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Leadership and influence tactics of newly appointed vice principals: A conceptual framework illustrating the process of initiating change in the context of high-stakes staff meetings

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Leadership and influence tactics of newly appointed vice principals: A conceptual framework illustrating the process of initiating change in the context of high-stakes staff meetings

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Résumé

Bien que de nombreuses recherches aient été effectuées sur le leadership et la mobilisation des équipes dans le milieu de l'éducation, les stratégies et tactiques d'influence utilisées dans le contexte de rencontre à enjeux élevés, moment crucial où la direction tente de mobiliser son équipe, n'a jusqu'à présent pas été étudié, à notre connaissance dans son activité réelle.

Diriger dans un environnement complexe et en constante évolution et, où le leadership des directions d'écoles est reconnu comme un ingrédient clé dans la mise en œuvre réussi de réformes et de changements organisationnels. Ainsi, cette recherche cherche à mieux comprendre quelles stratégies et tactiques d'influence sont utilisées par les directions adjointes d'établissement nouvellement en poste pour susciter l'engagement et la mobilisation des équipes-école dans le contexte de rencontres à enjeux élevées. Les rencontres à enjeux élevées sont emblématiques du travail des directions d'établissement qui mettent au premier plan la réussite des élèves. Ces rencontres à enjeux élevés représentent des moments clés où le leader scolaire veut susciter l'engagement, l'investissement professionnel et la motivation des enseignants. Elles se caractérisent par les stratégies qu'elles requièrent afin de générer l'engagement des participantes et participants, tant au niveau individuel que collectif. Malgré l'utilisation de stratégies, la direction anticipe néanmoins de la résistance et des émotions négatives, d'autant plus que l'enjeu de ces réunions est crucial dans un contexte d'amélioration des pratiques.

Cette recherche est fondée sur un paradigme professionnel, la méthodologie utilisée dans cette recherche a permis de documenter l'activité réelle en situation professionnelle de nouvelles directions ajointe d'établissement scolaire. Ainsi, la méthode de l'instruction au sosie a été utilisée avec trois directions adjointes d'établissement scolaire nouvellement en poste. Les entretiens portaient sur les rencontres à enjeux élevées.

Les résultats ont permis une meilleure compréhension des rencontres à enjeux élevés en créant un cadre conceptuel illustrant le processus d'influence de la prise en compte des changements d'attitudes et de comportements des directions dans ce contexte. Les résultats ont en outre démontré que le point de départ et l’identification d'une situation problématique par la direction est à l'origine du besoin de changement. Les principaux résultats de cette recherche montrent que les directions élaborent et mettent en œuvre des stratégies à court et à long terme à l'aide de tactiques sociales, opérationnelles et émotionnelles, tout en tenant compte des contextes personnels et organisationnels. Ce processus requiert de la part des directions d’école la maîtrise de stratégies socioémotionnelles et sociocognitives.

Mots clés : leadership, changement, direction d’école, tactiques d’influence, mobilisation, rencontre, résistance

Abstract

Although much research has been done on leadership and team mobilization in the education sector, the strategies and tactics of influence used in the context of high-stakes meetings, a crucial moment when school leaders try to mobilize their team, has not been studied so far to our knowledge in real professional activity.

Leading in a complex and constantly changing environment, where the leadership of school administrators is recognized as a key ingredient in the successful implementation of reforms and organizational changes. Thus, this research seeks to better understand which strategies and tactics of influence are used by newly appointed vice-principals to encourage the commitment and mobilization of school teams in the context of high-stakes meetings. High-stakes meetings are emblematic of the work of principals who put student success first. These high-stakes meetings represent key moments when the school leader wants to encourage the commitment, professional investment and motivation of their team. They are characterized by the strategies they require in order to generate individual and collective commitment. Despite the use of strategies, leaders nevertheless anticipate resistance and negative emotions, especially since the issue of these meetings is crucial in a context of improving practices.

This research is based on a professional paradigm. The methodology used in this research has made it possible to document the real professional activity of recently appointed vice-principals. Thus, the Instruction to the double method was used with three vice-principals. The interviews focused on high-stake staff meetings.

The results provided insight on high-stake staff meetings and has allowed for the creation of a conceptual framework illustrating the process of influence prior to, during and after these meetings. The results further demonstrated that the starting point and the identification of a problem situation by leaders are at the origin of the need for change. The main results show that short-term and long-term strategies are developed and implemented using social, operational and emotional tactics, while considering personal and organizational contexts. This process requires school principals to master socio-emotional and socio-cognitive strategies.

Keywords: leadership, change, resistance, school principal, influence tactics, engagement, meeting

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List of Abbreviations

C1: Case studied 1

C2: Case studied 2

CP: Conseiller pédagogique

CPD: Conseiller pédagogique disciplinaire

CPG: Conseiller pédagogique généraliste

DATE : Date

D. Ed.: Doctorate of Education

ÉCOLE : Nom d'école

EL: Emotional Labour

EI : Emotional Intelligence

ITTD: Instruction to the double

MEQ: Ministère de l'éducation du Québec

NELEV : nom d'élève

NGR : Numéro de groupe

NIV : Niveau secondaire (ex. secondaire 3)

NPERS : nom de personne

PPCT: Process-person-context-time

PPT: PowerPoint

RBM: Results-based-management

Acknowledgement

I'm at the finish line of a six-year marathon.
I'm an athlete, an intellectual Olympian.

I have pushed the limits of my possible.
I have overcome many obstacles.
I have worked incredibly hard.
Quitting was never an option.
I was determined.
I persevered.

Now, I stand at the finish line of a new life chapter.

To my research directors, Emmanuel Poirel et Frédéric Yvon, I am deeply grateful for your constant feedback and constructive comments, for your time and for your thoughts.

To my ex, I would like to express my sincere gratitude as I know it wasn't always easy.

To my partner, thank you.

To my son who has seen me sitting at my desk, typing on my computer for endless hours, I have always tried to find the time to be with you.

To my father, he will know why.

In memory of Dre Anasatasia Kamanos, my mother.

Leadership, Influence Tactics and High-Stake Staff Meetings: A Conceptual Framework

When I began this Doctorate of Education (D. Ed) five years ago, I was concurrently beginning my management career in education. I had been appointed vice-principal in one of Montreal's largest, most deprived, highly multicultural high schools in 2015. When appointed as vice principle, I became determined to improve the students' results by training teachers in specific teaching and learning practices. At the same time, I wanted to prove that I could positively influence the school-team while still adhering to the governance of the school services center. Working closely with a pedagogical counsellor, and with the consent of the principal, I came up with a plan to bring teachers up to date on the best, most current pedagogical practices. This initiative necessitated that many key issues be discussed among the school staff. These meetings often generated resistance and negative emotions. Nevertheless, I held several high-stakes staff meetings during my two-year tenure as a vice-principal which led me to my research objectives to better understand the strategies of influence I used as a vice-principal during high-stakes staff meetings when resistance and negative emotions were anticipated.

The research presented in this paper was completed in two phases. The first phase of my research focused on my own professional activity (self-case study) while the second phase, I focused on the professional activity of counterparts (peer-case study 1 and peer-case study 2). The first part is comprised of the first four chapters. The first chapter describes the problem situation (particular attention is given to addressing my own leadership development) with the goal of effecting a positive change when resistance and negative emotions are anticipated. In the second chapter, a systemic description of the problem statement and situation are presented to better comprehend the influence strategies I use prior to, during and after these high-stakes staff meetings. The third chapter offers a review of the relevant literature on the key concepts that emerged from the systemic description of the problem situation. The fourth chapter describes the data collection method that is used to explore the influence strategies I used prior to, during and after high-stakes staff meetings and the preliminary results. In the end, chapter five will present the results of the second phase (professional activity of counterparts) and confront them with the findings of my self-case study. In the discussion found in chapter six, I will confront with the literature what I found in the first phase to the results of the second phase. Chapter seven consists of the conclusion where limitations and implications for further research are explained.

As I continued to progress in the D. Ed., my career shifted, as did my research objectives. My occupation changed from a high-school vice-principal to the vice-director of Special Education and Complementary Services for the school services center. As part of my new responsibilities, I am in charge of accompanying recently appointed vice-principals as they adapt to their new functions, thereby ensuring a harmonious teacher-principal changeover. This is part of a professional insertion program set up by the school services center which works to develop the self-reflective abilities and leadership of vice-principals and thereby supporting them in effectively piloting change within their respective school. By consequence, my research objectives shifted from exploring the strategies of influence I use in high-stakes staff meetings to the exploration of the strategies and tactics used by recently appointed vice-principals.

Part 1: Problem Statement

Managing schools in a complex and everchanging environment is demanding and requires a vast array of competencies and comes with great responsibilities. As stated in the Quebec Education Act, school principals “must ensure that educational services provided at the school meet the proper standards of quality” (Education Act, 2021). At the same time, legal frameworks also govern the teaching profession. Caught in the legal crossfire, school principals experience tensions between their obligation of quality standards awhile respecting teachers’ professional autonomy. In such a context, one of the biggest challenges vice-principals’ face is to lead their teams to “meet proper standards of quality” (Education Act, 2021). They must convince their staff to accept policy changes and to work together towards implementing them. During staff meetings, leadership skills are put to the test, and these high-stakes situations challenge them to facilitate positive outcomes to the utmost of their abilities. In my work, I have found that resistance and inflexibility from staff members is counter-productive and complicates the development of positive and engaging working relationships. On a cognitive and emotional level, I find it strategically challenging and emotionally draining to deal with the anticipation of confrontations with staff members who show resistance to new ideas and policies.

The research presented in this paper is twofold. The first phase focuses on my own professional activity while the second phase focuses on the professional activity of counterparts to get a better understanding of leadership practices and their influence on the facilitation of staff meetings, particularly when resistance and negative emotions are anticipated.

After defining the general problem statement, this first chapter will describe the problem situation—with particular attention being paid to addressing my own leadership development—with the goal of successfully implementing change through high-stakes staff meetings when resistance and negative emotions are anticipated. The following section will explain high-stakes staff meetings further. Finally, a description of the research objectives and their relevance will be discussed.

1.1 General Problem Statement

In line with the Quebec government's vision for school services centers across the province, leadership of principals is recognised as an important element which results in the implementation of reforms, and ultimately, in students' success. During his annual allocution at the beginning of the 2017 school year, the president of my school services center made a clear statement highlighting school performance as an important priority for any principal. During the allocution, the president also reminded principals that the school services center relies on their continued leadership in implementing best pedagogical and administrative practices, a statement which sets a high standard for success and increases pressure on principals. The government's vision further complicates principals' ability to generate commitment of participants both at individual and collective levels towards proposed changes.

It is clear that in order to bring teachers up to date on the best pedagogical practices, principals spend a significant amount of time developing strategies and planning in order to meet this goal. Hence, for me, good relationships between teachers and principals are essential, whether it be within formal or informal settings. Formal staff meetings involving policy changes necessitate the principal influencing staff to progress in certain directions, and they require leadership and a strategic approach, since they often generate resistance.

1.2 Specific Problem Situation

In the present context of results-based-management (RBM) and accountability, top-down management practices have a direct impact on my work in general and on staff meetings in particular. My position as a vice-principal for two years serves as a case in point where I have observed that government and school services center policies devote more attention to the "change agenda" rather than to stakeholders' practical, emotional, or psychological responses to proposed changes, and thus focus on the result instead of on the process needed to achieve these goals. To illustrate this point, I will share my story as a vice-principal in one of Montreal's most economically deprived and culturally diverse schools.

Over the past few years, the various principals and vice-principals at this urban high school of 2 000 students have faced a huge hurdle: they were directed by the school services center to brief staff in regards to a radical plan to transform the school. When I began my tenure as vice-principal in 2015, it was clearly stated that the school services center expected me to contribute to the change effort and bring teachers up to date on these new best pedagogical practices so as to ultimately attain higher graduation rates. While the expected outcomes were clear, achieving these goals in my role as a vice-principal necessitated leadership skills, strategizing abilities, and effective management of my own and others' emotions in order to appropriately address staff reactions to the process of change.

Staff reactions often perceived as resistance is manifested in a spectrum of behaviours going from sometimes expressing their objections loudly or aggressively even, to being passive or disengaged spectators. Indeed, as the representative of the school services center and as an agent of change, staff members often demonstrate their resistance to administrative changes I introduce. My awareness of—and perspective towards—staff resistance determines how I choose to respond, bearing in mind that I may also manifest my own resistance to some of the policy changes being proposed from my superiors, or in response to oppositional reactions from my staff.

Leading in a time of change is emotionally demanding and requires large amounts of emotional control for those in leadership positions. Some of these challenges include convincing and influencing team members to accept prescribed policy changes, and overcoming possible staff resistance while (or by) maintaining and fostering commitment of participants both at individual and collective levels and with regards to outcomes. Though prescriptive changes could be understood in the broader sense of the term as any top-down initiative whether it comes from the principal's own initiative, the school services center or the government; in my particular situation as novice vice-principal as opposed to an experienced one, prescriptive changes refer to ministerial and school services center orientations.

Indeed, these demands have a great impact on the way I choose to lead my staff. In my work, I am particularly concerned by what staff members think of any proposed changes—how they feel about them and what their personal responses are to the changes being put forward. By cultivating sincere curiosity about my staff's points of view and affect, participants feel more open to sharing and I believe this makes them more inclined to implement any proposed changes. While I have a genuine interest in my staff members' concerns, my main purpose in collecting this type of information is to apply it towards developing strategies which will expedite the process of moving through resistance and to facilitate staff acceptance of proposed policies, all while maintaining productive relationships. Possible scenarios are strategically planned and visualized by myself in hopes of successfully implementing desired changes. Putting the focus on others' rather than on myself, strategically sharing my own emotions and the difficulties I face, inviting employees to do the same while valuing authentic relationships, are characteristics which are specific to my leadership. I try to be aware of my actions and their effects on my staff, both during and after interactions take place. Using this process of self-analysis, I adapt my actions and reactions in order to generate positive staff responses, as I attempt to influence teachers' receptivity towards prescribed changes. Staff meetings in particular offer a challenging opportunity for me to practice these strategies for top-down initiative while stimulating bottom-up implementation and participation.

1.3 High-Stakes Staff Meetings

Staff meetings can take several forms which range from small team meetings (i.e. with two teachers teaching the same subject matter), to larger group sessions (i.e. 30 teachers from the same department), and can even take place one-on-one between a teacher and myself. The term ‘staff meeting’ is a generic term that will be used throughout this essay to refer to any get-together between myself and staff members wherein I have a specific change agenda in mind. I would describe these meetings as being ‘make-or-break’. They are ‘make’ when I’m able to lead in a manner which generate the commitment of participants both at individual and collective level and that prescribed changes are welcomed by staff, despite any potential resistance which arises. They are ‘break’ when desired outcomes are not accepted by staff members, participants are neither individually or collectively committed and relationships are left more fragile, with little or no changes being adopted. These decisive moments often allow for no middle ground between failure and success, require strategic thinking, and engender a wide range of emotions as I attempt to steer staff members towards accepting prescribed changes willingly. These high-stakes meetings differ from information sharing meetings (which I would describe as ‘low-stakes meetings’) or informal encounters due to the high levels of preparation, strategy, emotional control and management required to ensure their success.

Prior to, during, and after high-stakes meetings, I am constantly aware of where I am leading the meeting, what my goals are, how I’d like staff members to react, and am continuously cultivating awareness of my own emotional reactions. I am actively asking myself questions, analysing information from others, and planning potential scenarios which might help me better manage the potential emotional reactions of others. In this state of self-awareness and hypervigilance, I am able to connect ideas and prior knowledge so as to creatively come up with ‘in the moment’ strategies and readjust them as I go.

Besides developing self-awareness, I also take time to consider each individual member of the team. I consider who they are, and what ways their personality might affect their reactions to proposals being made. Bearing in mind their working relationship with others and whether they have a positive or negative attitude in general enables me to better predict how they will react to any targeted objectives. I also identify their leadership abilities, their openness to change, their engagement towards their job, their self-reflective abilities, and any other elements which can be leveraged so as to successfully effect change implementation. It’s important to note that I try to put my personal opinion about people aside in order to get into the right mindset. I get into an “everybody has something positive about them” mode and focus on that in order to generate individual and collective commitment and have both a positive relationship and an effective change strategy.

Besides strategy, self-control and the mindset required to effectively negotiate these challenges, I also take the opportunity to strategize with other school principals or pedagogical counsellors so as to come up with appropriate means of dealing with problematic situations. The cognitive and emotional investment involved in these strategies is extremely important to ensure progress, and therefore warrants further investigation.

1.4 Research Objectives

As highlighted earlier, increasingly frequent top-down administrative demands for change require leaders to cultivate awareness of how stakeholders—including themselves—strategically respond to proposed changes. Effective change implementation strategies should take into account how stakeholders respond to any new proposals. Leaders should be able to anticipate any negative emotional reactions which are likely to be triggered by any proposed changes since these reactions may generate resistance from staff impeding on participants' individual and collective commitment. While an effective leader cannot prevent administrative changes, with awareness they can strategically readjust their response to change so as to transform resistance into acceptance.

Before demonstrating the model I developed to explain this phenomenon (Figure 1), relevant themes will be briefly defined according to my previous practice and experience, as shown in Table 1.

Table 1

Relevant Theme Definitions

Themes	**Definitions**
Leadership	"A process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a task" (Chemers, 2000, p. 27).
Strategy	"Deliberate, conscious set of guidelines developed in advance of the specific decisions to which they apply. In common terminology, a strategy is a plan" (Mintzberg, 1978, p. 935).
Resistance	"Indicates refusal to accept a change and is characterised by behaviours aimed at hindering, harm or stand in the way of change" (Bareil, 2013, p. 62).
Emotion	"Affective experiences, such as fear or joy, that emerge when one perceives events or situations to have personal significance because they harm or promote oneself or

	one's goals" (Lazarus, 1991, as cited in Berkovich & Eyal, 2015, p. 130).

The graph within Figure 1 is a visual representation of this phenomenon, and demonstrates the relationships between top-down change implementation & required strategy (horizontal axis) and the level of resistance & generated emotions (vertical axis) caused by these changes. The horizontal axis emphasises my devotion towards implementing top-down changes, and seeks to express how I utilize strategies which will help facilitate change. The vertical axis articulates how I take into consideration stakeholders' expressed resistance; as increased resistance is generated by change implementation, increased emotions will consequently be provoked, and these emotions will require additional strategy to be managed effectively.

Figure 1

Looking at High-Stakes Meetings while Facing Top-Down Management: Leadership, Strategy, Resistance and Emotions

Four possible scenarios are presented within the model, and the present research primarily addresses scenario B:

1. In this scenario, the level of top-down change to be implemented and strategy required are somewhat high, however, the level of expected resistance and emotions are low since staff members would likely agree with such changes. An example of such meetings might be the announcement of a new mesure by the Ministère de l'éducation du Québec (MEQ) to increase the professional services being made available to students with disabilities.
2. In this scenario, the implemented top-down change is significant, and considerable strategic planning is required to generate individual and collective commitment, to encourage staff members to accept proposed changes with the least possible resistance and resultant negative emotions. Despite planning and strategy, the level of resistance and emotions from staff will likely remain high nonetheless. An example might involve meetings where teachers are being asked to change their pedagogical approaches or to follow a new program they are unfamiliar with. The meeting is high-stakes for the organization, the school principal, the teachers and the students. Ultimitly, this could impact on parents and the community.
3. In this scenario, the level of top-down change to be implemented is minimal, and therefore, the level of required strategy to generate individual and collective commitment and manage staff resistance and emotions would consequently also be low. Examples of such meetings might include those in which basic information are being shared, without need for implementing significant changes.

4. Within this scenario, no top-down changes are being implemented, yet the level of resistance and emotions remain high. Examples of such situations might involve meetings where the leader enacts the role of mediator in a conflict between two staff members.

As a vice-principal in one of the largest and most culturally diverse and economically deprived schools in the city of Montreal, the lessons I've learned through my practice and self-reflection are a complex interplay of leadership, strategy and emotional management.

Thus, the main goal of this research project is to better understand my influence strategies during high-stakes staff meetings during which I seek to generate commitment of participants, both individually and collectively, to provide the required efforts, in line with organizational objectives and intention when resistance and negative emotions are anticipated.

1.5 Relevance

Probing awareness on my leadership with regards to high-stakes staff meetings is relevant in many perspectives. First, in terms of ontegenic implication with regards to my own professional development, the project will enable me to better understand my leadership and my strategic thinking in action when I want to generate commitment while I face staff resistance. Secondly, this research will allow me to identify those strategic influence behaviours which seem to be most effective in leading staff members in certain situations, so as to be able to capitalise on this influence during high-stakes staff meetings. Moreover, considering my new position, other leaders will also benefit from the findings of this preliminary research and will bring insights to better lead in a complex and ever-changing environment. As well, a better understanding of emotional management will inevitably impact the well-being of all actors.

As stated previously, since holding high-stakes staff meetings is a common practice across all school services centers, this research should be applicable for any change agent who also encounter staff resistance in their attempts to implement changes and try to generate individual and collective commitment. Besides its ontegenic implication, professional and institutional relevance, this research promises to delineate some of the consequences of top-down policy change expectations for recently appointed vice-principals, especially in terms of helping them understand how to better negotiate the resistance which can be generated through these administrative expectations.

Finally, the project may not only have an impact on student success, but also by generating more widely applicable findings which might hopefully affect society at large. The topics addressed within the present research should be an ongoing locus of school principals' attention as educational reforms and RBM are universal concerns which contribute to the improvement of principals' professional practices.

The first part of this paper has focused on the problem situation surrounding the use of strategies to generate commitment both at individual and collective levels when resistance and negative emotions are anticipated. In the following section, the context in which staff meetings occur will be described using a systemic approach so as to delineate the complexity of the challenges being addressed.

Part II: Systemic Description

The main focus of this research is to explore the influence strategies I use during high-stakes staff meetings when I try to generate individual and collective commitment when resistance and negative emotions are anticipated. The complex nature of change implementation in a school context calls for an approach which considers the dynamic nature of organisations. The theories and practices of systems have generated a great diversity of application such as functional analysis, sociological diagnosis, pedagogy, learning, etc. For example, as pointed out by Bériot (2006), the systemic approach to change consists of responding to a request based on fundamental components of the system to elaborate and implement a strategy to mobilise the actors involved in a given direction. Furthermore, considering that school organisations are highly relational (Pelletier, 2017), an approach which consider both the systems and the relation nature of schools should enlighten the description and our understanding. In that sense, Bronfenbrenner's ecological model is appropriate as it is based on the idea that the individual is located in an environment composed of a set of interdependent systems (1995, p. 62). Therefore, in order to illustrate the context within which these meetings occur, Bronfenbrenner's (1994) process-person-context-time (PPCT) model will be used to describe the complexity of relevant environmental factors.

2.1 About the PPCT Ecological Model

Bronfenbrenner (1994) developed his ecological model because he considered that a person's development depends largely upon the environment in which the person evolves and that to have access to such a developmental process and its complexity one needs to have a picture of the whole environment of an individual and not only isolated elements. Widely recognised and validated, this model can be replicated to my own professional development and for research purposes.

Bronfenbrenner's (1995) revised model considers the process, the person, the context and time (PPCT). More than a theoretical model, it is a non-linear approach which will be used to describe the relevant factors affecting my professional development within the context of high-stakes staff meetings. The model refers to the "ecological environment which is conceived as a set of nested structures, each inside the other like a set of Russian dolls" (Bronfenbrenner, 1995, p. 39). These structures are made of systems: the microsystem (interpersonal relations in face-to-face settings), the mesosystem (relational linkages between two or more settings where the developing person is involved), the exosystem (systems where the individual does not have direct contact with but which affect her indirectly), and the macrosystem (has to do with the sets of beliefs, values, way of life of a given culture or sub-culture). A final system extends the environment per se; it is the chronosystem or the passage of time not only in the life of the developing person but also across historical time.

In the following section, the basic elements of this model will be described, including process, person, context, and time.

2.2 Basic Elements of Bronfenbrenner's PPCT Model

According to Bronfenbrenner (1994), the *person* refers to anyone which is in a particular environment and has the potential for development. The *context* refers to the whole environment at large which is close but also far from the developing person. The *process* refers to the person and her interaction in and with the environment which is dynamic and not static. Finally, the *time* refers to the influence resulting from the passage of time, for example, the experience gained throughout time has an impact on later behaviours. Another essential concept of this approach is the notion of proximal processes. Bronfenbrenner and Morris (2007) provide us with two propositions to explain these proximal processes:

Proposition 1:

> Human development takes place through processes of progressively more complex reciprocal interaction between an active, evolving biopsychological human organism and the persons, objects, and symbols in its immediate external environment. To be effective, the interaction must occur on a fairly regular basis over extended periods of time. Such enduring forms of interaction in the immediate environment are referred to as proximal processes. (p. 797)

Proposition 2:

> The form, power, content, and direction of the proximal processes effecting development vary systematically as a joint function of the characteristics of the developing person, the environment—both immediate and more remote— in which the processes are taking place, the nature of the developmental outcomes under consideration, and the social continuities and changes occurring over time through the life course and the historical period during which the person has lived. (p. 798)

Table 2 describes the six features associated with the PPCT model with their definitions.

Table 2

Six Features of PPCT Model

	PPCT Features	**Descriptions**
1	Engagement	For the development of a person to occur, she must be engaged in an activity on a regular basis and over an extended period of time; it is under these conditions that the proximal processes associated with the activity become effective.
2	Regularity	Activities must continue routinely over an extended period of time.
3	Complexity	Activities should become increasingly complex over time, since mere repetition doesn't allow for effective developmental outcomes.
4	Reciprocity	For proximal processes involving people to be developmentally effective, the influence must be bi-directional; in other words, development initiatives can't come exclusively from only one person or from one side, but should be mutual in nature.

5	Objects and symbols	Proximal processes can refer to interactions with objects and symbols as well; in these cases, the bidirectional relationship involves exploration, manipulation, or stimulation of the imagination of the individual.
6	Environment	The dynamic relationship between the developing person and her environment can change the content, synchronicity, and efficiency of proximal processes.

While the model will clarify interactions occurring between different environmental elements within my particular context (see Figure 2), it will also help reframe my own position within my particular school context.

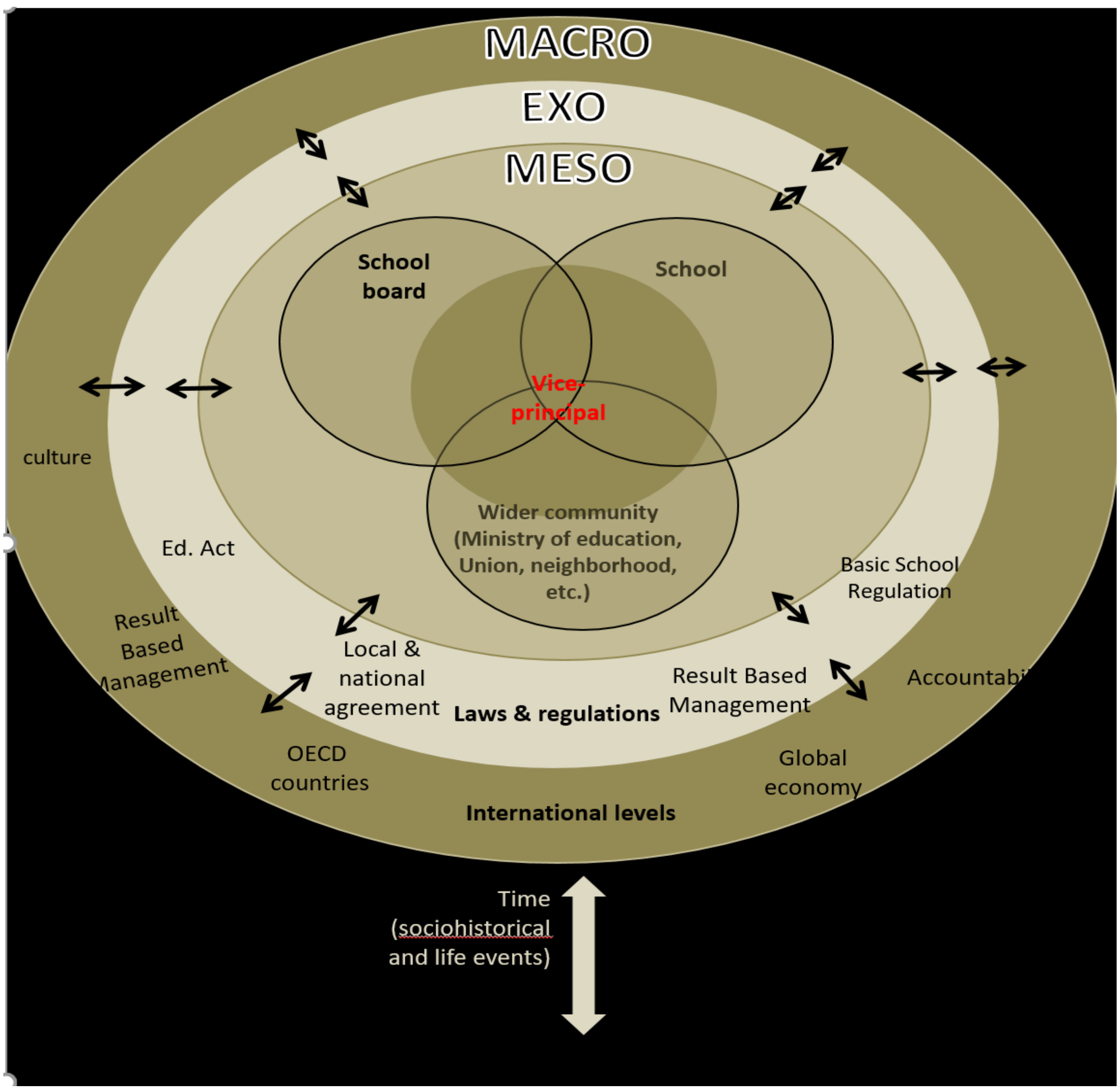
2.3 Bronfenbrenner's PPCT Model and My Professional Development

Given the particular context of my research, high-stakes staff meetings satisfy the six features of the PPCT model. These staff meetings influence my development due to the fact that I am dynamically *engaged* in participating in them on a *regular* basis, and since they increase in *complexity*. Increasing strategizing over time. Since I've remained principal within the same school and in a department with a low rollover rate for more than two years, these regular meetings allow for evolving social processes with staff members which result in "increasing complex[ity]" (Bronfenbrenner & Morris, 2007, p. 798), and are therefore developmentally effective. These meetings are not unidirectional, and change initiatives don't exclusively come from my part; I believe that there is *reciprocity* between participants and myself. For example, though I always have in mind what top-down changes I am expected to implement, the agendas for meetings are sometimes put forward by myself, and at other times by teachers. During meetings, staff are encouraged to share their ideas, to make comments, to question decisions, and to reflect on their personal practices. Moreover, proximal processes are also at play between myself and *objects*—

such as the scientific articles I studied, which helped contribute to this research—and consequently also play a role in my development. Finally, the *environment* plays a pivotal role for the developing person. As the developing person evolves in the same work environment, the corresponding proximal processes become more complex and provide ground for future realization of potential. If the intervals between the more complex activities are slow and not happening regularly, it can reverse the direction of the proximal processes at play.

Figure 2

Graphic Representation of My Problem Situation Using Bronfenbrenner's Ecological Model



2.4 The Four Components of the PPCT Model Applied to My Situation

2.4.1 The Processes

Bidirectional interactions between the developing person and her environment are the most important elements influencing proximal processes within the PPCT model. These interactions are profoundly affected both by the characteristics of the developing person and by the environmental context in which these interactions take place (Bronfenbrenner, 1995). My experience as a developing vice principal leading high-stakes staff meetings serves as an example of such proximal processes. Moreover, the relationships between myself and members of my staff represent an example of the individual's interaction with her environment. Also, the interaction between myself as a vice-principal and the school principal is also an example of proximal process at play.

2.4.2 The Person

The person is at the center of the bioecological model, and particular attention is therefore paid to the individual's personal characteristics. Bronfenbrenner and Morris (2007) explain that the characteristics of a person most likely to influence future development "would be active behavioural dispositions that can set proximal processes in motion and sustain their operation, or—conversely—actively interfere with, retard, or even prevent their occurrence" (p. 810). Also, the distinguishing feature of a person's characteristics affecting development is "their capacity to invite or discourage reactions from the social environment that can disrupt or foster processes of psychological growth" (Bronfenbrenner & Morris, 2007, p. 812).

As mentioned previously, staff meetings are greatly influenced by my leadership, by how I behave or act in order to influence others. Staff meetings happen in specific moments in time, but prior to, during, and following meetings, I am constantly keeping in mind what I'd like to accomplish. I am actively asking myself questions, analysing information, and strategizing. As an example, if I have in mind that what I need to accomplish is that teachers create a global plan that allow for students' individual differences and therefore revise their global plan year after year, I never lose that focus despite resistance or negativity on behalf of teachers.

Furthermore, as mentioned earlier, I believe that my leadership and the way I deal with emotions impacts my capacity to invite constructive reactions during meetings where prescribed changes are being proposed. For example, I strategically choose to confess mistakes I've made, things I should have done differently or feelings due to a specific situation. I believe that this particular aspect of my behaviour is most closely allied to developing positive and open interactions between team members and myself. I believe that by showing my own vulnerabilities, this gives others permission to show their vulnerability as well when encouraged to share ideas, make comments, question decisions, and reflect on their practice.

In order to adopt the changes needed within the department, I want team members to be part of the process as well. I am particularly concerned with what they think of any proposed changes, how they feel about them, and how they are responding to these changes. I try to get people's viewpoints and relevant opinions prior to meetings taking place, and this modulates or shapes the outcome of the various scenarios I plan out in my mind beforehand. This eagerness to learn from others and to acknowledge team members' thoughts, feelings, and potential frustrations has helped me develop effective strategies to better promote the process of implementing changes.

This process is not only about how I can influence others as a leader; rather, it's a dynamic exchange wherein I am also transformed by others, and am forced to question my own viewpoints and opinions, and to adjust them accordingly when appropriate. My leadership is among the most critical factors which allow me to facilitate the creation of a work environment where all stakeholders are invested in bringing about change.

Maintaining self-awareness is another personal characteristic which I consider to be of importance in facilitating healthy team dynamics; during emotionally demanding leadership situations, I use this personal awareness to maintain my emotional balance and personal well-being. Self-awareness allows me to gauge my personal reactions and to consider what impact my reactions will have on others' reactions; remaining conscious ensures that I am not over or under-reacting, or allowing my emotions to get out of hand in response to others' emotions.

2.4.3 The Context

According to the PPCT model, the developing individual and her characteristics interact with her environment. However, in order to better understand these interactions it is important to outline the context as well. The focus of study of the ecological model is the relationships which are established between multiple systems forming a particular ecological niche as seen in Figure 2. When studying the behaviour of an individual, the reciprocal influences of both these multiple systems, as well as the characteristics of the individual herself need to be taken into account. By taking a closer look at each of these systems—namely the micro-, meso-, exo- and macro-systems—the reciprocal influences at play will be established within my particular professional context.

2.4.3.1 The Microsystem

Principals evolve in many situations and in various contexts through the influence of proximal processes (ex: staff meetings, parent meetings, executive meetings, day-to-day interactions, etc.). As seen in Figure 2, each of these contexts in which proximal processes take place can be considered as a microsystem. Thus, high-stakes staff meetings represent one of numerous relevant microsystems.

Staff meetings do not exclusively take place between principals and teachers; the school services center also hosts meetings between numerous school principals as well, and in fact these school principal meetings take place throughout the year. The school services center's objectives make up the content of these meetings, and facilitate shared understanding of the school services center vision and resulting prescribed changes. Proximal processes in which I am involved are part of some of these meetings, though not all; depending on the nature of the meetings, reciprocal interactions and complexity can be developed through time. At the same time, these meetings ensure that the school principal and I are on the same page. It also reveals another proximal process at play in my microsystem; the one between myself and the school principal. Indeed, such a relationship is important. Many of the actions I take as a vice-principal in order to meet the school services center orientations must also be endorsed by the school principal.

Another important element present in the microsystem, is the presence or absence of resistance through face to face interaction. For example, there is resistance from staff to what I bring up as a change agenda. Whether I anticipate it before I go into some high-stakes staff meetings or while I am in action and try to act upon it. There is also, sometimes, a part of me that is in resistance from the reactions of my staff. As I mentioned before, not too many people want to throw themselves in the lion's mouth.

The microsystem is also influenced by the proximal processes at work between me and the numerous lectures that I have done and that are still going on. The relations between me and the articles I read can be considered as proximal processes. As Bronfenbrenner and Morris (2007) point out, for objects such as articles, the reciprocity involves objects from the immediate environment and must call for attention, exploration, manipulation and imagination. This is exactly the case with the articles that I have read and make notes on, engage with critically, discuss with other colleagues, and consider how they may or may not apply to my own personal practice.

2.4.3.2 The Mesosystem

The mesosystem encompasses interactions between the different microsystems which make up my work context. As Absil et al. (2012) put it, a mesosystem is made up of “entangled microsystems” (p. 9). The mesosystem describes how the different components of the microsystem come together. In essence, the mesosystem involves relational linkage such as those in the school, the school services center and the community.

For example, there are connections among the school, the school services center and the community. Vice-principals who hold high-stakes staff meetings in schools with a positive culture are more likely to have teachers who are open to change and react with less resistance and negative emotions. Likewise, vice-principals in conflicting environments and poor school climates are likely to experience negative repercussions prior to, during and after high-stakes staff meetings. Vice-principals, as teachers, work within a cultural context that influences all aspects of schools, including such things as how teachers dress, decorate their classrooms, their emphasis on certain aspect of the curriculum, their willingness to change (Hinde, 2004) and how they react and act during high-stakes staff meetings. Another example of the impact of the mesosystem on vice-principals at the school level is the leadership style of the principal. Vice-principals who evolve in a school with a principal who is highly authoritarian versus one who is too lenient are likely to experience effects in other areas of school administration. The school, including leadership of principals, is an important element of the mesosystem. There have been many recent comparisons between leadership practices in different schools (Archambault et al., 2017; Park & Jeong, 2013; Poirel et al., 2017; Tyler, 2016) and its impact on change and school academic success. Leadership style can also be considered in line with the school context. One could presume that conflicting environments need a particular style of leadership as is argued with regard to situational leadership models (McCleskey, 2014).

Another example is the interactions at the school services center level. If the school services center develops tense and disrespectful relationships with their teachers and openly criticizes their work, then I may consequently experience disequilibrium and conflicting emotions, which would negatively affect my own development as I try to maintain and develop harmonious relationships with my staff. Also, a school services center with a clear vision which is communicated effectively will most likely affect principals and vice-principals actions as well. Finally, the community is also an important component of the mesosystem. It includes interactions among all members and organizations within the community.

2.4.3.3 The Exosystem

The exosystem refers to systems the individual doesn't have direct contact with but which affect her indirectly. Within my particular context, an example of an exosystem could be the relationship between the school services center and the ministry of education. It could alternatively involve the relationship between the school services center and the union. The educational program or collective agreement serve as examples with which I don't have direct contact, but which nevertheless affects me.

As an example, if tensions exist between the school services center and the union in a time of renegotiation of collective agreements, it is likely that it will be harder to get teachers on board with a project or change proposal which will require an investment on their part. Furthermore, as the school services center and the Ministry of Education works hard on including disabled students in regular classrooms, at the same time, the union is fighting it. A quick Google search with keywords "difficult students in classrooms" gives an overview of some of the negative media coverage which surely has an impact on my job as a school principal. One example of this tension might occur during staff meetings when I highlight that within our recently inclusive classrooms, the needs of both regular stream students and special needs impacts must to be met, but teachers' may respond to this by feeling as though their pedagogical approaches are being put into question.

2.4.3.4 The Macrosystem

The macrosystem "consists of the overarching pattern of micro-, meso- and exosystem characteristics of a given culture or subculture, with particular reference to the belief systems, bodies of knowledge, material resources, customs, life-styles, opportunity structures, hazards, and life course options that are embedded in each of these broader systems" (Bronfenbrenner, 1994, p. 40). Bronfenbrenner highlights that particular attention should be given to "specific social and psychological features at the macrosystem level that ultimately affect the particular conditions and processes occurring in the microsystem" (Bronfenbrenner, 1994, p. 40). Figure 2 shows that within my particular context, RBM and accountability definitely have an impact on my work during staff meetings, and these top-down management practices also have a direct impact on my proximal processes. The daily pressure of RBM and accountability increase my personal stress level and the emotions associated with successful staff meetings and ultimately, change implementation.

As explained above, the micro-, meso-, exo-, and macrosystems make up the context according to Bronfenbrenner's model. There is one aspect of the model left to describe; if the micro-, meso-, exo-, and macrosystems involve the developing person and her environment, the chronosystem relates to the influence of the developing person resulting from the passage of time.

2.4.3.5 The Chronosystem

In defining the previous systems, the focus was put on the developing person. This section will address the system of time, the chronosystem, which relates to the influence resulting from the passage of time. There are many categories of time such as the biologic time, the family time or the historical time. In the latter, we can think of the time of an event or a civilisation. Time is transversal and part of every system as well as the developing person and the proximal processes. In the case of high-stakes staff meetings, the aspect of time is crucial.

Firstly, as mentioned earlier, complexification of interactions occurs in a process which takes place over time. Meetings have been taking place since I began my tenure as a vice-principal. During these crucial get-togethers, several processes are occurring simultaneously over the duration of each meeting. The psychological energy required to deal with these multiple processes is significant; all the factors which precede each meeting, my reactions and plans which enfold during and after each meeting come into play as I decode and respond, in a state of constant self-awareness, to each instant that passes, all in the blink of an eye. In my opinion, much of the cognitive and emotional processes taking place during staff meetings are not visible to the naked eye and a much closer and more detailed investigation of time would be required to grasp the breadth, complexity, and intensity of all the factors involved in enabling a successful leadership situation such as this one. Moreover, since new knowledge is always being incorporated into my skillset over time, intrinsically influencing my next moves, I am constantly evolving from one word to the next and from one meeting to the next.

Furthermore, the influence on other systems resulting from the passage of time can relate to greater society changes such as educational reforms or a renegotiation of the local union collective agreement. It could also refer to a change in organizational structure at the school services center level, or to the hiring of new staff members at the school.

The chronosystem also plays a role in the continuing progression of my career. Change and constancy have played an important role in determining my career path. Though the development of my leadership could easily be traced back to my childhood, I am convinced that my varied career experiences as an adult have greatly shaped who I have become as a person and as a leader.

When I was twenty years old, I started my own business and had to learn how to knock on doors and be strategic in order to sell my product. I had to be creative and to innovate in order to remain competitive and to make ends meet, and these formative experiences definitely had an impact on who I became in my role as principal and who I am in my current position as the vice director of complementary services and special education for the school services center. I believe that the challenges I surmounted through my varied career experiences contributed to my self-criticism and helped me develop resilience when facing resistance during high-stakes staff meetings. These examples from my personal experience emphasises the role which the chronosystem plays on the development of individuals over time.

Secondly, the particular culture of my school is also an important factor which deserves consideration. The past ten years, before my time as a vice-principal, were marked by a period of stagnancy within my department, and during this period no staff meetings were held to discuss major administrative policy changes. Even though section 96.12 of the Education Act specifies, “the principal, under the authority of the general director of the school services center, shall ensure that educational services provided at the school meet the proper standards of quality,” (Education Act, 2021) teachers were rarely questioned in the past about what was going on in their classrooms. Newton’s law states that when an object is at rest, it will remain motionless until a force acts upon it. At my school, staff meetings could be the arena where the force is required to get teachers moving out of this period of stagnancy.

We have seen that as a school principal, my leadership is at the center of my professional practice. Leading my staff—especially during high-stakes staff meetings—is stressful, and can provoke intense emotional reactions and makes it challenging to maintain positive relationships with staff members in the face of potential resistance to proposed institutional changes.

Using the PPCT model has enabled a closer analysis of the different systems at play surrounding high-stakes staff meetings, as well as clarifying the impact of proximal process on my personal and professional development. The PPCT model has been used to describe the complexity of relevant environmental factors in order to better understand the context within which influence strategies are used during high-stakes staff meetings when resistance and negative emotions are anticipated. The next chapter will be devoted to the relevant scientific literature addressing different concepts involved in the understanding of influence strategies used during high-stakes staff meetings when resistance and negative emotions are anticipated. These concepts will be outlined and explored in more detail.

Part III: Review of Literature

3.1 Summary of Research Objectives

To sum up, my research project examines my experience as a vice-principal overseeing major changes within a top-down school reform perspective. My research focuses on my use of influence strategies to implement change through high-stakes staff meetings while facing resistance and negative emotions from staff members. More specifically, the present research looks at the role of vice-principals as change agent generating engagement and commitment at both individual and collective levels while overcoming resistance and negative emotions within the context of addressing change in high-stakes staff meetings.

After describing the methodology used to constitute the review of literature, relevant themes from within the literature will be presented. The following themes will be presented: principals as agents of change, the concept of resistance to change, forms and causes of resistance, the use of leadership skills in coping with resistance, resistance as feedback, emotional responses to resistance, leadership and emotional intelligence, and reflective abilities.

3.2 Review Methodology

In order to examine how my leadership as a school vice-principal influences staff meetings (particularly when I try to generate engagement and commitment at both individual and collective levels while anticipating resistance to change implementation), four databases were consulted: Google Scholar, Eric, PsychInfo, and Business Source Premier. The initial keyword search terms were as follows: principal, leadership, change, resistance, emotion, and meeting. Concepts were split into several subsets: change & meetings; leadership & meetings; leadership & change; resistance & meetings; leadership & resistance; meetings & emotions, leadership & emotions; and finally; change, resistance & emotions.

Several relevant studies were also included within this literature review from scholarly disciplines other than education (for example business) since they offered additional information or perspectives on my research objectives.

After reading the abstracts of all amassed articles, I excluded those articles with content which was outside the scope of my research objectives, and prioritized the inclusion of peer-reviewed articles. This decision was motivated by the fact that important relevant scientific contributions included in this area of scholarship are often published in peer-reviewed scientific articles (Landry et al., 2008). I limited studies for inclusion which were published between 2010 and 2019, and chose to exclude books, dissertations, and theses; books and dissertations were excluded due to time constraints. Additional articles were included through referrals from experts, or through consulting selected articles' bibliographies.

Relevant themes from within the literature will be presented in a linear fashion to facilitate reading. While reviewing the literature, my research objectives became more refined and specific through my process of reflection, and this reflective process will subsequently be described as well. The following sections will summarize applicable literature on the following themes: principals as agents of change, the concept of resistance to change, forms and causes of resistance, the use of leadership skills in coping with resistance, resistance as feedback, emotional responses to resistance, leadership and emotional intelligence, and reflective abilities.

3.3 Principals as Agents of Change

In keeping with the president of the Montreal school services center's comments stating that the board relies heavily on principals' continued leadership in implementing best pedagogical and administrative practices, there seems to be a consensus across the literature that the leadership of principals is recognized as a key ingredient in successfully implementing school reforms (Park & Jeong, 2013; Archambault et al., 2017; Hallinger, 2003; Randall & Coakley, 2007; Maulding et al., 2012). I believe that meetings are one of the primary mechanisms used by principals to set school policies, to meet goals, to exchange ideas, and to share expertise and knowledge. More importantly, meetings can help increase staff morale and meeting attendees' sense of belonging, as well as helping to influence positive outcomes such as attendees' feeling valued, enhancing their sense of belonging and accomplishment (Douglass et al., 2015).

However, bringing about change is not a simple task. When attempting to put into place top-down change requirements, principals will undeniably be faced with resistance and the emotions load which accompanies these challenges.

3.4 The Concept of Resistance

As defined earlier, I perceive resistance as manifested negative or damaging emotional reactions, triggered by perceived negative circumstances to something such as change or a new idea. But, the meaning of the word as used by principals when describing resistant teachers is closer to that of resisting an attack, or fighting back against something or someone.

I find it particularly challenging, stressful, and emotionally draining to anticipate potential confrontations with staff members who show resistance to new ideas and policies. Many authors have written about this subject, especially in terms of how principals speak about staff resistance or about how stakeholders respond to their change attempts (Starr, 2011; Gaubatz & Ensminger, 2017; Park & Jeong, 2013). Many authors have used words connoting combat, similar to the word 'confrontation' which I have used; principals were described as using words like: 'opponents', 'insurgent', 'hostile', 'out-of-control', 'bad-tempered', 'abusive', 'art of courteous combat', 'rebellious', 'defiant', 'confronting enemies', 'a battle of wills', 'a blood sport', 'a fight to the death', and being 'stabbed in the back' (Starr, 2011). It is not surprising that resistance seems to act as a barrier of change, and is often viewed negatively or as the enemy of school reform (Gaubatz

& Ensminger, 2017; Park & Jeong, 2013) and that many researchers consequently seek to better understand its causes and means of addressing, reducing or even eliminating it.

3.5 Forms and Causes of Resistance

Multiple authors have questioned why people—and teachers in particular—tend to resist change. Authors have looked at this problem from several perspectives. For example, Starr (2011) addressed resistance from the perspective of micro-political activities, and found that resistance tends to intensify during periods of major change. Micro-politics can be defined as the leveraging of individuals' formal and informal power to achieve their organizational goals (Starr, 2011). Through recounting the stories of principals (of which forty-two were in the first two-years of their term as principal), Starr (2011) explored the forms and causes of resistance which principals encounter within school settings and revealed that principals felt the purpose of resistance was "to block objectives or proposals for change and to undermine the authority of key change agents" (Starr, 2011, p. 649). This was in keeping with Berkovich and Eyal's (2015) findings, who investigated the emotional aspects of educational leadership. The authors explain that during times of educational reform, conflicts between formal demands from school leaders and teachers' moral educational ideologies can often generate resistance from staff. Other potential reasons why teachers might resist change include feelings of wariness about disrupting their well-established professional and instructional patterns, doubts that they possess the knowledge or skillsets required to successfully implement the change, and feeling threatened by diminished access to power, resource allocation, or social capital brought about by administrative policy change (Zimmerman, 2006).

A less common—though potentially more hopeful—approach to understanding change might involve identifying those conditions which have led to successful facilitation and implementation of change. Ely (2014) studied the factors which stimulated successful integration of educational technology, and proposed eight conditions which tend to facilitate successful educational technology innovation.

These conditions were later used by Gaubatz and Ensminger (2017) in helping them develop their eight conditions for comprehensive change implementation, which include:

1. Dissatisfaction with the status quo. Followers who are unhappy with things remaining the same are more inclined to accept the idea of change. As a matter of fact, satisfaction with the status quo is the most common barrier to attempts at change.
2. Sufficient knowledge and skill. The more staff members have the required knowledge and skills to implement change, the more likely they are to participate and support change efforts.
3. Availability of resources. It is important to have sufficiently available financial, material, and human resources if change attempts are to be successful.
4. Availability of time. People involved in implementing change require adequate time in order to learn, reflect, and enact change.
5. Rewards or incentives. Ongoing internal and external supports, including recognition of achievements will encourage and motivate staff to continue participating actively in the change process.
6. Participation. Participants must feel involved and implicated in the decision-making process in order to be engaged in change.
7. Commitment. All stakeholders must feel committed for change to take place.
8. Leadership. It is important that leaders encourage and support participants involved in the change process.

In addition to exploring the reasons for resistance to change, researchers have also investigated the behaviours of leaders which have either prompted or impeded change. Gaubatz and Ensminger (2017) studied how leadership behaviours may contribute to the conversion of change barriers into conditions for change. By interviewing six department chairs who were attempting to spearhead change, the authors identified barriers to policy change using Ely's (1990) eight contextual change conditions. In these narratives, the authors identified whether or not the conditions for change were present at the outset and conclusion of the change process, and whether change attempts were successful or not. Successful department chairs described converting change barriers into conditions for change through such leadership behaviours as sharing external and internal information, providing professional development opportunities to their staff, and through setting clear expectations & objectives as a means of encouraging participation in decision-making from staff members.

Park and Jeong (2013) sought to compare the relationship between principal leadership and teacher resistance within both schools which were participating in government-driven reform, and those which were not. The authors also looked at the personality characteristics of individuals who were likely to resist change across cognitive, emotional, as well as behavioural dimensions using teachers' scores on Oreg's (2003) *Resistance to Change Scale,* which were then also correlated with the leadership behaviours of principals (Park & Jeong, 2013). Measures within the *behavioural* dimension of Oreg's (2003) scale describe individuals' reluctance to give up old habits or to adopt new ones. The *emotional* dimension assesses how individuals experience stress when confronted with change, to what extent they are overwhelmed by short-term inconveniences associated with periods of transition, and finally, what their capacity to conceptualise potential long-term transition benefits. Finally, the *cognitive* dimension of the scale evaluates cognitive rigidity, which determines the frequency and ease with which people change their minds. Based on their findings, Park and Jeong (2013) concluded that effective principal leadership reduces teacher resistance towards top-down change efforts, especially in terms of decreasing teachers' emotional and behavioural resistance to proposed policy shifts.

The previously mentioned literature suggests that principals can play a pivotal role in reducing staff resistance to change, whether this resistance has been generated through an absence of favourable conditions for change, or through staff members' personal inclinations. As explained previously, I spend a significant amount of time planning and developing strategies to help reach change objectives, and many of these strategies are at play both before, during, and after high-stakes staff meetings.

Another way to manage change and approach resistance is by looking at the different stages of concerns of the various stakeholders. Under this approach, concerns can be categorised into seven phases and tend to follow a logical dynamic that can be anticipated (Bareil, 2009). Theses phases are:

1. No concern: no concern in the face of change;
2. Recipient-centered concerns: egocentric worries about the impact of change on oneself, on one's work environment;
3. Organization-focused concerns: concerns relating to the legitimacy of change and the ability of leaders to carry it out;
4. Concerns centered on change: worries about the characteristics of change and its implementation;
5. Concerns centered on experimentation: concerns about the support offered and the understanding of the manager;
6. Concerns focused on collaboration: concerns about the transfer of expertise and opportunities for exchanges;

7. Concerns focused on continuous improvement: concerns about what improvements need to be made so that the change be optimal.

Whether high-stake staff meetings, change and resistance are apprehended by leaders' behaviors, conditions for change or stakeholders' preoccupations, these encounters are not simply operational but rather a strategic moment involving a process of communicating before the development of change takes place (Falkheimer, 2014). Strategies aim to counteract change barriers by transforming them into conditions for change, through convincing and influencing team members to accept prescribed changes while fostering positive relationships between participants throughout the process of transition. Effective strategies tap into individuals' three dimensions of dispositional inclination to resist changes (Park & Jeong, 2013).

In light of this research, I have come to realize that managing people with resistance challenges leaders to be flexible and constantly willing to readjust and evolve. This means I need to employ adaptable strategies and remain open to others' emotional states, mindsets, and points of view. During high-stakes staff meetings, I practice self-awareness through analyzing the effects of my actions, both while they are occurring and afterwards. And I remain open to adapt, to alter my actions and reactions so as to achieve positive outcomes, and to influence teachers in feeling positively about required change implementation and to take action.

Perhaps most significantly, research demonstrates that principals' behavioural dimension is of great importance. As a principal, I must be open to give up old habits and to change in order to achieve expected results. It is crucial to practice stress management techniques when confronted with resistance during periods of transition, and during high-stakes staff meetings. I have to see beyond the short-term inconveniences associated with periods of change, and rationally access my long-term change objectives. Finally, when it comes to high-stakes staff meetings, cognitive rigidity is not an option as I often have to re-adjust my point of view in the course of acting. In other words, though I have a plan as to how to influence people, I constantly adapt to contextual cues which arise, making readjustments to my initial plan, sometimes within seconds. This ability to remain flexible allows for creativity towards fostering positive conditions for change throughout the dynamic process which occurs in meetings.

3.6 Leadership Skills in Coping with Resistance

Leadership skills is understood as the key kinds of underlying capabilities, knowledge and skills for effective performance in an organizational setting (Mumford et al., 2000). Such skills are essential for counteracting resistance. The following studies enumerate which of these behaviours are most effective, and offer interesting insights on the characteristics and behaviours of meeting-leaders. While none of the examined studies focussed specifically on the context of high-stakes staff meetings within school contexts, they nonetheless remain relevant to my research objectives.

3.6.1 People or Task Focus Behaviours

There seems to be a common consensus that leadership behaviours revolve around two main categories that deal either with people or with tasks. Gaubatz and Ensminger (2017) describe both task-focused leadership behaviours, and people-focused leadership behaviours. Task-focused behaviours during periods of transition include planning short-term activities, clarifying objectives and role expectations, monitoring operations, performance, and the external environment, and taking risks to promote necessary changes. People-focused leadership behaviours include providing support and encouragement, offering recognition for achievements and contributions, developing members' skills and confidence, consulting members when making a decision, empowering members to take initiative in problem-solving, encouraging innovative thinking, and building trust (Gaubatz & Ensminger, 2017).

