



LEADERS AT ALL LEVELS

Cooperation, Collaboration,
High Teamwork

WE'RE IN
CHARGE

I'M IN CHARGE

YOU'RE IN
CHARGE

Centralized Control

Decentralized Control

Coaching 101: The Basics
Participant Guide

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Course Overview

The *Coaching 101: The Basics* Participant Guide is designed to provide a practical understanding of how to give both support and challenging opportunities to employees, and knowing how and when to coach.

Preparation

Objectives

By the end of this course, you will be able to:

- Understand basic Coaching techniques
- Diagnose when it is appropriate to coach
- Demonstrate the use of the GROW model to frame the conversation

Foundations

Keep in mind that all coaching conversations begin with our R.I.S.E. Core Values.



**Our work
is driven
by our
values.**

Respect. We support a healthy work environment.

- We value and respect each other.
- We are loyal, dependable and empathetic teammates.
- We embrace inclusion, diversity, fairness and open communication.
- We are trusted by our leaders to use judgment, take risks and make decisions.
- We foster a family-oriented culture that includes understanding, support, balance and fun.

Integrity. We model ethical behavior.

- We are honest.
- We do the right thing, always.
- We are open and transparent in our words and actions.
- We hold ourselves and co-workers accountable to high ethical standards.
- We appropriately question actions that may be inconsistent with our core values.
- We are committed to building and maintaining trust in one another and our community.

Service. We are selfless public servants.

- We serve and help others.
- We are caring and compassionate.
- We treat everyone the way we wish to be treated.
- We deliver exceptional service to internal and external customers.
- We are led by servant leaders, at all levels, who care about and support us.
- We never forget that we exist to make McKinney a better place to live, work and raise a family.

Excellence. We are competent and dedicated.

- We pursue excellence.
- We search for opportunities to learn and grow.
- We are accountable for our work and always do our very best.
- We are given challenging work by leaders who empower and support us.
- We are responsible stewards who embrace innovation, efficiency and improvement.
- We are a unified team that supports the goals and vision established by our elected officials.

Coaching Overview

Exercise: What Does Coaching Mean to You?

In your groups, come up with a list of things coaching means to you. When you are finished with that, take a few moments to look at the Leadership Philosophy—specifically the behaviors listed below it—and think of ways coaching satisfies each behavior.

City of McKinney Leadership Philosophy

Employees are the organization's most valuable asset. Each one has influence on others and is considered a leader. Therefore, we follow a consultative and shared leadership philosophy that guides how we work together and hold ourselves accountable. It is based on the belief that all City of McKinney employees are talented, motivated, and trustworthy people who do their very best and reach higher levels of performance when supported and respected.

Behaviors consistent with this philosophy:

- We trust one another, do the right thing, and lead by example.
- We are visible, approachable, and available to help co-workers.
- We remove barriers that waste time or hinder efficient operations.
- We actively listen and communicate in a clear and positive manner.
- We recognize and thank those who help and support us.
- We foster collaboration and team-based problem solving.
- We encourage creativity, initiative, and continuous learning.
- We consider openness and cooperation the keys to our success.

