

PROFESSIONAL LEARNING GUIDE

http://podcast.ayersinstitute.org

Podcast Episode 5 — Run Time 16:34

Approaching Leadership with a Coaching Mindset - Part 2

How one approaches leadership is key to influencing others. Building capacity in your team is essential to achieving the greatest results. Listen to a conversation between Dr. Hank Staggs of the Tennessee Department of Education and Dr. Rachael Milligan of the Ayers Institute for Teacher Learning and Innovation at Lipscomb University as they discuss how to approach leadership with a coaching mindset.

Summary Points

Approaching others

- > David Rock's SCARF model
- > "Let silence do the heavy lifting."
- Questioning and feedback
 - > Ask questions in a way that presumes positive intent
 - > Reflective feedback builds capacity in those whom you lead.
 - Change vs. BEING changed

Facilitative vs. directive approach

- > A coach is non-evaluative
- Coaching is the default mode, but there are moments a leader must put on a directive/evaluative hat.

Creating possibilities

- > The coach mindset avoids dwelling on the past.
- Leaders with a coach mindset foster and promote others to be forward-thinking.

Continue the Conversation

"How could David Rock's SCARF model influence your communication as you provide feedback to others?"



@ayersinstitute #ayerslunchandlearn #leadascoach

Lunch & Learn •)

PROFESSIONAL LEARNING GUIDE

Food for Thought

Questioning and feedback

Pay attention to your question to comment ratio. Are you asking more questions or making more comments?

Facilitative vs. directive approach

- > Which approach is most natural for you?
- How are you most likely to approach your leadership: in a more facilitative or directive style?
- What are examples in which you need to be more facilitative?
 > When do you need to be more directive?

Creating possibilities

Consider dreams and goals without limit. What possibilities exist? How can you lead with this mindset?

References & Recommended Resources

- Aguilar, E. (2005). The Art of Coaching: Effective strategies for school transformation. San Francisco: Jossey-Bass.
- Cannon, M. & Witherspoon, R. (2005). Actionable feedback: Unlocking the power of learning and performance improvement. Academy of Management Executive 19(2), 120-134.
- Kee, K.M. & Anderson, K.A. (2010). RESULTS coaching: the new essential for school leaders. Thousand Oaks, CA: Corwin.
- Rock, D. (2008) SCARF: A brain-based model for collaborating with and influencing others. NeuroLeadership Journal. Retrieved: www.Neuroleadership. org
- Scott, S. (2011). Fierce conversations: Achieving success at work & in life, one conversation at a time. New York, NY: The Berkley Publishing Group.
- Tschannen-Moran, B., & Tschannen-Moran, M. (2011). The coach and the evaluator. Educational Leadership, 69(2), 10-16. Retrieved from http://www.ascd. org/publications/educational-leadership/oct11/vol69/num02/The-Coachand-the-Evaluator.aspx
- Willis, J. (2006). Research-based strategies to ignite student learning: insights from a neurologist and classroom teacher. ASCD.

Connect with Ayers Institute

The Ayers Institute exists to support both pre-service and currentservice educators. Send your comments and questions by e-mail to **ayersinstitute@lipscomb.edu** or on social media using the handle **@ayersinstitute** and the hashtag **#ayerslunchandlearn**. Visit our website at **http://www.ayersinstitute.org** to learn about digital resources, courses & seminars, and coaching & custom programs that build capacity in educators and support positive student outcomes.