Douglass et al. (2015) also described meeting-leader behaviours as involving task-orientated behaviours or relationship-oriented behaviours. The authors categorized relationship-oriented behaviours as involving those which aim to satisfy attendees' needs; these needs include feeling valued, feeling membership within an appealing group, having a sense of accomplishment, feeling recognized for contributions, experiencing a sense of high status within the group, a sense of autonomy, and an ability to be creative (Douglass et al., 2015). Task-oriented behaviours on the other hand, have to do with more organizational aspects of leading meetings, such as having a meeting agenda and distributing it to members in advance (Douglass et al., 2015).

Though Berkovich and Eyal's (2015) research doesn't focus specifically on leaders' behaviour, nor at its effectiveness at implementing change, it does investigate its impact on followers' emotions. The authors' definition of relationship-oriented behaviours is relevant to the present research objectives, given its similarity to what Yukl et al. (2002) call relation-oriented behaviours, and to what Gaubatz and Ensminger's (2017) describe as people-focussed behaviours.

From Berkovich and Eyal's (2015) own literature review, three central themes can be gleaned: (a) the factors influencing leaders' emotions, (b) leaders' emotional abilities, and (c) leaders' behaviour and its effects on followers' emotions (the first and second theme will be discussed in the later section dealing with leadership and emotions). The authors highlight the effect of leaders' behaviour on followers' emotions thusly: "leaders' high level of relationship-oriented behaviours, focus… on supporting others and promoting their needs and welfare, affect[s] followers' emotions—increasing teachers' passion toward their job and reducing their fears" (Berkovich & Eyal, 2015, p. 143). This statement corresponds with my own genuine interest in my team's concerns, and my intention to use my understanding of these concerns to motivate them in following my lead.

Berkovich and Eyal (2015) also emphasize the difference between relationship-oriented behaviours and mistreatment behaviours; relationship-oriented behaviour focuses on socio-emotional actions including showing consideration for subordinates' feelings, acting friendly, being personally supportive, and demonstrating concern for their welfare" (Amabile et al., 2004, as cited in Berkovich & Eyal, 2015, p. 142). This corresponds with my belief in putting aside my personal opinions about staff members in order to get into a productive mindset. I nurture an "everybody has something positive about them" mentality, using this both to engender positive relationships, and as an effective change strategy. Instead of remaining passive in the face of conflicts, I actively employ relationship-focused strategies such as making teachers feel good about themselves, underlying their positive achievements, and using nuanced and subtle communication methods to address potential problems in more diplomatic ways.

Mistreatment on the other hand, involves a spectrum of conduct from indirectly to directly aggressive behaviours. Examples of indirectly aggressive behaviours include discounting teachers' needs or isolating them from supports, examples of escalating directly aggressive behaviours might include spying, overloading, and criticizing teachers, while severely aggressive behaviours might include threats, unfair evaluation procedures, or actively preventing teachers from being promoted (Berkovich & Eyal, 2015, p. 144).

It's important to note that leadership behaviours can also be documented within other administrative records such as presentations, emails, meeting notes, and meeting agendas, and furthermore, these types of data may illustrate important aspects of the change process at work. Gaubatz and Ensminger (2017) showed that the task-focused leadership behaviour most frequently utilized by leaders involved monitoring internal data and examining external information. Consequently, by examining relevant documents from my previously conducted high-stakes staff meetings may help contribute to better identifying my leadership behaviours in response to these crucial moments of transition.

3.6.2 Intervention Focused Behaviours

Park and Jeong (2013) examined contexts of highly authoritative and top-down approaches to school reform which parallel the conditions of transition within my own school environment. The authors looked at leaders' behaviours from the perspective of principal intervention behaviours, and suggested three different leadership roles involved in implementing school change: initiators, managers, and responders.

Initiators have clear long-range vision of policies and goals that go beyond current innovation. These leaders have very strong beliefs of what a good school should be and work hard to attain their vision. They are able to motivate their followers by continually articulating goals of what their school should become. Managers on the other hand, are more responsive towards developing situations and people's demands; while managers sometimes initiate actions in support of requested change efforts, they do not typically move beyond the basics of imposed requirements. Managers stick to what the formal policies, rules, and procedures say. Finally, responders focus more on traditional administrative tasks while allowing others to take more active roles.

Initiators also share some similarities with task-focused leaders; for example, task-focused leaders' plans focus on short-term activities instead of decisive long-range policies. Though initiators and task-focused leaders both propose visions and innovations, initiators see two steps ahead towards future enhancements, and do not fall mercy to followers' potentially negative responses to proposed changes. Managers and responders on the other hand, tend to adopt more people-focused leadership behaviours and are more relationship-oriented.

In their research, Park and Jeong (2013) wanted to compare the relationship between principal leadership and teacher resistance within schools participating in government-driven reform and those which were not. The authors found that teachers who perceive their principals to enact initiator roles are less likely to resist change, and these findings reinforce the commonly held belief that principal leadership styles play an important role in reducing teacher resistance to change.

This echoes the importance I ascribe to fostering and maintaining positive relationships between meeting participants as a means of overcoming resistance; during meetings, I adopt a relationship-oriented meeting-leadership. When, as a meeting-leader, I actively listen to my staff and show warmth and interest in them, it invites constructive reactions during meetings where prescribed changes are being proposed. Indeed, some research demonstrates that, under such conditions, “attendees will tend to feel valued, autonomous, accepted, creative, and open to share information and contribute in the decision-making process without the fear of being judged, persuaded, and undermined” (Shelton & Bauer, 1994 in Malouff et al., 2012, p.36).

Researchers generally examine the behaviours used by change agents to counteract resistance, and while some authors classify behaviours within a task-oriented or relational framework (Gaubatz & Ensminger, 2017; Yukl et al., 2002; Malouff et al., 2012; Douglass et al., 2015), others concentrate more on the characteristics of principals’ who are able to successfully counteract teacher resistance (Park & Jeong 2013; Starr, 2011). Regardless of area of focus, it is evident that the importance of the human aspects for successful change implementation cannot be overlooked. It is for this reason that I have decided to consider relationship-oriented and mistreatment behaviours as discussed by Berkovich and Eyal’s (2015) study within my own research—even though the authors were investigating the effects of these behaviours on followers’ emotions, as opposed to their effects on change outcomes—as I feel it may be relevant to explore whether these leadership behaviours are associated with certain change outcomes or not.

3.7 Resistance as Feedback

Resistance is often perceived negatively by principals (Starr, 2011). However, in some cases, resistance is not seen as an obstacle to growth. As explained by Bareil (2013), instead of being interpreted as a threat, and the enemy of change, resistance to change can also be considered as a resource, as a potential gauge of how a process of change is progressing. Reconsidering resistance from the traditional paradigm of resistance as the "enemy of change" to the modern paradigm of resistance as "a resource" or "a preoccupation", informs leaders and gives feedback of the preoccupation about the change being initiative (Bareil, 2013).

Through better understanding stakeholders' conditions and barriers towards change, leaders are provided with cues which allow them to more effectively adjust behaviours (Gaubatz & Ensminger, 2017; Hallinger, 2003). Within this mindset, resistance can be perceived as a positive tool rather than as a change counteracting effect. Resistance as feedback provides leaders with contextual and emotional cues which, in turn, allows for readjustments. Hallinger (2003), in his research on instructional and transformational leadership, also emphasises this fact and suggests that "instructional leaders must adjust their performance…to the needs, opportunities and constraints imposed by the school context" (p. 334). Through an open approach of sharing ideas about proposed changes honestly, and through being receptive to change participants' concerns, the "change agent can view resistance as a tool that provides them with a deeper understanding of how the change process might manifest" (Ford et al., 2008 in Gaubatz & Ensminger, 2017, p. 146).

This parallels my own practice intentions. While I have a genuine interest in the concerns of my staff, my main purpose in collecting this type of information is to use it for the development of strategies that will encourage members in the proposed direction and transform barriers into conditions, all while maintaining productive relationships. I also get a deeper understanding of how my team reacts to the change process. More importantly, I adjust my leadership behaviours in response to teachers' concerns or table future change attempts in response to teacher feedback. In their research, Gaubatz and Ensminger (2017) found that change agents who "responded by listening and seriously considering the message within teacher resistance were more apt to view the change attempt, successful or not, as a positive experience. On the other hand, change agents who did not fully listen to teacher concerns were more likely to witness not only failed change attempts but damaged relationships" (p. 146). Listening as a response to teacher concerns turns resistance into a positive experience and helps maintain positive and engaging relationships throughout the process.

I analyse my perceptions of stakeholders in relation to others and the targeted objectives, and whether they have a positive or negative attitude in general. I also identify their leadership abilities, their capacity to self-reflect, their openness, their engagement towards their job, and any other element that may be used to positively impact change implementation. In other words, I listen not only to spoken words, but to contextual cues as well. Nurturing this state of mind has a direct impact on my job satisfaction and on others' perceptions of my effectiveness. Staff resistance does not necessarily indicate failure to achieve intended goals; listening and strategically re-adjusting to resistance is part of the change process at work, and therefore, does not negatively affect my practice.

This is in line with Yukl et al.'s (2002) taxonomy of identified behaviours, which they describe as being "potentially relevant for effective leadership, but it is not assumed that they are equally relevant in all situations or that every behaviour is relevant in every situation" (p. 29). Or, as Blake and Mouton (1981) put it, "because no two situations are alike, their conclusion is that there is no best leadership on which to base practice or behaviour" (p. 440). These quotes illustrate the importance of effective leaders' abilities to weigh the pros and cons of their behaviour, as well as their aptitude to behave in a manner which will be relevant and effective in generating anticipated results from staff members. During high-stakes staff meetings, these decisions take place in the blink of an eye. Needless to say, keeping a positive attitude towards resistance requires highly developed emotional skills.

3.8 Emotional Responses to Resistance

Meetings where resistance is anticipated are emotionally charged and therefore, the implementation of top-down policies often takes a toll on the emotional state of principals. Frustration, despair, anger, or even grief are emotions which school principals may experience in response to operative changes in school (Berkovich & Eyal, 2015). On top of operative changes, leaders' workloads, task burden, lack of time, and administrative constraints often also play a role in the emotional exhaustion of school leaders. Principals are also stressed by the timely constraints of attending meetings, precious time that they often can't afford to waste (Poirel et al., 2012; Douglass et al., 2015).

In regards to this research paper, I am particularly concerned with emotions experienced by school principals during high-stakes staff meetings where resistance is anticipated. Though I did not find any articles dealing specifically with coping with emotions during high-stakes staff meetings, some reviewed studies did offer insights on how principals cope with emotions in general.

3.8.1 Coping with Emotions

As a school principal, I am expected to assist teachers in being brought up to date pedagogically. Achieving this necessitates leadership skills, strategizing abilities—and moreover—effective control on my own emotions in order to appropriately address the emotional reactions of staff members in the process. Poirel et al. (2012) note that principals are very effective at controlling their own emotions.

While teachers are often welcome to express a wide range of emotions, principals are expected to control their emotions and put on a brave face (Starr, 2011). Even though I experience a full range of emotions in my role as principal, part of my job involves managing my internal emotions and controlling how I express them to others, all while being aware that my own expression of emotions may influence others' immediate responses and how they feel about any organizational aims being proposed. Often, principals may hide or suppress their emotions and try to appear in control due to their ethical ethos (vision) and their understanding of cultural expectations surrounding how a good principal should behave (Berkovich & Eyal, 2015; Poirel et al., 2012; Lhuillier, 2006). Though Poirel et al. (2012) did not investigate the relationship between resistance and change per se, their research nonetheless sheds a light on the "cognitive effort made by the principals when trying to cope with the psychological distress caused by…stressors" (p. 13). Indeed, principals feel constrained to act confidentially, diplomatically, and courteously at all times, a challenge which is often difficult to surmount in the face of potential blows to their self-esteem and confidence.

3.8.2 Emotionless Perspective of Professionalism

When principals silence their own emotions—adopting a neutral professionalism in order to adapt to perceived emotional expectations from others—this requires emotional labour (EL). EL is "used to manage internal emotions and manufacture external expressions of emotions to specifically match organizational norms, expectations and demands" (Maxwell & Riley, 2016, p. 3). EL is performed when professionals wish to elicit appropriate responses from clients, customers, or other stakeholders, so that they are more receptive to our proposals. I believe that the way I deal with emotions also increases my capacity to invite constructive reactions from staff members during meetings; for example, by strategically confessing my own feelings, I encourage teachers to adopt a positive mindset which will make them more comfortable in expressing their own emotions within a professional environment of trust.

I use EL as a key strategy in regulating my emotional responses and expressions (Berkovich & Eyal, 2015) but it is also effective at managing difficult people through periods of transition. I have a genuine interest in how my staff feel about proposed changes, and use this type of information to strategically plan and successfully implement change. I openly share my emotions and control my behaviour as a strategy to get where I want. This is a characteristic emotionally intelligent individuals use to achieve particular goals (Salovey & Mayer, 1990). I use emotions as a way to influence the affective state of others, and this manipulation of affect is used both authentically and strategically (Kelly & Barsade, 2001).

Of particular interest to me is that “few studies, if any, have shown the coping strategies of school principals in real life during a stressful work-related encounter” (Poirel et al., 2012, p.4) such as high-stakes staff meetings. The psychological energy required to deal with the multiple processes which occur during these meetings is significant; this includes all the planning which precedes each meeting, and my unfolding reactions which come into play during meetings as I decode and respond to staff members’ emotions in a state of constant self-awareness. In my opinion, many of the cognitive and emotional processes taking place during staff meetings are not consciously visible and a much more detailed investigation would be required to grasp the breadth, complexity, and intensity of all the factors involved in enabling a successful leadership situation such as this one.

While I’ve outlined my use of professional self-control as a strategy for coping with both my own and others’ emotions, this is not sufficient for understanding how to strategically apply that knowledge and turn it into strategic action; by looking at available research on emotional intelligence in regards to leadership, change and resistance, I hope to gain a better understanding of how to do so in my own practice.

3.9 Leadership and Emotional Intelligence

Leading in a time of change is emotionally demanding—especially during high-stakes staff meetings—and requires significant emotional control from those in leadership positions. Because emotions and resistance are interrelated, it is essential to understand the relationship between successful leadership and principals' capacity to manage their own and others' emotions. Maulding et al.'s (2012) study focused on the relationship between school administrators' emotional intelligence (EI) and resilience. Their research objectives were to determine whether there was a relationship between EI and leadership success, or a relationship between resilience and leadership success. Findings from their study indicate that the relationship between leadership characteristics, and both emotional intelligence and resilience is substantial; as a leader's emotional intelligence and resilience increases, leadership capacity increases, and ultimately, the authors' found that the positive influence of leaders enhances student achievement.

3.9.1 Concept of Emotional Intelligence

Several authors have explored and attempted to define the concept of emotional intelligence. For the purpose of this research, I have selected the work of Salovey and Mayer (1990); according to them, emotional intelligence is "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's own thinking and action" (p. 186). This definition is directly aligned with my own use of emotional information as a guide for my own actions during my practice.

Beyond coping with staff resistance in the moment, leaders must be able to move through conflicts and emotionally charged situations to continue to successfully work with team members. Research has demonstrated that leaders use the information from emotional cues in order to come up with strategies which will ultimately encourage staff to accept changes and to be actively involved in implementing these changes.

3.9.2 Concept of Resilience

Resilience refers to individuals' capacity to overcome difficult circumstances, and involves a lifelong journey; it enriches people's lives and gives each of us a chance to experience fulfillment (Rutter, 2005). It is an elaborate process in which skills are developed over time, even in the face of adversity (Maulding et al, 2012).

Shores' model of resilience (2004) is often used as a conceptual framework in describing resilience. According to this model, there are three principal domains of resilience in adults: Love of Self (which involves one's direction and purpose in life), Love of Others (which includes supportive and meaningful relationships with others) and Love of a Higher Power (which focuses on connecting with a source of inner strength).

Applying Shores' model of resilience to my own experience, Love of Self could refer to my ambition to reach the professional and personal goals I set for myself. Love of Others might include supportive and meaningful relationships I have with others (an example of which might include developing and maintaining positive relationships with staff members while facing resistance). Love of a Higher Power focuses on connecting with a source of inner strength. It seems to me that for principals to have the "will and skill' to carry out this type of hands-on, leadership (Hallinger, 2003, p. 335) one needs to have high resilience.

3.10 Reflective Ability

Reflectivity is a complex concept which refers to a practitioner's ability to reflect on their professional practice (Yip, 2006), and to act according to these reflections. Schön elucidates the concept of reflectivity in practice through his conception of the professional 'reflect[ing] in action'; for him, the professional "reflects on the understandings which have been implicit in his action, understandings which he surfaces, criticizes, restructures, and embodies in further action" (Schön, 1983, p. 50). I see myself as a professional who reflects in action when I describe myself in action and analyse the effect of these actions as they are occurring and afterwards. Based on this reflection, I make calculated assumptions about any potential outcomes within a given situation; I develop strategies which I think will effectively generate the reactions I am looking for, before adapting my own actions accordingly.

Yip's (2006) conceptualisation of practical reflectivity may further clarify Schön's 'reflection-in-action'. Based on Mezirow's (1981) and Schön's (1983) earlier theories, Yip's reflectivity was applied to social workers' professional practices, and potentially helped these workers develop their sensitivity in catering to the needs of clients with mental health problems. Yip's theory may be even more relevant for educational professionals, since they are increasingly being asked to take on responsibilities which parallel those of social workers, and might therefore be effectively applied in appraising my professional practice as well.

Yip's (2006) conceptualisation consists of three levels of reflectivity, each of which includes three sub-components. The zero level is the absence of reflectivity. The first level is basic practical reflectivity when the worker only begins to be aware of the needs of their client (in the case of high-stakes staff meetings described in this research, the clients would be the teachers). In the second level, the reflectivity happens in action; in other words, the worker begins to be conscious of her performance such as leaders in high-stakes meeting situations. The third level is critical practical reflectivity; this level is critical across multiple dimensions, and there are interactions between the worker's own beliefs & backgrounds and clients' needs & backgrounds (in the case of high-stakes staff meetings, the third level reflectivity would involve interactions between my beliefs and my background (worker/principal) and teachers' needs and backgrounds).

Yip's (2006) sub-components within each level are also important to consider. Each level includes each of the three components. The first one is the *feeling* component, which encompasses the feelings, emotions, and attitudes of the worker and clients taking part in the intervention; an example of this might be during meetings, when I experience a full range of emotions and take into account how stakeholders feel about proposed changes. The second component is the *thinking* one which encompasses the cognitions, memories, and rationality of the worker and client participating in the intervention; an example of this might be when I think about what I am doing, analyse my actions and their impact on others during meetings. The third and last component is *doing*, which involves the actions and behaviours of participants; an example of which might include my actions and my staff's reactions which occur during meetings.

3.11 Specific Research Objectives

As highlighted earlier, increasingly frequent top-down administrative demands for change require leaders to cultivate awareness of how stakeholders—including themselves—strategically respond to proposed changes. The starting point of this research was to develop a better understanding of my own leadership style during high-stakes staff meetings in which significant top-down change implementation is expected; these meetings require significant strategy to successfully navigate, given the high level of resistance and emotions generated by proposed changes (Figure 1, see p. 28).

In order to better understand the context within which these situations take place, Bronfenbrenner's (1994) process-person-context-time model was used to describe the complexity of relevant environmental factors (Figure 2, see p. 35). Given the particular context of my research, it was previously demonstrated that the staff meetings I am engaged in satisfy the six features of the PPCT model, namely: engagement, regularity, complexity, reciprocity, interactions with objects & symbols, and environment.

From there, a review of literature was conducted which highlighted the relevant themes of study. I suggested that school principals are key change agents (Park & Jeong, 2013; Archambault et al., 2017; Hallinger, 2003; Randall & Coakley, 2007; Maulding et al., 2012) who have the capacity to get the innovation ball rolling, but that resistance takes several forms and has a variety of causes. However, leaders must behave in ways which both counteract these barriers (Gaubatz & Ensminger, 2017), and which nurture the conditions needed for change to happen; to do so, leaders must adopt a variety of behaviors which are either people or task focused (Gaubatz & Ensminger, 2017; Douglass et al., 2015) and which are always enacted with the development of 'working relations' in mind (Maulding et al, 2012). Indeed, developing and maintaining engaging relationships with teachers has proven to be an effective change implementation strategy.

The subject of principals' emotional responses to resistance is also explored within the literature. Principals often project an outward image of stoicism to match professional expectations, but this doesn't mean that emotions are not expressed; in fact, sharing thoughts and feelings can be strategically used in gaining teachers' trust and in building relationships with staff members. Emotional intelligence is the ability to leverage emotional cues and information towards developing strategies which will facilitate the acceptance and implementation of change policies. The role of principals' resilience is underscored through a dissection of Shores' (2004) model of the three dimensions of resilience, including Love of Self, Love of Others and Love of a Higher Power, which provides important insights in regards to coping with the emotions which are triggered during high-stakes staff meetings and throughout stressful processes of transition in general.

I have outlined how I use self-reflection to remain self-aware of my actions and to analyse their effects as they are occurring; using this reflection, I make calculated assumptions about the outcomes of situations requiring change, adapting my actions accordingly, and applying strategies which I think will effectively generate the reactions I am seeking from team members.

The present chapter has described the methodology used to constitute the review of literature in regards to the specific research objectives of this project. Themes related to the processes through which I seek to influence high-stakes staff meetings in the face of resistance and negative emotions have been presented. Going forward, methodological challenges remain in terms of developing appropriate means of measuring and understanding the influence process used by leaders both prior to, during, and following those meetings when resistance and negative emotions are anticipated. The next chapter will describe the data collection method used to produce the preliminary results that will then be analysed and discussed (Part IV).

Part IV: Accessing My Professional Activity: Self-analysis of My Practice

So far, I have described the problem situation and specified the research objectives so as to better understand the influence strategies surrounding high-stakes staff meetings. Then, a review of literature presented themes relevant to my research objectives. In the subsequent sections, the results that give access to my own professional practice will be presented and discussed. But first, the next section will present the data collection method that has been used in order to access my « real professional activity » as a vice-principal. Indeed, this method called Instructions to the Double (ITTD) consists of asking workers to imagine they have a double who will replace them at their job for a day. Therefore, they must give detailed instructions in order to make sure that no one notices the substitution when the double replaces them on the job. This method has revealed to be useful to capture my experience, collect data and produce preliminary results. ITTD will be described in more details next by looking at its different steps and particularities.

4.1 Method

One might think that professional activity can be described simply by observing someone who works. However, professional activity is much more complex and is not limited to what is observable. On the other hand, real work is more than just what can be found in a job description (Clot, n.d.). Behind prescribed work, there is also the set of solutions that the worker brings to the actualization of the task (Oddone, et al., 1981; Yvon, 2010). Also, is taken into account everything the work er does not do, what she would like to do without being able to do it, what she could have done but also what she does without wanting to do it (Clot, 2001). Thus, having access to real work is what led Ivar Oddone to develop the interview to the double (ITTD) method in the 1970s during a training seminar at the Fiat factory.

In this technique, the interviewer asks the worker to imagine that she will be her double replacing her at her job for a day. The worker is then asked to give detailed instructions in order to make sure that no one notices the substitution. Two people are involved in the method: the interviewer who plays the role of the double questioning in order to get details information to be able to do exactly what the worker does and the worker who is the instructor giving precise instructions to the double.

ITTD is helpful in looking for all possibilities since it questions workers about a professional activity in the future which as has not yet taken place. It places the subject before the choices she has made, and this allows her to rediscover the goals she seeks to achieve and the instructions she gives herself through this dialogical activity (Miossec, 2017). This method is useful to reveal categories as well as the decision-making processes used in the course of action (Miossec, 2017).

4.1.1 Methodological Steps of the Instruction to the Double

The Interview to the Double method begins with a general guiding question: "Imagine that I am your double and that I have to replace you tomorrow; tell me precisely what I must do to be sure that no one sees the substitution". This simple question leads to a dialogue between a worker (instructor) and her double (researcher). The double-researcher then questions the instructor-worker to get detailed instructions in order to replace her in her work without anybody noticing the substitution. Once the interview is completed, the interviewee is invited to listen to the recording and make a transcription of the recording. While listening to its interview, the interviewee also reflects on her practice by simultaneously writing down personal thoughts about her professional practice. Finally, when the transcription is completed, the worker organizes her thoughts in the form of a written commentary. The method seems simple at first glance but comes with its share of complexity. The following sections will go in deeper details regarding the interviewing process and commenting the instructions.

4.1.1.1 Double-Researcher Interviewing Instructor-Worker

During an interview using ITTD as a method, the researcher who plays the role of the double questions the worker to get instructions in order to discover how to do exactly what she does in details. To do so, during the ITTD interview, the researcher interrupts the worker. By doing so, the researcher becomes an obstacle between the worker and the object of her speech. The constant interruptions constrain the internal discourse of the worker to actualize itself into a defined external expression (Miossec, 2011).

In the process, as Oddone explains, individuals usually refer to at least four areas of reality when describing their work: their task, their peers, the corporate hierarchy, and class organizations (especially those involving the union). In fact, these categories are often used to analyse the data obtained from this method and access workers' practical models (Devost, 2009; Nicolini, 2009; Veyrac, 2017; Viviers, 2014). In the case of the present research, in addition to applying ITTD to my practice by playing the role of the worker, peer participants will be asked to reflect on those four areas while they listen to their peers' ITTD.

Effective interruptions are done by paying attention to the "how" rather than the "why". As a result, these questions lead the worker to watch the activity of their work with the eyes of the fictional double, not only replacing them but also by making sure nobody is aware of this substitution. ITTD makes it possible to solicit comments from workers about elements that are too often filled with implicit. The implicit is not mentioned in a clear term but rather by induction, by deduction or by consequence (Saujat, 2005). ITTD serves as a mean through which informal, invisible and sometimes clandestine experience of workers is revealed [free translation] (Yvon, 2012, p. 103). In the case of this current research, the questions helped to highlight details of leading high-stakes staff meetings.

A further important aspect is to ask the worker to formulate their instructions in the second person. According to Scheller (2003), a formulation in the second person has a significant impact on workers. Indeed, using the pronoun *you*, produces a significant distancing effect that makes the discussion less threatening and more revealing (Nicolini, 2009).

4.1.1.2 Commenting the Instructions

As mentioned before, ITTD is a method whose rule is simple: the interviewer asks the worker to give her instructions for the fictional purpose of replacing her without anyone noticing the substitution in a given work situation (Miossec, 2017). During the ITTD session, the worker is confronted to herself through the mediating activity of the interviewer playing the role of the double. Once the instruction is completed, the worker transcribes the recording of the session and comments it. At this stage, she is confronted with the traces of her exchange with the interviewer through the mediating activity of writing (Saujat, 2005). The instructions create “an opportunity to reflect on and professionally enrich the image of [her] own-work” (Nicolini, 2009, p. 198) and help “expand their possibility of acting in the world” (Oddone et al., 1981, p. 128 in Nicolini, 2009, p. 198). On the other hand, the commentary is one where verbal thought opens up new ways of looking and reflecting about her activity (Bournel Bosson, 2006; Miossec, 2017).

In general, the commentary is organized according to four areas of work experience mentioned earlier: relation to the tasks, to peers, to the hierarchy, and formal and informal organizations. The commentary is, in a way, a self-confrontation. By listening again, the professional stands out from her experience and immerses herself in all the possibilities of things that she did not do or could have done thus raising awareness and self-reflection.

This awareness induces a change of meaning in the face of a situation. The subject can therefore invent new solutions. As Clot (2001) puts it, “it’s only when an experience is used to make new experiences that we can keep a hand on our history, not by denying it but through our development" [free translation] (p. 272). By dissociating the subject from her activity (necessarily, the instruction of the worker separates her from her activity since it is someone else who must work in her place), it allows to discover aspects of her activity on which she had never paid attention (Yvon, 2010).

The comment then highlights the motives underlying the operational activity that are put to the test in the work (Clot, n.d; Yvon 2010), because what we see, is only a small part of the professional activity. ITTD and the commentary that follows give us access to what cannot be observed at first sight: what could not be done, what would be done, etc. Therefore, to use Clot's concept, the real of the activity does not concern what is done or realized (Yvon, 2010), but the possible or the impossible.

4.1.2 Particularities of the Discourse Produced

ITTD provides the researcher with a peculiar type of data and therefore, it should be looked at and analysed by taking into account these particularities. The first element that should be taken into account is that the data is not simply about what is being said. The rhetorical genre of giving instructions is selective by nature. Therefore, what is not mentioned is as important as what is being said. Another important element to consider is the public aspect of ITTD which provides a discourse that is publicly acceptable. Therefore, the worker is selecting what to mention as well as what she omits to say. Furthermore, the relationship between the interviewer and the worker should also be taken into consideration. Indeed, as explained by Nicolini (2009), "projective interviews are often intimidating for the respondent and hence require a safe setting and an existing relationship of trust that most research can only build up through spending time in the study environment" (p. 203).

It is thus with this particular method that I collected my preliminary data in order to start to reach my research objectives. The ITTD method was used with regards to my research objectives of understanding how I influence outcome of high-stakes staff meetings. The next section will describe the context in which the data was collected.

4.1.3 Implementation and Presentation of Collected Data

The data was collected in the Summer of 2017 during a class prescribed for the D. Ed. program I am engaged in. The course was designed to introduce doctorate students to the practice of different methods of data collection. During that particular class, ITTD was presented and I was chosen to experiment it. Professor Frederic Yvon played the double. Yvon has developed an expertise in occupational psychology, under the terms of the Activity Clinic and his doctoral work was directed by Yves Clot. This has contributed to the quality of the instructions since he has experienced the method and published several scientific articles on the subject. After the double gave its instructions (imagine I get to take your place in your workplace for a specific day and no one would notice, what would that moment be), I chose a specific moment where I was to lead a high-stakes staff meeting occurring on the first day of school, right after the Summer vacation. Though the interview did not take place in an authentic school management setting nor in the context of a scientific research, nevertheless the preoccupations were genuine and the data collected could still be relevant as material to analyse and access to my own professional activity.

After the experimentation, a group discussion with the other students with the same profession (education leader) from the class took place. As members of the group listen to the interview and to the instructions given by their colleague, not only do they listen to what is being said, they also imagine what their answers would be to the questions asked by the interviewer. Thus, the instructions given by the worker become a lever for the group discussions where alternate ways of doing things are proposed enhancing the reflective experience of participants. After, as the method prescribes, I transcribed the interview. The verbatim of about 15 000 words will constitute the data corpus. The next step of this research is to make sense of the data. The following section will hence describe the data analysis process that was used.

4.2 Data Analysis

In line with my research objectives, ITTD was used to apprehend the cases of leaders (in this case, myself) who pilot high-stakes meetings and the way in which they influence the outcome of these meetings, particularly when resistance and emotions are anticipated. With the ITTD method, the double-researcher rediscovers both the goals that she wishes to obtain and the instructions she gives herself in order to reach these objectives. Though the double-researcher might be conscious of the goals she sets for herself, the means by which these goals are attained are not. With ITTD, we are looking for the operating procedure and the motives behind the actions prior to, during, and after high-stakes staff meetings (Miossec, 2017). As with several studies using ITTD (De Rover, 2018; Devost, 2009; Matteï-Mieusset & Brau-Antony, 2016; Viviers, 2014), interviews are recorded and transcribed into a verbatim and coding is used for data analysis.

4.2.1 General Coding Procedure in Grounded Theory

The fact that this research is being done in a professional doctorate is not unusual for grounded theory, as connecting the researchers-practitioners' practice to research is central to this type of doctorate. Therefore, using an inductive approach to engage in the research was essential. Thus, my analysis was inspired by grounded theory coding and following is a description of my analysis process.

Coding is breaking down and reassembling the data to produce new meaning. It is an explanatory framework with which to understand the phenomenon under investigation (Stuckey, 2015). Individual stories are left behind, to get to a generalisation, to a new composition giving a new sense to the material (Elliott, 2018). The central operation of coding is the elaboration of a grid of categories. The aim is to identify all the relevant elements of the corpus in order to classify them by theme. Oddone et al.'s (1981) traditional ITTD method used four main categories: relationship toward the task, the comrades, the factory hierarchy, and the trade union or other workers' organizations.

First introduced by Glaser and Strauss (1967) and further elaborated by Glaser (1978), Strauss (1987), and Strauss and Corbin (1990) or Charmaz (2006), grounded theory consists of procedures that the researcher uses to work with the text such as data collection and analysis, conceptualisation of the data and phenomenon grouped to form broader categories. Themes emerge from looking closely at the text and becomes more and more abstract. The concepts become generic terms and the researcher elaborates connections between concepts, generic terms and categories.

4.2.2 Specific Coding Process

Coding processes are marked by a series of decisions made such as the choice of passages to code, the length of these passages, the method of coding or the terminology used. Not only is it a decision-making process, it is also an iterative process between the data, the codes, the categories, and myself as a practitioner. Though more details on the decision-making and iterative process are presented in Annexe 1, the present section is a brief description of my coding process.

Regarding passages to code, I have decided not to code the entire verbatim but "only the most salient portions of the corpus related to the research questions" (Saldana, 2016, p. 17) which represent about 10% of all material. This decision was taken with my doctorate supervisor by considering the limited number of pages allowed at this point in the project and to avoid excessive coding. However, it can be considered valid when and if the material chosen is selected appropriately with regards to the research objectives (Saldana, 2016). Furthermore, the substantive amount of time that is required to code the entire verbatim and the excessive number of codes it would generate is not necessary at this point. Considering that this step of the professional doctoral essay is meant to be a pre-analysis for my doctoral essay, only the most instructional passages have been selected (Annexe 2).

Thus, in order to grasp the maximum information regarding my research objectives, at this point in the project, the moment chosen was selected with four precise criteria: changes addressed, anticipation of resistance, negative emotions, and time (prior, while, after). Indeed, the moment chosen for the ITTD was a specific day where changes were addressed during a staff meeting and resistance and negative emotions were anticipated. I have selected passages that referred specifically to the meeting per se. In order to select the most salient passages, I first underlined all the passages that pertained to the high-stakes staff meeting. After, I then identified the passages that either dealt with resistance or negative emotions. Then, the passages were classified based on whether they discussed “prior to, while or after” the meeting. Finally, I selected one passage from the “prior to”, one from the “while” and one from the “after” category that seemed to be more significant than other based criteria of length, choice of words and the intensity of what was discussed.

I have used the program Dedoose to facilitate the codification process but the computerized analysis of the ITTD is only one part of the job. I applied three coding steps to my corpus which is presented in Table 3. The first step is Glaser and Strauss (1978) *open* coding. The objective here is to disentangle the text into units of meaning (Flick, 2018). At this point, words or short sentences are segmented in order to attach a concept, a code, to those segments. *Open* coding was applied line-by-line. As much as possible, *in vivo* codes, expression used by the interviewee (myself), have been preferred over *constructed* codes as they are closer to the studied material (Flick, 2018). Also, *in vivo* codes limit the interpretations of the researcher as much as possible (De Rover, 2018). As codes emerged, I noted down my reflections (impressions, ideas, and questions) in memos.

It is from those memos that hypotheses about connections between categories will offer a better understanding of how I influence outcome of high-stakes staff meetings. Going back and forth between codes and memos supported the emergence of phenomena, broader explanations of the codes.

After, codes where categorised into more general phenomenon. Then, categories were identified and, the final result gives an answer to the objective of understanding how I influence outcome of high-stakes staff meetings.

Table 3

Three Coding Steps

Codes	**Phenomenon**	**Categories**
Words or short sentences attach to segment of the corpus	Broader explanation of the connection between the codes	Broader classification of phenomenon into categories

What emerged from the coding was the different strategies I use prior to, during and after a staff meeting. After that, two professors from the University of Montreal proceeded to a counter-coding operation with respect to the categories generated after which the three of us confronted and discussed the work that was done for optimal validation. The results that came out of this coding and analysis will be presented next.

4.3 Self Analysis of My Practice

The primary goal of this essay is to better understand how I influence outcome of high-stakes staff meetings. The results obtained offer a preliminary answer to this research objective. Three main categories have emerged from the coding process which are *conception of role as a vice-principal*, *socio-emotional strategies* and *socio-cognitive strategies*. While the first category relates to my beliefs and attitudes toward my role as a vice-principal, the other two categories are strategies I use to influence the outcome of high-stakes staff meetings. This has led me to divide these three categories into two broader ones: *strategic predictors* and *socio-sensitive strategies*. The first is constituted of my beliefs and attitudes towards my conception of my role as a vice-principal; it therefore paves the way to the second category of *socio-sensitive strategies*, which contains *socio-emotional and socio-cognitive strategies*. Following is a description of each category.

4.3.1 Attitudes and Beliefs as Strategic Predictor

In analysing the instructions to the double, I was able to identify three underlying beliefs and attitudes revealing my *conception of my role as a vice-principal*. These underlying beliefs and attitudes are the importance of maintaining positive relationships, loyalty, and change. The following section will present these further and explain how they can be considered as *strategic predictors*.

4.3.3.1 Awareness of the Importance of Maintaining Positive Relationships

The first strategic predictor that emerged from the coding are my beliefs and attitudes toward my staff. My work with teachers is clearly dictated by the conception that I have of my role as a vice-principal. The code "être consciente de devoir avoir une proximité" is revealing of the importance I granted to being authentic about maintaining positive relationships with teachers. I discussed this element:

> Pis si dans cette sincérité que t'a, les gens vont percevoir que c'est vrai que tu veux travailler avec eux. C'est vrai mais en même temps je suis consciente que je dois avoir cette proximité là avec toi pour pouvoir travailler avec toi cette année (K5).

This comment provides evidence about the importance I grant to being sincere about wanting to work with people. I explain how I am aware that I need to be authentic when it comes to the desire to work with teachers. It suggests that I have a representation of the work of leaders as being part of the team and engaging in positive relationships with people.

4.3.3.2 Loyalty

Another element underlying my beliefs and attitudes is how I describe my view of hierarchy. Clearly, for me, it is part of my role to agree with the school services center and to share the prescribed vision. In the following statement, I explain my view of loyalty:

> dans le fond, NPERS elle a la même vision, on a les mêmes mots, le même langage, de ce que met de l'avant la CS. Elle pourrait pas dire, ta une difficulté grave d'apprentissage, t'es pas capable de faire du sec. 1, même si tu as 13 ans, on va te faire faire de la 3e année du primaire. Elle pourrait pas dire ça, elle perdrait sa job! (K1)

This comment is not only a description of my beliefs and attitudes toward hierarchy, but it also demonstrates how the changes addressed in the meeting are top-down. The data indicates that I take it as my role to be loyal to the orientations of my organization and therefore require change.

4.3.3.3 Change Agent

During the ITTD, I explained how teachers must understand that students have to be taught the program according to their age, despite their learning disabilities. For example, some 12 years old students can barely read but must be taught the high school program which is a prescription of the Basic School Regulation. This requires a lot of training for teachers who must learn new pedagogical approaches which may allow students with learning disabilities to meet these requirements. This supports my beliefs and attitudes both as a relationship-oriented leader and as a change agent.

4.3.2 Socio-Sensitive Strategies

Through the coding process inspired by the postulates of grounded theory, two *socio-sensitive strategies* also emerged. *Socio-sensitive strategies* have to do with strategies that feel or perceive (sensitive) people (socio). The two strategies that emerged from the coding are *socio-emotional* and *socio-cognitive*. The following section will discuss these strategies further.

4.3.2.1 Socio-Emotional Strategies

Socio-emotional strategies are behaviours that I use to make people feel welcome and stimulate trust. By using these strategies, I seek to encourage the adherence of team members to proposed changes while building relationships and a sense of belonging. Socio-emotional strategies serve another purpose as well. They are the means by which I take the pulse of both the individuals and the group affected by these changes prior to, during and after staff meetings. Moreover, these strategies are used in formal and informal contexts. Examples of socio-emotional strategies mentioned in the ITTD are showing genuine interest in people and getting to know them better, smiling, shaking hands, and warmly welcoming people. It is to be noted that with socio-emotional strategies simultaneously come in to play socio-cognitive strategies.

4.3.2.2 Socio-Cognitive Strategies

Socio-cognitive strategies provide cues to analyse and classify people according to their influence on the group. Analysing and classifying people gives me information that helps to size up situations and plan how to maximise gains and minimise losses by identifying influential or significant people and using them as a lever for change. Examples I have used in the ITTD are “des personnes clés que je pense être influençant” (K6), “que si eux embarque, (claquement des doigts) dans ton bateau, le bateau va avancer” (K8), or “il y avait des personnes insignifiantes, et des personnes signifiantes” (F11).

Beyond reactions, I observe non-verbal cues and interactions and alliances between people. These strategies also relate to my capacity to foresee conclusions based on these observations prior to, during, and after high-stakes staff meetings.

To conclude this section, the results have brought forward beliefs and attitudes about my leadership role which in turn, predict the strategies I use to influence individuals and groups in the context of high-stakes staff meetings. For me, the results show that being a school vice-principal is a highly strategic leadership position which requires a strong belief that it is part of the job to implement change, get staff to buy-in to the proposed changes, and to be loyal to my organization.

More precisely, *strategic predictors* of relationship-orientedness, loyalty and change paves the way for *socio-sensitive strategies*. In turn, *socio-emotional* and *socio-cognitive strategies* are used to influence, to gain acceptance, and ultimately to get the group to buy-in to the proposed changes. A ‘win’, not ‘break’, high-stakes staff meeting is the result of the effective use of *socio-sensitive strategies*. The following tables synthesises the codes, phenomena and categories that emerged from my analysis. Table 4 presents the categorisation of codes of Strategic Predictors meta-category while Table 5 and Table 6 presents the meta-category of Socio-Sensitive Strategies. More precisely, Table 5 synthesises the codes of socio-emotional strategies while Table 6, the socio-cognitive ones.

Table 4

Code, Phenomena, and Categories for Strategic Predictors

Codes	Phenomena	Categories
Être consciente de devoir avoir une proximité	Awareness of the importance of maintaining positive relationships	
Être d'accord avec la CS Vision CS non-partagée (perte job) Même vision, mots, langage Ne pas faire ce qu'on demande Perdre son travail Hiérarchie vs même niveau	Loyalty	Conception of role as a vice-principal
Plan pour permettre l'apprentissage malgré difficultés Travailler (dans le sens d'agir d'une manière suivie, avec plus ou moins d'effort, pour obtenir un résultat utile)	Change	

Table 5

Code, Phenomena, and Categories for the Socio-Emotional Socio-Sensitive Strategy

Codes	Phenomena	Categories
Aller et connaître les gens	Socio-emotional behaviours strategically used in order to encourage the adherence of team members, but also as an analytical tool that helps take the pulse of how individuals and the group feel about the proposed changes, while having at its heart the well-being of people.	Socio-emotional strategies
Avoir une proximité		
Créer des liens amicaux		
Dire bonjour		
Exprimer sa satisfaction		
Faire ressortir, miser sur le positif		
Sourire		
Serrer des mains		
Se souvenir ou non des réponses		
Être authentique		
Être sincère		
Être sociable/amicale		
Être stratégique		
Travailler ensemble		
Vouloir travailler avec eux		
Favoriser la collaboration		
Ressentir esprit d'équipe		
Latitude décisionnelle		
Avoir du pouvoir sur ce qui se passe		
Ne pas montrer notre nervosité		

Table 6

Code, Phenomena, and Categories for the Socio-Cognitive Socio-Sensitive Strategy

Codes	Phenomena	Categories
Catégoriser les individus Cibler des personnes clés Les anciens Les nouveaux Tenir compte de la réputation Personne influente Personnes insignifiantes Personnes signifiantes Ne pas s'occuper des insignifiants Nombre d'enseignants impliqués Nombre d'enseignants impliqués	Categorization of individuals according to their known or presumed power of influence, which is in turn taken into account in future actions.	Socio-cognitive strategies
Observer les réactions Regarder les alliances Regarder le non-verbale Identifier les leviers	Elements taken into account to be able to induce conclusions and plan future actions.	

4.4 Discussion of the Results Giving Access to My Professional Activity

The point of departure for this research paper was the investigation of how, as a recently appointed vice-principal, I influence the outcome of high-stakes staff meetings. As explained previously, during those encounters, the implemented top-down change is important. Considering that teachers show a significantly higher level of resistance when their schools participate in top-down reforms (Park & Jeong, 2013), substantial strategy is required to encourage staff members to accept proposed changes with the least possible resistance and resultant negative emotions. The need for practical insights into experiences of leadership practices within these strategic moments is paramount, as school change initiatives most likely involve high-stakes staff meetings. Since there is limited existing research regarding these specific emblematic moments led by vice-principals, the focus of this study seeks to explore and describe the processes through which I seek to influence high-stakes staff meetings.

As can be seen in Tables 4, 5 and 6, these results revealed two broad categories: *strategic predictors* and *socio-sensitive strategies*. The first is constituted of my beliefs and attitudes towards my *conception of my role as a vice-principal*; the latter is made up of *socio-sensitive strategies*, which contains *socio-emotional and socio-cognitive strategies*. The following section will take you step by step through a discussion of how *strategic predictors* and *socio-sensitive strategies* are interwoven and play a crucial role in positively influencing the school team to buy-in to proposed changes when resistance and negative emotions are involved.

4.4.1 Conception of Role as a Vice-Principal – Step 1

The conception I have of my role as a vice-principal is embedded in my professional identity. For the purpose of this research and because of the limited time and space at this point of the doctoral essay, I purposely simplify the description and subtleties of the concept of professional identity, its construction and development. Therefore, I will not discuss in length professional identity but rather, I make a point of describing how my beliefs about leadership are determinant of the strategies I use to influence outcome of high-stakes staff meetings.

My conception of leadership has nothing to do with the exercise of authority, but rather that it stems from the quality of relationships with others (Kouzes & Posner, 2012). Also, my conception of loyalty towards the organization and my role as a change agent are also rooted in my professional identity. This is in line with Whiteman et al. (2015) who affirm that the sense-making function of identity allows us to organize and direct our practice. For Burke and Stets (2009), professional identity is “the set of meanings that defines who one is when one is an occupant of a particular role in society, a member of a particular group, or claims particular characteristics that identify him or her as a unique person”.

The results of this study suggest that leaders whose professional identity is one of a relationship-oriented change agent is crucial for effective school improvement because, as Whiteman et al. (2015) explain, identity is not a label placed on leader such as instructional or transformational leadership but it rather shapes and molds leaders’ practices and it provides the motivation for their actions.

Relationship-orientedness is not new to effective leadership. In fact, the very nature of leadership is highly relational. As Kouzes and Posner (2012) put it, if there were no people, there would be no leadership. The quality of relationships matters, as leaders mobilize others to want to struggle for shared aspirations (Kouzes & Posner, 2012). This preoccupation has been thoroughly discussed in other research, whether called relationship-oriented behaviours (Berkovich & Eyal, 2015; Yukl et al., 2002) or people-focussed behaviours (Gaubatz & Ensminger, 2017). Indeed, there seems to be a consensus that human relations are the lifeblood of leadership (Berkovich & Eyal, 2015; Kouzes & Posner, 2012; Poirel et al., 2019; Yukl et al., 2002). In fact, for Kouzes and Posner (2012), “success in leading is wholly dependent on the capacity to build and sustain those relationships” (p. 32).

Besides relationship-orientedness, leaders’ professional identity as change agents seems to also be an essential element. We can actually claim that if leaders do not believe that they are change agents, there probably would not be high-stakes staff meetings in the first place.

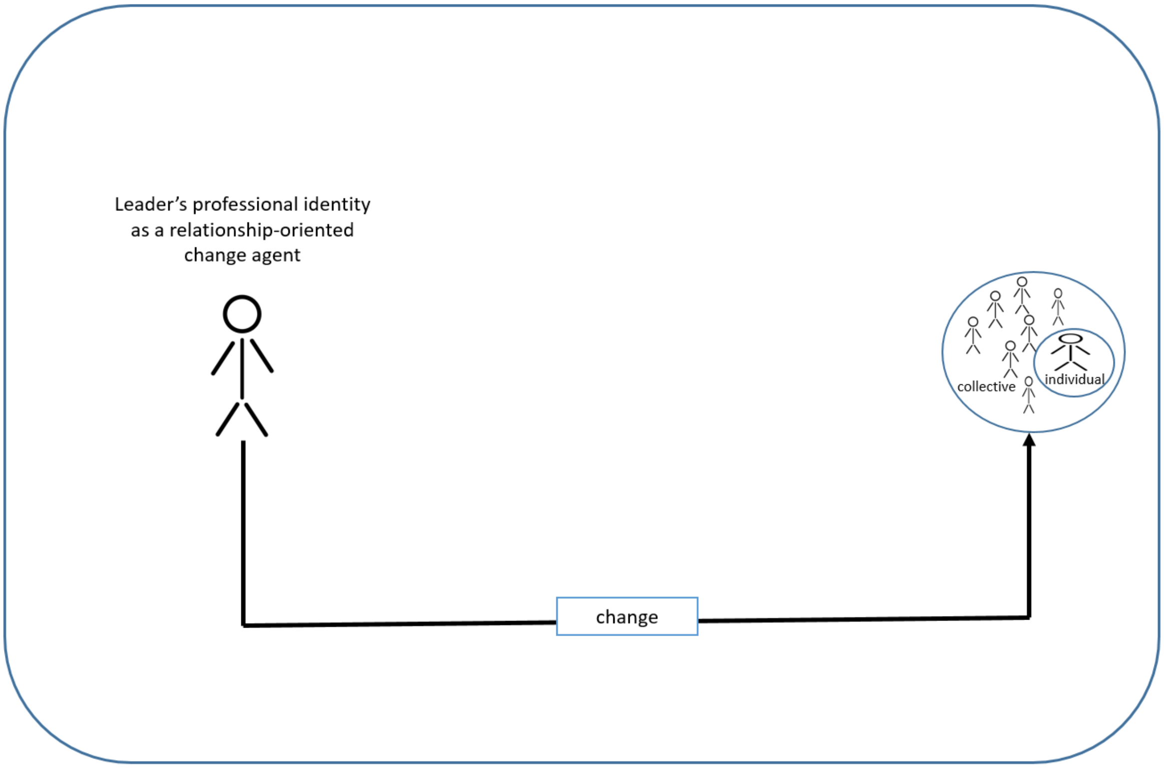
Moreover, there seems to be a consensus that change is the new status quo (Akingbola et al., 2019; Bamburg & Andrews, 1991; Chow, 2018; Hallinger, 2003; Letihwood et al., 2004; Spiro, 2018). The subject of leading change is of paramount importance for leaders these days, since it seems to be the only constant. In such a context, an effective leader seeks to maximize opportunities for change while minimizing the risks (Sprio, 2018). Moreover, leaders are considered bearers of educational policies (OCE, 2015 in Poirel et al., 2019). In order for a meeting to be high-stakes, there must be a change initiative which is in line with policies and will most likely try to improve teaching practices.

As explained by Hallinger (2003), scholars conducting research in instructional and transformational leadership consistently found that “the skilful leadership of school principals was a key contributing factor when it came to explaining successful change, school improvement, or school effectiveness” (p. 331). This is in line with the general consensus across the literature that the leadership of principals is recognized as a key ingredient in successfully implementing school reforms (Archambault et al., 2017; Hallinger, 2003; Maulding et al., 2012; Park & Jeong, 2013; Poirel et al., 2019; Randall & Coakley, 2007). Therefore, the question is not whether principals are change agents or not, but rather how they actually get staff members to buy-in to the proposed changes.

While not attempting to generalise this notion to a wider population, the preliminary results of this research suggest that in order to successfully implement change and influence school teams during high-stakes staff meetings, leaders must have the belief and attitude that they are relationship-oriented change agents. In fact, if they do not see themselves as change agents, there is no need to discuss how to positively influence change in high-stakes staff meeting settings. Hence, these preliminary results suggest that the foundation for effective influence of school-teams could be related to leaders’ professional identity as relationship-oriented change agents (Figure 3).

Figure 3

Professional Identity as a Relationship Oriented Change Agent – Step 1



4.4.2 Socio-Sensitive Strategies

To simplify what has been explained previously, leaders must see themselves as change agents if they are to address changes in the school. Also, they must see themselves as relationship-oriented and demonstrate an understanding of the fundamental human aspirations that connect leaders and constituents. Without these, "strategies, tactics, skills, and practices are empty" (Kouzes & Posner, 1996, p. 1). This rings true with how Leithwood et al. (2004) conceptualize the influence process as taking a "distributed form which becomes 'strategic' by virtue of the relationships (including vertical leadership relationships) that are developed within well-defined networks" (p. 59). Strategy is more than the rational linear processes of writing vision statements and establishing strategic plans. As Davies (2011) explains, "strategically focused schools have leadership that enables short-term objectives to be met while concurrently building capability and capacity for the long term" (p. 1). The first findings of my research reveal the process I used to enable short-term objectives while building capability and capacity for the long term.

The following section will discuss how *socio-emotional* and *socio-cognitive strategies* are used to positively influence school teams to buy-in to proposed changes when resistance and negative emotions are involved.

4.4.3 Socio-Emotional Strategies – Step 2

As explained earlier, relationships are the foundation of leadership. Therefore, principals must be extremely socially sensitive. As Pelletier (2017) explains, leading in education is about human interaction and therefore requires sharp relational competency. Similarly, Leithwood (2012) talks about leaders' social resources. Social resources are about building relationships and about being able to perceive and empathize with others and be competent in managing our own emotional responses (Leithwood, 2012). When it comes to meetings, as mentioned earlier, they can help increase staff morale and the meeting attendees' sense of belonging, as well as helping to influence positive outcomes such as attendees feeling valued, and enhancing their sense of accomplishment (Douglass et al., 2015), and this requires emotional competence as a prerequisite for implementing socio-emotional strategies.

