

# Through the Death Zone

*How coaching can save your work life  
Assessment Conference 2019*

Dr. Robert Hess, Staff Effectiveness & Growth @ 4J

***BreakThrough Consulting, LLC • [www.breakthrough-consulting.com](http://www.breakthrough-consulting.com)***

**MT. EVEREST SUMMIT**

8,848 metres

**CAMP 4 SOUTH COL**

8,000 metres

**DEATH ZONE:**

The lack of oxygen above 8,000 metres can be fatal to climbers.

8,000 metres

**CAMP 3**

7,162 metres

**CAMP 2**

6,400 metres

**CAMP 1**

5,943 metres

**BASE CAMP**

5,334 metres

Google





# What does the research say about educator impact?

- ▶ ***Collective Teacher Efficacy*** (which can only be facilitated by an effective principal) has an Effect Size of 1.57 (Hattie, 2017).

$$\text{HQP} \times \text{HQT} = \text{HQS}$$

- ▶ The Learning Policy Institute (2016) stated in their “Policies to Slow the Teacher Exodus” that a key strategy was to invest in the development of high quality principals.



# How effective are your principals?



[https://www.surveymonkey.com/r/  
GROWPrincipals2019](https://www.surveymonkey.com/r/GROWPrincipals2019)

# Turn and Talk:

- Do you have someone whose job is to develop (coach) your teachers, principals, and your superintendent? Or is the development of these people an “add on” to other things they are doing?
- Is a supervisor (boss) the most effective coach/mentor for your people? Why or why not?
- EQ: What is one thing you can do going forward to improve the quality of coaching and mentoring your key leaders receive?

# Performance Management

**“Most leaders (bosses) die with their mouth open.” –Ronald Heifetz**



**What kind of boss will you be? Do you want to have?**

# Coaching conversation starters...\*

- 1. What's on your mind?** (This question helps the employee state the issue at hand)
- 2. And What Else?** (The AWE question...helps get at the real issue?)
- 3. What's the real challenge, here, for you?** (Helps the employee focus on what they can control and impact)
- 4. What do you want?** (Always nice to know and say outloud)
- 5. How can I help?** (Puts you on the line for support —don't say it unless you mean it)

