Workplace Coaching & Professional Development: Using Developmentally Appropriate Practice

2014 NACCTEP Conference

Presented by:
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Learning Outcomes

The participant will:

- Evaluate situational and contextual issues in the workplace and the implications for coaching and staff development

- Identify components of effective coaching using DAP principles and best practices

- Examine personal and professional beliefs that will enable the participant to begin formulate their own personal coaching philosophy
Enabling Objectives

- Review definition of organizational culture and correlate the implications for coaching
- Select appropriate coaching and performance development strategies for issues presented in the workplace
- Define coaching styles
- Define a personal coaching philosophy
Definition of Organizational Culture

- The values and behaviors that contribute to the unique social and psychological environment of an organization.

- Organizational culture includes an organizations expectations, experiences, philosophy and values that hold it together, and is expressed in its self-image, inner workings and interactions with the outside world.

- It is based on shared attitudes, beliefs, customs, and written and unwritten rules that have been developed over time and are considered valid.
Pair Share Activity

• With a neighbor describe what Developmentally Appropriate Practice looks like.
What is DAP?

- Knowing how children learn & development
- Meeting children where they are
- Helping children reach challenging and achievable goals
- Engaging in intentional teaching
- Is individually appropriate (inclusionary practice)
- Is socially and culturally appropriate
What is DAP cont.?

- Creates a caring community of learners
- Teaching enhances learning and development
- Curriculum is planned to achieve important goals
- Development and learning are continually assessed
- Relationships are built with families
What is DAP for Adult Education?

• Using the DAP handouts talk with a neighbor to decide which descriptors apply to adult education?
Developmentally Appropriate Adult Education (DAEd)

- Adults learn from structural processes as well as content
- Teaching/Coaching strategies are relevant to:
  - How adults learn
  - What motivates adult to learn
- Curriculum should be integrated, varied, relevant, playful and balanced
Adult Learners vs Youth Learners

- The experience and knowledge base of the adult learner is an “important resource for learning . . . adults can call upon their past experiences and prior knowledge in formulating learning . . .” (Caffarella & Barnett, 1994, p. 30).
<table>
<thead>
<tr>
<th><strong>Adult Learners</strong></th>
<th><strong>Youth Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-centered; seek educational solutions to where they are compared to where they want to be in life.</td>
<td>Subject-oriented; seek to successfully complete each course, regardless of how course relates to their own goals.</td>
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<tr>
<td>Results-oriented; have specific results in mind for education - will drop out if education does not lead to those results because their participation is usually voluntary.</td>
<td>Future-oriented; youth education is often a mandatory or an expected activity in a youth's life and designed for the youth's future.</td>
</tr>
<tr>
<td>Self-directed; typically not dependent on others for direction.</td>
<td>Often depend on adults for direction.</td>
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**Adult Learners**

Often skeptical about new information; prefer to try it out before accepting it

Seek education that relates or applies directly to their perceived needs, that is timely and appropriate for their current lives

Accept responsibility for their own learning if learning is perceived as timely and appropriate

**Youth Learners**

Likely to accept new information without trying it out or seriously questioning it

Seek education that prepares them for an often unclear future; accept postponed application of what is being learned

Depend on others to design their learning; reluctant to accept responsibility for their own learning
Malcolm Knowles, known as the «father of adult education» has identified the following characteristics of adult learning:

- Respect
- Practical
- Relevancy-oriented
- Goal-oriented
- Life experiences & knowledge
- Autonomous & self-directed
Learning Ghosts

- Many adult learners enter the educational arena assuming that the environment will be similar to prior learning environments were “school [like]” dredging up past negative experiences.
- This paradigm is classified as teacher-directed learning
  - meaning that these learners have expectations that the teacher will be the source of all learning and knowledge.
- Not all previous “school” experiences will be positive, as some learners did not enjoy their previous experiences
Learning Ghosts

What are YOUR learning ghosts?
What “haunts” your organization
What is your organization’s culture? Is it ready to learn?

- Talk with your neighbor about your organization's learning culture.
Organizational Culture Is Visible in:

- The way the organization conducts its business, treats its employees, customers and the wider community.
- The extent to which freedom is allowed in decision making, developing new ideas, and personal expression.
- How power and information flow through its hierarchy.
- How committed employees work towards collective objectives.
Coaching Culture Defined

“Coaching is the predominant style of managing and working together, and where a commitment to grow the organization is embedded in a parallel commitment to grow the people in the organization.” (p.19)

Benefits of a Coaching Culture

- Improved individual performance or productivity
- Leadership development and succession planning
- Increased individual work skill levels
- Improved organizational performance
- Boost to employee engagement
- Improved employee retention rates

What is Coaching?

