

Building the Team and Leading the Way

Coaching and Mentoring to Bring Out the Best

Session Length: 90 minutes

SESSION OVERVIEW

Beginning in the late 1990s more and more of us began hearing about a new way of working with people called coaching. Articles in magazines touted the value of having a coach and executives in companies all over the United States began exploring what a coach could do for their companies and for their own performances. This session is designed to give participants a brief introduction to how coaching can be used to enhance the performance of employees and volunteers.

Coaching encourages us to consider human beings in their wholeness, not just focusing on the problem or the area for improvement, but realizing that we bring our whole selves to our work and our relationships with others. Often in our impatience to “fix” a problem, we ignore the person and focus just on the problem. Coaching takes us away from the fixing mode and leads us into a new way of working with others that is more open, organic and fluid.

While the process of becoming a competent coach involves training, self-development, and practice, this session will introduce a simple model that can help participants diagnose where a breakdown in a person’s performance is occurring and develop practices to help that person improve.

SESSION OUTCOMES

By the end of this session, participants will be able to:

- distinguish between coaching and other ways of working with people,
- identify “openings” for coaching,
- discuss the 3 steps of a coaching discussion, and
- conduct a single issue coaching session using the 3-legged stool model.

TRAINER PREPARATION

General Instructions:

Read the lesson plan and support materials carefully and be very familiar with the content. As you are reading the lesson plan, think about your own experience as a coach or as someone who has been coached. What was it about the coaching process that worked? You may want to offer

specific examples from your experience as you explain the models or process. Examples from national/community service work will be most helpful.

A trained or certified coach who feels comfortable and confident about being able to demonstrate the three-legged stool model and the process of a coaching conversation should be the person who conducts the coaching demonstration. Ideally, this session would be 30 minutes long but because of the limited time for this session, the demo was cut to 15 minutes. If no such person is available, case studies could be used to substitute for the demonstration.

Section 6 would normally include three rounds of coaching practice to allow each person in the triad to take on all three roles; that of coach, coachee and observer. Again, given the time allotted for the session, only one round is possible.

This is a very condensed presentation of coaching as a way of working with people and does not represent the full spectrum of coaching.

Learning Methods:

Lecture, demonstration, 1 round of a coaching triad with a coach, a coachee and an observer and guided large group discussions/debrief.

Supplies and Equipment:

- 2 Chart easels + pads + markers
- Overheads (see below)
- Overhead projector and screen

Handouts:

- Participant Workbook
- Copies of Overheads
- Debrief Worksheets for Coaching Practice Sessions
- Worksheet for Coaching Demo

Overheads: (see [Attachment D](#) for templates)

- Welcome and Session Title
- Coaching Session Outcomes
- Coaching Session Agenda
- Structure of Interpretation
- Definition of Coaching
- Ways of Working With people

SESSION EVALUATION

Encourage the session evaluation at end (forms in the back of participant manuals)

SESSION OUTLINE

Activity	Time	Method
A. Opening (:07)		
1. Overview: Perceived Purpose, Intended Outcomes, Agenda	:08	Lecture and group discussion
B. Coaching: What? With whom? To what end? (:78)		
2. Structure of Interpretation, “What do you see in the room?” Exercise and Debrief	:07	Group Exercise and reflection
3. What is Coaching? Managing?	:05	Lecture and group discussion
4. Presentation of the Coaching Model, Steps in a Coaching Conversation, Three-legged Stool Model	:15	Lecture and group discussion
5. Coaching Demonstration (by a trained or certified coach)	:15	Demonstration, individual reflection and group discussion
6. Coaching Conversations	:25	Triad group exercise and reflection
7. Debrief of Conversations, Who to use Coaching with?	:10	Group discussion and individual reflection
C. Closing (:05)		
8. Final comments	:05	Group discussion
TOTAL TIME	90	minutes

TRAINER’S NOTES

italics thoughts, ideas, directions.

regular text = example language ~ could be actually said.

