



Coaching Skills  
for Managers and  
Leaders:  
PART TWO

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## Acknowledgements

The text in this workbook is derived from the published book Coaching Skills for Nonprofit Managers and Leaders: Developing People to Achieve the Mission, Judith Wilson and Michelle Gislason, 2009, Jossey Bass, San Francisco. [www.judithwilson.com/books](http://www.judithwilson.com/books). The original program 'Coaching Skills for Managers and Leaders; was authored by Judith Wilson. [www.judithwilson.com](http://www.judithwilson.com). [judith@judithwilson.com](mailto:judith@judithwilson.com). Acknowledgement also goes to Michelle Gislason for her contribution in refining the program and this workbook. Melissa Mahoney designed the graphics. [www.indigocreative.com](http://www.indigocreative.com).

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# Course Objectives

- Review Coaching Model and key concepts learned in Part One
- Explore power dynamics in coaching
- Learn/Review/Master two key coaching skills:
  - Feedback  
(Giving appreciative and developmental feedback)
  - Sharing  
(Understand how to share examples and stories that have impact)
- Explore ways to address four common coaching challenges
- Create a plan for coaching back on the job
- Practice coaching (real-play, not roleplay!)

## **When you get back to your work, you will be able to:**

- Create a space for reflection and learning that helps move others from awareness into action
- Engage others to solve their own problems or reach their own solutions.
- Increase responsibility and accountability in others.
- Identify and build upon an individual's internal resources and strengths.
- Build a partnership with those who work with and for you that allows for all of the above to happen.

# The Model



# Coaching Skills Overview

## FOUNDATIONAL SKILLS DEFINITION

Although there are many skills a manager can fine-tune in order to coach, there are four foundational skills that are critical to master coaching:

### 1. Listen

- Hear what others are saying the first time.
- Know where the conversation is really going.
- Fully engage through listening.

### 2. Inquire

- Ask stimulating questions.
- Draw best thinking from others.
- Hold back your advice.

### 3. Giving Feedback

- **Structure objective feedback.**
- **Give appreciative feedback to celebrate others.**
- **Wrap coaching around developmental feedback to grow others.**

### 4. Sharing

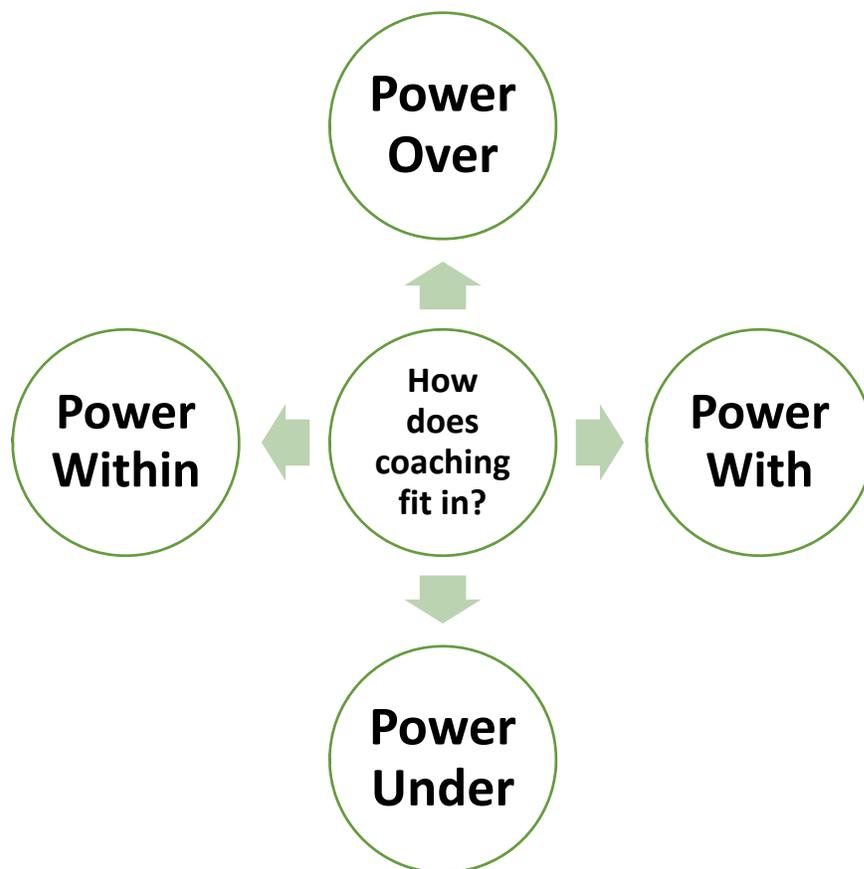
- **Sharing observations, a hunch or ideas, examples and information.**
- **Knowing how much and when to share.**
- **Checking out the relevance by asking key questions as I share.**

