

## **Leadership and Coaching for Change implementation**

### **Session 4**

**September 25, 2013**

### **AGENDA**

1. Check-in, Personal Histories (8:30-9:00)
2. The Mentoring-Coaching Continuum for Individuals and Teams (9:00-10:45, including break)
3. Reading Conversation – The Six Coaching Lenses (10:45-11:05)
4. Roles and Activities of Coaches (11:05-11:30)

**LUNCH (11:30-12:15)**

5. Live Coaching Demo (12:15-12:45)
6. Coaching Triads (12:45-1:30)
7. Job-Alike Meeting - What does this all mean for our work? (1:30-2:15)
8. Summative Feedback (2:15-2:30)

## Leadership and Coaching for Change Implementation

SESSION 4  
Heidi Brushert Laabs  
September 25, 2013

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## Agenda

1. Join-up/Check-in
2. Matching Coaching Practice and Client Needs
3. Working with Teams
4. The Six Coaching Lenses
5. Roles of Literacy/Instructional Coaches
6. Live Coaching Demo
7. Coaching in Triads
8. Team Planning Time
9. Wrap up and reflection

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## Join-Up/Check-in

- On a scale of 1-10, how is your energy today?
- What's on your mind?
- How are you showing up for our training today?

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## "Sitting"

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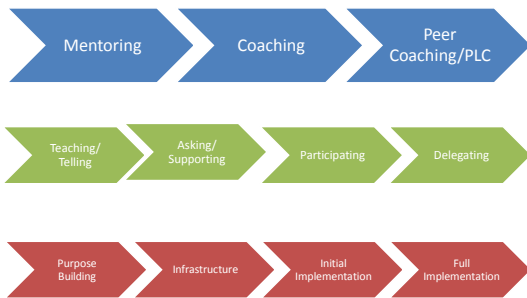
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### The Mentoring – Coaching Continuum for Systems Change




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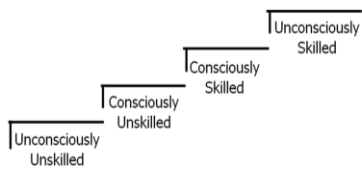
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### Gordon's Ladder of Skill Development (1974)



• Gordon's (1974) Skill Development Ladder

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## Read Handout # 4.1, "The Dilemma of Coaching"

How have you experienced the ideas presented in your work?

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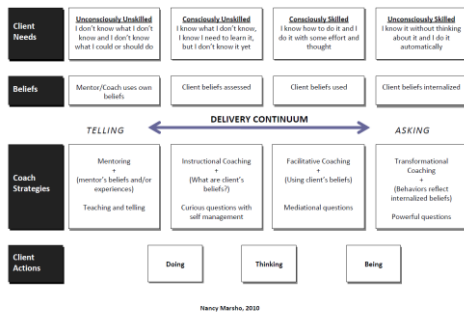
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## Client Needs/Coaching Strategies




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## Stages of Team Development (Tuckman, 1965)

- Forming
- Storming
- Norming
- Performing

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## Forming

- **Feelings/Thoughts** – Excitement, anticipation; suspicion, fear; Tentative attachment to team; wondering; low trust
- **Behaviors** – Polite; guarded; attempts; difficulty identifying relevant problems; complaints; impatience
- **Needs** – Mission, vision, purpose; membership; goals/objectives; define roles, responsibilities, expectations; norms/guidelines; low-risk trust building
- **Leadership** – Mentoring; directing; telling; guiding; high task-low relationship; one way communication

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## Storming

- **Feelings/thoughts** – Resistance; fluctuating attitudes; risks/benefits; do I agree with team purpose; low trust
- **Behaviors** – Arguing; defensiveness; competition; power struggles; polarization; lack of progress; unrealistic goals; loss of interest; opting out; norm violations
- **Needs** – Interpersonal relationships; trust; listening; conflict resolution; understand style differences; leadership clarification, supervision and support
- **Leadership** – Coaching; explaining; high directing/supporting; high task/relationship; leader consults but decides;

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## Norming

- **Feelings** – Belonging; personal accomplishment; free expression; constructive conflict; relief; medium trust
- **Behaviors** – Established procedures; open communication; effective conflict resolution; participation; shared decisions; routines; unified mission & purpose; keep norms; balance of power; team identity
- **Needs** – Problem solving; decision making; shared leadership skills; medium-risk trust building
- **Leadership** – Coaching; supporting; encouraging; listening; collaborating; high relationship; shared decision making; discussion

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## Performing

- **Feelings** – High commitment; friendships; fun & excitement; high personal development and creativity; team inspires individual; understand others' styles; high, mature trust
- **Behaviors** – Openness; flexibility; risk taking; mutual support; enthusiasm; pride; satisfaction; shared, consensus decision making; flow; goal attainment
- **Needs** – Coaching (transformational); measuring performance; sustainability
- **Leadership** – PLC/Peer coaching; delegation; observing, monitoring; fulfilling; non-directive; leader sets goals with team, team accomplishes them

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Stages of Individual Skill Development (Gordon, 1974)	Unconsciously Unskilled	Consciously Unskilled	Consciously Skilled	Unconsciously Skilled
Stages of Team Development (Tucker, 1964)	Forming	Storming	Norming	Performing
Coaching Strategies	Mentoring Consulting	Mentoring Consulting Coaching	Coaching	Coaching Peer Coaching PLCs
Stages of Change Implementation (Fixsen & Blasé, 2009)	Purpose Building	Infrastructure	Initial Implementation	Full Implementation
Coach Behaviors	Teaching/Telling	Telling/Asking Interpretive & Mediatlional Questions	Asking Mediatlional & Powerful Questions	Asking Mediatlional & Powerful Questions

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## Job-Alike Conversation



What “squares” with your thinking?



What’s “going around” in your head?



What can you “point to” in your experience that illustrates these ideas?

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## Absence of Trust

- Trust is the foundation of teamwork
- On a team, trust is all about vulnerability, which is difficult for most people
- Building trust takes time, but the process can be greatly accelerated.
- Like a good marriage, trust on a team is never complete; it must be maintained over time.

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## Personal Histories (Lencioni, 2002)

- Job-Alikes; no more than 5-6 per group
- Where did you grow up?
- How many siblings do you have and where do you fall in that order?
- What was the most difficult challenge of your childhood? (Not *inner* childhood, just normal challenges of being a kid)
- When everyone has spoken, talk about what you learned about one another that you didn't know before.

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**“By going through the Personal Histories activity, team members come to understand one another at a more fundamental level; they learn how they became the people they are today. As a result, there is a far greater likelihood that empathy and understanding will trump judgement and accusation when it comes to interpreting questionable behavior.”**

Patrick Lencioni

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### Other Possible Topics

The best team you ever were a part of and why

Something people don't know about you, but should

Why you became an educator

Why you continue to be an educator

Your first job, and what you learned about the “working world” from it

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### Style Profiling

- Gives team members an objective way to understand and describe one another
- Increases the likelihood that people will open up and acknowledge their strengths and weaknesses
- By giving a common vocabulary for describing strengths and weaknesses, it becomes safe to give feedback without seeming accusatory or making unfounded generalizations

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## True Colors

- An inventory to help you understand your own personality style/type and the personality style/type of your teammates
- Promotes appreciation of individual differences
- A metaphor
- Each person is a unique blend of four colors or styles – a veritable rainbow!
- There are no “good” or “bad” colors
- There are wide individual variations within each color

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- Handout #4.3 - Compare all 4 boxes in each row. Do not analyze each word, just get a sense of each box.
- Score each of the 4 boxes in each row from most to least like you.
- 4 = most like you, 3 = a lot like you, 2 = somewhat like you, 1 = least like you
- Tally the score in each vertical column. This will give you your True Colors.
- Read about your color spectrum! DO NOT share your results

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## Colors at a Glance

- Gold – “Be prepared and organized!”
- Green – “What’s the Big Picture?”
- Orange – “Just do it!”
- Blue – “How does that make you feel?”

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### Leadership and Coaching Implications?

