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Coaching in Child Welfare

TWO-DAY TRAINING CURRICULUM | *January 2013*





Atlantic Coast Child Welfare Implementation Center

Partners for Change

A member of the National Training and Technical Assistance Network,
a service of the Children's Bureau, U.S. Dept. Health and Human Services

Foundational elements of this material were established by Beth Greenland, ICF Certified Coach and ACCWIC Consultant. We want to thank Ginger Caldwell and Joanne Scaturro of the North Carolina Division of Social Services for their substantial contribution to the development of this body of work. Special acknowledgement and gratitude goes to project partners in the States of Georgia, Mississippi, Maryland, North Carolina, Tennessee and West Virginia. Each state utilized coaching models to support wide-ranging implementation projects. The content of the curriculum evolved over time based on their collaborative efforts and feedback. The curriculum has been revised and amended to meet the needs of the training participants with editorial support from the ACCWIC Implementation Team including Christine Arena, Cathy Fisher, Linda Hosey, Susan Loysen and Leslie Rozeff.

Coaching Skills: Two Day Curriculum

BACKGROUND: The Atlantic Coast Child Welfare Implementation Center (ACCWIC) is one of five Child Welfare Implementation Centers established by the Department of Health and Human Services (DHHS), Administration for Children and Families (ACF) and Children's Bureau (CB). ACCWIC engages and supports public Child Welfare Agencies in federal regions III and IV providing coordinated, individualized, intensive technical assistance to implement strategies for improving the quality and effectiveness of services for children, youth, and families to achieve their Child Welfare Agency objectives.

ACCWIC employs training/technical assistance methods based on available research; provides implementation knowledge to coach and facilitate successful individualized implementation projects; provides training and technical assistance to coach, mentor, and support the successful implementation of multi-year system change projects; and generates toolkits, develops resource manuals, and other products to document what works, under what conditions, and in what ways.

Throughout the work in each of the project states, it became evident that incorporation of a coaching component was critical to supporting effective implementation as well as strengthening child welfare practice, developing competency, and developing leadership skills and capacity. While many child welfare systems indicate that they use a coaching model, there was little disseminated in the field on the skill set and application of coaching to support the development of sound practice. ACCWIC researched, developed, tested and refined this curriculum before making it available in this format to the larger child welfare community.

Purpose

The International Federation of Coaches (ICF) defines coaching as: “partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.” “Coaching is highly focused on individuals designing their future – and that of their organization – and achieving excellence through setting personally and professionally challenging goals and committing to taking the actions necessary to achieve them” (Byrne, 2007).

In the field of child welfare, coaching is being utilized in work situations, at all levels of the system, to focus on specific skills and abilities to reach specific outcomes, enhance performance and to develop deeper levels of critical thinking.

The National Implementation Research Network includes coaching as one of its core implementation components (NIRN, 2008).

The NIRN research cites several reasons why coaching is helpful for effective implementation:

1. Newly learned behavior is rudimentary compared to performance by a master practitioner,
2. Newly learned behavior is fragile and needs to be supported in the face of reactions from consumers and others
3. Newly learned behavior is underdeveloped and will need to be shaped to be most functional in a service setting.

This curriculum was designed to orient participants to a coaching model, provide opportunities to practice coaching and to customize the coaching application to the unique needs of each respective child welfare system or local jurisdiction, targeting various levels within the organization.

4.1 Overview and Rationale for Coaching

Time

The curriculum takes 12 hours to deliver over two days, which includes two 15-minute breaks and a 45-minute lunch each day.

Coaching Demonstrations

The training features two coaching demonstrations, one on the morning of Day 1 and one on the morning of Day 2. These are live demos, not role plays or pre-scripted demonstrations.

Tailoring this Training to Your State's Needs:

There are two parts of this training that are intended to address your state's unique needs and intention in using coaching. The morning of day 1 includes a half hour on "Implementation of Coaching in our state". We encourage you to use that full half hour to explain clearly to the trainees in the room what the purpose of coaching is, the roles of the coaches, how supervisors in the room can use the coach approach, why coaching is important in your implementation initiative – and to answer any questions trainees have about how they will be expected to use the training when they leave the room.

The afternoon of day 2 (after the final practice coaching) is another block of time for you to address the group's questions about how they will be using coaching, what their next steps are, how to talk about coaching with their coachees or their team members.

Target Audience:

Participants attending the training could be either child welfare professionals who would be serving in a coaching capacity or child welfare administrators who could benefit from a general understanding of the model and potential application.

Co-Training Team:

This training is best delivered by 2 trainers. At least one of the trainers should be an experienced child welfare professional with local knowledge of the respective child welfare system and at least one of the trainers should have practice in doing coaching demonstrations. Trainers should have previously attended a similar coaching training and have experience coaching and receiving consultation from an expert coach.

MATERIALS FOR TRAINING:

Handouts:

- Day One Agenda
- Day Two Agenda
- Coaching Skills Self-Assessment
- Mentoring vs Coaching comparison
- Project Champion Traits and Roles
- Coaching Questions for Each Stage
- Top 10 Asking Mistakes

PowerPoint slides

Manipulatives for tables

- Colored Pencils and Sharpener
- Coloring Sheets
- Play-Doh
- Pipe Cleaners
- Markers
- Scratch Paper

Flipchart stand, paper

Markers

Tape

Resource Books

Name tents

TRAINER PREPARATION ACTIVITIES:

1. Send out reading materials prior to the two day training. This may include, but not be limited to: training perspectives article on coaching, an overview of the coaching training, literature reviews and power point presentation. Ask participants to come prepared with a work-related issue to be coached on
2. Secure PowerPoint and computer setup
3. Make copies of all handouts
4. Identify items for Coaching Resource table (include books on coaching and ICF Core Competencies)
5. Bring a flip chart (one for a group of 20; two for a larger group), flip chart stand, masking tape
6. Create flipchart with ground rules and post on wall: Confidentiality; putting phones on vibrate/no texting; welcome questions anytime; all of us are teachers and all of us are learners; stay present in the room; each person is responsible for their own comfort (ie, take breaks when you need them)
7. Create flipchart "Parking Lot" and post on wall
8. Have baskets on the table filled with markers, sticky notes, sticky tabs, highlighters, pens and pencils, stress toys, tissues, hard candy, etc
9. Place name tents on the table
10. Arrange for water, coffee or other beverages
11. Welcome participants as they arrive

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Trainer's Annotated Agenda for Day 1

The following is a detailed agenda to assist the trainers in the delivery of content and facilitation of activities.

| TIME | ACTIVITY/DESCRIPTION |
|-------|---|
| 9:00 | Welcome |
| | Include overview of why we're here, any logistics, introduce the training team |
| 9:10 | Introductions |
| | Introductions/desired outcomes for the training (done in pairs to get everyone talking) - pair partners, ask them to introduce each other by name, position and what they hope to get out of the training. Chart responses on flipchart. |
| 9:40 | Agenda and ground rules |
| | Review the agenda for the am and pm and the following ground rules: <ul style="list-style-type: none"> • Questions are welcomed at any time • Confidentiality • Stay present to the room (turn off distractions and make commitment to be focused) • Each person is responsible for their own comfort • Respect fellow participants as everyone is a teacher as well as a learner • Centering • Focusing attention activity - centering practice |
| 9:50 | “What is Coaching?” |
| | Small Group Discussion: “What do we know about coaching? What questions do we have about coaching?” <ul style="list-style-type: none"> • Report out to large group and flipchart responses |
| 10:10 | Overview of Coaching Mindset |
| | “What we know about coaching” |
| | Review the slides pertaining to coaching mindset, skill set, foundation and the distinctions between coaching and mentoring and coaching and therapy. |
| 10:30 | Coaching in our state |
| | Brief discussion of why/how participants are using coaching in the local jurisdiction or state or what the plans might be. Include information about the connection of coaching to the implementation initiative. |
| 11:00 | BREAK |



| TIME | ACTIVITY/DESCRIPTION |
|-------|---|
| 11:10 | Show the slide of the coaching process |
| 11:15 | Coaching Demo |
| | Ask for volunteer to be coached on something they are experiencing that is work related and they would be comfortable sharing publicly |
| | Ask the group to note during the demo, what the coach did well and what they might have done if they were coaching |
| 11:35 | Debrief coaching Demo |
| | Ask the coachee - what worked well for you? Ask the group - what worked well? |
| | Ask the coachee - what would you suggest next time? Ask the group - what would you suggest? |
| | What questions do you have? |
| 11:50 | Intro Coach Skills and Assessment |
| | Have Coaching Skill Assessment copies |
| | Go over core coaching skills for leadership coaching: (Presence; Listening; Clarifying/Reflecting; Questioning; Feedback/Assessment; Accountability; Modeling behavior) |
| | Briefly connect to ICF coaching skills |
| | Group takes Self-Assessment |
| | Break into groups of two. Each partner takes a turn talking about their strengths and evidence of that strength and what skills they want to work on. Partner/coach will listen and ask questions to understand only. |
| 12:15 | BREAK FOR LUNCH (have lunch on site if at all possible) |



| TIME | ACTIVITY/DESCRIPTION |
|------|--|
| 1:00 | Being Present to Coach |
| | Practice – how do you become and stay present |
| | Building trusting relationships |
| 1:20 | Listening from a Coaching Perspective |
| | Ask the group what self-referential, fix-it, and superficial listening might look like – and then ask participants to get into new pairs to practice one of these modes of listening for 5 minutes (the person being coached will be asked to share some recent minor frustration) |
| | Switch and debrief by discussing: How does it feel to be listened to this way? |
| | Trainer to review “Elements of engaged listening” slides |
| | Ask what engaged listening look like? What are the elements? |
| | Listening practice in the same pairs (5 minutes each) |
| | This time the listening is from the engaged place – how does that feel different for the coach and for the coachee? |
| | Debrief the activity using the Feedback Questions |
| 2:10 | Reflecting |
| | Review the Clarifying/Reflecting slide |
| | Clarifying/Reflection practice – In new pairs, for 8 minutes, talk about something that matters about child welfare or the work you do – use engaged listening to listen and reflect. This practice is strictly reflecting, not questioning |
| | Debrief as a large group using the Feedback Format |
| 2:30 | BREAK |
| 2:45 | Questioning |
| | Challenges in questioning - discussion |
| | Elements of powerful questions |
| | Examples of good coaching questions |
| | Practice in what and how questions –something that is challenging about the work you are doing (that you are comfortable sharing) |
| | Debrief questioning practice using the Feedback Format |
| | Recap of Key Coaching Elements – Questions and Discussion |
| 4:00 | Feedback on Day 1 |
| | Provide overview of Day 2 – remind participants to think of an issue to be coached on |

DAY 1: COACHING SKILLS

Unit 1: Welcome and Orientation to Training

PURPOSE

This unit orients participants to the purpose, structure and expectations of the training while setting a tone of trust, professionalism and hospitality. Participants will also have an opportunity to meet each other and the trainer(s).