- “In its simplest form coaching is helping another person develop and grow.”
  Terry R. Bacon, PhD.

- It has been used as a method for improving instruction and teaching strategies, experimenting with new approaches and techniques, problem solving and building collegial relationships.
# Three Dimensions of Coaching

<table>
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<tr>
<th>Coaching Style</th>
<th>Type of Coaching</th>
<th>Coaching Focus</th>
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<tbody>
<tr>
<td>Directive Approach</td>
<td>Programmatic Approach</td>
<td>Specific tasks, skills or behaviors</td>
</tr>
<tr>
<td>Advising</td>
<td>Coaching on an ongoing basis</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
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<tr>
<td>Modeling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non Directive</td>
<td>Circumstantial Approach</td>
<td>Overall growth and development</td>
</tr>
<tr>
<td>Approach</td>
<td>Coaching only in response to a specific need</td>
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<tr>
<td>Counseling</td>
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<tr>
<td>Facilitating</td>
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<tr>
<td>Listening</td>
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<tr>
<td>Responding</td>
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Adapted from: Bacon, Terry R. Effective Coaching. Durango, CO: Lore International Institute, a Korn/Ferry Company, 2004
Determining Your Coaching Style Preference?

- Complete the Coaching Style Preference exercise.

- This exercise is designed to help you learn more about how you prefer to be coached.
Why Do You Need to Understand Your Coaching Style?

- By learning about your own coaching style preferences, you can increase your awareness and knowledge of the preference of those you coach.

- Research shows that supervisors who know how to adapt to the coaching style preferences of their employees are more effective than those who don’t.
# Eight Basic Coaching Styles

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<td>(NPS)</td>
<td>(NPH)</td>
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<td>Experts in their field who coach by instructing, giving feedback and demonstrating skills.</td>
<td>Committed in the long-term development of their staff.</td>
<td>Have a long-term interest in helping staff develop, and they focus on specific skill-based growth needs.</td>
<td>Take a broad view of their coaching responsibility and strive, through a series of regular interventions, to help staff develop the full spectrum of their capabilities.</td>
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<td>(NCH)</td>
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<td>Typically busy, coach only in response to a specific need, and focus on the isolated skill or task they think needs improvement.</td>
<td>Interact with staff only occasionally, and when they do, they are mainly concerned with the development of the whole person.</td>
<td>Often have a peer relationship with the staff member, and their preferred mode is to act as though partners or sounding boards for their staff.</td>
<td>Serve as wise advisors, act as shepherds, and exemplars who coach infrequently, but because of their stature, their interventions are likely to be very impactful.</td>
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## Working with Staff Coaching Style Preferences

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<td>Tell staff what to do but confine your advice to the skills they need to improve.</td>
<td>Counsel and guide the staff member.</td>
<td>Help staff define what they want to change and then help them drive the process.</td>
<td>Be prepared to deal with not only job-related problems but also life and career concerns.</td>
</tr>
<tr>
<td>Model the skills and explain as you do.</td>
<td>Give them direction but find ways for them to grow independent and encourage them to find their own way.</td>
<td>Resist the temptation to give advice; instead, ask questions designed to help them identify their skill gaps and discover how to close those gaps in their own way.</td>
<td>Be totally supportive and encouraging, forgiving when staff err and enthusiastic when they succeed.</td>
</tr>
<tr>
<td>Give specific concrete feedback after observing them trying to use the skill.</td>
<td>Give honest feedback and applaud every little success along the way.</td>
<td>Remember you are facilitating their self-discovery. Ask them to determine and reflect on the progress they have made.</td>
<td>Be a resource to them.</td>
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<td>When skills are mastered recognize them in public for their success.</td>
<td></td>
<td></td>
<td>Use feedback and observations to help them learn how they appear to others, and don’t be afraid to confront them on tough issues.</td>
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<td>Provide a strong lead, these staff members expect a lot of direction. They look for constructive feedback immediately as they perform their tasks. Want to know how their performance impacts the whole organization.</td>
<td>Be a guru who can impart words of wisdom on a variety of subjects. Give them a holistic view of their job performance in the context of their whole life. Use stories and anecdotes to illuminate your ideas and summarize your points. Staff want to know “the moral of the story.”</td>
<td>Act like a peer. They don’t want a higher authority (even if you are one). Act as a sounding board who shares their experiences and can see things from their perspective. Show a lot of empathy. If appropriate, ask them for help too. Mutual coaching is often an excellent way for peers to help themselves develop their skills.</td>
<td>Be interested in the people you are coaching and be dedicated to helping them grow as working professionals and human beings. Guide through questions, suggestions, and modeling of the self-discovery processes that you went through, but expect them to make their own way. Be a resource helping them see what’s necessary and right for them.</td>
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Things to thing about:

- What have you learned about the coaching needs of others?
- How does this understanding impact your role as a supervisor?
- What will you need to do differently?
Effective Coaching Skills

- Some of the essential skills a good coach should possess in order to effectively coach are listed on your handout.

