

COACHING

Coaching is...

- **In general, helping someone else expand and apply his or her skills, knowledge, and abilities.**
- **For this program, coaching is defined as helping others succeed through guiding, teaching, and motivating on a short term basis.**

Good Coaching...

- **Transfers knowledge on a “just-in-time” basis.**
- **Disperses expertise throughout an organization.**
- **Increases individual motivation and morale.**
- **Helps individuals and organizations achieve outstanding results.**
- **Have you ever had a good coach? What was it like?**

Bad Coaching...

- **Wastes the time of valuable resources.**
- **Creates a hostile work environment.**
- **Creates sub-optimal organizations and ineffective individuals.**
- **Have you ever had a bad coach?
What was it like?**

Outcomes

- **What are the desired outcomes of the coaching engagement?**
- **How does the coach define “success?”**
- **How does the person being coached define “success?”**

Roles

- **What is the coach's responsibility?**
- **What is the responsibility of the person being coached?**
- **Are there any other stakeholders in the coaching process?**
- **What are the responsibilities of those stakeholders?**

Coaching Core Competencies

- Identifying strengths

Coaching Core Competencies

- Identifying strengths
- Exploring

Coaching Core Competencies

- Identifying strengths
- Exploring
- Questioning (correct...???)

Coaching Core Competencies

- Identifying strengths
- Exploring
- Questioning
- **Listening and response**

Listening for Understanding

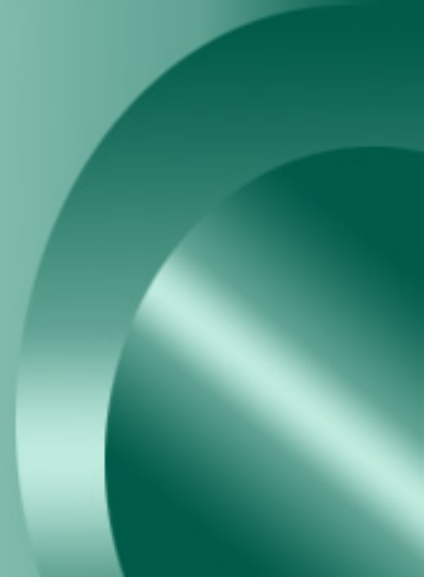
Keys to Effective Listening

- **Focus** – Paying complete attention to the speaker and the message he or she is trying to convey.
- **Feedback** – Actively engaging the speaker through encouraging words and gestures, clarifying questions, and summarizing key points.
- **Filtering** – Creating personal meaning from the speaker's comments. Putting the speaker's comments in context with your own experiences, knowledge, and perceptions.

Coaching Core Competencies

- Identifying strengths
- Exploring
- Questioning
- Listening and response
- **How to change roles**

Coaching Core Competencies

- Identifying strengths
 - Exploring
 - Questioning
 - Listening and response
 - How to change roles
 - **Conscious and unconscious**
- 

Coaching Core Competencies

- Identifying strengths
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- How to change roles
- Conscious and unconscious
- **Building trust and rapport**

Building Trust and Rapport

Two Aspects of Trust

- Trust in another's motivation
 - Do their intentions align with yours?
- Trust in another's competence
 - Do they have the ability to carry out those intentions?

Context of Trust

- **Trust is most easily established when the boundaries of that trust are clearly defined.**
 - **Who?**
 - **Regarding what responsibility?**
 - **For how long?**
- **Trust helps build healthy relationships when the trustor and trustee share a common understanding of the boundaries.**

Building Trust

- **Trust begets trust**
 - If you show trust in someone else, they are more likely to trust you in return.
- **Self-disclosure**
 - Judiciously disclosing personal or private information demonstrates trust.
- **Make eye contact**
 - The eyes have been called the “window to the soul.”

Building Trust

- **Honor the other's skills and accomplishments**
 - But, push for change if appropriate
- **Common self-interests**
 - Most people trust others to pursue their own self-interests.
 - Build trust by showing how your self-interest aligns with the other person's self-interest.

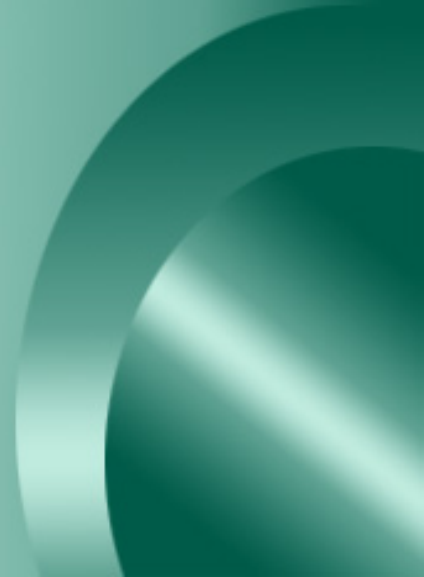
Building Rapport

- **People are more alike than different**
- **Relationships are strengthened when we focus on similarities**
- **Avoid tendency to focus on disagreements.**
- **Key: Focus on something you respect in the other person**

