

# INTENTIONAL RELATIONAL COACHING (IRC)

USING RELATIONAL INSIGHT TO MOVE FORWARD WITH  
UNDERSTANDING, INTENTION & PURPOSE IN ANY CIRCUMSTANCE.

## WHAT IS THIS?

- \$15000 problem
- The early years teacher getting multiple bits of different advice
- The “clone building” mentor
- We say “Problem solving” but we mean “Spit-balling” ...
- “I haven’t quite finished embedding our coaching program” or  
“Yes we do coaching here, there’s the folder on my shelf...”
- “Yes we have done RP training but I don’t have my script with me.”

## WHAT IS THIS?

- Unless we are at “problem solving level” with anything (*integrated into our cognitive structure, embedded in our values system*), every framework (*no matter how good*) is only accessible when our prefrontal cortex is primarily functional.
- People can find it difficult or impossible to access crucial, helpful information and approaches *under stress, emotional load or pressure* (the most important times!)

# COACHING IS EFFECTIVE, SO... WHY DO WE NEED ANOTHER MODEL?

- Coaching tends to put “problems & people” in the same basket, with the same tools.
- Coaching can be hard to integrate at the “point-in-time” needed.
- Coaching can be challenging to integrate into systems because of the “set-up” demands.
- Relational wisdom and practice has a lot to add. Becoming a “restorative person” helps, but real life still happens...
- Personal impact of problems counts, especially when we are most invested. (Someone else’s \$15000 problem Vs my own \$15000 problem)
- Some people struggle to keep all the RP stuff in mind, especially while they are trying to focus on a coaching conversation. RP itself is a growth process.

# WHY DO WE NEED ANOTHER MODEL?

- Most of the time you don't have a coach in your pocket. Many of us experience *operational isolation* for many practical reasons.
- Many situations benefit from a more flexible approach that integrates elements of guided problem solving, coaching, mentoring, consulting, mentoring or counselling on an individual needs basis.
- Many situations require ongoing approaches rather than “one & done”.

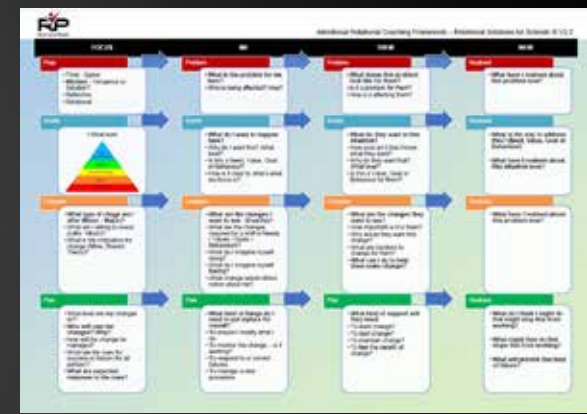
## THIS MODEL CAME OUT OF...

- **Need.** Equipping people to help themselves and build capacity in team, where and when they need it.
- **Formalising** structured support for the types of conversations that were happening regularly, (and working).
- **It's relational.** Assist in embedding relational / restorative practice and principles in the organisation.
- **Less rigid.** Delivers bespoke conversations and solutions.



# “Traditional” Coaching Model

OR



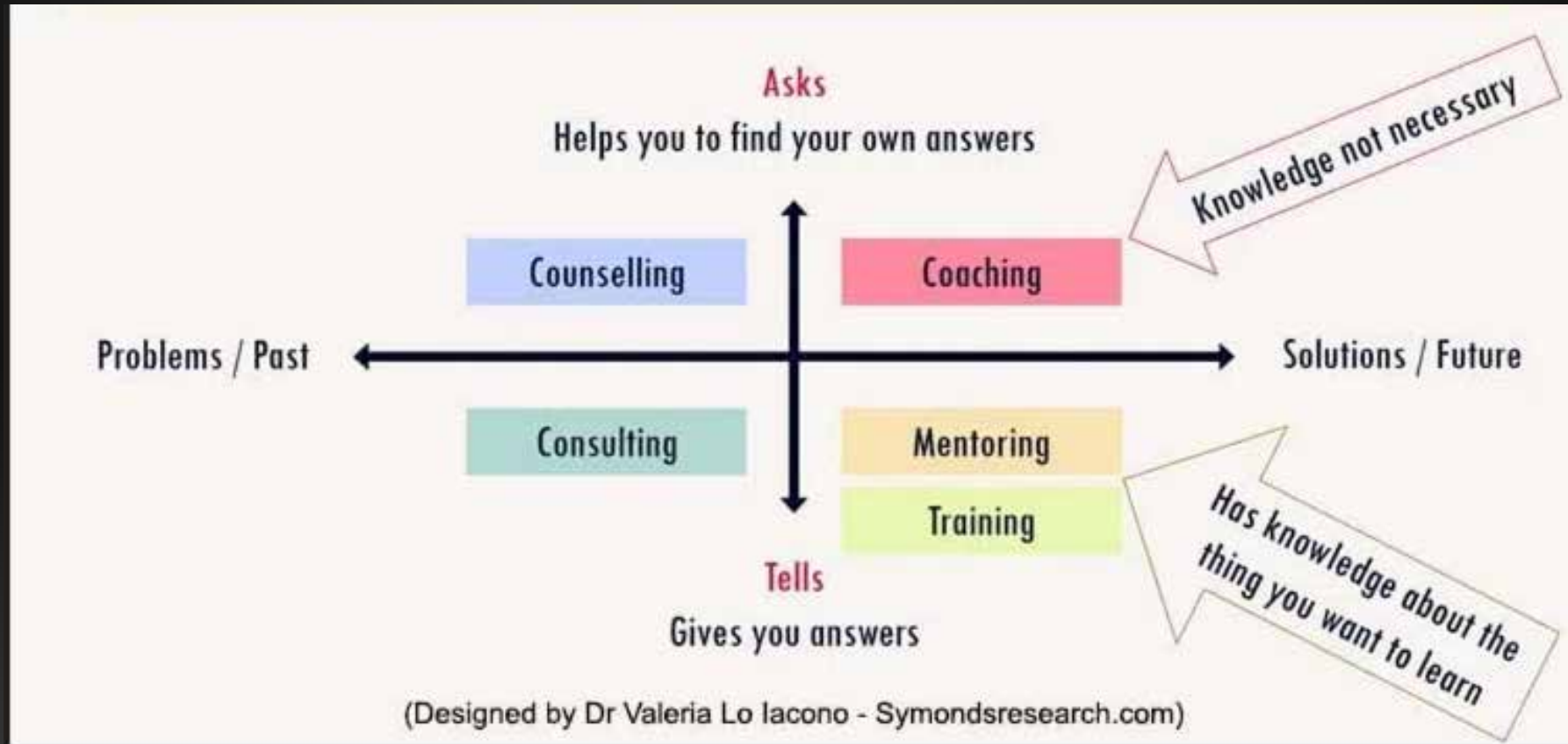
## Problems involving “Things”:

