

# How do I build momentum for change?



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?



## How do I build momentum for change?



- > Coaching is about the use of ongoing conversations and questioning to support an individual teacher through a process of change
- > However, change can be challenging and finding the momentum for change is a critical part of a successful coaching relationship
- > This resource works very closely with [‘How do coaching conversations work?’](#) but focuses specifically on change readiness and developing goals



## Finding the intention to change

- > One of the golden rules of adult learning is that:

**As adults, we are internally motivated and self directed**

- > This means that to learn new things or to make a sustainable change in behaviour there must be intent
- > This process is called 'intentional change'\*

*\*David A. Kolb and Richard E. Boyatzis "Goal Setting and Self-Directed Behavior change", Human Relations Volume 23 No. 5*



## The intentional change journey and coaching

- > Applying the intentional change theory means that coaches should aim to help coachees to create a sense of urgency for change



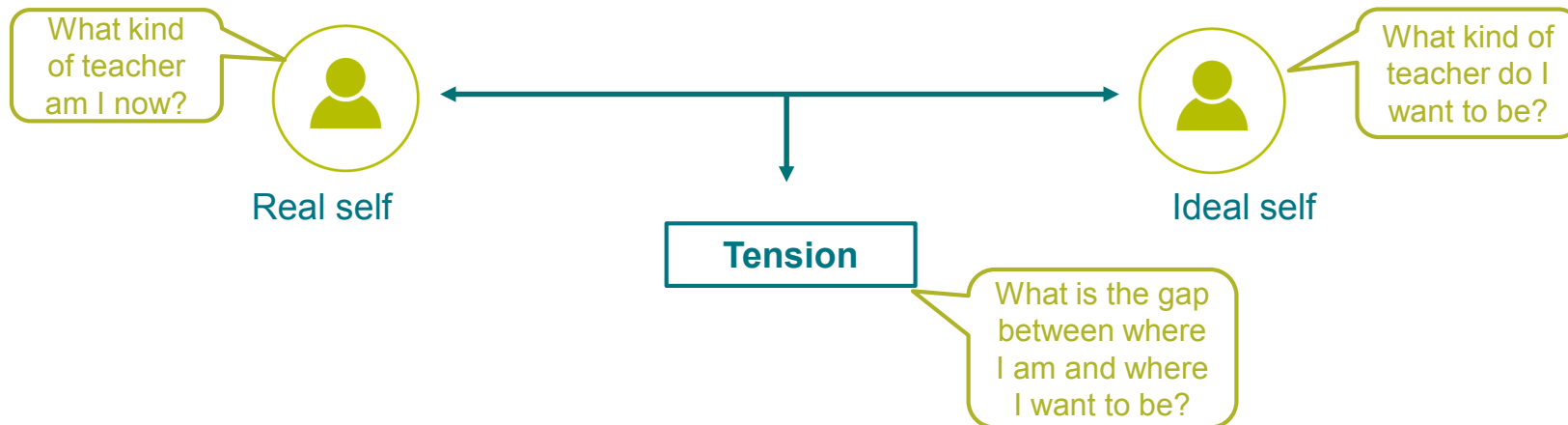
The journey is described in the coachee's terms, not the coach's