TIME

40 minutes for group of 25. Adjust activity for larger or smaller groups.

LEARNING OBJECTIVES

The participants who master the content of this activity will be able to:

- Describe the purpose and structure of the training
- Explore their preconceptions, feelings, beliefs and thoughts concerning coaching

MATERIALS

PowerPoint Presentation

Projector

Laptop with DVD player

Screen

Flip Chart

Name Tents

Markers

HANDOUTS

Agenda Day 1

1.1 Welcome & Orientation

NOTE TO TRAINER: Ideally, the person doing the welcome is the leader in the agency who is sponsoring the training. This is helpful to establish the credibility of coaching as a modality and demonstrates organizational support for coaching.

In order to create an open, interactive environment, the room can be set up in Chevron style or in round tables to support working in small groups. Slide one will be on display as the trainees walk in to the room.

Step 1: Welcome the group to the two day training on coaching skills.

Trainers introduce yourselves by stating your name, current position and why you are excited about presenting this information to participants.

Provide an overview of why we are here/purpose of the training and logistics of the facility.



Step 2: Provide an overview of coaching.

Coaching is focused on asking questions that will help a person, the coachee, seek and find their own answers to situations in which there is more than one possible solution. Coaching has a broad application; it can be used in our personal lives and our work setting with peers, in supervision and with community partners. For these two days, we will focus on using coaching in our roles as public agency leaders, supervisors, managers and employees.

Coaching asks us to bring a sense of curiosity to our work and to be comfortable with “not knowing” all the answers or solutions to the challenges that coachees present. Although it is likely a familiar skill to most trainees, we will work together to identify ways to use coaching skills with increased attention, consistency and intention.

Step 3: State: We will be doing a demonstration of a coaching session this morning.

This will be a different scenario than the one you were asked to bring to training, as you will use that scenario tomorrow. We will be asking for a volunteer to participate in the demo as the person being coached.

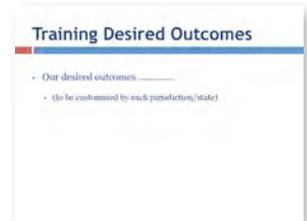
As you consider whether you'd like to volunteer, keep in mind the following:

- The time frame will be 15 minutes
- It will be live coaching, not a role play
- The first priority is to the person who has volunteered to be coached (instead of using the opportunity as a demonstration of skills and strategies)
- The volunteer can choose to stop the live demo at any point; and the content of the demo is confidential.

Confidentiality will be reviewed in more detail later when ground rules are discussed.

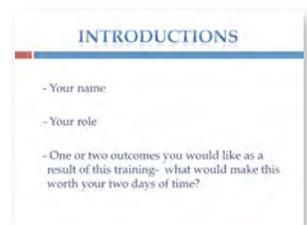


Step 4: Review the training outcomes from the powerpoint slide (customize slide to include your state's outcomes).



Step 5: Introductions/Outcomes from Participants.

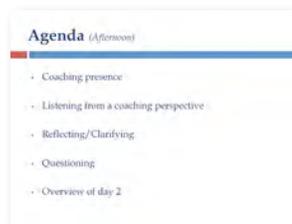
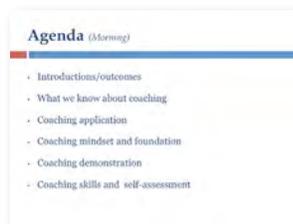
NOTE TO TRAINER: For groups larger than 12, request that each pair identify one member to report out for the pair. Allow the pairs approximately 8-10 minutes in their pairs. During report outs, chart responses on flipchart. Keep these outcomes posted for the remainder of the training. If there are any outcomes that you know you won't address in the training, let the group know.



State: We want to get to know you, find out what would make these two days relevant to you, including your desired outcomes for this training.

Ask participants to pair up with someone they have not met yet and state your name, where you work and your goals (desired outcomes) for the training.

Step 6: Review agenda.



Step 7: Develop ground rules.

NOTE TO TRAINER: We have found it useful to write the content on a flip chart and have it already posted up and add the group's ground rules to it. Insure that the following are addressed: confidentiality; putting phones on vibrate/no texting; welcome questions anytime; all of us are teachers and all of us are learners; stay present in the room; each person is responsible for their own comfort (ie, take breaks when you need them). Mention that at the end of the day we will be addressing the group's questions. Post a "Parking Lot" flip chart up on the wall and ask them to write questions on a post it and put it up on the Parking Lot

Now that we have reviewed the agenda and asked for your desired outcomes, what would you suggest as ground rules to make this environment conducive to learning and to help us meet those outcomes?

1.2 Focusing Attention Activity

NOTE TO TRAINER: It is very important for the trainers to model being fully present in how they set the pace for this activity, so pay particular attention to being completely engaged with the entire class, making good eye contact and remaining focused on them.

Step 1: Start the focusing attention activity. First, establish why centering is essential to being effective as a coach.

We all have a lot on our minds. The intention of centering is to provide openness to the conversation, ensure we are fully attentive as a coach and a coachee, and to increase our options and choices for responding. It is similar to clearing off your desk before an appointment. It is perhaps the most essential skill a coach can bring: being 100% present to the coachee so that all of your attention is on being an open, supportive listener and questioner.



Step 2: Invite the group to center. You can use your own language or the example below:

I would like to invite you to center with me as a way of being fully present. You may close your eyes or keep your eyes focused downward to avoid distractions. Take a deep breath...exhale... Be aware of how deep breathing relaxes you...take another breath...exhale...

Be aware of your thoughts and emotions...you may be experiencing mind chatter, or checking your to do list...that takes you to another place...and you want to be present in this room... so take another deep breath...relax your body, shoulders...feet... create an openness to what will happen today. Gradually come back into the room with another deep breath.

Step 3: Ask for brief feedback on the activity:

What was that like for you? What did that do for you?

Unit 2: What We Know About Coaching

PURPOSE

This unit will help participants explore their current understanding about coaching and how it could be effectively applied.

TIME

20 minutes for group of 25. Adjust activity for larger or smaller groups.

OBJECTIVES

The participants who master the content of this activity will be able to:

- Explore their assumptions about coaching
- Develop a working definition of coaching for their state
- Identify questions they would like answered by the end of the day

MATERIALS

PowerPoint Presentation

Projector

Laptop with DVD player

Screen

Flip Chart

Name Tents

Markers

2.1 What We Know About Coaching

Step 1: Ask the group to answer these questions in their table groups:

- What do you know about coaching?
- What is the definition of coaching, in your opinion?
- What questions do you have about coaching?

After 10 minutes – Reconvene as a large group. Invite them to report out responses to the questions.

Address any questions that participants have about coaching that are easy/quick to answer now, and “parking lot” others. Be sure that any questions put in the parking lot are addressed over the course of the training.

NOTE TO TRAINER: You will get a broad range of answers here as coaching has different definitions for different people. Possible answers may include: coaching sports, being a mentor, etc. Segue into our definition by pointing out that while many definitions of coaching entail assisting a person in learning new skills, our definition of coaching reinforces that the coachee usually already possesses the skills or insights and that coaching, through focused, purposeful questioning, helps draw out these strengths and assists coachees in recognizing and building on them.

Step 2: Go over the coaching definition slides:

- Inherent in this definition is the fact that coaching involves more asking than telling
- Review the Mississippi definition of coaching:

Step 3: Point out that coaching is already well connected to the work they should be doing with families – it supports a strengths based, family centered model.

It is about asking questions that are purposeful, encouraging coachees/clients to be self-reflective, drawing out coachees’/clients’ strengths, and helping coachees/clients become empowered.

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

Unit 3: The Coaching Mindset

PURPOSE

This unit will provide an overview of the underlying mindset that accompanies effective coaching.

TIME

20 minutes for group of 25. Adjust activity for larger or smaller groups.

OBJECTIVES

The participants who master the content of this activity will be able to:

- Recognize the 6 elements of the coaching mindset
- State the importance of using these in coaching sessions

MATERIALS

PowerPoint Presentation

Projector

Laptop with DVD player

Screen

Flip Chart

Name Tents

Markers

HANDOUTS

Mentoring vs Coaching comparison

3.1 The Coaching Mindset

Step 1: State key points about the coaching mindset.

As we talk about the coaching mindset, keep in mind that it's all about how we approach one another. One of the key points here is that we are not viewing people as "broken" or as needing to be "fixed".

In the same way that we want our caseworkers to view and treat families as capable and whole human beings with existing strengths, talents, skills, and resources, we want to treat our coachees and our team members as whole and capable human beings.

Step 2: Point out that this mindset is essential to be effective as a coach and as a supervisor using coaching skills.

- At the heart of coaching is a willingness to set aside your own ideas about the "best/right" way to do something and to ask questions to hear someone else's ideas about how to approach it.
- An effective coach will utilize questions that are influential but NOT directive. They use questions to help people step outside the "problem mindset" and look for answers in unexpected places.
- Asking questions allows the coachee to come up with their own ideas (even if it's the same idea you had in mind) which gives a much better sense of ownership and commitment when they put it into practice
- The focus should be on the future more than the past and finding new options rather than staying stuck
- CHECKING: check your understanding of what they've said using their words, check whether they are happy with how it's proceeding

Step 3: Differences between coaching and mentoring; coaching and therapy.

Coaching involves a different approach than mentoring and therapy. However, coaching can often feel therapeutic to the coachee because it utilizes focused questioning and attentive listening.

Refer to the Mentoring and Coaching handout and review the differences on the powerpoint slide.

There are some superficial similarities between mentoring and coaching as they both involve 1:1 conversations with the goal of facilitating professional development. The differences are that a Coach is not necessarily senior to the person being coached and doesn't typically give advice. Instead, the coach uses questions and feedback to facilitate the coachee's thinking and learning. Coaching can also be delivered by a supervisor or manager with their team whereas a mentor is not typically the person's manager.

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/herself

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"

| Mentoring | Coaching |
|---|---|
| Develops relationships that can last for a long period of time | Relationships generally have a set duration |
| Can be more critical and meetings held when mentee needs some advice, guidance or support | Generally more structured in nature and meetings are scheduled on a regular basis |
| May last for months and takes a broader view of the person | Short-term (sometimes three sessions) and focused on specific professional development areas/discussion |
| Mentor is usually more experienced and qualified than the mentee. Often a senior person in the organization who can draw on knowledge, experience and open doors to opportunities | Coaching is generally not performed on the basis that the coach needs to have direct experience of their mentee's formal occupational role, unless the coaching is specific and with the client |
| Focus may be on career and personal development | Focus is generally on professional development and/or issues at work |
| Agenda is set by the mentee, with the mentor providing support and guidance to prepare for their future roles | The agenda is focused on achieving specific, measurable goals |

Step 4: Coaching, as we are defining it, is not intended for use as a remedial or disciplinary action.