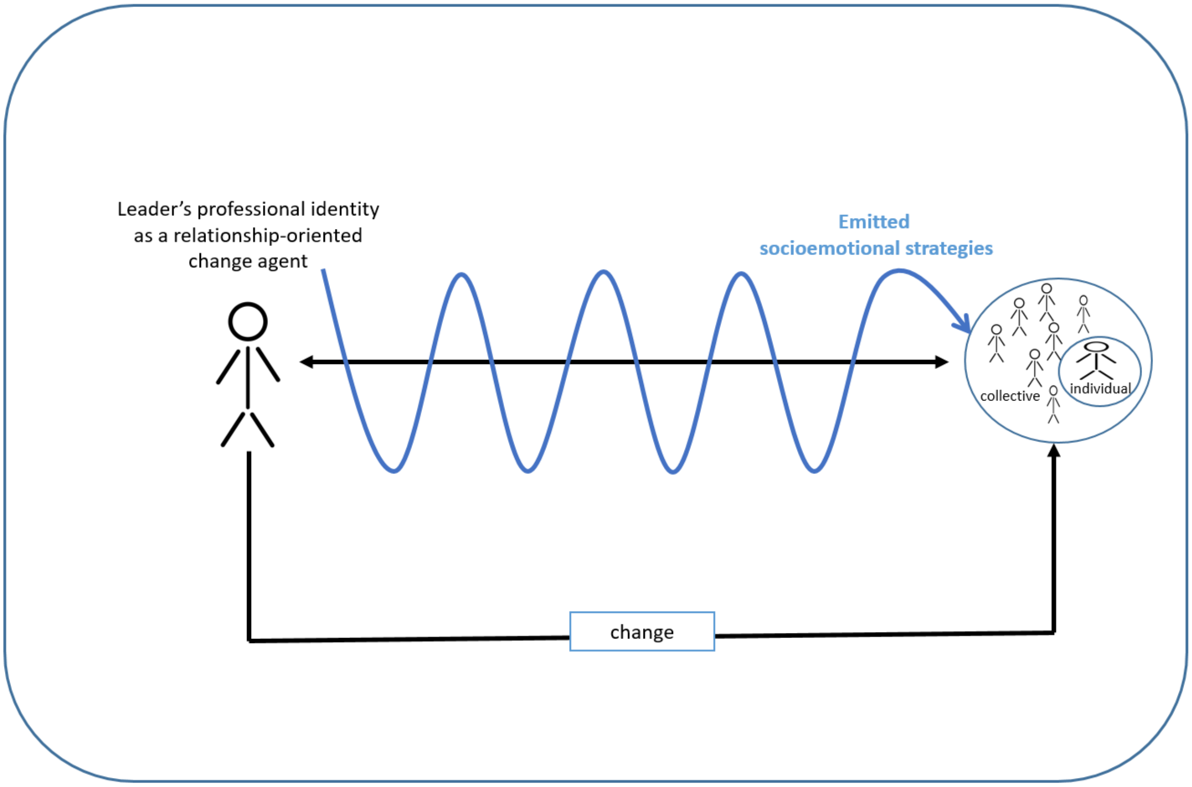
4.4.3.1 Emotional Competence

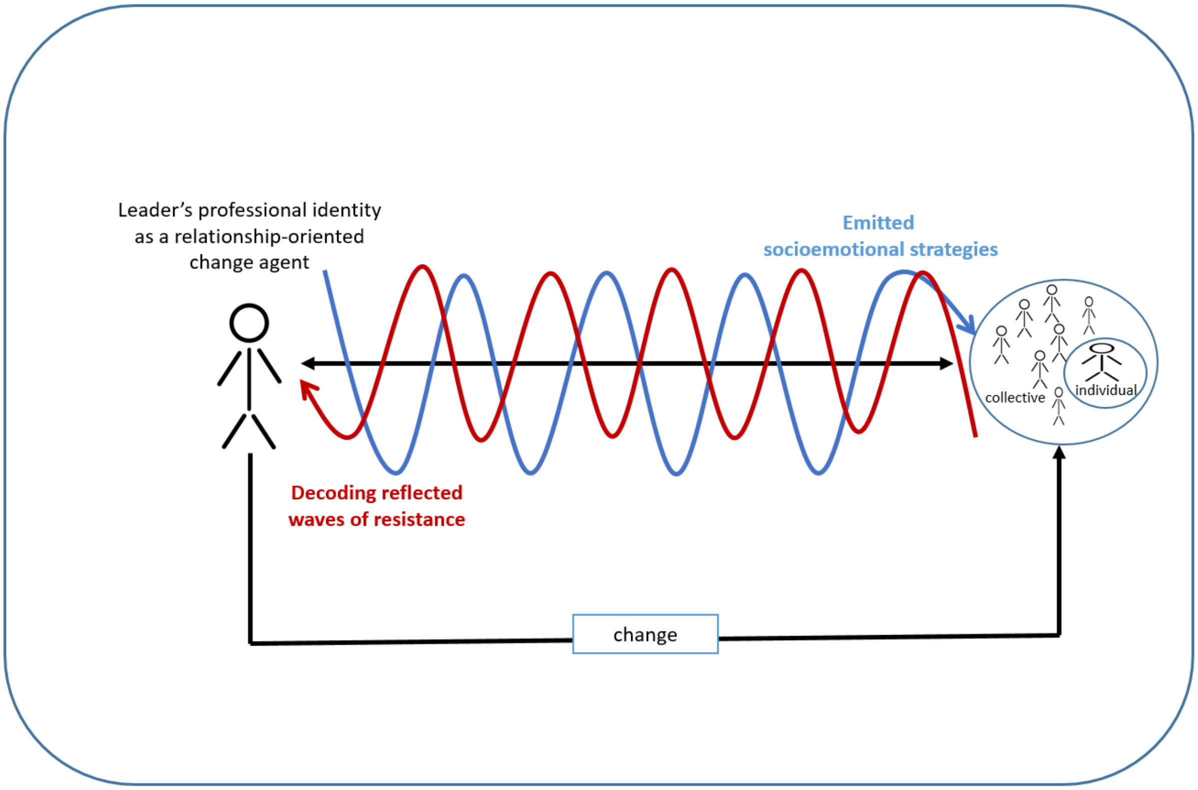
Being able to "understand emotional information, and its impact on personnel and the organization, is what makes an individual, at least in part, emotionally intelligent" (Mayer & Caruso, 2002, p. 1). This is in line with Salovey and Mayer's (1990) definition of EI. According to them, EI is "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's own thinking and action" (p. 186). Moreover, Maulding et al.'s (2012) study focused on the relationship between school administrators' EI and resilience. Their research objectives were to determine whether there was a relationship between EI and leadership success, or a relationship between resilience and leadership success. Findings from their study indicate that the relationship between the leadership characteristics of EI and resilience is substantial. As a leader's emotional intelligence and resilience increases, leadership capacity increases, and ultimately, the authors found that the positive influence of leaders enhances student achievement. Poirel et al., (2019) hypothesise that there exists a hierarchal sequence in the deployment of emotional competence; in other words, that the more school principals are able to control their emotions, the more they will be able to be aware of their environment and, hence, the emotions their team-members are going through. In light of the preliminary results, I add to this hypothesis that, subsequently, these emotions are used as feedback to resistance or how change is being perceived by team members and allows for strategic regulation of further leadership behaviours for successful change implementation.

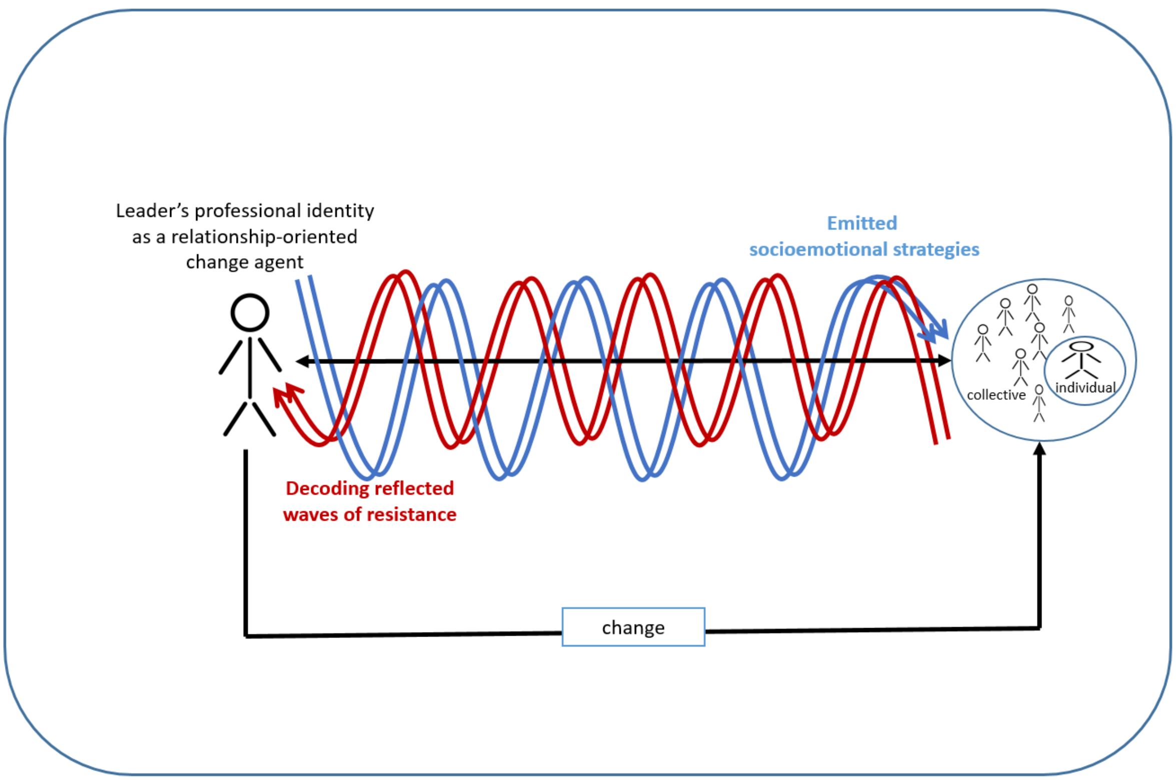
In the same line of thought, for Riggio and Reichard (2008), leaders' emotional sensitivity is positively associated with high quality leader-member relationships. Leaders' emotional sensitivity is about encoding and decoding emotions, crucial to successful leadership. My results have revealed the process through which emotions are encoded and decoded and used as resistance cues which are in turn used as feedback. With that in mind, socio-emotional strategies are two-fold. They are socio-emotional behaviours strategically emitted to identify objects of resistance. From there, waves of resistance are emitted, by followers or meeting attendees, back to the leader who can then use resistance as feedback and strategically determine the next move all of which is happening simultaneously (Figure 4).

Figure 4

Socio-Emotional Strategies – Step 2




Leader's professional identity
as a relationship-oriented
change agent
Emitted
socioemotional strategies
collective
individual
Decoding reflected
waves of resistance
change


Leader's professional identity
as a relationship-oriented
change agent
Emitted
socioemotional strategies
collective
individual
Decoding reflected
waves of resistance
change

Socio-emotional strategies are behaviours that I use to make people feel welcome and part of the team. By using these strategies, I seek to encourage the adherence of team members to proposed changes while building trust and a sense of belonging. These leadership behaviours ring true with Douglass et al. (2015) relationship-oriented behaviours, as well as with emotional intelligence. Relationship-oriented behaviours involve those which aim to satisfy attendees' needs; these needs include feeling valued, feeling membership within an appealing group, having a sense of accomplishment, feeling recognized for contributions, experiencing a sense of high status within the group, and having both a sense of autonomy and an ability to be creative. Examples of socio-emotional strategies revealed by the coding are showing genuine interest in people and getting to know them better, smiling and shaking hands and warmly welcoming people. Berkovich and Eyal (2015) highlight the effect of leaders' relationship-oriented behaviour on followers' emotions as "increasing teachers' passion toward their job and reducing their fears" (p. 143). Furthermore, relationship-oriented behaviour focuses on socio-emotional actions, including showing consideration for subordinates' feelings, acting friendly, being personally supportive, and demonstrating concern for their welfare" (Amabile, Schatzel, Moneta, and Kramer, 2004, p. 7 in Berkovich & Eyal, 2015, p. 142).

For Quong and Walker (2010), strategic leaders nurture their staff's technical, mental, and emotional capacities and mobilise these to achieve important outcomes. In the case of socio-emotional behaviours as a strategy, this has provided me with emotional cues or feedback of resistance. By building a trusting relationship with teachers, leaders receive honest and useful feedback (Chow, 2018). This is congruent with this research, which revealed the communicative process through which resistance is used as feedback.

It is important to mention here that resistance is not only communicated in words, but also in emotions. This is of particular importance. The case of Mayer and Caruso (2002) serves as a good way to explain how emotional resistance can be revealed by pointing out technical concerns. Such situations require emotionally competent leaders in order to approach the problem by the negative emotions of resistance and not just the symptoms of it (the expression of technical concerns). It reveals the capacity of leaders to reason with and about emotions (Mayer & Caruso, 2002). My preliminary findings have revealed that by using socio-emotional strategic behaviours, I am able to perceive the emotional pulse of individuals and groups in order to get feedback from resistance and act upon it affectively in order to get the team to buy-in to the proposed changes. In order to identify the causes of resistance or change barriers, socio-cognitive strategies come into play and constitute the next step of the process.

4.4.4 Socio-Cognitive Strategies – Step 3

Socio-emotional strategies are emitted allowing for the ‘resistance as feedback’ communicative process to be set in motion (Figure 5). Simultaneously, emitted socio-emotional strategies, and socio-cognitive strategies come into play. Socio-cognition is a complex construct which can be briefly defined as how individuals construct their own subjective social reality based on their perception of the input (Greifeneder et al., 2018). In other words, socio-cognition is about how we store information in memory and later retrieve it, and how we form judgments and make decisions.

This aspect of social-cognition came out in my coding. For example, codes like ‘catégoriser les individus’, ‘les nouveaux’, ‘les anciens’, ‘les personnes influentes’, ‘les personnes signifantes’, ‘les personness insignifiantes’, and ‘tenir compte de la réputation’ are examples of social-judgment which in turn are used as social information on which future decisions will be taken in order to steer the wheel in the desired direction. This social categorization is based on the three types of knowledge proposed by Kecskes (2008): collective prior knowledge, individual prior knowledge, and actual situationally created knowledge. In the context of organizational change in general, and in influencing the outcomes of high-stakes staff meetings in particular, social-cognition is of great importance. In that context, it is not the stimulus per se that influences our behaviour, but our perception of it. In other words, the way in which we mentally construct and represent reality has an impact on the decision we take. Furthermore, leaders' collective and individual prior-knowledge of staff will affect our interpretation and alter subsequent decisions. In order to identify which decision to take, one needs to weigh the pros and cons of a possible behavioural decision and then draw an inductive conclusion.

Socio-cognitive strategies involve the leader's analysis capacity to induce a conclusion based on the emotional feedback decoded through the emitted socio-emotional strategies prior to, during, and after high-stakes staff meetings. In other words, from collective prior knowledge, individual prior knowledge, and actual situationally created knowledge (Kecskes, 2008), or socio-cognitive strategies, the leader draws plausible conclusions and considers the likelihood of each little decision, sort of like being able to turn away from her emotional automatic pilot. 'Observer les réactions' or "regarder les alliances" are examples of what is taken into account to induce a conclusion. The process is to use these cues in order to construct or imagine the impact of leadership decisions on the individuals and the group.

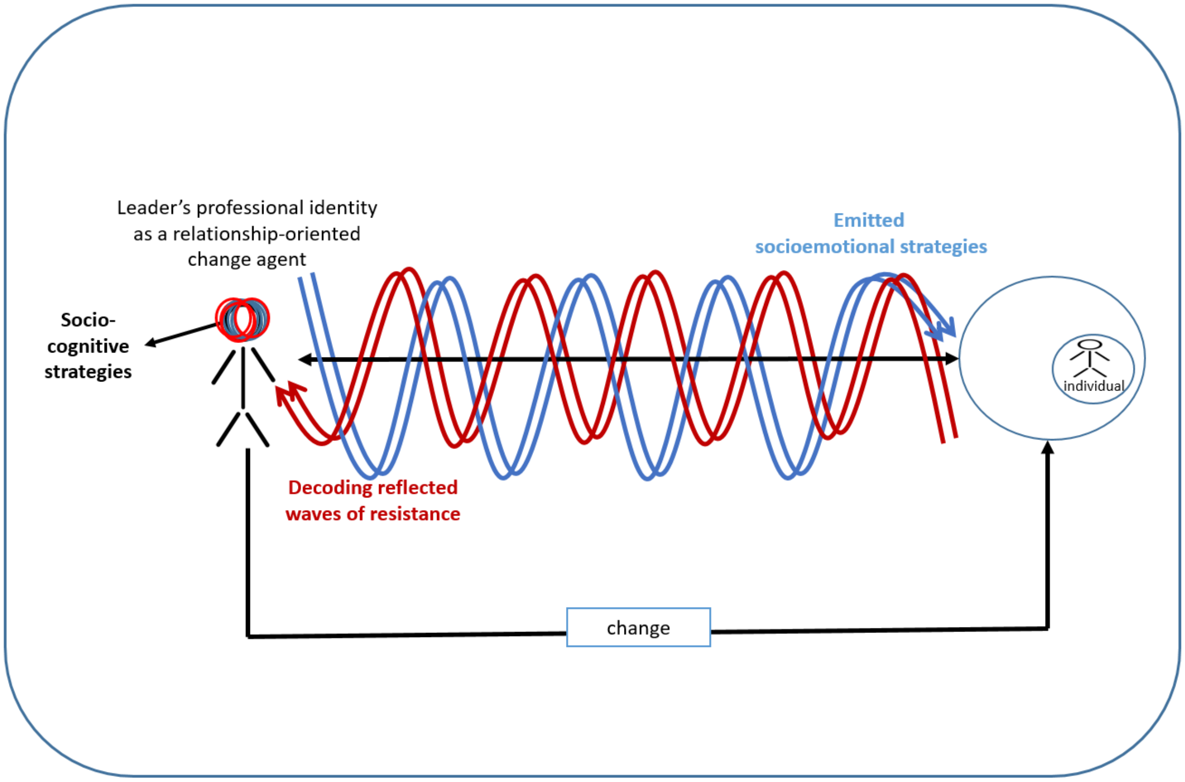
This is directly related to future sightedness abilities. As Thorstad and Wolff (2018) demonstrated, future sightedness in decision-making is of great importance. The ability to have extended sightedness into the future can lead to better decisions, and the ability of a principal to look far enough into the future to appreciate what might happen and make a future-oriented 'win' decision. When it comes to staff meetings, it is not solely about the meeting itself, but about the ability to connect the present moment to future events. Only then, is emotional resistance transformed into strategic information.

Furthermore, the future-orientedness of inductive conclusions demonstrates leadership flexibility. Flexibility is the ability to adapt professionally and emotionally to the change and diversity which typifies work in futures-oriented schools (Quong & Walker, 2010). This is in line with Oreg's (2003) cognitive rigidity, which determines the frequency and ease with which people change their minds. It illustrates the fact that leaders themselves must easily give up or adapt what they had planned and be able to deal with the conclusions drawn from the socio-cognitive process at play prior to, during, and after staff meetings.

Socio-cognitive strategies not only emphasise leaders' ability to respond to followers' emotions, but mainly to anticipate them. In so doing, they will determine how followers' emotions could be addressed at the individual, group, and organizational levels (Salminen & Ravaja, 2017). Socio-cognitive strategies demonstrate the leader's ability to translate emotion in cognition, which also favors a better evaluation of one's environment, more vigilance and better decision-making (Poirel et al, 2019).

Figure 5

Socio-Cognitive Strategies – Step 3



These first findings show the process through which I seek to generate engagement and commitment at both individual and collective levels while overcoming resistance and negative emotions within the context of addressing change in high-stakes staff meetings by emitting socio-sensitive (socio-emotional and socio-cognitive) strategies as means to gain feedback from resistance and use that information to adjust subsequent actions. An analogy to better understand this phenomenon is to compare it with another phenomenon found in mammals such as dolphins or bats. Like dolphins or bats which use echolocation to locate objects or prey in their environment, I locate resistance in a constantly changing school context.

4.4.5 Navigating Resistance by Echolocation

The 'navigating resistance by echolocation' is the analogy that I will use as a lens through which to make sense of the data and represent my interpretation of the results. Echolocation is a physiological process for locating distant or invisible objects by means of sound waves reflected back to the emitter by the objects. Echolocation is used for orientation, obstacle avoidance, food procurement, and social interaction (Encyclopedia Britannica, 2019). Navigating resistance by echolocation will help shift the focus of leadership from the perspective of "direct coordination, control, and supervision of curriculum and instruction" (Hallinger, 2003, p. 331) to the process by which I locate places of resistance in order to both support the development of changes of practices of teaching and learning and counteract resistance and negative emotions.

Professional identity as a relationship-oriented change agent is a conditional disposition that allows echolocation of resistance as feedback to happen. Aware of the social nature of leadership, I emit socio-emotional strategies and decode the reflected waves of resistance which are communicated back to me in the form of emotions. Then, the waves of resistance are analysed, and conclusions are induced in order to judge the potential effects of subsequent actions and act accordingly thanks to socio-cognitive strategies. Interestingly, leaders' ability to discriminate among emotions, and to use this information to guide one's own thinking and action (Salovey & Mayer, 1990, p. 186) can also be found in animals using echolocation. For example, by using echolocation, frugivorous bats discriminate between fruit of different sizes or quality by emitting waves at closer range (Korine & Kalco, 2005).

The findings reported here provide insight into professional identity as being interwoven with subsequent socio-sensitive strategic actions, but they need to be validated with other vice-principals. Thus, the next step of this research process is to compare and contrast my findings with other vice-principals. The following section will describe the methodological approach that was used in order to validate my findings and pursue my research objectives.

Part V: Phase Two: The Professional Activity of Counterparts in the Context of High-Stake Staff Meetings

The general objective of this research is to better understand how recently appointed vice-principals who must bring change within the context of high-stake staff meetings. More precisely, the previous part of this essay was an auto-analysis of my own practice, which will be referred to as the initial self-case study. The first part of the research looked at myself as a practitioner. In the following section, I will look at two other recently appointed vice-principals in order to confront my findings with the them. The current section will describe the methodological approach used to reach the secondary research objective. Before the results are presented and discussed, the analysis procedure will be described.

5.1 Context

The time period coinciding with the completion of my data analysis marked a personal shift in my career. Indeed, I have been transitioning into my new role as a vice-director of *special education and complementary services* for a school services center in Montreal the same year as I was collecting my data. As part of my new responsibilities, I have been charged with accompanying recently appointed vice-principals as they adapt to their new functions so as to ensure harmonious teacher-principal changeover. This is part of a professional insertion program set up by the school services center aimed at developing the self-reflective abilities and leadership of vice-principals in order to support them in effectively piloting change within their respective schools. The program also focuses on developing the field management competencies of those staff members who hold pivotal leadership roles. According to the reference framework which outlines the core competencies of educational managers (Gouvernement du Québec, 2008), school leaders need to develop their own competent practices, as well as ensuring the competency and professional development of every member of their staff. School leaders need to execute key actions in order to produce positive outcomes from difficult situations, to maintain a healthy work-life balance, to set common objectives with staff members and to help members of their staff in resolving complex situational conflicts.

5.1.1 The Institutional Professional Insertion Program for Vice-Principals

The institutional professional insertion program of the school services center is for every newly appointed vice-principal. Each participant is part of a cohort of ten to twenty participants. The program includes two types of activities. First, as a whole group, the cohorts develop professional knowledge related to the job (legal frameworks, school services center procedures, etc.). These activities take place at the school services center and represents three to four whole days. Second, participants are paired to a mentor. Individual or small group meetings take place as complementary support for the vice-principals enrolled in the professional insertion program. During the 2019-2020 school year, I was a mentor to four vice-principals in the context of the professional insertion program. It is in that context that four meetings were planned in order to work with my mentees and developed their abilities to reflect on their practice using the ITTD method. Through analysing their professional practice using ITTD, participants of the insertion program are encouraged to reflect on their own work, and thus to develop their power of action (Matteï-Mieusset & Brau-Antony, 2016; Miossec, 2017; Nicolini, 2009; Oddone et al., 1981; Veyrac, 2017). The ITTD method served as well for the professional insertion program as for collecting data for research purposes. Out of the four participants, only two interviewed were analysed because one recording didn't work and because one didn't deal with high-stake staff meetings.

5.1.2 Ethical Consideration

Two consent forms were signed by the participants; one for the school services center, the other for the research. The first one was signed at the beginning of the professional insertion program in September 2019 (Annexe 3). The organizational consent form explains how participants will have the opportunity to take the time to step back and reflect on their work situation. It will allow them to put the difficulties encountered in perspective and to share their strategies with their peers and learn from one another. Ultimately, this support process aims to promote their professional integration within the organization and to identify elements on which it is possible to act to improve it. The consent form is also to ensure the confidentiality of the process.

Participants signed a second consent form for the Université de Montréal ethics committee. This research has obtained approval from the ethics committee in 2020. Research participants have signed the consent form (Annexe 4) explaining the aims of the research, guaranteeing the anonymity of the participants, as well as the confidentiality of research data in the transmission of results.

The aim at this stage of my research is double. First, to use the ITTD method as a mean to help develop vice-principals' reflective abilities in the context of an institutional professional insertion program. Also, the objective is to collect data to explore the strategies used by recently appointed vice-principals prior to, during and after high-stakes staff meetings to generate individual and collective engagement and commitment when resistance and negative emotions are anticipated and to use this data to confront the findings from the initial self-case study. Hence, the purpose of the next section is not to go over the particularities of the method which was presented in length in section 4.1 but rather to present and discuss how the method was adapted in the context of the professional insertion program while at the same time describing the data collection procedure.

5.2 Procedure

The ITTD sessions took place over a one-year time frame. Though the interview to the double can be given on an individual basis, I have chosen to conduct the interviews in small groups of three staff members at a time. The group format adopted by Oddoneet al. (1981), has also been chosen over one-on-one interviews by contemporary academics in previous research as well (Bournel Bosson, 2006; Veyrac, 2017; Viviers, 2014, Miossec, 2017). Interviewing three subjects at a time has the advantage of procuring rich exchanges between participants while limiting the quantity of gathered data. Each interview meeting lasted about two hours and took place at the school services center building. Every interview was recorded.

I chose to conduct the interviews at the school services center since this setting limits the possibility of being interrupted by any of the school-based emergencies, which vice-principals regularly face when working in the school setting. Secondly, a safe and comfortable setting is required since these types of interviews can be intimidating for the respondent (Nicolini, 2009); the school services center is a neutral place where vice principals are used to going. I first had the intention to conduct the interviews in the same meeting room to increase subjects' feeling of comfort. In the end, only the first interview was done in the conference room. The other three took place in my office. Both rooms had a small conference table facilitating exchanges between participants. The rooms are warmly furnished and is surrounded by windows, further ensuring that participants' feel comfortable. It's also important to mention that as a mentor, I am neither a supervisor nor a boss; I play a supportive role. Each meeting was planned in way that vice-principals could be, alternatively, interviewed by the double and react to the interview of their peers. The next section will give a detailed description of how the four meetings unfold.

5.2.1 Detailed Procedure

The data was collected during four meetings with four candidates in the context of the institutional professional insertion program. The present section will give a detailed description of each meeting and Table 8 provides you with a summarised description.

5.2.1.1 First Meeting

The first meeting sets the table for the rest of the sessions. We discuss the intention of the four meetings in the context of the professional insertion institutional program (support process to promote their professional integration within the organization and identify elements on which it is possible to act up on and to improve) and the ITTD method which was used. I distributed a short handout with a description of the role of the instructor, the double, and the group and what is expected from them (Annexe 5).

The handout clearly outlines the instructor's use of the word "you" in the giving of instructions, and I made sure to emphasise the importance of it as it serves to designate professional activity as being foreign to themselves, thus enabling the instructor to look at it from the point of view of the double (Bournel Bosson, 2006). Thereby, participants are more deeply immersed within each of their respective roles (Viviers, 2014).

We start by eliciting prior knowledge about their preoccupation in regards to Oddone's four categories. They were first invited to note down challenging experiences on a handout divided with each category, the different elements that come to mind. After, in group, we discussed their answers for about 20 minutes. Referring to Table 7, we exchanged on the importance of the program to help recently appointed vice-principals cope with teacher principal changeover, their reality of the work and preoccupations referring to two research in particular. The first reference is Pelletier (2017) who proposed ten (10) major recurring elements associated with the beginning of a career as a school leader. The second is Poirel et al.'s (2014) comparative analysis of sources of professional stress among principals and vice-principals. Each article was related to one of Oddone's categories as illustrated in Table 7. The purpose here is to elicit reflection about what participants are experiencing and at the same time, provide examples of different themes pertaining to each category.

Afterwards, I introduced the concept of high-stakes staff meetings using 'Figure 1' of the present essay and I clarify to participants the consent form (Annexe 3) and expectations in the context of this research and for the professional insertion program. At this point, I took the time to address any questions or concerns participants might have and to express any expectations they have for the process.

After discussing the intentions of the professional insertion institutional program, outlining the ITTD method, reflecting on their preoccupation referring to research, explaining what high-stake staff meetings are, it is time to start the interview.

A handout is provided to help support their analysis (Annexe 6) as they listen to their peers ITTD interview. They are invited to note similarities and differences with how they would deal with elements of the discussion for each of Oddone's categories, investigating not only the relation to the different tasks of the subject in their singular dimension but also the relation to colleagues, the organization and hierarchy. These categories have been reapplied by several other academics who have used ITTD to access workers' practical models in the school context (Devost, 2009; Nicolini, 2009; Veyrac, 2017; Viviers, 2014). When this step was complete, I asked for a volunteer and we started with the first ITTD.

Table 7

Demonstrating Compatibility Between ITTD and the Reality of New Vice-Principals

Oddone et al. (1981)	**Pelletier (2017)**	**Poirel et al. (2014)**
Relation to task	Relation to time Class mourning	Workload Pressure to write and complete reports Feeling that meetings take up too much time
Relation to peers	Managing social-distance Duty of explanation and conviction	Being frequently interrupted by phone calls Missing key information to do their tasks Trying to solve conflicts between staff members
Relation to hierarchy	Political abilities Teamwork and loyalty	Managing according to collective agreement
Relation to formal and informal organisation	Working in network and in network	Feeling obligated to attend activities on personal time Feeling that my professional progress are not what they should be

Once a volunteer is chosen, the first ITTD takes place during which the participant is asked: "*Suppose that I am your double and that I find myself in a position to replace you during a high-stake staff meeting. What are the instructions you should give me so that no one will notice the substitution?*". Once the participants decided upon an upcoming high-stakes staff meeting where she wants the double to replace her, the interview begins. The other vice-principals listen-in while the instructions are given while taking notes (Annexe 6). For professional development purposes only, the notes will support the discussion during the debriefing period taking place after the interview. The thirty-minute group discussion and debriefing captures participants' first reactions and observations surrounding the ITTD that has just taken place.

The entire session is recorded. The recording is made available to the interviewed participant. The participant listens to her recording and comment it. The purpose of the commentary is to open up new ways of looking and reflecting about her activity (Bournel Bosson, 2006; Miossec, 2017). Afterwards, in a discussion with researcher/practitioner, the participant shares her reflections about her activity. The commentary and discussion is part of the professional development insertion program.

5.2.1.2 Second and Third Meeting

The second and third meeting starts with a twenty-minute group discussion going back on the last ITTD raising any reflection that followed the first session. Following the group discussion, another participant is interviewed. In the meantime, members of the group note down any convergences and discrepancies in regards to their own practice on the handout (Annexe 6); a group discussion about the interview follows.

5.2.1.3 Final Meeting

Finally, a last meeting serves as a conclusion for participants and the researcher. For participants, this marks the end of their first year as vice-principals. Unfortunately, because of the pandemic, the last meeting has not taken place.

Table 8

ITTD Interview Procedure for Data Collection

	During the meeting	After the meeting
Meeting #1	• The whole session is audio recorded • Members: 3 vice-principals and the researcher/practitioner	• Instructor listens to the audio tape and writes a reflective commentary

	During the meeting	After the meeting
	Explain the intention of the professional insertion institutional program • Explain ethics and sign consent forms • Outline the steps of ITTD method • Reflect on participants' preoccupation referring to research • Oddone's categories and preoccupations of vice-principals (Table 7) • Explain concept of high-stakes staff meetings (Figure 1) • Instructions between instructor #1 and double (researcher/practitioner) (30 minutes) • Members of the group note down their reflections (Annexe 6) • Group discussion about the interview (20 minutes)	• The commentary is sent to the researcher/practitioner for retroaction • Transcription of verbatim of ITTD and group discussion
Meeting #2	• The whole session is audio recorded • Group shares any reflection with regards to elements previously discussed • Instructions between instructor #2 and double (researcher/practitioner) (30 minutes) • Members of the group note down any convergences and discrepancies in regards to their own practice • Group discussion about the interview (30 minutes)	• Instructor #2 listens to the audio tape and writes a commentary • The commentary is sent to the researcher/practitioner for retroaction • Transcription of verbatim of group discussions and ITTD

	During the meeting	After the meeting
Meeting #3	• The whole session is audio recorded • Group shares any reflection in regards to element previously discussed • Instructions between instructor #3 and double (researcher/practitioner) (30 minutes) • Members of the group note down any convergences and discrepancies in regards to their own practice • Group discussion about the interview (30 minutes)	• Instructor #3 listens to the audio tape and writes a commentary (1 page) • The commentary is sent to the researcher/practitioner for retroaction Transcription of verbatim of group discussions and ITTD
Meeting #4[1]	• The whole session is audio recorded • Group shares any reflection in regards to their experience of ITTD in general, its impact on their career transition from teacher to vice-principal or any other elements	• Transcription of verbatim of group discussions

5.3 Data Analysis

In line with my research objectives, ITTD is the methodology used to apprehend the cases of leaders who face high-stakes staff meetings and understand the strategies they use to generate engagement and commitment at both the individual and collective levels. After an analysis of my own practice, the results that give access to my professional activity have suggested that my professional identity and values are strategic predictors, and the strategies I predominantly use are in line with those predictors. At this point in the research, my objective is to analyze the collected data in order to compare the strategies used by recently appointed vice-principals who were interviewed for this research with my own strategies, which are illustrated in the conceptual

[1] The fourth meeting did not take place because of the lockdown caused by the pandemic.

framework that emerged from the results that give access to my professional activity, presented in Chapter V.

The following section will first describe the general coding procedure used to analyze the material of the counterparts. Then, a more specific description of the coding steps will be provided. Finally, the results will be presented.

5.3.1 Coding Procedure in Grounded Theory

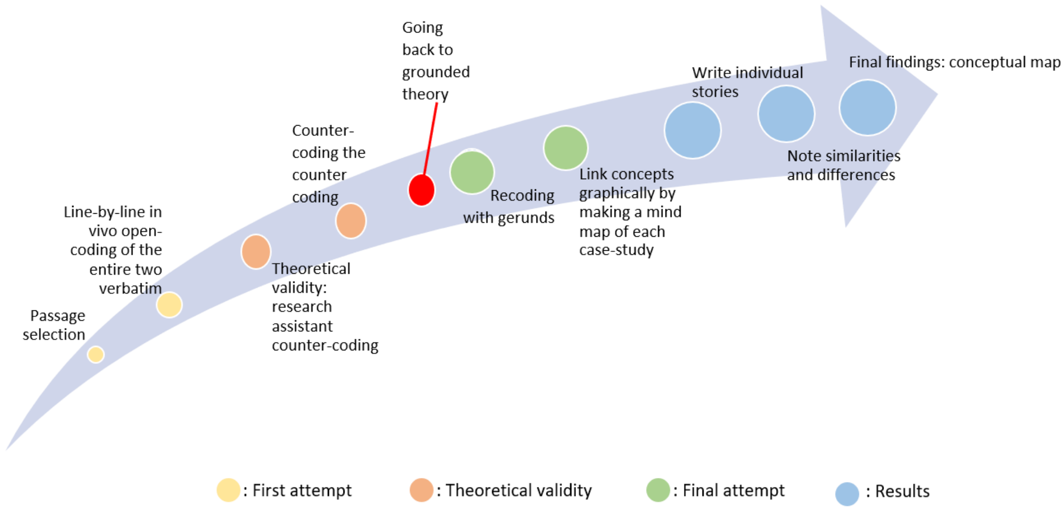
The analysis of the self-case study was done from a grounded inductive perspective. At this stage in my research, the objective was to compare the results from the pre-analysis (Part 4.2) to the one from peer data in order to gain a better understanding of how recently appointed vice-principals generate engagement and motivation during high-stakes staff meetings.

A central feature of the analytic approach of grounded theory is the constant comparison between data. As explained by Strauss and Corbin (1994), “if existing (grounded) theory seem appropriate to the area of investigation, then these may be elaborated and modified as incoming data are meticulously played against them” (p. 273). Thus, the data collected from the interviews will be posited against the conceptual framework that resulted from the initial coding process from my ITTD (Table 3).

As argued by Strauss and Corbin (1994), despite procedural guidelines, specific procedures evolve through the research experience of its users. They argue that these guidelines enhance the effectiveness of this methodology in research, and moreover, “it allows much latitude for ingenuity and are an aid to creativity” (p. 273). In other words, coding is not a rigid procedure but rather, a dynamic process between the researcher and their research. The following sections contain specific descriptions of my ingenuity and creativity based on my research experience of the coding procedure undertaken to analyze the peer data. Figure 6 illustrates my attempts to achieve the results.

Figure 6

Self-Data vs. Peer-Coding



5.3.2 Specific Coding Process

In this section, I will describe the various steps I undertook to analyze the data. First, I will explain how the decision to code the entire verbatim was taken, followed by describing the specific coding steps further.

5.3.2.1 Passage Selection

One of the first steps of the coding process is the choice of passages to code. At first, I decided not to code the entire verbatim but to select passages from the peer verbatim based on the same criteria used to select passages from the self-case study. To reiterate, the passages for the self-case study were selected based on the following criteria:

- referred specifically to the meeting per se;
- dealt with resistance or negative emotions;
- whether they discussed “prior to, while, or after” the meeting;

- one passage from each category that seemed to be more significant than others based on length, choice of words, and the intensity of what was discussed in the prior to, during, and after categories.

When I first started reading the material to select passages based on the same criteria, the iterative process between the data, codes, categories, myself as a researcher-practitioner, and the conceptual framework was already at play. As I read, I quickly noticed that, even though some passages did not fit the selection criteria, they could still provide insights into the strategies used by recently appointed vice-principals in the context of high-stakes staff meetings. The following excerpt serves as a case in point :

> …c'est vraiment une amie... non, en fait, oui, euh, moi je lui ferais peut-être sortir les toutes dernières informations parce que dans le fond ce qu'il faut que tu saches c'est que moi, pour faire cette rencontre de portrait là dans l'après-midi, j'ai demandé aux enseignants de me remplir des euh... des... c't'un peu une, je ne sais pas comment dire ça, c'est... nous on appelle ça le formulaire de portrait. Mais finalement c'est grosso modo une liste de classe pour chaque enseignant où est-ce que y vont donner des indications sur chacun des élèves en lien avec son fonctionnement. (C2-18)

Though it refers specifically to the meeting, this passage does not deal with resistance or negative emotions. At first glance, it does not seem to be a salient passage based on the choice of words or the intensity of what is being discussed. Nevertheless, it does provide some insight into strategies. This resulted in my decision to use the entire verbatim from the first two interviews; the third interview was not retained because it did not fit the description of a high-stakes meeting as defined in Figure 1.

5.3.2.2 Specific Coding Steps—First Attempt

The epistemological interest of grounded theory lies in predicting and explaining behaviour and social processes, which is the case in this research. Furthermore, as explained by Vollstedt and Rezat (2019), a characteristic of grounded theory is that data collection, data analysis, and theory development are not successive steps in the research procedure but are intertwined and interdependent. I have experienced this firsthand. In the following paragraphs, I will describe my research journey into grounded theory.

When starting to work with grounded theory, there is no fixed theory at hand with which to evaluate data. Remember that I started with no fixed theory but rather, from my own experience and practice to explain the behaviour and social processes at play in the context of high-stakes staff meetings. This has led to results that give access to my professional activity and the conceptual framework presented in Tables 4, 5 and 6.

The objective of a deductive perspective is to compare the strategies I use to generate individual and collective engagement and commitment despite resistance and negative emotions with strategies used by other recently appointed vice-principals in order to find out the similarities and differences between these strategies. My first instinct was to place the peer data against the conceptual framework that emerged from the self-case study, i.e., to code the verbatims and have each code fit an existing category of the conceptual framework, creating new categories when existing categories did not fit.

My first step was the same as for the pre-analysis: I applied line-by-line in vivo open-coding, which is further explained in Part 4.2.2. The objective of line-by-line in vivo open-coding is to break down and reassemble the data to produce new meaning while leaving individual stories behind (Elliott, 2018). As codes emerged, I kept track of ideas in theoretical memos (Strauss, 1987). From these memos, I began thinking comparatively and noticing the similarities and differences between the conceptual framework and the new data (Strauss, 1987). This first coding step, from deduction to induction, was done using the computer-based program Dedoose.

Once all the lines were coded, I used Dedoose again to categorize the codes for the second step. I put in the phenomena and categories from the conceptual framework into Dedoose. Subsequently, codes were associated to each phenomenon after referring to the memos. In order to make sure the codes fit the same categories, I returned to the data from my own ITTD interview; if the codes did not fit, I created a new phenomenon. This constituted step three. Step four involved the creation of the sub-phenomenon. Sometimes, there emerged related subcategories to the core category, which enriched my specific codes and theoretical memos (Strauss, 1987).

The new phenomenon was then associated to a broader category. If it did not fit a broader category, a new one was created. I saw this as an opportunity to advance the coding grid and refine the theory in a process that went from induction (grounded theory) on the self, to deduction (self-framework applied to peers), back to induction (what emerged from peers).

5.3.2.2.1 Theoretical Validity

At this stage, it was important to address the theoretical constructions developed during the coding step (Maxwell, 1992). The need here was to find a way to make sure the explanations of the phenomenon were accurate—what Maxwell (1992) calls "theoretical validity." A research assistant was then asked to go over the data to evaluate the validity of the concepts I attached to passages, i.e., the research assistant counter-coded the three verbatims (self-case study, peer-case 1, and peer-case 2). The verbatims were sent to him without any counter-coding instructions, and he had the liberty to code the data as he wished.

In my case, I coded line-by-line using in vivo codes, then fit the codes into an existing category of the conceptual framework or, if it didn't fit, created a new category. The research assistant ignored the conceptual framework and coded the passages by associating them regardless of the existing framework. Consequently, I had to interpret the counter-coding done by the research assistant.

5.3.2.2.2 Counter Coding the Counter-Coding

It was challenging to interpret the counter-coding done by the research assistant. As mentioned previously, the research assistant coded the passages as opposed to associating a code or validating whether or not he agreed with my choices of codes or my association to categories. Therefore, I decided to counter code the research assistant's counter-coding.

To do so, I began comparing my coding and the counter-coding using three documents: my coding grid, the counter-coding passages, and the verbatims. I took the codes from my coding grid then, using the verbatims, traced the passages. From those passages, I looked at the research assistant's coding of passages to find out the codes he had attached to each passage. Several changes were made in my initial coding; for example, I had created a category called "personal disposition," which included elements such as "being fair and equitable" or "organized." On the other hand, the research assistant had coded the passage as "social management." Additionally, codes which I placed in a new category termed "stressful and anxiety-inducing emotions" were categorized by the research assistant as "self management," exacerbating my confusion.

5.3.2.2.3 Nail-and-Hammer Metaphor

As I progressed in the comparison between my coding and the research assistant's, I found more discrepancies, making me question the coding process I had undertaken thus far. I was confused for several days.

Not uncommon for the ontegenic nature of the professional doctorate, the self-case study revealed to be more of an analysis of my own practice; the codes and categories made sense to me, but trying to fit codes from the two peer-cases to the self-case study's conceptual framework reminded me of the nail-and-hammer metaphor. As Maslow (1966) acknowledged, "it is tempting, if the only tool you have is a hammer, to treat everything as if it were a nail" (p. 15–16). I realized that I was confined by the initial conceptual framework and did not stick to the individual stories behind the data, and therefore, I was not undertaking grounded theory.

I was confused and felt like I was forcing data to fit into pre-existing categories. After a few days of manipulating my codes as well as the ones from the research assistant, I felt as if I was caught in a dead-end, and so, I decided to return to Strauss and Corbin (1990) and Charmaz (2006) and the basics of grounded theory. Three significant elements from my readings helped me get out of the situation and stick to the data: theoretical sensitivity, memo writing and diagrams, and coding with gerunds.

Theoretical sensitivity is an important ability of the researcher, essential to making sense of data. According to Glaser and Holton (2004), the abilities that characterize the theoretical sensitivity of a researcher are:

> the personal and temperamental bent to maintain analytic distance, tolerate confusion and regression while remaining open, trusting to preconscious processing and to conceptual emergence […] the ability to develop theoretical insight into the area of research combined with the ability to make something of these insights […] the ability to conceptualize and organize, make abstract connections, visualize and think multivariately. (para. 43)

It was reassuring that confusion and regression are part of the grounded theory process. Since I had been confused by the research assistant's counter-coding and felt like I was regressing more than progressing, I felt that I must be on the right track.

The second element I read which helped me break through this loophole was using diagrams as visual devices to help me "depict the relationships among concepts" (Strauss &

Corbin, 1998, p. 217). Diagrams link concepts graphically, which is especially helpful to illustrate the relations between the different elements that emerge from coding.

The third component of grounded theory which was meaningful for me was coding with gerunds. The impact of using gerunds is significant. Charmaz (2006) explains Glaser’s (1978) position about how coding with gerunds helps the researcher detect processes and stick to the data:

> Think of the difference in imagery between the following gerunds and their noun forms: describing versus description, stating versus statement, and leading' versus leader. We gain a strong sense of action and sequence with gerunds. The nouns turn these actions into topics. Staying close to the data and, when possible, starting from the words and actions of your respondents, preserves the fluidity of their experience and gives you new ways of looking at it. These steps encourage you to begin analysis from their perspective. (p. 49)

This made even more sense as it resonated with the instruction to the double. As put forward by Oddone et al. (1981), the idea is to discover the tricks of the trade. I then decided to start the coding process over.

5.3.2.3 Specific Coding Steps—Second Attempt

As mentioned previously, there were three significant elements from my readings which made me rethink the methodology I used to make sense of the data—theoretical sensitivity, memo writing and diagrams, and coding with gerunds. Keeping these in mind, I started the coding process over.

First, I revisited the verbatims of peer-case 1 and peer-case 2 line-by-line and recoded each line, starting each with a gerund. Then, I wanted to use diagrams as a visual device to help me depict the relationships among concepts from each case study. To do so, I used the Whiteboard application from Office 365.

I placed code after code, progressing from the first to the last, on the white page (Annexe 10) while also trying to make categories. Simultaneously, I wrote memos and made categories or identified concepts and started linking them together. As I progressed, more links and concepts were added to the maps. In the end, I made sense of the conceptual maps by writing individual stories of how each recently appointed vice-principal generated engagement and commitment both at the individual and collective levels. The handwritten maps were typed to facilitate reading (Annexe 11). Then, the categories of codes from each individual story map was put in a chart and regrouped into categories (Table 9).

At this point in the data analysis procedure, the idea was to compare results from the self-case study with the peer cases and avoid falling into the nail-to-hammer trap again. Thus, I undertook three steps to compare the results: First, the codes from the self-case study and those from C1 and C2 were compared to one another (Table 8). Then, the phenomena and categories were compared to come up with a new chart that combines all three cases studied (Table 9). Finally, a conceptual map was created retelling the process of influence in the context of high-stakes staff meetings. The conceptual map (Figure 8) constitutes the final findings of this research.

Till this point, I used grounded theory strategies flexibly, in my own way (Charmaz, 2006). I did not look at existing literature before or while analyzing the data. While I was aware that this is a polemical issue in grounded theory (Dunne, 2011), I made this decision "for fear of contaminating, constraining, inhibiting, stifling, or impeding the researcher's analysis of codes emergent from the data" (Mills et al., 2006, p. 5), and therefore, something that could detract from the quality and originality of the research (Dunne, 2011; Glaser, 1978; Mills et al., 2006).

5.4 Results

This section will present the results. To do so, each story will be presented to highlight the tactics used by each vice-principal prior in the context of high-stakes staff meetings. Then, a recap of the self-case study will be done. Finally, similarities and differences among the three cases will be made.

5.4.1 Peer-Case 1

The following section is a description of how the first participant interviewed tries to generate engagement and commitment in the context of high-stakes staff meetings. C1 had been teaching French for 8 years before she started her tenure as a vice-principal in the same urban high school of 1,000 students. Well-known by her peers, she mentions being in good standing with the rest of the teachers.

> Ben euh... (hésitation) non en fait, parce que t'a des bons liens avec cette équipe là depuis que t'es en poste. (C1-19)
>
> Y'a personne qui te voit négativement là. (C1-26)

Among her responsibilities, she oversees the Social Studies department. In that department, there had not been much pedagogical supervision in the past, and students' results were not as good as the rest of the school service centre or the province; students' grades needed to rise.

During the interview to the double, C1 described the first meeting she would have with the Social Study teacher team—a high-stakes, make-or-break moment, where the vice-principal will address changes and provide a new orientation to the department. She mentioned being afraid and anxious towards the achievement of her objectives during the meeting.

> Ben t'es relaxes par rapport à eux mais t'a quand même l'anxiété de trouver comment accomplir tes objectifs là... ta situation visée là, t'as connais ta situation visée là... c'est modifier les stratégies d'enseignement des profs pis de préparer, de soumettre des élèves à des tâches qui vont les aider à réussir les épreuves de fin de cycle et les épreuves de fin de programme. (C1-72)

She also stated feeling nervous, as resistance was anticipated from teachers. The described meeting fits the definition of a high-stakes staff meeting, as illustrated in Figure 1 (see p. 27). Indeed, C1 emphasized her devotion towards implementing top-down changes (improving students' results) and sought to facilitate the change process while taking into consideration stakeholders' expressed resistance and emotions.

> Mais t'a des craintes par rapport à l'équipe d'univers social parce que ce qui a été fait l'an passé semble pas correspondre à leur besoin pis l'objectif que t'a aussi par rapport au taux de résultats ce qui est fait en classe doit être revu là. (C1-15)

The following describes how this recently appointed vice-principal positively influence the outcome in high-stakes staff meetings.

5.4.1.1 Knowing What You Aim For

It is not surprising that C1 tells the interviewer that "the starting point of it all is knowing what you aim for." Another way to put is the importance of having an objective. To "know what you aim for" implies a target that is different from the status quo and is, therefore, change; without a clear objective, there is no change process at play.

In this case, what the vice-principal aims for is increasing students' results in Social Study. She has a clear "starting point"—a "what," as she says. It is a long-term goal which needs a long-term strategy to be achieved. The vice-principal also has a clear strategy to reach her objective of increasing students' results. In collaboration with the pedagogical counsellor, she established an evidence-based pedagogical strategy to increase students' results. The strategy is to improve students' reading skills in Social Study to facilitate reading comprehension which will, in turn, increase students' results. This pedagogical strategy will be presented during the meeting with the Social Study department. Teachers will have to buy into that proposition, which will consequently have them modify their teaching methods and pedagogical planning. In other words, they will have to do things differently than what they are used too; thus, they will have to change.

Though the vice-principal has a long-term objective, she also has a clear target for the meeting itself: She wants teachers to come up with a professional development intention that is in line with the proposed pedagogical strategy. They will then work on the identified professional intention during the school year.

> Parce que là la rencontre a pour but de prévoir le développement pédagogique cette année faque ton but dans le fond c'est qu'ils soulèvent des besoins qui vont correspondre avec tes attentes en tant que gestionnaire. (C1-32)

"Knowing what you aim for" is having a long-term goal with a strategy to reach it and, in turn, breaking it down into short-term, high-stakes staff meeting objectives; it is clearly a tactic predictor. Besides, in order to know what you are aiming for as a ground rule in high-stakes staff meetings, it is important to "know who you are dealing with."

5.4.1.2 Collaborators

As mentioned previously, some people play a key role in the decision-making process regarding change implemented during high-stakes meetings. The strategy determined by the vice-principal to achieve her goals was decided in collaboration with the pedagogical counsellor. As an expert in Social Studies, she can formulate hypotheses on the potential difficulty faced by students in Social Study and pedagogical strategies to increase the success rate based on research-based evidence.

Though they work with teachers, pedagogical counsellors are also part of the management team. The counsellor has information about what has been done in the past year in the department and has analyzed the grades to draw a hypothesis as to what the problem might be. The vice-principal mentions that, since she is not a Social Study teacher, she needs the pedagogical counsellor to advise on what should be done.

The school principal is also an important collaborator; she validates the plan and strategies. Another group of people are also important in the equation—allies.

5.4.1.3 Allies

Allies are teachers who are part of the school team and are not management per se. These are people whom the vice-principal uses as allies to test the strategy before the meeting and validate the strategies and the meeting agenda. Allies provide the vice-principal with short-term feedback.

> Pis t'a déjà parlé aussi, t'a été voir deux profs du premier cycle d'univers sociale qui sont ouvert pour commencer à leur parler de matériel, commencer à leur parler d'aller voir en classe comment ça se passe des cours d'US parce que t'es pas à l'aise avec cette réalité-là. (C1-48)

Collaborators contribute to the game plan or long-term plan. Allies, on the other hand, give their opinion on the round plan or the short-term plan. While the rest of the team is not ignored by the leader, they play a passive part in the planning process.

5.4.1.4 The Rest of the Team

In her interview to the double, the vice-principal mentions how "knowing who [she] is dealing with" is important. In her description, the vice-principal analyzes teachers according to five elements: pedagogy, collaboration, perception of others, relationship with hierarchy, and level of engagement.

When it comes to pedagogy, C1 mentions that she knows the glitches and gaps in relation to teachers' evaluation methods, whether teachers are reinvesting the work being done in the department within the classroom, teachers' knowledge of the subject they teach, and their awareness of teaching strategies.

> Y'a des pépins quand même que tu connais par rapport aux méthodes évaluatives de ces enseignants-là. (C1-28)

Besides pedagogy, how teachers work with their peers is also an important element to add to the equation in order to know who you are dealing with. In her interview, C1 mentions how some teachers work in teams while others work more individually.

Collaboration is not the only element to take into consideration when it comes to the group; how teachers are perceived by others is also important. More precisely, the vice-principal explains how she identifies teachers who are influential and others who are not. She also takes notes of whose vision is shared by the group and whose is not.

Another element mentioned by C1 is teachers' relationships with hierarchy. She explains how some teachers seem to conform to the demands and expectations of the vice-principal while others don't. She also mentions those who pretend to conform but, behind the classroom door, don't, in behaviour that is referred to as "false conformity." On the contrary, some teachers are engaged in changing their practice and working with the vice-principal.

> T'as des bons liens personnellement avec les membres de cette équipe là mais tu sais que l'historique de développement professionnel est difficile. Ils semblent travailler beaucoup en silo. Pis travaillent un peu individuellement, y'ont comme une fausse conformité. (C1-24)

The engaged teachers are actively involved in their professional development and progress. Furthermore, they work towards students' improvement and success in line with the proposed changes or strategies (i.e., working on reading skills to improve grades).

The vice-principal, prior to the meeting, collected a series of information and clues to influence the rest of the team. Working with collaborators, validating with allies, and analyzing her team will help in the change process. The vice-principal also mentioned thinking about which angle to take so that the meeting doesn't turn into a confrontation with her team. With that in mind, during the meeting, she uses tactics to try and get the group to buy into the proposed changes.

> Le but c'est de conclure un plan de développement pour cette année qui répondent à leur besoin pis en même temps moi... toi ce que t'aimerais c'est d'avoir accès, trouver une manière qui est pas confrontant d'avoir accès à leur évaluation, à leur planif, d'aller faire de l'observation en classe... parce que toi tu connais pas le monde de l'Univers Social non plus... tu connais pas le programme tu connais pas comment ça se vit faque là présentement tu te fis juste sur des choses que les gens te relatent mais t'a que des données de perception... en ce moment-là. (C1-44)

5.4.1.5 Answer Teachers' Needs

Finding a way to answer teachers' needs is one of the tactics used by the vice-principal to decrease teachers' behavioural and emotional resistance. She is trying to find a way to get teachers to see a gain on their practice and see the added value of working on students' reading skills in Social Studies. Describing the meeting during her interview to the double, she mentions two tactics she uses to get teachers to see a gain on their practice and answer their needs: questioning and planning the meeting in a logical sequence in order to get teachers to see the added value to the proposed change.

> Pis est-ce qu'ils s'investissent pas parce que y trouvent pas le gain par rapport à leur pratique parce qu'il s'investissent pas parce qu'y ont pas le goût de s'investir... C'est là que tu le sais pas. (C1-41)

5.4.1.6 Counteracting the Emotional with Rational

C1 mentions that teachers will be negative during the meeting, implicitly referring to a negative emotional response to proposed changes. To counteract the negative emotional response and get teachers to see the gain on their practice and the added value of what is proposed, the vice-principal uses different tactics to elicit a rational rather than an emotional response on behalf of the teachers. She counteracts the negative emotional response by questioning to bring the focus back on teaching and learning, pedagogy, what is done in class, and the impact on students. Another tactic used by the vice-principal to counteract negative emotional responses is to plan the meeting in a logical sequence.

Prior to the meeting, the vice-principal, in collaboration with the pedagogical counsellor, carefully plans the meeting. There is a logical sequence, like a learning sequence or a lesson plan, which is elaborated upon to get teachers to identify the gain on their practice, and therefore, short-circuit the anticipated negative emotions.

The vice-principal organizes a logical sequence of the meeting by first clarifying the intention of the meeting. Then, she reflects on what has been worked on in previous years by the Social Study department. She then presents students' results and makes links with the educational project and its objectives.

> Faque là ton angle d'approche c'est de commencer avec les taux de réussite de l'an passé aux épreuve de la CS, ministériel mais aussi de tous les niveaux pis de faire des liens avec les cibles qu'on a mis dans le projet éducatif pis ça c'est déjà tout indiqué dans le PPT ou est-ce que les taux sont problématique, par rapport au années antérieurs pis aussi par rapport à notre cible 2022 de ça, c'est de faire un retour sur le développement pédagogique qui a déjà eu lieu que toi tu le sais que ça pas comblé leurs besoins pis qui en a qui ont pris ça à la légère... mais je pense que ça jamais été ouvertement dit euh aux gens qui étaient en poste avant toi. (C1-37)

What is interesting here is how the vice-principal plans the meeting in a logical sequence as if it was a lesson plan and she was teaching change. Furthermore, when she refers to the needs of teachers, students' needs are also taken into consideration.

Both tactics—the gain on practice through questioning and planning the meeting in a logical sequence—are leverages to counteract negative emotional response and generate a logical response. On both an affective and cognitive level, she comes up with a way to trigger a need and tries to make teachers see the gain to their practice if they choose to work on students' reading skills. In other words, she counteracts negative emotional responses with logic.

5.4.1.7 Positive Work Climate

In general, C1 believes that maintaining a good group climate is key for effective high-stakes staff meetings. To do so, the vice-principal uses different behaviours such as keeping a positive attitude and maintaining personal bonds with teachers. The importance of a positive work climate is also maintained during the meeting with an appropriate attitude, creating personal bonds, and by avoiding confrontation.

