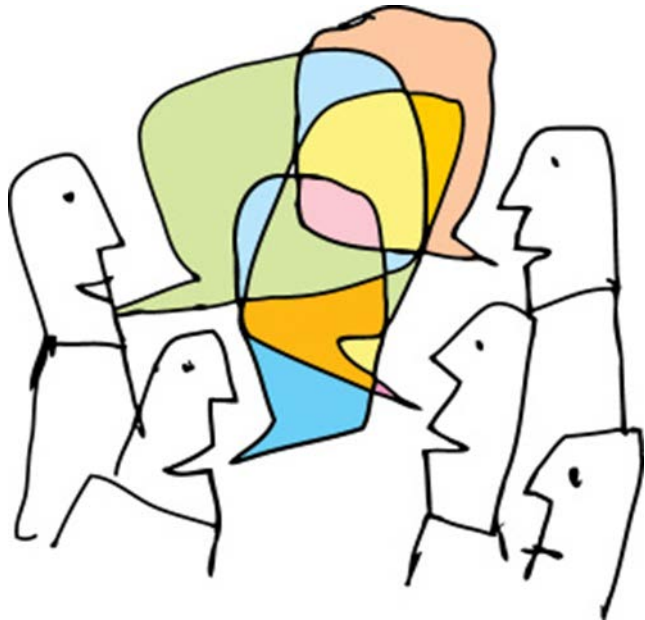




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Transforming Conversations: Integrating a coaching approach into everyday interactions



John Campbell
Executive Director
Growth Coaching International

4th Kuwait Coaching Conference
28-30 January 2018



Where we are heading...

- **Schools as Complex Relational Systems**
- **The Importance of Conversations in Complex Relational Systems**
- **Coaching as One Kind of Organisational Conversation**
- **Types of Coaching Conversations**
- **Some Ways to Bring Them to Life**





Is a school
more like this?



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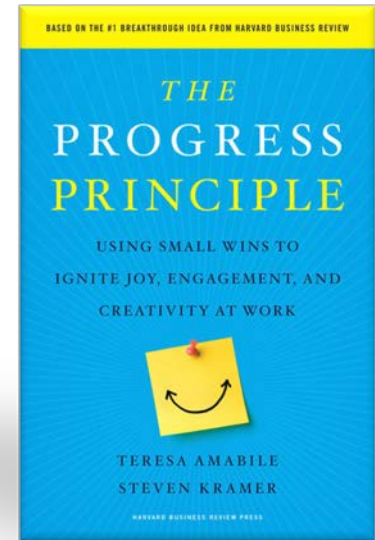
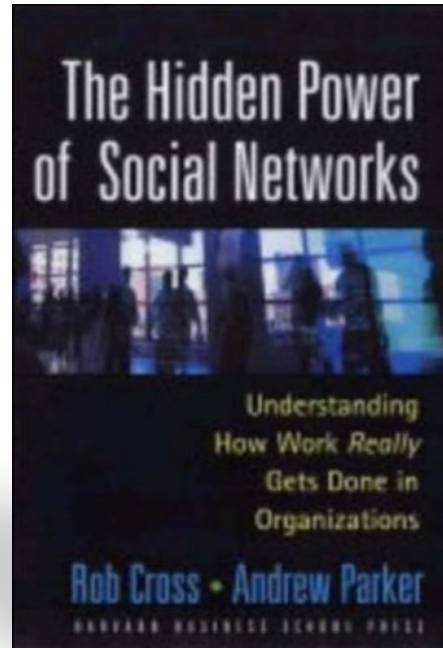
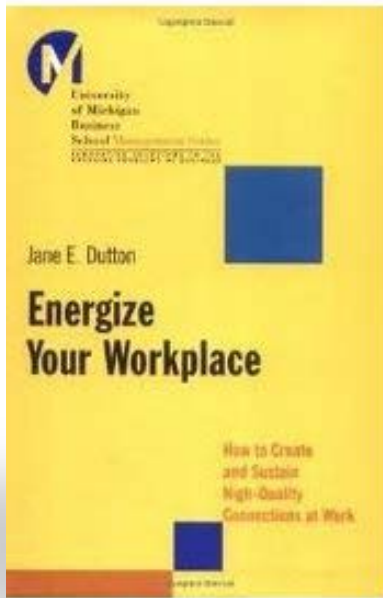
Our organisations, our schools are complex relational systems:

- ❑ multiple influences that are non linear
- ❑ interdependencies
- ❑ active agents
- ❑ emergent unpredictable outcomes

Central to what makes things work in complex relational systems is the quality of the *dialogue* and the *conversation*...

