The Coach Approach to Supervision

Instructor:

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Carina Celesia Moore, M.A., SPHR, CPLP, ACC is Director of the University of California - Davis HR: Talent Management and Development, and is responsible for learning and development strategies for over 30,000 employees at both the UC Davis campus and the UC Davis Health campus in Sacramento. She oversees professional development, leadership development, training administration, worklife, performance management, and career coaching and counseling. Carina cultivates excellence in people and organizations through innovative programs and impactful organizational consulting and coaching. She has over 25 years of experience in human resources and enjoys transforming organizations into places where people contribute their best work. Carina has created numerous best practice programs, courses, and learning and development resources that have received national recognition. Since 2004, Carina has been an active member of the Western Association of College and University Business Officers (WACUBO) serving in many roles including board member, conference speaker, faculty at the Business Management Institute, and chair of the Mentoring Program. She served as an instructor at UC Davis Extension for 19 years, has served as part-time faculty at CSU Sacramento in the Graduate Career Counselor Education Department, and currently serves as adjunct faculty at the University of the Pacific Benerd School of Education, Master of Arts program in Organizational Learning & Effectiveness. Carina attended Stanford University’s Teaching and Learning Studio at the “d.school” and enjoys incorporating design thinking into her work. She is an Associate Certified Coach (ACC) through the International Coach Federation (ICF) and holds a Master’s degree in curriculum and teaching from Columbia University Teachers College in New York.
The Coach Approach

Overview

- Welcome and Introductions
- Agenda Review
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

Section 1: Foundation for the Coach Approach

- Learning Objectives
- On-the-Spot Needs Assessment
- Setting the Context for a Coach Approach
- Activity: “My Coaching Story”
- What Coaching IS and IS NOT

Agenda Review

Section 2: Coaching Skills for Every Manager and Supervisor

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

Section 3: Coaching Practice, One Conversation at a Time
- Creating “Pull”
- *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
- Course Evaluation
Section 1:
Foundation for the Coach Approach

- Learning Objectives
- On-the-Spot Needs Assessment
- Setting the Context for a Coach Approach
- Activity: “My Coaching Story”
- What Coaching IS and IS NOT
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
• 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>
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<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.
The Coach Approach to Performance Management

Source: University of California
UC Davis Performance Management Model
The Coach Approach

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
International Coach Federation (ICF) Core Competencies

The following eleven core coaching competencies were developed to support greater understanding about the skills and approaches used within today’s coaching profession as defined by the International Coach Federation. They will also support you in calibrating the level of alignment between the coach-specific training expected and the training you have experienced.

Finally, these competencies and the ICF definition were used as the foundation for the ICF Coach Knowledge Assessment (CKA). The ICF defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. The Core Competencies are grouped into four clusters according to those that fit together logically based on common ways of looking at the competencies in each group. The groupings and individual competencies are not weighted—they do not represent any kind of priority in that they are all core or critical for any competent coach to demonstrate.

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

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

A. Setting the Foundation

1. Meeting Ethical Guidelines and Professional Standards—Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations.

Understands and follows all ICF Ethical Guidelines (see list).
Clearly communicates the distinctions between coaching, consulting, psychotherapy and...
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other support professions.
Refers client to another support professional as needed, knowing when this is needed and the available resources.

2. Establishing the Coaching Agreement—Ability to understand what is required in the specific coaching interaction and to come to agreement with the prospective and new client about the coaching process and relationship.

Understands and effectively discusses with the client the guidelines and specific parameters of the coaching relationship (e.g., logistics, fees, scheduling, inclusion of others if appropriate).
Reaches agreement about what is appropriate in the relationship and what is not, what is and is not being offered, and about the client’s and coach’s responsibilities.
Determines whether there is an effective match between his/her coaching method and the needs of the prospective client.

