

Coaching for change

Dame Pat Collarbone

6th June 2011



Global trends

Movement of

- Capital
- People
- Information
- Popular culture



(Gardner, 2009)

Drivers of change

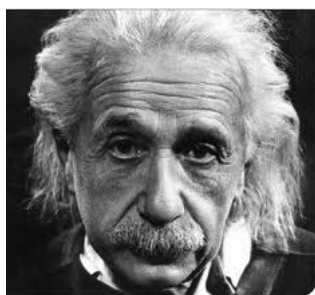
- Demographic
- Social
- Technological
- Economic
- Environmental



Report of the Teaching and
Learning in 2020 Review
Group

UNESCO's educational principles

- Human rights-based approach
- Gender equality
- Results-based management
- Evidence-based approach



“We cannot solve our problems with the same thinking we used when we created them.”

Albert Einstein

Five minds for the future



- Disciplined
- Synthesising
- Creating
- Respectful
- Ethical

(Gardner, 2009)

Competencies for the 21st century

- Collaborators and orchestrators
- Synthesisers
- Explainers
- Versatilists
- Personalisers
- Localisers

Information feeding public accountability has become more powerful than legislation and regulation.....and it has made international comparisons indispensable in the field of education that was thus far conceived a largely domestic area

Andreas Schleicher OECD

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How do we develop and challenge our educators in the light of these ideas?

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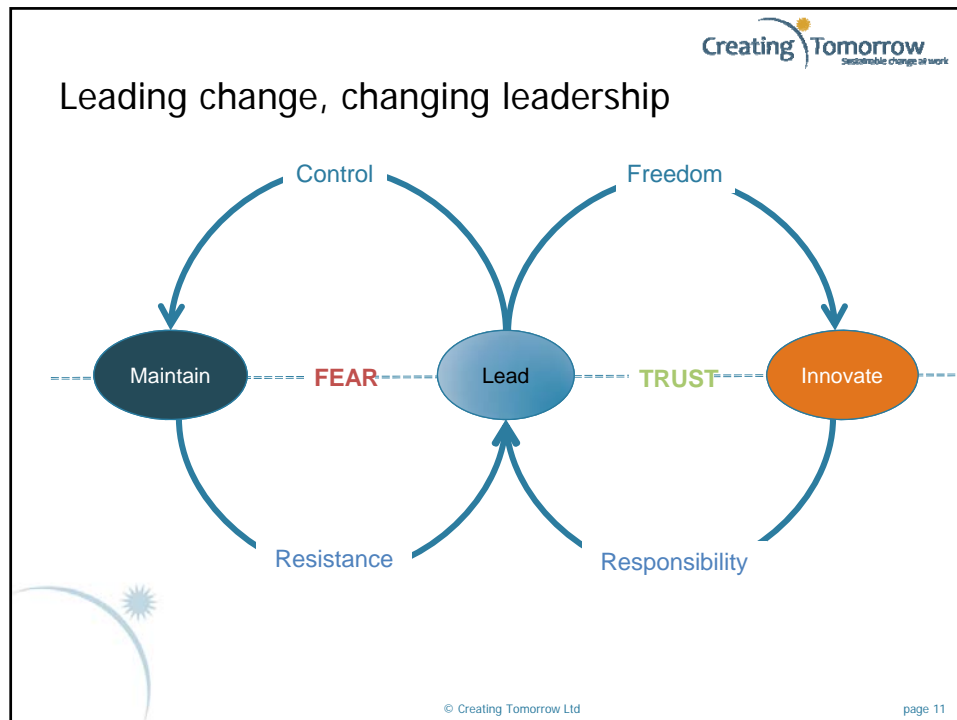
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Cultural change

	Co-dependence	Dependence	Independence	Interdependence
System focus	Confused	Centralised	Localised	Personalised
Leadership based upon	Fear	Control	Rules	Trust
Accountability	Remedial action	Inspection	Self evaluation	Peer review
Ways of working	Conflict	Consultation	Negotiation	Collaboration
Approach to change	Status Quo	Reactive	Proactive	Creative
Workforce response	Denial	Compliance	Development	Professionalism

Maturity of the individual, team, organisation and sector

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Leadership development since 1990 in the UK

- National College for School Leadership established
- National Standards for leadership introduced
- Professional Learning Framework created – development from middle level to senior leaders, aspiring, newly appointed and serving headteachers, consultant leaders
- National Framework for Coaching and Mentoring introduced
- Team, school to school, collaborative, federation developments

Coaching has not only gained a higher profile at national policy level its use is growing in both professional and school development

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Building leadership capacity

*If any of the
elements are zero;
capacity is not built*

*Professor Charles
Desforges*

$$\begin{aligned} &\text{Capacity} \\ &= \\ &(\text{skills and knowledge}) \\ &\times \\ &(\text{motivation}) \\ &\times \\ &(\text{opportunity}) \end{aligned}$$

'Organisations are perfectly
aligned to the results they
achieve'.

