



THE COACHING CONVERSATION

A Model for Coaching

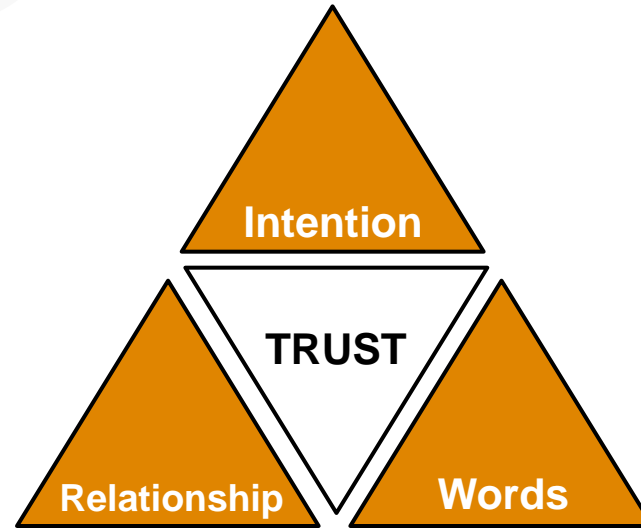


OBJECTIVES

- **Learn about creating the coaching environment**
- **Learn the 5 Step Coaching Conversation Model and practice using the model**
- **Learn and practice 2 coaching skills**
 - **Contextual Listening**
 - **Discovery Questioning**



CREATING THE COACHING ENVIRONMENT

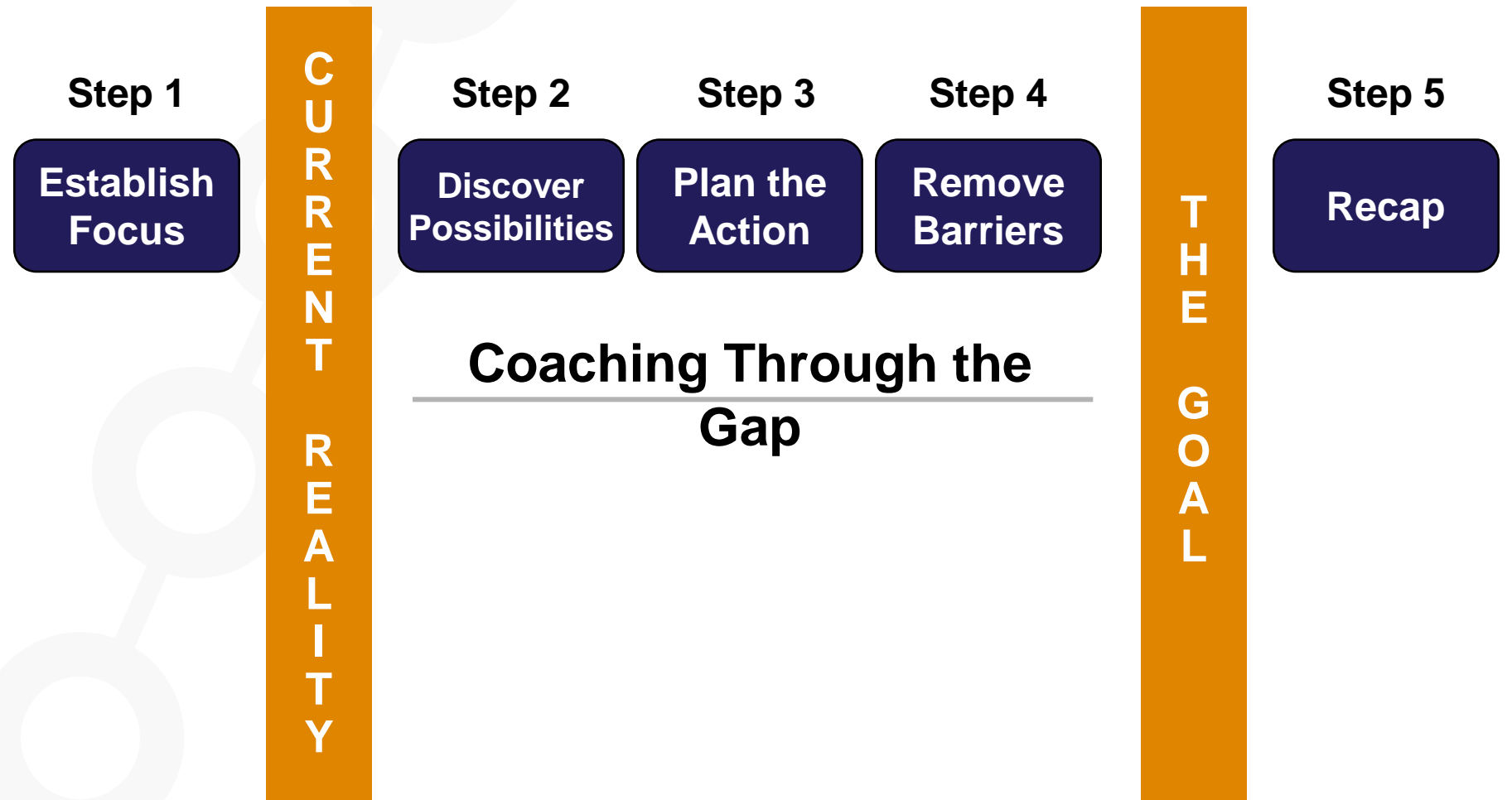


COACHABLE MOMENT[®]

