

Pedagogy Matters: Episode 8 Transcript

Hello, welcome to the latest episode

of the Pedagogy Matters podcast.

The purpose of this podcast is to bring to

the fore some key topics of conversation

in relation to learning and teaching,

to discuss to break these down and provide

snippets, advice and guidance is how we can

integrate these into our daily practice.

Today I'm delighted to join my at whole head.

Welcome how are you? Yeah, very well.

Thanks very much honey appreciate.

The invite I appreciate it.

Same as in Adam.

All right in thinking of you.

You are a senior lecturer in sports,

coaching, Sport, exercise and rehabilitation.

At Northumbria University, yes,

but that's again, mouthful must be a

shorter way of saying that as well.

You could have it in after list all

the letters after my name as well.

I'd be here for a week.

You do that, not me.

I know I great.

Well thanks for joining me and no problems.

I think actually another sports lecturer.

But obviously when we've talked a

lot kind of private this podcast and

then I'll see with other colleagues

and there's a lot of transferable

elements from the kind of world of

sports coaching in the lecture and and

also today you've done a lot of work.

An element that you can share with

us in a second, but really can.

We can look at how they look more

broadly to the Rover, Lecturer,

teacher or education more broadly.

So I think it's useful to start with

a bit of context if you don't mind in

terms of what your background noise or

kind of what the real topics of kinda.

Work are you focused on within your time?

Yes,

my my research interests are

fundamentally concerned with revealing

more about the complexities that

support professionals navigate

in their everyday working lives,

and particularly how these complexities

are rooted in the relationships in

the interactions that are fundamental

to how coaches.

But equally we could say how educators,

teachers, physiotherapists,

it doesn't matter who you talking

about most people rely upon it.

Undertake their roles.

Um?

And I guess I've I've got to that

point via probably what people

would consider a non traditional
route in the sense that I didn't go
straight from school to University.

Then did a PhD and then fell into
a electric role. I've certainly.

I guess.

Responded to that to the situation
at the time and taken opportunities
and found opportunities and in
order to move forward so I.

Didn't do particularly well at school, um?

And I had no interest in going to University.

Initially I was destined

for military pursuits,

which I'm fairly pleased that didn't

end up doing now looking back.

I went to a Newcastle College to to

do it foundation degree in sport.

I didn't really know what I wanted to do.

I was I had taken a year

out like a traveling year,

during which I've got quite ill and
injured and started coaching rugby with my
sisters rugby team down at the local club.

Just as a thing to do.

Really probably to please my parents

to not be sat around the house.

Just convalesce sing but to be doing

something with some of the knowledge

that I've generated as a rugby player and

then as a an interest in in PE at school.

And then saw the college is a great way

to be able to learn a bit more about that.

As I got more interested in it

and then that spiraled on and.

Whilst I was working full time

either in community roles for England

rugby or then subsequently in in

more high performing roles.

If you like, it's a professional coach then.

Topped up that degree,

which I finished at the college and

then went to Loughborough to do

a Masters over a couple of years.

Did various different coaching jobs.

Before then.

I was fortunate to secure a PhD

scholarship and spent the best part

of four years sort of developing this

interest in in the complexities of practice.

And so yeah, my my practice has

has always been very much about

recognizing the connections between

theory and practical experience,

because that's how I've arrived at

this subject, and I think it's how.

A lot of people in in coaching and sport

in general tend to arrive in their roles.

Is that they've operated in practice

and being fascinated or curious

about the intricacies of a bit

in whichever domain they were.

Instead of turned onto and

then wanted to know more,
you know and and college or further
education and higher education
offered a mechanism for them to be
able to go beyond what's offered
within their practical realm.

To deep in that knowledge and
understanding and and I'm just
really fortunate that in part of my
job is I keep getting to do that.

So I, as much as I'm a researcher
and educator,

I'm actually learning about the thing
I'm most passionate about every day,
because it's it's part of my job
to keep finding out more and then
to be able to help other people
understand it as well.

No, that's fantastic.

It's gonna really interesting journey and
also a lot of elements you were saying there.

I'm going to see how quite similar to
the Fe sector more broadly in terms of.

Which is underpinned by vocation
education by lecturers with dual career.

He will have their their background,

their vocation 1st,

and then they come into teaching,

trying embed elements and develop

people within their field.

Knowing some really interesting

kind of crossovers there straight

away and it touched upon this week

and what you're currently doing.

So Northumbria you're obviously

involved heavily in the research

side of things and you said no,

you still actively working

within the coaching sector.

