



- The ISS Mary Anne Haas -
WOMEN'S SYMPOSIUM

presents

— *Leaders as Coaches:* —
Empowering Growth in Schools

Facilitated by Kim Cullen

www.kimberlycullen.com



Chat

*What is a favorite book you have read
or podcast you have listened to?*

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



A few of my favorite reads



To be left alone on the tightrope of youthful unknowing is to experience the excruciating beauty of full freedom and the threat of eternal indecision. Few, if any, survive their teens. Most surrender to the vague but murderous pressure of adult conformity. It becomes easier to die and avoid conflicts than to maintain a constant battle with the superior forces of maturity.

- Maya Angelou, I Know Why the Caged Bird Sings



Leader as Coach - an Overview

Session 1 - June 29 (9 a.m. EST)

- **Introduce the concept of leader-as-coach.**
- **Present some of the paradigm shifts that need to happen to pave the way to trusting connections with staff.**
- **Identify how to create a coaching environment.**
- **Distinguish between asking and telling.**
- **Practice having vulnerable conversations with peers.**

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, questioning, and strategizing.**
- **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 (you'll do this with someone coaching you).**

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.**

<https://mrsmindfulness.com/morning-intention-setting-meditation/>

Grounding and focus



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.



Leader as Coach

New Management*

- Normalization of Remote Work (virtual schooling, working in evenings and weekends)
- Acceleration in the use of technology (to manage employees - e.g. monitoring of work hours)
- Employees' changing expectations (need to attend to mental health and emotional support)

Pandemic has highlighted the need for flexibility and agility...

- Managers have to lead with empathy
- CEO (Chief *Empathy* Officer)

*<https://hbr.org/2021/04/what-does-it-mean-to-be-a-manager-today>



Leader as Coach

The most effective managers of the future are those who:

- Foster different kinds of relationships with employees
- Establish high levels of trust, care, and a culture of acceptance within teams.
- Ask questions that produce vulnerable answers without compromising trust
- Diagnose root cause of behavior without making assumptions
- Demonstrate social-emotional intelligence necessary to imagine others' feelings

85% HR leaders surveyed agree that empathy is more important now than before the pandemic.

*<https://hbr.org/2021/04/what-does-it-mean-to-be-a-manager-today>

Breakout #1 - Name, role, location. Gut, So What, Now What? (15 minutes)



<https://www.forbes.com/sites/chriswestfall/2019/07/04/coaching-matters-how-leaders-become-better-coaches-build-stronger-teams/?sh=6bc88673405e>



<https://www.thehrdirector.com/features/leadership/leader-coach-affecting-organisational-success-growth-place-curiosity-empathy/>

Transactional Leader and Transformational Leader



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

https://positivepsychology.com/coaching-leadership-style/?utm_source=rss&utm_medium=rss&utm_campaign=coaching-leadership-style

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>

Leader as Coach



Transformational Leader uses a coaching style of leadership

- Feedback is fundamental
- Leaders are effective communicators
- Delegation is intentional (and based on strengths)
- Leaders involve staff in vision and goal setting
- Micro-management and firefighting are discouraged
- Empathy and awareness are clearly seen and felt in leaders
- Collaboration, support and guidance are paramount
- Focus on bringing out the best in people, personal and professional development, and creative thinking

Leader as Coach



"Your comfort zone can be a beautiful place, but nothing grows there." Margie Warrell

You've Got This: The Life-Changing Power of Trusting Yourself, by Margie Warrell
(Wiley, 2020)



Leader as Coach

- Having vulnerable conversations isn't easy, and takes practice.
- Many schools provide coaching support for teachers, but not often for leaders.
- Schools, especially, are one place where the work-life balance is regularly strained (few things are as emotionally charged as working with, teaching, and parenting children!)
- These sessions aim to give you some tools to use as you begin to practice having the kinds of conversations that will open up possibilities, and empower staff to come up with their own solutions.

*<https://hbr.org/2021/04/what-does-it-mean-to-be-a-manager-today>



Chat

What do you want most from this workshop series?

*What do your “stakeholders” want most
from your participation in this series?*



Chat

*How/When (Under what conditions)
do children learn best?*

How do children learn best?

- Learning is student-centered.
- Teaching meets students where they are.
- Students take responsibility for their learning. They are encouraged to ask questions and find answers (inquiry-based).
- Learning is related to the real world (authentic).
- Students own their learning. Failure is encouraged (it's not only accepted, it's celebrated as a step in the direction of problem-solving)
- Learning happens in an environment that is psychologically safe and is often collaborative.





Chat

*How/When (Under what conditions)
do adults learn best?*

How do adults learn best?



- They need to know why they should learn something.
- They need internal motivation.
- They want to know how learning will help them specifically.
- They bring prior knowledge and experience that form a foundation for their learning.
- They are self-directed and want to take charge of their learning journey.
- They find the most relevance from task-oriented learning that aligns with their own realities.

<https://www.wgu.edu/blog/adult-learning-theories-principles2004.html#close>



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

Linking Teaching, Coaching and Leading



Teachers are facilitators of learning, Leaders are chief learning officers. Both Teachers and Leaders engage their learners best using a coaching approach.