<u>TOPIC</u> • Sub-topic	<u>TIME</u>	<u>VISUALS</u>	<u>WHAT YOU ARE SAYING/DOING</u>
			<i>ASSUMPTION: this session is in a bigger program so no need for welcomes, intros, & agreements. With 50 participants expected for this session, introductions will take too much time. Ask participants to say their names when they ask questions or make comments as at least an attempt to get to know who is in the room.</i>
OPENING (:08 Total)			
1. Purpose of the session	:08	☐ Overhead 1: WELCOME	<ul style="list-style-type: none"> • <i>Root participants in the perceived purpose of the session (within the context of the broader program)</i> • There are many ways to work with people. This session will introduce you to one way, coaching, and will allow

<ul style="list-style-type: none"> • Outcomes & Agenda 		<ul style="list-style-type: none"> ▣ Overhead 2: COACHING DEFINITION ▣ Overhead 3: OUTCOMES ▣ Overhead 4: 	<p>you to practice what you learn so that you can leave the session with a new tool or skill.</p> <ul style="list-style-type: none"> • I will be referencing your workbook from time to time and there are places for you to add comments and to jot down notes. • So, as we get started, I'd like you to look around the room and make a few notes about what you see in your workbook. <i>Give them about one minute to do this. Say that you will use this information later in the session.</i> • Q: How many of you are managers? • Q: How many of you supervise other staff? • Q: How many of you work with volunteers? • Q: How many of you are interested in helping those you work with improve their performances or skills? <p><i>(Once you see who is in the room by the hands raised for each question, make a comment about how the session will relate to what you have just asked... Could be something like "What you will learn in this session should give you the basic tools to be able to do that." You can also ask why people signed up for the class if you aren't getting many hands up and let them say why they are there. Then respond to what you hear.</i></p> <ul style="list-style-type: none"> • We will also be looking at the ways that coaching is different from managing and other ways of working with people. • Q: How many of you are familiar with coaching in the work place? What have you heard about coaching? <i>Let a few people from the audience answer until you get a good definition and then summarize what the participants said.</i> • Q: Has anyone here ever had a coach? If yes, ask, "What did they do for you?" <i>If people mention a sports coach, tie that in by talking about how a sports coach motivates, inspires, and helps a player improve their performance.</i> • <i>Present the definition of coaching that is in the participant's workbook and say: For our purposes here today, Coaching is a way of working with people that leaves them more competent and more fulfilled so they are more able to contribute to their organizations and find meaning in what they are doing.</i> • <i>Overview session: Review Outcomes & Agenda</i> • Q: Are there any questions before we begin?
--	--	---	---

		AGENDA	
B. Coaching: What is it? With whom will it work? To what end? (:77)			
2. Structure of Interpretation and the Amoeba Approach	:07	<p>This discussion refers to page 2 in the participant's workbook. They can fill it in as we go.</p> <p>☐ Overhead 5: AMOEBA APPROACH</p>	<ul style="list-style-type: none"> • <i>Begin to talk about how management has traditionally worked with people...using the amoeba approach.</i> • <i>Q: Who remembers from your sciences classes how an amoeba reacts to stimuli? Talk about how when you put sugar next to the amoeba it moves toward the sugar. When you poke at it with a pin, it moves away from the stimulus.(You can draw a picture of an amoeba on the chart to illustrate this, if you would like) This is the traditional way that management has motivated employees. In the box labeled "Behavior Modification-The Amoeba Approach in the workbook, participants can list different aspects of the amoeba approach as you mention them:</i> <ul style="list-style-type: none"> • <i>Reward / punishment...If you do as I say you'll get this, if you don't you'll get this. We often use this with our children and we all know how that works with them.</i> • <i>It may in fact work initially, but the effects decrease over time.</i> • <i>It's the focus of the traditional management approach.</i> • <i>You need to figure out the right stick and right sugar for different individuals, but management tends to use one size fits all methods...Company awards programs, bonuses, etc.</i> • <i>It's externally driven with the aim to please or avoid pain.</i> • <i>Now refer back to the earlier exercise and ask volunteers to say what they jotted down when they looked around the room. After one or two, ask if anyone else has anything different. Take a few more hands until you have a variety of responses. Talk about how with the same set of instructions, people wrote down different things.</i> • <i>Introduce Structure of Interpretation. Tell participants that what they noticed is related to their "Structure of Interpretation", that is, their own way of seeing things.</i> • <i>Tell the story of three people who go to the same party. One person is a food critic...she goes directly to the food table. One person has recently fallen in love with someone who is at the party. When he comes in, he sees the person he is in love with flirting with someone else. The third person is an alcoholic. She is interested in finding the drinks. If you met each person the next day and asked them how the party was, they would give you answers based on very different sets of information. The food critic would evaluate the party based on how the food was, the in love person on the basis of how their</i>
		<p>☐ Overhead 6: SOI</p>	