And what sort of topics are you?

Are you exploring within

the court and setter?

Yeah, I mean the the research that we've done today to is focused on a number of features of coaching that crossover with the realities and working across a number of different professions. One of these, I'll give you a couple of examples.

One of these is around reflecting yeah, and how we reflect in order to learn from our experiences and and that the motives really for me wanting to undertake this research which actually focused on myself, so I was writing about my own experiences of reflection within an action research process.

Was the frustration that I felt that.

I went on loads of training and professional development courses.

I did all my levels as a coach.

I went on every teaching further education development session that was available and all of them had some form of reflection embedded within

them and it seemed to me that people

saw reflection as being this panacea.

Like it it's solved everything and

it was the key to unlocking all of

our experiential learning and benefit

to ourselves.

And yet when I went on these

courses nobody told me how to do it.

Yeah,

it was like it was like it was assumed to

be a kind of natural inbuilt skill that

you just born with and everybody can do and.

At best we were maybe showing

a model of reflection,

like here's Gibbs's cycle.

Which is great because it's really

useful and it's derived from evidence,

and it provides a cycle and but

it's a pretty surface level view.

There's not a lot of the how.

In the model, or in any of the models

that that might be available to.

To us,

and so the first issue that really

struck me in in terms of the

research that we did was around.

You given little or no support

about how to reflect.

But equally this is the second issue.

It's assumed that reflection will

lead to good stuff that they will

be unproblematically beneficial

to us when we do it,

and actually what the research

then highlighted was the highly

emotional and potentially damaging

effects the reflection can have

when it's done without support.

And when it's not shaped by some kind

of a framing structure of something

that drives our interest in reflection

towards things that may benefit our,

our practice in particular ways.

And so through this through this research,

what myself and Shirley Gray,

who I published the work alongside,

came to develop as a set

of structured questions,

essentially adapted from the work of Johns,

who's a whose researchers

is about nursing practice,

and he's written quite well

about reflection in that domain.

And then what I've done is,

I've subsequently used those

reflective questions to help guide

a deeper level of reflection.

With the people that are now mental in

coaching and business and elsewhere.

But also as a mechanism to deal with

that more kind of immediate reflection

that we want to do when we experience

critical incidents in our sessions,

whether that's a teaching session
or a coaching practice session or
a business meeting or whatever.

But actually as a means to engage
with it more deeply.

And not reflective practice.

Has evolved overtime and it's
been informed by the subsequent
research that I've done so to give
you a second example of the sort
of types of work that we're doing.

Our most recent paper,
which is due to be published
soon in Sport Management Review.

It's focused on this hybrid
nature of working lives,
and particularly in this case it
was an international rugby coach.

And by hybrid work,
what we were talking about
and interested in was.

This reality for lots of us.

The operator cross again a range

of different professions that.

In this head coaches role,

they weren't just expected to

be a good head coach and a good

coach on the grass if you like.

But they're also meant to be a good leader.

And a manager of other people,

yeah, so they're not just that

the title says Coach,

but in reality they've

got this hybrid identity.

And this reflects,

I think a lot of the complex

realities of many working lives.

You know,

we all have multiple intersecting

responsibilities that ultimately.

Places into unique relationships with

a range of different stakeholders given

whatever position it is that we have.

And.

And through those roles we have
to pursue our own interests,
the interests of the people that we're
interacting with and the interests
of the organization that we work for.

And.

What this paper?

I think underlined of interest,
perhaps across a number of
different professions, is that.

When you boil it down.

Oh central task.

The thing that we're trying
to pursue through our work,
whether it's as a coach or as
a physiotherapist, or is there.

Teacher and educator some kind.

Ultimately,

we're trying to influence people.

Yeah,

now that's perhaps about influencing

someone's learning in the classroom

or someone's adherence to a

rehabilitation program as a physiotherapist,

or.

Or influencing somebody to stop smoking.

Or you know whatever it is the realities of.

If our work is that we can't

hold a gun to somebody's head

and force learning to happen,

or force adherence to happen,

or force motivation or enjoyment.

Actually,

what we're doing is we're much more.

Like orchestrators were steering

and guiding and nudging and shaping

people in order to achieve these.

Outcomes whatever the outcomes might

need to be in, and it's ironic,

then in my opinion, that.

These skills, the skill of influence.

Is almost ignored in the training
and development that we give people
to prepare for those professions.

I'll give you an example is in
the pub before lock down with a
group of dads from the school.

