

Executive Coaching Professional Learning

**Texas Strategic Leadership
January 14, 2024**

Coaching Leaders through a Mindset of Performance Management
Strategic Planning (SP) Pathway



Materials Site:

r16.us/TSLEC

Dropdown:

Jan 14, 2024 - Coaching
Leaders through a Mindset of
Performance Management

Feedback from the Dec 13 Coaching Model

Loved watching Kelly and Cristine model a great coaching conversation with a model/visual for a superintendent.

The coaching session modeling was great. It provided an example of what a high quality coaching looks like.

I enjoyed listening and learning from the coaching session.

I loved the executive coaching session this time! It was my favorite so far!

I appreciate the coaching modeling scenarios.

The coaching piece helped me refocus my efforts as a coach. Sometimes our Sups need to vent out the urgent but we need to refocus on the important.

Love the model of coaching and also the breakout rooms.

I am wondering if we can continue to see other people coach. I think it just adds to our toolbelt.

The coaching model was great and timely. Thanks again!!

The role play of coaching by Christine and Kelly

Thank you Christine and Kelly for the role play and coaching example.

Coaching and sharing with other regions

Today's role play reminds me to possibly provide tangible resources for a coaching session, not just keeping it as conversational pieces.

Fishbowl coaching session!

It is always good to see a demonstration of a coaching conversation related to upcoming work.

The model coaching session was helpful .

Executive Coaching is...

the manifestation of ***servant leadership*** as one seeks to draw out, inspire, and develop the best and highest within people from the ***inside out*** .



The purposes of a person's heart are deep waters, but one who has insight draws them out.

Seeing Clearly

Professional Executive Coach

Coaches the Person

Focus on Individual Growth: Primarily emphasizes the personal and professional development of the executive, enhancing their self-awareness, leadership skills, and decision-making capabilities.

Neutral and Non-Directive Approach: Acts as a thought partner, asking probing questions and providing a reflective space.

Competency-Based: Centers on developing core competencies such as emotional intelligence, strategic thinking, and communication, irrespective of a specific situational context.

Process-Oriented: Uses structured coaching frameworks and methodologies, ensuring consistency and adherence to professional coaching standards.

Long-Term Development: Focuses on sustainable, broad-based leadership development rather than solving immediate, situational challenges.

Professional Executive Coach Guiding Leaders through “Something”

Coaches the Leader and/or Leadership Team

Situational and Contextual Focus: Tailors coaching specifically to the challenges or opportunities presented by the change initiative or other situational needs.

Action-Oriented: Emphasizes tangible outcomes, helping the executive navigate specific steps, decisions, and leadership behaviors required for success in the given context.

Outcome-Based: Measures success by the executive's ability to achieve specific goals tied to the change initiative, such as stakeholder alignment, successful implementation, or cultural shifts.

Advisory Role: If needed, may “shift the sand” to combine coaching with elements of mentoring or consulting, providing expertise and recommendations relevant to the situation, such as strategies for driving change or managing resistance.

Time-Bound Engagement: Often operates within a defined time frame aligned with the scope of the initiative, focusing on immediate challenges and solutions, aligned to broader, ongoing development.

*“The best life is when we leave a trail.
We leave something on this earth
bigger than ourselves.”*

Viola Davis

The HeART of Laser-Focused Coaching, Marion Franklin, MS, MCC



TEXAS
STRATEGIC
LEADERSHIP

ESC TSL Teams will coach superintendents and leadership teams through key milestones aligned to key decision-making time periods



| See the Current State | Set Envisioned Student Experience Centered Goals and Priorities | Align Systems | Plan to Execute and Performance Manage |
|--|--|--|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Launch Steering Committee<input type="checkbox"/> Conduct Landscape Analysis | <ul style="list-style-type: none"><input type="checkbox"/> Draft Envisioned Student Experience<input type="checkbox"/> Draft Student Outcomes Goals<input type="checkbox"/> Determine Strategic Priorities and Aligned Initiatives<input type="checkbox"/> Attend Learning Lab Experience | <ul style="list-style-type: none"><input type="checkbox"/> Create "Strategy on a Page"<input type="checkbox"/> Align Resources and Systems to Strategic Plan<input type="checkbox"/> Create Measurement Plan<input type="checkbox"/> Create Implementation Plan | |

WHY Implement and Monitor a Plan



**We invite you to drop
your response in chat:**

Why is it essential we **coach
district leaders** through a
**mindset around
performance management?**

Learning Objectives

By the end of this session, I will:

- **Gain insights into effective coaching strategies to empower district leaders in preparing to successfully lead the implementation and monitoring of their strategic plan. “Performance Management”**

in order to...

