

# Pedagogy Matters: Episode 8 Transcript

Hello and welcome to the latest episode

of the Pedagogy Matters podcast.

The purpose of this podcast is to bring

therefore some key topics of conversation

in relation to learning and teaching,

to discuss to breakdown aspects

of practice and provide snippets,

advice and guidance is how we can integrate

integrate these into our daily practice.

Today,

I'm delighted to be joined by Sam Messam,

senior Lecturer in sports coaching at the

University of Lincoln and today we talking

around really challenging conversations.

But Sam, how are you? I'm fine.

Thank you. Pleasure to be here. No,

thank you for taking the time to come here,

and I think it's probably still start summer.

See, you've got.

I'm going to have quite extensive background.

Alright, thanks, you kinda.

You're one of the lucky few.

Or are we not looking forward

to teaching both FE&HE?

Is that right?

It is indeed,

it's it wasn't a predesigned pathway,

so I started out wanting to be a coach.

Plain and simple.

I wanted to be a coach and I

guess through that aspiration I

moved into EFI and certainly.

The time when you necessarily

have to be a qualified teacher.

You have to have vocational competence,

so I moved into EFI to teach sport

coaching and then from there I

spent best part of 15 years in

Fe before moving into or.

I guess transitioning across 2HE

and then into an age institution

that addresses how long have you

been in there Chief or so.

So in terms of both the mixed economy

and the higher education institution?

About seven years.

Yes, yeah. What do you feel?

The key differences between the two

and and in terms of your practice

as a as a teacher or a lecturer?

Sam it's really interesting question.

So in terms of the material and

the content that you deliver as

somebody there is at the forefront

of your of your area of expertise.

I don't think there's that

there's much difference there,

but in terms of the expectations that

are placed upon you as a practitioner,

I think there's some considerable

difference there.

So in Fe it's more about time and quantity,

so you know you're into a great amount

of pressure to deliver numerous.

Lectures within a day and within

a week so contact hours can be

up to 2122 wherein HE dependent

upon your role the most that you

will deliver is around 11-12,

maybe 13 hours of contact so you

have a great deal more time to

reflect your expertise to plan

and to deliver at.

I guess a pace that's maybe a

little bit more manageable. Yeah no,

it's really interesting and open speaker,

colleagues and carob all sectors

or or across both sectors.

It's often losing any college.

It's very different depending

which institution you're right,

and there's different approaches.

Different principles,

but I think it's really interesting.

'cause yeah,

I think lectures go through and its ups

and downs and every day and every week

that there's often these challenges.

But you're right,

come back this first bit.

The underlying principles are the same,

it's just that different environment,

different challenges that are all facing.

And I think now more than ever,

those those challenges are changing

and exacerbated even more so because of

the pandemic and so on and so forth.

Yeah, I mean absolutely.

I think in Fe quite often you

don't have the time to reflect

on your practice and essentially

you know in any form of practice.

Without that reflection,

we don't have the opportunity to evolve,

so you know it can become quite

stagnant at times and it's difficult

to stay ahead of your your expertise

or within your discipline.

Was in Haiti,

you have that little bit more time

and I certainly enjoy that more time.

It allows me to expand and to

really think through my.

My field if you like?

Yeah in lots of different ways not

to read interesting perspective and I'll see.

I know from a lot of the

work I've been doing,

Scotch College is a lot of the

College of kind of recognize this

over last couple years after try

provide a space to encourage and

support and develop that reflection

as well for lectures to reflect

and improve their practice.

But yeah, you're absolutely right.

Circumstance of the the

challenge and claim it,

and sector and funding and finance and

so on and forgot on that path will be

here all day talking about I think,

so I guess no,

I think it's really important.

Have the context as well and that

awareness and yeah OK colleagues.

We listen to this will be yeah.

Reflecting that resonate with summer,

quite a few there as well,

so let's get the topics.

Or today we talking around

the principles are challenging

conversations and I think for the

lessons we didn't have context

provided by your mind summers to

get aware this with this topic

came from or kind of where it arose

because I think a brief context there.