“Strong emphasis on notions of *dialogue and conversation* in the academic literature on leadership”

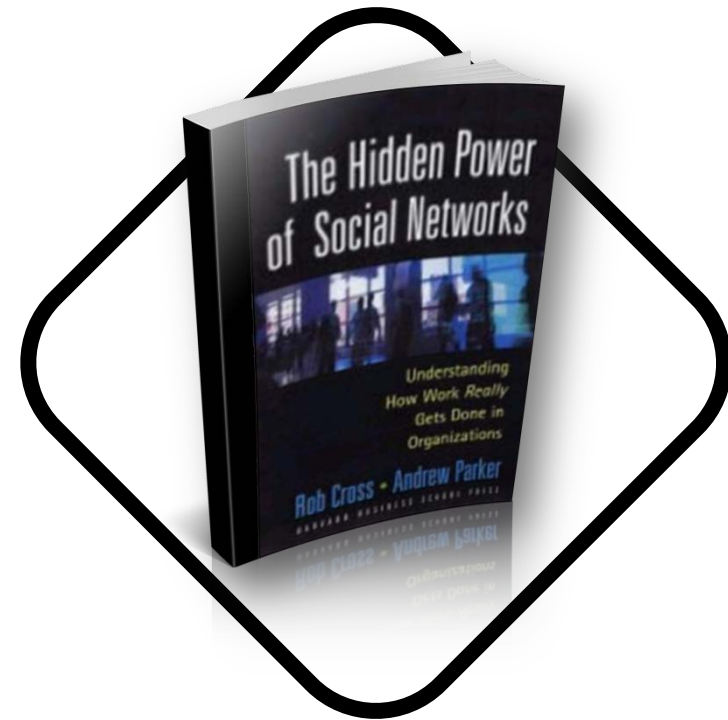
(Cavanagh 2016)



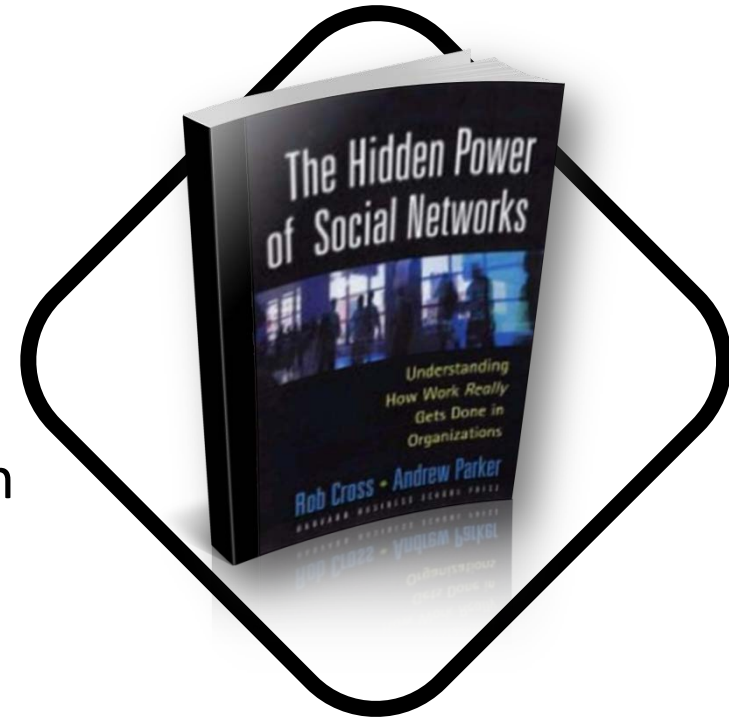
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Social Network Analysis: Positive Energisers...