KNOW

- The qualities, characteristics, and skillset of effective Executive Coaches

DO

- Executive Coaching at the most effective level possible

BE

- Servant Leader
- Avid Learner
- High Expectations Standard Bearer
- Connector and Partner

Reflective Feedback

Impact Insights
ELEVATE YOUR IMPACT

***“Words Reflect
Potential”***



Reflective Feedback



- **Encourages Self-Awareness and Growth:** *Reflective feedback invites the receiver to critically assess their actions and decisions, fostering deeper understanding and continuous improvement.*
- **Balances Affirmation and Constructive Insight:** *Offers acknowledgment of strengths while addressing areas for enhancement in a manner that feels supportive and non-judgmental.*
- **Promotes Thoughtful Engagement:** *Crafted with care and specificity, this feedback demonstrates respect for the receiver's perspective, encouraging meaningful dialogue and collaborative problem-solving.*

V V R = Value Statement, Value Statement, Reflective Question

Coaching Model

Purpose of this Coaching Model: *To effectively guide the superintendent in the mindset that will be needed to effectively oversee and drive the successful implementation of the strategic plan, ensuring accountability and measurable progress across the district (Performance Management)*

Scenario Context:

Richard Nash, R7 – *Executive Coach*
Christine Scroggs – *Superintendent*

Mr. Nash and Ms. Scroggs have developed a strong, trusting relationship as a result of weekly executive coaching sessions focused on the completion of the TSL milestones..

The Superintendent and the Steering Committee have previously been coached through the development of the strategic plan, including Goals, Priorities, and Initiatives. They successfully engaged all stakeholders and have shared updates with the Board along the way.

Let's step into their next executive coaching session, occurring prior to the next Steering Committee meeting.

Watch Fors:

- **Effective coaching strategies** Richard employs to guide Christine toward **embracing a PM mindset**
 - *We invite you to use the ECF as a guide.*
- **Key reflective questions** used
- **Other effective coaching techniques** used
- Additional ideas



Be prepared to share out during the whole group debrief.

Coaching Model Debrief

Purpose of this Coaching Model: To effectively guide the superintendent in the mindset that will be needed to effectively oversee and drive the successful implementation of the strategic plan, ensuring accountability and measurable progress across the district (Performance Management)

Whole Group Debrief



Watch Fors:

- **Effective coaching strategies** Richard employs to guide Christine toward **embracing a PM mindset**
 - *We invite you to use the ECF as a guide.*
- **Key reflective questions** used
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VVR



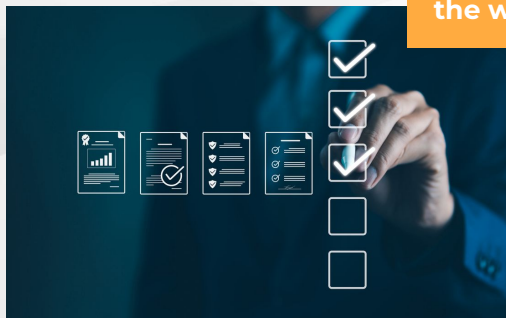
Coaching through a Mindset of Performance Management

Practice Time

Breakout Rooms:

- Groups of 3 - mixed ESCs
- Approximately 12 minutes total
- One – Coach, One – Sup't, One Observer/Timekeeper to offer V V R back to the Coach

Be prepared to share your “noticings” during the whole group debrief.



Coaching Context:

- One group member describes the situation and context of the superintendent's current mindset (possible or confirmed) of performance management with the group.
- We invite you to use the time to coach the superintendent in the mindset that will be needed to effectively oversee and drive the successful implementation of the strategic plan, ensuring accountability and measurable progress across the district.

*“Once you’ve decided what to do,
your biggest challenge is in getting
people to execute it at the level of
excellence needed.”*

Chris McChesney

The 4 Disciplines of Execution: Achieving Your Wildly Important Goals

Executive Coaching

*A good coach can change a moment.
A great coach can change a life.*



And, Now Back to Our Friends...



**TEXAS
STRATEGIC
LEADERSHIP**

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