The image features a solid red vertical bar on the left side and a solid green vertical bar on the right side, separated by a white space. The text is centered within the red bar.

# Coaching in Child Welfare Participant Guide 2019

## Acknowledgement



The Quality Improvement Center for Workforce Development has adapted the Atlantic Coast Child Welfare Implementation Center (ACCWIC) Coaching model and the Oklahoma DHS Coaching Guide to support the implementation of Coach Ohio.



### **Atlantic Coast Child Welfare Implementation Center**

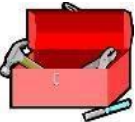
#### ***Partners for Change***

A member of the National Training and Technical Assistance Network, a service of the Children's Bureau, U.S. Dept. Health and Human Services

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# Complete Agenda

| DAY 1                             | DAY 2                       |
|-----------------------------------|-----------------------------|
| Welcome and Outcomes              | Welcome Back                |
| Coaching Application              | Centering Activity          |
| The Coaching Mindset              | Feedback & Assessment       |
| Demonstration and Self-Assessment | Establishing Accountability |
| Presence                          | The Coaching Session        |
| Engaged Listening                 | Demonstration and Debrief   |
| Questioning                       | Practice                    |
| Summary                           | Summary                     |

# Reference Icons for the Participant Guide

In this participant guide, you will see icons to signpost what you will be doing. The icons and their explanations are below.



The lightbulb comes before questions that will ask you to discuss or reflect on the content or activities to help you apply skills to your own experiences. You will also be connecting concepts together.



The race car signals the time for a test drive. These activities encourage you or a group to apply the concepts or practice skills and explore your emotions.



The tool box shows you the content that may be useful for reference long after the course. You may want to use these resources as tools as you practice your coaching skills.

# Day 1

**Purpose:** This training is designed to introduce supervisors to coaching concepts, provide them an opportunity to practice these skills in a safe environment, and receive timely feedback.

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## Learning Objectives

Upon completion of this day, the participant will:

- Describe the purpose and structure of the training
- Explore their preconceptions, feelings, beliefs and thoughts concerning coaching
- Explore their assumptions about coaching
- Develop a working definition of coaching for their state
- Identify questions they would like answered by the end of the day
- Recognize the 6 elements of the coaching mindset
- State the importance of using these in coaching sessions
- Understand how coaching supports your state's implementation initiative
- Describe how coaching can be used to improve training outcomes through transfer of learning opportunities
- Understand how coaching can enhance supervision
- Identify the coaching steps
- Note what coaches do that is supportive
- State the various skills that the coach used in the demonstration
- Identify which areas are strengths or areas for improvement
- Enhance skills of being present, listening and reflecting
- Provide feedback to another participant
- Articulate what it means to be present and engaged
- Demonstrate engaged listening and reflection
- Provide feedback using a structured format
- Articulate why questions can be hard to ask
- Identify the qualities of powerful questions
- Practice asking coaching questions

# Welcome

Facilitators for this course:

1:

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2:

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## Morning Agenda

- Introductions & Outcomes
- What we know about coaching
- Coaching application
- Coaching mindset and foundation
- Coaching demonstration
- Coaching skills and self-assessment



### Questions – Desired Outcomes for Training

What do you hope to learn in this course?

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What skills do you hope to learn or improve as a result of this course?

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What outcomes do you hope to see in your office as a result of this course?

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**Introduce | Practice | Connect**





### Activity

With a partner, discuss what desired outcomes you have for your time in this coaching training. What goals do you share in common? Be sure to introduce yourself, your office location and program area. You can capture highlights from your discussion in the lines below:

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## What We Know About Coaching

What has your experience been with coaching?

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What do you already know about coaching?

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What is the definition of coaching, in your opinion?

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What questions do you have about coaching?

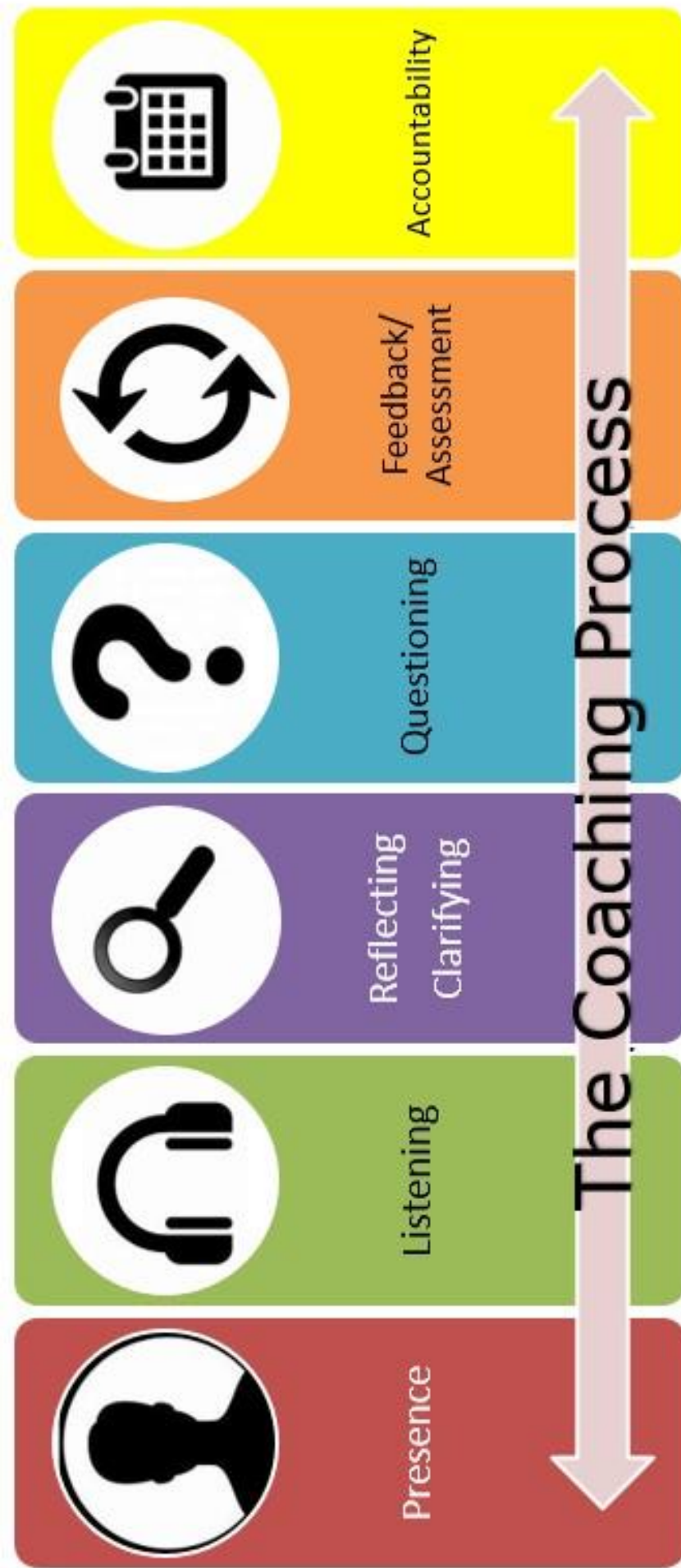
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## Coaching Mindset