The coach helps to facilitate this learning journey for the coachee



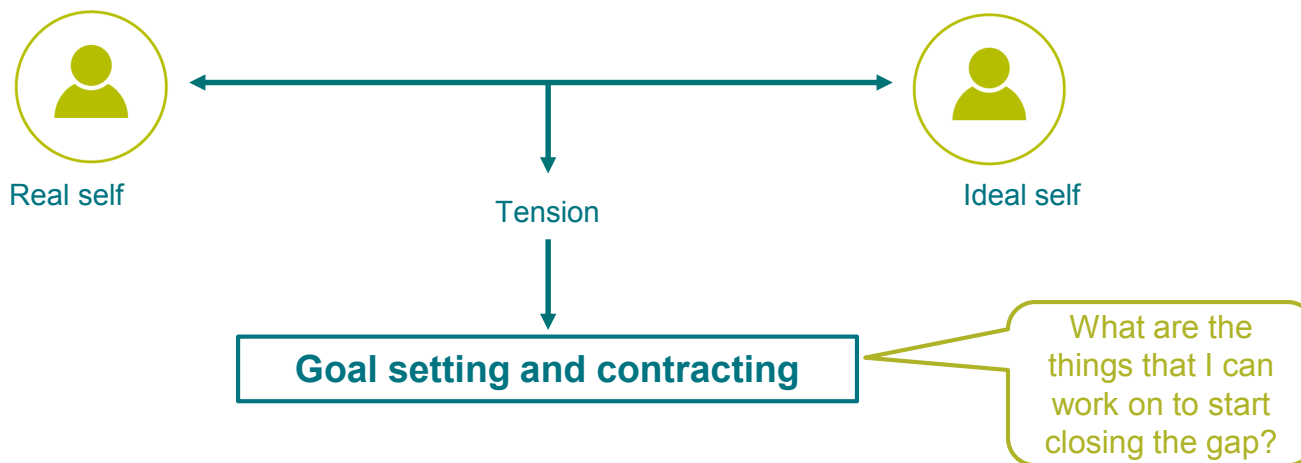
## Creating intrinsic tension



- > The starting point is establishing what sort of teacher the coachee wants to be
- > This provides the coachee with something to aim for – “my ideal self”
- > Next, the coach and coachee should explore where the coachee is currently at – “my real self”
- > Through this process of facilitated reflection, the coach can create an intrinsic tension within the coachee by drawing out the gap between the “real” and the “ideal self”
- > This tension is uncomfortable and the coachee will want to eliminate this cognitive dissonance



