

## Building Enduring Consulting Relationships That Deliver Results

Amanda Schwartz, Ph.D.  
Lead Consultant  
Amanda Schwartz Consulting

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## Objectives

At the end of this webinar, you will be able to:

- Define ways that consulting relationships differ from staff, administrative, and director positions
- Use strategies to get to know the program you work with
- Challenge assumptions about the program
- Individualize using new information about the program

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## My Journey

From Teacher to  
Consultant and Researcher



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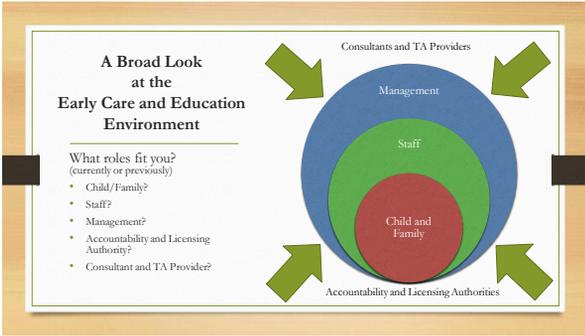
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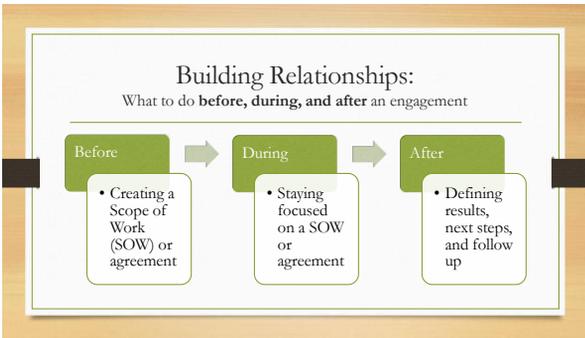
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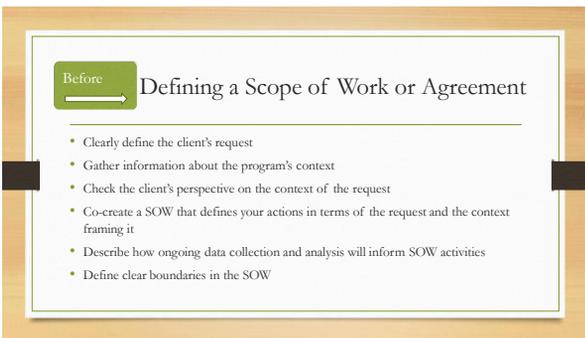
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**During** → **Staying Focused**

- Develop and use a timeline to review the SOW
- Check in with the client about the work
- Revisit program data to determine impact of the work
- Work with the client to make any necessary changes to your SOW
- Revisit the boundaries in your SOW when necessary

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**After** → **Defining Results, Next Steps and Follow Up**

- Review the completed actions in your SOW
- Work with the client to define the results of your work
- Plan next steps for the client
- Describe follow up support you can offer
- Provide contact information

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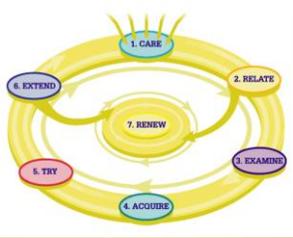
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**Ron Havelock's Change Agent Theory**

- The role of investment and trust
- Scaffolding on previous knowledge, skills, and strategies
- Analysis and reflection create change
- Scaling up something that works



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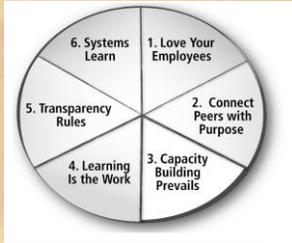
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### Michael Fullan's 6 Secrets of Change

- Trusting relationships are at the core
- Focus on growth and change for everyone
- Process-centric
- Systemic approach



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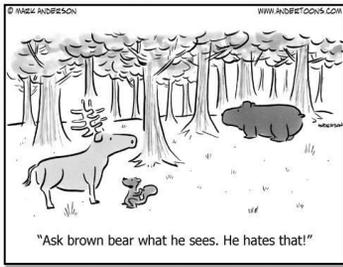
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### Getting to Know the Program

- What is every day like in the program?
- What are some program successes?
- What are some of the things that are challenging?
- What impacts the program in both positive and negative ways?
- What does support look like (either existing or desired)?
- In an ideal world, what would the program be?

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### Data Sources to Consider

- Program data:
  - Health and safety data
  - Child outcomes data
  - Facilities data
- Staff data:
  - Health and child background data
  - Resume
  - Professional development records

**Program Funding Matters:**  
 Programs may collect specific kinds of data to meet requirements from their funders.

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### Just Ask!

