

The power of coaching: conducting powerful conversations with parents

**North West
Learning Partnership**

Trainer: Bob Craig



**Minds
Ahead**

Welcome and introductions



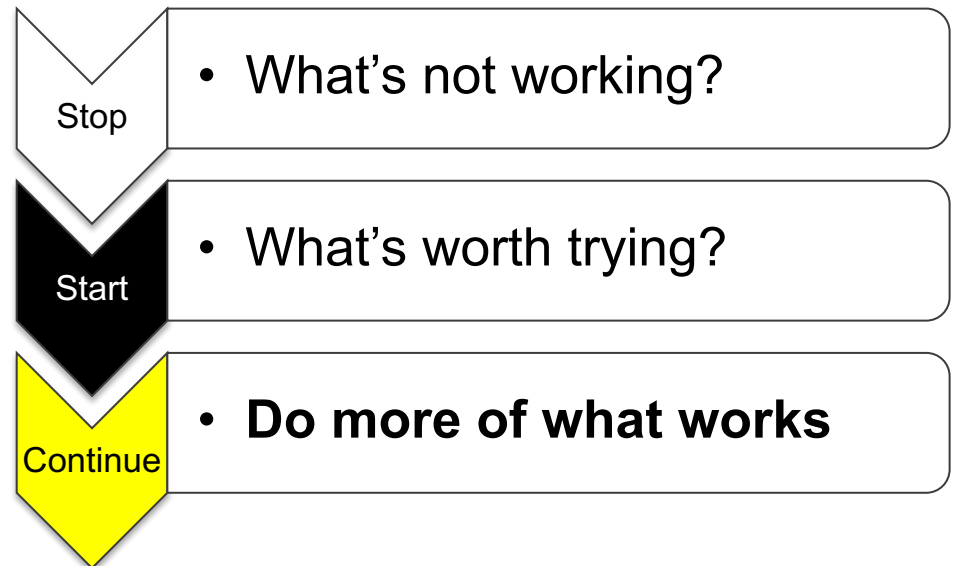
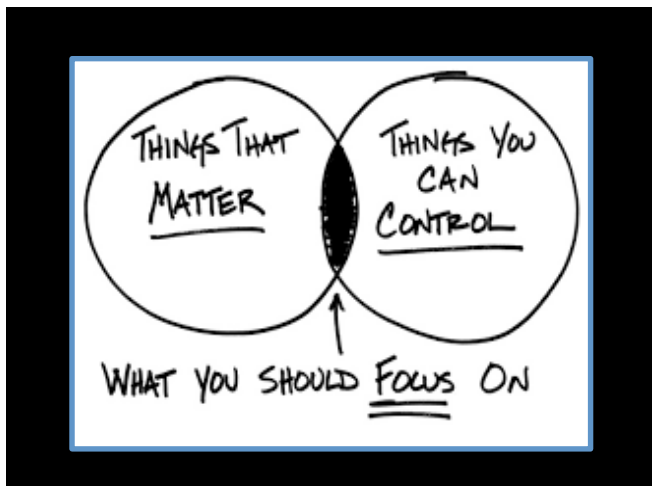
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Objectives

By the end of the webinar, you will be able to:

- ★ Explain how coaching can enable constructive conversations with parents and colleagues, and how it can help them to achieve their goals
- ★ Describe the relationship between coaching and activating other people's curiosity
- ★ Apply principles such as clean language, summarising, framing solution focused questions and effective listening approaches in conversations with parents
- ★ Apply different models such as CAB (clarify-Action-Benefits) and Stop-Start-Continue to give structure and focus to conversations with parents

Coaches help other people to



Coaching

- ★ is about helping people to explore the choices, options and possibilities available to them
- ★ helps people to appreciate how prior experiences and learning can be applied to current situations
- ★ involves facilitating the development, learning and enhanced performance of another person. It is about: 'helping them to learn rather than telling them what to do.' (Whitmore, 2009)

