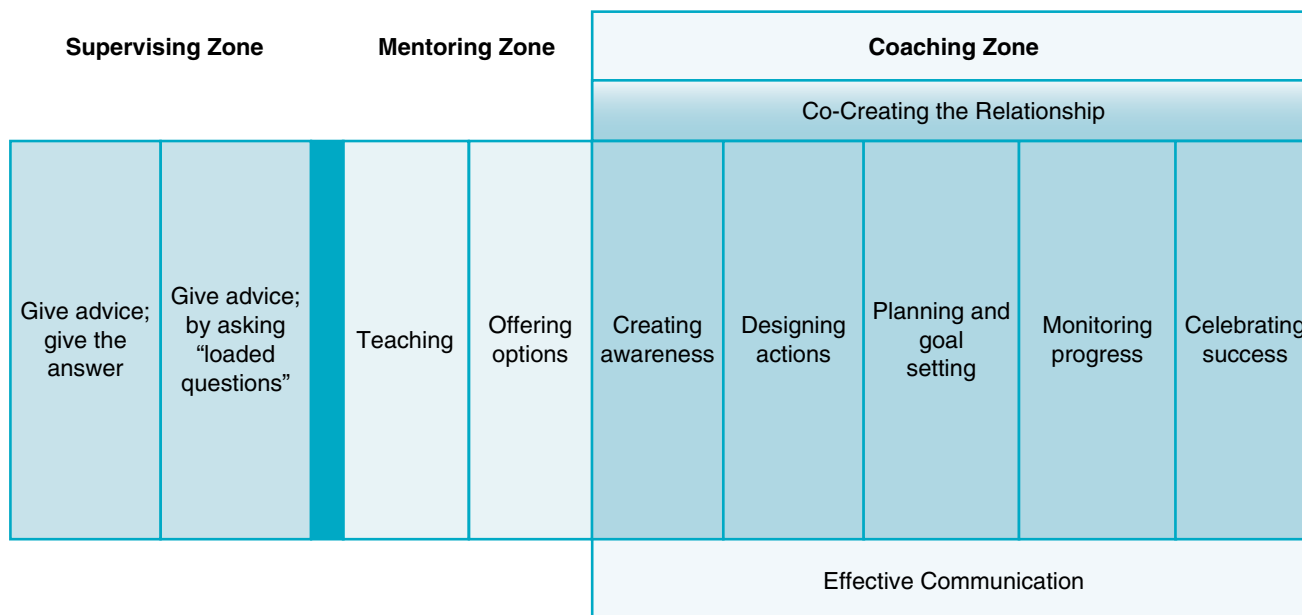


**Figure 2.1** Leadership Practices Continuum



M. Reilly & D. Williams, 2008.

**Figure 3.1** Listening Skills Self-Assessment

To help you start to be more aware of your listening habits, complete the following listening self-evaluation. It will give you an idea of which listening habits you can be happy about and which ones you might want to reshape. Answer each question thoughtfully.

	Most of the time	Frequently	Occasionally	Almost never
Put an X in the appropriate column. Do you				
1. Tune out people who say something you don't agree with or don't want to hear?				
2. Concentrate on what is being said even if you are not really interested?				
3. Assume you know what the talker is going to say and stop listening?				
4. Repeat in your own words what the talker has just said?				
5. Listen to the other person's viewpoint, even if it differs from yours?				
6. Learn something from each person you meet, even if it is ever so slight?				
7. Find out what words mean when they are used in ways not familiar to you?				
8. Form a rebuttal in your head while the speaker is talking?				
9. Give the appearance of listening when you aren't?				
10. Daydream while the speaker is talking?				
11. Listen to the whole message—what the talker is saying verbally and nonverbally?				
12. Recognize that words don't mean exactly the same thing to different people?				
13. Listen to only what you want to hear, blotting out the talker's whole message?				
14. Look at the person who is talking?				