- Should I go to a new job or stay with this one?
- Should I get rid of some of my streaming subscriptions?
- Should I do home improvements or go on a holiday?
- Should I get a new car or spend money on my current one?
- Should I play sport or join a gym to get fit?
- My business is making less money but I’m working more. Where do I start?
- Should I take out an investment loan?

## Problems involving “People”

- People leave a mess at the sink in the staffroom, and it drives me crazy...
- I’m finding it hard to work with a co-worker /supervisor/ team member...
- I’m really struggling with a student / class I teach.
- I’m not getting along with someone at work / home.
- How do I help someone achieve their best?
- There is tension in my team...
- My supervisor is always picking on me...
- One of my co-workers won’t do their fair share of the work...

# COUNSELLING, COACHING, MENTORING, TEACHING, CONSULTING... WHICH IS THE BEST APPROACH?



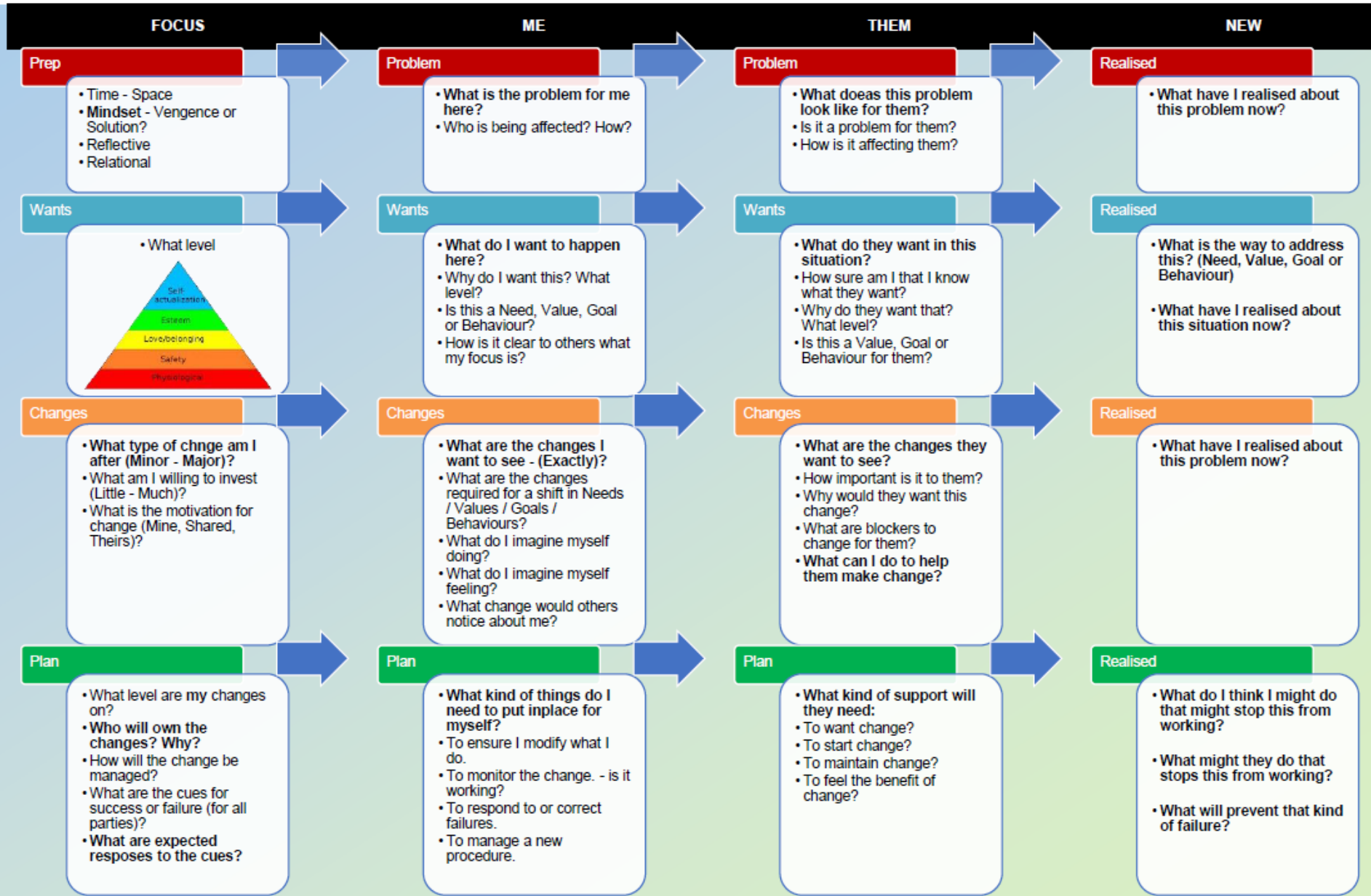


## WHAT ARE GAINS FOR RELATIONAL COACHING?

- Broader context of “relational awareness”
- Intentional, informal conditions (conversational)
- Coach guided & assessed problem solving (Empathic Coaching).
- Specific support for the “humanity” in the problem.

