

Direct Feedback

What it is. When to give it. How to give it.

Short Course Program Objectives

- The major goal of the Short Course is to provide an intensive opportunity for participants from provincial and First Nations schools to deepen their knowledge of theory, practice, and reflection, contributing to their skills as teachers and school leaders. The activities of the Course will enable participants to:
- Examine the role of the principal through the lens of instructional leadership;
- Extend knowledge regarding the practices of establishing a vision, influencing school culture, and stimulating the learning environment, while at the same time managing, modeling, and monitoring activities within the school;
- Learn about new developments and initiatives in education;
- Share experiences, insights and concerns with other practitioners; and,
- Develop a support network of diverse peers across the entire province.

Short Course Themes

- **Establishing a Vision and Culture Conducive to Learning**
- **Enhancing the Learning Environment**
- **Managing, Modeling, and Monitoring**
- **Professional Reflection and Deeper Inquiry**

Do you have a new role in your school or school division next year...perhaps in the near future?



Managers "Tell"



Coaches "Ask"

Coaching...



Coaches "Ask"

Working with a person or group to identify a problem, struggle, or barrier, and helping them find capacity and efficacy to resolve the problem, struggle, or barrier through reflective conversation. The person with the problem is the coachee and the person supporting is the coach.



The Book of Coaching: For...
amazon.ca

The Top 20 Life Coaching Books You ...
positivepsychology.com

The Life Coaching Handbo...
amazon.ca

The Business Book Of Coa...
amazon.ca

Amazon.com: Coaching: T...
amazon.com

Co-Active Coaching: Chan...
amazon.ca

The Art of Coaching Work...
chapters.indigo.ca · In sto...

Coaching for Leadership: W...
amazon.ca

Coaching for Impact: The E...

The Top 10 Coachinga Bo...

9 Books on Coachinga that Coaches Need ...

The Secret Code to Unco...

Life Coachinga Books - LifeCo...

best books about executive coaching

Books That Will Make Yo...

Masterful Coaching by R...

The Two Hats of Principals and Vice Principals



Managers "Tell"



Coaches "Ask"



When To Direct Give Feedback




- From time to time, we will have situations when we need to give feedback that is intended to fairly and supportively improve a person's performance.
- When we experience a behaviour that we perceive as wrong, unsafe, or inappropriate, we don't always know the best way to provide feedback to the person responsible for it.

A couple of examples of problem behaviours might include:

- Poor or inappropriate communications with colleagues (including yourself), students, or parents.
- Not following instructions, or procedures.
- Unsafe classroom activities.
- Regularly arriving late or leaving early.

Is the expectation stated somewhere? Probably it is.



 **PRAIRIE SPIRIT**
SCHOOL DIVISION

Administrative Procedures

AP-501.2	Date of implementation: June 2019
CODE OF CONDUCT	Date of update:
	Related Administrative Procedures:

The Role of Prairie Spirit School Division Staff

Staff play a fundamental role in serving the community, schools and the public interest under the direction of the elected Board and in accordance with legislation. As professionals whose work is essential to the Division's well-being, employees uphold the public trust.

Objectives

This Code outlines the expected behaviours that should guide staff in all activities related to their professional duties. By adhering to the expected behaviours, employees strengthen the ethical culture of the Division and contribute to public confidence in the integrity of the public institutions.

Statement of Expectations

These expectations are a compass to guide staff in everything they do. They cannot be considered in isolation from each other as they will often overlap. This Code is an important source of guidance for employees. Employees are expected to take steps to integrate these expectations into their decisions, actions, policies, processes and systems. Similarly, employees can expect to be treated in accordance with these expectations by the division.

Respect for People

Treating all people with respect, dignity and fairness is fundamental to our relationship with the public and schools and contributes to a safe and healthy work environment that promotes engagement, openness and transparency. The diversity of our people and the ideas they generate are the source of our innovation.

Integrity

Integrity is the cornerstone of good governance and democracy. By upholding the highest ethical standards, staff conserve and enhance public confidence in the honesty, fairness and impartiality of Division staff.

Stewardship

Staff are entrusted to use and care for public resources responsibly, for both the short term and long term.

