

Coaching and Mentoring to Bring Out the Best

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 you 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 you 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, you 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.

OPENING EXERCISE

Instructions: Look around the room and make a few notes below about what you see.

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...”

--James Flaherty, author of *Evoking Excellence in Others*

TWO APPROACHES TO CHANGING BEHAVIOR

1. Behavior Modification – “The Amoeba Approach”

2. Understanding the Structure of Interpretation

METHODS OF WORKING WITH PEOPLE

Method	Intervention and Outcome
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Managing	Telling or directing to achieve a desired result
Teaching	Using pedagogy to transfer knowledge
Counseling/Therapy	Analyzing with a focus on feelings to promote comfort and clarity
Cheerleading	Encouraging and motivating
Mentoring	Sharing to help others learn from one's own past experience
Coaching	Goal focused partnering to increase personal competence

COMPARISON OF THE TWO HATS: MANAGEMENT AND COACHING

Managing	Coaching
Talks More than Listens	
Tells	
Responsible for Fixing	
Assumes	
Seeks Control	
Pushing to reach a predetermined outcome	
Works On	
Keeps Distant	

FOUR TEMPTATIONS OF A MANAGER WHEN COACHING

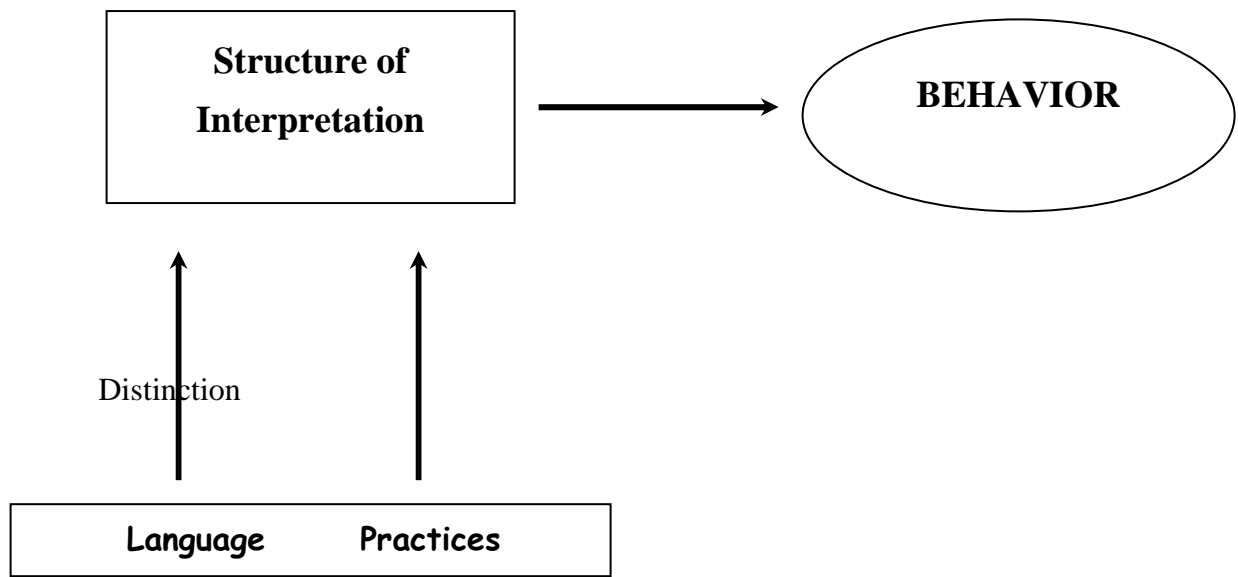
- Acting as if people are or should be just like us
- Controlling instead of enrolling
- Telling people what to do
- Solving the problem instead of working to build competence

ELEMENTS NECESSARY FOR A EFFECTIVE COACHING RELATIONSHIP

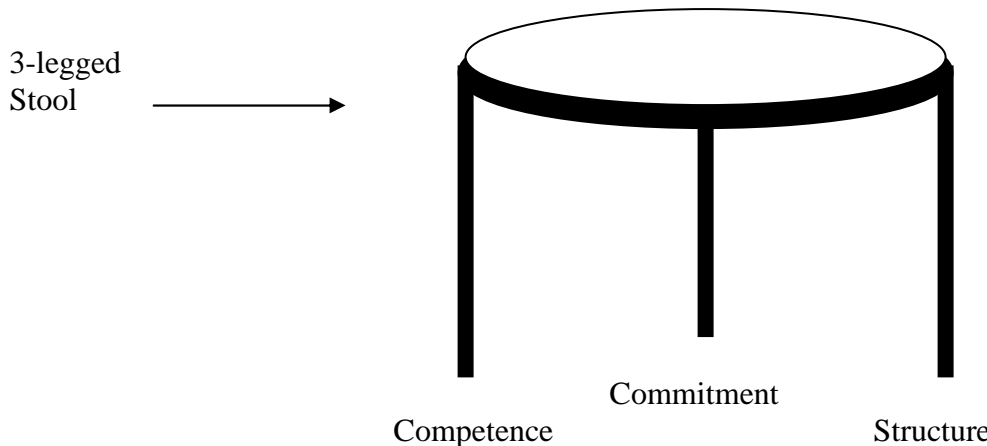
- 1.
- 2.
- 3.