Obviously through a mutual contact

with suggesting we have this

conversation around this topic.

You know,

I think it's really interesting

hot topic but yeah.

So what you in terms of technical

conversations and tell us about that?

Thank you.

So I think to start with I'd like

to note that it's probably born out

of two very specific points of origin,

so within a lot of my teaching I

talk about coaching philosophies

and how that shapes our practice

and the

the void. If you like between the two,

is that self awareness understanding

exactly how one informs the other?



Yeah, so. I've always had that  
in the back of my mind and I,  
you know, as well as teaching it.

I tried to act upon it myself and  
really reflect on my own practice.

And in the second bit was and I guess really,

it's thinking thinking about I'm

going to say the re emergence because

the black Life Matters movement

has been around for 20 plus years.

Yeah, but certainly you know at

the beginning of summer last year

that the murder of George Floyd

really reignited and sparked a great

deal of I'm going to say national,

but actually international debate.

Around equality and inclusion.

So thinking about coaching practice,

I had always asked to have an

open and honest conversation.

About race and how as a practicing coach,

we need to be better at what we do

so and I had a specific conversation

with one particular coach that then

led him to the same conversation

with a number of coaches that lead

into a collective audience and then

I shared the I guess the main or the

key points from that conversation in

a blog post and essentially we were

talking about five very clear areas.

So as a coach.

We needed to consider our communication

so how we communicate the language

that we use our actual practice and

the very detail of that practice.

We needed to be more empathetic

as opposed to sympathetic to the

cause and to the issue.

And we needed to remove

stereotyping from my practice.

So we focused around those five key areas.

If you like,

so it was a challenging

conversation for a lot of coaches,

but actually that I suppose what was really.

Both interesting and pleasing to see

was that coaches were approaching the

conversation, wanting to be informed,

wanting to move forward and be in a

better position to practice with confidence.

I guess so that you know the whole

idea of a challenging conversation is.

Well,

it's difficult for use of any other phrase,

but it sometimes it's very much needed.

So as the second example and taking

the concepts on that honest and open

conversation within my institution.

So in the University of Lincoln

and specifically within the school

sport and education, yeah,

we wanted to respond to,

and I say we is in the the staff body

wanted to respond to the incidents

of the previous summer and to.

Show some support for the Black

Lives Matter movement,

but actually we were unsure what

it was that we were doing.

We will ensure of our own identity

and who was a school and how

we supported that cause.

So then we set about spending the

summer taking some time so I guess

in terms of your original question

around difficult conversations,

that would be my first underpinning

or key principle is there think

through and take some time so.

Consequently, we did this and we

came up with a personal tutorial

system that would introduce this

whole concept and allow us to talk to

students about equality and inclusion.

But in order to, I guess,

instigate this conversation.

We wrote a letter in the same vein as I

had the conversation with the coaches.

So you know, although the methods were

similar that the process was the same.

So we had the conversation and we're now

through our personal tutorial system,

starting to engage in debate

at the student level.

So yes, so I don't know.

She just come back to, you know,

provide the context there for

those types of two situations,

I think the the common thread there

is that clarity of of the space or the

clarity of the message or the purpose

of conversation came from the letter

in the conversation of cultures.

And again, that's transferable

into difficult conversations.

People need to know, you know,

the analogy is quite a bit and kind of 1.

This is what the rules of the game is.

What are we here for? What?

What expectations of me or kind

of why we have this conversation?

So sorry, I think it's really interesting.

Yeah no, that's fine.

So and then I guess really thinking

through because then in each of those

tutorial sessions they themselves repres.

Difficult conversations correct?

So then we we wanted to think.

Think about how we frame that conversation.

So it goes directly to the point you just

made and the Harvard Business School.

I've got a set of seven principles

associated with challenging conversations,

so we sort of, I guess,

adopted and applied.

You know, some of the thinking there.

So our very first starting point

was to set realistic goals.

So what will we trying to achieve?