B. Co-Creating the Relationship

3. Establishing Trust and Intimacy with the Client—Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.

1. Shows genuine concern for the client’s welfare and future.
2. Continuously demonstrates personal integrity, honesty and sincerity.
3. Establishes clear agreements and keeps promises.
4. Demonstrates respect for client’s perceptions, learning style, personal being.
5. Provides ongoing support for and champions new behaviors and actions, including those involving risk-taking and fear of failure.
6. Asks permission to coach client in sensitive, new areas.

4. Coaching Presence—Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident.

1. Is present and flexible during the coaching process, dancing in the moment.
2. Accesses own intuition and trusts one’s inner knowing—“goes with the gut.”
3. Is open to not knowing and takes risks.
4. Sees many ways to work with the client and chooses in the moment what is most effective.
5. Uses humor effectively to create lightness and energy.
6. Confidently shifts perspectives and experiments with new possibilities for own action.
7. Demonstrates confidence in working with strong emotions and can self-manage and not be overpowered or enmeshed by client’s emotions.

Source: International Coach Federation Core Competencies (ICF) https://coachfederation.org/core-competencies/
C. Communicating Effectively

5. **Active Listening**—Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client’s desires, and to support client self-expression.

1. Attends to the client and the client’s agenda and not to the coach’s agenda for the client.
2. Hears the client’s concerns, goals, values and beliefs about what is and is not possible.
3. Distinguishes between the words, the tone of voice, and the body language.
4. Summarizes, paraphrases, reiterates, and mirrors back what client has said to ensure clarity and understanding.
5. Encourages, accepts, explores and reinforces the client’s expression of feelings, perceptions, concerns, beliefs, suggestions, etc.
6. Integrates and builds on client’s ideas and suggestions.
7. “Bottom-lines” or understands the essence of the client’s communication and helps the client get there rather than engaging in long, descriptive stories.
8. Allows the client to vent or “clear” the situation without judgment or attachment in order to move on to next steps.

6. **Powerful Questioning**—Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.

1. Asks questions that reflect active listening and an understanding of the client’s perspective.
2. Asks questions that evoke discovery, insight, commitment or action (e.g., those that challenge the client’s assumptions).
3. Asks open-ended questions that create greater clarity, possibility or new learning.
4. Asks questions that move the client toward what they desire, not questions that ask for the client to justify or look backward.

7. **Direct Communication**—Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client.

1. Is clear, articulate and direct in sharing and providing feedback.
2. Reframes and articulates to help the client understand from another perspective what he/she wants or is uncertain about.
3. Clearly states coaching objectives, meeting agenda, and purpose of techniques or exercises.

Source: International Coach Federation Core Competencies (ICF) [https://coachfederation.org/core-competencies/](https://coachfederation.org/core-competencies/)
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4. Uses language appropriate and respectful to the client (e.g., non-sexist, non-racist, non-technical, non-jargon).
5. Uses metaphor and analogy to help to illustrate a point or paint a verbal picture.

D. Facilitating Learning and Results

8. Creating Awareness—Ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results.

1. Goes beyond what is said in assessing client’s concerns, not getting hooked by the client’s description.
2. Invokes inquiry for greater understanding, awareness, and clarity.
3. Identifies for the client his/her underlying concerns; typical and fixed ways of perceiving himself/herself and the world; differences between the facts and the interpretation; and disparities between thoughts, feelings, and action.
4. Helps clients to discover for themselves the new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is important to them.
5. Communicates broader perspectives to clients and inspires commitment to shift their viewpoints and find new possibilities for action.
6. Helps clients to see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, and background).
7. Expresses insights to clients in ways that are useful and meaningful for the client.
8. Identifies major strengths vs. major areas for learning and growth, and what is most important to address during coaching.
9. Asks the client to distinguish between trivial and significant issues, situational vs. recurring behaviors, when detecting a separation between what is being stated and what is being done.

9. Designing Actions—Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.

1. Brainstorms and assists the client to define actions that will enable the client to demonstrate, practice, and deepen new learning.
2. Helps the client to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon coaching goals.
3. Engages the client to explore alternative ideas and solutions, to evaluate options, and to make related decisions.