Learning without limits in a world of possibilities

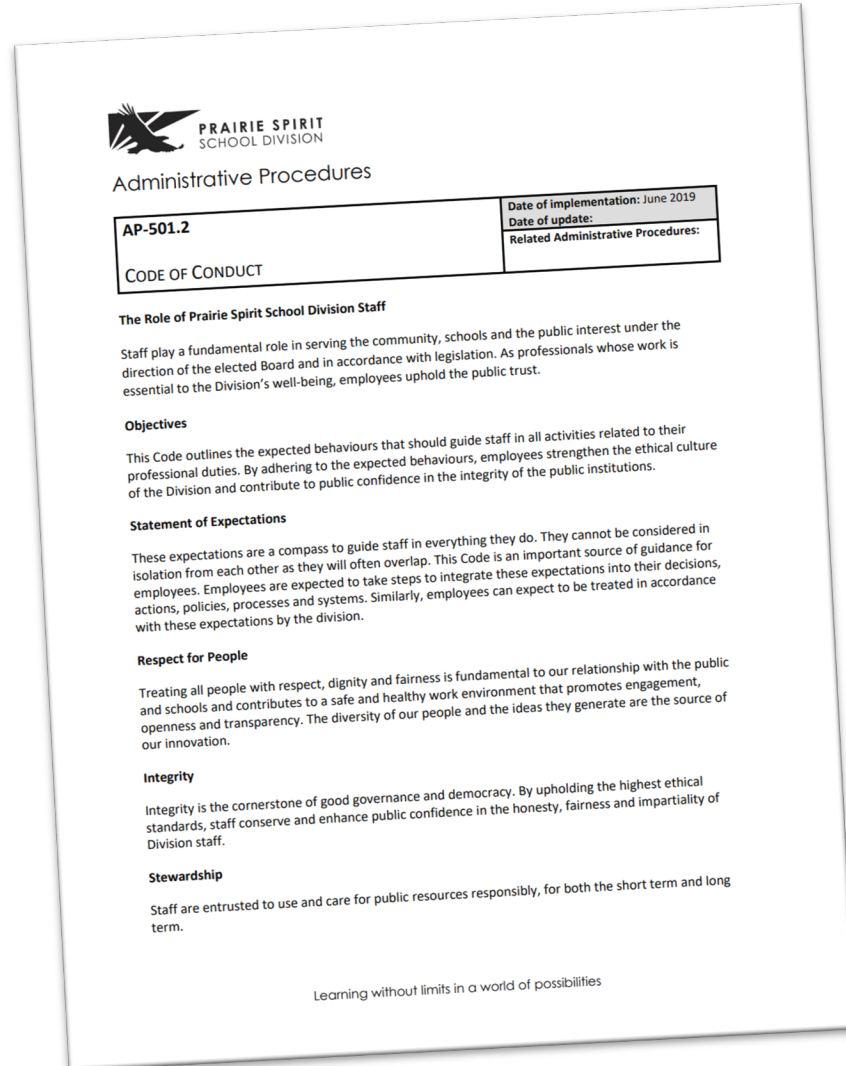
Expected Behaviours are generally found in your school division's Admin Procedures. If a person fails to follow a procedure or acts outside of a stated expected behaviour, they may need some feedback.

Ex. Admin Procedure 501.2 - Code Of Conduct

2) Respect for People: Employees shall respect human dignity and the value of every person by:

- Treating every person with respect and fairness.
- Valuing diversity and the benefit of combining the unique qualities and strengths inherent in a diverse workforce.
- Helping to create and maintain safe and healthy workplaces that are free from harassment and discrimination.
- Working together in a spirit of openness, honesty and transparency that encourages engagement, collaboration and respectful communication.

Examples related to AP 520.2



- A staff member speaks rudely / inappropriately to a student.
- A staff member sends a disrespectful email to you or a parent.