- The coach is not the expert, or the judge, but \_\_\_\_\_  
\_\_\_\_\_
- Coaching can help us see what our assumptions and mental models are – so that we \_\_\_\_\_  
\_\_\_\_\_
- We bring and \_\_\_\_\_ for each individual's own learning development.
- Our \_\_\_\_\_ is always to strengthen the coachee and to support their success.
- People have the resources to solve many of the challenges they face; the role of the coach is \_\_\_\_\_  
\_\_\_\_\_
- Providing space for listening and reflection in and of itself is \_\_\_\_\_
- There are often many \_\_\_\_\_ answers; the individual knows what is right for them.

## Coaching Skills: Overview



## Common things people work on in coaching...

- Identifying and addressing performance goals
- Decreasing feelings of being overwhelmed, stressed, anxious
- Challenges in working relationships
- Determining next steps
- Breaking old patterns
- Shifting priorities
- Facing challenges
- Dealing more effectively with change
- Decision Making

Which of these common topics most resonates with you?

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## What Coaching Is...

| Coaching IS ✓ | Coaching is NOT ✗ |
|---------------|-------------------|
|               |                   |





## Activity

In your assigned groups brainstorm specific ways you can create the “right” environment for successful coaching:

Ways to create a supportive environment:

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Ways to create a safe environment:

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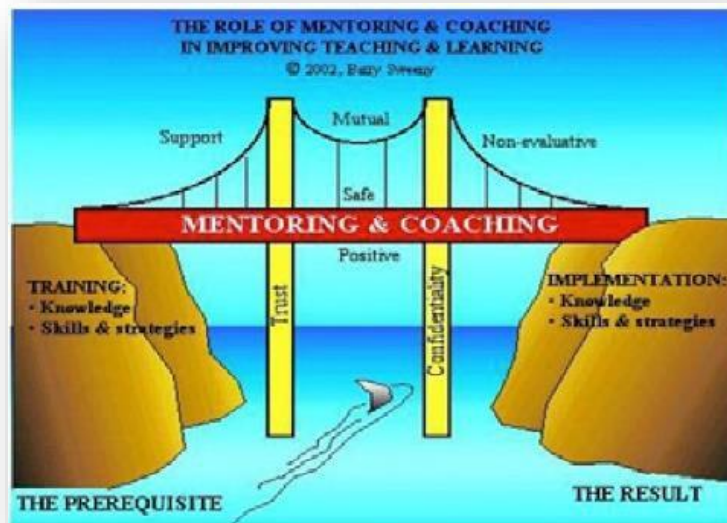
Ways to create a non-evaluative environment:

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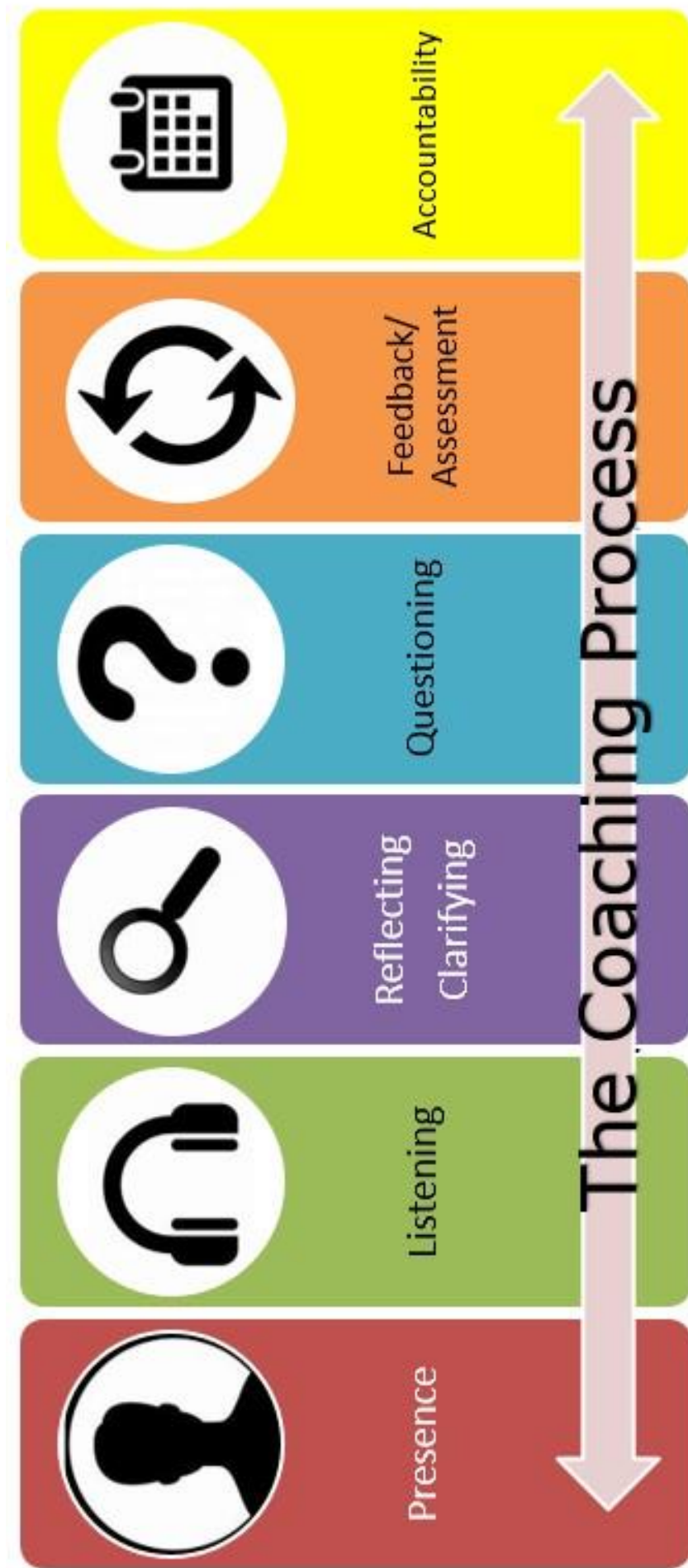


# The Coaching Process





## Coaching Skills: Overview







## Presence

- ✓ Focused Attention
- ✓ Display calm, centered, body language - no rushing
- ✓ Keep only a soft hold on agenda