The Beginner Mind

Shoshin is a concept in Buddhism meaning 'beginner mind' which relates to an approach to interacting with other people

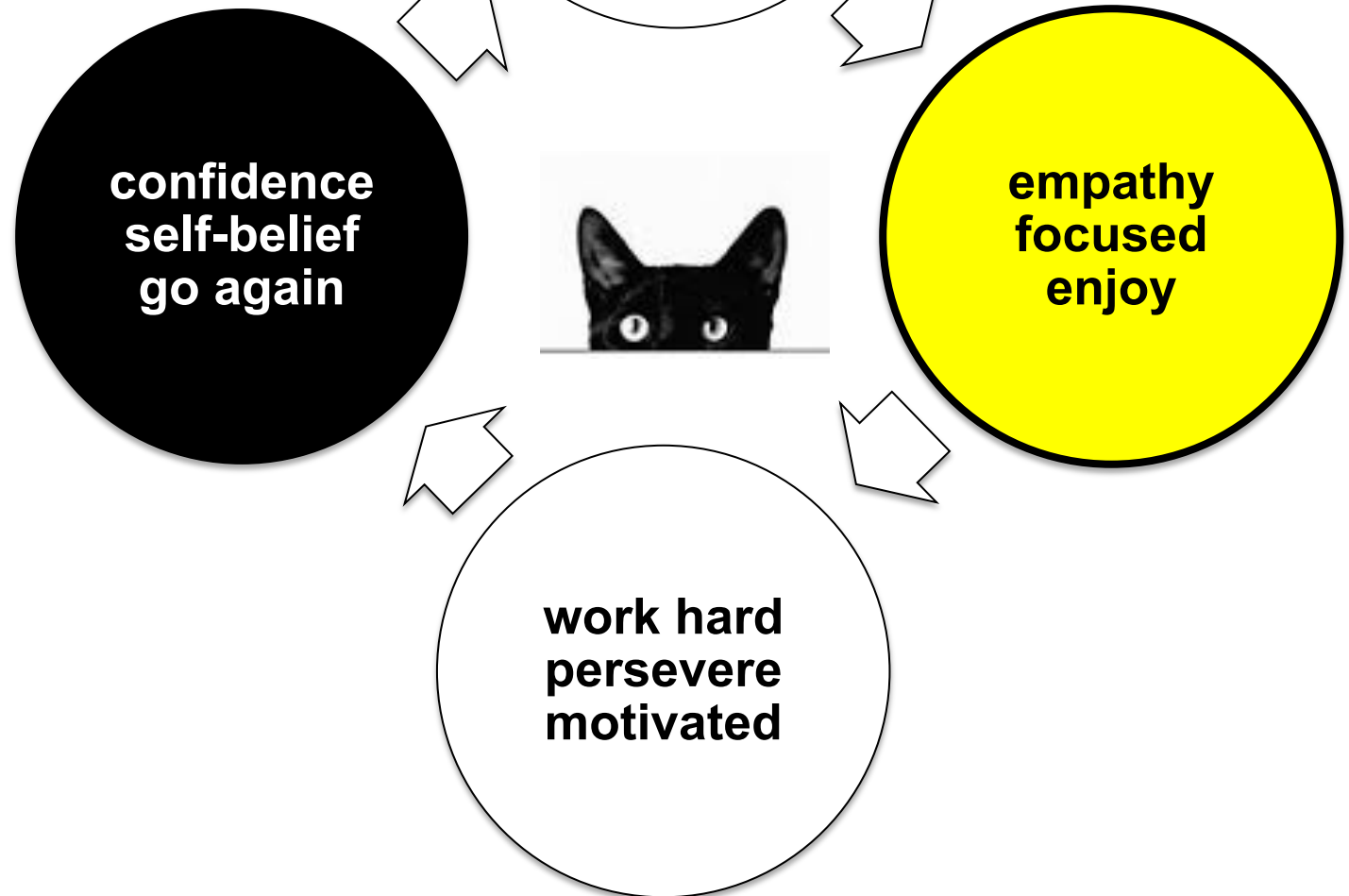
Question: *(one minute thinking, then unmute to answer):*

★ What do you think is implied by the beginner mind concept and how do you think it can help when we are coaching parents, or each other?

