Session # 3: December 3, 2020
3:00-4:00

The Adult Learner: The Coaching Power

Agenda:

Outcome: Understand the power of assessments and how they impact our "view" of those we coach.

3:00-3:15 What did we learn from our last session that matter to you and that you have used since our last session

3:15-3:30 Consider the observers, the assessments we make, and the impact on our leadership

- Each of you proposes 2 concepts from the article that captured your attention.
  - What about the idea or concept stood out? Why?
  - What questions do you have about it?
  - What implications are there for your leadership?

3:30-3:50 Observe me coach one more time. Capture the assessments that both of us were making. What were the impacts of those assessments on my questions? On the coachee's response?

What applications are there to our leadership work with our principals?

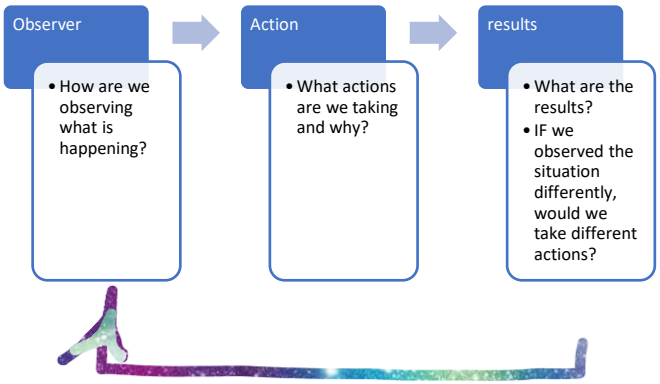
3:50-4:00 Reflect on the learning and implications for us

Readings and reflections for today

Big ideas:	**Notes:**
Activity 1: Reflect on the article you read: • *What big ideas stood out to you?* • *What questions do you have about them?* • *Where do your assessments come from?* • **The observer we are.** Who we are and our views of the world are shaped by all our experiences—our parents, friends, and family values and attitudes, our experiences, major events in our lives, and? ○ *What has shaped the way you view the world around you?* ○ *What observations hold you back? If you shifted your view, what new options might be open to you?* ○ *What observations do you make of others that are more observations of yourself than of those you coach?* ○ *In what ways might you strengthen your coaching skills if you "saw" differently?* *A scenario: The observer we are plays a major role in really any choices we and others make. How many times have we*	

been in a situation and have struggled to find a solution? A friend or someone we are talking to about the issue offers a different perspective on the problem itself and we say, "Wow, I did not see it that way."

What is usually not clear to us is that when the actions we take do not produce the results we want, we generally do not focus on our observations of that situation; we try to think of new actions to take.



Activity 2: Reflecting on the observer you are. Please put your notes in the box to the side. (What you learned about yourself and what "stuck!" Summarize the team's thinking.}

A big coaching challenge: all begin to believe that our assessments are really facts—the way it is.

- **Assertions are facts**. An assertion is a fact if it can be verified by a 3rd party review. Verified assertions are seen as truths. (Somethings are facts; just not true.) reflect in the notes, your responses to the following bullets

    - *See how many assertions impact you daily and how you discern them as true or false.*

- **Assessments belong to the observer**. Assessments tell more about the observer we are than about the thing being observe. In addition, all humans assess everything: we assess the weather, plants, friends, meals, restaurants, politicians, those we work with, cars. We are assessment making machines. Assessments are neither good nor bad; they are part of living in language.

- **Language is generative**. We call into the future a new state of being based on the assessments we make.

  For example, think about this statement: "Kay is unreliable!" How does making that statement affect your future relationship with Kay and her future? Generate at least 3 statements about the future and your relationship with her that will result as a

relationship of this statement!" Use the note space to the side. ***When you generate 3 other statements, what did you discover about yourself?*** *Here is another interesting observation about the generative nature of language: We also call into reality another major thin. What is our shared understanding and definition of reliability? If we have different definitions, Kay may assess she is very reliable.* ***What are the coaching implications for us related to shared understandings?*** • **As coaches our ability to keep the distinctions of assessments and assertions clear helps us understand that how we observe others, those we coach, is determined by our assessments of them. If we are constantly saying, "That team is never prepared!", we don't even notice when they are all prepared. We "See" them as unprepared.** *In a way our language traps us. It appears that the statement, "John is 6' 6 " tall" is the same as "John is very tall." In our conceptual understanding it appears to us that these are the same statements. However, collapsing together these two very different statements has very interesting consequences for the actions we take, the relationships we build, and the results we get. It is a fact that John is 6' 6" tall. I can and others can verify the data. However, for someone who is 7', John is average height.*	

For example, the room you are in has certain dimensions—those dimensions can be verified with measuring tools. However, some of us will say the room is cramped, and others will say it is spacious. The view is all determined by the viewer, the observer. • So, while assertions belong to the thing being observed (the dimensions of the room), **assessments belong to the observer.** One teacher tells us that "Autumn is really angry at the world." Another, tells us that Autumn is rambunctious." We still don't know anything about Autumn. However, 2 teachers have just revealed themselves to us. Another example, a friend of mine who is 5' 4" has always said that she is very short. She travelled to China and came home elated. She shared that she was not short at all! She was medium height! Did her height change? Or her observation of herself? • ***For coaching, understanding that all of us are different observers of the world makes all the difference in how we build relationships, work together, solve problems, measure progress, and achieve.*** • **Failure on our part to understand this major concept and live as though our assessments are facts leads to great difficulty for us in building healthy mutually respectful relationships with a wide range of people whom we coach**.	

What is your observation of teachers you work with and may coach? Your view of effective? Efficient? A good team player? All of these assessments determine our relationship with coachees. ○ *What assessments of others leads to positive relationships with you?* ○ *What assessments do you take as assertions that interfere with your relationships with another person? Be specific, precise. Are there other ways of observing this person?* **Let's practice:** • What assessment(s) are you making that is not getting you the results you want? "Over and over, I keep . . . and the same thing happen. . . " ○ For what purpose are you making this assessment? ○ What measuring stick or standards are you using that leads you to this assessment? ○ What observations/data support your assessment? ○ What other data do others have or have you observed that counters your assessment? ○ Do others make the same assessments? ○ If you were to make another assessment, what would it be? ○ What opportunities would that open for you? ○ What new actions might you take?	
ASSERTIONS AND ASSESSEMNTS	**Notes**

Distinctions:	
Observation notes of coaching	

Distinguishing Assessments and Assertions and impact on Leadership	
Grounding Assessments	

Applications for me	