Source: International Coach Federation Core Competencies (ICF) https://coachfederation.org/core-competencies/
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4. Promotes active experimentation and self-discovery, where the client applies what has been discussed and learned during sessions immediately afterward in his/her work or life setting.
5. Celebrates client successes and capabilities for future growth.
6. Challenges client’s assumptions and perspectives to provoke new ideas and find new possibilities for action.
7. Advocates or brings forward points of view that are aligned with client goals and, without attachment, engages the client to consider them.
8. Helps the client “Do It Now” during the coaching session, providing immediate support.
9. Encourages stretches and challenges but also a comfortable pace of learning.

10. Planning and Goal Setting—Ability to develop and maintain an effective coaching plan with the client.

1. Consolidates collected information and establishes a coaching plan and development goals with the client that address concerns and major areas for learning and development.
2. Creates a plan with results that are attainable, measurable, specific, and have target dates.
3. Makes plan adjustments as warranted by the coaching process and by changes in the situation.
4. Helps the client identify and access different resources for learning (e.g., books, other professionals).
5. Identifies and targets early successes that are important to the client.

11. Managing Progress and Accountability—Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action.

1. Clearly requests of the client actions that will move the client toward his/her stated goals.
2. Demonstrates follow-through by asking the client about those actions that the client committed to during the previous session(s).
3. Acknowledges the client for what they have done, not done, learned or become aware of since the previous coaching session(s).
4. Effectively prepares, organizes, and reviews with client information obtained during sessions.
5. Keeps the client on track between sessions by holding attention on the coaching plan and outcomes, agreed-upon courses of action, and topics for future session(s).
6. Focuses on the coaching plan but is also open to adjusting behaviors and actions based on the coaching process and shifts in direction during sessions.

Source: International Coach Federation Core Competencies (ICF) https://coachfederation.org/core-competencies/
7. Is able to move back and forth between the big picture of where the client is heading, setting a context for what is being discussed and where the client wishes to go.
8. Promotes client’s self-discipline and holds the client accountable for what they say they are going to do, for the results of an intended action, or for a specific plan with related time frames.
9. Develops the client’s ability to make decisions, address key concerns, and develop himself/herself (to get feedback, to determine priorities and set the pace of learning, to reflect on and learn from experiences).
10. Positively confronts the client with the fact that he/she did not take agreed-upon actions.
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
Bias-Free Communication

**What is bias-free language?**  Bias-free (or culturally inclusive) language means using terms that treat people with respect. Sometimes it means leaving out certain kinds of words altogether, such as not describing someone’s personal characteristics when doing so serves no purpose.

**But "PC" is so 1990’s.** Try reframing your notion of Politically Correct into a different "PC." Using language that is respectful of all people is a way to be "Professionally Competent" and "Personally Conscious." In any line of work and in any personal setting, these qualities will take you far. No one wants to be offended or feel discluded, and if you want to get your message across, communicating in an inclusive and respectful manner will certainly help. Try to be consistent, intentional, and respectful. When you make a mistake, apologize and work on doing better.

**How will I know what is right?** Often there are multiple ways to make a communication more inclusive. Try substituting words to see if they make sense, and say what you mean rather than using euphemisms. Changing your language habits takes time and commitment, but it can be done! No one has all the answers, and language, terms and meanings change constantly. If in doubt, just ask!

