COACHING TRAINING
This PowerPoint Presentation is a companion to the COACHING IN CHILD WELFARE – TWO DAY CURRICULUM developed by the Atlantic Coast Child Welfare Implementation Center, January 2013.
Training Desired Outcomes

- Our desired outcomes ...............  
  - (to be customized by each jurisdiction/state)
- Your name

- Your role

- One or two outcomes you would like as a result of this training—what would make this worth your two days of time?
Agenda (Morning)

- Introductions/outcomes
- What we know about coaching
- Coaching application
- Coaching mindset and foundation
- Coaching demonstration
- Coaching skills and self-assessment
Agenda (Afternoon)

- Coaching presence
- Listening from a coaching perspective
- Reflecting/Clarifying
- Questioning
- Overview of day 2
Focusing Attention
WHAT HAS YOUR EXPERIENCE BEEN WITH COACHING?
Coaching: Definition

“Coaching is unlocking a person’s potential to maximize their own performance. It is helping them to learn rather than teaching them.”

— John Whitmore, 2002
Coaching: Definition

Mutual, open-minded transfer of knowledge with interactive learning and two-way communication to help people work through things themselves.

— Mike’s team in Mississippi
Coaching Foundation

- Coaching is well-connected to the work we are already doing around Family-Centered Practice, principles of partnership, systems of care, and social work values.

- The mindset and the skills you are about to hear about will sound familiar, in fact, new employees are trained in many of these skills.
Coaching Mindset

- The coach is not the expert, or the judge, but creates a partnership for learning and change.

- Coaching can help us to see what our assumptions and mental models are – so that we can choose how we respond to situations.

- We bring and model deep respect for each individual’s own learning and development.

- Our intention is always to strengthen the coachee and to support his/her success.
Coaching Mindset (continued)

- People have the resources to solve many of the challenges they face; the role of the coach is not to “fix” people but to support them in accessing the resources they already have.

- Providing a space for listening and reflection IN AND OF ITSELF is beneficial to the learning and development of others.

- There are often many “right” answers—the individual knows what is right for him/her.
# Coaching Skills - Overview

## Presence
- Listening
- Reflecting/Clarifying
- Questioning
- Feedback/assessment (as appropriate)
- Creating accountability
Coaching is Not Therapy

“Therapy looks at the past to create understanding in the present...”

“Coaching is forward looking – we look at the present situation and from there, move towards a desired future”
<table>
<thead>
<tr>
<th>Mentoring</th>
<th>Coaching</th>
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<tbody>
<tr>
<td>Ongoing relationship that can last for a long period of time</td>
<td>Relationship generally has a set duration</td>
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<tr>
<td>Can be more informal and meetings held when mentee needs some advice,</td>
<td>Generally more structured in nature and meetings are scheduled on a</td>
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<tr>
<td>guidance or support</td>
<td>regular basis</td>
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<tr>
<td>More long-term and takes a broader view of the person</td>
<td>Short-term (sometimes time-bounded) and focused on specific professional</td>
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<td></td>
<td>areas/issues</td>
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<tr>
<td>Mentor is usually more experienced and qualified than the ‘mentee’.</td>
<td>Coaching is generally not performed on the basis that the coach needs</td>
</tr>
<tr>
<td>Often a senior person in the organization who can pass on knowledge,</td>
<td>to have direct experience of their coachee’s formal occupational role,</td>
</tr>
<tr>
<td>experience and open doors to opportunities</td>
<td>unless the coaching is specific and skills-focused</td>
</tr>
<tr>
<td>Focus may be on career and personal development</td>
<td>Focus is generally on professional development and/or issues at work</td>
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<tr>
<td>Agenda is set by the mentee, with the mentor providing support and</td>
<td>The agenda is focused on achieving specific, immediate goals</td>
</tr>
<tr>
<td>guidance to prepare him/her for future roles</td>
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</table>
Common Things People Work on in Coaching Sessions:

- 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
Coaching is effective because...

