



Creating a coaching culture

Sabbatical report

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Oaklynn School

2016

Why a coaching culture?

- 'A job too big for one' is how Principalship has been described.
- We all know the feeling of overwhelming that comes with the job – with the multitude of tasks and responsibilities including being the **leaders of culture**.
- Throughout my career I've had an interest in how to support **people to be the best they can be**, how to build professional capability and also aid organisational improvement in a supportive school culture.
- As I searched for a way to align tasks, **join dots** and meet expectations I found I naturally gravitate to a place that puts people first. Over the last 10 years I have undertaken extensive personal and professional learning in my leadership - not anything formal, but ad hoc, haphazard collection of courses, readings and action research. The sabbatical has given me **time to reflect**. It has enabled the synthesis of the readings, actions, staff feedback and reflections involved in the last few years of '**growing a coaching culture**'.
- My sabbatical inquiry has given me the opportunity to review and investigate more deeply how a coaching culture was developed at Oaklynn and make links with evidence based practice and research in several areas.
- The purpose of this report is to pull together the ideas, insights and themes that I have gained from my own inquiry, which has guided the Oaklynn journey.



Hi, I'm Louise Doyle
proud to be Principal of
Oaklynn Special School.
I've been at Oaklynn for
26+ years – 10 of those as
Principal

"A coaching culture is one where coaching is the predominant style of managing and working together and where commitment to improvement of both organisation and people are embedded and run parallel"

David Clutterbuck

Context

A bit about Oaklynn.

- Oaklynn Special School is situated in the suburb of New Lynn in West Auckland
- New Zealand Special schools support the highest level of need for special education = Ongoing Resourcing Scheme (ORS)
- Only one percent of the New Zealand school population receives ORS
- 150+ students with ORS aged 5-21 years.
- Oaklynn employs approximately 110 staff - therapy, teaching, support staff and Specialist Outreach Teachers supporting students in local mainstream schools.
- The school is organised with a 'satellite model', where 14 classes are located in local mainstream schools and we are spread across 9 different sites.
- We have an alternative learning environments at our Base School and tertiary learning centre in the heart of New Lynn - OakTEC
- At Oaklynn we aim to do things better for students and staff alike.



School leadership and Coaching Culture

- ❖ A school leader is charged with setting the tone of the school by establishing and leading with others the school vision, values and culture.
- ❖ A school leader also needs to be aware of the latest educational research and developments in our education sector and align **systems** and organisational structures to meet changing demands.
- ❖ For me – Principal of 10 years this involves being aware of and acting on many roles and functions including:
 - ❖ improving both learning and wellbeing outcomes for students,
 - ❖ bringing out the best **performance** in others and
 - ❖ building trusting and learning-focussed **relationships** within and beyond the school.
 - ❖ creating a **school culture** that is **sustainable**
- ❖ The whole notion of developing a **coaching culture** as an approach to overcome the challenge of integrating these key functions – absolutely appealed to me.

Reflection - a process of 'joining the dots' - of ideas and themes, and 'filling in the gaps' of my thinking





Coaching Culture

What is it exactly?

Coaching guru David Clutterbuck says a coaching culture is where;

- **Learning is valued** and people are supported in learning from experience
- A problem solving approach is taken to **learning from mistakes**
- People **welcome feedback** (even at the top) and actively seek it
- There is a good understanding at all levels of **what coaching is** and what it can achieve
- Coaching is seen as an **opportunity** rather than remedial
- **Time for reflection** is valued
- There are effective mechanisms for identifying and addressing barriers to learning
- People look first inside the organisation for their next job
- People are able to engage in constructive and positive confrontation
- There are **strong role models** for good coaching practice

Looking out

Making links to the wider education environment

In 2015 the Education Review Office (ERO) produced a report called “**Internal Evaluation: Good Practice**”.

Oaklynn was showcased as one of 13 schools in the report. ERO identified these qualities in the 13 schools;

- Internal evaluation was deeply embedded in everyday practice
- A professional culture of inquiry
- A commitment to continuous improvement to benefit the learning of all students.