	Most of the time	Frequently	Occasionally	Almost never
15. Concentrate on the talker's meaning rather than how he or she looks?				
16. Know which words and phrases you respond to emotionally?				
17. Think about what you want to accomplish with your communication?				
18. Plan the best time to say what you want to say?				
19. Think about how the other person might react to what you say?				
20. Consider the best way to make your communication (written, spoken, phone, bulletin board, memo, etc.) work?				
21. Think about what kind of person you're talking to (worried, hostile, disinterested, rushed, shy, stubborn, impatient, etc.)?				
22. Interrupt the talker while he or she is still talking?				
23. Think, "I assumed he or she would know that"?				
24. Allow the talker to vent negative feelings toward you without becoming defensive?				
25. Practice regularly to increase your listening efficiency?				
26. Take notes when necessary to help you to remember?				
27. Hear noises without being distracted by them?				
28. Listen to the talker without judging or criticizing?				
29. Restate instructions and messages to be sure you understand correctly?				
30. Paraphrase what you believe the talker is feeling?				

### Scoring Index: Listening Skills Self-Assessment

Circle the number that matches the time frame (most of the time, frequently, etc.) you checked on each of the 30 items of the self-evaluation.

*Example: If you put an X under "Frequently" for Number 1, you would circle 2 in the "Frequently" column.*

Then, add the circled scores in each of the columns. Now, write the scores of each column in the lines under each time frame category.

	Most of the Time	Frequently	Occasionally	Almost Never		Most of the Time	Frequently	Occasionally	Almost Never
1	1	2	3	4	16	4	3	2	1
2	4	3	2	1	17	4	3	2	1
3	1	2	3	4	18	4	3	2	1
4	4	3	2	1	19	4	3	2	1
5	4	3	2	1	20	4	3	2	1
6	4	3	2	1	21	4	3	2	1
7	4	3	2	1	22	1	2	3	4
8	1	2	3	4	23	1	2	3	4
9	1	2	3	4	24	4	3	2	1
10	1	2	3	4	25	4	3	2	1
11	4	3	2	1	26	4	3	2	1
12	4	3	2	1	27	4	3	2	1
13	1	2	3	4	28	4	3	2	1
14	4	3	2	1	29	4	3	2	1
15	4	3	2	1	30	4	3	2	1
Totals					Totals				

Total of items circled in each column:

Most of the Time \_\_\_\_\_ Frequently \_\_\_\_\_ Occasionally \_\_\_\_\_ Almost Never \_\_\_\_\_ Total \_\_\_\_\_  
**Grand Totals** \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

### Scoring

110–120	Superior	_____
99–109	Above Average	_____
88–98	Average	_____
77–87	Fair	_____

**Figure 3.2**      Assessment of Listening Qualities—Action Plan Sample

Listening Qualities I Have	How I Know
I am expert at observing body language.	I focus on maintaining eye contact when people speak to me and recognize when their words do not match their tone of voice and facial expressions.
<b>Listening Qualities I Want to Develop</b> I want to become a more committed listener by tuning into what others say, even when I do not agree with them.	

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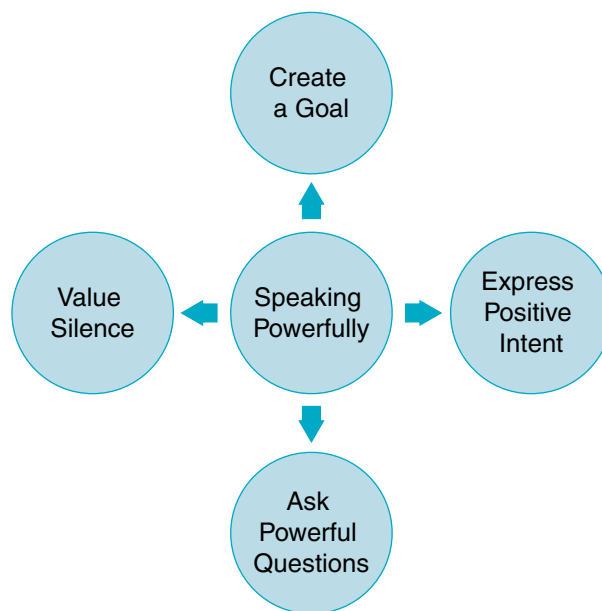
**Figure 3.3**      Assessment of Listening Qualities—Action Plan

Listening Qualities I Have	How I Know
Listening Qualities I Want to Develop	

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**Figure 4.1** Speaking Powerfully

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Adapted from ©Results Coaching Global, Inc. (2007).