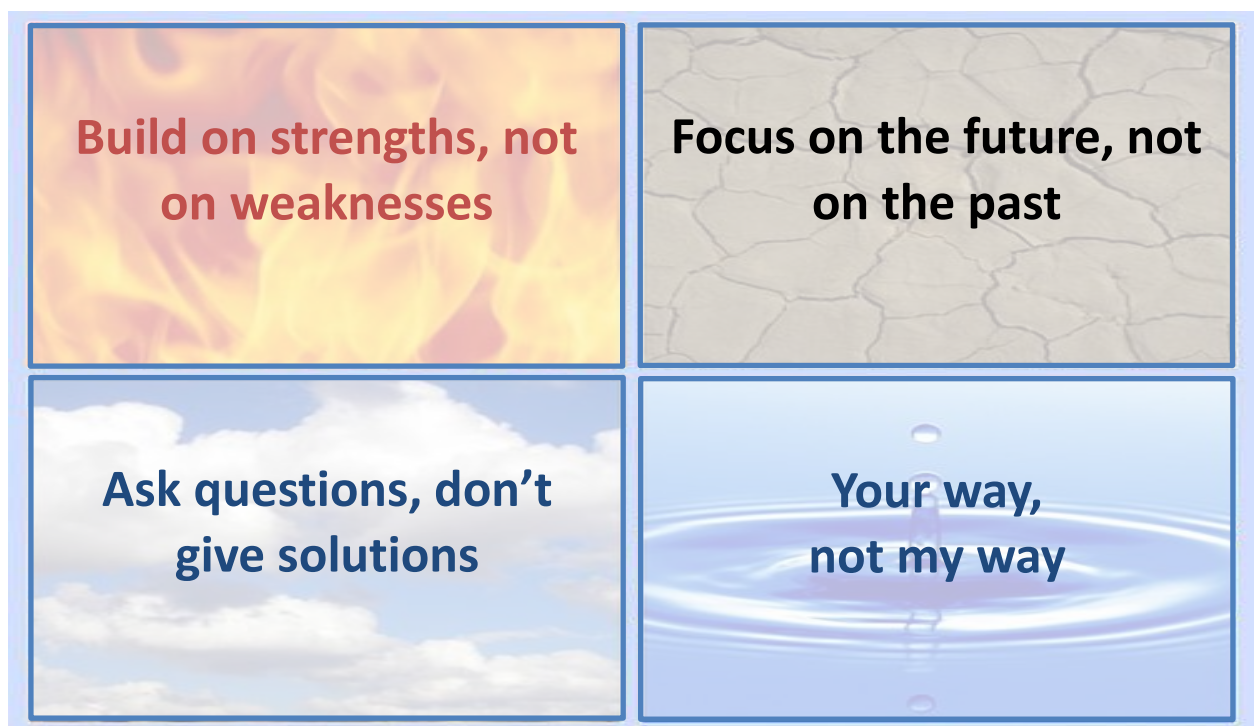
The Fundamentals of Coaching

Coaching is the process of guiding and encouraging all employees to achieve superior performance results. As Leaders at All Levels, it is our shared responsibility to help each other get better at what we do. Your purpose as a coach is to ensure employees do what they are supposed to do, perform better, and reach their full potential.

To perform effectively, employees need to know what is expected of them. They need to know:

- What they are supposed to do
- Why they are supposed to do it
- How they are supposed to do it
- How well they are expected to do it

Key Elements of Coaching



Differences between Training, Mentoring, and Coaching

Training	Mentoring	Coaching
Specific guidance with an issue/problem	General guidance or advice regarding life or career	Focus on specific, immediate goals
Targeted development, not real-life	Often covers a range of issues e.g., networking, profile and organizational politics	Targeted development areas or issues at work
Formal learning intervention	Provides direct advice & guidance, shares experience and knowledge	Non-directive, experience / knowledge of business area is not required
Professionally qualified presenter	Mentor is normally more senior & experienced	Does not need to be a more senior manager

Feedback vs. Coaching

Feedback is an essential part of effective coaching; however, feedback is not coaching.

Feedback	Coaching
Focuses on past behavior	Focuses on future behavior
Reactive to a situation	Proactive towards a goal
One-way communication	Two-way communication
Telling or advice oriented	Inquiry oriented
Focuses on data and information	Focuses on unlocking potential
Describes consequences	Explores options and alternatives
Feedback giver is motivated to change behavior	Feedback receiver is self-motivated to take responsibility and find their own answers

Motivation

How is coaching related to motivation?



“Nobody can make anyone be someone he or she doesn’t want to be.”
– Malcolm Forbes

Exercise: What Do You Do?

For each of the situations below, think of the best approach to take for the team member described.

1. Ajay continuously missed deadlines on his last project, and this caused you to fall behind with your work as a result.

Train Mentor Coach Give Feedback Motivate

2. Octavia wants advice on how to further her career with the City of McKinney and turns to Marcus, a 20 year veteran.

Train Mentor Coach Give Feedback Motivate

3. Sonja wants to learn how to build trust and forge stronger relationships with people from the other departments she relies on to help her get her job done.