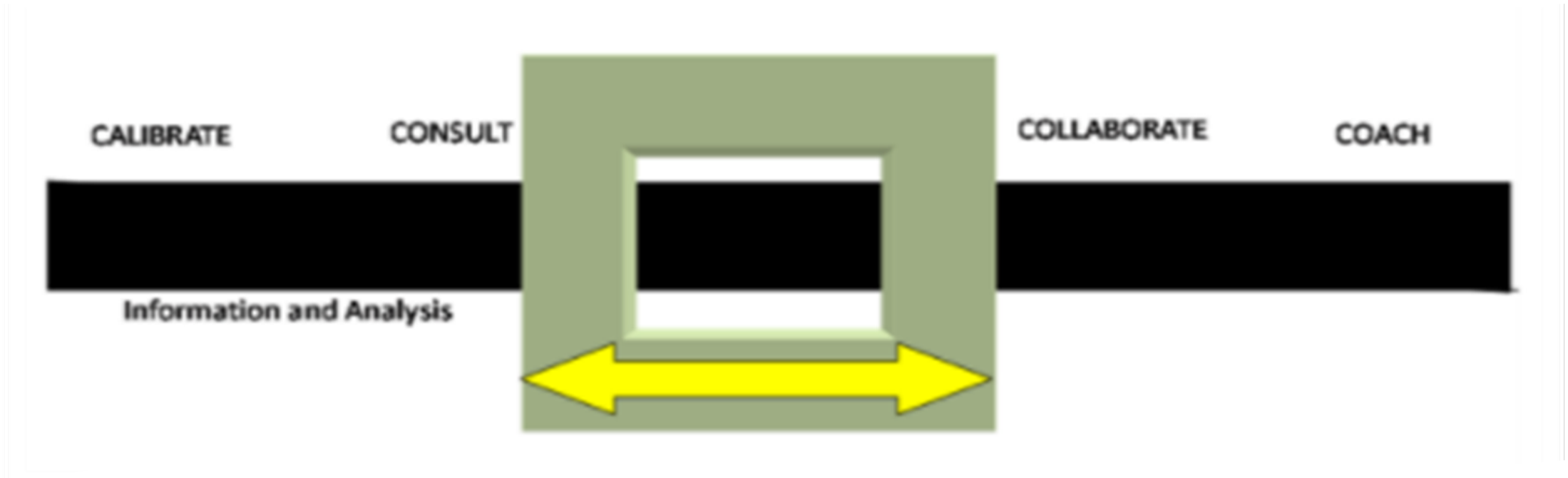
Question: Do you give feedback if the behaviour only happens once?

Give Feedback



- Feedback is important for professional growth. “Clear is kind.”
- Inappropriate behaviours that are not addressed can negatively impact workplace culture, student learning, safety, etc.
- Left unchecked, inappropriate behaviours can grow.
- Feedback from immediate supervisors are a necessary first step should the behaviour continue or escalate.
- There is risk in not providing feedback.

Direct Feedback might be considered Pre - Calibration.



Direct Feedback is often thought of as a “difficult conversation.”

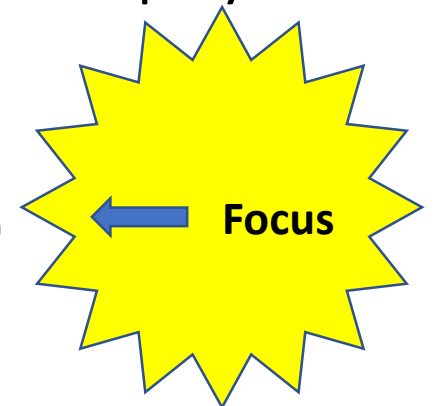


- Step 1 – Know your facts. Gather data (pre-screen).
 - When, where, what, took place? Did you see / experience it.
 - Has someone already provided feedback to the person (colleague to colleague, parent to employee, etc)
- Step 2 – Consult, if necessary, with HR
 - HR can be very helpful clarifying appropriate feedback for different employee groups. HR can point you to agreements, Admin Procedures, etc.
- Step 3 – Provide Feedback (using a model, method, script)
- Step 4 – Document (email)

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Conversation Templates



Following a Template or Model can be very helpful when providing direct feedback. There are many resources, methods, and models you can use. Think of these as a “script” for when you aren’t sure of your lines.