ERO states, to have good internal review processes, there needs to be the conditions for a culture of self reflection and being open to improvement.

My hunch is that to create these **conditions** schools must look at:

- how they work with and for their people,
- how they develop collaborative working relationships

Both of which are common themes at the heart of creating a coaching culture



Ian Poulter and Jason Elder

Discussions with peers

- ❖ As part of sabbatical inquiry I visited other Principals Ian Poulter of **Bluestone School** and Jason Elder of **Norfolk School**
- ❖ Both schools were also featured in the ERO report.
- ❖ I would like to thank Ian and Jason for their time and willingness to talk about their practice.
- ❖ Both Principals see student progress and achievement at the heart of the work they do.
- ❖ They were both also focussed on creating **conditions for improvement** in particular valuing and supporting teachers and their practice.

Connecting with them has helped me **make sense** of our practice at Oaklynn.

- ❖ The conversations also clarified for me areas we need to continue with and areas for development i.e.
 - ❖ Use of external expert to support coaching and mentoring programme for leaders
 - ❖ Coaching and mentoring supports and challenges staff
 - ❖ Leadership needs to be consistent - language and practice.
 - ❖ Teachers taking ownership of practice through conversations to help them clarify their own thinking.





School visits

findings

Both Ian and Jason described aspects of a culture that align with a coaching culture.

- ▶ a strong focus on **improvement**.
- ▶ building strong teams using coaching and mentoring focuses on developing the **strengths of the whole team**.
- ▶ creating a culture of flexibility and **risk taking** means staff are doing things differently but purposefully.
- ▶ relationship and **trust** within relationships is paramount and can be created by developing a culture where teachers have an internal sense of what is meaningful, instead of 'being done to'.
- ▶ coaches are seen as '**critical friends**' to support others in their practice
- ▶ positive school cultures where we shift from blame to what can we do that is positive by **working 'with' people**

Confirmation that what's important is that leaders are able to articulate what a positive school culture looks like

Growing a Coaching Culture

Where to start

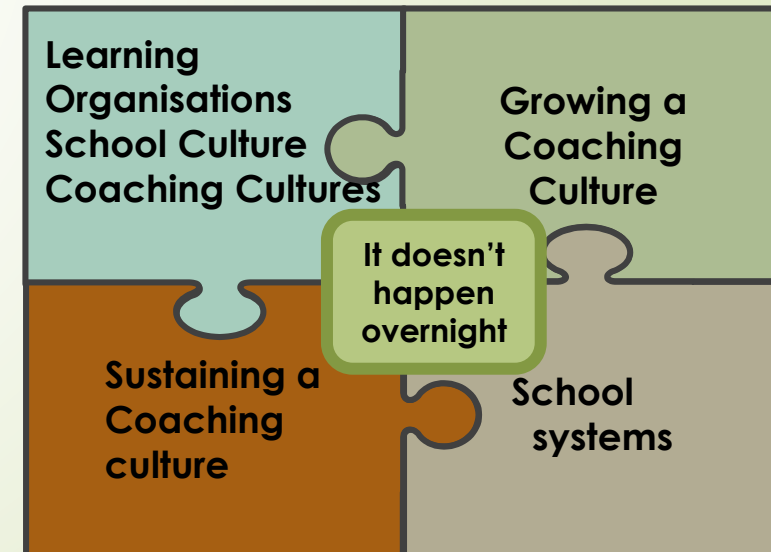
Pulling together the following threads of the inquiry:

- ▶ the research and evidence from ERO,
- ▶ the findings from visiting other school Principals
- ▶ the inquiry questions generated,

has led to a clarity about how a coaching culture can be developed.

A coaching culture can grow in a variety of ways. The components can be best described as a **jigsaw** that provides;

- ▶ the different lenses through which it can be seen
- ▶ the different entry points from which to develop a coaching culture from.



