

Effective Principal Counselor Relationships
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It is intriguing to note that the degree to which administrators and counselors were eager/willing to complete the *Effective Administrator-Counselor Relationship Self-Assessment Tool* correlates to the identified gaps between the importance and presence of essential characteristics of a successful relationship. Those who were eager to complete the self-assessment described fewer gaps than those who were reluctant. Counselors who were reluctant shared concerns about who would see their responses and how they would be used. Administrators who were reluctant did not openly share concerns, but made statements like, "this is really important to me," and "I am really trying to be honest." I am curious about how honest dialogue is encouraged and valued, or discouraged and diminished.

In the 2009 study, *A Closer Look at the Principal-Counselor Relationship: A Survey of Principals and Counselors*, a key finding was that "both principals and counselors ranked communication and respect as the two most important elements in the principal-counselor relationship," and that "principals more often mentioned the quality of the communication while counselors mentioned the frequency of the communication," (p. 4). Even though the collective findings (see appendix B) from administrators and counselors I surveyed (four of each from one high school) did not include such a ranking of important elements, I think the underpinnings or sources of the different definitions or perceptions of good communication closely relate to the difference perceptions my counselors and administrators conveyed about the presence of effective communication between them.

Notes from reading:

These seem more personally derived than from that which would benefit the student more. Does the professional model of schools need to be more student-centered in its HR approach to be successful? Is this even possible?

It seems like collaboration and shared vision would need to be number 1 and 2 in order to highly impact student achievement.

This seems indicative of the principal/admin relationship with all school employees in general. Leaders are concerned about the mission while most staff members cannot see the mission until they have personal satisfaction in their job. Maybe it is about viewing what you do as a "job" versus a "passion".

I tend to fall on the side of, "it is often necessary to sacrifice the self for the good of the whole or the good of the cause." I need to be aware of this difference when thinking about the management of people. Those who believe as I should be given more autonomy and trust and empowered as leaders (with this awareness built in). Those for whom the personal is first, need to be made to feel valued and awarded and intentionally nurtured into finding a way back to the passion side of education (if that basis was originally part of why they entered education). For those

education is truly just a job and always will be, coaching into a different career might be the best method of approach.

In reference to this project, I can see the personal influence in the counselor (specifically one counselor) dissatisfaction with the admin-counselor relationship. This administration would benefit from varying their approaches to each counselor in terms of feedback, collaboration, and praise, to maximize individual potential, taking into account who needs quality versus quantity of communication. As a whole, the admin team might want to have an open discussion about their own evaluations on the survey, deciding if the counseling chair is working from a growth (vision) mindset, or a fixed (personal satisfaction) mindset. If from a vision mindset, it would be good to look at all data with the chair and formulate a plan to bridge the importance-presence gap. The counseling team would benefit from looking at how they think they should be spending individual time to be most effective in working toward the vision of student success and consider using the Annual Agreement Template with their administrators to establish clear expectations and desired feedback.