			<p>relationship was resolved, and the alcoholic on the how much there was to drink at the party. These are three different “structures of interpretation”.</p> <ul style="list-style-type: none"> • In coaching, we use the person’s structure of interpretation or SOI to help us understand how that person sees the world. By having an understanding of how a person sees the world, we as coaches can begin to make distinctions that will help that person reframe how they are currently seeing things in a way that will open up new possibilities for them. • One tricky thing about the SOI is that it changes depending upon the situation and even upon different times. The person who was looking for their new-found love at the party on Friday night, might be really hungry when he arrives at a party on Saturday, changing his focus and SOI. So we have to check in as we go along to see what’s changed and what’s stayed the same. <p><i>Have participants fill in the SOI box in the workbook: Aspects include:</i></p> <ul style="list-style-type: none"> • How a person sees the world. • The SOI of the person gives the outside world its meaning. • It’s internally driven so motivation comes from within, not from outside stimuli.
<p>3. What is Coaching?</p> <ul style="list-style-type: none"> • Methods of working with people • Comparison of two hats 	<p>:05</p>	<p>Page 3 in Workbook</p> <p>▣ Overhead 7: WAYS OF WORKING WITH PEOPLE</p> <p>▣ Chart: Coaching definition</p> <p>▣ Overhead 8: MANAGING & COACHING</p> <p>Page 3 in the workbook</p>	<ul style="list-style-type: none"> • Coaching is a hot buzz word right now. People use it to describe different things so that when someone says they are coaching, it’s not always clear what is meant. Coaching is not counseling, therapy, or consulting. The chart on page 2 of your workbook outlines several common ways that we work with people. you might incorporate several methods in your day to day working with people. • <i>Walk through the chart called “Methods of working with people”. Stress why any one of these might be appropriate in different situations.</i> • So again, what is coaching? Coaching is a way of working with people that leaves them more competent and more fulfilled so they are more able to contribute to their organizations and find meaning in what they are doing. • Since many of you are managers, I want to spend some time looking at the comparisons between managing and coaching. If you use coaching while you are in a position of manager, it is very important that you acknowledge that you are “changing hats” when you step into the coaching role. <i>Refer participants to the chart comparing managing</i>