Some of you may have seen personnel policies that reference “coaching” employees when there are performance problems. The type of coaching we are describing has a more proactive approach. In this model, coaching helps the coachee identify performance goals, enhance strengths, and receive support for making necessary changes, hopefully preventing the need for corrective or disciplinary steps. Coaching in this context is intended as a strengths-based process, not a punitive or remedial one that is put into place to fix deficits.

Step 5: Common things people work on in coaching.

People often get “stuck” when they are experiencing a problem. They may need to seek assistance in how they are processing through solutions. Essentially, coaching is a tool that can assist in how they are asking themselves those important questions.

Step 6: Ask the group – do any of these resonate for you?

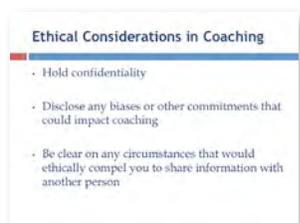
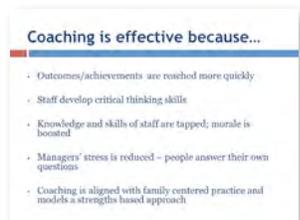
Step 7: Discuss why coaching is considered an effective tool for developing others.

In addition to applicability with an implementation project’s goals, coaching is viewed internationally as an effective tool for leaders and practitioners. Research has shown that coaching can be effective in achieving a variety of goals

Step 8: Review bullets on slide, “Coaching is effective because”.

Step 9: Ethical Considerations in Coaching.

Coaching is a privileged relationship of confidentiality – and there may be some circumstances (when a child may be in danger, for example) where you would go with the coachee to a third party. At no time should the coach go to a third party without the knowledge and consent of the coachee.



Step 10: In summary, review slide.

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

Step 11: Review what coaching “is not”

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

Step 12: Summarize discussion

We have just talked about the foundation and mindset of coaching and you have identified the skills you have and the ones you would like to develop. It is hoped that together we can create a “coaching culture” (as many organizations have done) in which we all use the coaching approach and coaching conversations to help us support each other’s learning, build on our strengths, and achieve better outcomes for children and families.



Unit 4: Overview and Rationale for Coaching

PURPOSE

This unit will help participants understand how coaching may be applied in their state.

TIME

30 minutes for group of 25. Adjust activity for larger or smaller groups.

LEARNING OBJECTIVES

The participants who master the content of this activity will be able to:

- Understand how coaching supports your state's implementation initiative
- Describe how coaching can be used to improved training outcomes through transfer of learning opportunities
- Understand how coaching can enhance supervision

MATERIALS

PowerPoint Presentation

Projector

Laptop with DVD player

Screen

Flip Chart

Name Tents

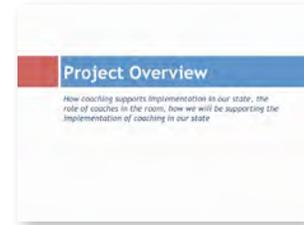
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4.1 Overview and Rationale for Coaching

TRAINER NOTE: This is a crucial section for you to make it very clear to the participants what their role will be as coaches, how your agency will support them, and what your agency is committing to in using a coach approach. Please take the full ½ hour to give as complete a picture as possible and answer their questions.

Step 1: Discuss how coaching supports effective implementation efforts by reviewing some of the following examples:

- Coaching can provide a structure for keeping a focus on the goals/ outcomes that are established at the individual or system level and can prepare the coachee to more effectively handle resistance they may encounter (e.g. implementation of a new practice model)
- Coaching supports transfer of learning by helping coachees deepen their knowledge and sharpen skills in real settings (at the worker or supervisor level when you are implementing new practice expectations)
- Coaching can enhance leadership by improving competencies to lead change, plan strategically and getting stakeholders to share ownership
- Coaching can assist supervisors and administrators in thinking about data and how to interpret and use it more effectively



Step 2: Ask the group to discuss the following in small groups and then ask for brief report outs:

- How is your local jurisdiction or state using coaching to support implementation?
- What are the impacts coaching is making to date? Where are there gaps?
- What questions/challenges/requests do you have?

Step 3: Recap how coaching will be used by your agency.

NOTE TO TRAINER: The next section describes the different ways that coaching can be applied in child welfare workplace settings. The first section focuses on using coaching to assist with improving specific practice skills, the second section describes general application/traditional coaching, and the last section describes use of coaching techniques in day to day supervision/conversations.

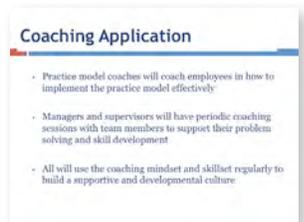
Step 4: State:

Training and coaching is the acquisition of new knowledge, skills and abilities coupled with the provision of observation, instruction, and feedback. These are two of the key components that research has shown drive successful implementation.

Coaching is intended to ensure not only a transfer of knowledge from training, but to strengthen the quality of supervision as a whole. In the field of child welfare, coaching is being utilized in work situations to focus on specific skills and abilities to reach specific outcomes, enhance performance and develop deeper levels of critical thinking. Additional benefits commonly achieved through effective coaching programs include building confidence, creating a commitment to change, clarity of thinking, commitment to action, enhanced communication skills, and an empowered organizational culture.

More specifically, we are looking at coaching being APPLIED in the following ways:

- Coaching to support practice
- Coaching to support professional development
- A coach approach or mindset that can be applied to all areas (states can adjust the following slide to reflect their own application).



Step 5: Review the following information

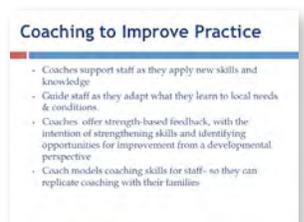
Coaching to Support Practice

The National Implementation Research Network includes coaching as one of its core implementation components (NIRN, 2008). The NIRN research cites several reasons why coaching is helpful for effective implementation:

1. Newly learned behavior is rudimentary compared to performance by a master practitioner,
2. Newly learned behavior is fragile and needs to be supported in the face of reactions from consumers and others.
3. Newly learned behavior is underdeveloped and will need to be shaped to be most functional in a service setting.

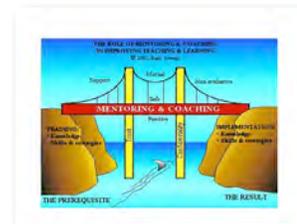
The research on the need for coaching: (Transfer of Learning)

- 5% of learners will transfer a new skill into their practice as a result of learning a theory
- 10% of learners will transfer a new skill into their practice as a result of learning a theory and seeing it demonstrated
- 20% of learners will transfer a new skill into their practice as a result of theory, demonstration, and practice during the training
- 25% of learners will transfer a new skill into their practice as a result of theory, demonstration, practice, and corrective feedback during the training
- 90% of learners will transfer a new skill into their practice as a result of theory, demonstration, practice, and corrective feedback during the training — when it is followed up with job-embedded coaching



- However, JUST providing technical support (coaching) is NOT enough to make sure that employees actually implement in practice what they have learned in trainings. NO ONE will take the risks of growing in front of another person, or their advice and “coaching” unless they first have a relationship of mutual trust with that person. Coaching in this model provides that relationship within which effective coaching can lead to risk-taking and growth.

This research by Joyce and Showers (1987) shows that the waters of implementation are shark-infested and not fertile areas for risk-taking, growth, or learning.



Only when coaching is provided is it reasonable to expect that staff members be able to:

- adapt strategies learned in training;
- solve the problems of adoption and fitting new strategies to existing settings and other skills;
- and master new strategies.

Step 6: Coaching to support professional development can take several forms:

1. Formal coaching sessions – longer periods of time facilitated by either a supervisor or a non-supervisory coach

This type of coaching is focused on enhancing performance, developing leadership abilities or other goals determined by the coachee and follows the coaching session model.

2. Five-Minute Coaching for Supervisors- Using coaching skills as opportunities present themselves in daily interactions with staff. Rather than providing answers, supervisors can ask questions that assist in development of critical thinking and fostering autonomy in staff. Particularly useful in situations where there are many possible answers and/or solutions to a problem.

If you have internet connection; this is a good example of using coaching skills in a very brief supervisory interaction (start at 3:47, end at 5:40)
http://www.youtube.com/watch?v=_Xx615tedfA

3. Coach approach, which can be used all day every day by administrators, supervisors, peer to peer or worker to family.

It’s not “one more thing” to add to anyone’s job responsibilities, but rather a way to approach all interactions with others, with the intention of strengthening, supporting, and developing their skills

NOTE TO TRAINER: Prior to the break, remind the group that you need a volunteer (ideally, someone who wants to be coached on a real life challenge) for the coaching demo.

BREAK

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

Unit 5: Overview of Coaching Process and Demo

PURPOSE

This unit will introduce participants to a coaching session and demonstrate the various stages of the session.

TIME

35 minutes for group of 25. Adjust activity for larger or smaller groups.

OBJECTIVES

The participants who master the content of this activity will be able to:

- Identify the coaching steps
- Note what coaches do that is supportive
- State the various skills that the coach used in the demonstration

MATERIALS

PowerPoint Presentation

Projector

Laptop with DVD player

Screen

Flip Chart

Name Tents

Markers

5.1 Overview of Coaching Process and Demo

Step 1: Show the slide of the coaching process here – Point out that in the demo they will be observing these steps.

Step 2: COACHING DEMO –State they will be observing the skills and process that typically occur during a coaching session.

Step 3: Set the tone for the demonstration (5 minutes)

Someone from the group has volunteered to be coached. Let’s review our ground rules for this coaching demo:

- Tell volunteer (and observers) that first priority is to the person who has volunteered (vs. demo of skills/strategies, etc)
- Volunteer can choose to stop the live demo at any point
- Show appreciation for the generosity of the volunteer
- Apologize if the conversation seems rushed or if coach interrupts to move conversation due to limited time for demo
- What is shared during the demo stays in the room (confidential)

Observer related: Make these requests of the group:

- Agree to silence during the demo
- Note what the coach does that is supportive and what they might do differently – or any questions the coach might have asked
- Provide feedback according to the feedback format and hear these ideas at the end of the demo
- Agree that coaching the volunteer ends when the demo ends

Step 4: Begin the demonstration. (20 minutes)

If you are doing the demo:

- Thank volunteer for willingness to participate
- Remind volunteer that he/she is your priority and that while you will try and, cover each stage of the coaching process, you will be focused on the coachees need vs. the learning goals of the group
- Center by inviting volunteer to try to tune out the others in the room
- Ask volunteer to state the issue for the focus of today’s conversation



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?