Inquiry questions

**Learning
Organisations
School Culture
Coaching
Cultures**

1. How do leadership, organisational learning and school culture work to create a coaching culture?

**Elements
developed to
grow
Coaching
Culture**

2. What actions have we taken to grow our coaching culture?

**Aligning,
embedding
with
School
systems**

3. How do we embed our coaching culture through our day to day actions?

**Sustaining
Coaching
Culture –
what to work
on in future**

4. What did we learn? What worked and what didn't work?

How organisations learn

Learning
Organisations
School Culture
Coaching
Cultures

- School improvement is ultimately about how we support individuals to learn, and then harness that collective capacity.
- If we want to make change and improve how we work together then we have to be clear on the actions that will support working differently.
- We need to organise and manage what we do differently.
- We need to be explicit about the actions we take - we need to be a **learning organisation**. As leaders we take responsibility for creating the conditions for improvement.
- At Oaklynn we identify our learning culture as one which;
 - Holds people and at the heart - whānaungatanga
 - is Empathetic and Non-judgemental
 - Start where others are at
 - Believes that people doing the best they can with resources they have

Carol Dweck says "If like those with a growth mindset, you believe you can develop yourself, then you're open to accurate information about your current abilities, even if it's unflattering. What's more, if you're oriented toward learning, as they are, you need accurate information about your current abilities in order to learn effectively". Carol Dweck.

"Learning organizations are: "organizations where people **continually expand their capacity** to create the results they truly desire, where **new and expansive patterns of thinking are nurtured**, where collective aspiration is set free, and where people are continually learning to see the whole together."

Senge (1990: 3)

Coaching and School Culture

Learning
Organisations
School Culture
Coaching
Cultures

- ❖ Growing the school culture is all about the mind-set we hold when we embark on managing and organising the activities for organisational growth.
- ❖ We have a 'coaching mindset' if we believe the following:

"Coaching is **unlocking a person's potential** to maximise their own performance; rather than teaching them, it is helping them to learn" Sir John Whitmore, 2002

"Coaching is not telling people what to do; **it's giving them the chance to examine what they are doing** in light of their intentions" James Flaherty, 1998

"Coaching is a process that **enables learning and development** to occur and thus performance to improve" Eric Parsloe, 1999

"School culture is one of the most **complex and important concepts in education**....each school has a different reality or mind-set of school life, often captured in the simple phrase '**the way we do things around here**'. Louise Stoll 1998

"A coaching culture is one where **coaching behaviours are instinctive** to the way people think and behave. It is closely associated with **high performance** amongst leadership teams, with retention of talent, effective decision-making, employee engagement and organisational agility". David Clutterbuck and David Megginson.

Coaching and School Culture

When creating a coaching culture we need to have a deep understanding of how organisations learn and how to make incremental changes in leadership practice and school culture.

Whilst it is easier to address the positive things we can do to improve a school culture, it is also imperative that we create the conditions for learning by acting on the destroyers of positive school culture i.e. we must tackle the hard stuff.

- ▶ 'Cultivating a Culture of Respectful Engagement' article identifies three types of toxic behaviours that erode respectful workplaces and often fall outside of any written policy, they are; shaming, passive hostility and team sabotage. The article challenges us to consider whether we are **protectors of those with unprofessional conduct** or **buffers to this conduct - shielding others from it**. Kusy and Holloway 1999

We believe that making change in a complex school requires strong leadership and commitment; it also requires key individuals to be **open and honest** about how they can improve their practice.

Coaching
is primarily
about
learning
and
developing

Oaklynn School Culture

Identifying what we value and how we want to improve.

