

# Direct Conversations

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

*...Within the theme of **Managing, Modeling, and Monitoring**, we have placed sessions which are designed to help participants understand the management role inherent in school leadership...*

*(Saskatchewan Principals' Short Course Design)*

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...  
VASSILIS ANTONAS

The Top 10 Coachinga Bo...  
The Heart of LASER-FOCUSED COACHING  
Marion Franklin, Ph.D., MCC

9 Books on Coachinga that Coaches Need ...  
COACHING FOR PERFORMANCE  
COACHING FOR LEADERSHIP  
COACHING FOR BUSINESS  
COACHING FOR PERSONAL GROWTH  
COACHING FOR TEAMWORK  
COACHING FOR INNOVATION  
COACHING FOR RESILIENCE  
COACHING FOR EMPATHY  
COACHING FOR COURAGE

The Secret Code to Unco...  
RUCHIRA CHAUDHARY  
COACHING  
The Secret Code to UNCOMMON Leadership

Life Coachinga Books - LifeCo...  
COACH YOURSELF TO SUCCESS  
Irene Miedaner

best books about executive coaching  
COACHING FOR PERFORMANCE

Books That Will Make Yo...  
helping people change  
Coaching with Compassion for Lifelong Learning and Growth  
Richard Boyatzis · Helen Smith · Ellen Van Oosten

Masterful Coaching by R...  
HARGROVE

# The Two Hats of Principals and Vice Principals



Managers "Tell"



Coaches "Ask"



# When To Give Direct 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



 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

- 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?

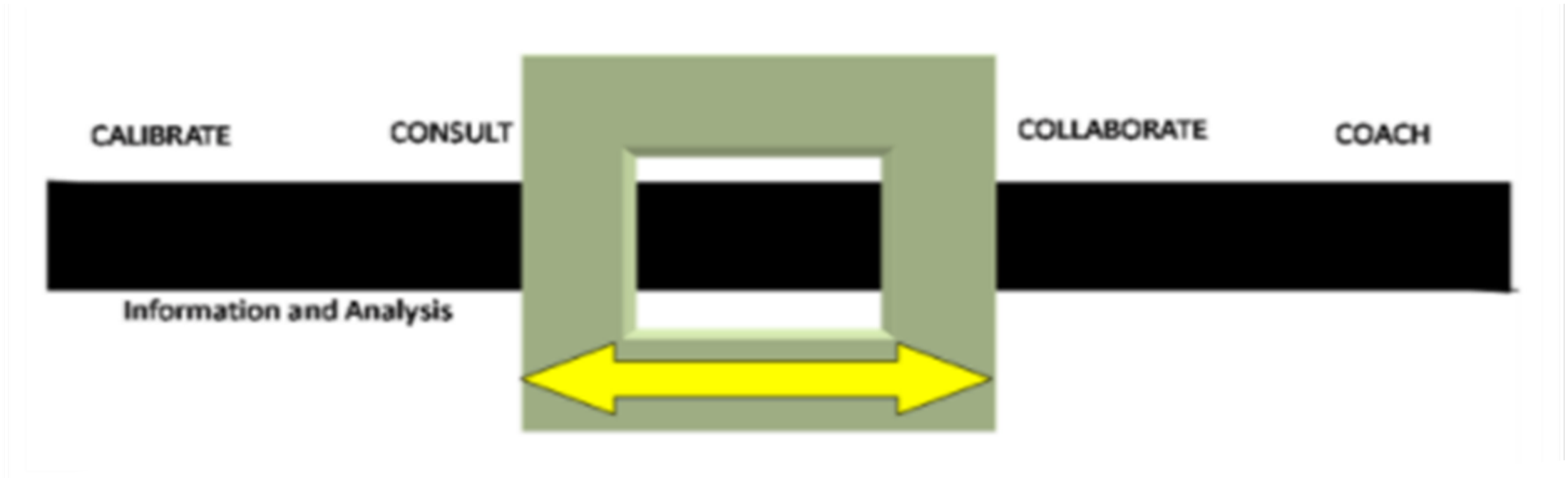
# Give Feedback



- 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 / calibration.



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

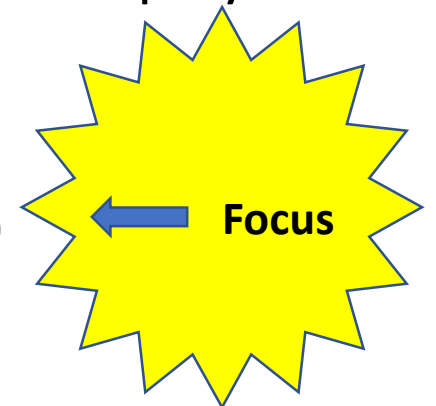


- Step 1 – Know your facts. Gather data (pre-screen).
  - When, where, what, took place? Did you see / experience it.
  - Has someone already provided feedback to the person (colleague to colleague, parent to employee, etc)
- Step 2 – Consult, if necessary, with HR
  - HR can be very helpful clarifying 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 follow-up)

# 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)



# 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.

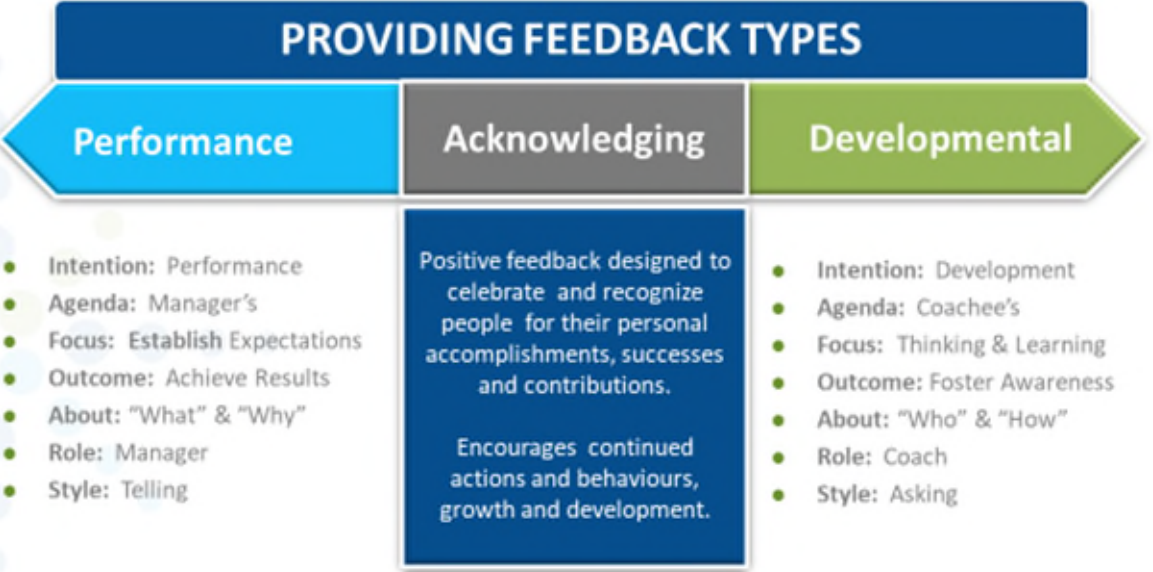
Three Resources:

