Leader as Coach

- **Coaching…What it is and what it isn't**
- **Neuroscience of Coaching**
- **Coaching Competencies**
- **T-GROW Model for Coaching**

May I have your permission to…

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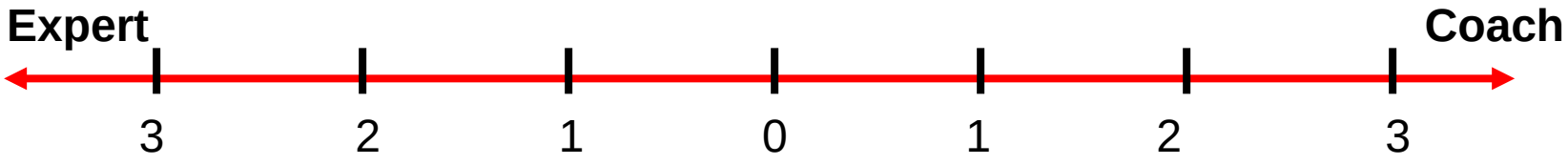
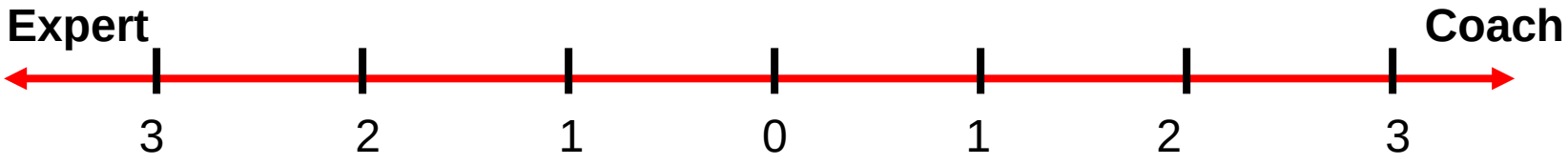
Coaching Behaviors Exercise

Where Are You?



- ❑ Seeking information
- ❑ Giving information
- ❑ Seeking solutions
- ❑ Clarifying
- ❑ Proposing solutions

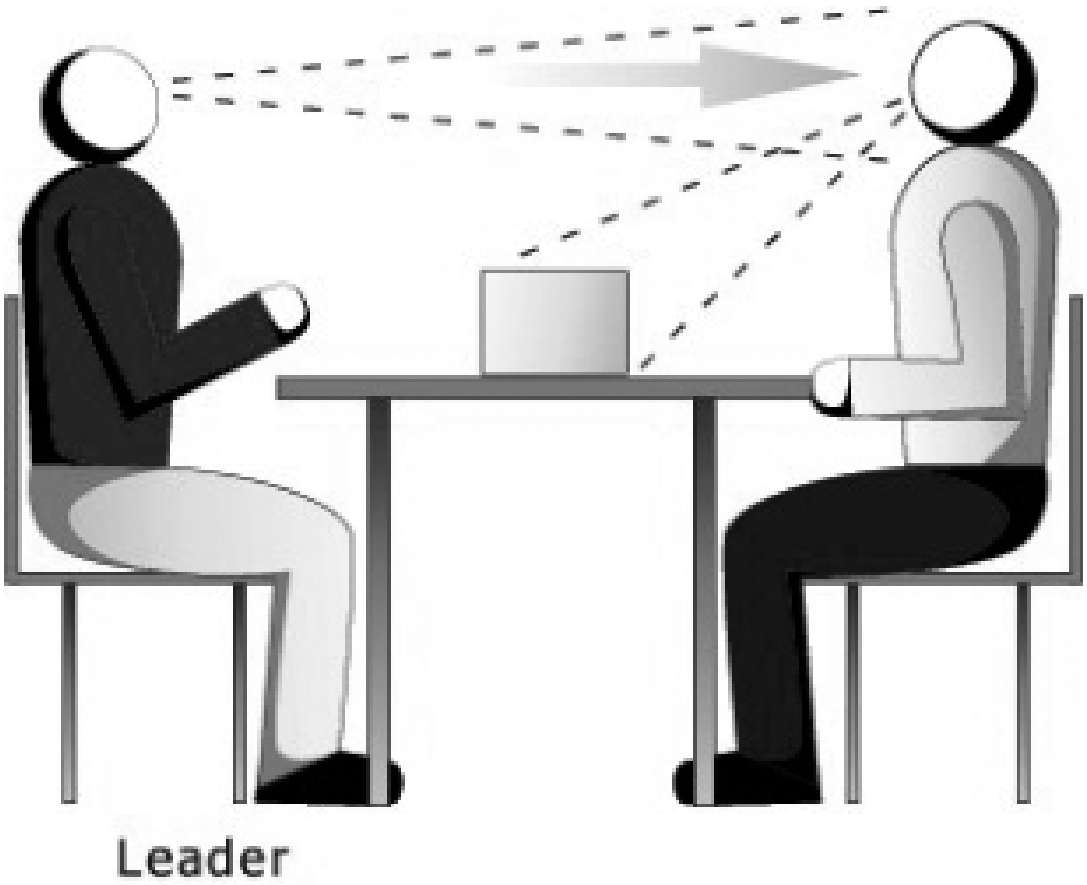
Where Are You?



- ❑ Seeking information
- ❑ Giving information
- ❑ Seeking solutions
- ❑ Clarifying
- ❑ Proposing solutions

(Includes: Have you thought about…?

Let Them Do All The Thinking



Focus on ***their*** thinking and potential, NOT on the problem or issue.

Quiet Leadership – David Rock

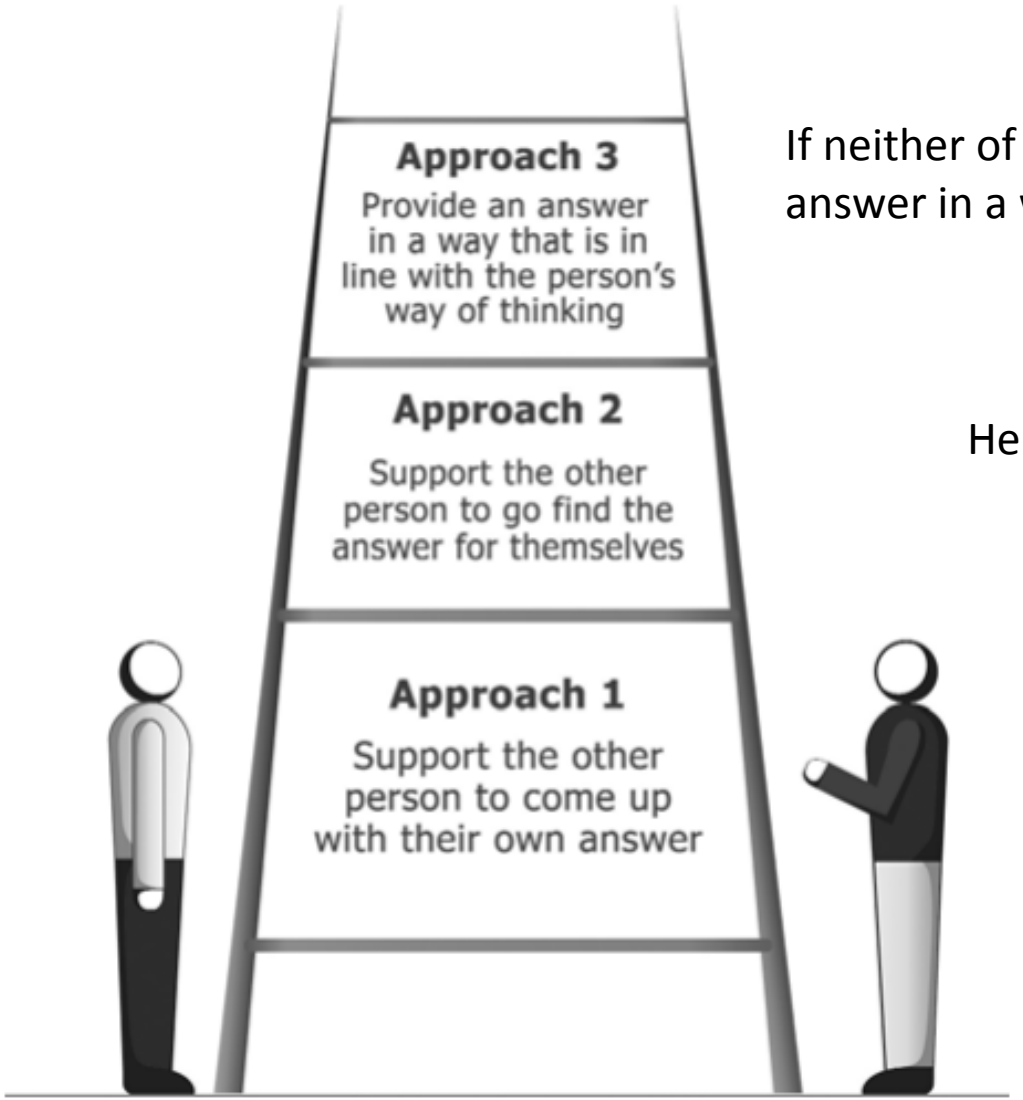
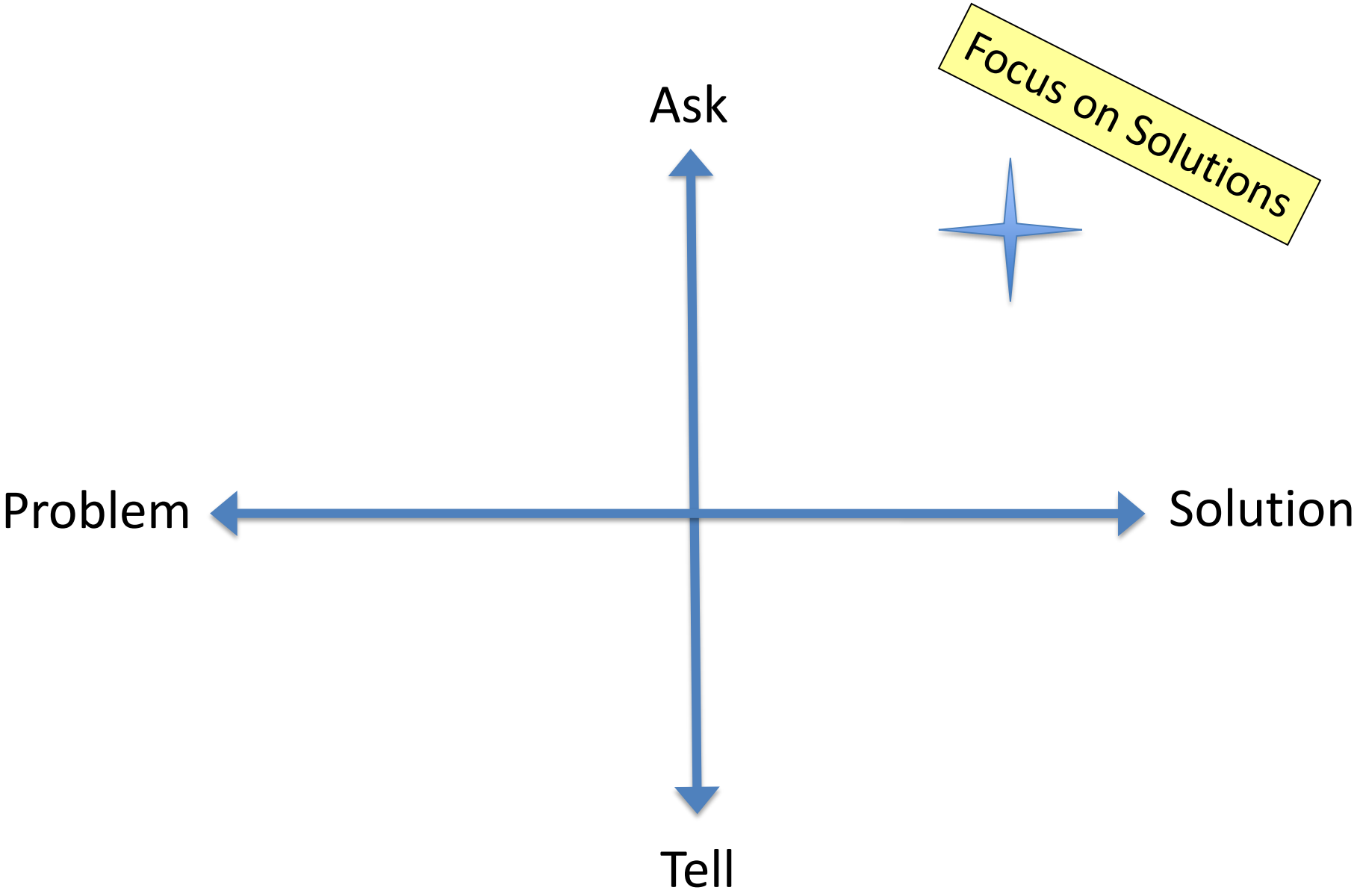


Figure 9, A Ladder of Approaches to Self-Directed Learning

If neither of these approaches is possible, provide an answer in a way that is most useful to ***their*** thinking.

Help them make new connections later.

Help them make new connections on the spot.



Quiet Leadership – David Rock

The Neuroscience of Leadership

mental maps

Prefrontal Cortex

100 billion neurons

Basal Ganglia

neuroplasticity

Quantum Zeno Effect

What fires together
Wires together

Neurotransmitters=> QZE(Aha!)=> attention density=> Neuroplasticity

Coaching Definition & Competencies

Coaching: Partnering with the learner in a thought-provoking and creative process that inspires them to maximize their personal and professional potential

A. Setting the Foundation

1. Meeting Ethical Guidelines and Professional Standards
2. Establishing the Coaching Agreement

B. Co-creating the Relationship

3. Establishing Trust and Intimacy
4. Coaching Presence

C. Communicating Effectively

5. Active Listening
6. Powerful Questioning
7. Direct Communication

D. Facilitating Learning and Results

8. Creating Awareness
9. Designing Actions
10. Planning and Goal Setting
11. Managing Progress and Accountability

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Active Listening

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

A. Attends to the learner and the learner's agenda and not to the coach's agenda for the learner.

B. Hears the learner's concerns, goals, values and beliefs about what is and is not possible.

C. Distinguishes between the words, the tone of voice, and the body language.

D. Summarizes, paraphrases, reiterates, and mirrors back what learner has said to ensure clarity and understanding.

E. Encourages, accepts, explores and reinforces the learner's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.

F. Integrates and builds on learner's ideas and suggestions.

G. "Bottom-lines" or understands the essence of the learner's communication and helps the learner get there rather than engaging in long, descriptive stories.

H. Allows the learner to vent or "clear" the situation without judgment or attachment in order to move on to next steps.

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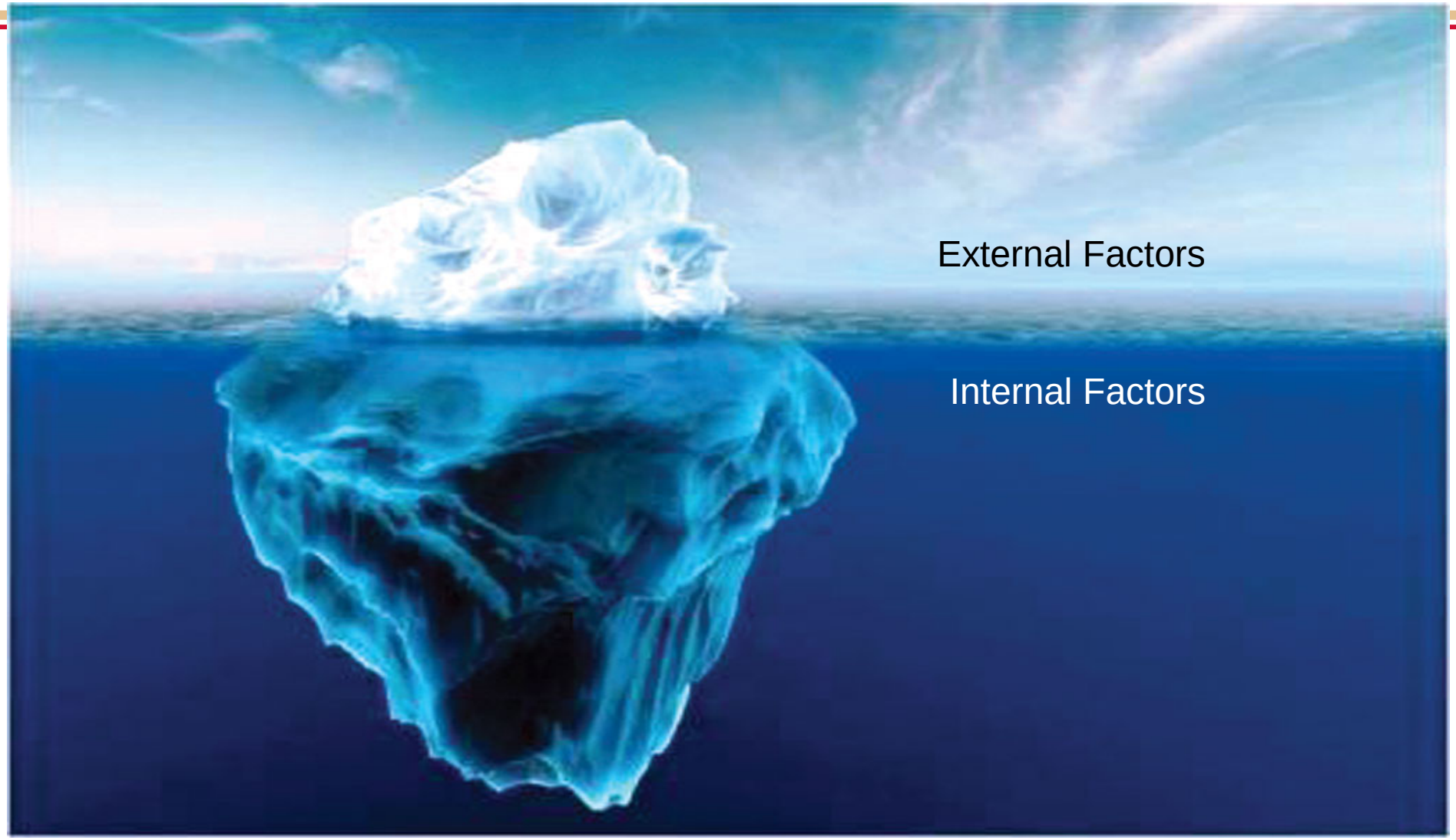
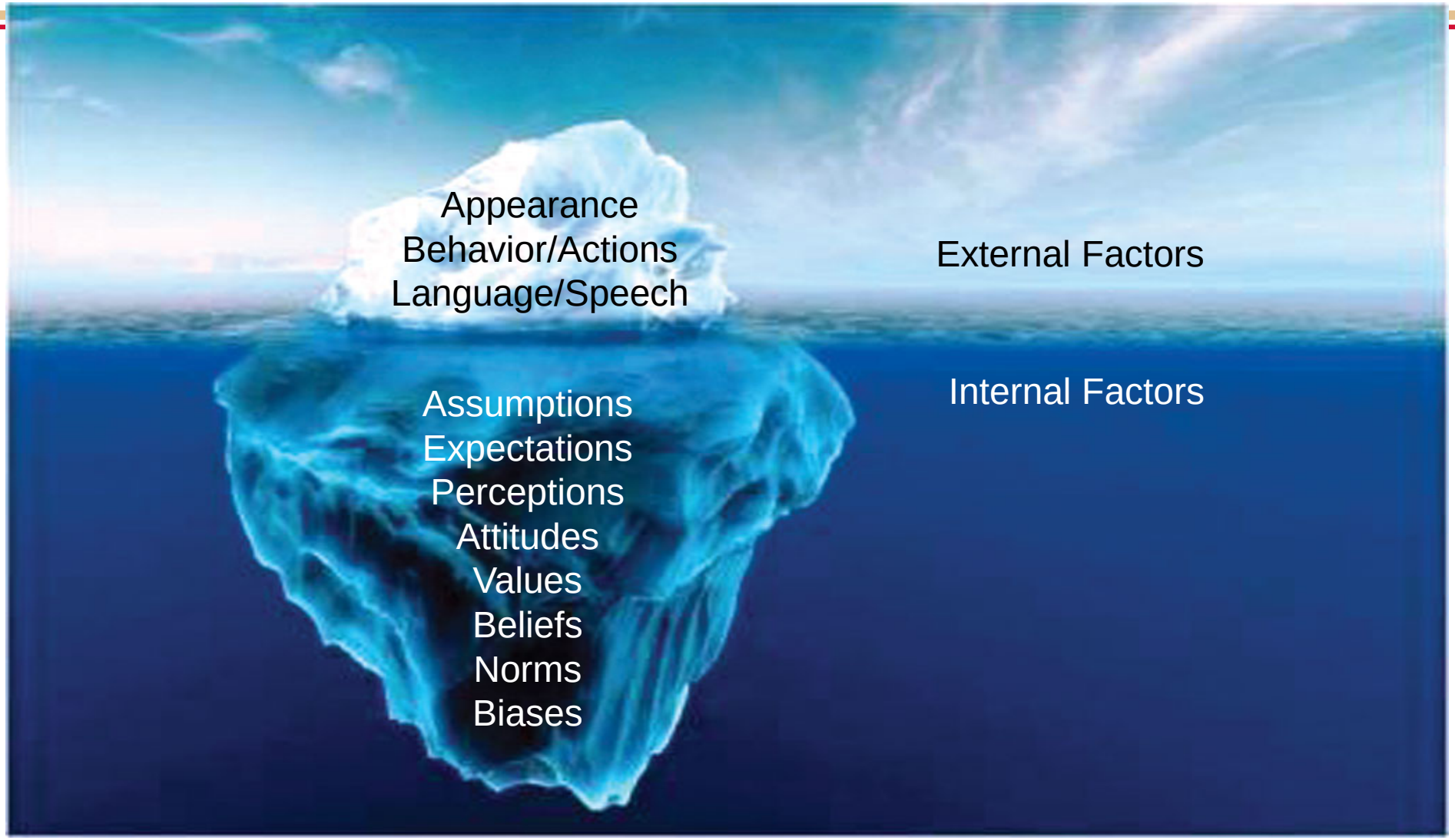
Listening Below the Surface



