

How do we evaluate the effectiveness of the coaching process?



Coaching



Coaching toolkit overview

Planning



Resources:

- > What does the coaching process look like?

Coach and coachee have different perspectives on planning



Resources for Coaches

- > How can I grow as a coach?
- > How do I prepare as a coach?
- > What techniques do coaches use?



Resources for Coachees

- > How do I reflect on my coaching needs?
- > How do I select a coach?

Contracting



Resources:

- > What does a coaching contract cover?

Coaching



Resources:

- > How do coaching conversations work?
- > How do I build momentum for change?
- > What does an action plan look like?

Evaluating



Resources:

- > How do we evaluate the effectiveness of the coaching process?
- > How do we reflect on the coaching relationship?



What has prompted the evaluation?

- > The coaching relationship includes elements such as trust and rapport, as well as the coaching process and methodology. These and any other agreed elements from the coaching contract, may be evaluated in the review of the coaching relationship. Three key reasons to review the relationship are:

You have reached the agreed review time for the relationship

- it is recommended in the coaching contract that you agree a time to review the relationship to ensure it is effectively supporting the desired development need

The relationship is coming to a 'natural end'

- you have reached the goals initially set out at the commencement of the relationship; and / or
- you have come to the end of the timeframe set out in the coaching contract

You are facing challenges

- you are part way through the timeframe you set out in the coaching contract; and
- you are faced with challenges and obstacles

The need for evaluation may be prompted by either the coachee or the coach



Continue, transition or end?

- > Evaluating the coaching relationship is a healthy thing to do. No matter what has prompted the review, whether it is process-related or for personal reasons, you will be faced with the decision to continue, transition or end the relationship.
- > Complete '[How do we reflect on the coaching relationship?](#)' as a starting point to your reflection. Then consider:

If at an agreed review time:

- do you need to re-set goals or timelines, or re-frame how you are working together?

If the relationship is coming to a 'natural end':

- are there other goals you would like to work on? Will you re-contract together or seek other partnerships?
- are you ready to end the coaching relationship or transition to a different type of relationship beyond a formal coaching arrangement?

If you are facing challenges:

- can these challenges be addressed and the relationship continued? Is there a more appropriate timeframe to address the challenge and then review.
- would it be better to end the relationship? Take time to understand the challenges and potential resolutions, before ending the relationship.

The following slides offer further support to understand the challenges in the relationship, to recognise potential blocks and to take steps to get the relationship back on track.



Dealing with challenges

- > It is entirely natural for challenges to arise in a coaching relationship
- > Often challenges indicate that productive change is happening, which is a good thing!
- > Taking positive action to address a challenge is a learning opportunity in itself – it will help empower you to either continue the relationship or, if necessary, find new opportunities outside of the relationship
- > After reflecting on your relationship you may find that it has gone off track, and even after putting strategies in place you may decide it would be best to end the relationship
- > The following slides provide an opportunity to think about the challenges in more detail and consider possible steps forward.



Common challenges



Challenges for the coach

- My coachee is not focused on learning
- I feel like there is tension and I am uncomfortable with it
- I don't see how I can provide value in a coaching relationship
- I think I have broken trust in the relationship
- I find giving feedback challenging



Challenges from the environment

- There is no dedicated time to spend on coaching
- I am not receiving support from my school
- There are budget and resourcing constraints



Challenges/blocks for the coachee

- My coach tells me what to do rather than questioning and supporting me
- I think coaching in our school is just the latest thing and we'll move to something else soon
- I'm changing, and the people around me find this challenging
- I'm not getting professional benefit from the coaching relationship
- I don't enjoy the coaching relationship
- My coach has not helped me focus on my development needs



Challenges for the coach

> Thinking about common obstacles and possible steps forward:

My coachee is not focused on learning

- Periodically review goals by asking the coachee about their progress. Provide ongoing feedback, recognise success, and support them to get feedback from other sources
- Reinforce their goals and strategies outlined in the action plan ([What does an action plan look like?](#)), ensuring this is based on honest self-reflection
- Tune into their world – what are they passionate about? Identify exciting learning opportunities, and support them to deal with both successes and challenges in the learning process
- Try different questioning techniques. Discuss the iceberg model ([How can I grow as a coach?](#)) to see if there are unconscious blocks or blind spots

I feel like there is tension and I am uncomfortable with it

- Coaching is all about change and this can give rise to tension in the coachee. But this is often a good thing! Change is hard, but tension can indicate it is happening
- If your coachee is defensive, seek to understand the source of their defensiveness. Encourage them to talk about their potential 'below the line' drivers of behaviour ([How can I grow as a coach?](#))
- If the coachee is avoiding particular topics / perspectives, ask open ended questions to help them explore different approaches and ways of thinking
- A coachee may feel tension between their real self and their ideal self. This may contribute to tension in the relationship, but it can be a positive step towards change

I don't see how I can provide value in a coaching relationship

- As a coach, you don't need to be the expert on all areas of teaching practice – you are the facilitator of change
- Coaching is about helping people set goals for themselves, identifying their learning opportunities, providing constructive feedback and guiding people in a learner led experience. Review the coaching resources for other techniques you might use ([What techniques do coaches use?](#))



Challenges for the coach

> Thinking about common obstacles and possible steps forward:

I think I have broken trust in the relationship

- Even if you set out with the best coaching intentions, things sometimes go wrong
- If you need to restore trust, you really need to initiate the first step
- Open up a conversation with the coachee to share your concerns. Be courageous, admit your mistakes, apologise and seek their perspective. These actions will all help to rebuild trust