- 1. A Compelling Goal:** a focus on what *could be* rather than on what *is* or *has been*
- 2. A Meaningful Contribution:** a focus that allows others to feel they *are heard*, can make a *contribution* and can *influence* the interaction
- 3. A Sense of Engagement:** a focus on being *fully present* both *psychologically* and *physically*



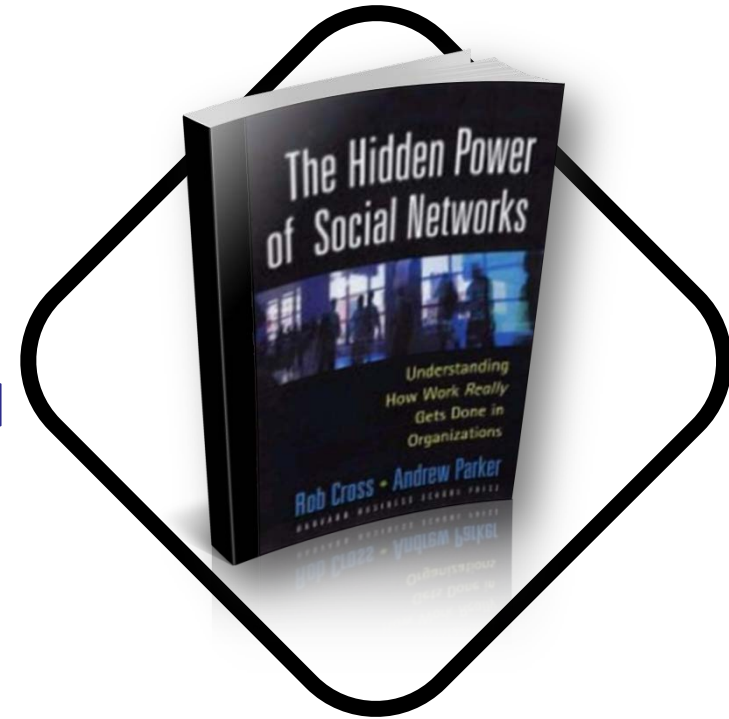
- 4. The Perception of Progress:** a focus on *movement, progress, of 'getting somewhere'*
- 5. The Belief that the Idea Can Succeed:** a focus that generates a sense that the topic of the interaction is *worthwhile and can be attained*



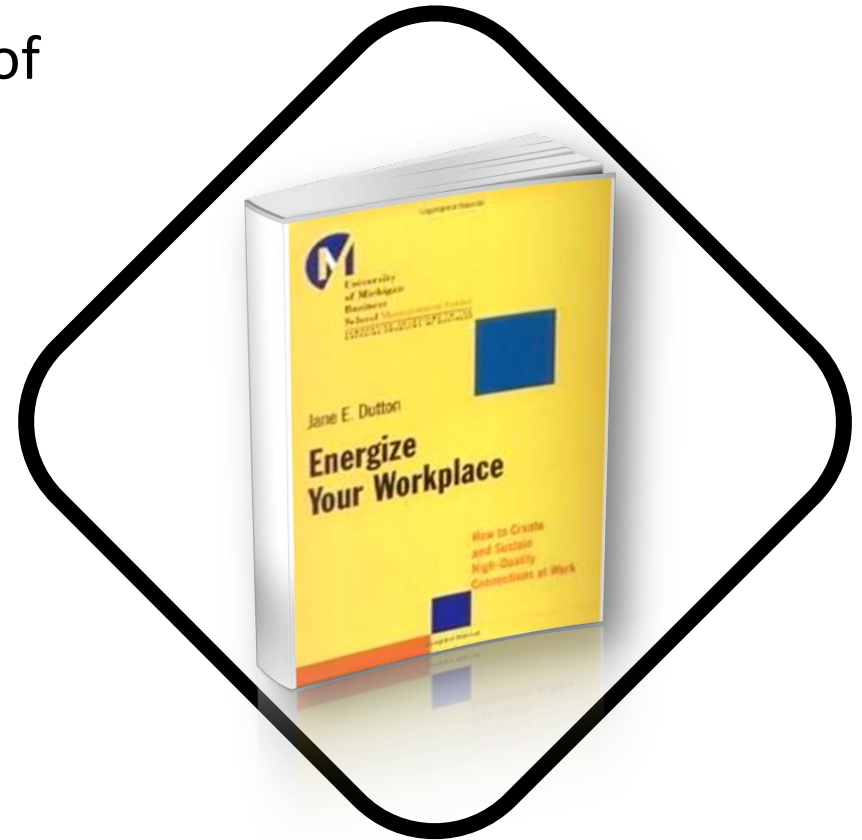
Prof Rob Cross University of Virginia

Social Network Analysis: Positive Energisers...

