



*A reflection, while we wait, and get warmed up...*

Think about someone in your younger years who you enjoyed spending time with.

What did they do? How did they behave with you?

Also, please prep for an activity later:  
down a particular 'issue' you'd like

We also need small groups of 3 please, for later :)

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# 'Coaching to Success'



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Reference- please see:





## Was it... ?

### This person...

- ★ Listened to me
- ★ Believed in me
- ★ Challenged me
- ★ Trusted and respected me
- ★ Gave me time and full attention
- ★ Treated me as equal

### I felt...

- Special
- Valued
- Confident
- Safe, cared for
- Supported
- Fun, enthusiasm
- Self belief

Reflection: To recognise and articulate this, is to experience and understand 'Emotional Intelligence' - a life skill: underpinning coaching



## Today's objectives:

### 1. Understand coaching.

*What are your underlying beliefs about the potential of those around you?*

### 2. Experiment briefly.

*How well do you question and listen to those you are leading?*

### 3. Think and apply.

*How and when can you make a difference with this process?*




Get thinking: traditional sense of 'coach'?

*'A carriage, a vehicle for conveying valuable people from where they are, to where they want to be'*

Useful!

We are using coaching as a vehicle to enable people to move from where they are to where they would like to be.



**Every teacher  
needs to improve,  
not because they  
are not good  
enough, but  
because they can  
be **EVEN BETTER.****

**Dylan William**



Acorns, containing 'oak-tree-ness'...

Coaching is not about telling, it is about asking and focusing. This is what separates mentoring from coaching.

Coaching is, 'unlocking people's potential to maximize their own performance.' (*Ref. Gallwey*).

It is helping them to learn rather than teaching them.





Ready for an equation?

$$P = p - i$$

‘Performance = potential - interference.’

Some background. ‘*The Inner Game.*’ (Ref. Timothy Gallwey).

‘The opponent within one’s own head!’

Coaching for performance.



## 'Performance Culture'

Coaching = the enabler.

Coaching *culture* creates the conditions for *high performance*.

...A culture that demands fundamental changes in attitude, in leadership behaviour, and in organisational structure.'



'Culture eats strategy for breakfast'  
(*Ref. Drucker*)

Really understanding someone.

Iceberg model. (Appraisal @ SKS)  
(See next slides.)

# The Iceberg Illusion

Success is an iceberg

SUCCESS!

