

Coach Actions for Reducing the Risk of Being Coached

Embarking on a journey to enhance professional practice often involves a critical decision: to seek the guidance of a coach or not. For some, the prospect of being coached is an exciting opportunity for growth, while others approach it with skepticism, seeing it as risky. This resource sheds light on why individuals may harbor reservations about coaching and offers actionable insights for coaches to guide coachees past the obstacles of perception or practice that render coaching seemingly risky. The center column provides space to note observations on coachee behavior and expressions, enabling you to discern and address their concerns effectively.

Reason Being Coached is Seen as Risky	What Might I See or Hear that Indicates Coachee's Perception of Risk?	Coach Actions to Reduce Sense of Risk
A perception that being coached means you are a poor performer or someone who lacks requisite knowledge or skills.		Explain the purpose of coaching, the prevalence of coaching outside education, and the benefits of coaching.
A discomfort with a sense of inadequacy of knowledge and skills.		Ask questions to determine the coachee's strengths and accomplishments. Build on those to set and achieve the coachee's goals.
A fear that being vulnerable is an admission of weakness.		Demonstrate the principle that everyone is a learner. Share how you are learning from the coachee.

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A concern that being coached will take time away from other priorities and important work won't get done.		Help the coachee set goals that are aligned with the work they consider most important for improving teaching and learning (the core work of schools).
A past negative experience with coaching.		Ask coachee about previous experiences with coaching. If negative, ask what made the experience negative and what they need for this experience to be positive. Discuss how you will gather feedback about the coaching relationship.
A district or school culture that views coaching negatively.		Talk about coaching as a support for professional growth and a learning organization.
A lack of trust in the district or school.		Help leaders understand why there is a lack of trust and how coaching can build trust. Assure the coachee that all conversations are confidential.
A lack of information about the purpose or process of coaching.		Explain the purpose and process of coaching in clear terms.