<table>
<thead>
<tr>
<th>INSTEAD OF...</th>
<th>YOU CAN USE...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal</td>
<td>Typical, Usual, Common</td>
</tr>
<tr>
<td>Man or Woman, Men and Women; Mankind</td>
<td>Person, Individual, People, Everyone, All People, People of all genders</td>
</tr>
<tr>
<td>Girls and Boys; Ladies and Gentlemen</td>
<td>Kids; Children, Class, Students, Participants, Everyone</td>
</tr>
<tr>
<td>You guys</td>
<td>You all, Everyone, Friends, Ya'll</td>
</tr>
<tr>
<td>Girl(s)</td>
<td>Woman, Women (depending on age)</td>
</tr>
<tr>
<td>He, Him, His; She, Her, Hers; His or hers; His/her; She or he; S/he</td>
<td>They, Them, Their; Ze, Hir, Hirs</td>
</tr>
<tr>
<td>Freshman</td>
<td>First-year</td>
</tr>
<tr>
<td>Transgendered, Transgender</td>
<td>A Transgender person, Trans People, Trans community</td>
</tr>
<tr>
<td>Born or biologically male/female</td>
<td>Assigned or designated male/female at birth</td>
</tr>
<tr>
<td>Chairman</td>
<td>Chair, Chairperson</td>
</tr>
<tr>
<td>Man the desk</td>
<td>Staff the desk, Cover the shift</td>
</tr>
<tr>
<td>Sportsmanship</td>
<td>Fair play, Good sport</td>
</tr>
<tr>
<td>Moms &amp; Dads</td>
<td>Parents, Family</td>
</tr>
<tr>
<td>Husband, Wife, Girlfriend, Boyfriend</td>
<td>Partner, Spouse, Significant other</td>
</tr>
<tr>
<td>Maiden name</td>
<td>Family name, given name</td>
</tr>
<tr>
<td>Homosexual</td>
<td>Gay, Lesbian, Pan, Bi, LGBT, Queer</td>
</tr>
</tbody>
</table>
## INCLUSIVE TERMINOLOGY

<table>
<thead>
<tr>
<th>INSTEAD OF...</th>
<th>YOU CAN USE...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual Preference</td>
<td>Sexual Orientation</td>
</tr>
<tr>
<td>Minority, Minorities</td>
<td>Person of _______ culture/heritage; Under-represented,</td>
</tr>
<tr>
<td></td>
<td>Marginalized, or Under-served people/communities;</td>
</tr>
<tr>
<td>Latina/o/@, Chicana/o/@, Hispanic</td>
<td>Latinx, Chicanx, Person of _______ culture/heritage</td>
</tr>
<tr>
<td>Arab</td>
<td>Person of _______ culture/heritage</td>
</tr>
<tr>
<td>ESL (English as a Second Language)</td>
<td>ELL (English Language Learner)</td>
</tr>
<tr>
<td>Foreign students</td>
<td>International students</td>
</tr>
<tr>
<td>Illegal alien</td>
<td>Undocumented Person, Undocumented immigrant</td>
</tr>
<tr>
<td>America</td>
<td>U.S., U.S.A.</td>
</tr>
<tr>
<td>3rd World or Developing countries</td>
<td>Name the region or countries, Global South (if accurate)</td>
</tr>
<tr>
<td>Poor</td>
<td>Low-income</td>
</tr>
<tr>
<td>Handicapped person</td>
<td>Person with a disability, Person who has _______</td>
</tr>
<tr>
<td>Handicapped Parking, entrance, room,</td>
<td>Accessible Parking, entrance, room, etc.</td>
</tr>
<tr>
<td>etc.</td>
<td></td>
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</tbody>
</table>

*This list provides some examples but is not exhaustive. What would you add?*

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

- Validates others
- Has a sense of hope
- Values listening
- Is patient
- Able to "go to work" on issues where they cannot see a direct relationship to oneself (committed to the wholeness of others)
- Understands general diversity concepts, such as privilege
- Committed to making allies with all groups
- Willing to work through guilt and shame
- Has personal pride and humility
- Committed to distinguishing between responsibility and blame
- Committed to continuous learning
- Willing to commit time required to become skillful
- Understands that oppression renders us helpless and hopeless
- Able to "own" one's own learning needs
- Open to feedback from others
- Willing to both lead and follow; a team player
- Brings a commitment to "transform" the university, not shame it into changing
- Willing to meet people "where they are"
- Committed to building community
- Committed to confidentiality
- Is a great listener
- Willing to be emotionally vulnerable
- Able to help others feel at ease
- Prepares self to accept hopelessness of others
- Able to embrace and show appreciation for the experiences of others
- Able to stay clear in the face of someone's painful reality
- Committed to leaders being successful
- Understands how leaders become oppressed
- Demonstrates commitment to leaders with whom they work
- Committed to ongoing personal growth and change
- Sees oneself as having the ability to make a difference
- Committed to fairness
- Acknowledges injustice- chooses hope
- Wants to become part of the solution
- Willing to sit with/consider experiences different than one's own
- Generous in spirit and deed

