

## A Crucial Conversation

- Honor the person.
- Seek to understand by encouraging the person to share his or her assumptions and thought process.
- Find common ground.
- Build shared knowledge. “Gathering facts is the prerequisite homework for a crucial conversation.” (Patterson, et al., 2002)
- Share your assumptions and thought process
- Adult behavior and practices in schools have contributed and continue to contribute to student failure.

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## Assertions

- If we allow students the option of acting irresponsibly, many will elect to act irresponsibly.
- Allowing students to choose to be irresponsible does not teach responsibility.
- Adult behavior and practices in schools have contributed and continue to contribute to student failure.

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## Evidence-Based Decision Making?

1.23 million students dropped out of high school in the United States last year—one student every 26 seconds.

Approximately 30% of students who enter high school will drop out.

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## Hard Facts Regarding Dropouts

- Dropouts earn 33 cents for every \$1 a college graduate will earn and 66 cents for every dollar a high school graduate will earn.
- They are more prone to ill health and will live a shorter life.
- They are less employable in a volatile job market.
- Their children will have only a 1 in 17 chance of ever earning a college degree.

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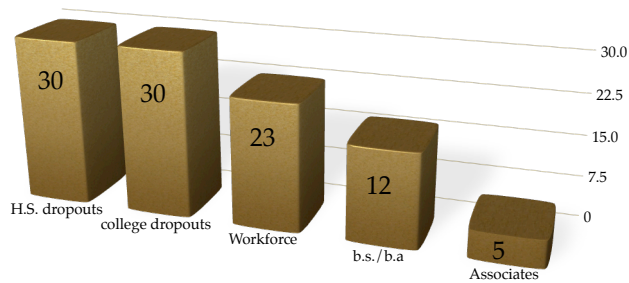
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## Of the 100 Students Who Enter High School



—ACT (2008)

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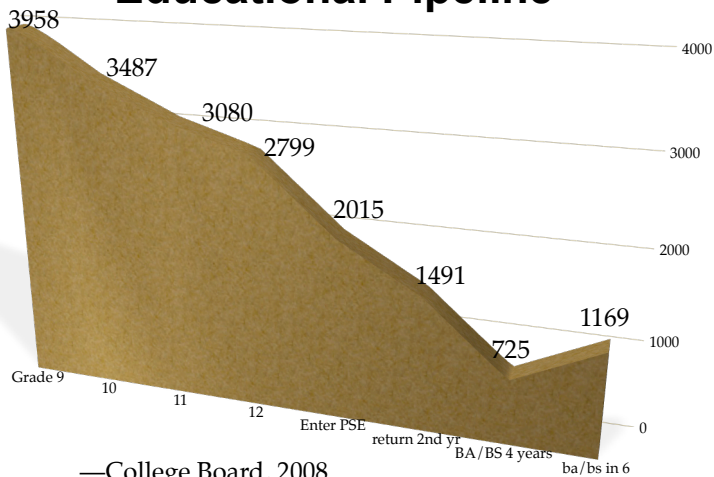
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## Educational Pipeline



—College Board, 2008

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## Evidence of Our Success?

- Throughout the 20th century, we ranked first in the world in high school completion rates. We now rank 21 of 27 advanced economies.
- We rank near the bottom of industrialized countries in completion rates after students have enrolled in college.
- Our rank in terms of college graduates among young workers (25–34 years of age) has dropped from 2nd in 1995 to 11th.

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## Our collective behavior can influence student decisions!

- All masters of influence focus on behavior. They start by asking, “To improve this situation, what do I want people to do?”
- They then identify a few high-leverage vital behaviors that are critical to success, and they focus intently on those behaviors.
- They coach the specifics of those behaviors through deliberate practice, identify incentives and rewards to encourage the behaviors, and align processes and structures of the organization to support the behaviors (Patterson et al., 2008).

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## We should attempt to influence student decisions!

“Left to their own devices, individuals make pretty bad decisions—decisions they would not have made if they had paid full attention, possessed complete information, had unlimited cognitive abilities, and were blessed with complete self-control.

“It is legitimate to steer people’s choices in directions that will make their lives better. It is proper to nudge.”

—Thaler & Sustein, 2008, pp. 5–6

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