# WHAT OTHER INTERACTIONS COULD USE SOME BETTER SUPPORT?

- Collegial interactions
- Team member | Supervisor
- Family (Partners, Children, others)
- Friends
- Student | Teacher
- Conflicts
- .....?



## PRACTICE. (TRY & CHAT)

1. Wherever possible, select a real problem / situation.
2. Pick the model / application
  - Individual
  - Team member – Line Manager
  - Colleague – Colleague
  - Coach | Mentor



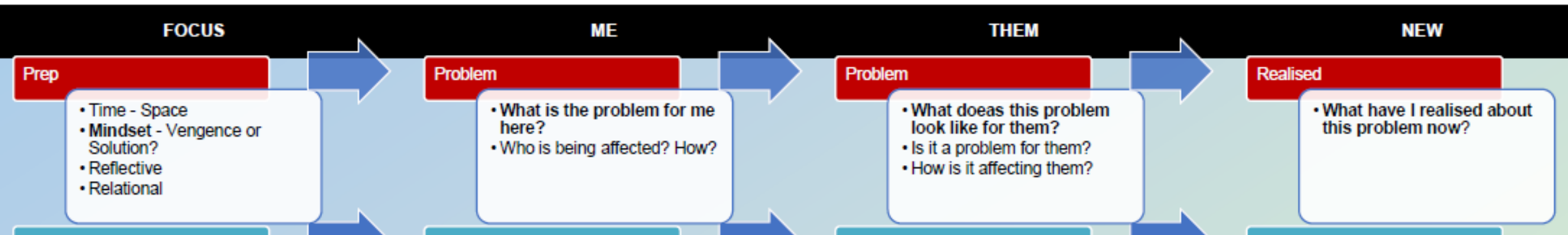
Restorative People

## FOCUS

Prep

- Time - Space
- Mindset - Vengeance or Solution?
- Reflective
- Relational







### Changes

- What type of change am I after (Minor - Major)?
- What am I willing to invest (Little - Much)?
- What is the motivation for change (Mine, Shared, Theirs)?

### Changes

- What are the changes I want to see - (Exactly)?
- What are the changes required for a shift in Needs / Values / Goals / Behaviours?
- What do I imagine myself doing?
- What do I imagine myself feeling?
- What change would others notice about me?

### Changes

- What are the changes they want to see?
- How important is it to them?
- Why would they want this change?
- What are blockers to change for them?
- What can I do to help them make change?

### Realised

- What have I realised about this problem now?

## Plan

- What level are my changes on?
- Who will own the changes? Why?
- How will the change be managed?
- What are the cues for success or failure (for all parties)?
- What are expected responses to the cues?

## Plan

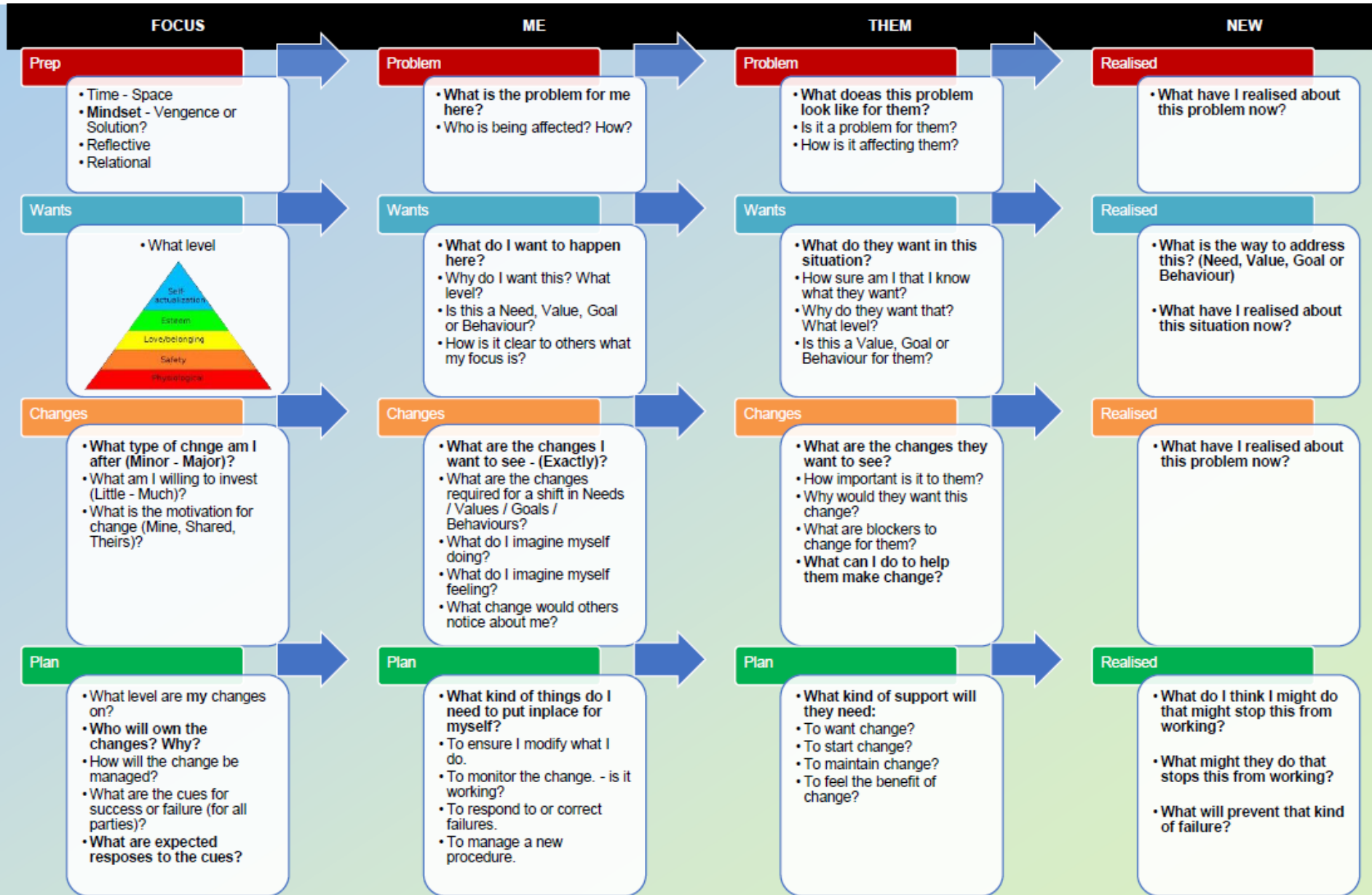
- What kind of things do I need to put in place for myself?
- To ensure I modify what I do.
- To monitor the change. - is it working?
- To respond to or correct failures.
- To manage a new procedure.