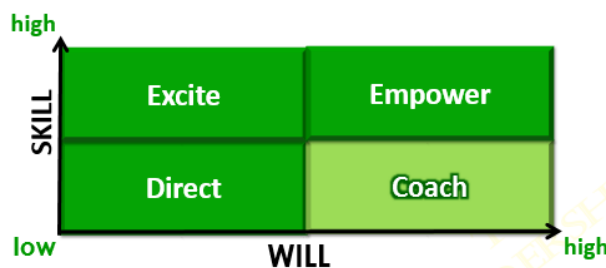
Train Mentor Coach Give Feedback Motivate

4. Mark wants to learn the process for giving effective feedback.

Train Mentor Coach Give Feedback Motivate

The Skill Will Model

Coaching is not always the answer to every situation. You must understand your employees' needs, capabilities, motivation, and aspirations as it relates to each task. The Skill/Will model is a useful framework that helps you determine which role to use which will best meet the individual's needs.



Will depends on: motivation, desire to achieve, confidence, security and/or incentives.

Skill depends on: experience, training, understanding and/or role perception

Skill/Will Techniques

DIRECT Low Skill, Low Will	Keyword: TRAIN • Tell employee what to do and offer explanations. • Give clear directions and set achievable objectives linked to skill development • Provide more frequent feedback to monitor progress, keep on track, and help redirect when needed • Offer support to help build their confidence
COACH Low Skill, High Will	Keyword: COACH • Guide employees through the process; do not tell them what to do • Work together to develop skills or expand existing ones • Provide feedback to create awareness • Determine their motivation and link to coaching objectives
EXCITE High Skill, Low Will	Keyword: MOTIVATE • Sell & provide the why's to give context • Be supportive • Identify new opportunities for personal/career development • Provide feedback to recognize their contribution
EMPOWER High Skill, High Will	Keyword: DELEGATE • Give autonomy • Provide opportunities for practicing mastery • Find out more about their aspirations and focus on new goals, challenges, and provide variety • Provide feedback to monitor progress

Building Coaching Skills



What qualities define an effective coach?

"Before you are a leader, success is all about growing yourself.
When you become a leader, success is all about growing others." - Jack Welch

Questioning Skills



A coach tries to reveal blind spots to create awareness and put the responsibility on the recipient. To do so, you must ask effective questions, but not just any question. Asking rather than telling helps the recipient become aware and then puts the responsibility back on them to take action. Asking the right questions is a critical skill for effective coaching.

Two Types of Questions

Open questions start with:

- What?
- Who?
- When?
- How?

These questions elicit more explanation and in-depth thinking.

Closed questions start with:

- Are?
- Can?
- Isn't it?
- Would?

These questions elicit short yes/no answers.

If we ask provocative “why” questions we are likely to meet with defensive explanations.

If we ask, “Why don’t you do it this way?” we learn little about what the person is actually intending to do. We have framed the conversation too narrowly and also implied that they should be doing something they have not thought of.

Principles of good questioning:

- Ask short, open questions
- Use “What” and “How” questions
- Avoid “Why” questions
- Use clean, implication-free language
- Come from a place of genuine curiosity
- Are direct, simple and usually open-ended
- Generate creative thinking and surface underlying information
- Encourage self-reflection

Asking effective questions will help reveal awareness; however, the coach must be attentive to the answers. To do this, one must use good listening skills.

Listening Skills

There's a difference between listening and hearing. When you hear someone, you are simply acknowledging the information and moving on. When you truly listen, it implies another step encompassing a personal connection where you clarify with questions, comprehend the information shared and empathize with the speaker.

Exercise: Are you listening or just hearing?

Directions: Answer (Y)es or (N)o to each statement below to determine how effective you are at listening. Tally up each Y and N below.

- | | | | |
|-----|---|---|--|
| 1. | Y | N | I anticipate what people will say next as they are speaking. |
| 2. | Y | N | I am able to determine the value of most conversations shortly after the first sentence is uttered. |
| 3. | Y | N | I tend to discount what others say if they don't agree with my opinions or values. |
| 4. | Y | N | I don't usually pay attention to nonverbal cues (body language or facial expressions). |
| 5. | Y | N | My opinions often affect my ability or willingness to listen to what others are saying. |
| 6. | Y | N | When others are talking, I can usually prepare my response to what they are saying in my head. |
| 7. | Y | N | In an effort to get a conversation to a swifter end, I often interject my opinion or jump in to bring them to their point efficiently. |
| 8. | Y | N | If I disagree with someone, I will quickly break in to let them know. |
| 9. | Y | N | Most of the time, I am ready with a response right when the other person finishes talking. |
| 10. | Y | N | If the other person is long-winded or boring, I often find my mind wandering. |
| 11. | Y | N | When I've stopped listening to someone, I do my best to look like I'm still engaged. |
| 12. | Y | N | When I know what someone is going to say, I usually answer immediately. |

Total:

_____	_____
Y	N

If you had...