WHAT PEOPLE SEE

Persistence



Failure



Sacrifice



Disappointment



WHAT PEOPLE DON'T SEE

Dedication



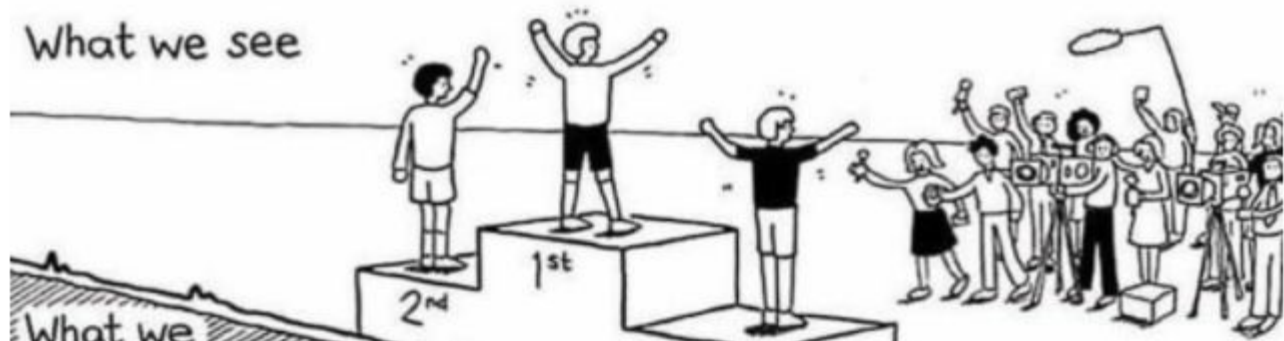
Hard work



Discipline



What we see



What we don't see



Above the Waterline

Results

Actions

Biases

Patterns

Limiting Beliefs

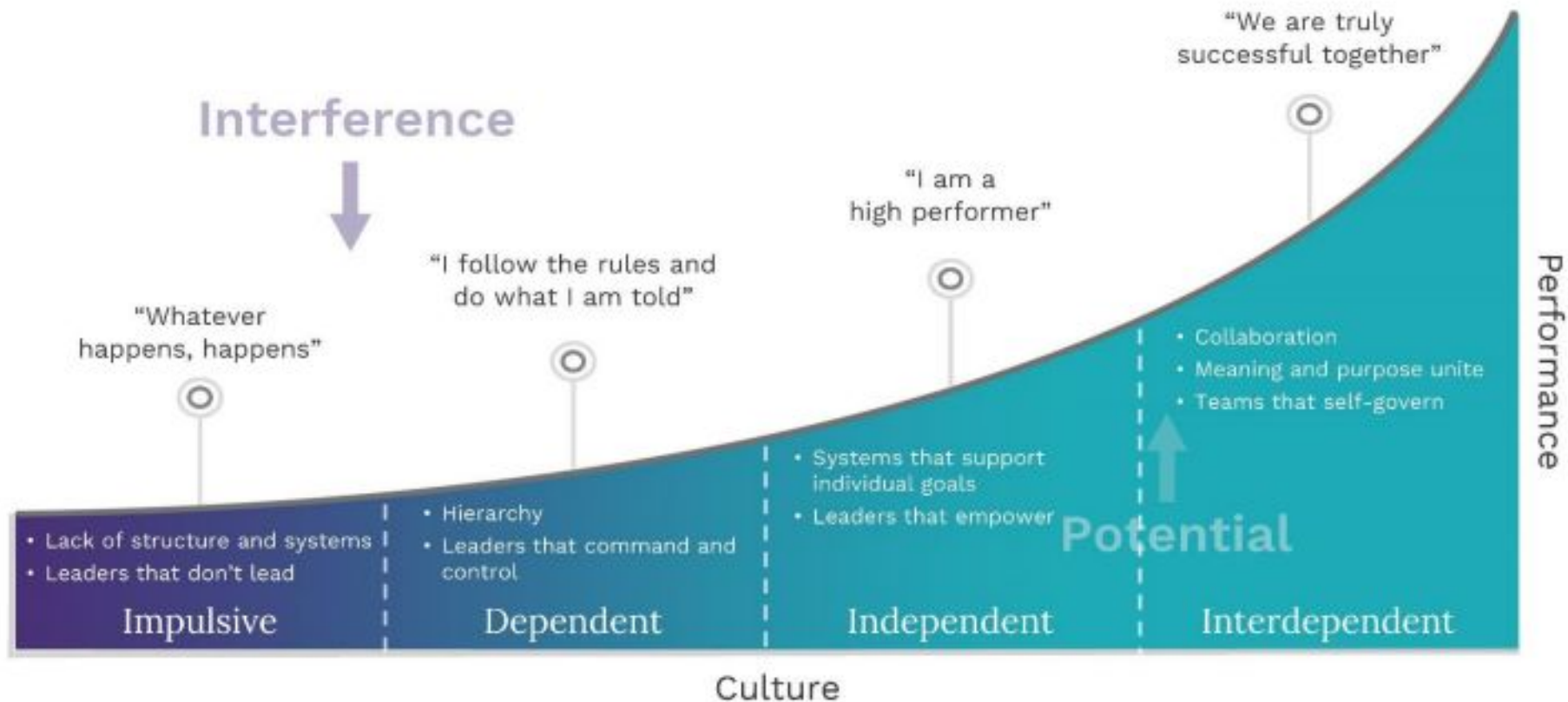
Sabotaging  
Narratives

Fears

Below the Waterline



# The Performance Curve





## Back to 'Performance Culture'... It is...

'We are truly successful together...' / Teams that self govern.

'Self actualisation. Low interference / high potential.

'High awareness and responsibility of self and others.

'Strong coaching culture. Strong sense of ownership for high-performance.

'People engage with each other. High levels of trust, care and collaboration.

'Continual authentic communication and feedback.





‘Keep your eye on the ball’

Back to tennis coaching....

‘Are you watching the ball?’

‘Why aren’t you watching the ball?’

‘How is the ball spinning as it approaches you?’

‘Does it spin fast or slow? Move fast or slow?’



## Questions:

Open: what how when where ...

Detail: What else? What more? Why might? By when?

### Powerful questions:

Create awareness and responsibility / Follow the interest /  
inspire creativity / Increase options + vision / Are  
goal-oriented + solution focussed / are non-judgemental /  
Compel attention / Demand focus, detail / Are supportive  
and challenging / Create a 'feedback loop'



Questions:

Let's take a look.

