Leaders as Coaches: Empowering Growth in Schools

Facilitated by Kim Cullen
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Chat

What is one strategy you used to take care of yourself during this past year?
A little about me

- Mom, wife, daughter, sister
- Educator (teacher, counselor, school leader)
- Storyteller, writer (numerous articles and blog posts), author (Raise Her Up)
- Professional Coach and Consultant
- Adult TCK (Sao Paulo, Dallas, London, Madrid)
- BA (Religious Studies) Hamilton College, MA Education (Hearing Impaired) University of Hertfordshire, MS Human Services (Counseling Studies) Capella University
- Graduate of Coach U, member of the International Coaching Federation and a licensed Coaching Clinic facilitator by Coach U
Shared resources from Session One

**Books and podcasts**

- King and the Dragonflies
- Podcast: Nice White Parents
- Invisible Women: Data Bias in a World Designed for Men
- Ambitious Science Teaching (Book)
- The Big Leap (great read)... TK Love Lounge Podcast
- 1) Caste, 2) Klara and the Sun
- Podcast: 1619
- Book: Braiding Sweetgrass + Caste
- Front Desk by Kelly Yang; The Kitchen Front by Jennifer Ryan
- Also Prepared by Diane Tavenner (great story about the Summit schools)
- The Tim Ferriss #521 Jacqueline Novogratz on building Acumen, How to actually change the world
- Student Centered Coaching by Sweeney
Self-care

When man is born he is tender and weak. At death he is stiff and hard. All things, as well the grass and trees, tender and subtle when alive. When dead, withered and dried. Therefore, the tender and the weak are the companions of life and the stiff and hard are the companions of death.”

(Lao Tzu - Tao Te Ching)
Leader as Coach

The pandemic has highlighted a need for leaders that are adaptable, curious, and reflective and leadership that is founded in empathy, compassion, vulnerability, and awareness.
Recap Day 1

- What is needed from leaders today
- Transformational style of leadership
- Benefits of using a coaching mindset in leadership
- Connections between learning in children and in adults
- Building trust
- Manager-Coach continuum
- Difference between telling and asking
- Practice with vulnerable conversations
Transaction and Transformational Leaders

**Transactional**
- traditional managerial style (rewarding expected behavior)

**Transformational**
- engaging staff and meeting their needs at a deeper level

*Schools, especially now, need transformational leaders, who are invested in supporting personal and professional development of staff.*

The 7 Tensions of Contemporary Leadership*

The dance between traditional leadership and new leadership

- Tension 1: The Expert vs. The Learner
- Tension 2: The Constant vs. The Adaptor
- Tension 3: The Tactician vs. The Visionary
- Tension 4: The Teller vs. The Listener
- Tension 5: The Power Holder vs. The Power Sharer
- Tension 6: The Intuitionist vs. The Analyst
- Tension 7: The Perfectionist vs. The Accelerator

Self-awareness, Learn/adapt/practice, Contextual awareness

(Jordan, Wade, Teracino (2020)
https://hbr.org/2020/02/every-leader-needs-to-navigate-these-7-tensions)
Similarities between children and adult learning

Both need:

- A risk-free environment for safety and support of new learning
- Immersion in the new learning.
- Models/demonstrations of the new learning.
- Intrinsic and extrinsic motivation.
- Actively engagement in the learning process.
- Opportunities to use the new learning.

- To be given responsibility for their own learning.
- To use approximations until the new learning becomes internalized and transferable.
- Feedback to help the learning become internalized and help move approximations to conventions.
- To connect the new learning to prior knowledge and life experiences.

https://www.researchgate.net/publication/276617764_Similarities_and_Differences_between_Adult_and_Child_Learners_as_Participants_in_the_Natural_Learning_Process
Fostering an environment of Trust

COACHABLE MOMENT*
Those moments when an individual is open to taking in new information that will create a shift in his/her knowledge and behavior.

TRUST is where action and intention align.