1. A Compelling Goal
2. A Meaningful Contribution
3. A Sense of Engagement
4. The Perception of Progress
5. The Belief that the Idea Can Succeed



1. **Respectful Engagement:** ways of relating to others that sends messages of value and worth.
2. **Task Enabling:** ways of interacting that facilitate another's successful performance.

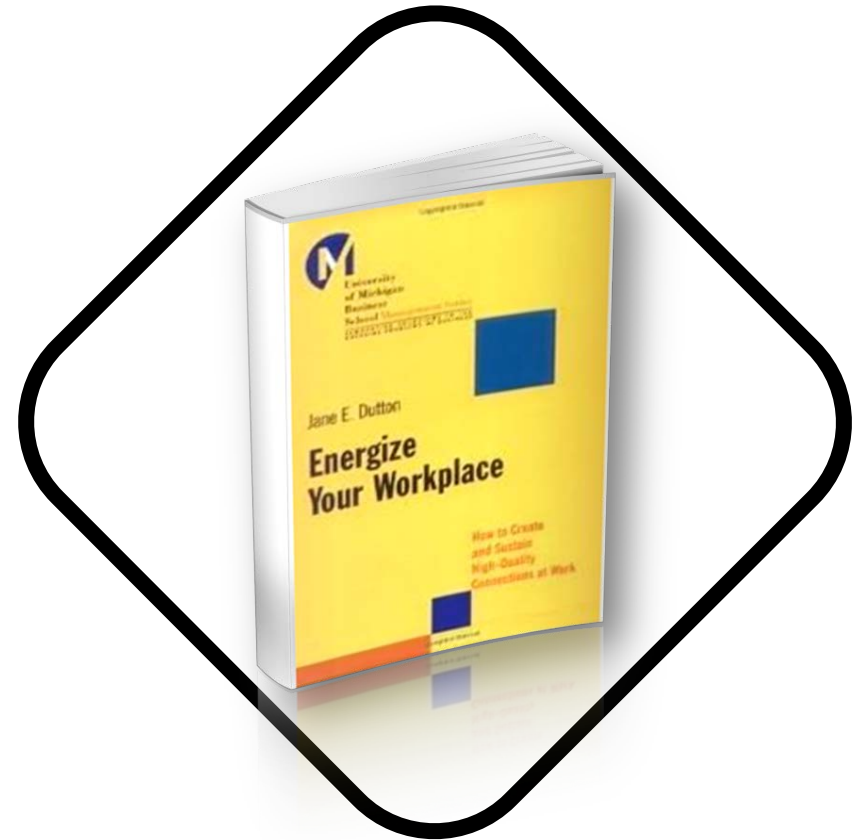


Jane Dutton, University of Michigan

1. Respectful Engagement:

- *Being present*
- *Being genuine*
- *Communicating affirmation*
- *Effective listening*
- *Supportive Communication*