Self-Care Break

5 minutes



https://commons.wikimedia.org/wiki/File:Open_doors_green.jpg

Quiet Think



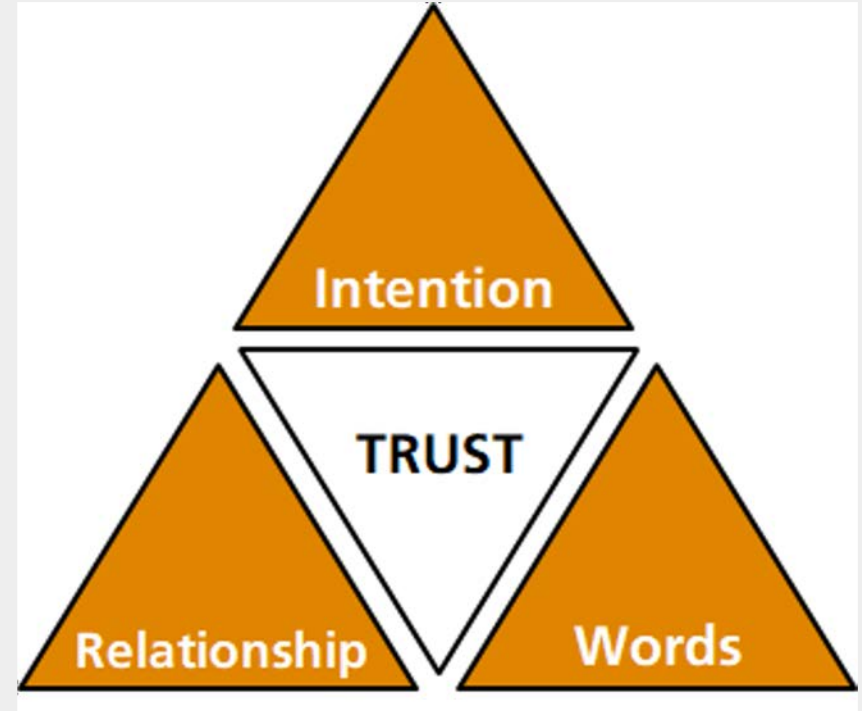
Think for a moment about someone in your life who has been important to you that you trust, someone you can rely on, lean on, count on. What are some of the things they have done, said to earn this honored place in your heart?

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 2019 - Identifying the Coaching Moment

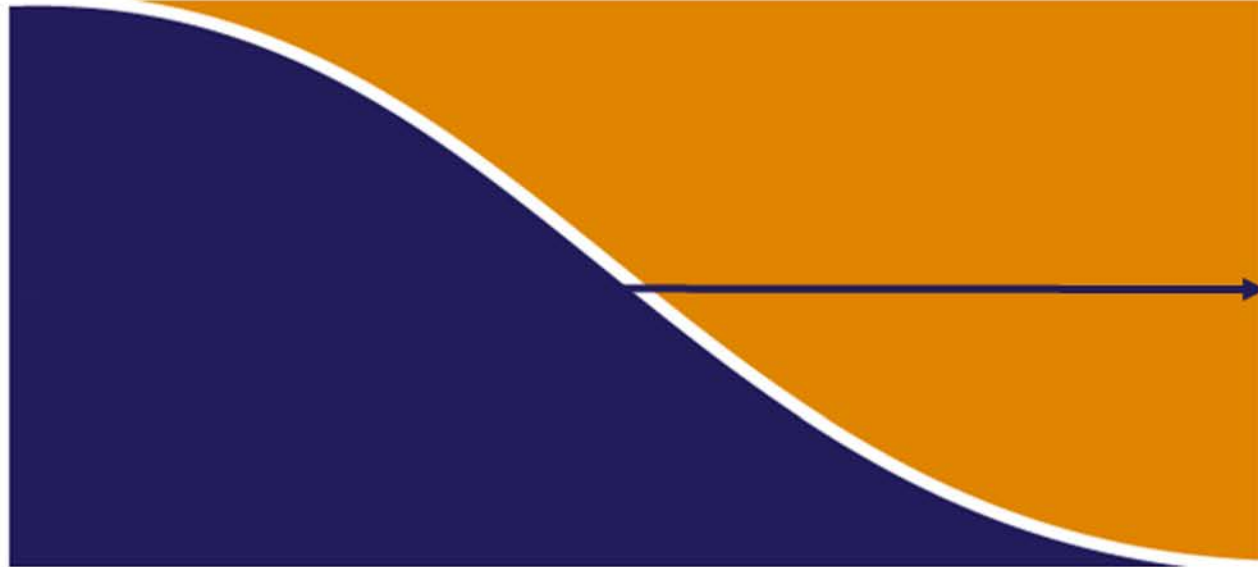
Manager-Coach Continuum



*Coach U 2019 - Telling-Asking

Telling
(Directive)

Asking
(Non-Directive)



Telling
What to
Do

Solving
Someone's
Problem

Giving
Advice

Offering
Guidance

Asking
Questions

Helping
Another Solve
Own Problems



Having vulnerable conversations

BREAKOUT #2 - LET'S PRACTICE!

Groups of 3 - take turns having a vulnerable conversation.

- 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 - vulnerable conversations



What went well?

What was hard?

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



Chat

With these key ideas in mind, what might you want to tweak the next time you have a vulnerable conversation?

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



Recap Day 1



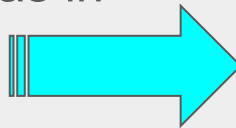
- What is needed from leaders today
- Transformational style of leadership
- Benefits of using a coaching mindset in leadership
- Connections between learning in children and in adults
- Building trust
- Manager-Coach continuum
- Difference between telling and asking
- Practice with vulnerable conversations



Session 2 Pre-Work

1) [Watch Michael Bungay Stanier's TEDx Talk, "How to Tame Your Advice Monster"](#)

1) Practice engaging in vulnerable conversations with friends or family keeping these ideas in mind.



- 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



“Model the behavior.

If you want the people you work with to embrace coaching, you first need to embrace it yourself.”

<https://hbr.org/amp/2019/11/the-leader-as-coach>



Feel free to explore ideas/resources/community at:

www.coachingpartnerships.org

www.raiseherup.net

www.kimberlycullen.com

Email me:

kim@kimberlycullen.com



Thank you!

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