5.2 Process Feedback

Step 1: Process feedback with the coach and coachee
(to encourage an open and honest discussion, the debrief should be led by a co-trainer who is not the trainer doing the demo)

NOTE TO TRAINER: Feedback with the volunteer and the large group should be about 10 minutes. Utilize the feedback format below, beginning with the coach and coachee for what went well, and what to do differently, etc. Point out to the group that this feedback format will be the format they will also be using as part of their practice sessions.

Step 2: Feedback Format facilitated by trainer not doing the demo:

| | |
|---------------------------------------|---|
| Ask the coachee: | What went well for you during this session? |
| | Which questions were helpful to you in examining your situation? |
| Ask the coach: | What went well? |
| | Which questions did you pose that seemed to clarify the coachee's situation or assist in generating ideas? |
| Ask the coach: | What would you do differently next time? |
| | What did you learn from this coaching experience? |
| Ask the coachee: | What else could the coach have done or would you suggest he/she consider doing differently that would have been helpful to you during this session? |
| Feedback with the large group: | What went well? |
| | Which questions posed by the coach seemed to clarify or assist the issue for the volunteer? |
| | What questions might you ask in the same situation? |
| | What additional suggestions do you have for how this session could have been handled differently? |

Step 3: Provide Overview of Coaching Skills

These are all key skills and you will be using them in coaching sessions and as you use a “coach approach”.

NOTE TO TRAINER: Please make it clear to the trainees that these are skills to use as needed in coaching – they are not linear! This is an important point to make as we have found people make this inference. In some coaching situations there will not be feedback. However, there will always be listening, reflecting, and questioning.

Step 4: We will only be introducing these skills right now; we will go into more detail in the afternoon. Following is a brief overview of the skills:

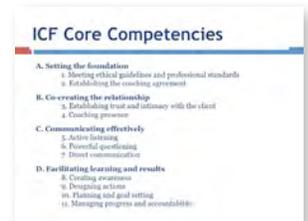


| | |
|--|--|
| Presence | Focused attention, without distraction |
| | 100% there |
| | Calm, centered, no rushing |
| | Soft hold on agenda / flexibility |
| Listening | Suspending judgment |
| | Open, giving space, not thinking about response or rebuttal |
| | Listening behind the words, watching body language, listening for nuance |
| Reflecting back/ Clarifying | Using the coachee's words to reflect your understanding |
| | Staying true to the coachee's content...checking your own leaps |
| | Summarizing to keep the conversation focused and to highlight movement |
| Questioning | Asking real questions (ones that you don't know the answer to) that move the person into reflection, discovery |
| | Asking more questions than giving direction or answers |
| | Using questions to keep the conversation focused |
| Feedback/Assessment | Giving strengths based feedback, with a balance of affirmation and developmental feedback |
| | Watch judging language - focus on the coachee's behavior and its impact |
| | Connect feedback/assessment with the issue at hand |
| | Note - you may not be using this feedback and assessment skill in every coaching conversation. |
| Holding the Coachee and Coach Accountable | Setting clear action items together that the coachee commits to |
| | Following up to insure action items occur |
| | Addressing breakdowns |
| | Modeling behavior |
| | Being accountable |
| | Open but self disclosing only as appropriate |
| | Self reflective, present |

Step 5: Go over content on ICF Core Competencies

These are the core competencies of professional coaches certified by the International Coach Federation (ICF) – you’ll see that they parallel the skills we’re describing here.

NOTE TO TRAINER: If participants would like more information on becoming certified as coaches, they can go to www.coachfederation.org.



Unit 6: Review Self-Assessment Instructions; Participants Identify Their Strengths and Needs; Skills Practice

PURPOSE

This unit will provide participants an opportunity to rate themselves on coaching skills and identify areas for improvement.

TIME

20 minutes for group of 25. Adjust activity for larger or smaller groups.

OBJECTIVES

The participants who master the content of this activity will be able to:

- Identify which areas are strengths or areas for improvement
- Enhance skills of being present, listening and reflecting
- Provide feedback to another participant

MATERIALS

PowerPoint Presentation

Projector

Laptop with DVD player

Screen

Flip Chart

Name Tents

Markers

HANDOUTS

Self-Assessment Form

6.1 Review Self-Assessment Instructions

Step 1: Pass out the self assessment form, since it will not be sent prior to training, and give participants 8 minutes to fill out the form. Ask them to rate themselves on the main bullet points only and not the sub-pieces.

Step 2: Skills practice in pairs. Say to the group:

In pairs, you will each practice being a coach and coachee. Your directions are to listen as a coach while your coachee answers the questions on slide. We are asking you to listen and reflect only – you are not problem solving or doing all the steps of a coaching session.

- Find someone you don't know
- Coach will practice being present, listening, reflecting back
- Coachee will reference the skills self-assessment just completed (uses the questions on the slide as a guide, not telling a story/detailed examples)
- After about 8 minutes we will ask you to give each other feedback and then to switch roles

Step 3: Feedback Format – Review the feedback format that we will be using throughout the practices.

BREAK FOR LUNCH

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 those 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.

Unit 7: Being Present to Coach; Building a Trusting Relationship; Engaged Listening and Reflection

PURPOSE

This unit will focus on what it means to be present in a coaching session and provides opportunities for practice.

TIME

1 hour 10 minutes for group of 25. Adjust activity for larger or smaller groups.

OBJECTIVES

The participants who master the content of this activity will be able to:

- Articulate what it means to be present and engaged
- Demonstrate engaged listening and reflection
- Provide feedback using a structured format

MATERIALS

PowerPoint Presentation

Projector

Laptop with DVD player

Screen

Flip Chart

Name Tents

Markers

7.1 Being Present

Step 1: Discuss what it means and what it takes to be present to coach. Large group discussion.

- How do you become and stay present and focused?
- Why is being present important?

NOTE TO TRAINER: Use suggestions and examples from the group to practice (for example... I pay attention to how I am sitting, I take a deep breath, etc) Ask who in the room said Presence was a strength in their self-assessment. Ask the participants who raise their hands what they do to become and stay present. Remember, you are not offering a spiritual practice or meditation; it is about a commitment to be 100% present.

Step 2: Discussion on importance of trust

NOTE TO TRAINER: TRUST - This discussion about Trust is important because we want to be able to create a safe space where a person can acknowledge weaknesses and share mistakes without fear of the coach holding grudges or retribution.

Ask the group the following questions:

- Why is it important to build a trusting relationship?
- How do you build a trusting relationship?
- What has happened today that helped you build trust?
- What helps you feel safe?

Step 3: Summarize with the following information

1. It takes a longer time to create feelings of Trust in others, but a very short while to create Distrust.
2. We judge others by their Actions, but ourselves by our Intentions.
3. The optimal level of Trust within each relationship is of our own determination... (What makes you Trust or Distrust someone you've never met?)
4. It's clear that trusting everyone in all situations is not smart. Nor is it wise to distrust all people and all situations. The goal is to become conscious about when to trust and when to be cautious, considering the amount of risk involved in each situation.

**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

Step 4: Discuss some of the ways we approach listening.

The four modes of listening are as follows: self-referential (everything you say I connect to something about ME, so I talk more than you), fix-it, superficial, and engaged.



Step 5: Let the group know we will practice not really listening so that everyone gets the experience of what it's like to be listened to in that way.

Step 6: Ask them to do the “NOT REALLY LISTENING” activity in pairs with someone they don't know.

A slide titled "Not Really Listening Activity" with a blue header bar. It contains three bullet points: "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", and "Notice what it feels like to listen and be listened to in this way!"

Step 7: Debrief this activity by asking:

What did it feel like to be listened to in this way? What did it feel like to listen to someone in this way? What are your takeaways from this activity?

7.2 Engaged Listening

Step 1: Discuss engaged listening. In coaching, the experience hinges on effective listening skills. Ask the large group, “How many of you rated listening as a strength?” Ask those people to talk about how they listen in an engaged manner.

There is a power in being heard because it is so rare for someone to give you their focused attention. Think of a time you felt heard. How did you feel? How did you know you were being heard?

Step 2: Discuss guidelines for engaged listening. Check to be sure that all of these were covered in the large group conversation.

Step 3: Summarize

Stephen Covey writes, “seek first to understand, then to be understood.” Engaged listeners take joy in focusing on and not judging the other person. To get inside another person’s frame of reference, we need to be aware of the power of non-verbals. Sixty percent of what we “say” is in our body language, thirty percent is the sound of our voice and ten percent is our actual words.

To be engaged listeners, we have to listen with our ears, eyes and heart.

Step 4: Practice engaged listening.

Find the same partner and discuss a frustration you have recently experienced. Focus on being present and using guidelines for engaged listening only.

Each coaching exchange is 7-8 minutes. You will then utilize the “Coaching Practices Feedback Format” for 3-4 minutes before switching roles.

Step 5: Put the feedback format up on the screen. Process the engaged listening coaching practices as a large group by asking the following:

Kudos for coaches:

- What did your coach do that exhibited engaged listening?
- How did you know you were being heard?
- What did you learn doing this practice?
- What did you take away from this activity that you can use in your coaching role?

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

- **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.

Step 6: Discuss reflection/clarifying. Read the slide and ask for a show of hands for those who rated reflection as a skill strength on their self assessment. Ask them, how do you approach reflection?

Step 7: State

We can use reflection in conjunction with engaged listening to clarify what the coachee is saying, create more of a connection with the coachee, and focus our own hearing as well as let the person know they are being heard. It helps to identify and clarify the most important parts of what is being said. Often the coachee gives you a long story or lots of background; good reflection can clarify the key points both so the coachee can hear them and so you can be sure you understand the issue or challenge the coachee is describing.

Ask the large group, “When does reflection matter the most to you?”

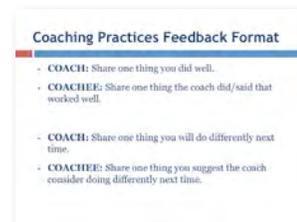
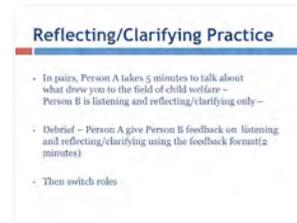
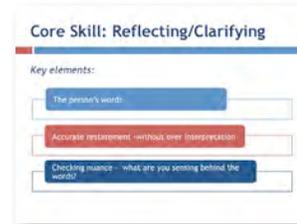
Step 8: Then, ask the group to do the reflection practice. Remember, listen and reflect **ONLY!** The listener will avoid asking questions and avoid empathizing or adding to the conversation.

NOTE TO TRAINER: Let them know when it is time to begin the feedback format and when it is time to switch roles. Put the feedback format on the screen and ask them to give feedback to the coach following each turn.

Step 9: Show the feedback format and leave it up during the practice.

Step 10: Discuss the activity as a large group by asking the following: What kudos do you have for your coach? (Get kudos from several participants)

BREAK



Unit 8: Questioning

PURPOSE

This unit will provide the basis for one of the key components of coaching, which is effective and appropriate use of questioning.