- How we communicate with each other
- How we make a cohesive, effective team
- How we solve problems
- How we deal with conflict
- How we build on strengths
- How we coach and lead

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### Gold Attributes

- Loves to plan
- Detail and service oriented
- Values tradition
- Helpful, trustworthy, conservative, stable
- Never breaks the speed limit
- Seeks security
- Punctual, predictable, precise
- Duty, loyalty, responsibility
- There is a right way to do everything

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### Blue Attributes

- Optimists
- Caretakers
- Passionate
- Peacemakers
- Romantic
- Cause oriented
- Cooperative rather than competitive
- Feelings and emotions
- Always a kind word
- Spiritual
- Peace, harmony, relationships
- Support and encourage others

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## Orange Attributes

- Playful
- Energetic
- Charming
- Risk taker
- Tests limits
- Quick witted
- Negotiator
- Creative, inventive
- Spontaneous, impulsive
- Natural entertainer
- Likes tangible rewards

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## Green Attributes

- Intellectual, theoretical
- "Idea" people
- Philosophical
- Complex
- Perfectionist
- Visionary
- Can never know enough
- Cool, calm, collected
- Work is play, play is work
- Abstract, conceptual, global
- Needs independence and private time

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## How Others May See Golds

- Rigid, controlling, bossy
- Dull, boring
- Stubborn, opinionated
- Rule-bound
- Unimaginative
- Judgemental
- Limiting flexibility
- Uptight and tense
- Sets own agenda
- Rigid sense of time

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### How Others May See Blues

- Overemotional
- Groveling, fawning
- Wimpy
- Thin skinned, overemotional
- Too nice
- Naïve
- Smothering
- Talk too much, share too much
- Can't handle conflict
- Too much of a cheerleader
- Warm & fuzzy, touchy/feely

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### How Others See May Oranges

- Irresponsible
- Flaky
- Jokesters
- Always want to have fun
- Not interested in serious ideas
- Rule breakers
- Not trustworthy
- Always off-task
- Messy, cluttered, disorganized
- Vindictive
- Uncontrollable

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### How Others See May Greens

- Cold, remote
- Hard to get to know
- Distant
- Afraid to open up
- Not detail oriented
- "In the clouds"
- Intellectual snob
- Critical and fault finding
- Egoentric
- Don't consider people in their plans

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 **WISCONSIN RRI Center**

## True Colors Conversations

<b>Blue:</b>  Relate what you're saying to feelings Avoid open criticism Put peoples' needs ahead of procedures Be honest and genuine Allow input and questions Keep your promises	<b>Green:</b>  Use clear and precise language Use logic and data to support your ideas Get right to the point Keep the conversation focused and relevant Ask interpretive and mediational questions Evoke possibilities
<b>Orange:</b>  Cut to the heart of the issue Straight talk Be bold; say what's on your mind Focus on action Talk about results Keep the conversation lively	<b>Gold:</b>  Give straightforward direction Refer to the past and tradition Don't get sidetracked Keep conversation in order Follow an agenda Talk about responsibilities

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 **WISCONSIN RRI Center**

## True Colors Problem Solving

<b>Blue:</b>  How much do I care about what I gain or lose in each alternative? What values are involved? How will people feel about the outcome? Who is committed to the solution?	<b>Green:</b>  What are the pros and cons? What are the possibilities and obstacles? What are the potential consequences? What are the consequences of not acting?
<b>Orange:</b>  What are the possibilities? How can we think outside the box? What other ways are there to solve this? What are implications beyond the facts?	<b>Gold:</b>  What are the facts? What is the exact situation? What's been done in the past? What is my role? Others' roles?

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 **WISCONSIN RRI Center**

## Get the Interest of True Colors

<b>Blue:</b>  Opportunities for social contact Have clear expectations Opportunities to be creative Allow expression of feelings Give individual attention Give opportunities to please	<b>Green:</b>  Ask for their ideas Allow them to work independently Allow them to build and show competence Give them a leadership role Ask for explanations and additional insights
<b>Orange:</b>  Short term, challenging assignments Let them show cleverness Hands-on, engaging activities Immediate needs and issues	<b>Gold:</b>  Let them direct the process Let them organize others Have stability, consistency and rules Clear expectations Consistent feedback

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 <b>Enhance True Colors' Esteem</b>	
<b>Blue:</b>  Reassure them of their self-worth Recognize their accomplishments and contributions Sincere praise and affirmations Accept who they are Provide a harmonious environment	<b>Green:</b>  Provide feedback on the quality of their work Offer tasks that are challenging and difficult but achievable Focus on their competence
<b>Orange:</b>  Provide frequent change in tasks Challenge their imagination Have a sense of humor	<b>Gold:</b>  Provide consistency Give clear feedback Make their roles clear Concrete rewards for success

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**Team Conversation:**  
  
 Introduce yourself to your team by telling them the order of your 4 True Colors  
  
 What True Colors are represented in your group?  
  
 What surprises you?  
  
 What doesn't surprise you?  
  
 How will you use what you know about True Colors amongst yourselves? With others?

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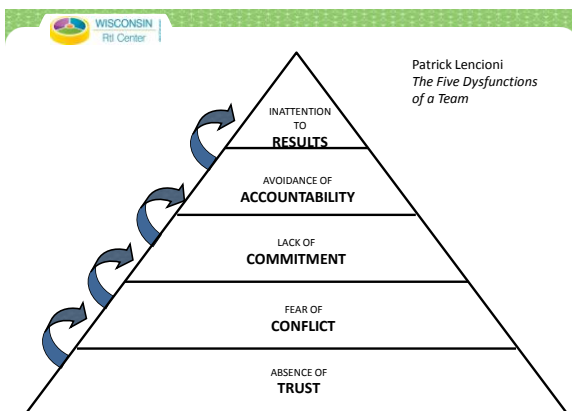
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Patrick Lencioni  
*The Five Dysfunctions  
 of a Team*

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## Fear of Conflict

- Conflict is inevitable . Conflict on a team is good.
- “Good” conflict requires trust
- Even on the best teams, conflict at times will be uncomfortable
- Norms for conflict must be articulated and discussed
- Keep conflict about ideas as much as possible, not about people

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## Lack of Commitment

- Buy-in : the achievement of honest emotional support
- Clarity: the removal of assumptions and ambiguity from a situation “What did we accomplish/agree to do today?”
- Write it down!
- Buy-in does not require consensus

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## Avoidance of Accountability

- Accountability on a strong team occurs among peers
- For a culture of accountability to thrive, leaders must be willing to confront difficult issues
- Use a team scoreboard or process check to hold one another accountable during meetings

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## Inattention to Results

- The true measure of a great team is that it achieves the results it set out to accomplish
- Team members must prioritize the results of the team over their own individual or department results
- To stay focused, teams must publicly clarify their desired results and keep them visible
- Create and use a Team Scoreboard – your team's goals and objectives

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## The Coach's Optical Refractor (Aguilar, 20120

- Different perspectives, different "lenses"
- "Every situation requires that we look from multiple perspectives and examine relationships, individuals, institutions, and phenomena through multiple lenses."
- National Equity Project, Daniel Goleman

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## The Six Coaching Lenses

- Inquiry
- Change management
- Systems Thinking
- Adult Learning
- Systemic Oppression
- Emotional intelligence

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## Table Group Conversation

Using Handout 3.8, have a conversation with your Table Group about the Six Coaching Lenses:

- How do you define each lens?
- When might each lens be particularly useful to you in your work? In what situation might you apply a particular lens?
- What seems most important to you about the idea of "Coaching Lenses"?

