

A coaching resource, by Andrew Gibbons

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A definition of coaching

“a process that enables learning and development to occur and thus performance to improve. To be successful a Coach requires a knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching”

Eric Parsloe

Another definition of coaching

“Systematically increasing the capability and work performance of someone by exposing him or her to work-based tasks or experiences that will provide the relevant learning opportunities, and giving feedback to help him or her to learn from them”

John Radshaw

Three needed to prompt learning

Desire - the degree of 'want' required.
Opportunity - the time and support needed.
Competence - the capability to deliver.

Andrew Gibbons

Three things coaching offers

Time out from constant decision making
Confidentiality and safety
Detached companionship

Blackman and Sheppard

Three things new coached behaviours should do

Create optimum customer value
Be managed by the coached person
Be recognised when seen by coach/ed

Burdett

Three levels of coaching

Behavioural
Underlying drivers
Root causes

Riddle and Ting

Three issues underpinning learning

Much of what we do as humans is habitual and unexamined.
Even though we may have years of experience, few of us have developed an effective practice of learning from that experience.
When we discover a successful way of doing something, we tend to hang on to it, even, or perhaps especially, when things have changed around us.

Bowerman and Collins

Three common coaching misconceptions

Really successful people don't need coaches
Coaching takes too much time
A coach is the same as a mentor

Susan Battley

Three musts for a coach

Identify parts of role that will make a difference
Specify behaviours that differentiate high performance
Agree behaviours required and maintain dialogue

Burdett

Three elements for compassionate coaching

Empathy and understanding of other's feelings
Caring for the other person
Willingness to act in response to the person's feelings

Botatzis et al

Competitive advantage through difficult learning

High difficulty low value
High difficulty high value
Low difficulty low value
Low difficulty high value

Hodgson et al

Four things being coached involves

Having clear, written objectives
Taking supported responsibility for own development
Asking for feedback and suggestions
Building networks via coach's contacts

Phillips

Four outcomes to seek from coaching

Enhanced self-awareness
Building new skills, and adjust behaviour
Review of work and management style
Achieve better performance objectives

Thomas and Saslow

Four basic steps to coaching

Set specific goals and long-term aims for the process
Explore current reactions, problems and possibilities
Identify options leading to realistic goals
Commit to a timed action plan to achieve goals

King and Eaton

The SURE model of coaching

S et context
U nderstand situation
R esolve issues
E stablish actions

Four types of advice

Strategic big picture view
Operational day to day work
Political interpersonal relationships and power
Personal dealing with emotional states

Briscoe

Four coaching warning signs

Blindly accepting the need for a coach
Choosing a coach as a status symbol
Fuzzy needs identification
Lack of an exit strategy

Noer

Four types of coaching

Counselling
Encouraging and mentoring
Learning and development
Confrontation

Bulletpoint

Four things a coached person must do

Be receptive to new ways of looking at problems and solutions
Agree the coach acts as an 'ego check'
Feel and exhibit 'values harmony' with their coach
Accept the coach has the right background, credibility and skills

Axsmith

Four parts to the GROW coaching model

G establish goal
R examine reality
O consider options
W map the way forward

The Industrial Society

Five tips for coaches

Get your timing right
Listen to ensure full understanding
Learn to deal with emotions positively
Give feedback and criticism skilfully
Discuss and understand career goals

Barry

Five features of the 'ideal' coached person

Receptive
Adaptable
Open
Disciplined
Non confrontational

Bulletpoint

Five ways to be a coach

- C onnecting
- O bserving performance
- A ssessing high performance ROI areas
- C onversing about performance improvement
- H oning competence

Gabrielle

Five feelings coached people need

- That they are breaking new ground
- That they are heard and respected
- That they can be open and spontaneous
- That their coach is qualified and competent
- That it's safe to explore emotions

O'Neill and Broadbent

Five rules when coaching high performers

- Quickly get their attention
- Demand commitment
- Connect via a common language
- Hit hard enough to hurt
- Engage curiosity and competitive instincts

Ludenes and Erlandson

Five steps to coaching

- Set clear goals and expectations
- Understand priority learning needs
- Observe and analyse behaviour
- Give feedback directly and skilfully
- Provide positive reinforcement

Johnson

Five benefits of coaching

- Intense one-to-one attention
- Expanded thinking via dialogue with a curious outsider
- Self awareness – exploring blind spots
- Personal accountability for development
- Just in time learning

Turner

Five things coached people must do

Confront significant personal issues
Tolerate discomfort, awkwardness and vulnerability
Accept feedback, and depersonalise setbacks
Retain curiosity and seek powerful insights
Maintain motivation, and show emotional resilience

Frisch

Six things coaching is about

Individual needs and issues
A process not an event
Asking open ended questions
Failure as much as it about success
The coach putting him/herself second
Keeping focused on clear objectives

Bulletpoint

Six principles for coaches

Create a safe, challenging environment
Work to the coached person's agenda
Facilitate and collaborate
Promote self-awareness
Encourage sustainable learning from experience
Model what you coach

Riddle and Ting

Six questions for coached people

What do you need to achieve?
What is happening now?
What *could* you do?
What will you do?
How and when will you do it?
How will you sustain success?