5.4.1.7.1 Attitude

How the vice-principal behaves in the meeting seems to be important to generate engagement towards the proposed changes. More precisely, C1 mentions that she is relaxed during the meeting. She explains how she is not dead set against the group and that she does not impose herself. This is how she promotes a positive work climate during the meeting.

5.4.1.7.2 Personal Bond

Besides her positive attitude, the vice-principal also tries to promote a positive work climate by creating personal bonds with teachers. To maintain a positive climate, she believes in a teacher's competency (cognitive) and maintains positive relationships (emotional).

5.4.1.7.3 Avoid Confrontation

C1 explicitly expressed how she thinks about finding a way to not be confrontational. To do so, she asks herself whether or not what is proposed to the group is confrontational. Additionally, taking her time and not rushing things are also ways of avoiding confrontation during high-stakes staff meetings. This, in turn, will allow for adjustments and finding the right angle to keep the group engaged in a positive work climate. This also highlights how high-stakes staff meetings are make or break, and principals find ways to prevent the break.

5.4.1.7.4 Don't Rush Change

Another important element mentioned by the vice-principal is the importance of taking her time and not going too fast. By doing so, she doesn't rush teachers into change and gives them the time to learn, adapt, and have the least possible resistance.

5.4.2 Peer-Case 2

The instruction to the double took place a few months after the vice-principal began her tenure in an 800-student urban high school in Montreal. The school is known for its difficult climate and tense relationships between the teachers and management. C2 mentions that there are several bosses in the team, which might be explained by the fact that several teachers have been in the school for a long time—perhaps too long. Furthermore, the unkind behaviours of adults towards adults have also been an issue in the past. She gave the example of teachers who criticize each other, thus illustrating the negative climate in the team.

> Pis c'est important parce que c'est une équipe qui a beaucoup de chef. (C2-247)

During her instruction to the double, the vice-principal described a day booked with high-stakes staff meetings—what teachers and principals refer to as the "classroom portrait." Classroom portraits are recurring monthly meetings during which the school team (teachers, professionals, special educational technicians, and the principal) meets to discuss students' difficulties. As C2 put it, the meetings are a pointless exchange of complaints about students, but they should be more than that. C2 mentioned that these meetings “have been done that way for a long time.” “That way” refers to “teachers meeting up to talk about students, but it is not constructive.” For example, some teachers can use non-ethical comments when discussing students, such as “mollusc” when referring to a student’s motivation.

> Non... y’a rarement de surprise dans ce tableau-là. On sait les élèves qui fonctionne bien, pas bien, mais c’est la modalité qui a toujours... ben qui a toujours existé là-bas... je sais pas mais c’est une modalité à laquelle ils sont habitué et à laquelle ils tiennent. Ils aiment faire leur rouge, jaune, vert pis dire quelle élève est en retard beaucoup, quel élève est absent beaucoup malgré que je le sais parce que j’ai accès, y’aime ça me le dire, ça leur fait du bien. Ceux qui remette pas les travaux... on a des catégories. Tsé, mettons É1 à la catégories fonctionnement, il mette rouge là dans le fonctionnement, ben souvent ils vont aller ajouter Opposant pis y vont aller cocher expulsions. Donc, moi je vais aller voir, a oui c’est vrai, il a beaucoup d’expulsion pis tout ça. Faque eux tienne à me communiquer ces information-là malgré le fait que ce sont des informations que j’ai déjà... (C2-235)

She further explained how, during these meetings, teachers merely show up and expect the principal to tell them what she has done to fix students’ problems instead of the teachers asking themselves what they can do for their students. Teachers do not question their own practice or strategies towards students but rather, expect the principal to take actions to solve difficult situations (such as to call parents, to meet with school professionals, etc.). A paradigm shift is needed to have an impact on students’ educational success. Despite many teachers’ non-reflective postures, maintaining a relatively positive work climate is important. These meetings should have an impact on students’ success, but the way they currently take place, the impact is low and revolves more around what the principal does rather than teaching and learning. C2 explained that she needs to change how these recurring meetings unravel. She mentioned how bringing this kind of change takes energy and tires her.

> Ben, on a pas le choix. Je me pose pas vraiment cette question-là. Je roule. Parce que c'est sûr que ça prend beaucoup d'énergie ben là ça va être au moins la 4e fois que je le fais, tu trouves une façon de le faire qui te conserve de l'énergie. Moi j'arrive à conserver mon énergie comme ça que comme c'était avant, moi ça ça me vidait le vide ton sac au sujet de tout le monde-là, je trouvais pas ça constructif, je trouvais ça ça m'épuisait parce que je trouvais que je devais faire beaucoup de plus de rappel à l'ordre sur ce qui est éthique ce qu'on peut dire ce qu'on peut pas dire ce qui est utile ce qui est pas utile pis ce je trouvais que c'était comme des… (C2-307)

As illustrated in Figure 1, during the meeting described in the instruction to the double, the implemented top-down change is significant, as the vice-principal tries to change what is discussed and how it is done. She wants the meeting to be less a place where teachers complain about students and orient it towards discussions about teaching and learning. This requires considerable strategic planning from C2 to generate individual and collective commitment. She must encourage staff members to accept the new functioning of these types of meetings with the least possible resistance and resultant negative emotions. Despite planning and strategy, the level of resistance and emotions from staff remains high.

The following is a description of how this recently appointed vice-principal tries to generate engagement and commitment at both the individual and collective levels while overcoming resistance and negative emotions within the context of addressing change in high-stakes staff meetings.

5.4.2.1 Short-Term and Long-Term Objectives

C2 explained her long-term objective as changing the form of the “classroom portrait” meetings so that they become a place where teaching and learning practices are questioned rather than a place to complain about students. Hence, her long-term objective is shifting from unconstructive to constructive meetings where teaching and learning is discussed. To get there, she needs to be able to control the negative impact of resistors, or “meeting hackers,” as she says.

> Tsé franchement, sont content quand on fait ça. Quand on est... Tsé quand c’est organisé pis qui savent ou on s’en va et on maintient le cap pis qu’on se laisse pas distraire par les gens qui veulent... je dis tout le temps qui veulent me “hacker” les rencontres... parce que c’est ça qui fond. C’est comme si... c’est comme des pirates, tsé y rentre pis y font exploser ta rencontre là... pis ça faut faire attention, faut pas se laisser faire. C’est comme mon, mon, focus premier depuis que je suis arrivé. De pas laisser mes affaires déraper. (C2-284)

Hackers are teachers who step into the meeting and make it get out of everyone’s hands. Teachers who hack the meeting with their unconstructive comments and behaviours have an impact on the work climate. The vice-principal’s strategy is to build back the trust relationship between the principal and the teachers and limit the negative impact of some teachers during the meeting.

5.4.2.2 Directive During the Meeting

Based on the context, the vice-principal makes the conscious choice to be as directive as possible to stay in control of the meeting. She makes sure that everyone follows the procedures and the rules set with teachers.

Prior to the meeting, teachers complete a document identifying the students they want to talk about. During the meeting, teachers listen while the principal tells them the actions that have been taken and the ones that are upcoming. According to the vice-principal, the intention of the meeting is for teachers to listen as they scroll down the student list. The teachers are reminded of the intention at the beginning of the meeting: I speak, you listen.

> Pis c’est vraiment important qu’on soit très directif. Et qu’on ramène à l’ordre. Parce que c’est une équipe qui est non seulement directive mais c’est une équipe qui a eu des enjeux au niveau du climat et qui peut avoir tendance à déraper si on fait pas attention... faque y faut diriger... pas obliger d’être bête mais mettons qu’ils doivent sentir... (C2-248)

To prevent her meeting from being hacked, she limits the possibility for teachers to speak. As explained previously, there is an issue on how unconstructive it can be to have interventions from teachers during the meeting—like “pirates” who make the meeting “explode” or “derail.”

Even though there is a procedure to be followed, there is still a risk for the meeting to be hacked. When teachers transgress the procedure, she brings them back on track. She explained that when she brings negative teachers back on track, she repeats the intention of the meeting. When she does so, she is not rude, but firm. It is important for her to be the guardian of the discussion to make sure it stays on track.

To sum up, the vice-principal is directive by having a procedure for the meeting and sticking to it. This way, she limits the possibility of negative teachers from disrupting or hacking the meeting. When it does happen, she brings them back on track. Even though she is directive, she is nonetheless taking into account the emotional state of teachers.

5.4.2.3 Considering the Emotions Prior To, During, and After the Meeting

She mentioned that she is very sensitive and cares for people and how they feel. She wants to answer their needs (identified prior to the meeting) and said that teachers need to be reassured. She does this by showing them that she is the one in control and not the hackers. During the meeting, she is also concerned with the emotional state of teachers.

She explained how, during the meeting, she tries to maintain a positive climate. In the back of her mind, she always has the importance of maintaining good working relationships and work climate. The vice-principal explained that she has teachers who give her the pulse of the meeting. Such teachers are referred to as “barometers.” Their reactions are generalized to the rest of the group. As she put it, “If Mr. X is happy, everybody is happy; if he’s upset, everybody is upset.” By identifying the “people-barometer,” she knows how teachers feel about what is going on in the meeting.

After the meeting, she will informally go around to teachers she brought back to order and ask them how they feel. She also asks them what they thought of the meeting and if it was satisfactory to them. She also explained how she is sensitive to the nonverbal cues and tries to make sure they are okay.

Another key element mentioned by the vice-principal is how she is concerned with keeping teachers engaged. As mentioned previously, teachers expect the principal to get the job done and that the actions to be taken as discussed in the meeting have been executed. After the meeting, telling teachers that students “did their homework” or that they did what they were supposed to do “is like delivering good news.”

> Non, elle va se terminer de 24 à 48heures plus tard. Mais c’est ça... tsé tantôt, je disais small talk tantôt mais dans le fond c’est pas tant du small talk que ça, c’est souvent, tsé justement, ah... ça tombe bien que je te vois, je voulais te dire que.... J’aime ça aussi faire la livraison des bonnes nouvelles en personne plutôt que par courriel quand je suis capable. Faque je profite de mes tournées pour... (C2-329)

For her, it directly impacts the trust relationship between teachers and her. In turn, she hopes that building the relationship will allow her to move forward in the attainment of her objective and move from unconstructive meetings to effective ones. However, she does not do this alone.

5.4.2.4 Allies

Allies play a very important role. Her allies are the professional and special education technicians, with whom she meets on a regular basis to discuss students. Before the meeting, they meet specifically to prepare the “classroom portrait,” selecting the information to be given to teachers. She makes sure that they are all on the same page as to which information is relevant to be shared with teachers and which is not. Controlling the information is another way of not getting the meeting hacked.

If, prior to the meeting, they work closely with the vice-principal to select the information to share with teachers, they also play an important role during and after the meeting. During the meeting, allies may step in when needed, while after, they debrief with the vice-principal and share their impressions of how the meeting went.

5.4.3 C1 and C2: Similarities and Differences

Now that individual stories have been described, the different elements from individual stories have been put in a chart and regrouped as phenomena (Table 6) to facilitate the analysis of the results. This offers a better understanding of how these two vice-principals engaged team members during high-stakes staff meetings.

Table 9

C1 and C2: Codes and Phenomena

Codes and phenomena		
Peer case 1	**Peer case 2**	**Phenomena**
Fears Anxiety Nervousness	Tired Energy-consuming	Emotions felt in anticipation of the meeting
Employee of the school services centre Works for the same school	New to the school services centre	Prior to being appointed vice-principal
Positive pre-existing work climate	Negative or difficult pre-existing work climate	Work climate prior to the vice-principal taking office
Professional development First of some meetings	Classroom portrait Recurring meetings	Meeting purposes Frequency
Social Studies team never really had professional development before	Monthly meeting where teacher team is stuck in a way of doing things	Behavioural patterns
Increase students' results in Social Studies	Have constructive classroom portrait meetings	What: Desired implemented change
Work on reading skills in Social Studies	Prevent meetings from being hacked	How: Long-term strategy
Identify a professional development objective for the year	Be as directive as possible	How: Meeting strategy
Logical arguments in a logical sequence (teaching change)	Control resistors' behaviours	Response to resistance

Codes and phenomena		
Peer case 1	**Peer case 2**	**Phenomena**
Desire to answer teachers' needs Elicit teaching and learning needs	Desire to answer teachers' needs Deduces needs The principal is the need	Concern for answering teachers' needs
Pedagogical counsellor School principal		Collaborators
Attitude Personal bonds Take time to implement change	Personal bonds Bring treats to the meeting Avoid confrontation	Fostering a positive work climate
Non-resistant teachers	TES Professionals Teacher "barometer"	Allies
Know who you are dealing with pedagogically Collaboratively: How they work with their peers Hierarchy How they are perceived by others Their engagement	Teachers who take up a lot of space Teachers who don't want to take up space	Categorization of individuals and team characteristics

Both vice-principals mentioned four pre-existing contextual elements. The first refers to where they were working prior to taking office. The data analysis reveals that it has an impact on vice-principals' relations to the group. It allows the vice-principal to place herself in context with her team as far as her credibility and trust goes. As revealed in the individual case stories, C1 had been teaching in her school prior to taking office and mentioned that her credibility was well established. This is not the case with C2; new to the school, and therefore, to the school services centre, she needs to build her credibility and get her team to trust that she does her job. This contextual element is interrelated with another pre-existing contextual element: the work climate in the school. C1 mentioned that the school climate is positive, while C2 explained how the school climate is negative and has been for a long time.

Besides the situation of the vice-principals before taking office and the pre-existing work climate, the other element revealed by data analysis is the frequency of the meetings, i.e., the rate at which meetings occur or are repeated over time. For C1, the meeting was taking place for the first time, while for C2, the meetings took place on a regular basis and were held before the vice-principal took office. Furthermore, as C2 mentioned, teachers not only hold on to their classroom portrait meetings, they are also stuck in a way of doing things and behaving during these unconstructive encounters. Whether or not the people participating in the meeting have behavioural habits that are well rooted in practice is another key contextual element that is detrimental to the vice-principals' decisions and behaviours.

Despite these contextual differences, both vice-principals experienced emotions in the face of high-stakes staff meetings. This denotes the intensity of such encounters, more so when the change implemented comes from the top.

Top-down change is another characeristic of high-stakes staff meetings, and the results demonstrate that both vice-principals are trying to implement such a change. The results from the data analysis show that C1 and C2 identify something that they want to improve in their team, which is initiated during high-stakes staff meetings. With these improvements in mind, both vice-principals mentioned how they hope to reach their change objective in the long term, and they also identified how they will reach it during the high-stakes staff meeting.

If we take a closer look at the objective and strategy identified by each vice-principal, we can note an important difference. To some extent, both cases have an objective which is in line with Quebec's school mission to socialize, instruct, and qualify (Gouvernement du Québec, 2006). However, they approach the strategy differently: C1 has a pedogocical strategy (i.e., developing students' reading skills in Social Studies), which is pursued by developing teachers' professional competency, i.e., how they teach and how the student learns Social Study. On the other hand, C2 goes about it from a different paradigm: As opposed to developing teachers' professional competency for discussing or identifying students' needs (learning and behavioural), C2 wants to stop teachers' behaviours. To put it simply, C1 wants her team to grow as professionals, while C2 wants to stop misbehaviour. The contrast between developing and stopping provides an answer to our research objective to better understand the influence process surronding high-stakes staff meetings. In consonance with this, how C1 and C2 organized meetings is in line with their strategies.

C1 is teaching change, therefore, she organized the meeting in a logical sequence to reach her objective. For example, she does a recap of what has been done by the department in the previous years and presents students' results. The logical sequence acts as a funnel to get teachers to buy into the proposed changes. Besides the logical sequence, eliciting teachers' needs is also at play during the meeting. Eliciting teachers' needs is part of the logical sequence and part of the plan. It is a tactic used to get teachers through the funnel. By teaching and learning oriented questioning, the vice-principal's goal is to get teachers to see the added value and impact on students' results.

Opposedly, C2's meeting is also carefully organized, but the idea behind its organization is to control teachers' behaviours and prevent the meeting from being hacked. She is not teaching teachers how to behave, but rather, controlling as much as possible those who misbehave at or hack her meeting. When it comes to teachers' needs, C2 assumes or deduces teachers' needs. In this case, teachers' needs are for the principal to show that she does her job (i.e., acts upon disruptive students), and she tries as much as possible to respond to that need. In other words, the principal is the need.

The logical sequence involves leveraging the negative emotional response or resistance that the proposed changes may trigger. The logical sequence combined with eliciting pedagogical needs through questioning shifts the direction of change from top-down to bottom-up. Another way to put it is to see change and resistance as professional development opportunities. In contrast, a controlled meeting sequence, where behaviours are controlled and teachers' needs are the principal proving that she does her job, the change seems more top-down and resistance is perceived as combat rather than a development opportunity.

One key difference is whether or not vice-principals work with collaborators to plan the change process, the long-term objective, and strategy. C1 worked with the pedagogical counsellor to make up a plan for getting the Social Study team in motion. The pedagogical counsellor acts as a content expert and is a key player in a professional development approach. The plan is also shared with the school principal. The school principal supports the vice-principal in the implementation of change and the strategy to reach it. In contrast, C2, who adopts a controlling approach, does not work with a pedagogical counsellor to plan a long-term professional development sequence, nor does she mention validating her strategy with her school principal.

In addition to collaborators, allies are key actors in the influence process in the context of high-stakes staff meetings. Allies are teachers or other team members who are part of the school team but not management; they are people the vice-principal uses to test their strategy or tactics before the meeting. Both vice-principals rely on team members to play this role.

Besides allies, the rest of the team is also considered. As C1 put it, it is important to "know who you are dealing with." The team is the sum of the individuals it is made up of. Both vice-principals categorize individuals in their team, though the categories are different. C1 knows who she is dealing with pedagogically by categorizing people on the basis of how they work with their peers (collaboration), how they deal with hierarchy, how they are perceived by others, and their engagement. Meanwhile, C2 categorizes people according to whether or not they take up too much space in the meeting.

Another aspect that the data analysis revealed is the importance vice-principals grant to maintaining a positive work climate. Both create personal bonds with teachers. While C1 does this by adopting a relaxed attitude and taking her time to implement change, C2 does it by bringing treats to the meeting and trying to avoid confrontation.

5.4.4 Comparing Self-Case to Peer Case Studies

At this point in the data analysis procedure, the idea is to compare results from the self-case study to the new ones and avoid falling into the nail-to-hammer trap again. Thus, three steps were taken to compare them. First, the codes from the self-case study and those from C1 and C2 were compared to one another (Table 9). Then, the phenomena and categories were compared to draw a new chart that combines all three cases studied (Table 10). Finally, a conceptual map was created, retelling the process of how vice-principals seek to generate engagement and commitment at both the individual and collective levels while overcoming resistance and negative emotions within the context of addressing change in high-stakes staff meetings. Before describing each step, let us first summarize the results from the self-case study.

5.4.4.1 Summary of Self-Case Study Results

The self-case study was the starting point of this research. As explained earlier, the ontegenic nature of the professional doctorate serves different purposes. While generating knowledge, there is also a professional development component and an analysis of my own practice of how I seek to generate engagement and commitment at both the individual and collective levels while overcoming resistance and negative emotions within the context of addressing change in high-stakes staff meetings.

The results that give access to my professional activity have highlighted phenomena regarding the process of engaging team members prior to, during, and after high-stakes staff meetings. The results have shown that being a school vice-principal is a highly strategic leadership position and that one's conceptions of the role are predictive of the subsequent tactics. Indeed, these beliefs and attitudes predict the tactics which will be used to influence individuals and groups prior to, during, and after high-stakes staff meetings.

The self-case study uses two broad categories of tactics in the context high-stakes staff meetings: "socio-emotional" and "socio-cognitive." They are used to influence, gain acceptance, and ultimately to get the group to buy into the proposed changes. Socio-emotional behaviours are strategically used to encourage the adherence of team members but also as an analytical tool that helps take the pulse of how individuals and the group feel about the proposed changes, while having at its heart the well-being of people. Simultaneously, socio-cognitive strategies are a categorization of individuals according to their known or presumed power of influence, which is, in turn, taken into account in future actions. Other elements are also considered to be able to induce conclusions and plan future actions.

The two broader categories made up of socio-emotional and socio-cognitive tactics were combined into one category, called "socio-sensitive." Strategic predictors of loyalty, positive relationships, and change pave the way for socio-sensitive strategies. Socio-sensitive strategies aim to make, not break. A high-stakes staff meeting is the result of the effective use of socio-sensitive strategies which constitute the preliminary conceptual frameworks that emerged from the data analysis of the self-case study.

5.4.4.2 Self-Case Study, Peer-Case 1, and Peer-Case 2: Comparing Codes and Phenomena

At this stage of the research, I tried to see if the codes from the self-case study (Tables 4, 5 and 6) would fit in the codes and phenomena chart from C1 and C2 (Table 9). Similarities and differences have been identified (Table 10).

A closer look at the self-case study codes shows many similarities between the three cases studied. First, the self-case study had four phenomena which were also present in C1 and C2. The first codes deal with the desired implemented change. Another similarity is how the vice-principals focus on fostering a positive work climate, whether by adopting a positive attitude or by creating personal bonds. The categorization of individuals' and teams' characteristics was also another resemblance between all three cases. Finally, the phenomenon of "Collaborators" is also present in all three cases. In the results that give access to my professional activity, the codes placed in this phenomenon had been placed under "Loyalty." Going back to the verbatim reveals that the codes talk about the pedagogical counsellor justifying that the codes be placed under "Collaborators."

There were also some differences that were noted. Some codes provided complementary information to a given phenomenon. For example, the codes "Observer les reactions," "Regarder les alliances," and "Regarder le non-verbale" provided cues on how the vice-principals gathered information that is treated to categorize individuals and teams. Going back to C1 and C2's conceptual map, we realize that the information was mentioned. Indeed, C1 also revealed the type of information used to categorize individuals; she mentioned how she relies on her perception and on what others say to pose a judgement of teachers and categorize them. C2 explains that she notices nonverbal cues. The phenomena associated to these codes is "Information to categories." These additions have been put in bold in Table 10.

Another difference was the code "Être consciente de devoir avoir une proximité avec eux" in the self-case study. The code was put in a new line and the phenomenon was the one from the self-case study: "Awareness of the importance of maintaining positive relationships."

Several boxes were left blank. This might be due to the fact that, for the self-case study, only the most salient passages were coded and not the entire verbatim as was the case for C1 and C2. I went back to the self-case verbatim to identify passages that fit the phenomena. These are in bold in Table 10.

Table 10

Self-Case Study, C1, and C2: Comparing Codes and Phenomena

Self-case study	Peer-case 1	Peer-case 2	Phenomena
Tension **Preoccupied**	Fears Anxiety Nervousness	Tired Energy-consuming	Emotions felt in anticipation of the meeting
Employee of the school services centre **New to school**	Employee of the school services centre Work for the same school	New to the school services centre	Prior to being appointed vice-principal
School team ready for change	Positive pre-existing work climate	Negative or difficult pre-existing work climate	Work climate prior to the vice-principal taking office

Self-case study	Peer-case 1	Peer-case 2	Phenomena
Être consciente de devoir avoir une proximité			Awareness of the importance of maintaining positive relationships
Professional development	Professional development	Classroom portrait	Meeting purposes
First of some meetings	First of some meetings	Recurring meetings	Frequency
	Social Studies team never really had professional development before	Monthly meetings where teacher team stuck in a way of doing things	Behavioural patterns
Plan pour permettre l'apprentissage malgré difficultés	Increase students' results in Social Studies	Have constructive classroom portrait meetings	What: Desired implemented change
Teach the program according to students' age group	Work on reading skills in Social Studies	Prevent meeting from being hacked	How: Long-term strategy
Engage teachers by demonstrating they were heard	Identify a professional development objective for the year	Be as directive as possible	How: Meetings strategy

Self-case study	Peer-case 1	Peer-case 2	Phenomena
	Logical arguments in a logical sequence (teaching change)	Control resistors' behaviours	Response to resistance
	Desire to answer teachers' needs Elicit teaching and learning needs	Desire to answer teachers' needs Deduce needs The principal is the need	Concern for answering teachers' needs
Être d'accord avec la CS Vision CS non-partagée (perte job) Même vision, mots, langage Ne pas faire ce qu'on demande Perdre son travail Hiérarchie vs même niveau	Pedagogical counsellor School principal		Collaborators
Aller voir les gens Avoir une proximité Connaître les gens Créer des liens amicaux Dire bonjour Sourire	Attitude Personal bonds Take time to implement change	Personal bonds Bring treats to the meeting Avoid confrontation	Fostering a positive work climate

Self-case study	Peer-case 1	Peer-case 2	Phenomena
Exprimer sa satisfaction			
Faire ressortir le positif			
Miser sur le positif			
Serrer des mains			
Se souvenir ou non des réponses			
Être authentique			
Être sincère			
Être sociable/amicale			
Être stratégique			
Travailler ensemble			
Vouloir travailler avec eux			
Favoriser la collaboration			
Ressentir esprit d'équipe			
Latitude décisionnelle			
Avoir du pouvoir sur ce qui se passe			
Ne pas montrer qu’on ressent de la nervosité			
Influential teacher	Non-resistant teachers	TES Professionals Teacher “barometer”	Allies

Self-case study	Peer-case 1	Peer-case 2	Phenomena
Catégoriser les individus Cibler des personnes clés Les anciens Les nouveaux Tenir compte de la réputation Personne influente Personnes insignifiantes Personnes signifiantes Ne pas s’occuper des insignifiants Nombre d'enseignants impliqués Nombre d’enseignants impliqués	Know who you are dealing with pedagogically Collaboratively: How they work with their peers Hierarchy How they are perceived by others Their engagement	Teachers who take up a lot of space Teachers who don’t want to take up space	Categorization of individuals and team characteristics
Observer les réactions Regarder les alliances Regarder le non-verbale	**Perception of others** **What people say** **Observations**	**Nonverbal cues**	Information to categorize

5.4.4.3 Self-Case Study, Peer-Case 1, and Peer-Case 2: Comparing Conceptual Frameworks

There are three professional conceptual frameworks (Self, Peer 1, and Peer 2) guiding the actions of each vice-principal. The products of the qualitative processes of theorization, conceptual framework, are “a network, of interlinked concepts that together provide a comprehensive understanding of a phenomenon or phenomena" (Jabareen, 2009, p. 50). At this point, another analysis was conducted to compare the three cases. The idea was to compare phenomena and categories and come up with a conceptual framework that took all cases into consideration. This was done in two steps—the first to come up with broader categories for C1 and C2, followed by comparing it to the self-case study to come up with a new conceptual framework.

5.4.4.3.1 Step 1: Phenomena to Categories (C1 and C2)

To come up with a conceptual framework for C1 and C2, the code columns from Table 9 were removed, leaving only the different phenomena (Table 11). Then, the phenomena were regrouped into broader categories. The phenomenon "Emotions felt in the anticipation of the meeting" was removed since, even though it serves to demonstrate the emotional intensity of a high-stakes staff meeting, it does not help better understand how vice-principals generate engagement and commitment at both the individual and collective levels while overcoming resistance and negative emotions within the context of addressing change in high-stakes staff meetings.

The first category contains pre-existing contextual elements such as the professional position of the vice-principals before taking office, the pre-existing work climate, and whether or not behavioural habits are well-rooted in practice. The second category sees the awareness of the importance of maintaining positive relationships as a personal value. The third category is the context of the meeting per se, which comprises two phenomena—the frequency, which is the pace of the meeting (i.e., occurring every month or occurring four times a year) and the purpose of the meeting (i.e., professional development or a monthly meeting where students are discussed). These are placed into a subcategory called "Type of meeting" within the "Habits" category. The next category deals with change itself—what the desired change is and how the vice-principals wish to achieve and implement the desired change in the long and short terms. The next phenomenon is divided into a subcategory called “Agent,” which refers to people who are allies and collaborators and take active roles to produce specific effects, such as contributing to influence others. “Agent” is placed under the “Social” category. Another phenomenon is categorized under “Categorization of individual and team characteristic.” The next category is “Operational” and is composed of vice-principals’ “Response to resistance.” Another category is “Emotional” and composed of “Concern for answering teachers’ needs” and “Fostering a positive work climate.”

Table 11

Conceptual Framework for C1 and C2

Phenomenon	**Categories**
Prior to being appointed vice-principal Work climate prior to the vice-principal taking office Behavioural patterns	Context
Awareness of the importance of maintaining positive relationships	Personal values
Frequency Meeting purposes Types of meeting	Habits
What: Desired implemented change How: Long-term strategy How: short-term strategy	Change (the ‘what’ and the ‘why’)
Agents: collaborators and allies Categorisation individuals and teams characteristics	Social
Response to resistance	Operational
Concern for answering teachers’ needs Fostering positive work climate	Emotional

5.4.4.3.2 Step 2: Comparing Frameworks

At this point, the idea was to compare the self-case study's conceptual framework (Table 12) to the ones from C1 and C2 (Table 11). A closer look at both frameworks has allowed for a new framework to emerge that takes into consideration all three cases.

Table 12: Conceptual Framework for the Self-Case Study

Phenomenon	Categories	Meta-Categories
Awareness of the importance of maintaining positive relationships Change	Conception of role as a vice-principal	Strategic predictors
Socio-emotional behaviours strategically used to encourage the adherence of team members but also as an analytical tool that helps take the pulse of how individuals and the group feel about the proposed changes, while having at its heart the well-being of people	Socio-emotional strategies	Socio-sensitive strategies
Categorization of individuals according to their known or presumed power of influence which is, in turn, taken into account in future actions. Elements taken into account to be able to induce conclusions and plan future actions.	Socio-emotional strategies	

At this point of the analysis, the phenomena and categories were compared to devise a new chart that combines all three cases studied (Table 13).

The idea of something being predictive of upcoming actions was relevant in different ways within the conceptual framework. Instead of talking about strategic predictors, as was the case in the self-case study, the new analysis revealed that contextual elements might be predictive of how the vice-principals generate engagement and commitment at both the individual and collective levels while overcoming resistance and negative emotions within the context of addressing change in high-stakes staff meetings. Indeed, it shows how leadership is situated in a specific context, whether in the organization or personally.

Comparing the two conceptual frameworks, we noticed that *change* is seen as part of the conception the vice-principal has of their role. We claimed that if leaders do not believe that they are change agents, there probably would not be high-stakes staff meetings in the first place. Though this is still true, in light of new findings, change is seen in another perspective: The starting point of any change is the identification of a problematic situation. From there, objectives are formulated and strategies developed. Therefore, a category called "Objectives and strategies" and a broader category entitled "Starting point" were created.

C1 and C2's conceptual frameworks offered three dimensions, i.e., three strings vice-principals pull to generate engagement and commitment at both the individual and collective levels while overcoming resistance and negative emotions within the context of addressing change in high-stakes staff meetings—social, operational, and emotional.

The self-case study, on the other hand, had another broader category called "Socio-sensitive." This category was made up of "Socio-emotional" and "Socio-cognitive" subcategories, which encompass the social, operational, and emotional dimensions and illustrate the process by which the strings pulled work together, which explains how the dimensions work together in the context of high-stakes staff meetings. Therefore, the combined conceptual framework has a broader category called “Socio-emotional and socio-cognitive tactic dimensions.”

Table 13

Final Conceptual Framework

Phenomenon	Sub-Categories	Categories
Prior to being appointed vice-principal Work climate prior to the vice-principal taking office Behavioural patterns	Context	Situated leadership
Awareness of the importance of maintaining positive relationships	Personal values	
Frequency Meeting purposes Type of meeting	Habits	
What: Desired implemented change How: Long-term strategy How: Meetings strategy	Objectives and strategies	Starting point
Agents: allies and collaborators Categorization of individuals and team characteristics	Social	Socio-emotional and socio-cognitive Tactic dimensions
Response to resistance	Operational	
Concern for answering teachers’ needs Fostering a positive work climate	Emotional	

5.5 Final Findings

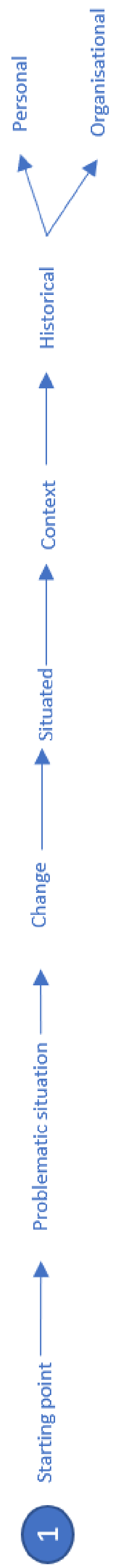
Progressing step by step, the journey of each vice-principal tries to generate engagement and commitment at both the individual and collective levels while overcoming resistance and negative emotions within the context of addressing change in high-stakes staff meetings by referring to the tables of codes and phenomena (Table 10) and the new conceptual framework (Table 13). The final conceptual map (Figure 16) constitutes the final results of this research. Throughout the following presentation, the map will be broken down and analyzed step by step in its construction to facilitate understanding.

The growing demand on principals to increase students' grades has led to calls to action from school leaders. The following section aims to consider the question of how to generate engagement and commitment at both the individual and collective levels while overcoming resistance and negative emotions within the context of addressing change in high-stakes staff meetings, and how they go about it depends on circumstances.

The starting point for a recently appointed vice-principal is to identify a problematic situation that needs to change. That problematic situation is situated in a personal and organizational historical context.

Figure 7

Step One: The Starting Point

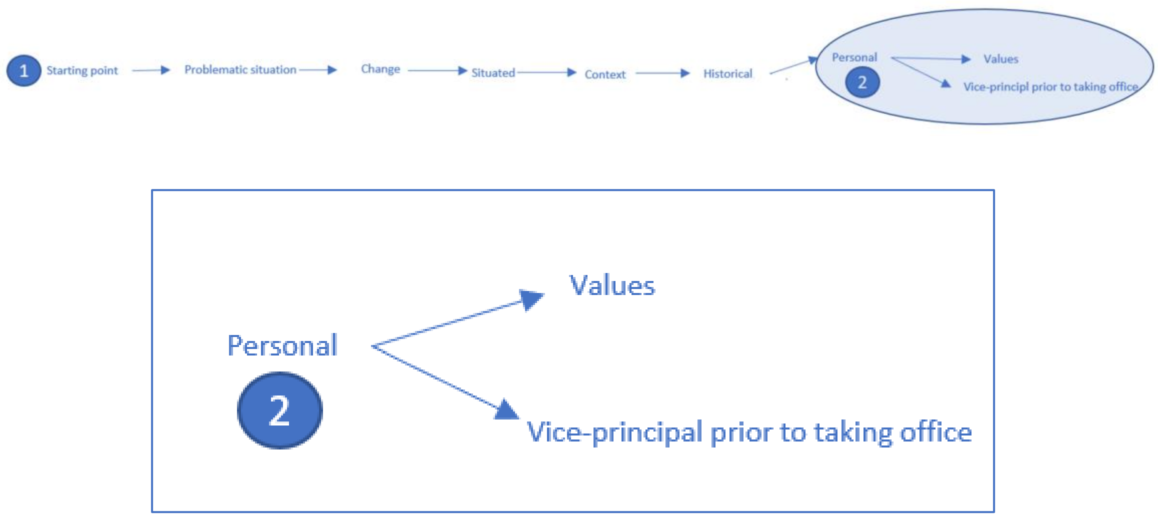


5.5.1 Situated Historical Context

The personal context has to do with the personal values of the vice-principal, for example, the importance of maintaining positive relationships. Another personal historical contextual element is where the vice-principal was prior to taking office, which may influence credibility and trust. A vice-principal being new to the school versus being there for a long time is a contextual element that will affect how to implement change.

Figure 8

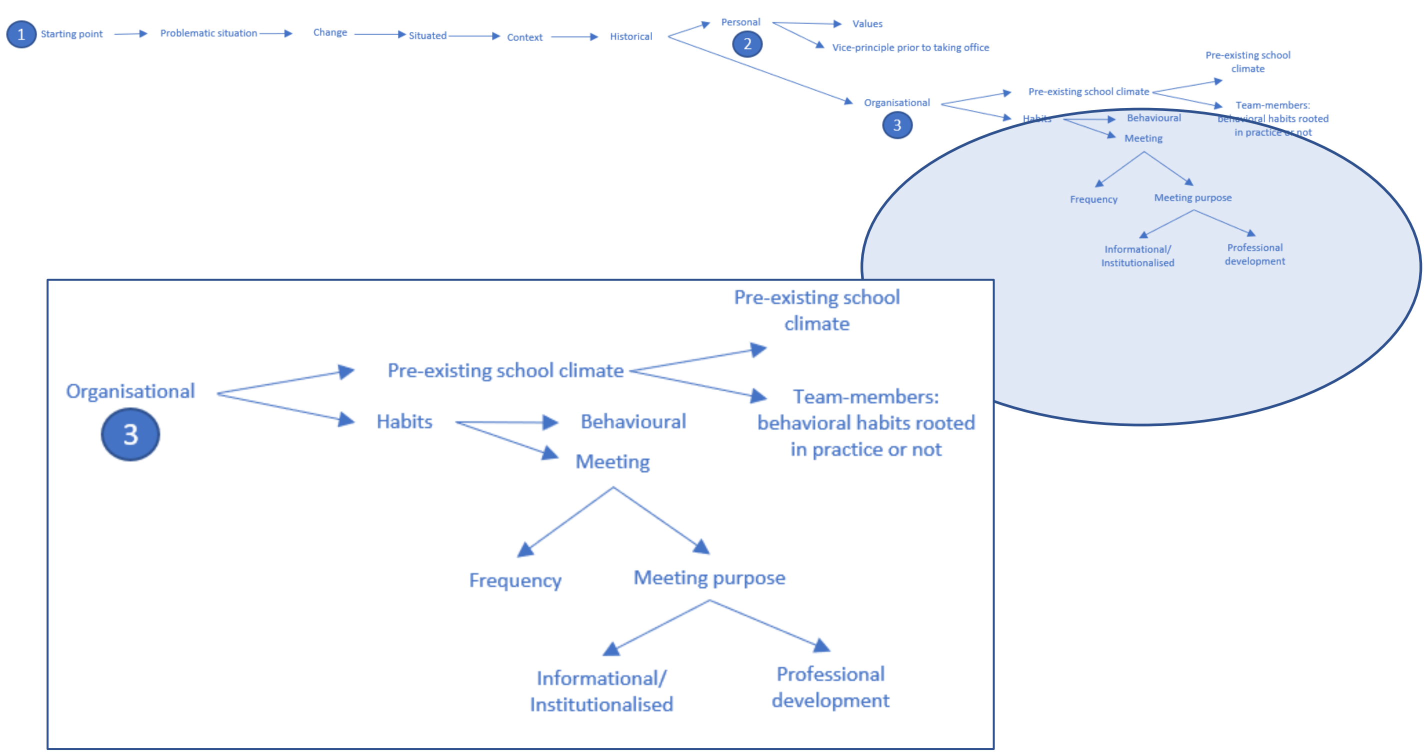
Step Two: Personal Context



The other situated historical organizational contextual elements are “Pre-existing work climate” and “Pre-existing habits.” The first deals with the state of the climate in the school. The pre-existing work climate acts as a sort of water in which the vice-principal swims when taking office: Swimming in boiling hot, polluted water is different from swimming in lukewarm, clear water. The second comprises behavioural and meeting habits rooted in school practices. Think of habits as a footpath that has been used so often that it is now a deep furrow in the ground. The depth of this well-walked rut makes it difficult to get off the pathway and break the habit. The footpath metaphor helps illustrate how changing individuals’ and teams’ habits that are well-rooted in practice won't raise the same challenges if there are no habits, or better yet, if there are good ones. The two habits that the findings highlighted are "Behavioural" habits and "Meeting" habits. In a school, if meetings have occurred the same way for a while, and people have behaved the same way in these meetings for some time, it will most likely impact how the vice-principal generates engagement and commitment at both the individual and collective levels while overcoming resistance and negative emotions within the context of addressing change in high-stakes staff meetings as well as generate the required energy to do it. Besides habits, the frequency of meetings will also have an impact on and contribute to the depth of the rut, i.e., how deep the habits are rooted. The purpose of the meeting will also be considered. Meetings to share information do not serve the same purpose as professional development meetings, and the expectations of the meeting participants will also be different. Usually, informational meetings are more frequent than professional development ones and therefore, more likely to produce habits.

Figure 9

Step Three: Organizational Context



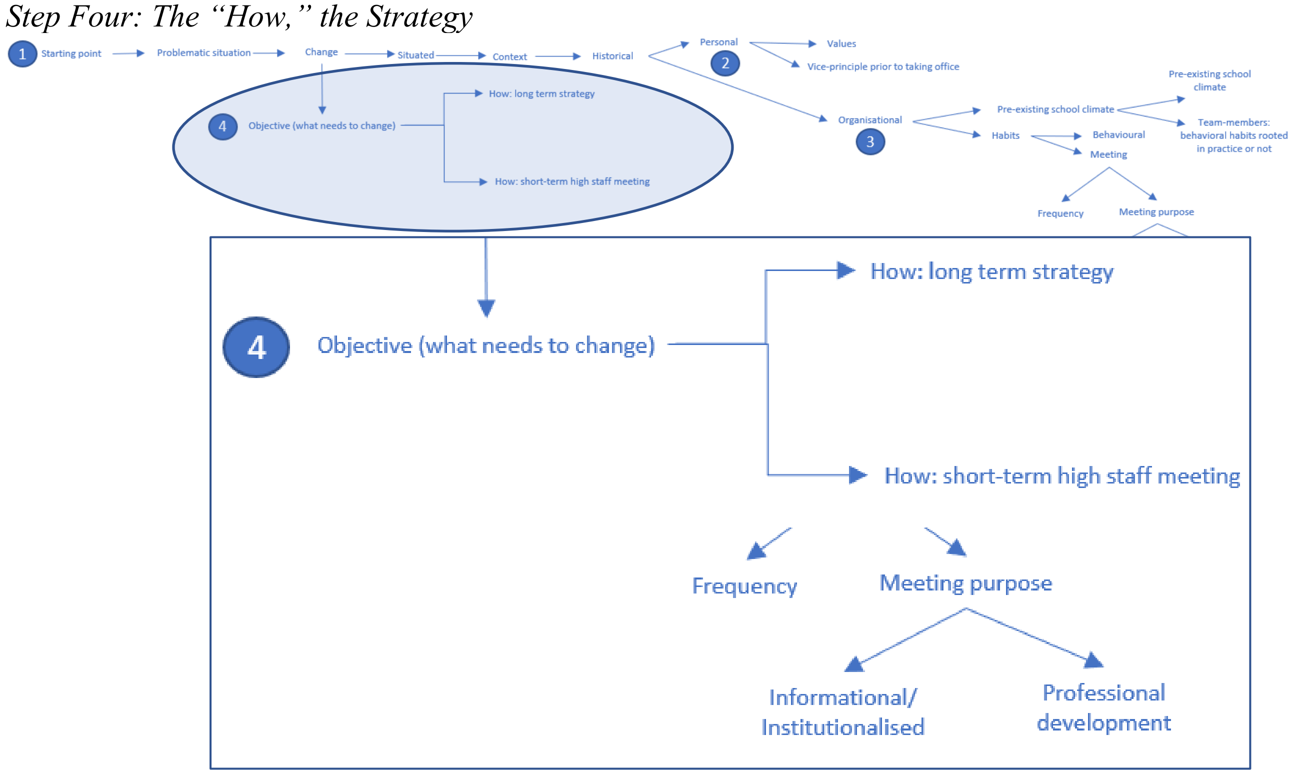
High-stakes staff meetings are situated in a personal and organizational historical context. To be high-stakes, the implemented top-down change must be significant, and considerable strategic planning is required to generate individual and collective commitment to encourage staff members to accept proposed changes with the least possible resistance and the resultant negative emotions. Nevertheless, the level of resistance and emotions from the staff will most likely remain high.

5.5.2 What Needs to Change and How to Do it

As mentioned, implementing change and facing resistance in the context of high-stakes staff meetings starts with identifying a problematic situation. Once the problematic situation has been identified, a solution for how to improve the situation must be found. In other words, there's the *what*, as in what needs to change, and the *how*, which is the strategy and plan to solve the problem. The findings show that facing high-stakes staff meetings require a clear what and an explicit long-term and short-term high-stakes staff meeting how. From this point onwards, influence tactics come into play.

Figure 10

Step Four: The "How," the Strategy

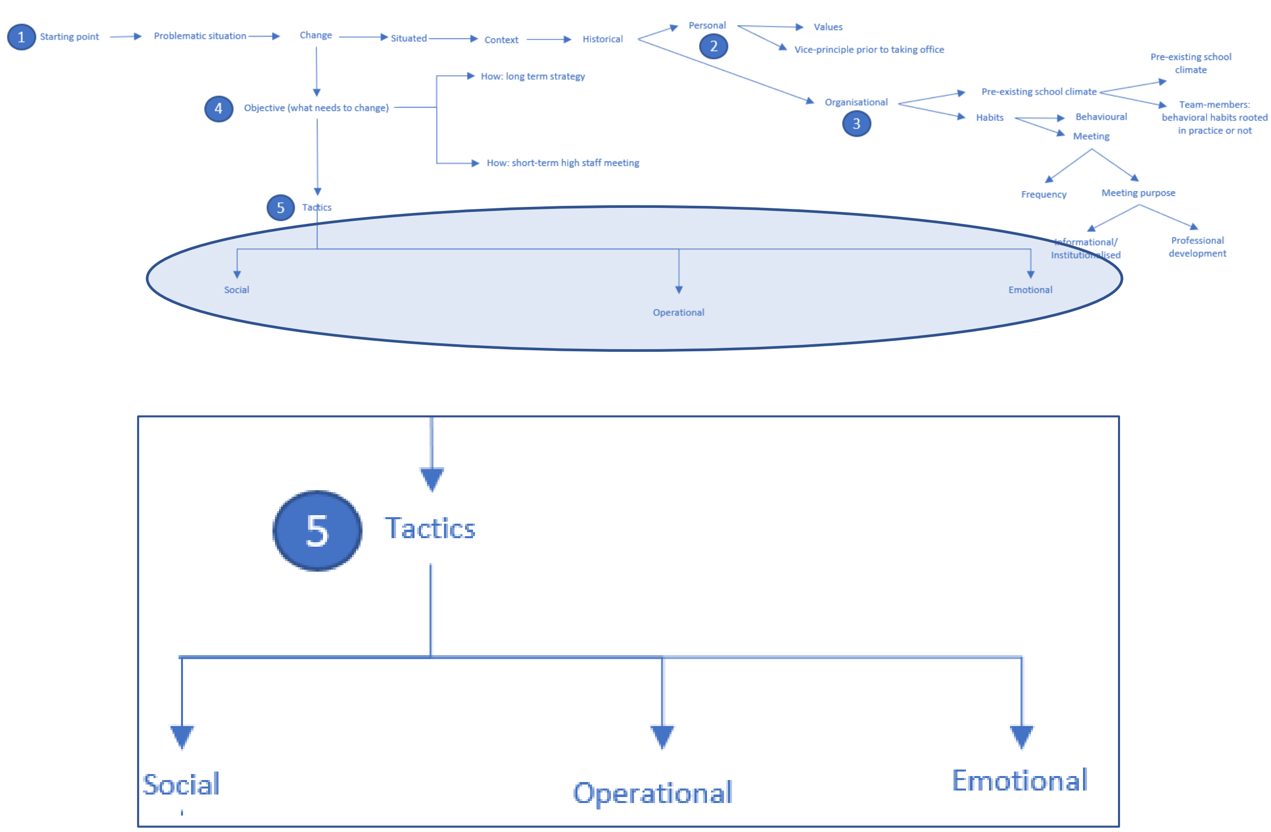


5.5.3 The Three Influential Socio-Emotional and Socio-Cognitive Tactic Dimensions

The findings reveal three predominant tactic dimensions: social, operational, and emotional. The three dimensions are interwoven and work together. The following is a description of each influential tactic dimension.

Figure 11

Step Five: The Three Tactic Dimensions

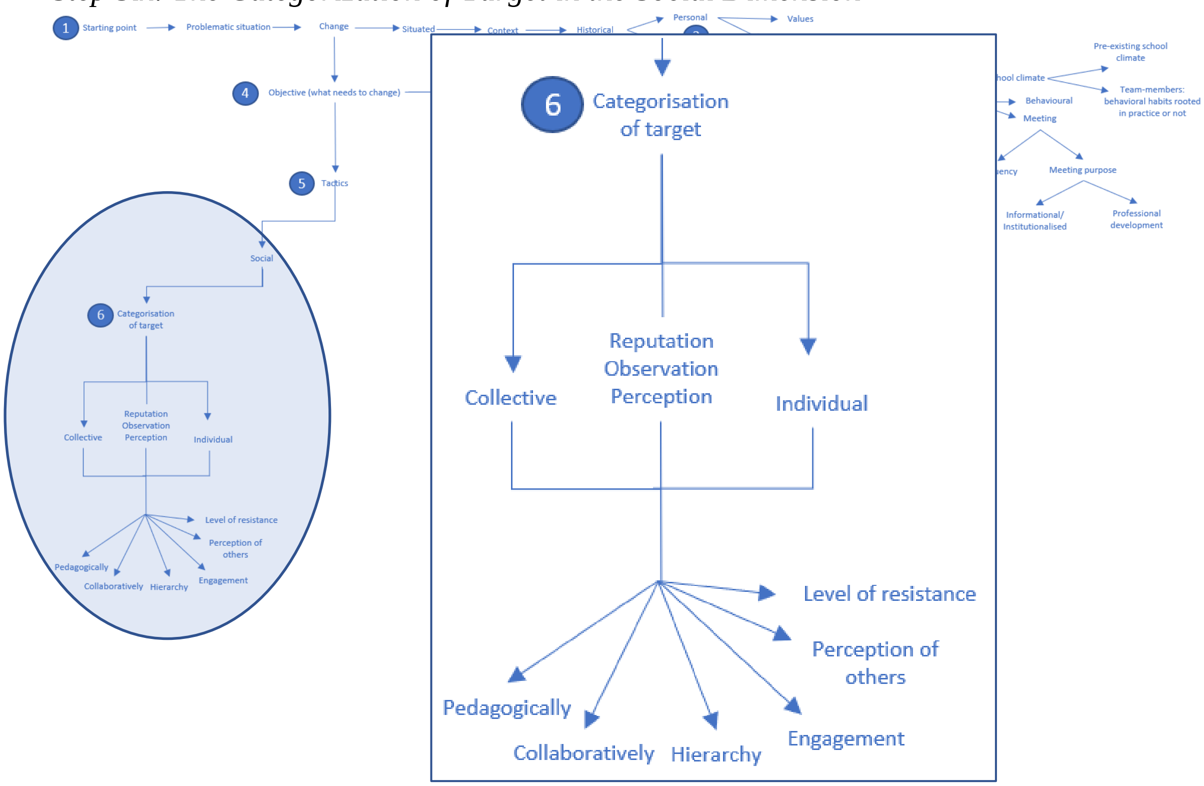


5.5.3.1 Social

The reported findings provide insight into the social dimension of implementing change prior to, during, and after high-stakes staff meetings. There are two elements that are related to the "Social" dimension—a categorization of people you want to influence (followers) and people who help you influence (agent). There is a collective and individual categorization of people targeted by the change strategy. A general judgement of the group is taken and a more detailed categorization of the individual in the group is done. Through observation, perception, and reputation, individuals are categorised according to pedagogy, how they collaborate with peers, their relation to hierarchy, their engagement, how they are perceived by others, and their level of resistance.

Figure 12

Step Six: The Categorization of Target in the Social Dimension

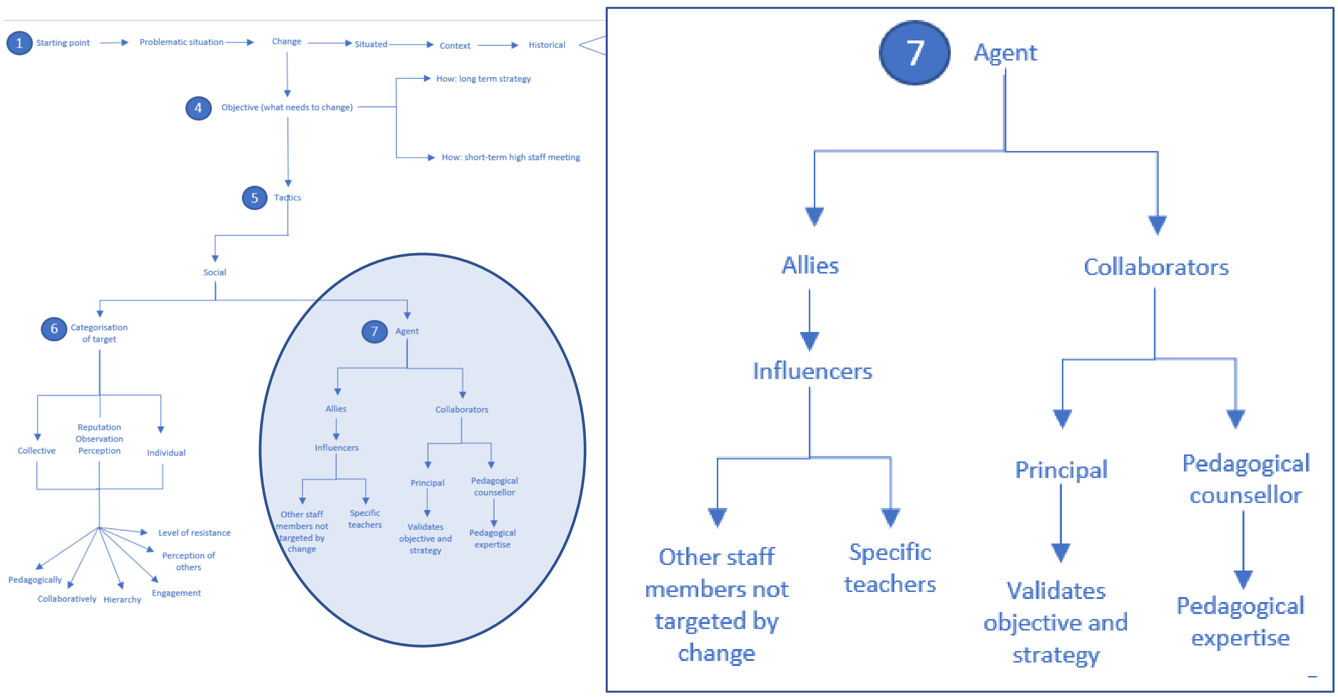


In the "Social" dimension, in addition to a collective and individual emotional and pedagogical categorization, there are agents involved. Agents, or people who help in the influence process, are made up of two categories: allies and collaborators. Allies are teachers who are part of the school team and not management per se. They are people that the vice-principal uses to test the meeting agenda before the meeting. Allies provide the vice-principal with short-term feedback.

Collaborators, on the other hand, contribute to the game plan or long-term plan. They offer expertise and advice more than just feedback. The collaborators include the school principal and the pedagogical counsellor; the school principal validates the objectives and strategies, while the pedagogical counsellor acts as a content expert by offering research-based pedagogical advice.