- Outcomes/achievements are reached more quickly
- Staff develop critical thinking skills
- Knowledge and skills of staff are tapped; morale is boosted
- Managers’ stress is reduced – people answer their own questions
- Coaching is aligned with family centered practice and models a strengths based approach
Ethical Considerations in Coaching

- Hold confidentiality
- Disclose any biases or other commitments that could impact coaching
- Be clear on any circumstances that would ethically compel you to share information with another person
In summary, coaching is...

- Aligned with our values of strengths based, family centered practice – we are modeling what we expect our front line workers to be doing with families
- An investment in developing others and making our agency more effective
- A mindset and skill set to apply broadly to the work we do
Coaching is not...

- Punitive

- Remedial – only for people with performance issues

- Another thing we have to do…it’s another way to do what we’re already doing
Project Overview

How coaching supports Implementation in our state, the role of coaches in the room, how we will be supporting the implementation of coaching in our state
Coaching Application

- Practice model coaches will coach employees in how to implement the practice model effectively.

- Managers and supervisors will have periodic coaching sessions with team members to support their problem solving and skill development.

- All will use the coaching mindset and skillset regularly to build a supportive and developmental culture.
Coaching to Improve Practice

- Coaches support staff as they apply new skills and knowledge
- Guide staff as they adapt what they learn to local needs & conditions.
- Coaches offer strength-based feedback, with the intention of strengthening skills and identifying opportunities for improvement from a developmental perspective
- Coach models coaching skills for staff—so they can replicate coaching with their families
THE ROLE OF MENTORING & COACHING IN IMPROVING TEACHING & LEARNING
© 2002, Barry Sweeney

Support  Mutual  Non-evaluative
Safe  Positive

MENTORING & COACHING

Trust  Confidentiality

TRAINING:
• Knowledge
• Skills & strategies

IMPLEMENTATION:
• Knowledge
• Skills & strategies

THE PREREQUISITE  THE RESULT
Professional Development
Coaching Sessions

- The coach supports the individual’s commitment to meeting his/her goals or addressing issues he/she has identified in addition to performance goals.

- Special time and mutual commitment to coaching are key – this can be built into supervision meetings.

- The emphasis is on inquiry rather than direction.

- Mindset, skillset, and coaching session flow are top of mind.
5 minute coaching for supervisors

When someone comes to you with a problem/issue that has more than one possible answer:

- What options do you see in this situation?
- What are your thoughts about the right way to handle this?
- What have you tried already?
- Based on your experience, what do you think the next step should be?
Use of the “Coach Approach”

- We are asking more questions and giving less direction
- We are focused on strength and skill development over time, in addition to day to day instruction and oversight
- We are offering more affirming grounded assessment and feedback, with the intention of strengthening skills and we are identifying opportunities for improvement from a developmental perspective
Use of “Coach Approach”

- We are using language of commitment and holding team members accountable

- We are seeking feedback from team members on how we can be more effective in our work with them

- We are consciously modeling strengths-based leadership all the time
Coaching Model (in a coaching session)

1. Center together
2. Clarify the focus
3. Identify the goal
4. Develop action plan
5. Gain commitment
6. Assess progress
Coaching Demo

*Observe the demo and note:*

- What is the coach doing that is supportive?
- What other approaches might you take in coaching this person?
- What questions do you have?
Coaching Skills Overview
ICF Core Competencies

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 with the client
   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
My Strengths to Develop as a Practice Model Coach/Coaching Supervisor

- Which of these skills am I already strong in?
- What is the evidence I can share for that?
- How would I want to further strengthen these skills?
- Which skills do I feel less strong in right now?
- Which one or two skills would I like to focus my learning on during this training?
Coaching Practices Feedback Format

- **COACH:** Share one thing you did well.

- **COACHEE:** Share one thing the coach did/said that worked well.

- **COACH:** Share one thing you will do differently next time.