The Beginner Mind

- ★ Shoshin refers to having an attitude of openness, eagerness, curiosity and a lack of preconceptions.
- ★ “In the beginner’s mind there are many possibilities, in the expert’s mind there are a few.”
Shunryu Suzuki

The curiosity cycle →



The absence of curiosity



Process: What are the stages or steps?



Cautions:
What are the limitations or pitfalls?

Benefits:
How is this useful or relevant?

Facts:
Is there any evidence?

Feelings:
What is your gut instinct?

Creativity: What ideas and solutions do we have?

Clean Language

Someone says: *“I’ feel lost and a bit confused at the moment”*

Imprecise response:

- ★ Tell me about it. I haven’t got a clue what’s going on!
- ★ You’re just going through a tough time at the moment. Things will get better soon.
- ★ Only a bit confused!!

‘Clean’ response:

- © Could you explain what feeling lost means to you at the moment?
- © When is this feeling more intense than others?
- © When is it less intense?

Clean language (David Grove)

- ★ **Developing questions:** and is there anything else about 'x'; and what kind of 'x' is 'x'; what's the relationship between 'x' and 'y'
- ★ **Sequence and source questions:** what happens just before 'x'; and then what; what triggers 'x'
- ★ **Intention questions:** what would you like to happen; what needs to happen in order to achieve 'x'

Time for reflection

The webinar has focused on the following issues so far:

- ★ how coaches help other people - to reflect, to focus and prioritise, identify next steps and take action
- ★ the beginner mind concept
- ★ the benefits of activating the other person's curiosity
- ★ 'thinking hats'
- ★ clean language

Task 1:

- 1) Three minutes thinking time to consider points 2) and 3)
- 2) In groups of 4, share what you have found interesting about the webinar so far
- 3) Identify and share specific situations when a coaching approach (e.g. one of the issues above), could potentially work well

Framing solution-focused questions

Type of Frame

Examples

Intent	➡ What are you hoping to achieve / your intentions?
Implementation	➡ Why did you choose to do ' <i>this</i> ' before ' <i>that</i> '?
Impact	➡ How did ' <i>this</i> ' affect ' <i>that</i> '?
Certainty	➡ On a scale of 1 to 10, how confident are you..?
Action	➡ What's the smallest step you will take to?
Commitment	➡ What could stop you from doing this?
Context	➡ In what situations would this be useful?
Probing	➡ What specifically ...?
Elaboration	➡ Tell me more? What else?
Evidence	➡ Is there evidence for this or is it a feeling?
Benefits	➡ How will learning this help you to ... ?
Awareness	➡ What did you notice about 'x'?





Inner Critic



“It’s **definitely all** going to go wrong, it’ll be **unbearable** when it does and I **won’t be able to cope** or make things better”



Self coach

- ★ What’s actually going on?
- ★ Do I need to do anything?
- ★ If so, what shall I do first?
- ★ Do I need help, if so where / what / who can help?
- ★ What do I know that could help with ‘this’?
- ★ What’s in it for me to achieve this?
- ★ **Okay, switch on and make a start**

Tell your inner critic to shut the front door, then coach yourself

Listening

Ineffective listening



Rehearser: You rehearse what you'll say next and tune out from them



Identifier: You refer what you hear to your own experiences



Derailer: You interrupt them or change the subject too quickly

Questioning to support listening and learning



Summarising (a larger segment of speech): “It sounds like you are unsure about ...” “if I understand you correctly, you are worried about ...” “.... Is that right?”



Ask a clarification question: “what else?” “how specifically?” “please tell me more”



Ask an **impact question**: how did ‘*this*’ affect ‘that?’



