THE COACH APPROACH TO SUPERVISION

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Welcome and Introductions

- Why we are here today and purpose of course
- Introductions
  - Name
  - Department
  - Role
Overall Agenda Review

Section 1: Foundation for the Coach Approach
Section 2: Coaching Skills for Every Manager and Supervisor
Section 3: Coaching Practice, One Conversation at a Time
Section 4: Planning for Action
Agenda Review

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- Setting the Context for a Coach Approach
- Activity: “My Coaching Story”
- What Coaching IS and IS NOT
Agenda Review

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- *Self-Assessment*: Coaching Skills
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- Coaching Conversation Model
- *Activity*: Listening Deeply
- Enhancing “Coachability”
- Ways to Offer Coaching
Agenda Review

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- *Activity*: Coaching Practice #1
- Coaching Questions
- *Activity*: Coaching Practice #2
- Difficult Coaching Conversations
- *Activity*: Coaching Practice #3
Agenda Review

Section 4: Planning for Action

- Action Planning
- Closing and Next Steps
- Pilot Course Evaluation
“ONE OF THE REASONS MANAGERS DON’T COACH MORE OFTEN THAN THEY DO IS THAT THEY DON’T KNOW HOW TO START.”

– Michael Bungay Stanier, author, The Coaching Habit
Section 1

FOUNDATION FOR THE COACH APPROACH
Learning Objectives: In this course, participants will:

• Compare the role of “coach” to other roles
• Review core International Coach Federation (ICF) coaching competencies
• Discuss what it takes to create a trusted relationship
• Explore and apply communication skills that inspire others
• Practice foundational skills for powerful coaching conversations
• Discover how the coach approach engages employees and facilitates results
• Create an action plan for further development
• Discover how to make coaching a habit that drives performance
On-the-Spot Needs Assessment

- Brainstorm – “Today’s course will be great if ...!” (fill in the blank)
Setting the Context for a Coach Approach

- UC Performance Management Model
- UC Davis Performance Management Model *(similar to many)*
- International Coach Federation (ICF) Core Competencies
- Diversity and Inclusion Considerations
What skills are needed to be an effective coach?

Although most use coaching for performance management, performance appraisal is ranked lowest in importance as a skill needed to be an effective coach.

Table 7. How important are each of the following skills or competencies for those delivering coaching?

<table>
<thead>
<tr>
<th>Skills or competencies</th>
<th>Percentage Rated “Very Important” or “Important”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening for understanding</td>
<td>99%</td>
</tr>
<tr>
<td>Establishing trust</td>
<td>98%</td>
</tr>
<tr>
<td>Providing feedback</td>
<td>98%</td>
</tr>
<tr>
<td>Direct communication</td>
<td>98%</td>
</tr>
<tr>
<td>Ethics and integrity</td>
<td>97%</td>
</tr>
<tr>
<td>Creating self-awareness</td>
<td>96%</td>
</tr>
<tr>
<td>Planning and goal setting</td>
<td>96%</td>
</tr>
<tr>
<td>Maintaining relationships</td>
<td>96%</td>
</tr>
<tr>
<td>Managing progress and accountability</td>
<td>95%</td>
</tr>
<tr>
<td>Asking powerful questions</td>
<td>95%</td>
</tr>
<tr>
<td>Designing actions for results</td>
<td>94%</td>
</tr>
<tr>
<td>Reframing ideas/concepts</td>
<td>94%</td>
</tr>
<tr>
<td>Performance appraisal</td>
<td>73%</td>
</tr>
</tbody>
</table>

HR (74%), L&D (48%) and senior executives (48%) are responsible for identifying and selecting coach practitioners.*

*Multiple response question
University of California Performance Management Model
International Coach Federation Core Competencies

A. Setting the Foundation
   1. Meeting Ethical Guidelines and Professional Standards
   2. Establishing the Coaching Agreement

B. Co-creating the Relationship
   3. Establishing Trust and Intimacy with the Client
   4. Coaching Presence
International Coach Federation Core Competencies

C. Communicating Effectively
   5. Active Listening
   6. Powerful Questioning
   7. Direct Communication

D. Facilitating Learning and Results
   8. Creating Awareness
   9. Designing Actions
  10. Planning and Goal Setting
  11. Managing Progress and Accountability
Diversity and Inclusion Considerations

- Bias-Free Communication

- What skills and/or personal attributes are useful or necessary for individuals who wish to be engaged in and sustain diversity work?