- ▶ At Oaklynn we regard ourselves as a 'relationship-based organisation'. People and relationships are what we value most and are central to our school charter.
- ▶ Whānaungatanga - relationships through shared experiences, is the key value of our school and is pivotal to being a learning organisation. Positive and productive relationships support both staff and student learning. *"relationships are paramount as they act as the glue for the community as it works in partnership to promote optimum learning and wellbeing for all students"*. Oaklynn Charter – values.
- ▶ We believe that *"All learning takes place in the context of relationships and is critically affected by the quality of those relationships"* Norman- Murch, 1996.
- ▶ We want to develop a **deeper coaching culture** that focuses on growth and learning, and where we consider all of the following factors; coaches attributes, coachee attributes, coaching process, coaching outcomes and context for coaching.

*"A **coaching mind-set** begins with the realization that it is not your role to diagnose and solve your colleague's problems. Your role as coach is to help them think through their problems in such a way that they're able to develop their own problem-solving abilities and grow as a professional."* (Robert Hicks and John McCracken, 2009).

Learning
Organisations
School Culture
Coaching
Cultures

At Oaklynn coaching is **not just a one-off activity that staff do to each other**, but a way of **being and working together**. It is more about a **mindset** than a skill set. The coaching culture was a model and a framework to describe how and what we wanted our school culture to look and feel like.

Oaklynn School Culture

Identifying how we are doing.

Each year I meet with all 45 professional staff – teachers and therapists for a Kanohi ki te Kanohi (face to face) meeting to gauge how we are doing as an organisation. At these meetings **I sought feedback** on aspects of our coaching culture.

Describe our coaching culture.....

- “Opportunity where people can speak, learn, be heard and feel safe, develop and grow personally and professionally.”
- Not telling people what to do but helping them to come up with their own solutions.

And when things go wrong.....

Brene Brown says that a good measure of an organisation’s culture is how it responds when **things go wrong**. I wanted to check whether we had a culture of ‘cover-ups’ and people keeping quiet because of shame, or whether we collectively ‘walk the talk’ and actively live out the values as identified in our charter

- “No-one gets ‘told off’, people are genuinely supportive, there’s a sense of calm”
- “Dignity is preserved - so I am more likely to come to you and say “I’ve stuffed up” and I’m given opportunity to think about my part in that conversation”

“**Shame resilient cultures nurture folks** who are much more open to soliciting (requesting), accepting and incorporating feedback . These cultures **also nurture engaged, tenacious people** who expect to have to try and try again to get it right - people who are more willing to get innovative and creative in their efforts.” Brene Brown.

Timeline – developing coaching skills 2006 - 2014

Elements developed to grow Coaching Culture

2006 Therapy team leader Stephanie Charteris, attended a training on Peer Supervision. Peer supervision allows for reciprocal arrangements in which peers work together for mutual benefit by providing structure and frameworks for **'intentional conversation'** focussed on learning

We began to consider how to develop more **formal opportunities for staff to reflect** on their practice with colleagues. We felt that it would benefit all professional staff (teachers and therapists)

2007 we set up Peer Supervision groups, based on equality in roles ie; no hierarchical relationships within the groups. The main groups were, class teachers, senior teachers, therapists, and senior leadership. The structured tools provided by Coaching and Mentoring Centre NZ (CMCNZ) were used to **guide conversation**. Groups ran for 8 years

Time for and opportunity for reflection was valued in that **peer supervision meeting times were scheduled** as part of the staff meeting schedule. In schools the way we **highlight what is important**, is shown by the amount of time we give it.

2014, I attended the Professional Mentoring and Workplace Coaching Skills (PMWCS) programme with the Coaching and Mentoring Centre NZ (CMCNZ). This course was pivotal in our developing the direction for coaching as it highlighted that there was much **more to coaching than one model**.

It was during these sessions that the focus for our coaching culture was on how to use **coaching to support staff in their appraisal performance inquiries**. At this point we focussed on the GROWTH model, where coaching had a particular emphasis on the setting of goals, problem solving and performance.

2011 Senior leadership team attended a session on coaching presented by Jan Robertson. This led us to investigate how we could **incorporate elements of coaching to into staff professional learning conversations**. We provided further professional development sessions on coaching for school staff throughout 2011

Timeline – developing coaching skills 2014 - 2016

We realised that we didn't want coaching to become stuck within the rigidity of one model but could see that there was far greater potential for the organisation if we looked at coaching at a **systems and culture level**.