One of whom is a barrister so
that their job is literally to
influence a jury to believe a story.

And we were talking about
our careers and and I said,
have you ever had any support
or mentoring around?

Your interactional skills and how that
might be useful to you to influence people.

And it astounded me that this
person whose job it literally is
to influence somebody to think
something or good computer thinks,
and they've never had any support

in how to influence people to
socially interact with them in in
ways that might be influential.

And part of the problem with this is that.

These skills,

these relationship skills

and interactional skills.

Are often positioned or represented

as if there.

Like the art of teaching,

as if there are mystical element of

coaching or business or or education

that we can't get a handle on and.

And it's wrongly assumed as well

that when we're talking about.

The centrality of relationships

to the things that we do.

We're talking about soft skills.

Yeah,

it's these things that are

intangible and hard to get hold of.

Being nice and fluffy and warming

and bracing and and so on,

but this is a bit of a misunderstanding.

'cause yes,

we need to cultivate purposeful

relationships that are.

Going to generate immediate value and

also that have future potential person.

We're going to draw upon and

benefit from those relationships

in various different ways.

But also we you know if we

take Jean Hartley's point,

a great researcher in this area,

relationship skills are also about

tough skills as well as soft skills,

so it's the ability to stand

up to pressure from others

to negotiate robustly too.

To handle conflict in ways that

supports the achievement of some

kind of constructive outcomes,
both for ourselves and for other people,
and so actually.

Building on Gene Hartley's work and a
whole host of other great sociologists
and scholars in the in the area.

There's a significant body of
research that enables us to talk
about the science of interaction
and the science of relationships,
not in terms of giving you a
blueprint print or a magic bullet
that can instantly win people
over in some kind of heroic way,
but actually in ways that can help us to.

To really pay deep attention to
the interactions that we have in
the ways that we go about our.

Teaching or coaching on our professions.

Because to do those things well,
it's really skillful.

It's skillful in the sense that it's something that can be refined and developed through purposeful attention, but equally it's skillful because the stuff that we're doing is at the absolute coalface of the complexities of human beings working together and I've yet to meet anybody who would defend.

The argument that you can do coaching or teaching or medicine or.

Any career without what we're doing right now, which I've mostly dominated, I apologize. Which is this interactiveness?

You know?

It's the the the learning that that might happen as a result of this podcast.

Isn't constructed by you, the captain of the ship.

If you like or me, the person that's.

Sort of on board with you.

It's in the it's in the in between.

It's the way that we Co.

Produce knowledge through our
interactions together and and that
will be the same for people that
listen to it who may or may not
benefit by their interaction with
this information that we generate
together and which will actually have.

Some meaning or no meaning or
great meaning for people when they
bring it to their own experiences.

So it's it's always in the in between
of our interactions that stops happening
in yet it's rarely at the forefront
of the way in which we prepare people
for the ways they do their work.

No, I think you're right.

I think the challenge that we're going
to have in the remaining 20 or so
minutes is is unpicking smells different.

Element said what?

You just said there for last.

How long would really fascinating in

terms of firstly around reflection,

you know you're absolutely right.

It's a core thing that.

As part of every process,

you know that's what we've been critical of.

The sector I'm part of, and I came from,

but too often is the reflection part

of process has been ticket box.

It's done, you've done it.

Great move on and it's gonna be a lot

more cultural then leads into those

different elements you're talking around.

Around the importance of

interaction and I think.

As a new teacher, when I join the sector,

it was all about what can I

get students to do?

How can I make sure they're

busy if they're busy?

They're learning in all,

this goes back to Lord and

Master of Learning Styles.

Or, you know, that's not good or not,

but either,

but I guess as I mature as a lecture

as a teacher and as a manager,

you know the importance of interactions

became a lot more apparent.

You know,

it's really important for what

you're seeing there.

Why don't we talk right this conversation?

I can write down a couple of notes from you,

which I think is really key to

this conversation.

Which can be keen on pick as well.

You can talk with two bits.

One was making every interaction count and

I love the fact you use a term interaction,

you know,

so it's not a meeting.

It's not a discussion,

it's an interaction which shows actually

goes two ways.

And there's something better about.

Bit of that was the power of perspective.

'cause, as you alluded to there a little bit.

You know that had court example analogy,

there working with Crag in the world

of rugby 2230, thirty five different

individuals with different problems,

different backgrounds,

different experiences,

different views on interaction.

