

***Leadership Training and Executive Coaching: Ensuring New Principal Support is Effective, Consistent, and Research-Based***

# Learning Targets: The session will introduce participants to:

1. The research-based benefits of coaching for new leaders (and all leaders)
2. Essential Coaching strategies and skills to maximize coaching effectiveness
3. The model Portland Public Schools is using to maximize support for new leaders
4. How to ensure new leaders receive highly effective support with measurable outcomes
5. How to measure the impact of leadership development support

# What we know from the research

Impact of Training Components On Teacher Learning and Application			
Training Components	Concept Understanding	Skill Attainment (Mechanical Use)	Application
Presentation of Theory	85%	15%	5-10%
Modeling by Trainer	85%	18%	5-10%
Practices and low-risk feedback in training setting	85%	80%	10-15%
<b>Coaching</b>	<b>85%</b>	<b>90%</b>	<b>80-90%</b>

Source: Adapted from Joyce and Showers (1995) and Collins (1997).

# The Cost of NOT Utilizing Coaching to Embed new Learning

**Staff Development budget \$100,000**

Using a workshop model you will get only *\$5,000 to \$15,000* worth of transfer to the classroom

Using an effective and strategic coaching model you yield *\$80,000 - \$90,000* worth of benefit

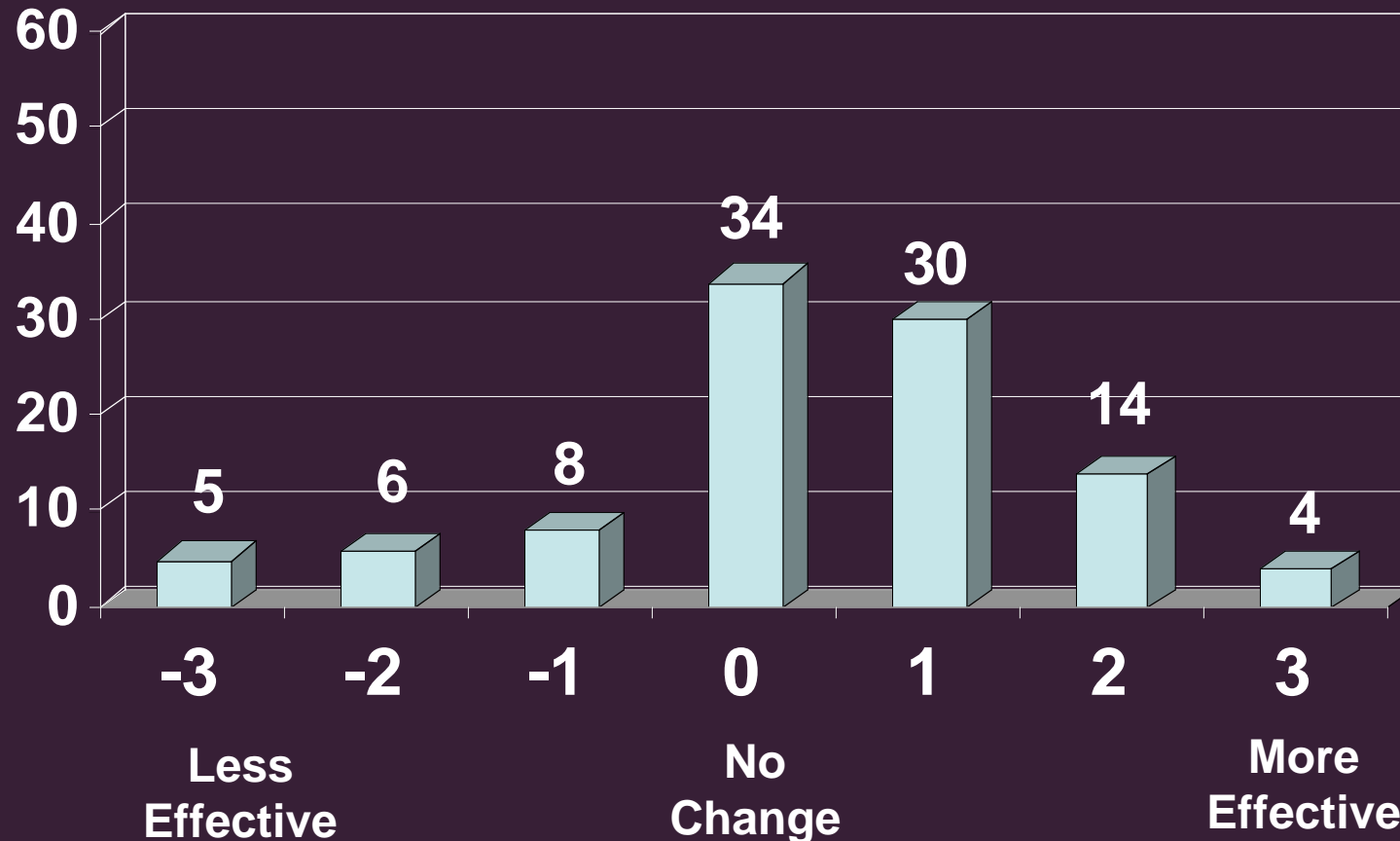


# The Pay Off of Coaching Leaders

- Improved working relationships with staff
- Conflict Reduction
- Less turn over
- Increased organizational strength
- Increased productivity
- Higher Commitment to the organization and its' mission

*2001 study of the impact of coaching Manchester, 2001*

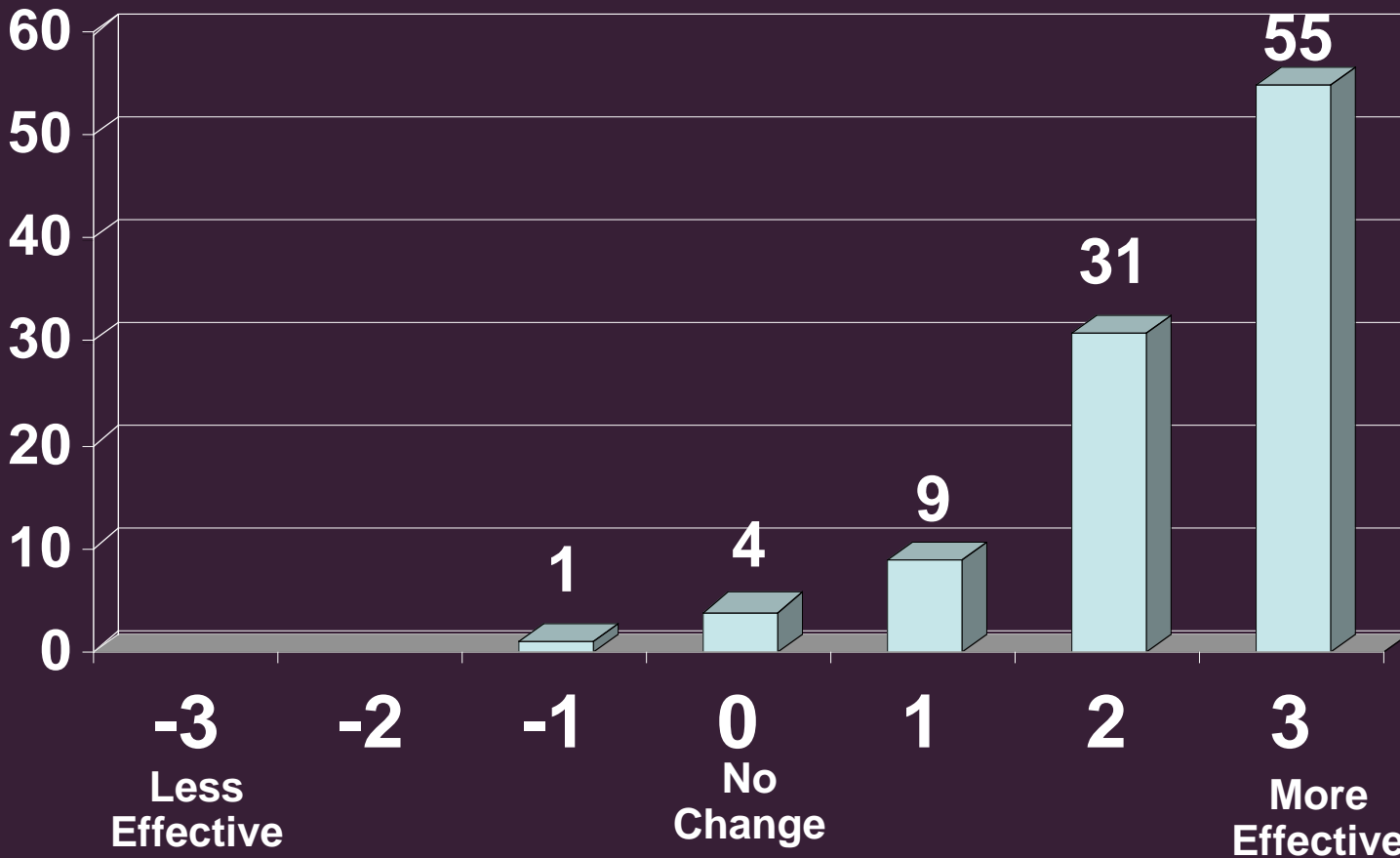
# What happens when there is no observable follow-up?