- 13 Commitments: Core Competence and Skills for Building Community Across Difference

- Creating an Inclusive Environment
Activity: “My Coaching Story”

Independently: Self-reflection and Writing

• What is your experience giving and receiving coaching?
• What is the best coaching you have ever received or observed? What made it successful?
• When you want to ask for coaching, who do you go to and why (focus on characteristics, not names)?

In Pairs:

• Share your “coaching story.” What were characteristics of the effective coaches in your stories?
Activity: What Coaching IS and IS NOT

Compare and Contrast:

- Coaching
- Advising
- Counseling
- Mentoring
- Training
How are coaching, counseling, and advice different?

<table>
<thead>
<tr>
<th>Coaching</th>
<th>Advising</th>
<th>Counseling (not therapy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To help</td>
<td>• To help</td>
<td>• To help</td>
</tr>
<tr>
<td>• Focus on goals</td>
<td>• May be welcome</td>
<td>• May not be welcome</td>
</tr>
<tr>
<td>• Performer leads</td>
<td>• Advice-giver leads</td>
<td>• Focus on expectations</td>
</tr>
<tr>
<td>• Intrinsic motivation</td>
<td>• Extrinsic or intrinsic – depends</td>
<td>• Counselor leads</td>
</tr>
<tr>
<td>• “What are you struggling with? What’s your goal?”</td>
<td>• “Here’s how I handle this situation…”</td>
<td>• Extrinsic motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• “I’d like to talk with you about…”</td>
</tr>
</tbody>
</table>

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How are coaching, training, and mentoring different?

**Coaching**
- To help
- Focus on goals
- Performer leads
- Intrinsic motivation
- “What are you struggling with? What’s your goal?”

**Mentoring**
- To help develop
- Should be welcome
- Focus on the expert
- “Sage one” leads
- Extrinsic or intrinsic
- “Here’s an example of how I have done this...”

**Training**
- To help develop
- May be welcomed
- Focus on job needs
- Trainer leads
- Extrinsic or intrinsic
- “Today you will learn how to give feedback.”
International Coach Federation (ICF) Definition of Coaching

ICF defines coaching as:

- “Partnering with *clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.”

*(replace “clients” with “employees”)*
Many types of conversations aim at helping the performer. Coaching is the most performer-focused.
What is Coaching?
Section 2

COACHING SKILLS FOR EVERY MANAGER/SUPERVISOR
Self- Assessment: Building Trusted Relationships

Independent Activity

- Take the Trust-Building Behaviors Self-Assessment
- Consider how often you exhibit these behaviors. Score yourself on a scale of 1 (never) to 5 (always).
- What do your scores tell you?
Self-Assessment: Coaching Skills

- Individually: Take a self-assessment to benchmark your coaching skills

- In pairs: Share your overall impression about your coaching skills considering the self-assessment and what you know about yourself

- Group debrief: Share themes
Communication Skills – That Inspire Others

Group discussion

- Integration of characteristics of great coaches you identified in your coaching stories, what coaching IS, results of Trust Building Behaviors Self-Assessment, results of Coaching Skills Self-Assessment
- What communication skills and behaviors INSPIRE you and others?
“THE SINGLE BIGGEST PROBLEM WITH COMMUNICATION IS THE ILLUSION THAT IT HAS TAKEN PLACE.”

– George Bernard Shaw
Coaching Conversation Model

- Topic
- Outcome
- Check-in
- Wrap-up
An Example of Good Coaching Questions (professional development)
Activity: Listening Deeply

In Pairs: Each take role of speaker and listener. Two rounds, 10 minutes of talking/listening, then 5 minutes of discussion of themes, and what it felt like. Total exercise is 30 minutes.

Speakers:
- Talk about something that engages you (e.g., a hobby you love, a place you loved visiting, your favorite movie, etc. Include “why”).