I find giving feedback challenging

- Giving feedback is never easy, but it is essential for learning. If you find opportunities to provide positive feedback regularly, the difficult feedback will become much easier to deliver.
- Align your feedback with the coachee's specific goals and ensure it reflects observable behaviours not inferences about intent or purpose. Can your feedback be rephrased as a question?
- To support you in being objective, try writing down everything you want to say, then reviewing it to remove subjective feedback or comments that don't specifically focus on the coachee's goal(s)
- [Performance and Development culture/cycle resources – Ongoing feedback, reflection and review](#)
[What techniques do coaches use?](#)



Challenges from the environment

> Thinking about common obstacles and possible steps forward:

There is no dedicated time to spend on coaching

- Align your coaching goal(s) with other elements of your teaching practice. Look for opportunities to incorporate coaching as part of your everyday practice rather than viewing it as an add-on
- The secret to a coaching relationship is identifying a few learning priorities that will really make a difference and sticking to them so that the time is well spent!

I am not receiving support from my school

- Meet with your school leader to demonstrate your commitment to personal learning and growth. Clearly explain what you and your coach are working on, why it is important to you, and the benefits it will bring to you and the school. Let your school leader know how they can support your coaching relationship
- Think about how other colleagues can influence or support your learning
- Be persistent. Document your efforts to improve your practice and build an evidence base to demonstrate to your school leadership the positive outcomes of coaching.

There are budget and resourcing constraints

- While additional resourcing is helpful, learning does not necessarily require financial investment. In your coaching relationship, work out how you can get the most out of existing activities and opportunities while still gaining a rich learning experience
- Explore opportunities to re-prioritise current resources



Challenges/blocks for the coachee

> Thinking about common obstacles and possible steps forward:

My coach tells me what to do rather than questioning and supporting me

- Review your initial contracting guidelines (ground rules, roles and expectations). You may need to remind your coach about the guidelines, or re-contract if the relationship / situation does not change
- Don't be afraid to give your coach feedback – they are learning too! Just make sure you have specific examples and can link these back to the ground rules
- You can support your coach too by reminding them of the available resources ([What techniques do coaches use?](#))

I think coaching in our school is just the latest thing and we'll move to something else soon

- Coaching is a highly effective form of professional learning. It provides targeted support for individuals while considering the wider context. Coaches guide and assist teachers through planned, ongoing and timely support. Engaging in coaching is not a waste of time
- Coaching is not a fad. We may not have always called it coaching, but it has been around for a long time and it is here to stay. Helping people build their professional practice is an essential part of learning and you might just find yourself benefiting from trying

I'm changing, and the people around me find this challenging

- Remind yourself why you are doing this. Go back to your original coaching goals – what is the benefit for your students, the school and you?
- It may be useful to explain to others what you are working on and why you are seeking to change your practice. If appropriate, ask them for help, and see if you can get them to change with you!



Challenges/blocks for the coachee

> Thinking about common obstacles and possible steps forward:

I'm not getting professional benefit from the coaching relationship

- Check to ensure your expectations for the relationship are realistic. You won't necessarily learn everything you want to straight away, but give it time to see longer term benefits
- Focus on one or two things you want to learn at a time. Clearly step out what actions you will take and make sure you celebrate the wins along the way
- Evaluate your goals and re-set them if necessary. Ensure they are relevant, challenging and achievable

I don't enjoy the coaching relationship

- Remember that tension can be good in a coaching relationship. Learning is challenging! If there is tension, this can be a good sign that you are changing and getting closer to your goal. What can you learn about yourself from this tension?
- Reflect on why you are not enjoying the relationship and discuss your concerns with your coach – is it a characteristic in you, the situation or the coach? (Complete the reflection activity at the end of this resource)

My coach does not help me focus on my development need

- Review your coaching goals in the coaching contract ([What does a coaching contract cover?](#)). You may need to remind your coach that you agreed to focus on these specific development needs
- Don't be afraid to give your coach feedback – they are learning too! Just make sure you have specific examples and can link these back to the ground rules



How do we close the coaching relationship?

Arrange a time

- Arrange a time with your coach / coachee to review the coaching relationship

Prepare

- Complete [How do we reflect on the coaching relationship?](#)
- Identify your objectives for the meeting: what will a successful meeting look like?
- Think about the initial contracting guidelines and the goals of the relationship. This will help provide focus and help you articulate why you would like to review / close the coaching relationship

Meet

- Agree an agenda of what you're both hoping to get out of the discussion (e.g. to decide whether to close the relationship, keep it going or transition to a new relationship beyond coaching)
- Discuss your goals, progress, concerns
- Be open to different perspectives and different outcomes
- Agree on next steps

Review

- Review / revise your self reflection worksheet to include any new insights you gained from the meeting
- Remember as you reflect, ending the coaching relationship is a learning opportunity in itself!



Reflecting on challenges

- > What is the nature of the challenge you / the relationship is experiencing?
 - Clearly articulate the challenge.
 - Identify any assumptions you may have made.
 - How does this challenge make you feel?
 - If you were to address the challenge, what would be the benefits/losses? If you were to end the relationship now, what would be the benefits/losses?
- > Where does the challenge originate from? The coach, the coachee or the environment?
- > How can I reframe the challenge?
- > How do I want to raise this challenge with the coach/coachee?
- > You may need to consider potential ‘below the line’ drivers of behaviour to build an understanding of what lies behind the challenging situation for you. Try to uncover your unconscious blind spots before responding to the challenge.