Coaching for Improvement: Developing the DoDEA Coaching Model

Introduction

“Everyone needs a coach.” - Bill Gates (2013)

“The one thing people are never good at is seeing themselves as others see them. A coach really, really helps.” - Eric Schmidt (2009)

International Coach Federation

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

Core Competencies:
- Setting the Foundation
- Co-Creating the Relationship
- Communicating Effectively
- Facilitating Learning and Results

G.R.O.W. Coaching Model

G: The “Goal” the individual seeks to achieve.
R: The “Realities” a person should consider in the context of the decision process.
O: The “Options” open to the decision-maker.
W: The “Way Forward” - a specific action plan that maximizes the precision and proactivity of the GROW Model.

Presentation Purpose

Share our experience incorporating coaching into the capacity building of educational leaders engaged in organizational restructuring.

CASE: DoD Education Activity (DoDEA)
Functions of new Centers for Instructional Leadership (CILs)

A Recognition of Change

Approach to Achieving Impact

Structure of Professional Learning

Framing the Learning Experience

1) Engage in new learning,
2) Interact with resources and tools, and
3) Refine skills through practical application activities (both across & within CILs).
New World Kirkpatrick Model

Kirkpatrick Level 1: Reactions

• Highest rated statement was “I am committed to using the knowledge and/or skills I learned to do my job.”
• “The professional research helped to focus/frame my thinking around coaching.”
• “This session was a great follow-up to the work we did in Fort Bragg and helped me refine my practice.”

Kirkpatrick Level 2: Learning

• “The professional learning opportunity provided me with the chance to reflect on my practices and identify areas of growth. Importantly, I received tools to assist me in improving my ability to coach others.”
• One of the skills with the largest learning gains was “identify and apply specific tools for impactful coaching within DoDEA.”

Kirkpatrick Level 3: Behavior

• “I will be able to use the concepts, skills, and strategies in most all of my interactions with my colleagues at work.”
• “For our trio [coaching practice group], we are going to focus on some more challenging role play scenarios and make use of additional tools.”
• “I want to be able to take my coaching to the next level. I feel by choosing appropriate tools [the resources] will help me.”

Kirkpatrick Level 4: Result

While DoDEA appropriately expects professional learning to have positive impact on their organization, the evidence for behavior change and results requires time to emerge.

Reflections of Practitioners

• Indicated a sense of autonomy, competence, and relatedness.
• Valued investment in collaborative development.
• Appreciated social learning approach.
• Expected future work and application.
• Desired ongoing professional learning.
Conclusion & Recommendations

“One six-month series of coaching does not make a seasoned, socially and emotionally intelligent leader. However, the awareness gained from the process becomes part of the leader’s daily tools that can be used to deconstruct similar situations” (Patti et. al., 2012, p. 267).

Recommendations:
❖ Embrace a coaching culture
❖ Consider International Coach Federation resources
❖ Sustain investments

Questions

Even Our Coaches Benefit from Coaching

The process of coaching, “One six-month series of coaching does not make a seasoned, socially and emotionally intelligent leader. However, the awareness gained from the process becomes part of the leader’s daily tools that can be used to deconstruct similar situations” (Patti et. al., 2012, p. 267).

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