# What's Power Got to Do With it?

## Types of Power

How much positional power do you have to make decisions that affect others in the organization? How about social power and influence? (see "*What's Power Got to Do With It?*" reference in the resource list at the back of this workbook)

**Power is the ability to create outcomes for yourself and for others.**



## Definitions:

**Power over** is linked to domination and control, the power to command compliance. It is so much a part of our society that we are completely accustomed to its language and implicit threats. Many systems function by imposing “power over” through coercion, and threats. Positional leaders in nonprofits, like other institutions often use “power over” simply by restricting information and narrowing the number of people who get to make or influence decisions. The power of one group or one person over another to control resources (food, medical care, money, information, approval, and love), to impose punishment, to hire and fire.

**Power with** is the kind of power people given to respected individuals; social power, influence wielded among equals; power to suggest and to be listened to; When we act together, we have collaborative power, *People Power*- the capacity to act collectively. Many nonprofit leaders also exercise “power with”.

**Power from within.** As individuals we have endless reserves of power within: creativity immanence, spirit, or soul depending on your world view; the sense of bonding and connection with other human beings and the environment; willingness to participate as an agent of change.

**Power Under** is when we give up the power we have, when we say “we can’t” instead of “we won’t.” “Power under” can also be a conscious giving up of power, in order to follow. In some nonprofits there are positional leaders that are hesitant to use their positional authority and can make odd, irrational choices of when to use “power over,” “power with.”

*Organizations are by definition about power—and they have the power to make change*

- Power is at play in our community based and nonprofit organizations
- Differences in social power (race, class, gender, nationality, etc.) impact power in organizations.
- The most effective organizations utilize structure to maximize collective power.

### **Organizational power can be:**

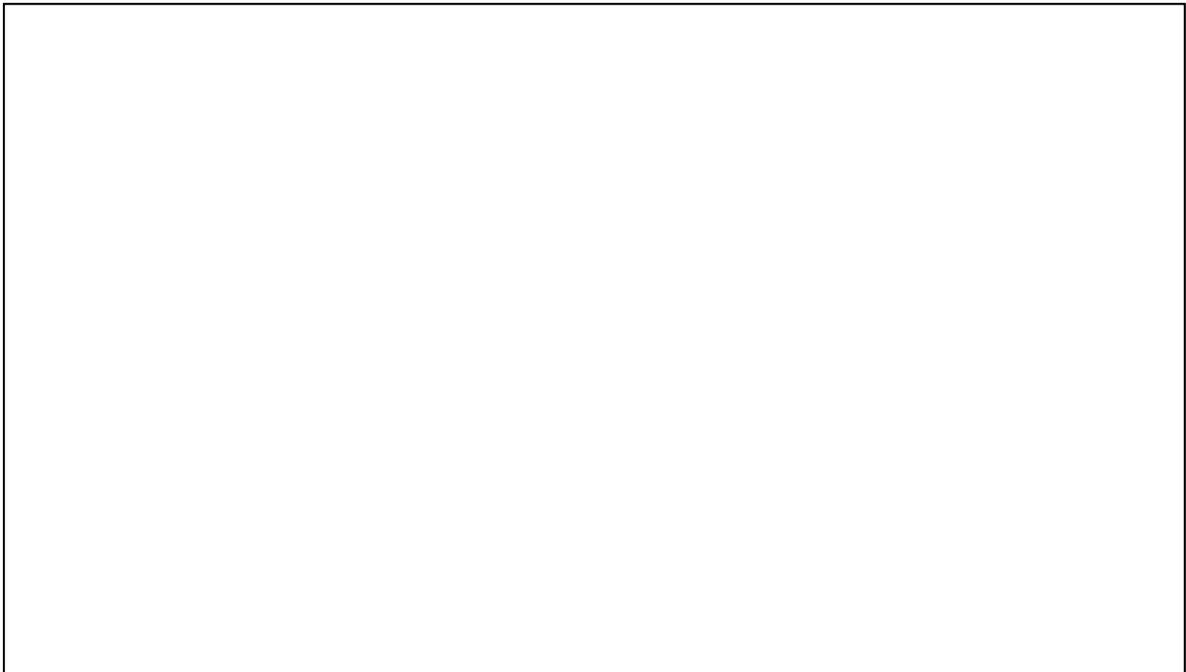
**Constructive** - accompanied by responsibility and accountability and builds the power of the group.