Listeners:
- Allow yourself to be totally engrossed in the speaker’s story—just listen, be interested, be fascinated. Be quiet.
- Ask probing questions only if the speaker stops talking.
Enhancing “Coachability”

What coachability looks like:

- Not defensive when challenged
- Welcomes feedback and ideas for improvement
- Asks for coaching
- Considers and uses ideas offered by others
- Seeks training and development in many forms (e.g., reading, classes, new assignments, coaching from others)
- Has a good sense of strengths and weaknesses
- Handles failures and setbacks with grace
Enhancing “Coachability”

1. Plan a good setting  
   • Time, place, environment
2. Appeal to a need  
   • Acknowledge performer, show empathy, don’t fix
3. Say it so they hear it  
   • Match words and phrases, be direct
4. Make things simpler  
   • Express belief that change is possible; Ask, “What would help?”
Ways to Offer Coaching

- Be direct and caring
- Let the performer pull the conversation forward
- Don’t worry if your delivery is not perfect; your intent will shine through
Ways to Offer Coaching – Sample Openers

- “Can I give you some feedback?”
  “May I tell you what I noticed/observed as well (as what you shared)?”

- “If I were in your shoes…”
  “If it’s helpful, I would be happy to talk with you about how the meeting went…”

Where could you use more development around (issue)?”
Ways to Offer Coaching – Sample Openers

• “Your presentation was confusing.”

  “I was confused about the order of the next steps.”

• “I don’t want you to get defensive…”

  “It’s a great concept. I’d be interested in discussing the options with you if that would be helpful.”
Ways to Offer Coaching – Sample Openers

• “It went fine.”

  “What things do you think went well?”

  “You are right. The meeting did not create the buy-in you were hoping for. What’s your next step?”

• “How’s it going?”

  “What can I help you with?”
Section 3

COACHING PRACTICE, ONE CONVERSATION AT A TIME
“COACHING IS AN ART, AND IT’S FAR EASIER SAID THAN DONE. IT TAKES COURAGE TO ASK A QUESTION RATHER THAN OFFER UP ADVICE, PROVIDE AN ANSWER OR UNLEASH A SOLUTION.”

– Brene Brown, author of *Rising Strong* and *Daring Greatly*
Corridor Coaching Example
Creating “Pull”

- Rally
- Be evocative—encourage reflection and bring out pride
- Be provocative—excite, fascinate, and intrigue
- Be memorable
- Make people feel great—bring out their awesomeness
- Improve relationships and connection
- Help people see the way forward
- Provide advocacy—pave the way with some assistance
Getting Started Practice Worksheet

- Review the “Getting Started Practice Worksheet”
- Consider possible topics (both performance and development) that you would be interested in discussing (as a “performer”)
- Consider ways to start the coaching conversation (as a “manager/supervisor-as-coach”)
- Use the worksheet to prepare for coaching practice session(s)
**Activity: Coaching Practice #1 – Starting Coaching Conversations**

**In Pairs**
- Refer to the “Getting Started” worksheet
- Practice starting the coaching discussion and creating “pull”
- Keep track of great questions

**Process**
- Two rounds, 10 minutes as coachee or coach, then 5 minutes of discussion of themes, and what it felt like. Switch coachee and coach roles. Repeat 10 minute round and 5 minutes of discussion. Total exercise is 30 minutes.
“ANSWERS ARE CLOSED ROOMS; AND QUESTIONS ARE OPEN DOORS THAT INVITE US IN.”

– Nancy Willard
Coaching Questions

Qualities of a Powerful Question

• Stirs creative thinking
• Shifts energy away from a problem-focus to a possibility-focus
• Creates a climate of exploration
• Reveals underlying assumptions
• Invites reflection on a deeper level
Coaching Questions

Powerful Questioning – Do

- Pay attention
- Ask questions that reflect active listening
- Listen deeply (perhaps intuitively)
- Ask open-ended questions that create greater clarity (e.g., “What would the ideal outcome look like?” “How do you want to start?”) rather than closed-ended questions that require “yes,” “no,” or a number
Coaching Questions

Powerful Questioning – Don’t

- Don’t layer questions (follow a question with more questions)
- Don’t answer for the person
- Don’t ask “why” questions; ask questions that move people toward what they desire, not questions that ask them to justify what they’ve already done
- Don’t judge
Coaching Conversation Model

- Topic
- Outcome
- Check-in
- Wrap-up
Coaching Questions

Starting the coaching conversation (Topic) – sample questions

• What would you like to talk about?
• What can I help you with today?
• What’s on your mind?
• What’s the latest update?
• Where are you right now?
• What are your burning questions about this idea?
• How did it go when you tried it?
Coaching Questions

Outcome/Goal – sample questions
• Where do you want to head with the plan/idea/goal?
• What do you want?
• What would success look like?
• What is your desired outcome/goal?
• What would you gain?
• How will you know you have reached it?
• What would it look like?
• What if you did know?
Coaching Questions