## Plan

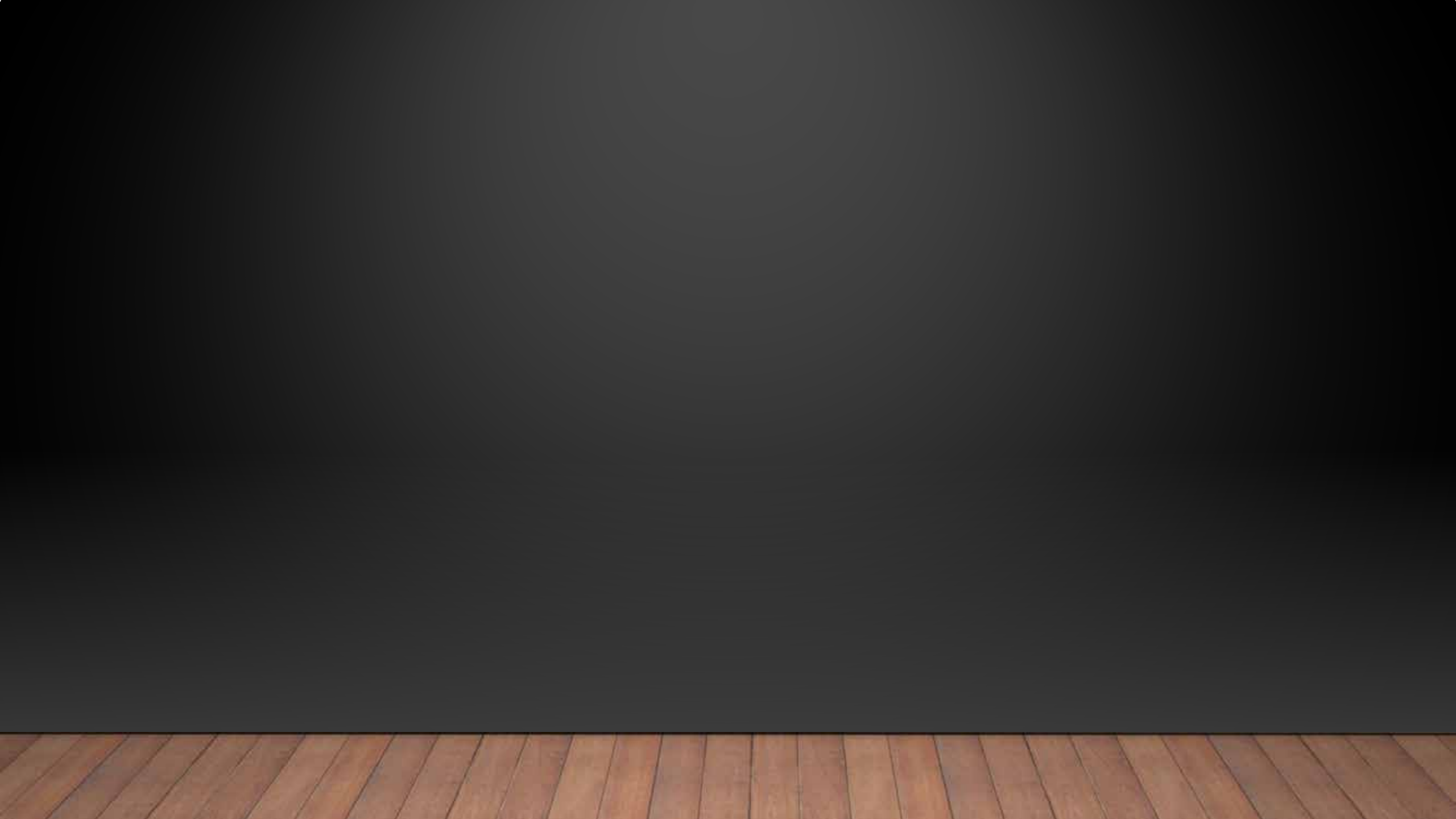
- What kind of support will they need:
- To want change?
- To start change?
- To maintain change?
- To feel the benefit of change?

## Realised

- What do I think I might do that might stop this from working?
- What might they do that stops this from working?
- What will prevent that kind of failure?