Adapted from NCBIOSU, February 2006
The Coach Approach

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

1. An attitude and willingness to learn about yourself and others.

2. A firm grounding in Diverse Community Foundations

3. An understanding of the role that history, culture, context and identity play in across difference interactions.

4. Ability to identify "dominant" group privileges and "subordinated" group challenges.

5. Ability to identify "dominant" and "subordinate" identities and group membership for self and others.

6. Ability to identify and understand individual and group level dynamics.

7. Ability to stay engaged in discomfort.

8. Ability to examine and learn from intent vs. impact.

9. Ability to recognize and name dynamics of oppression within and across dominant/subordinate groups and understand the difference.

10. Ability to keep tough dialogues moving.

11. An awareness of personal triggers and how to manage them.

12. Ability to exercise effective communication skills, especially listening.

13. Ability to be Authentic: Know that you are on a journey, not finished, but committed to lifelong learning.
Creating an Inclusive Environment

Definition

An inclusive environment is one in which members feel respected by and connected to one another. All members contribute to the formation of the group’s goals and to the realization of those goals. Inclusivity moves us away from simply the physical integration of people to the integration of people’s experiences, knowledge and perspectives.

Characteristics of an inclusive environment

- Differences along all cultural dimensions are recognized and valued
- The multiplicity of ways that people learn, know and communicate are respected
- Progress and change are seen in a positive light
- Open and honest discussion between members is encouraged
- Policies and activities which promote understanding and appreciation of other community members are encouraged
- The “unwritten rules” of the community are understood by all members
- Flexibility is demonstrated to accommodate different needs and preferences

Benefits of an inclusive environment

- Increased satisfaction and retention of members
- Access to greater human resources and skills
- Opportunity to gain from multiple perspectives when problem solving
- Opportunity for synergy (synergy is the combined action or operation as defined in Merriam-Webster On-line Dictionary)

Principles of inclusive leadership

- Each person brings to the group a unique perspective which is influenced by his or her own unique cultural identities
- Each person’s cultural identity is multifaceted. It is the intersection of all facets that make up who they are
- People learn, know and communicate in a multiplicity of ways.
- Treating everyone “equally” does not necessarily mean treating the “same”. Accommodating individual needs may mean treating a person differently to treat them equally.

Skills of inclusive leadership

- The willingness to take risks
- Cultural self-awareness
- The ability to separate individuals from stereotypes
- Attentive listening skills
- The ability to view cultural differences as an asset not a barrier

Adapted from the Department of Multicultural Services, Texas A&M University, College Station, TX
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)?

Self Reflection:

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:

<table>
<thead>
<tr>
<th>Coaching</th>
<th>Advising</th>
<th>Counseling</th>
<th>Mentoring</th>
<th>Training</th>
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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.”
Section 2
Coaching Skills for Every Manager and Supervisor

- Self-Assessment: Building Trusted Relationships
- Self-Assessment: Coaching Skills
- Communication Skills
- Coaching Conversation Model
- Activity: Listening Deeply
- Enhancing “Coachability”
- Ways to Offer Coaching
Self-Assessment: Building Trusted Relationships

Independent Activity

• Take the Trust-Building Behaviors Self-Assessment
• Consider how often you exhibit these behaviors. Use a scale of 1 (never) to 5 (always).
• What do your scores tell you?
Consider how often you exhibit the behaviors below. Score yourself on a scale of 1 (you never behave this way) to 5 (you always behave this way).