		<p>▣ Overhead 9: FOUR TEMPTATIONS</p> <p>Page 3 in Workbook</p>	<p><i>and coaching. Walk them through the chart and elicit responses from participants to fill in the coaching side of the chart.</i></p> <ul style="list-style-type: none"> • As managers, there are some temptations that we need to be aware of when we engage in coaching: <ul style="list-style-type: none"> • Acting as if people are or should be just like us • Controlling instead of enrolling • Telling people what to do • Solving the problem instead of working to build competence
<p>4. Presentation of the Coaching Model</p>	<p>:15</p>	<p>▣ Overhead 10: THREE ELEMENTS IN COACHING RELATIONSHIP</p> <p>Page 3 in Workbook</p> <p>▣ Overhead 11: PREMISE OF COACHING</p> <p>Page 4 in Workbook</p> <p>▣ Overhead 12: THREE-</p>	<p>There are three elements required to have an effective coaching relationship: Mutual respect, mutual trust and Freedom of expression. If these things are not present, you must take time to establish them in the coaching session. It's important to distinguish when you are using coaching so that both the coach and the coachee are aware of the difference of intent.</p> <p>I'd like to talk a bit more about the basic premise of coaching. In coaching, as we have already discussed, the coach needs to be aware of and actively seeking to understand the coachee's structure of interpretation or the way the person sees the world. Based on how a person sees the world, they behave in certain ways which may or may not serve them well. If you are working with the person to help them develop new behaviors to serve them better in their work or personal life, you first need to work to help them see their situation in a new way by providing a distinction. A distinction is another way to look at one's situation that may not have been seen before because the person was operating in his/her blind spot – or business as usual mode. By giving the person new language to describe their situation or what is up for them, you help give them a new way of seeing their life. This new way of seeing helps alter the existing structure of interpretation to allow for new ways of dealing with the situation. However, as you all know, having new insight is only part of what it takes to make a real change. In order to really incorporate the new way of being, a person needs to practice new behaviors and/or ways of speaking that reinforce the distinction – in some ways you could say it is developing new habits which serve the person in moving toward their desired outcome.</p> <p><i>Ask the group if there are any questions about the premise of coaching.</i></p> <p>The three-legged stool model is a tool to help you as the coach determine how to work with a coachee. For any issue, the person being coached must have the competence or skill to</p>

	<p>LEGGED STOOL MODEL</p> <p>Page 4 in Workbook</p> <p>Page 5 in Workbook</p> <p>▣ Overhead 13: THREE STEPS</p> <p>Pages 5-6 in Workbook</p>	<p>develop a new behavior, the commitment to making the changes required, and a structure in which they can make the changes. If any one of these three is missing, the person will find it very difficult to make lasting change. Once you have determined which of the “legs” is weak, you can tailor your work to help the person develop in that area or areas. <i>Give examples of the three stool legs. Ask the group if there are any questions about the three-legged stool model.</i></p> <p>On page 5 in your workbook, there is an exercise we have developed to help you better understand the value of the three-legged stool model. Consider this scenario: a staff member frequently comes late to team meetings. Use this model to figure what might be missing in each of these areas that could prevent a behavior change. Work with a partner and take three minutes to brainstorm what might be causing the lateness and then decided if the cause is an issue of competence, commitment, or structure. <i>Quickly debrief the exercise by asking participants to share the types of reasons they came up with for each of the three “stool legs”: competence, commitment, structure.</i></p> <p>In order to determine which legs of the stool you will work on with the person you are coaching, you will need to engage in a coaching conversation where you ask questions and listen carefully to the answers without making assumptions based on your own perspective. The way you ask questions can either bring up a person’s defenses or can solicit valuable information which helps you understand the person’s perspective. Remember your role when coaching is to listen for understanding and possible areas and approaches for coaching.</p> <p>There are three steps in a coaching conversation:</p> <ol style="list-style-type: none"> 1. Identifying Structure of Interpretation 2. Offer A New Way Of Seeing 3. Invite New Action <p>Step One: When identifying structure of interpretation, you ask questions to uncover how the coachee sees the situation. The goal here is to learn about what they are paying attention to. Some helpful questions to ask include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What did you intend accomplish? <input type="checkbox"/> How did it happen? How can you tell? <input type="checkbox"/> How come? <input type="checkbox"/> Tell me more about that. <input type="checkbox"/> What have you already tried? How did it work? <p>NOTE: Don’t ask “Why did you do that?” as that may trigger defensiveness. Also be looking to understand what the person is not seeing.</p> <p>Step Two: To offer the person a new way of seeing, you need</p>
--	--	--