*\*from The Coaching Habit*

# Who are the members of your Internal Board of Directors?

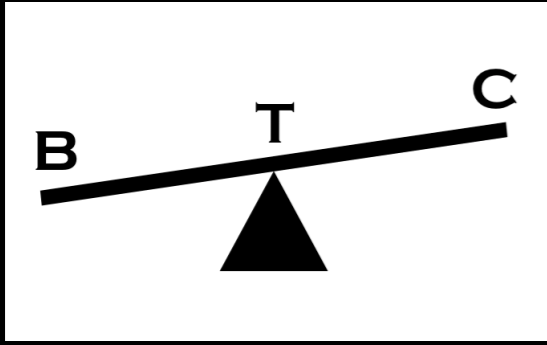






**Where were you one year ago today?**

**Where do you want to be a year from now?**



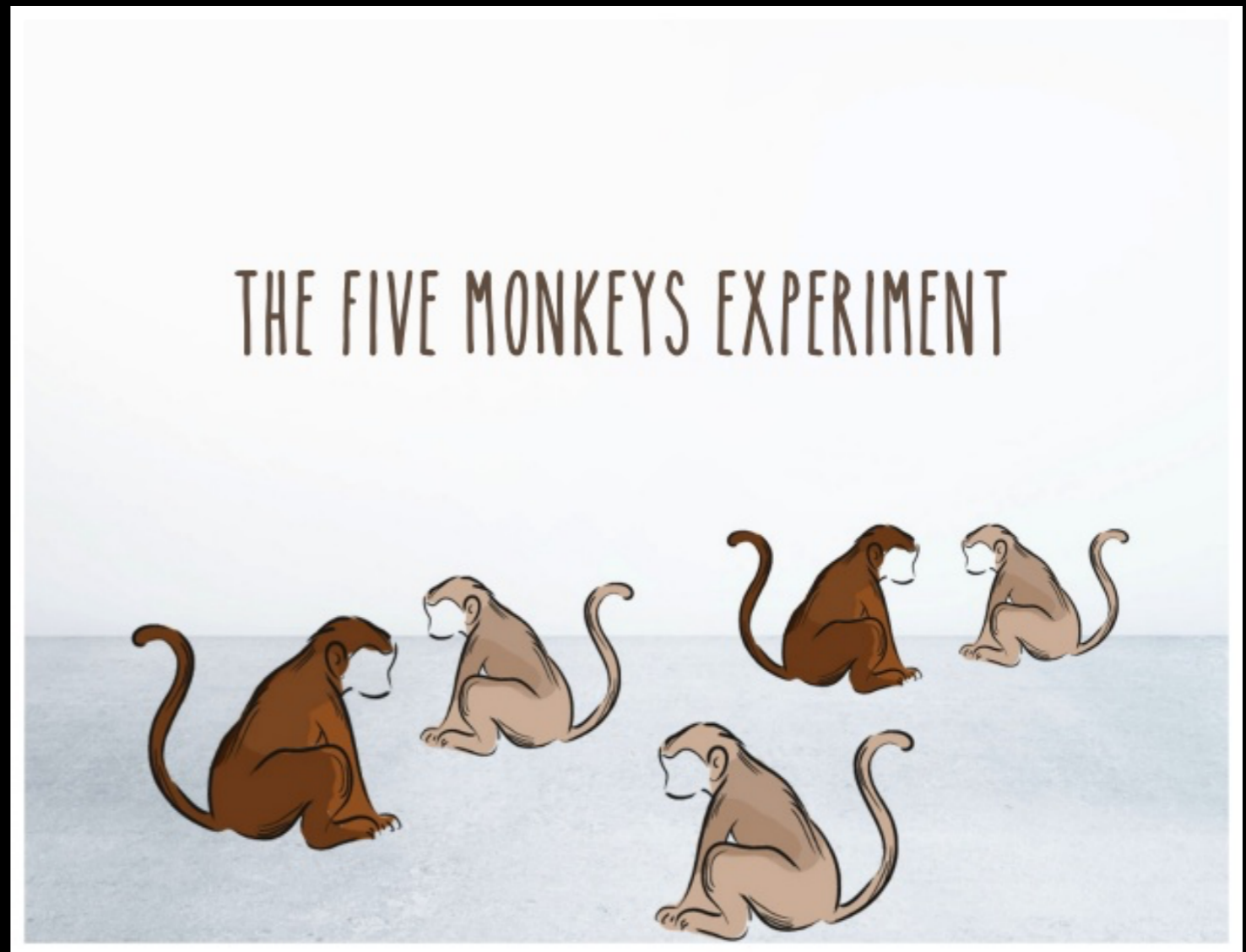
## *The BTC Coaching Ingredients....*

- ✓ **Culture:** How does your building/staff/teams feel, get along, work together? (Think teacher efficacy)
- ✓ **Decisions:** What is the quality of your decisions?  
How do you know you are making good ones?
- ✓ **Balance:** In what ways do you use leadership and management skills to achieve your goals and get results?

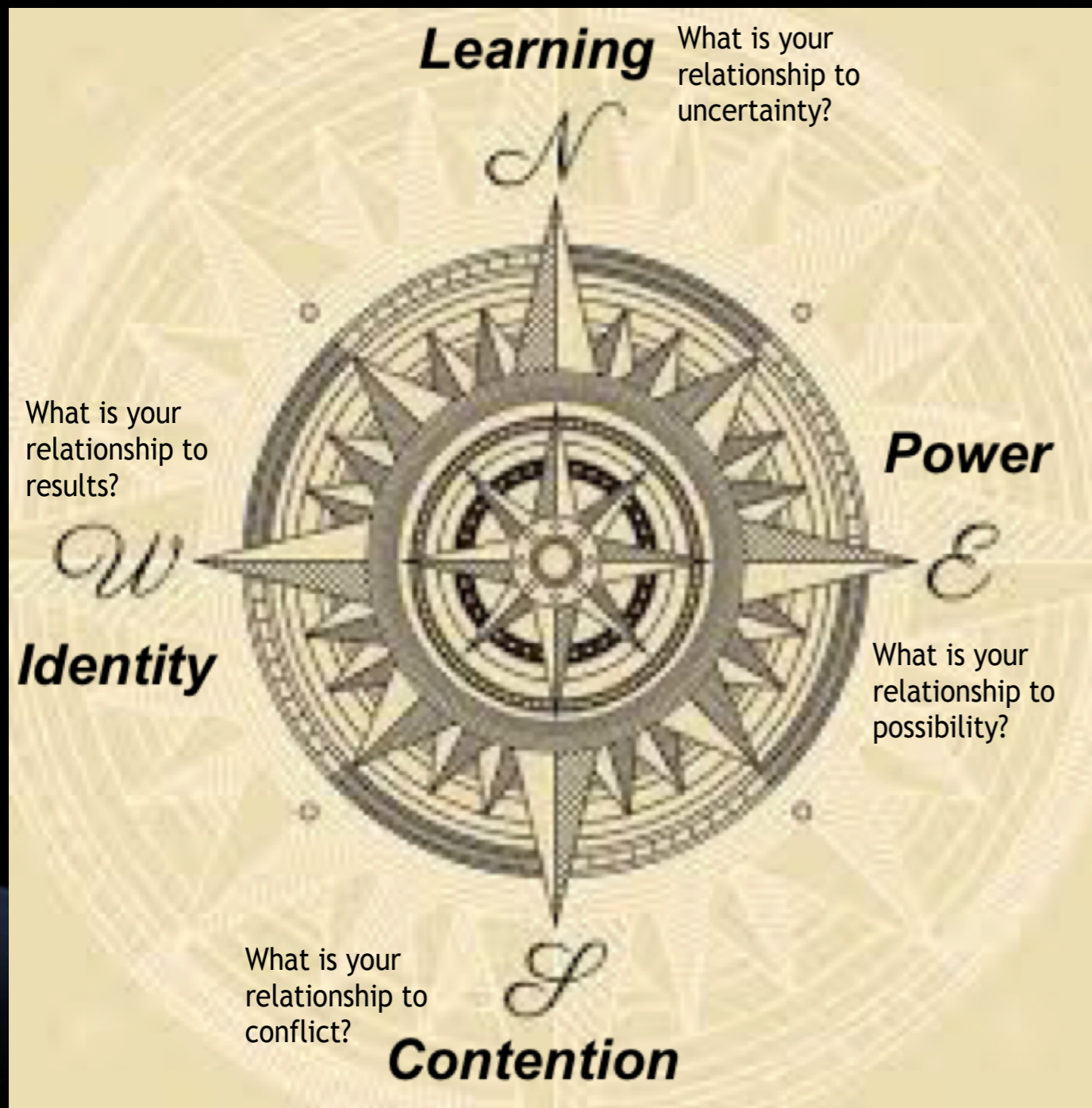
"If you want to make change,  
begin with culture...Culture  
beats strategy by so much,  
that culture is strategy."  
—Seth Godin

## EQ #1:

✓ **Culture:** What is  
your organizations's  
Operating State? i.e.  
our relationship to  
Learning,  
Contention, Power,  
and Identity?