It's how can that one person be a conduit

across all these different images and an

election world exactly same my former world?

Some lecturers engage with 100

and 5200 learners in a given week.

So yeah, so.

You actually right in terms of.

There's no magic bullet,
and there's no definitive answer,
but I'm keen understand from your
research really what have been some
of the core things that have come out
around those talks of her perspective,
of how to make interactions count.

I think the first thing that
the people that I've worked with
either as a mentor as a coach,
educator, or students that I've
supported and worked alongside is.

Getting to grips with what
this complexity is made up of.

So you know we took to take this
idea of uncertainty or ambiguity.

All of our interactions are uncertain.

You know,
you've you've done a lot of
prep around today,
but ultimately you've turned up not knowing

a lot of stuff about how today's gonna go.

And I'm in exactly the same boat, yeah,

so so the interactions that we have,

the relationships that we have.

Oh continuously intention or

wrestling with uncertainty,

ambiguity and part of that is

because we can and you.

You mentioned this much more eloquently

than I'll probably talk about it before,

whenever in total control

of what's going to happen.

You know, we,

the control that we exert over other people.

In this case,

you're the captain of the ship,

so the control you exert over me is always,

to a degree limited.

You can ask me questions you can.

You can use the word briefly in

in the way that you frame those

questions in order to get me to to
be a bit more concise and within the
time constraints that you operate.

But you've got no ultimate control
over me doing that.

If you're relying upon me.

Responding to that and picking
up on it in particularly.

Secondly,

we're operating under limited
awareness of how other people
are experiencing things so.

You know the the individuals and groups
that we work with in a lecture Theatre.

It's probably a great example.

You know I've delivered lectures
to two 300 people,
but at least then compared to now
when we're doing it by a mechanism
of a video conferencing facility.

I could actually pick up on some

of those cues in the way in which
they are interacting with me,
and by interaction I mean the totality
of our verbal and nonverbal.
Interchange our exchange of information so
you know at the moment your urine oppose,
which I know people won't see on the podcast,
but it supposed that says that you're
listening to me and you're you're
paying attention and you're interested
and I can pick that up because you're
nodding and stroking your chin,
which suggests that you're thinking
about either what you're going to say
next or about what I'm saying to you,
and you look reasonably relaxed.

So I'm not kind of imposing
things and such a.

An authority bill or aggressive way that
it is something that your defensive about.

But when I'm in those environments,

even with 200 people there,
I can pick up on the knitted brow
of confusion or the lean forward of
interest from somebody or the collapsed
head on the desk of exhaustion and
desperation for the session to end,
and as a result of that I can then adapt
and refine what I do next, and so.

Part of the complexity is we
can never know exactly how.

People are experiencing the same
situations that we're in or experiencing.

Our interactions with them.

We're only ever making our best guess
based upon some of these quite subtle cues.

The third element here,

I think is around.

The fact that you mentioned it again before.

You're operating in a space where it's

almost certain that people aren't

exactly going to always share your views,

your beliefs,

your ideas,

and so that's one of the reasons why

we're saying we're talking about influence.

Because actually,

if I want to influence people not

only need to be able to influence

those people who are already on board.

But what about those people who

have various different beliefs

or expectations about what it is

that we're doing together?

And how do I then work with them in

order to shape and mold and nudge

them along the same lines that would

generate some positive interactions

for all of us,

remembering that as coaches and

educators were doing that for large

groups of people simultaneously.

So we're having to operate in space in

which we're unlikely to keep everybody happy.

And and also,

we're trying desperately to respond to

and move everyone forward with what,

whichever ways each individual can be moved.

And then the final element of this

just to speak about uncertainty.

Is is about the fact that I could

have tried something with you

yesterday that won't work again today,

and whatever I do today isn't

guaranteed to work the next time

we interact with each other.

And that's just one person to one person.

You know we're talking about 200 people

or or 50 people in a rugby squad,

and all our assistant coaches and

medical staff and the administrators

and our hierarchy.

You know that that makes our work

incredibly complex. And so that.

The foundations of I think,

supporting people to be able to

grapple with this is to reveal

this complexity for what it is,

so to deal with some of those

concepts that we just talked about,

but then also to consider.

How each interaction is taking place at the

micro micro level of of what's going on?

And and you can do that through.

Paying attention to the different

interests that people hold.

So when people are acting towards each other,

they are always acting in order to either

protect or to advance some form of interests,

and they might be. Self interests,

but equally it might be material

interests or relational interests.

It might be organizational interests or

even at and you talked about it before.