Figure 13

Step Seven: Agents Involved in the Social Dimension

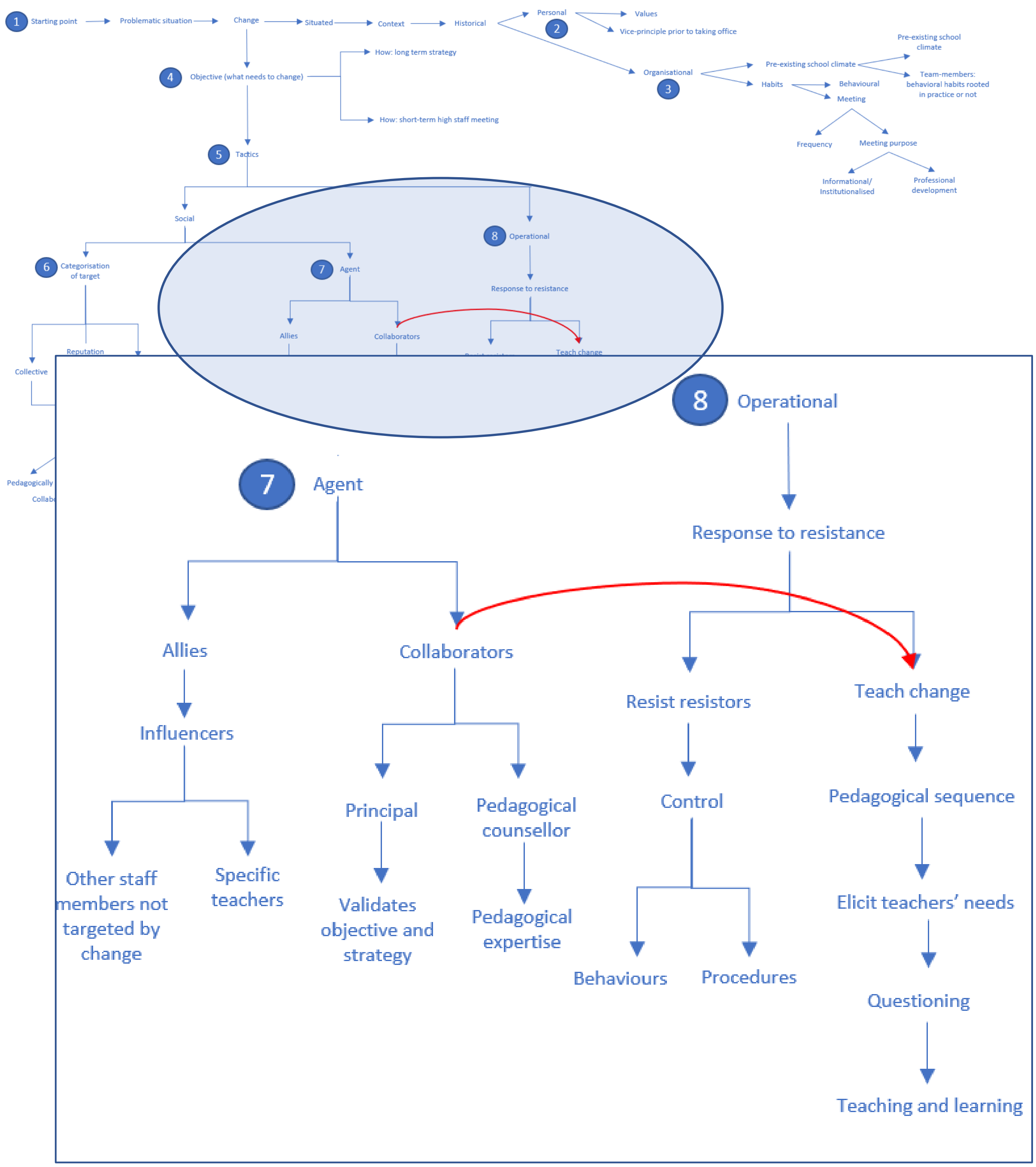


5.5.3.2 Operational

The "Operational" dimension has to do with how to respond to resistance. The findings revealed two ways of responding to resistance: resist resistors or teach change. Resisting resistors is done by exercising tight control over behaviours and procedures. On one end, getting people to go in a given direction is imposed and distractors are controlled, whereas on the other end, change is taught. Teaching change is done by planning a pedagogical sequence which acts like a funnel. Questioning teachers on learning and teaching will elicit pedagogically oriented needs. In turn, teachers will get the pedagogical added value for themselves and students and are more likely to buy into the proposed strategy. The findings revealed that collaborating with the pedagogical counsellor may be a key factor in adopting this teaching change response to resistance (illustrated with a red arrow).

Figure 14

Step Eight: The Operational Dimension



The “Emotional” dimension deals with teachers’ needs and preoccupations. Teachers’ needs can focus on the pedagogical added value of a given teaching and learning strategy and address concerns about the impact of change on themselves. From that perspective, the focus is on how the pedagogical strategy will benefit teachers (i.e., less planning time) and students (i.e., better results). From this perspective, the need is intrinsic. The teachers see the added value for themselves, and the “what’s in it for me” is clear and convincing.

The findings revealed that focusing on teaching and learning needs is related to teaching change. Furthermore, the categorization of individuals will most likely be pedagogically oriented (illustrated with a green arrow) if the focus of needs is oriented towards teaching and learning.

A focus on teachers’ satisfaction will most likely lead to extrinsic needs. As opposed to questioning in order to elicit pedagogically oriented needs (teaching change), here, teachers’ needs are deduced or assumed, and the answer to these needs is external to teachers. In other words, it is someone else’s responsibility to answer those needs.

When it comes to the “Emotional” dimension, there is another important element: fostering a positive work climate. Fostering a positive work climate is done by creating relationships through personal bonding. Giving praise, encouragements, and rewards are also used to contribute to building relationships. Another way to foster a positive work climate is by adopting a nonconfrontational attitude. Finally, pacing change will most likely positively impact the work climate.

Figure 15

Step Nine: The Emotional Dimension

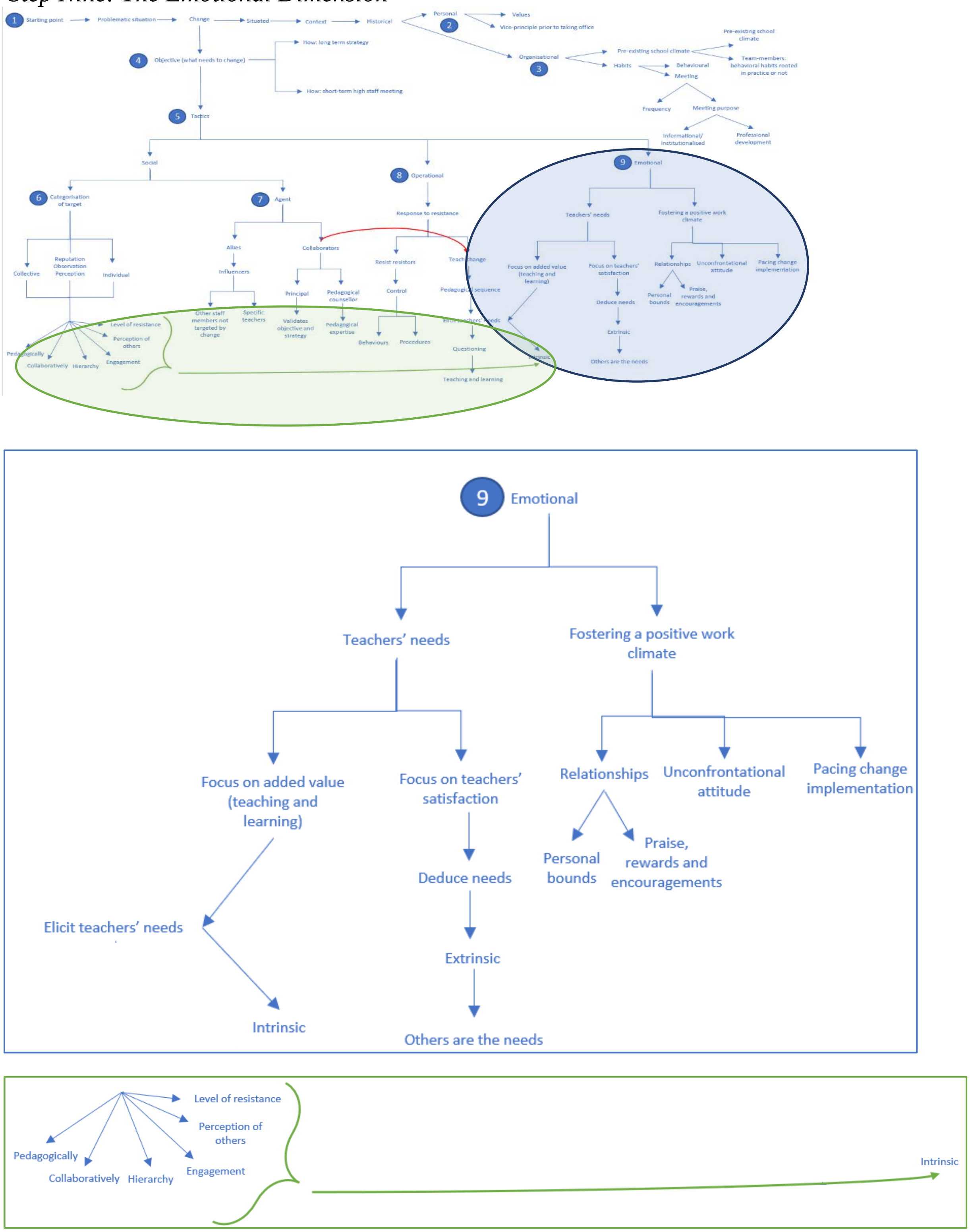
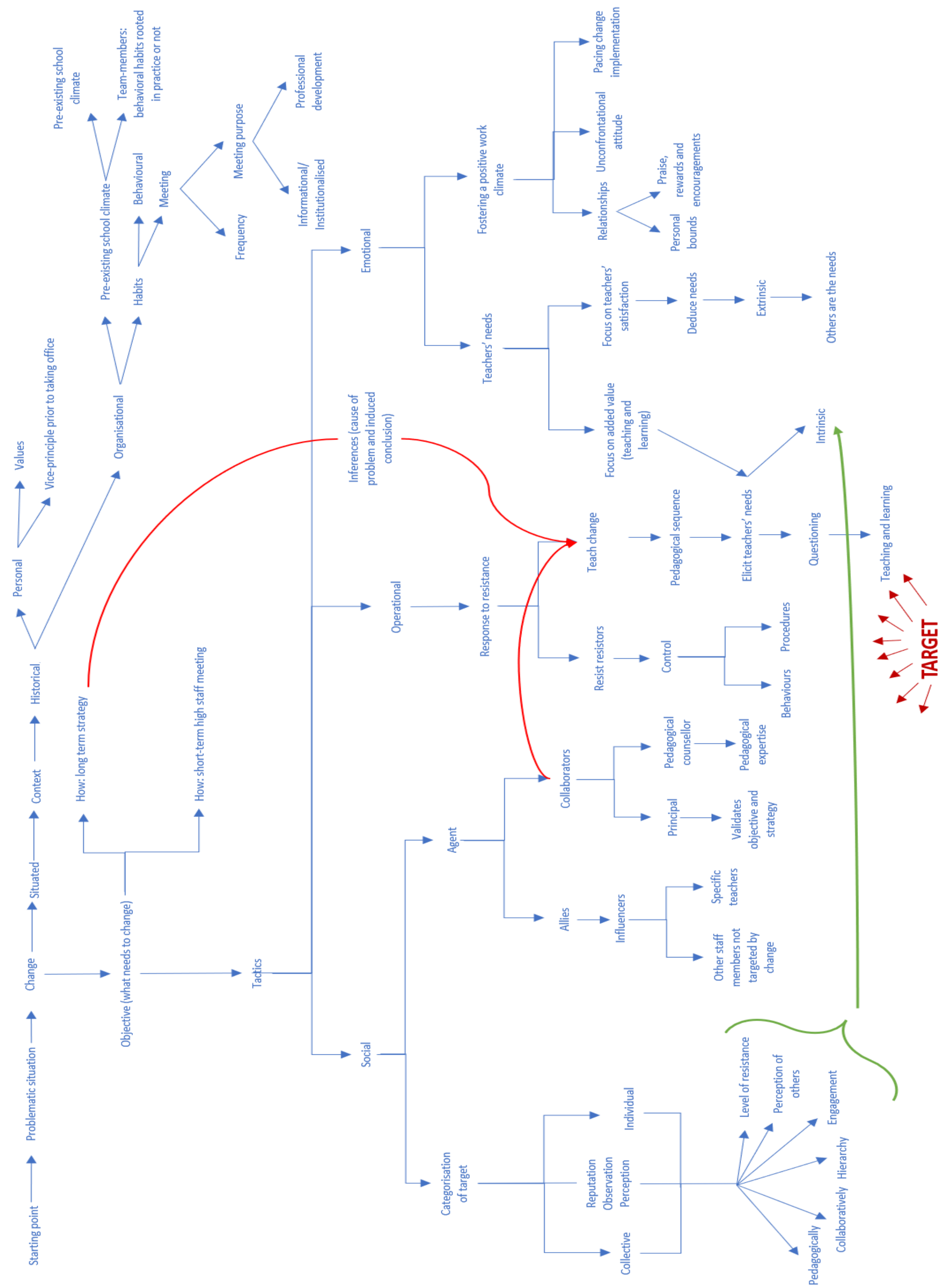


Figure 16

Final Conceptual Map



Part VI: Discussion

The objective of this research was to better understand how recently appointed vice-principals generate engagement prior to, during, and after high-stakes staff meetings, when resistance and negative emotions are anticipated. The results have allowed for a better understanding by creating a conceptual framework illustrating the process of influence of addressing attitudinal and behavioural change in the context of high-stakes staff meetings. They have further demonstrated that a problematic situation is at the root of the process and is the starting point for the need for change. Long-term and short-term strategies are developed and implemented using social, operational, and emotional tactics, while taking both the personal and organizational contexts into account.

6.1 Discussion

The objective of this research was to better understand how recently appointed vice-principals generate engagement in the context of high-stakes staff meetings, when resistance and negative emotions are anticipated. When recently appointed vice-principals introduce change in a school, “it involves a team process, including, among others, meetings with the teachers throughout the school year to engage and direct the change in teaching and school culture” (Friedmen & Berkovich, 2020, p. 328). As explained previously, during those encounters, the implemented top-down change is important. In this context, teachers show a significantly higher level of resistance when their schools participate in top-down reforms (Park & Jeong, 2013), and substantial strategy is required to encourage staff members to accept proposed changes with the least possible resistance and resultant negative emotions. Promoting complex change arouses resistance, possibly because it touches on interests, values, and identities that are deeply rooted in the organization (Friedman & Berkovich, 2020). Practical insight is needed within these strategic moments, as school change initiatives most likely involve “a team process, including, among others, meetings with the teachers throughout the school year to engage and direct the change in teaching and school culture" (Friedman & Berkovich, 2020, p. 328).

Since there is limited existing research regarding these specific emblematic moments led by vice-principals, this study sought to explore and describe the processes through which recently appointed vice-principals seek to generate engagement prior to, during, and after high-stakes staff meetings in the face of anticipated staff resistance and negative emotions.

The fact that this is a professional doctorate that doesn't follow the sequence of a traditional PhD adds to the complexity of discussing the results. Indeed, as opposed to traditional PhDs, this professional doctorate has a preliminary discussion that emanates from preliminary findings and a final discussion that stems from new findings, making it very challenging to compare and integrate. Nevertheless, an attempt will be made to evaluate new findings while taking into consideration the self-analysis of my professional activity.

The final results are much richer than the results that give access to my professional activity. Many elements might explain this gap, such as the fact that two additional cases were studied and that their entire verbatims were analyzed instead of only parts, as was the case in the initial self-case study. Another important point is the ontegenic nature of the first part, which was revealed to be more a self-reflective analysis of my own practice. Not falling into the nail-and-hammer trap has given access to a rich framework illustrating the process by which recently appointed vice-principals generate engagement prior to, during, and after high-stakes staff meetings, when resistance and negative emotions are anticipated.

It is also important to reiterate the oft-repeated refrain of principals as central to initiating and mobilizing changes in schools through exerting their leadership over various stakeholders (Archambault et al., 2017; Friedman & Berkovich, 2020; Hallinger, 2003; Maulding et al., 2012;

Park & Jeong, 2013; Randall & Coakley, 2007). Moreover, "the centrality of the human factor in public service organizations, such as schools, where the work is complex and nonstandardized" (Friedmen & Berkovich, 2020, p. 334) emphasizes the important role played by school leaders and provides a better understanding of the process of influence at play.

Leadership is a multifaceted concept which involves a process of exerting influence over a person or group (Kennedy et al., 2003). It is a social mechanism where one person can enlist the aid and support of others to accomplish something (Fesner, 2016; Kouzes & Posner, 2012) or to influence attitude and behaviours (Friedman & Berkovich, 2020; Kipnis et al., 1980; Lee et al., 2017; Yukl & Falbe, 1990; Yukl et al., 2005). The results of this research focused on the ways in which recently appointed vice-principals exert influence on their staff to satisfy institutional goals. Now that the role of school principals has shifted from one of school government to one of educational governance (Progin et al., 2021), it is even more important to understand the different ways in which leaders make others take part in the change initiative (Clement, 2014; Friedman & Berkovich, 2020). This is not trivial, as school leaders must have the skills that will enable them to manage change successfully (Friedman & Berkovich, 2020; Rigby, 2014). Whether an attempt to influence others will be successful or not depends on the specific type of behaviours used to exert influence (Friedman & Berkovich, 2020; Kipnis et al., 1980; Lee et al., 2017; Yukl, 2008; Yukl & Falbe, 1990; Yukl et al., 2005), namely, influence tactics. A brief research overview on influence tactics will be conducted before the findings are discussed.

6.2 Influence Tactics Research Overview

An influence tactic is defined as a type of behaviour that one person (e.g., agent) uses to influence the attitudes and behaviours of another person (e.g., the target) (Furst & Cable, 2008; Kipnis et al., 1980; Lee et al., 2017; Yukl et al., 2005). There has been an abundance of research on influence tactics in the field of business; however, the influence tactics used in school changes remain underexplored. To the best of my knowledge, the first study to explore principals' influence tactics during changes in school was published only recently, by Friedman and Berkovich (2020). This demonstrates the importance of this research towards the advancement of a better understanding of principals' behaviour in such contexts. This research is important for a better understanding of how recently appointed vice-principals generate engagement prior to, during, and after high-stakes staff meetings, when resistance and negative emotions are anticipated in the course of addressing change.

Interest in influence tactics emerged in 1980 with Kipnis et al.'s (1980) exploratory research on how people "got their way" at work. They conducted two significant studies, which paved the way for subsequent research in the field of intra-organizational influence. In their first study, lower-level managers wrote essays describing an incident where they tried to influence coworkers, subordinates, or superiors. Subsequently, using content analysis, the researchers were able to identify 370 influence tactics that were grouped into 14 categories. In their second study, they rewrote the 370 influence tactics into a 58-item questionnaire, which was administered to new respondents. Their studies led to the identification of eight dimensions of influence tactics. Later, Falbe and Yukl (1992) conducted two studies to replicate and extend Kipnis et al.'s (1980) research on influence tactics. One limit of Kipnis et al.'s (1980) exploratory research was that their earlier research used only agent self-reports of influence behaviours. Meanwhile, Yukl and Falbe's (1990) research used both agent and target reports. Their research led to the identification of nine tactics, and later, the validity of two new tactics of influence (Yukl et al., 2005). Since then, influence tactics have been studied from several angles. Previous research looked at tactic outcomes from a simple dichotomy (successful or unsuccessful), which developed into distinctions between more complex outcomes (commitment, compliance, and resistance) (Cable & Judge, 2003; Higgins et al., 2003; Lee et al., 2017; Falbe & Yukl, 1992). Further classifications were done, such as the classification of influence tactics from soft to hard, classification according to task-, relationship-, or change-behavioural categories (Yukl et al., 2005), or from simple to complex (Feser, 2016). Previous research has demonstrated how some tactics are used more in initial influence attempts and other tactics are used more in follow-up influence attempts (Yukl et al., 1996; Kipnis et al., 1980; Yukl, 2010; Falbe & Yukl, 1992). The effectiveness of tactics has also been studied thoroughly, examining the effectiveness of a single tactic use or examining which combination or sequence of tactics is more effective for successful outcomes. The effectiveness of tactics is also an important issue in cross-cultural research on leadership (Yukl, et al., 2003; Kennedy et al., 2003). It is useful to know if some tactics are more effective in a particular culture.

Others have focused their analysis on the relationship between influence tactics and performance assessments (Higgins et al., 2003) or personality traits (Cable & Judge, 2003). Influence tactics have also been brushed against leadership styles such as inspirational (Feser, 2016), instructional (Rigby, 2014), or transformational leadership (Chaturvedi et al., 2019).

For the sake of this discussion, a brief pragmatic description of the 11 tactics is presented in Table 12. The following discussion will show consistency between our findings and these research or, at the very least, attempt to explain discrepancies. Then, attention will be paid to the process of categorization and how it relates to the use of tactics. Finally, the multidimensional, multidirectional, and metachronous influence process will be discussed.

Table 14

Definition of Influence Tactics

Tactics	Descriptions
Rational persuasion	The agent uses logical arguments and factual evidence to persuade the target that a proposal or request is viable and likely to result in the attainment of task objectives.
Inspirational appeals	The agent makes a request or proposal that rouses target enthusiasm by appealing to their values, ideals, and aspirations, or by increasing target self-confidence.
Consultation	The agent seeks target participation in planning a strategy, activity, or change for which target support and assistance are desired, or the agent is willing to modify a proposal to deal with target concerns and suggestions.
Ingratiation	The agent uses praise, flattery, friendly behaviour, or helpful behaviour to get the target in a good mood or think favourably of them before asking for something.
Personal appeals	The agent appeals to target feelings of loyalty and friendship towards them when asking for something.
Exchange	The agent offers an exchange of favours, indicates willingness to reciprocate at a later time, or promises a share of the benefits if the target helps accomplish a task.

Tactics	Descriptions
Coalition	The agent seeks the aid of others to persuade the target to do something or uses the support of others as a reason for the target to also agree.
Legitimating	The agent seeks to establish the legitimacy of a request by claiming the authority or right to make it or by verifying that it is consistent with organizational policies, rules, practices, or traditions.
Pressure	The agent uses demands, threats, frequent checking, or persistent reminders to influence the target to do what they want.
Collaboration	The agent offers to make it easier or less costly for the target to carry out the request. Collaboration includes offering to provide relevant resources, offering to provide assistance in carrying out a requested task, and offering to help circumvent obstacles that would prevent the target from performing a task successfully.
Apprising	The agent explains why a request or proposal is likely to benefit the target as an individual.

Source: Yukl et al., 1993; Yukl et al., 2005.

6.3 Influence Tactics and High-Stakes Staff Meetings

While there is a lot of literature on how business managers “get their way” (Kipnis et al., 1980), little is known about how recently appointed vice-principals get theirs while generating engagement prior to, during, and after high-stakes staff meetings, when resistance and negative emotions are anticipated. According to Higgins et al. (2003), “a number of contextual factors and individual differences determine which influence tactics an individual chooses to use, under what circumstances he or she chooses to use them, and how effective the tactic of choice will be" (p. 90). Further:

> The underlying assumption is that most managers will prefer to use tactics that are socially acceptable, that are feasible in terms of the agent's position and personal power in relation to the target, that are not costly (in terms of time, effort, loss of resources, or alienation of the target), and that are likely to be effective for a particular objective – given the anticipated level of resistance by the target (Yukl et al., 1993, p. 8).

As Yukl and Falbe (1990) put it, each tactic can be useful in an appropriate situation. In practical terms, the results of this research focused on the ways in which recently appointed vice-principals influence school staff to satisfy institutional goals, paying attention to the "how" rather than the "why."

Though all 11 tactics are used by recently appointed vice-principals in the context of high-stakes staff meetings, they do not seem to have the same importance. The purpose of looking at influence tactics is to find out if school leaders use them, and if so, how these tactics are enacted prior to, during, and after high-stakes staff meetings. The following section will discuss each influence tactic and offer a systemic perspective of how influence tactics are enmeshed with one another, starting with "Rational persuasion," which is a central tactic to generate engagement.

6.3.1 Rational Persuasion

"Rational persuasion" is indisputably a key tactic in understanding how recently appointed vice-principals generate engagement prior to, during, and after high-stakes staff meetings, when resistance and negative emotions are anticipated. This is not surprising since, according to Falbe and Yukl (1992), rational persuasion is used more than half the time. Rational persuasion uses logic, rationale, or evidence to explain or justify a position and to show that the leader's perspective is the most logical alternative (Feser, 2016). As our finding suggests, vice-principals counteract negative emotional responses with rationality and resort to logical arguments and factual evidence to show that a request is feasible and relevant to reaching important objectives. The results have also demonstrated that, during the meeting, in anticipation of targets' negative emotional response to the proposed changes, the negative emotional response is counteracted using rational arguments. Generating effective organizational commitment and getting staff members to comply with proposed changes is done through leaders' ability to identify with the needs of their followers. Our findings also showed the importance of recently appointed vice-principals considering followers' needs.

It references previous research, where Epitropaki and Martin (2013) in Lee et al. (2017) explain that rational persuasion "requires the least amount of psychological demand to engage in as compared with other tactics" (p. 212). The results tend to show that it is not only an influence tactic but also a coping strategy in the face of anticipated resistance and negative emotions.

It is central to the "Teaching change" dimension in the conceptual framework. For example, C1 uses Social Study school results and compares them to results from other schools to call for action. The process behind the choice of logical arguments and how to use them are key findings of this research. To better understand the process behind the building of rational persuasion tactics, it is important to understand the individual and collective categorizations of targets. Individual and collective categorizations of targets occur in the context high-stakes staff meetings. Categorization is also a way of eliciting teachers' needs and intrinsic motivation.

6.3.1.1 Categorization Process

To successfully use complex tactics such as rational persuasion, agents need the ability to influence based on followers' perspectives, characteristics, and inner motivators (Feser, 2016). The "Social" dimension of the conceptual framework included the "Categorization of target" process. Based on reputation, observations, and perceptions, vice-principals will assess individuals and groups and categorize them according to their level of resistance, their pedagogical competence, or how they are perceived by their peers. The ability of vice-principals to arrive at conclusions and forecast future events based on those characteristics will not only determine the tactics used (Kipnis et al., 1980) but also the logical arguments most likely to convince and influence the group to buy into the proposed change. In other words, it will facilitate the planning of the high-stakes staff meetings and the choice of rational arguments most likely to persuade targets. Rational persuasion is not solely cognitive but also emotional.

It is an operation of analysis that takes place prior to the meeting. As highlighted in the first part of this paper, in the context of organizational change in general and in influencing the outcomes of high-stakes staff meetings in particular, social-cognition is of great importance. In that context, it is not the stimulus per se that influences our behaviour but our perception of it. In other words, the way in which we mentally construct and represent reality has an impact on the decisions we take and the tactics to use. Furthermore, leaders’ collective and individual prior knowledge of staff will affect their interpretation and alter subsequent decisions. To identify which decisions to take, one needs to weigh the pros and cons of a possible behavioural decision, then draw inducive conclusions. This individual and collective analysis is a contextual factor in determining which influence tactics the agent will choose to use. The categorization process will also help agents identify the target’s values, aspirations, and ideals.

6.3.1.2 Eliciting Needs and Intrinsic Motivation

Rational persuasion has both a cognitive and emotional impact. It creates an emotional attachment towards the organization by attaching meaningful rationale to work (Chaturvedi et al., 2019; Yukl & Tracey, 1992). People are more likely to be inspired, exert more effort, and demonstrate emotional loyalty towards the leader and the organization when the job is a means to achieve higher-order needs. In line with previous research (Bass, 1985; Chaturvedi et al., 2019; Clarke & Ward, 2006; Yukl & Tracey, 1992), needs are central to vice-principals' attempts to influence.

As illustrated in the conceptual framework, teachers' needs are elicited and, in turn, motivate targets to jump on the change train. To successfully do so, it requires team members to be considered in the choice of logical arguments. In other words, the choice of logical arguments will differ based on the agents' perceptions of their team. The results that give access to my professional activity also revealed the same process: The vice-principal in the self-case study adjusted her leadership behaviours in response to teachers' concerns or tabled future change attempts in response to teacher feedback. In their research, Gaubatz and Ensminger (2017) found that change agents who "responded by listening and seriously considering the message within teacher resistance were more apt to view the change attempt, successful or not, as a positive experience" (p. 146). The selective use of rational arguments to persuade is a way of considering subordinates' concerns and preoccupations. A closer look at the conceptual framework shows that the case studies plan high-stakes staff meetings in a logical sequence to elicit teachers' needs by focusing on the teaching and learning added value of the proposed change.

6.3.1.3 Teaching Change

When it comes to addressing change and resistance, vice-principals choose to use rational persuasion in a logical teaching–learning sequence. It is very similar to what teachers do when they teach their students. This might be obvious since school leaders are trained teachers and are experienced in teaching and building learning sequences based on what they want students to learn or a competency that they want students to develop.

Furthermore, using high-stakes staff meetings to analyze recently appointed vice-principals' influence attempts allow for a more refined understanding of the influential process behind the meetings. For example, high-stakes staff meetings are more likely to be the place where strong rational persuasion, “clear and detailed explanation of the reason for the request or proposed change, an analysis of likely costs and benefits, and a review of supporting evidence” (Yukl et al., 1996, p. 310) is used as opposed to weak rational persuasion, which “involves only a brief explanation of reasons for a request or a questionable assertion about likely benefits without supporting evidence” (Yukl et al., 1996, p. 310). In other words, during high-stakes staff meetings, logical persuasion is implemented in a learning logical sequence.

In the case studies, the initial self-case study and C1 organized the meeting in a logical sequence but not C2. Previous research revealed that leaders with high levels of expertise or informational power are more likely to use rational persuasion (Chaturvedi et al., 2019). This is in consonance with our findings, where the initial self-case study and C1 use rational persuasion where they both mention having credibility within their team, C2 believed she needed to build her credibility.

Besides the ability to categorize and elicit teachers’ needs in a learning sequence to teach change, it appears that some prerequisites are needed for rational persuasion to be effective: Agents must possess expert knowledge and credibility. If one or the other is not recognized by targets, the tactic might turn out to be less effective.

6.3.1.4 Expert Knowledge: Credibility and Trust

The expertise held by the agent on a specific topic (Chaturverdi et al., 2019; Lee et al., 2017; Yukl et al., 1996; Yukl, 2008; Yukl & Michel, 2006) will likely give the agent credibility in the logical arguments brought forward in a persuasion attempt and may limit organization-focus concerns relating to the legitimacy of change and the ability of the leader to carry it out (Bareil, 2009). Expert knowledge will not only help build a strong rational argument but also help draw inferences about the cause of a problem and forecast future events (Yukl et al., 1996). Furthermore, as argued by Yukl et al. (1996), “agents with high expertise may find it easier to develop a strong rational appeal than agents with low expertise, and they will tend to use this influence tactic more often” (p. 310).

But what about those who consider themselves to possess insufficient expert knowledge? In line with the results that give access to my professional activity and show the importance of reflectivity—a complex concept which refers to a practitioner’s ability to reflect on their professional practice (Yip, 2006)—the final findings indicate that agents with high levels of reflectivity are more likely to identify their strengths and weaknesses and therefore, recognize if they lack enough expert knowledge. When this is the case, agents may refer to experts to copilot with them to use rational persuasion during high-stakes staff meetings. In the conceptual framework, these knowledge experts are referred to as collaborators. In these situations, the tactic has a double impact—not only does it provide expert knowledge, it may also increase the agent’s credibility. In this case, the knowledge expert will copilot the meeting and, at the same time, the logical arguments will be co-constructed.

6.3.1.5 Shared Logic: Copiloting Rational Persuasion

Leaders work with collaborators to orchestrate the global change plan. The expertise of the pedagogical counsellor, for example, is the expert and plays a critical role in the logic that will be articulated to staff members.

From previous research in education and the findings of our research, rational persuasion is a tactic that can be copiloted with the pedagogical counsellor. In fact, there is an interprofessional collaboration between school principals and pedagogical counsellors, which is unique to education (Guertin et al., 2019) and where tactics are conjugated. In turn, if rational persuasion tactics are copiloted with pedagogical counsellors, it also requires the agent to evaluate if the pedagogical counsellor is trustworthy and credible in the eyes of targets as well.

Our findings have demonstrated how rational persuasion is enacted when the agent recognizes that they do not possess expert knowledge but are perceived as trustworthy by targets. A recently appointed vice-principal who is aware of her lack of expertise but is also concerned about appealing to targets through rational persuasion will likely get collaborators such as pedagogical counsellors to help actualize the tactic.

For Feser (2016), the logic in rational persuasion is the leader's logic, and therefore, it is articulated top-down from the leader's perspective, and not from the ground-up. The findings of this research disagree with Feser (2016), or at least nuance his claims; our results suggest that, though rational persuasion is not completely articulated from the ground-up, it is neither entirely top-down. As argued, it is not solely the logic of the leader, especially when the leader works with collaborators in orchestrating the planning of high-stakes staff meetings and the choice of logical arguments to be used. The expertise of the pedagogical counsellor in two of the three cases studied played a critical role in the logic articulated to staff members. Extending this idea further, if leaders take targets into account, it again implies that the logic of the leader is influenced by targets. Consultation encourages the target to suggest improvements in a proposal or help plan an activity or change for which the target's support and assistance are desired (Yukl, 2010). In the context of high-stakes staff meetings, consultation is enmeshed in rational persuasion or, in the conceptual framework, teaching change.

6.3.2 Consultation

Consultation is even more focused on others because the leader pulls them in and engages them in developing a course of action. With consultation, the leader asks others to suggest improvements or help plan a proposed activity or change that requires their support. Participative leadership is a form of consultation. Consultation means asking others to help the leader arrive at an acceptable solution, appealing to others' expertise, asking for input, probing for feedback, inviting others to participate or become involved in a process, incorporating others' ideas, or acting on their suggestions to give them a sense of ownership. This tactic may develop the target's favourable attitude and commitment in the change process.

Consultation is used in the pedagogical sequence during high-stakes staff meetings, but the tactic inspirational appeal comes into play in the process of generating engagement prior to, during, and after high-stakes staff meetings, when resistance and negative emotions are anticipated.

6.3.3 Inspirational Appeal

Inspirational appeal tactics are by far the most personal in terms of understanding others' perspectives because they focus on people's values and emotions. For all three cases studied, values and emotions were considered. Leaders using this tactic also seek to arouse emotions to gain commitment for a change proposal. Our findings show the importance of the emotional dimension and how vice-principals try to foster a positive work climate through building relationships or maintaining social distances with staff by using an unconfrontational attitude or by pacing change implementation to respect teachers' needs. For leaders to rely on inspirational appeals, tactics must draw from insights into the target's values, aspirations, and ideals (Lee et al., 2017). Cases in our study have mentioned looking at targets' needs, which can be seen as an attempt to identify their values, aspirations, and ideals. Research by Yukl et al. (1996) has found that inspirational appeal is among the most effective tactics in gaining cooperation from others.

Leaders' use of inspirational appeal is associated with targets' positive commitment because it confirms their relationship with the leader and where they stand within the group. As a result, it has an impact on targets' self-worth, making them feel more valued (Chaturvedi et al., 2019; Sparrowe et al., 2006). Furthermore, through creating this appealing vision, targets are more likely to find meaning and be engaged in their work while remaining loyal to the organization (Chaturvedi et al., 2019; Piccolo & Colquitt, 2006; Sparrowe et al., 2006). In the particular context of education, as opposed to profit organizations, leaders' ability of an appealing vision of teaching and learning practices transgresses the organization and impacts teachers' loyalty towards their mission "to provide instruction, to socialise and to provide qualification" (Gouvernement du Québec, 2006, p. 3). Appealing to targets' value is a tactic used by all three cases studied; the difference lies in how they elicit targets' needs or deduce them. Another important element revealed in this research is how inspirational appeal is a tactic mostly used prior to and after high-stakes staff meetings. Two other tactics are mostly used prior to high-stakes staff meetings, namely, "Ingratiation" and "Personal appeal."

6.3.4 Ingratiation

Ingratiation is used in all three cases studied. It is the practice of making a target feel better about an agent before or during an influence attempt, often taking the form of flattery and praise. Yukl (2006) asserts that ingratiation is more effective as a long-term strategy to build cooperative relations than as an immediate influence attempt (Kipnis et al.,1980; Falbe & Yukl, 1992). This highlights the fact that change is a process, and high-stakes staff meetings are one of many social situations used to influence, engage, and mobilize staff to buy into the proposed change.

Previous research revealed that ingratiation tactics are frequently used as the initial tactic while beginning interpersonal interactions (Lee et al., 2017; Yukl, 2010). Other research has suggested that the use of ingratiation tactics was related to lower resistance toward change (Furst & Cable, 2008). Our results have demonstrated the importance that vice-principals grant to building relationships as a way of fostering a positive work climate by using praise, rewards, and encouragement but also by using personal appeal to create personal bonds with staff—another tactic used to influence targets.

6.3.5 Personal Appeal

Personal appeal tactics appeal to the target by "promoting a feeling of friendship or loyalty toward an agent before asking a target to fulfill a request or support a proposal" (Lee et al., 2017, p. 214). These tactics are more likely to be involved when an "agent's request is not part of a target's regular job responsibilities" (Lee et al., 2017, p. 214). In the cases studied, the requests are not outside of the targets' regular job responsibilities, but rather, about the targets not meeting expectations in regard to students' success rates or pedagogical practices. There is some research that demonstrates that targets will carry out a request even if they preferred not to only because of their friendship with the agent (Yukl et al., 1996). By building strong feelings of friendship among targets towards the agent, the more an agent can ask of a target (Lee et al., 2017). Personal appeal tactics were also used prior to high-stakes staff meetings by all three cases studied.

6.3.6 Exchange

In exchange tactics, the agent offers an exchange of favours, indicates willingness to reciprocate at a later time, or promises a share of the benefits if the target helps accomplish a task. Exchange is even more focused on others because it assumes that the leader understands what is valuable and important to the people being influenced. It is a tactic that was used by C2 when she explained how she knows what teachers expect from her. She is offering something with implicit expectations of having them comply with what is asked of them (i.e., using constructive comments when talking about students).

6.3.7 Coalition

Another tactic is coalition. Leaders use this approach to create a network and use their support to get the people they lead to do something. The findings of this research have revealed the categorization process that identifies the network of targets to use in order to help enlist others in the proposed change. Early research has revealed that coalition tactics appeared only when respondents described how they influenced their subordinates (Kipnis et al., 1980), which is the case with the findings of this research. In the conceptual framework, coalition falls within the "Social" dimension, under "Allies." Recently appointed vice-principals identify allies (teachers or other staff members) to help influence the rest of the group.

6.3.8 Collaboration

The agent offers to make it easier or less costly for the target person to carry out the request. Collaboration includes offering to provide relevant resources, to assist with carrying out a requested task, and to help circumvent obstacles that would prevent the target from performing a task successfully. Recently appointed vice-principals question targets to identify their needs. Once these needs are identified, they use this information to convert change barriers into conditions for change. Converting change barriers into conditions for change happens through leadership behaviours such as sharing external and internal information, providing professional development opportunities to staff, and setting clear expectations and objectives as a means of encouraging participation in decision making from staff members. These behaviours to manage change and approach resistance also helps address stakeholders' level of preoccupations (Bareil, 2009). The findings are congruent with those of Gaubatz and Ensminger (2017).

6.3.9 Apprising

With apprising, the agent explains why a request or proposal is likely to benefit the target as an individual. Our results show that recently appointed vice-principals will try to demonstrate how the proposed changes will alleviate teachers' workload.

6.3.10 Legitimating

In general, it is reasonable to assume that if some target resistance is anticipated, the agent is likely to use rational persuasion and tactics such as personal appeals, consultation, and inspirational appeals. In the face of continued resistance by a target, the agent will most likely escalate to "harder" tactics such as "legitimating" or "pressure."

Legitimating is a tactic used by the agent to establish the legitimacy of a request by claiming the authority or right to make it, or by verifying that it is consistent with organizational policies, rules, practices, or traditions. In the case of C2, the vice-principal faces continued resistance and opts to resist the resistors by controlling behaviours and procedures as much as possible.

6.3.11 Pressure

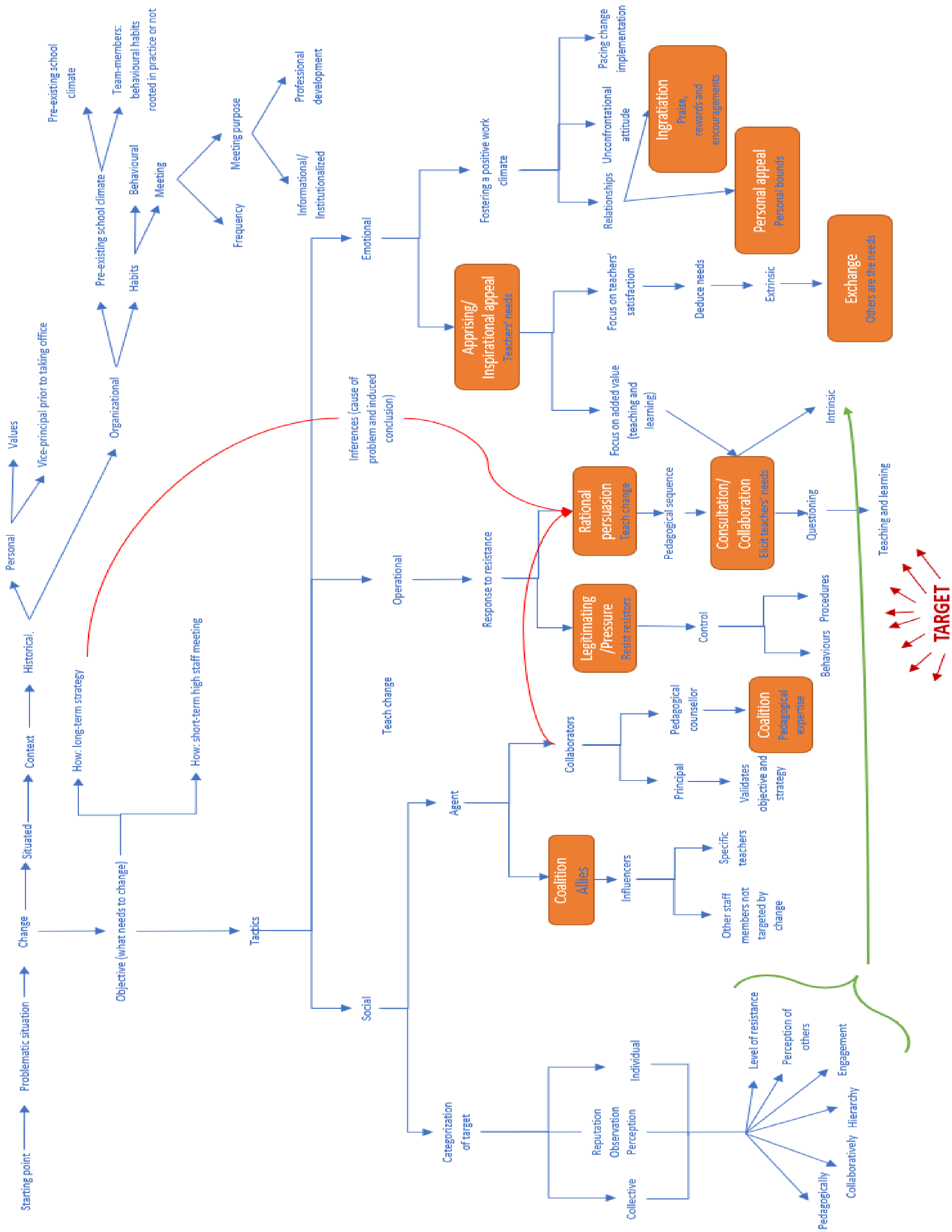
Agents using demands, threats, frequent checking, or persistent reminders to influence the target to do what is asked (Yukl et al., 1993) is referred to as "pressure" or "request" tactics. In the conceptual framework, in analyzing operations in response to resistance, vice-principals either resist resistors or teach change. In resisting resistors, leaders try to control behaviours and procedures by using "command and control" leadership. According to Feser (2016), requesting or pressure are "probably the simplest influence approach" (p. 3). This might be the case when considering tactics alone, but if considering the influential process at play in the context of high-stakes staff meetings, it illustrates the complexity of influence attempts. For example, C2 uses the requesting tactic and constantly reminds staff members to use constructive comments when talking about students during classroom-portrait meetings. This example may seem trivial, but there appears to be another very important element behind the use of pressure in this context: When C2 reminds teachers to stick to constructive comments during meetings, she is not simply making a demand based on her authority but is also considering the situated personal and organizational context.

6.3.12 Conceptual Framework and Enmeshed Tactics

Our results have allowed for the creation of a map—a conceptual framework illustrating the process by which recently appointed vice-principals generate engagement prior to, during, and after high-stakes staff meetings, when resistance and negative emotions are anticipated. For practical purposes, Figure 17 illustrates, without oversimplifying, instances where different influence tactics were identified. In the “Social” dimension, coalition tactics have been identified. In the “Emotional” dimension, several tactics were used by the vice-principals, namely, apprising, inspirational appeal, ingratiation, and exchange. Finally, rational persuasion, consultation, and collaboration were part of “Teaching change,” while legitimating and pressure were used to resist resistors in the “Operational” dimension.

Figure 17

Tactics Enmeshed in the Conceptual Framework



6.4 Effectiveness and Situation Factors

The current research did not seek to evaluate the effectiveness of tactics used. Higgins et al. (2003) advised that "results from previous research on effectiveness must be used parsimoniously. In each instance, significantly stronger effects were found in the laboratory than in the field" (p. 93). Nevertheless, assumptions could be made based on previous research. Findings from Yukl et al. (1996) indicate that "influence attempts were more likely to result in target commitment when the agent used consultation, inspirational appeals, or rational persuasion and did not use pressure tactics" (p. 314). It is concordant with other findings which indicate that ingratiation and rationality have positive effects on work outcomes (Higgins et al., 2003). Therefore, we can assume that teaching change (consultation, rational persuasion) by considering teachers' needs (apprising, inspirational appeal) while fostering a positive work climate (personal appeal, ingratiation) is effective for generating engagement prior to, during, and after high-stakes staff meetings, when resistance and negative emotions are anticipated. While others have stated that the least effective tactics were pressure, coalition, and legitimating (Fable & Yukl, 1992), it should be noted that effective tactics do not always guarantee desirable outcomes (Yukl, 2010).

As many researchers have pointed out, the situational factors in which influence tactics are used are likely to have a significant impact on their effectiveness (Sparrowe et al., 2006; Yukl et al., 2008). Accordingly, individuals need to pay attention to situational factors when they decide to use certain influence tactics (Lee et al., 2017). In my research, circumstances prior to taking office, prior work climate, and ingrained habits of behaviours and routines/meetings were considered situational factors by the three cases studied. The individual and collective categorization process under the "Social" dimension is also revealed to be an important situational factor that impacts the choice and effectiveness of influence tactics. The central idea is that effectiveness is contingent upon purpose, time, and context (Friedman & Berkovich, 2020; Lee et al., 2017). Influential attempts are complex, and their effectiveness cannot be measured in terms of a simple dichotomy (successful vs. unsuccessful) (Falbe & Yukl, 1992). Generating engagement prior to, during, and after high-stakes staff meetings, when resistance and negative emotions are anticipated, is not a static process and should embrace the importance of the context, the social dynamics (individual and collective), and time. These elements continually impact the construction of leadership and the choice of tactics. In other words, influence processes are multidimensional, multidirectional, and metachronous.

6.5 Multidimensional, Multidirectional, and Metachronous

Influence tactics are just the tip of the iceberg. The behaviours are observable, but there is a much larger, hidden part. Influence is a multidimensional process which is context- and people-sensitive. Context has already been discussed. Being people-sensitive means being concerned about others. The results that give access to my professional activity demonstrated how the initial self-case study used emotional labour as a key strategy to regulate emotional responses and expressions (Berkovich & Eyal, 2015) while also managing difficult people through periods of transition. Characteristic among emotionally intelligent individuals (Salovey & Mayer, 1990), emotions are used as a way to influence the affective state of others, and this manipulation of affect is used both authentically and strategically (Kelly & Barsade, 2001), as illustrated in the conceptual framework under the “Emotional” dimension. Yet, to do so, you must also know the people you are dealing with (“Social” dimension), suggesting that people alter the image they present based on the situation they are in and the outcomes they hope to achieve. It is a “dramaturgical perspective” (Higgins et al., 2003, p. 89), “the manufacture of external expressions of emotions to specifically match organizational norms, expectations and demands” (Maxwell & Riley, 2016, p. 3).

This game can be played by every individual implicated in the change attempt, i.e., "everyone is influencing everyone else in organizations, regardless of job title" (Kipnis et al., 1980, p. 451). After an influence attempt initiated by the agent, effective leaders must also be able to handle undesirable influence attempts initiated by someone else (Yukl, 2010, p. 209). Influence tactics are not only multidimensional and multidirectional, they are also metachronous.

Attention to how recently appointed vice-principals generate engagement prior to, during, and after high-stakes staff meetings, when resistance and negative emotions are anticipated, has led to the development of a conceptual framework that demonstrates how the leader-agent adapts using influence tactics to a variety of social contexts at different points in time (Lord et al., 2001; Sy et al., 2010, as cited in Lord & Dinh, 2014).

The fact that the general research question involved a time component (i.e., prior to, during, and after) allowed looking at influence tactics used in the course of repeated interactions between the agent and target in constant influence attempts. To make a long story short, agents use different tactics at different times to gain positive outcomes from targets and implement change while generating engagement and commitment from staff.

In line with Yukl's (2008) previous research, our findings reveal that different influence tactics can be used at the same time. C1 is a good example. The target may become committed to implementing reading skills in Social Study classes as proposed by the agent because the target identifies with the agent (ingratiation tactics), believes in the ideals behind reading skills in social studies (value-needs or rational persuasion, in this case), and expects to gain tangible benefits from supporting it.

As evidenced in the discussion, key tactics are enmeshed within one another and therefore, as Kipnis et al. (1980) state, "it is clear that the many influence tactics (…) do not fit easily into any single classification scheme" (p. 443). The conceptual framework serves as a diagnostic tool which may help identify which tactics to use with whom, when, and why.

Part VII: Conclusion

The focus of this research was to better understand how recently appointed vice-principals generate engagement prior to, during, and after high-stakes staff meetings, when resistance and negative emotions are anticipated. We wondered about the strategies and tactics used by recently appointed vice-principals to generate engagement and commitment towards the proposed changes with the least possible resistance. In this last section, a brief review of each chapter will be done. After, an answer to the questions raised in this research will be offered. Then, limitations and implications for further research will be discussed. Finally, fallouts from this research will be argued.

7.1 Context

This research was conducted in the context Université de Montréal's professional doctorate program. On the one hand, the general objective of this program is to make administrators of education systems capable of explaining the knowledge implemented in their own practice and to examine them with a critical distance. On the other hand, the other objective of the program is to contribute to the development knowledge and professional practices recognized by peers and validated by research methods accepted in the discipline, thus contributing to the development of their professionalism and increasing that of their employees. In that context, the present research was twofold.

The first part of this research sought to explain the knowledge implemented in my own practice and to examine it with a critical distance in order to better understand how I seek to generate engagement and commitment at both individual and collective levels while overcoming resistance and negative emotions within the context of addressing change in high-stakes staff meetings. Chapter one to four constitute the first part of this research. The second part compared and confronted the initial findings with the results from two other recently appointed vice-principals in the same professional action. Chapter five and six constitute the second part of this research paper.

The first chapter described a problem situation (with particular attention given to addressing my own leadership development) with the goal of effecting a positive change when resistance and negative emotions are anticipated. At the time, I was a recently appointed vice-principal and observed that government and school services center policies devote more attention to the "change agenda" rather than to stakeholders' practical, emotional, or psychological responses to proposed changes, and thus focus on the result instead of on the process needed to achieve these goals. My story as a vice-principal in one of Montreal's most economically deprived and culturally diverse school leading change and holding high-stakes staff meetings was emotionally demanding and required large amounts of emotional control. Some of these challenges included convincing and influencing team members to accept prescribed policy changes, and overcoming possible staff resistance while (or by) maintaining and fostering commitment of participants both at individual and collective levels and with regards to outcomes.

In the second chapter, a systemic description of the problem situation described thoroughly in the first chapter was presented. In order to illustrate the context within which these meetings occur, Bronfenbrenner's (1994) process-person-context-time (PPCT) model was used to describe the complexity of relevant environmental factors. Bronfenbrenner ecological model considers that a person's development depends largely upon the environment in which the person evolves and that to have access to such a developmental process and its complexity one needs to have a picture of the whole environment of an individual and not only isolated elements. Using the PPCT model has enabled a closer analysis of the different systems at play surrounding high-stakes staff meetings, as well as clarifying the impact which proximal process has on my personal and professional development. The PPCT model has been used to describe the complexity of relevant environmental factors in order to better understand the context within which influence strategies are used during high-stakes staff meetings when resistance and negative emotions are anticipated.

The third chapter was devoted to the relevant scientific literature addressing different concepts involved in the understanding of influence strategies used during high-stakes staff meetings when resistance and negative emotions are anticipated. A description of the methodology used to constitute the review of literature is explained. From there, a review of literature was conducted which highlighted the relevant themes of study. School principals as key change agents (Park & Jeong, 2013; Archambault et al., 2017; Hallinger, 2003; Randall & Coakley, 2007; Maulding et al., 2012); forms and causes of resistance; leadership behaviors; principals' emotional responses to resistance; emotional intelligence and emotional labour; principals' resilience are the themes addressed in the text.

By browsing the research on vice-principals, change and engagement, we found that the research on vice-principals in general is very scarce and that research on the specific professional action of high-stake staff meetings is inexistent. Several research discuss the leadership of school principals but very few adopt an inductive approach as a mean to produce knowledge. In that context, high-stake staff meetings offered a fertile ground to look at the strategies for top-down initiative while stimulating bottom-up implementation and participation from vice-principals and thus, contribute to the development knowledge and professional practices recognized by peers by using a validated research method accepted in the discipline which is described in the next chapter.

The fourth chapter described the data collection method used to access the professional practice of the self-case study and to explore influence strategies used prior to, during and after high-stakes staff meetings. The complexity of accessing the professional activity is not limited to what is observable. It was challenging to find a method which would allow to access the real work of vice-principals, everything the workers don't do, what they would like to do without being able to do it, what they could have done but also what they do without wanting to do it (Clot, 2001). The method called Instructions to the Double (ITTD) consists of asking workers to imagine they have a double who will replace them at their job. This method is usually used as a professional development tool as it allows for participants to reflect on their practice. Using the ITTD as a research method was both innovative and productive of knowledge.

Before the preliminary results were presented, a description of the coding and data analysis process was explained. The results obtained offered a preliminary answer to the research objectives. Three main categories have emerged from the coding process which are *conception of role as a vice-principal*, *socio-emotional strategies* and *socio-cognitive strategies*. While the first category relates to the self-case study; beliefs and attitudes toward my role as a vice-principal, the other two categories are strategies I used to influence the outcome of high-stakes staff meetings when resistance and negative emotions were anticipated. These three categories are divided in two broader ones: *strategic predictors* and *socio-sensitive strategies*. The first is constituted of the beliefs and attitudes towards my conception of my role as a vice-principal; it therefore paves the way to the second category of *socio-sensitive strategies*, which contains *socio-emotional and socio-cognitive strategies*.

Chapter five explained the data collection method used to collect the new material and the data coding and analysis procedure. The time when the material was collected corresponds with a shift in my career. My occupation changed from a high-school vice-principal to the vice-director of Special Education and Complementary Services for the school services center. As part of my new responsibilities, I oversaw the professional development of recently appointed vice-principals as they adapt to their new functions, thereby ensuring a harmonious teacher-principal changeover. As part of a professional insertion program set up by the school services center which works to develop the self-reflective abilities and leadership of vice-principals and thereby supporting them in effectively piloting change within their respective school, the ITTD method was used as a professional development device.

One of the purposes of the professional doctorate program is how it seeks to increase the developmental effects on individuals, but also on organizations. What is remarkable and noteworthy is how, as explained in the first part of this research, the ITTD method used to reflect on my own professional practice, also had an impact on my organization. In other words, my experience and research in the context of the professional doctorate have had a developmental effect on myself, on other vice-principals and on my organization.

This research has also demonstrated the promising avenue of the Instruction to the double method to produce relevant material which can generate knowledge and contribute to the advancement of education leadership practices.

Another outstanding outcome from my research is my learning journey of becoming a researcher. Indeed, the reflective process which occurred specifically at this point of the research has allowed for the development of an important ability of the researcher essential for making sense of the data, theoretical sensitivity and avoiding falling in a nail-to-hammer trap. At that point, I was confined by the initial conceptual framework and didn't stick to individual stories behind the data and therefore, not doing grounded theory.

In this chapter, the results were then presented. First, an overview of the story of the three cases and the results were described. The final conceptual map (Figure 8) was presented as the final result of this research. The conceptual framework has allowed for a better understanding of the process of influence of addressing attitudinal and behavioural change in the context of high-stakes staff meetings. The results not only provided input on behaviours and attitudes but have also raised the different contextual elements taken in consideration by newly appointed vice-principals as well as problematic situations as the starting point for the need for change. Long-term and short-term strategies were developed and implemented using social, operational, and emotional tactics, while taking both the personal and organizational contexts into account.

In the discussion found in chapter six, we realized that abundant research on influence tactics used in the field of business exist; however, the influence tactics used in the course of school changes remain underexplored. To the best of my knowledge, the first study to explore principals' influence tactics during change in school has been published only recently by Friedman and Berkovich (2020). Literature emphasises the importance of schools effectively coping with change. Furthermore, many "stressed the importance of power and politics in the intraorganizational dynamic of leading school changes" (Friedman & Berkovich, 2020, p. 327). One key manifestation of political behaviour in organizations is influence tactics. Looking at literature on influence tactics and discussing the results is very relevant and contributes to the advancement of knowledge in the field of educational leadership.