*Coach U 2008 - Identifying the Coaching Moment
The keys to a coaching mindset

- Listen more, speak less
- Be comfortable with silence
- Ask one question at a time
- Make space for creativity
- Ownership = empowerment
- Stay curious, avoid assumptions and judgement
Leader as Coach - an Overview

Session 2 - July 13 (9 a.m. EST)

- Dig into the manager-coach continuum.
- Explore what needs to happen in the space in between in order to develop a coaching mindset.
- Experiment with listening and questioning.
- Practice having coaching conversations with your peers.
Leader as Coach - an Overview

Session 3 - July 20 (9 a.m. EST)

- Focus on the development of empathy
- Engage in some personal self-reflection around what you bring to a school community as leaders.
- Apply insights from those reflections in practice sessions with their peers.
- Begin to develop an action plan for implementing the coaching mindset in your own professional contexts.
- Practice coaching.
Leader as Coach - an Overview

Refresher - September 14 (9 a.m. EST)

- Recap the learnings from the three workshops.
- Reflect on learning and implementation plans.
Manager-Coach Continuum
Paradigm Shifts Needed for Coaching

**Transactional Leadership**
- Focusing on only strengths
- Controlling the individual’s actions
- Creating a fear of consequences
- Focusing on weaknesses
- Pointing out failures/errors
- Reinforcing a “we/they” culture
- Solving all the problems
- Listening to what individuals are saying
- Setting an expectation for long hours
- Being the source of approval

**Transformational Leadership**
- Creating sustainable results and engaging employees
- Empowering individuals to take better actions
- Creating a safe space for risk taking
- Recognizing strengths
- Endorsing effort and growth
- Optimizing everyone’s style and strengths
- Supporting others to solve and prevent problems
- Understanding what individuals are meaning
- Modeling a healthy work/life balance
- Being a resource for collaboration and resolution

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Coach U 2008 - Personal Paradigm Shifts
Paradigm Shifts Needed for Coaching

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Self-awareness, Learn/adapt/practice, Contextual awareness
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*Coach U 2008 - Personal Paradigm Shifts*
Skills needed for a coaching conversations

Listening

Questioning
Key skills in coaching - Listening

“Learning about ourselves can be painful—sometimes brutally so—and the feedback is often delivered with a forehead-slapping lack of awareness for what makes people tick. It can feel less like a “gift of learning” and more like a colonoscopy.”

— Douglas Stone, Thanks for the Feedback: The Science and Art of Receiving Feedback Well
Key skills in coaching - Listening

- Listen with all of your senses.
- Giving full attention to the speaker.
- Maintain appropriate eye contact, head nodding, mirroring, saying “yes” or “mmm hmm,” and reflecting back what the speaker said.
- Turn down your internal dialogue and turn up your focus.
- Listen for words, expression, emotion.
Key skills in coaching - Listening

- Limit distractions. Staying focused on the person talking goes a long way to creating trust. Multitasking erodes trust.
- Stay curious. Ask questions. Keep a list of questions easily visible on your desk in case you need prompting. But remember, the best way to know what question to ask is listen.
Key skills in coaching - Listening

What to listen for?

- What’s behind the words
- Meaning, purpose, intent
- Contextual cues (language used, body language, pauses, level of eye contact)
- Values, hopes, disappointments

Listening is active, contextual, compassionate
BREAKOUT #1 - LET’S PRACTICE! - LISTENING ONLY

Groups of 3 - take turns listening to one another.

- Person 1 - speaker - talk about something you are passionate about
- Person 2 - listener - listen compassionately
- Person 3 - timekeeper and observer (please turn off your camera). Let the pair know when one minute remains.

After 3 minutes of LISTENING, listener will share back in 1 minute what they have heard.

Rotate, giving all three the opportunity to coach and be coached 1:3, 3:2, 2:1)

AFTER ALL THREE TURNS - 3 minutes feedback - what observations do you have? What was challenging? What stood out for you?