Then you are...

10 or more No's

Above average, skilled and gifted listener

7-9 No's

Average listener

6-1 No's

Below average listener, so keep practicing

Active Listening

There are four types of statements to show you are actively listening.

Statement	Purpose	Examples
Encouraging	• Conveys interest • Keeps the speaker talking	• "I see..." • "Uh-huh..." • "That's interesting..." • Tell me more about that
Restating	• Shows you are listening and understand • Helps the person know you grasp the concepts	• "If I understand, your idea is..." • "In other words, this is your decision..."
Reflecting	• Shows you are listening and understand • Helps the person know you understand their feelings	• You seem to feel that..." • "You sound like you were pretty disturbed by this..."
Summarizing	• Helps tie together important ideas, facts, etc. • Helps create a basis for further conversations • Reviews progress	• "These seem to be the key ideas you have expressed..." • "If I understand you, you feel this way about the situation."

"You can listen like a blank wall or like a splendid auditorium where every sound comes back fuller and richer."

— Alice Duer Miller



GROW

Frame the conversation using the GROW model.



Goal: Set both short and long term goals for the coaching session.

Reality: Explore the current situation.

Options: Determine all options possible to reach the session goal.

Will: Convert a discussion into what you will do, by when, and by whom.

Information adapted from: *Coaching for Performance: GROWing Human Potential and Purpose: The Principles and Practice of Coaching and Leadership*, Fourth Edition by John Whitmore

Goal	Reality	Options	Will
What is entirely within your control to change the current situation?	How many times do you currently do this?	What can you do about this?	Turn this into an action step. What will you do, and when do you think you could do it?
What outcome would you most like to see?	What do you need to know that you currently do not know? Who has that information?	What's within your control to change?	What and from whom do you need support?
In your own words, what outcome will make this a success?	What is your (measurable result) right now?	What other courses of action could you possibly take?	Which options would you like to pursue at this point?
What do you hope to get out of the current situation?	What do you think is holding you back?	Let's try to come up with at least five options. What else could you do?	What step can you take this week that will put you closer to your goal?
How can you rephrase your goal so it only depends on your efforts and not on others?	What have you already accomplished with respect to this today? This week? This month?	If you had unlimited resources and knew you couldn't fail, what would you do?	You mentioned that you could (____). What can you commit to doing?
What specifically would you like to achieve?	Who else is involved? To what extent?	What could you do to overcome this obstacle? What options do you have?	On a scale of 1 to 10, how likely is it that you will be able to get this done in the time frame you mentioned?
How would you like for this to turn out differently than it has in the past?	What have you tried already? What difference did it make?	Who can help you?	When do you hope to have this complete?
What's important to you right now?	Which factors are most important on this matter?	What other resources are out there to help you tackle this? Who else could you approach for creative ideas?	What obstacles do you see that I could address for you?
What do you hope this will look like in three months' time?	What events or choices have led you to this place?	What have others done?	How can we alter the outcome from "meeting" your goal to "exceeding" it?



G- Goal

The first step in structuring your conversation is to determine the goal of the session so you both understand what you want to achieve during the time together. You will:

- Define and agree to the goal or outcome to achieve
- Consider the employee's vision, objectives, challenges and skills to ensure the goal is relevant and meaningful
- Determine what success will look like so that you understand how you will continue to measure whether the recipient is reaching his/her potential.



SMART

Specific:

- Clearly articulates what you are both trying to accomplish
- Outlines who and what is involved to reach desired result(s)
- Avoids broad and vague language

Measureable:

- Determines how you both know when the goal is achieved
- Identifies any measurements related to successfully accomplishing the goal

Attainable:

- Determine if it is possible to achieve the goal
- Skills, resources, or tools currently exist to reach the desired results
- Results are possible to achieve within the given timeframe or within the current situation

Relevant:

- Agreement exists between business unit, department, or manager's desired results
- Goals relate to your job description or the values

Time-Bound:

- Completion date exists for long-term and short-term goals

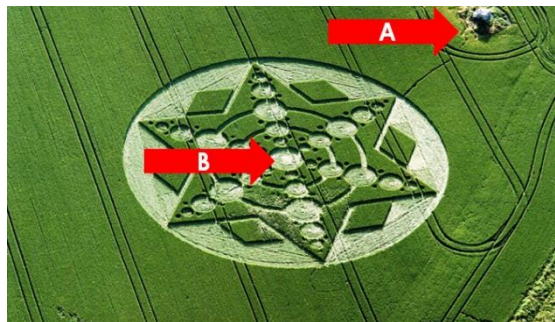
Filtering Goals

There are some aspirational goals that may be out of your reach or out of the reach of the person you are coaching. When discussing final goals, keep in mind there are three categories you should divide possible goals into.