# HOW DO YOU APPROACH PROBLEMS?



Is there a  
Process to  
develop new  
strategies,  
grow them  
into skills &  
integrate  
them as  
practice?



“You can’t be good at something you  
are not willing to get better at.”

- Todd Payton (NRL Coach)

“The challenge for us is to shift the understanding of *responsibility and ownership for improvement to the individual* player.”

“Until recently it’s been about spoon-feeding them what we want, but we have to move to an *individual reflecting*.”

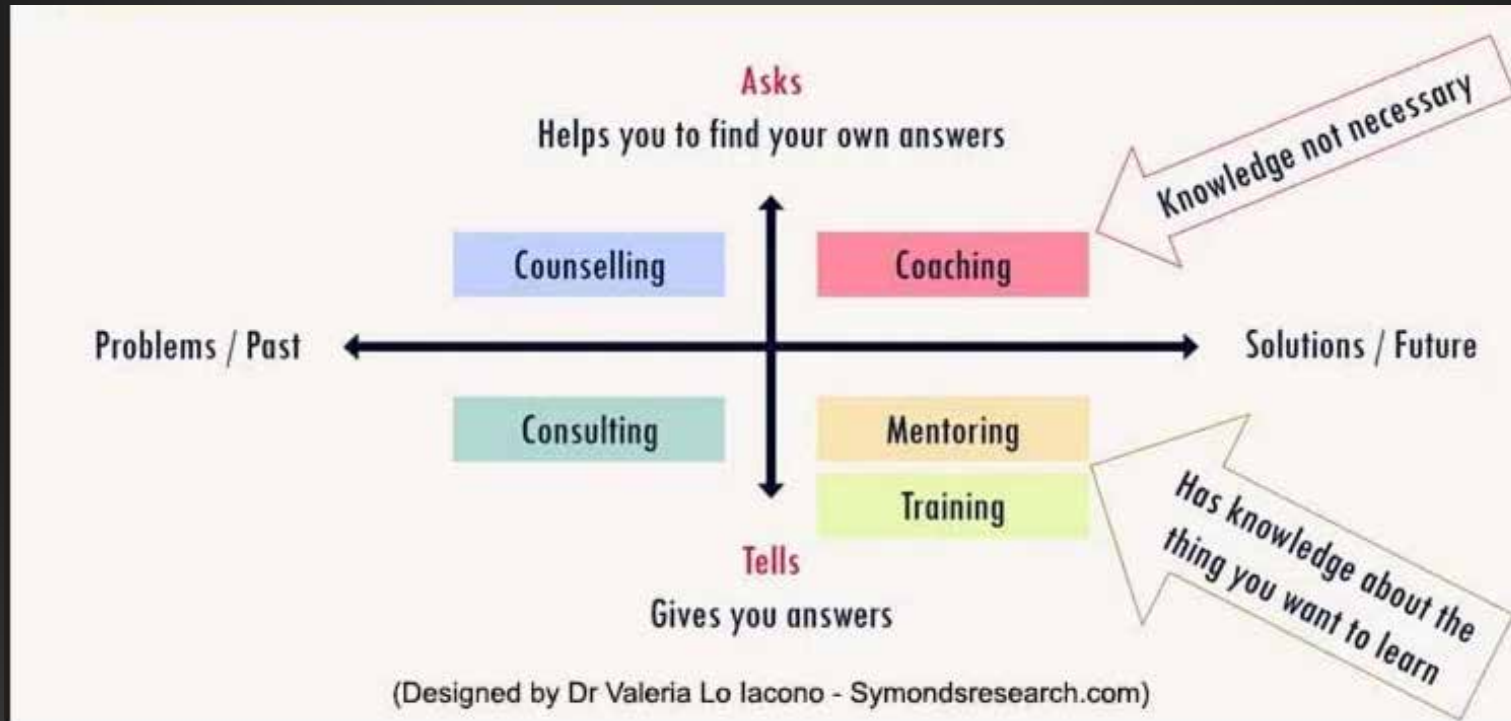
# The coaching relationship

Whilst it takes many different forms, coaching is principally a joint enterprise in which one person supports another to develop their understanding and practice in an area defined by their own needs and interests. ... Coaching often involves integrating new or alternative approaches into the professional's existing repertoire of skills and strategies.

Creasy, J & Paterson, F 2005, *Leading Coaching in Schools*, Leading Practice Seminar Series, National College for School Leadership, [www.ncsl.org.uk](http://www.ncsl.org.uk)



