Coaching Skills
for Educational Leaders

Presenter: Judith Wilson, M.C.C.
Coach . Trainer . Speaker . Author
Objectives

- Understand why we must learn to coach
- Get an introduction to how to use the coaching approach
- Realize the impact of coaching on teaching, mentoring, and learning
- Practice a couple of coaching skills

Take Aways

- Use these skills to develop, retain, and advance our staff
- Enhance the talent development capability of our people on a day-to-day basis not once a year
- Apply additional coaching skills to add value as an educator and as a manager
- Improve our schools
What Is Coaching?

Coaching is a process that supports individuals to make more conscious decisions and take new action. It requires the coach to possess a certain mindset, apply a mastered set of skills, and employ a conversational framework that helps move a person from point A to point B.

Coaching is the ability to facilitate and stimulate a person’s thinking. Coaching requires that you ask focused questions 90% of the time and provide advice, insight, examples, and information, 10% of the time. Coaching is one of many management tools you have in your tool kit.
How Does Coaching Help?

Coaching helps individuals identify and build on their strengths and internal resources. It fosters new levels of reflection, awareness, communication, accountability and engagement.

Coaching moves a person forward from where they are now to where they want or need to be. It helps a person set impactful goals, seek breakthroughs in their thinking, make new connections in the brain, and take new action.

Coaching enhances many kinds of conversations by providing a deeper sense of caring and focus in the relationship.

Adapted from ‘Coaching Skills for Nonprofit Managers: Developing Your People to Achieve Your Mission’, Judith Wilson and Michelle Gislason,
What to Use the Coaching Approach For

1. Driving up standards
2. Continuing staff development
3. Reaching for higher performance and goals
4. Developing new skills or abilities
5. Establishing new behaviors or habits
6. Developing increasing consciousness through new perceptions, beliefs, meaning, values
7. Increasing student empowerment for learning
Professional Development Experiences in One Public School District

Based on a three year program by Certified Inspired Learning Facilitators™ measuring the International Coach Federation's coaching core competencies.
Main role of the coach:
84.8% sounding board
78.1% motivator
56.7% friend
50.5% mentor
46.7% business consultant
41% teacher

Typical issues:
84.5% time management
74.3% career guidance
73.8% business guidance
58.6% relationship issues
45.2% personal issues
39.5% goal-setting
38.1% financial guidance
11% creativity

Outcomes attributed to coaching:
67.6% higher level of self-awareness
62.4% smarter goal-setting
60.5% more balanced life
57.1% lower stress levels
52.4% more self-confidence
39.5% enhanced communication skills
35.7% project completion
33.3% better relationship with staff
33.3% better family relationships
31.9% increased energy
31.9% more fun
25.7% more income
25.7% stopped a bad habit
24.3% change in career
22.9% more free time

The survey was conducted by Amy Watson, Principal, PROfusion Public Relations, with survey design assistance by Jackie Rieves Watson, Ph.D., professor of Management and Statistics, Amber University.
Coaching a Student

Participant’s comment: “Coaching skills are invaluable for administrators and mentor teachers in making [students and] staff members feel empowered.”

Implications for student learning: Since the event, the sense of pride acquired through this process of self-reflection greatly improved the student’s motivation for learning.

Coaching a Teacher

- Participant’s comment: “The thing that made this powerful for me was that I knew I needed to step up and ask the question and I was able to do so quickly.”

- Implications: The team is handling an issue itself and doing it well.
Coaching a Colleague

- Participant comments: “Educational leaders in the system need to be coached or coach their staff on designing, through empowerment, the best possible solutions for problems that affect student and staff learning.”

- Implications for student learning: Recognizing a student’s advanced ability, challenging ability through acceleration, recognizing parental influences and support, considering data from formal and informal assessments, and respecting teacher recommendations.