**Figure 4.2** Practicing Positive Intentions

Negative Intentions	Versus	Positive Intentions
Why didn't you help Frankie with that problem?	versus	
Have you been using running records?	versus	
Are you prepared for the principal's observation?	versus	
Do you know any good writing topics?	versus	
Did you hand in your grade reports?	versus	
Have you developed differentiated instruction plans for your students?	versus	
You are late for the meeting. Don't you check your watch?	versus	
Are you excited about starting the new school year?	versus	



**Figure 5.1** The Good News and Bad News About Feedback

<i>The Good News:</i> Feedback is essential for individual, community, and organizational effectiveness and learning.
<i>The Bad News:</i> Feedback often flops, yielding no meaningful exchange of information and driving people apart.
<b>Negative Feedback</b> <ul style="list-style-type: none"><li>• This is often lay-it-on-the-line, critical feedback.</li><li>• It is the most painful type because it tells people straight out what's wrong.</li><li>• It is most obvious to give and usually follows an avalanche of impulsive comments, such as "That was awful. What were you thinking?"</li><li>• People need to know what's wrong—so why not tell them straight out the something that is "too long," "boring," or "uninteresting"?</li><li>• The information can be alienating and over time can provoke defensiveness and negative attitudes.</li><li>• Negative feedback is worsened when it focuses on a person's core identity rather than a product or an idea. For instance, saying, "It sounded stupid to me," or "Here comes Last-Minute Lucy, again."</li></ul>
<b>Conciliatory Feedback</b> <ul style="list-style-type: none"><li>• It is positive and vague in an effort to be supportive and avoid conflict.</li><li>• It comes from the belief that negative feedback will be rejected and relationship harmed.</li><li>• It uses phrases like "OK, that will <i>probably</i> work" or "Interesting."</li><li>• It is often called <i>social stroking</i>.</li><li>• It is usually read as pleasant, encouraging, and nonthreatening, but it is not feedback at all. It is encouragement and conflict avoidance in the guise of feedback.</li><li>• Its rationale is that relationships are most important and feedback is very difficult, so the person chooses relationships over information.</li><li>• The receiver learns, over multiple occasions, that the feedback is empty and interprets it as evasive or pandering.</li></ul>
<b>Communicative Feedback</b> <ul style="list-style-type: none"><li>• It clarifies the idea or behavior under consideration (to be sure you are talking about the same thing).</li><li>• It communicates positive features worth preserving and builds upon them.</li><li>• It communicates concerns and suggestions for improvement.</li><li>• Sometimes, it consumes more time and usually requires thought and effort.</li><li>• Receivers interpret it as careful, respectful, and honest.</li></ul>

Adapted from David Perkins (2003) *King Arthur's Round Table: How Collaborative Conversations Create Smart Organizations*.

**Figure 5.2** Examples of Reflective Feedback

<p><b>1. Ask clarifying questions for mutual understanding:</b></p> <p>“How do you see this different from . . .?”</p> <p>“How did your students respond to the process?”</p> <p>“What are the costs you have calculated to put this in place?”</p> <p>“Of the resources you used, which ones would provide the most help to move forward?”</p> <p>“Which groups provided useful input to the plan?”</p> <p>“When you checked alignment with the state tests, what did you find as strengths or gaps?”</p> <p>“What are you thinking will be a barrier for parents?”</p>
<p><b>2. Express the <i>value</i> potential specifically:</b></p> <p>“The strength of the idea is . . .”</p> <p>“You have really thought deeply about . . .”</p> <p>“I see evidence of . . .”</p> <p>“As a parent and teacher, the idea is very exciting to me because . . .”</p> <p>“It provides high engagement for students by . . .”</p> <p>“This could offer value to students by . . .”</p> <p>“You have scaffolded your instruction very well.”</p>
<p><b>3. Offer reflective questions or possibilities:</b></p> <p>“What are you considering in regard to . . .?”</p> <p>“I wonder what would happen if . . .”</p> <p>“I’m wondering if you noticed any gaps in student understanding.”</p> <p>“What other considerations are you thinking about?”</p> <p>“To align more closely with the state tests, what if . . .?”</p> <p>“What connections have you made to . . . (other subjects, real world, state testing)?”</p>

Adapted from David Perkins (2003) *King Arthur’s Round Table: How Collaborative Conversations Create Smart Organizations*.