- **COACHEE:** Share one thing you suggest the coach consider doing differently next time.
CORE SKILL: BEING PRESENT

How do you become and stay present?
Building a Trusting Relationship

- Trust is essential to keeping the conversation “real”

- Trust is established through:
  - Commitment to confidentiality
  - Clear mutual understanding of coaching, the process and expectations – and how coaching is part of the supervisory role
  - Modeling the coaching mindset/skill set
Four Modes of Listening

- Superficial
- Listening
- Fix-it
- Engaged

- Self-referential
Not Really Listening Activity

- In pairs, identify one partner to be the coach and one to be the client. The client will describe a recent frustration, and the coach will listen using either a self-referential, fix it, or superficial listening approach.

- After 5 minutes, switch roles

- Notice what it feels like to listen and be listened to in this way!
Core Skill: Engaged Listening

What does engaged listening look like?

What are characteristics of engaged listening?
Guidelines for Engaged Listening

- Put aside distractions
- Be aware of internal thoughts and stay focused on the person speaking; hold off on forming your response/question
- Use empathy, perspective, openness and curiosity
- Listen for what isn’t being said
- Watch non-verbals
- Listen for the heart of the matter
- Allow room for emotions and silence
Engaged Listening Activity

- In the same pairs, share a different frustration you have recently experienced, this time with the coach listening from an engaged listening approach.

- Notice how it feels to listen and be listened to in this way.

- After 5 minutes, give feedback using the feedback format, and then switch roles.
Coaching Practices Feedback Format

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Core Skill: Reflecting/Clarifying

Key elements:

- The person’s words
- Accurate restatement - without over interpretation
- Checking nuance - what are you sensing behind the words?
Reflecting/Clarifying Practice

- In pairs, Person A takes 5 minutes to talk about what drew you to the field of child welfare – Person B is listening and reflecting/clarifying only –

- Debrief – Person A give Person B feedback on listening and reflecting/clarifying using the feedback format (2 minutes)

- Then switch roles
Coaching Practices Feedback Format

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Core Skill: Questioning

Why do we have trouble with questions?
Qualities of Powerful Questions:

- They are real questions, not advice in disguise
- They come from sincere curiosity and respect
- They are not leading to a particular outcome
- They are open ended and invite reflection – “hmmm, let me think about that”...
- They often begin with “What” and “How”
Rather Than…

- Yes/no questions
- Why questions (often)
- Questions that you know the answer to or are using to steer the person to a conclusion:
  - “Don’t you think…..”
  - “Wouldn’t it be better if…”
Some great coaching questions

- What is the most important outcome for you in this situation?
- What have you tried before? How did that work?
- What is the one thing that you could do that would have the biggest impact in this situation?
- As you hear yourself describe the situation, what is coming up for you?
Questioning Practice

- Person A will coach Person B – Person B will share a current challenge at work that he/she is comfortable talking about. Person A will be present, listen, reflect, and ask “what” and “how” questions.

- Go through the feedback format
- Change roles
- Go through the feedback format
Coaching Practices Feedback Format

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Day One Feedback

- What worked for you today?

- What wishes/suggestions do you have for our time together tomorrow?
Agenda (Morning)

- Overnight thoughts
- Focusing attention activity
- Feedback and assessment
- Establishing accountability
- Review of coaching models over time and for a single conversation
- Coaching demonstration
Agenda *(Afternoon)*

- Practice coaching
- Your first coaching conversation
- Specifics on using the coaching model in our Implementation Process
- Feedback on the training and next steps
Focusing Attention
Candid feedback/assessment may be the best support you can give your coachee/team member — especially the positive feedback!
When you give feedback from a coaching perspective...