**Destructive** - oppressive and lacking in accountability.

**Reflection Questions:**

1. What power do you have (position, social power) in your organization?
2. How do you use your power?
3. What are you curious about? How might you use power differently at work?

***Thinking about social power and positional power, how might coaching fit/not fit within these uses of power?***



Content adapted from "Communicating Across Differences", by Amy Benson and Steve Lew (CompassPoint)

## **What's Power Got to Do With it? (continued)**

As coaches, we co-create with our clients a relationship that invites their authenticity, discovery, aliveness, alignment with core values and courageous action. This is not always so straightforward with people from outside of mainstream cultures who have learned to hold back parts of themselves in order to make it in the world. We can call forth those hidden parts by building trust, creating open, vulnerable partnerships and by giving and inviting authenticity. This does not mean simply saying culturally different clients are free to bring everything to the coaching and putting the responsibility on them to do so. What you say and how you say it (or even what you fail to say) can impact the relationship. For example, if a coach says, "Race and culture don't mean anything to me. I just see you as a person," the client may experience alienation. Even with the best of intentions and lack of malice, we can send the message, "Your experience, your struggles and where you come from aren't important," or "I don't want to go to those messy, sensitive or hard places with you."

The history of race relations and other cross cultural differences has led to caution in revealing feelings and attitudes about differences to people we do not know well. Daily experiences of prejudice and discrimination are still a reality for many marginalized groups. As a result, racial and ethnic minorities and other identity groups such as LGBT people, disabled people, etc., may initially approach relationships with someone not of their group cautiously.

Curious questions can lead to more disclosure giving the client the sense that the coach "gets me" which aids the trust building process. At the same time the coach needs to be sensitive to asking too many questions to prevent the response, "I'm tired of educating straight people about what it is like to be gay. Do a little research, will you?" Self-disclosure from coaches about their own vulnerable lack of awareness and desire to understand another personal experience and cultural background builds trust over time.

Source: Coaching for Transformation, pages 222-230.



# Receiving Feedback Self-Assessment

## How well do I receive Feedback?

	Rarely	Sometimes	Often
▪ I truly listen to what feedback givers are saying.	_____	_____	_____
▪ I keep feedback in perspective and don't overreact.	_____	_____	_____
▪ I try to learn from all feedback, even if it is poorly given.	_____	_____	_____
▪ I am willing to admit to and learn from questions about my performance or behavior at work.	_____	_____	_____
▪ Rather than avoiding feedback, I attempt to turn every feedback session into a useful encounter.	_____	_____	_____
▪ I accept redirection and reinforcement rather than denying them.	_____	_____	_____
▪ I accept responsibility for my role in achieving individual, team, and organizational goals.	_____	_____	_____
▪ I accept responsibility for searching for solutions to performance and behavioral problems that threaten goals.	_____	_____	_____
▪ I accept responsibility for keeping my emotions in check during feedback discussions.	_____	_____	_____
▪ I am committed to listening and learning in all feedback situations.	_____	_____	_____

What did you learn about yourself?