Those moments when an individual is open to taking in new information that will effect a shift in his/her knowledge and behavior.



COACHING CONVERSATION MODEL



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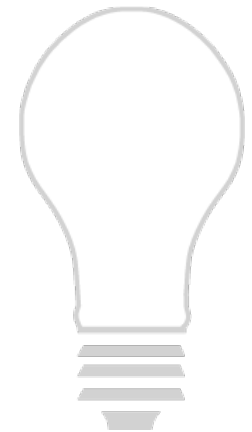
STEP 1 – ESTABLISH FOCUS

- For the **conversation** – both parties need to know what is expected by the end of the conversation or meeting.
and/or
- For **the task** – getting specifics around the goals of the project or the task to be completed.
and/or
- For the **gap** – understand what is needed to move an individual towards their goal and where they are now.

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STEP 2 – DISCOVER POSSIBILITIES

- Discover possibilities by asking questions
- Quiet your mind & listen to their ideas non-judgmentally
- Paraphrase to confirm understanding
- Help them draw out consequences to their suggestions
- Share personal experiences



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STEP 3 - PLAN THE ACTION

- **Guide the development of an action plan**
- **Focus on the desired outcome**
- **Divide large projects into “bite-size” chunks**
- **Set target dates for completion**

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STEP 4 – REMOVE THE BARRIERS

- **Ask questions to explore resource needs and to uncover possible business and personal barriers**
- **Clarify what action is needed to clear barriers and where you can assist**
- **Support by ensuring cooperation from others, use of resources, change work priorities or delegation of authority**

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STEP 5 - RECAP

- **Ask individual to review what has been learned**
- **Gain commitment on the actions to be done before the next meeting**
- **Re-emphasize your support and what you will do**
- **Establish Accountability and time for follow-up**

LIVE COACHING

- **2 Rounds**
A coaches B
B coaches A
- **Timing**
5 minutes coaching
2 minutes feedback
- **Feedback (coach then coachee)**
What worked well?
What might you do differently?



PROCESS



~~CONTENT~~

COACHING SKILLS

- **Contextual Listening[®]**
- **Discovery Questioning[®]**
- **Messaging^{**}**
- **Acknowledging**

**** Advanced Skill**

THE LISTENING CHALLENGE

Are you *really* listening?

**...or are you just waiting
for your turn to talk?**

CONTEXTUAL LISTENING

**A method of listening beyond the words
To discern all there is to be heard and understood**

Coach Approach

- Listen for clues
- Ask questions to draw out the context
- Say what you heard to verify your understanding

I DID NOT DELETE THE
FILE ON YOUR HARD
DRIVE LAST NIGHT

DISCOVERY QUESTIONING

A systematic process of asking sharply focused questions.
To help individuals discover for themselves.

Coach Approach

- Listen for contextual clues
- Ask questions to help the individual discover
- Continue to listen and use silence effectively
- Make questions relevant and move the inquiry forward

COACHING SKILLS



Q - "So why do coaches ask questions anyway?"

"...the answers are of secondary importance.

*The information is **not for me (the coach)** to make use of and may not have to be complete.*

*I only need to know that **the coachee has the necessary information.***

*The answers given by the coachee **frequently indicate to the coach the line to follow with subsequent questions...***

John Whitmore, 'Coaching For Performance'

DISCOVERY QUESTIONING PROCESS

1. **Contextual Listening**
2. **Pause to process what was “heard”**
3. **Tune into your physical and emotional reaction**
4. **Craft a question/statement with an intention for the other to discover**
5. **Deliver the question/statement**
6. **Be silent**

LISTENING AND QUESTIONING SKILLS PRACTICE

1. **A** explains to **B** a business challenge or situation - 2 minutes
2. **B** listens for the essence of what was heard, no note taking, no questions, just listen
3. **A** stops, does nothing while **B** independently:
 - a) processes what they “heard”, not what was said and
 - b) composes 2 thought-provoking discovery questions on an index cards
4. **B** reads questions to **A** putting a pause between each question. No discussion. **A** listens as the questions are read, does not comment. **B** hands cards with questions to **A**

Switch until both have had a turn

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Thank You