TIME

45 minutes for group of 25. Adjust activity for larger or smaller groups.

OBJECTIVES

The participants who master the content of this activity will be able to:

- Articulate why questions can be hard to ask
- Identify the qualities of powerful questions
- Practice asking coaching questions

MATERIALS

PowerPoint Presentation

Projector

Laptop with DVD player

Screen

Flip Chart

Name Tents

Markers

HANDOUTS

Top 10 Asking Mistakes

8.1 Questioning

Step 1: Ask why questioning can be a challenge.

NOTE TO TRAINER: Possible responses are that it can make a person feel like they have a deficit; it can also feel intrusive and judgmental, or even rude or nosy.

As professionals, we are often trained that we should have “the answers” and that we shouldn’t have questions. Sometimes we are afraid of the answer or response, and so we don’t ask. It can appear that questions cut off dialogue or put people on the defensive. Questioning is an “underdeveloped muscle!”

Step 2: Qualities of coaching questions.

If you look at the skills we have explored so far, you can see that presence, listening and reflecting give us a way of pausing and focusing before we ask questions. These skills help us demonstrate our curiosity and genuine respect, they foster trust, position us to ask effective questions, and hopefully position the coachee to be open and responsive.

Questioning is our way of exploring with intention. You don’t know what the end result will be; therefore, you are asking questions you don’t know the answer to, to allow the coachee to uncover what they want to develop in themselves and to use their own insight and understanding.

Pay particular attention to the last point on this slide. It gives you a good start on ways to ask questions—by starting with what and how.

Step 3: Give examples of “rather than” on the next powerpoint slide.

In coaching, we want to ask questions from sincere curiosity, not to drive the coachee to a “correct” or certain answer, but to openly explore possibilities with them. This can be a particularly challenging skill to learn because for some of us, asking questions that we don’t know the answers to can feel uncomfortable. Remember that coaching is not used to display our own knowledge or expertise, rather it is used to extract the coachee’s personal experience, knowledge and insight.

Notice if you forget to listen because you are thinking of great questions to ask! Try to listen carefully and let the right question come when it’s needed.

Step 4: Some Great Coaching Questions – share these with the group and ask if they can come up with additional ones.

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 – “hmm, 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?

Step 5: Review Top 10 Asking Mistakes handout.

Briefly go over common mistakes. Ask coachees to refer to this as the engage in the next and subsequent activities.

Step 6: Questioning Practice.

Find a new partner and share something you are comfortable sharing that is challenging in your work. Focus on using how and what questions. You will have 7-8 min. each to share while your coach focuses on how and what questions. Then you will use the “skills practices feedback format” before switching roles and the other person becoming the coach.

NOTE TO TRAINER: As before, provide cues when it is time for the feedback process and when it is time to switch roles. Put the feedback format slide up so they can use the format to debrief after each turn.

Step 7: Lead a large group discussion of this skills practice activity by asking the following:

Kudos for coaches:

- What did your partner do that exhibited effective questioning?
- What did you learn doing this practice?
- What did you take away from this activity that you can use in your role as as coach?

Questioning Practice

- Person A will challenge 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

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

8.2 Recap of Key Coaching Elements, Questions and Discussion

Step 1: Lead a large group discussion by recapping the day and asking if there are any questions.

NOTE TO TRAINER: While you may not need the full thirty minutes, this gives you the option of more flexibility in your schedule.

8.3 Feedback on the Day

Step 1: Lead a large group discussion and ask for feedback on the first day by asking the following questions: (Have one of the co-trainers post responses.)

- What went well today?
- What can we do differently tomorrow?
- What would you like more information on?

Day One Feedback

- What worked for you today?
- What wishes/suggestions do you have for our time together tomorrow?

Step 2: Provide instructions for tomorrow's preparation.

Tomorrow we will be focusing on how to give feedback. We would like to ask you to bring a situation you are dealing with at work that you would like to be coached on tomorrow, as you will be practicing all the skills tomorrow in pairs.

NOTE TO TRAINER: If you enjoy using quotes to highlight the intention of your day, you can use one of these at the end of Day 1:

“ Aim at the high mark and you will hit it. No, not the first time, not the second time, and maybe not the third. But keep on aiming and keep on shooting for only practice will make you perfect. Finally, you’ll hit the bull’s-eye of success”

ANNIE OAKLEY

“ For the beginner there are many possibilities, for the expert, there are none.”

BUDDHIST SAYING

Trainer's Annotated Agenda for Day 2

| TIME | ACTIVITY/DESCRIPTION |
|-------|---|
| 9:00 | Welcome Back |
| | Welcome and Check-In |
| 9:10 | Agenda |
| | Overview of the Agenda and any logistics |
| 9:15 | Focusing Activity |
| 9:20 | Feedback-Assessment |
| | Why feedback |
| | Balance of mostly positive, strengthening feedback |
| | Giving Feedback that's heard - Feedback activity - How they want to show up as a leader - we will give them 15-20 min each to do the coaching - and then debrief in the pairs and in the large group using the feedback format |
| 10:10 | BREAK |
| 10:20 | Accountability |
| | How do you hold someone accountable? |
| | Breakdown and how to handle it |
| 10:45 | Review Coaching Model |
| | Large Group: Review of the coaching model for a single session <ul style="list-style-type: none"> • Examples of questions/back pocket questions - Clarify the focus Small groups: Identifying the desired goal <ul style="list-style-type: none"> • What do I want instead? Identifying the action - they generate the questions for the rest Gain commitment |
| | Large Group |
| | Review the questions |
| | Assess Progress (in this session - was this useful to you how so) |
| 11:30 | Coaching Demo 2 |
| | Ask for a volunteer to be coached |
| 11:45 | Debrief |
| | Debrief with large group: Ask the coachee - what worked? Ask the group - what worked well? |
| | Ask the coachee - what would you suggest next time? Ask the group - what would you suggest? What questions do you have? |
| 12:00 | Lunch (onsite) |
| 1:00 | Practice Coaching |

Trainer's Annotated Agenda for Day 2

| | |
|------|--|
| | Practice Coaching (in pairs) – 30 min each – use the coaching challenge they brought |
| 2:10 | Debrief |
| | Debrief Practice Coaching in the large group- ask for Kudos for coaches and any lessons learned |
| 2:25 | Coaching Implementation |
| | This can be a conversation about what should be included in the first conversation about coaching, other next steps, as well as questions about how they will use coaching |
| 3:30 | Feedback |
| | Feedback and last words – ask each person in the room to share any reflections, feedback to their colleagues, feedback to the trainers |

DAY 2: COACHING SKILLS

Unit 9: Feedback and Assessment

PURPOSE

This unit will provide an overview of the importance and role of feedback and assessment in coaching.

TIME

1 hour 10 minutes for group of 25. Adjust activity for larger or smaller groups.

OBJECTIVES

The participants who master the content of this activity will be able to:

- Identify why feedback is important
- State the key elements of productive feedback
- Demonstrate initial skill of providing feedback

MATERIALS

PowerPoint Presentation

Projector

Laptop with DVD player

Screen

Flip Chart

Name Tents

Markers

9.1 Welcome Back and Overview of Agenda

Step 1: Ask for any overnight thoughts or ah ha moments, or if anyone practiced coaching since we were together yesterday.

Step 2: Review agenda.

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

9.2 Focusing Attention Activity

Step 1: Remind group of the importance of being full present and state that the day will begin with a centering activity.

Ask if anyone in the group would like to volunteer to lead the centering. If not, proceed to step 2.

Step 2: Invite the group to center. You can use your own language or language like this:

I would like to invite you to center with me as a way of being fully present. You may close your eyes or keep your eyes focused downward to avoid distractions. Take a deep breath...exhale... Be aware of how deep breathing relaxes you...take another breath...exhale...

Be aware of your thoughts and emotions... You may be experiencing mind chatter, or checking your to do list...that takes you to another place...and you want to be present in this room...so take another deep breath...relax your body, shoulders...feet...create an openness to what will happen today. Gradually come back into the room with another deep breath.



9.3 Feedback/Assessment

Step 1: Show the slide on feedback and assessment.

Step 2: Giving feedback from a coaching perspective and core skill – feedback/assessment:

The main purpose of giving feedback is to offer support – to help the coachee be more successful. Good feedback enables the coachee to self-assess and provide their own feedback. When the coach has feedback that will help the coachee be more effective, it's important for the coach to offer the feedback in a way that it can be heard. It's important that your role in giving the coachee feedback is established up front and the coachee should know that part of your role is also to hold them accountable for the agreements that they make with you.

Step 3: Discuss core skills of feedback/Assessment

As coaches, one of our key opportunities is to strengthen the people we coach by giving them appropriate and honest, positive feedback and assessment. Praise is like water for plants – some people are cacti and don't need much, others are ferns and need a lot. It's not a flaw, it's just what they need. As coaches we can really make a difference in peoples' lives by seeing and acknowledging their gifts and strengths. Of course, we need to be honest and sincere in this.

Step 4: Discuss the proposed feedback steps on slide.

*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

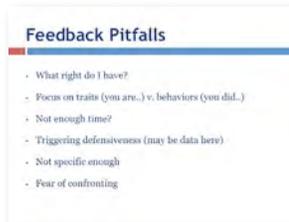
Feedback Steps

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)

Step 5: Discuss problems with feedback.

Read slide and lead a large group discussion about why we may have problems with giving feedback. What are the pitfalls?

NOTE TO TRAINER: Possible responses may be: We may have had past experiences with receiving only negative feedback; You may be thinking “what right do I have to give this person feedback?”; May have a fear of confronting; the problem may not be specific yet; There is a fear of triggering defensiveness.



Feedback Pitfalls

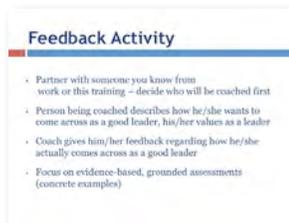
- What right do I have?
- Focus on traits (you are...) v. behaviors (you did...)
- Not enough time?
- Triggering defensiveness (may be data here)
- Not specific enough
- Fear of confronting

Step 6: Provide instructions for the feedback activity below and use the feedback format for debrief, as before.

Step 7: Feedback practice

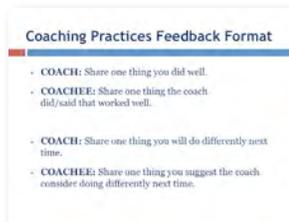
For this practice, the focus is on receiving positive feedback about how individuals demonstrate leadership. Ask group to pair up with someone they know. In pairs, each person will talk for 3-4 minutes about how they want to demonstrate leadership abilities (or “show up” as leaders) and then allow the other person to provide feedback regarding the leadership qualities they have noticed in that person. After time is up, ask partners to switch roles and repeat the activity.

