INNOVATING LEADERSHIP: BUILDING A COACH-LIKE CULTURE

Results. Assumptions. Findings.

2020

HEATHER CLAYTON CONSULTING

Navigating the possibilities.

SUMMARY

INNOVATING LEADERSHIP: BUILDING A COACH-LIKE CULTURE
is a 3-phase project supporting an intentional, research-based, leadership focus through individual and team conversations ; using coaching and a coach approach to build transformative leadership skills and practices.

The INNOVATING LEADERSHIP: BUILDING A COACH-LIKE CULTURE project was highly successful, through its use of a coaching model, in school and system leadership professional development.

This summary is based on the report from the Ministry of Education in Ontario, which researched all 3 phases of this project and also gathered participants' feedback.

PHASE 01	PHASE 02	PHASE 03
LEAD FROM THE INSIDE OUT	**COACH-LIKE LEADERSHIP**	**CREATING A COACH-LIKE CULTURE**
01	02	03
explores values, self-awareness including intention and impact, inner critice, beliefs, and assumptions	explores skills such as questioning, listening, feedback, GROW model, transformational coaching, and goal setting	expands the learning and asks "what is the current culture?evidence? Where are the opportunities or challenges to influence?

"I am looking for opportunities to engage others in coaching conversations. I am attending to my own questioning and listening skills in daily activities - my self reflection skills have increased so that reflection is now more a way of being than something I need to consciously force myself to do. I find myself "talking to myself" a lot - which is how I reflect. I was surprised that this became a natural outcome of this learning. I find myself worrying less and reflecting more. This has benefitted me in feeling more satisfied and content at work, which helps improve my interactions with coworkers. An unexpected outcome has been a reduction in stress - although the work has not changed and the stress-inducing events have been maintained (or perhaps increased!) my response to them has changed. I feel more confident in my ability to move forward and respond, largely because I am more confident in my beliefs, values, skills, and abilities." (Participant)

Participants' Responses

PHASE	01	02	03
Agree with the statement: "I am more self-aware now,"	95%	97%	100%
Report being more aware of their impact as leaders on others	73%	91%	100%
Feel the workshop is a good use of their time	100%	97%	100%

PERSONAL GROWTH | 4 INTEGRAL THEMES
as reported by participants during the 3 phases of the project

STRENGTHENING COLLABORATION
Better relationships, increased trust, opening spaces for sharing and asking of questions, and collaboratively arriving at meaningful solutions in difficult situations.

OPENNESS TO VULNERABILITY
Becoming more open to asking for and receiving feedback , interacting with staff as a learner/co learner,

PROFESSIONAL & PERSONAL GROWTH

CURIOSITY IN COACHING
Using the coaching process to facilitate positive changes in school and district board culture.

BUILDING EDUCATOR CAPACITY
Approaching professional learning in an inquiring stance and "owned" the learning, rather than passively awaiting to be directed.

Participants' Comments

"My staff have commented many times on my new 'coaching' approach. They have told me that they are using my questioning techniques to work with others. They laugh when I ask them a question, rather than giving an answer, because they know I'm in 'coaching mode'. Then - they sit back and think about the question..." (Participant)

"Better relationships. A difficult situation arose with various staff members at our building. Instead of being blunt, questions were asked, values were recognized and there was a meaningful solution." (Participant)
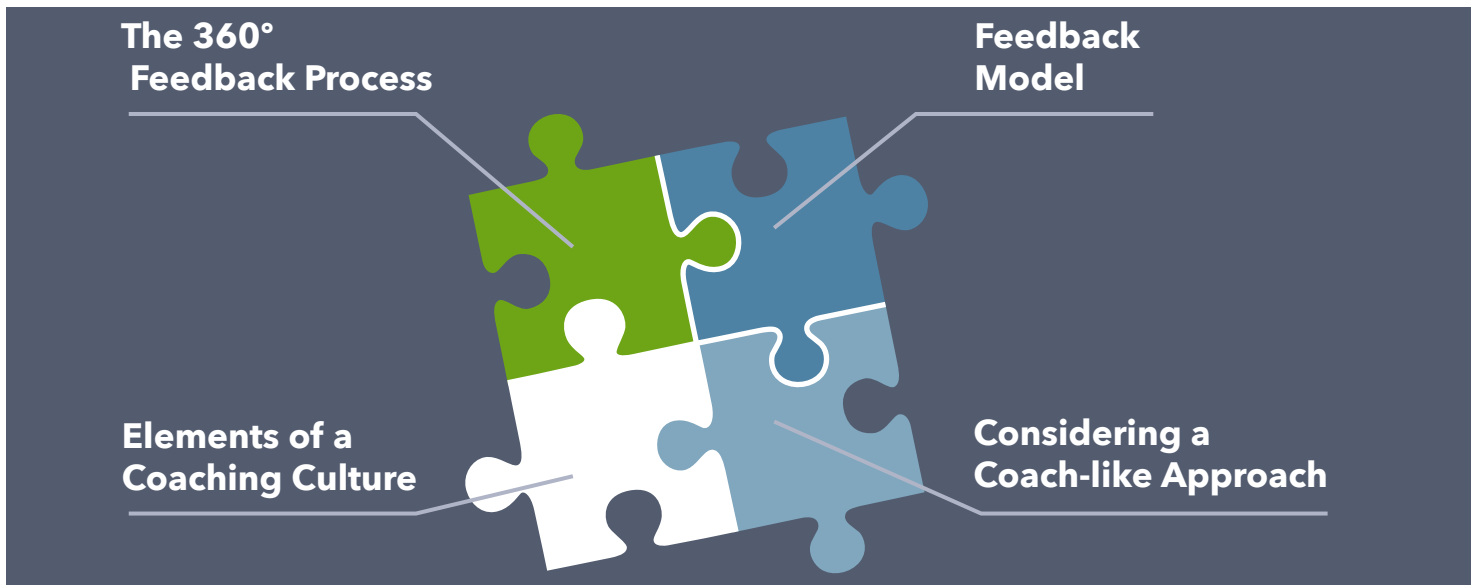
"I think that my team can see my ability to share my leadership is about being vulnerable in different situations. Through this I see that they recognize my commitment to them..." (Participant)

"Sharing my learning with those around me has helped build an interest in a coaching culture and has resulted in opportunities for me to spread the learning forward." (Participant)

"I reached out to a colleague for help and support. He role-played with me and helped me construct key questions. I felt more prepared for the conversations." (Participant)

EMPOWERING LEADERS | SKILLS AND TOOLS

elements of the project which resonated most deeply with the participants

**The 360°
Feedback Process**

**Feedback
Model**

**Elements of a
Coaching Culture**

**Considering a
Coach-like Approach**

Participants' Comments

"The feedback model helped me to frame how to provide purposeful and effective feedback to others." (Participant)

"This 2-year commitment gave me permission to carve out time for my own leadership learning... allowed me to be present, aware and connected to my peers in a way that has changed my ability to lead for the better on multiple levels." (Participant)

"Personal insight and feedback through the 360 process allowed me to refine personal leadership goals." (Participant)

"Getting 360 Feedback helped me understand things I needed to stop doing and things I needed to start doing - very helpful." (Participant)

"I love the work on creating a coaching culture - this is what we need in in our schools/board office/the way we work with parents...." (Participant)

"This has been some of the best professional development that I have ever undertaken. The progress that I have made in my leadership development has been significant." (Participant)