# The 4 Domains of Culture

What is your capacity in each of these domains? What is the capacity of your team? What is the capacity of your staff?



# Culture: *Drift vs. Intention*



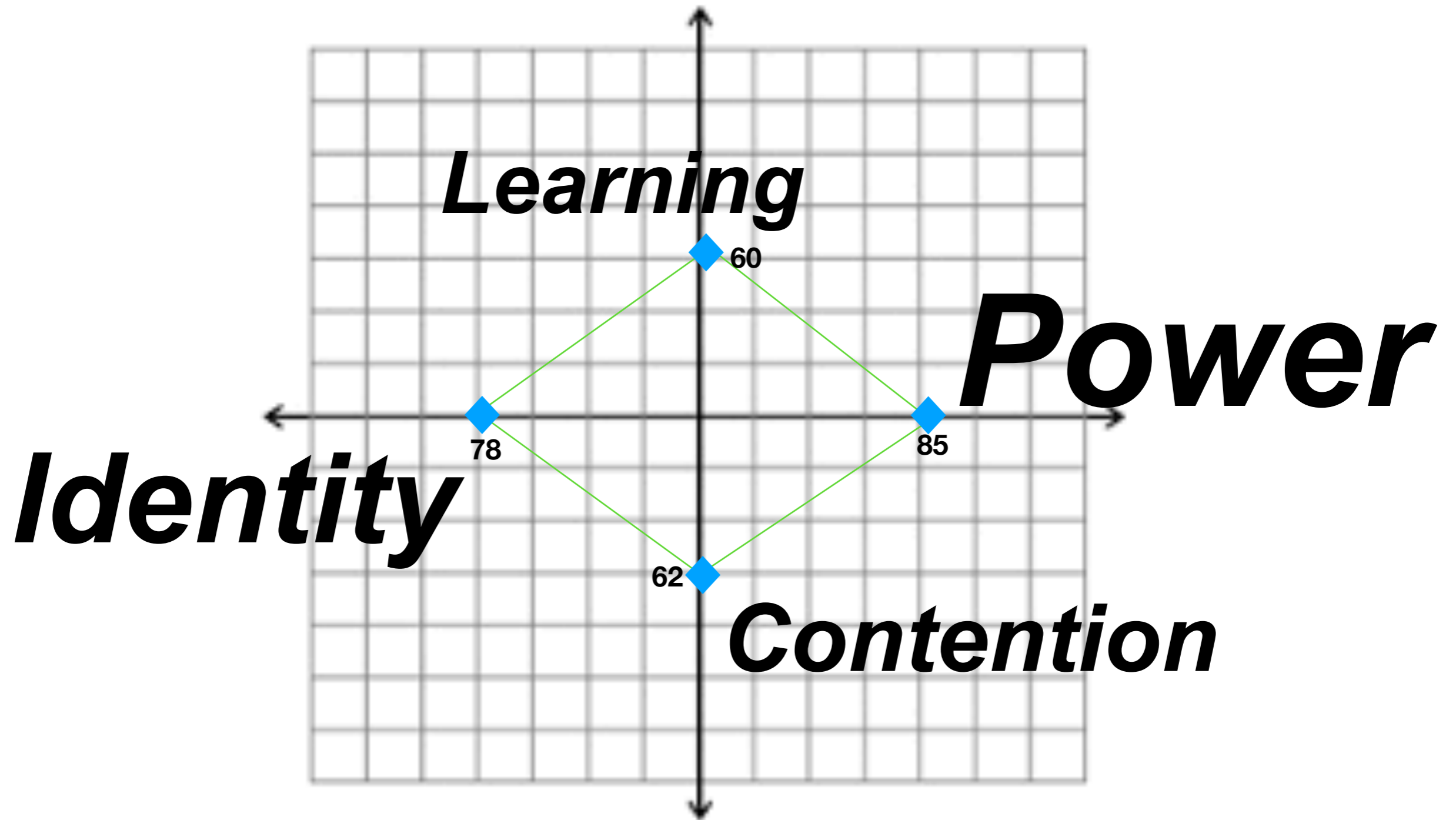
- ▶ Contention: *Suppressed v Embraced*
- ▶ Power: *Resigned v Empowered*
- ▶ Identity: *Separate v Connected*
- ▶ Learning: *Certainty v Curiosity*

“Ultimately there are two kinds of schools: learning-enriched schools and learning-impooverished schools.

Teachers and students go hand in hand as learners--or they don't go at all.”

—Roland Barth

# ***NCS Survey Says...***





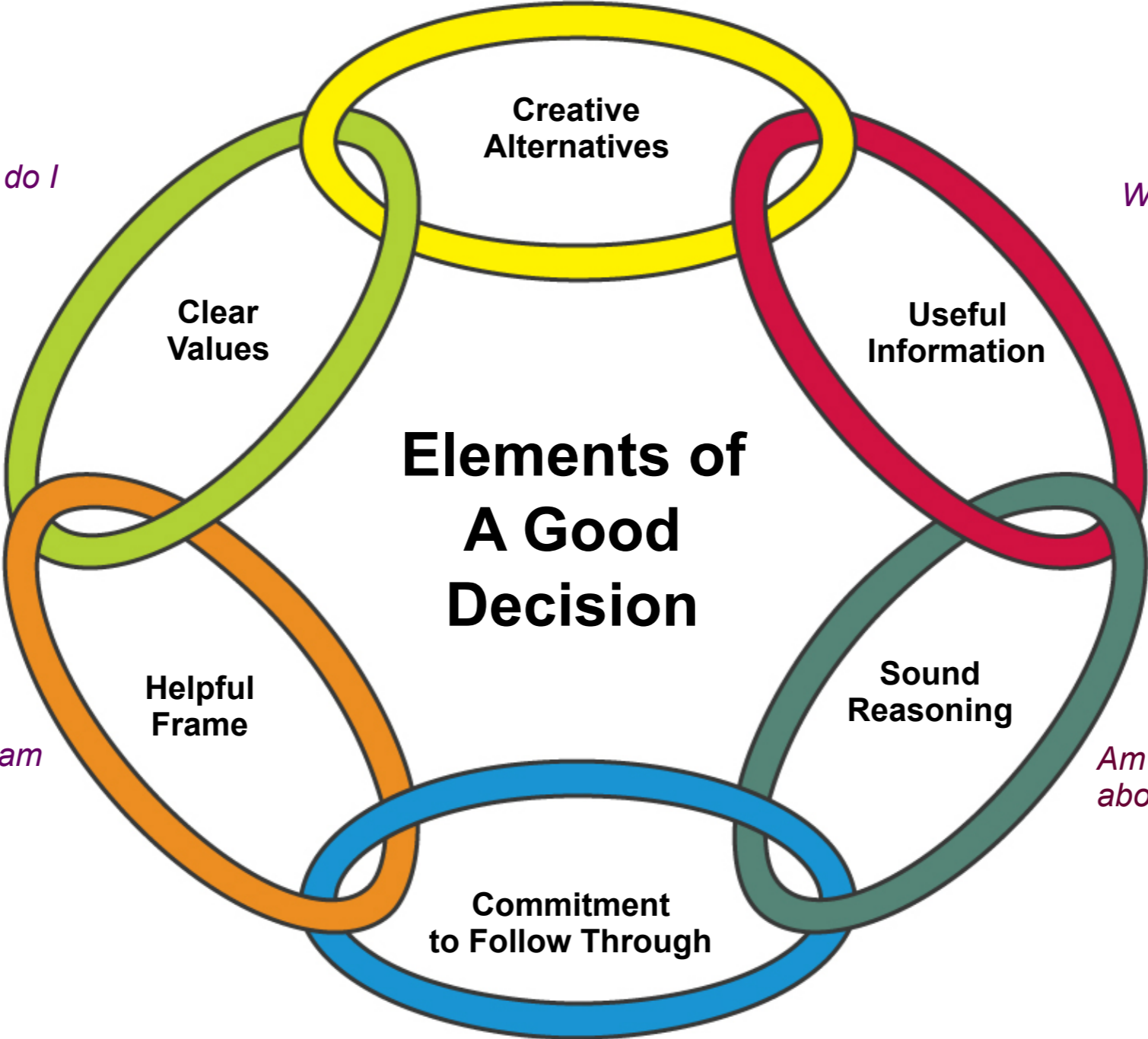
# HQ Principals make High Quality Decisions

## EQ #2:

- ✓ **Decisions:**  
How do you ensure decision quality in your school, district, county?



*What are my choices?*



*What do I need to know?*

*What consequences do I care about?*

*Am I thinking straight about this?*

*What is it that I am deciding?*

*Will I really take action?*



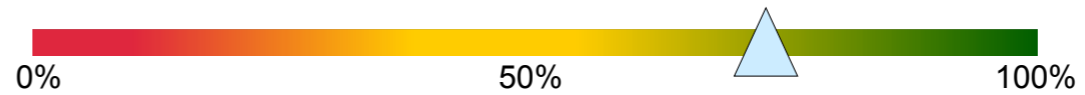


To help identify good decisions, we can rate any decision on each of the six elements.

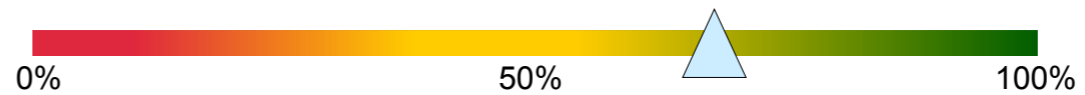
**Good Decision Checklist**

**Decision Rating**

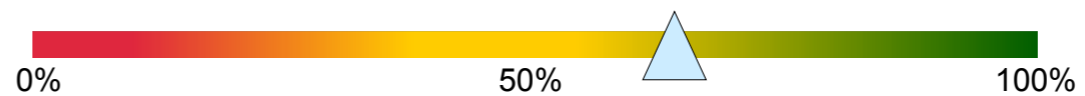
Helpful Frame



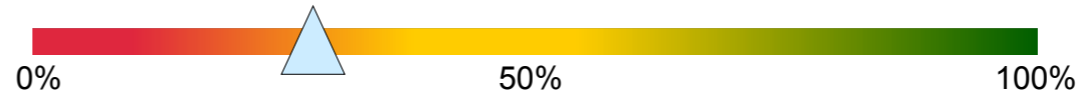
Clear Values



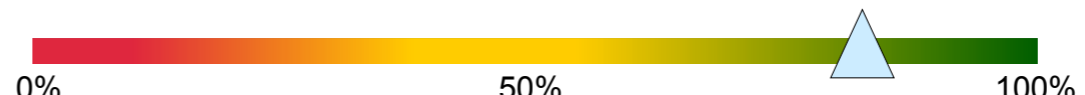
Creative Alternatives



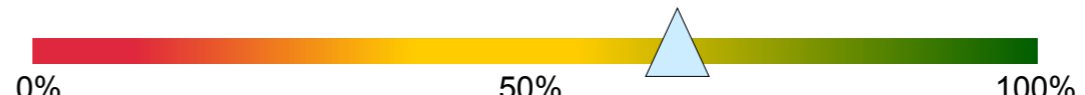
Useful Information



Sound Reasoning



Commitment To Follow Through



**100% is the point at which additional effort is not worth it.**

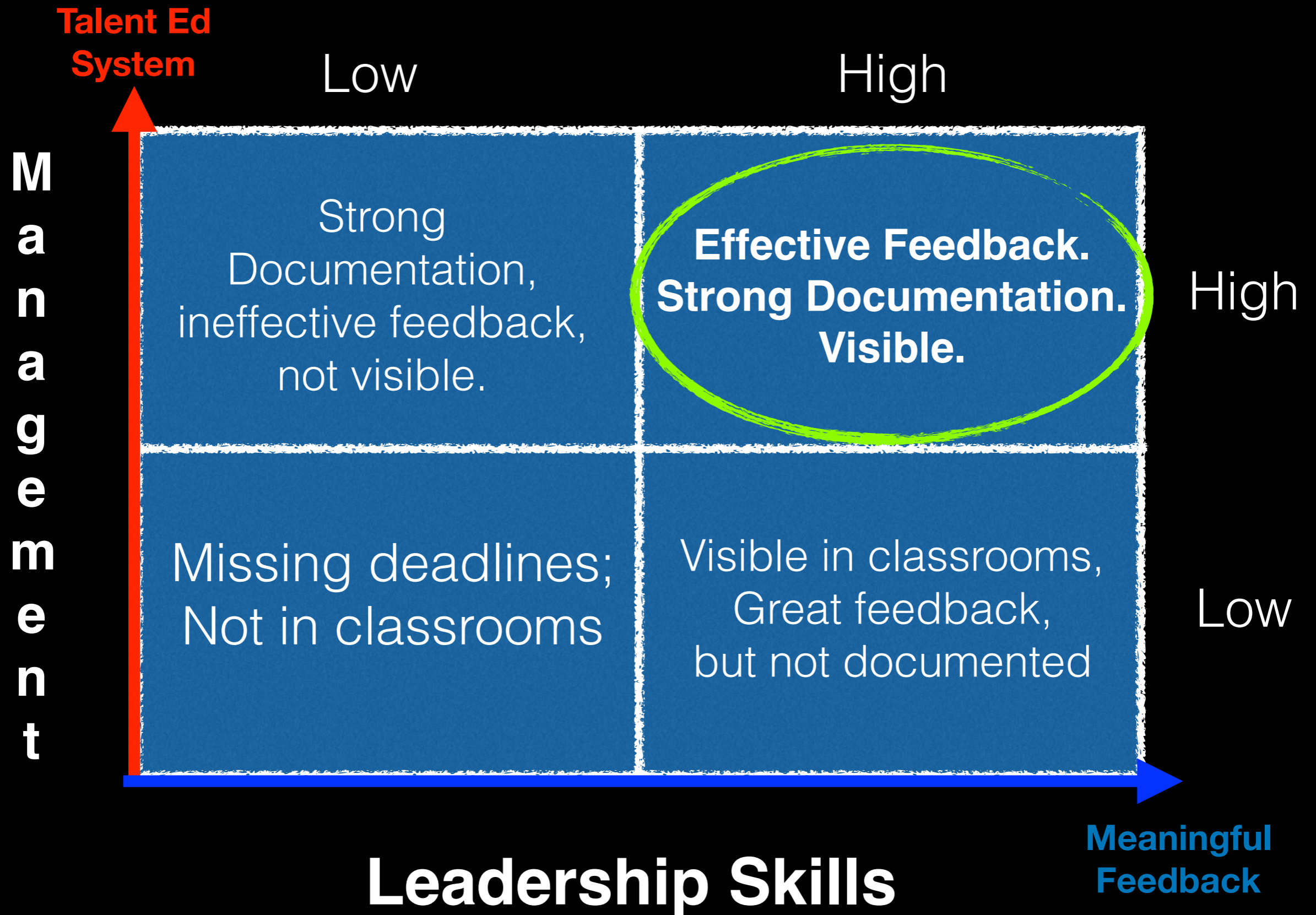
# Effective Principals know how to balance their leadership and management skills to get results