And that's really the important thing.

So we're not trying to create a movement.

We're not trying to shift the thinking of

students know that that's not our role.

It was about awareness.

So it goes back to my very original

point about the gap between

philosophy or values and practice.

What is our awareness?

Our self awareness, you know.

Do we know what it is that we do

and how we contribute to the topic?

So we wanted to set realistic goals,

you know?

So we talked about what the purpose

of the tutorial system was, you know,

and how we would move that agenda forward.

Secondly,

we wanted to be honest.

So again as as a guiding principle

for a difficult or challenging conversation,

it's about honesty and moving

away from assessing or assigning

blame and thinking more about OK.

So this is the scenario.

This is where we're at.

You know how can we work together

to move forward,

and that was really important

because we didn't want 'cause.

Obviously for some students that

the discussion around inclusion and

equality is going to be a difficult one.

It's going to be challenging

is going to be new

for some students,

so we didn't want to make any assumptions,

but we didn't want to judge.



But we also needed to be honest,

and that's a very fine line to walk.

Now you're upset, race,

and I think the keyword there is.

The objectivity isn't in terms of kind of

being objective within that conversation,

as opposed to being the

subject of several things.

Yes, most definitely.

And you know,

obviously within an educational setting.

Objectivity is, you know,

is the bread and butter

of everything that we do,

and we wanted to retain that within.

A conversation that could quite

easily become more subjective and

personal and introduce you know

biases that maybe didn't have a

place in a personal tutorial system.

Absolutely again, it's very important.

And then we also looked at listening.

So and again,

in both the both of the

conversations that I called them,

both the conversations that I've engaged

with important to that was about listening.

So in order to have that

challenging conversation,

we wanted to promote and encourage debate.

But then we wanted to listen, you know?

So we didn't want to lecture.

We didn't want to direct

and shape the thinking.

What we wanted to do was to listen.

And certainly speaking with a

number of basketball coaches.

Sorry I neglected say basketball

was my sport.

Alot of coaches.

Were very uncomfortable to begin with,

but then growing confidence and started

to open up and really started to express.

You know their fears,

their concerns,

you know the fact that sometimes

they don't see some of the issues

in the same way or frame them

in the same way as others,

but they didn't want that to be

perceived as a form of prejudice

or or any of the more sinister

thoughts and feelings associated

with inclusion and equality so.

Portal you actually right then I

was listen to the Hyperformance

podcast yesterday with Kevin

Sinfield from rugby League.

Yeah and then and he was talking

around the importance of empathy for

exactly the purpose that you're talking

about there to understand others views.

You can't change him,

but understand and be able to kind of  
inform kind of future conversations in.

It's a really interesting podcast actually.

In the episode yesterday was talking

rerun this similar frame to this now,

so it's a really,

really interesting point to

look at and listen to it on the

on the back of this as well.

Sorry,

I'll let you get back to your hotel is fine.

I mean in that that empathy

versus sympathy was a key.

A key point for me in the

original conversations.

Yeah,

because what what?

What a person of color does

not want is sympathy correct?

And you know that it again,

I would argue it's a fine line

and understanding that as a

significant over codes practitioner,

a teacher or lecturer,

I can buy into a situation,

a setting I can listen.

I can understand,

but what I don't have to do

is offer emotive responses

that undermine that experience.

I I can't jump into another person's

lived experience factor. Really.

Interesting point. I got that.

That's a really interesting sniper.

Then again, when we talk about

the transferability of these

conversations to lectures for

students or managers with lecturers,

that's absolutely prevalent,

and in each of those situations as well,

we can never put ourselves in

the shoes of the other person.

But that listening point

is really fundamental.

Yeah, absolutely anan.

I would argue it's at the

sharp end of our practice,

so as an EFI lecture or HE lecturer

inviting the students to feel

comfortable and confident about

expressing themselves an and entering

into their world is a fine line and we,

you know, we want to.

We want to share some space, you know,

we want to be on a level playing field,

but at the same time I can't jump into

their world an experience it because I.