2014 with guidance and support from Wendy Baker I began to look more closely at **specific actions** that were needed to grow our coaching culture

2015, in order to grow Oaklynn's coaching culture, we needed **more people within school** with the understanding, skills and knowledge about the coaching process and attributes needed - including a coaching mindset which we based on the following definition

*"A coaching mind-set begins with the realization that it is **not your role to diagnose and solve your colleague's problems**. Your role as coach is to help them think through their problems in such a way that they're able to develop their own problem-solving abilities and grow as a professional."* Robert Hicks and John McCracken, 2009.

The nine school coaches are available **to coach informally** in their leadership roles and also more formally when asked to do so by staff.

The school coaches, along with the Principals, became the **'design team'** focussing on how to grow our coaching culture further. Staff chose who to work with in their Peer Partnerships for coaching, and training on coaching skills was provided to all staff. Every third week the staff meeting was assigned for coaching.

We created a team of **'school coaches'** - staff who would be able to listen and observe the best in others even when they can't hear or see it themselves. We sent staff on the Professional Mentoring and Workplace Coaching Skills (PMWCS) programme with the Coaching and Mentoring Centre NZ. Training of several staff strengthens the understanding of coaching, and creates role modelling across the school for good coaching practice.

Elements developed to grow Coaching Culture

Inquiring into our practice

Tackling the hard stuff

- ❖ We cannot assume that a harmonious school culture with positive relationships will just happen; it requires considered actions and can sometimes involve **tackling the 'hard stuff'** in order to create the conditions for a coaching culture.

We inquired into our own practice

- ❖ Members of the senior leadership team and the middle management team had worked on a professional learning project focussed on reducing a defensive style of working with others, and increasing a productive style.
- ❖ The project which ran from 2008 to 2010 was supported by an external facilitator - Eileen Piggot-Irvine, who met with the team regularly throughout the project.
- ❖ The project required members to be open and honest about their interactions with others, and reflect in the group as to how they might improve their responses.



- ❖ We know that for productive and collaborative work in schools that is focussed on students' learning and wellbeing, relationships are required to be professional and supportive.
- ❖ There is much literature that guides us around how to create positive learning cultures and enhance employee engagement.

AND SO



HOWEVER



Elements
developed to
grow
Coaching
Culture

- ❖ Feedback from the education sector suggests that few leaders feel confident in addressing the negative stuff that can sometimes occur in workplaces, including managing difficult personalities or relationships.
- ❖ **If not addressed**, staff notice that the school **values are not 'lived out'** by all individuals and not valued by leaders, and those with negative and unprofessional conduct may 'get away with' behaving badly.

Inquiring into our practice

Focussing on the soft skills

Elements
developed to
grow
Coaching
Culture

- ❖ Senior leadership team began to unpack their own habits and behaviours, by detecting their own 'errors' and making changes to correct them and...
- ❖ Shifting their behaviours **from** those identified as **defensiveness**, (which Dick and Dalmau (1999) define as those which are adversarial, competitive, and narrowly rationale), **to** those identified as **productive** (which are more about disclosure of views, consensual and open to change). This began the journey of improvement within the school.

Leaders need to address individuals who display what we might term as **unprofessional conduct**.

- ❖ we supported others in the workplace to review their interactions with this type of behaviour, in order to **break the system** of enabling a toxic culture.
 - ❖ we worked together on addressing instances unprofessional conduct.
 - ❖ we discussed issues, identified a plan forward and had some **tough conversations**,
 - ❖ whilst promoting a culture that believes that **everyone is doing the best they can** on any given day with the resources they have.
- We recognise that for school leadership to be effective we need to grow EQ by developing our 'soft skills'.
 - Soft skills were initially identified in the US army as they worked to develop training programmes and identify the different types of skills personnel required.
 - Soft skills are described as the personal attributes that enable someone to interact effectively and harmoniously with other people.
 - They are transferable skills that work to complement the technical skills of an organisation.
 - The senior leadership team realised that we needed to be focussing on these skills in order to work collaboratively together for school improvement.

