

Coaching Conversations

Working with colleagues to develop better
outcomes for children

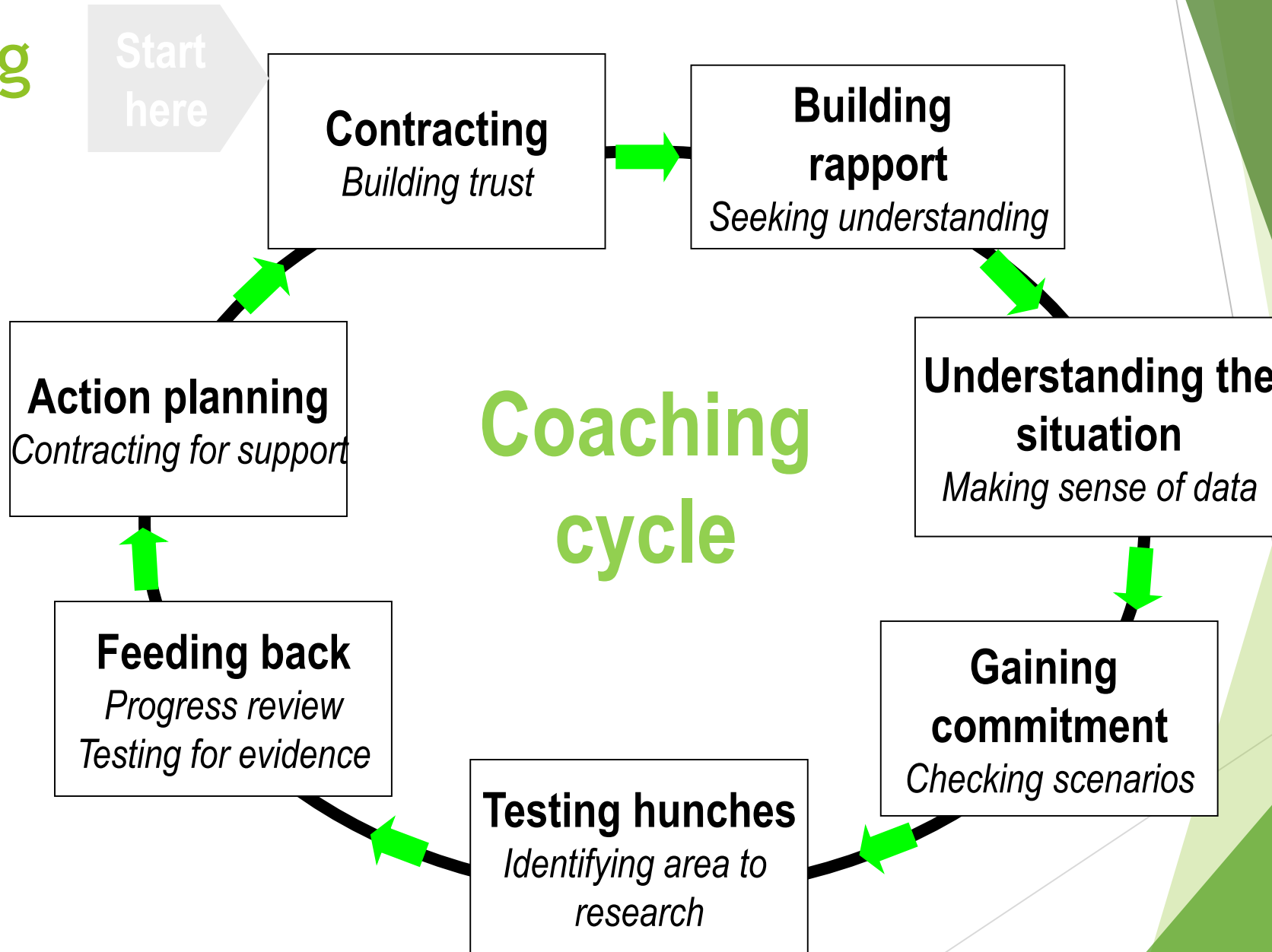
Aims of the session

- ▶ Consider the role of coaching in school improvement
- ▶ Consider how to work with colleagues to achieve required outcomes
- ▶ Removing barriers
- ▶ Have a shared understanding about impact measures, quality assurance and accountability
- ▶ Identify best practice in recording the outcomes of conversations

What is coaching?