This idea of like cultural

ideological interest.

So the ideas that people have
about what good teaching here.

What does good coaching look
like and what held to be the norm
in this particular environment?

Because that shapes,
if you like the possibilities in the
freedoms that we can operate within.

And can therefore help us to understand.

Hey, how we are acting.

And be how people are acting towards
us in order that again without a
magic bullet we can then start to
more critically consider, well.

How do I align my practice in
ways that generates?

Good outcomes for us here given the
respective interests that are in play.

And I think those interests have
been really beneficial too.

People in coaching.

And Interestingly enough,

they actually come from the work of

of somebody called Gearculture Mions,

who whose research is all built

around initial teacher education.

And so there's this real cross fertilization.

I think,

between work that's happened in education,

which is a much more long established,

you know, science than than in coaching.

But again,

we're able to borrow and and

reciprocate with beneficial information

that can help us to think about

our respective practices.

Nothing up to right there because again,

you know to court.

Second Robinson.

He said,

kind of keep effective teaching

his relationships in what you just
said there in terms of all the
different disciplines or subject
areas or rules or what other people
do for things to be affective.

Relationships have to be at the
forefront of that and the absolute race.

I think it's important.

As you know,
as people listen to this podcast and others.

I think this is really been heightened
if I'm honest by the last 15-16
months of 12 months now keeps
in 1516 months of of lockdowns,
and so on.

Is that those cubes that you were
talking about before you know
when you analyze me my behaviors,
you know, but you do that with with
learners with court in front of you.

That's been a big loss.

You know, for lectures,

it both are.

Operational loss in terms of not

knowing if their students are

receiving information but also an

emotional loss because for lectures

they get a buzz off their students.

They get that positive reinforcement

for students when they get something.

When is that light bulb moment, you know?

I think for for some that's been

a real big part of their work

that they have missed

which, which is probably affected

their relationship building as well.

Which probably I didn't take for granted and

a lot of lectures practical also did take

for granted that was part of their rule.

But it is really important to know

really kind of drain is back to work.

I cannot bring it all back to what

you said in terms of the micro

elements of relationships.

You know in in how they are built and

how they are developed overtime and.

I think for people first and foremost,

just to just to be aware of that,

but it's I think it's taken for

granted just a dumb thing. You record.

You've got this qualification.

Your teacher TQF APC.

You must be good at and as you say,

they're really interesting.

Before that's not all.

So do you feel actually report?

Do you feel that should be taught more?

Probably in future that should be

apart of programs for for barristers,

for teachers, for nurses, for for anybody.

Yeah, 100% and.

And it doesn't mean that it,

it's it's at the exclusion of

all the other things.

You know,

coaches still need to understand

the technical, tactical,

physical, psychological.

Components of what it means to coach,

just as we need pedagogical knowledge and a

whole range of other different apologies,

can help us to develop our our,

our practice.

But you can argue that without

this central tying component of

relationships and interaction.

That actually will never maximize

the potential of all of those things.

So as a coach.

I can have the greatest tactical

understanding of rugby in the world.

Best strategies to break down the opposition.

Until to succeed scored lots of

points and win championships.

If I can't persuade.

My assistant coaches of that strategy.

If I can't get the buy in of my athletes.

If the board don't believe in my approach,
that doesn't matter.

I can't do my job.

I can't.

I can't do anything with that because
the realities of all of our practice
and this is true of lots of professions.

You know, coaching coaches are judged
on the performance of their athletes.

Ultimately,
teaching teachers are judged on the
outcomes their students achieve.

So physiotherapists are judged
on the physical.

You know rehabilitation achieved
by their patients.

Now there's a key.

A little bit of pathos,

if almost in all of that,
which is that actually,
my work is essentially being judged on
the basis of somebody else's performance,
and I don't just mean performance in
the sense of whether they win or not,
but there's a whole host of different
things that people can try and
achieve within that performance.

And yeah. And the thing that's it's.

Central to achieving that is
this influential relationship.

But it's the thing that it's

like a big gap, isn't it?

There's just the this kind of may
on one side of the Grand Canyon and
and a group of people on the other.

And what this takes the form of current.

I think to a lot of professional
development and preparation programs is we
teach people things to do at other people.

So we teach them how to behave
at a set of students,
or we teach them a theory of practice
towards other people as opposed
to teaching them the exchange,
the interaction,
the interchange that occurs between them,
and Nick Crossley talked brilliantly about
this in his work on relational sociology,
when he says that.