*Resource: Coaching Question Toolkit.*

You've asked a question. What next?





## 'Active listening skills'

- Attention
- Tone of voice
- Body language
- Self awareness
- Reflect back >>>

- Mirroring
- Paraphrase
- Summarising
- Clarifying
- Encouraging
- Suspending judgement
- Listening for potential > with heart



## Typical Coaching setting.

Opening questions. *'Making entry'*.

1. Exploring the issue.
2. Exploring options.
3. Establishing actions.

And here's a good aide-mémoire:



## Typical Coaching questioning sequence.

- G** oal setting (for session and issue)  
*What do you really want?*
- R** eality checking - exploring  
*Where are you now?*
- O** ptions and alternatives  
*What could you do?*
- W** hat is to be done > when, who etc  
*What will you do?*



Goal first.

Be clear.

Sufficient time on the goal.

Depth.

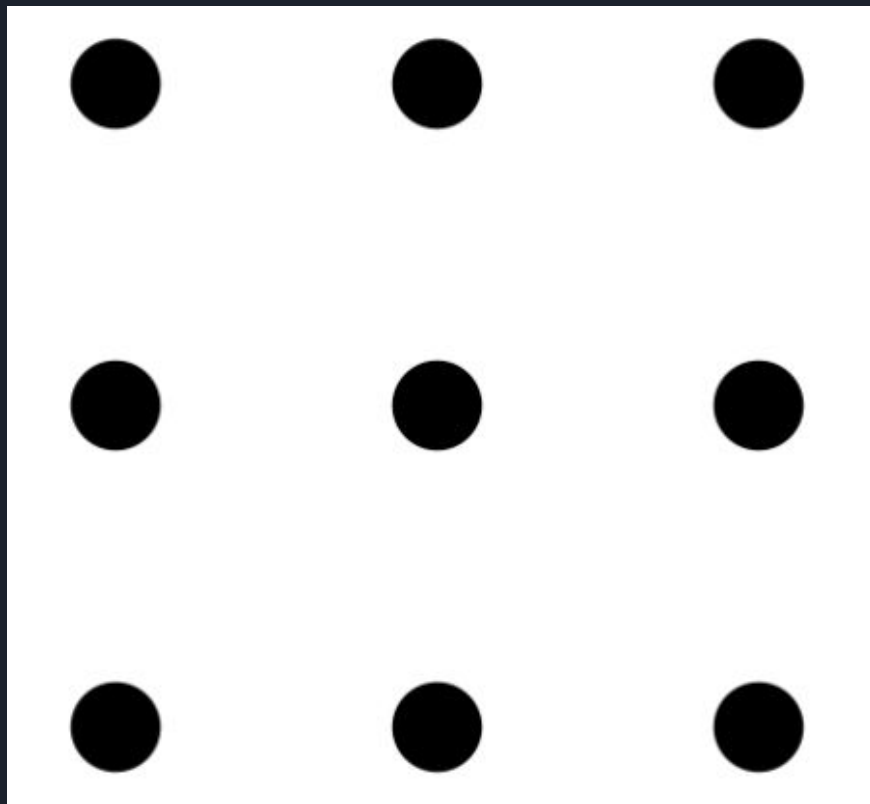
Not constrained by reality.

Goal first - then reality! ...





grOw: Exploring options!





# Let's try: Coaching Conversation

First, please identify yourselves A, B and C.

A - Observer – captures the conversation and then feeds back the learning from it.

B - The Coachee - being coached!

C - The Coach

[Coachee will share their 'issue' - real or imagined! -  
Confidentiality, please!]

5 minutes >> 3 mins feedback from A >> then swap?



Review:

What happened?

Who spoke most?

What was asked?

How did the coachee react?

What was explored, (and agreed)?

Apply: How could you use this in the coming weeks or year?



## References:

*The Coaching Toolkit* © Shaun Allison and Michael Harbour, 2009  
(SAGE)

*Coaching for Performance*. John Whitmore, Sir. (2017)

<https://www.coachingperformance.com/grow-model/>

## Follow-up :

*Coaching Training @ Seven Kings School, provided by the Learning Partnership, Seven Kings School. Please contact.*

Thank you!

'Coaching to  
Success'



- Any questions?

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