For staff who are not co-workers on a daily/frequent basis, encourage them to utilize their observations of the individual from this training event. Point out that they do not have to be in formal leadership roles to demonstrate leadership presence and qualities.



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)

Step 8: Lead a large group discussion about this Feedback Practice by asking the following:

Coaching Practices Feedback Format

- **COACHEE:** 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.

Kudos for coaches:

What did your partner do that engaged you in the feedback process?

What did you learn doing this practice?

What did you take away from this activity that you can use in your coaching role?

Unit 10: Establishing Accountability

PURPOSE

This unit will provide information about the purpose and importance of accountability in coaching.

TIME

25 minutes for group of 25. Adjust activity for larger or smaller groups.

OBJECTIVES

The participants who master the content of this activity will be able to:

- State what it means to hold a coachee accountable
- Demonstrate examples of holding a coachee accountable

MATERIALS

PowerPoint Presentation

Projector

Laptop with DVD player

Screen

Flip Chart

Name Tents

Markers

10.1 Establishing Accountability

Step 1: Discuss establishing accountability. Lead a large group discussion about establishing accountability using the questions on the slide

The coach performs a real service to the coachee by holding that person accountable for his/her commitments. Holding someone accountable means “I care about you and your success, I remember what you said you would do and I am following up with you to track your progress.”

Step 2: Review the Keys to Holding Accountability.

The language of commitment is powerful - there is a difference between “What are you going to do?” and “What will you commit to?” By using the language of commitment, coach and coachee both are clear on what the coachees action items are, and it has the force of a declaration.

One of the main challenges for busy people is following up - this is something the coach and supervisor can model.

Ask: What are some ways you can follow up with coachees when they have made a commitment?

BREAK (10 minutes)

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 these?

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?

Unit 11: The Coaching Session

PURPOSE

This unit will recap all the stages and processes of a coaching session and provide participants an opportunity to develop coaching questions

TIME

45 minutes for group of 25. Adjust activity for larger or smaller groups.

OBJECTIVES

The participants who master the content of this activity will be able to:

- State all the phases of a coaching session
- Identify potential “pitfalls” during the phases of coaching
- Create questions to be used in coaching sessions

MATERIALS

PowerPoint Presentation

Projector

Laptop with DVD player

Screen

Flip Chart: Pre-labeled with Qualities of Good Coaching Questions

- Identify the goal
- Develop Action Plan
- Gain Commitment
- Assess Progress

Markers

HANDOUTS

Coaching Questions for Stages

11.1 The Coaching Session

Step 1: Provide information on Coaching Session.

Now, we are going to bring all of the skills together to model how a coaching session will look. For coaches in a non-supervisory relationship, you will be scheduling regular coaching sessions with your coachees.

Supervisors may offer coaching sessions (dedicated time for coaching) as part of regularly scheduled supervision.

First, you center together, using your skill of presence. Second, you clarify the focus of the conversation and identify the goal through listening, reflection and questioning skills. Using those same skills, as well as feedback and mutual assessment, you identify the action plan and gain the commitment of the person you are coaching.

You also agree to follow up, continue the sessions, celebrate the successes and tweak the plan. In the assess progress section, we assess the coaching work itself - to get feedback from the coachee on how this coaching session worked and how coaching can be more effective in the future. When you follow up on the original coaching session it will look like the diagram in this slide.

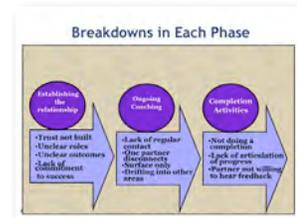
As you can see, the ongoing session has the same flow as the original coaching session, it is just more specific to the tasks agreed upon at the first session.



Step 2: The Coaching Process over Time and Potential Breakdowns in Each Phase

Like a good book, the coaching process has a beginning, middle and end. It's important that you know what should happen in each phase, and it's important to let the coachee know - this is what we will do first, what comes next, and so on. It's also helpful for you to know ahead of time what potential breakdowns can occur at each phase.

Ask: What are some suggestions you have to make sure that breakdowns don't occur at each phase?



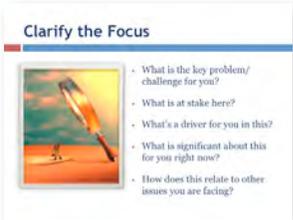


| EXAMPLES AT EACH STAGE: | |
|-------------------------|---|
| Beginning | Make sure the coaching agreement and expectations are clear |
| | Take the time to build trust - and put the trust issue on the table directly if you sense it's an issue |
| | Get solid clarity on the coaching outcomes the client is desiring |
| | Establish what's in it for the client to engage in coaching - what success means to him/her and how coaching can support his/her success |
| Middle | Review your notes so you stay focused on the goals initially set (but leave room for new issues) |
| | Check in with clients who seem to be disconnecting from the coaching relationship - ask "what's going on?" |
| | Make sure you keep yourself focused during the conversations |
| At the end | Plan for the last session to be a wrap up, a recap of what has occurred, what the take-aways are, and how the client will continue to develop |

Step 6: Activity: Developing Good coaching questions for each part of the session.

In order to provide you with practical questions to use in each part of a coaching session, we are going to brainstorm "clarify the focus" as a large group. If you will look at our flip chart that is titled, "Qualities of good coaching questions", that information will assist you in generating your questions.

Go over questions on PowerPoint slide. Ask the group for additional questions.



Step 7: Divide into 4 smaller groups. Give each group a flip chart paper with the pre-labeled headers below.

Each group will have 10 minutes to come up with separate questions based on the various stages of the process:

1. Identify the desired goal
2. Identify the action plan
3. Gain commitment
4. Assess progress

| Identify the Goal | Develop Action Plan | Gain Commitment | Assess Progress |
|---|--|--|--|
|  <ul style="list-style-type: none">- 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? | <ul style="list-style-type: none">- 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? | <ul style="list-style-type: none">- 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? | <ul style="list-style-type: none">- 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? |

Step 8: Choose a recorder and a reporter to summarize your work to the large group.

Step 9: After 10 minutes, ask each group to report out. As they report out, bring up each accompanying powerpoint slide.

NOTE TO TRAINER: Keep the flip charts generated by each group up for the remainder of the training.

Let the group know that you will be compiling the information they wrote and sending it to everyone in the training session. It is a good way to ensure transfer of learning.

Refer to Coachin Questions for Stages Handout to assist them in getting started.

Unit 12: Second Coaching Demonstration

PURPOSE

This unit provides additional opportunities to observe and learn from a live coaching demonstration.

TIME

30 minutes for group of 25. Adjust activity for larger or smaller groups.

OBJECTIVES

The participants who master the content of this activity will be able to:

- Identify the different skills used in coaching
- Articulate what the coach did that worked well and what could have been different

MATERIALS

PowerPoint Presentation

Projector

Laptop with DVD player

Screen

Flip Chart

Name Tents

Markers

12.1 Second Coaching Demonstration

Step 1: This second demo is an opportunity for another observation of live coaching and is run the same way as the demo on Day One.

Step 2: Set the tone for the demonstration (5 minutes)

Someone from the group has volunteered to be coached. Let's review our ground rules for this coaching demo:

- Tell volunteer (and observers) that first priority is to the person who has volunteered (vs. demo of skills/strategies, etc)
- Volunteer can choose to stop the live demo at any point
- Appreciation for the generosity of the volunteer
- Apologize if the conversation seems rushed or if coach interrupts to move conversation due to limited time for demo
- What is shared during the demo stays in the room (confidential)

Observer related: Make these requests of the group:

- Agree to silence during the demo
- Note what the coach does that is supportive and what they might do differently - or any questions they have.
- Provide feedback according to the feedback format and hear these ideas at the end of the demo
- Agree that coaching the volunteer ends when the demo ends

NOTE TO TRAINER: Be sure that you have worked out with your co-trainer signals for when to end the demo. We say give it about 15-20 minutes, but if you feel it needs to go longer, have a way of communicating that with your team.

Step 3: Begin the demonstration. (20 minutes)

If you are doing the demo:

- Thank volunteer for willingness to participate
- Remind volunteer that he/she is your priority
- Center by inviting volunteer to forget about others in the room
- Ask volunteer to state the issue for the focus of today's conversation

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.
- ⌚ 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.

LUNCH

Unit 13: Practice Coaching Sessions

PURPOSE

This unit provides participants an opportunity to practice being coached and to coach a real session.

TIME

1 hour and 10 minutes for group of 25. Adjust activity for larger or smaller groups.

OBJECTIVES

The participants who master the content of this activity will be able to:

- Share what the experience was like to engage in a coaching session from the perspective of coach and coachee
- Reflect on their skill level and identify what worked well and what didn't
- Provide feedback to a peer on their coaching performance and skills

MATERIALS

PowerPoint Presentation

Projector

Laptop with DVD player

Screen

Flip Chart

Name Tents

Markers

Break out room(s) will need to be set up ahead of time

13.1 Practice Coaching Sessions

NOTE TO TRAINER: Try to have at least one break out room. Tables should be set up so that each pair has their own seating area with as much space in between as possible for privacy

Step 1: Practice coaching sessions in pairs (1 hour).

For the next hour, we are going to give you an opportunity to practice coaching sessions. Get in pairs with someone you don't know or don't know well and present your issue to your partner. Both of you will have an opportunity to coach and be coached. If it fits with the issue your coachee brings, you may get to the commitment stage, and you may talk about how you might hold the coachee accountable.

You will each have thirty minutes to have a coaching session and receive feedback using the skills practices feedback format before switching roles.

NOTE TO TRAINER: You may offer to give a two minute warning (at 28 minutes) to signal that they need to finish up and switch.

Step 2: Reconvene as a large group and provide feedback as a large group (10 minutes)

Request "Kudos" be shared for each coach by asking the group to provide examples of helpful techniques or questions used by their coach.

You can also debrief with the following:

- Please give us one word descriptions of your experience being the recipient of coaching.
 - Please give us one word descriptions of your experience as a coach.
 - Name some things that seemed effective, such as clarifying the issue, demonstrating rapport, or asking an effective question.
 - Name some things you caught yourself doing as a coach that you want to practice avoiding or reducing.
-

BREAK (10 minutes)

Unit 14: Coaching Implementation

PURPOSE

This unit will provide opportunities for reflection and discussion on next steps for using coaching in your state.

TIME

30-45 minutes for group of 25. Adjust activity for larger or smaller groups.

OBJECTIVES

The participants who master the content of this activity will be able to:

- Identify how coaching will be used in their state
- Recommend alternative uses of coaching
- Identify next steps for implementation of coaching in their state

MATERIALS

PowerPoint Presentation

Projector

Laptop with DVD player

Screen

Flip Chart

Name Tents

Markers

HANDOUTS

Project Champion

14.1 Coaching Implementation

NOTE TO TRAINER: This discussion is a crucial opportunity get the trainees' input on how they want to apply coaching and to answer any questions about how their state is implementing coaching

Step 1: Break into smaller groups that will be working together after the training (ie, local jurisdictions/teams/units). Small groups will have 30 minutes to discuss application of coaching

Show Powerpoint slide and ask groups to focus on the following questions:

- 1) How can we use coaching skills as supervisors and leaders?
- 2) Ideas for coaching applications in my state
- 3) Ideas for better implementation of coaching, if you have identified how you want to use coaching
- 4) How do we build this coaching model so it impacts the whole system?
- 5) How will we support coaching in my state?
- 6) What is role and next steps for attendees of this training
- 7) How will you introduce your role as coach to your units/direct reports?

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?

Step 2: Large group discussion

Groups report out a summary of their table discussions with highlights of their next steps

Step 3: Refer to the Project Champion Traits and Roles Handout.

By attending this training you have demonstrated an interest in/willingness to implement new practices in your state/jurisdiction. These traits and roles are some that you will be engaging in as you embark on implementation activities and they will help to infuse the practices and changes into the system and field.

14.2 Practicing Coaching Skills

Step 1: Show PowerPoint slide titled “How Can You Practice Coaching Skills in Your Daily Life”.

Step 2: Large group discussion.

What are some:

- Opportunities for practicing coaching in our work life?
- Opportunities for practicing coaching in our personal life?
- Ongoing coaching skills practice/support opportunities?

Step 3: Reviewing Outcomes. Go back to the group’s original outcomes stated and make sure they have been covered.

Step 4: Training Feedback.

LAST WORDS - It can be a nice closing to go around the room (much as we did on day 1 to ask folks for their last words, anything they want to say to their colleagues, the trainers, any reflections or revelations that they are willing to share.

END OF DAY 2

A blue PowerPoint slide with white text that reads: "HOW CAN YOU PRACTICE COACHING SKILLS IN YOUR DAILY LIFE?"

A white PowerPoint slide with a blue header bar containing the text "Training Debrief". Below the header, there is a bulleted list of questions.

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?

COACHING SKILLS TRAINING

Trainer Resources and Handouts

DEMO GUIDELINES

General:

- Mention early on day 1 that will need a volunteers for demos on day 1 and day 2
- Timeframe: 15 minutes
- Live coaching...not a role play
- Therefore, no guarantees about how/what skills will be demonstrated
- Have another co-facilitator lead the debrief if possible

Participant Volunteer Related:

- Tell volunteer (and observers) that first priority is to the person who has volunteered (vs. demo of skills/strategies, etc)
- Volunteer can choose to stop the live demo at any point
- Appreciation for the generosity of the volunteer
- Apologize if the conversation seems rushed or if coach interrupts to move conversation due to limited time for demo
- What is shared during the demo stays in the room (confidential)

Observer related:

- Agree to silence during the demo
- Normal to identify how you would have done it differently
- Will debrief and hear these ideas at the end of the demo
- Agree that coaching the volunteer ends when the demo ends

Getting Started:

- Thank volunteer for willingness to participate
- Remind volunteer that he/she is your priority
- Center by inviting volunteer to forget about others in the room
- Ask volunteer to state the issue for the focus of today's conversation

Agenda for Day 1

UNIT 1 Welcome & Orientation

Focusing Attention Activity

UNIT 2 What We Know About Coaching

UNIT 3 The Coaching Mindset

UNIT 4 Overview and Rationale for Coaching

UNIT 5 Overview of Coaching Process and
DemoProcess Feedback

UNIT 6 Review Self-Assessment Instructions

UNIT 7 Being Present

Engaged Listening

UNIT 8 Questioning

Recap of Key Coaching Elements,
Questions and Discussion

Feedback on the Day

Agenda for Day 2

UNIT 9 Welcome Back and Overview of Agenda
Focusing Attention Activity
Feedback/Assessment

UNIT 10 Establishing Accountability

UNIT 11 The Coaching Session

UNIT 12 Second Coaching Demonstration

UNIT 13 Practice Coaching Sessions

UNIT 14 Coaching Implementation

Coaching Skills Self-Assessment

Review the 7 coaching skills listed below and rate the skill by either: Placing an “S” by the bulleted skill areas that are currently areas of STRENGTH for you OR Placing “ATD” (Area to Develop) by the skill areas that you would like to focus on developing.

_____ Presence

- Focused attention, without distraction-100% there
- Calm, centered, breathing, no rush
- Soft hold on agenda/flexibility

_____ Listening

- Suspending judgment
- Open, giving space, not thinking about response or rebuttal
- Listening behind the words, watching body, listening for nuance

_____ Clarifying/Reflecting Back

- Using their words to reflect your understanding
- Staying true to their content...checking your own leaps
- Summarizing to keep the conversation focused and to highlight movement

_____ Questioning

- Asking real questions (ones that you don't know the answer to) that move the person into reflection, discovery
- Asking more questions than giving direction or answers
- Using question to keep the conversation focused

_____ Feedback/assessment

- Giving strengths based feedback, with a balance of affirmation and developmental feedback
- Avoiding judging language—focusing on the behavior and its impact
- Seeking feedback on how you can be more effective in your role

_____ Holding the Coachee Accountable

- Setting clear action items together that the coachee commits to
- Following up to insure action items occur
- Addressing breakdowns

_____ Modeling Behavior

- Being accountable and keeping commitments
- Open but self-disclosing only as appropriate
- Self-reflective, present

Mentoring vs. Coaching Comparison

| MENTORING | COACHING |
|---|---|
| Ongoing relationship that can last for a long period of time | Relationship generally has a set duration |
| Can be more informal and meetings held when mentee needs some advice, guidance or support | Generally more structured in nature and meetings are scheduled on a regular basis |
| More long-term and takes a broader view of the person | Short-term (sometimes time-bounded) and focused on specific professional development areas/issues |
| Mentor is usually more experienced and qualified than the 'mentee'. Often a senior person in the organization who can pass on knowledge, experience and open doors to opportunities | Coaching is generally not performed on the basis that the coach needs to have direct experience of their coachee's formal occupational role, unless the coaching is specific and skills-focused |
| Focus may be on career and personal development | Focus is generally on professional development and/or issues at work |
| Agenda is set by the mentee, with the mentor providing support and guidance to prepare him/her for future roles | The agenda is focused on achieving specific, immediate goals |

Traits of a Project Champion

- The ability to translate the technical language of the implementation project into one which is commonly used in the organization.
- Ability to “sell” the new project utilizing diplomacy.
- Project champions have a winning mentality and wanting to go the extra mile.
- Project champions are inspirational and have the ability to motivate the team and bring out their best.
- Visionary and strategic.
- Communicates effectively.

Roles and Responsibilities of a Project Champion

- The Champion acts as a linkage. They have knowledge of the organization and know who should be involved with the implementation project connecting staff with the implementation team.
- Have a full understanding of and the ability to articulate the organization’s business drivers, what the motivating factors are for doing the project, and the project’s vision.
- Actively and enthusiastically promoting the innovation, building support, overcoming resistance and ensuring that the innovation is implemented.
- Understands and represents team’s interests to organization & organization’s interests to the team.
- Be well versed in the technical aspects that are involved in the project.
- Responsible for ensuring that the organization understands the value and importance of the project and realizes the benefits of the project.
- Helps in eliminating any barriers/obstacles which could hamper a project’s success.
- Communicates effectively within and outside the project and is able to answer questions concerning the project.
- Assists the implementation project as it navigates the socio-political environment inside and outside of the agency.
- Acts as a strong advocate for the project and generates positive behavioral support on behalf of the project in the face of organizational neutrality or opposition.

Coaching Questions for Stages in the Model

First Coaching Session

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.

- Roles as coach/coachee
- Confidentiality
- Background: “What would be important for us to know about each other as we begin to work together?”
- Strengths
- Coaching goals
- Coachee’s questions/concern

STEPS IN PROCESS

Exploration Questions:

- What would be useful to explore?
- Tell me about yourself and where you are right now.
- How can I best help you think this through?

Clarify the focus:

- What is the key problem/challenge for you?
- What is at stake here?
- What is significant about this for you right now?
- How important as an issue is this for you on a scale of 1 – 10?
- How does this relate to other issues you are facing?
- Is it something that will increase over time as an important issue?
- How often do you notice it coming up on your radar?
- Is there an urgency involved in it?
- Are you at the stage where you know what you need to do?
- Do you have deadline?
- What’s a driver for you in this?
- Which area do you want to focus on, making the decision or taking the action?
- What is it that you want ultimately?

Clarify the goal:

- Where would you like to start?
- What is the most difficult part?
- Sounds like you are at a point where you’re ready to move forward?
- 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?

Action Plan

- What can you do to change the situation?
- What support do you need and from whom?
- What is a specific, measureable 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

- Are you clear about the direction?
- What do you think you need to get yourself committed?
- What are you willing to commit to? Starting when? For what duration?
- How will you track your progress?
- How can I hold you accountable/may I hold you accountable?
- When/how can we follow up on this?
- How will we measure your success?
- Who can give you feedback on how you are doing with this? How will you enlist him/her?

Top 10 “Asking Mistakes”

APPLICATION: Evaluate your own asking proficiency with these top ten coaching mistakes.

1. Mistake: Closed Questions

Our number one offender is closed questions! Open questions have two key benefits: they let the coachee direct the conversation (because they can be answered in many ways) and they make the coachee think by eliciting longer answers. While most people will answer the occasional closed question as if it were open, too many closed questions in a row shut people down.

Solution: Convert Closed to Open Questions

To convert closed questions to open ones, first become aware of what you are asking. If you catch yourself before you've finished asking, stop and restate the question. You'll know a closed question because it can be answered with a simple “yes” or “no”, like these examples:

- “Is there a way to do that and still keep evenings for family?”
- “Can you realistically take that on too?”
- “Could there be any other ways to approach that?”
- “Do you have any other options?”

When you catch yourself in the act of asking a closed question, here's a quick technique for adjusting: restate the question, but this time beginning with the word “what” or “how”. Here are the closed questions listed above, but now made open using this technique:

- “What could you do and still keep evenings for family?”
- “How would your life change if you take that on too?”
- “How else could you approach that?”
- “What other options do you have?”

2. Mistake: Solution-Oriented Questions (SOQs)

A special kind of closed question is the solution-oriented question. SOQs are pieces of advice with a question mark pasted on. We want to tell the client the answer, but we remember we are supposed to be coaching, so we give our solution in the form of a question:

- “Shouldn't you check in with your boss before you act on this?”
- “Could you do your jogging with your spouse?”
- “Do you think that affirming the person would give you a better result?”
- “Can you give her the benefit of the doubt on this one?”

“Should you, could you, will you, don't you, can you, are you” – if the second word in the question is “you”, you're in trouble.