Interaction is precisely that.

It's Inter action.

It's it's a set of people acting,

but intertwined together,

just as we are and and it it requires

a real sensitivity to those things and

so 100% in terms of your question.

It it should be absolutely at the core

of the way in which we've developed.

A whole host of different professions around

which an an infused into and woven through.

We can then develop all of the technical capacities and competencies and understanding that is critical and to then being able to leverage those those relational skills in order to achieve good outcomes in their roles.

But I think there's some.

Again, as always,

some really interesting points area and I'm just gonna make a point for listeners.

Here is we have lessons or lectures, but also a lot of.

Business were managers, you know, so I guess my.

Was it better nourishment so you can pick them off?

You can forget takeaways.

Let's all better nourishment.

I'm gonna come in a second for a few bits of nourishment around those topics.

Or people.

Listen is to really reflect on yeah,

relationships with students is

to how interactive are they?

You know,

thinking back to last week or

last month or even yesterday.

When this goes out there

Wednesday soccer work Tuesday.

Is the how effective were those interactions?

What worked well?

What didn't why?

And again the same for managers and

then in web developing new stuff.

Existing stuff since then stuff around

that space that we're providing,

and whether our periods of

reflection or peers or interaction.

Offer ticket box or actually they've

got a real purpose and I think.

I need to clear the same and you

probably clarifies from yet hopefully

we don't have to take a long time.

It's just gotta have a clear

and specific purpose and

then be followed through and

being impacted upon overtime.

100% and it's all.

It's the definition of a relationship,

essentially is the sort of history

of interaction that we've had,

which is shaping our current interactions.

Yeah, and the belief that we're

likely to have future interactions,

which is also shaping how we're

currently interacting, so,

you know, take us, for example,

we've we've met in the past,

and we've talked to one another,

and we have a sense of how each

other operates and the way in

which we will work together,

and that has informed the

way in which you've.

Approach this into set of interactions

because you being able to think

ahead about how I'm likely to

behave and how you can influence my

behavior in ways that's beneficial

to you and to your your interests.

But equally conscious that we might

also meet further down the line.

Yeah,

and so we need to act now in ways

that's going to protect and generate

expectations of of interaction

that that might work really

well when we next interact and.

And in lots of cases,

as teachers as coaches as lecturers,

those interactions as managers as well

are happening on an almost daily basis.

You know,

as as teachers were not only designing.

Schemes work enough or

individual session plans.

Teaching plans around what's

happening in this one.

Set a setting with thinking

about what come before.

How where have people arrived at this

session from and how am I going to be

able to move them in ways that links

us forward towards sessions in the future?

And even though we've done that planning now,

when we get to that session in the future,

we're not guaranteed to have got

to where we thought we might do.

So we're going to have to come back and

think where did they get to the last time,

and how can I move them forward and so

our interactions are always iterative.

They're always happening in these.

Progressive emergent cycles.

And and for those managers that

you needed to who who are trying to

coordinate and direct and funnel and.

And inform and influence people in in

the way that they do things you know,

we we need to be really mindful of.

Of the again,

those different interests that might be

operating so you you talked about before.

Actually, you know the student who.

The level of interaction we might get.

Well, actually, why is that student?

Fairly quiet.

How does their quietness,

their their sort of removal of

themselves to the back of the class

and they are keeping their head down.

How does that serve their interests?

Well, maybe their interests are.

About not making errors in front of

their peers because they maybe have

relationships with those peers that.

Undermine their self confidence

when they choose to speak up.

Well,

how might we then go about

engaging with those interests in

ways that benefits them?

Can we work with them beyond the session?

That's where we're not going to get

the best out of them by putting

them on the spot and demanding that

they contribute in a particular way.

How might we facilitate their

growth and development and their

movement towards feeling enabled to

contribute and to and interact there?

If that's desirable beyond the

immediate context that we haven't.

Again, these papers that we've

undertaken it's highlighted there.

You know, we often think about teaching

is happening in the classroom or of

coaching happening on the pitch.

But in every situation that I've

been in with defined as a coach way

beyond the realms of the crossing,

the white washing on to the rugby page

where we're a coach when we bump into

our our athletes in Sainsbury's where a

coach when we bump into one of our athletes.

Parents in the pub.

Because they've known as in that role,

and they formed certain expectations of us.

And that informs the way we then need to

practice or act appropriately in in there.

In the present interaction with them,

because again.

How how we behave that might

shape people's expectations of us.