## Listening

- ✓ Suspending judgment
- ✓ Listening for the meaning behind the words
- ✓ Watching body language
- ✓ Listening for nuance
- ✓ Open, given space, not thinking about response or rebuttal



## Reflecting/ Clarifying

- ✓ Using the coachee's words to reflect your understanding
- ✓ Staying true to the coachee's content
- ✓ Summarizing to keep the conversation focused and highlight movement



## Questioning

- ✓ Ask Open-Ended Questions
- ✓ Avoid Rhetorical Questions
- ✓ Ask questions out of genuine curiosity
- ✓ Avoid "Why" Questions



## Feedback/ Assessment

- ✓ Give specific, actionable feedback
- ✓ Be cautious of judgmental language
- ✓ Connect feedback with issue at hand



## Accountability

- ✓ Follow up as agreed upon
- ✓ Establish check in points
- ✓ Be clear about what will be followed up on

## Demonstration Observations

| Skill                     | Examples |
|---------------------------|----------|
| Presence                  |          |
| Listening                 |          |
| Questioning               |          |
| Reflecting/<br>Clarifying |          |
| Feedback/<br>Assessment   |          |
| Accountability            |          |

| Process Step               | Examples |
|----------------------------|----------|
| Focus<br>Together          |          |
| Clarify Focus              |          |
| Identify the<br>Goal       |          |
| Develop and<br>Action Plan |          |
| Gain<br>Commitment         |          |
| Assess<br>Progress         |          |



## Questions – Coaching Demonstration

In the demonstration you observed, what seemed to work well?

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Which questions posed by the coach seemed to clarify or assist the coachee with their issue?

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What questions might you ask in the same situation?

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What additional suggestions would you make to the coach to improve the session?

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# Self-Assessment

Review the 7 coaching skills listed below and rate the skill by either: Placing an "S" by the bulleted skill areas that are currently areas of STRENGTH for you OR Placing "ATD" (Area to Develop) by the skill areas that you would like to focus on developing.

## \_\_\_\_\_ Presence

- Focused attention, without distraction- 100% there
- Calm, centered, breathing, no rush
- Soft hold on agenda/flexibility

## \_\_\_\_\_ Listening

- Suspending judgment
- Open, giving space, not thinking about response or rebuttal
- Listening behind the words, watching body, listening for nuance

## \_\_\_\_\_ Clarifying/Reflecting

- Using their words to reflect your understanding
- Staying true to their content...checking your own leaps
- Summarizing to keep the conversation focused and to highlight movement

## \_\_\_\_\_ Questioning

- Asking real questions (ones that you don't know the answer to) that move the person into reflection, discovery
- Asking more questions than giving direction or answers
- Using question to keep the conversation focused

## \_\_\_\_\_ Feedback/Assessment

- Giving strengths based feedback, with a balance of affirmation and developmental feedback
- Avoiding judging language—focusing on the behavior and its impact
- Seeking feedback on how you can be more effective in your role

## \_\_\_\_\_ Accountability

- Setting clear action items together that the coachee commits to
- Following up to insure action items occur
- Addressing breakdowns

## \_\_\_\_\_ Modeling Behavior

- Being accountable and keeping commitments
- Open but self-disclosing only as appropriate
- Self-reflective, present



## Reflection Questions – Self Assessment

Which coaching skills are you already strong in?

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What evidence do you have that you are competent in the skills you identified in the previous question?

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How would you want to further strengthen these skills?

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Which skills do you feel less strong in right now?

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Which one or two skills would you like to focus on strengthening during this training?

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## Afternoon Agenda

- Coaching presence
- Listening from a coaching perspective
- Reflecting/Clarifying
- Questioning
- Summary and Feedback for the Day



### PRESENCE

How do you become, and stay, present?

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What does being present allow to happen?

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### Focusing

#### Questions – Reflection on Focusing Activity

What was it like for you?

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What did the activity do for you?

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## PRESENCE PRACTICE

In pairs, take turns sharing your responses to the self-assessment reflection questions on page 17. The person talking will be the coachee and the person listening will be the coach. The coach should focus on being present with the coachee. Your facilitator will let you know when it is time to switch roles. You can capture notes about your experience here:

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## Modes of Listening

- **Self-Referential:** everything you say, I connect to something about me.
- **Fix-It:** I am thinking of solutions to the problems you are describing and preparing to offer them to you. I may stop listening to the details you provide to me once I have a solution I think is best.
- **Superficial:** I am not really listening, my mind is focused on something other than the content you are trying to relay to me.
- **Engaged:** I am fully attentive to what you are saying, judgement is reserved about what you are saying and my body language communicates that I am listening.



## “NOT REALLY LISTENING” PRACTICE

In pairs, you will each practice being a coach and coachee. The coachee will describe a recent frustration they feel comfortable. The coach will listen only using the self-referential, fix-it, or superficial listening modes. When directed by the facilitator, you will switch roles. You can capture notes about your experience below:

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## Reflection Questions – “Not Really Listening” Debrief

What did it feel like to be “listened” to in this way?

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What did it feel like to “listen” to in this way?

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What are your takeaways from this activity?

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How will you listen differently to those you supervise?

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## REFLECTING/ CLARIFYING

Key Elements

1:

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2:

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3:

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### Reflection Question – Reflecting and Clarifying

When does reflection matter most to you?

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### REFLECTING/ CLARIFYING PRACTICE

In pairs, you will again each practice being a coach and coachee. The coachee will describe what drew them to their current professional role. The coach will listen, reflect and clarify. The coach should be careful to avoid asking questions, empathizing, or adding to the conversation. When directed by the facilitator, you will provide each other feedback using the feedback format on page 22 and then switch roles.

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# QUESTIONING

What can make asking questions a challenge?

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| Powerful Questions ✓ | Weak Questions ⛔ |
|----------------------|------------------|
|                      |                  |

# Top 10 “Asking” Mistakes

1: \_\_\_\_\_

Our number one offender is closed questions! Open questions have two key benefits: they let the coachee direct the conversation (because they can be answered in many ways) and they make the coachee think by eliciting longer answers. While most people will answer the occasional closed question as if it were open, too many closed questions in a row shut people down.

## **SOLUTION: Convert Closed to Open Questions**

To convert closed questions to open ones, first become aware of what you are asking. If you catch yourself before you’ve finished asking, stop and restate the question. You’ll know a closed question because it can be answered with a simple “yes” or “no”, like these examples:

- “Is there a way to do that and still keep evenings for family?”
- “Can you realistically take that on too?”
- “Could there be any other ways to approach that?”
- “Do you have any other options?”

When you catch yourself in the act of asking a closed question, here’s a quick technique for adjusting: restate the question, but this time beginning with the word “what” or “how”. Here are the closed questions listed above, but now made open using this technique:

- “What could you do and still keep evenings for family?”
- “How would your life change if you take that on too?”
- “How else could you approach that?”
- “What other options do you have?”