**No** follow-up → **Some** perceived change in behavior

From *Leadership is a Contact Sport*, Marshall Goldsmith, Business + Strategy magazine

# What happens when there is consistent follow-up?



**Consistent** follow-up → **Significant** perceived change in behavior

# Leaders as Coaches: Bringing Science to the Art of Coaching

Read the article on your own. Read the article. Identify and highlight one or two passages that have important implications for effective coaching support for new leaders.

*We will share in 20 minutes*

# Bringing Science to the Art of Coaching

Find a partner and share the following:

1. Read aloud the passage you have chosen
2. Tell why you chose it and what you think the important implications are for effective coaching support for new leaders. (and ALL leaders)

# Results

**Considering the research from the article we shared and from the earlier slides.**

- What are the possible benefits of providing coaching support for new leaders?
- What skills will be essential for those who coach new leaders?

Share with a partner. You have 3 minutes

# A Clearer Definition of Coaching

Form a group for each

- **Mentor/Mentoring – 1's**
- **Consultant/Consulting – 2's**
- **Evaluation/Evaluator – 3's**
- **Training/Trainer – 4's**

As a team, create a list of words that describe the role of each. Include words that describe their interactions with those they work with and words that describe how they are perceived by others.

***We will share in 10.2 minutes***

# Defining Coaching

- Reflect on the coaching interaction you just watched.
- What words describe the interaction between the coach and the coachee?
- How is the coaching interaction different than these other roles?
- How is it similar?

# Reflect on the coaching conversation you just watched

- Is there anything you would you add/change on your list?
- What is different/the same about this coaching conversation?

# Essential Skills Every Leadership Coach Should have to Maximize Effectiveness

## Builds a Strong Relationship

1. Personally Supports the Development of others
2. Generates Trust
3. Builds Relationships
4. Encourages Collaboration

# Communicates Effectively

1. Listens Deeply
2. Asks Powerful Questions
3. Values Diversity
4. Provides Feedback Effectively
5. Welcomes feedback from the Coachee

# Facilitates Action and Results

1. Helps Others Set Goals and Performance Expectations
2. Inspires Others to Change
3. Fosters Innovation

# Provides Ongoing Support

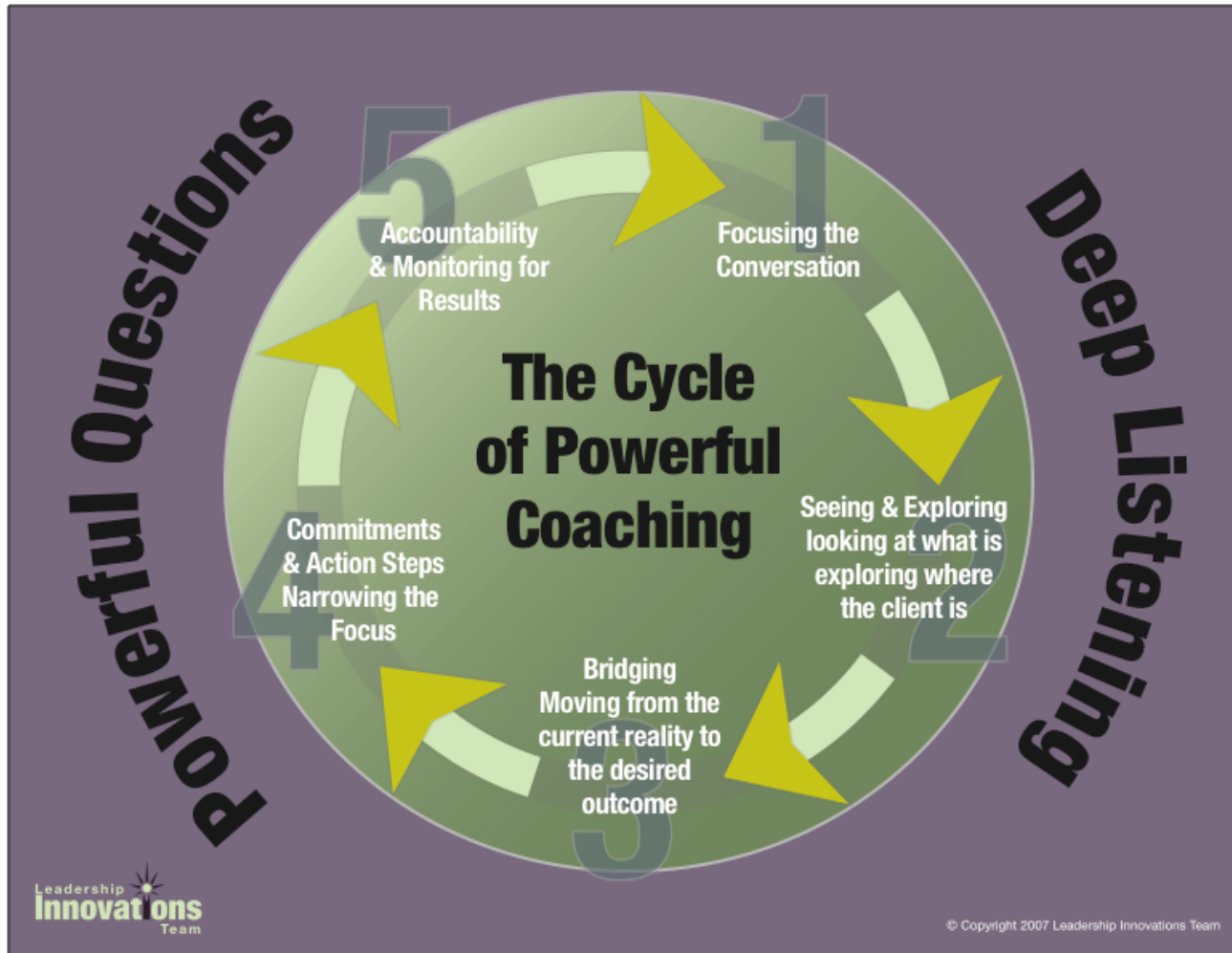
- Gives Recognition
- Provides Follow-Up and Accountability

