

QUICK TIPS ON EFFECTIVELY WORKING WITH “RESISTERS” WHEN USING PROTOCOLS

Use an audible timer with a bell ... and let it ring

When beginning to work with NSRF protocols, we often think that if we watch the timer count down and then turn it off before it rings, that our voice will be less intrusive to those speaking. The opposite is actually true: if you, as coach, interrupt someone speaking, it's seen as “personal,” but if the timer's bell or chime interrupts, that's just part of the protocol.

If the person speaking doesn't stop upon hearing the bell ...

Say, “I really value your time, and don't want to take more of it than this protocol demands. Let's continue with the next step now. We can always talk more after the meeting is over.” (Thanks to Abigail Newport, new CFG Coach in Connecticut, for the phrasing!)

SHARE YOUR SHORT TIPS WITH US SO WE CAN PASS THEM ALONG!

Please email them to luci@nsrfharmony.org so we can share them with everyone!

NSRF protocols used in diversity training for Leadership Lancaster

Tony Hernandez, CFG coach in Lancaster, Pennsylvania, uses NSRF protocols in the classroom and also within a leadership development program in his city

For the last three years I've been involved in diversity work both within my classroom at Lancaster Country Day School (LCDS) as a Pre-K and Second Grade Teacher and as a community leader in Lancaster, PA. During my time as a Pre-K Teacher at LCDS, most of my diversity work involved sharing my personal story with my Pre-K students and building a cohesive classroom community by acknowledging our similarities and differences. Since February, I was asked to take over a Second Grade classroom which presented a new opportunity for both personal and professional growth. Creating ground rules



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and bonding together through Connections were very instrumental in establishing a new relationship between myself and the students to end the year on a positive note. I also have been advising the Upper School's Student Diversity Council.

Since attending CFG training last summer, I have integrated community building protocols such as Forming

Ground Rules  and Connections  in my work with second grade students. I hope to continue refining my practice in using protocols particularly in the area of teacher practice by getting better at looking at assessments and student work to guide and inform the way I deliver instruction.

I've also begun to use NSRF protocols as a diversity practitioner within a citywide leadership development program called Leadership Lancaster (LL). The LL Core Class is one of the programs offered which brings a cohort of diverse adult learners together challenging them to become more active volunteers and leaders to address local community needs. Participants work together for nine months to learn more about the city and how, as developing leaders, they may increase their abilities to impact it positively. I was so moved by my participation in the 2013 LL Core Class that I accepted when I was asked to join the LL board. Working with the executive director and program director, I realized I could incorporate NSRF protocols within the Core Class Curriculum with success.

This past October I had the opportunity to blend my passion for diversity work and facilitation together when Deb Rohrer, the Executive Director for Leadership Lancaster, and her partner Kate Zimmerman asked me to lead participants in a session on Understanding Differences. The objective of this day long session was for LL Core Class