Source: The Art of Giving and Receiving Feedback, Shirley Poertner and Karen Massetti Miller

# Giving Feedback Self-Assessment

## How well do I give Feedback?

	Rarely	Sometimes	Often
▪ I pick an appropriate time and place to give feedback.	_____	_____	_____
▪ I keep my emotions in check, remaining calm, and keeping my voice even.	_____	_____	_____
▪ I provide specific, detailed information about the employee's behavior or performance.	_____	_____	_____
▪ I explain the impact the employee's actions are having on the team or organization.	_____	_____	_____
▪ I really listen to the responses of those receiving my feedback.	_____	_____	_____
▪ I clarify my expectations if there is any confusion about the behavior in question.	_____	_____	_____
▪ I remember to thank and encourage the receivers of my feedback.	_____	_____	_____
▪ I provide input as needed in developing an action plan for meeting behavioral or performance goals	_____	_____	_____
▪ I focus on the steps of the feedback process to keep dialogue on track.	_____	_____	_____
▪ I try to understand feedback from the other person's point of view and preferred communication style.	_____	_____	_____

What did you learn about yourself?

Source: The Art of Giving and Receiving Feedback, Shirley Poertner and Karen Massetti Miller

# Skill #3 – Giving Feedback

## OVERVIEW

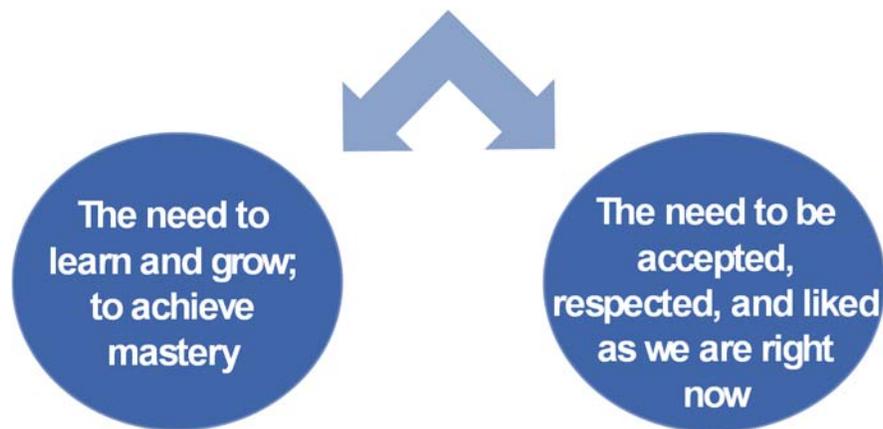
The purpose of feedback is to let people know how they are doing. Feedback is always for the benefit of the person being coached. Giving feedback requires you to call upon your listening, inquiry, and observation skills. Feedback is a gift of development. We all deserve this gift and more than once a year.

## Feedback definition

*Feedback is information about past behavior delivered in the present, which may influence future behavior.*

– Charles N. Seashore, Edith Whitfield Seashore, and Gerald M. Weinberg

**Feedback sits at the intersection between 2 core human needs:**



**Hard wiring and temperament play a part...**

- **Baseline:** Our personal default level of well-being
- **Swing:** How far up or down we swing from our baseline
- **Sustain and Recovery:** How long it takes us to return to our baseline



# Types of Workplace Feedback

## **Appreciative Feedback**

To celebrate positive behavior or accomplishment, encourage continuation of valuable action or behavior.

## **Developmental Feedback**

To help improve or develop performance.

## **Feedback strategies**

- Start with objective observation
- Connect the behavior to the impact. Understand that your feedback will have greater influence if the person understands how his/her action impacts the performance of the organization, it's not "just because you want it that way."
- Request what is required next. What behaviors need to stop, start, or continue?
- Remember the strengths others bring to the table
- Keep your feedback straightforward, genuine, specific, and personal
- Say what (positive or negative) consequences of the behavior are for your organization
- Be specific and genuine how you acknowledge others. Avoid general statements.
- Give feedback in person when able. Consider the person and the circumstances; ensure that he or she is in a confidential environment.
- Use the inquiry skill to wrap the coaching around the feedback. Ask questions so the person can process the feedback.
- Give the feedback now. Don't delay.

# Appreciative Feedback

## OVERVIEW

*Everyone wants to know how well he or she is doing. Spend time reinforcing what you want someone to do more of and spend less time talking about what they are not doing.*

When you acknowledge a person, you are recognizing the qualities that they displayed in any given moment, interaction or situation that made them be successful. You acknowledge their positive actions, behaviors, or demonstrated qualities and say what you noticed. Then you communicate your appreciation of those positive actions, behaviors or demonstrated qualities.