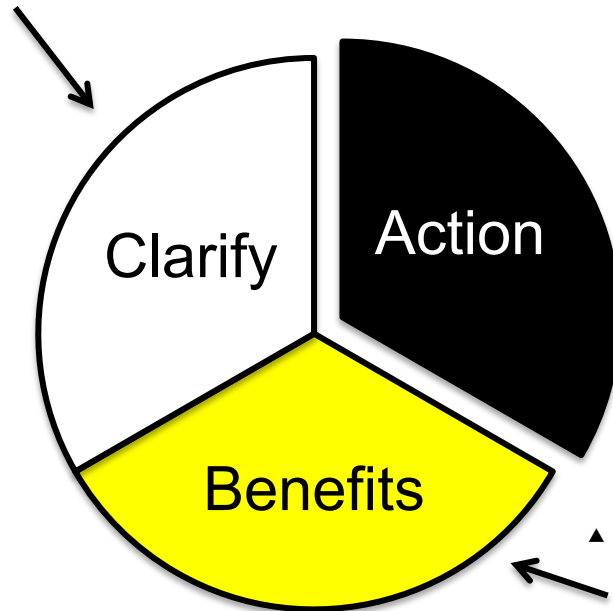
Ask an awareness question: what did you notice about ..?



Ask a **clean language** question

- ▲ **Clarify** the issue to focus on
- ▲ **Narrow** it down
- ▲ **Avoid making assumptions**

The CAB coaching model



- ▲ **Past:** “when have you done something similar? What worked on that occasion?”
- ▲ **Future:** “what will be different if the situation improves?”
- ▲ **Now:** explore options, then, “what is the first step you can take to make a start? Then what?”

- ▲ Explore the **benefits**:
e.g. for the other person,
their situation, etc.

TASK 2:

1. Think of something you would like to improve in relation to parental engagement
2. In pairs, **CAB each other** (one person the coach, the other the coachee)
3. Try to use some of the concepts explored in this webinar: e.g. different kinds of questions, summarising, clarifying, clean language etc.

Gap task

Identify two different families you will have a conversation with, using the CAB model. Choose one family where conversations are usually free flowing and constructive, and one family where the conversation can be more challenging

Aim to ask a wider range of questions that you might otherwise do, be mindful of clean language, clarifying, summarising and using other techniques explored in the session

Keep a reflective journal (written, audio or video recording) to reflect on both conversations with the following headings:
(1) Brief summary of the conversation; (2) What went well;
(3) Even better if; (4) Key learning

Please submit the gap task by to exceedinstitute@exceedacademiestrust.co.uk

Helping people move towards something

"Would you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where..." said Alice.

"Then it doesn't matter which way you go," said the Cat.



- Lewis Carroll

Helping people make small changes

+ 4%

+ 2%

- 2%

- 4%



1% improvements



1% declines

At first small improvements or declines are barely noticed but over time each small step or 'marginal gain' mount up

Helping people make decisions

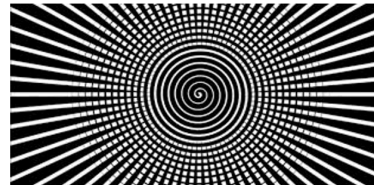


Helping people focus on constructive things

What are you moving towards?