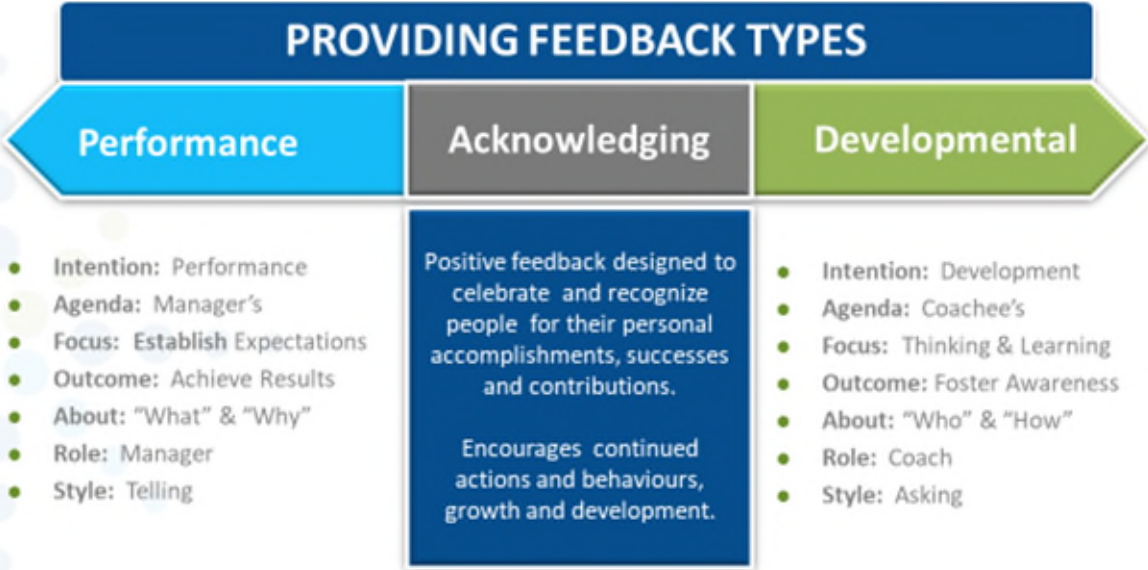
Three Resources:

- *Destination Coaching*
- *Fierce Conversation* Template
- *Crucial Conversations* (“*The story I am telling myself is...*”)

Destination Coaching



The Coach-Approach to Feedback



Managers "Tell"



Coaches "Ask"

Destination Coaching



The DIRECT Feedback™ Model

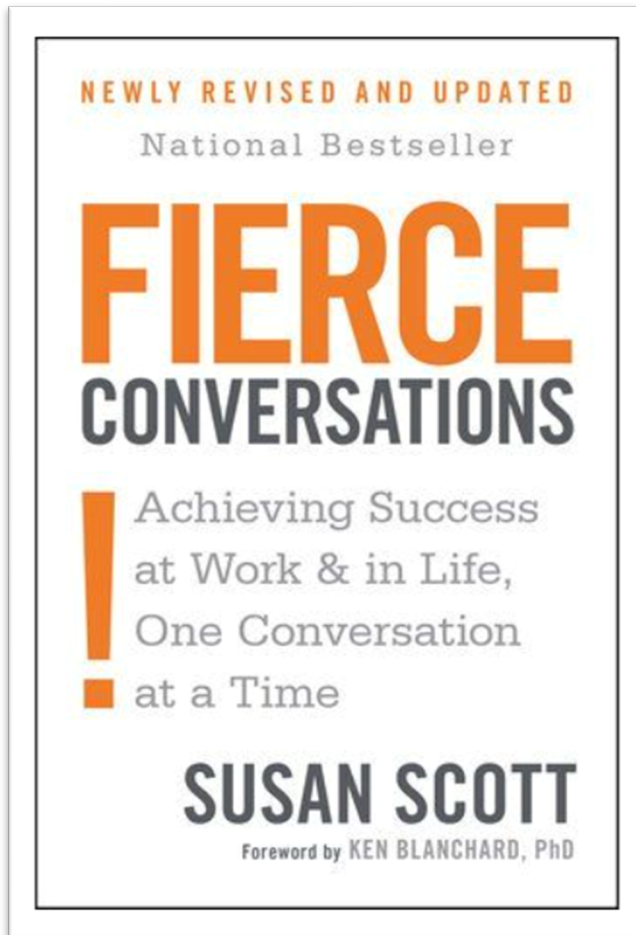


INTEGRATING COACHING & PERFORMANCE



Take a coach-approach to managing workplace performance!

“Fierce Conversation” — Susan Scott



The 60 Second Conversation Template

A simple and powerful script.

60 Second Conversation



Quick, to the point, clear. Can you get through points 1 – 6 in 60 seconds?

- 1. Name the issue.**
- 2. Select a specific example that illustrates the behavior or situation you want to change.**
- 3. Describe your emotions or around this issue. ***
- 4. Clarify why this is important — what is at stake for others, for the team or organization.** (You are not disciplining, this is not about employment) – It might be about Relationships, Trust, Safety, etc.
- 5. Identify your contribution(s) to this issue.**
- 6. Indicate your wish to resolve the issue. (Lean into support – use the word “support.”)**
- 7. Invite your partner to respond.**

60 Second Conversation



Quick, to the point, clear. Can you get through points 1 – 6 in 60 seconds?