- ▶ Think of a time when you have worked with an effective coach. What did this look like, and why was it effective?
- ▶ What is the difference between coaching and mentoring?

Coaching



Why are there barriers?

- ▶ Communication
- ▶ Not challenged previously
- ▶ Lack of clarity (vision)
- ▶ Haven't kept pace with changing expectations
- ▶ Ineffective performance
- ▶ Have been 'worked around'
- ▶ Inconsistency of approach
- ▶ Lack of professionalism

The use of language

- ▶ Phraseology is really important
- ▶ How we say something is as important as what we say
- ▶ Consider the implication behind the text

Eric Berne's Transactional Analysis theory

- ▶ In the 1950's, Berne identified that when two people encounter each other, one will speak (stimulus)
- ▶ The other will respond
- ▶ Each person has three ego states: Parent, Adult, and Child

Parent

- ▶ This is our ingrained voice of authority, absorbed conditioning, learning and attitudes from when we were young. We were conditioned by our real parents, teachers, older people, next door neighbours, aunts and uncles, Father Christmas and Jack Frost. Our Parent is made up of a huge number of hidden and overt recorded playbacks. Typically embodied by phrases and attitudes starting with 'how to', 'under no circumstances', 'always' and 'never forget', 'don't lie, cheat, steal', etc, etc. Our parent is formed by external events and influences upon us as we grow through early childhood. We can change it, but this is easier said than done.

Child

- ▶ Our internal reaction and feelings to external events form the 'Child'. This is the seeing, hearing, feeling, and emotional body of data within each of us. When anger or despair dominates reason, the Child is in control. Like our Parent we can change it, but it is no easier.

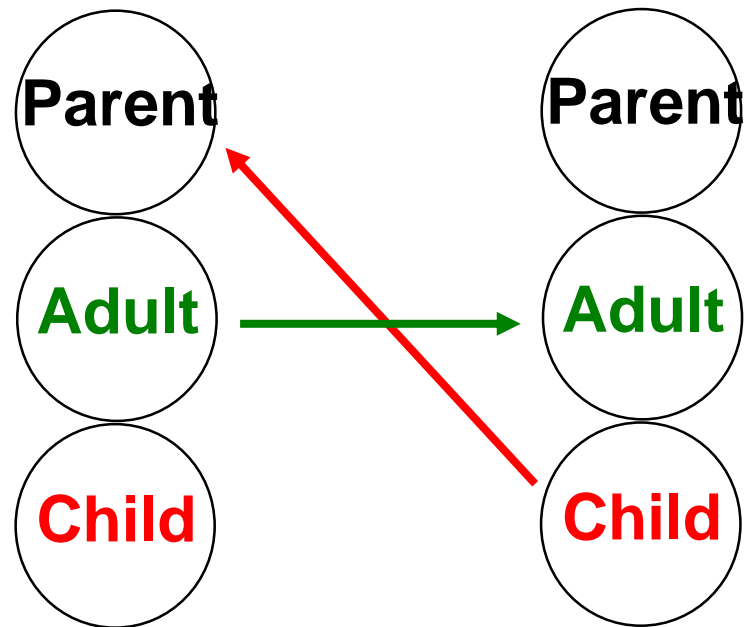
Adult

- ▶ Our 'Adult' is our ability to think and determine action for ourselves, based on received data. The adult in us begins to form at around ten months old, and is the means by which we keep our Parent and Child under control. If we are to change our Parent or Child we must do so through our adult.

| | Parent | Adult | Child |
|----------|--|--|--|
| Words | Should Don't Must Ought Always Never You are . . . | How? When? Why? What? Facts Statistics Have you tried . . . ? Let's review | Now Want Won't Can't Wish I'll try Please Thank you |
| Tone | Harsh Encouraging Supportive | Clear Calm Confident | Flattering Teasing Fast |
| Gestures | Pointing Tapping | Eye contact Listening Grounded | Slumped Energised Sulking |

S: Have you finished marking your books yet?

