

COACHING CONVERSATION ANALYSIS TOOL: PART 1

DOMAINS & INDICATORS	EXAMPLES <i>Some are observable or audible, some require interpretation</i>	✓	EVIDENCE
I. LISTENING			
A) Active Listening	Coach uses active listening and paraphrasing: <ul style="list-style-type: none"> • May use and reference client's precise language • May ask, "Did I get that right?" or a different stem to invite client to clarify or extrapolate thinking • Intention behind using active listening seems to be about extending empathy and increasing trust. 		
B) Non-Verbal Communication	Coach demonstrates awareness of client's non-verbal communication by if and when appropriate naming the client's non-verbal communication. Coach demonstrates management of own non-verbal communication by appearing relaxed, attentive and non-judgmental. No evidence of possibly unproductive non-verbal communication.		
C) Pace	Coach allows for pauses and silence. Coach holds space and time for client to verbally process and doesn't interrupt with a question, suggestion or solution.		
II. THINKING			
A) The Gaps	Coach explores and addresses skill gaps. Coach explores and addresses knowledge gaps. Coach explores and addresses capacity gaps. Coach explores and addresses will gaps. Coach explores and addresses emotional intelligence, or emotional resilience gaps.		
B) Spheres of Control	Coach recognizes when a client is focusing energy outside of sphere of control and influence and invites client to consider shifting energy.		

<p>C) The Ladder of Inference</p>	<p>Coach recognizes when a client is espousing a belief (which can be expressed as a mindset or rut story) and may respond with any of the following:</p> <ul style="list-style-type: none"> • <i>I hear that you have a strong opinion about that.</i> • <i>Would you be willing to explore some of the assumptions you're making?</i> • <i>Are you willing to explore where that idea came from?</i> • <i>What might be another way to see that?</i> • <i>What else could that mean?</i> <p>Coach may use a confrontational or cathartic stance to guide the client in exploring the consequences of an unproductive belief and may use the term <i>unintended consequence</i>.</p> <p>Coach may invite client to gather or analyze additional data, or engage a client in this activity, to shift a belief.</p> <ul style="list-style-type: none"> • Coach may surface or point to additional data sets. • At some point in this activity, and especially at the end, the coach invites the client to articulate a new belief based on this expanded data set. The coach and client use the term <i>belief</i> and in some way reflect on the shift in beliefs. 	
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D) The Coaching Lenses

1. Compassion

<p><i>Compassion is the ability to suspend judgment</i></p> <p><i>We cultivate spaces for compassion</i></p>	<p>Coach distinguishes between what a client does and who they are, and may help them make this distinction. Coach can manage their emotional response to what a client says and does.</p> <p>Coach can cultivate a space for compassion by listening, and being calm and present. Regardless of what the client says or does, the coach does not get triggered by the behavior and looks for what is worthwhile, wholesome and healthy in the client.</p>	
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2. Inquiry

<p><i>The way we define the problem dictates how we define the solution</i></p> <p><i>People can create their own knowledge and solutions</i></p> <p><i>Evidence is critical to making informed decisions</i></p>	<p>The coach questions how the problem is being defined. The coach may frame <i>the problem</i> in many ways, or invites the client to see the problem in different ways.</p> <p>The coach invites the client to identify solutions and doesn't claim to know the singular right answer and communicates that there is no singular right answer.</p> <p>The coach asks about data on the problem: What data is available? What does it say we should address? What else might need to be gathered?</p>	
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<p><i>Multiple perspectives are essential</i></p> <p><i>We never know everything we need to know, so we need to act anyway</i></p>	<p>The coach guides the client to identify his/her own perspective and to see the problem from multiple perspectives.</p> <p>The coach may guide the client to gather other perspectives in order to understand the problem better.</p> <p>The coach challenges <i>analysis paralysis</i> and encourages the client to take action on a problem even if all the necessary information isn't available.</p>	
<p>3. Systems Thinking</p>		
<p><i>We seek to understand the big picture.</i></p> <p><i>We must understand the complex interactions in any context in order to intervene effectively.</i></p> <p><i>It's essential to explore the consequences of both short and long term actions.</i></p>	<p>Coach uses a variety of probing and clarifying questions to elicit the client to identify the elements of the big picture.</p> <p>The coach raises connections or probes for the client to make connections between things that are happening and larger systems.</p> <p>The coach invites the client to recognize and reflect on these connections and interactions in order to find a place where the client can take effective action.</p> <p>The coach pushes the client to consider an issue fully and resists the urge to come to a quick conclusion or a quick action.</p> <p>The coach may use prompts such as:</p> <ul style="list-style-type: none"> • <i>If you do X, what might happen with Y?</i> • <i>What might be the unintended consequences of this particular action?</i> • <i>If you do this, what might be the immediate and long term consequences?</i> 	