Example:

1. Tony, today I want to talk with you about your communication style and how it's impacting the team. 2. In our recent team call, for example, you interrupted each person on the team while they were talking and poked holes in their ideas before they were even finished speaking. 3. I was a bit surprised because I know this likely isn't your intention, and we've worked really hard as a team to foster meaningful conversations. 4. There's a great deal at stake – two team members have approached me individually because they don't feel comfortable speaking up in front of the group. 5. I wish I would have said something sooner because I know you probably would want to have been made aware of this. 6. I want to resolve this issue and support you to improve your communication style.

7. Can you help me understand the issue from your perspective?

Tips

- Write a Script...edit it...edit it again...
- Practice your Script. Rehearse it with a timer.
- Use your script
- Lean into supporting the person, having faith in the person.



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- Write a Script...edit it...edit it again...
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Rehearse it with a timer
- Use your script
- Lean into supporting the person, having faith in the person.

Questions:

- When is the best time to provide feedback such as this?
- Should you have another person with you?



MANAGER



Follow-Up and Documentation

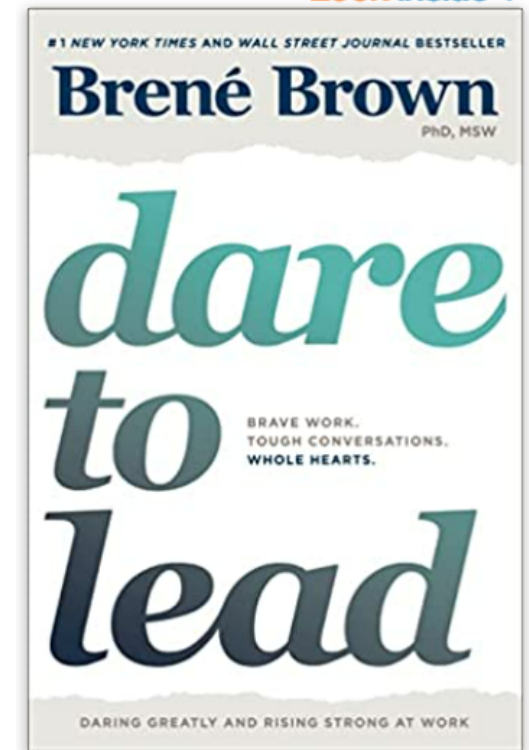
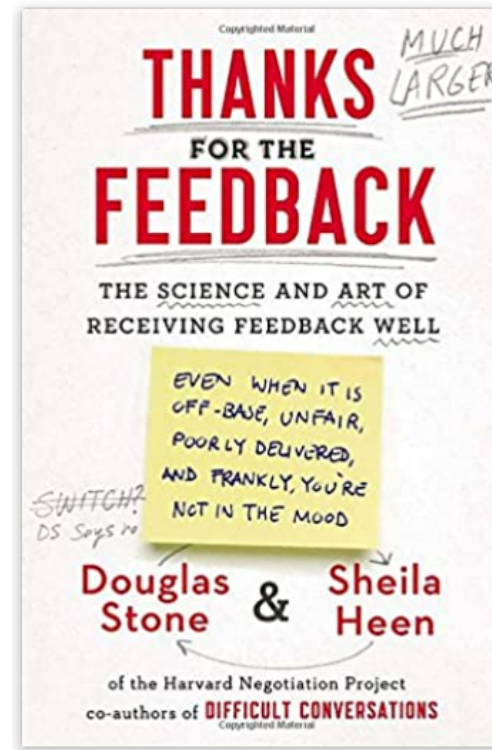
- Send an “Echo Email”
 - *Hi Tony. Thank you for meeting with me today and discussing the impact of your communication on the team. I appreciate that you recognize the issue and will work at this. Let me know how I can support you.*
- Documentation is always important. Keep it professional and supportive.
- Documentation can be FOIP’d (Keep all professional documentation professional!)

“Whenever you find yourself “stuck” there is probably an important conversation you aren’t having.”

“Tackle your toughest challenges today.”



Four Good Resources (do you have an audiobook account?)



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