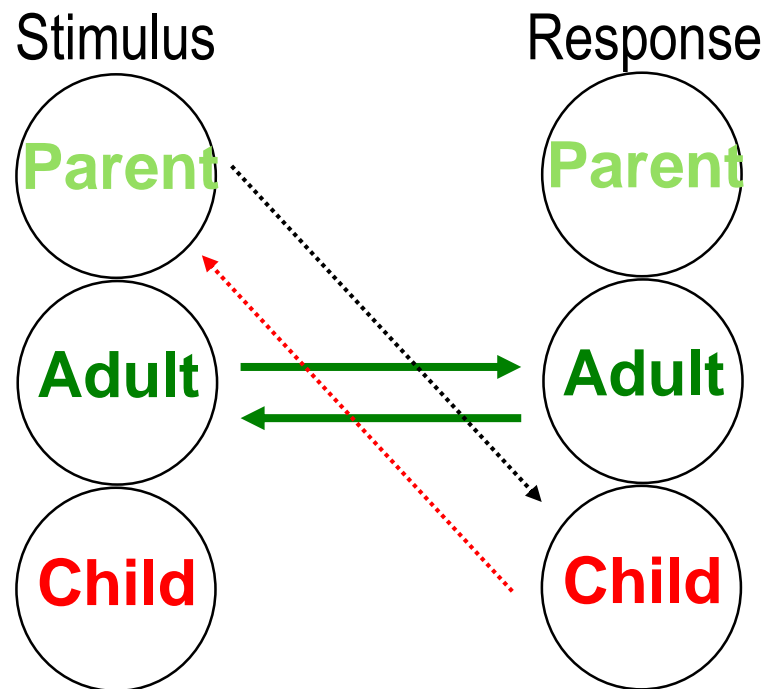
R: How can I possibly have done it when I am setting work for a supply teacher *and* filling in the assessment tracker?