# Typical Coaching Session



- Deep Listening
- Powerful Questions
- Clear Goals
- Commitments & Actions Steps
- Monitoring for Results

# Cycle of Powerful Coaching



# What Coaching Is and Is Not



- What Coaching Is...
  - Principal owns direction & outcomes
  - Build on strengths
  - Action-oriented
  - Inspires change
  - Fosters Innovation
  - Supportive, positive, & reflective
  - Provides follow-up and accountability
  - Is confidential
- What Coaching is Not...
  - Not therapy
  - Coach does not fix
  - A buddy
  - A gripe session
  - Evaluative

# Coaching Helps You Get Things Done...

... And helps you leverage training to **take your leadership development to the next level**

- Each coaching session ends with a set of **specific action items** designed to move the change process forward
- **“Check in”** as action-items are completed
- Stay focused, increase your effectiveness and productivity, and become the best leader you can be

# What contributes to great coaching?

- Caring deeply about the coachee's progress
- Asking powerful, probing and reflective questions
- Creating a safe and trusting environment
- Helping the coachee create a vision for success
- Respecting where the coachee is at in the change process
- Communicating in a non-judgmental manner
- Listening deeply
- Following the coaching process
- Remaining neutral
- Following the coachee's agenda
- Having more frequent but shorter conversations
- Following up and measuring growth

*Taken from "Leadership Coaching for Educators: Bringing Out the Best in Our School Administrators" Karla Reiss*

# Portland Public Schools New Leader Mentor Program

New Leaders Program Goal:

To promote opportunities for new school leaders to sharpen their knowledge and skills while challenging their courage and will to become extraordinary leaders of change who put learning and teaching of all students foremost in their work.

# Program Outcomes for new leaders:

1. Understand system expectations, procedures and resources
2. To increase new leaders competence and comfort in accelerating learning and closing the achievement gap
3. Promote and support a collaborative culture of reflection and personal and professional growth
4. To provide focused, intentional and strategic support for school leaders during the first three years of tenure at PPS

# Curriculum focuses on:

What to do

How to do it

Why do it

# Program Strategies:

1. Quarterly Collaborative Opportunities
2. Technical Assistance
3. Coaching
4. Celebrations
5. Measuring Growth

# The Impact of Coaching

“If you give a man a loaf of bread, you feed him for a day. Teach him to fish, and you feed him for a lifetime.”