Coaching culture


Organisational systems

Aligning,
embedding
with
School
systems

Feature or action	Reason for this direction	Links with coaching culture
Practice Leader position established in school.	<ul style="list-style-type: none"> • Staff requested via review of leadership in school • Staff wanted a layer of leadership 'closer to the coal face' • Need for leadership role not linked with performance appraisal. • Research tells us that line managers so often fail. 	<ul style="list-style-type: none"> • Practice leaders became school coaches. • Focus on relationship first - getting alongside others. • Build relational trust • Situational - find out the need of staff. • Start where the person is at.
Performance appraisal - staff led	<ul style="list-style-type: none"> • Staff wanted a performance management system that was less evaluative and more growth oriented. 	<ul style="list-style-type: none"> • Taking ownership of and responsibility for own learning. • Start where individual is at. • Staff identify their own learning needs • Coaching mindset is brought to performance conversations.
Time for coaching	<ul style="list-style-type: none"> • To highlight what is important in schools by giving it time and resource. • Allocated time for coaching - scheduled in 3 weekly rotation of staff meetings 	<ul style="list-style-type: none"> • Time for reflection is valued
School coaches trained	<ul style="list-style-type: none"> • Leadership of coaching culture is shared . • Create a planning group • Responsibility sits with many • Perspectives varied 	<ul style="list-style-type: none"> • Strong role models for good coaching practice
Skills training Peer supervision and coaching skills	<ul style="list-style-type: none"> • Giving all staff models, strategies and tools to use to develop and enhance the quality of their conversations focussed on learning. 	<ul style="list-style-type: none"> • Good understanding of what coaching is and what it can achieve. • Coaches and coachees are trained and have shared agreed expectations.
Distributed leadership	<ul style="list-style-type: none"> • Not all leadership positions can have all knowledge. • Getting leadership closer to the students. 	<ul style="list-style-type: none"> • People look first inside the organisation for their next job.
Coaching approach and tools used to solve complex problems	<ul style="list-style-type: none"> • Structure to support staff change and learning • Encourages independence for solving problems • Supports staff to unpack own thinking 	<ul style="list-style-type: none"> • A problem solving approach is taken to learning from mistakes.



Sustainability



Sustaining
Coaching
Culture – what
to work on in
future

At Oaklynn, coaching is now seen as an integral component of the way we work together and there are several elements that we prioritise to ensure **sustainability**.

- ▶ **Time is allocated** for reflection during staff meetings assigned for coaching (once every three weeks).
- ▶ **Coaching models are used** by a wide range of staff to problem solve complex issues or dilemmas and structure our thinking and talking.
- ▶ Regular **internal reviews are conducted** to get a sense of how we were doing in respect to our coaching culture and the professional environment for staff.
- ▶ New **staff are regularly trained** in the 5 day *Professional Mentoring and Workplace Coaching Skills (PMWCS)* programme with the Coaching and Mentoring Centre NZ (CMCNZ).
- ▶ External trainers from CMCNZ provide regular professional learning and development in the form of **skills training for staff**.
- ▶ A Coaching **Induction session** is provided for all new staff.

It doesn't
happen
overnight

What a Coaching Culture creates

At the end of 2016 I conducted several internal reviews to get a sense of how we were doing in respect to our coaching culture and professional learning environment. The staff responses were collated and grouped to discover what a coaching culture has created. The following components were identified. (with sample of responses)

► Professional learning environment

- “creates a safe haven”
- “a respectful, safe environment to talk, discuss and listen”

► Reflect practice

- “It is a way to step back and look at what you are doing”
- “it is an opportunity for me to learn from others”

► Transferable skill set / mindset

- “ staff have used coaching techniques when meeting with parents, whānau and professionals outside school”
- “I have been able to use it through all the settings and people I work with in my school day”