Listening Below the Surface



DIFFERENT LISTENING "STYLES"

Pretend to Listen

Listen for Congruency

Listen for Hooks or Links

Listen to Respond

Listen to Fix

Listen to Refute

Listen to Hear Aspirations

Listen to Look Good

Listen for a Solution

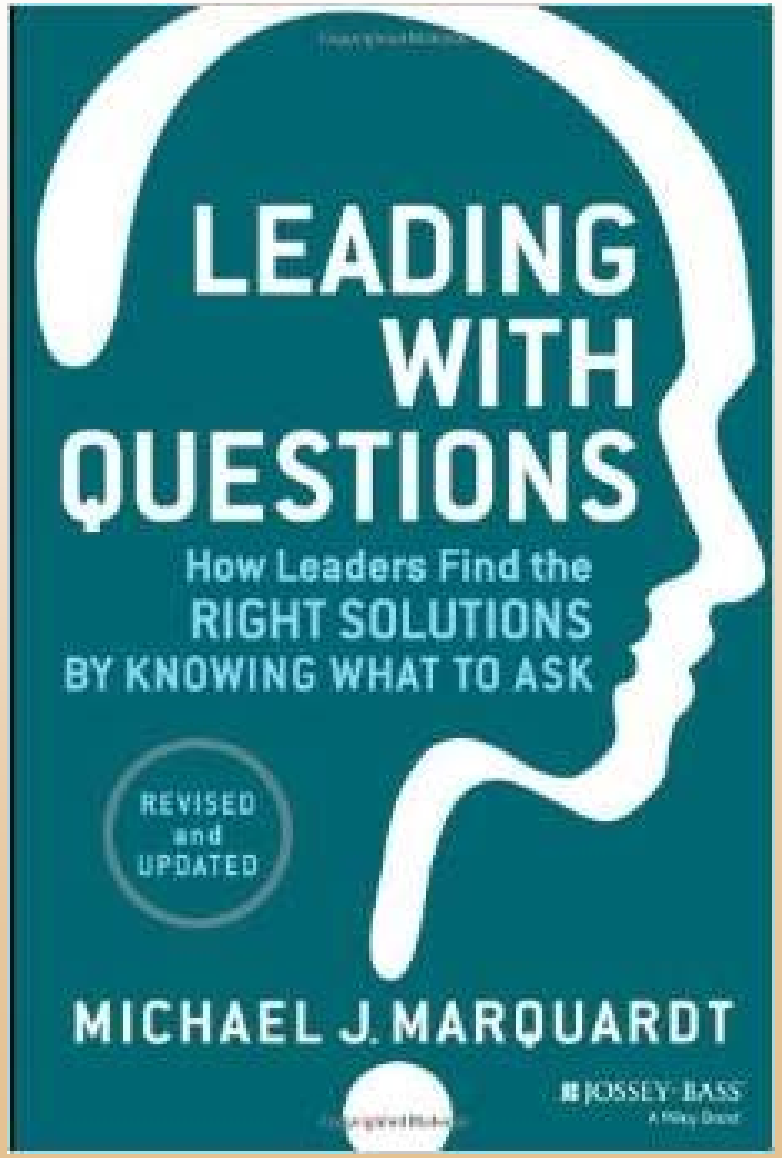
Other?

