COACHING

"I can not teach anybody anything...
I can only make them think."

Author unknown...

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800 WAYS TO SAY HI!

2

RULES OF ENGAGEMENT

- Open Mind
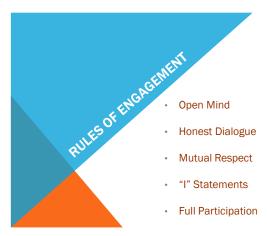- Honest Dialogue
- Mutual Respect
- "I" Statements
- Full Participation

3

COURSE OBJECTIVES

1. What is coaching?
2. Intro to common types of coaching…
3. Dealing with you
   1. Listening skills
   2. BICA Model
4. Four step approach to coaching
5. What are the Best Practices
6. Learn how to use inquiry and advocacy in a coaching session
7. What is the fruit of coaching
8. Summary

4

4

WHAT IS COACHING…
- CHANGE IS THE OPPORTUNITY TO REINVENT YOURSELF -

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- A method and technique that can be used to guide an individual to new learning and self discovery through a the process of feedback; questioning, goal setting and accountability.

6

6

THE GOAL OF COACHING …

- Motivate and inspire

- Support employees in breaking down large goals into manageable steps

- Build accountability and results

COMMON TYPES OF COACHING

- Organizational – *used as a culture shifting tool*
- Performance – *to ensure employee is productive*
- Development – *Empower employees to grow and/or gain the necessary skills to do the job more efficiently*
- Leadership – *Skills and Business Character*
- Life - *Management of life's issues*

WHAT ARE THE PRINCIPLES OF COACHING?

Responsibility
- Self-responsibility, or *taking ownership* for your decisions – *we learn better when we discover things for ourselves*

Awareness
- *Awareness* is the most common outcome that coaching delivers

Action
- *Creating* a plan that reflects the tasks necessary to meet the goal

Challenge
- The process of question and inquiry will bring about feelings of discomfort **because** this process leads to *introspection thinking* and this is hard for most…

WHAT ARE THE PRINCIPLES OF COACHING?

Solution focus

- When we dwell on a problem, it gets bigger. When we focus on the solution, the problem becomes **manageable** and we find more energy to deal with it.

Blame-free

In a coaching culture *mistakes are viewed as learning experiences*, not reasons to look for a scapegoat.

Self-belief

Confidence that we can do something is a key factor in achieving it.
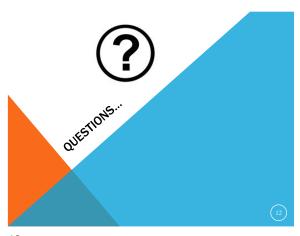
10

A COACH GUIDES BY USING A DISCOVERY PROCESS

- Assessing skills, personality traits, and learning styles
- Defining successful outcomes
- Establishing goals with objectives to meet along the way…
- Question and Inquiry

11

QUESTIONS…

12

FOUR STEP COACHING PROCESS

13

FOUR-STEP COACHING PROCESS

1. Set the stage
2. Define the opportunity or problem
3. Analyze options
4. Develop an action plan

Ongoing coaching also includes:
- *Continued Evaluation*
- *Providing feedback*

14

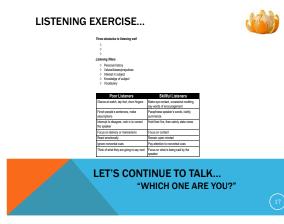**DEALING WITH YOU…?**

stuff
to
think
about

15

HERE IS WHAT YOU NEED…

- To be a good listener
- To be able to give feedback consistently and quickly
- Manage yourself

16

LISTENING EXERCISE…

Three obstacles to listening well
◊
◊
◊

Listening filters
◊ Personal history
◊ Values/biases/prejudices
◊ Interest in subject
◊ Knowledge of subject
◊ Vocabulary

Poor Listeners	Skillful Listeners
Glance at watch, tap foot, drum fingers	Make eye contact, occasional nodding, say words of encouragement
Finish people's sentences, make assumptions	Paraphrase speaker's words, clarify, summarize
Interrupt to disagree, rush in to correct the speaker	Hold their fire, then calmly state views
Focus on delivery or mannerisms	Focus on content
React emotionally	Remain open-minded
Ignore nonverbal cues	Pay attention to nonverbal cues
Think of what they are going to say next	Focus on what is being said by the speaker

LET'S CONTINUE TO TALK…
"WHICH ONE ARE YOU?"

17

17

CHARACTERISTICS OF EFFECTIVE FEEDBACK

1. Timely
2. Specific

Instructions: Read each statement and place a "G" next to it if it's a generalization; place an "S" next to it if it describes specific behavior.

S or G   Statement

James led a brainstorming session with the team.

Margaret is really stressed out and can't do her job.

Charles' top priority is watching out for himself.

Gail is the glue that holds this team together.

Scott persuaded his manager to add an extra person to the team for the duration of the project.