4. Adult Learning			
<i>Adults must feel safe to learn</i>	The coach communicates (verbally and non-verbally) that their role is not to judge, refrains from shaming the client and is empathetic and compassionate. The coach may ask the client for permission, may acknowledge feelings, and may use active listening.		
<i>Adults want to be the origin of our own learning</i>	The client is treated as an autonomous learner capable of making learning decisions. They are invited to make decisions about what to focus the conversation on, what to problem-solve, what to reflect on, what actions to take, and so on.		
<i>Adults come to learning with experiences and knowledge; coaches meet clients where they are.</i>	The coach asks the client to make connections between present learning challenges and past experiences. The coach may ask about previous experiences, point out connections, activate background knowledge, and/or affirm previous experience. The coach's language acknowledges the client's present skill, knowledge, capacity, and will set—and may address gaps.		
<i>Adult learning must be scaffolded and within the learner's ZPD</i>	This may be evident if the coach does any of the following: <ol style="list-style-type: none"> 1. Invites the client to build on or extend an activity that they are already doing. 2. Uses the client's language and terms in conversation to ensure understanding. 3. References something that client has done in the past and uses this as evidence that the client can take the next step. 4. Asks a reflective question or makes a suggestion and the client responds positively and with indication that they feel it can be done. 		
<i>Adults want and need feedback</i>	The coach invites the client to identify what they would like feedback on, and delivers it in a way that the client can hear. The coach uses data or evidence to present feedback. The feedback is non-judgmental, actionable, and specific.		
5. Emotional Intelligence			
<i>Emotional intelligence is essential</i>	Coach recognizes client's emotions and invites client to reflect on them. Coach can distinguish between when a client's emotions are going to interfere in thinking or action, and knows when and how to address them. Coach may help a client name their emotions and may offer strategies for dealing with them.		
<i>Emotional</i>	How we interpret a challenging event is critical in		

resilience can be built

whether we'll bounce back from it. Coach may invite client to frame interpretations of events in ways that will build resilience.
Coach recognizes and interrupts rut stories and mindsets that don't contribute to emotional resilience.



6. Change Management

<p><i>Focus on the bright spots; use asset-based coaching.</i></p>	<p>Coach highlights assets and guides client to do the same; encourages client to explore how to build on strengths. Assets are explored in the client, their school, classroom, students, situation, and so on. May sound like:</p> <ul style="list-style-type: none"> • <i>What's working? What part went well? How did that feel? What did you learn from that success? What are their strengths? What do they do well?</i> 	
<p><i>Script the critical moves</i></p>	<p>Coach's guidance is clear, narrow and focused on specific behaviors. Coach does not present the client with too many options. Guidance or feedback is actionable.</p> <p>Coach is careful not to make assumptions about what client can/can't do.</p>	
<p><i>Point to the destination</i></p>	<p>The client's goals and vision are surfaced, generated, or referenced. Long term goals are connected to short term critical moves. Coach may engage client in visualizing or describing desired outcomes.</p>	
<p><i>Motivate the elephant</i></p>	<p>Coach engages the client in naming and describing positive feelings (present or anticipated) that could motivate them to make changes.</p>	
<p><i>Shrink the change</i></p>	<p>Coach breaks down the change into one step at a time. Coach guides client toward making small wins that are meaningful and within immediate reach. Focus may be on a student, an action, or a next step. May sound like:</p> <ul style="list-style-type: none"> • <i>What's one thing you could do tomorrow with X to help him/her...?</i> 	
<p><i>Grow your people</i></p>	<p>Coach cultivates a growth mindset in client. Coach helps client develop new identities. May sound like:</p> <ul style="list-style-type: none"> • <i>You've identified this gap as a skill set. Is that something you think you can learn?</i> • <i>Tell me about the person you'd like to become.</i> 	
<p><i>Tweak the environment</i></p>	<p>Coach recognizes that behavior changes when a situation changes and considers how an environment is impacting behavior. The coach wonders, and may ask: is it a person problem or a situation problem? Coach may suggest changes to the environment.</p>	
<p><i>Conditions for change assessed</i></p>	<p>Coach explores the conditions necessary for change to occur—leadership, vision, skills, incentives, resources, clear plan of action. Coach assesses for the skill, will, knowledge and capacity to change. May ask questions such as, <i>What's your willingness to do this?</i></p>	

Beneficial change is possible

Coach guides client in exploring conditions for change.