**Figure 6.1** Using Reflective Feedback in Coaching Conversations in Your School Community

Challenge/ Issue/Goal	Clarifying Questions	Value or Value Potential Statements	Reflective Questions (Move to Action/ Solution)

**Figure 6.2** Using Reflective Feedback in Coaching Conversations Between Marina and Marcus

Challenge/ Issue/Goal	Clarifying Questions	Value or Value Potential Statements	Reflective Questions (Move to Action/ Solution)
Issue: Off task, misbehaving art class students	<ul style="list-style-type: none"><li>• What is the typical behavior of those in your fourth period class?</li><li>• What behavioral expectations have you shared with these students, and when was the last time you reviewed these expectations?</li><li>• I was wondering why no materials were out on the art tables at the start of class, and also, why were your instructions verbal?</li><li>• What else should I know about the lesson I observed?</li></ul>		

**Figure 6.3** Using Reflective Feedback in Coaching Conversations Between Marina and Marcus

<b>Challenge/Issue/ Goal</b>	<b>Clarifying Questions</b>	<b>Value or Value Potential Statements</b>	<b>Reflective Questions (Move to Action/ Solution)</b>
Issue: Off task, misbehaving art class students	<ul style="list-style-type: none"> <li>• What is the typical behavior of those in your fourth period class?</li> <li>• What behavioral expectations have you shared with these students, and when was the last time you reviewed these expectations?</li> <li>• I was wondering why no materials were out on the art tables at the start of class, and also, why were your instructions verbal?</li> <li>• What else should I know about the lesson I observed?</li> </ul>	<ul style="list-style-type: none"> <li>• Students are more likely to demonstrate appropriate behavior when they are clear about the teacher's expectations.</li> <li>• There is value in having all materials ready for the lesson so students are ready to work immediately.</li> <li>• Having a written set of instructions available at each art table provides a valuable reminder to students about the art project, especially if they had not fully attended to the verbal instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• When I drop by your fourth period class next Wednesday, what differences will I notice?</li> <li>• How are you planning to make sure your students stay on task at least 80 percent of the time?</li> <li>• What resources do you need to help you become an expert in classroom management?</li> </ul>

**Figure 6.4** Next Steps Checklist

In his review of brain research, David Rock (2006) found that forming “new habits takes time, but not that much” (p. 24). You should be able to develop specific coach-like behaviors through consistent and intentional practice of individual skills for one to two weeks each. Within a period of several months, you will have a broad repertoire of skills that will permit you to hold meaningful and constructive coaching conversations. Below is a list of some new conversational habits you may wish to practice.

### Next Steps

*Practice one committed listening skill with a trusted friend, family member, or colleague.*

- ❑ Listen for the essence of what is said or not said.
- ❑ Allow time for silence after someone speaks with you.
- ❑ Avoid unproductive listening (judgment/criticism, piggybacking, inquisitive listening, problem solving)
- ❑ Listen without obligation to act.
- ❑ Begin using your committed listening skills with your staff.
- ❑ Paraphrase what others say to you.

*As you continue to develop your committed listening skills, add powerful speaking skills to your repertoire.*

- ❑ Prepare for coaching conversations by clearly articulating for yourself the goal of the conversation.
- ❑ Intentionally choose words at the appropriate level, avoiding promise or “I have to” phrases unless appropriate.
- ❑ Avoid advice.
- ❑ Ask open-ended questions (“What?” rather than “Do you?”).
- ❑ Express positive intent about the other person through your open-ended questions.

*Continue to practice your committed listening and powerful speaking skills and add reflective feedback.*

- ❑ Form an intention to develop and maintain trusting relationships through reflective feedback.
- ❑ Ask clarifying questions or make clarifying statements.
- ❑ Use value statements or questions.
- ❑ Ask open-ended questions that explore possibilities and solutions.

*Practice responding-on-the-fly in short conversations with staff by incorporating all of your new coaching conversation habits of mind.*

*Prepare for a difficult conversation that incorporates coaching conversational skills.*