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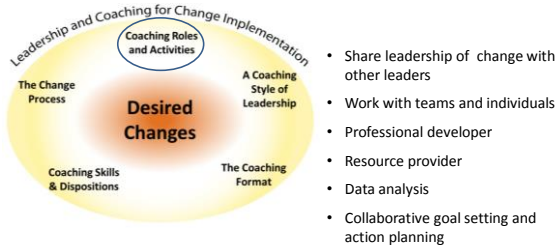
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## Coaching Roles and Activities




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## Systems Coaching for Improved Student Learning




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## The Ten Roles of Coaches (Killion, 2009)

- Data Coach
- Resource Provider
- Mentor
- Curriculum Specialist
- Instructional Specialist
- Classroom Supporter
- Learning Facilitator
- School Leader
- Catalyst for Change
- Learner

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## Data Coach

- Focus on grade-level, team, and classroom data
- Make instructional and curricular decisions
- Monitor instructional progress
- Creating a safe, blame-free environment for the ruthless analysis of data

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## Curriculum Specialist

- Focus on “what,” not “how”
- Non-negotiable content at Universal Level with fidelity
- Tier 2 and Tier 3 interventions with fidelity
- Align balanced assessment system with curriculum
- May find it difficult to support all teachers in all content areas

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## Instructional Specialist

- “How,” not “what
- Full implementation of Universal non-negotiable instructional practices with fidelity
- Must be highly skilled in identified instructional practices

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## Classroom Supporter

- Work inside the classroom with one or more teachers while teaching and learning are occurring
- Modeling, co-planning, co-teaching, observing, giving feedback
- May be perceived as intrusive
- No teacher faces instructional challenges alone
- Incorporates many other roles

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## Learning Facilitator

- Resource provider, professional developer
- Start with student achievement data, determine teachers’ learning needs
- Collaborative and inclusive
- Work is grounded in school/district non-negotiable HQI, balanced assessment, and collaborative practices

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### School Leader

- **Contributes to and supports the implementation of change through your Rtl Framework**
- **Facilitate teams and committees in partnership with other leaders**
- **Create a community of learners and collaborative practice**
- **Walk a fine line between administration and teachers**

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### Catalyst for Change

- **Change for continuous improvement**
- **Generate productive disequilibrium by challenging the status quo and asking hard questions**
- **"Are we satisfied with the level of student learning in our school?"**

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### Learner

- **Continuous self-development**
- **Conferences, training, reading, networking, reading writing and reflection**
- **Constantly revisiting their own coaching vision**

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## Balancing Roles of a Coach/Leader

- Job descriptions and role expectations
- Goals of the coaching program
- Context – time of the year, Stage of implementation, experience level
- Role of the principal
- School culture

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## “Coaching Heavy” vs “Coaching Light”

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## Coaching Light

- Coaches are accepted, appreciated and even liked by teachers
- Focus on building and maintaining relationships more than on improving teaching and learning
- Provide resources and support, but avoid challenging conversations
- Valued, but not necessarily needed
- Key factor is coach's intentions and the results of their work

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## Coaching Heavy

- Deep commitment to improving teaching and learning
- High-leverage services with the greatest potential for improving learning
- Work with all teachers, not just those who volunteer readily
- Work outside the comfort zone
- Productive disequilibrium
- Feels heavy
- Making a difference
- Focus on goals, action plans and vision

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**What roles seem most suitable for/aligned with your own and your job-alike group's vision for coaching?**

**How might you alter your own role/job description based on what you've learned?**

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## Live Coaching Demonstration

- Script Questions
- What did you notice about listening, questioning, curiosity, the coaching format?
- What did you notice about the coach and the client?

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## Coaching Practice in Triads

"A" is the listener, "B" is the speaker, "C" is the observer  
 "B" is the listener, "C" is the speaker, "A" is the observer  
 "C" is the listener, "A" is the speaker, "B" is the observer

- 10 – 15 minutes per conversation
- Start with a check-in
- Go through the steps in the coaching format – identify a focus, explore possibilities, develop a plan, get commitment to action.
- Focus on listening and questioning.
- Debrief and give feedback – what did it look like/feel like/sound like
- Complete practice and reflection sheet

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## Job-Alike Conversation

How will what you have learned during our 4 days together impact your practice?

What are your next steps?

Who will you need to network/communicate with?

What resources do you need?

What is your next step?

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**Summative Feedback**

**Handout 4.7**

**Thank you for your participation,  
reflection, and insights!**

**Happy Coaching!!!!!!**

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## **The Dilemma of Coaching: Synchronizing Coaching Practice and Educator Needs**

By Nancy Marsho and Donna Recht, Cardinal Stritch University

Every school district is looking for ways to increase learning within the organization. One way to do this is to enrich the expertise of teachers and thus impact student achievement. In the last five years, coaching and mentoring has become a path to influence teacher practice. Coaching is typically a one-to-one interaction where the educator/teacher selects an issue or goal. The coach helps the teacher clarify the issue, asks questions to identify what the teacher wants to have happen and deals with obstacles that stand in the way. An effective coaching session is brief (20-25 minutes) and ends with an action plan that the teacher is committed to enacting. This is more difficult than it sounds. Many districts have implemented instructional coaching but the effect on student achievement has been slow and disappointing (Killion, 2010). Killion urges school districts to do a better job selecting, training, and supporting coaches and having coaches take teachers outside their comfort zone, which demands that coaches carefully assess the needs of the educator.

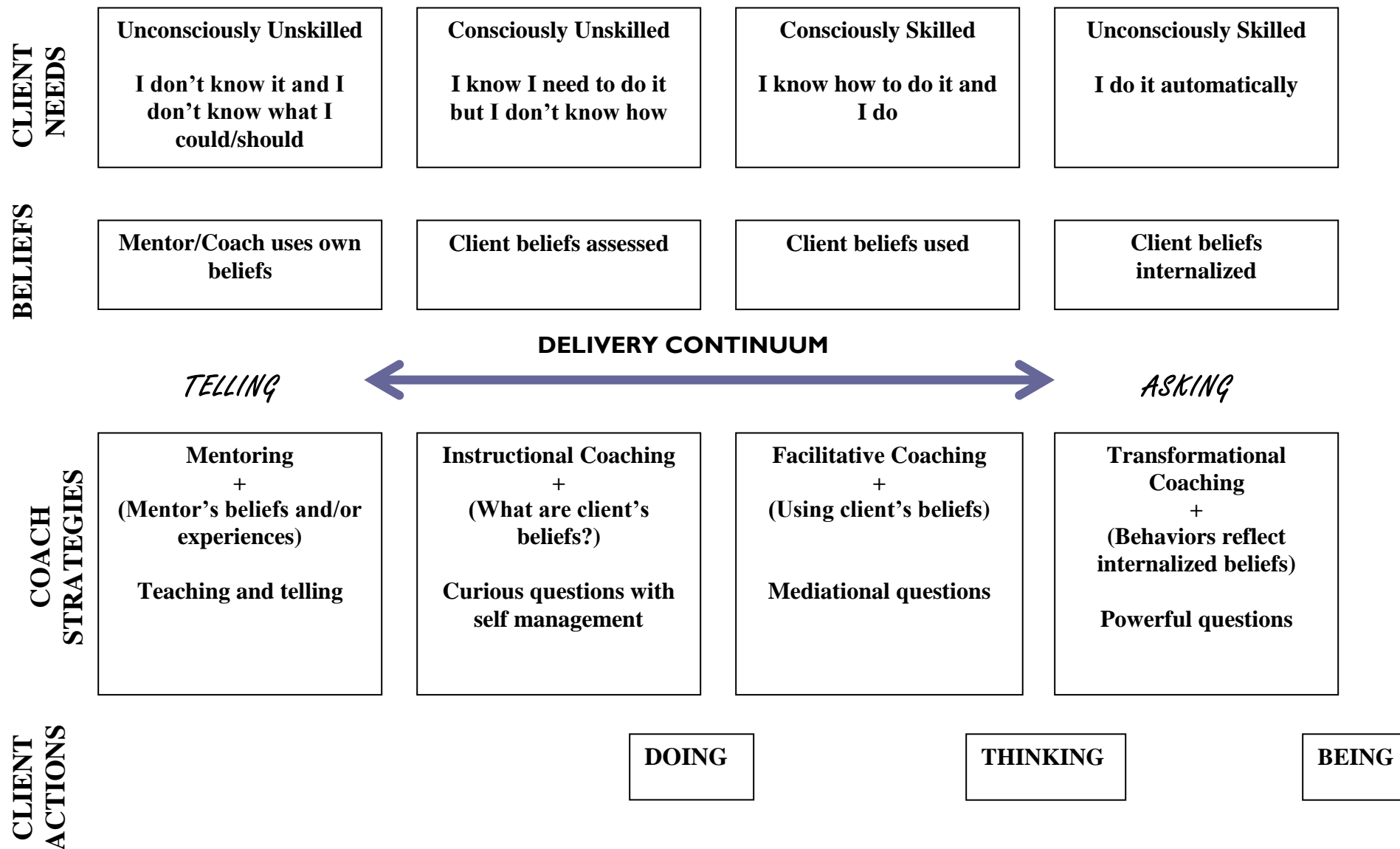
### **The distinction between mentoring and coaching**

The terms “mentor” and “coach” are often used interchangeably. Historically, the mentor was a “buddy” who advised the new teacher. The implication was that the new teacher did not know what to do. The term mentor/coach has evolved to mean someone who understands the need to assess the educator’s skill level and responds with coaching appropriate strategies. Whether called a mentor or a coach, the intent of providing a “guide on the side” is similar—to promote teacher growth and ultimately student learning. In all cases, it is critical that the mentor/coach accurately assesses the values and needs of the educator and adapts the delivery approach to meet those needs. Just as in good classroom instruction, the art of coaching is to sensitively differentiate—one size does not fit all.