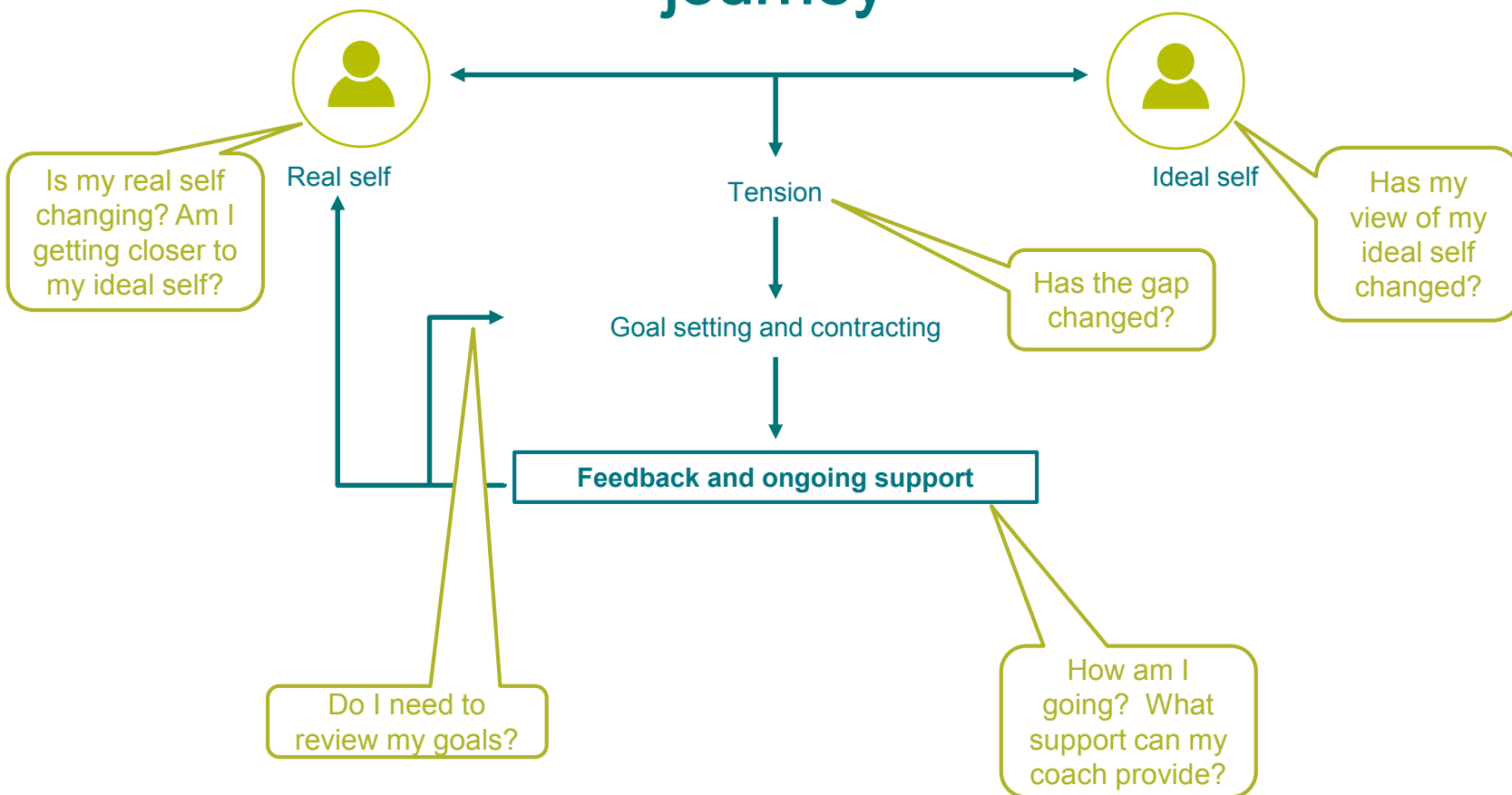
## Channelling tension into goals



- > The coach manages the tension by helping the coachee to create goals that will close the gap if achieved and thus eliminate the tension
- > The goals will be the focus of the coaching
- > The coach can help the coachee to identify:
  - opportunities to experiment and practice new behaviours
  - supports (including people and resources)



# Providing support and continuing the change journey







## Providing support and continuing the change journey

- > Coaching is an ongoing process and each coaching conversation will revisit each of these steps to differing degrees
- > Working through this process helps to build sustained behaviour change, because the focus is always on the intent – where do I want to get to?
- > Sustainable change does not come immediately, so it may be that the first few times the coachee reviews their real self, they may not feel they are moving closer to their ideal self. This is normal and change comes by continuing to work on their goals with support from their coach
- > As the coaching continues, the coachee may start to reflect on the fact that they are starting to move closer to their ideal self. This is exciting and should be celebrated
- > However, to continue the change process it will be important to again find the level of tension necessary to uncover the motivation for change and so the process begins again!



## Engaging in the intentional change journey

- > Finding the motivation to change can be challenging for both the coachee and the coach
- > The **coach** facilitates the coachee's intentional change journey. This may be through asking questions to probe the coachee's conception of their "real self" and their "ideal self", to assist the coachee to uncover the tension between these two states, or to help them to formulate goals
  - To assist in your preparation, you may wish to use the diagram at the end of this resource to prepare some questions ahead of each coaching session
  - Effectively assisting your coachee to find the motivation to change relies on the dynamics of the coaching relationship. As such, you may also wish to revisit the following resources:
    - [What techniques do coaches use?](#)
    - [How do I prepare as a coach?](#)
    - [How can I grow as a coach?](#)



## Engaging in the intentional change journey

- > For the **coachee**, the intentional change journey is about engaging deeply and asking yourself the hard questions about your teaching practice:
  - You may wish to refer back to the [‘How do I reflect on my coaching needs?’](#) resource to ascertain where your development need sits
  - Then, challenge yourself to sit down and record your responses to the questions on the following slide. Recording your answers will encourage you to engage with these questions in order to really uncover your intention to change



## Coachees: Preparing to engage in the intentional change journey

- Finding my ideal self**
- > What kind of teacher do I want to be?
  - > When I think about my teaching future, what do I see?

- Identifying my actual self**
- > What kind of teacher am I right now?
  - > What am I good at? What do I find challenging?
  - > What feedback have I received on my strengths and areas for development?

- Goal setting**
- > How can I get closer to my ideal self?
  - > How can I build on my strengths?
  - > How can I work on my development areas?
  - > What activities will help me?

- Feedback and support**
- > What happens when I try new behaviours? How does it feel for me?
  - > Who can I ask for feedback to help me understand how my practice is developing?
  - > Who might be able to support me? Who can I learn from?



# Coaches: Putting the intentional change model into action

- > In preparation for a coaching session, think about questions you could ask to engage the coachee in each aspect of this model