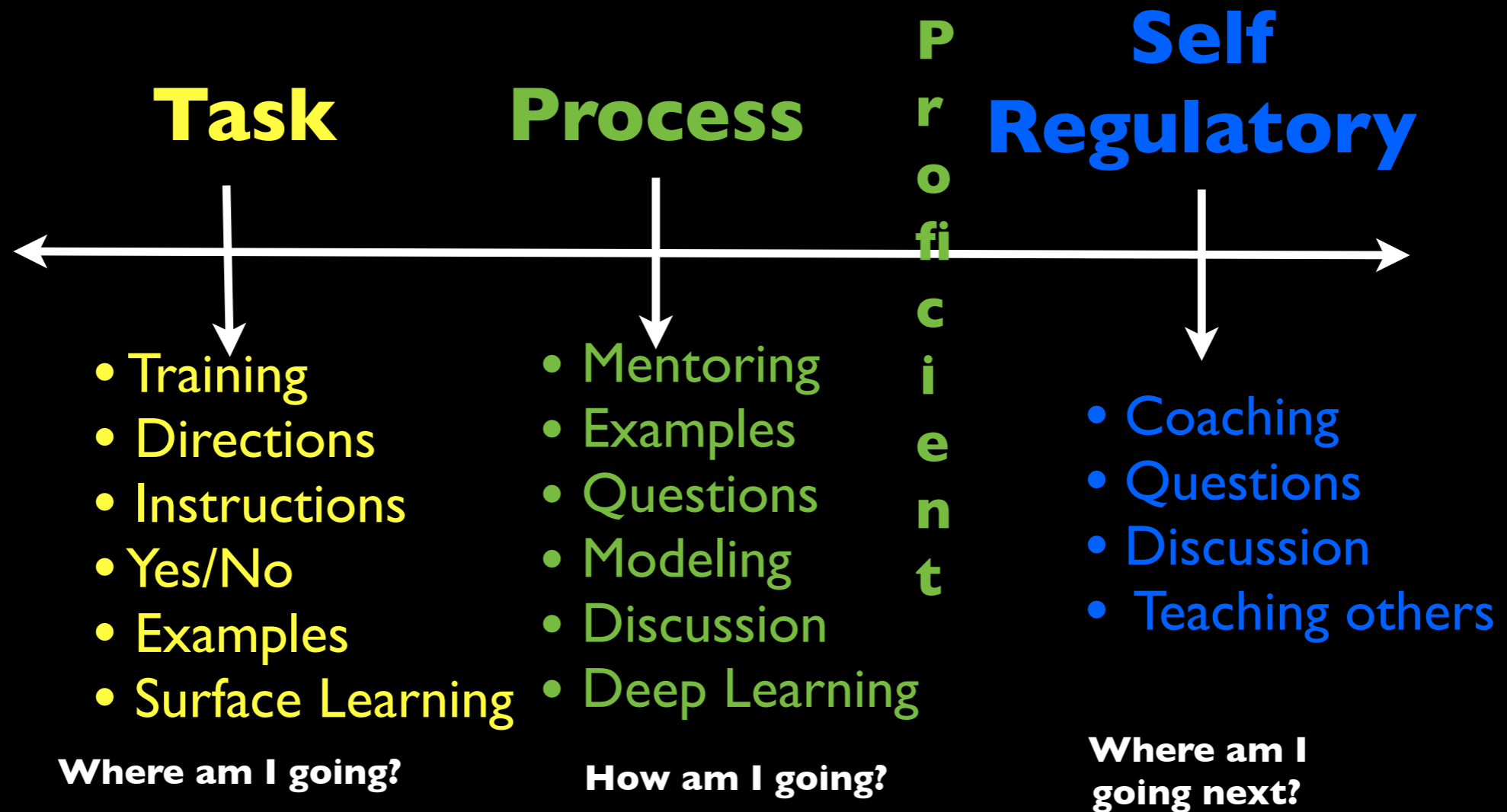
## EQ #3:

- ✓ **Balance:** In what ways do you use leadership and management skills to achieve your goals and generate results?

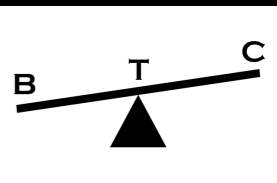
# Effective Leaders...