- With the Director's permission,
- Conduct a survey
  - Meet with parents and staff
  - Hold small group conversation



\*\*\*If questions or issues come up, you are there to record them. You facilitate the program in finding answers later.

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### Challenge Assumptions



Beliefs  
 Perceptions  
 Attitudes

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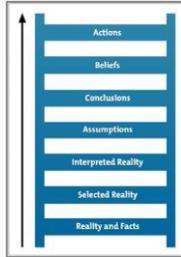
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# Ladder of Inference



From: [https://www.mindtools.com/pages/article/newTMC\\_91.htm](https://www.mindtools.com/pages/article/newTMC_91.htm)

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## Questions to ask yourself:

- Are there different groups within the program that see things differently?
- What do those people have in common?
- In looking at what you have observed and heard, how does it make sense to you?
- If you have a chance to look at data from the program, what does that tell you?
- After a deep look at the data and everyone's perspectives, what do you know?

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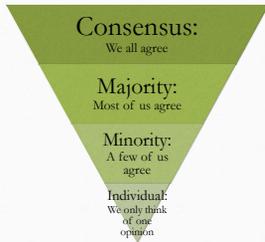
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## How the Ladder of Inference Leads to Consensus

- Does consensus matter in this instance?
- What tools do you have to find consensus?
- What commonalities exist?
- How can you bridge differences?




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### Individualizing to Find Solutions

- Open a dialogue
- Focus on solutions
- Keep similar and different perspectives in mind
- Guide with caution
- Use a protocol

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### Components of a Solid Strategic Plan

- Vision: The ideal
- WHY -  
"Children that learn in a safe, nurturing environment, develop knowledge and skills that last a lifetime."

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### Components of a Solid Strategic Plan

- Vision: The ideal
- Mission: The means to the ideal
- HOW -  
"Our program offers children support and enrichment to grow and flourish"

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### Components of a Solid Strategic Plan

- Vision: The ideal
- Mission: The means to the ideal
- Goals: Broad description of what you want to accomplish
- WHAT -  
Children play and learn together.

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### Components of a Solid Strategic Plan

- Vision: The ideal
  - Mission: The means to the ideal
  - Goals: Broad description of what you want to accomplish
  - Objectives: SMART description of Expectations
  - WHAT -
    - S: Specific
    - M: Measurable
    - A: Achievable
    - R: Realistic
    - T: Timely
- "Children participate in cooperative play for 2 hours every day."

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### Components of a Solid Strategic Plan

- Vision: The ideal
- Mission: The means to the ideal
- Goals: Broad description of what you want to accomplish
- Objectives: SMART description of Expectations
- Measurement: Evaluation tools
- WHAT DID WE DO -
  - Daily schedule
  - Time sampling
  - Checklist of engagement in play
  - Standardized child or environmental assessment
  - Anecdotal notations

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## Components of a Solid Strategic Plan

- Vision: The ideal
- Mission: The means to the ideal
- Goals: Broad description of what you want to accomplish
- Objectives: SMART description of Expectations
- Measurement: Evaluation tools
- Action Plan: Detailed plan for implementation

• HOW TO:

Action	Responsible person	Resources Needed	Timeline
Evaluate daily schedule	Teacher Director	State standards Licensing requirements	Quarterly
Professional development on facilitating play	Consultant Director	High quality training materials	Orientation and Beginning of the year

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## Systems Approach to Problem-Solving

- What infrastructure is in place?
- How does each system support quality?
- What investments have been made?
- Are systems transparent to everyone?
- How are changes made?




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## Public Health Model to Problem-Solving

- Education (knowledge and skills)
- Environment (social and physical)
- Enforcement (policy and/or procedures)
- Evaluation (ongoing monitoring and self assessment)

**4 Es**

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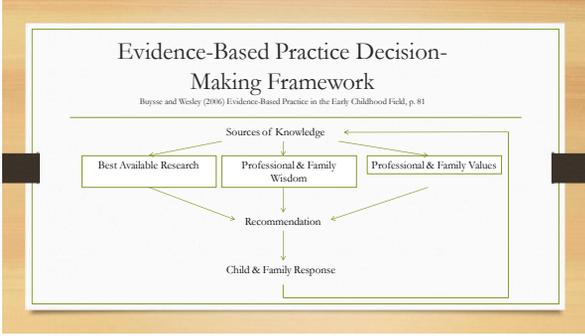
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### Contact Information

Amanda Schwartz, Ph.D.  
Amanda Schwartz Consulting  
a\_schwartz@psdschools.com  
<https://earlychildhoodinquiry.com/writing>



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