► Collaboration

- “we benefit from each other”
- “helping each other to help themselves”

“Teachers who work in more supportive professional environments improve their effectiveness more over time than those who work in less supportive professional environments” Kraft, M. and Papay 2014 (in ERO School Evaluation Indicators)

**It doesn't
happen
overnight**

Sustainability

what needs to be managed moving forward

If we think of a coaching culture as fertile ground for growth then we need to be mindful of how we feed and nurture the ground. We also need to be aware of the pitfalls, hidden difficulties and things we need to overcome:

- ▶ There is no end point – it is ongoing in its development, you can't sit back and think "we've done it" as there are always new people to be induction into the school coaching culture.
- ▶ Feeding the coaching culture - we need to find ways to regularly refresh staff skills and keep it fresh – water it.
- ▶ Balancing staff autonomy and accountability – if coaching is not linked to appraisal then we have to work in a high trust model – we can provide opportunity and time for people to learn, but ultimately coaching is a voluntary process – staff will make use of it only if they really want to. This means that senior leaders need to 'let it go'.
- ▶ Manage how to respond when people aren't on board - whilst holding values of 'starting where people are at' and we can't make people learn - otherwise we are at risk of not walking the talk

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overnight

4 levels of a coaching culture

A guide to measure progress

Stage	Descriptor
Nascent stage	<ul style="list-style-type: none"> ❖ Little or no commitment to creating a coaching culture ❖ Some coaching may happen - highly inconsistent in frequency and quality ❖ Top managers present as poor role models ❖ Coaching behaviours abandoned in face of more urgent demands ❖ Coaching is provided as result of performance issues, it is uncoordinated ❖ People avoid tackling difficult behavioural or ethical issues out of embarrassment, ineptitude, fear, or a combination of all three.
Tactical stage	<ul style="list-style-type: none"> ❖ Organisation recognises the value of establishing a coaching culture - but there is little understanding of what that means, or what will be involved. ❖ Management sees the issue as primarily one for HR dept. ❖ There are systems in place to train coaches and /or mentors, there are numerous discrete HR systems such as succession planning and appraisal, but the links between these and the coaching process are tenuous. ❖ There is a broad understanding among staff and managers of the potential benefits of coaching but commitment to coaching behaviours as integral to management style is low. ❖ People recognise the need to tackle difficult behavioural or ethical issues, but will only do so in environments where they feel safe.
Strategic stage	<ul style="list-style-type: none"> ❖ There has been considerable effort expended to educate managers and staff in the value of coaching and to give people the competence and therefore confidence to coach in a variety of situations. ❖ Managers are rewarded for delivery of coaching - typically linked to formal appraisal of direct reports. ❖ Top management have accepted the need to demonstrate good practice and most, if not all, set an example by coaching others. ❖ They spend time getting across to others how coaching behaviours support the work. ❖ Formal coaching works well - the informal process creaks at the joints. ❖ There are plans to incorporate coaching and mentoring with the wider portfolio of HR systems and at a mechanical level, these largely work. ❖ People are willing to confront difficult behavioural or ethical issues on an ad hoc basis and there are good role models for doing so with both resolution and compassion.
Embedded stage	<ul style="list-style-type: none"> ❖ People at all levels engage in coaching - both formal and informal, with colleagues both within the same function and across functions and levels. ❖ Some senior leaders are mentored by more junior people and there is wide spread use of 360 (and other models) to seek feedback at all levels to provide insight, into areas, where the individual can benefit from coaching help. ❖ Coaching and mentoring is informal, but people are sufficiently knowledgeable and skilled to avoid most of the downsides of informal coaching. ❖ Coaching and mentoring are so seamlessly built into the structure of HR systems that they occur automatically. ❖ The skills of learning dialogue are sufficiently widespread that people are able to raise difficult or controversial issues, knowing that their motivations will be respected and that their colleagues will see it as an opportunity to improve, either personally, or organisationally, or both.