## Developing Others

<table>
<thead>
<tr>
<th>Yesterday</th>
<th>Today</th>
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<tbody>
<tr>
<td>- Focus on constraints or defects</td>
<td>- Focus on forward thinking and strengths</td>
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<tr>
<td>- Give advice and tell the answer so they come back for more answers (co-dependency)</td>
<td>- Encourage thinking and self-reliant problem-solving. Empower others to find their own answers and solve their own problems (empowering)</td>
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<tr>
<td>- Here’s what I did, so you can too</td>
<td>- Ask questions, listening attentively, give guidance and feedback</td>
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<td>- Focus on short-term issues (you need to fix this now)</td>
<td>- Future growth (“what strengths do you have and how can we leverage those strengths?”)</td>
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<td>- Here’s your future as we see it</td>
<td>- What do you aspire to in relation to your craft, brand, career, future?</td>
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<tr>
<td>- Use personal examples as a blunt tool (“This is what worked for me – it should work for you also”)</td>
<td>- Use examples “masterfully” checking for relevance</td>
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## Instructing vs Facilitating

### Instructive Approach
Builds Ability and Skill

- Tell
- Advise
- Show
- Orient
- Teach
- Direct
- Consult to
- Provide information

### Facilitative Approach Builds
Best Thinking, Commitment and Ownership

- Listen
- Facilitate
- Inquire/Ask
- Brainstorm
  - Encourage best thinking
  - Generate ideas
  - Pull from the other person
  - Empower
Instructing - Facilitating

Dyads

1. The coach will ask the person being coached the following:
   “What challenge or opportunity do you face right now?”

2. The person being coached will start to share.

3. When the whistle blows, the coach will:
   Tell, advise, instruct, teach, explain to the person being coached what to do to fix the situation.

I’ll tell you when it’s time to switch roles.
Instructing - Facilitating

Dyads

1. The coach will ask the person being coached the following:
   “What challenge or opportunity do you face right now?”

2. The person being coached will start to share.

3. The coach will facilitate the talker by only asking the following questions:
   
   What’s most important to you about this situation?
   What do you mean by that?  What are you really saying?
   What have you not yet tried that might be helpful?
   What’s next? What else?
Ask Yourself

1. Do you want others to own their own career development?

2. Do you want others to have more innovative and insightful ideas?

3. Do you want others to take more initiative and to be more responsible and accountable?

4. Do you want others to stay open to feedback?
When to Use Coaching Approach

If they are: **New** to a task or goal

You can: **TELL** (Instruct, train, guide, tell, offer advice)

If they are: **Somewhat familiar** with a task, yet hesitant

You can: **COACH** (With some instruction)

If they are: **Familiar** with a task, yet something is in the way

You can: **COACH** (Be a thought partner)

If they are: **Seasoned** at a Task

You might: **DELEGATE** (And continue to check in as they need you to)
Things Have Changed

Adapt………or you’ll miss the bus
Listen more than you talk: 90/10.

Ask more questions for their sake not yours.

Be forthright and on time with your feedback so people know how they are doing.

Know when and how much to share.

Based on core competencies of the International Coach Federation
Skill #1 - Listening

Superficial
- Listening to myself and my distractions

Self-referential
- Listening to you in relation to me. I want to fix you.

Fix-it
- Listening to you because I have a solution for you

Engaged
- Listening to all of it. What is being said. What is not being said. To understand you. To let you be heard. Managing my thoughts, feelings, urges. Managing it all. Full focus on you in this moment.

Skill #2 - Inquiry

- Focus on facilitating the other person’s thinking and problem-solving.
- Ask questions that prompt more thinking not to gather more information for yourself.
- Move a person forward from point A to B

Inquiring

- What? 90%
- How?
- Who?
- When?
- Where?
- Which?

- Is? 9%
- Did?
- Can?
- Are?
- Will?
- Why? 1%

Open-Ended Questions Continuum

1. First person to coach, ask:

“What will make you an even better educator or leader this year?”

2. Coach use engaged level of listening and active inquiry to prompt the coachee to think, reflect, learn and problem-solve.

3. Coachee share their thinking and answers, developing next steps for this situation.

4. 3 minutes each way. I’ll tell you when to switch.

- What do you need in this conversation?
- What is the bottom line?
- Where are you heading with this?
- What does this really mean?
- What have you not yet tried that might be helpful?
- What other options might be possible?
- Which option is most viable given the situation?
- What will you do next? By when?
- What support do you need to succeed?
- What else? Anything else?
Skill #3 – Giving Feedback

Definition: Feedback is information about past behavior delivered in the present which may influence future behavior.