Situation In My Control	Situation Out Of My Control	Situation That Can Be Influenced
These are perfect. This is what you are able to plan around. If the situation is completely within the “coachee’s” control, encourage further development toward the goal. If the situation is not within the “coachee’s” control but is within your own, begin surrendering aspects to the “coachee” so they can make it their own.	This potential goal needs to be reworked. It should either be scaled back to include only the things that the “coachee” can control (e.g., instead of the goal being a process improvement they cannot control, the goal could be managing their reaction to the process). Pursuing these kinds of goals will be fruitless and discouraging.	This potential goal may need to be refocused or it may need to be completely reworked. In situations like this, drill down with further open-ended questions to parse out the portions of the end state that the “coachee” can actually impact. Be very careful about setting a goal that requires others—these are notoriously difficult.

R- Reality

The next stage is to examine the current reality to better understand the employee’s situation. If the goal statement tells where you want to go, then the reality check describes the starting position so that you better understand where the work is needed to accomplish.



To get from point A to Point B:

- Ask the recipient to describe his/her current situation
- Step back and assess the situation
- Offer specific examples of feedback
- Avoid and check assumptions
- Discard irrelevant history

This is a very important step: Too often, people try to solve a problem without fully considering their starting point, and often they are missing some of the information they need to solve the problem effectively.

Considering where they are now will provide the opportunity to step back and assess the situation, and fully consider the starting point. You must be prepared to challenge or give feedback here where necessary. As the employee starts to describe their current reality, the solution may start to emerge.

At this step, you should still be asking open-ended questions only. Remember that asking “Why” questions or shutting down any answer will jeopardize the likelihood of the coaching session’s effectiveness.

O – Options**Exercise: 9 Dot Activity**

What assumptions did you make? _____

How is this related to coaching? _____

Once the desired outcome has been identified, you must explore the options available for reaching/achieving it. As a coach you must help the individual to generate options and discuss the advantages/disadvantages and possible benefits and consequences of each option. Invite options from the individual; you can offer your own suggestions, but only after the recipient has offered their own first. Gathering options will require you to use your questioning and listening skills and reading non-verbal cues.



**Possible
Benefits**

**Possible
Consequences**

W - Will

The purpose of the last step of GROW is to change a discussion into a decision and action. Once you have both agreed upon a goal and options for achieving it, the individual must commit to acting on it.

Get the individual's commitment to action

After you have both explored and agreed to options, you must ensure that you get the employee to commit to act. You can do this by summarizing what was discussed and asking questions that encourage actions. Evaluate their commitment by asking them to rate on a 1-10 scale the degree of certainty on carrying out the actions that they committed to taking. If it is less than a 10, ask what prevents them from reaching a 10. If less than an 8, re-evaluate actions and timeframes.

Identify possible obstacles

It is important that you both are realistic about possible consequences of your decision and any obstacles that might slow progress. Obstacles may require additional support, so make sure that you discuss this at this stage and consider alternatives.

Plan detailed actions and put a timeframe in place

Plan follow-up actions. The individual may want to create a detailed project plan or identify a series of brief interim milestones. Whatever you do, you must ensure that you have a timetable to use as a measuring tool.

Agree what support will be given

Discuss long- and short-term coaching support, as well as more "practical" support such as resources. You should also talk about future coaching sessions.

"The task of the leader is to get his people from where they are to where they have not been."

– Henry Kissinger

Putting It All Together

There are three coaching examples listed below. In teams of three, take turns working your way through each of them as a coach, a “coachee,” or as an observer (as the observer, you are not a part of the session, you are only watching the interaction between the two and taking notes).