# COUNSELLING, COACHING, MENTORING, TEACHING, CONSULTING... WHICH IS THE BEST APPROACH?



# WHAT DOES A COACHING CONVERSATION HAVE TO OFFER?

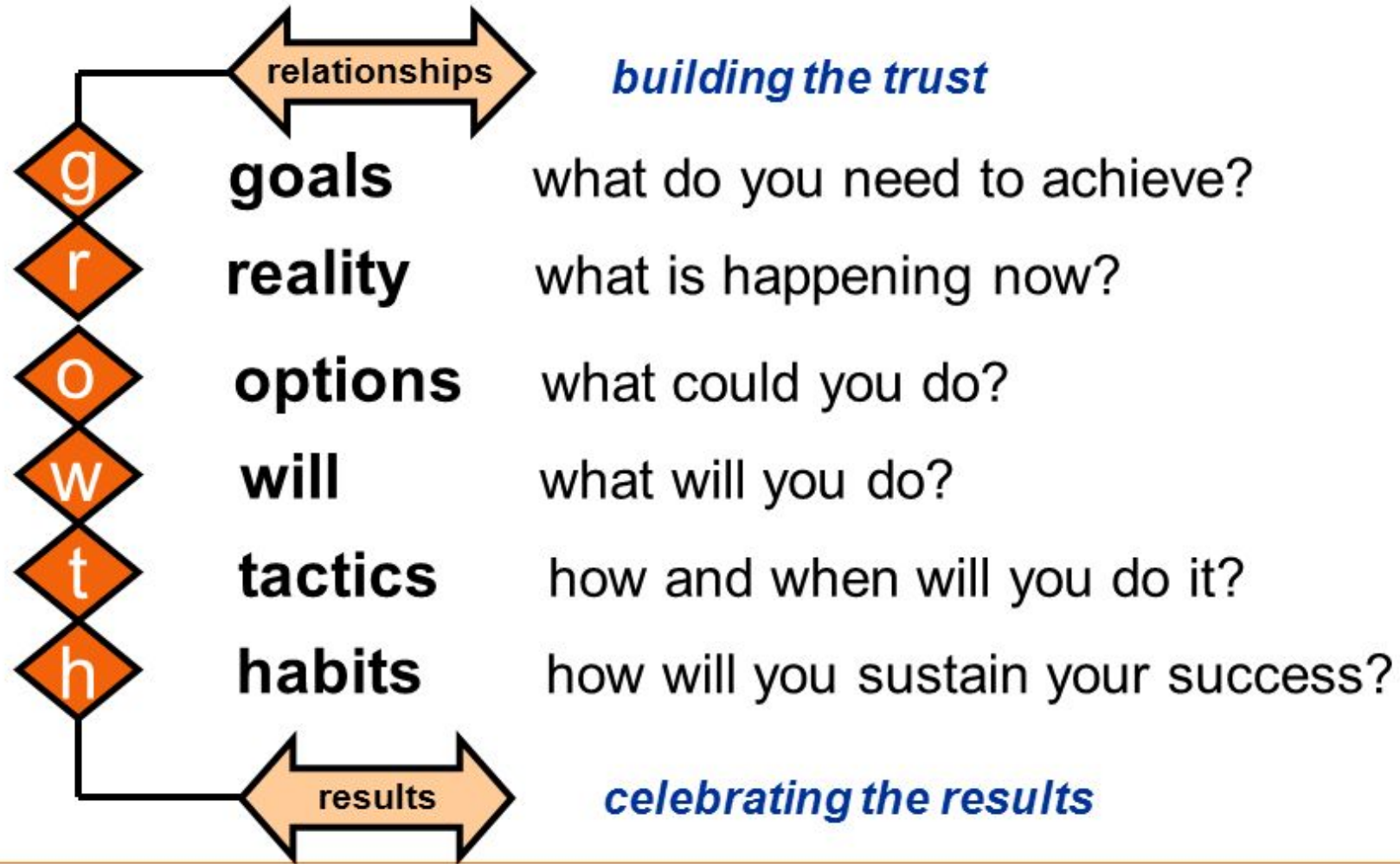
- Leaves the problem with the owner (instead of transferring it to you).
- Ownership provides opportunity for experience, personal growth and development.
- Coaching is “sympathetic support”.
- Strongly customised solutions.
- High rate of success based on coaching competence (rather than topical expertise).
- Efficiency in terms of time.

## CLASSIC COACHING PRE-REQUISITE CONDITIONS

- **Coaching mandate** (awareness and understanding of roles / position / process)
- Foundational premise: ***“The answer lies within”*** (No external input from the coach)
- Capacity to ***establish a trust relationship***
- Solutions / resources within ***scope of control for the subject***