- The intent of feedback is always to help people be more effective

- The coachee or supervisee knows that part of your role is to give developmental feedback and that you would like feedback from him/her in return

- The coachee or supervisee also knows you will be holding them accountable for meeting the expectations of their role
Core Skill: Feedback/Assessment

- Balance of positive and developmental feedback – 4 to 1 ratio
- Use inquiry whenever possible – “what went well? What might you do differently next time?”
- Giving feedback that’s heard:
  - Making the offer
  - Specific
  - Grounded
  - Actionable
  - Connected to the coachee’s goals and/or performance standards
Feedback Steps

1. Ask the coachee what went well

2. Give your specific feedback as to what went well from your perspective

3. Ask the coachee what he/she might do differently next time

4. Give your developmental feedback to the coachee

5. Ask the coachee what he/she would like to commit to going forward (as appropriate)
Feedback Pitfalls

- What right do I have?
- Focus on traits (you are..) v. behaviors (you did..)
- Not enough time?
- Triggering defensiveness (may be data here)
- Not specific enough
- Fear of confronting
Feedback Activity

- Partner with someone you know from work or this training – decide who will be coached first
- Person being coached describes how he/she wants to come across as a good leader, his/her values as a leader
- Coach gives him/her feedback regarding how he/she actually comes across as a good leader
- Focus on evidence-based, grounded assessments (concrete examples)
Coaching Practices Feedback Format

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Establishing Accountability

- How do you hold your team members accountable?
- What are they accountable for?
- How is that the same/different in a coaching mode?
- What breakdowns can arise – and how do you handle those?
Keys to Holding Accountability

- Clarity – “what will you commit to? How will I hold you accountable” (or, “this is how I would like to hold you accountable”)
- Ownership – Coachee/team member sees how it’s in his/her best interest to fulfill on the commitment
- Follow up – Coach/supervisor MUST follow up – did you fulfill on your commitment? If not – what needs to happen for you to fulfill?
Coaching Model (in a coaching session)

- Center together
- Clarify the focus
- Identify the goal
- Develop action plan
- Gain commitment
- Assess progress
The Coaching Process Over Time

Establishing the relationship
- Establish Goals
- Describe process
- Develop a Plan

Ongoing Coaching
- Regular contact
- Mutual Commitment
- Ongoing assessment of progress

Completion Activities
- Check Progress
- Develop Next Steps
- Complete evaluation
Breakdowns in Each Phase

Establishing the relationship
- Trust not built
- Unclear roles
- Unclear outcomes
- Lack of commitment to success

Ongoing Coaching
- Lack of regular contact
- One partner disconnects
- Surface only
- Drifting into other areas

Completion Activities
- Not doing a completion
- Lack of articulation of progress
- Partner not willing to hear feedback
Clarify the Focus

- What is the key problem/challenge 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

- What would you like to see that would be different?
- What outcomes would be ideal here?
- What’s the bottom line for you?
- What do you want here more than anything?
- What impact do you want to have?
- How will you know you have been successful?
Develop Action Plan

- What is a specific, measurable action you can take towards this?
- What might the first step be?
- What options do you have for action here?
- What is something within your control that might address this goal?
Gain Commitment

- What are you willing to commit to? Starting when? For what duration?
- How will you track your progress?
- How can I hold you accountable?
- When/how can we follow up on this?
- How will we measure your success?
- What if something gets in the way of your fulfilling on your commitment?
Assess Progress

▪ How helpful was this conversation for you? What was most helpful?

▪ What could have made it more helpful?

▪ How would you assess your progress towards your goal(s)?

▪ What would you like me to do to better support you?
Coaching Demo

Observe the demo and note:

- What is the coach doing that is supportive?
- What other approaches might you take in coaching this person?
- What questions do you have?
Practice Coaching in Pairs

- 30 min each – use the coaching challenge you brought to training
- Debrief in your pairs

- COACH: Share one thing you did well.
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Application of Coaching

- How can we use coaching skills as supervisors and leaders?
- Ideas for coaching applications in my state
- Ideas for better implementation of coaching, if you have identified how you want to use coaching
- How do we build this coaching model so it impacts the whole system?
- How will we support coaching in my state?
- What are next steps and role for attendees of this training?
- How will you introduce your role as coach to your units/direct reports?
HOW CAN YOU PRACTICE COACHING SKILLS IN YOUR DAILY LIFE?
Training Debrief

- What worked in the training for you?
- What should we have covered that we didn’t?
- What additional questions do you have?
  - Other feedback to improve training effectiveness?