Check-In – sample questions

• Where do things stand?
• What is holding you back?
• How are we doing?
• How is this working?
• Where would you like to go?
• What do you want to explore further?
Coaching Questions

Wrap-up/Summary – sample questions

• What action will you take? And after that?
• What is your conclusion?
• How would you summarize your effort so far?
• What are you telling yourself?
Activity: Coaching Practice #2 – Asking Powerful Questions

In Triads

• Coach - Practice asking powerful questions
• Coachee – Pick a meaningful topic, perhaps related to your professional development
• Observer - Keep track of great questions

Process

• Three rounds, 7 minutes as coachee, coach, or observer, then 3 minutes of discussion of themes, and what it felt like. Switch performer, coach and observer roles. Repeat twice, 7 minute round and 3 minutes of discussion. Total exercise is 30 minutes
Help Them Grow or Watch Them Go
CAREER CONVERSATIONS EMPLOYEES WANT
Beverly Kaye & Julie Winkle Giulioni
Coauthor of the bestselling Love 'Em or Lose 'Em
Difficult Coaching Conversations

If a person has been labeled “difficult”

- They may not know they are acting in a manner perceived as difficult
- They do not intend to be difficult
- They may not have been given clear feedback
- They may be overusing a strength
- They may be resisting change
How to Coach Difficult People in Six Steps

A simple, interactive guide for individuals and teams.

Kris Plachy, MA, Master Coach
Difficult Coaching Conversations

What to do?!

- Be aware of /suspend your own judgment or biases
- Provide direct, honest, objective behavioral feedback – what is seen, heard, and/or the impact behavior has on another person
- Let the person be heard; listen deeply
- Facilitate awareness about how their behavior is their own (not due to another person), with alternative ways to respond
- Facilitate awareness about making a choice about changing patterns
- Ask for permission to practice a change in behavior

(based on *How to Coach Difficult People* by Kris Plachy)
Difficult Coaching Conversations

Sample questions

• What’s the next step?
• What’s the first action for this step? When?
• What is stopping you?
• What suggestions do you have for making X work?
• What requests could you make to move things forward?
• What conversations could you have? With whom?
• If the same thing came up again, what would you do?
“ASK THE RIGHT QUESTIONS IF YOU’RE GOING TO FIND THE RIGHT ANSWERS.”

– Vanessa Redgrave
Make Coaching a Habit – Sample Questions

1. What’s on your mind?
2. And what else?
3. What’s the real challenge here for you?
4. What do you want?
5. How can I help?
6. If you’re saying YES to this, what are you saying NO to?
7. What was most useful for you?

(based on The Coaching Habit by Michael Bungay Stanier)
The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever

Michael Bungay Stanier

Wall Street Journal Bestseller

Bestselling Author Of
Do More Great Work
The Top Questions Every Manager Should Know (Box of Crayons)
**Activity: Coaching Practice #3 – Navigating Difficult Coaching Conversations**

**In Pairs:**
- Select a difficult topic (e.g., a performance management issue; a project you are working on that is not progressing as you would like). What questions would most help you move forward? What questions would you ask if you were coaching “you?”
- Alternatively, select a difficult coaching conversation “role play” scenario.

**Process**
- Two rounds, 10 minutes as coachee or coach, then 5 minutes of discussion of themes, and what it felt like. Switch coachee and coach roles. Repeat 10 minute round and 5 minutes of discussion. Total exercise is 30 minutes.
Section 4

ACTION PLANNING
Top 10 Coaching Mistakes (6:68)
Closing and Next Steps

• Action Planning – Questions for Reflection
• Resources
• Course Evaluation
Action Planning - Questions for Reflection

- What are three things you want to remember from today’s course?
- What can you do to take your coach approach to the next level?
- How will you move from vision to action?
- What are the first concrete steps you will take to keep building your coach approach skills?
- What are the first concrete steps you will take towards implementing your coach approach with your employees?
- What is your timeline for progress?
- How will you hold yourself accountable?
Course Evaluation

- Review On-the-Spot Needs Assessment
- “What was most useful for you today?”
- “What would you add, change, or eliminate, from today’s course?”
- Written course evaluation
“TRUE LEADERSHIP OCCURS WHEN YOU REALIZE ‘POWER’ COMES FROM ENLIVENING THE POSSIBILITY IN OTHERS.”

– Benjamin Zander, author of The Art of Possibility