- *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



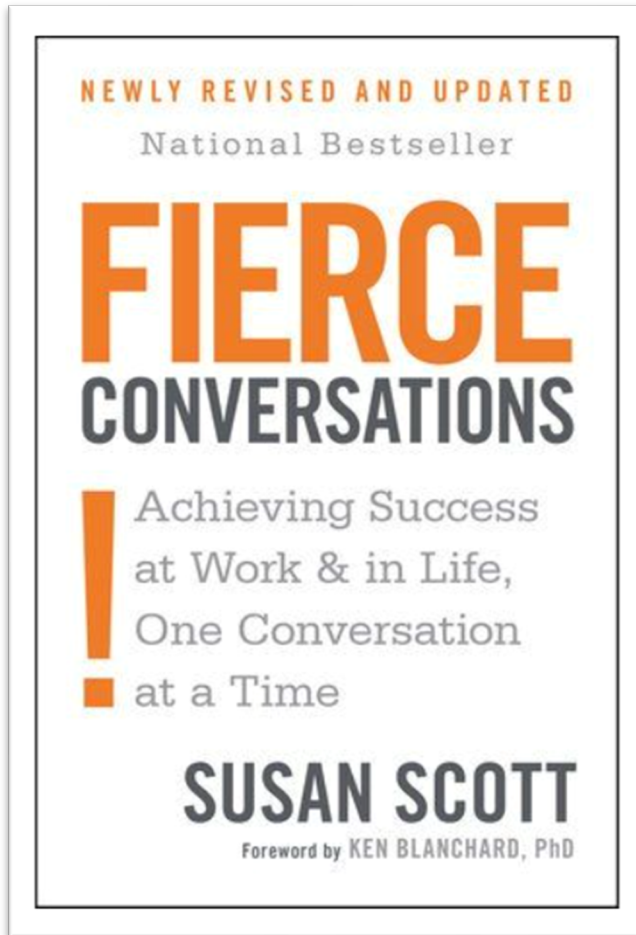
### INTEGRATING COACHING & PERFORMANCE



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



1. Name the issue: **Thanks for meeting with me today, Andrew. I want to talk about your communications.**
2. Select a specific Example that illustrates the behaviour or situation you want changed. **The email that you sent to Ms. Hintz about her son contained a lot of phrases and information that was not in keeping with our Admin Procedure on Code of Conduct regarding Respect for People. It contained unprofessional language and sarcasm.**
3. Describe your emotions about this issue. \* **I am disappointed by this because we have been working so hard to build strong relationships with parents and to make parents believe that we care about their children.**

# 60 Second Conversation



4. Clarify why this is important – what is at stake for the team, school, etc. **Your communication will hurt both your own, and our school’s reputation and trust with the community.**
5. Identify our contribution(s) to the issue. **I knew you were struggling with this class (and with this student) lately and I should have come to check with you sooner to see if you needed support. I also heard you using sarcasm when speaking about this class in the staff room the other day and I wish I would have touched base with you on that.**
6. Indicate your wish to resolve the issue (lean into support). **Sarcasm and negative communications with students, staff, and parents is not acceptable in our school and goes against our Code of Conduct. It’s not right and I want to support you to ensure that all future communications are professional, clear and supportive.**
7. Invite your partner to respond. **Is there anything you would like to share with me?**

# 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.



# 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.

## Questions:

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







# Follow-Up and Documentation

---

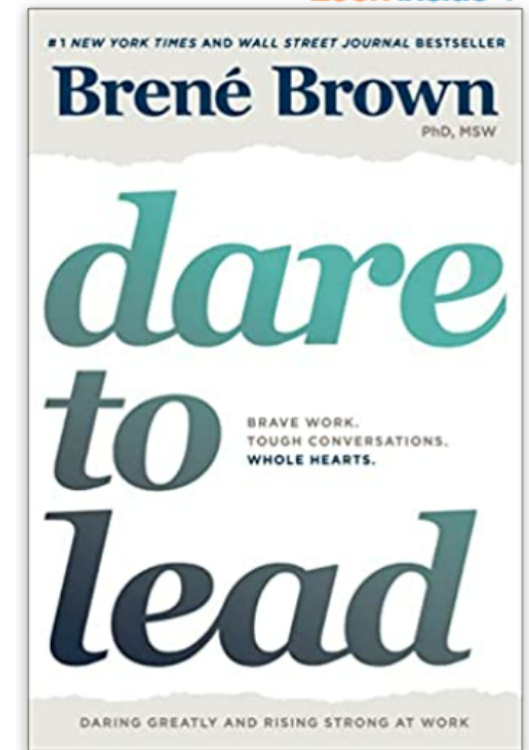
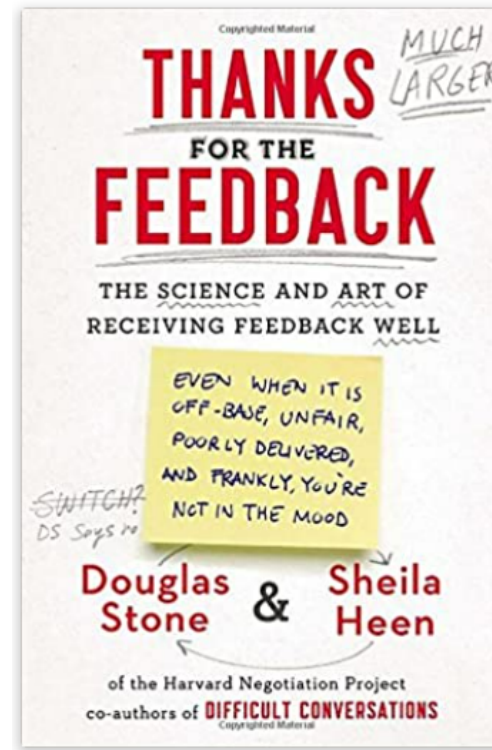
- Send an “Echo Email”
  - *Hi Andrew. Thank you for meeting with me today and discussing the impact of your communication. I appreciate that you recognize the issue and will work at this. Let me know how I can support you.*
- Documentation is always important. Keep it professional and supportive.
- 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?)



*...Within the theme of **Managing, Modeling, and Monitoring**, we have placed sessions which are designed to help participants understand the management role inherent in school leadership...*

*(Saskatchewan Principals' Short Course Design)*