			<p>to develop a distinction that you can provide to foster a new way of seeing the situation. We all get caught in our own blind spot at times and it can be very helpful in moving a person forward when they can see their situation in a new way. Some helpful questions to ask include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have you ever thought about....? <input type="checkbox"/> Would it be helpful to....? <input type="checkbox"/> Have you ever looked at it this way? <p>NOTE: As the coach, your goal here is only to provide a distinction – not a recommended action.</p> <p>Step Three: is inviting the coachee to take new action. Based on the distinction you provided, ask the coachee to determine the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What action(s) will you take? <input type="checkbox"/> How will you correct yourself? <input type="checkbox"/> In what ways can I support you? <p>In your handouts, we have given you a template for designing and debriefing single session coaching conversations that you may find helpful as you begin to use coaching in your work and/or personal life.</p>
5. Coaching Demonstration	:15	Page 7 in Workbook: Coaching Demo Worksheet	<p><i>A 15-minute coaching demonstration will give participants the opportunity to observe the models put into practice. Because of the very short time allotted for this demo, it is recommended that a “coaching client” be identified ahead of time if that is at all possible. This will allow that person to decide on an issue and will not take time away from the demo time waiting for a client to come forward from the group. If a client is not identified before the session begins it is recommended that an announcement be made at the beginning of this 90-min session that a client will be needed for this section of the session and that participants be thinking about an issue for which they would like to be coached. The session will be debriefed by the coach...first asking the coachee: How was the session for you?</i></p>
6. Coaching Conversations (Triads)	:25	<p>■ Chart: Instructions for the triads: roles and timelines</p> <p>Handouts with instructions for each role.</p> <p>Debrief Worksheets Pages 8-10 in the Workbook</p>	<p><i>Have the group count off in threes, 1,2,3, 1,2,3...Divide the group into triads. Explain that all of the 1s will be the observers, the 2s coaches, and the 3s coachees. Give them the appropriate handouts. The timeline includes 15 minutes for coaching and 3 minutes for each person to debrief according to the questions on the handouts. Coachee first, then coach, then observer.</i></p>
7. Debrief of	:10		<p><i>Lead a discussion in the large group about what happened in</i></p>

Conversations		Page 13 in the Workbook	<i>the triads. First ask for comments from the coachees, then coaches, then observers. Highlight points made by participants that address what went well and what was difficult. End the discussion by asking participants to fill out the sheet in the workbook that asks them to list potential “coachees”</i>
C. Closing (:05)			
8. Final comments	:05		<i>Thank participants for their participation. Ask how many will feel comfortable trying out this new way of working with people when they get back to their jobs. Reference reading materials and coaching schools listed in the bibliography. Remind participants to fill out the evaluation for this session in their conference evaluation.</i>

Appendix A: Participant Workbook

Appendix B: Overheads

Appendix C:

Suggested Reading and Resources:

Flaherty, James. 1999. *Coaching: Evoking Excellence in Others*. Boston: Butterworth Heinemann.

Fournies, Ferdinand F. 1999. *Coaching for Improved Work Performance*. McGraw-Hill Publishers.

Hargrove, Robert. 1995. *Masterful Coaching: Extraordinary Results by Impacting People and the Way They Think and Work Together*. San Francisco: Jossey-Bass.

Richardson, Cheryl. 2000. *Life Makeovers*. New York: Broadway Books.

Whitmore, John. 1996. *Coaching for Performance*. London: Nicholas Brealey Publishing.

Whitworth, Laura, Henry House, Phil Sandahl, and Henry Kimsey-House. 1998. *Co-Active Coaching : New Skills for Coaching People Toward Success in Work and Life*. Davies-Black Publisher.

International Coach Federation
1444 "I" Street NW Suite 700
Washington, DC 20005 USA
www.coachfederation.org