<table>
<thead>
<tr>
<th>TRUST-BUILDING BEHAVIORS SELF-ASSESSMENT</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I tell the truth. I am authentic.</td>
<td></td>
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<tr>
<td>I commit and then I follow through.</td>
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<tr>
<td>I have their backs. I'm here to catch them if they fall.</td>
<td></td>
</tr>
<tr>
<td>I give clear direction and concrete tangible goals with people.</td>
<td></td>
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<tr>
<td>I lead the way. I go first sometimes, especially when there's risk.</td>
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<tr>
<td>I keep confidences.</td>
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<tr>
<td>I treat people with respect.</td>
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<tr>
<td>I communicate openly.</td>
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<tr>
<td>I show that I'm interested and that I care.</td>
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<tr>
<td>I'm consistent in my actions. People know what to expect from me.</td>
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<tr>
<td>I treat people fairly.</td>
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<tr>
<td>I'm the lead cheerleader for my people.</td>
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<tr>
<td>I walk my talk. I live my values</td>
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TOTAL SCORE (out of 65)
The Coach Approach

COACHING SKILLS FOR EVERY MANAGER AND SUPERVISOR

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
Coaching Skills Self-Assessment

**Instructions:** Read through each item and place an “X” in first, second, or third column based on your self-assessment. After you have done this for all items, review your responses and consider which ones you would most like to focus.

<table>
<thead>
<tr>
<th>Item</th>
<th>Growth Opportunity</th>
<th>Work in Progress</th>
<th>Strength</th>
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<tbody>
<tr>
<td>I am able to focus on what someone is saying and take it in with interest (I <em>don’t</em> get easily distracted or start practicing my response before person stops talking).</td>
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<td>When I am coaching someone, I make sure the person does most of the talking.</td>
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<tr>
<td>I do not interrupt others when they talk, even if I feel I understand what they are trying to say.</td>
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<tr>
<td>I am honestly very interested in what other people are up to (their goals). I think everyone is fascinating in some way.</td>
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<tr>
<td>I am able to help “uncoachable” people open up and become coachable (for example, when someone seems defensive or uninterested).</td>
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<tr>
<td>When I coach people, I let them own the discussion and determine how I can best help (versus me leading).</td>
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<td>Once I have determined that I want to offer to coach someone, I feel comfortable approaching the person and starting the discussion.</td>
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<tr>
<td>I ask great questions that engage others and help inspire bigger thinking.</td>
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<tr>
<td>When I coach someone, the person generally leaves the conversation feeling better than when it began.</td>
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<tr>
<td>Item</td>
<td>Growth Opportunity</td>
<td>Work in Progress</td>
<td>Strength</td>
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<tr>
<td>When I coach others, I help them discover and define where they want to go to attain their goals (vision, the path forward).</td>
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<td>I know how to coach someone who is feeling stuck or overwhelmed.</td>
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<tr>
<td>I am a “yes, go for it” person, not the type that says “yes, but,” (play devil’s advocate).</td>
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<tr>
<td>I feel comfortable helping others broaden their perspective when they are unable to see what may be slowing their progress.</td>
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<tr>
<td>I help those I coach create an action plan that they own and feel highly motivated to implement.</td>
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<tr>
<td>I feel comfortable managing agreements to hold others accountable for their intentions and promises without it seeming like I have taken over ownership.</td>
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<tr>
<td>I excel at helping others discover their strengths and apply them.</td>
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<tr>
<td>I am able to shift/be flexible to meet the needs of those I coach (show up in a variety of ways depending on what they most need).</td>
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<tr>
<td>People seek out my coaching (this is different from seeking my advice).</td>
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Overall impression of your self-assessment:
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?

Notes:
Coaching Conversation Model

- Topic
- Outcome
- Check-in
- Wrap-up
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.