I don't look like them.

I'm not the same age is then,

you know, I I.

A different set of experiences,

so it is a balancing act,

but it's really important that

listening underpins all of that.

In order for us to be successful in that process of drawing out the issue, thinking through the issue and starting to work towards a no positive outcome or a new way of doing depending on the you know the the topic of the conversation and then write the final bit was to be prepared and it was to be prepared for the conversation not to go the way that you think it's going to go.

So again,

thinking about the two topics or sorry, the two context is that basketball coaches students at year free or their final year of of their degree.

Actually they will have some preconceived ideas of their own.

They have their own experiences that will shape their thinking and

what we can't do is anticipate

where the conversation will go.

Otherwise, that tells us we're not listening.

So if we've already got

a predetermined outcome,

then we were not listening,

so we have to listen in order to

allow the conversation to go where it goes.

But then we have to manage that conversation

and we manage it through empathy.

We manage it through through

listening and sharing our ideas.

I guess we're almost taking A and stance,

so we understand the circumstance.

We understand the contribution

of the other Department.

We understand that that's going on,

but actually,

what can we do to move it

to this positive position?

And again is it's a lot.



I suppose it's the art of effective interpersonal communication, which is, you know, as a coach as a tutor.

As a lecturer, you know we all would like to be able to say we're at the forefront of that.

You know we are able to demonstrate that skill, so it is.

It's it.

It's been a real journey for me personally to engage in those conversations and to have people actually respond in a positive way to see students actually step up.

I sat in a group meeting just a couple of weeks ago where the students were the ones driving the debate and they were talking about their personal experiences and some of the students were really open and honest about.

Actually, I've never had to deal

with this issue of color. You know,

I live on the East Coast in a small village,

and I've never really thought about it.

I watch sport. I listen to music.

I engage in popular media and I've

never really had an opinion either way.

And you know, I I thank them for that.

You know that expression,

that honest expression,

'cause that's difficult to say.

It's difficult to stand there and say,

well, actually I don't know.

But I think the key point again,

we're kind of looking at it from a

different perspective is what what

you've done within your organization

is around real focus on the culture

and the culture of conversation

and providing a space for these

conversations to take place.

And I think.

You see from what you're saying,  
the reason why it had such a positive  
impact because of the culture surrounding  
those conversations being that's  
a space is being built upon those  
principles you've alluded to earlier on,  
and therefore the students and then  
buying into that process and a lot more  
self aware and a lot more content or.

Willing to engage with in those conversations

when open and can hungry to engage.

I think as well as after to see certainly

an I mean I'll leave on the latter part

of your statement about that willingness.

Yeah,

and I think that's what stands out for me,

so it is a journey and you know,

we're only we've only just

started its baby steps.

You know, we haven't.

Actually, we haven't really gotten going.

There's no real momentum here,  
but what there is is a  
willingness to see where it goes,  
a willingness to engage,  
a willingness to be part of the conversation.

And then I was talking to a lady at  
British tennis and it was regarding  
some appointments are bored,  
not a board member.

And we were talking about inclusion  
and the fact that the Chief  
exec stood up and said.

Winner winner and we've got lots to do  
and it was in total contrast to what a  
lot of the statements last summer said.

So all the statements last year we do  
this and we do this and we do this,  
but tennis said Oh no,  
we've got a long way to go and

I thought it was a really brave  
position because then from that what

he's now been able to do is gonna  
willingness Garner interest start to  
generate some momentum and they've  
got some really interesting and  
positive work going on at tennis.

And I think lots of other  
organisations could learn from  
that. You're upset, right?

Summer and I guess I know when we  
talked initially about this podcast,  
I was particularly keen around.

I know from my experience  
within further education,  
both as a lecturer and as a manager.

I think it's probably same for you.

Is it actually,  
as you alluded to earlier on,  
coming into EFI, you weren't a teacher.

You're a coach and learn to be  
a teacher alongside an account.

The same for a lot of our sector being too.