### **The delivery continuum**

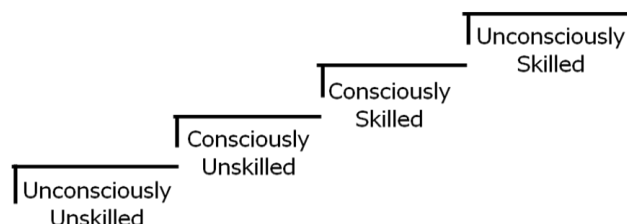
Figure 1 introduces a continuum that can be used to determine which coaching strategy is most applicable. It places primary emphasis on diagnosis of the needs of the educator before making any decision about how to proceed as a coach. The top half of Figure 1 emphasizes the importance of carefully assessing the needs. Based on those needs the coach determines which coaching strategies to apply ranging from telling to asking. Coaching strategies are below the delivery line and are determined by the assessment results. The outcome is critical. The goal of mentoring and coaching is always aligned with increasing teacher effectiveness.

# CLIENT NEEDS | COACHING STRATEGIES



**STEP ONE-- Assess client needs**

Educators have difficult jobs. Planning and execution of daily lessons require subject knowledge as well as expertise about pacing, and student engagement. Shulman (2010, p. 5) feels that teaching is the “most difficult profession of them all.” One framework for assessing teacher needs is the skill development ladder, figure 2 (Gordon, 1961; Barkley, 2005).

**Gordon’s Skill Development Ladder**

•Gordon's (1974) Skill Development Ladder 9

**Unconsciously unskilled:** Teacher does not realize that classroom behavior will change with specific teacher strategies.

**Consciously unskilled:** Teacher knows that classroom behavior needs to change but does not know what to do or how to do it.

**Consciously skilled:** Teacher uses specific strategies to improve student behavior.

**Unconsciously skilled:** Teacher manages classroom behavior skillfully and without conscious thought.

The ladder can be used as an internal conceptual framework for the coach. In the example above, the teacher identifies classroom behavior as a focus for coaching. Clarifying questions from the coach gather information about the teacher's reasoning or connections between ideas. A clarifying question such as “tell me what you mean when you say that classroom behavior occurs randomly...when you...” leads to a coach hypothesis that the teacher may be consciously unskilled in this area.

**Assess client beliefs** How can the coach assess teacher beliefs? Just as the teacher adjusts to where the students are, the coach starts with the teacher; where the teacher is and what the teacher believes. This is not about the coach's judgment about how the teacher “should” improve, it is about reality. The coach's beliefs about the interrelationships between student behavior and teacher engagement is not as important as what the teacher believes and values. A teacher is motivated to improve in areas that she/he deems is important. Coaches need to **listen** for underlying beliefs, values, assumptions and interpretations and ask questions about what is unsaid but implied, “I’m wondering about...” While it is natural for the coach to have opinions, it is important to use self-management (Whitworth, 2007) about when, how or if it is valuable for the educator to hear these opinions.

**STEP TWO--Decide on coaching strategies**

**What the coach does depends on educator needs** Based on the interaction with the educator, the coach decides what to do next. Figure 1 is a continuum that moves from traditional mentoring focused

on teaching/telling on one end to coaching with the educator envisioning his/her own path toward purposeful action. If the hypothesis is that the teacher is *unconsciously unskilled*, the coach begins by *mentoring*-- asking, "Do you want to hear some ideas about classroom behavior that have worked for other teachers?" If the teacher realizes something needs to be done about classroom behavior but does not know what to do, the coach uses *instructional coaching* where the coach shares his/her experiences, models, or provides resources that match the teacher's beliefs (Bloom et al, 2005). When the coach assesses that the teacher is *consciously skilled* (i.e. already using strategies to reconcile student behavior), the coach uses *facilitative coaching* with mediational questions. In *facilitative coaching*, the coach does not share professional expertise or knowledge, but rather asks the teacher to make his/her assessments. The goal is to have the client evaluate problems and potential solutions, "What would it look like if... or what's another way you might... ." Finally, the *unconsciously skilled* teacher needs *transformational coaching* with powerful questions. *Transformational coaching* involves deep personal change towards an internalized vision of "being" (Bloom et al, 2005). Powerful questions might be, "What other ways can you look at this? Why are you questioning that? Why is this important to you? What will happen if you do...? and what will happen if you don't?"

Initial assessments are imprecise. There are times when the coach realizes midway that his/her initial hypothesis is wrong or incomplete. In coaching as in life, the coach must be ready to adjust.

### **STEP THREE—Focus on outcomes related to client actions**

The primary goal at the conclusion of a coaching session is to leave the educator "in action," ready to proceed with a plan that is aligned to his/her beliefs and relevant to instructional needs. Bloom et al (2005) describe a developmental progression from knowing what to "do" next, to a more conscious "thinking" stage, to teaching as a way of "being." Doing is an important step in developing expertise. Some in the baby boomer generation are at the "doing" stage in effective integration of instructional technology. Although educators develop expertise and skill with experience, there is always something new to learn and coaching provides a venue for a range of professional development needs.

### **Using the Continuum**

How does the continuum work in actuality? The following is an example. A successful reading teacher from a neighboring school district is hired as a new reading specialist to provide teacher support in improving student literacy achievement. Barbara is intelligent and knowledgeable about literacy instruction and worked well with her previous grade level team. She studies the school's test scores, posts the assessment results in her office, and announces at the opening faculty meeting that each grade level should set a measureable reading comprehension goal. Each day she visits individual classrooms and observes literacy instruction then follows up with notes and meetings with individual teachers that specifically target their goals. By the end of the first semester, teachers are complaining to the school principal about Barbara and don't want to work with her.

What are Barbara's needs? It is likely that Barbara is *consciously skilled* regarding reading instruction. She knows and can demonstrate the knowledge, skills and dispositions needed for effective lessons. It is also highly likely that Barbara is *unconsciously unskilled* regarding the process of developing trust with the faculty as a new reading specialist. Barbara could use a coach who asks a variety of questions:

- What is your long-range goal?
- What strategies are you using? What is effective/ less effective and why?
- What else could you do to achieve your goal?

Based on the responses, it is likely that the coach's actions will be:

1. Use mentoring to “teach” about the importance of building trust through benevolent behavior.
2. Use instructional coaching to help her determine behaviors that will build trust that is based on her beliefs.
3. Use facilitative coaching to assist in designing staff development for reading comprehension.

Coaching is a powerful staff development tool to improve student learning. However, only with careful teacher assessment followed by appropriate levels of intervention will we see the teacher growth that is necessary for improving student achievement.

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## Individual Skill Development/Team Development

<b>Stages of Individual Skill Development (Gordon, 1974)</b>	<b>Unconsciously Unskilled</b>	<b>Consciously Unskilled</b>	<b>Consciously Skilled</b>	<b>Unconsciously Skilled</b>
<b>Stages of Team Development (Tucker, 1964)</b>	<b>Forming</b>	<b>Storming</b>	<b>Norming</b>	<b>Performing</b>
<b>Coaching Strategies</b>	<b>Mentoring Consulting</b>	<b>Mentoring Consulting Coaching</b>	<b>Coaching</b>	<b>Coaching Peer Coaching PLCs</b>
<b>Stages of Change Implementation (Fixsen &amp; Blasé, 2009)</b>	<b>Purpose Building</b>	<b>Infrastruc- ture</b>	<b>Initial Implementation</b>	<b>Full Implementation</b>
<b>Coach Behaviors</b>	<b>Teaching/ Telling</b>	<b>Telling/ Asking Interpretive &amp; Mediational Questions</b>	<b>Asking Mediational &amp; Powerful Questions</b>	<b>Asking Mediational &amp; Powerful Questions</b>

# Discovering Our Personality Style Through TRUE COLORS

**Outcomes** In this module participants will :

- Discover the qualities and characteristics of their own particular personality style or type;
- Gain an understanding of other personality styles.

## **Key Concepts**

- True Colors is a metaphor.
- Each person is a unique blend of the four colors or styles—a spectrum.
- There are no bad or good colors.
- There are wide individual variations within each color spectrum.

