Developmental Coaching

“Relationship - facilitated, on the job learning, with the most basic goal of promoting an individual’s ability to do the work associated with that individual’s current or future work roles”

What does your school need?

• Improved performance in the classroom
• Attitude shift
• Behavioural change
• Adapting to change
• Identity
• Leadership
• Resilience
• What else?
What will the coaching look like?

- **Who will coach?** Line Manager, equivalent manager in another faculty, peers, external coach, super-teacher

- **Who will be coached?** Everyone, identified talent, poor performers, high performers, accelerated leadership, volunteers, performance issues
Contracting

• Don’t rush this stage............
• Don’t miss this stage............
• Keep coming back to this stage .......

(This stage is really important)
Contracting
Formal/Informal aspects

• Get to know each other
• Coachee’s concerns/obstacles (and how to overcome them)
• Environment
• Experience & expectations from the coaching
• Preferred feedback style. Best way to challenge them
• Dates/times/ venue
• Responsibilities of coach and coachee
Contracting
Formal/Informal aspects

- Confidentiality
- Preparation
- Boundaries
- Get out clause
- Success criteria – how to celebrate achievements

A summary of the contracting should be referred to at the start of each coaching session – don’t be afraid to renegotiate.
Listening
Questioning
Feedback
Listening

• Respect
• Interest
• Clarify
• Empathy
Questioning

• Don’t be afraid of the silence..........
• How? What? Who?
• Use why? with care .... 5 whys good for excavating beliefs
• Describe to me....
• If you saw your friend in the same situation, what would you say to them?
• In 5 years time, would ________ still be important to you?
Questioning (2)

- Investigating – let’s describe every aspect of ……
- The unfinished question - You mentioned ……
- The philosophical question – What if ……
- What is the worst that could happen?
- Have you had a similar experience before? What did you do successfully then?
- Draw me a diagram and talk me through it
Feedback

• Getting the evidence
• Analyse the evidence. What needs changing & why
• The feedback must be achievable & measureable
• Build on the coachee’s needs
• Feedback on observed behaviour
• Outline the areas you are feeding back on
• Investigate alternatives, don’t be focused on your answer
• Don’t forget the positives (but avoid the feedback sandwich)
Feedback (2)

- Discuss how to give feedback
- Evidence/accurate summaries
- Balance strengths & development areas
- Sensitivity
- Avoid value judgements/stick to the evidence
- Defensiveness: don’t try too hard to convince
- Probe the defensiveness
Feedback (2)

• Discuss how to give feedback
• Evidence/accurate summaries
• Balance strengths & development areas
• Sensitivity
• Avoid value judgements/stick to the evidence
• Defensiveness: don’t try too hard to convince
• Probe the defensiveness
Whitmore’s GROW model

- **GOAL** What do you want to achieve?
- **REALITY** How are things now?
- **OPTIONS** How can you get to your goal?
- **WHAT NEXT** (Sometimes called WILL)
  
  What are your next steps?

This is not linear
GOAL

• Who sets the goal?
• Specific, measurable, achievable, realistic, timed
• If the coach is imposing the goal, ask:
  – Is the issue important
  – Emotional commitment
  – Explore values conflict
  – Is the effort/reward inadequate
  – Confidence level
  – Support
  – Management neglect (will they notice?)
REALITY

• Holding up the mirror
• I observed ...........
• Can you describe what happened when.....
• I noticed ...... has this happened before?
• What do you think contributed to ..... 
• 360 feedback
• Coachee’s description
• Key moments
• Body language
• Out of 10, how close to your goal are you?
Options

• Look at the alternatives (Plus, minus, interesting)
• If money was no object.......  
• Advice to a friend 
• Role models 
• Can I make a suggestion? 
• What is the most important aspect to focus on?
What next?

- Review the options
- Narrow the options
- First steps – chunking - turtle steps
- Scale 1 – 10. Reduce the ambition, increase the commitment
- Written commitment to the next step
- Establish accountability
Thank you for your participation

• John.nicholls@ibo.org

Would you be interested in one and/or two day in-school training in developmental coaching?

Would you be interested in coaching sessions being offered at the next Regional Conference?

Any other suggestions?