# ← Management & Leadership → (Formative Feedback)



**Working on the Work: Student voice and ownership matters most...**

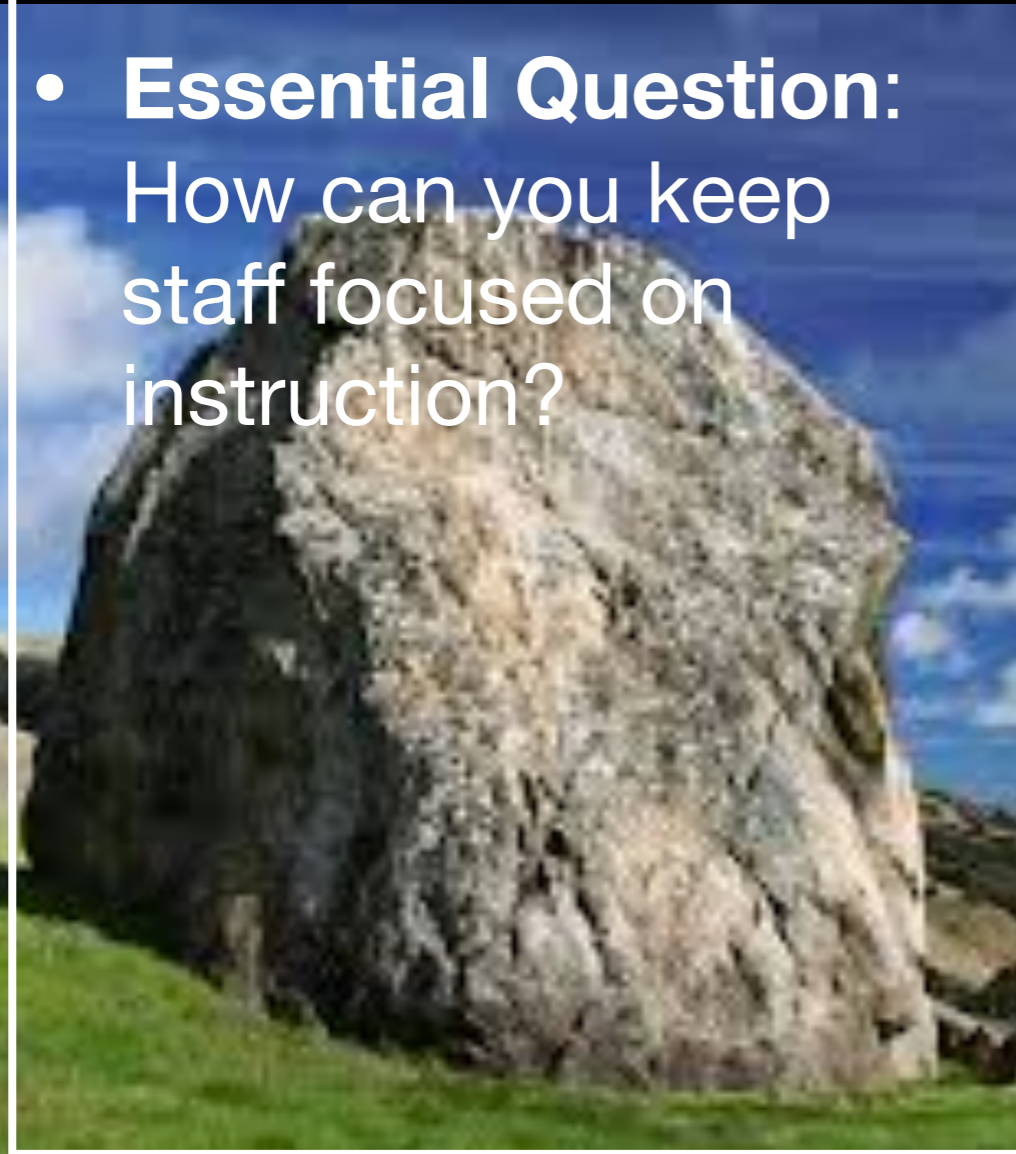




# Great principals use both management and leadership skills to improve Instruction and Culture

## *Instruction*

- **Essential Question:**  
How can you keep staff focused on instruction?

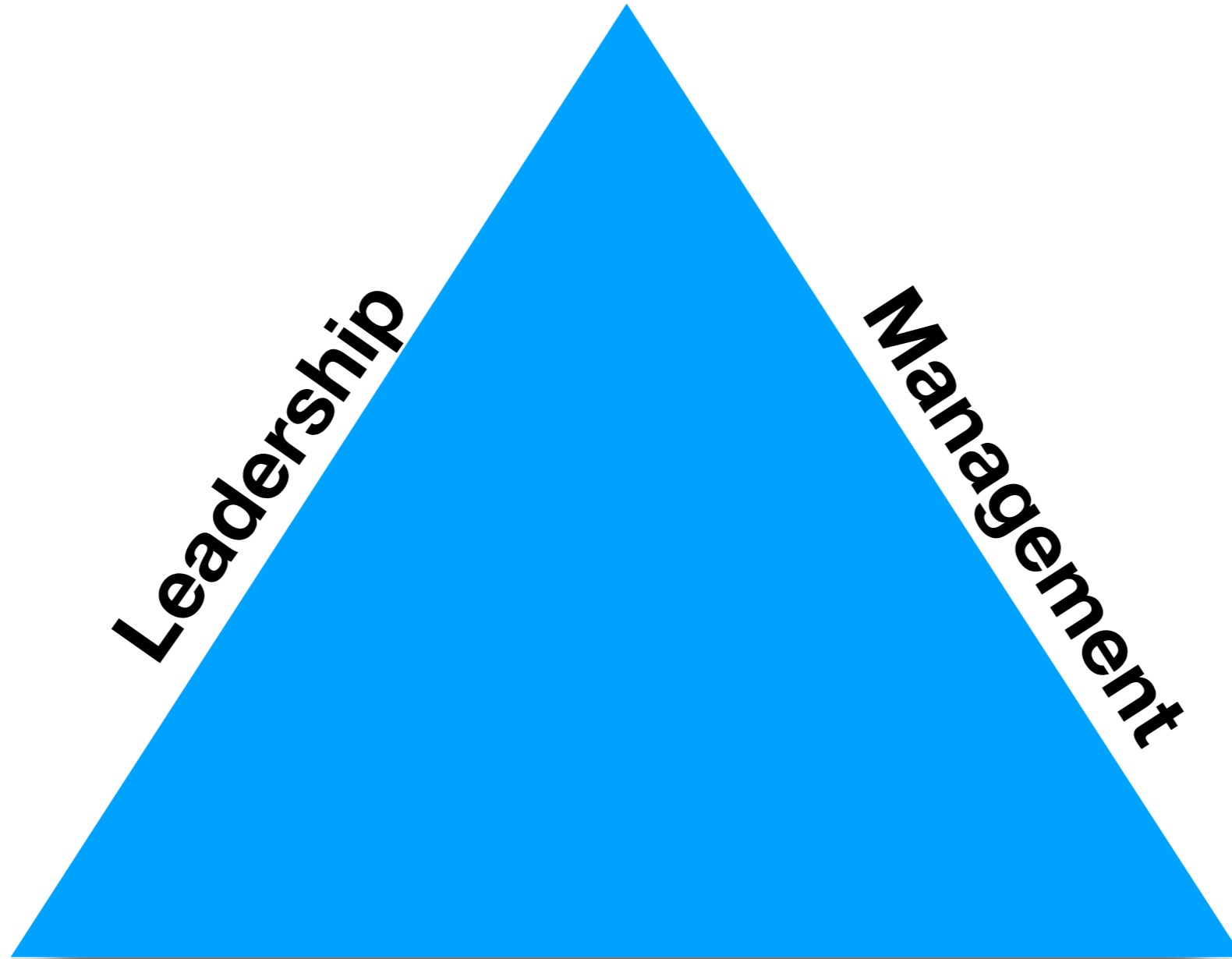


## *Culture*

- **Essential Question:**  
How do you build/create a culture that cares?