Ulterior transactions

S: I'm not happy about the way that went . . . **You're incompetent.**

R: Could you give me some details. **You idiot!**



The importance of non-verbal communication

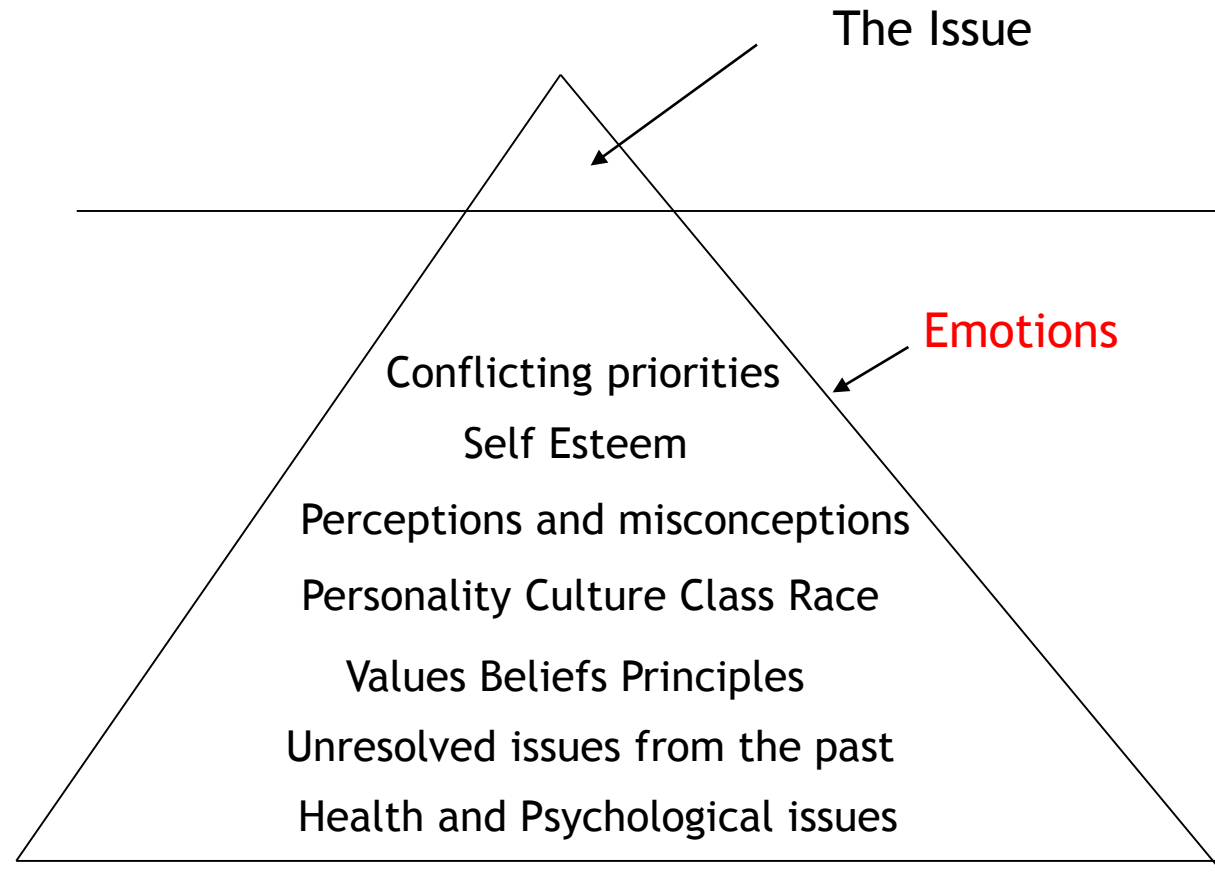
- ▶ Remember, when you are trying to identify ego states: words are only part of the story.
- ▶ To analyse a transaction you need to see and feel what is being said as well.
- ▶ Only 7% of meaning is in the words spoken.
- ▶ 38% of meaning is paralinguistic (the way that the words are said).
- ▶ 55% is in facial expression.

(source: Albert Mehrabian)

Some Useful Questions

- *What is the issue/challenge?*
- *What makes it a challenge?*
- *How important is it? (1 - 10)*
- *What have you tried already?*
- *Imagine the challenge is solved? What are you doing? Thinking about? Feeling?*
- *What's standing/getting in the way?*

Think about what lies below the surface



Appeal to Shared Values

- ▶ For the sake of the children
- ▶ For the success of your class
- ▶ For the school
- ▶ For colleagues

Emotional Intelligence

- ▶ Focus on the intended outcome
- ▶ Don't feel you have to defend when attacked/blamed
- ▶ Don't back people into a corner
- ▶ Use your position of power to support/resolve
- ▶ Use listening, coaching and directing appropriately

Forward Focus

- ▶ Separate people from problems
- ▶ Separate problems from solutions
- ▶ Separate the past from the future
- ▶ Move the discussion from who is right to what is the best way forward

Best practice

- ▶ Try to view the issue from different perspectives in order to understand it fully
- ▶ Form a supportive relationship; don't be judgemental
- ▶ Confidentiality, data protection and liability
- ▶ Break problems down into small and manageable steps
- ▶ Log all contact with the school and summarise interactions in notes of visit
- ▶ Account for all time spent with TSA manager
- ▶ Measure and record impact through recommendations
- ▶ Only offer additional work with the agreement of the StSS lead

Coaching

Using the grow model

Differentiation

| TRAINING | COACHING |
|--|--|
| Training is the way we teach people knowledge/hard or soft skills to know how to do things | Coaching is the way we give them guidance of how to improve their performance |
| Training is a process when mostly trainee get information in one-way | Coaching is an interactive process that provides guidance and encourages coaches to make productive decisions while taking personal ownership of those decisions. |
| Training just takes place at particular point of time (usually before people take charge of their job) | Coaching is on-going and during the time people perform their task |

A COACH'S ROLE

*' You cannot teach a man anything, you can only help him
find it
for himself'*





“Repeatedly doing the same and expecting change”



“How coaching works”

- <http://www.youtube.com/watch?v=UY75MQte4RU>

WHO IS A GOOD COACH?