# Tools for measuring the impact of coaching and leadership effectiveness

- **Leadership 360** to guide the work and ensure coachees are working on the goals that will have the greatest positive impact on the organization
- **Coaching 360** to determine the impact and effectiveness of the leadership coaching you are providing

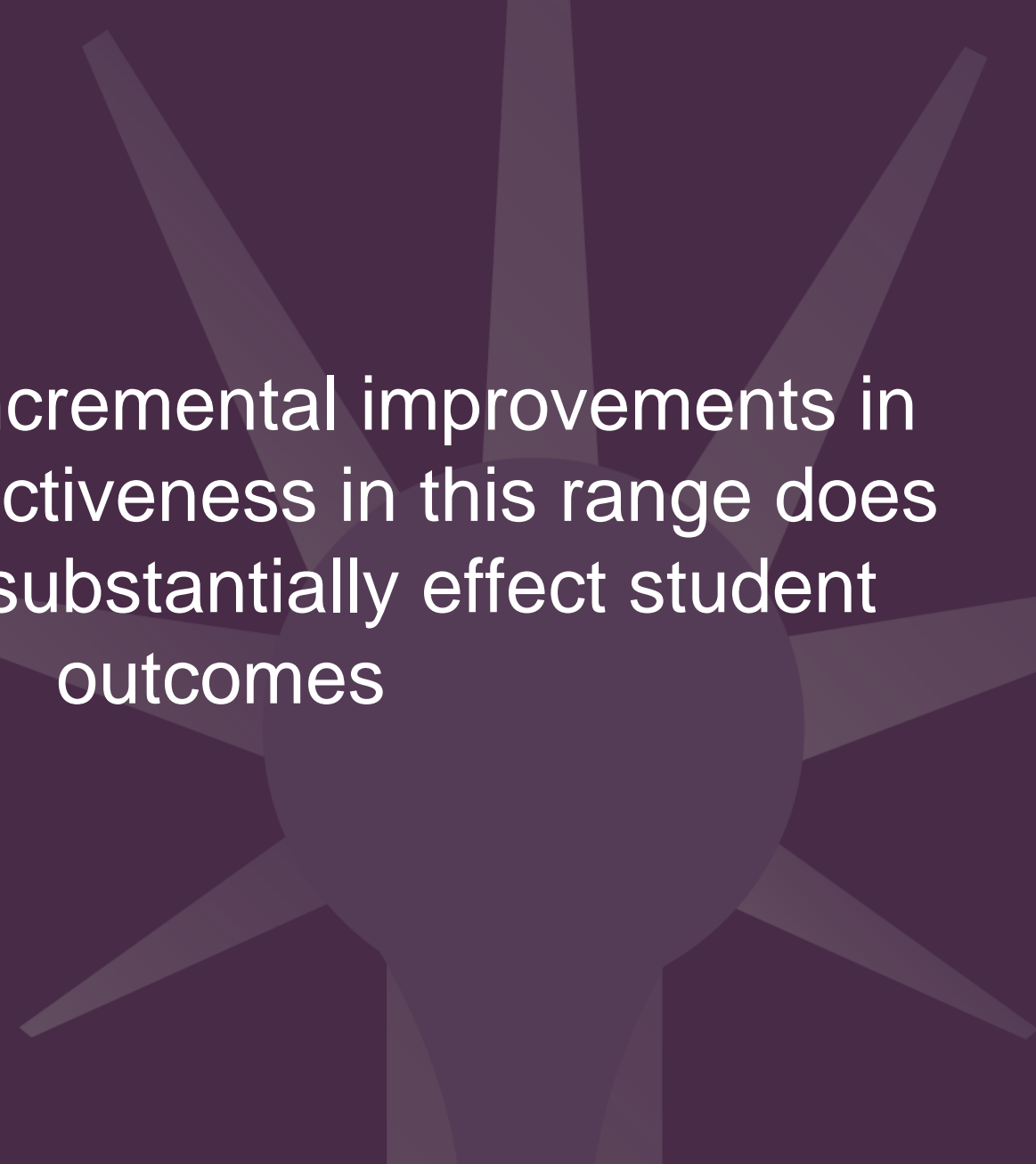
# The Research

- Two years researching the impact of leadership performance and the key behaviors that great leaders demonstrate
- Data set of 200,000 evaluations on 20,000 people
- Contrasted the highest-performing 10% to the lowest-performing 10%
- The approach: Lead with the data!
- The result: New insights that fundamentally change the way we think about leadership development

# Did You Know.....

...There is not much difference in outcomes between leaders ranked in the middle categories – from 30% to 70% percentile

*The impact is the same!*



Making small, incremental improvements in leadership effectiveness in this range does not seem to substantially effect student outcomes



...So We Must...

Focus on facilitating intentional, strategic, and research-based learning opportunities for school leaders to help them identify their strengths and leverage these strengths to accelerate improvement

In Order to Actualize Our Belief  
That:

*It is within the reach of  
every school leader in PPS  
to be extraordinary!*

For more information on how to develop extraordinary leaders go to:

[www.leadershipinnovationsteam.com](http://www.leadershipinnovationsteam.com) and download the free report – Leadership Under the Microscope