7.2 Practical Implication

Our study has important implications for school administrators in general and has even further repercussions for vice-principals. Much research has focused on the roles and responsibilities of school principals. However, there are very little research focusing specifically on vice-principals (Poirel et al., 2017). If this research provides insight into the real work of vice-principals, it also shows their implications to "ensure that educational services provided at the school meet the proper standards of quality" (Education Act, 2021). As stated by Poirel et al. (2017), the rare studies carried out to find out what is the daily work of vice-principals reveal that they are rather oriented towards ensuring students' proper functioning. Interestingly, this research reveals that ensuring the proper functioning of students goes through ensuring quality educational services addressed prior to, during and after high stake staff meetings shedding a light vice-principal's work.

Besides contributing to the advancement of knowledge regarding vice-principals' daily work, this research has other practical implication. Namely, when determining how to influence school staff and reduce resistance to change, school leaders should consider the context and the people they try to influence. First, the conceptual map that represents agents' influence attempts over time and the contextual factors that are took into consideration serves as a diagnostic tool. The diagnostic tool may help vice-principals plan change initiatives involving a team process throughout the school year to engage and direct the change in teaching and school culture (Friedman& Berkovich, 2020). Moreover, "how effective a leader is perceived to be, and how effective a leader actually is are all questions whose answers vary by the context in which leadership is taking place" (Schmidt, 2014).

Second, since holding high-stakes staff meetings is a common practice across all schools (Friedman & Berkovich, 2020), we recommend that principals' training programs incorporate more knowledge about high-stake staff meetings, influence tactics and the contingent contextual factors mainly as it concerns recently appointed school leaders in times of change. Managers who understand the differences among the tactics will be more effective in influencing people in organizations (Yukl et al., 2005).

Using the diagnostic map, students could practice such influence behaviours with peers, subsequently analyzing them together questioning their effectiveness while considering contextual factors. This knowledge is especially important when school leaders try to generate engagement prior to, while and after high-stake staff meetings when resistance and negative emotions are anticipated. The induced reaction is different in the face of the anticipation of a high-stake staff meeting with many resistors (Poirel et al., 2019). The combination of knowledge about influence tactics and a diagnosis and planning process taking into account contextual factors may give school leaders the confidence and knowledge to effectively implement change. It may also help generate engagement despite anticipated resistance. Furthermore, the combination of knowledge about influence tactics and a diagnosis and planning process will support the leader in the continual adaptation process required in a variety of social contexts at different points in time (Hanges, Lord, & Dickson, 2000; Lord et al., 2001; Sy et al., 2010 in Lord & Dinh, 2014).

Third, the value of engaging vice-principals in promoting deep change in schools by considering contextual factors and people they are trying to influence may encourage policy makers to assign resources to school leaders that they could use for changes initiated at the school level such as means for data collection (rational persuasion) or knowledge experts like pedagogical councillor (coalition). It's a matter a fact, it could even impact the training of pedagogical councillor as well.

Finally, Lee et al. (2017) demonstrated that downward influence tactics used by leaders can be linked to a certain leadership style (Sparrowe et al., 2006; Yukl & Falbe, 1990) and that certain leadership styles have proven to be more effective in generating engagement from staff. Organization should pay more attention in potential candidates by conducting a selection process where the leadership style of a person could be deduced by identifying the tactics used in simulating professional situations.

7.3 Ontegenic Implication

Thorough awareness on my leadership and use of influence tactics with regards to high-stakes staff meetings is certainly relevant in many perspectives. First, in terms of ontegenic implication with regards to my own professional development, this research has enabled me to better understand the dynamics of how I influence team-members when I seek to generate engagement while I face resistance. Secondly, this research has allowed me to identify the influence behaviours, the tactics, used by recently appointed vice-principals, so as to be able to capitalise on this prior to, during and after high-stakes staff meetings. To compare my own practice with the one of other recently appointed vice-principals increased even more my reflective practice. Moreover, considering my recent position as a vice-director of Special Education and Complementary Services for the school services center, other leaders will also benefit from the findings of this research and will bring insights to better lead in a complex and ever-changing environment.

Beyond the development of my leadership, this research has enabled me de develop many skills essential for a researcher. As such, I have development a theoretical sensitivity, an important ability essential for making sense of the data, according to Glaser and Holton (2004). Furthermore, I have also acquired knowledge and developed my competency as a researcher in grounded theory as well as with the instruction to the double method. In the end, my professional development surpassed my work context as an educational leader by enabling me to become a researcher with a specification in work analysis.

7.4 Limitation

This study has some limitations that should be noted concerning different aspects of this research. The first notable element has to do with Bronfenbrenner's (1994) PPCT model. It is well explained and serves as a theoretical support for exposing the complexity of high-stakes meetings; however, the legal dimension of the situation could have been explained more thoroughly. There are also some methodological limitations that have been mention previously. As such, the inductive approach includes the subjectivity of the analysis and the difficulty of identifying tactics that are used infrequently or described in an ambiguous way (Yukl et al., 2005). Furthermore, the current study only looked at agents' perspective. By doing so, the identification of tactics is limited to the behaviours explained by the recently appointed vice-principals interviewed in this study. Both the limited case studied and the fact that we only get the agents' perspective limit the emergence of other elements such as the links between the school principals and the vice-principals or the role of the union representative in the context of high-stake staff meetings. By having the perceptions of targets as well may have provided a different perspective of the influence tactics. Friedman and Berkovich (2020) is a good example of the benefits of getting the perceptions of targets as well. In one of their interviews, a participant (target) mentions that the principal forced them to come to a meeting. If on the one hand, influence attempts occur continually in a variety of social contexts at different points in time, the results of this research would have perhaps identified the use of the tactic legitimating when vice-principals convene a high-stake staff meeting. By getting the agents' perspective, we are only getting one side of the story. As emphasized by Bareil (2009), the concerns are not necessarily the same according to the different actors involved and managers must take those preoccupations into account.

Another noteworthy limitation has to do with the fact that this research only looks at the work of vice-principals. Though it does provide insights on their work which has been very little documented in academic research, we can hypothesise that our results can be applied to school principals in general but even more largely, to any leader who tries to mobilise and engage their staff to buy in proposed changes with the least possible resistance and negative emotions.

Finally, this research didn't distinguish the different possible outcomes of influence tactics. In other words, a target might be resistant only at the beginning of the change process. Continuous agents' influence attempts at different times will influence outcome from resistance to compliance to commitment. As an outcome, commitment is a more successful outcome than compliance for a complex task that requires extra effort, initiative, and persistence to be performed effectively such as the changes addressed in high-stake staff meetings. Though compliance is less successful than commitment, it is still more desirable than resistance (Falbe & Yukl, 1992).

Overall, the subject is relevant and important to the field of school administration. The subject explored is complex and some gray areas remain such as the association of leadership style with the variables studied. Nevertheless, I believe this essay makes an important contribution to the influence tactic literature in general and in education as the study of influence tactics in school settings is still in its infancy.

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Annexe 1: Coding Decisional Process

The coding was marked by a series of decisions made throughout the process whether the passages used to code, the length of these passages, the method of coding, the terminology used, etc. I can only agree with Elliott (2018) who conceptualises coding as a decision-making process. Just like "most qualitative researchers, [I] have learned coding via a process of trial and error with guidance from [my] supervisors during [this] thesis research" (Elliott, 2018, p. 2850). That decisional process was marked by the constant back and forth between the passages, the codes and the ongoing readings I have done on different topics (Elliot, 2018) related to this research.

The coding per se went relatively well. Perhaps the fact that I decided to code line by line using in vivo codes has facilitated the process. The categories and phenomenon on the other hand, have turned out to be very challenging. It was a long process to make sense of the data in relation to my research objectives. I read and reread in vivo codes several times before I was able to identify categories and *phenomena*. Once I was able to come up with categories and *phenomenon*, I turned to research in order to confirm that my *phenomenon* did mean what was inferred by the codes in the categories.

For example, the grouping of codes such as shaking hands, smiling and greet people was first label as "pro-social behaviours" to sum up the category "of pro-social behaviours used as a strategy in order to facilitate team adhesion". After trying to validate the concept of pro-social behaviours which is not about smiling or shaking hands but more about helping, sharing and co-operating with people (Brief and Motowidlo, 1986), I had to try and identify the *phenomenon* that actually grasped what was revealed from the coding. To do so, it was a constant back and forth between the codes, the categories and research on the topic in order to really pinpoint the *phenomenon* and several attempts were made before (Annexe 5) the final version (Table 1). After the iterative process of going back and forth between the data and the research, ‘pro-social behaviours” became “socioemotional behaviours”, not only strategically used in order to encourage the adherence of team members, but also as an analytical tool that helped to feel the pulse of how individuals and the group feel about the proposed changes while having at heart their well-being. It is also important to mention, since the collected data is my story, there was also a reflection about what I meant or what I did in that situation *which* influenced the outcome of the data analysis. Nevertheless, I always kept in mind the research objectives of my essay.

As well as the constant back and forth between codes, categories, phenomenon, research and myself, several discussions with my supervisors have also contributed to the reflection and has proven the consistency between researchers. These discussions had to do with the different levels of coding. First, we agreed that the codes aggregated together formed a common idea. Then, from analysis of the code, we settled on the categories and phenomenon.

The in vivo code “to be conscious” and the category and phenomenon that *came out* is worth mentioning as it was perhaps the most challenging one. First, the code stands alone to form a category. The obvious reason it was kept alone is because it could not be joined to any other sets of codes. I also hypothesise that, if I coded more material, I would have found other segments which would pertain to that code. In that case, the simple analysis of codes, as it was the case for the other categories (Elliott, 2018), was not possible. I had to go back to the corpus of data and read the passage several times. From there, the code *has been* specified from ‘to be conscious’ to ‘to be conscious to keep a proximity with me team”. Many discussions took place with my research supervisors in order to fully grasp and infer a category and a phenomenon *subsequently*. It went from ‘metacognition’ to ‘consciousness’ to ‘mindfulness’ to ‘self-awareness’, to ‘mental model’

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What was really striking at this point is how the baseline (change initiative and professional identity) constitutes my research objectives. The aim of this research is to understand how I influence outcomes of high-stakes staff meetings while maintaining positive and engaging relationships. My attitude and belief that to get a team to be happy and work together, along with my idea of a good leader as someone who engages in and maintains positive relationships, is part of my professional identity. The 'how' to achieve that is defined in the strategies are coherent with my mental model. The influence of the outcome pertains directly to the fact that I, as a vice-principal, need to take decisions and by doing so, it induces change. In the case of high-stakes staff meetings, the change is significant.

Once the step of coding, categorising and identifying themes was complete, I had to reorganize these into patterns and ideas that answered the research questions. Once the coding was complete, I tried to make sense of it. That's when I came up with my first analysis scheme (Annexe 6). *Tainted* by the readings I made about how ITTD brings to consciousness procedures that usually remain unconscious (Falzon et Teiger, 1995 in Miossec, 2011). "process comes out of ITTD". I interpreted my data bearing that in mind, looking for a process. The first thing that came to mind was a decisional process. But, it didn't quite fit the phenomenon as the scheme didn't take into account all the phenomenon and included concepts that were not even in the coding. It was like trying to get a square to fit into a circle. Nonetheless, it was part of the interpretation and analysis process and contributed to my reflection. As I kept reading, I stumbled upon an article (Smaling, 2003; Desgagné, 1997) where analogy and metaphor were mentioned as relevant and effective ways to make sense of the data. It was an omnipresent thought with which I juggled constantly trying to find an analogy or a metaphor which could explain what I understood from the data and would make more sense than the different schemes I came up with. For example, I first thought about a kaleidoscope to explain the process of influencing outcome of high-stakes staff meetings but again, this analogy didn’t fully grasp what came out of the coding.

Then, one day, as I sat in a waiting room, I read an article about bats and how they use echolocation to navigate and locate preys. It immediately resonated with my research. I then pursued my reading about echolocation and went on writing my discussion using echolocation as an analogy for navigating through resistance.

Annexe 2: Verbatim

List of Abbreviations

DATE : Date

ÉCOLE : Nom d'école

NIV : Niveau secondaire (ex. secondaire 3)

NPERS : nom de personne

NELEV : nom d'élève

NGR : Numéro de groupe

PASSÉ

Extrait 1

K1 : dans le fond, NPERS elle a la même vision, on a les mêmes mots, le même langage, de ce que met de l'avant la CS. Elle pourrait pas dire, ta une difficulté grave d'apprentissage, t'es pas capable de faire du sec. 1, même si tu as 13 ans, on va te faire faire de la 3e année du primaire. Elle pourrait pas dire ça, elle perdrait sa job! C'est ça. Non seulement elle perdrait sa job, dans le fond parce que l'enfant à l'âge d'être en secondaire 1, il fait du secondaire 1. Dans le fond, c'est tout le plan, c'est d'amener tes enseignants à mettre en place des façons de faire pour permettre à ces élèves-là d'apprendre malgré leur difficulté.

F1: D'accord, d'atteindre les objectifs du secondaire malgré leurs difficultés.

Extrait 2

K2 : Exactement. On est dans la stratégie pis aussi si tu veux faire exactement comme moi, t'es très très sociale ce matin-là. Tu vas aller serrer la main, tu vas dire bonjour, tu vas t'assurer d'aller voir ces gens-là au déjeuner pis de faire en sorte qui a comme un lien qui est créé pis idéalement un lien qui est « friendly ». OK, donc tu veux dans le fond, tu veux faire en sorte que ce matin-là, ces enseignants-là sentent que tu es dans la même équipe qu'eux pis que tu n'es pas la hiérarchie, la boss qui va imposer les choses là, on est dans la même équipe, au même niveau si je peux dire.

F2 : Je peux te demander comment je m'y prends?

K3 : Comment tu prends ça concrètement, euh? Ben tu vas sourire.

F3 : Est-ce que je travaille mon sourire?

K4 : Tu travailles ton sourire, mais je pense que tu là bien quand même.

F4 : D'accord merci! (rire)

K5 : Pis là, c'est niaiseux ce que je vais dire. Mais c'est un peu comme César l'homme qui parle aux chiens. César dit que les chiens sentent si t'es nerveux. Quand tu tiens la laisse, le chien il sent que t'es nerveux quand tu tiens la laisse et même si tu y dis « non », il ne le fera pas. Donc un peu comme César l'homme qui parle au chien, faut que ça soit 'genuine'ment que t'ailles vraiment le de façon authentique que tu sois vraiment sincère que tu veux connaitre ces gens-là et que c'est sincère que tu veux travailler avec eux.

Pis si dans cette sincérité que t'as, les gens vont percevoir que c'est vrai que tu veux travailler avec eux. C'est vrai, mais en même temps je suis consciente que je dois avoir cette proximité-là avec toi pour pouvoir travailler avec toi cette année.

PRÉSENT

Extrait 1

F6 : Du traitement de ce questionnaire, il faut que je me souvienne des réponses de chacun?

K6 : Non, tu ne te souviendras pas des réponses de chacun, je vais te cibler des...

F7 : (incompréhensible)

K7 : Des personnes clés que je pense être influençant.

F8 : D'accord voilà.

K8 : Qui ont du pouvoir sur ce qui se passe dans le département.

F9 : Et pour eux, il faut que je me souvienne de leur réponse?

K9 : Pour eux tu vas te souvenir de leur réponse parce que ça va être ton levier. Tu vas passer par eux parce que tu veux être sûr que, parce que si eux embarquent (claquement des doigts) dans ton bateau, le bateau va avancer.

Faque tu veux les avoir dans ton équipe là. Faque c'est pour ça dans le font que tu vas utiliser ce qu'eux autres y'ont dit comme stratégie, comme levier pour faire avancer ton...

F10 : C'est comme, euh, pardon, c'est comme s'il y avait deux traitements. Un traitement collectif de ce qui ressort et j'ai un traitement individuel de certaine personne parce que je sais que stratégiquement, ça va faire avancer le dossier.

K10 : Exactement.

F11 : Alors c'est comme s'il y avait des personnes insignifiantes, et des personnes signifiantes.

K11 : Exactement. Et heureusement, il y a plus d'insignifiants que de signifiant.

F12 : Juste en termes de surcharge mentale, combien d'enseignants?

K12 : Tu vas avoir à cette rencontre-là euh, écoute, euh, tu vas avoir à cette rencontre-là quatre enseignants qui sont là à ÉCOLE depuis euh, qui était là à la rencontre de juin, et tu vas avoir aussi trois enseignants qu'on connait pas encore.

F13 : D'accord.

K13 : OK?

F14 : Donc, ils vont eux découvrir la démarche?

K14 : Qui vont eux découvrir la démarche.

F15 : Qui vont entendre des réponses qui n'étaient pas les leurs?

K15 : Exacte.

F16 : Qui n'étaient pas les leurs?

K16 : Exacte.

F17 : Est-ce qu'on se met dans le coin de la tête, c'est-à-dire que la stratégie de s'appuyer sur eux...

K17 : Oui pis de te conseillerais aussi de regarder le non verbal, comment ils réagissent, avec qui ils vont s'asseoir, euh?

F18 : D'accord. Donc, il y a trois catégories j'ai l'impression. Il y a la catégorie des nouveaux.

K18 : Oui.

F19 : Qui vont découvrir avec nous.

K19 : Exacte.

F20 : J'ai ensuite ceux qui étaient là l'an dernier, il y en a 4.

K20 : Oui.

F21 : Et parmi c'est quatre, y'a combien de signifiants et combien d'insignifiants?

K21 : T'as deux signifiants pis deux insignifiants.

F22 : D'accord. Tout à leur tu disais qu'il y avait plus d'insignifiants que de signifiants?

K22 : Les nouveaux vont être insignifiants pour en avoir entendu parler dans le passé. Leur réputation les précède. Et il y a une dame qui est à la retraite donc euh...

F23 : D'accord.

K23 : Je m'en occuperai pas vraiment.

FUTURE

Extrait 1

K24 : Euh pas dans cette rencontre-là, dans mes plans d'action, je veux amener ces enseignants-là à collaborer sur des sujets précis et je vais libérer du temps dans leur horaire pour travailler ensemble, que je vais libérer? Je vais les libérer par affinité des gens qui se sont assis ensemble ou je vais aller séparer?

F24 : Mais ça, j'ai pas pris encore la décision?

K25 : J'ai pas ben, en fait euh? La décision, y'a une décision qui est déjà prise parce que dans les contraintes organisationnelles, j'ai été obligé de prendre la décision avant. Je l'ai prise basée sur qui était assis à la dernière rencontre ensemble. J'ai pris une première décision, par contre, y a toute un travail qui va être que là ça ne sera pas canné dans l'horaire et donc là je pourrai prendre une autre décision.

Extrait 2

K26 : Oui, c'est ça. Je vais dire un mot, je vais conclure, dire si je suis satisfaite ou non, et la suite des choses.

F26 : J'ai prévu ne pas être satisfaite?

K27 : Non! C'est sûr je suis satisfaite. C'est sûr qu'il y a quelque chose de positif et c'est là-dessus qu'on mise.

F27 : D'accord, donc dans la réunion, je pense déjà à collecter des choses collectives. C'est ça que je vais donner à…

K28 : Pis je pense pas collecter des choses positives, mais je vais faire ressortir le positif des choses.

Annexe 3: Ethics Approval

Université de Montréal

Certificat no CEREP-20-037-D

Comité d'éthique de la recherche en éducation et en psychologie

22 juin 2020

Objet: Approbation éthique – Démarche d'accompagnement des directions adjointes d'établissement scolaire par l'instruction au sosie

Mme Karyne Gamelin,

Le Comité d'éthique de la recherche en éducation et psychologie (CÉREP) a étudié le projet de recherche susmentionné et a délivré le certificat d'éthique demandé suite à la satisfaction des exigences précédemment émises. Vous trouverez ci-joint une copie numérisée de votre certificat. Nous vous invitons à faire suivre ce document au technicien en gestion de dossiers étudiants (TGDE) de votre département.

Notez qu'il y apparaît une mention relative à un suivi annuel et que le certificat comporte une date de fin de validité. En effet, afin de répondre aux exigences éthiques en vigueur au Canada et à l'Université de Montréal, nous devons exercer un suivi annuel auprès des chercheurs et étudiants-chercheurs.

De manière à rendre ce processus le plus simple possible, nous avons élaboré un court questionnaire qui vous permettra à la fois de satisfaire aux exigences du suivi et de nous faire part de vos commentaires et de vos besoins en matière d'éthique en cours de recherche. Ce questionnaire de suivi devra être rempli annuellement jusqu'à la fin du projet et pourra nous être retourné par courriel. La validité de l'approbation éthique est conditionnelle à ce suivi. Sur réception du dernier rapport de suivi en fin de projet, votre dossier sera clos.

Il est entendu que cela ne modifie en rien l'obligation pour le chercheur, tel qu'indiqué sur le certificat d'éthique, de signaler au CEREP tout incident grave dès qu'il survient ou de lui faire part de tout changement anticipé au protocole de recherche.

Nous vous prions d'agréer l'expression de nos sentiments les meilleurs.

Anne-Marie Émond, présidente
Comité d'éthique de la recherche en éducation et en psychologie
Université de Montréal

c. c. Emmanuel Poirel, professeur agrégé, FSE - Département d'Administration et fondements de l'éducation
Frédéric Yvon, professeur associé, Faculté de psychologie et sciences de l'éducation

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Annexe 4: Consent Forms

Université de Montréal
Faculté des sciences de l'éducation
Département d'administration et de fondements de l'éducation

FORMULAIRE D'INFORMATION ET DE CONSENTEMENT

Démarche d'accompagnement des directions adjointes d'établissement scolaire par l'instruction au sosie, formulaire d'information et de consentement

Chercheuse-étudiante	**Karyne Gamelin** Doctorante Faculté des sciences de l'éducation – Département d'administration et de fondements de l'éducation, Université de Montréal Téléphone : (514) 578-2725 Courriel : karyne.gamelin@umontreal.ca
Directeur de recherche	**Poirel, Emmanuel** Professeur agrégé Faculté des sciences de l'éducation– Département d'administration et de fondements de l'éducation, Université de Montréal Téléphone : 514 343-6413 Courriel : emmanuel.poirel@umontreal.ca
Co-directeur de recherche	**Yvon, Frédéric** Professeur associé Faculté des sciences de l'éducation– Département d'administration et de fondements de l'éducation, Université de Montréal Courriel : f.yvon@umontreal.ca

Ce projet n'est pas financé.

Vous avez participé à un programme d'insertion professionnelle dans lequel deux rencontres ont eu lieu en sous-groupe. Ces rencontres ont été enregistrées afin que vous puissiez vous réécouter et faciliter la réflexion sur votre pratique. Vous êtes maintenant invité à participer à un projet de recherche. Veuillez prendre le temps de lire ce document présentant les conditions de participation au projet de recherche. N'hésitez pas à poser toutes les questions que vous jugerez utiles à la personne qui vous présente ce document. VEILLEZ NOTER QUE VOTRE PARTICIPATION OU NON N'AURAU AUCUN IMPACT (NI NÉGATIFS NI POSITIFS) SUR VOTRE PARCOURS PROFESSIONNEL.

Présentation de la chercheuse-étudiante et de son équipe de direction
Cette recherche est réalisée dans le cadre du projet d'essai doctoral de Karyne Gamelin, étudiante en administration scolaires à l'Université de Montréal. Le projet est supervisé par Emmanuel Poirel, Ph.D., professeure titulaire au Département d'administration et fondements de l'éducation.

Participation à la recherche
Vous avez participé à une analyse clinique de l'activité par « instruction au sosie » qui consistait en une série de deux rencontres de groupe, échelonnées sur l'année scolaire 2019-2020 et qui s'inscrivait dans le cadre du programme d'insertion professionnelle de votre centre de services scolaires. Comme ces rencontres ont été

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enregistrées de manière audio, nous aimerions utiliser ces enregistrements pour la réalisation de la présente étude.

Nous sollicitons maintenant votre consentement pour utiliser ces enregistrements pour la réalisation d'un projet de recherche. Ce document vous explique le but de la recherche, ses objectifs, ses modalités de participation et son déroulement. Si, après la lecture de présent document, vous demeurez avec des questions, vous pouvez me joindre au 514-578-2725 ou par courriel karyne.gamelin@umontreal.ca. Je vous invite à me poser toutes les questions que vous jugez utiles afin de poser un consentement éclairé.

Objectifs de la recherche

- Ce projet vise à mieux comprendre comment les directions ajointes d'établissement scolaire influencent l'issue des rencontres à enjeux élevés tout en maintenant l'engagement du personnel.

Avantages et inconvénients possibles liés à la participation

Il n'y a pas davantage particulier à participer à ce projet. Cependant, vous contribuerez à l'avancement des savoirs professionnels quant aux stratégies d'influence utilisées par les directions adjointes d'établissement lors de rencontres à enjeux élevés.

Risques et inconvénients

Bien que peu de risques sont associés à cette recherche, il peut être possible que les participants s'exposent à des risques (ex. représailles, stigmatisation) si les propos tenus dénigrent leur environnement scolaire ou professionnel (hiérarchie, collègue, etc.). C'est pourquoi, lors de la retranscrite sous forme de verbatim, les données de recherche seront dénominalisées en leur attribuant, avant même l'analyse, un pseudonyme.

Par ailleurs, puisque vous détenez une copie de votre enregistrement, je vous suggère de vous réécouter et voir quels propos vous acceptez ou non de voir utilisés. Si vous souhaitez retirer certains propos, vous devez faire parvenir un courriel à karyne.gamelin@umontreal.ca.

Confidentialité et anonymat

La chercheuse-étudiante et son équipe prendront les moyens nécessaires afin que les renseignements personnels que vous nous donnerez demeurent confidentiels. Ces moyens sont les suivants :

- Les formulaires d'information et de consentement signés et le dossier de recherche demeureront confidentiels, de la collecte des données jusqu'à la publication des résultats de recherche. En aucun temps, votre identité, l'identité de votre employeur ou votre statut ne seront dévoilés.
- Le dossier de recherche comportera le présent formulaire, les enregistrements audio et les transcriptions.
- Les fichiers informatiques seront enregistrés le One Drive sécurisé de l'Université de Montréal dont seulement la chercheure-étudiante a accès.

Compensation

Les participants ne recevront aucune compensation en échange de leur participation au projet.

Transmission des résultats généraux de l'études aux participants

Il nous fera plaisir de vous communiquer les résultats de la recherche obtenus grâce à votre participation. Dans ce but seulement, vous pouvez nous indiquer une adresse courriel afin que nous puissions vous faire parvenir un résumé des principaux résultats de recherche. Votre adresse courriel sera consignée dans un document indépendant des données de recherche.

Déclaration de liens d'intérêt

La chercheuse-étudiante occupe travaille actuellement dans le même centre de services scolaires que les participants. Toutefois, la chercheuse-étudiante atteste de la prise de conscience de cette situation et de la réflexion éthique qu'il s'impose face à ce double rôle. En conséquence, elles'engage à respecter les obligations liées à ces divers rôles et à agir dans le meilleur intérêt des participants.

Utilisation de données de recherche

Les données de recherche ne seront utilisées qu'aux fins de la présente recherche. Aucune autre utilisation n'en sera faite.

Participation volontaire et droit de retrait

Vous êtes libre d'accepter ou de refuser de participer à ce projet de recherche.

Si vous acceptez de participer, vous pouvez vous retirer de cette étude à n'importe quel moment, sans avoir à donner de raison. Pour ce faire, vous n'aurez qu'à faire parvenir un courriel à l'adresse suivante : karyne.gamelin@montreal.ca. Sachez que votre décision, quelle qu'elle soit, n'aura pas d'impacts (ni positifs ni négatifs) sur votre parcours professionnel.

Responsabilité de l'équipe de recherche

En acceptant de participer à cette étude, vous ne renoncez à aucun de vos droits ni ne libérez les chercheurs, le commanditaire ou l'établissement de leurs responsabilités civiles et professionnelles.

Personnes-ressources

Si vous avez des questions sur les aspects scientifiques du projet de recherche, vous pouvez me contacter au 514-578-2725 ou par courriel karyne.gamelin@umontreal.ca.

Pour toute préoccupation sur vos droits ou sur les responsabilités des chercheurs concernant votre participation à ce projet, vous pouvez contacter le Comité d'éthique de la recherche en éducation et en psychologie par courriel à l'adressecerep@umontreal.ca ou par téléphone au 514 343-6111 poste 1896 ou encore consulter le site Web http://recherche.umontreal.ca/participants.

Toute plainte concernant cette recherche peut être adressée à l'ombudsman de l'Université de Montréal, au numéro de téléphone (514) 343-2100 ou à l'adresse courriel ombudsman@umontreal.ca. L'ombudsman accepte les appels à frais virés. Il s'exprime en français et en anglais et prend les appels entre 9h et 17h.

Consentement

Déclaration du participant

Je comprends que je peux prendre mon temps pour réfléchir avant de donner mon accord ou non à participer à la recherche.

Je comprends que ma décision, quelle qu'elle soit, n'aura pas d'impacts (ni positifs ni négatifs) sur votre parcours professionnel.

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Je comprends qu'en participant à ce projet de recherche, je ne renonce à aucun de mes droits ni ne dégage les chercheurs de leurs responsabilités.

J'ai pris connaissance du présent formulaire d'information et de consentement et j'accepte de participer au projet de recherche.

[redacted]

[redacted]

Signature du participant
Date : 1er septembre 2020 [redacted]

Engagement du chercheur
J'ai expliqué les conditions de participation au projet de recherche au participant. J'ai répondu au meilleur de ma connaissance aux questions posées et me suis assuré de la compréhension du participant. Je m'engage, avec l'équipe de recherche, à respecter ce qui a été convenu au présent formulaire d'information et de consentement.

Karyne Gamelin

K. G.

Signature du chercheur
Date :

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Faculté des sciences de l'éducation
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Responsabilité de l'équipe de recherche

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[redacted]

[redacted]

Signature du participant
Date : 27-08-2020

Engagement du chercheur
J'ai expliqué les conditions de participation au projet de recherche au participant. J'ai répondu au meilleur de ma connaissance aux questions posées et me suis assuré de la compréhension du participant. Je m'engage, avec l'équipe de recherche, à respecter ce qui a été convenu au présent formulaire d'information et de consentement.

Karyne Gamelin

K. G.

Signature du chercheur
Date :

Annexe 5: ITTD: Roles and Expectations

Instruction au sosie

Déroulement des rencontres

Rencontre 1:

- Explication et discussion sur le formulaire de consentement
- Explication du concept de rencontre à enjeux élevés
- Explication au groupe des questions pouvant soutenir la réflexion
- Invitation au premier volontaire
- À partir de la consigne suivante : « Suppose que je sois ton sosie et que je me trouve en situation de devoir te remplacer dans l'animation de ta prochaine rencontre à enjeux élevées. Quelles sont les instructions que tu devrais me transmettre afin que personne ne s'aperçoive de la substitution? »
- Choix de la séquence par l'instructeur
- Le premier instructeur donne une description de son activité au sosie
- Le groupe prend des notes et se prépare à la discussion
- Le groupe pose des questions à l'instructeur et discute

Entre la rencontre 1 et 2:

- Transcription intégrale d'instructions et des propos échangés lors de la rencontre 1 par le chercheur
- Rédaction d'un commentaire de l'instructeur 1 sur son expérience à partir de l'écoute de l'enregistrement de la rencontre
- Envoi du commentaire rédigé par l'instructeur au chercheur

Rencontre 2:

- Discussion en groupe qui fait un retour sur certains éléments suite à la dernière rencontre

- Rappel au groupe des questions pouvant soutenir la réflexion
- Invitation à un nouveau volontaire de se prêter au jeu
- Formulation de la consigne
- Choix de la séquence
- L'instructeur donne une description de son activité au sosie
- Le groupe prend des notes et se prépare à la discussion
- Le groupe pose des questions à l'instructeur et discute

Entre la rencontre 2 et 3:

- Transcription intégrale de l'instructions et des propos échangés lors de la rencontre 2 par le chercheur
- Rédaction d'un commentaire de l'instructeur 2 sur son expérience à partir de l'écoute de l'enregistrement de la rencontre
- Envoi du commentaire rédigé par l'instructeur 2 au chercheur

Rencontre 3:

- Discussion en groupe qui fait un retour sur certains éléments suite à la dernière rencontre
- Rappel au groupe des questions pouvant soutenir la réflexion
- Invitation à un nouveau volontaire de se prêter au jeu
- Formulation de la consigne
- Choix de la séquence
- L'instructeur donne une description de son activité au sosie
- Le groupe prend des notes et se prépare à la discussion
- Le groupe pose des questions à l'instructeur et discute

Après la rencontre 3:

- Transcription intégrale de l'instructions et des propos échangés lors de la rencontre 3 par le chercheur
- Rédaction d'un commentaire de l'instructeur 3 sur son expérience à partir de l'écoute de l'enregistrement de la rencontre
- Envoi du commentaire rédigé par l'instructeur 3 au chercheur

Rencontre 4:

- Discussion en groupe qui fait un retour sur certains éléments suite à la dernière rencontre
- Discussion sur l'effet de l'instruction au sosie et du dispositif d'accompagnement sur leur pratique et sur leur transition enseignant-direction

Annexe 6: Handout to Support Analysis

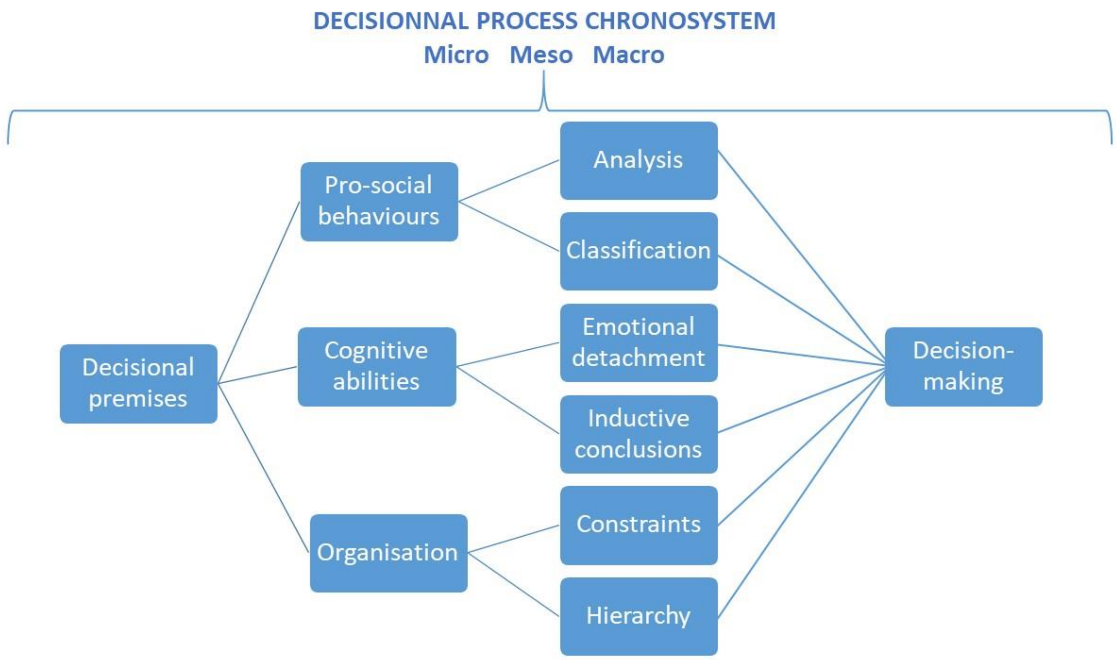
Tâhe		**Pairs**	
Similarité	Différence	Similarité	Différence
Hiéarchie		**Organition**	
Similarité	Différence	Similarité	Différence

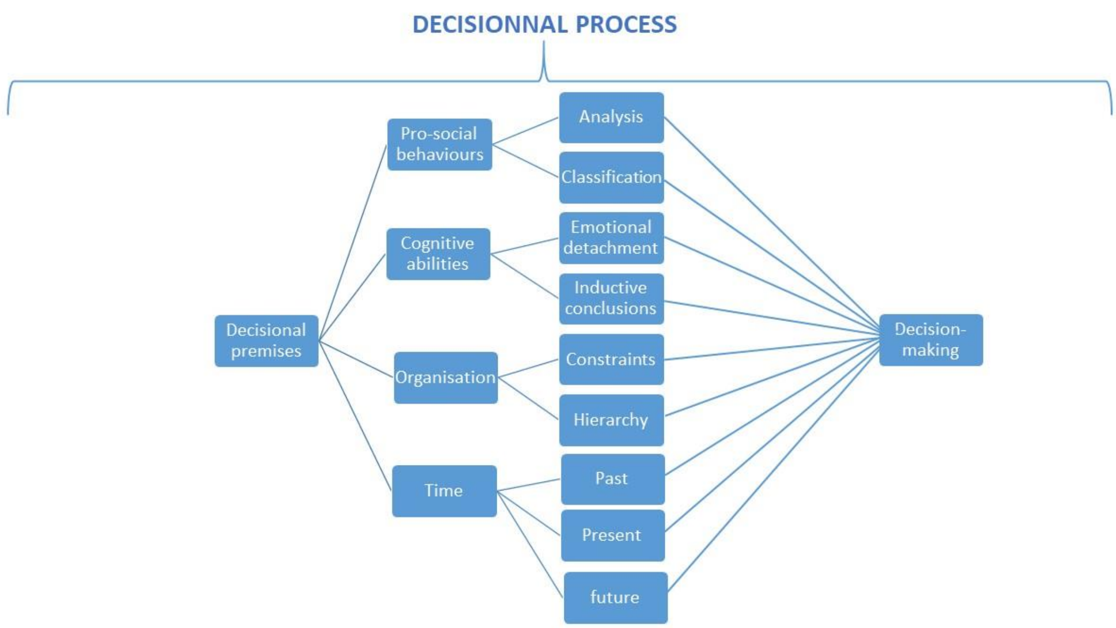
Annexe 7: Previous Version of Codes, Categories and Phenomenon Chart

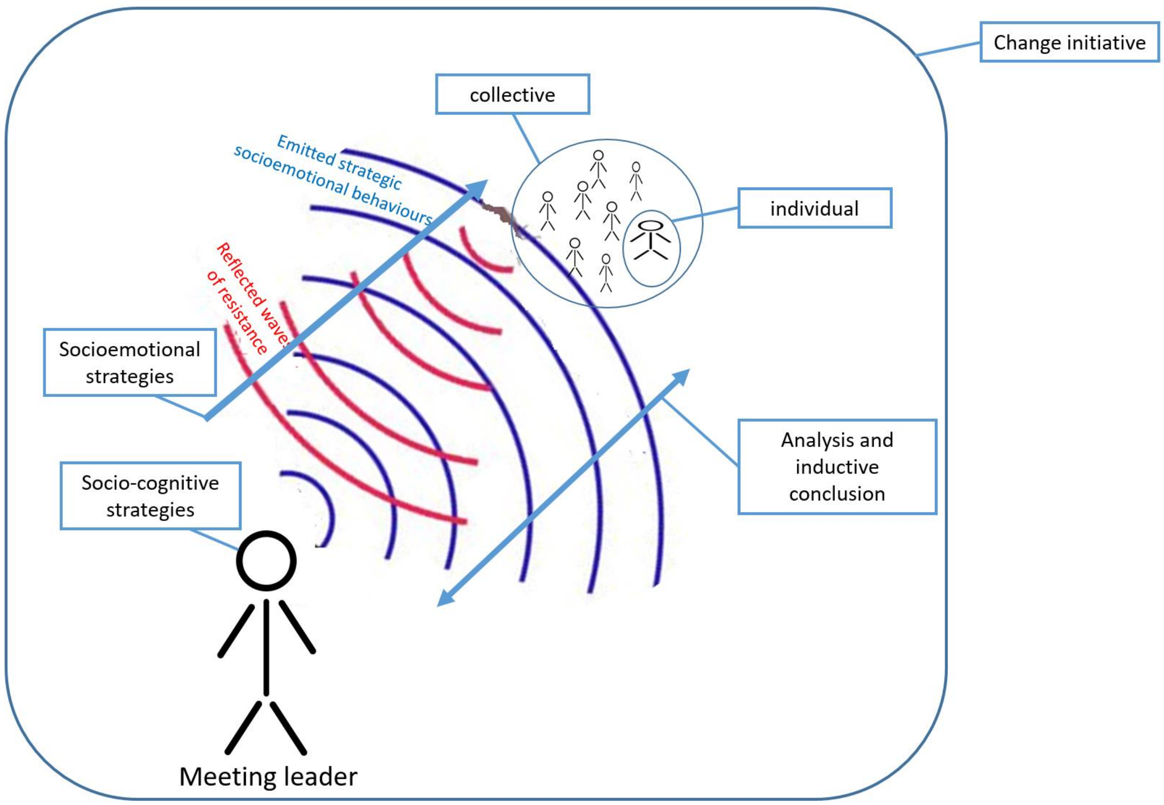
Codes	Categories	Phenomenon
Aller voir les gens Avoir une proximité Connaître les gens Créer des liens amicaux Dire bonjour Exprimer sa satisfaction Faire ressortir le positif Miser sur le positif Sourire Serrer des mains Se souvenir ou non des réponses Être authentique Être sincère Être sociable/amicale Être stratégique Travailler ensemble Vouloir travailler avec eux Favoriser la collaboration Ressentir esprit d'équipe	Des comportements pro-sociaux sont utilisés comme stratégie afin de favoriser l'adhésion des membres de l'équipe mais également comme un outils d'analyse qui permettra d'imaginer des scénarios possibles pour le futur. Posséder un répertoire de stratégies manifestant des comportements pro-sociaux et les utiliser au moment opportun, dans des contextes formels et informels	Comportements pro-sociaux
Catégoriser les individus Cibler des personnes clés Les anciens Les nouveaux Tenir compte de la réputation Personne influente Personnes insignifiantes Personnes signifiantes Ne pas s'occuper des insignifiants	Avant la rencontre, catégoriser les individus selon leur pouvoir d'influence connu ou présumé et en tenir compte dans la planification stratégique de la rencontre Posséder un répertoire de caractéristiques individuelles et collectives dont il faut tenir compte pour avoir une bonne lecture de l'équipe et …	**Habiletés sociognitives** Sociocognitif : catégorisation des individus et ses impacts sur le collectif
Être consciente Observer les réactions Regarder les alliances Regarder le non-verbale Levier	Pendant la rencontre, état mental nécessaire pour obtenir de l'information pertinente pour la planification future L'action, l'anticipation des réactions et la planification	**Conclusions induites (forethought)** Capacité d'analyse individuelle et collective
Individuel vs collectif	Traitement des observations et des données	Capacité d'anticipation
Être d'accord avec la CS Vision CS non-partagée (perte job) Même vision, mots, langage Ne pas faire ce qu'on demande	Non-résistance du *top-down* vs résistance au *top-down* et ses conséquences	

Perdre son travail Hiérarchie vs même niveau Nombre d'enseignants impliqués Canné dans l'horaire Libération de temps Contraintes organizationnelles Formation des équipes Découvrir au moment présent (les nouveaux)	Élément de l'ordre de l'organization avec pour objectif l'atteinte d'un objectif de changement Dépendamment des personnes, certaines vont découvrir au moment présent d'autres vont avoir été 'travailler' avant	**Contraintes (éléments) organizationnelles**
Obligation de prise de décision Latitude décisionnelle Avoir du pouvoir sur ce qui se passe	Prise de décision	Pouvoir décisionnel
Plan pour permettre l'apprentissage malgré difficultés 'Travailler'	Changements proposés Agir d'une manière suivie, avec plus ou moins d'effort, pour obtenir un résultat utile	Finalité (objectif)
Ressentir de la nervosité Surcharge mentale	Effet mental/émotion de la rencontre	Émotion
Avancer Passé Présent Future Conclure Nommer la suite des choses	Notion de temps… avance dans la planification d'action pour atteindre nos 'milestone' Étape de la rencontre	Temps

Annexe 8: Previous Versions of Scheme






Change initiative
collective
individual
Emitted strategic
socioemotional behaviours
Reflected wave
of resistance
Socioemotional
strategies
Socio-cognitive
strategies
Analysis and
inductive
conclusion
Meeting leader

Annexe 9: Peer Case 1 and Peer Case 2 Verbatim

List of Abbreviations

DATE : Date

ÉCOLE : Nom d'école

NIV : Niveau secondaire (ex. secondaire 3)

NPERS : nom de personne

NELEV : nom d'élève

NGR : Numéro de groupe

Verbatim_Antidote

Peer Case 1 – November 2019

K1: On est d'accord que tu aimerais ça que je te remplace dans ton travail. Et tu te dis : « ah, c'est une rencontre qui ne me tente pas. J'aimerais ça que...où c'est une rencontre ordinaire, y se passera rien là, aussi bien d'envoyer quelqu'un à ma place ».

C1-1: Ben j'ai une rencontre qui s'en vient, mais je suis pas certaine. En même temps, je suis pas certaine parce que j'ai pas assez de données. En même temps, ça vaut-tu la peine qu'on prenne cette rencontre-là?

K2: C'est quoi cette rencontre-là? Tu veux que je te remplace à cette rencontre-là?

C1-2: Oui!

K3: Quelle est cette rencontre?

C1-3: Une rencontre départementale d'univers social. Je sais que tu as rencontré le CP à propos de ça aussi.

K4: Elle est quand cette rencontre-là?

C1-4: Vendredi prochain

K5: Vendredi prochain...

K6: Pis euh, vendredi le matin, le...

C1-5: C'est une journée pédagogique faque c'est de 9h à 11h.

K7: Est-ce que tu t'es préparée pour cette rencontre-là?

C1-6: T'es en cours de préparation...

K8: Je suis en cours de préparation...?

C1-7: Oui, c'est-à-dire que l'an passé, quand je suis arrivée en poste au mois de mars, y restait la rencontre bilan à faire avec le département d'univers social. J'ai rencontré le conseiller pédagogique à cet effet là pour savoir où en était rendu le développement du département d'univers social. Les premières années ce qui avait été vu. Entre autres, il y avait eu une rencontre Lector Lectrix parce qu'on disait que le problème avec les élèves en univers social, c'était la capacité de lecture pour les dossiers documentaires.

K9: Faque ma rencontre est lundi de 9 à 11.

C1-8: Oui.

K10: Pis je me suis préparée en rencontrant le CP?? Le cp...

C1-9: Là on a rencontré le CP l'an passé.

K11: OK pis j'ai rencontré le CP l'an passé et il m'a fait un compte rendu pour me dire où j'étais rendu.

C1-10: Exacte.

K12: Pis là mon compte rendu, je je... je le retrouve sur un papier quelconque?

C1-11: Oui y'a le Teams, y'a les... justement les planifications ...professionnelles... le CP l'a, l'an passé qui n'est plus là cette année pis moi j'ai commencé un... ben t'as commencé un PPT aussi pour la rencontre de vendredi.

K13: Et le PPT je le trouve où?

C1-12: Sur le partage Onedrive.

K14: Pis le partage Onedrive, j'imagine que tu vas...

C1-13: Dossier univers social.

K15: OK, dans le Onedrive, j'ai un dossier univers social ça veut dire que... dans le fond, vendredi matin, de 9 à 11, je vais à la rencontre pis j'ouvre mon PPT...

C1-14: Ben le PPT est pas terminé.

K16: OK.

C1-15: Parce que mon intention n'est pas claire à 100% encore, le but de cette rencontre-là... le but en fait c'est de décider de l'accompagnement du développement professionnel pour cette année. Mais t'as des craintes par rapport à l'équipe d'univers social parce que ce qui a été fait l'an passé semble pas correspondre à leur besoin pis l'objectif que t'as aussi par rapport aux taux de résultats ce qui est fait en classe doit être revu là.

K17: Juste pour être sur que je te suis, là j'ai ma rencontre, j'ai ma préparation que j'ai faite l'année passée avec le CP qui est plus là, j'ai une planif dans le TEAMS, un PPT dans le OneDrive, mais y'é pas fini mon PPT pis euh, j'ai pas encore décidé ce que je vais faire?

C1-16: Oui.

K18: Pis j'ai une crainte pour l'équipe aussi?

C1-17: Oui.

K19: Pis l'enseignement et les pratiques évaluatives c'est so so.

C1-18: C’est ça!

K20: Pis j’ai peur de toute l’équipe... j’arrive à la rencontre pis iiiiiiii! (intonation qui sous-entend la peur...comme grelotter, mais avoir peur)

C1-19: Ben euh... (hésitation) non en fait, parce que t’as de bons liens avec cette équipe-là depuis que t’es en poste.

C1-20: C’est ça faut que je fasse, je parle au « tu »?

K21: Tu l’as, c’est super!

C1-21: OK.

K22: On jouait en...

C1-22: Oui c’est ça.

K23: Tu sentais qu’on jouait?

C1-23: C’était bon...

K24: Parce que moi aussi je suis là, je me visualise...

C1-24: T’as de bons liens personnellement avec les membres de cette équipe-là, mais tu sais que l’historique de développement professionnel est difficile. Il semble travailler beaucoup en silo. Pis travaille un peu individuellement, y’ont comme une fausse conformité.

K25: Pis là j’ai de bons liens. Y sont combien dans l’équipe?

C1-25: Sont 9.

K26: Faque j’ai 9 personnes dans cette équipe-là et j’ai un bon lien avec les 9 personnes?

C1-26: Oui, oui... y’a personne qui te voit négativement là.

K27: Faque, je suis pas perçue négativement par personne?

C1-27: Non.

K28: Pis moi je les voie aussi tous positivement?

C1-28: Y'a des pépins quand même que tu connais par rapport aux méthodes évaluatives de ces enseignants-là.

K29: Pis là, dans le fond, si je comprends bien, j'ai 9 personnes, j'ai de bons liens avec les 9 personnes et les 9 personnes ont de bons liens avec moi.

C1-29: Oui.

K30: Pis je connais certains pépins de certains?

C1-30: Oui, c'est ça, tu connais les lacunes.

K31: OK, tu vas me dire ça... est-ce que je dois en tenir compte dans ma rencontre?

C1-31: Non, je pense pas que c'est important pour la première rencontre.

K32: OK.

C1-32: Parce que là la rencontre a pour but de prévoir le développement pédagogique cette année faque ton but dans le fond c'est qu'ils soulèvent des besoins qui vont correspondre avec tes attentes en tant que gestionnaire.

K33: OK, faque moi j'enligne l'équipe … pis je vais faire ça comment enligner l'équipe?

C1-33: Ben euh.... Tu commences par présenter les taux de résultats, de réussites....

K34: Pis ça j'ai ça?

C1-34: Oui, c'est déjà dans le PPT.

K35: OK.

C1-35: Les taux de réussite de chaque niveau, les taux de réussite à l'épreuve.

K36: OK, parce que là mes 9 personnes, c'est les 9 personnes de toute l'école?

C1-36: Oui, secondaire 1 à 5.

K37: OK.

C1-37: Faque là ton angle d'approche c'est de commencer avec les taux de réussite de l'an passé aux épreuves de la CS, ministériel, mais aussi de tous les niveaux pis de faire des liens avec les cibles qu'on a mis dans le projet éducatif pis ça c'est déjà tout indiqué dans le PPT ou est-ce que les taux sont problématiques, par rapport aux années antérieures pis aussi par rapport à notre cible 2022 de ça, c'est de faire un retour sur le développement pédagogique qui a déjà eu lieu que toi tu le sais que ça pas comblé leurs besoins pis qui en a qui ont pris ça à la légère... mais je pense que ça jamais été ouvertement dit euh aux gens qui étaient en poste avant toi.

K38: OK.

C1-38: Pis...

K39: Attends, reprends ça.... Faque dans le fond j'ai le taux de réussite les angles, les cibles euh, le projet éducatif pis ça c'est déjà dans le PPT faque j'ai même pas besoin de me soucier de ça pis là c'est la partie où je dois m'en soucier un peu plus...

C1-39: Ben là le retour sur le développement professionnel qui a déjà eu lieu, ça aussi c'est dans le PPT. Faque un retour sur les stratégies Lector Lectrix, retour sur les cartes conceptuelles... pis toi tu le sais que dans la planification TEAMS, t'as les notes de l'ancien CP qui dit quel prof a réinvesti en classe... ont fait un retour après...

K40: Pis là je dois tenir ça en compte quand j'anime sur ces notes-là du CP pis qui a réinvesti pas réinvesti...

C1-40: Ben je pense que oui parce que ça va quand même donner une idée de leur investissement dans le développement professionnel...

K41: OK.

C1-41: Pis est-ce qu'ils s'investissent pas parce que y trouvent pas le gain par rapport à leur pratique parce qu'ils s'investissent pas parce qu'y ont pas le goût de s'investir... C'est là que tu le sais pas...

K42: Pis là moi dans le fond à ma rencontre je vais avoir comme une liste avec les 9 noms pis euh...

C1-42: Ben moi j'avais prévu que tu pourrais les lire avant en fait tu les connais déjà.

K43: OK... faque je vais les lire avant, mais je les connais déjà?

C1-43: Oui, parce que t'as parlé au CP l'an passé.

K44: Parce que j'ai parlé au CP l'an passé. Faque je vais relire la planif, mais je sais déjà c'est qui pis après avoir lu ma planif dans le fond quand je vais être rendu à moins points 4 de retour sur le développement professionnel est-ce que....je fais quoi avec ça? Je... Est-ce que je leur dis....euh...

C1-44: Le but c'est de conclure un plan de développement pour cette année qui répondent à leur besoin pis en même temps moi... toi ce que t'aimerais c'est d'avoir accès, trouver une manière qui est pas confrontante d'avoir accès à leur évaluation, à leur planif, d'aller faire de l'observation en classe... parce que toi tu connais pas le monde de l'univers social non plus... tu connais pas le programme, tu connais pas comment ça se vit faque là présentement tu te fis juste sur des choses que les gens te relatent, mais t'as que des données de perception... en ce moment-là....

K45: Pis là les gens qui me relatent à part mon CP, c'est qui qui me relate.... Des affaires...

C1-45: Les autres directions qui ont travaillé avec cette équipe-là...

K46: Pis est-ce que je veux aller parler aux autres directions voir qu'est-ce qui en pense où eh...

C1-46: Ben ça tu l'as déjà fait.

K47: OK, je l’ai déjà fait.

C1-47: Oui.

K48: Je suis allée voir les adjoints pis la direction?

C1-48: Pis t’as déjà parlé aussi, t’as été voir deux profs du NIV d’univers social qui sont ouverts pour commencer à leur parler de matériel, commencer à leur parler d’aller voir en classe comment ça se passe des cours d’US parce que t'es pas à l’aise avec cette réalité-là...

K49: Pis euh, mes deux profs du NIV, est-ce qu’en en... les... quand je suis dans ma rencontre, est-ce que je fais du pouce sur ce qui m’ont dit, est-ce que je dois m’en servir ou je fais comme si je ne leur avais pas parlé?

C1-49: Oui, je pense que oui.... parce que je pense pas qui ont des visions partagées par toutes les autres profs... mais je pense que ça te donne une porte d’entrée au moins pour aller en classe avoir du matériel, avoir des planifs... pis la t’as le CP de cette année qui t’as suggéré de leur demandé les évaluations, de leur demandé leur planif globale... pis là tu te demandes si c’est trop confrontant de faire ça là en début de relation de développement professionnel...

K50: Faque moi dans le fond, avant ma rencontre, euh, faut que je finisse mon PPT, faut que euh... je lise la planif, je relise la planif du CP de l’année passée, j’ai déjà discuté avec des gens pis en plus je me questionne sur c’est tu confrontant d’appliquer ce que le CP m’a demandé.

C1-50: Oui.

K51: Faque là j’ai une liste de ce que je veux avoir … les planifs globales, rentrer dans la classe...

C1-51: Avoir accès aux évaluations...

K52: Avoir accès aux évaluations...

C1-52: Pis le CP te dit qui faisait juste de l'accompagnement en NIV et NIV... faque ton accompagnement général...

K53: Faque si je comprends bien, je suis aussi tout seul?

C1-53: Oui.

K54: Pour faire ça?

C1-54: Oui.

K55: Que…

C1-55: Pis tu manques d'expertise...

K56: Je suis tout seul pis je manque d'expertise...

C1-56: Oui.

K57: OK, faque là dans le fond euh... tu me demandes d'aller présenter à 9 personnes je manque d'expertise... pis mes 9 personnes au moins j'ai quand même une bonne relation avec eux?

C1-57: Oui.

K58: Mais je pense j'ai quand même une crainte que qui voudront pas me donner leur planif pis leurs affaires... faque là je vais faire comment ma rencontre dans... comment je faire pour leur dire ben donner moi votre éval, votre planif, si ça ça, là faut que je finisse le PPT avant... ma rencontre faque je vais faire ça comment...