OVERVIEW OF COACHING

The Premise of Coaching



Model for Long Term Excellent Performance



Diagnosing What to Coach About Using the Three-legged Stool Model

Scenario: 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.

Top 3 Reasons For Coming Late	Diagnosis (Check one)		
	Competence	Commitment	Structure
1.			
2.			
3.			

THE THREE STEPS IN A “COACHING CONVERSATION”

I. Identify Structure Of Interpretation

Ask questions to uncover how the coachee sees the situation. What are they paying attention to? (i.e., what is their structure of interpretation)

Some helpful questions to ask include:

- What did you intend accomplish?
- How did it happen? How can you tell?
- And...? Tell me more about that?
- How did you decide what to do?
- What were you feeling?
- How come?
- What have you already tried? How did it work?

*NOTE: Don't ask “**Why** did you do that?” as that may trigger defensiveness.*

What don't they see?

II. Offer A New Way Of Seeing

What distinction can you provide to foster a new way of seeing the situation for the coachee?

Some helpful questions to ask include:

- Have you ever thought about....?
- Would it be helpful to....?
- Have you ever looked at it this way?

NOTE: Provide a distinction – not an action.

III. Invite New Action

Based on the distinction, ask the coachee:

- What action(s) will you take?
- How will you correct yourself?
- In what ways can I support you?

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

Certified Coaching Schools

Academy for Coach Training (ACT)

Address 16301 NE 8th Street, Suite 216, Bellevue, WA 98008

Phone 1-800-897-8707 or 425-401-0309

Fax 425-401-0311

Website www.coachtraining.com

Coach U

Address PO Box 881595, Steamboat Springs, CO 80488-1595

Phone 1-800-48COACH

Fax 1-800-FAX5655

Website www.coachu.com

Coaches Training Institute, The (CTI)

Address 1879 Second Street, San Rafael, CA 94901

Phone (800) 691-6008 or 415-451-6000

Fax 415-460-6878

Website www.thecoaches.com

The Hudson Institute of Santa Barbara

Address 350 South Hope Avenue, Suite A-210, Santa Barbara, CA 93105

Phone (800) 582-4401 or (805) 682-3883

Fax 805-569-0025

Website www.Hudsoninstitute.com

The Newfield Network, USA, LLC

Address 2804 Fountain Grove Terrace, Olney, MD 20832

Phone 301-570-6680

Fax 301-570-5765

Website www.newfieldnetwork.com

New Ventures West (NVW)

Address PO Box 591525, San Francisco, CA 94159

Phone 800-332-4618

Fax 415-666-0558

Website www.newventureswest.com

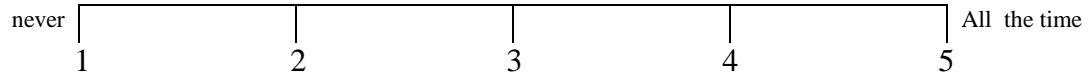
Coach's Assessment Form

Coach: _____

Coachee: _____

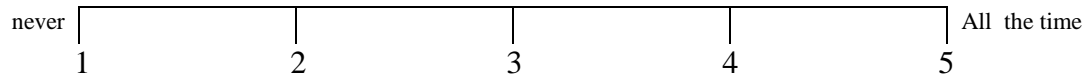
Use the following points to prepare feedback for the person who coached you during this session:

1. How useful was the coaching?



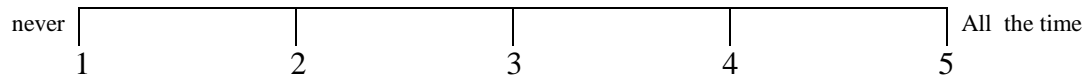
Specific example(s) of what made it useful: _____

2. How often did you feel that the coach was telling you what to do?



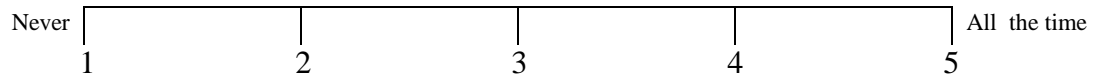
Specific example(s) of the coach doing this: _____

3. How often was the coach trying to modify your behavior?



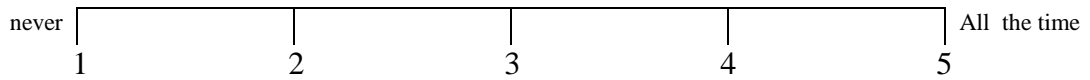
Specific example(s) of the coach doing this: _____

4. How often was the coach trying to change your behavior?



Specific example(s) of the coach doing this: _____

5. How often was the coach showing you a new way to observe the situation?



Specific example(s) of the coach doing this: _____

6. What did you learn from this session?

7. What suggestions do you have for the coach to improve the next time?

Coach's Self Assessment Form

Coach: _____

Coachee: _____

Use the following questions to assess how well you coached your coachee during this session:

1. What percentage of the time were you telling your coachee what to do? _____%

Specific examples of doing this: _____

2. What percentage of the time were you giving your coachee information? _____%

Specific examples of doing this: _____

3. What percentage of the time were you trying to modify the coachee's behavior? _____%

Specific examples of doing this: _____

4. What percentage of time were you trying to change your coachee's feelings? _____%

Specific examples of doing this: _____

5. What percentage of the time were you showing your coachee a new way to observe the situation?
_____%

Specific examples of doing this: _____

6. What did you learn from this session?

7. What would you improve for the next session?

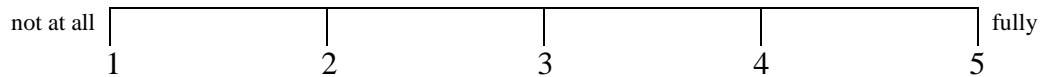
Observer's Assessment Form

Coach: _____

Coachee: _____

Use the following points to prepare feedback for the person who was the coach during this session:

1. How effective was the coaching?



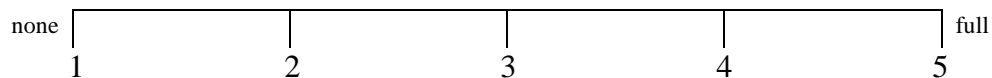
Specific example(s) of what made it useful: _____

2. What was the coach trying to achieve?

- modifying behaviors?
- informing
- showing coachee new way to observe a situation?
- changing feelings?

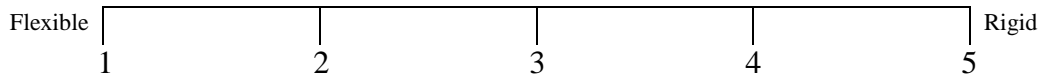
Specific example(s) that support your assessment: _____

3. How much partnership did the coach build into the conversation?

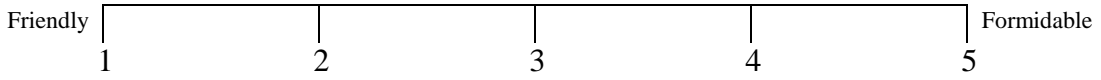


Specific example(s) of the coach doing this: _____

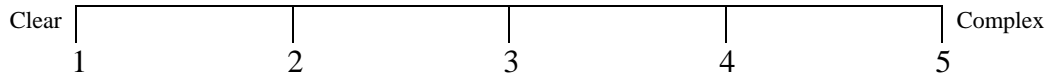
4. Where did the coach come out on the following scales?



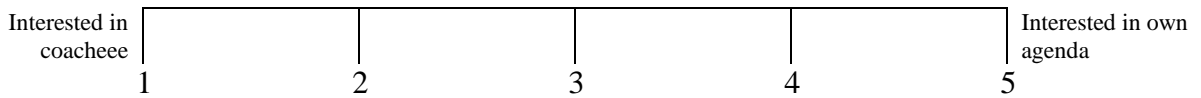
Example: _____



Example: _____



Example: _____



Example: _____

5. What did you learn from this session?

6. What suggestions do you have for the coach to improve the next time?

Coaching Action Plan

List situations in which coaching could be effective below.

1. **Person to be Coached:** _____
Topic: _____
Situation: _____

2. **Person to be Coached:** _____
Topic: _____
Situation: _____

3. **Person to be Coached:** _____
Topic: _____
Situation: _____

4. **Person to be Coached:** _____
Topic: _____
Situation: _____

5. **Person to be Coached:** _____
Topic: _____
Situation: _____

Single Session Coaching Worksheet

Name of Coachee: _____

Date: _____

Preparation

What opening for coaching did you observe?

What will be the subject of coaching? (What's missing?)

Specify three intended outcomes of coaching this person:

What must this person see, observe, or understand to accomplish these outcomes?

What new practices will support these outcomes?

Single Session Coaching Worksheet

Name of Coachee: _____

Date: _____

Debriefing

Did coachee enroll to be coached? If not, why not?

What can coachee now see, observe, or understand?

What action will coachee take? Date for follow-up: _____

What did you learn? About coaching? About yourself?

Designing Self-Observations

Client: _____ Date: _____

Use this as a worksheet to design an observation exercise to present to your client.

1. What is to be observed?

2. Duration of exercise

3. Frequency of observation

4. Exact instructions for exercise

Designing Practices

Client: _____ Date: _____

Use this as a worksheet to design a practice to present to your client.

1. What skill are you working on with the client?

2. What new practice will the client engage in?

3. What criteria will you use to assess improvement?

4. What observable behaviors will be part of the practice?

5. Duration of practice: _____

6. Frequency of practice: _____

7. How often will you ask the client stop to assess his/her improvement?

8. Who and what will the client call on to support him/her?