Coaching Core Competencies

- Identifying strengths
 - Exploring
 - Questioning
 - Listening and response
 - How to change roles
 - Conscious and unconscious
 - Building trust and rapport
 - **Opportunity based**
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Coaching Core Competencies

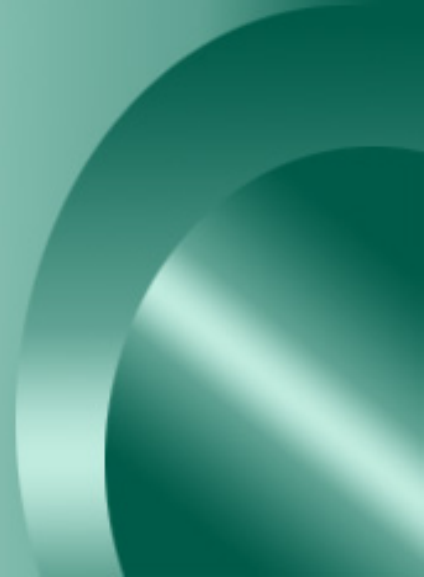
- Identifying strengths
 - Exploring
 - Questioning
 - Listening and ...
 - How to change roles
 - Conscious and...
 - Building trust...
 - Opportunity based
 - **Motivating**
- 

Coach as Motivator

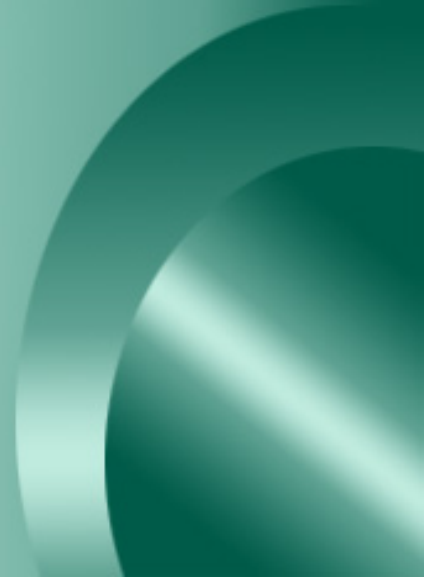
Motivator's Role

- **Help the person you are coaching see the bridge between:**
 - **What they value and desire and...**
 - **The task or role for which they are responsible**
- **Encourage belief in their ability to be successful.**
- **Align their level of confidence with their abilities.**

Coaching Core Competencies

- Identifying strengths
 - Exploring
 - Questioning
 - Listening and ...
 - How to change roles
 - Conscious and...
 - Building trust...
 - Opportunity based
 - Motivating
 - Exploring
- 

Coaching Core Competencies

- Identifying strengths
 - Exploring
 - Questioning
 - Listening and ...
 - How to change roles
 - Conscious and...
 - Building trust...
 - Opportunity based
 - Motivating
 - Exploring
 - **Healthy**
- 

Coaching Core Competencies

- Identifying strengths
 - Exploring
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 - Conscious and...
 - Building trust...
 - Opportunity based
 - Motivating
 - Exploring
 - Healthy
- 

Effective Feedback

A Model for Giving Feedback

- **Situation**
- **Behavior**
- **Impact**

Situation

- **Start by identifying the situation.**
- **Where did the behavior take place?**
- **When did the behavior take place?**
- **What else was going on when the behavior took place?**
- **“During the feedback exercise when we were making a decision on...”**

Behavior

- **Feedback should always describe behavior, not voice a conclusion.**
- **“You said my idea would not work” or “You smiled at me and made eye contact.”**
- **Not, “You are arrogant,” or “You are a nice person.”**

Impact

- **Describe how the behavior affected you or how you perceive it affected others.**
- **“That caused me to withdraw from the conversation.”**
- **“It made me feel comfortable with the group.”**

Feedback Should Always be Well Intentioned

- **Effective feedback is meant to help the recipient. It's a gift.**
- **Don't give "feedback" because you want to "get something off of your chest."**
- **Feedback will not fix what you believe is wrong with another person.**

Avoid Judging Behavior

- **Don't use terms such as “good” or “bad.”**
- **The receiver decides the value of the impact of their behavior for themselves.**
- **Judging the impact of the receiver's behavior often decreases the receiver's willingness to listen.**

Distinguish Feedback From “I Want” Statements.

- **If you want something, ask for it.**
- **Say, “I want you to approve my project,” rather than “You’re holding up my project.”**
- **Avoid passive-aggressive behavior.**

Expect Feedback in Return

- **Feedback begets feedback.**
- **Be a good feedback recipient. Listen and ask clarifying questions, but don't defend or justify behaviors.**
- **Remember that everyone has a right to their own perceptions.**