True professionals,

I think having a difficult conversation is  
not easy and I know a lot of the workforce.

Both my experience in  
the past I have as well,  
but also from speaking to colleagues  
in Scotland.

You know,  
a lot of the workforce in terms  
of lecturers as well as middle  
managers and see images struggle at  
times to have the most difficult  
conversations fundamentally because  
they're not nice because they  
are challenging because they are  
difficult because I don't know  
what the outcome is going to be,  
and I think it's really important too.

You know you touched upon before,  
but that reflection space and I  
think from my experience again

over the last 12 months.

I think a lot of individuals

I've worked with have tended to

become a lot more reflective,

whether that's because of the

work situation or because of panda

or whatever the factors are,

and I think it's really important

that across the piece of fahsa of

teaching or even most organisations,

it's around thinking back to those.

Some of those core principles you

talked around in terms of how to

have those difficult conversations.

Because a lot of businesses,

a lot of college schools taught or

culture but cultures lived and breathed.

You've got to. You've got to.

You've got to live and breathe

aspects that you want to embody daily,

and that's how then culture grows

and develops and then come back.

These difficult conversations to

irrespective of the topic, right?

Sports management?

Or whether it's with students

from work not being effective.

These fundamental principles.

You know, build the kind of the foundations

for those conversations that take place.

They do.

Indeed I,

So I think in response to to that if I

lean on an example from my time in Fe,

I think it'll really bring to

life the challenge of being,

I guess, effective within.

Charlie addressing challenging conversations.

So where are we 2004?

I think it was 2003 as the research

Court Cross College research coordinator,

I was tasked with moving a body of



staff from this Fe vocational sort of

approach to a more research informed

stroke research LED sort of practice

and essentially I introduced this

concept of a situated approach.

So wanted this staff to think of

themselves as the extenders of knowledge

to be at the forefront of their

discipline and to be of national standing.

And that was scary for an EFI lecturer.

There were absolutely scared of that and said

we were talking about personal scholarship.

That's all we were talking about,

but they were so intimidated by

maybe the language and I joined

them in that to begin with.

And I'm not suggesting I

was removed from that.

It was the language it was the challenge.

So we were trying to go for T DAP.

Essentially,

I think they a lot of staff felt  
that they were being forced into  
something because that was the  
direction of travel for the college,  
but it wasn't necessarily good for them.

So a number of difficult conversations  
ensued at individual Department  
and across college regarding  
continuing professional development.

Moving that turn into a more  
scholarly language, you know,  
so we wanted to talk about.

Excellent framework,  
we wanted to talk about  
the fellowship scheme.

We wanted to talk about research  
and although we weren't talking  
about Ref quality scholarship,  
we were talking about individual  
scholarship that we could measure  
and that we could collate.

So there was a not,  
so we started off with as you would  
do you typical cross college.  
We call it tap day,  
but I think it's called Tap Day,  
but then training and development  
there something and we introduced  
the concept and there was lots  
of oohs and aahs and frowns.  
And then I spent the next six  
months going around each of the  
individual topics talking at head  
of school level all the way down  
to individuals trying to get them  
to see that actually were talking  
about their development,  
not about the direction of travel  
for the institution,  
but individual development and the  
re framing and the reuse of language.  
Very similar to what we've been

talking about this whole idea of

being realistic in our goal setting,

being honest and being able to listen.

So we spent a lot of time listening

and there was lots of concerns and

worries about what it was that they

needed to do, how they you know,

what time would they be given away

from their contact to engage in

all these development opportunities

with with with them,

position them as an expert in their subject.

And actually what I was saying

was you already an

expert in your subject.

We just have to reframe.

You know the context.

We have to reframe your,

I suppose the way you project yourself

so that we you know we can see that.

So how do you?

How do you disseminate your

expertise beyond the classroom?

All those sorts of debates and conversations,

and I suppose,

I guess at the heart of the example is

the fact that that was a challenging

conversation on multiple levels.

Times numerous individuals,

but actually the approach other

than obviously individualized

listening and tailoring their needs.