# Top 10 “Asking” Mistakes

2: \_\_\_\_\_

A special kind of closed question is the solution- oriented question. SOQs are pieces of advice with a question mark pasted on. We want to tell the client the answer, but we remember we are supposed to be coaching, so we give our solution in the form of a question:

- “Shouldn’t you check in with your boss before you act on this?”
- “Could you do your jogging with your spouse?”
- “Do you think that affirming the person would give you a better result?”
- “Can you give her the benefit of the doubt on this one?”

“Should you, could you, will you, don’t you, can you, are you” – if the second word in the question is “you”, you’re in trouble.

## **SOLUTION: Follow Your Curiosity**

On a practical level, SOQs usually originate in an intuitive insight: something the person says makes us curious, so (all in our own heads) we proceed to identify what we think the underlying problem is, create a solution, and then offer it to the person. The trick is to go back to the thing that made you curious in the first place, and ask about that. Often this involves broadening our SOQ (which focused on one potential solution) into an open question with many possible solutions.

For instance:

- Our insight on the first question listed above was wondering what the channels of authority in this organization are: So we might ask, “In your company, what kind of channels do you need to go through before you act on this? (Notice how this questions allows for other answers than just talking to the boss.)
- On the second question, our intuition noticed that the client is an extrovert, yet all the potential exercise options were done alone. So you might say, “I noticed that all your exercise options were solitary activities. How could you involve other people in your exercise routine?”

## Top 10 “Asking” Mistakes

3: \_\_\_\_\_

One of the biggest stumbling blocks for beginning coaches is the quest for the Holy Grail: the question that will unlock the secrets of the universe for the client. Before each question there is a long, awkward pause while we search our mind for just the right thing to say – and meanwhile the momentum of the conversation is lost.

### **SOLUTION: Trust the Process**

It's not the perfect question that makes the difference: you need to help the person you are coaching think a little farther down the road than they will on their own. Trust the process to help the person, not the greatness of your insight. One excellent technique when you are starting out as a coach is to learn a very simple query, like, “Tell me more,” or “What else?” The benefit of these short and sweet questions is that they don't interrupt the person's thought process at all. Another great tool is the Observation and Question technique. Pick out the most significant thing the person said, repeat their exact words, and ask them to expand on it, like this:

- “You mention that...”
- Tell me more about that.”

By varying the question (instead of “tell me more...,” try “Say more,” or “Expand on that,” or “What's going on there?”) you can use this technique over and over without sounding stilted. It's a great way to keep the focus on the client and not on your greatness as a coach.

## Top 10 “Asking” Mistakes

4: \_\_\_\_\_

A variant of the “One True Question” problem is the rambling question. Some coaches can’t stop themselves from asking the same question in three different ways, while stringing together five different nuances or potential answers along the way. By the time the coach has finally articulated the question, the client is confused about what to answer and any conversational flow is lost.

### **SOLUTION: Think, then Talk**

The propensity to ramble can usually be overcome in one of two ways.

First, some coaches do this because they are still figuring out what they want to ask while they are asking. The solution is simple: allow it to be silent for a moment or two while you formulate the question. Our discomfort with silence is leading us to jump in before we are ready to ask. When you start. You’ll often find that a little silence will lead the client to continue to process without you asking any question at all.

The second common cause of rambling is that we are overly concerned that our question be fully grasped. Our need to be understood comes from trying to lead the person down a particular path (in other words, we are in telling mode). Let go of your agenda, ask the question once, stop and see where the person chooses to take it. Often the most exciting coaching moments come when the client doesn’t understand what you are asking for!

## Top 10 “Asking” Mistakes

5: \_\_\_\_\_

Sometimes just by asking a question we put a spin on what the client is saying. For instance, a client says, “I’m finding it tough lately to want to get up

On Monday mornings. I’m frustrated with my current project, I’m not getting the support I need, and I keep finding myself looking at the clock and wishing the day was over.” A response like, “How long have you hated your job?” is likely to get a reaction from the client (“Wait a minute – I never said I hated my job...!”) The reason? Our coaching question reveals our interpretation of what the client said. We don’t know yet whether this person hates his job, dislikes it, or even loves it. We only know what the client said.

Inoperative questions erode trust (because they put something on the client) and block the conversational flow as the person responds to our analysis.

### **SOLUTION: Use Their Own Words**

Interpretative questions are easy to correct: simply make a habit of incorporating the client’s own words in your questions. For the example above, we might ask, “How long have you been frustrated with your current project?” or “What kind of support do you need that you aren’t getting?” or “What triggers you looking at the clock and wishing the day was over?” The underlined words in these questions are taken directly from the client’s own statements. Asking in this way prevents the client from reacting to your spin and keeps the conversation moving in a productive direction.

## Top 10 “Asking” Mistakes

6: \_\_\_\_\_

Although posed in question form, rhetorical questions are actually statements (often emotional or judgmental) of your own opinion of the situation:

- “What were you thinking!?!?”
- “Are you really going to throw away your career like that?”
- “Isn’t that just a cop-out?”
- “Wouldn’t you rather get along with your spouse?”

Since we aren’t really asking for the other person’s opinion, these questions evoke either no response or a defensive one. Rhetorical questions are generally a sign that you’ve made a judgment or developed an attitude about the person you are coaching.

### **SOLUTION: Reset your Attitude**

Eliminating rhetorical questions requires a change in attitude toward the client. One way is to get in touch with what is going on inside you, and how this situation is pushing your emotional buttons. A second approach is to renew your internal picture of the coachee’s potential and ability. Spend 15 to 20 minutes on these reflection questions to reorient yourself around believing in the client:

- “Why am I forming judgments here? How is focusing on the negative in this person meeting my own needs? What can I do about that?”
- “Could I be wrong about the situation?”
- “What am I missing?” See if you can construct two possible scenarios where the coachee’s point of view is more valid than your own.
- “What potential, ability and wisdom do I see in this person? What can s/he become?”



# Top 10 “Asking” Mistakes

7: \_\_\_\_\_

Leading questions are ones that subtly point the coachee to a certain answer: the one the coach (knowingly or unknowingly) wants. While rhetorical questions are blatantly biased, with leading questions you may not even realize you are propelling the conversation in a certain direction. What response do you think the coach wants in the following examples?

- “How would you describe that feeling: discouraged?”
- “We’ve spent a fair amount of time processing this over the last several weeks: are you ready to make a decision on that now?”
- “It seems like this option would feel good today, but the other would give lasting satisfaction. Which one do you want to choose?”

## **SOLUTION: Multiple Options, Or the Opposite**

When you catch yourself in the act of asking a leading question, you can often redeem it by creating multiple solutions. Take the leading question (like, “Name that emotion: are you disappointed?”), and then add several more options on the end: “... are you disappointed, excited, upset or what?” With multiple options, the coachee has to choose how to respond instead of taking the easy way out and just agreeing with you.