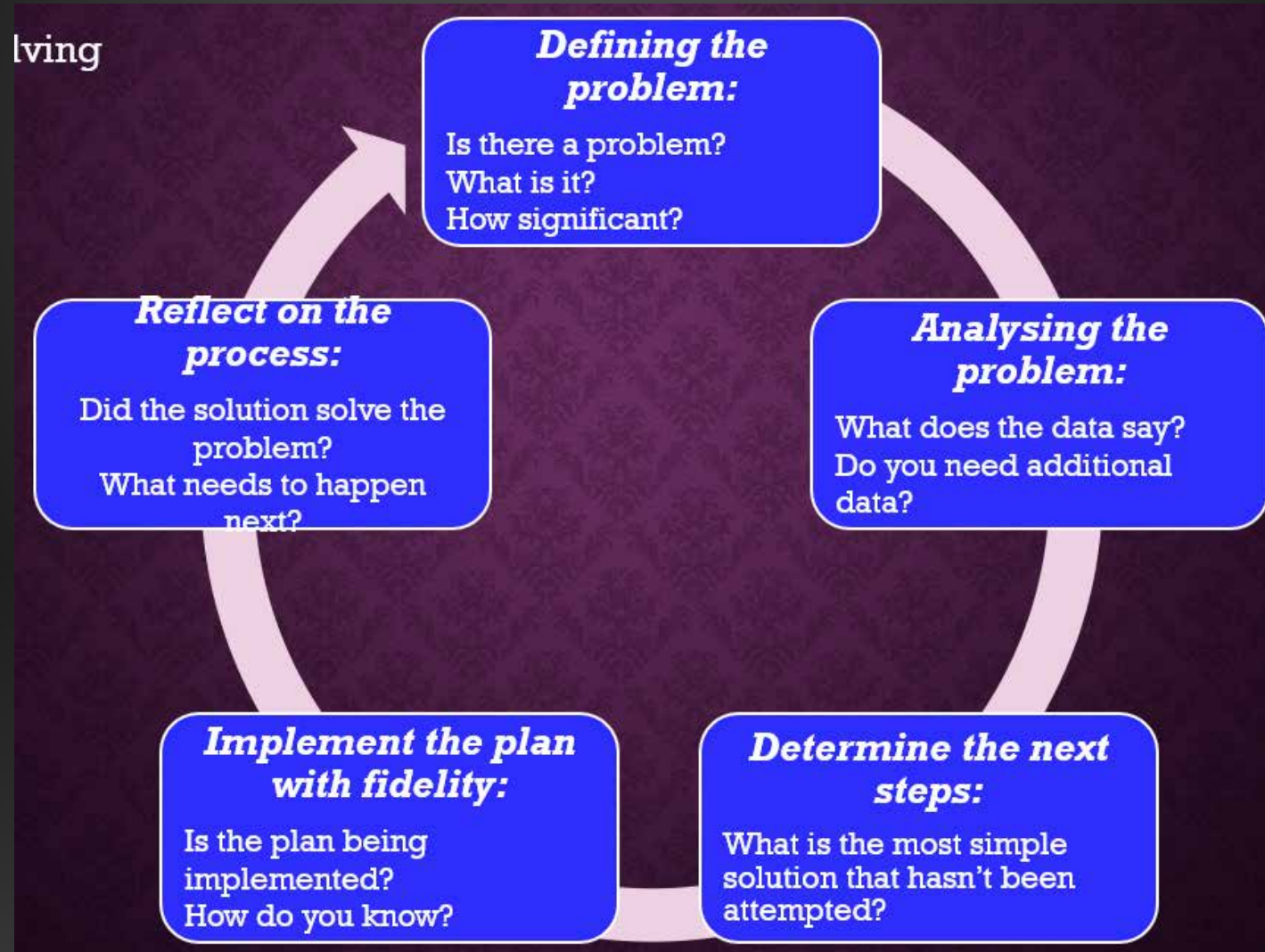
# The GROWTH Model





# PROBLEM SOLVING FRAMEWORK

olving



## WHAT ARE LIMITATIONS OF COACHING?

- Lack of confidence about getting a result
- “Coaching context”, formal conditions, Coach - Client relationship and hierarchy
- What if “the answer isn’t within”?
- Limitation of problem solving input from coach
- What if there’s no-one to coach me (now)?



# ADDING “RELATIONAL” TO “COACHING”

What is the “relational practice”? It is an approach, “a way of being / doing”.

- Essentially the suite of ideas and skills connected under the RP banner...
  - **Personal Social Development**

## NO ONE CAN CHANGE ME....!

- Because Behaviour is functional, we (humans) try something until it works, then we repeat it, until it becomes “us”.
- It's very hard to change “us”!
- What makes us think our first car is still the best one for now?



## WHAT ELSE IS THIS ABOUT?

- Social competence
- Emotional Intelligence
- Learning Outcomes
- Problem solving

Formation (Process) – experiences, stress etc.

Birth

The process of being Human  
(Kids, Students, Us....)

Click to add text



# ADDING “RELATIONAL” TO “COACHING”

What is the relational perspective?

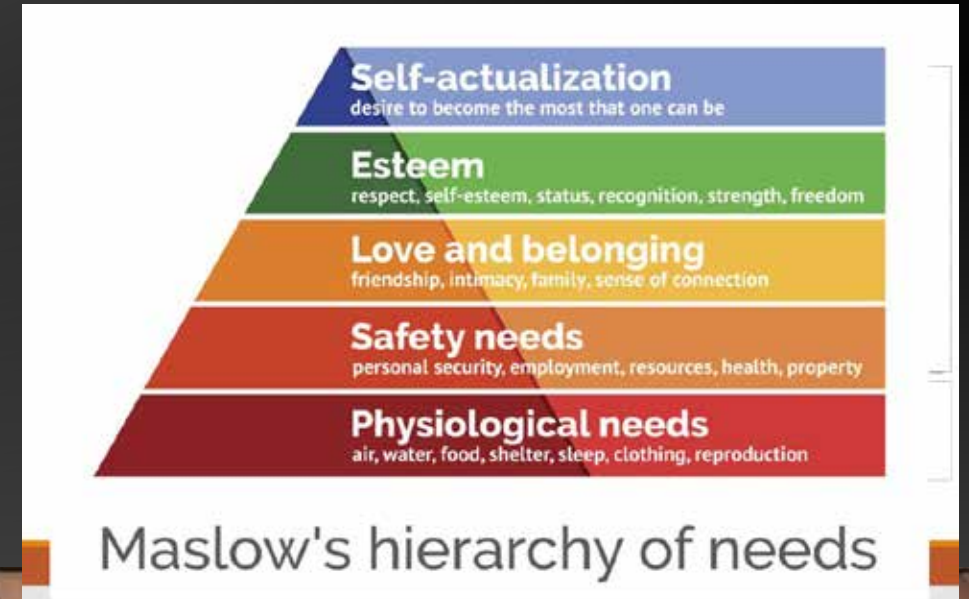
- Essentially the suite of ideas and skills connected under the RP banner...
  - **Emotional Regulation**



# ADDING “RELATIONAL” TO “COACHING”

What is the relational perspective?

- Essentially the suite of ideas and skills connected under the RP banner...
  - **Needs Hierarchy**




# ADDING “RELATIONAL” TO “COACHING”

What is the relational perspective?

- Essentially the suite of ideas and skills connected under the RP banner...
  - **Trauma and Trauma Informed Practice**

Distressed or Deliberately Defiant  
Mini Training Resource  
Dr Judith Howard, Queensland University of Technology. ja.howard@qut.edu.au



**Distressed or  
Deliberately  
Defiant??**

The impact of early attachment trauma on student behaviour.  
How should schools and other helping professionals respond?