3. Fits the individual
4. Relevant to goals
5. Consistent

18

18

CHARACTERISTICS OF EFFECTIVE FEEDBACK

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S or G	Statement
	James led a brainstorming session with the team. **S**
	Margaret is really **stressed out** and can't do her job. **G**
	Charles' top priority is **watching out for himself**. **G**
	Gail is **the glue** that holds this team together. **G**
	Scott persuaded his manager to add an extra person to the team for the duration of the project. **S**

19

BICA MODEL & EXERCISE

Behavior
- Describe the behavior

Impact
- Share the impact of the behavior

Consequences
- Explain the consequences as a result of the behavior and impact

Action
- Explain the requested behavior change

LET'S TALK...
WHY DO YOU THINK THIS MODEL WORKS?...

20

BECOMING AN EXPERT QUESTIONER...

21

INQUIRY AND ADVOCACY

INQUIRY SKILLS

- Probing
- Confirming
- Acknowledging
- Encouraging

ADVOCACY SKILLS

- Expressing clearly
- Using "I" language
- Using seeking questions
- Building

22

EXPERT QUESTIONER

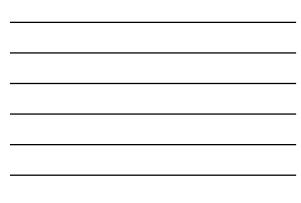- Ask the right questions at the right time
- Respond to the individual's needs
- Begin with non-challenging questions
- Ask challenging questions after trust has developed

- Ask the questions individuals wouldn't ask themselves
- Use questions to help individuals arrive at their own solutions

23

LEARNING FROM MISTAKES

Step 4: Share

Step 1: Inquire

Step 3: Apply

Step 2: Learn

24

COACHING FOR PERFORMANCE IMPROVEMENT

Set the stage...
- Schedule a meeting and determine objective(s)

Define the opportunity or problem...
- Focus on actual behavior
- Compare to expected behavior
- Think through actions that lead to the behavior
- Ask about obstacles
- Ask about future actions

25

COACHING FOR PERFORMANCE IMPROVEMENT (CONT.)

Analyze the options

- List the options

- Discuss the pros and cons of each option

- Identify the best options

Develop an action plan

- Ask, "What can you take from this conversation to apply to your life today?"
- Ask, "What do you need from me?"
- Set expectations
- Set a date by which the improvement should be completed
- Set checkpoints which are no longer than a week apart

26

SETTING SMART GOALS

Goals should be:
- ☐ **S**pecific
- ☐ **M**easurable
- ☐ **A**ttainable
- ☐ **R**ealistic
- ☐ **T**imely

27

COACHING TO LEARN SPECIFIC SKILLS

- Identify the specific skill
- Identify the employee's level of comfort and current skill level
- Explore the specific areas that need to be learned or improved
- Brainstorm with the employee
- Embrace all of the ideas

28

COACHING TO LEARN SPECIFIC SKILLS (CONT.)

- Develop an action plan
- Practice the new task
- Provide feedback
- Repeat for each additional task

29

EXAMPLE: COACHING FOR ACTIVE LISTENING SKILLS

- The employee self-identifies a need or the coach shares observations
- Explore the difficulty in listening
- Develop an action plan

- Practice the tasks described in the action plan
- Employee self-assesses the new skills
- Coach provides feedback

30

SUMMARY

- A coaching session includes four steps

- A coach is an expert questioner, employing the communication techniques of inquiry , advocacy and consistent feedback

- Coaching for performance improvement focuses on identifying barriers to improvement and overcoming them

- Coaching for development takes a long-term view, including defining purposes, goals, and mission, and identifying the employee's passion, joy, or energy

31

SUMMARIZE (CONT.)

- Recognizing the fruit of coaching...

  - Improved productivity
  - Retention
  - Recruitment
  - Workplace moral improvement
  - Employee's will take risk

32

RECOMMENDATIONS...

The Myers and Briggs Personality Test | Online Personality ...

www.onlinepersonalitytests.org/mbti

The Myers and Briggs Personality Test. ... The change and possibility of free choice. ... The Myers-Briggs test is a psychological inquiry which measures the ...

ENFJ · INFJ · ISTJ · ISFP · INTP · ENFP

Based on a 40-year study of human strengths, Gallup created a language of the 34 most common talents and developed the Clifton StrengthsFinder assessment to help people discover and describe these talents. In 2001, the initial version of this assessment was included with the bestselling management book *Now, Discover Your Strengths*. The discussion quickly moved beyond the management audience of this book. The goal was to start a global conversation about what's right with people. It appears that the world was ready to have this conversation.

LET'S TALK NEXT TIME WE MEET...

33

THANKS!

THE OPPORTUNITIES FOR IMPROVEMENT
ALREADY EXIST WITHIN THE PEOPLE. IT IS
PARTLY A MATTER OF TRANSFORMATION
AND THE SHIFTING PERSPECTIVE: