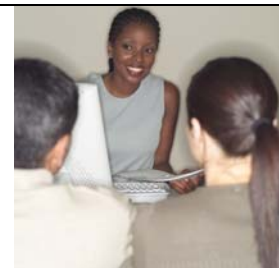
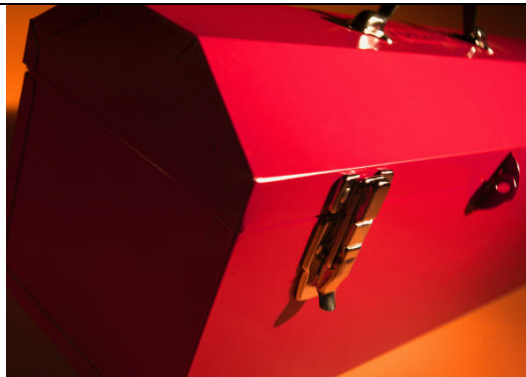
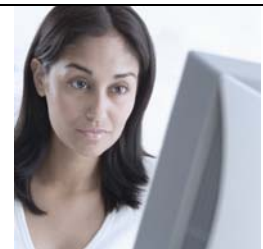


THE COACHING RESOURCE TOOLKIT



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THE COACH: A NEW ROLE IN STAFF DEVELOPMENT
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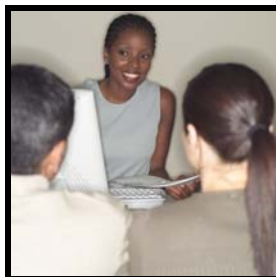
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STAFF DEVELOPMENT ACTIVITIES

Knowledgeable, skilled and well-motivated staff is critical to the success of human services agencies. Staff needs knowledge about program policy, professional and technical competence and the ability to work with a broad spectrum of people – clients, internal staff, external agencies and the community.

Staff development and training refers to that function of management, which deals with various ways of helping all levels of staff develop, and function to the optimum of their abilities in order to achieve program goals, objectives and priorities.



- Needs assessment and planning
- Curriculum development
- Present training
- Evaluate training ROI (Return-On-Investment)
- Coordinate participation in training programs
- Submit reports and liaison with NYS OCFS BT and NYS ODTA TAMA
- Contract development and grants proposals.
- Orientation of new workers
- Supervision of student field placement
- Serve on policy committees
- Create a learning environment
- Recognize and addresses coaching opportunities

COACHING INFORMATION SHEET

Definition: Coaching is “the art of encouraging others to experience their power”

(Developing High Performance People, Mink, Owens and Mink)

Coaching is increasingly important as a process to enhance learning in organizations. In today's organizations, those who survive and prosper will be those who learn how to learn at the individual, team, and organizational level. The ability to transfer skills effectively becomes critical to remaining viable as an organization. In today's environment of comparatively rapid change, good coaching provides a foundation for continuous improvement.

COACHING: A ROLE WHOSE TIME HAS COME

Four things are happening today that make the art of coaching so important.

1. Staff knowledge and skills frequently become obsolete in the course of a calendar year. Technology changes so fast that many people find themselves incompetent. This seems to be especially true for the middle-level person who has been in a managerial role for some time.
2. Diversity and complexity increase daily in the workplace. People with different cultural backgrounds and different leaning backgrounds are entering the workforce in increasing numbers. As the difference among workers grows larger, greater competence at working with individual differences will be required.
3. There appears to be a skilled labor shortage. The number of skilled people entering the job market is actually decreasing relative to the number of new technical and professional jobs that are being created.
4. There is a decline in the competence level (knowledge, skills, and attitudes) of people who are entering the workplace for the first time. New staff often does not have the necessary competencies to succeed in today's jobs.

To deal with these changes, we must become experts at transferring the skills, knowledge, attitudes, and values so essential to success. We need to do so with greater speed than ever before. Developing people in a short time frame will be what separates the successful organization from the unsuccessful organization. People need training and development in a variety of areas. To meet the challenge, each person must become an expert coach and support the learning of others in the workplace.

What Is Coaching?

Coaching is the process by which one individual, the coach, creates enabling relationships with others that make it easier for them to learn. The coach helps other people set and achieve performance goals at levels higher than those at which they are currently performing. This process occurs in such a way that it creates stronger people who have a greater appreciation for themselves and their capacity to couple their personal competence with effort and produce good results.

The coaching process is an empowering process.

There are a number of key words and concepts in this definition. For one thing, coaching is a *process*, not an event. Learning is a process that requires practice and:

1. Repetition and time. Likewise, the process of people empowering themselves takes time because people acquire skills and knowledge incrementally and through different media at different rates. Application and reflection need to occur after each step.
2. A second key word in the definition is that of empowerment itself. In essence, coaching is the transfer of knowledge, skills, and/or values and attitudes from the coach to the learners. Through the coaching relationship, learners are enabled (empowered) to perform new tasks, to do more than they were doing, or to do something entirely different, or even to perform at a higher level of complexity.

For example, when a staff development coordinator coaches a supervisor suffering from technical obsolescence by teaching him or her how to use a new software, then the supervisor is empowered--capable of directing an entirely new set of work activities, that is, tracking client data in a new way.

The above example depicts a coach enabling a learner to improve job performance. The coach may do this by helping learners acquire new skills knowledge, and/or values and attitudes. These changes help learners experience themselves differently and help them change the way they view themselves from a self-limiting view to a more self-enhancing view. When people combine knowledge and a set of related skills with personal effort and then succeed at appropriate tasks, they increase their belief in their own ability to achieve and enhance their sense of exercising control over their own lives, which is empowerment.

3. A third key concept of the definition is *relationship*. Coaching is a relationship that occurs between people, the coaches and the learners. If the context of coaching is a team or group setting, the essential transformation still takes

place at the individual level. Each relationship between individuals becomes the essential component of coaching. Successful coaching is based on mutual trust, acceptance, and respect, and focuses first and foremost on individuals, and second on the behavior change or new learning.

4. A fourth key concept implied in the definition is the concept of *transformation*. One outcome of coaching relationships is that the learner is able to perform at increasingly higher and more complex levels. This involves freeing oneself from the repetitive patterns of old learnings, which may be firmly imbedded in the unconscious, and adopting new mental operations-- new mental models or structures that- guide performance at work. In fact, one way the coaching relationship can be judged is by evidence of the learner's transformation. This mental transformation may be quantitative, as in when the learner is able to do more of what she was doing in the past. It may also be qualitative, as in when the learner is enabled to do something different, or when the learner leaps from one level of performance to an entirely different level using a new mental model.

A direct outcome of great coaching is learners who take charge of their own learning. They can self-organize their learning around increasingly more difficult and complex arenas of performance. We say they operate at a level of meta-learning. They have mastered the art and science of recognizing which of their values, goals, or contextual influences are governing their learning and performance. When required to do so, they manage those influences in ways that produce the desired or intended outcomes.

New York State Office of Children & Family Services. *Advanced Supervisory Training: The Coaching Clinic*. 2005

WHAT COACHING IS AND ISN'T

There's a lot of confusion about coaching. So let's clear the air about what coaching is and the differences between coaching and mentoring and between coaching and performance management. Coaching is a practice through which an individual supports the learning or performance improvement of another individual through interactive questioning and other means of active input and support. A coach identifies performance gaps, wins commitment to learning, constructs applied practice, and drives continual application and reflection to actually lift competence. A coaching relationship is built on discipline and trust. A coach is a change agent, responsible for driving behavior and performance change in a supportive yet demanding environment.

Difference From Mentoring

Mentoring is a process to help people with their career development. Mentors provide useful guidance to help an individual achieve the kind of professional achievement he or she seeks. Mentoring differs from coaching in that it is a longer-term process and in that mentors have no responsibility to the participants for personal and professional development. Mentors may provide motivation, connections and advice, but they do not enable learners to directly and substantially improve their performance.

Differences From Performance Management

If you coach people to change behavior, isn't that performance management? Unfortunately, a lot of coaches are in fact selling performance management. Coaching is different. A manager manages the performance of an employee by getting the employee to take ownership for his or her performance choices and ultimately the outcome of his or her performance. By taking ownership, employees learn to make better choices, and thus deliver better performance. Coaching is about driving performance development. A coach not only confronts the performance issue and gets the employee to own the behavior choice, he or she also works directly with the employee showing how to apply a new skill and enact a behavior. People can't just change behavior. They must practice the new behavior in real time with someone who knows how it's done.

DISTINCTIONS MAKE A DIFFERENCE

Just as coaching is one of the roles trainers play, coaching itself comprises roles. This chart shows how coaching, training and mentoring distinguish themselves from one another. There is a certain amount of overlap in that coaching is involved in training workers, usually in one-to-one situations.

	Coaching	Training	Mentoring
Definition	<p>Focuses on gaining optimal performance from all employees. Coaching encourages people to contribute and participate. It is aimed at increasing an already satisfactory employee's performance by ongoing feedback by the coach (manager or trainer) on what to do and how to do it.</p>	<p>Teaching particular knowledge, skills and/or abilities for immediate use by the learner.</p>	<p>Is a strategic approach to developing an employee (the mentoree) by pairing them with a more experienced employee (the mentor) who will teach, counsel, sponsor and encourage them.</p>
Characteristics	<ul style="list-style-type: none"> ▪ Directive process by which one individual, the coach, creates enabling relationships with others that makes it easier for them to learn. ▪ Encourages marginal and poor performing employees to work to their limits. 	<ul style="list-style-type: none"> ▪ Training programs are often generic and not tailored to individual needs. ▪ Not always sufficiently similar to the "real life" working environment to ensure effective skill transfer. 	<ul style="list-style-type: none"> ▪ Concentrates on one individual. ▪ Begins when an individual's outstanding characteristics begin to speak for themselves. ▪ Provides opportunities for selected employees to learn new jobs and accept new responsibilities

	Coaching	Training	Mentoring
	<ul style="list-style-type: none"> ▪ Helps good performing employees set and achieve performance goals at levels higher than those at which they are currently performing. ▪ Fosters confidence and a supportive environment. ▪ Provides recognition, credits or reassurance ▪ Celebrates accomplishment 	<ul style="list-style-type: none"> ▪ Best suited to transfer of knowledge and certain skills rather than the development of personal qualities or competencies ▪ Builds competence 	<ul style="list-style-type: none"> ▪ Makes agency culture explicit and understandable ▪ Assists employees in understanding their power and limits. ▪ Focuses on individual career plans and goals within the context of recent accomplishments. ▪ Capitalizes on the worker's expertise or skill. ▪ Prepares individual for promotion. ▪ Addresses agency's succession planning needs. ▪ Builds confidence

SKILLS DEVELOPED THROUGH COACHING

- Giving positive feedback
- Managing effective anger management
- Practicing how to give constructive feedback
- Listening to what other people are saying
- Managing conflict and handle difficult situations
- Facilitating, guiding, and closing discussions in one-on-one or group settings
- Giving and receiving feedback without putting others on the defensive
- Building on and credit other people's ideas
- Improving teamwork and productivity within the work unit to achieve common goals
- Preventing misunderstandings by determining what people are really saying
- Defining and setting up methods to track workers' activities

Source: *A Manager's Guide To Coaching*, Brian Emerson, and Anne Loehr. AMACOM: 2008

THE COACHING CLIMATE

Every significant study of effective managers conclude that those managers, who get the most out of their teams, spend a high proportion of their time and energy coaching others. In reality most managers put very little effort into coaching. Many do not understand the value of coaching or understand the overall impact that coaching has on the performance of the agency, on the retention of workers or on the achievement of strategic goals.

So what is a coaching climate? You know you have a coaching climate when:

- Coaching is seen as a joint responsibility of staff development, managers and their direct reports
- Personal growth, team development and organizational learning are integrated and the links are clearly understood.
- People are able to engage in constructive and positive confrontation
- People welcome feedback (even at the top) and actively seek it
- There is a good understanding at all levels about what effective coaches do.
- Coaching is seen as an opportunity rather than a remedial intervention
- People are rewarded for their activity in sharing knowledge
- There are effective mechanisms for identifying and addressing barriers to learning
- There are strong role models for good coaching practice

So how does staff development create a coaching climate?

- **By ensuring that all managers (first-line supervisors, middle managers, and administration) have at least the basic skills of coaching**
Just running a training course is not enough. Managers need to put what they learned into practice. Initial training needs to be reinforced with opportunities to share experiences and receive feedback when applying newly learned skills.
- **By equipping all workers with the skills to be coached effectively (coaching readiness)**
Research indicated that coaching works best, when the coachee is a willing and informed participant. The more the coachee understands about the coaching process, the easier it will be for the coach to assist them.

- **By recognizing and rewarding managers who demonstrate good coaching behavior and commitment to coaching**
 If managers, who coach and invest significant effort in developing others, are not recognized by the organization it sends a very negative message. Some organizations have made coaching a part of their reward/recognition and succession planning systems.
- **By measuring and providing feedback on the quality, relevance and accessibility of coaching**
 It is important to have a clear picture of what coaching is happening, how effective it is, especially from the perspective of the coachee. Identifying pockets of good and poor coaching practices allows for remedial action.
- **Providing an Advanced Coaching Skills Training Program for senior managers**
 A positive example from the top is critical. Unless staff can see that top managers are investing in their own development and in coaching others, their motivation will inevitably be muted.
- **By staff development demonstrating effective coaching behaviors by coaching new workers, new supervisors, managers who need assistance developing their staff, etc.**
 Staff development can take the lead in the development of good coaching practices in various ways: 1) Attending a coaching training program to develop their coaching skills; and 2) seeking opportunities within their role of staff development coordinators to coach staff. For example: When a supervisor request training for their teams the SDC can coach them in how to identify the appropriate courses that will address their training needs. Often managers do not know how to use training (apart from mandated training) as a tool to develop their staff.
- **By identifying cultural and systems barriers to learning behaviors**
 The excuses managers give for not devoting sufficient time to coaching or to encouraging coaching between members of the team are many. Top of the list is usually inadequate time. Developing better skills of prioritizing, general time management and establishing times for planning can help managers. Other barriers to coaching behavior are often more subtle – for example, a general reluctance to address difficult behavioral issues, or to admit to weaknesses. Managers will have to be coached to overcome their own specific barriers. Also highly relevant is the perception by managers of the overall supportiveness of the organization toward development activities such as training and coaching. This is something that can be used as a benchmark of progress towards a coaching culture.

Establishing a coaching climate, then, requires a concentrated, integrated approach, than many organizations have applied. For real change to happen,

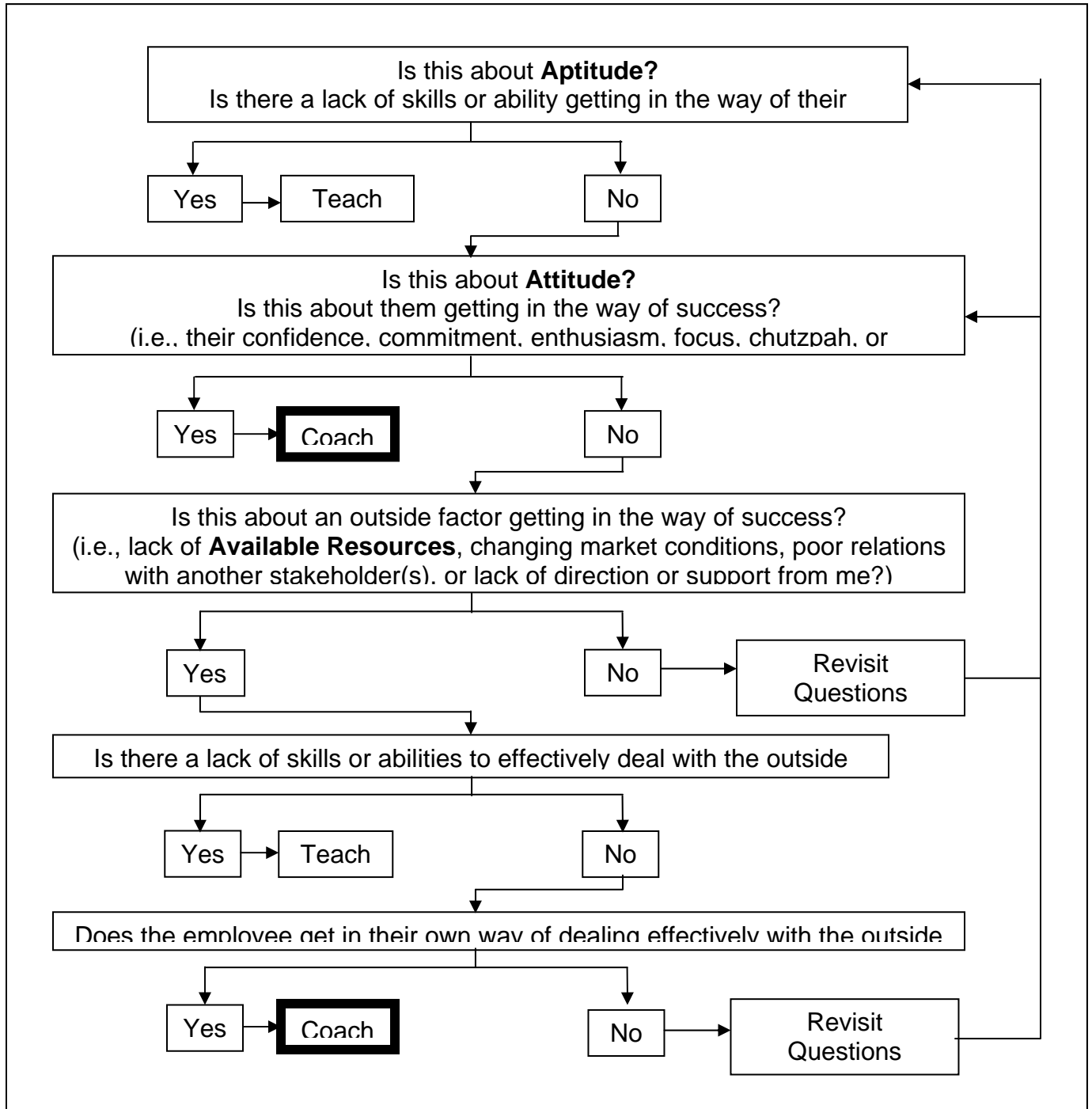
managers need a structured progressive level of skill development, positive role models and a supportive environment.

This approach is far more cost effective than continually training and retraining managers, who continue to behave largely as they have always done. In addition it will certainly produce an increased ROI.

Adapted from David Clutterbuck, "*Creating a Coaching Climate*". Coaching Network. 2003

TO COACH OR NOT TO COACH?

When determining whether a situation requires coaching, think about the employee and the situation at hand and ask your self the following questions.



TIP BOX: If answers to all of the Available-Resource questions seem to be "no" in your mind, ask the employee something like:

- It seems to me that "Project XX" is causing you a lot of angst. What would need to be different for you to say it was going smoothly?
- Talk to me a little bit about the situation with the "XX Team." How do you feel its going?
- Fill me in on how you are doing with "XX"; what's working and what's not?

Listen to their answer(s). If it's about Aptitude and they need skills, teach them! If it's about Attitude, coach them!

OBSERVABLE SIGNS OF COACHABILITY

There are several signs that can indicate whether someone is coachable or not. The chart below outlines many of those indicators.

Coachable

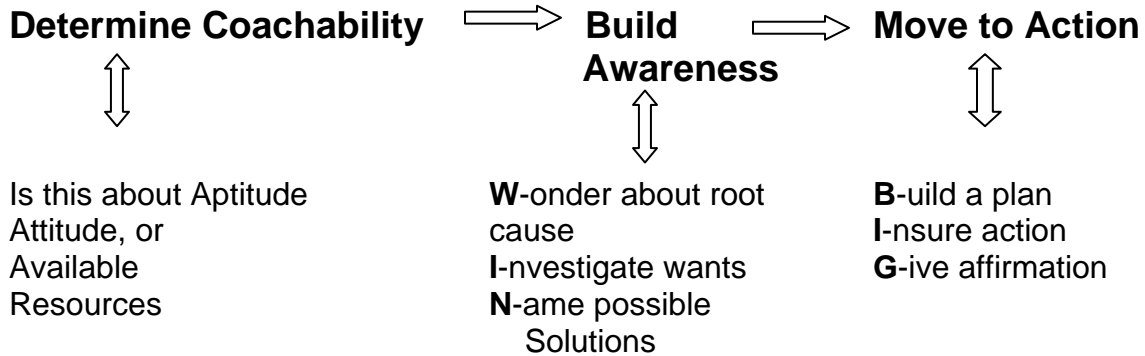
- Is not defensive when offered an alternative point of view
- Welcomes ideas and feedback about ways to improve
- Asks for coaching
- Reflects on and uses ideas that others offer
- Looks for development opportunities, whether in the form of reading, classes, new assignments, or coaching from others
- Is open to acknowledging strengths and weaknesses
- Handles failures and setbacks with grace and honesty
- Has confidence and an ownership for results

Uncoachable

- Staunchly defends current decisions, practices, and ideas
- Does not listen to suggestions offered by others
- Appears non receptive or not interested in coaching
- Does not use the ideas that others offer; may be dismissive of others
- Does not seek self-development nor engage in conversations about self development
- Believes that asking for input is a sign of weakness; is uncomfortable acknowledging and discussing weakness
- Is defensive and looks for someone to blame; may hide mistakes rather than openly discuss them
- Is driven to be right

Adapted with permission from Lisa Haneberg, *Coaching Basics* (Alexandria, VA: ASTD Press, 2006)

THE WIN-BIG COACHING MODEL



Build Awareness

- **W-onder** about Root Cause---Discovery
- **I-nvestigate** Wants-----Vision
- **N-ame** Possible Solutions-----Problem Solving

Questions for Discovery:

- How does that really affect you?
- If you were watching this on TV, what would you say was going on?
- What's the main obstacle getting in the way here?
- What's underneath all of this?
- Which of your buttons are really getting pushed here?

Visioning Questions:

- What do you want?
- How would you like people to describe you as you resolve this?
- What would success look like?
- If you could use a magic wand to recreate the scene, how would you want it to look?

Problem Solving Questions:

- What are some ways to make that happen?
- What do you have to do to get where you want to go?
- How would Bill Gates tell you to solve the problem? Diane Sawyer?
- What would it take to work this out?




Follow up Solving Questions:

- What else?
- That's a great idea, what's another?
- Great, let's think of five more

Solution Questions:

- So which option gets you closest to what you want?
- What would be the effects of your favorite solution?
- What possibility is your favorite? What would that get you?

Move to Action

-  **B**-uild a Plan-----Action
-  **I**-nsure Action-----Accountability
-  **G**-ive Affirmation--Validating

Action Questions:

- What are you going to do?
- What steps do you have to take to get there?
- When will you do that?
- Who do you need to bring into the process?
- What will you have to say no to in order to make this happen?

Follow up-Action Questions:

- How is it working? How is it going?

- How would you summarize the work/effort so far?
- What's working well? What are you thinking of altering?
- If you were to do this again what would you do differently?

Accountability Questions:

- How will I know?
- When will you let me know how it goes?
- How much time do you need before checking back in with me?
- How will I know if you need a nudge?
- What's the best way for you to circle back to me?

Validation Statements:

- I just want to take a second and point out how much progress you've made in the past three weeks. You're really smart and your plan is on point. Look how far you've come.
- You know you're really stepping up to the plate. It takes a lot of courage to look at yourself and see how you can be more effective. It's a sign of a real leader.
- I have no doubt you can do this. You're determine and persistent. I know there's a lot to this, but your energy is contagious and others are going to get on board.

Source: *A Manager's Guide To Coaching*, Brian Emerson, and Anne Loehr. AMACOM: 2008

THE GROW MODEL

Coaching Teams to Improve Performance

As a staff development coordinator you are sometimes asked to help work teams to solve problems, make better decisions or learn new skills. One proven coaching approach that helps to enhance team performance is the GROW model. GROW is an acronym standing for Goal – Reality (current) – Options – Will. The model simple yet is a simple yet powerful framework for structuring a coaching session.

A useful metaphor for the GROW model is the plan that you might make for an important journey. First, you start with a map: With this, you the team members decide where they are going (their Goal) and establish where they currently are (their current Reality). Then you explore various ways (the Options) of making the journey. In the final step, establishing Will, you ensure that team members are the are committed to making the journey and are prepared for the conditions and obstacles they may meet on their way.

How To Use This Model:

1. **G - Establish the Goal.** First, with the team, define and agree the goal or outcome to be achieved. Help the team define a goal that is S.M.A.R.T. (Specific, Measurable, Attainable, Time-Bound).

In doing this, it is useful to ask questions like:

- *How will you know that the team has achieved the goal?*
- *How will you know the problem is solved?*

2. **R -Examine Reality (Current).** Next ask team members to describe their current reality. This is a very important step: Too often, people try to solve a problem without fully considering their starting point, and often they are missing some of the information needed to solve the problem effectively. As team members share their current reality, the solution may start to emerge.

Useful coaching questions include:

- *What is happening now?*
- *What, who, when and how often?*
- *What is the affect or result of that?*

3. **O - Explore Options:** Once the team has explored the current Reality, it is time to explore what is possible – meaning, all the many possible options for solving the problem. The coach helps the team generate as many good options as possible. Explore idea-generating techniques such

as: Brainstorming, Idea Card Sort, Nominal Group Technique, Gallery Method or the Affinity Diagram.

Useful questions for establishing options are:

- *What else could you do?*
- *What is this or that obstacle were removed?*
- *What are the pros and cons of each option?*
- *What factors will you use to weigh the options?*

4. **W - Establish the Will.** By examining current Reality and exploring the Options, the team member will now have a good idea of how they can achieve the team goal(s). The coach's final step is to get team members to commit to specific actions. Doing this helps the each team member establish his/her will and motivation.

Useful questions

- *So, what will you do now...and when?*
- *What could stop you/the team from moving forward? And how will you address it?*
- *Will this address the team goal(s)?*
- *How likely will this option succeed?*
- *What else will you do?*

Tip #1: Know Your Own Role

The staff developer may act solely as an objective facilitator if they are not the knowledge or technical expert. In this case their role would be to help the team select the best options and not offering advice or direction. Another role for the staff development coordinator may be to help the team leader (knowledge/technical expert) guide coach his/her team.

Tip #2: Practice Coaching Yourself

A great way to practice using the GROW model is to address your own challenges and issues as a staff developer. When you are "stuck" with something, you can use this technique to coach yourself. By practicing on your own challenges and issues, you will hone your questioning technique. It is helpful to write some stock questions as prompts for future coaching sessions.

Tip #3: Ask Great Questions...Listen Attentively

The two most important skills for a coach are the ability to ask good questions and attentive listening. Don't ask closed questions. Ask open-ended ones. Be prepared with a list of questions for each stage of the G-R-O-W process. Listen attentively and let the team members do most of the talking. Remember that silence is valuable thinking time. Resist the urge to fill silence with the next question. **TRUST THE PROCESS.**

-The GROW Model, devised by Sir John Whitmore

JUST-IN-TIME COACHING (An Informal Approach)

Workplace development is most effective when it is offered at the time the learner needs it and in a manner that is effective for the learner. One particular manner of development often meets success: coaching. Why? Because the coaching relationship offers one-on-one (or small group) discussion specifically targeted at helping the learners become more successful.

There are many types of coaching. Some more formal coaching methods follow methodical processes. Those who offer this type of coaching need targeted career training. Formal coaching serves an important purpose: It helps clients improve self-awareness and set and implement long term goals. This article focuses on *just-in-time* coaching – a quick, targeted process that aims to help agency employees or teams get a particular task or project on track for success and to improve performance. This informal and flexible form of coaching incorporates many of the techniques and skills that trainers use to lead courses and facilitate meetings.

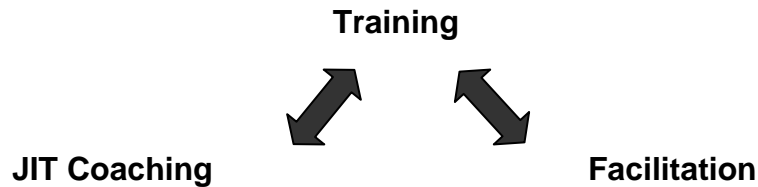
To illustrate the difference between formal and just-in-time coaching, think about the last time you took your automobile to be serviced. Was the purpose to get a complete tune up or to receive a diagnostic and repair for a specific problem? Formal coaching is like the tune up. Coaches look at a board spectrum of indicators and help the client create and implement short-term and long-term goals. Assessments help build self-awareness. Action plans call for long-range adjustments to habits and for learning new skills.

Just-in-time coaching is like the auto service visit designed to quickly diagnose and solve a minor problem. While these as-needed visits also support longer-term goals, they focus more strongly on addressing specific, current needs. Just-in-time coaching conversations are similarly quick and focused. The diagnostics help assess the best approach to improve the success of a project or task. The focus of the coaching conversation is on the *immediate* goal.

Staff development coordinators are particularly well suited to provide just-in-time informal and applied coaching because it leverages many of the training and facilitation skills they already possess. In fact, these coaching conversations often morph into and out of other forms of development. Just-in-time coaching reinforces classroom learning and deepens the staff development coordinator's ability to have a lasting and positive impact. With just-in-time training as part of their support repertoire, staff development coordinators can become powerful development generalists.

Just-in-Time Coaching Interdependencies

The following graphic illustrates the essential links among training, facilitation, and just-in-time (JIT) coaching.



Just-in-time coaching combines the focus and inquiry of coaching with the speed and conversation of facilitation. Just-in-time coaching is characterized by timeliness and flexibility. Here are a few common scenarios:

- You are facilitating a work group brainstorming session. You sense that there is an undercurrent of mistrust or confusion. You know that this is a barrier to the group's work in other areas too. This is a perfect situation to offer small group coaching or coaching the group leader on how to facilitate improvement.
- You are leading a class on a new data processing procedure. One worker is struggling with the application of the procedure. After the class ends, the worker comes up to you to ask for a few pointers on where to begin. Just-in-time coaching would help this worker solve her immediate problem and would reinforce the class material.
- You are having an informal coaching conversation with a supervisor. He is struggling to keep everything organized and under control. He and his staff are working too hard to meet deadlines. Through conversation, you realize that it would be helpful to involve the unit in determining the key barriers to success and possible work improvements.

Staff development coordinators are uniquely poised to nimbly move from training to facilitation to coaching and back again. This is a generalist to learning and development that serves the individual, the group and the agency. By recognizing coaching opportunities, you can help staff get the right support at the right time.

Be a Resource. Staff development coordinators are often the source for new approaches and learning resources. This consultative role offers a natural entry point for just-in-time coaching. As a resource, you engage in conversations about problems, opportunities, and needs. If people come to you for help, they are more likely to feel comfortable coming to you for coaching. And there is a natural connection between these two activities.

Be Someone People Turn To. How many times do you hear, "Do you have a minute?" Do people come to you to brainstorm ideas? Be eager to listen, and people will come to you on a regular basis. This enhances your opportunities to provide just-in-time coaching. Providing this type of support also helps build stronger relationships because you will get to know people and what important to them on a different level than you will while conducting training sessions. Each type of interaction you have with clients adds another layer to your relationship.

Help Facilitate Meetings, Conversations. Relationships are built through time spent together. Some trainers snub their noses at the task of facilitating meetings. Helping teams move their work forward is very meaningful work! In addition, you will learn about what individuals are doing, their priorities, and their barriers--this will position you to be a trusted team coach. Facilitating meetings also offers great opportunities to see how people relate and react to one another (excellent to know should you one day coach them).

To determine if just-in-time coaching might be helpful and appropriate, ask the following questions:

COACHING QUESTIONS

Starting a just-in-time coaching dialogue is often the hardest part. The following phrases/questions can help get the conversation started. Use the following list of questions when conducting a just-in-time coaching session. These questions will help facilitate a successful meeting.

- 1) What are the key issues?
- 2) What's getting in the way of people doing their best work?
- 3) What new ideas or opportunities would you like to mention?
- 4) What decisions do you need to make?
- 5) Who is the keeper of wisdom for this topic?
- 6) What information do you need to make a great decision?
- 7) How can I help you deal with current challenges?
- 8) What's the status of key projects? Do modifications need to be made?
- 9) Have you begun planning for emerging needs?
- 10) What's your goal related to people?
- 11) What's your goal related to processes?
- 12) What's your goal related to technology?
- 13) How are you doing relative to our goals?
- 14) What's happening in the workplace that should concern/interest you?
- 15) What kind of feedback would be most helpful right now?
- 16) What information do you need and where can you get it?
- 17) Where will you face resistance or barriers?
- 18) If you were your supervisor, how would you approach this?
- 19) What do you like about this idea/opportunity/project?
- 20) What alternative approaches can you think of?

- 21) Who should be involved in this project/task/initiative?
- 22) What could you do to ensure optimal benefit/value/profitability?
- 23) Should you be spending time on this?
- 24) What's on the top of your must-do list today?
- 25) Do you anything from the team to get that done?
- 26) What's getting in the way of moving this forward?
- 27) Do you have something on your list that you should reconsider, put off, or delegate?

Phrases That Improve Dialogue

- ◆ Why?
- ◆ How?
- ◆ Who?
- ◆ When?
- ◆ What if?
- ◆ What are some other approaches?
- ◆ What are you missing?
- ◆ What are your assumptions?
- ◆ What are your expectations?
- ◆ What if you had no limitations?

Adapted from *Just-In-Time Coaching* by Lisa Haneberg. ASTD Info Line. 2006

THE DALE CARNEGIE PERFORMANCE COACHING PROCESS MODEL

<p>Step ONE: IDENTIFY THE OPPORTUNITY</p>	<p>There are five ways to identify opportunities</p> <ol style="list-style-type: none"> 1. You identify an opportunity for another person 2. The person identifies an opportunity for themselves 3. A person, other than you or the coachee, identifies an opportunity 4. You identify new skill needed with a team 5. A situation creates an opportunity <p>These different opportunities may arise due to a new need, taking on a new position that requires a new skill, taking on a new task or project that requires a new skill, or comes out of a performance review or is identified after a mistake occurs, etc.</p> <p>Multiple opportunities arise for people in the organization or on a team. For example, a wave of retirements of key staff is expected in the near future. Prioritizing becomes essential in order not to overwhelm people.</p> <p>Track and record some opportunities that you see for staff. Are you the right person to point out these needs? Who is the best person to speak to about identified needs? What is the best way to do so?</p>
<p>Step TWO: PICTURE THE DESIRED OUTCOME</p>	<p>Once the opportunity is identified, it is important to take the time and pinpoint what the situation will look like when the skill or knowledge gap is filled. It answers the question – “What do you want the worker /team to be able to do?” This is the step that many people skip or don’t develop fully, which can lead to confusion, misunderstanding and frustration for all involved.</p> <p>One of the most important concepts in coaching is having a vision or end goal in mind. Without that, people often lose sight of the importance of making the needed changes. How we create this picture of what is possible is the central component of this step in the Coaching Process.</p> <p>It is critical for both the coach and the coachee to have a clear vision of the end result of coaching desired. Without that sense of ownership, motivation may be lost.</p>
<p>Step THREE: ESTABLISH THE RIGHT ATTITUDES</p>	<p>How well we really know our people will determine how quickly we know that we have the right trainee for the job and how they are motivated. This step is a critical part of the process of effective coaching. Without it we spend a great deal of our time just overcoming resistance.</p>

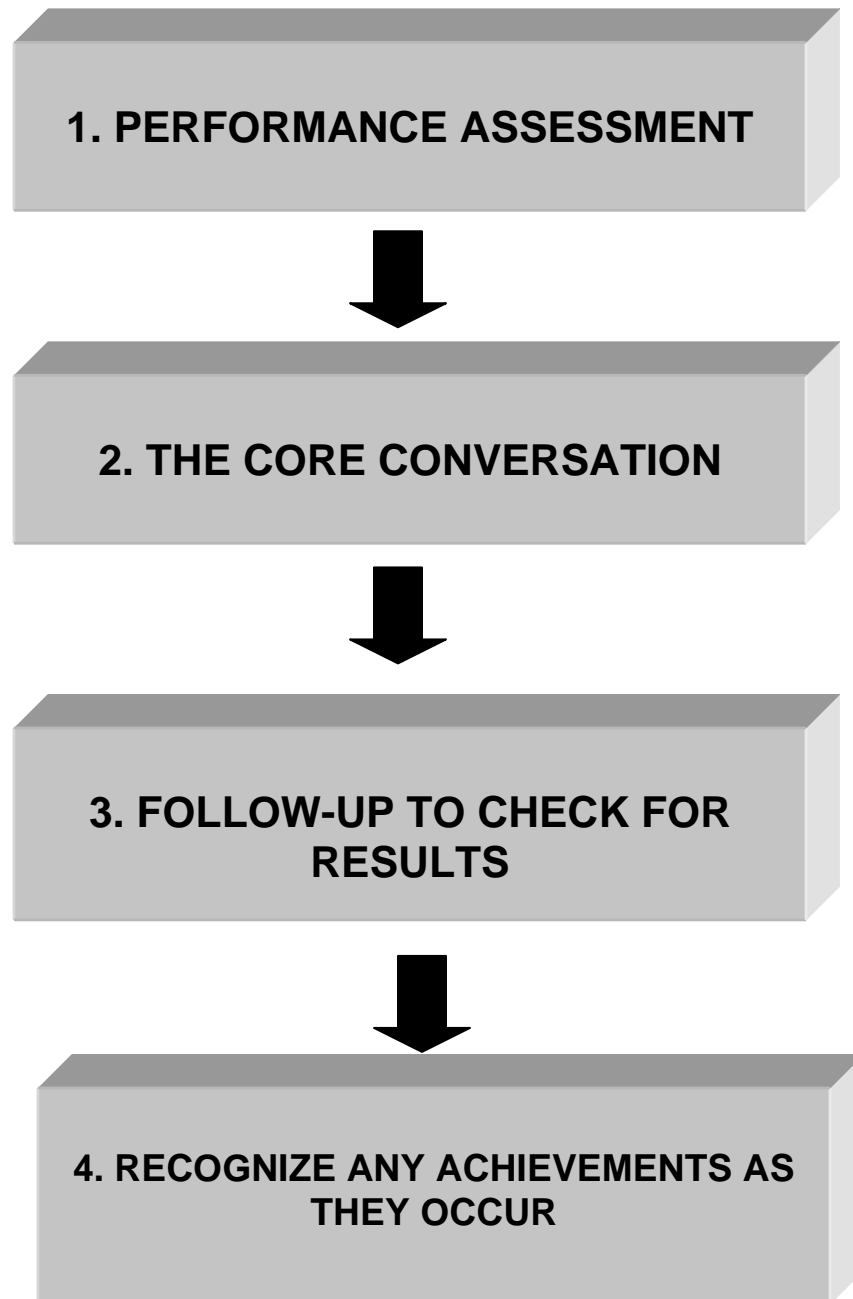
	<p>We often hear about workers who resist change. People resist change when the 1) don't see the need, 2) don't want to do it, or 3) believe that the change is not possible for them. Whenever people are asked to change without their buy-in, we create resistance.</p> <p>Coaches who acquire the following skills are able to move through the Coaching Process with less friction:</p> <ul style="list-style-type: none"> ▪ Leadership ▪ Communication ▪ Building Trust ▪ Getting commitment vs. compliance
<p>Step FOUR: PROVIDE THE RESOURCES</p>	<p>In order for a Coaching Process to be successful, it is important the appropriate resources be available. This includes time and most importantly, a personal commitment to succeed by all stakeholders.</p> <p>Other important resources include:</p> <ul style="list-style-type: none"> ▪ Training (classroom, online, on-the-job, etc.) ▪ Pertinent Information ▪ Functioning and accessible equipment ▪ Management Buy-In ▪ Supportive coaching environment
<p>Step FIVE: PRACTICE & SKILL DEVELOPMENT</p>	<p>Once the resources are in place and the correct skill set has been identified, explained and demonstrated, it is now time for the trainee/coachee to practice and apply what they have learned. In order for knowledge to be an applicable skill it must be practiced and perfected with the help of the coach. This ensures that the coachee is applying the new skill correctly.</p> <p>Practice allows the coach to identify strengths and opportunities for improvement. Some issues for the coach to consider at this point:</p> <ul style="list-style-type: none"> ▪ How to encourage success ▪ How closely to monitor progress ▪ How to hold the coachee accountable for their performance
<p>Step SIX: REINFORCE PROGRESS</p>	<p>Making progress is one thing, but without a way to reinforce it and keep it in place people may quickly revert to the way they did things before. One of the biggest myths that trainers, managers and organizations hold is the assumption that if people learn something, they will apply it. People don't do what they know; they do what they have always done.</p> <p>Coaching reinforces the application of skills in the workplace by:</p> <ul style="list-style-type: none"> ▪ Empowering people to get results after they have

	<p>learned new skills</p> <ul style="list-style-type: none"> ▪ Giving formative and motivational feedback ▪ Following up to reward, reinforce or correct performance ▪ Managing nonperformance issues in a timely manner
<p>Step SEVEN: REWARD</p>	<p>One of the best ways to cement growth and progress is to reward it. What gets repeated becomes a habit. There are many ways to recognize and reward workers (tangible and intangible).</p> <p>Change is uncomfortable. That is why workers often quickly revert to their former work habits if reinforcement and/or reward are not there.</p> <p>Some of the coaching skills required during this step are:</p> <ul style="list-style-type: none"> ▪ Praise and recognition ▪ Motivational feedback ▪ Recognizing people's strengths, progress and accomplishments ▪ Building a relationship of trust

-Adapted from Dale Carnegie, *The Performance Coaching Process*, 2008

THE COACHING FOR PERFORMANCE IMPROVEMENT MODEL (CPI)

The CPI Coaching Model is a problem -solving format that addresses performance problems in way that produces specific positive action. The 4-steps of the Model include:



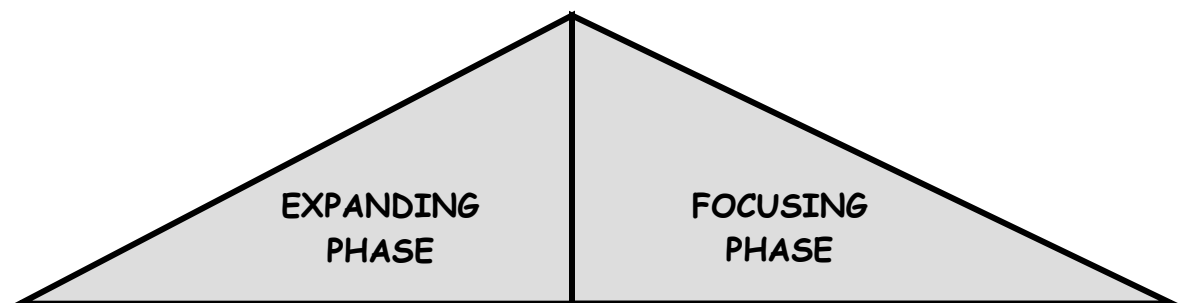
Step #1: Performance Assessment

The first step of the coaching model is performance assessment. Before a supervisor can begin the coaching process they need to analyze the current performance level of worker. The primary purpose of the coaching assessment is to answer the question, "What is influencing the unsatisfactory performance?"

Performance assessment consists of collecting information in order to pinpoint possible reasons for the poor performance. The supervisor should know:

1. *What are the worker's job duties?*
2. *What is the disparity between what the worker should be doing and what they are actually doing? (Describe in precise behavioral terms)*
3. *Does the worker know what is supposed to be done and when? (Job responsibilities)*
4. *Does the worker know their performance is unsatisfactory?*
5. *How long has it been a problem?*
6. *How often does it occur?*
7. *Does the problem impact on other workers, units, clients, projects, etc.?*
8. *Does the worker have the knowledge and skills to do the job?*
9. *Are there any obstacles beyond the worker's control?*

Step #2: The CPI Model Core Conversation



The primary purpose face-to-face process called **The Core Conversation** is to redirect behavior to solve the performance problem; and to determine possible approaches for correcting the poor performance. The Core Conversation consists of two phases

Expanding Phase: In the expanding phase of the interaction the coach will develop information that leads to a mutual understanding of the problem:

1. Get agreement that a problem exists.

- Description of the problem (in specific behavioral terms)
- Impact of the problem
- Implications if the problem is not resolved.

In this first phase the coach does two things:

- a. Gives the worker what information the worker has relative to the purpose of the interaction.
- b. Assist the worker to develop relative information.

Focusing Phase: In the focusing phase of a problem solving interaction the coach uses the information developed in the expanding phase to:

2. Mutually discuss alternatives for solution

The coach asks the worker what solutions they think will solve the problem. Assist the worker to consider the feasibility of each alternative solution. The coach can suggest other ideas after the fact.

3. Mutually agree on actions to be taken to solve problem and resources needed.

Collaborate with the worker in developing short-term performance improvement goals. Write specific steps that will be taken to solve the problem (action plan). Direct the worker to resources (i.e. training, peer assistance, procedure manuals, etc.)

4. Agree on a follow-up plan to track progress.

Explain the criteria and methods that will be used for monitoring progress (i.e. after-action reviews, interim progress meetings, observation, and data review). Schedule the follow-up meetings.

In this second phase the coach applies the information from the first phase to achieve a positive result.

EXTERNAL COACHES

When to Use an External Coach

The “*when*” of when to use an external coach has at least seven broad conditions, any one of which may be a sufficient reason:

1. No one inside the agency has the personal or professional credibility, training, or experience to serve as an internal coach.
2. The potential coachee really wants what a coach has to offer.
3. The coachee is open to coaching yet resistant, for any reason, to even a qualified internal coach.
4. The individual is in mid-management and executive functions.
5. Before, during, and after downsizing, rightsizing, reorganizing, or reengineering.
6. Aggressive individual, unit, and organizational goals will be or are set and significant new demands are placed on leaders and management.
7. Before multiple changes hit the organization, and after the first wave of change, to catch up quickly and effectively.

Eight Questions for a No-Cost Interview

This structured interview technique (8 questions) will be more helpful than engaging in a casual conversation with a potential external coach. Most coaches will expect and welcome these questions. Compare potential coaches’ answers to ensure you hire the coach who is best for the agency’s needs.

1. How many clients have you coached, and how many are active clients now? How many of these clients are in human services?
2. What is your coaching specialty? How long have you practiced it?
3. Why are you qualified to coach people in my situation?
4. What kind of results do your clients get from working with you? What means do they or you use to measure progress?
5. How long do clients typically work with you?
6. What are the names and telephone numbers of a few of your clients, so I may ask them about their coaching experience with you? Have they given permission for you to give out their names as references?
7. Are you active in any professional coaching organizations? How do you ensure your own on-going professional development?
8. What are your fees?

Post-Interview Tips

Ask yourself these questions after each interview:

- How interested do you feel the coach was in learning about you, the agency and your needs? Did s/he listen and ask questions? Did s/he allocate enough time so that neither one of you were rushed?
- How would you describe the chemistry between the two of you during the call? (High or low energy? Strained or relaxed? Distant or engaging? Superficial or substantive?)

Source: *Guide to Successful Executive Coaching* by Mark David. 2002

COACHING CHECKLIST

Use the following checklist and areas for comments to guide you to more effective coaching.

- Identify the problem.** Good coaching begins with separating the behavior from the person, and that in turn means identifying the cause rather than the effect. In some cases, it means listening to the employee to discover what obstacles stand in his or her way to optimum performance.
- Does the work know that the problem exists?** Sometimes, performance problems exist because the individual worker or workers think their performance is acceptable. Another possibility is that, although the worker may know that he or she is not performing as expected, the deficiency itself is considered acceptable. These perceptions often result from too little feedback.
- Does the worker know what the job performance expectations are?** One reason workers don't perform up to performance expectations is that s/he does not know what those expectations are and, consequently, or does not realize that a problem exists.
- Does the worker know how to meet the job performance expectations?** Even when a worker knows what the performance expectations are s/he may not know what he or she is supposed to do and when to do it.
- Are there obstacles outside the worker's control that are affecting the worker's performance?** Outside factors can have a direct effect on a workers' performance. Among these factors are equipment failure, late or incorrect reports or data, conflicting instructions, too many bosses lack of material or supplies.
- Does negative consequence follow good performance?** Unsatisfactory performance may occur because good performance is punished. This may be hard to recognize, and it may be necessary to call a supervisor's attention to this dynamic. An example of negative consequences is the clerk who has to accept another clerk's work because s/he finished his or her own tasks early.
- Does positive consequence follow poor performance?** Similar to the preceding item, the clerk who has part of his or her work taken away is getting rewarded for not getting his or her work accomplished. Another dynamic impacting worker performance that may not be obvious to the supervisor.
- Could the worker perform to standards if he or she wanted to?** If the answer to this question is "no," the supervisor may need help exploring other options (i.e. task reassignment, transfer, termination etc.)

Source: *Coaching and Feedback*. Barbara Darraugh. ASTD Info Line, 2006