Coaching Skills for Managers and Leaders: Part One

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Definition of Words

Someone who influences others to get things done
Logistics

- Name tags, Tent cards, Sign In,
- Coffee and water
- Breaks, restrooms
- WIFI – CPGuests
- #CPCoaching
- @LupePoblano
- Manuals and PPT will be sent electronically (PPT and manual are complimentary but don’t match)
About CompassPoint

• CompassPoint **intensifies the impact** of fellow nonprofit leaders, organizations, and networks as we achieve social equity together.

• We do this work because nonprofit leaders need **relevant support that builds on their strengths, experiences, and achievements**

• We believe individuals and organizations that **invest** in increasing leadership and management capacities are better poised to achieve **progress toward social equity**
The Model
Impromptu Networking

• Introduce yourself to as many people as possible in 5 minutes
  – Share your name, role
  – Something you want out of this class
Welcome! Introductions (con’t)

– Name

– Gender Pronouns (she/her/hers; he/him/his; they/them/their)

– Organization

– Role
Agenda and Objectives

- Understand what coaching is and how to use it on the job
- Learn when to coach
- Explore the coaching mindset
- Learn two key coaching skills
- Learn the coaching framework to enhance your conversations
- Practice coaching (real-play, not roleplay!)

9:30a – 5:00p
AM & PM break
Lunch @ 12:00p – 1:00p
Workshop Agreements

- On time every time
- Participate fully
- Move up, Move up
- Stay real
- Confidentiality
- Take Care of Yourself
- Anything else?
Exercise: Instructing - Facilitating

1. The coach will ask: “What challenge or opportunity do you face right now?”

2. The coach will listen for 30 seconds.

3. When the chime sounds, the coach will tell the person being coached what to do to fix the situation.

4. I’ll tell you when it’s time to switch roles.
Exercise: Instructing - Facilitating

1. Now, the coach will ask: “What challenge or opportunity do you need to face right now?” Wait a minute then **ONLY ASK QUESTIONS** to help the person being coached to think about what they want to do with their situation.

2. When coaching simply ask the person being coached the following:
   - What’s most important for you to pay attention to?
   - What do you mean by that?
   - What are you really saying?
   - What have you not yet done that might be helpful?
   - What’s next? What else?

3. I’ll tell you when it’s time to change roles
Coaching is...

A process of supporting individuals to make more conscious decisions.

The ultimate goal of coaching is to help someone move to a new action or behavior while learning, growing and developing.
Coaching Creates Space for Reflection & Learning

...and helps move a person from awareness into action.

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

- John Whitmore
What Coaching is Not

- Mentoring
- Training
- Consulting
- Therapy
Demo
Demo Debrief

Pair Up:

• What did you notice?

• What did you learn?

• What was the impact of the coaching?
Coaching Practice

Learning/Reflections/Actions:

• What are your personal reflections on the article? What does this bring up for you? How do these habits show up within you? How do these habits show up at work?
The Ultimate Role of a Supervisor

The supervisor’s overall role is to communicate organizational needs, oversee employees’ performance, provide guidance, support, identify development needs, and manage the reciprocal relationship between staff and the organization so that each is successful.
When to Coach

New to a task or goal

You **TELL**
(Instruct, train, guide, tell, offer advice)

Somewhat familiar with a task, yet hesitant

You **COACH**
(With some instruction)

Familiar with a task, yet something is in the way

You **COACH**
(Be a thought partner)

Seasoned at a Task

You **DELEGATE**
(And continue to check in as they need you to)
Mindset
Coaching Mindset

Group Exercise:

• Count off to form 4 groups, one for each element of Mindset
  o Believing in others
  o Managing needs
  o Earning trust and showing respect
  o Staying connected

• In your groups, discuss what this element means and why it is important
Believing in Others

Results

Action/Behavior

Language

Attitudes/Emotions

Beliefs/Thoughts
Empty vessel?
Believing in others

Acorn?
Before You Coach

Ask yourself:

• Do I really believe this person has what it takes?

• Can I suspend any negative beliefs I have about this person?

• Do I stick to the facts as I coach this person?

• Am I able to clear my mind of any history this person and I have had?
Managing Needs

• Aligning Needs
• Managing Emotions
• Setting the Agenda
Earning Trust & Showing Respect

Think of a manager or leader you really trusted.

• What did they do to earn your trust?
• In what ways did respect and credibility play a part?

Now think of someone you manage...

