

A COACHING SUCCESS STORY

Feb 17, 2023, [REDACTED]

Just had the chance to read the whole case study. You captured everything quite accurately. I don't know how things would have worked out if I hadn't reached out to you for help, but I can tell you with certainty that my situation, now a year later, could not be more different in terms of my health and happiness.

This new job is so much fun I almost feel guilty at times. It's about 45 hours per week. I'm mediating conflicts between students and started a new peer mediation program where students help mediate conflicts for other students. I'm working with the AVID team to build that program and expand AVID best-practices to all students on campus. The journalism class is going strong, and I'm currently building in a new broadcast journalism component, complete with a new broadcast studio space. This new gig really plays to my strengths, and I've got my confidence back!

Kevin is a 3rd year assistant principal in a medium size, diverse elementary school. After 14+ years of a successful, rewarding teaching career, the challenges of a promotion into leadership motivated him to accept an administrative position.

But it did not work out as Kevin expected. Working for a micro-managing, over-delegating (dumping) principal, Kevin was facing a critical decision: quitting or potentially being terminated (or re-assigned). At the recommendation of a professional colleague of his wife, Kevin was referred to a coach who she actually knew from a leadership training program several years prior.

After an initial in-depth interview of Kevin's situation, a first part of the coaching contract involved assessment of Kevin's strengths, personality (preferences), and emotional intelligence. Kevin, over the first few weeks of coaching, completed CliftonStrengths, the MBTI (+ Stress and Career Reports), and the EIQ2-360° assessment of Emotional Intelligence. The EIQ2, as a 360° assessment included "observers" from his spouse, family members, and work colleagues.

Kevin's CliftonStrengths 34 results, his top 5: **Harmony, Intellection, Input, Positivity, Empathy**, provided the first indication of Kevin's dissatisfaction with his current situation plus the greater satisfaction he felt during his teaching years. It was clear, as reported and acknowledged, that Kevin, very rarely, had opportunities to "do what made him feel strong."

One of the action steps for Kevin was a "discussion" about his career with an HR representative from the school district, someone with whom Kevin had a positive relationship. Without escalating the situation concerning his boss, it became obvious that the district was aware of "problems." Within the first two months of the coaching relationship, Kevin learned that his contract for the assistant principal position would not be renewed. However, it also seemed possible that Kevin would be offered a different position within the district.

A COACHING SUCCESS STORY

Kevin’s “preferences” as measured (and self-verified) by the MBTI Intensive were **ENFJ** – which by itself indicated little. However, the “deep dive” into his results yielded the challenges of his seeing a situation he acknowledged as unsatisfying and not allowing him to express his strengths – yet feeling the situation as “his failure” and one that might be fixed.

The stressors in Kevin’s work, e.g., managed by a constantly critical leader, being overloaded with commitments, were clearly challenging his preferences. Despite the high level of stress, Kevin wanted his principal and the culture she’d created in the school to be fixed. During multiple coaching sessions, Kevin was challenged to understand and acknowledge that he really did not want to remain in his current position – although at this point it was clear that was not a possibility.

At this point, the results from Kevin’s emotional intelligence 360° became available. They indicated an above average self-awareness and assessment by observers on self-recognition, social recognition, and social management. The only “gap” was in the self-management domain where Kevin scored himself significantly lower than the scores from his observers. What was evident from this was that the scores on the self-management sub-factor, particularly adaptability, initiative, and drive reflected the discomfort he was feeling with accepting the current situation and perhaps some “benevolent distortion.” Often frequent with above average and exceptional performers, Kevin “discounted” his own strengths. This was, however, an assessment not shared by his observers who saw Kevin’s levels outside of the limited environment of the school.

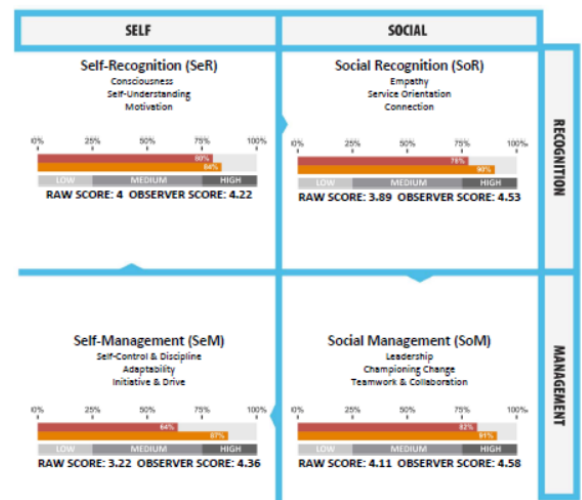
The reality was the clear signs of burnout coming from the culture and pressures of the principal that were significantly impacting Kevin’s health and family.

While there were some brief discussions of Kevin pursuing career options outside of teaching, it quickly became clear that Kevin loved teaching, felt that it allowed him to experience his strengths on a more regular basis. Fortunately, at this point, the school district made Kevin “an offer he couldn’t refuse,” a teaching position in a district middle school with a leadership component.

The Emotional Intelligence (EIQ) Quotients

- EIQ is based on two competencies, measured in Recognition and Management:
- the ability to recognize, understand, and manage emotions (self or intrapersonal)
 - the ability to recognize, empathize, and relate to the emotions of others (social or interpersonal)

Self-perception scores are noted by the red bar graph. Others’ perceptions are noted by the orange bar graph.



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Fast forward to a new school year, a new school, and a new position – Kevin’s career is back on track: job satisfaction, high levels of “doing what I do best” daily, a return to favored recreational activities, reduced stress at work and home.

Key Coaching Points:

1. **Assessment:** Each component of the assessment, from detailed “background” interviews, to the CliftonStrengths, MBTI, and EIQ2-360° provided pieces to two puzzles: the *situation now* and a possible *vision for the future*.
2. **Challenge:** For each component of the process, the outside (objective?) view of a coach created a “deep dive” challenge to experiences and the significance of the assessment results.
 - a. Starting from understanding “strengths,” what the client felt “strong” doing – not being experienced, and what made the client feel “weak” created an initial foundation for reflection and action.
 - b. The depth of understanding MBTI results, way beyond a four-letter “type,” identified how the client was operating outside his “preferences – and the “deeper” analysis of how critical the “stress” factor was in impacting his reactions and thinking.
 - c. The EIQ2 drove clarity on the client’s understanding and, particularly, how he was seen by colleagues and family.
3. **Action:** Coaching is significant only if there is understanding and acceptance of the process and the results. In most cases, these means change and a vision for a different future.

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