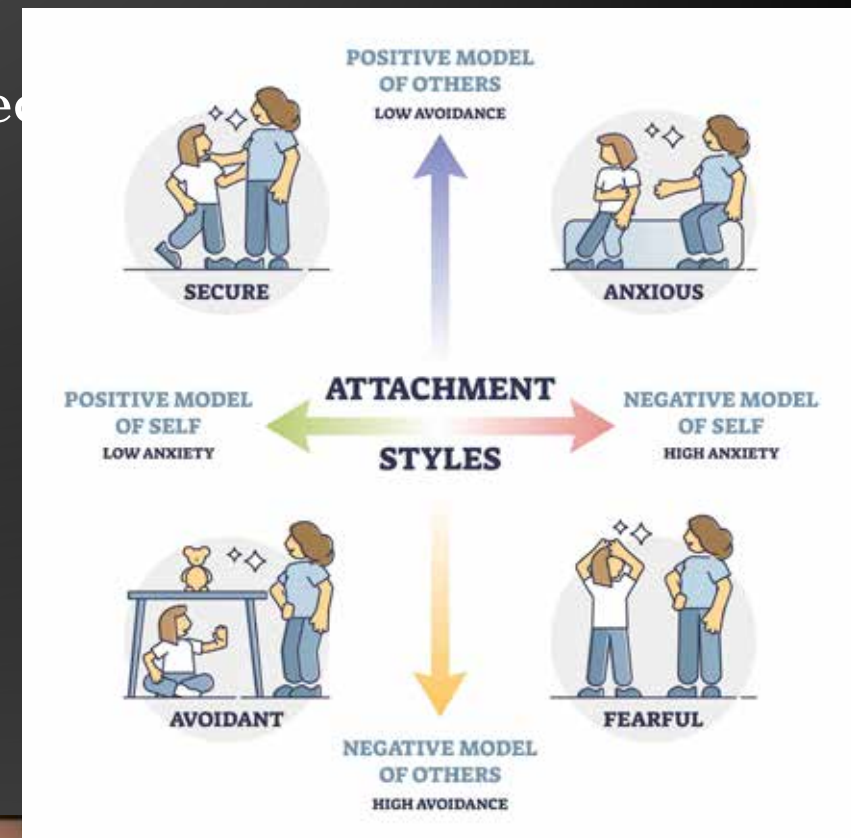
Dr Judith Howard (PhD)



# ADDING “RELATIONAL” TO “COACHING”

What is the relational perspective?

- Essentially the suite of ideas and skills connected to
- **Attachment Theory**



# ADDING “RELATIONAL” TO “COACHING”

What is the relational perspective?

- Essentially the suite of ideas and skills connected under the RP banner...
  - **Intrinsic Motivation Drivers**

## HIGH PERFORMING WORKPLACES

---

“when we receive an authentic, crystal-clear signal of social trust, belonging, and high expectations, the floodgates click open.”

Daniel Coyle

<https://www.apa.org/pubs/journals/releases/xge-a0033906.pdf>



# ADDING “RELATIONAL” TO “COACHING”

What is the relational perspective?

- **Social Factors**

## WHAT IS “MICRO-AGGRESSION” ?

---

- Term coined in research on what factors caused chronic disengagement in the most marginalised school districts in the U.S.
- What happens for students?
- What happens for teachers?

- ▶ **1<sup>st</sup> World: Like Me & Like Me** (Teacher Cultural background, ACE score etc. + Teacher Pleasers “Teacher approval over friends”)
- ▶ **2<sup>nd</sup> World: “Normal Kids”** (Respectful of me with permitted errors/flaws)
- ▶ **3<sup>rd</sup> World: “Not Normal”** (Not Respectful of me or divergent flaws: “Rude”, ignorant, spoilt, substance abuser, social outcast)

ENHANCED MODEL OF TEACHER AFFINITY

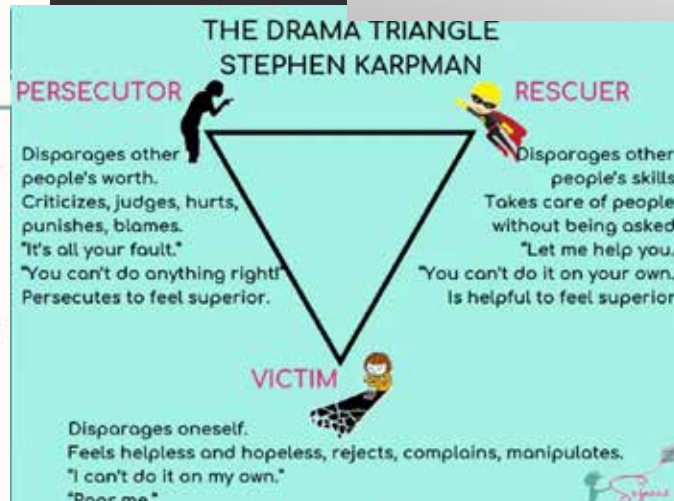
# ADDING “RELATIONAL” TO “COACHING”

What is the relational perspective?

- **Leadership**

Lets get personal for a minute !

“Everything we do and say reveals the inner workings of our damage.  
It’s specifically our (sub-conscious) attempts to hide it that puts it on full display.”



EGO FREE LEADERSHIP

**VEDEC** MODEL (HIGH PERFORMING LEADERSHIP TRAITS)

**VULNERABLE** – BEING OPEN WITH OUR THOUGHTS, FEARS AND FEELINGS.

**EMPATHETIC** – GETTING A TRUE UNDERSTANDING OF THE OTHER'S FEARS ALLOWS US TO UNDERSTAND THEIR POSITION.

**DIRECT** – NEED FOR CLARITY WITHOUT JUDGEMENT.

**EXPLORATORY** – SEEK UNDERSTANDING AND GATHER MORE INFORMATION.

**CARING** – PROVIDE SUPPORT FOR THE OTHER'S POSITION.

INSECURE

SECURE

Authoritarian

Leadership

Permissive

Aloof / Detached

Relational  
Authoritative  
Leadership