Another excellent technique is one I call “Or the Opposite”. If you realize you’ve just asked a leading question, (i.e. “If you take this new position will it take time and energy away from your family?”), paste on an “or” and then ask the opposite question: “... Or will this open up doors to get you the kind of family time you truly want?”

Part of what makes these two techniques so useful is that you only have to change the very end of the question. You can realize you are asking a leading question midway through, and still change it on the fly without the client ever knowing what happened.

## Top 10 “Asking” Mistakes

8: \_\_\_\_\_

No, that's not a misprint. Being too timid to interrupt and refocus the conversation is more of a problem for beginning coaches than interrupting too much. While some clients speak concisely, others can go on for ten minutes every time you ask an open question. Too much irrelevant detail slows progress and blurs your focus.

### **SOLUTION: Restore the Focus**

Part of your job as a coach is managing the conversation, so when you see the client bunny- trailing, interject with a question that brings things back to focus. A pro-active step is to openly discuss the rambling issue and secure permission to interrupt when needed.

- “It caught my attention when you mentioned earlier that... Let's come back to that.”
- “You are pretty good at expressing yourself. Would you mind if I interrupt occasionally to keep us on track so that we can make the most of our time”?

## Top 10 “Asking” Mistakes

9: \_\_\_\_\_

The other side of the interruption coin is that for some of us (often the most verbal or relational personalities) interrupting is a habit we aren't very aware of. Frequent interrupters tend to be perceived as dishonoring and frustrating to talk to – not the kind of image to cultivate as a coach! Are you an interrupter? If you want to find out, here's a revealing exercise. First, record one of your coaching conversations. Then fast-forward to the middle (by then you'll have forgotten you are recording yourself) listen to the tape and make a note every time you hear each of the following three things:

- Interruption: I interrupted or made a comment while the client was still talking
- Talking Over: I kept talking when the client tried to interrupt me or when we both started simultaneously, I failed to defer to the client
- Talking For: I finished the clients' thoughts for him/her

### **SOLUTION: Count to Two**

Here's a simple discipline you can practice to break an interrupting habit. Make a commitment that when you are coaching you will count off two seconds (“one, one thousand, two, one thousand” after the coachee has stopped speaking before you reply or ask a question. And if the person begins speaking again before the two seconds is up, good! Your goal as a coach is not to interject your ideas, but to help the coachee explore and implement their own.

# Top 10 “Asking” Mistakes

10: \_\_\_\_\_

“Why” questions tend to make people clam up because they challenge motives. When you pose a question like, “Why did you do that?” you are asking the coachee to defend and justify his or her actions – so don’t be surprised if she gets defensive!

## **SOLUTION: Use “What” Instead**

It’s easy to rephrase questions to replace the “why” with “what”. Here are several examples of “why” questions that have been reworded with “what” to keep from putting people on the defensive:

“Why did you turn down the job?”

Better: “What factors led you to turn down the job?”

“Why do you think she’d respond like that?”

Better: “What’s causing you to anticipate that response?”

“Why can’t you talk to him about that?”

Better: “What do you need to talk to him about that?”



## QUESTIONING PRACTICE

In pairs, preferably someone you have not yet partnered with, and you will each practice being a coach and coachee. The coachee will describe a current work challenge they are comfortable sharing. The coach will be present, listen, reflect and focus on asking “what” and “how” questions. When directed by the facilitator, you will switch roles. You can keep notes here:

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## Reflection Questions – Day 1

What worked well for you in Day 1?

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What would you like to see change tomorrow?

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What would you like to have seen more information about?

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Remember to bring a situation you would like to be coached on for tomorrow's practice opportunity!

## DAY 2 – Welcome Back!

**Purpose:** This training is designed to introduce supervisors to coaching concepts, provide them an opportunity to practice these skills in a safe environment, and receive timely feedback.

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### Learning Objectives

Upon completion of this course, the participant will:

- Identify why feedback is important
- State the key elements of productive feedback
- Demonstrate initial skill of providing feedback
- State what it means to hold a coachee accountable
- Demonstrate examples of holding a coachee accountable
- State all the phases of a coaching session
- Identify potential “pitfalls” during the phases of coaching
- Create questions to be used in coaching sessions
- Identify the different skills used in coaching
- Articulate what the coach did that worked well and what could have been different
- Share what the experience was like to engage in a coaching session from the perspective of coach and coachee
- Reflect on their skill level and identify what worked well and what didn’t
- Provide feedback to a peer on their coaching performance and skills
- Identify how coaching will be used in their daily practices.
- Recommend alternative uses of coaching
- Identify next steps for implementation of coaching in their state

### Morning Agenda

- Overnight Thoughts?
- Focusing Activity
- Feedback/ Assessment
- Accountability
- Review Coaching Models
- Coaching Demonstration



## Questions – Day 2 Preparation

After reviewing the agenda for day 2, what skills are you most excited to practice?

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What goals do you have for day 2?

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## Coaching Demonstration

In the coaching session you observed, what seemed to work well?

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Which questions posed by the coach seemed to clarify or assist the coachee with their issue?

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What questions might you ask in the same situation?

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What additional suggestions would you make to the coach to improve the session?

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## FEEDBACK/ ASSESSMENT

Elements of Feedback that is heard

1:

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2:

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3:

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4:

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5:

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## FEEDBACK PITFALLS

Complete the chat below with the six most common feedback pitfalls.

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |





## STEPS IN THE FEEDBACK PROCESS

1

2

3

4

5



## FEEDBACK PRACTICE

In pairs, preferably someone you have not yet partnered with, and you will each practice being a coach and coachee. The coachee will describe the values they want to model as a leader. The coach will provide feedback to the coachee about how well they model those values. When directed by the facilitator, you will switch roles. You can keep notes about your experience here:

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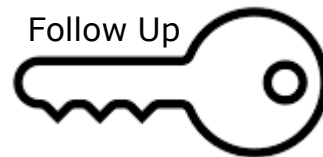
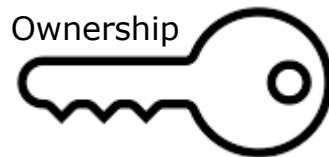
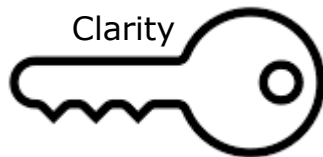
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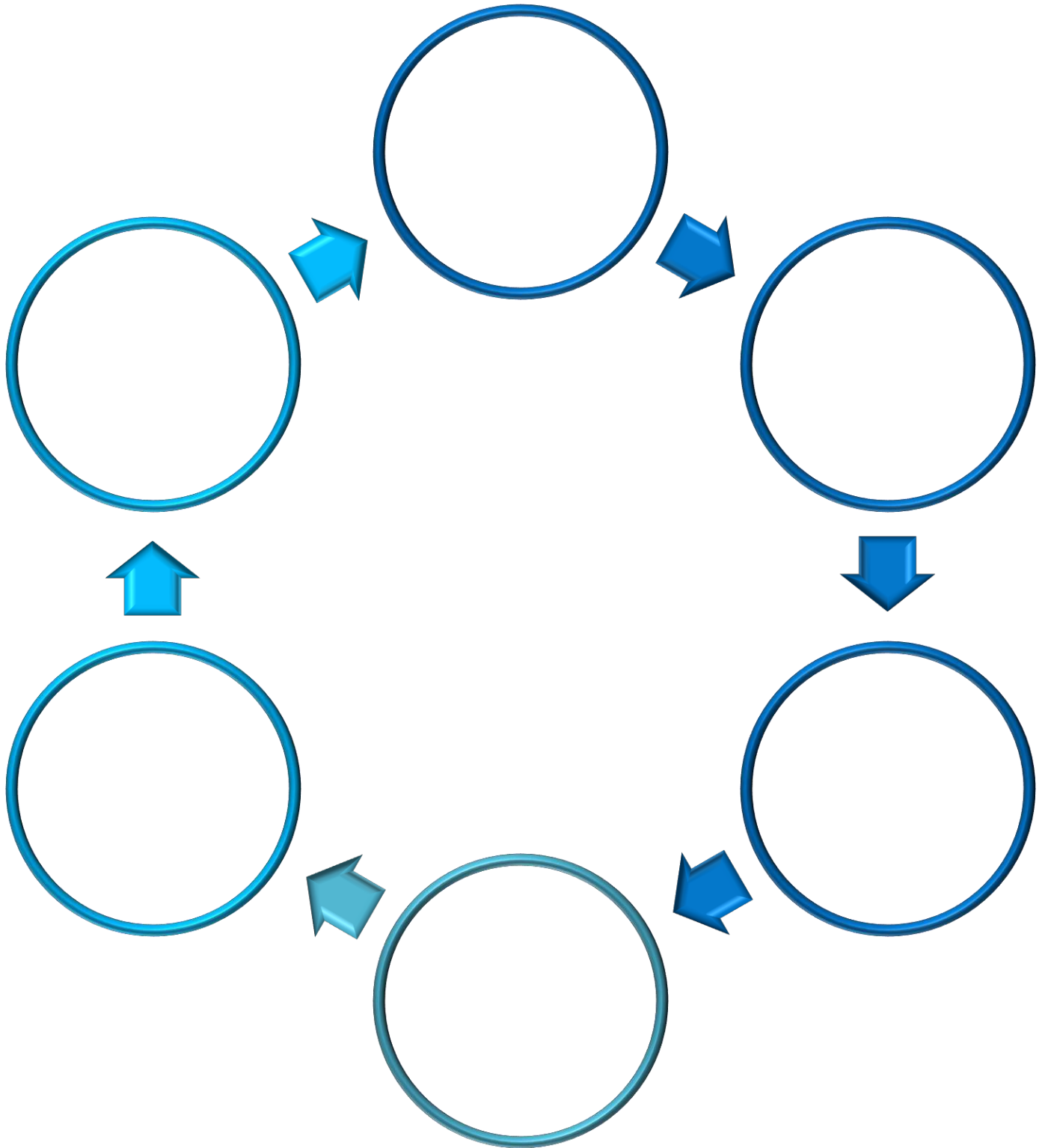
## ACCOUNTABILITY

Keys to holding Accountability:



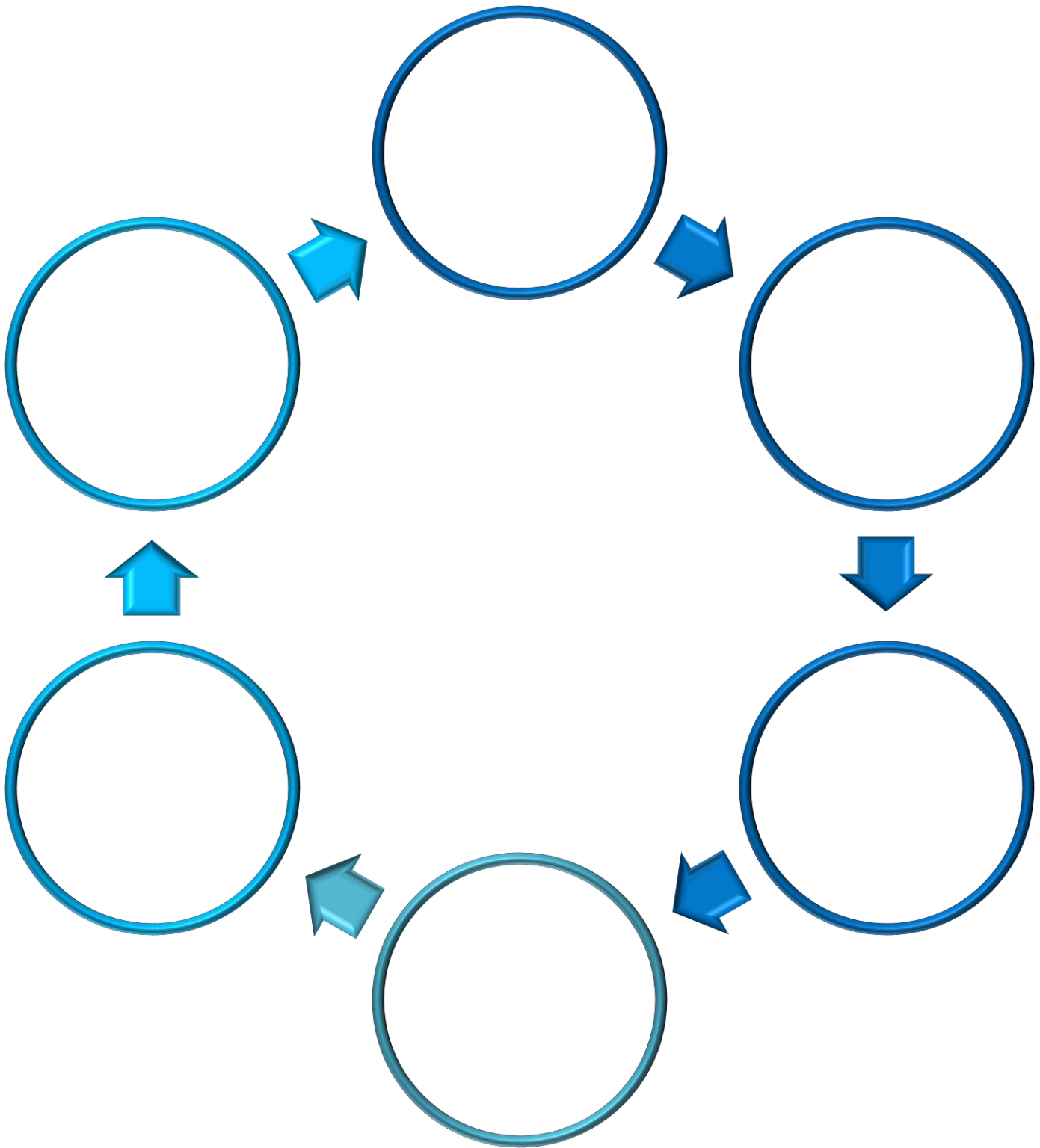


## The Coaching Process (in an **initial** session)

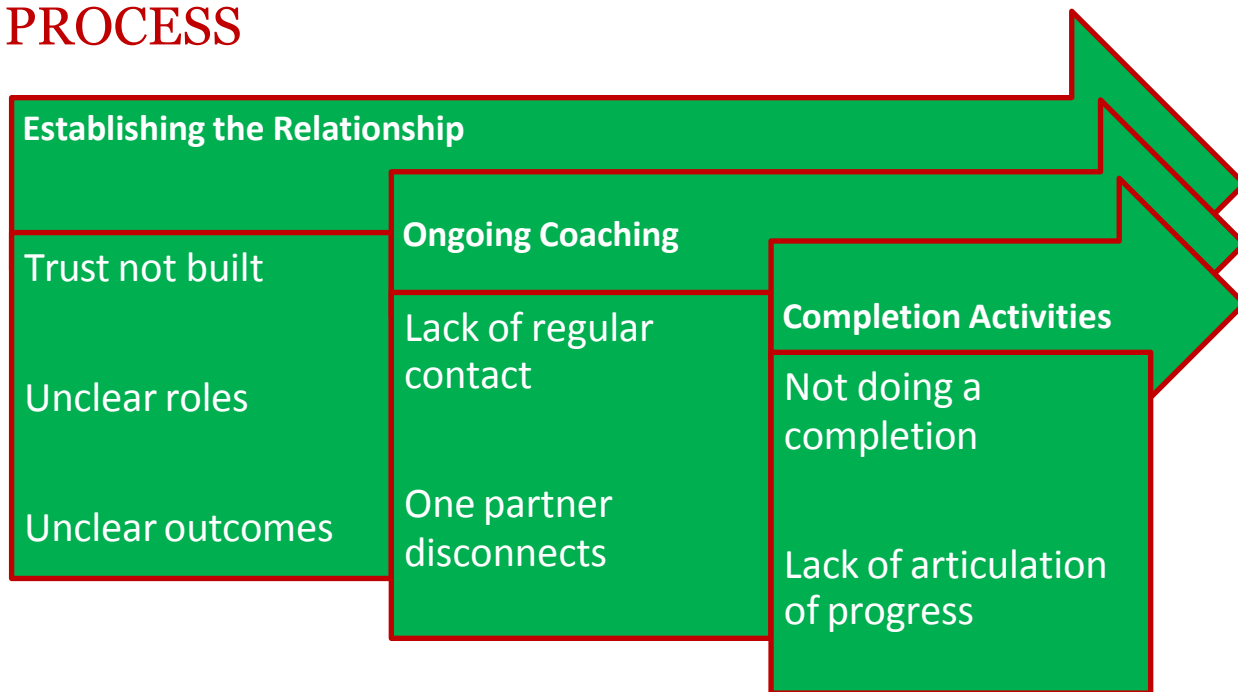




## The Coaching Process (in **ongoing** sessions)



# PREVENTING BREAKDOWNS IN THE COACHING PROCESS



## PREVENTING BREAKDOWNS

How can you prevent breakdowns at each stage of the coaching process?

Beginning – Establishing the Relationship

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Middle – Ongoing Coaching

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End – Completion Activities

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## DEVELOPING GOOD COACHING QUESTIONS PRACTICE

In your assigned group, brainstorm as many “good” coaching questions for your assigned stage of the coaching process as possible. Refer back to page 25 for characteristics of strong questions. Once the facilitator calls time, be prepared to report out to the larger group. You can capture your favorites in the corresponding tiles below:

### Clarify Focus

- What is the key problem/challenges for you?
- What is at stake here?
- What's a driver for you in this?
- What is significant about this for you right now?
- How does this relate to other issues you are facing?

### Identify the Goal

### Gain Commitment

### Develop an Action Plan

## Demonstration Observations #2

| Skill                     | Examples |
|---------------------------|----------|
| Presence                  |          |
| Listening                 |          |
| Questioning               |          |
| Reflecting/<br>Clarifying |          |
| Feedback/<br>Assessment   |          |
| Accountability            |          |

| Process Step               | Examples |
|----------------------------|----------|
| Focus<br>Together          |          |
| Clarify Focus              |          |
| Identify the<br>Goal       |          |
| Develop and<br>Action Plan |          |
| Gain<br>Commitment         |          |
| Assess<br>Progress         |          |



## Questions – Coaching Demonstration #2

In the demonstration you observed, what seemed to work well?

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Which questions posed by the coach seemed to clarify or assist the coachee with their issue?

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What questions might you ask in the same situation?

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What additional suggestions would you make to the coach to improve the session?

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**Do you have a situation in mind that you would like to be coached on?**

**After lunch you will get to the opportunity to coach and be coached.**



## Afternoon Agenda

- Coaching Practice
- Next Steps & Moving Forward
- Summary and Feedback



# COACHING PRACTICE

In your assigned pairs, each person will take turns acting as the coach and the coachee. Each coachee will have thirty (30) minutes to discuss a real situation they brought with them that is currently a challenge. Coaches should use all relevant coaching skills throughout the coaching process. You can take notes on your session below:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



## Reflection Questions – Coaching Practice

What are some one word adjectives that describe your experience being the coachee?

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What are some one word adjectives that describe your experience being the coach?

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What specific techniques seemed most effective, either that you utilized or your partner utilized?

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What did you catch yourself doing as the coach that you would like to practice avoiding or reducing?