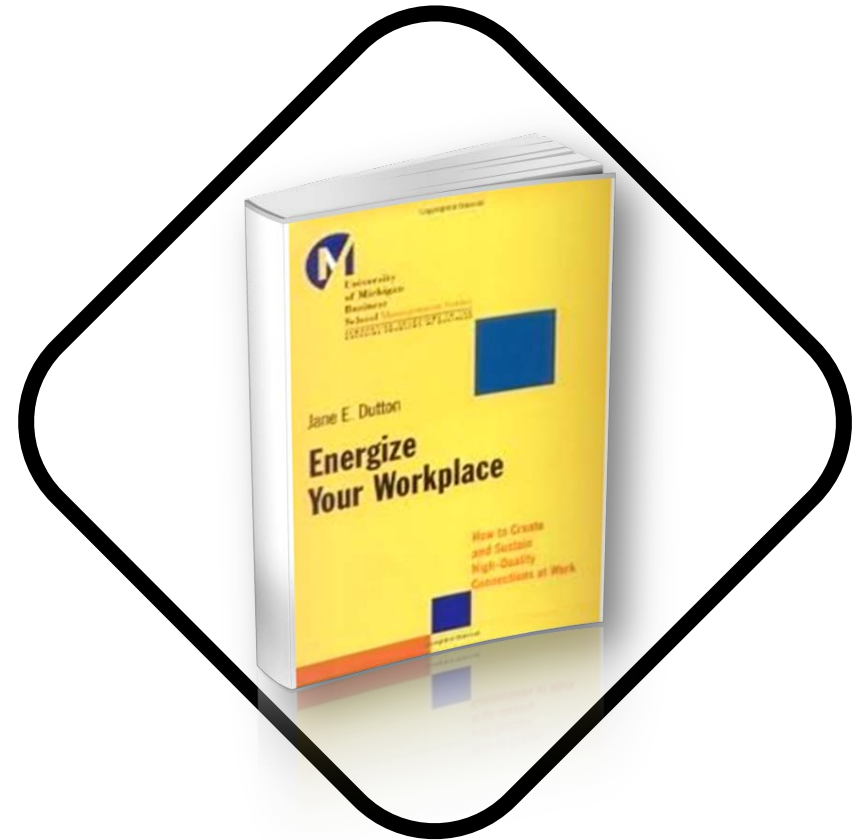
Jane Dutton, University of Michigan



2. Task Enabling:

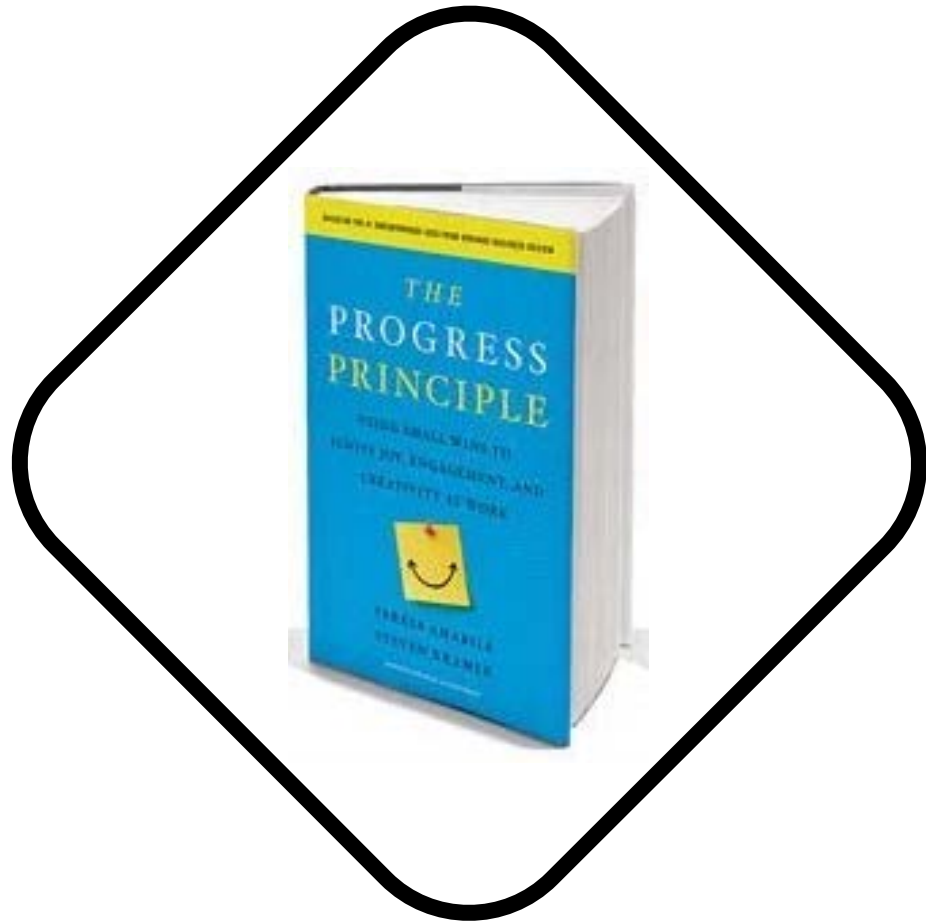
- *Teaching*
- *Designing*
- *Accommodating*
- *Nurturing*

