



IB THE **CULTURE**
4-7 of **LEARNING**
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IB Africa, Europe & Middle East
Regional Conference



International Baccalaureate®
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of **LEARNING**
MADRID
2012

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”

J.M. Hunt & J.R. Weintraub “The Coaching Organization” Sage Publications (2007)

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

- **R**espect
- **I**nterest
- **C**larify
- **E**mpathy

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

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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, measureable, 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

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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?