In the future,

and have various consequences,

positive and negative,

so there's a whole host of things in

this idea that each interaction counts.

Because it's connected to a linear

juv previous interactions.

And either serves to reinforce or to revise

people's expectations of us because of that.

And it also has this.

Future implication in terms of what

people will come to expect of us

when we next interact with them.

And and it's therefore really

dialing our our attention into that

Mason in terms of noticing noticing

opportunities to interact.

Appropriately talked about

this importance of.

Of increasing the range and

decreasing the grain size of what

we're paying attention to,

and it's almost like we need to

move beyond those things that we

stereotypically or typically pay

attention to in our practice.

But then we also need to look at

them with a magnifying glass.

And when we start doing that will

probably notice so much more about.

The ways in which we're enacting our

roles as managers or coaches or teachers, or.

Physiotherapists,

or or whatever,

and be able to do so much more

with that new set of skills.

Nothing at some rock N so really

interesting points then.

Yeah,

the really focusing it focusing

in on something specific within

those interactions you know is a.

Yeah,

but in motion I'm going to take away

'cause I was often again being ripped

myself and both controls on prior.

Yeah,

you going to meeting and you talk

about whole host of things which

we have to operationally but also

when you're trying to develop the

hearts and minds of people and share

a vision take on journey with you.

It's really about them and ensuring

the interaction element is that

you're doing your thoughts on

some smaller elements there.

It was interesting,

just kind of benefit for me really

is. I'm sure you come across a high

performance podcast with Jay come free.

The the export Kevin Sinfield dealer.

We don't want this high

performance mean to you.

Why does it start?

And he alluded to?

Kind of what you said there little

bit linking to the hybrid identities

is that in terms of you you be

undertaken multiple rules and easy

simple high performance start at

home in terms of your daily values

and you called who you are and

that's where culture comes from,

you know and I'm sure in your

world farm on me you know lock

lock colleagues talk about culture

and high performing culture

or just a culture that works.

Well, that's just on the pin for me.

By effective relationships,

effective interactions.

And really, just doing the right thing.

You know something really simple,

but it's I know it's not,

but those are the fundamental principles.

Yeah, absolutely. And and.

And that's where we come back to.

This complexity is peoples ideas of what
the right thing are is a different and.

When we talk about culture,
we're talking about shared behaviors
essentially so that you know you.

You get the sense when you
go into any environment.

What's the atmosphere like here?

How are people treating each other?

How do people treat each other

when they're not together?

How do they talk about one another?

What?

What is their behavior?

Tell us about what's valued and
what's not valued in this environment.

And I think a lot of.

Teachers, coaches, managers etc.

They,

when they first go into an environment

they want to impose a culture because it's

seen as being this very sort of heroic,
charismatic thing that that ranked
leaders and managers and so on can do.

But actually,

they're working with a group of people
who have their own beliefs who have
a sense of who they are and how they
should behave and what they should do.

And and enforcing or or imposing
something upon them is likely to
generate some alignment for some people
and also some resistance as well.

And and perhaps then a way of of.

I've considering this is an alternative

vision for how may I do it is

how can we bring people together?

What is it that people sharing

that there maybe not aware of?

You know I've had conversations

with with elite coaches really,

really high performing international

rugby coaches who said that the

greatest conversation they've

had with the players when they

discovered that were real.

My lightbulb moment that they

both kept chickens at home.

And they shouldn't have this shared interest.

Well, well,

what is it you get out of keeping chickens?

Yeah, how what?

I just like you know the the

process of caring for something and.

Oh,

it's really in and actually that

was the thing that then and gave

them this insight into how they

could work together.

You know my my mentor at Northumbria

is amazing at

this. Ezio? Pol Pot Rack will say.

What do you think we should

do in this situation?

How should we act here?

And I'll say I think we should do ABC&D.

Hi sis, I really like Dee Dee's

a brilliant idea. Let's do D.

That's fantastic. That's really clever.

Really. Like that gone gone.

Do deep will do that.

Now what was actually said is a

B&C are rubbish but what is thought

about is what are my interests here?

Yeah how is his interaction

with me right then?

Going to shape my motivation.

And my contribution my my goodwill,

my effort. In order to take forward

something that shapes both of our futures.

Well, he could sit there and

he could say I don't like a.

Ibiza bit rubbish.

Yes, you've not thought to see through.

Well the deal. Do that'll be alright?

Yeah, you probably.

Even the fact that you've got the culture whereby you provide for options where it's typically go to meeting and summarize one option.