Arthur W. Jones

A different approach to change

	Reductionist (scientific mgmt)	Systemic (holistic)
Problem focus (Deficit model)	Measurable impact, project planning, sponsorship and governance	Stakeholder management, multiple perspectives, the whole being greater than the sum of the parts,
Solution focus (Affirmative model)	Behaviour change, creating the future, enabling rather than didactic	Containing anxiety, getting the whole system in the room, working in real time

**Rational
Emotional
Political**



Why has coaching become so important in developing leaders?

Some views on the importance of coaching (1)

- A small handful of personal traits explain a high proportion of the variation in leadership effectiveness – McKinsey 2010
- Coaching promotes learning and builds capacity for change in schools – Cordingley, Bell et al 2003/5
- Coaching makes tacit knowledge explicit and engages staff in open and honest feedback – NCSL 2005
- Coaching is an important vehicle for distributing leadership – CUREE 2005
- Coaching is about unlocking potential in order to maximise performance – Neil Suggett Headteacher

Some views on the importance of coaching (2)

- Learning to be a coach is one of the most effective ways of enabling teachers or leaders to become good or excellent practitioners – CUREE 2005
- Coaching reduces variation in attainment across departments – DFES 2005
- Coaching will become one of the key ways of developing and retaining scarce talent in the future – Blanchard 2010



“Everyone wants to change the world, no one wants to change themselves”

Leo Tolstoy

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A different approach to coaching

A structured yet personalised approach to development that leads to sustained personal and organisational change.

Rational
Emotional
Political

Setting goals

Reflective practice

Applying the learning

Sustaining the change

Leadership & decision making

Providing support & challenge

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Emotional

- Work-life balance
- Interpersonal relationships
- Authority from within

Rational

- Planning for meetings
- Action planning
- Use of time
- Sounding board

Political

- Subordinate development
- Role definition & clarification
- Authority from above and below

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Containing anxiety

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Why do I need to change?

Self-awareness is the starting point and identifying personal and organisational change goals is the outcome.

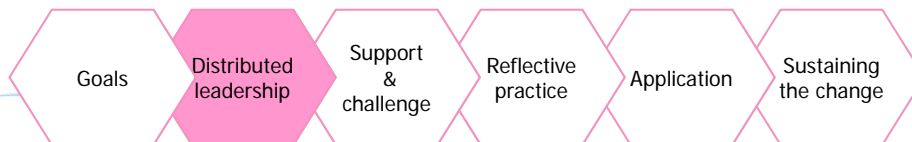
- Planning for action, managing priorities and handling complexity
- Working with the personal as well as the practical implications of change
- Improving organisational awareness

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Who do I need to involve?

Allowing others take up their own authority and the challenge of relinquishing control are explored. Embedding learning about the nature of distributed leadership is the outcome.

- Meeting the needs of the organisation through others
- Using authority from above, below and within
- Developing leadership and followership skills in others



Where do I want to be?

Setting goals that motivate and giving feedback that helps will be the focus. Personal leadership performance and using your position to maximise your impact will be the outcome.

- Providing strategic input
- Resisting the 'flight to solutions'
- Seeing things from different perspectives



What are my options and priorities?

A review of organisational issues and current pre-occupations is central. The outcome is the identification of development gaps, blind spots and hidden strengths.

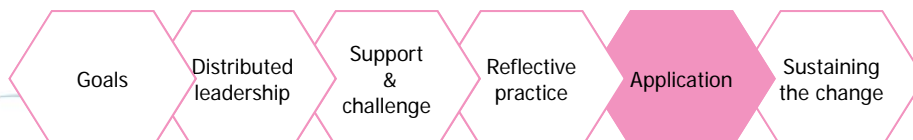
- Recognising patterns and insights
- Managing emotions
- Motivating oneself and others



How do I make it happen?

Applying the learning from the programme to your own role. Building a coaching stance in your role as a leader will be the outcome.

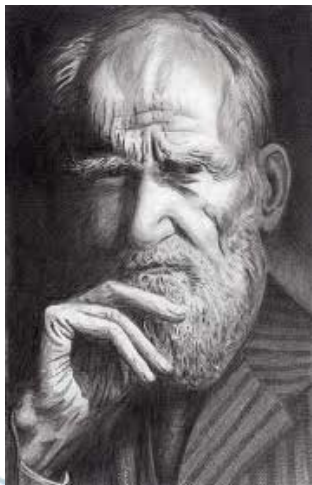
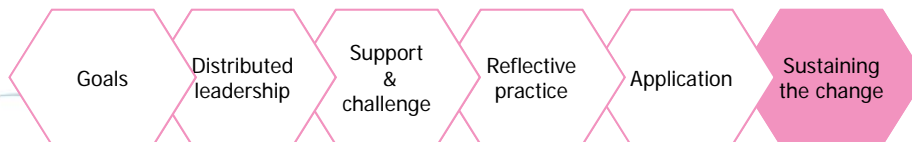
- Managing change
- Giving up old practices and testing new behaviours
- Using power and influence



When will I realise the benefits?

Revisiting personal and organisational goals:

- Embedding new ways of working
- Finding the resources to continually improve personal capabilities
- Identifying leadership and change issues which require further thinking and research



“Progress is impossible without change; and those who cannot change their minds cannot change anything”

George Bernard Shaw