### Reasons to give appreciative feedback

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### Steps/Actions

Step	Action
1	Start with the observation: What positive action, behavior, or demonstrated quality did you observe?
2	Reflect back your observation based on facts. When you put these together, you have created acknowledgement. Acknowledgement says, "I see you" or "I see that what you've done".
3	Communicate what that behavior means to you or the impact that it has made. This adds appreciation to your acknowledgement. When you add appreciation, you give meaning to their behavior from your point of view. You share the impact it has made.

*How we respond to appreciation varies. What is acceptable in one culture may be embarrassing or too subtle for another. Ask the people you supervise how they like to receive feedback.*

# Appreciative Feedback Preparation Worksheet

## Steps/Actions

- Choose one person who deserves to receive appreciative feedback.
- Prepare your thoughts in the feedback preparation worksheet.

1. What did you actually observe?	
2. When did this actually happen?	
3. What were the consequences of what you saw, and what did it mean to you or other people?	
4. Personal statement of gratitude or appreciation.	
5. If you will coach post-feedback to boost strengths, actions, or behaviors, write down your questions.	

# Developmental Feedback Example

<p>1. What is this feedback about? What is required in the future? (What is point B?)</p>	<p>I need you to be fully engaged during our team project meetings and to make time for the conversation.</p>
<p>2. What was specifically seen, heard or experienced?</p>	<p>You left the meeting at least once and for several periods during the meeting you were distracted by your phone.</p>
<p>3. When did this specifically happen?</p>	<p>During the weekly staff meetings for the last four weeks.</p>
<p>4. What was/is the impact due to this action or behavior?</p>	<p>This delayed us from all getting things done on time during the meeting. It is also creating a considerable disruption to decisions that require your input during those meetings.</p>
<p>5. What is your request?</p>	<p>I would ask that you cover your check list items first and check in with the team to see if anything else needs to be done before leaving the room or calling anyone outside.</p>
<p>6. Which coaching questions will be useful to ask?</p>	<p>What are your thoughts about this feedback?</p> <p>What is causing you to leave meetings?</p> <p>What can you do about taking your calls after the meeting?</p> <p>What do you need to do to make sure you have enough time for these meetings?</p> <p>How important are these meetings to you?</p> <p>What will you need to do next?</p>

# Developmental Feedback Preparation Worksheet

1. What is this feedback about? What is required in the future? (What is point B?)	
2. What was specifically seen, heard or experienced?	
3. When did this specifically happen?	
4. What was/is the impact due to this action or behavior?	
5. What is your request?	
6. Which coaching questions will be useful to ask?	

# Skill #4 – Sharing

## OVERVIEW

During coaching, you share information or reflect on another's behavior because the other person doesn't have that information or that awareness and if you shared, it would be of value to them. Be careful not to tell people what they already know.

## Definition

The skill of sharing is to know when to share your observation, hunch, or ideas, examples and information and just how much to share. The skill of sharing takes patience and courage. This is not about you. It is all about others.

Sharing is not about simply giving advice. You share and reflect in order to:

- Bring about new awareness about behaviors
- Give perspective to a situation
- Expand the possibilities
- Invite others to step outside their normal space
- Provide important information useful to the situation
- Acknowledge and neutralize a situation
- Share examples that may help the other person identify with potential solutions

## Steps/ Actions

Step	Action
1	I observe (I see or I hear) or I think or I feel something based on what I've just seen or heard or I have an idea, example, or some information that could be useful.
2	I ask if it's okay to share to see if this is the right time and gain permission.
3	I share with you what I observe (what I've just seen or heard), feel, or know.
4	I check out how useful my share was by asking key questions. Remember to check it out. None of this is valuable until you check it out to see if your feeling or gut instinct is correct or if the information is relevant.

# Preparing to Share

## Instructions



1. Listen to the situations.
2. Write in column 2 any objective or subjective data you see or know.
3. Prepare how you might start the conversation.
4. What questions would be useful to pose to this person?