15 minutes total.
Debrief - Listening

What went well? What was hard?
Key skills in coaching - Questioning
Key skills in coaching - Questioning

Who, where, when - closed questions

Why - judgemental

How - depends on context

The magic of What questions - they almost always create an opening.

“Questioning is a uniquely powerful tool for unlocking value in organizations: It spurs learning and the exchange of ideas, it fuels innovation and performance improvement, it builds rapport and trust among team members. And it can mitigate business risk by uncovering unforeseen pitfalls and hazards.”

https://hbr.org/2018/05/the-surprising-power-of-questions
Using WHAT questions

Chat

Practice turning questions into What questions...

- Why did you do that?
- Have you tried this or that...
- Do you think you could do something different?
- How can you solve this?
- Where do you want to be in a year?
- Do you like this idea?
Self-Care Break

5 minutes
BREAKOUT #2 - LET’S PRACTICE! - USING WHAT QUESTIONS

Groups of 3 - take turns having a vulnerable conversation USING WHAT QUESTIONS

● Person 1 - leader as coach.
● Person 2 - person being coached.
● Person 3 - timekeeper and observer (please turn off your camera). Let the pair know when one minute remains.

About 5 minutes of coaching, about 2 minutes of feedback

● Coach - what went well, what was more challenging
● Person coached - what they appreciated in the coaching
● Observer - what they appreciated in the coaching

Rotate, giving all three the opportunity to coach and be coached 1:3, 3:2, 2:1)

21 minutes total.
Debrief - Using What Questions

How did using WHAT questions impact your conversation?
Additional skills in coaching: Acknowledging and Messaging*

Acknowledging - giving genuine feedback - recognizing effort and progress, not just milestones and outcomes.

“It sounds like you made some powerful progress there.”

“That must have been a difficult conversation to have.”

“It sounds like your comments were well-received.”

Messaging - supporting your employee with input that creates a new insight or possibility

- A powerful question or statement followed by silence
- A statement of clarification
- An insight based on experience or wisdom
- Performance feedback
- Encouragement
- Brainstorming
- Guidelines, rules or boundaries

*Coach U 2008
One model of a coaching conversation, from Coach U

**COACHING CONVERSATION MODEL**

**Step 1**
Establish Focus

**Step 2**
Discover Possibilities

**Step 3**
Plan the Action

**Step 4**
Remove Barriers

**Step 5**
Recap

**CURRENT REALITY**

What would you like to talk about today?

What’s on your mind?

**THE GOAL**

What have you learned?

What are you taking away with you?

What have you tried already? What options do you have? What else have you considered?

What might a first step be?

What could get in the way? And what can you do about it?

*Coach U 2008 - Coaching Conversation Model*
The keys to a coaching mindset

- Listen more, speak less
- Be comfortable with silence
- Ask one question at a time
- Make space for creativity
- Ownership = empowerment
- Stay curious, avoid assumptions and judgement
BREAKOUT #3 - LET’S PRACTICE! - Bringing it Together

Pairs - take turns having a vulnerable conversation.

- Person 1 - leader as coach.
- Person 2 - person being coached.

About 5 minutes of coaching.

10 minutes total.
Debrief - Coaching Conversations

What went well?  What was hard?
Recap Day 2

- Keys to a coaching conversation
- Manager to Coach continuum
- Paradigm shifts needed to move from traditional to transformational leadership
- Key skills for in coaching conversations - listening, questioning, acknowledging and messaging
- Model for guiding a coaching conversation
- Practice with coaching conversations
Session 3 Pre-Work (20 minutes)

1. Complete the activity called **Social Location Finder - Exploring Identity**

2. Identify your priority values.
   a) There are 89 values listed on **this document**.
   b) Identify your top 5 values. There are 10 additional spaced in case you are looking for values you cannot find.
   c) Narrow those five down to your top 1 or 2.

Bring both the Social Location Finder and Priority Values documents to Session Three!
Feel free to explore ideas/resources/community at:

www.coachingpartnerships.org
www.raiseherup.net
www.kimberlycullen.com

Email me:

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Thank you!

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