Each of us has a different and unique personality; however, there are commonalities that we share. True Colors is an attempt to identify various personality styles and label them with colors. This model of categorizing personality styles is based on many years of work by other researchers and psychologists. Essentially it draws heavily on the work of Isabel Briggs-Myers, Katherine Briggs, and David Keirsey. Don Lowry, a student of Keirsey, developed the system called True Colors which uses four primary colors to designate personality types and behavioral styles.

Lowry's objective was the application of temperament or personality style to facilitate deeper communications and understanding. He hoped it would result in positive self-worth and self-esteem. The True Colors program was designed to maximize the application of psychological style in the workplace, in the family and in education and in other types of communities. The ease of understanding and use in all human relationships and interactions make this model very functional.

The belief is that with increased understanding of ourselves and others that conflict will decrease. Once you learn your color and that of your co-workers, you will have a better understanding of why they behave the way they do!

Each color is associated with certain personality traits or behaviors. Everyone has some degree of each color, but one color is predominant. The following quiz will identify your color spectrum. Print out the following two pages. Follow the directions carefully and transfer your scores to the score sheet. If you have two colors with the same score, you pick which one you think more accurately describes you.

Instructions: Compare all 4 boxes in each row. Do not analyze each word; just get a sense of each box. **Score each of the four boxes in each row from most to least as it describes you:** 4 = most, 3 = a lot, 2 = somewhat, 1 = least.

Row 1	<b>A</b> Active Variety Sports Opportunities Spontaneous Flexible	<b>B</b> Organized Planned Neat Parental Traditional Responsible	<b>C</b> Warm Helpful Friends Authentic Harmonious Compassionate	<b>D</b> Learning Science Quiet Versatile Inventive Competent
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 2	<b>E</b> Curious Ideas Questions Conceptual Knowledge Problem Solver	<b>F</b> Caring People Oriented Feelings Unique Empathetic Communicative	<b>G</b> Orderly On-time Honest Stable Sensible Dependable	<b>H</b> Action Challenges Competitive Impetuous Impactful
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 3	<b>I</b> Helpful Trustworthy Dependable Loyal Conservative Organized	<b>J</b> Kind Understanding Giving Devoted Warm Poetic	<b>K</b> Playful Quick Adventurous Confrontive Open Minded Independent	<b>L</b> Independent Exploring Competent Theoretical Why Questions Ingenious
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 4	<b>M</b> Follow Rules Useful Save Money Concerned Procedural Cooperative	<b>N</b> Active Free Winning Daring Impulsive Risk Taker	<b>O</b> Sharing Getting Along Feelings Tender Inspirational Dramatic	<b>P</b> Thinking Solving Problems Perfectionistic Determined Complex Composed
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 5	<b>Q</b> Puzzles Seeking Info Making Sense Philosophical Principled Rational	<b>R</b> Social Causes Easy Going Happy Endings Approachable Affectionate Sympathetic	<b>S</b> Exciting Lively Hands On Courageous Skillful On Stage	<b>T</b> Pride Tradition Do Things Right Orderly Conventional Careful
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>

<b>Total Orange Score</b> A, H, K, N, S <input type="text"/>	<b>Total Green Score</b> D, E, L, P, Q <input type="text"/>	<b>Total Blue Score</b> C, F, J, O, R <input type="text"/>	<b>Total Gold Score</b> B, G, I, M, T <input type="text"/>
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If any of the scores in the colored boxes are less than 5 or greater than 20 you have made an error. Please go back and read the instructions.



Congratulations! You now know your color spectrum. Here are some general descriptions of each color:

Greens	Oranges
<ul style="list-style-type: none"> <li>■ Are innovative and logical</li> <li>■ Seek to understand the world</li> <li>■ Need to be competent</li> <li>■ Require intellectual freedom</li> <li>■ Are curious</li> <li>■ Question authority</li> <li>■ Push themselves to improve</li> <li>■ Seek perfection in play</li> <li>■ May become intellectually isolated</li> <li>■ Are slow to make decisions</li> <li>■ Value concise communication</li> <li>■ Look for intellectual stimulation</li> <li>■ Enjoy intriguing discussions</li> <li>■ Are sometimes oblivious to emotions</li> <li>■ Are detached</li> <li>■ Believe work is play</li> <li>■ Are drawn to technical occupations</li> <li>■ Analyze and rearrange systems</li> <li>■ Focus on the future</li> <li>■ Bring innovation to society</li> </ul>	<ul style="list-style-type: none"> <li>■ Are free and spontaneous</li> <li>■ Are impulsive risk-takers</li> <li>■ Are active</li> <li>■ Are optimistic</li> <li>■ Resist commitment</li> <li>■ Can become virtuosos</li> <li>■ Thrive on crises</li> <li>■ Are drawn to tools</li> <li>■ Like to be the center of attention</li> <li>■ Have great endurance</li> <li>■ Are drawn to action jobs</li> <li>■ Need variety</li> <li>■ Are dynamic, animated communicators</li> <li>■ Are competitive</li> <li>■ Deal with the here and now</li> <li>■ Are bold in relationships</li> <li>■ Are generous</li> <li>■ Have difficulty finding acceptance</li> <li>■ Like to live in a casual atmosphere</li> <li>■ Bring excitement to society</li> </ul>
Golds	Blues
<ul style="list-style-type: none"> <li>■ Are dutiful and stable</li> <li>■ Need to be useful</li> <li>■ Want to be self-sufficient</li> <li>■ Value organization</li> <li>■ Desire punctuality</li> <li>■ Schedule their lives</li> <li>■ Make and keep commitments</li> <li>■ Measure worth by completion</li> <li>■ Are goal-oriented</li> <li>■ Value rules</li> <li>■ Prepare for the future</li> <li>■ Are inclined to join groups</li> <li>■ Believe work comes before play</li> <li>■ Safeguard tradition</li> <li>■ Prefer order and cleanliness</li> <li>■ Are responsible and dedicated</li> <li>■ Are drawn to respected occupations</li> <li>■ Enjoy positions of authority</li> <li>■ Desire structure</li> <li>■ Bring stability to society</li> </ul>	<ul style="list-style-type: none"> <li>■ Are in search of themselves</li> <li>■ Need to feel unique</li> <li>■ Must be true to themselves</li> <li>■ Look for symbolism</li> <li>■ Value close relationships</li> <li>■ Encourage expression</li> <li>■ Desire quality time with loved ones</li> <li>■ Need opportunities to be creative</li> <li>■ Compromise and cooperate</li> <li>■ Nurture people, plants and animals</li> <li>■ Look beyond the surface</li> <li>■ Share emotions</li> <li>■ Make decisions based on feelings</li> <li>■ Need harmony</li> <li>■ Are adaptable</li> <li>■ Are drawn to literature</li> <li>■ Are drawn to nurturing careers</li> <li>■ Get involved in causes</li> <li>■ Are committed to ideals</li> <li>■ Bring unity to society</li> </ul>

# BLUE

I NEED TO FEEL UNIQUE AND AUTHENTIC

Enthusiastic Sympathetic Personal

I LOOK FOR MEANING AND SIGNIFICANCE IN MY LIFE.

Warm Communicative Compassionate

I NEED TO CONTRIBUTE, TO ENCOURAGE, AND TO CARE

Idealistic Spiritual Sincere

I VALUE INTEGRITY AND UNITY IN RELATIONSHIPS.

Peaceful Flexible Imaginative

I AM A NATURAL ROMANTIC, A POET, AND A NURTURER

WORK: I have a strong desire to influence others so they may lead more significant lives.  
I often work in the arts, communication, education, and helping profession.  
I am adept at motivating and interacting with others.