- Charles N. Seashore, Edith Whitfield Seashore, and Gerald M. Weinberg
Two Kinds of Feedback

Appreciative feedback - to celebrate positive behavior or accomplishment, encourage continuation of valuable action or behavior

Developmental feedback - help improve or develop performance
Preparing Developmental Feedback

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>1. What did you actually observe or hear?</td>
<td></td>
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<tr>
<td>2. When did this happen?</td>
<td></td>
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<tr>
<td>3. What was impact?</td>
<td></td>
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<tr>
<td>4. What is required in the future? (Point B)</td>
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<td>5. What is your request?</td>
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<td>6. As you wrap coaching around the feedback, to help the person think about the feedback, which questions will be most useful to pose?</td>
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Developmental Feedback Example

We need to talk about how you can achieve all your deadlines even while under stress.

- In the last month you have only provided one report out of seven on time. This one report was only 70% finished, not your usual 100% that we had come to expect from you, and not up to your usual quality. This earned you a less than high mark.

- I know that you want to grade high and have time for your other endeavors. Let’s talk about how you can best achieve both.

  - What should we focus in on to turn this around?
  - What is important to pay attention to?
  - What is going on that you need to adjust?
  - How can you adjust this?
  - What other ways can you go about doing the work and getting some fun time in too?
Now, I also want us to address *how you can respond to the team with a little more balance in your approach.*

- You have had three outbursts that happened in the past two team meetings.
- You usually temper your responses well to others and contribute in a very helpful way.
- These outbursts only make others feel you don’t care about what they have to say and such.

- What impact did you want to achieve before you burst out “What the hell are you thinking?!” to Ella in Monday’s meeting?
  - What impact do you think you did achieve?
    - What do you need to manage so you don’t come across this way again?
  - What needs to get out of your way?
  - How do you feel about your team members?
  - What other perspective can you come from when they get like that?
  - What else can you do to take charge of yourself under these pressures?
The skill of sharing is to know when to share your observation, hunch, or ideas, examples and information and just how much to share.

The skill of sharing takes patience and courage. This is not about you. It is all about others.
Sharing

- Bring about new awareness about behaviors
- Give perspective to a situation
- Expand the possibilities
- Invite others to step outside their normal space
- Provide important information useful to the situation
- Acknowledge and neutralize a situation
- Share examples that may help the other person identify with potential solutions
Coaching Exercise

Dyads

1. The coach will ask the person being coached the following:
   “What are you learning from this session that you can apply to being an even better educational leader?”

2. The person being coached will start to share.

3. The coach will facilitate the person being coached by only asking the following questions:
   - What do you need to focus on?
   - What do you mean by that?
   - What is the goal?
   - If you reach that point, what will be the impact?
   - What have you not yet tried that might be helpful?
   - What’s next? What else?

4. Three minutes each way. I’ll tell you when to switch.
The Coaching Framework

- Gives you the necessary structure for an effective coaching conversation.
- It will change the way you start, develop, and end your conversations.
- Use it as a template for any conversation toward new learning or action.
- You’ll notice how you demonstrate a deeper sense of caring.
- Conversations become more efficient and effective.
Clarify the Focus

Get to the point.
Take time listening to understand a person’s current reality and help him think about what he is trying to achieve.

• What do we really need to talk about?
• What does the person you are coaching really need or want?
• What’s most important?

What is the point of this conversation?
Identify Goals

Know where the conversation is heading.

Identify the end goal, before going to solutions. Once you both have a clear picture of where the person is now (point A) and where he is heading (point B), only then is it time to problem solve.

What are you really aiming for?
What does a good job look like?
What is the end result?
Develop Solutions

What is needed or required to move from A to B.
Help the person identify options for getting to the end goal or to the next milestone.
Hold your advice.
Think together about a path for getting to B.

What have you not yet tried that will help?
What stands between point A and B?
What are your options?

What option is going to work best?
Create Accountability

How will you commit to these actions?

Help the person identify anything that might get in the way.

Ask what resources and support they may need to succeed.

Encourage the person being coached to do the wrap up for the meeting.

Agree on due dates and amount of monitoring.

What’s next?

When can you start?

What support do you need to succeed?
NAIS discovered in its 2008 Executive Coaching pilot study that new heads benefited immensely from their executive coaching sessions.

New heads noted that they valued highly the opportunity to work with an objective third party as they mapped their way through the first year of leading their institutions.

Adapted from: 2008 ECS pilot study, NAIS Executive Coaching Service Pilot Report.
Implementation

- Practice sessions with peer coaches inside your organization or across organizations
- Create a coaching buddy system with your colleagues
- Read a book on coaching. Read articles.
- Participate in an formal coaching training session
- Participate in tele-classes to reinforce learning
Go On . Make it happen
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