# **B a l a n c e**



**Culture**

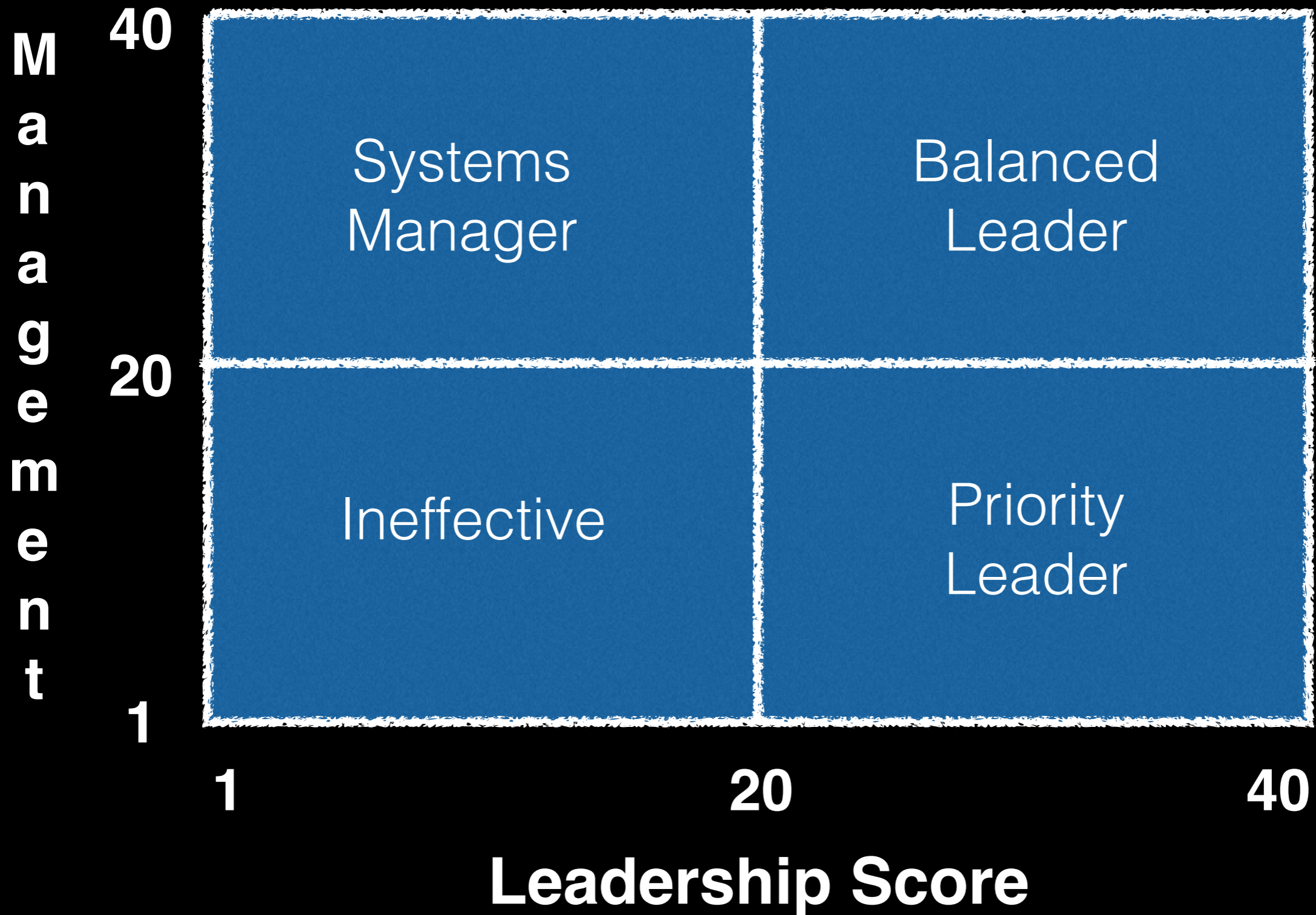
**Decisions**

Check out the Leadership & Management self assessment at: [www.rhess.us](http://www.rhess.us)



*Great principals,  
teachers, and  
superintendents use  
systems thinking and  
apply leadership and  
management skills to  
get results that  
matter.*

# Balanced Leadership Profile







False Limits  
are dangerous.

**G.R.O.W.**

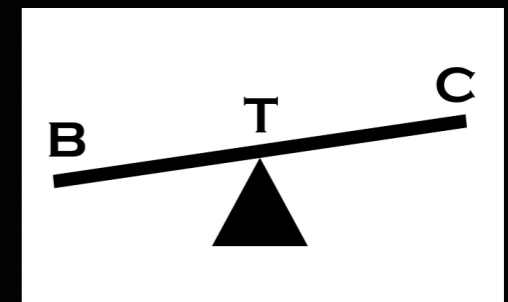
# *The G.R.O.W. Coaching Method*

**G**OAL: What do you want to achieve or accomplish?

**R**esistance: Define the status quo. Assess the context and culture. Identify the obstacles, and look for opportunities to move through the resistance.

**O**ptions & Opportunities: What leadership or management options/actions, strategies, and tactics will help you breakthrough the obstacles to achieve your goal? What opportunities exist?

**W**ill: What will you decide to do next? **ACTION PLANNING**





# The GROW Action Plan: Write it down, do it, study it, adjust it (PDSA)

Goal (Specific, Meaningful, and Measurable--your mission): What are you going to achieve?				
<b>Strategy A: (strategies don't change)</b>				
<b>Actions/Tactics (Activities)</b> These change based upon what is working and not working (How will you achieve it?)	<b>Evidence of Progress</b>	<b>Who</b>	<b>When</b>	<b>Performance Indicator (G, Y, R)</b>
1.				
2.				
3.				
<b>Actions/Tactics (Activities)</b> These change based upon what is working and not working	<b>Evidence of Progress</b>	<b>Who</b>	<b>When</b>	<b>Performance Indicator (G, Y, R)</b>
<b>Strategy B:</b>				
1.				
2.				
<b>Strategy C:</b>				
1.				
2.				

<https://www.surveymonkey.com/r/BTCEVENT>



Point your phone's camera at this code to provide BTC feedback about this presentation or type in the link above. Thanks so much for your engagement and participation!