LEADERSHIP: Expects others to express views  
Assumes "family spirit"  
Works to develop others potential  
Individuals oriented  
Democratic, unstructured approach  
Encourages change via human potential

STRESS: Attention-getting misbehaving  
Lying to save face  
Withdrawal  
Fantasy, day-dreaming, and trancing out  
Crying and depression  
Passive resistance  
Yelling and screaming

JOYS: Romance, hugs, acceptance, helping others, sharing

NEEDS: Understanding, security, sensitivity, support

STRENGTHS: Communication, optimism, compassion, giving

FRUSTRATIONS: Disharmony, injustice, conflict, disorder

VALUES: Honesty, friendship, trust, faith, empathy

FAMOUS BLUES:	Mozart	President Bill Clinton
	Cinderella	Mohammad Ali
	Ghandi	Martin Luther King, Jr.
	Emily Dickenson	Dorothy (Wizard of Oz)

# GOLD

I FOLLOW THE RULES AND RESPECT AUTHORITY

Loyal Dependable Prepared

I HAVE A STRONG SENSE OF WHAT IS RIGHT AND WRONG IN LIFE

Thorough Sensible Punctual

I NEED TO BE USEFUL AND TO BELONG

Faithful Stable Organized

I VALUE HOME, FAMILY AND TRADITION

Caring Concerned Concrete

I AM A NATURAL PRESERVER, A GOOD CITIZEN AND HELPFUL

WORK: I provide stability and can maintain organization  
My ability to handle details and to work hard make me the backbone of many organizations  
I believe that work comes before play, even if I must work overtime to complete the task

LEADERSHIP: Expects punctuality, order, loyalty  
Assumes "right" way to do things  
Seldom questions tradition  
Rules oriented  
Detailed/thorough approach-threatened by change  
Prolonged time to initiate any change  
Expects people to "play" their roles

STRESS: Complaining and self-pity  
Anxiety and worry  
Depression and fatigue  
Psychosomatic problems  
Malicious judgments about yourself or others  
Herd mentality exhibited in blind following of leaders  
Authoritarianism and phobic reactions

JOYS: Home, order, tidy, organized, achievement

NEEDS: stability, consistency, order, respect

STRENGTHS: loyal, structured, reliable, responsible

FRUSTRATIONS: inefficiency, slobs, procrastinators, change, lack of control

VALUES: punctuality, family, quality, honesty

FAMOUS GOLDS:	Harry Truman	Luci (Peanuts)
	Joan Rivers	Mr. Rogers
	Santa Claus	Gerald Ford
	George Washington	Nancy Reagan

# GREEN

I SEEK KNOWLEDGE AND UNDERSTANDING

Analytical Global Conceptual

I LIVE BY MY OWN STANDARDS

Cool Calm Collected

I NEED EXPLANATION AND ANSWERS

Inventive Logical Perfectionist

I VALUE INTELLIGENCE, INSIGHT, FAIRNESS, AND JUSTICE

Abstract Hypothetical Investigative

I AM A NATURAL NON-CONFORMIST, A VISIONARY, A PROBLEM SOLVER

WORK: I am conceptual and an independent. For me, work is play  
I am drawn to constant challenge in careers, and like to develop models and explore ideas  
Once I have perfected an idea, I prefer to move on, leaving the project to be maintained by others

LEADERSHIP: Expects intelligence and competence  
Assumes task relevancy  
Seeks ways to improve systems  
Visionary  
Analytical  
Encourages change for improvement  
Constantly "in process" of change  
Expects people to follow through

STRESS: Indecisiveness  
Refusal to comply or cooperate  
Extreme aloofness and withdrawal  
Snobbish, put-down remarks, and sarcasm  
Refusal to communicate  
Perfectionism due to severe performance anxiety

JOYS: high achievement, recognition, challenge of possibilities, big picture process

NEEDS: autonomy, accuracy, closure, space

STRENGTHS: confidence, persistent, insightful, inventive

FRUSTRATIONS: noise, unfairness, control, boxed

VALUES: logic, detail, freedom, information

FAMOUS GREENS:	Socrates	Abe Lincoln
	Frank Lloyd Wright	Madame Curie
	Thomas Edison	Dwight Eisenhower
	Sherlock Holmes	Eleanor Roosevelt

# ORANGE

I ACT ON A MOMENT'S NOTICE

Witty Charming Spontaneous

I CONSIDER LIFE A GAME, HERE AND NOW

Impulsive Generous Impactful

I NEED FUN, VARIETY, STIMULATION, AND EXCITEMENT

Optimistic Eager Bold

I VALUE SKILL, RESOURCEFULNESS, AND COURAGE

Physical Immediate Fraternal

I AM A NATURAL TROUBLE SHOOTER, A PERFORMER, A COMPETITOR

WORK: I am bored and restless with jobs that are routine and structured  
I am satisfied in careers that allow me independence and freedom  
I view any kind of tool as an extension of myself  
I am a natural performer

LEADERSHIP: Expects quick action  
Assumes flexibility  
Works in the here and now  
Performance oriented  
Flexible approach  
Welcomes change  
Expects people to "make it fun"

STRESS: Rudeness and Defiance  
Breaking the rules intentionally  
Running away and dropping out  
Acting out boisterously  
Lying and cheating  
Physical aggressiveness

JOYS: people, adventure, thrills, life, success

NEEDS: freedom, expression, challenge, stimulation

STRENGTHS: independence, humor, adaptable, leaders

FRUSTRATIONS: interruptions, deadlines, criticism, nagging, lies

VALUES: integrity, optimism, risk taking, interaction

FAMOUS ORANGES:	JFK	Amelia Earhart
	Charlie Brown	Garfield
	Ernest Hemmingway	Teddy Roosevelt
	Winston Churchill	Lucille Ball

## BLUE

### BLUE ATTRIBUTES

Mediators	Need to feel special
Optimistic	Always has a kind word
Caretakers	Enjoys symbols of romance
Passionate	Strong sense of spirituality
Peacemakers	Sensitive to needs of others
True Romantic	Peace, harmony and relationship
Cause oriented	Motivate and encourage others

### BLUE MAY SEE SELF AS:

Warm	Affirming
Caring	Expressive, expansive
Compassionate	Caretaker
Romantic	Promoting growth
Spiritual	Social interaction expert
Creative	Idealistic
Likes to please	Empathetic

### OTHERS MAY SEE BLUE AS:

Over-emotional	cool, aloof, unfeeling
"Bleeding Heart"	Too trusting
Mushy	Smothering
Other-worldly	Teaching non-essentials
Flaky	Slick, manipulative
Hopelessly naïve	Ignores policy
Talks to much	Easily duped

## GREEN

### GREEN ATTRIBUTES

"Should I be able to"	Visionaries, futurists
"Why?"	Can never know enough
Intellectual	Cool, calm, collected
Theoretical	Work is play, play is work
Idea People	Often not in the mainstream
Philosophical	Abstract, Conceptual, Global
Very complex	Need for independence and private time
Perfectionists	Explores all facets before making decisions
Standard setters	Can spell and pronounce big words

### GREEN MAY SEE SELF AS:

Superior Intellect	Calm
98% right	Under control
Tough-minded	Precise
Efficient	Able to find flaws
Powerful	Creative
Rational	Seeking justice

### OTHERS MAY SEE GREEN AS:

Intellectual Snob	Cool, aloof, unfeeling
Arrogant	Afraid to open up
Heartless	Ruthless
Unrealistic	Not on my side
Eccentric	Weird
Unfair	Unappreciative

# GOLD

## GOLD ATTRIBUTES

"Be Prepared"	Strives for a sense of security
Loves to plan	Punctual, predictable, precise
Detail oriented	Value order and the status quo
Service oriented	Duty, Loyalty, useful, responsible
Values family traditions	There is a right way to do everything
Helpful and trustworthy	Tends to be left-brained and analytical
Conservative and stable	Strong belief in policies, procedures, rules
"Shoulds" and "Shoulds not"	Most comfortable with format environment
Never breaks the speed limit	

## GOLD MAY SEE SELF AS:

Stable	Executive type
Providing security	Dependable
Firm	Always have a view
Efficient	Realistic
Decisive	Executive type
Good Planner	Orderly, neat
Organized	Punctual
Realistic	Finish what I started

## OTHERS MAY SEE GOLD AS:

Rigid	Limiting flexibility
Controlling	Uptight
Dull, boring	Sets own agenda
Stubborn	Predictable
Opinionated	Rigid idea of time
System-bound	End justifies the means
Unimaginative	Limited
Judgmental	

# ORANGE

## ORANGE ATTRIBUTES

Playful	"Let's Make a deal"
Energetic	Natural Entertainer
Charming	High Need for mobility
Risk Taker	Visual and kinesthetic
"Just do it"	Pushes the limits
Tests limits	Natural Non-conformist
Quick Witted	Thrives on competition
Master Negotiator	Likes tangible rewards
Creative, Inventive	External locus of control
Impulsive	Appreciates immediate feedback

## ORANGE MAY SEE SELF AS:

Fun Loving	Enjoys Life
Spontaneous	Here and now person
Flexible, adaptable	Do many things at once
Carefree	Eclectic
Proficient	Can deal with chaos
Problem solver	Curious