In line with the the

colleges direction of travel,

it was very similar conversation

each and every time and it involved

those those four key principles that

we talked about that we used not.

They knew at the time,

but from the Harvard Business School.

So this whole idea of realistic being,

honest, listening and being prepared.

I think it's interesting that there's  
two other words I can come to mind  
which we haven't really touched upon,  
which I think.

Drawing to the broader affective  
relationships, but also.

To have a challenging conversation  
and for it to have,

I want to see the desired outcome,  
you know,  
and that does not mean everybody agreeing.

But people understanding the purpose in  
the context of conversation is trust.

You know,  
because what you're talking  
about there in terms of taking  
people on a journey with you,  
know comes back along with culture.

But trust has got to be developed  
over a period of time so that.

The individuals,

not conversation realize its objective as  
opposed to being subjected to an individual.

You know it's going to build trust  
as as the teacher as a lecturer.

As a manager,

you know with the individuals on  
these conversations with and the  
second bit is integrity in which,

again,

for me these are course tables  
around culture and if elements.

But for me these principles

feedback to the individual.

Having these conversations and

having that stature to build A to be

consistent across the board there as well.

I'm not sure if you thought or not.

So yeah,

I think that I would.

I would agree in soon in terms

of the whole idea of an outcome.

Yeah,

I think the outcome for for me in  
both with that in all three examples  
really is about looking forward.

Yeah,

so you know,  
there's no predetermined outcome,  
correct numbers were looking forward  
and we're looking forward with honesty  
and transparency and integrity in  
terms of our role as a professional.

So you know,

we you know we can.

We can unpack the concept of professional.

I'm pretty confident your listeners  
will know exactly what that is good at.

This point parcel being Fe shooter,  
but I think as long as we've got  
some idea about where we're trying  
to get to and actually it's about  
moving to a more effective practice



and more efficient understanding

of a process or delivery of it,

or you know or whatever the

conversation is about that,

I think that that is what

will drive the entire.

Yeah, success of the conversation.

Yes, rain come out your first principle,

which was around the

importance of self awareness.

What kind of lots of purpose

of weaken underpins ease?

You know, I trust is going to be

key for that as well, as they say,

there's not a personal attack on somebody.

It's not.

I'm trying to raise your self awareness

'cause to just draw back to what you

said there to move forward, you know.

And that's where managers as well.

That's what teachers as well who

are doing this with students.

It's important for us to be self aware

and makes it much like yourself.

That would be great with myself

as a teacher and as a manager or.

She asked if I could have done a lot better,

but you only know what you know and

for me these principles hopefully give

people something to reflect upon and

connect to base their reflection on

and can inform their future practice.

Yeah, I think so.

I mean,

you know you can turn to any

source for some guidance,

but essentially all that

guidance is therefore is to

try to shape your own thinking,

because everything is contextual, isn't it?

So as a I know as a senior lecturer in.

Further, education in the middle of Scotland.

You might.

You might have a specific discipline in a specific focus that really shapes your practice, but actually do you have the time to reflect on that practice and enter into a difficult conversation to improve your practice or to develop your professional understanding of your practice or to engage with a wider audience?

So looking at moving from levels four and five to six and seven?

Yeah, all of those things present some form of challenge for that individual.

So how you frame?

I suppose you're approaching your listening is dictated by your context, but then also, as you quite rightly pointed out, by your ability to be self aware to be open and honest about where you are,

where you want to be and how it is

that you're going to get there.

I think,

which I know sounds like a bit of a cliché,

but you know,

I think it's fundamental.

I think dishes are there

for a reason as well.

Let's not go down that path either.

Most if not all creatures are true,

but I think yeah,

it's important just to recover those

key points that you can allude

to in their own way going around

the importance of self awareness.

But really, on both sides of the fence,

now that's kind of what we think

is important,

but also where we want to get to

through these difficult conversations.

Take some time and think through.

The broader conversation was  
going to be for consider how we  
frame the conversation.

