr>
<th></th>
<th>Session</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome &amp; Introductions</td>
<td>9:00-9:30</td>
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<tr>
<td>2</td>
<td>Communications strengths &amp;</td>
<td>9:30-10:30</td>
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<tr>
<td></td>
<td>weaknesses</td>
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<tr>
<td>3</td>
<td>Walking Break</td>
<td>10:30-10:45</td>
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<tr>
<td>4</td>
<td>Communicating Up</td>
<td>10:45-12:15</td>
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<td>5</td>
<td>Lunch</td>
<td>12:15-1:00</td>
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<tr>
<td>6</td>
<td>Getting the Message Right</td>
<td>1:00-3:00</td>
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<tr>
<td>7</td>
<td>Planning and Goal Setting</td>
<td>3:00-3:45</td>
</tr>
<tr>
<td>8</td>
<td>Wrap Up, Next Steps</td>
<td>3:45-4:00</td>
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Today’s Objectives

By the end of the day all participants will...

- Understand their communications strengths, weaknesses and areas where their peers can be a resource
- Be equipped with strategies to communicate with their colleagues and leadership
- Know their three key messages to convey and have a plan to deliver them
- Set communications goals to achieve before the next convening
Let’s define how we will work together today

- Hide your cell phones
- Treat this as a safe space ("What happens in Baltimore stays in Baltimore")
- If you don’t comment, safe to assume you agree
- What else?
Who am I and why should you listen to me?
Now that you know me, who are all of you?

Turn to the person beside you and spend a few minutes comparing notes on 3 questions:

What’s your name?

What do you do? (not just your title)

What is your burning issue?

Then the fun part: Introduce your partner to me.
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5. Lunch
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Communications and Engagement mean different things to different people

<table>
<thead>
<tr>
<th>Communications</th>
<th>Engagement</th>
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<tr>
<td><img src="image1" alt="Icons" /></td>
<td><img src="image2" alt="Icons" /></td>
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What do **Communications** and **Engagement** mean to you?
It’s important to think about the purpose behind your efforts to communicate or engage. Why are you doing it?
Self-Reflection: What are your communication and engagement strengths and weaknesses?

Pick a flip chart on the wall and answer these questions:

<table>
<thead>
<tr>
<th>What are your communications and engagement strengths?</th>
<th>What are your communications and engagement challenges?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was your most successful communications or engagement effort this year?</td>
<td>If you could only improve in either communications or engagement, what would it be? Why?</td>
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</table>

When you’re finished, take a gallery walk and make notes on other people’s charts to indicate issues you share, questions you have, and ways you can help.
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Self-Reflection: What are your communication and engagement strengths and weaknesses?

Grab a partner and take a 15 minute walk

Compare notes on recent challenges.
What common issues have you faced?
How can you help one another?
What ideas can you share?

Entrance ticket:
When you return, write one thing you learned on your walk that you can use in your practice on the back wall.
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What does “communicating up” mean to you?
What do we know about communicating up?

- What is communicating up?
- What are the specific challenges that make it so hard?
- How does race/gender/age fit into the issue?
- What are the best ways to counter these challenges?

What are some of the experiences that you have had “communicating up” in your practice?
Role Play 1: Let’s play one of these scenarios out

2 volunteers  1 scenario  8 observers

Listen for:
- Defensive or passive language
- Missed opportunities

Consider:
- How else could have been said?
- How could this have been handled differently?
Role Play 2: Let’s play **all** of these scenarios out

- 10 volunteers
- 2 groups of 3 (+1 group of 4)
- 5 observers

- Pick a scenario
- Assign 3 roles: Person in authority, employee, observer
- While the observer remains quiet, play out the scene
- After 5 minutes, the observer provides feedback
- Rotate roles
So what’s the solution here?

- What worked best?
- What didn’t work at all?
- What’s the **1 thing** you learned that you can put into action immediately in your world?
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First, the basics on messaging

Identify your audience, and decide in advance what you want them to do, think, or feel

Get your point across in 3 messages, and make them short, precise and “sticky”

Speak to your audience in a language they can relate to and understand

Use real examples, data and other evidence to make your case
Effective messaging includes emotional, rational and logical elements

**Emotional**
How do you want your target to feel?

**Rational**
What do you want your target audience to think?

**Logical ("Just the facts")**
What details do you want your target audience to know?

*This is your overarching message*

*These are your 3 key messages that you want people to remember*

*These are your proof points that back up your rational message*
The three types of messages work to support one another

Aim for something like this:

**Emotional**
- Rational
  - Logical
  - Logical
  - Logical

- Rational
  - Logical
  - Logical
  - Logical

- Rational
  - Logical
  - Logical
  - Logical

**Logical** ("Just the facts")
For example:

All children have the potential to achieve great things, and it’s up to us – as the adults – to help them get there.

1. In the past, we have had different academic standards in every state, and too many state standards have not prepared students for college or careers.
   a) Data on remediation
   b) Data on college completion
   c) Data on employability of students who don’t earn a degree

2. The Common Core State Standards will provide a consistent, clear understanding of what students are expected to learn, so that teachers and parents know what they need to do to help them.
   a) Example of what this means
   b) Details on data
   c) Details on how teachers feel about this
Your turn: What are you trying to reach, and what do you want to say?

Think about your burning issue: **Who do you need to reach?**

Develop **3 key messages** directed at that audience that will help to resolve – or at least explain - your issue.

Share your issue, your audience and your draft messages with a partner. **Refine.**
Your turn: Practice your elevator pitch

You just stepped into an elevator with your boss ...

... you have something important to say ...

... and you only have until the 12th floor to say it.
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Now that you know what you need to say, craft your plan

<table>
<thead>
<tr>
<th>Think about what can you <strong>realistically accomplish</strong> in the next 3-6 months?</th>
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<tbody>
<tr>
<td>Draft your 3-6 month <strong>action plan</strong>, including your action steps, timeline, potential obstacles and solutions</td>
</tr>
<tr>
<td>Plan your <strong>immediate next steps</strong>: What can you begin next week?</td>
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<tr>
<td>Commit to <strong>at least one thing</strong> you can do before this group meets again in August</td>
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</tbody>
</table>
Use a simple planning template structure

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Challenge</th>
<th>Solution</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finalize messages</td>
<td>Uncertain of approach</td>
<td>Share with XYZ for feedback</td>
<td>June 15</td>
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</tbody>
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When you’re finished, take a gallery walk to see what other people have planned. **See a good idea? Steal it and add it to your plan.**
So ... now what?
Questions?
Thank you!

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www.education-first.com