## OTHERS MAY SEE ORANGE AS:

Irresponsible	Manipulative
Flaky	Wishy-washy
Scattered	Cluttered
Not serious	Uncontrollable
Indecisive	Disobeys rules



# HOW COLORS SPEAK

## BLUE

### In conversations with others, Blues:

- Love to talk
- Tend to be direct and honest
- Talk about how they feel
- Voice appreciation to others
- Avoid issues that might end in conflict
- Are verbally expressive and outgoing
- Ramble and get off the subject
- Are willing to talk about anything and everything
- Prefer dealing with people concerns, not facts
- Are very sympathetic
- Pay attention to nonverbal communication
- Personalize the situation
- Try to be helpful

## GREEN

### In conversations with others, Greens:

- Tend to rely on the facts
- Ask many questions
- Say things only once
- Avoid small talk
- Take a long time to make up their mind
- Argue both sides of an issue
- Use large vocabulary
- Wander from idea to idea
- Take logical approach
- Worry they are not understood
- State things in overly technical terms
- Are unaware of nonverbal cues
- Appear to be indecisive

## ORANGE

### In conversations with others, Oranges:

- Say just the right thing
- Use language as a tool to make their point
- Dominate what is being said
- Cut in on others
- Get right to the point
- Make decisions quickly
- Want to know what has been done already
- Want to get on with things
- Want to limit the conversations to the basics
- Argue for argument sake
- Create energy and excitement
- Focus on results

## GOLD

### In conversations with others, Golds:

- Use clear and precise language
- Get right to the point
- Reach conclusions quickly
- Do not want to get sidetracked
- Want to keep the conversation in order
- Want to follow an agenda or plan
- Establish goals for follow-up
- Focus on things that need to be done
- Talk about responsibilities
- Talk about fulfilling duties
- Focus on how efficient things are
- Cut the small talk





# HOW TO SPEAK TO COLORS

## BLUE

In order to speak to a blue in a way they will understand, you should:

- Relate what you are saying to feelings
- Avoid open criticism
- Put people's needs ahead of procedures
- Use references to how it will help others
- Be honest and genuine
- Refrain from relying on facts to make your point
- Leave room for input and questions
- Ask the person how they feel about the issue
- Reassure them through body language
- Keep your promises
- Recognize their creativity
- Talk about the importance of enthusiasm

## GREEN

In order to speak to a green in a way they will understand, you should:

- Use clear and precise language
- Use logic in support of your decision
- Get right to the point
- Use proven references and facts
- Be honest
- Be willing to debate issues without emotion
- Keep the conversation relevant
- Ask meaningful questions
- Talk about actual data accomplishments
- Show sincere appreciation for their ideas
- Talk about possibilities
- Avoid talking about feelings

## ORANGE

In order to speak to an orange in a way they will understand, you should:

- Cut to the heart of a problem
- Give them the straight stuff
- Talk about how to do things
- Use references to past experiences
- Be honest
- Be bold and say what is on your mind
- Keep the conversation lively
- Talk about getting things done now
- Praise them for the things they do
- Focus on action
- Talk about results
- Talk about how they can get things done

## GOLD

In order to speak to a gold in a way they will understand, you should:

- Use clear and precise language
- Give straightforward direction
- Get right to the point
- Use references to the past and tradition
- Be honest
- Not get sidetracked
- Keep the conversation in order
- Follow an agenda or a plan
- Talk about actual accomplishments
- Show sincere appreciation for what they do
- Talk about responsibilities
- Talk about how they can keep things going



# CAPTURING THEIR INTEREST

How to capture the interest of each color – Tips for ensuring they are invested

## BLUE

- Provide opportunities for social contact
- Offer a clear outline of expectations
- Provide a way for them to express feelings
- Create opportunities to do things that are creative
- Provide a way for them to express feelings
- Create opportunities for personal growth
- Introduce changes from the usual routine
- Give individual attention to them
- Provide opportunities for them to please you

## GREEN

- Ask them for information
- Pose problems and allow them to solve the problems independently
- Provide opportunities for them to build and display competency
- Request explanations or additional insights into a topic being studied

## ORANGE

- Make assignments short-term and challenging
- Give them the opportunity to show cleverness
- Focus on immediate needs and issues
- Include art projects and dramatizations
- Use games and create a competitive atmosphere
- Provide opportunities for them to present work to others or “show off” in other ways
- Provide hands-on activities
- Make it clear what is going to be gained by doing what needs to be done

## GOLD

- Allow them to display leadership ability
- Have them organize others
- Let them set up schedules for goal accomplishment
- Maintain stability, consistency, rules and predictability
- Provide an atmosphere of hard work
- Clarify expectations
- Provide consistent feedback



# ENERGY

Recognizing when you are worn out and ways to re-energize or enhance each color

## SIGNS YOU ARE WORN OUT:

### BLUE

Fantasizing and daydreaming  
Doing anything to get attention  
Lying to save face  
Withdrawing so other will feel sorry for you  
Crying, pouting  
Showing passive resistance  
Yelling and screaming  
Fishing for compliments

### GREEN

Becoming overly indecisive  
Refusing to cooperate with others  
Becoming more aloof or withdrawn  
Putting others down, using sarcasm  
Refusing to communicate  
Becoming highly critical  
Turning a cold shoulder to others  
Demanding unreasonable perfection

### ORANGE

Becoming rude  
Breaking the rules for spite  
Lying or cheating to control the situation  
Running away  
Using drugs or alcohol  
Acting out boisterously  
Becoming physically aggressive

### GOLD

Complaining  
Wallowing in self-pity  
Worrying  
Complaining of psychosomatic problems  
Blindly following the letter of the law  
Becoming overly authoritative  
Feeling a lot of anxiety or stress

## TO RE-ENERGIZE

### BLUE

Reassure them of their self-worth  
Recognize their accomplishments  
Provide opportunities for them to:  
\*Demonstrate their creativity  
\*Help others  
\*Please those in authority  
\*Motivate the group

### GREEN

Provide feedback on the quality of their work  
Provide assistance in choosing achievable tasks  
Provide opportunities for them to:  
\*Learn and build competence  
\*Build logical processes  
\*Display their competence  
\*Explore options

### ORANGE

Provide frequent change  
Challenge their imagination  
Provide opportunities for them to:  
\*Express themselves  
\*Act quickly  
\*Defy risk  
\*Use their intuition

### GOLD

Provide consistency  
Establish clear rules and regulations  
Provide opportunities for them to:  
\*Display responsibility  
\*Be of service to others  
\*Demonstrate leadership  
\*Organize things or people



# IMPROVING TEAM PERFORMANCE

## OF A BLUE BY:

Creating a warm and personal working atmosphere  
Interacting as much as possible with openness and honesty  
Establishing a harmonious working environment and avoiding conflict and hostility  
Showing your support, caring and appreciation by offering a touch, a hug or a hand-shake  
Allowing them the freedom to express feelings and the time to heal emotional wounds  
Making use of their natural gifts for communication, nurturing, and people oriented ideas  
Praising their imaginative and creative approach to the job  
Providing them with one on feedback

## OF A GREEN BY:

Assigning projects which require analytical thinking and problem solving  
Discussing your “big picture” with them  
Eliciting their universal outlook in inspiring them with futuristic ideas and potentialities  
Respecting their inclination to go beyond the established rules of the system  
Allowing them the freedom to improve the system  
Taking their ideas to the next step and encouraging them to think independently  
Praising their inventiveness and their ingenuity  
Understanding their need to avoid redundancy and repetitive tasks  
Recognizing and appreciating their competence in the job

## OF AN ORANGE BY:

Assigning projects which are action-packed and which require a hands-on approach  
Providing opportunities to be skillful and adventurous  
Using their natural abilities as a negotiator  
Allowing them the freedom to do the job in their own style and in non-traditional ways  
Keeping a good sense of humor and avoiding boredom while on the job  
Encouraging them to use their gifts of originality and flair  
Providing opportunities for job competition  
Allowing freedom of movement and understanding their preference for action over words  
Praising their performance and skillfulness while on the job

## OF A GOLD BY:

Assigning work which requires detailed planning and careful follow-through  
Defining the tasks in clear and concrete terms  
Being punctual and reliable  
Providing a well-structured, stable work environment and by avoiding abrupt changes  
Giving standard rules and regulations and setting a good example  
Sharing Responsibilities and duties of the work place and by taking the work ethic seriously  
Praising their neatness, organizational capabilities and efficiency  
Giving feedback every step of the way on any project to reassure them that they are on the right track  
Recognizing their need to be straightforward, dependable, responsible, and business minded  
Giving tangible recognition for their work



# The Ten Roles of Coaches

*Joellen Killion, Deputy Executive Director*

## Resource Provider

As a resource provider, the coach assists teachers with materials, tools, information, etc. to support classroom instruction. The resources provided could be links from the Internet, materials shared from other teachers, wonderful research/articles that are relevant to teacher practices or ideas shared from other colleagues. Oftentimes, providing these resources help coaches cross the “threshold” into classrooms.