C1-58: (pause) Dans le fond là, je pense que ton but à court terme, je pense pas que ton but à court terme c'est de leur demander ça à la première rencontre... mais ton but ça va être de trouver effectivement comment trouver un accompagnement qui peut être soit personnalisé ou soit par cycle pour avoir un angle d'entrée par rapport à la réalité que vive les élèves face à la tâche pis que ce soit relié à leur... c'pas un doute dans leur planification pis dans leurs compétences là... mais c'est un doute à savoir est-ce qu'ils demandent... ce qui demande en classe aux élèves est-ce que c'est pertinent par rapport à la tâche qu'ils doivent faire en fin de cycle ou en fin de secondaire 5 pis ça j'ai trouvé... y'a personne qui a été capable de te dire si cette approche-là a déjà fait avec cette équipe-là... mais par contre tu sais que les profs vont pas travailler d'un cycle à l'autre tsé pour assurer l'arrimage... pis s'assurer que admettons qui a pas de planif cycle... qui a été faite ou des affaires comme ça. Faque là c'est plus une rencontre que tu vas faire pour discuter avec eux pour voir de 1 c'est quoi leurs attentes eux de développement pédagogique c'est quoi leur besoin pis toi tu gardes en tête que c'est ça ton objectif, ta finalité, mais là t'aimerais ça conclure avec eux comment y voient le développement pédagogique cette année est-ce que euh... y'aimerait mieux que ce soit un accompagnement individualisé... est-ce qui aimeraient mieux que ce soit un accompagnement de groupe, c'est quoi, sur quoi ils veulent travailler... pis ultimement toi après ça tu vas réfléchir à c'est quoi tes angles pour aller chercher ce dont tu as besoin.

K59: OK.

C1-59: Pour faire un accompagnement de qualité avec eux.

K60: OK, pis ma rencontre elle va durer combien de temps?

C1-60: On prévoit 2 heures, mais je pense pas que ça va durer deux heures.

K61: OK. Pis je la fais à quel endroit ma rencontre?

C1-61: Dans une salle.. .la salle des employés qui est réservée.

K62: Dans la salle des prof..

C1-62: Ben c'tune, ben c'est la cuisine des profs qui sert aussi pour salle de réunion à l'extérieur de l'heure de diner.

K63: OK.

C1-63: Faque vous allez tous être assis en rond.

K64: On est assis en rond sur une table?

C1-64: Oui.

K65: Pis moi je m'assoie à la table pis, mon PPT … je...

C1-65: C'est comme ici là, y'a écran au mur.

K66: OK, j'amène mon portable.

C1-66: Oui.

K67: Pis faut que j'aille mon PPT prêt?

C1-67: Oui.

K68: Pis moi je m'assoie à la table pis tout le monde est assis. Pis je vais être tout seul à animer?

C1-68: Oui, faque je pense que ça va être plus une discussion pis c'est aussi la première rencontre disciplinaire que t'as avec cette équipe-là depuis que t'es en poste.

K69: OK, pis comment je sais que ma rencontre, que mon lien est bon avec les 9 personnes?

C1-69: Parce que tu les connaissais même avant d'être en poste. Toi, ça fait 6 ans que t'enseignes à cette école-là avant d'être nommé à cette école-là.

K70: OK, faque j'ai des relations avec les 9 personnes?

C1-70: Oui.

K71: J'ai des relations positives avec les 9 personnes.

C1-71: Oui, exacte... pis je pense pas qui t'attendent avec une brique pis un fanal là...

K72: OK... faque dans le fond moi j'arrive là pis je suis comme ben relaxe?

C1-72: Ben t'es relaxe par rapport à eux, mais t'as quand même l'anxiété de trouver comment accomplir tes objectifs là... ta situation visée là, t'as connais ta situation visée là... c'est modifier les stratégies d'enseignement des profs pis de préparer, de soumettre des élèves à des tâches qui vont les aider à réussir les épreuves de fin de cycle et les épreuves de fin de fin de programme.

K73: Pis dans le fond si j'ai bien compris, ce que je veux, je sais ce que je veux à la fin, c'est modifier ça... pis pour y arriver, ce que je sais c'est que j'ai besoin de voir quelque chose pis y veulent pas... j'anticipe qu'ils aient des craintes à montrer ce que je veux voir.

C1-73: Oui, j'anticipe qu'ils vont trouver ça confrontant.

K74: Y vont trouver ça confrontant?

C1-74: Parce que je pense que tu pourrais leur dire pour la prochaine rencontre qui est prévue en janvier, apportez moi ça ça ça... je pense qu'ils vont le faire. Mais je pense que c'est pas ta meilleure option pour garder l'adhérence de leur part.

K75: Pis là je vais faire ça comment pour garder l'adhérence? Comment je vais faire pour garder l'adhérence, mais en même temps je ne peux pas rien nommer de ce que je veux...

C1-75: Ben c'est que t'aimerais que eux soulèvent dans leur besoin, quand tu leur présentes les taux de résultats, les taux de réussite, les résultats, qui a une baisse d'à peu près 10% depuis les deux dernières années, que là y'a un nouveau programme en secondaire 4 avec une nouvelle épreuve unique qui est là cette année... t'espère que les profs te nomment qui ont besoin d'aide pour développer des activités d'apprentissage qui sont réalistes ou avoir euh... des ressources de dossiers documentaires pour que les élèves puissent être en contact avec ça plus souvent ….

K76: OK. Faque dans le fond j'arrive avec des craintes, mais en même temps avec une confiance parce que les gens qui sont là y me connaissent depuis longtemps...

C1-76: Oui.

K77: Faque y m'attendent pas avec une brique pis un fanal, faque ça c'est quand même bien.

C1-77: Oui.

K78: Mais j'ai quand même une crainte pis là si jamais dans ma rencontre, j'ai ce que je veux à la fin, je sais ce que je veux leur demander, là je me dis OK, je vais leur dire les taux de réussite pis ce que je souhaite c'est que de par les données que je vais leur donner ça les amène à trouver par eux-mêmes?

C1-78: Oui.

K79: Nommer ce que moi je veux, mais est-ce que je me prépare d'une certaine façon à ce qui aille.....euh...

C1-79: Qui proposent rien?

K80: Ben qui proposent rien...

C1-80: Ou qui propose de faux problèmes, tsé.

K81: Pis comment je fais pour distinguer entre un faux problème, un bon problème ?

C1-81: Ben c'est par exemple la stratégie Lector Lectrix, ça été proposé parce que les profs ont nommé que les taux de réussite s'expliquaient par des lacunes en compétence de lecture. Faque c'est pour ça que les élèves avaient de moins bons taux de réussite en histoire pis en géo. Donc là, y'ont mis en place un développement professionnel cette année-là avec Lector Lectrix, mais quand on regarde les statistiques, on a pas de données qui nous prouvent que y'a eu un impact sur la réussite des élèves. Y'ont fait Lector Lectrix en classe pis les taux de réussite n'ont pas augmenté.

K82: Pis ça c'est un faux problème, une fausse solution?

C1-82: T'as l'impression…

K83: OK, j'ai l'impression..

C1-83: T'as l'impression que en tant qu'équipe y vont trouver, pis je pense pas que, tu penses pas que c'est mal intentionné de leur part, mais tu penses qui trouvent des lacunes chez les élèves plutôt que de se remettre en question dans leurs stratégies d'enseignement. Y'ont trouvé, tsé faire faire les stratégies Lector Lectrix aux élèves, faire faire des cartes conceptuelles aux élèves faque là t'aimerais ça trouver une manière qui s'engagent à essayer de changer leurs pratiques pis qu'on pourrait voir des résultats avant après qui sont différents chez les élèves. Parce que à date ça fonctionne pas là ce qui a été proposé dans les trois dernières années.

K84: Pis là, ça je vais l'avoir lu dans la planif pis je vais avoir parlé avec le CP donc je sais c'est quoi?

C1-84: Oui.

K85: Faque là dans le fond ce qu'on se disait, y peuvent rien me dire, rien proposer, y peuvent me faire de bonnes propositions ou des fausses... ou en tout cas des propositions moins bonnes.

C1-85: S'attaquer à de faux problèmes.

K86: S'attaquer à, c'est ça tu dis, s'attaquer à de faux problèmes... pis là moi je te dis, je suis comme pas une experte en univers social pis je vais faire ça comment distinguer d'un faux problème d'un bon problème, pis là dans le fond la question qui va falloir que je me pose, c'est est-ce que ce qui me disent ça a un lien avec leur pratique versus euh... ce qui font faire comme activités aux élèves?

C1-86: Oui... mais moi je me dis que ta porte de sortie ultimement c'est si c'est pas concluant par rapport à ce que les profs vont sortir c'est que toi tu joues la carte de je suis pas une experte pis j'ai besoin de vivre, de voir ce qui se vit en classe, pour savoir comment tu peux les aider... faque là ça serait peut-être ta porte de sortie de dire ben dans ce cas-là cette année peut-être que ça va être un accompagnement individuel je vais aller vivre en classe des activités avec vous pis les élèves ont va faire des rétros là-dessus, pis on va voir comment tu peux...

K87: OK.

C1-87: Je dis 'tu' là?

K88: Oui oui c'est ça... Faque dans le fond c'est tough là parce que moi dans le fond je les connais ça fait 8 ans... 7 ans qui me connaissent ce monde-là. Faque y me voient tu venir avec euh... ma stratégie de dire ben là y faudrait peut-être que j'aille voir parce que je suis nouvelle pis je connais rien à l'univers social? Est-ce qu'il me voit venir un peu?

C1-88: Ben... non je pense pas qu'il te voit venir, mais je pense qu'il y a certains profs pour lesquels je pense que ça sera pas un problème... là que t'ailles les voir en classe.

K89: ben là sont 9... faque y'en a combien que ça sera pas un problème pour eux que j'aille les voir....

C1-89: Je pense qu'il en a 4 ou 5 … que ça va être correct pis que ça sera pas confrontant pis y'en a d'autre que peu importe ça serait qui qui leur proposerait ça...

K90: Pis là les 4-5 dans le fond... c'est qui mes 4-5 profs?

C1-90: Pas mal le NIV pis la prof de NIV.

K91: NIV pis la prof de NIV pis après ça, y'en a 4-5 qui aussi... vont être plus réticents.

C1-91: Oui.

K92: Faque j'ai, mes profs de NIV pis NIV?

C1-92: Surtout NIV et NIV et 1 prof de NIV.

K93: Pis un prof de NIV. Pis là, eux autres est-ce que tu vas pouvoir mes identifier pour que je sache c'est qui?

C1-93: Oui.

K94: Parce que je dois-tu en tenir compte tsé quand j'anime ma rencontre avec mon PPT est-ce que je veux essayer d'aller chercher eux autres ou? Non moi j'y vais avec mon PPT, je suis pis j'espère que les portes s'ouvrent... pis là en fait... c'est ça?

C1-94: C'est qu'en fait tu te dis que mettons y sorte pas des objets de travail qui peuvent être intéressants, pis que tu proposes d'aller, être plus, tsé, euh... personnellement avec chaque prof pour voir ce qui se vit en classe, ben si c'est ça que tout le monde accepte, je pense pas qui vont se braquer devant tout le reste de l'équipe. Je pense que si l'équipe décide, bon on va faire ça cette année, ça va être individuel, je pense que c'est profs là vont pas se braquer pis ça va être ta porte d'entrée pour aller poser des questions...

K95: Pour aller poser des questions pendant ma rencontre?

C1-95: Par rapport à.… non, après ça individuellement, par rapport à ce qui se vit.

K96: OK, je veux juste être sûr que j'ai bien compris ce que tu dis.. Dans le fond, j'ai la moitié de mon monde à peu près dans les 9 profs qui sont là qui eux autres y'auront pas de problème à ce que je rentre dans leur classe pis moi dans le fond ma porte de sortie c'est d'arriver s'ils me posent de faux problèmes c'est d'arriver avec des suggestions pis notamment c'est d'amener l'idée que dans le fond, moi je connais rien à l'univers social faudrait que je rentre dans la classe pis euh.... Le fait que je me dis y'en a 4 que ça leur dérange pas, ben les 4 que ça leur dérange, ils prendront pas une position publique d'aller dire qu'ils ne sont pas d'accord.

C1-96: Je pense pas. Tu penses pas.

K97: OK, je pense pas?

C1-97: Pis tu veux aussi c'est ça, dans le PPT quand tu présentes, les stratégies qui ont déjà été développées professionnellement par les années antérieures, tu, toi tu les as les résultats parce que t'as la planification, mais tu vas leur poser en quoi cela a-t-il été utile en classe en quoi cela a aidé l'élève? Avez-vous remarqué les résultats ont été euh... parce que toi t'arrives pis tes nouvelles, ils t'ont jamais rencontré là... faque toi tu vas jouer un peu la nouille sympathique... de questionner quel a été le résultat....

K98: Je les ai jamais rencontrés, mais je les connais depuis 6 ans là?

C1-98: Oui, mais en tant qu'équipe d'univers social, t'as pas animé de rencontre.

K99: OK.

C1-99: Faque toi tu vas dire ce que vous avez fait dans les dernières années, j'ai vu les PPT des dernières années, maintenant.... Quelles sont vos impressions face à ça... Comment ça été implanté en classe? Quel a été les changements de résultats?

K100: Pis la pendant la rencontre est-ce que je prends des notes?

C1-100: Oui.

K101: Faque là je tape à l'ordi mes notes ou je... fais ça comment?

C1-101: Non, t'écris sur un pad.

K102: OK, faque parce que sur mon ordi je vais avoir mon PPT?

C1-102: Oui.

K103: Faque là je vais écrire sur mon pad. Est-ce que j'écris toute verbatim, ce qui est dit?

C1-103: Parce que ça va être trop long. Mais je pense que tu pourrais t'imprimer la planif que les CP ont faite pis au pire enlever les choses compromettantes que les profs pourraient lire à distance sur toi... juste garder ce qui a été fait dans les dernières années.

K104: Ouf... OK OK OK... Faque j'imprime la planif pis là faut que j'enlève les choses compromettantes.

C1-104: Ou juste garder l'objet de la rencontre.

K105: OK.

C1-105: Le DATE, on a parlé de ça, ça, ça. Pis tu peux prendre les notes à côté.

K106: Pis je veux enlever les choses compromettantes, c'est quoi j'enlève. J'enlève....

C1-106: Les noms des profs, tel prof l'a pas fait en classe, tel prof l'a pas fait en classe...

K107: Faque là, l'information compromettante c'est le travail accompli par ces personnes-là l'année passée?

C1-107: Oui.

K108: Y'a-tu des notes à côté genre 0/5, 2/5?

C1-108: Non, mais c'est genre tel prof l'a fait en classe, tel prof a refusé de le faire, tel prof a...

K109: Faque j'enlève les choses compromettantes pis je vais prendre mes notes dans cette grille-là?

C1-109: Ça pourrait être plus efficace.

K110: Qu'est-ce que je vais noter, tu me dis note pas tout ça va être trop long donc je vais noter...

C1-110: Ben noter des propositions des prof... mettons qu'on retourne au départ par rapport au développement professionnel des années passées, noter qu'est-ce qu'eux te disent quand tu les questionnes sur qui a été fait en classe, avez-vous remarqué des modifications des changements faque noter ce que les profs te disent.

K111: OK, faque dans le fond... Quand je vais arriver à ma rencontre, je vais aussi leur dire l'année passée vous deviez... faire telle affaire est-ce que vous l'avez fait. C'est-tu ça que je comprends.

C1-111: Non, moi je pense que tu pourrais plus dire l'an passé vous avez travaillé sur les cartes conceptuelles.

K112: OK.

C1-112: Est-ce que vous l'avez investi en classe, ça tu bien été, ça tu pas bien été, qu'est-ce que ça apporté de différents chez l'élève par rapport aux développements par compétence.

K113: OK... est-ce que tu peux me faire une liste de questions... que je peux poser aux profs pour savoir quoi questionner?

C1-113: Oui.

K114: Parce que là je questionne vraiment au niveau des pratiques enseignantes

C1-114: Par rapport au développement professionnel... ou en tout cas les impacts que ça eut en classe.

K115: Faque là je questionne sur le développement professionnel, mais vraiment le développement professionnel au regard du qu'est-ce t'as faite pis qu'est-ce ça donné?

C1-115: Oui.

K116: Faque là, je vais avoir une liste de nom pis je vais aller valider avec eux?

C1-116: Oui.

K117: Pis euh, ma crainte elle se situe vraiment au niveau de ne pas avoir une porte qui s'ouvre à la fin.

C1-117: Oui.

K118: OK, super pis 2h de rencontres pis je prends des notes pis est-ce que je valide mes notes avec les gens, est-ce que....

C1-118: Je pense qu'il faudrait tout le moins à la fin valider l'intention du développement pédagogique est-ce qu'on a réussi à faire un consensus sur ce qu'on va vire cette année.

K119: OK, pis là dans le fond, je vais savoir, comment je sais que la ma rencontre j'ai pas mal... je fais parler les gens à tour de rôle, tout le monde à parler faque là je peux dire est-ce qu'on fait consensus sur ce qu'on fait cette année?

C1-119: Oui.

K120: OK pis là dans le fond mon consensus c'est...

C1-120: Est-ce qu'ils ont trouvé quelque chose qui va être en lien avec les taux de réussite pis les cibles qu'on a dans le projet éducatif.

K121: OK.

C1-121: Pis s'il réussit pas à trouver quelque chose, si y peuvent pas nommer un besoin par rapport à ça ben l'a ça va être de proposer OK dans ce cas l'a je vais être en, tu vas être en observation, pour voir comment ça se vit en classe et comment tu peux les soutenir mieux.

K122: Moi je vais être en observation? C'est ça dans la classe pis comment je peux les soutenir mieux. OK, pis eux autres faut qu'il me donne de bons problèmes là, c'est ça?

C1-122: Oui.

K123: Pis je suis-tu un peu... si y a rien qui sort, j'impatiente tu un peu, est-ce que ….

C1-123: Non.

K124: Je suis pas plus... je ne deviens pas rouge ou je ne respire pas plus vite ou quoi que ce soit?

C1-124: Tu fais de l'urticaire! (blague)

K125: Je reste calme pis dans le fond y pas rien qui...

C1-125: Non ben je pense pas pour cette première rencontre-là parce que là ton but c'est la première rencontre que t'as avec cette équipe-là. Faque tu veux aussi créer le lien, tu veux leur faire comprendre qu'on va en équipe choisir un objet de développement pédagogique pis ça peut aussi être que ça va pas comme tu le souhaites pis à la fin y'a rien qui sort, ben tu peux dire ben je vais vous revenir à la prochaine rencontre avec des suggestions tsé...

K126: OK.

C1-126: Mais ton but c'est de pas imposer.

K127: OK, faut pas que j'impose OK faque là comment je fais pour leur parler que je veux aller visiter la classe, mais je peux pas imposer là dans le fond, je.... Ça se peut que je dise rien pis que je remettre à la semaine prochaine... euh, pas la semaine prochaine, mais à la prochaine rencontre.

C1-127: À la prochaine rencontre ben.... ben idéalement ça serait pas ça. Idéalement, y vont arriver avec un besoin que toi t'aurais pas pensé pis tu dis ben oui, ça peut avoir un impact direct sur les résultats des élèves on va l'essayer pis aussi non, c'est je vais vous questionner individuellement, tu vas les questionner individuellement tu vas les, tu vas essayer d'aller les voir en classe pour essayer cette année de développer des objectifs communs.

K128: Si jamais y'a rien qui sort, je peux conclure ma rencontre avec ça aussi...

C1-128: Oui, oui.

K129: Pis si y a rien qui sort, est-ce que je suis euh... je suis quand même bien avec ma rencontre euh... je pas déçu, je pas... euh... OK, je dis merci tout le monde d'avoir participé... Pis on se revoit plus tard?

C1-129: Ben oui parce que euh.... Je pense pas que ça va être une rencontre désagréable je pense pas que euh... en fait c'est que tu le sais pas s'ils savent le besoin de modifier certaine pratique pédagogique... faque là t'es en introduction là... pis y'ont pas eu de suivi depuis janvier dernier là... cette équipe-là non plus... y'ont été laissés tout seuls faque…

K130: Faque?

C1-130: Faque faut prendre le temps de... c'est la première fois en 1 an qui vont être pris par une direction adjointe pour essayer de repartir une culture de développement pédagogique ce qui se fait pas depuis un an.

K131: Ouf, c'est une grosse responsabilité que tu me donnes quand même...

C1-131: Tu vas être super bonne, t'as confiance en toi... (rire)

K132: Je vais être super bonne ben je veux être super bonne c'est sur... mais c'est sûr que j'ai un gros mandat avec des gens qui savent pas euh.... Je pas sur qui savent qui ont un besoin…

C1-132: Oui.

K133: C'est ça faque là faut que je réussisse à leur faire émerger le sentiment d'avoir un besoin.

C1-133: Oui, pis c'est pour ça que si ça émerge pas ton plan c'est d'aller faire des observations en classe pis des questionner... t'as déjà un dossier avec tsé là le triangle de preuve pis les questions que tu pourrais faire aux profs suites à des observations en classe pour essayer de les questionner, OK t'as faite ça, ça eu quel impact pour tes élèves? Tes élèves y'écoutais-tu, y'écoutais pas ? Y'ont pas pris de notes? Pourquoi?

K134: Pis ça se peux-tu qui en a.… parce que là tu me dis, OK, c'est beau, moi je sens comme une nervosité pis tant mieux, mais dans le fond ce que je comprends c'est que je devrais pas avoir de nervosité j'ai confiance, je me présente, je suis confortable, tout le monde. Tsé....

C1-134: Ben ça fait que ta nervosité c'est pas par rapport à la tenue de cette rencontre-là, c'est par rapport à l'objectif que toi tu t'es fixé en tant que gestionnaire par rapport à cette équipe-là.

K135: OK, je comprends... je suis pas nerveuse de ma rencontre, je suis plus stressé... redit moi le, ce qui me stress plus...

C1-135: L'accompagnent du développement pédagogique avec cette équipe-là de comment faire pour atteindre le résultat que tu t'es fixé au fil tsé... jusqu'en 2022 avec cette équipe-là.

K136: OK.

C1-136: Faque c'est pas la rencontre qui est là, c'est comment ça va se vivre, comment eux vont s'investir comment y vont accepter de, comment y vont....

K137: Pis là ça se peux-tu que dans la rencontre y'a certaines personnes que déjà manifeste une inquiétude ou euh... j'en ai 4 qui vont être ouverts, mais 4 fermé est-ce que...

C1-137: Des profs?

K138: J'en ai 4 ouverts, mais mes 4 fermés là, est-ce...

C1-138: Tu sais qui en a 1 que t'as déjà rencontré avec ta directrice parce que l'an passé quand y'a corrigé ses épreuves, c'est une épreuve d'appoint en passant en histoire de NIV, la correction était non conforme pis y'on pas pu faire l'analyse du thème à la CSS. Faque là, t'as eu ses copies qui sont effectivement mal corrigées, tu l'as rencontré avec ta directrice, lui y t'as dit effectivement vu que c'était une épreuve d'appoint y'avait mal corrigé, qui s'en foutait, mais que la maintenant c'est une épreuve unique faque il s'est que cette année son enseignement doit être tout différent pis c'est correction aussi. Mais lui tu le sais déjà que si y'a une année t'as botcher parce que c'était juste une épreuve d'appoint, on n'est pas en pleine conscience de nos stratégies d'enseignement. Faque lui tu... y'é pas réfractaire, y va pas crier contre toi, mais tu le sais qu'il est passif là dans sa pratique.

K139: OK.

C1-139: pis en même temps, ces taux sont pas si alarmants non plus par contre, mais clairement ça pourrait être mieux.

K140: OK, j'ai un gros défi!

C1-140: Ben, peut-être pas pour cette rencontre-là, mais pour la suite des choses oui...

K141: OK, pour la suite des choses pour réussir à rentrer dans sa classe parce que là lui peut-être qui est déjà...

C-141: Pis t'as pas de CPG.

K142: J'ai pas de CPG.

C1-142: Pis ton CP disciplinaire te dit qu'il faisait juste un suivi en NIV et NIV pis en NIV, c'est le prof dont je te parle qui a pas le goût.

K143: OK.

C1-143: Faque ton CPD va être plus en rôle-conseil, à t'aider à développer une expertise par rapport à ce que t'asuras...

K144: OK, parce que mon CPD y interviendra pas personnellement avec les profs, il va m'accompagner moi?

C1-144: Oui.

K145: OK, y va être en soutien pour moi?

C1-145: Oui.

K146: OK, OK, OK... OK, faque dans le fond on a dit que j'ai un prof que lui faut que je... je l'ai déjà rencontré pis euh, dans les autres, après ça ça va les autres?

C1-146: Oui. Les autres sont peut-être pas 100% mobilisés, mais son pas réfractaire.

K147: Pis je vais-tu euh... faque à cette réunion-là, ma direction est pas là... mais je fais-tu un compte rendu à ma direction après?

C1-147: Oui, ça c'est sur là, pis ta direction est au courant de toute la démarche déjà là.

K148: OK.

C1-148: Elle le sait.

K149: Elle le sait?

C1-149: Elle sait le mandat, à sait que c'est difficile, à sait que l'accompagnement cette année ça va être avoir avec elle dans la limite du possible, comment on va pouvoir faire ça correctement là.

K150: OK.

C1-150: Faque est au courant de tout ça. Elle t’as pas pitché là-dedans toute seule.

K151: OK, faque je peux compter quand même sur elle.

C1-151: 100%.

K152: 100% OK, dans le fond après ma rencontre euh, je prévoie aller la voir comme tout de suite après, est-ce que je....

C1-152: On a un rendez-vous, t’as un rendez-vous avec elle tous les jeudis.

K153: OK, je la vois les jeudis. Est-ce que les collègues sont là?

C1-153: Non.

K154: Ou est-ce que je suis tout seul avec elle?

C1-154: Tout seul avec elle.

K155: OK. Faque dans le fond ma rencontre qui était quel jour encore?

C1-155: Faque le jeudi la veille de ça, tu vas y présenter la…

K156: OK.

C1-156: Ça, t’as déjà toute discutée de ça avec elle pour planifier.

K157: C’est ça... pis là est-ce qu’à ma rencontre de jeudi qui précède ma rencontre j’y donne mon PPT fini, j’y parle de mes...

C1-157: Y’a pas été dit que c’était nécessaire d’y donner fini, mais si t’as des questionnements pis t’as besoin de discuter de ça avec elle ça se fait à cette rencontre-là…

K158: OK.

C1-158: Pis après ça.., mais t’sé ça va arriver des fois que tu vas finir la rencontre pis que son bureau est ouvert pis tu peux aller t’asseoir directement avec elle pis pas attendre au jeudi prochain.

K159: OK OK OK!

C1-159: La porte est ouverte là.

K160: Pis j'ai tendance à aller la voir pour dire là...

C1-160: Oui.

K161: Ben là y s'est passé telle telle chose pis…

C1-161: Oui, pis ça c'est une des raisons pour laquelle elle a l'a rencontré le prof avec moi là quand tout ça s'est passé parce que j'ai, t'as eu l'appel de NPERS faque là t'as parlé avec ta directrice pis à la suggérer de faire ça ensemble.

K162: De faire une rencontre avec c'te prof-là pour lui dire telle chose.

C1-162: OK.

K163: OK, est-ce qu'il a autre chose que je devrais savoir pour ma rencontre ou eh...

C1-163: Je pense que c'pas pire là! (rire)

K164: Super, je pense que je suis prête.

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K165: Alors, C2, t'es super chanceuse parce que je vais te remplacer. T'as quelqu'un qui va pouvoir venir te remplacer dans ton travail.

C2-165: OK.

K166: T'as une journée particulière, une journée que tu te dis, cette journée-là y risque, y'a une rencontre, une rencontre pour laquelle tu te dis cette rencontre-là là, c'est super important, ça passe ou ça casse, y'a vraiment un enjeu là eh... que j'anticipe à cette rencontre-là. Et puis tu te dis, ah, j'aimerais vraiment ça que tu puisses y aller à ma place. Est-ce que dans les semaines qui viennent, en début d'année l'année prochaine y'a un moment où tu sais qui a une rencontre qui s'en vient pis que t'anticipes cette rencontre-là et je pourrais te remplacer à cette journée.

C2-166: C’est sur qui en a. Faut j’en trouve une bonne là. (incompréhensible) Ah... là tu viens de me donner une idée. Euh?

K167: Une rencontre d’équipe ou t’adresses quelque chose pis tu te dis : “ah cette rencontre-là, là ça passe ou ça casse”.

C2-167: OK... j’ai envie de...t’as dit classement avec mon équipe pis ça m’a fait penser, je pense qui aura des enjeux à la rencontre pis là on entre dans des ondes.... Je vais-tu là? OK, on y va... on essaye celle-là. Rencontre de classement... s’parce que j’hésite entre la rencontre de portrait et la rencontre de classement. Euh!

K168: La rencontre de portrait, c’t'une rencontre avec équipe-école, équipe classe, équipe cycle.

C2-168: Oui. C’est une équipe qui a l’habitude de se rencontre par niveau pour discuter des élèves. Pis euh! j’essaie de... ça fait un bon.. OK, on y va avec la rencontre de portrait, rencontre de portrait que je vais faire au retour de la relâche avec NIV que j’ai faite... j’ai terminé aujourd’hui avec NIV. Donc. Oui... je te ferais remplacer ça, cette rencontre de portrait euh!... pis.... Je... c’t’un petit peu compliqué parce que depuis 1 an j’essaie de changer l’intention de cette rencontre de portrait là et que ça devienne un lieu de ou je peux communiquer des informations au sujet des élèves aux enseignants qui sont très très très désireux d’avoir des informations donc qui sont souvent en train de dire... euh!... on ne sait pas ce qui se passe avec telle élève, on sait pas ce qui se passe avec tel élève, c’est une équipe qui questionne beaucoup nos interventions. On va dire ça comme ça. Et euh!... bon, je veux que cette rencontre devienne plus une rencontre ou moi je peux diffuser de l’information et eux, ont l’habitude que ce soit une rencontre de... eh... une rencontre pour se vider le cœur au sujet des élèves... Ce que je trouve très peu constructif. Euh...

K169: Pis là, cette rencontre-là dans le fond, faque là je te remplace pour cette rencontre-là?

C2-169: Oui

K170: Pis je vais pouvoir te remplacer toute la journée, faque ça va te donner un break. Je vais pouvoir être là à ta place toute la journée faque dans le fond, alors là faut que tu me décrives exactement à la lettre tout ce que tu vas faire parce personne ne doit se rendre compte que c'est pas toi qui es là? Faque il faut que je fasse toute comme toi pour être sûr que personne se rendre compte de la substitution. Que c'est vraiment toi qui est là. Faque cette rencontre-là a l'a lieu quand?

C2-170: Cette rencontre-là a lieu le DATE en après-midi.

K171: Faque le DATE?

C2-171: le DATE en après-midi

K172: OK, faque le DATE je te remplace à ÉCOLE?

C2-172: Exact.

K173: Super, pis le 11 mars, je vais arriver à l'école vers quelle heure?

C2-173: Sur l'heure du diner question de s'installer.

K174: OK, parce que le matin je travaille pas quand j'ai une rencontre l'après-midi?

C2-174: Ah ben le matin, ah tu prends ma journée...donc le matin ben tu vas être à mon bureau pis tu...

K175: OK, pis j'arrive à ton, j'arrive à mon bureau vers quelle heure le 11 mars?

C2-175: Tu veux dire le matin si tu faisais toute la journée?

K176: Ouin.

C2-176: Ah, vers 8h mettons.

K177: OK, faque j'arrive à 8h au bureau pis tu me dis mettons...

C2-177: À 8h30 faire la petite tournée de surveillance avec les (incompréhensible) en bas

K178: OK

C2-178: T’asurer que tout le monde est à son poste de surveillance parce que ça, c’est aussi un petit enjeu pis euh. Après ça ben, mon agenda du matin...

K179: Mon agenda du matin OK... faque j’arrive à 8h, je comprends que je suis pas “comme huit” (on entend la main qui tape sur l’autre en guise de geste d’insistance sur l’heure), j’arrive vers 8h, je m’en vais directement à mon bureau eh, je dépose mes trucs.

C2-179: Exactement

K180: Pie euh…

C2-180: Dit bonjour à ma secrétaire vraiment fine pis c’est le fun qu’on prenne un petit 5 minutes avec ma secrétaire aussi.

K181: OK, faque je veux m’assurer de prendre un petit 5 minutes avec ta secrétaire. Pis est-ce qu’il y a quelque chose en particulier que je devrais m’attarder pour ta secrétaire qui est vraiment fine?

C2-181: Et efficace, je l’adore!

K182: Et efficace!

C2-182: C’est vraiment une amie... non, en fait, oui, euh, moi je lui ferais peut-être sortir les toutes dernières informations parce que dans le fond ce qu’il faut que tu saches c’est que moi, pour faire cette rencontre de portrait la dans l’après-midi, j’ai demandé aux enseignants de me remplir des euh... des... c’t’un peu une, je ne sais pas comment dire ça, c’est... nous on appelle ça le formulaire de portrait. Mais finalement c’est grosso modo une liste de classe pour chaque enseignant ou est-ce qu’y vont donner des indications sur chacun des élèves en lien avec son fonctionnement.

K183: OK, attend, c’est un petit peu vite, quand j’arrive le matin vers 8h, je vais, je m’en vais à mon bureau pis je vais dire bonjour à ma secrétaire, mais je vais lui dire sors moi la liste...

C2-183: Oui, le fichier Excel...

K184: Faque tout de suite je commence déjà à ma préparer pour ma rencontre de tantôt.

C-1842: Oui, mais on a intérêt à être prêt.

K185: Donc là, je vais dire sors-moi la liste des portraits?

C2-185: Des portraits, disons ça comme ça... et euh, moi j’ai mon fichier Excel dans lequel pis je vais t’expliquer ce que je fais avec.

K186: Elle, elle me sort la liste des portraits, je la remercie, je vais dans mon bureau, je laisse ça là... pis je m’en vais en bas aux surveillances?

C2-186: oui.... pis là y a comme un trou entre ce moment-là et la rencontre de l’après-midi.

K187: Mais là, à 8h30 tantôt tu m’as dit là quand je vais surveillance, moi je me tiens à un escalier en particulier, je m’installe-tu quelque part en particulier?

C2-187: Ben on circule, j’ai comme ma petite trail ou est-ce que je vais jusqu’en bas, je vais dans les vestiaires, ben la section des casiers fermés, je fais le tour sur la place publique, je remonte.

K188: OK, faque j’ai un trajet.

C2-188: 2-3 fois le tour.

K189: Faque j’ai vraiment un trajet tracé. Tu vas pouvoir me laisser le trajet que je vais faire... et là tu me disais quand mon trajet, il faut que je porte attention à....

C2-189: Ou ben, moi je fais toujours attention pour que les enseignants qui sont supposés d’être en surveillance sont présents à leur poste, tout ça... y’a deux-3 postes de surveillance.

K190: OK, faque va falloir que tu m’indiques aussi les postes de surveillance.

C2-190: Tout près de l’escalier.

K191: pis qui doit être là ou ben ça dépend le matin, les enseignants vont un peu n'importe où?

C2-191: Ah non, c'est sûr que j'ai le petit fichier dans mes affaires.

K192: Faque tu vas me laisser aussi qui est supposé…

C2-192: Le fichier de surveillance.

K193: Être posté...

C2-193: Exactement.

K194: Pis est-ce que je dois m'attendre à ce que quelqu'un ne soit pas en poste ce matin-là? À qui je devrais porter attention?

C2-194: Euh... ben au retour de la relâche, moi je dirais tout le monde-là... y'a des chances que personne ne soit là.

K195: OK.

C2-195: (rire) Faque on se garde les yeux ouverts.

K196: OK, est-ce qu'il y a quelque chose que je dois faire si sont pas là?

C2-196: Oui, en fait nous notre procédure, si quelqu'un est pas à son poste, on avise la secrétaire de gestion qui elle s'assure de mettre les petits papiers rappel dans les pigeonniers.

K197: Faque dans le fond je fais ma tournée pis quand je vais remarquer que les gens son pas, je vais me rendre... avertir la secrétaire voir NPERS pour lui nommer qui est pas là?

C2-197: Exactement, pis à ce moment-là, elle tient un espèce de registre.

K198: Mais moi je n'ai pas rien d'autre à faire que de simplement signifier simplement ceux qui sont présents ou absents?

C2-198: Ça, on va revoir ça plus tard...

K199: Pis je fais ma tournée 2-3 fois et je remonte à mon bureau?

C2-199: Pis une fois que les cloches sont sonnées pis que les élèves sont retournés en classe ben l'avant-midi peut commencer.

K200: OK... pis si je veux faire exactement comme toi quand je me promène dans les corridors, je salue les gens? Est-ce que y a des gens en particuliers que je vais saluer?

C2-200: euh.... Ah ??? Le petit matin c'est plus des « Bonjours!, Bonjours! ». Tout le monde... euh. Moi j'aime bien jaser avec les élèves. Jaser avec les enseignants que je croise.

K201: Faque je vais jaser avec les gens.

C-201: On échange un petit peu.

K202: On va échanger?

C2-202: Ben des des.... pas des banalités, mais "small talk".

K203: Oui, oui! C'est ça, des banalités pis tout ça.... Y'a-tu des gens en particulier à qui faut pas j'oublie de dire bonjour ou que des banalités...

C2-203: Mon petit trajet, non pas tant que ça parce qu'il faut savoir que le trajet que moi je fais de surveillance, y a pas beaucoup de classe qui sont là faque souvent ont croisé les gens qui arrivent, c'est toujours intéressant de croisé les gens qui arrivent à dernière minute avec le café pis les feuilles qui revolent, mais euh, c'est ça, y'a pas tant de classe sur ce trajet-là, c'est vraiment un espace pour les élèves faque on croisent surtout des élèves quelque enseignants qui sont en transit pis eh...

K204: Pis je fais-tu du « small talk » avec le prof avec le café pis les papiers qui revolent?

C2-204: Ça dépend... oui, ben oui, ça dépend c'est qui, tsé y a des gens à qui on peut dire... dur matin...Y'en a qui on ça écrit dans le visage, mais non, c'est très informel, on se dit bonjour... si je vois que quelqu'un arrive vraiment en retard, on va échanger deux trois mots, as-tu besoin que j'aille te remplacer à ta classe le temps que tu arrives tsé des choses comme ça... tsé on essaie d'être...

K205: OK.... Faque dans le fond, je vais être très aidante aussi à ceux qui sont en retard, je peux m'offrir pour aller les remplacer dans leur classe.

C2-205: Ben c'est aidant, mais c'est en même temps, « j't'ai vu »... tsé par le fait même, si je suis obligé de te dépanner, c'est que t'es vraiment en retard.

K206: OK, faque dans le fond je suis aidante en disant je peux-tu aller te remplacer dans ta classe, mais même temps j'ai un message qui dit…

C2-206: Oui

K207: J'ai vu que t'ai en retard!

C2-207: Ça peut arriver.

K208: OK, OK.

C2-208: Parce que c'est souvent les mêmes qu'on rencontre à ce moment-là.

K209: Faque je risque de rencontrer les mêmes personnes?

C2-209: Ben, toi tu le sauras pas que c'est le même parce que tu viens juste une journée, mais tsé moi je le sais.

K210: OK, faque c'est ça, faut tu me dis le sur qui je dois, qui je risque de voir ce matin-là...

C2-210: OK, tu veux des noms pis toute... euh.... qui tu risques de voir, tu risques de voir... euh.... parfois NPERS, l'enseignante de musique, elle arrive un petit peu juste... euh!... qui nous fait le matin?? Euh!, NPERS, le prof d'art plastique des fois elle me fait ça aussi. Pis le matin comme ça à la dernière minute j'ai déjà dépanné NPERS, une de nos enseignantes de français.

K211: OK, faque y a quand même quelque prof que je risque de voir d'arriver en retard. OK, pis je fais ça comment être aidante, mais en même temps signalé?

C2-211: Ben tsé c'est sûr que si c'est la première fois, ça va être juste aidant, mais si ça fait quelquefois, ça se peut qu'on se revoie tsé pis je doive lui dire ben écoute... je sais pas moi on es-tu rendu à couper du salaire, on es-tu rendu à??

K212: OK. Faque je pourrai te noter les noms des gens que je vois arriver en retard. OK, faque je fais ma tournée de classe, je porte attention à ça pis après ma tournée de classe...

C2-212: Euh, ben après ça, ça va aller selon l'horaire de cette journée-là dont je ne me souviens pas très bien, mais je ne serai pas préoccupé par cette rencontre-là avant une demi-heure avant dans le fond. Où est-ce que je vais aller m'installer, mettre, m'assurer que toutes mes infos. Parce que j'ai toujours deux écrans quand je fais ça, j'ai mon écran avec mes portraits de classe où dans le fond là je... la raison pour laquelle je demandais ça a S1, ma secrétaire c'est qu'elle a combine tous les documents des enseignants dans 1 document Excel qui faire ressortir pour chaque élève pour chaque élève de chaque classe en lien avec son fonctionnement général, ses apprentissages, pis d'autres éléments qu'on regarde qui serait comme mettons, retard/absence, tsé un élève qui fait pas ses travaux, on a plein de petites de petites catégories comme ça pis on a une façon des encoder là, rouge, jaune, vert. Donc, nous on va être à l'affût de ceux qui ont beaucoup de jaune.

K213: De rouge.

C2-213: Oui, beaucoup de rouge surtout.

K214: OK, faque dans le fond après avoir fait ma tournée de classe le matin, je retourne à mon bureau et je ne me soucie pas, j'ai demandé à NPERS, ma secrétaire, quand je suis arrivé à 8h tantôt qu'elle me sorte le fichier Excel.

C2-214: Oui, pour être sur.

K215: Faque dans le fond..

C2-215: ...que tout est à jour dans le fond parce que si elle avait des petites choses mettons que des enseignants qui sont arrivés à dernières minutes avec leurs feuilles, s'assurer que tout soit compilé à temps pour la rencontre et après ça, pardon, une fois que j'ai mon fichier Excel à moi où chaque fois que j'ai des interventions ou quand je fais mes comités de coordinations avec mes euh!... Avec les TES, ou moi je ramasse plein d'information sur euh? Tsé j'accumule toutes mes informations sur mes élèves, mais euh... moi j'ai ça avec mon ordinateur, mes notes à moi, on a les notes, on a dans le fond, les portraits des élèves... pis on part avec ça... faque une fois que je sais que j'ai tout ça pis que toute est en ordre, j'y repense pas.

K216: Ouf, OK là, parce que ça va être difficile de te remplacer là j'ai de la misère à suivre... toute ce qui faut que je fasse... parce qu'il faut que je fasse exactement comme toi... faque là quand je vais arriver le matin, c'est beau, je dis à ma secrétaire, mais là, elle elle a sait ce qu'elle a à faire?

C2-216: Oui.

K217: Faque elle a va faire... a va consolider...

C2-217: Elle va s'assurer que mes affaires sont à jour.

K218: Mais j'ai un autre document Excel dans mon ordi?

C2-218: Oui, qui est dans mon ordinateur.

K219: Dans lequel y'a toutes mes notes de tous les comités.

C2-219: Personnelle.

K220: Personnelle.

C2-220: Mais en fait mes notes personnelles au sujet de mes élèves, des élèves dont je suis responsable, et c'est mon fichier à moi que je remplis qui est personnel donc là-dedans y a des informations que je peux divulguer, mais y'en a d'autre que je ne divulgue pas... mais sauf que moi quand je viens m’asseoir pis que les enseignants me parlent des élèves, moi j’ai accès à mes notes à moi parce que des fois j’ai des compléments d’information que je peux leur donner.

K221: OK, faque dans le fond quand je vais arriver à ma rencontre, tu m’as dit une demi-heure avant, faque je ne me soucie pas de ma rencontre avant 13h.

C2-221: je dirais 12h30, je les ai convoqués pour 13h, faque 12h30 je suis assise là avec la... Je suis passé au Tim Horton acheté des beignes... comme ça, ça facilite le...

K222: Faque ça veut dire là, faut j’achète des beignes. Faque je vais quitter vers 12h00...

C2-222: Ben t’es pas obligé, mais moi je le fais que ça.

K223: Mais il faut que je fasse comme toi... Si je le fais pas, ils vont dire c’est bizarre, y a quelque chose qui marche pas?

C2-223: Oui.

K224: Faque je vais acheter des beignes, faque je vais quitter à midi pour aller acheter des beignes... pis j’achète n’importe quels beignes?

C2-224: Ça peut être des beignes, des muffins, y’aime juste ça manger pendant qu’on fait ça... des fois c’est des bonbons.

K225: pis NPERS, elle, elle va m’avoir mis sur mon bureau le fichier Excel qu’elle va avoir produit?

C2-225: En fait elle le met à jour dans le Teams pis moi dans le fond je le récupère là quand je m’installer.

K226: OK parfait! Donc elle, elle met ça dans le Teams et à midi, j’achète des beignes... midi trente je m’en vais dans le local.

C2-226: Exactement, dans la salle de conférence, pis là on se... là moi je m'installer faque je mets les portraits sur le grand écran, sur le TNI qu'on a pis euh, je m'installe avec mes notes à moi, mes notes dans mon fichier Excel, et puis j'ai toujours un cahier pour prendre...

K227: ...d'autres notes?

C2-227: En fait, c'pas d'autre note, mais c'est plus ma "to do list" parce que des fois en fonction de ce qu'on s'est dit, y'a des choses à faire.

K228: OK, faque là midi je vais acheter des beignes, je reviens midi et demi, je m'en vais dans le local pis là j'ouvre l'écran. Le Teams après je vais ouvrir mon ordi et la tu vas m'avoir préparé le document pis là je m'installe...

C2-228: Pis j'attends les enseignants qui vont arriver en fonction de l'horaire que je leur ai envoyé la semaine précédente. Y ont déjà reçu l'horaire de cette rencontre-là.

K229: C'est une rencontre individuelle, je vais recevoir les enseignants un après l'autre?

C2-229: Non, c'est que, je je... je leur annonce l'ordre dans lequel on va voir les groupes, moi j'essaie de paierez dans le fond ceux qui ont les mêmes... dans le fond, je pars de mes groupes de français au premier cycle, pis là je dire OK, qui a les mêmes profs de math pour que le prof de math ne se déplace pas 4 fois pour venir parler de groupes différents. Faque j'essaie d'organiser pour qui est le moins de déplacement possible pour que ce soit le plus efficace possible.

K230: Pis ça, les invitations sont déjà parties?

C2-230: Sont déjà partie faque y vont se présenter à l'heure.

K231: Pis est-ce que j'ai besoin de relire les documents?

C2-231: Non.

K232: Pas besoin de relire les documents... pis je vais savoir...

C2-232: Ben, je te dis non... moi je les relirai pas parce que ce sont mes élèves, je les connais bien, si quelqu'un viendrait me remplacer et ferait semblant qui est comme moi, faudrait pas qu'ils lisent. Parce que là y a des choses...

K233: Mais moi, je les connais très bien... parce que je connais mes élèves, parce que j'utilise les documents souvent... parce que...

C2-233: Moi, j'arrive je suis prête à partir.

K234: Faque j'ai pas tant besoin de relire parce que je connais mes élèves. Pis j'ai vu...

C2-234: Pis mes notes personnelles à moi, je les mets à jour régulièrement.

K235: Pis j'ai pas besoin de relire le tableau consolidé que ma secrétaire a fait ce matin?

C2-235: Non... y'a rarement de surprises dans ce tableau-là. On sait les élèves qui fonctionnent bien, pas bien, mais c'est la modalité qui a toujours... ben qui a toujours existé là-bas... je sais pas, mais c'est une modalité à laquelle ils sont habitués et à laquelle ils tiennent. Ils aiment faire leur rouge, jaune, vert pis dire quelle élève est en retard beaucoup, quel élève est absent beaucoup malgré que je le sais parce que j'ai accès, y'aime ça me le dire, ça leur fait du bien. Ceux qui ne remettent pas les travaux... on a des catégories. Tsé, mettons NELEV à la catégorie fonctionnement, ils mettent rouge là dans le fonctionnement, ben souvent ils vont aller ajouter "opposant" pis y vont aller cocher expulsions. Donc, moi je vais aller voir, a oui c'est vrai, il a beaucoup d'expulsion pis tout ça. Faque eux tiennent à me communiquer ces informations-là malgré le fait que ce sont des informations que j'ai déjà...

K236: Pis là c'est difficile parce que tu me disais tantôt que dans cette rencontre-là, moi je vais vouloir diffuser de l'information pis eux autres vont vouloir se vider le cœur... faque là faut que je garde en tête qu'il faut que je diffuse l'information, mais qu'en même temps quand je vais voir le tableau y va y avoir...

C2-236: Mais moi je suis revenu là-dessus... en rencontre de secteur avec les enseignants, en disant je vous rappelle que vous remplissez ça pour me donner de l'information donc considérer que quand vous arrivez vous asseoir à table cette information-là est déjà donnée, on ne la rediscute pas. Vous me l'avez donné, je la mets dans un fichier pour qu'on puisse sélectionner, tu vois y'a des fois où j'avais moi-même sélectionné... là fois d'avant, j'avais moi-même sélectionné, j'avais ouvert les fichiers pis j'ai dit on va parler de tels, tels, tels élèves. Pis ça, y'ont pas aimé ça. Ben j'ai dit parfait, on va essayer à votre manière la prochaine fois, on va pas sélectionner, mais on va ouvrir le fichier pis on va regarder, mettons les 10 ensembles dont on veut parler par classe, tsé ceux qui sont les plus urgentes... faque là je... j'ai fait ça cette fois-ci... donc on regarde le fichier et dans le fond, on sélectionne...

K237: C'est ce qu'on va faire à notre rencontre?

C2-237: Exact, mettons on dit je veux parler de NELEV, ben NELEV... moi NELEV, j'ouvre mon fichier et voici où on en est, nous étant souvent moi, la TES, la psychoed, et toute l'équipe qui travaille autour voici où on en est avec NELEV l'a qu'est-ce qu'on peut dire, voici les actions qui ont été entreprises. Je sais que vous, parce qu'on a aussi des... on s'est donné des procédures, donc quand il communique avec les parents, parce qu'il a eu une expulsion, y'a des raisons de communication avec les parents que moi j'ai demandé pour lesquels moi j'ai demandé d'être en CC parce qu'y'avait pas une grande habitude de communication avec les parents. Tout passait par la direction adjointe avant faque là on a instauré ça. Faque moi je sais que moi, y'ont communiqué avec les parents de diverse manière avant donc moi je sais que vous avez fait telle, telle, telle affaire.

K238: Pis j'attends combien de profs dans l'après-midi? Je me prépare à rencontrer combien de personnes?

C2-238: À peu près en tout, 35.

K239: Quand même! Faque je suis mieux d'avoir une bouteille d'eau avec moi.

C2-239: Oui! On parle beaucoup.

K240: Faque je vais parler beaucoup dans cette rencontre-là.

C2-240: Oui parce que c'est ce que j'essaie de faire, c'est plus une rencontre pour diffuser de l'information. C'est sûr que si un enseignant a un complément d'information qu'on a pas, ben y va l'amener à ce moment-là pis on va l'ajouter ensemble, mais c'est plus l'intention de ça c'est de communiquer à l'équipe s'assurer que tout le monde est sur la même page en termes de ou est-ce qu'on en est rendu avec tel élève, qu'est-ce qui a été mis en place c'est quoi... Tsé moi je leur dis toujours qu'est-ce qui a été fait jusqu'à maintenant, c'est quoi la prochaine action. D'où mon fichier à moi que je compile et si moi j'ai quelque chose à faire...

K241: Faque dans le fond, je vais quand même rencontrer une trentaine de personnes dans l'après-midi.

C2-241: Souvent ils sont 10-12 en même temps.

K242: OK, ils vont se chevaucher. OK, faque là je vais avoir différente personne qui vont se chevaucher selon un horaire que je, que tu leur auras déjà envoyé... pis là, que c'est moi parlait beaucoup pis que je vais, tu m'as dit une phrase... que je pourrais dire: "bon ben qu'est-ce qu'on a fait jusqu'à présent pis qu'est-ce qui reste à faire"...

C2-242: Oui, euh!... oui, qu'est-ce qu'on a fait jusqu'à présent et quelles sont les prochaines actions.

K243: Ça, c'est moi qui va le dire?

C2-243: Alors, souvent c'est comme ça que je commence. Alors, jusqu'à maintenant avec cet élève-là…

K244: Nous avons fait telle chose... pis tout ça s'est écrit dans mon tableau?

C2-244: Oui.

K245: Faque j'ai juste à lire qu'est-ce qui est là dans le fond?

C2-245: En fait, c'est souvent écrit dans mes notes personnelles.

K246: OK, je vais prendre tes notes personnelles.

C2-246: Parce que ce qui est affiché c'est le rouge, jaune, vert... qui est comme notre manière de décider...

K247: Faque dans le fond quand je suis à la rencontre c'pas mal moi qui mène la rencontre.

C2-247: Pis c'est important parce que c'est une équipe qui a beaucoup de chefs.

K248: OK.

C2-248: Pis c'est vraiment important qu'on soit très directif. Et qu'on ramène à l'ordre. Parce que c'est une équipe qui est non seulement directive, mais c'est une équipe qui a eu des enjeux au niveau du climat et qui peut avoir tendance à déraper si on fait pas attention... faque y faut diriger... pas obliger d'être bête, mais mettons qu'ils doivent sentir...

K249: Mettons, je fais ça comment être directive et ramener à l'ordre?

C2-249: Euh? Ça, ça va être de vraiment... mettons qu'on parle d'NELEV, bon ben NPERS. On connait NPERS, NPERS ses enjeux principaux c'est ça, ça, ça. Donc jusqu'à maintenant on a mis en place, telle, telle chose. Tsé, j'entrevois que les prochaines actions c'est telle, telle chose, avez-vous quelque chose à ajouter ou des informations à ajouter? Et là souvent, il va y avoir un court échange autour de la situation d'NELEV, dès que quelqu'un dérape, oui, mais là NELEV on sait sa mère... je vous ramène à l'ordre... ou, ben là ça serait l'fun, tsé souvent on va avoir ce genre d'affaires là. Ben là euh, ça serait l'fun que pour NELEV, tout le monde est la même procédure, mais là y'en a qui... tsé on s'était dit qu'on ferait ça, mais y'en a qui y laisse trop de chance pis… NPERS y dérape. Bon OK, on va essayer de resserrer, on s'était dit qu'NELEV avait besoin d'être encadré oui pis là... "non, là je te ramène, le message a été fait. On se dit qu'on ramène l'encadrement autour de NELEV on revient à notre protocole.

K250: Dans le fond, je vais répéter ça comme ça, je vous ramène à...

C2-250: Je vous ramène l'intention.

K251: Je vous ramène à notre intention.

C2-251: Qui est de savoir où est-ce qu'on est rendu avec nos élèves.

K252: Pis là, je m'attends à ce que je vais faire ça souvent dans la rencontre?

C2-252: Beaucoup!

K253: Je vais faire ça beaucoup!

C2-253: Mais y sont content qu'on le fasse parce qu'il y a des personnes qui prennent trop de place pis qui fond dérailler la discussion.

K254: Quand je fais ça, je suis confiante pis je suis à l'aise?

C2-254: Oui, comme je te dis, on a pas besoin de le faire de façon plate. C'est juste qu'ils sont besoin de sentir qu'on est en maitrise de la situation. Pis qu'on va s'assurer que le climat va être agréable.

K255: OK, faque dans le fond, je vous ramène à l'ordre, je vous ramène à notre intention pis faut que je leur montre que je suis en maitrise.

C2-255: Oui.

K256: Pis je vais leur montrer que je suis en maitrise en faisant?

C2-256: Ben en ayant un beau fichier bien rempli parce que dans le fond c'est ça aussi qui veulent savoir. Comme je disais y'ont toujours besoin d'être rassuré que tout le monde fait sa job, tsé. Y'ont comme... eux autres sont convaincus de faire leur travail, mais y veulent savoir que toi aussi t'as fait, pis toi aussi, pis toi aussi. Faque dans le fond en faisant ça, on fait notre petit tour de table, les TES, la psychoed, tous nos professionnels, ont la chance de dire : « bon ben moi, j'ai rencontré cet élève là pour telle chose pour telle chose, on est rendu à tel endroit ». Pis eux autres, ça les rassure de savoir qu'il y a des choses qui sont faites pour ces jeunes-là et que chacun, comment dire…

K257: C'est ça en fait... j'ai vraiment une job de rassurer?

C2-257: Oui.

K258: Ça, je comprends ça. Je comprends aussi qui a comme un genre de climat aussi qui est présent que je me dois de garder en tête?