Jane Dutton, University of Michigan



Inner Work Life

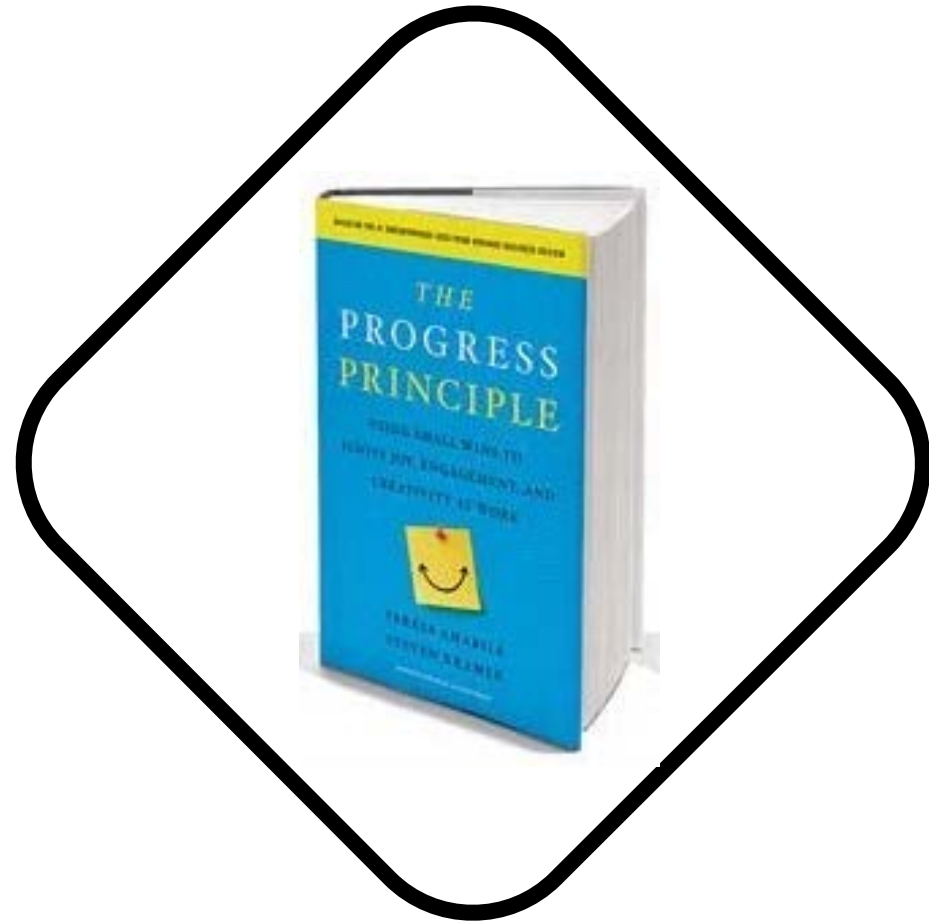
- **Perceptions:**
 - Sense-making about workday events
- **Emotions:**
 - Reactions to workday events
- **Motivation:**
 - Drive to do the work



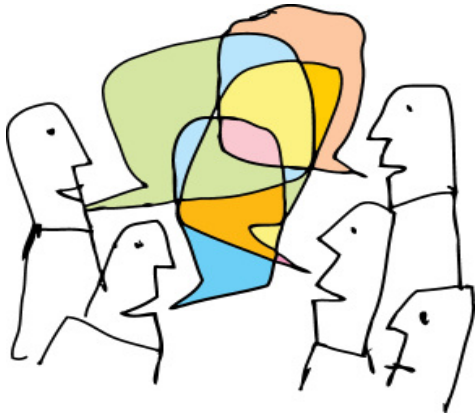
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“...facilitating progress is the most effective way for managers to influence inner work life. Even when progress happens in small steps a person’s sense of steady movement to an important goal can make all the difference between a great day and a terrible one.”

Theresa Amabile, Harvard University



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“Conversations are the way workers discover what they know, share it with their colleagues and in the process create new knowledge for the organisation. In the new economy conversations are the most important form of work...so much so that the conversation is the organisation.”

Webber, A. (1993). What's so new about the new economy? *Harvard Business Review*.



If conversations are the fuel that drives organisations...

Coaching conversations are the super octane fuel



*Informal
coaching
conversations*

*Formal
coaching
conversations*



Collaborative
Conversations

Corridor
Coaching

Informal
Coaching

Formal
Coaching

The Quality Conversations Framework ©

*Informal
coaching
conversations*

*Formal
coaching
conversations*



Collaborative
Conversations

Corridor
Coaching

Informal
Coaching

Formal
Coaching

The Quality Conversations Framework ©

Adapted from Grant,(2016)







“...leading change in schools is a social process; it requires winning and sustaining the trust and discretionary efforts of the educators and students who make up a school’s culture and its daily practices”.