Or you send that type of when you talk about future planning, future planning, conversations, interactions.

That is probably that happened there as well.

Yeah,

but part of it's part of his plan is he's got it.

He wants to give people space and time that they can actually hit on something good that aligns with him.

So he cuts them off after

one the first option,

then it's then incumbent on him

because he's wrestled control of

that conversation back to himself

to then provide the outcome.

Well,

then it feels like the people

haven't really had much say in

what they're going to do and.

But if he approaches it, not like I said,

this isn't the magic bullet, yeah,

but it, but it's really clever, isn't it?

The way that he thought through?

How can I get people on my side by

giving them the illusion that they've

determined what we're going to do?

You know which?

Which I know will get the

best work out of them?

And so I need to give them

sufficient space in room and I

might need to scaffold it with some

questions or a bit of bin Laden.

Or what would that look like?

Tell me a bit more about that so

that they that they trusted him.

But then once they are convinced by it.

They then make me feel like the

cleverest person in the world 'cause

they got. I leave that meeting going.

My option D was really good.

How great is that?

I'm gonna go home put 72 hours

of work and how I can make option

D the best thing ever and he's

gone home thinking God option D

scraped across the line there

but it could come through for us.

You know it could be alright but

because of the way he's influenced me

because of how he's nudged and steered

and orchestrated that interaction,

he's created a potential future

set of interactions that are

going to start from a better place on

which are going to lead me down there.

And and equally, on the flip side,

he would be able to have robust.

Conversations where he he challenged

what I was saying and and and

made me think differently through

a more authoritative direct no.

But in ways that still left me going.

I really want to do that

and that I understand why.

That's the idea, how it's not possible,

so interactions exist in the

collaboration and the conflict,

and we can't always talk

about them as just these soft,

fluffy skills that we assume people have.

We need to get it well, how are we?

Getting people on site?

How are we manipulating and and

interacting with him in authentic ways,

not, you know, often people talk about.

This is like we put on a false mask

and then we get people to do stuff,
will pause,
not being false in saying like option D,
but he's dialing it up in a way that
gets the best out of that interaction
for all of us because it it benefits me.
It benefits him and it's very
authentic to our interaction,
just as he would do in.

Avoiding certain behaviors or
dialing certain things down about
the way he would say no,
I don't think that's a good idea.

I'm amazed at the skills that.

In our everyday interactions are
what enables us to get stuff done
and that's really what I think.

You know,
if you were looking for nourishment,
I think it would be around this idea that.

When we're interacting with people,

we've got to be able to map the terrain.

You know what whose interests

are in play here, who matters,

who's interacting with who.

If I do something with them,

how does that have a knock

on effect over there?

So with map flat terrain?

Then we've got to get people on board.

We couldn't get people on our side

in some way, so using that mapping

we've got to kind of figure out.

Who's who? Can we invest in here?

That's going to really follow

us and and work hard?

Us.

How might we invest in people that

have a domino effect on others,

like dropping a stone in the pond?

Almost it ripples out because my best

efforts could be spent on working

with this person for six months.

But actually if I work with that

person really closely for two months,

it might have a knock on effect that

makes my interactions here more efficient.

And then we've got to get some stuff done.

You know ultimately can't get away

from the fact that as managers,

leaders, coaches, educators,

there's some things that are central to

our work which we need to get done as well.

But those preceding steps about.

Understanding people and then using

that understanding in order to be

able to work with and influence them.

Crucial to to that last step

of enacting our roles

and doing the things that we we all

think about when we say teacher coach,

Physio Manager you know.

So it's it's all intertwined in those ways.

Yeah no, I totally agree.

I'm just busy think their own.

Yeah, there's so many transferable elements from these conversations in the managers into lectures and both their their short courses along courses, but also their relationships with colleagues and so on and so forth.

So I think there's a whole host of things just reflect on.

And as we said a couple of times, these things don't happen overnight.

Not having that.

Forward thinking,

I guess my key bit of nourishment is really taking away that.

The principle of of what are you wanting within future interactions and kind of working backwards from those as well, and making sure they are part of every interaction to to make

those affected there as well.

But I really, really appreciate it.

Thank you so much information there

were talking about two or three hours

and we will try and call you back

for a for a thriller podcast to talk

through some things a bit more detail,

but not thank you very much for your time.

I really appreciate it and at

best looking work going forward.

Yeah, thanks John,

I really appreciate and enjoy

the enjoy talking to you.