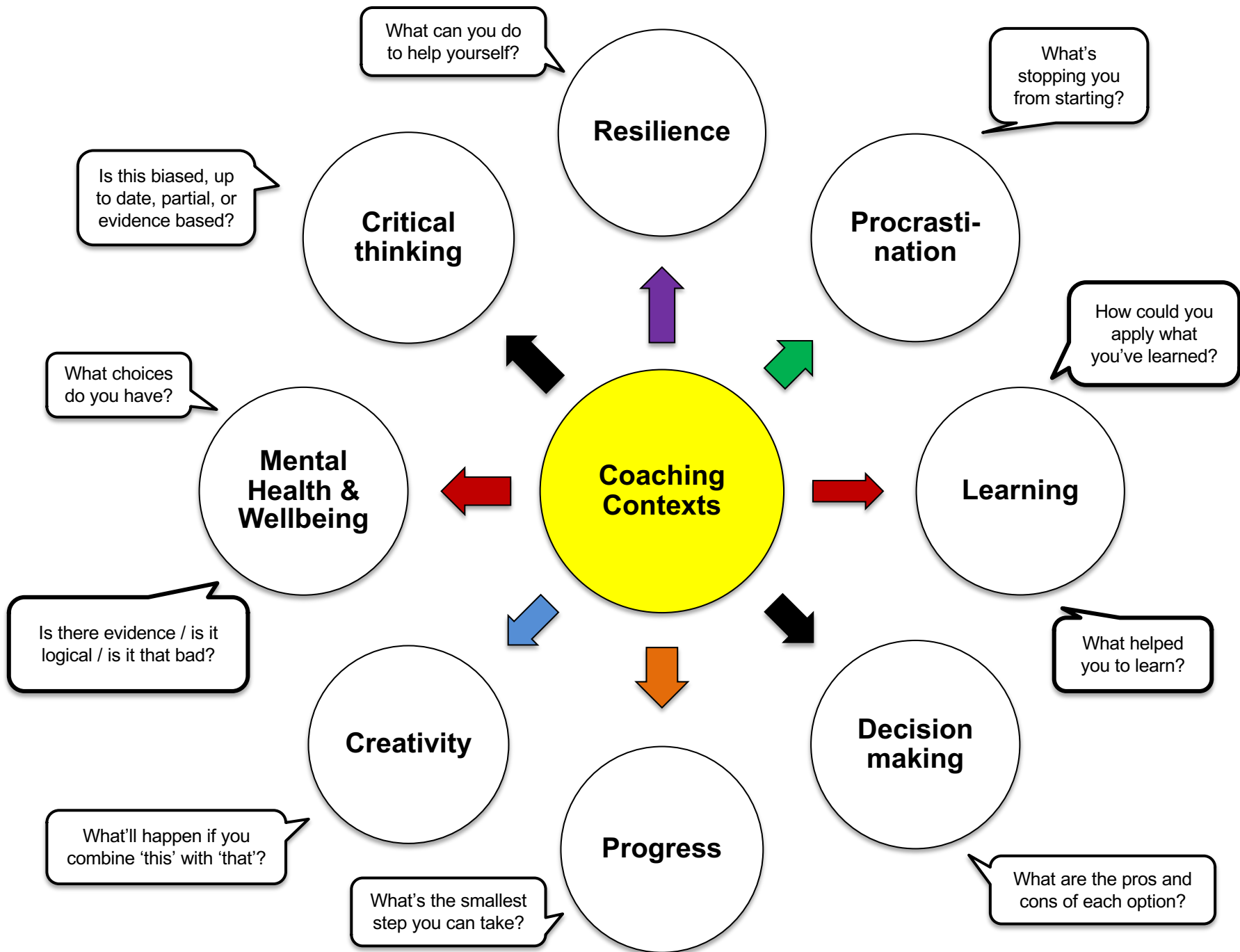
What skills and character traits do you like about yourself

What do you know?
Who do you know?
Where will you go?
When have you ..?
Why's it good to ...?
How will you ..?



Limit exposure to mood hoovers, emotional vampires, prophets of doom, blamers, shamers, haters

You can't change what's happened but you can choose what to do next



Stop – Start - Continue



Stop

- What could I (or we) stop doing?
- **STOP DOING IT**



Start

- What could I do next time?
- **DO IT**



Continue

- What was successful and impactful?
- **DO MORE OF THAT**

Task 3:

- ★ Reflect on today's webinar
- ★ Identify a stop, a start and a continue, then make a plan for each, including a deadline