Coaching Skills for Managers and Leaders

PART II

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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. The original program 'Coaching Skills for Managers and Leaders; was authored by Judith Wilson. www.judithwilson.com. 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.

Course Objectives

- Review Coaching Model and key concepts learned in Part One

- Explore power dynamics in coaching

- Learn/Review/Master two key coaching skills:

    o Feedback

    (Giving appreciative and developmental feedback)

    o 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

Believing in Others — Managing Needs — Earning Trust and Showing Respect — Staying Connected — **Mindset** — Listening — Inquiring — Giving Feedback — Sharing — **Skills** — Coaching — **Framework** — Clarify the Focus — Identify the Goal — Develop Solutions — Create Accountability

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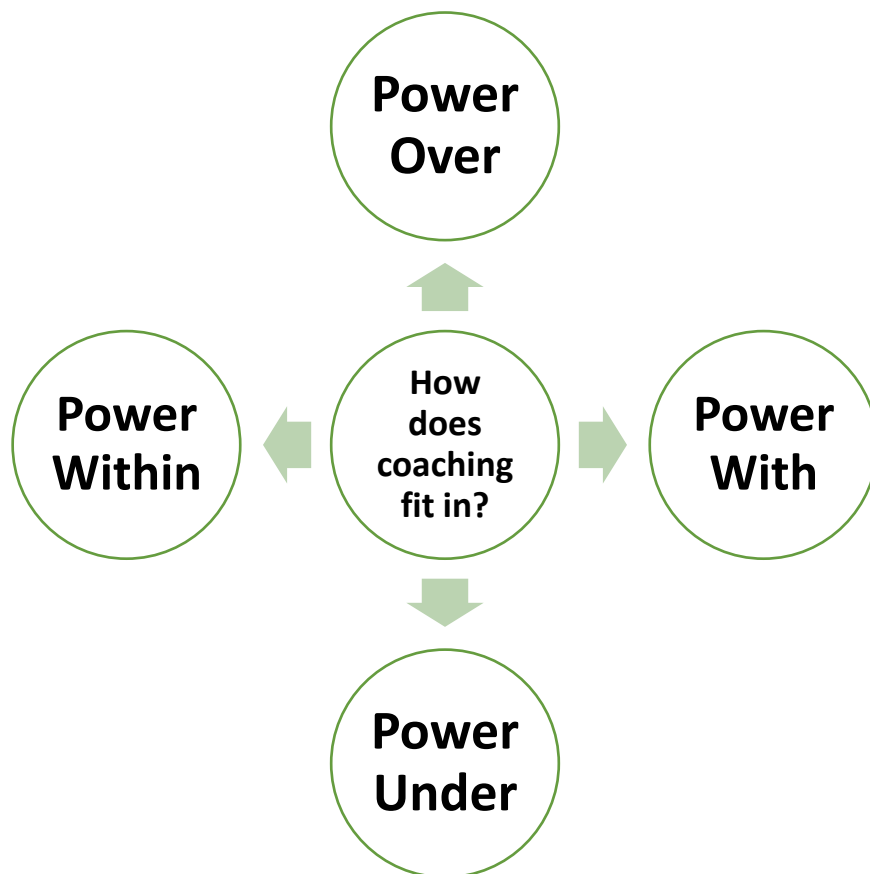
4. Sharing
- **Sharing observations, a hunch or ideas, examples and information.**
- **Knowing how much and when to share.**
- **Checking out the relevance by asking key questions as I share.**

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.

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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.
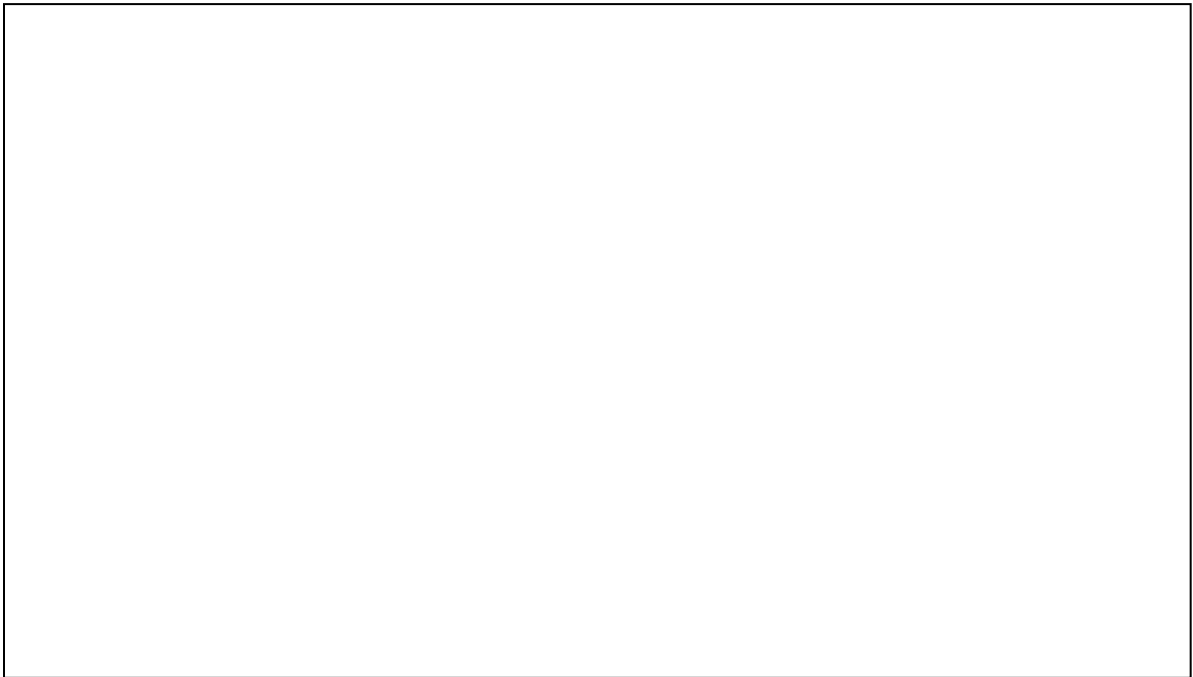

Organizational power can be:

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 (positional, 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?

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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.

Additional Reflection Questions:

- ✓ How does power (power over/under/with/within) show up in your organization? Demographically, who tends to have the ability to exercise power over and who does not?

- ✓ How do race, gender, class, sexual orientation, etc. differences show up in your organization?

- ✓ How might power dynamics/imbalances impact your coaching with those you supervise?

- ✓ How might differences in race, gender, class, sexual orientation, etc. show up when you coach those you supervise?
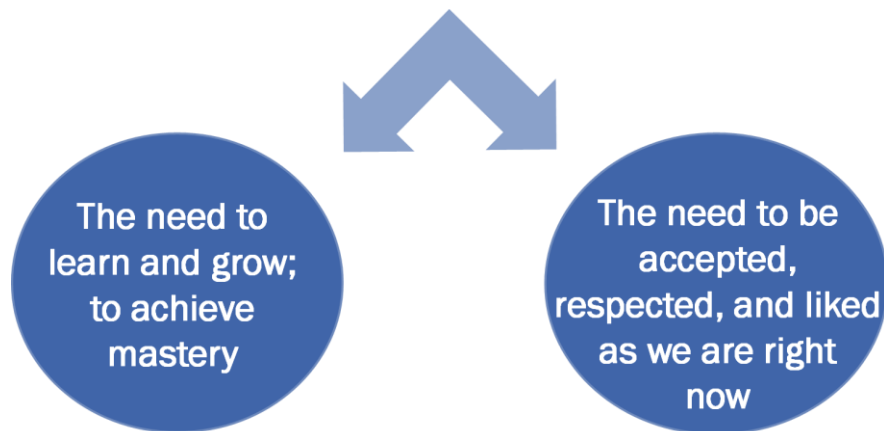
Skill #3 – Giving Feedback

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:

The need to learn and grow; to achieve mastery

The need to be accepted, respected, and liked as we are right now

Source: Thanks for the Feedback; Douglas Stone and Sheila Heen

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 their 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 they are 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 they are 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

_____

_____

_____

_____

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 Preparation Worksheet

1. What was specifically seen, heard or experienced?	1. What is this feedback about? What is required in the future? (What is point B?)
2. When did this specifically happen?	
3. What was/is the impact due to this action or behavior?	
4. What behaviors or actions are needed, required, or expected in the future?	
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 they 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

- _____

- _____

- _____

- _____

- _____

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?

Plan to Coach (cont'd)

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
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

<u>**For New Managers**</u>

The First-Time Manager; Loren B. Belker, Jim McCormick, Gary S. Topchik, AMACOM, 2012 (6th 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

Notes:

WE BELIEVE...

...in gratitude. This means extending our gratitude to our participants, our clients, our partners, our CompassPoint staff, our caterers, and anyone else who enters our doors.

...in our values. We are a deeply values-driven organization. Our values of racial justice, solidarity, radical imagination, place + community, accountability, learning + rigor, collaboration and humor + joy must show up in everything we do.

...in deep respect. This means respecting the collective contribution of all the people who have worked together in different ways to co-create this learning space.

WE ARE COMMITTED...

...to interrupting oppression in the spaces we convene. We cannot work to counteract systemic oppression while also allowing interpersonal manifestations of oppression to occur without being acknowledged and interrupted.

...to equitable treatment of our staff. This means listening to those who have traditionally been unheard, valuing work that has often been undervalued, and making visible all the work that often goes overlooked.

...to creating a transformative space. This means we ask that people who enter our space come with a willingness to address their habits, perspectives, opinions, and stances that may limit the possibility of personal and collective transformation.

WE AFFIRM...

...that we will lead from a place of love. When conflict arises in our space, out of love for everyone involved, we must address it and acknowledge when harm is done.

...that decolonization of our learning environment is imperative as we deepen our practice of centering racial justice and equity.

...that all are welcome in our learning environments. We invite you to please join us in upholding the intention of the space we are co-creating.

CompassPoint