Sustainability

top 10 tips

It doesn't
happen
overnight

- ▶ Hang in there – it doesn't happen overnight - it's a long journey to get depth in a culture
- ▶ You can't buy a package off the shelf - Coaching culture is more than a one off PD session
- ▶ Listening to your organisation
- ▶ Believe - People will reveal themselves to themselves given the right conditions
- ▶ Bring in other perspectives to feed the growth - look at what they have to offer and consider does it fit? Eileen Piggot-Irvine, Jan Robertson, Wendy Baker, Coaching and Mentoring Centre helped us on our journey.
- ▶ Walk the talk - modelling from beginning

It doesn't
happen
overnight

Prompt card 1.

Time to Talk

"We do not learn from experience, we learn from reflecting on experience"

John Dewey

"Reflective listening is a special type of listening that involves paying respectful attention to the content and feelings expressed in another person's communication".

Neil Katz and Kevin McNulty

1. Time for reflection is valued?
2. Talking with another professional is a valued way of reflecting?
3. To have someone use reflective listening is critical to learning?
4. Time and coaches are available for staff to reflect?
5. Time to reflect is schedule into meeting schedule?

"Coaching is - partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential."

Prompt card 2.

It doesn't
happen
overnight

Mindset

Growth mind-set “the power of believing that you can improve”

Carol Dweck

“Mindset is a belief that orients the way we handle situations”

Gary Klein

1. We believe that we - organisation, teams, individuals can improve?
2. Do we believe that staff are doing the best they can with the resources they have? (mental, social and physical)
3. For staff to improve we start from where the person is at.
4. We build relational trust first - by valuing them, getting alongside them.
5. Find out the needs of individuals - help them to figure out their next steps?
6. We have a coaching mindset?

“A coaching mindset begins with the realization that it is not your role to diagnose and solve your colleague’s problems. Your role as coach is to help them think through their problems in such a way that they’re able to develop their own problem-solving abilities and grow as a professional.”

Robert Hicks & John McCracken

“A coaching culture is one where coaching is the predominant style of managing and working together and where commitment to improving the organisation is embedded in a parallel commitment to improving the people.”

David Clutterbuck

It doesn't
happen
overnight

Prompt card 3.

Tools and systems to support

Coaching conversations are highly intentional, focussed on the other person and are aimed at stimulating growth and change.

Adapted from Linda M. Gross Cheliotos and Marceta Fleming Reilly
"Transforming your school one conversation at a time"

1. There is training for staff to improve the intentionality of conversations?
2. There are accessible models to assist coaching conversation? Eg: card format / laminated / portable.
3. There are regular skills training sessions for staff to practice skills?
4. Staff have choice over their selection of coach.
5. Coaching agreements are set up for ongoing coaching relationships.

Courses provided by CMCNZ <http://www.coachingmentoring.co.nz>

Coaching and mentoring skills

Peer coaching

Professional mentoring and workplace coaching skills

Prompt card 4.

It doesn't
happen
overnight

Shame free culture

“Shame resilient cultures nurture folks who are much more open to soliciting (requesting), accepting and incorporating feedback . These cultures also nurture engaged, tenacious people who expect to have to try and try again to get it right - people who are more willing to get innovative and creative in their efforts.”

“Empathy, the best reminder that we’re not alone. Rather than judgment (which exacerbates shame), empathy conveys a simple acknowledgment, “You’re not alone, I’ve been there.” **Empathy is connection.**”

Brene Brown

1. Is empathy and a non-judgemental approach promoted when working with others?
2. Have toxic personalities / shaming behaviours been addressed?
www.wave.org.nz
3. Is there a policy of respectful engagement?
4. Are values incorporated in your performance management systems and are they acted out on a day to day basis - do we walk the talk?

“Shaming is the exercise of humiliation, sarcasm, pot-shots or mistake-pointing with the intent of reducing another’s self worth”.

Mitchell Kusy & Elizabeth Holloway

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