What are necessary skills?

- Demonstrate strong interpersonal skills, including:
 - Building rapport
 - Asking questions/ gaining information
 - Giving & receiving feedback
 - Listening
 - Persuading, influencing and encouraging others
- Observe and correctly interpret what's happening; before, during and after
- Help others learn, and continue to learn yourself
- Think on your feet and tackle situations creatively
- Help others paint a picture of a higher level of performance

What is right attitude?

- Confidence in your own abilities and a knowledge of what you can't do
- A genuine affinity for people
- A belief in others and a real wish to see them succeed
- An ability to take second place and not seek any glory empathy, to see things from others' points of view sensitivity, especially knowing when to step in and when to be quiet sense of humor
- Patience and a willingness to make time for people



Assumptions

- Everyone wants to do a good job
- You can't make people change, they can only change themselves
- Unless and until **people** take responsibility for both change and performance, neither is possible.
- Motivation is paramount
- People are more likely to change if there is something in it for them
- Sometimes people need support
- People are life long learners

- Firstly, try to understand what are the problems of coached person
- Set direction/vision/goals/outcomes
- Let them think by themselves how to get there
- Providing them tool (instruction/advise/experience/materials)
- Let them go beyond their current level of performance
- Let him implement the solutions they come up with, and if they fail the coach needs to be always there to support
- Help them to have 2nd chance to correct their mistakes

Skills # 2 & # 3: Active Listening & Motivating Action

1. Pay Attention - Give the speaker your undivided attention. Recognize that non-verbal communication also "speaks" loudly.

TIP: Don't mentally prepare a rebuttal!

2. Show That You're Listening - Use your own body language & gestures to convey attention.

TIP: Note your posture and make sure it is open and inviting.

3. Provide Feedback - Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said.

TIP: Reflect what has been said by paraphrasing. "What I'm hearing is..." & "Sounds like you are saying..." – Both are great ways to reflect back the speaker's main points.

BONUS TIP: If you find yourself responding emotionally to what someone says, you might say: "I may not be understanding you correctly, and I find myself taking what you said personally. What I thought you just said is ____; is that what you mean?"

4. Defer Judgment - Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

TIP: Treat the other person in a way that you think they want to be treated.

Content modified with permission from MindTools.com – find other great leadership resources on their website!



GROW

Goals

What do you want?

Reality

What is happening now?

Options

What are your choices?

Wrap-up

What will you commit to?