Ref: Breakspear, 2017

***Informal
coaching
conversations***

***Formal
coaching
conversations***

effective



Collaborative
Conversations

Corridor
Coaching

Informal
Coaching

Formal
Coaching

The Quality Conversations Framework ©

*Informal
coaching
conversations*

***“Coaching
approach”
conversations***

*Formal coaching
conversations*

Collaborative
Conversations

Corridor
Coaching

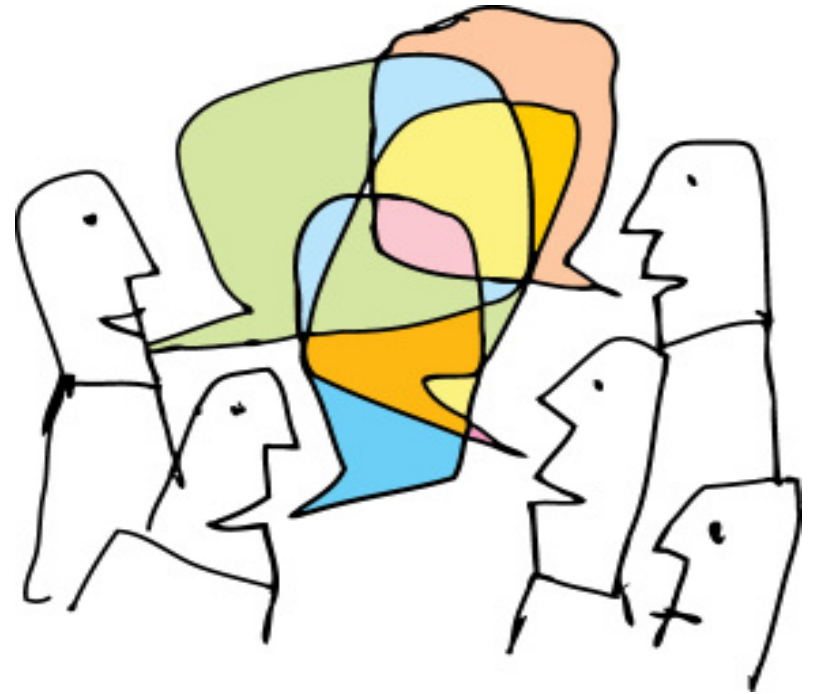
Informal
Coaching

Formal
Coaching

The Quality Conversations Framework ©

Adapted from Grant, (2016)

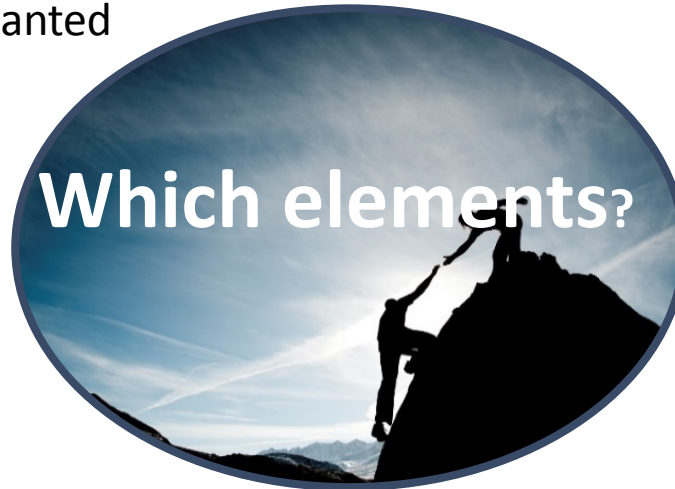
- **Coaching Approach =**
applying the various
transferable elements of
coaching to other ‘learning
by talking’ **contexts** not
typically considered
coaching



