Transforming Conversations: Integrating a coaching approach into everyday interactions

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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?
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)
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*
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**
Inner Work Life

• **Perceptions:**
  • Sense-making about workday events

• **Emotions:**
  • Reactions to workday events

• **Motivation:**
  • Drive to do the work
“...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
“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.”

If conversations are the fuel that drives organisations...

Coaching conversations are the super octane fuel
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

Collaborative Conversations  Corridor Coaching  Informal Coaching

Effective

Formal coaching conversations

Formal Coaching

The Quality Conversations Framework ©

Adapted from Grant, (2016)

The Quality Conversations Framework ©
Coaching Approach = applying the various transferable elements of coaching to other ‘learning by talking’ contexts not typically considered coaching

Campbell & van Nieuwerburgh (2017)
Focus on helping to clarify an outcome - what’s wanted

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

Identifying/committing to small step actions

Exploring options to move towards what’s wanted

Incorporating accountability

Provoking insight and clarity through effective listening and questioning
Positive Environment

- Student Coaching
- Leadership Coaching
- Teaching and Professional Practice Coaching
- Parent and Community Coaching

Student Success and Well-being

Global Framework for Coaching in Education

Which contexts?

Performance reviews

Playground interactions

Parent interviews

Leader with team member: Just a Minute
• Projects
• People
• Patterns
Video: Your Words Make a Difference
• What’s **wanted**?
  – And, what else? x 2

• What’s **working**?
  – And, what else? x 2

• What’s **next**?
Video: A Just-A-Minute Conversation
• **What’s wanted?**
  – And, what else? x 2
• **What’s working?**
  – And, what else? x 2
• **What’s next?**
It Figures!

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References:


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