Obviously bearing a main kind  
of principles from Harvard  
Business School and some of  
the key ones that jumped out  
for me were not around the reason  
they're so realistic goals.

The raising awareness,  
honesty, the objectivity.

But I'm gonna say I don't  
want to see most importantly,  
but I'm going to take a very  
important is a listening because  
you're absolutely right,  
that's the key bit that'll  
help elements move forward.

And it's not about having  
a predetermined outcome.

And yes, we may have an internal

college process that we must follow.

But that doesn't have to have

a rigid fixed outcome based on

every individual conversation.

Yes, there's a formula fill in,

but we're trying to develop people

here depending on whatever conversation is,

but also final two points that you said.

Effective interpersonal

communication are fundamental,

clear and direct information instructions.

But finally,

this is probably something that

new managers don't get old enough.

Is be prepared for the

conversation to go South.

You know?

Or maybe you might just don't think no.

Self criticism myself.

I used to manage some actually

colleagues that taught me not believe

or not and another some difficult  
conversations and maybe I was too naive,  
but I hadn't some cases prepared for  
some of those conversations with  
yourself and it's really important  
just to have an awareness of that was  
made in the young and naive manager.  
But having awareness of all the different  
permutations just so you're prepared,  
I think,  
is that the fundamental point there as well.

Right, so yeah.

I mean I,

I would certainly.

I think you're absolutely  
right to underline listening.

And then I think that you know  
that no predetermined outcome,  
you know and being prepared for it to go  
in completely opposite direction to where  
you think it was going is fundamental.

And I'll be honest,

I learned that from my wife, my wife,

so police officer and she has

difficult conversation every single day.

Yeah, really good communicator

and she actually taught me.

I mean just.

Very simple things.

She would watch me watch my

coach and then would say to me,

do you know what you look like?

OK, I have a angry face.

He said now all of a sudden I you know,

I am very much focused on

my physical appearance.

How you might gestures am,

yeah, the shape of my smile etc.

'cause that in itself is a form

of communication that can detract

from that conversation and take

it in a different direction.



And then we, you know,  
as the person engaging in that conversation,  
we could do exactly the same.

We can have.

Or we can make assumptions

about a student's posture.

You know their appearance,

the looking at their feet

as opposed to eye contact.

And in that takes is in another direction,

so you know it's multifaceted and

we could go on for hours about the

whole concept of communication.

But I think you're absolutely

right listening and not really

deciding where the conversation

goes till it gets there.

The other two I think I

would lean others the

most important elements.

Now I think you're right then and again,

whether we can get our different path,

you just kind of.

You can remind me of a book I

read wrong behavior management,

and again I'm not going to go into death,

but it was called when the adults change.

Everything changes and it's

about how you hold yourself,

how you challenge those owners,

how you challenge that one letter.

You're absolutely right in terms

of body language, verbal cues,

nonverbal cues or different elements.

And again, they're the same within

conversations challenging and unchallenging,

you're absolutely right for forgetting

individuals on both sides of the fence.

That's why we touched upon

in this conversation.

But again, it's fascinating around.

The different intricacies of elements

of behavior that can impact in a  
subsequent conversation conversations.

Yeah, I mean like the nature  
of a challenging conversation,  
it seeks some form of change,  
doesn't it?

You know,  
you see my behavioral change or  
logistical change or or positional  
change whenever it is changing itself is  
difficult to come to terms with, you know.

But if we can embrace that,  
then I think you know it makes the  
whole conversation a great deal easier.

No, I think it's a great point to finish on.

Well Sam,  
it's been really fascinating talking  
to you and hope for this since we  
kind of picked up quite a lot of  
the transfer of elements from some  
of the great you've great work

you've done as a coach as a lecture,

but also how they can feed into the

wider world and kind of whatever

their rules within education.

So something very much free time.

I really appreciate it,

and I wish you the best of luck for

the rest of this year. Thank you.

Really enjoy your time. Thank you very much.

Excellent thank you Sir.