You observe or know	The data	Share what you saw or heard	Questions to add
Language that someone is using	Hearing someone say things like: "Never"  This deadline is really stressing me out"	May I share something I hear you saying? As you've talked about this project, you've used the word 'never' three times in the last 5 minutes and mentioned that this is stressing you out?	What makes you say that? What do you make of that? How come you speak to yourself that way? How does this help you achieve your goal? How else could you put that? What's got you overwhelmed?
Situation 1			
Situation 2			

# Mastering Skill #4

Ask yourself these questions to help you master the skill of sharing:

- How willing am I to tell a person what I saw if it will help them?
- Will I tell someone in the moment what he or she may not be aware of?
- Am I attached to my own stories or examples or can I let go of them if they are not of use?
- How willing am I to mirror back what is going on?
- How open and honest can I be?

*Don't get attached to what you're sharing.  
It may be something or nothing at all.*

## ***Key take-aways***

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Coaching Challenges

- I am not sure when to stay in inquiry mode and when I simply need to tell people what to do...
- Someone has come to me needing coaching and I don't have much time...
- I am trying to coach someone who constantly complains...
- How do I coach someone who is resistant?

# Plan to Coach

**Think about a real opportunity you have to coach someone back on the job. Plan your conversation**

What is the situation?

What is the goal of the conversation?

Describe Point B, where the person needs/wants to get to.

How will you set the context for the conversation?

What will you say next?

Is there any specific feedback you need to prepare? If so, what is it?

What questions do you need to ask?

What support do you need to make this conversation successful?

When will you have this conversation?

# Practice Time

*As the observer, take notes about how well the coach is using the skills and framework and note what they can do even better next time.*

SKILLS	SKILLS USED	NOTES
Listen		
Inquire		
Give feedback		
Share		
Clarify the Focus		
Identify the Goal		
Brainstorming Options		
Develop Solutions		
Create Accountability		
General feedback for the person who coached		

# Reflection and Action

What is the most important thing you learned today?

Three things I will do differently, practice, try or share with my coworkers:

1.

2.

3.

# Resources

## **Coaching Skills for Nonprofit Managers and Leaders**

Judith Wilson, Michelle Gislason of CompassPoint Nonprofit Services, 2009, Jossey Bass. [www.judithwilson.com/books](http://www.judithwilson.com/books)

The only coaching skills book specifically for the nonprofit leader. Provides real work application.

## **The CCL Handbook of Coaching: A Guide for the Leader Coach**

Sharon Ting and Peter Scisco, 2006, Jossey Bass  
A rich review of the field of coaching.

## **Coaching for Performance**

Sir John Whitmore, 1996, N. Brealey Pub.  
Considered the "grandfather" of coaching books.

## **Co-Active Coaching: New Skills for Coaching People toward Success in Work and Life (2nd ed.)**

Laura Whitworth, Henry Kimsey-House, and Phil Sandahl, 2007, Davis-Black Pub.  
A useful reference book for coaching tools and techniques.

## **Coaching: Evoking Excellence in Others**

James Flaherty, 1998, Elsevier  
A foundational piece on coaching from the founder of New Ventures West coaching school, with application of theory to real-life situations

## **Nonviolent Communication: A Language of Compassion**

Marshall B. Rosenberg, 2003, PuddleDancer Press  
A system of communication that focuses on needs rather than on strategies and on heart-to-heart communications

## **Fierce Conversations: Achieving Success at Work and in Life, One Conversation at a Time**

Susan Scott, 2004, Penguin Group Inc.  
An inspiring book about the power of speaking directly from the truth in a kind, but no-nonsense way

## **Crucial Conversations: Tools for Talking When Stakes Are High**

Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler, Stephen Covey, 2002, McGraw-Hill Professional  
Offers a wealth of principles and skills for interpersonal exchanges at work

## **Leadership and the One Minute Manager**

Ken Blanchard, P. Zigarmi, and D. Zigarmi, 1985, Harper Collins Press  
Teaches managers the art of Situational Leadership®, a simple system that tailors management styles to individual employees needs given the task at hand.