• Assess the level of trust and respect that exists between you.
• What could you do to increase it?
Staying Connect with our Words

BUT

AND
The Coaching Skills
Four Kinds of Listening

Self-Referential Listening

Superficial Listening

Fix-It Listening

I can see your lips moving but all I hear is... blah, blah, blah....
Engaged Listening
Exercise: Engaged Listening

**Speaker:** What do you most love about your work?

**Coach:** Practice listening at the deepest level
(engaged listening)

Say nothing!
Be silent but engaged.
Exercise Debrief

• What was it like to listen silently and engaged?

• What is it like to be listened to in such a manner?

• What will you need to do to improve your quality of listening to impact those you listen to?

• Whom do you tend to listen to and whom do you tend not to listen to?
Inquiry
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O/C Split
# Re-thinking Questions

<table>
<thead>
<tr>
<th>Closed-ended Question</th>
<th>Open-ended Question</th>
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<tbody>
<tr>
<td>Do you understand what I’m saying?</td>
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<td>Did you ask her about it?</td>
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<td>Have you tried doing it like this?</td>
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<tr>
<td>Is it possible?</td>
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Did you ask her about it?

Have you tried doing it like this?

Is it possible?
Open-Ended Questions Continuum

- Least effective
  - Coercing people to agree with you
- Asking leading questions
  - What about presenting it the way I suggested?
  - How do my ideas sound to you?
  - How about calling Deirdre and asking her
  - Here are a couple of thoughts. What else can you think of?
  - What if you looked at it from Jose’s perspective?
  - What are you considering, given the situation with the teachers?
  - What does this all add up to for you?
  - What do you want to do here?
  - How do you think is the key to making your idea work?
  - How do you want to go forward?
- Most effective
  - Being wide open, making people think for themselves
Exercise: Open-Ended Questions

- **Speaker**: Share a best moment in your professional or personal life. A peak experience: a time when you were feeling confident and challenged in a good way.

- **Coach**: Use open-ended questions to help draw the story out of the speaker.
  - Who
  - What
  - When
  - Where
  - How
Back-Pocket Questions

• What is one of your favorite questions to ask?
• What is one question you want to add to your back pocket?
The Coaching Framework

- Skills
- Coaching
- Giving Feedback
- Sharing
- Framework
- Clarify the Focus
- Identify the Goal
- Develop Solutions
- Create Accountability
Clarify the Focus

Get to the point.
Take time listening to understand a person’s current reality and help them think about what they are trying to achieve.

- What do we really need to talk about?
- What do you want from this conversation?
- What should we be talking about that will help this situation?

What’s most important?
Identify Goals

Know where the conversation is heading.

Identify the end goal before going to solutions. Once you both have a clear picture of where the person is now (point A) and where they are heading (point B), only then is it time to problem solve.

- What are you really aiming for?
- What does success look like?
- What is the end result?
Develop Solutions

What is needed or required to move from A to B.

Help the person identify options for getting to the end goal or to the next milestone.

Hold your advice.

Think – together – of a path for getting to B.

Use brainstorming.

- What have you not yet tried that will help?
- What stands between point A and B?
- What are your options?

What option is going to work best?
Create Accountability

Gain commitment and ownership.

Review actual steps the person can and will take to progress.

The goal is to gain agreement about what will happen next; and who will do what, by when.

- What are you going to do?
- When will you do it?
- What might have to give to fit this in?

What will you do next?
Inquiry Based Coaching Practice
PRACTICE: Your Turn!

1) Person 1: Coachee
In 1-2 minutes present a goal or challenge you are currently experiencing (e.g. I am struggling with time management, I need to have a tough conversation with someone and I am not sure how to bring it up, I need to develop a new evaluation system and I have no idea where to start).

2) Person 2: Coach
Ask open ended, inquiry-based questions to help the presenter identify solutions and next steps. Coach for 8 minutes.

3) Person 3: Observer
You will observe the conversation. What did you see and hear? What worked? What else might the coach have asked to move the presenter closer to ideas or action?
Then switch roles
Final Thoughts

QUESTIONS?

IDEAS?
Coaching Skills **Part Two** Agenda:

- Review model and key concepts
- Explore power dynamics in coaching
- Learn 2 key coaching skills:
  - Giving Feedback
  - Sharing
- Explore 4 common coaching challenges
- Practice coaching (real-play, not roleplay!)
Wrap up & Evaluation

• Resources and slides will be emailed after workshop (about a week after the class).
• Please complete your evaluation.
• My email: LupeP@compasspoint.org

Thank you!