How to Support Active Listening

1. Silence phones, Close door, hang sign “Do Not Disturb—Coaching in Progress”
2. Turn email off
3. Consider face-to face, or SKYPE in lieu of telephone
4. Set yourself up to listen…”Who do I need to be in this conversation”
5. “I hold this person in unconditional positive regard”
6. This person is “naturally creative, resourceful, and whole.”
7. Center (…and clear) yourself…and come into the conversation…be present
8. Expand your receptivity, e.g., soften your gaze, increase peripheral vision
9. Notice my mind is wandering recommit my intention to be of service.

Leading with Questions

What makes a question powerful ?



http://www.frumi.com/images/uploads/LeadingWithQuestions.pdf

Powerful Questioning

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

A. Asks questions that reflect active listening and an understanding of the learner's perspective.

B. Asks questions that evoke discovery, insight, commitment or action (e.g., those that challenge the learner's assumptions).

C. Asks open-ended questions that create greater clarity, possibility or new learning.

D. Asks questions that move the learner toward what they desire, not questions that ask for the learner to justify or look backward.

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A Few Powerful Coaching Questions

- To Create Awareness of Something
  - What impact do you think this is having on you?
  - How is this affecting you?
  - How do you feel about this?
  - How do you feel about ____ now that you know this?
  - What's the most important thing you learned about this?

- To Challenge Assumptions
  - How is that working for you?
  - What are you getting out of keeping that habit?...perspective?
  - How are your beliefs in this area based on facts? What alternative approaches have you tried? Results?

- To Generate Responsibility
  - Describe your willingness to look at what is going on here?
  - What are you prepared to do to make this goal happen?
  - Where are these goals in terms of your priority?
  - What did you choose to do instead of your actions?
  - How can you get the most out of this next week?

- To Generate Commitment
  - Describe your willingness to do something about this?
  - What would real commitment look like?
  - What would it take for you to do it all 100% this week?
  - What part of that action will be completed by next week?

- To Encourage Inquiry and Discovery
  - Describe you willingness to looking deeper into this?
  - Where else is this happening?
  - How can we see if this is a pattern for you?
  - What are your instincts telling you to do next?
  - How can you apply the new learning?

- To Change Perspective
  - What would it be like if you did that differently?
  - What would you do next if you couldn't fail?
  - How might you take a risk instead of playing it safe?
  - What would be different if you already had the goal?
  - How would s/he think and feel about this?

- To Gain Clarity
  - Is that like…?
  - What is the core of this? How is this really for you?
  - What are the three key emotions around that?
  - What's a theme to what you've discovered?

- To Move the Coachee to Take Action
  - What action are you willing to take around this?
  - Would it be worth doing something about this now?
  - How could you tackle that this week?
  - What's one step you could take toward that this week?
  - How can you apply that new insight to other areas as of now?