May ask:

- *What are the strengths that can be built on?*
- *What are the opportunities for change? What's possible?*

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7. Systemic Oppression		
<p><i>Systemic oppression exists</i></p> <p><i>Systemic oppression needs to be talked about</i></p> <p><i>Systemic oppression can be undone</i></p> <p><i>Discussing oppression is difficult</i></p>	<p>Coach pays attention to ways in which systemic oppression can manifest and may probe for more information or data if there are inequities to address. Coach pays attention to data points that might reflect patterns of oppression (e.g., student referrals, seating, participation, patters of interactions, grades, and so on).</p> <p>Coach may explore questions such as:</p> <ul style="list-style-type: none"> • Who is at the table? Who isn't? • Who has power? What is that power based on? • Who is safe to share their truths? • Whose voice is being heard? Whose is not? <p>Coach initiates conversations addressing systemic oppression when they have data indicating that there are inequities in a classroom, school, or client's practice.</p> <p>When coach recognizes that systemic oppression is at play, they raises the issues with the intent to make positive change in the client's practice and for those without power. Coach's actions and language reflect an understanding that oppression and injustice are human creations and can be undone.</p> <p>Coach is aware of the strong emotions that arise in themselves and in clients when discussion systemic oppression. Coach demonstrates skill in acknowledging those emotions in others, managing the discomfort in themselves, and facilitating an effective coaching conversation in spite of emotions.</p>	
III. RESPONDING		
Facilitative Stances		
A) Catalytic	<ul style="list-style-type: none"> • <i>Tell me about a previous time when... How did you deal with that?</i> • <i>I hear you're struggling with... How do you intend to start?</i> • <i>It sounds like you're unsatisfied with... What would you do differently next time?</i> • <i>You've just talked about five different things you want to work on this week. The last thing you mentioned is... How important is this to you?</i> • <i>How do you want your students to remember you?</i> • <i>How do you want to remember this situation in 15 years?</i> • <i>Who do you want to be in this situation?</i> 	
B) Cathartic	<ul style="list-style-type: none"> • <i>I'm noticing that you're experiencing some feelings. Would it be OK to explore those for a few minutes?</i> • <i>What's coming up for you right now? Would you like to</i> 	

	<p><i>talk about your feelings?</i></p> <ul style="list-style-type: none"> • <i>Wow. I imagine I'd have some emotions if that happened to me. Are you experiencing strong feelings?</i> 		
C) Supportive	<ul style="list-style-type: none"> • <i>I noticed how when you...the students really... (To identify something that worked and why it worked)</i> • <i>It sounds like you have a number of ideas to try out! It'll be exciting to see which works best for you!</i> • <i>What did you do to make the lesson so successful?</i> • <i>I'm interested in learning (or hearing) more about...</i> • <i>Your commitment is really inspiring to me.</i> • <i>It sounds like you handled that in a very confident way.</i> • <i>I'm confident that you'll be successful.</i> 		
D) Other facilitative	<ul style="list-style-type: none"> • <i>What's another way you might...?</i> • <i>What would it look like if...?</i> • <i>What do you think would happen if...?</i> • <i>How was...different from (or similar to)...?</i> • <i>What's another way you might...?</i> • <i>What sort of an impact do you think...?</i> • <i>What criteria do you use to...?</i> • <i>When have you done something like...before?</i> • <i>What do you think...?</i> • <i>How did you decide...(come to that conclusion)?</i> • <i>I'm curious to know more about...</i> • <i>I'm intrigued by...</i> • <i>I'm interested in...</i> • <i>I wonder...</i> 		
Directive Stances			
E) Prescriptive	<ul style="list-style-type: none"> • <i>I would like you to discuss this issue with your supervisor.</i> • <i>You need to know that the school's policy is...</i> • <i>Have you talked to ___ about that yet? Last week you said you planned on doing so.</i> • <i>Would it be ok if I share some advice that I think might help you? You're welcome to take it or leave it, of course.</i> • <i>I'd like to suggest...</i> 		
F) Informative	<ul style="list-style-type: none"> • <i>There's a useful book on that topic by...</i> • <i>An effective strategy to teach ___ is...</i> • <i>You can contact ___ in ___ department for that resource...</i> • <i>Your principal will be in touch about that.</i> • <i>___ is very effective at teaching that skill; maybe you could observe him.</i> 		
G) Confrontational	<ul style="list-style-type: none"> • <i>Would you be willing to explore your reasoning (or assumptions) about this?</i> • <i>I'd like to ask you about... Is that okay?</i> • <i>What's another way you might...?</i> • <i>What would it look like if...?</i> 		

	<ul style="list-style-type: none"> • <i>Is there any other way to see this situation?</i> • <i>What do you think would happen if...?</i> • <i>What sort of an effect do you think...would have?</i> • <i>I'm noticing (some aspect of your behavior)...What do you think is going on?</i> • <i>What criteria do you use to...?</i> • <i>Who do you want to be in this situation? How do you want to show up?</i> • <i>How do you want others to see you in this situation?</i> 	
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IV. TECHNICAL HABITS

	<ul style="list-style-type: none"> • Coach manages the time: may use a timer, invites decision-making around creating and/or shifting agenda • Coach guides the conversation and seems to have a plan—which is also open and flexible. • Coach takes notes to document the conversation and support follow up. • Conversation ends with next steps or follow up action for the coach and/or client to take. Coach initiates reviewing these. • Coach manages digressions and can guide the conversation back if it goes in an unproductive direction. • Coach invites feedback from the client on the conversation. 	
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