A Simple Four-Step Structure

The framework provides a simple four-step structure for a coaching session

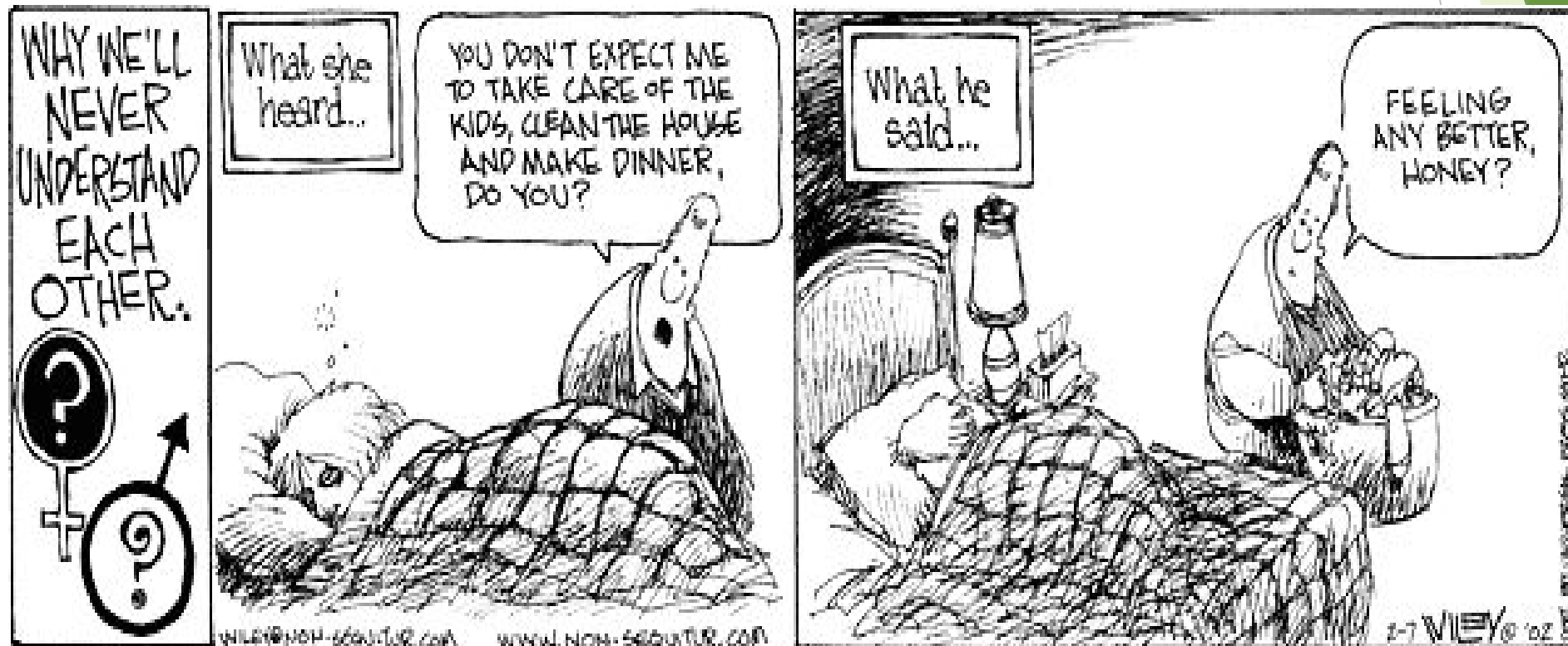
Step 1: Goal. Coach and player identify and agree on a number of clear and achievable goals (outcomes) for the discussion. This goal is not the longer-term objective that the player has. This desired outcome is to be achieved within the limits of the discussion.

Step 2: Reality. Both coach and player invite self-assessment and offer specific examples to illustrate their points and achieve the most accurate picture of the topic possible.

- ***Step 3: Options.*** In the options stage the coach's intention is to draw out a list of what all that is possible for the player to do without judgment and evaluation. Coach elicits suggestions from the player by asking effective questions and guides him/her towards making the right choices.
- ***Step 4: Wrap-up.*** In this stage the coach's intention is to gain commitment to action. Coach and player select the most appropriate options, commit to action, define the action plan, the next steps and a timeframe for their objectives and identify how to overcome obstacles.

We do not always hear what the other says

It's never easy!



Feedback

Specific

It's not best idea to talk to the kids when you are facing the whiteboard

In the first 5 minutes you spoke to the class three times while facing and writing on the whiteboard. I found it difficult to hear from where I was sitting.

Vague

You don't have a great way of getting your instructions across do you? Do you not like the class?

You spend a lot of time looking and talking at the whiteboard. They certainly aren't engaging with you.

Judgemental

Descriptive

*The people, led by
wise leadership
will come to the
realisation,
“We did it ourselves.”*

Lao Tsu

Writing records & notes of visit

- ▶ Guide to Ofsted's House Style - the importance of language
- ▶ Writing with clarity, concisely but with an appreciation of the audience
- ▶ Importance of recommendations, revisiting these as impact measures
- ▶ Accountability & awareness of external audiences