- Let’s review each skill and write down an example of what you do now as we do, score each and write down an action to develop this skill further as part of continuing professional development.
Listening

When you listen effectively you are:

- Focused on the staff member and are not distracted by your own opinions, judgments or feelings
- You are showing the staff member you are listening with verbal and non verbal queues
- You are listening to understand your staff member - so you are listening not just to the words being said but also for their feelings, emotions and even for what is not being said verbally
- Giving the space to your staff member to talk freely and explore without fear of judgment or interruption
- Aware of your staff member’s wants and needs so intuitively know what questions to ask
- Be attentive
Questioning

- Ask open ended questions that elicit lengthy, thoughtful responses.
- Use questions to help staff members explore their needs, goals, issues, barriers, options, resistance and willingness to commit to the action steps needed for change.
- Probe for feelings as well as ideas.
Building Rapport

- Put yourself in the shoes of your staff member
- Try to understand where they are coming from, how they are feeling
- Be 100% on their wavelength.
- Enter their world, talk their language and help them move forward
Giving Feedback

- Focus on both actions and results
- Praise generously, publicly, and at every opportunity
- Privately use negative feedback wisely and carefully, or else it will do more harm than good
- As often as possible tell your employees how much you appreciate their commitment and hard work.
Empathizing

- Remember or learn what it is like to be in the staff members position
- Schedule one-on-one meetings with each of your staff members
- Find out what concerns they have about the organization
- What would make their experience better
- Integrate their suggestions, with your observations, to make improvements to the organizational environment
Use of Silence

- Becoming aware of your own comfort with silence
- Wait a few seconds before rephrasing or clarifying your question
- Allowing silence gives your staff member the space to think through their response to your questions to the fullest
- Pause for a few seconds after your staff member has responded to your question to see if they have anything further to add
Goal Setting

- Ensure the goal is specific
- Ensure the goal is measurable
- Help the staff member identify what is needed to reach the goal
- Write it down
- Put a timescale on the goal
- Ask the staff member whether they truly ‘own’ this goal – is this what they want to achieve or is it something they feel they ought to achieve
Challenging

- Taking the staff member beyond their usual self-imposed limits
- Point out what you have noticed in order to raise their own awareness of the situation
- Present them with the opportunity to think more deeply and adopt an alternative viewpoint
Preparation

- Clear your mind of thoughts, emotions, experiences and opinions so there is space in your mind to receive and process new information
- Switch off your computer, phone and make sure you have an appropriate place to conduct the coaching session
- Have plenty of paper and spare pens to hand for note taking
- Gather and re-read notes from previous sessions or review any observations or notes used to initiate this session
Reviewing Learning

- Using scaling techniques to review learning and progress towards reaching goals
  - For example (in the simplest form): *On a scale of 1 - 10...*  
    - *to what extent have you made progress towards this goal?*  
    - *how content are you in this area?*  
    - *how committed are you to taking this action.*
Self Improvement

- Determine what you need to do for your own self improvement
- Do you set your own self improvement goals?
- Do you need to get some additional training on using coaching techniques with your staff or creating a coaching culture in your organization?
Why Should You Creating a Coaching Philosophy?

- A well-developed philosophy will help you make difficult decisions and coach more successfully
- Shows others how you will approach the coaching process
- Presents a consistent and positive message
- Defines your beliefs and those of the organization
Decide on Your Personal Coaching Goals

- What is it that you hope to achieve as a coach?
- Are you in it to make a difference in the organization?
- Do you want to satisfy a personal desire to make a difference?
What Life Lesson or Values Will Be Included in Your Coaching?

- What life lesson will you pass on?
- What values will you bring to the coaching process?
- How will you incorporate these into your coaching process?
What Will Staff Gain From The Coaching Experience?

- Will they develop new skills or confidence in themselves?
- Will they improve their level of expertise?
- What will the overall experience look like for your staff?
Wrap Up

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