Focus on helping to clarify an outcome - what's wanted

Identifying/committing to **small step** actions

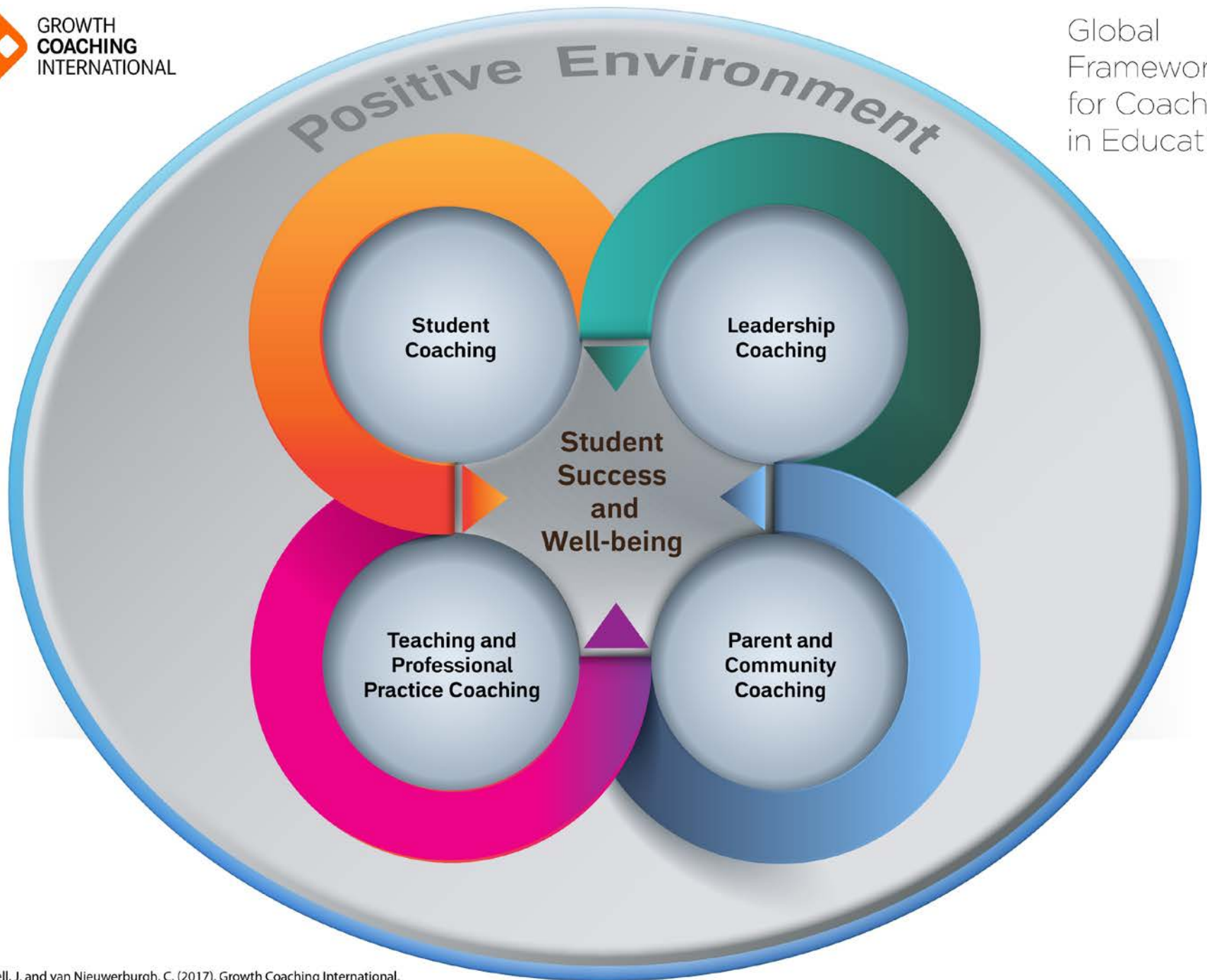
Exploring **options** to move towards what's wanted



Incorporating **accountability**

Identifying and **exploring** resources that can assist in progress towards the outcome

Provoking insight and clarity through **effective listening and questioning**





- **Projects**
- **People**
- **Patterns**



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- What's **wanted**?
 - And, what else? x 2
- What's **working**?
 - And, what else? x 2
- What's **next**?



- What's **wanted**?
 - And, what else? x 2
- What's **working**?
 - And, what else? x 2
- What's **next**?





A C E

A – Actions

C – Clarity

E – Energy



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It Figures!

1000

40

1000

30

1000

20

1000

10

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A photograph of two women sitting at a small white round table in a bright, minimalist room. The woman on the left has dark hair, wears glasses, and a dark blue cardigan. The woman on the right has short brown hair and is wearing a black short-sleeved top and black pants. They are both looking towards each other. On the table between them is a clear glass vase with a bouquet of red, pink, and white roses, and two empty glasses. The background is a plain white wall.

Coaching Is....

“A one-to-one conversation that focuses on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, and appropriate challenge in a supportive and encouraging environment.”

(van Nieuwerburgh 2012)