

## Performance Coaching

COMMITTED TO YOUR SUCCESS.

- There are different forms of coaching -
  - Skills coaching (i.e. instructional coaching)
  - Personal coaching (i.e. life or career coaching) etc.
- This webinar is about Performance Coaching and focuses on helping coachees take actions to meet their goals

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## Performance Coaching

- The early identification of and commitment to a project that creates outcomes that benefit the school or district.
- Coaches ask coachees to engage in high-impact actions
- Formal coaching agreements and 100-Day Plan

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## Performance Coaching

- A series of conversations
- Is action-oriented, to achieve goals that matter
- Helps coachees develop skills they need to produce results through others.
- Leads to action through reflection
- Is highly reciprocal

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### Step 1: Greetings and Accountability



- Greet each other and welcome each other to the conversation
- Asking coachees to refer back to the actions they committed to at the end of the previous coaching conversation
  - “How did the actions you committed to at the end of the last conversation work out?”
- Take notes and resist interrupting and questioning

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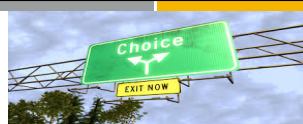
### Step 2: Focus the Conversation



- What took place?
  - What actions did you take?
  - What data do you have?
- Coaches refer to the 100-day plan, and together they review the intended progress of actions, comparing them to the reality
- Coaches ask coachees to identify the goal of the current conversation

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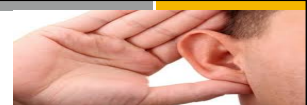
### Step 2: Focus the Conversation



- Coaches have the choice to either focus on
  - the premeditated high-impact actions or
  - to address what has come up, but is still related to the forward movement of the coaching project.

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### Step 3: Listen



- The coach reiterates the desired goal of the current coaching conversation, and invite the coachee to talk about it
- Listening is the primary tool used by the coach
- Listen without interrupting, making comments, or asking questions

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### Step 4: Deepen Understanding



- Coaches ask
  - clarifying and detail questions about what what seem to be the most important aspects of the story told to them by their coachees, and
  - End step 4 with a summary statement-offer summaries and paraphrases of what seem to be the most important aspects and essence of the story

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Ask clarifying and detail questions to reduce ambiguity and increase specificity



- “When you said .... do you mean...?”
- Could you clarify what you mean when you say....?
- Can you give me an example of.....?
- Tell me more about the details of ...
- Say more about....

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## Step 5: Interact Through Questions



- The coach asks open-ended questions that move the coachee and the work forward
  - Why do you think...?
- Present theories (“I wonder if \_\_\_ could be happening...”).
- Make observations relating the coachees’ exploration to what is known about the subject.

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## Step 6: Reflect and Brainstorm



- “What are you thinking now, given our conversation so far?”
- “Where in the situation do you see possibilities?”
- Ask more questions
  - What could you do?”
  - What might be the right next step?
  - What could you commit to doing?

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## Step 7: Commit to Action

DECIDE.  
COMMIT.  
SUCCEED.

- What actions will you commit to taking between now and our next conversation?
- Do not add to the list of actions
- Summarize the one to three actions committed to by the coachees
- Ask for feedback about the coaching session itself....Did this session work for you?

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## Session Time

- Step 1: 5-10 minutes.
  - Step 2: 3-8 minutes.
  - Step 3: 10-12 minutes.
  - Step 4: 10-12 minutes.
  - Step 5: 15-20 minutes
  - Step 6: 5-8 minutes
  - Step 7: 2-5 minutes
- Total 50 - 75 minutes



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## 100 Day Plan

### First 100 Days Coaching



- An action that clearly aligns with the mission of the school or district
- A starting point for every coaching conversation.
- Coachees should revise the plan, as needed, at the end of each coaching sessions.
- A single place where leaders personally record and track the actions they plan to take
- A learning journal

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Coachees should begin with no more than three strategies that match the context and climate of the school or district they work within.



Once the opening strategies are identified, coachees can identify high-impact actions to get the strategies working

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## 4 things to think about

1. Learning
2. Evidence
3. Attitude
4. Decisions



## 1. Learning

- Populate the 100-day plan with actions that require the coachee and others to learn
- Plan and implement professional learning
- Conduct action research projects



## 2. Evidence

- What evidence will you collect to inform your decisions?
- Determine what student achievement and adult action data to collect and analyze.
- Collect, analyze, and report
- Display data.
- Maintain logs
- Celebrate early wins



## 3. Attitude

- Populate the 100-day plan with actions that take into account the emotional side of motivating people to change.
- Set personal learning goals
- Identify the potential challenges
- Establish supportive relationships and networks
- Communicate



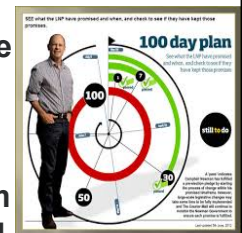
## 4. Decisions

- Data to monitor
- Structures/ Teams
- Schedules
- Deadlines
- Information to share and receive



## Ideas for the 100 plan

1. Select a project already on their plate
2. Identify why this project matters
3. Tell others about the project and ask them for their support and feedback.



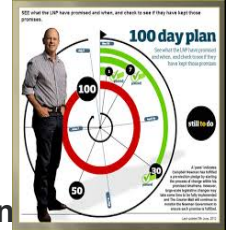
## Ideas for the 100 plan

4. Identify in advance when you will measure and report on indicators
5. Populate the plan with high-impact actions
6. Build in actions that require you to learn



## Ideas for the 100 plan

7. Update your project weekly.....Do not let a week go by without reviewing these actions...
8. When you feel discouraged, take action
9. Reflect with your coach



## Questions and Reflection

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