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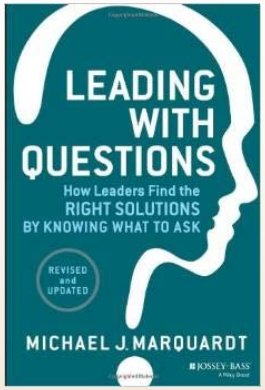
Leading with Questions

Concept	Question	Page
Open Ended Questions	What needs to be done?	22, 91
Empower Others	What are you most pleased with so far?	86
Build Relationships	What would you do? …others do?	159
Foster Reflection	How do you learn best?	160
Encourage Action	What will you commit to do by when?	163
Appraisals	What's something you've learned this quarter?	169
Build Teams	What is their perspective on this?	184
Team Conflict	What are the common area's of interest?	194
Fresh Perspective	What can we do to make your job easier	214
Involve All Stakeholders	What are the common areas of interest?	218
Enable Change	What will you need from us in the future?	235
Develop Vision, Values	Are we being honest with ourselves?	231



T-GROW

The T-GROW Model is a framework for the coaching conversation.

Topic – ***What do you want to discuss?***
Goal – ***What is your goal (or success)?***
Reality – ***What is Happening?***
Options – ***What Might You Do?***
What's Next – ***What Will You Do?***

It begins with an exploration of the learner's goals. Then the coach helps the learner become aware of the current reality and helps the learner explore options. Finally, the coach and coaching learner explore "what's next." In this phase the learner and coach develop an action plan with goals that meet the criteria for SMARTer goals.

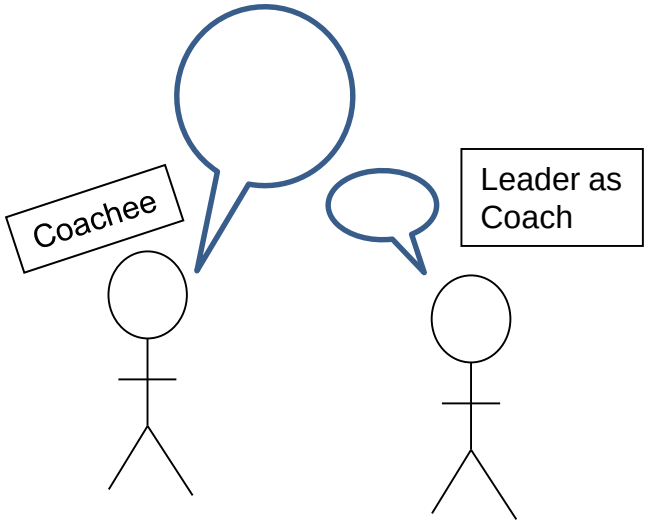
https://www.youtube.com/watch?v=Pa_dgOqw0Z8

Leader as Coach Implementation

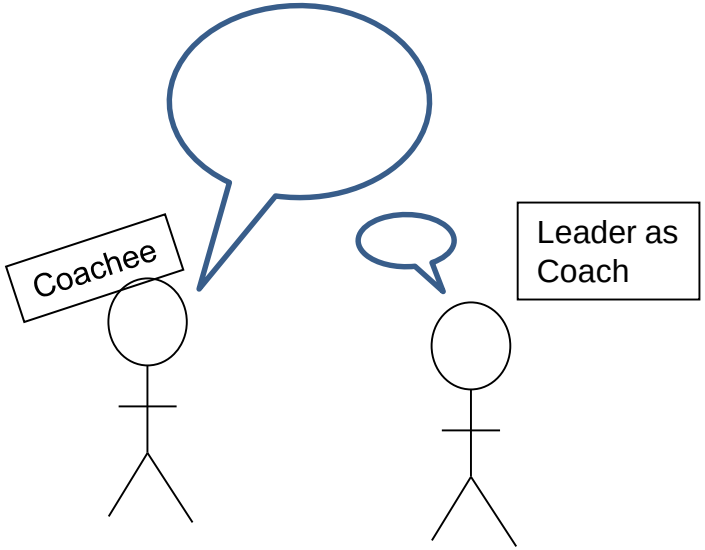
Pair Up. Assign the roles of Leader as Coach, Coachee.

- Coachee states an area or challenge where they would like some coaching.
- Coachee and Coach engage in a purposeful conversation to help/assist Coachee.
- Each round of the exercise is ~5 minutes. After completion of each round, change/rotate roles. Rotate roles without debriefing. 10 min total time.

Debrief as a larger group.



Build Your Self Awareness…Just Do It



Questions, Curiosities, Concerns?

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