## Data Coach

Coaches are the liaisons between research and practice, helping teachers learn to improve their practices in a reflective supportive setting. As a data coach, the coach organizes and analyzes a school’s data, facilitating conversations among the faculty. The coach supports teachers and administrators in using data to improve instruction on all levels.

## Curriculum Specialist

The coach supports teachers by helping with the “what” of teaching. He/she helps teachers use the national, state and district curriculum standards to plan instruction and assessment. The coach collaborates and supports teachers in using the curriculum to analyze students’ strengths and target areas for improvement. Coaches need to understand how each curriculum is structured, i.e., thematic approaches, etc., and validate the content teachers’ expertise. The coach “taps” into the content expertise of the classroom teacher.

## Instructional Specialist

The coach supports teachers by helping with the “how” of teaching. He/she collaborates with teachers in designing instruction to meet the needs of all students. Multiple instructional strategies/processes are shared with teachers. The coach also coordinates with other specialists in the school to provide a seamless approach to the educational processes in the school, supporting the idea that literacy is a process, not content. The coach must maintain confidentiality and be responsive to the “territorial” limitations of teachers’ classrooms.

## Mentor

As a mentor, the coach is a critical friend supporting all teachers, novice and experienced. He/she provides guidance and structure where needed, encouraging relationship building among colleagues. A mentor focuses on teachers’ strengths, collaborating and discussing common issues of concern and is a shoulder to bounce off ideas and concerns.



### **Classroom Supporter**

As a classroom supporter, a coach is a co-planner, a co-teacher and a feedback provider. The role is varied including co-planning units of study, providing over the shoulder coaching, participating in co/team teaching, modeling lessons, encouraging reflective practices, assisting with small group instruction, helping with assessments, co-creating classroom management techniques which support instruction and facilitating after visitation discussions. The coach helps facilitate discussions resulting in the collaborative, reflective, accountable, self-evaluative and participative practices that support the educational processes of all students and teachers.

### **Learning Facilitator**

As a learning facilitator, a coach helps coordinate and facilitate learning experiences for school staff. A coach engages teachers in inquiry, collaborates with teachers to determine areas of need and together they design ways to address the issues of concern. Coaches coordinate cross department classroom visitations, organize professional learning communities within and among schools, help manage study groups, design professional development opportunities, arrange lesson study groups, discuss case studies and examine student work. A coach helps provide opportunities for professional growth on all levels.

### **School Leader**

A coach as a school leader assists and serves on leadership teams within the school. He/she helps bridge the gaps between and among school programs, remaining focused on the school goals. The coach helps align individual goals and school goals in a non-evaluative way. The coach is not an administrator, a district overseer nor a classroom peer.

### **Catalyst for Change**

A coach models and facilitates continuous improvement on the classroom and school levels. On many occasions, he/she challenges the status quo, asks questions and facilitates difficult conversations helping to shape the culture of the school. As a catalyst for change, the coach must motivate the teachers and encourage them to “step out of the box,” reinforcing their learning’s with support. A coach helps teachers retain what they learn through practice and helps teachers transfer/synthesize their learning by co-planning ways to use the information in new settings.

### **Learner**

In the role of learner, the coach models continuous learning. The coach takes initiative and pursues her/his own learning that focuses on her/his work, her/his own need, and the field of education. Coaches reach out to create learning communities both within and outside the school. The coach, as learner, uses reflection on and of practice, is aware of the needs of the adult learner, understands the learning process, provides opportunities for proactive support, and leads others as they journey toward changing their knowledge, attitudes, skills, aspirations, and behaviors. The coach is a thought leader in the school.

## What instructional coaches do?

Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator.

### Marketing their services

Instructional coaches hold brief meetings with teams of teachers to explain their goals, philosophy, kinds of interventions available, and the support they can provide. They allow time for questions and provide a means for teachers to indicate they are interested in working with the coach.

### Analyzing teachers' needs

Instructional coaches meet with teachers individually at a convenient time for the teacher (such as during a planning period or after school) to identify the teacher's most pressing needs and to discuss possible research-validated interventions that might help the teacher address those needs.

### Observing classes

Instructional coaches sit in on classes taught by the collaborating teacher to observe the overall progress of the class as well as behaviors related to specific issues raised during the individual coach-teacher conferences.

### Collaborating on interventions

Together, instructional coaches and teachers identify interventions that best address the teacher's most pressing need. As an example, an instructional coach and teacher might determine that a graphic device could help the teacher clearly organize and communicate the standards and content that will be taught in a unit. When necessary, instructional coaches and teachers collaborate to develop a plan for using the chosen instructional method.

### Preparing materials

The instructional coach's goal is to make it as easy as possible for a teacher to successfully use a new instructional method. To that end, instructional coaches try to alleviate the burden on teachers as much as possible by preparing all handouts, assessments, overheads, and other materials that the teacher needs.

### Modeling

As teachers observe, instructional coaches teach their classes and demonstrate how the new instructional method or intervention should be taught. In some cases, instructional coaches provide checklists or some other form of observation tool so teachers know to watch for specific teaching behaviors.

## **Observing**

Instructional coaches observe teachers as they use the new intervention in class. Sometimes, the instructional coach uses a checklist or some other form of observation tool as a means of providing specific feedback to the teacher.

## **Feedback-modeling-observing-feedback**

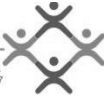
The nature of the instructional coaching process allows for continuous communication between instructional coaches and teachers. After the first observation, instructional coaches meet with teachers to discuss how teachers used the intervention. Coaches provide plenty of validation along with suggestions for improvement. The communication then continues, with instructional coaches modeling, observing classes, and providing more feedback, depending on the needs of the teacher.

## **Building networks for change**

Instructional coaches work with groups of teachers to establish teams or professional learning communities that pave the way for interventions to be taught consistently across classrooms and subject matter. An instructional coach might help a language arts team develop a scope and sequence for teaching writing strategies, for example, or a grade-level team develop a plan for teaching the same behavioral expectations for students in all classes.

**For more information, read the article: Instructional coaches make progress through partnership by Dr. Jim Knight from the National Staff Development Council. It can be found under the "Spring 2004" heading.**





# The Coaching Format Notes

## (script questions)

### Getting started/"Join up"

This is the warm-up.

### Goal setting: what do you want?

Understand the problem/issue. Get a clear idea about the agenda item or problem and understand the background information.

### What is the "desired" goal versus what is happening now?

Moving from the actual to the desired situation is the goal of coaching.

### What could you do?

Investigate options for solving the problem, brainstorm with permission, and identify barriers. Identify possible consequences, asking hard questions, illuminating a path or instructing by offering a personal situation when necessary. Give honest feedback when asked and be direct.

### An action plan: what will you do?

Specific, doable plan with client commitment.



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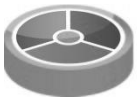
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### An action plan: what will you do?

Specific, doable plan with client commitment.



## Coaching Reflection “For Your Eyes Only”

**Client:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Summary

- What's working?
- What are the current challenges?
- Client's next steps?

## Reflections

- Coaching process?
- Active, level 2 listening?

- Self-management?
- Questioning?
- Curiosity?
- Coaching presence?
- Creating trust?
- Identifying possibilities?
- Getting commitment to action?

# **Leadership and Coaching for Change Implementation**

**September 2013**

## **Summative Feedback**

1. What aspects of this training were most beneficial to you?
  
  
  
  
  
  
  
  
  
  
2. What aspects of this training were least beneficial to you?
  
  
  
  
  
  
  
  
  
  
3. To what extents were the texts (The Art of Coaching, Motion Leadership) helpful to you?
  
  
  
  
  
  
  
  
  
  
4. What suggestions do you have for improving this training?

## **Leadership and Coaching for RtI Implementation**

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