Six musts for a coach

Trust
Mutual respect
A sense of common purpose
Integrity
Openness
Honesty

John Burdett

Seven questions for coaches

What is your experience as a coach?
Where did you learn how to coach?
What coaching qualifications do you hold?
What is your coaching niche?
What specialist skills and experience can you offer?
What process or methodology do you use as a coach?
What are your coaching success stories?

Chinsky

Seven coaching competencies

Framing questions that make learners think deeply
Being a resource - removing barriers to learning
Holding back, not providing all the answers
Creating and promoting a learning environment
Using analogies, scenarios and examples
Engaging others to support the learning application
Providing feedback constructively

Ellinger and Bostrum

Seven important coaching skills

Attending
Giving and receiving feedback
Drawing out
Silence
Suspending judgement
Recognising and expressing feelings
Paraphrasing

David Megginson

Seven principles when helping people to learn

People know more than they think they know
Everyone has resources for improving performance
Useful questions are worth more than commands
Each person is responsible for their own contribution
to the organization
Every setback provides a learning opportunity
Experiments precede learning
Challenging but achievable goals bring out the best in people

King and Eaton

Seven expectations of coaching

Ask high impact questions
Focus on what is working
Build rapport and trust
Clarify responsibilities and accountabilities
Stay focused on the results toy agreed
Listen deeply with eyes, ears and heart
Model what you seek – walk your talk

Hallbom and Warrenton-Smith

Seven actions of the best coaches

Connecting personally, recognising where client is
Active skilled listening, reflecting back, caring
Demonstrating learning and trial and error lessons
Maintaining dialogue, keeping in contact
Showing integrity and generating trust
Pushing the client when necessary
Tuning into organisational issues and politics

Hall, Otazo and Hollenbeck

The achieve coaching model

A ssess the current situation
C reative brainstorming of alternatives
H one goals
I nitiate options
E valuate best route
V alid action programming
E ncourage momentum

Dembrowski et al

Seven essentials for coaches

Develop your skills as a coach
Focus on coachee's needs not your own
Be clear on objectives and outcomes
Centre on learning issues
Keep listening, stay focused
Look for small gains
Know yourself

Bulletpoint

Seven core coaching competencies

Establishing a coaching contract or agreement
Creating trust and intimacy
Building an open, flexible, confident relationship
Intense focus, active listening, powerful questioning
Use of language that has real impact
Prompts awareness and insight in the coached person
Designing actions and setting goals that change things
Manage process, hold attention, clarify accountability

Wright

Seven things the best coaches know

They are not in control of the process
Listen attentively and explore insightfully
Probe thoroughly without being intrusive
Suspend judgement, encourage and support
Monitor and control your own beliefs and views
The right time to call on experience and expertise
The need to structure the process appropriately

Hutcheson

The STRETCH model of coaching

S et the context
T ransfer issues to the learner - ensure ownership
R evisit what outstanding performance looks like
E stablish what's in it for the learner
T ake time to agree what specifically must change
C atch them doing something right - praise and reward
H ave time set aside to celebrate success

John Burdett

Eight things the very best coaches can do well

Listen fully and with real interest and concern for the learner
Communicate a genuine empathy and understanding
Adjust to another environment, terminology and work habits
Set challenging yet realistically high expectations
Diagnose accurately 'what is going on' and see ways forward
Develop a shared interest in the learner and their issues
Experiment and explore, suspending judgements
Find patterns in information and processes

Paul Pohlman

Eight learning skills

Anticipate and prepare for a learning experience
Recognise and fully exploit a learning experience
Seek out new learning - they don't wait passively for this
Take risks and innovate - within parameters
Look for, and appropriately accept help and feedback
Are *constructively* self analytical and critical
Filter new learning, making associations and connections
Overcome barriers and obstacles to their learning

Andrew Gibbons

Eight benefits of external coaches

Anonymity, confidentiality
Experience in many organisations
Expertise in political nuances
Wider range of ideas than typical internal coach
Broad expertise based on extensive experience
More objective, able to challenge and confront
Trusted not to disclose or play internal politics

Hall, Otazo and Hollenbeck

Eight roles of a coach

Goal setting
Looking deeply
Listening skilfully
Empathising genuinely
Questioning powerfully
Giving feedback directly
Intuiting accurately
Checking meaningfully

Mark McGuinness

Eight signs of a coach

Knowledge and experience of organisations
Positive experience of making change happen
Skills in the dynamics of personal learning
Strong interpersonal skills
Maturity, credibility and clear values
A strong educational background
Well developed management skills
Flexibility – able to work in different ways and styles

Kirkland and Miller

Eight things coaches do well

Create rapport and give undivided attention
Help set clear goals to ensure positive outcomes
Ensure learners drive the process - never 'over-helping'
Clarify objectives and deadlines
Praise skilfully and genuinely, reinforcing positive effort
Give feedback well, both observation and interpretation
Provide appropriate structure that supports learning
Intuitively seeing when to change a plan or direction

Daniel Robin

Nine interpersonal skills for coaches

Listening
Rephrasing
Articulating
Reframing
Enabling
Clarifying
Contextualising
Advising
Motivating

Griffith-Haynie