C2-258: Oui.

K259: Pis ça me permet de comprendre pourquoi je fais ce que je fais dans un sens pourquoi je ramène à l'ordre pis pourquoi je le fais. Tantôt, tu me disais y'a beaucoup de chefs, beaucoup de chefs, je vais rencontrer 30 personnes, y'a tu des chefs pour lesquels que tu pourrais me signifier auxquels je devrais me préparer?

C2-259: Euh? Auxquels on va se préparer?

K260: Sur 30 personnes qui vont passer, y'en as-tu sur qui je devrais porter plus attention ou que je devrais euh???

C2-260: Euh?

K261: Ou que je risque de... Y'as-tu des gens que je devrais savoir...

C2-261: Oui, tsé faut savoir que y'a des personnes qui doivent être recadrées... en NIV, NPERS, qui doit être recadrée régulièrement. Parce que c'est la personne qui a tendance à tenir des propos peu adéquats quand elle parle des élèves, tout ça. Ça, c'est très peu apprécié de l'équipe, il faut la ramener rapidement.

K262: Pis là, pour la ramener rapidement... je vais utiliser la phrase “je te ramène à l’ordre”?

C2-262: Ben tsé, c’est parce que, c’est facile parce que ça déroge de notre intention qui est de vraiment diffuser de l’information qui est utile à tout le monde donc cette information-là souvent est pas utile à tout le monde tsé quand on... donc, euh!... C’est ça, donc y’a ça. Mais on a des alliées. Y’en a qui ont de grosses têtes, mais qui sont des alliées. Tsé on a NPERS le prof d’anglais qui est comme un bon baromètre. Quand y’é tanné, c’est parce que tout le monde est tanné. Pis quand y’é content, tout le monde est content. Faque... on se fie sur NPERS, NPERS nous donne l’heure juste.

K263: Faque moi, je vais me fier sur NPERS comme baromètre.

C2-263: Oui.

K264: OK, pis là pour me fier dessus?

C2-264: Y te donne l’heure juste. Y’a l’air un peu bourrue, mais tsé, t’as toujours la vérité.

K265: OK. Faque je fais ça comment me servir de NPERS comme baromètre? Euh? Je lui pose la question directement?

C2-265: Y va te le dire... Y va être clair.

K266: Faque moi, je vais défiler mes cas d’élèves jusqu’à tant que NPERS me dise OK là, j’en ai plein mon casque.

C2-266: Euh? Non, en fait euh? Lui va te dire... tsé c’est bon gars... tsé souvent lui donner une job, c’est bon gardien du temps. Dire : « OK, faut qu’on ait fini le groupe mettons NGR, à telle heure pour arriver dans les temps ». Pis là, lui y va nous dire ça, : « Y nous reste 12 minutes pour finir le NGR ».

K267: OK, OK, faque là j’ai beaucoup de choses à faire dans le fond, quand je commence ma rencontre, les gens viennent et tout ça mais va falloir que je donne des tâches aussi aux gens?

C2-267: Euh?

K268: Des gardiens du temps? Y'a-tu d'autres tâches que tu vas donner?

C2-268: Euh? Oui. Ça serait une bonne stratégie. Je le fais inconsciemment. Tu me fais me rendre compte que je le fais sciemment. Mais oui... je donne parfois des tâches. Dire : « si tu veux noter les élèves dont on va parler et nous garder sur le tempo. Est-ce que tu veux t'assurer qu'on garde notre temps? » Oui, ça pourrait être ça. NPERS par contre, si j'ai une tâche à y donner, ça va être celle de gardien du temps pis gardien des noms d'élèves là, mettons, on se dit... ça va rouler.

K269: Pis là, tu me parlais de NPERS parce qu'elle, je devrais faire attention parce qu'elle elle va nous éloigner, en tout cas, elle va parler des familles de façon no- professionnelles disons faque il faut que je porte attention, NPERS c'est mon baromètre... qui d'autre que je dois garder en tête pour euh... Tu pourras me faire une liste comme ça je pourrai savoir.

C2-269: Oui.

K270: Mais sur 30 personnes là...

C2-270: NPERS est souvent négative faque faut souvent la ramener à : « OK, mais qu'est-ce qu'on va faire pour l'aider? Mais en classe, qu'est-ce que tu peux faire pour l'aider avec telle ou telle chose? » tsé. Au lieu de juste me dire que tout va mal. OK mais qu'est-ce qu'on peut faire? Qu'est-ce qui fonctionne ailleurs? Souvent on est obligé de faire ça. Qu'est-ce qui fonctionne ailleurs pour cet élève-là. OK, as-tu essayé ça, peut-être qu'on pourrait essayer ça...

K271: OK, faque faut que je pose des questions?

C2-271: Ça arrive, mais là faut faire attention sinon on s'éloigne de notre but. Mais tsé c'est ça, c'est une équipe qui est en souffrance par rapport à une cohorte d'élèves qui est extrêmement difficile pis ça, c'est vrai. Je peux pas dire que c'est pas vrai. Notre gang de NIV est vraiment

vraiment exigeant au niveau de... tsé sont très faibles et y'ont beaucoup d'enjeux de comportements. Faque faut les soutenir aussi. C'est sûr que moi aussi, j'ai derrière la tête pendant que je fais tout ça de quand même être emphatique pis de quand même d'être dans une démarche. Tsé quand je dis prochaines actions. OK, est-ce que ça t'aiderait? On est-tu rendu à rencontrer les parents? Est-ce qu'on est... euh! Faque moi je me fais une "to do list" à côté. Est-ce que ça t'aiderait? Est-ce que tu veux? Tsé, on va demander à NPERS de faire venir les parents. Est-ce que tu veux être là. Est-ce que...

K272: Parce que là y'a beaucoup de chose qui se passe en même temps dans la rencontre...

C2-272: Ben y se passe en même temps, mais c'est toujours les prochaines actions. Tsé qu'est-ce qu'on va faire ensuite pour soutenir cet élève dont on est en train de parler.

K273: Mais en même temps j'ai le souci de recadrer quand ça va trop loin.

C2-273: D'être empathique.

K274: Envers... les personnes NPERS, NPERS

C2-274: Oui, ben envers tout ce groupe-là qui vit avec des élèves qui sont vraiment un enjeu.

K275: Pis y faut que je sois capable de poser des questions en même temps, de garder mon objectif.

C2-275: Pis de me faire ma liste des prochaines actions.

K276: Pis je fais ma liste des prochaines actions en même temps, pis la liste des prochaines actions...

C2-276: Parce qu'après ça ben moi je fais mes suivis pis là je retourne des courriels à tout le monde. OK, ben là on a une rencontre avec tel parent à tel moment où tu te rappelles que tu nous avais dit que tu ferais telles chose ou bon. Tsé..

K277: Faque dans le fond quand on va passer les élèves, je vais devoir prendre des notes pis après les notes...

C2-277 : Moi, je mets à jour en même temps mon fichier personnel et ma liste de chose à faire, de suivi à faire.

K278: Pis je le fais-tu simultanément mon fichier Excel de le mettre à jour?

C2-278: Oui.

K279: OK, je fais tout ça en même temps. OK, grosse rencontre quand même y'a beaucoup de choses qui vont se passer.

C2-279: Oui, c'est pour ça que je me fais remplacer.

K280: Vraiment!

C2-280: Ça va vraiment faire du bien.

K281: OK, pis dans mes 30 personnes NPERS, NPERS, NPERS, qui d'autre que je devrais…

C2-282: Ben non... généralement après ça, ça va. Pis ce sont des gens qui prennent beaucoup de place si on fait pas attention, mais sinon les autres, ça va, sont content.

K282: OK.

C2-282: Sont content si on circonscrit notre champ d'action pis qu'on reste sur notre intention.

K283: OK, faque je me fais aussi très gardienne là, je ne déroge pas beaucoup de ma tâche?

C2-283: Non.

K284: Je ramène.

C2-284: Tsé franchement, sont content quand on fait ça. Quand on est... Tsé quand c'est organisé pis qui savent ou on s'en va et on maintient le cap pis qu'on se laisse pas distraire par les gens qui veulent... je dis tout le temps qui veulent "hacker" les rencontres... parce que c'est ça qui fond. C'est comme si... c'est comme des pirates, tsé y rentrent pis y font exploser ta rencontre là... pis ça faut faire attention, faut pas se laisser faire. C’est comme mon, mon, focus premier depuis que je suis arrivé. De pas laisser mes affaires déraper.

K285: Faque là faut que je fasse attention à ça de pas me faire Hacker ma rencontre. Pis là je fais faire comment pour pas me faire hacker ma rencontre?

C2-285: C’est pas facile, c’est juste que tsé....

K286: Je vais faire quoi concrètement, dit moi quoi faire parce que j’ai l’impression qu’avec 30 personnes qui vont passer, une équipe quand même qui, de la façon dont t’en parles, bon toujours facile pis qui vont hacker ma rencontre?

C2-286: Le format de la rencontre facilite ça depuis qu’on l’a ramené à: « vous m’avez dit ça, tsé nous autres on a ça à vous communiquer en plus de ce que vous avez déjà fait qu’est-ce qu’on fait maintenant? »

K287: OK, juste pour être sûr, tu dis-nous autre... Je vais être tout seul ou je vais avoir des gens avec moi qui vont être euh?

C2-287: Tsé ce que je disais tantôt à cette rencontre-là j’ai aussi les TES et les professionnels qui travaillent avec les jeunes et qui sont en mesure aussi de, les professionnels donnent de l’information qui peuvent donner, mais au moins y peuvent donner : « oui, moi j’ai débuté un suivi avec ce jeune-là ». Ceux qui sont pas là, de toute façon moi je l’ai dans mon fichier personnel.

K288: Dans mes alliés, est-ce que mon TES, mes TES et mes pros sont “nous” là?

C2-288: Oui, complètement.

K289: Pis eux vont m’aider à ce que ma rencontre ne soit pas hacker. Vous nous avez dit...

C2-289: Euh? Oui, parce que dans le fond parce qu'en étant dans une démarche de partage d'information, y sont plus en réception. Là, y commence à comprendre qu'ils sont là pour recevoir.

K290: Le pro et les TES sont plus là pour recevoir?

C2-290: Non, les pros, les TES et moi émettons et eux sont plus là pour recevoir... donc déjà ça les calme.

K291: Pis mes hackers ça va être qui?

C2-291: Ça pourrait être NPERS, NPERS ou NPERS.

K292: OK, faque NPERS, c'est pas un allier tout le temps.

C2-292: la plupart du temps, mais des fois y peut se laisser avoir,

K293: OK, faque je peux faire me hacker par lui... pis euh? Pis mes pros pis mes TES... j'ai tu vu avant pour me préparer?

C2-293: Oui, moi, toute la semaine dernière on a mis à jour nos affaires... pour être sûr d'être prêt pour les portraits.

K294: OK, faque on s'est vu?

C2-294: On se voit régulièrement de toute manière parce qu'avec les professionnels on a notre rencontre de clinique avec mes TES j'ai mon petit comité de coordination donc on se voit toutes les semaines de toute manière pour s'assurer qu'on est toute sur la même page.

K295: OK, faque on a préparé notre rencontre ensemble?

C2-295: Oui.

K296: Pis est-ce qui a des éléments particuliers qu'on s'est dit qu'il fallait pas qu'on oublie ou que sur lesquels on se dit ça, ça va être important de le nommer ou au début de la rencontre est-ce que ça se peut que j'ai besoin de leur dire quelque petits mot ou non, y vont s'asseoir pis on est habitué, ça va tout seul?

C2-296: Je rappelle toujours la procédure, tsé les règles qu'on s'est données pour cette rencontre-là parce que ça vaut la peine de le faire.

K297: Les règles, faudrait que tu me les laisses là?

C2-297: Les règles, c'est ce que je disais tantôt. Tsé, on a toujours 2 questions, on présente l'élève rapidement qu'est-ce qui a été fait qu'elles sont nos prochaines actions. Pis c'est pas mal ça. Pis après ça, on passe à un autre élève.

K298: OK.

C2-298: Pis on a un horaire qui est bien défini dans le temps, faque c'est ça. On est pas... je leur rappelle juste qu'on est pas là pour c'est pas une jasette. On a une intention qui est vraiment précise.

K299: OK. Pis les pros, y vont rester avec moi tout le long des 30 personnes. Pis la rencontre va se terminer vers quelle heure?

C2-299: Ben on essaie de finir ça à 3h15, 3h30. Des fois, ça dépasse un petit peu, mais pas...

K300: OK. Pis à 15h30, m'en je vais dans mon bureau et je suis vidé?

C2-300: Oui, là on sort le... On est fatigué. Pis des fois, quand on a pas le choix, on rentre même deux dans une journée parce qu'on fait NIV et NIV.

K301: Mais là, j'en ai-tu juste un moi?

C2-301: Oui, juste un.

K302: OK, pis c'est NIV on a dit.

C2-302: Oui.

K303: Pis après, quand la rencontre est finie, faut-il que je fasse un débriefing avec des personnes en particulier ou est-ce que je devrais aller parler à quelqu'un?

C2-303: Ça, ça dépend toujours de.... Faut être sensibles au non-verbal des gens des fois à la fin de la rencontre : « OK, bon, on s'est tenu à l'intention, mais peut-être que tel personne a trouvé ça », mettons peut-être, c'est souvent telle personne qui s'est fait ramener à l'ordre, faque des fois ça vaut peut-être la peine d'aller faire une petite croche et d'aller dire : « comment tu te sens, trouves-tu que ça été satisfaisant la rencontre? » Tsé comme juste pour...

K304: OK, faque la quand la rencontre, si je comprends ce que tu dis, quand ça va finir à 3 heures et demie va falloir que je me remette, que je me, en fait... quand j'anime ma rencontre, je vais avoir comme intention de donner l'information, je vais avoir comme intention de respecter. On présente ce qui a été et ont défini les prochaines actions, faque mon objectif c'est de rester clair par rapport à ça, quand les gens s'éloignent, je ramène à ça?

C2-304: Oui.

K305: Après ça, parallèlement à ça, je me tiens une liste sur papier, je mets à jour en même temps de ce qui est à faire, pis se faisant, je porte attention au non verbal des gens parce que peut-être qui a certaines personnes qui aurait pu être offusquées?

C2-305: Sans être offusqué, pis tsé tu vois, je te dis ça pis je me rends compte que moi, je suis très très dans le... je suis très euh!... Peut-être que j'ai trop se soucie là de m'assurer que tout le monde est bien après la rencontre pis que ça été satisfaisant, mais je le fais pas nécessairement... ça peut-être le lendemain là, quand on se croise, en faisant ma petite tournée de surveillance là. Tsé on peut se parler de ça, tsé on peut se dire, pis comment t'as trouvé ça hier, as-tu trouvé que ça roulait bien? As-tu trouvé que l'information était suffisante? Tsé, pis on se réajuste. Tsé, moi je suis en train de changer cette formule-là. Pour que ça devienne quelque chose de plus constructif et de moins vide de cœur. Que ça ait une fonction autre que juste se libérer parce que... bon... faque…

K306: Dans le fond, comme je disais y'a plusieurs niveaux, de couches à ma rencontre pis je vais être sensibles quand même aux gens que j'aurais pu offusqué, mais tu trouves que c'est trop gros « offusqué »?

C2-306: Ben, c'est trop gros? Tsé pis peut-être que le lendemain je vais recevoir... ouin, j'ai trouvé ça expéditif tsé... on n'avait pas beaucoup de temps pour parler. Pis là, ben c'est là qu'on réitère ben c'est vrai qu'on a moins de temps qu'avant, mais on s'était dit qu'on voulait qui est plus d'information qui circule faque c'est sûr que si vous voulez avoir plus d'information, on a moins de temps pour jaser faque bon tsé...

K307: Pis j'ai-tu de l'énergie, y me reste tu de l'énergie quand qu'y'a un prof qui vient me voir pour me dire ça?

C2-307: Ben, on a pas le choix. Je me pose pas vraiment cette question-là. Je roule. Parce que c'est sûr que ça prend beaucoup d'énergie ben là ça va être au moins la 4e fois que je le fais, tu trouves une façon de le faire qui te conserve de l'énergie. Moi j'arrive à conserver mon énergie comme ça que comme c'était avant, moi ça, ça me vidait le « vide ton sac » au sujet de tout le monde. Je trouvais pas ça constructif, je trouvais ça… ça m'épuisait parce que je trouvais que je devais faire beaucoup de plus de rappel à l'ordre sur ce qui est éthique ce qu'on peut dire ce qu'on peut pas dire ce qui utile ce qui est pas utile pis ce je trouvais que c'était comme des...

K308: Faque dans le fond, c'est un peu ça que j'ai en tête quand je ramène à l'ordre. De distinguer...

C2-308: C'est que ça ne dérape pas.

K309: Ce qui est dit pis qu'est-ce qui est pas dit faque faut aussi que j'aille c'te traitement-là?

C2-309: Oui, comme là tu vois j'ai eu un commentaire tsé là. Mettons la prof qui est plus capable de se retenir pis qui dit « j'ai rien d'autre à dire c'est un mollusque! C't'un mollusque ». Elle l'a répété quatre fois. J'ai dit : « bon, on parlera pas des élèves comme ça, on fera pas ça, on est as ici pour ça faque on va s'en tenir au fait pis on va dire qu'est-ce qu'il fait et qu'est-ce qu'il ne fait pas ». Avant, j'étais obligé de faire peut-être 300 fois dans mon après-midi alors que là je l'ai fait 2 fois. Faque on se maintient dans une zone où on n'a pas ces dérapages-là pis à force de le dire, les gens aussi en viennent à se tenir aux faits qu'est-ce qu'on observe, c'est quoi les manifestations observables chez cet élève-là du fait que tsé y fou rien, OK…. Mais au-delà de ça, tu me fais réaliser qu'on est rendu au-delà de juste « il fout rien ». OK, mes concrètement, c'est un élève qui est très désengagé, il ne remet pas ses travaux, là ah, on a comme quelque chose de plus concret que juste « y fout rien » pis y'é paresseux tsé... faque c'est ça, on est dans ce changement-là. Demande beaucoup d'énergie, mais qui est, je m'en rencontre en le disant, y commence à prendre forme.

K310: Pis euh? Ma journée est-ce qu'elle se termine à 3h30?

C2-310: Euh? Probablement pas parce qu'il doit y avoir plein de trucs dans ma boîte vocale pis plein de courriels dans ma boîte de courriel à ouvrir avant de partir, mais sinon, le gros de la journée est fait.

K311: Faque je vais prendre le temps de regarder mes courriels, ma boîte vocale avant de quitter?

C2-311: Oui, voir si y a des appels urgents à retourner, des parents, des trucs comme ça qui nécessitent une attention immédiate, des courriels, aussi, j'essaye d'être vraiment assidu parce que.... parce que sinon ça traine dans ma boîte.

K312: Pis y a des gens en particulier de qui je devrais m'attendre à recevoir un courriel ou un appel?

C2-312: Non, pas ces temps-ci.

K313: Faque ça, se peut qu'ils n'aillent rien aussi?

C2-313: Ça se pourrait, ça serait peu probable. Normalement, ma boîte courriel explose.

K314: Pis je m'attends à recevoir aussi surtout des courriels de prof là que je devrais avoir?

C2-314: Euh? Oui! Y'écrivent beaucoup. C'est un groupe de personne qui écrive beaucoup. Y'écrive non seulement beaucoup et ça, c'est intéressant, y'écrivent beaucoup en mettant tout le monde en CC. Ça, ça fait une infinité de courriels de réponses de tout le monde faque ça aussi, on travaille là-dessus, mais une chose à la fois. Faque...

K315: Pis quand je vais répondre à ces courriels, je réponds à tous?

C2-315: Non. Y'ont vite compris que moi, je ne réponds pas à tous à moins des fois ça justifie qu'on répond à tous parce que c'est une question qui est pertinente pour tout le monde là. Mais les affaires de : « je veux montrer à tout le monde, j'ai demandé à ma direction telle affaire », non, je les mettrais pas en CC. Y viendront me voir si a quelque chose.

K316: Intéressant. Pis est-ce que je vais m'assurer toute ma boîte courriel et vocale avant de partir ou je peux te la laisser pleine parce que ça arrive souvent que tu fasses ça aussi ou je veux vraiment vider ma boîte?

C2-316: Euh? Je réponds à tout ce qui est urgent. Y'a toujours quelque chose qui peut attendre à demain. Ça, c'est pas grave mais tout ce qui est urgent, mais qui va faire sorte que... Ouin, il faudrait que je te donne mes critères de ce qui fait en sorte que j'ai une boule ou pas.

K317: Ben, j'allais te le demander? C'est quoi mes critères? Quels sont-ils?

C2-317: Ben que sont-ils? Câline, je sais pas... attends, faudrait que je pense? Euh? Ben tsé, souvent des demandes de parents ben si je peux répondre vite, c'est sûr que ça je vais le faire rapidement. Euh? Tsé des choses qui seraient urgentes pour les enseignants, tsé un enseignant qui aurait une demande urgente parce que mettons y'attend après ça pour, je sais pas, fixer un rendez-vous ou une sortie ou quelque chose comme ça, tsé j'essaie de pas laisser trainer ça là.

K318: OK, faque dans le fond... dans mes courriels pour aller vite?

C2-318: Ou quelqu'un qui va pas bien, mettons. Mettons après la rencontre, quelqu'un m'aurait écrit pour dire : « je suis resté sur tel, tel feeling ». Ben tsé...

K319: Ça, ça pourrait arriver que quelqu'un m'écrive?

C2-319: Tsé, je dis ça...

K320: NPERS à pourrais-tu m'écrire ça? Ça, ça se peux-tu que NPERS ou NPERS m'écrivent ça?

C2-320: Non, elles vont bouder... mais quelqu'un d'autre pourrait me dire : « aye, tsé quand telle personne a dit ça, ça m'a fait pas bien me sentir ». Tout de suite je vais répondre quelque chose comme : « tsé, je viens de voir ton message, passe me voir demain matin, mettons on va regarder ça », mais tsé, oui... Je pense que quand on est dans le ressenti, j'essaie d'aller vite et pas laisser les gens mariner. Je pense que c'est en lien avec le climat qui a déjà été euh?

K321: Moins bon?

C2-321: Ouin, moins bon.

K322: Faque t'as quand même... j'ai quand même des critères sur lesquels je vais me baser pour traiter mes courriels, ce qui prend pas de temps à faire, ce qui me prend pas de temps, je vais pouvoir répondre vite ça va me prendre une seconde à répondre. Quelqu'un qui attend après un besoin. La prof attend ma confirmation pour préparer une sortie ou de quoi du genre? Pis quelqu'un qui a un ressenti. Quelqu'un qui se sent pas bien ou un ressenti par rapport à quelque chose, je vais m'assurer que...

C2-322: Qui se sentent entendus.

K323: Qui se sentent entendus?

C2-323: Pis qui dort pas là-dessus jusqu'à demain. Qui saavent que demain on va s'en reparler.

K324: Pis y'a-tu des gens quand je vais partir que je vais m'assurer d'aller voir ou je m'en vais à mon char pis j'ai pas besoin de dire bye à personne?

C2-324: Ben là tsé, je vais probablement les avoir déjà vues. Je me rends compte qu'après ces affaires-là, tsé souvent je vais remonter avec un des professionnels ou de TES pis souvent on va faire une espèce de petit... comment on appelle ça?

K325: un post-mortem genre?

C2-325: Oui... tsé de juste pour dire : « on as-tu les même... ». Moi y'a une TES avec qui j'ai une super de bonne relation. NPERS, qui est aussi un excellent baromètre. Non, j'ai aimé ça telle affaire, tsé on a comme éviter tel pépin dans telle situation. Pis elle va dire ah telle personne était positive aujourd'hui, c'tait l'fun. Tsé faque on se fait un petit euh...

K326: Faque dans le fond, quand que ma rencontre est finie, je me n'en vais pas tout de suite à mon bureau?

C2-326: Tsé comme la stratégie de ramasser tranquillement en jasant. Pis là on part ensemble.

K327: Pis dans le fond quand on va faire un retour, je vais porter attention à ce qu'y vont me dire et y vont me donner de la rétro sur les individus adultes qui étaient là. Comment ça s'est passé, comment y'ont compris ce qu'on s'est dit. Pis je prends tout ça en note ou ça reste dans ma tête? J'agis-tu là-dessus ou… ?

C2-327: Non, ça souvent c'est plus informel. C'est plus... je tâte le pouls à chaux....

K328: Y'a-tu quelqu'un à qui je veux porter attention... je vais me dire euh....

C2-328: Non.... Parce que tu vois, je me rends compte que dans les 24 heures qui suit moi j'ai pas mal refait le tour de tout le monde. Informellement, « allo, allo » dans le cadre de porte. Tu vois le lendemain matin, je vais aller voir mon NPERS qui lui après les rencontres y veut s'en aller, mais je sais que si je l'attrape dans le cadre de porte demain matin, tsé y va jaser pis y va être plus ouvert. C'est pas le temps, c'est pas temps après la rencontre pis y veut s'en aller. Le lendemain c'est le meilleur temps. Faque tsé c'est ça. Faque en faisant ma petite tournée du matin...

K329: Faque ma rencontre ne se terminera pas à 15h30...

C2-329: Non, elle va se terminer de 24 à 48 heures plus tard. Mais c'est ça... tsé tantôt, je disais « small talk », mais dans le fond c'est pas tant du « small talk » que ça, c'est souvent, tsé justement : « ah... ça tombe bien que je te vois, je voulais te dire que... ». J'aime ça aussi faire la livraison des bonnes nouvelles en personne plutôt que par courriel quand je suis capable. Faque je profite de mes tournées pour...

K330: Pis quand tu dis « livraison de bonnes nouvelles », c'est que je...

C2-330: Tsé le lendemain matin ou deux jours après, quand je suis en tournée pis je recroise quelqu'un ben tsé je vais être capable de dire ah tsé j'ai fait tel suivi avec tel parent qu'on s'était dit.

K331: OK... dans ce sens-là les bonnes nouvelles, pis là j'ai fait le petit retour, j'ramasse mes livres, nos choses, un peu comme tu dis, prendre un moment-là pas vite, vite, je me sauve, ça nous permet de parler, on marche ensemble, on monte ensemble, pis après ça, je check mes courriels, ma boîte vocale pis je m'enligne pour quitter vers.... 16h30?

C2-331: rire

K332: 19h00?

C2-332: Euh? Non, c'est plus souvent 6.

K333: OK, vers 6h. OK, mais là je vais faire quoi entre 3h et demie pis 6 heures? Là j'ai fait mes courriels, ma boîte vocale.

C2-333: Bon, c'qui faut comprendre c'est pour ça que c'est pas nécessaire que tu saches tout ça, mais oui... y'a une dynamique d'équipe et une première secondaire particulière cette année. Moi, de 8h à 15h l'après-midi, je suis à peu près pas dans mon bureau. Je fais beaucoup beaucoup d'interventions sur le terrain. Faque de 3 à 6, je fais mon travail dans mon bureau. Je fais ce qui a besoin d'être fait tous mes appels pis toute mes...

K334: Faque dans le fond, je vais faire mes retours d'appel?

C2-334: Oui oui, tsé mes suivis tsé comme là on est en période de reclassement. Toutes ces tâches-là plus administrative, toute l'organisation de mes activités de transition ça se fait pas mal de trois à six. Toutes ces affaires-là que j'arrive très peu à faire dans le jour. Très très peu parce que je suis sollicitée beaucoup beaucoup beaucoup. On est en train de développer l'autonomie de tout ce beau monde-là. Tsé je vois déjà du progrès, mais c'est une équipe qui a besoin, qui sollicite beaucoup beaucoup beaucoup beaucoup beaucoup beaucoup.

K335: Pis est-ce que je ma rencontre de ma rencontre je risque de me faire déranger?

C2-335: Non, pas tant.

K336: Pis la porte va être fermé?

C2-336: Ça, tout le monde le sait, on l'affiche, on l'envoie par courriel. Pis les rencontres portrait, c'est un peu sacré ils y tiennent beaucoup donc quand c'est ça, ben toute est bloquée

K337: Je ferme ma radio?

C2-337: La porte est fermée. Euh? La radio est toujours un peu ouverte, mais y'a quelqu'un d'autre qui va prendre le relais.

K338: OK, super, pis là je vais travailler jusqu'à six heures pour faire plus les tâches administratives que je comprends. Pis, là je vais arrêter un moment donné parce qu'y est six heures?

C2-338: Parce qui faut s'en aller chez nous... ça pas l'air vendeur, mais ça se passe bien.... Y'a des belles choses qui se passent, ça l'air terrible... on dirait je parle de mon équipe de ma job pis ça pas l'air le fun, mais non...

K339: Ben moi, j'ai super hâte de ramener les gens à l'ordre.... D'avoir une rencontre qui dure de 24 à 48 heures.

C2-339: Ben, c'tune manière de parler... non, ça me tente pas, je dors la nuit, tout va bien...

K340: Mais ce que je comprends c'est qui a quand même de gros enjeux là.

C2-340: Oui.

K341: Des gros enjeux de réorganisation, de j'ai comme... c'est ça... y' a comme deux niveaux d'action... c'est comme si quand tu me dis ce que je dois faire dans la rencontre, je comprends ce que je dois faire dans la rencontre, mais je dois le faire parce que je comprends....

C2-341: De façon macro y'a comme des enjeux...

K342: Organisationnel. Un contexte historique aussi d'un climat de travail... faque je fais ma job, mais en même temps faut pas... tsé, je tiens tout ça en considération aussi pis dans mon enjeu, qu'est-ce que je veux, c'est que mes rencontres dans le fond, dans le fond l'objectif de ma rencontre c'est de faire en sorte que je suis capable de dire, de faire un suivi d'élèves.

C2-342: Oui, y'a comme premier niveau, notre suivi d'élèves pis notre temps de concertation pour s'assurer qu'ont travail tout le monde dans le même sens pis ça c'est super.

K343: Pis dans le même sens parce que qu'est-ce qu'on veut c'est que les élèves restent en classe pis.... Réussissent.

C2-343: Oui, tout à fait.

K344: Faque ça, c'est notre premier niveau.

C2-344: Pis deuxième niveau, ben y'a la forme que ça prend qui prend cette forme-là, comme tu dis, pour des raisons historico-organisationnelles on pourrait dire pis qui est en train de bouger, mais c'est des choses qui sont... pis là je connais pas le contexte dans les autres écoles, mais c'est sûr que chez nous on a beaucoup de membres du personnel qui sont là depuis très très très longtemps. Faque y'en ont vu du personnel de direction passer faque tsé...

K345: Pis un moment donner dans la rencontre, ça se peux-tu que j'aille le goût de dire bah... c'es-tu quoi, ça me tente pu... dites ce que vous avez à dire pis arrête ça ou non, je vais quand même continuer et si faut que je ramène 50 fois, je vais ramener, 50 fois pis je vais toujours...

C2-345: Non, moi, je vais juste qu'au bout du geste, je vais aller jusqu'au bout du geste, oui, pis c'est ce qui fait que ça va de mieux en mieux parce qu'ils savent que peu importe, la madame à cassera pas. Tsé, je vais tenir mon bout pis on va se rendre... Peut-être un jour ça va arriver que je vais dire, savez-vous quoi, allez-vous-en chez vous... tsé une rencontre de cycle, ça se peut, peut-être un moment donné, mais jusqu'à maintenant, c'est ce qui fait que d'une fois à l'autre, c'est de plus en plus facile et on a un climat de plus en plus agréable. On s'est dit qu'on ferait ça, pis on se rend au bout de ça. Non seulement ça, mais on va le faire comme du monde. En se parlant comme il faut, pis en étant... Faque on arrive à ça.

K347: Pis dis-moi donc, juste une dernière question en conclusion, est-ce que, quand je suis dans la rencontre, pis je fais ma tournée de classe, je suis quand même sérieuse? Ou je suis asse souriante joyeuse, pimpante?

C2-346: Ah non, de façon informelle, on est très parce que... par ailleurs...

K348: Faque moi je suis quand même souriante quand je ramène à l'ordre...

C2-347: Ben tsé, je veux dire, si c'est la 3e fois que je te ramène à l'ordre, ça se peut que je sois moins souriante. Mais tsé, mais à côté de ça, dans l'informel, on a de très belles relations, on est très souriants.

K349: Faque je suis quelqu'un d'assez souriant pis je peux jOKer durant la rencontre pis tout ça... faque si je fais des jOKe, y dirons pas ben voyons, qu'est-ce qui se passe avec elle?

C2-348: Non. Au début un peu, mais maintenant qui me connaissent. On a comme développé notre....

K350: Faque ça se peut qui me voit souriante au début, mais après ça, quand ça fait trois fois que je te ramène, ça se peut que je change de face.

C2-349: Oui, ça peut arriver.

K351: Pis si je change de face... je vais dire: ah non, j'ai changé de face... je vais me dire, j'ai 24 à 48 heures pour reprendre ça...

C2-350: (rire) Pour reprendre ce glissement... Oui, mais comme je te disais, dépendamment du contexte, parce qu'il faut être juste et équitable, ça, c'est important, mais y sont content qu'on le fasse, y'ont besoin, ils l'ont nommé souvent, qui ont besoin de cette rigueur-là. Y'ont besoin de savoir que si quelqu'un dérape, y va se le faire dire. Parce qui ont été longtemps piétinés par ceux qui dérapent.

K352: Parce que dans le fond, je me fais aussi, parce que là je t'écoute... pis on revient à la rencontre pis à l'objectif, pis ce qu'on se dit qui a comme différent traitement de la rencontre, c'est aussi, je dois aussi avoir en tête, d'être pas juste gardienne de ce qui est dit, mais comme si je suis gardienne de ce qui est attendu?

C2-351: Oui.

K353: De leur besoin?

C2-352: Oui, pis ce qui est attendu faut comme aller le chercher souvent... tsé mettons par rapport à cette rencontre-là, ça été, y'a fallu j'en fasse une, pis je dise ben voyons, qu'est-ce que c'est ça? Pis que je revienne en disant, quelles sont vos attentes par rapport à cette rencontre-là? Qu'est-ce que vous espérez en tirer? Parce que tsé moi j'entendais, plus de communication oui, mais quelles informations que vous voulez... je sais pas moi si c'est des choses que je peux vous dire ou pas. Dites-moi ce que vous espérez comme information pis un moment donné tu dis ah OK, ce type d'information... OK, vous voulez juste savoir... vous voulez un système pour que l'information circule.,.. Parfait, sauve qu'on va arrêter de se dire n'importe quoi... parce que ça, c'est on perd du temps.... C'est frustrant pour tout le monde pis tout le monde sort de cette rencontre-là en n'ayant pas l'impression d'avoir d'avoir... avancer là. Faque c'est¸ ça, des fois faut aller le chercher. Faque ça cette question, je la pose souvent à mon équipe. Oui, mais c'est quoi ton attente? Qu'est-ce que t'espères?

K354: Mais là j'aurai pas besoin de poser ça?

C2-353: Non, pas pour cette rencontre-là.

K355: Parce que ç'a été fait déjà.

C2-354: Mais comme je te dis, faut le ramener... en début de rencontre, je le ramène... On se rappelle que... procédure c'est ça parce que…

K356: Mais à la fin de la journée, je risque d'être fatigué quand même?

C2-355: Oui.

K357: Pis d'être concentré après ça de 3h30 à 6h30... d'aller faire ça...

C2-356: Oui, mais y'a pas de bruit pis y'a personne qui nous parle.

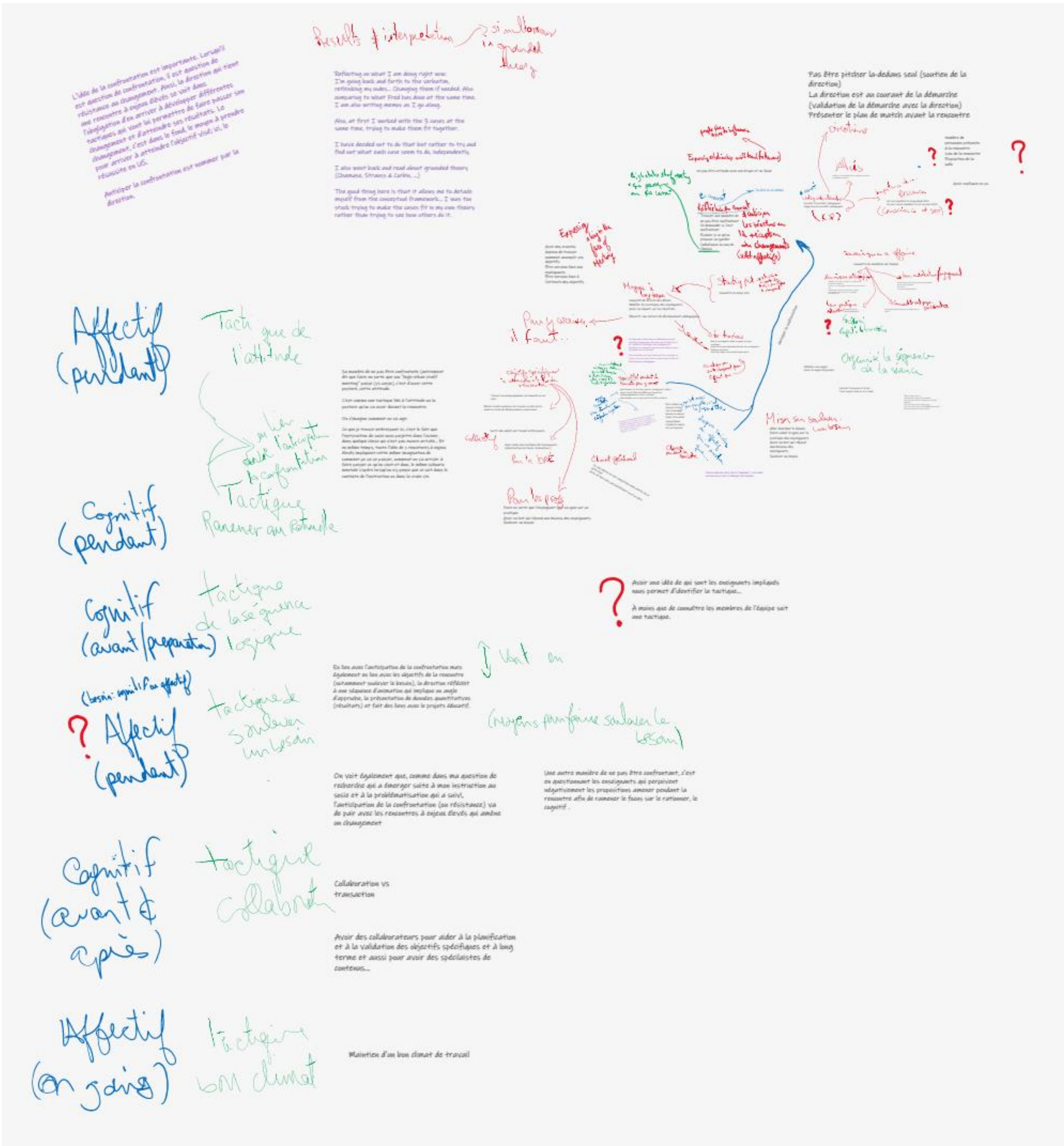
K358: Oui, c’est sur.

C2-357: Y’a une plus-value.

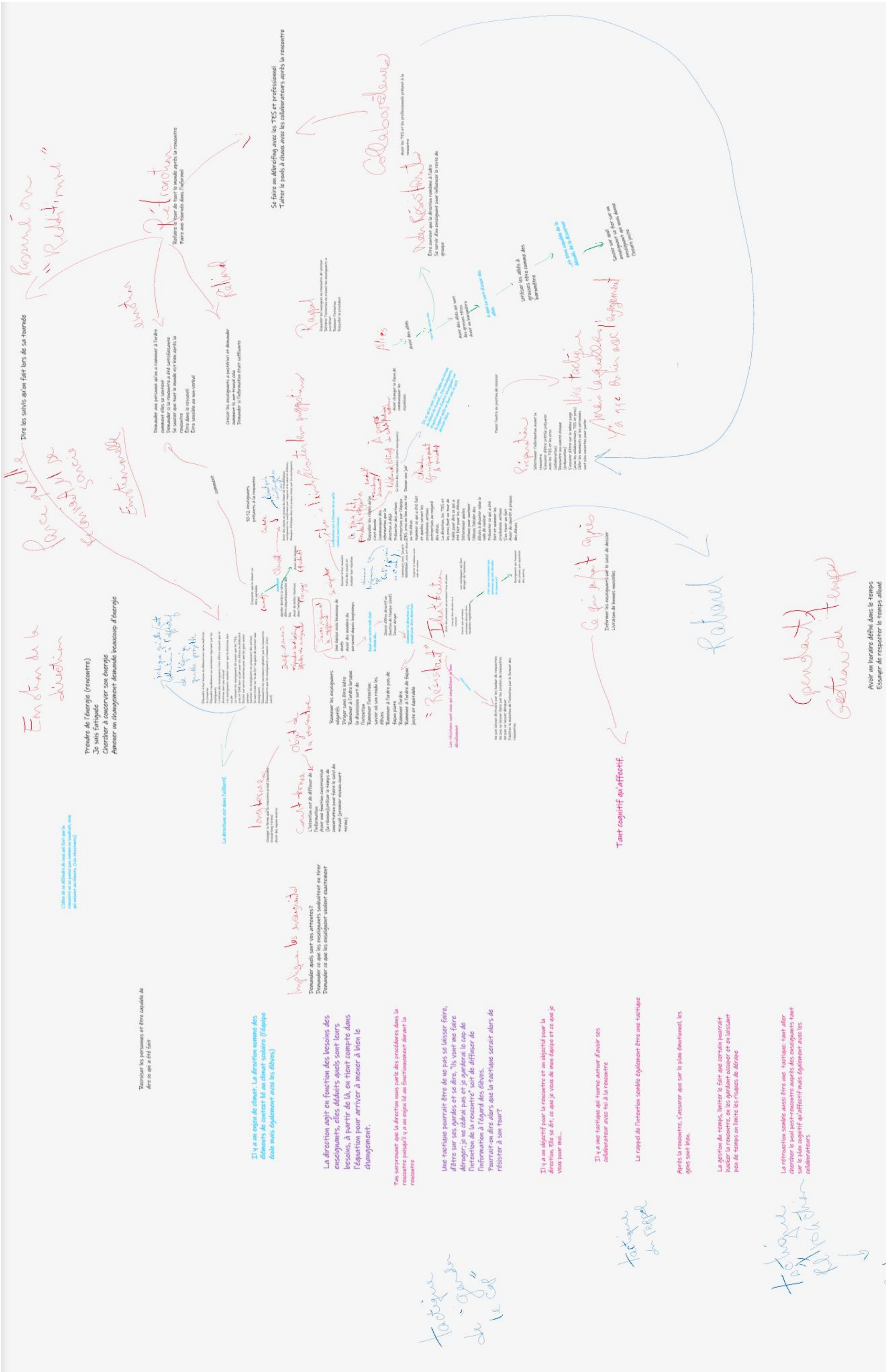
K359: Là, ça fait une heure qu’on parle. On pourrait aller beaucoup plus loin... mais c’est super... Merci... je suis fatiguée pour toi.

Annexe 10 Code by Code on White Page

Peer Case 1

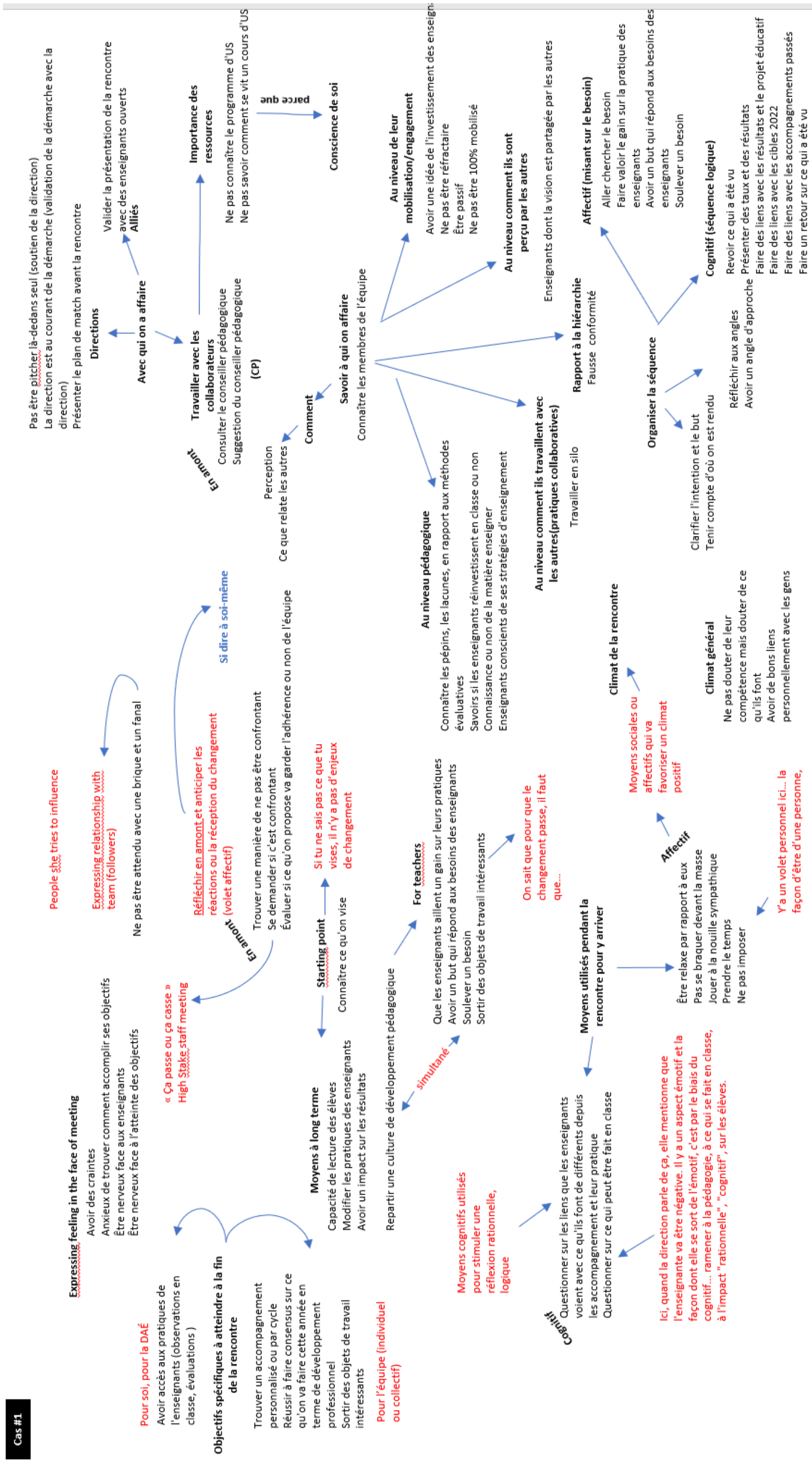


Peer Case 2

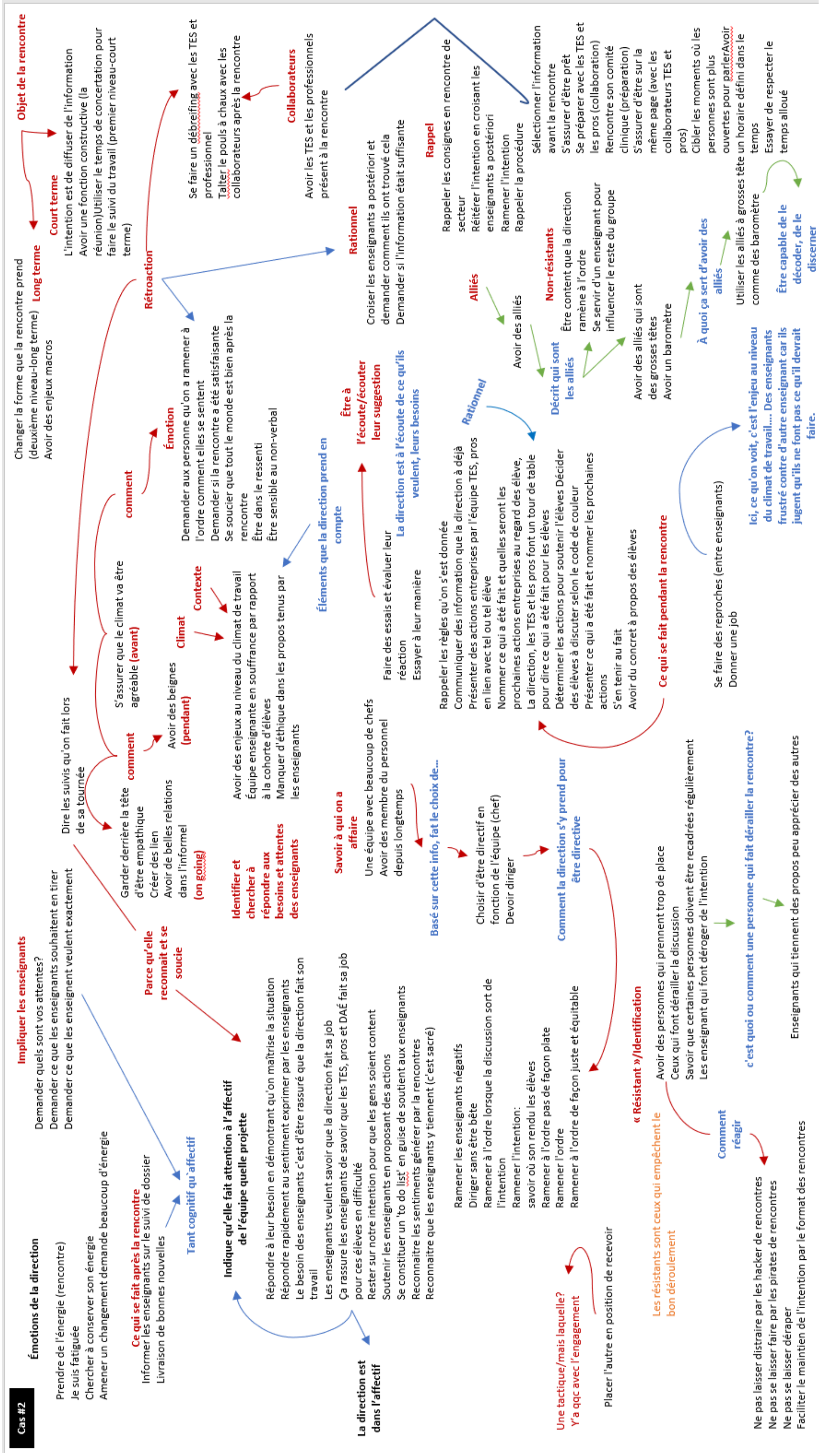


Annexe 11: Typed Handwritten Maps

Peer case 1



Peer case 2



Cas #2
Émotions de la direction
Prendre de l'énergie (rencontre)
Je suis fatiguée
Chercher à conserver son énergie
Amener un changement demande beaucoup d'énergie
Ce qui se fait après la rencontre
Informer les enseignants sur le suivi de dossier
Livraison de bonnes nouvelles
Tant cognitif qu'affectif
Impliquer les enseignants
Demander quels sont vos attentes?
Demander ce que les enseignants souhaitent en tirer
Demander ce que les enseignent veulent exactement
Indique qu'elle fait attention à l'affectif de l'équipe quelle projette
Répondre à leur besoin en démontrant qu'on maîtrise la situation
Répondre rapidement au sentiment exprimer par les enseignants
Le besoin des enseignants c'est d'être rassuré que la direction fait son travail
Les enseignants veulent savoir que la direction fait sa job
Ça rassure les enseignants de savoir que les TES, pros et DAÉ fait sa job pour ces élèves en difficulté
Rester sur notre intention pour que les gens soient content
Soutenir les enseignants en proposant des actions
Se constituer un 'to do list' en guise de soutient aux enseignants
Reconnaitre les sentiments générer par la rencontres
Reconnaitre que les enseignants y tiennent (c'est sacré)
La direction est dans l'affectif
Parce qu'elle reconnait et se soucie
Dire les suivis qu'on fait lors de sa tournée
Garder derrière la tête d'être empathique
Créer des lien
Avoir de belles relations dans l'informel
(on going)
comment
S'assurer que le climat va être agréable (avant)
Avoir des beignes (pendant)
comment
Climat
Contexte
Identifier et chercher à répondre aux besoins et attentes des enseignants
Avoir des enjeux au niveau du climat de travail
Équipe enseignante en souffrance par rapport à la cohorte d'élèves
Manquer d'éthique dans les propos tenus par les enseignants
Émotion
Demander aux personne qu'on a ramener à l'ordre comment elles se sentent
Demander si la rencontre a été satisfaisante
Se soucier que tout le monde est bien après la rencontre
Être dans le ressenti
Être sensible au non-verbal
Changer la forme que la rencontre prend (deuxième niveau-long terme)
Avoir des enjeux macros
Long terme
Objet de la rencontre
Court terme
L'intention est de diffuser de l'information
Avoir une fonction constructive (la réunion)Utiliser le temps de concertation pour faire le suivi du travail (premier niveau-court terme)
Rétroaction
Se faire un débreifing avec les TES et professionnel
Talter le pouls à chaux avec les collaborateurs après la rencontre
Collaborateurs
Avoir les TES et les professionnels présent à la rencontre
Éléments que la direction prend en compte
Savoir à qui on a affaire
Une équipe avec beaucoup de chefs
Avoir des membre du personnel depuis longtemps
Faire des essais et évaluer leur réaction
Essayer à leur manière
Être à l'écoute/écouter leur suggestion
La direction est à l'écoute de ce qu'ils veulent, leurs besoins
Rationnel
Croiser les enseignants a postériori et demander comment ils ont trouvé cela
Demander si l'information était suffisante
Basé sur cette info, fat le choix de...
Choisir d'être directif en fonction de l'équipe (chef)
Devoir diriger
Comment la direction s'y prend pour être directive
Ramener les enseignants négatifs
Diriger sans être bête
Ramener à l'ordre lorsque la discussion sort de l'intention
Ramener l'intention:
savoir où son rendu les élèves
Ramener à l'ordre pas de façon plate
Ramener l'ordre
Ramener à l'ordre de façon juste et équitable
Une tactique/mais laquelle?
Y'a qqc avec l'engagement
Placer l'autre en position de recevoir
Rappeler les règles qu'on s'est donnée
Communiquer des information que la direction à déjà
Présenter des actions entreprises par l'équipe TES, pros en lien avec tel ou tel élève
Nommer ce qui a été fait et quelles seront les prochaines actions entreprises au regard des élève,
La direction, les TES et les pros font un tour de table pour dire ce qui a été fait pour les élèves
Déterminer les actions pour soutenir l'élèves Décider des élèves à discuter selon le code de couleur
Présenter ce qui a été fait et nommer les prochaines actions
S'en tenir au fait
Avoir du concret à propos des élèves
Ce qui se fait pendant la rencontre
Rationnel
Alliés
Avoir des alliés
Décrit qui sont les alliés
Non-résistants
Être content que la direction ramène à l'ordre
Se servir d'un enseignant pour influencer le reste du groupe
Avoir des alliés qui sont des grosses têtes
Avoir un baromètre
À quoi ça sert d'avoir des alliés
Utiliser les alliés à grosses tête comme des baromètre
Être capable de le décoder, de le discerner
Rappel
Rappeler les consignes en rencontre de secteur
Réitérer l'intention en croisant les enseignants a postériori
Ramener l'intention
Rappeler la procédure
Sélectionner l'information avant la rencontre
S'assurer d'être prêt
Se préparer avec les TES et les pros (collaboration)
Rencontre son comité clinique (préparation)
S'assurer d'être sur la même page (avec les collaborateurs TES et pros)
Cibler les moments où les personnes sont plus ouvertes pour parlerAvoir un horaire défini dans le temps
Essayer de respecter le temps alloué
« Résistant »/Identification
Les résistants sont ceux qui empêchent le bon déroulement
Avoir des personnes qui prennent trop de place
Ceux qui font dérailler la discussion
Savoir que certaines personnes doivent être recadrées régulièrement
Les enseignant qui font déroger de l'intention
Comment réagir
Ne pas laisser distraire par les hacker de rencontres
Ne pas se laisser faire par les pirates de rencontres
Ne pas se laisser déraper
Faciliter le maintien de l'intention par le format des rencontres
c'est quoi ou comment une personne qui fait dérailler la rencontre?
Enseignants qui tiennent des propos peu apprécier des autres
Se faire des reproches (entre enseignants)
Donner une job
Ici, ce qu'on voit, c'est l'enjeu au niveau du climat de travail.... Des enseignants frustré contre d'autre enseignant car ils jugent qu'ils ne font pas ce qu'il devrait faire.