Speaker Debrief/Notes:

Listener Debrief/Notes (What did you hear?):


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)
- 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.”

“What things do you think went well?”

“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.”

“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

- Creating Pull
- Activity: Coaching Practice #1
- Coaching Questions
- Activity: Coaching Practice #2
- Difficult Coaching Conversations
- Activity: Coaching Practice #3
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)
Coachee - Check topics (or write your own) that resonate with you most and about which you are interested in receiving coaching.

- I want to earn a promotion.
- I want to spend more time in leisure or recharging my batteries.
- I want to increase my influence with peers/leaders/others.
- I want to help my team be more agile.
- I want to improve how I conduct performance appraisal meetings.
- I want to be a better listener.
- I want to spend more time being proactive versus reactive.
- I want to give feedback that may be difficult to hear.
- I want ________________

Coach: Starting the Coaching Discussion - How might you start the coaching discussion? Write ideas you like and may use during the practice.

Coach: Great Questions - Write a few great questions to use during the coaching session that will help improve the coaching conversation.

Listen deeply. Let the performer do most of the talking.
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.

COACH

Great Questions: Write down a few great questions to use during the coaching session that will help improve the conversation.

Debrief/Notes:

Listen deeply.
The Coach Approach

Coaching Practice #1 – Starting Coaching Conversations

In Pairs

• Refer to the “Getting Started” worksheet
• Practice starting the coaching discussion and creating “pull”
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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.

COACHEE

Great Questions: What were a few great questions used during the coaching session that helped improve the conversation?

Debrief/Notes:

Do most of the talking.
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 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?

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?

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?
Coaching Practice #2 – Asking Powerful Questions

In Triads (coach, coachee, observer)
- 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 coach, coachee, or observer, then 3 minutes of discussion of themes, and what it felt like. Switch coach, coachee and observer roles. Repeat twice, 7 minute round and 3 minutes of discussion. Total exercise is 30 minutes

COACH

Great Questions: Write were some great questions your observer heard you use during the coaching conversation?

Debrief/Notes:

Listen deeply.
Coaching Practice #2 – Asking Powerful Questions

In Triads (coach, coachee, observer)
- 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 coach, coachee, or observer, then 3 minutes of discussion of themes, and what it felt like. Switch coachee, coach and observer roles. Repeat twice, 7 minute round and 3 minutes of discussion. Total exercise is 30 minutes

COACHEE

Great Questions: What were some questions used during the coaching conversation that helped you consider your professional development?

Debrief/Notes:

Do most of the talking.
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

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?

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)
Coaching Practice #3 – Navigating Difficult Coaching Conversations

In Pairs

• Think of 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?”

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

COACH

Great Questions: Write down a few great questions to use during the coaching session that will help improve the conversation.

Debrief/Notes:

Listen deeply.
Coaching Practice #3 – Navigating Difficult Coaching Conversations

In Pairs

• Think of a difficult topic (e.g., 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?”

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

COACHEE

Great Questions: What were a few great questions used during the coaching session that helped improve the conversation?

Debrief/Notes:

Do most of the talking.
Section 4
Action Planning

- Action Planning
- Closing and Next Steps
- Course Evaluation
The Coach Approach

Action Planning – Questions for Reflection

Pick some questions that resonate:

• 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?

Reflection:
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
The Coach Approach

Course Reference List

Books


O’Malley, Susan (2016). *Advice from My 80-Year-Old Self – Real Words of Wisdom from People Ages 7 to 88*. San Francisco: Chronicle Books LLC.


Online Resources

Association for Talent Development (ATD): [https://www.td.org/](https://www.td.org/)


International Coach Federation (ICF): [https://coachfederation.org/](https://coachfederation.org/)

TED Talk: *How to Use Others’ Feedback to Learn and Grow* (2015) ([https://www.youtube.com/watch?v=FQNbaKkYk_Q](https://www.youtube.com/watch?v=FQNbaKkYk_Q)) with Sheila Heen, Harvard Law Faculty