For each scenario, keep the following concepts in mind:

- Is your discussion values-based?
- Are you tying the discussion to the Leadership Philosophy?
- All of the scenarios below are coachable situations, but keep in mind that sometimes the issue is Training, Motivation, or Delegation (from The Skill/Will Matrix)
- Is the coach asking open-ended questions?
- Is the “coachee” setting the goal? Is the goal in their control?
- Is the “coachee” describing reality? Is the coach accepting it at face value?
- Is the “coachee” offering at least three options before the coach makes a suggestion? Is the coach digging for more options before making a suggestion?
- Are both parties committed to the goal and next steps?
- Feel free to refer back to Page 12 for any questions if you need the prompts.

Scenario #1

Your employee is typically one of your top performers. In the last month, you have noticed a decline in the quantity and quality of their work. You used to be able to count on them for meeting daily goals with no follow-up (insert a typical KPI here--# of inspections, # of applications processed, # of books checked in, etc.—use this as a practice run for something you encounter every day).

Four weeks ago, they fell short of their goal by 15%. In the past month, you’ve noticed a steady decline. This week, they are on track to miss by more than 50%. There has been a marked uptick in the number of errors, as well, which is causing you and members of your team to double check and correct much of what is turned in. This is also causing a degree of customer dissatisfaction.

MANAGER/COACH:

COACHEE:

OBSERVER:

NOTES (Coach – how did the process feel?, Coachee – how did the process feel?, Observer – What notes do you have to share?):

Scenario #2

Your co-worker is an essential part of your team. They have a wealth of knowledge about just about every aspect of your department's operations, and when discussing changes or new processes, they are always extremely helpful. However, they have a habit of running late to team meetings. (You can use any other kind of meeting you typically have: pre-shift meetings, review meetings, etc.)

Since their input is vital, the team always has to back up and review everything that has been discussed in the 20 or so minutes that it takes to arrive. The delay has begun to cause you problems because the staff meetings are running longer than they are supposed to. Consequently, you're falling behind because of their tardiness issue.

(Hint: We're all Leaders at all Levels, so feel free to refer back to the values or Leadership Philosophy to help guide you through the process.)

CO-WORKER/COACH:

COACHEE:

OBSERVER:

NOTES (Coach – how did the process feel?, Coachee – how did the process feel?, Observer – What notes do you have to share?):

Scenario #3

You have a new co-worker and they fit into the team quite well. However, because they are so new, they aren't as comfortable answering customer questions, and they have a habit of handing most of their customers off to you whenever they get into a jam.

You don't mind helping out at all—everyone struggles with knowing all the answers during their first few weeks—but they aren't sticking around to hear the answer when you are helping their customer. Instead, they move on to the next one, and sometimes you end up helping multiple customers with the same issue because of this. Several of your other co-workers have mentioned that they've run into the same issue.

(Hint: We're all Leaders at all Levels, so feel free to refer back to the values or Leadership Philosophy to help guide you through the process.)

CO-WORKER/COACH:

COACHEE:

OBSERVER:

NOTES (Coach – how did the process feel?, Coachee – how did the process feel?, Observer – What notes do you have to share?):

My Practice Run

In the space below, you're going to repeat the same format as the above three scenarios, but you are going to play the role of the coach and your two other team members will fill the roles of the observer and the "coachee."

Share the specifics of a situation with one of your co-workers/employees. Let your team know how you think the coachee will typically respond and include any other work-related issues that are part of the current situation.

Practice working through the GROW model to get a feel for the way a coaching session would feel in an environment that you are currently experiencing, and make sure to get as much info from the observer as possible to help you shape the future conversation you hope to have.

Call to Action

Complete Today

Partner's Name: _____

Meeting Time: _____ Meeting Place: _____

The Coaching Skill I plan to improve: _____



**Complete in
1 Month**

Steps I took to improve my coaching skills:

What did it feel like when I was performing my action plan?

What did it look like to my peers when I was performing my action plan?

What words or phrases did I hear when I was performing my action plan? (include all feedback)

Coaching Do's & Don'ts

DO

- Describe specific behavior
- Compare results
- Provide pluses and minuses
- Point out the consequences
- Ask for suggestions
- Ask for lessons learned
- Provide feedback immediately
- Express confidence



DON'T

- Dominate the session
- Criticize the person
- Send conflicting messages
- Sugar coat
- Place blame
- Tell person how to do the work
- Forget to ask for improvement
- Use coaching when someone is resistant or not motivated to change, or procedures and processes defined without the space for changes

My Notes