## **Creating Leaderful Organizations: How to Bring Out Leadership in Everyone**

Joseph Raelin, 2003, Berrett Koehler

## **Learning as a Way of Leading: Lessons from the Struggle for Social Justice**

Stephen Preskill and Stephen Brookfield, 2008, Wiley and Sons  
Offers a systematic look at the connections between learning and leading and the use of learning to inspire and organize for change

## **The Extraordinary Coach: How the Best Leaders Help Others Grow**

John H. Zenger and Kathleen Stinnett, 2010, McGraw Hill

## **Quiet Leadership: Six Steps to Transforming Performance at Work**

David Rock, 2006, HarperCollins. Best book to read if you have ever asked yourself, why do people act like that. Rock has broken the code on human thinking. If you want others to improve their thinking, this is the book to read.

## **Your Brain At Work: Strategies for Overcoming Distraction, Regaining Focus, and Working Smarter All Day.**

David Rock, 2009, HarperCollins. An informative look at the way our minds work at work. It teaches us how we can 'direct' our brain chemistry in order to achieve fulfillment and success.

## **Drive: The Surprising Truth About What Motivates Us**

Daniel Pink, 2011, Penguin Group. Pink prescribes an approach that fulfills three core elements of true motivation: autonomy, mastery and purpose. A seminal work about making us move from the inside.

## **First Break All the Rules: What the World's Greatest Managers Do Differently**

Marcus Buckingham and Curt Koffman, 1999, Simon & Schuster  
A follow-up to *Soar with Your Strengths*, the largest management study ever done.

## **Now, Discover Your Strengths**

Marcus Buckingham and Donald O. Clifton, 2001, Simon & Schuster  
A follow-up to *First Break All the Rules*. This is one way to discover your talents and strengths and to deepen your understanding of them.

## **Strengths Finder 2.0**

Tom Rath, 2007, Gallup Press  
Upgraded edition of online test helps readers discover distinct talents and strengths.

## **Point B: A Short Guide to Leading a Big Change**

Peter Bregman, 2007, Booksurge LLC.  
Provides key elements for managing change in a straightforward way, albeit with a corporate lens

## **Effective Phrases for Performance Appraisals**

James E. Neal Jr., 2003, Adams Media  
Useful tool for writing end-of-year review and assessments

## **For Your Improvement, 4th ed.**

Michael M. Lombardo and Robert W. Eichinger, 2000, Lominger Ltd.  
A book of sixty-seven key leadership competencies clearly defined by underuse, overuse, and most useful; includes maps for growth and many resources

## **Mastering the Art of Creative Collaboration**

Robert Hargrove, 1998, McGraw-Hill  
Shows how creative collaboration is much more effective in reaching desired goals than confrontation and mere cooperation (teamwork)

## **The Wisdom of Teams**

Jon R. Katzenbach and Douglas K. Smith, 2003, Harvard Business Press  
Focuses on tackling and surmounting specific "outcome-based" challenges

# Additional Books/Articles of Interest:

**Coaching for Transformation: Pathways to Ignite Personal and Social Change;** Martha Lasley, Virginia Kellogg, Richard Michaels, and Sharon Brown, Discover Press, 2011

**Crucial Accountability: Tools for resolving violated expectations, broken commitments, and bad behavior;** Kerry Patterson, Joseph Grenny, David Maxfield, Ron McMillan, and Al Switzer, McGraw Hill, 2nd Edition 2013

**The Coward's Guide to Conflict: Empowering solutions for those who would rather run than fight;** Tim Ursiny, Sourcebooks, Inc., 2003

**Multipliers: How the best leaders make everyone smarter;** Liz Wiseman, HarperBusiness, 2010

**Strengths Based Leadership: Great leaders, teams, and why people follow;** Tom Rath and Barry Conchie, Gallup Press, 2009

**The Tao of Coaching;** Max Landsberg, Profile Books 2002.

**Thanks for the Feedback: The science and art of receiving feedback well;** Douglas Stone and Sheila Heen, Penguin Group, 2014

**What's Power Got To Do With It? Owning Your Power As a Manager;** 2009  
Management Assistance Group

## For New Managers

**The First-Time Manager;** Loren B. Belker, Jim McCormick, Gary S. Topchik, AMACOM, 2012 (6<sup>th</sup> edition)

**The New Manager's Tool Kit: 21 things you need to know to hit the ground running;** Don Grimme and Sheryl Grimme, AMACOM, 2008