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Other notes about your experience:

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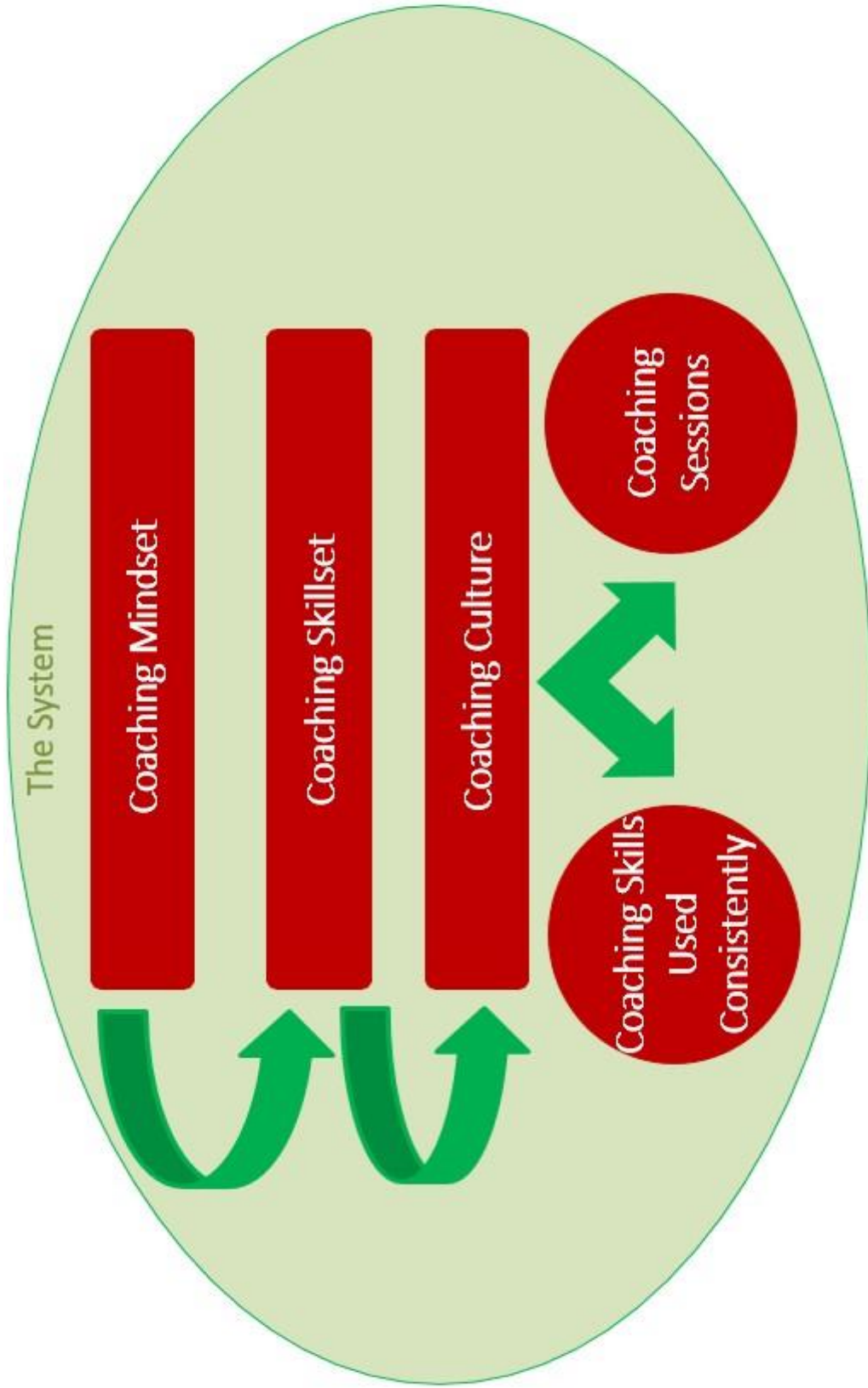
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## Creating Systemic Change:



What opportunities do you have to practice coaching skills in your daily life?

At Work:

At Home:

Other:

**FINAL THOUGHTS:**

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# Coaching Resources





## Examples of Great Coaching Questions for Specific Stages of the Coaching Process...

### Clarify Focus

- What is the key problem/challenge for you right now?
- What is at stake here?
- How does this issue relate to other issues you are facing?
- How will this issue increase in importance over time?
- What do you feel is your deadline?
- What is the driver for you in this?
- What is it that you ultimately want?

### Identify the Goal

- Where would you like to start?
- What would you like to see that would be different?
- What impact would you like to have?
- How will you know you are successful?

### Develop an Action Plan

- What can you do to change the situation?
- What is a specific, measurable action you can take towards your desired outcome?
- What support do you need to move forward and from whom?
- What might your first step be?
- What options for action do you have?

### Gain Commitment

- What do you think you need to get yourself committed to your outlined plan?
- How will you track your progress?
- How will you measure your success?
- When/how can we follow up on this?
- Who can give you feedback on your progress?







## 10 “Asking” Mistakes & \*Possible Solutions

### 1: Closed Questions

\*Convert Closed Questions to Open Questions

### 2: Solution Oriented Questions

\*Follow Your Curiosity

### 3: Seeking the “One True Question”

\*Trust the Process

### 4: Rambling Questions

\*Think, then Talk

### 5: Interpretive Questions

\*Use Their Own Words

### 6: Rhetorical Questions

\*Reset Your Attitude

### 7: Leading Questions

\*Multiple Options, or the Opposite

### 8: Neglecting to Interrupt

\*Restore the Focus

### 9: Interrupting

\*Count to Two

### 10: “Why” Questions

\*Use “What” Questions Instead



## The Coaching Mindset

- At the heart of coaching is a willingness to set aside your own ideas about the “best/right” way to do something and to ask questions to hear someone else’s ideas about how to approach it.
- An effective coach will utilize questions that are influential but NOT directive. They use questions to help people step outside the “problem mindset” and look for answers in unexpected places.
- Asking questions allows the coachee to come up with their own ideas (even if it’s the same idea you had in mind) which gives a much better sense of ownership and commitment when they put it into practice.
- The focus should be on the future more than the past and finding new options rather than staying stuck.
- CHECKING: check your understanding of what they’ve said using their words, check whether they are happy with how it’s proceeding.



## The Coaching Process (in an initial session)





## Coaching Skills



### Presence

- ✓ Focused Attention
- ✓ Display calm, centered, body language - no rushing
- ✓ Keep only a soft hold on agenda



### Listening

- ✓ Suspending judgment
- ✓ Listening for the meaning behind the words
- ✓ Watching body language
- ✓ Listening for nuance
- ✓ Open, given space, not thinking about response or rebuttal



### Reflecting/ Clarifying

- ✓ Using the coachee's words to reflect your understanding
- ✓ Staying true to the coachee's content
- ✓ Summarizing to keep the conversation focused and highlight movement



### Questioning

- ✓ Ask Open-Ended Questions
- ✓ Avoid Rhetorical Questions
- ✓ Ask questions out of genuine curiosity
- ✓ Avoid "Why" Questions



### Feedback/ Assessment

- ✓ Give specific, actionable feedback
- ✓ Be cautious of judgmental language
- ✓ Connect feedback with issue at hand



### Accountability

- ✓ Follow up as agreed upon
- ✓ Establish check in points
- ✓ Be clear about what will be followed up on