Solution: Follow Your Curiosity

On a practical level, SOQs usually originate in an intuitive insight: something the person says makes us curious, so (all in our own heads) we proceed to identify what we think the underlying problem is, create a solution, and then offer it to the person. The trick is to go back to the thing that made you curious in the first place, and ask about that. Often this involves broadening our SOQ (which focused on one potential solution) into an open question with many possible solutions. For instance:

- Our insight on the first question listed above was wondering what the channels of authority in this organization are: So we might ask, “In your company, what kind of channels do you need to go through before you act on this? (Notice how this question allows for other answers than just talking to the boss.)”
- On the second question, our intuition noticed that the client is an extrovert, yet all the potential exercise options were done alone. So you might say, “I noticed that all your exercise options were solitary activities. How could you involve other people in your exercise routine?”

Top 10 “Asking Mistakes” (continued)

3. Mistake: Seeking the “One True Question”

One of the biggest stumbling blocks for beginning coaches is the quest for the Holy Grail: the question that will unlock the secrets of the universe for the client. Before each question there is a long, awkward pause while we search our mind for just the right thing to say – and meanwhile the momentum of the conversation is lost.

Solution: Trust the Process

It's not the perfect question that makes the difference: you need to help the person you are coaching think a little farther down the road than they will on their own. Trust the process to help the person, not the greatness of your insight. One excellent technique when you are starting out as a coach is to learn a very simple query, like, “Tell me more,” or “What else?” The benefit of these short and sweet questions is that they don't interrupt the person's thought process at all. Another great tool is the Observation and Question technique. Pick out the most significant thing the person said, repeat their exact words, and ask them to expand on it, like this:

- “You mention that _____, Tell me more about that.”

By varying the question (instead of “tell me more...,” try “Say more,” or “Expand on that,” or “What's going on there?”) you can use this technique over and over without sounding stilted. It's a great way to keep the focus on the client and not on your greatness as a coach.

4. Mistake: Rambling Questions

A variant of the “One True Question” problem is the rambling question. Some coaches can't stop themselves from asking the same question in three different ways, while stringing together five different nuances or potential answers along the way. By the time the coach has finally articulated the question, the client is confused about what to answer and any conversational flow is lost.

Solution: Think, then Talk

The propensity to ramble can usually be overcome in one of two ways. First, some coaches do this because they are still figuring out what they want to ask while they are asking. The solution is simple: allow it to

be silent for a moment or two while you formulate the question. Our discomfort with silence is leading us to jump in before we are ready to ask. When you start. You'll often find that a little silence will lead the client to continue to process without you asking any question at all.

The second common cause of rambling is that we are overly concerned that our question be fully grasped. Our need to be understood comes from trying to lead the person down a particular path (in other words, we are in telling mode). Let go of your agenda, ask the question once, stop and see where the person chooses to take it. Often the most exciting coaching moments come when the client doesn't understand what you are asking for!

5. Mistake: Interpretive Questions

Sometimes just by asking a question we put a spin on what the client is saying. For instance, a client says, “I'm finding it tough lately to want to get up on Monday mornings. I'm frustrated with my current project, I'm not getting the support I need, and I keep finding myself looking at the clock and wishing the day was over.” A response like, “How long have you hated your job?” is likely to get a reaction from the client (“Wait a minute – I never said I hated my job...!”) The reason? Our coaching question reveals our interpretation of what the client said. We don't know yet whether this person hates his job, dislikes it, or even loves it. We only know what the client said. Inoperative questions erode trust (because they put something on the client) and block the conversational flow as the person responds to our analysis.

Solution: Use Their Own Words

Interpretative questions are easy to correct: simply make a habit of incorporating the client's own words in your questions. For the example above, we might ask, “How long have you been frustrated with your current project?” or “What kind of support do you need that you aren't getting?” or “What triggers you looking at the clock and wishing the day was over?” The underlined words in these questions are taken directly from the client's own statements. Asking in this way prevents the client from reacting to your spin and keeps the conversation moving in a productive direction.

6. Mistake: Rhetorical Questions

Although posed in question form, rhetorical questions are actually statements (often emotional or judgmental) of your own opinion of the situation:

- “What were you thinking!?!”
- “Are you really going to throw away your career like that?”
- “Isn’t that just a cop-out?”
- “Wouldn’t you rather get along with your spouse?”

Since we aren’t really asking for the other person’s opinion, these questions evoke either no response or a defensive one. Rhetorical questions are generally a sign that you’ve made a judgment or developed an attitude about the person you are coaching.

Solution: Reset your Attitude

Eliminating rhetorical questions requires a change in attitude toward the client. One way is to get in touch with what is going on inside you, and how this situation is pushing your emotional buttons. A second approach is to renew your internal picture of the coachee’s potential and ability. Spend 15 to 20 minutes on these reflection questions to reorient yourself around believing in the client:

- “Why am I forming judgments here? How is focusing on the negative in this person meeting my own needs? What can I do about that?”
- “Could I be wrong about the situation? What am I missing?” See if you can construct two possible scenarios where the coachee’s point of view is more valid than your own.
- “What potential, ability and wisdom do I see in this person? What can s/he become? Why am I drawn to coach him/her?”

7. Mistake: Leading Questions

Leading questions are ones that subtly point the coachee to a certain answer: the one the coach (knowingly or unknowingly) wants. While rhetorical questions are blatantly biased, with leading questions

you may not even realize you are propelling the conversation in a certain direction. What response do you think the coach wants in the following examples?

- “How would you describe that feeling: discouraged?”
- “We’ve spent a fair amount of time processing this over the last several weeks: are you ready to make a decision on that now?”
- “It seems like this option would feel good today, but the other would give lasting satisfaction. Which one do you want to choose?”

Solution: Multiple Options, Or the Opposite

When you catch yourself in the act of asking a leading question, you can often redeem it by creating multiple solutions. Take the leading question (like, “Name that emotion: are you disappointed?”), and then add several more options on the end: “... are you disappointed, excited, upset or what?” With multiple options, the coachee has to choose how to respond instead of taking the easy way out and just agreeing with you.

Another excellent technique is one I call “Or the Opposite”. If you realize you’ve just asked a leading question, (i.e. “If you take this new position will it take time and energy away from your family?”), paste on an “or” and then ask the opposite question: “... Or will this open up doors to get you the kind of family time you truly want?”

Part of what makes these two techniques so useful is that you only have to change the very end of the question. You can realize you are asking a leading question midway through, and still change it on the fly without the client ever knowing what happened.

8. Mistake: Neglecting to interrupt

No, that’s not a misprint. Being too timid to interrupt and refocus the conversation is more of a problem for beginning coaches than interrupting too much. While some clients speak concisely, others can go on for ten minutes every time you ask an open question. Too much irrelevant detail slows progress and blurs your focus.

Top 10 “Asking Mistakes” (continued)

Solution: Restore the Focus

Part of your job as a coach is managing the conversation, so when you see the client bunny-trailing, interject with a question that brings things back to focus. A pro-active step is to openly discuss the rambling issue and secure permission to interrupt when needed.

- “It caught my attention when you mentioned earlier that_____. Let’s come back to that.”
- “You are pretty good at expressing yourself. Would you mind if I interrupt occasionally to keep us on track so that we can make the most of our time”?

9. Mistake: Interrupting

The other side of the interruption coin is that for some of us (often the most verbal or relational personalities) interrupting is a habit we aren’t very aware of. Frequent interrupters tend to be perceived as dishonoring and frustrating to talk to – not the kind of image to cultivate as a coach! Are you an interrupter? If you want to find out, here’s a revealing exercise. ‘first, record one of your coaching conversations. / then fast-forward to the middle (by then you’ll have forgotten you are recording yourself) listen to the tape and make a note every time you hear each of the following three things:

- Interruption: I interrupted or made a comment while the client was still talking
- Talking Over: I kept talking when the client tried to interrupt me or when we both started simultaneously, I failed to defer to the client
- Talking For: I finished the clients thoughts for him/her

The Solution: Count to Two

Here’s a simple discipline you can practice to break an interrupting habit. Make a commitment that when you are coaching you will count off two seconds (“one, one thousand, two, one thousand” after the coachee has stopped speaking before you reply or ask a question. And if the person begins speaking again before the two seconds is up, good! Your goal as a coach is not to interject your ideas, but to help the coachee explore and implement their own.

10. Mistake: “Why” Questions

“Why” questions tend to make people clam up because they challenge motives. When you pose a question like, “Why did you do that?” you are asking the coachee to defend and justify his or her actions – so don’t be surprised if she gets defensive!

Solution: Use “What” Instead

It’s easy to rephrase questions to replace the “why” with “what”. Here are several examples of “why” questions that have been reworded with “what” to keep from putting people on the defensive:

- “Why did you turn down the job?”
Better: “What factors led you to turn down the job?”
- “Why do you think she’d respond like that?”
Better: “What’s causing you to anticipate that response?”
- Why can’t you talk to him about that?”
Better: “What do you need to talk to him about that?”

Atlantic Coast Child Welfare Implementation Center

Partners for Change

A member of the National Training and Technical Assistance Network,
a service of the Children’s Bureau, U.S. Dept. Health and Human Services

| This evaluation asks you to indicate your agreement in regards to statements about the ACCWIC Coaching Training. Please select the number on the scale that best reflects your level of agreement with the statement. | | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |
|--|---|-------------------|----------|---------------------------|-------|----------------|
| 1. | The purpose of the coach training was clear. | 1 | 2 | 3 | 4 | 5 |
| 2. | The training competencies are relevant to my job. | 1 | 2 | 3 | 4 | 5 |
| 3. | There was enough time built into the training for questions and discussion. | 1 | 2 | 3 | 4 | 5 |
| 4. | I felt that I was involved and a part of the training. | 1 | 2 | 3 | 4 | 5 |
| 5. | I can see how I will be able to use the knowledge I gained in this training in my work setting. | 1 | 2 | 3 | 4 | 5 |
| 6. | The training content was well organized. | 1 | 2 | 3 | 4 | 5 |
| 7. | The training engaged my interest. | 1 | 2 | 3 | 4 | 5 |
| 8. | The materials and handouts used for this training were clear. | 1 | 2 | 3 | 4 | 5 |
| 9. | I found the materials and handouts used for this training to be useful. | 1 | 2 | 3 | 4 | 5 |
| 10. | The trainers listened to the comments and questions of the participants. | 1 | 2 | 3 | 4 | 5 |
| 11. | The trainers were approachable. | 1 | 2 | 3 | 4 | 5 |
| 12. | The trainers sought out the opinions and suggestions of the participants. | 1 | 2 | 3 | 4 | 5 |
| 13. | I trusted the expertise of the trainers. | 1 | 2 | 3 | 4 | 5 |
| 14. | Going forward, I see myself using what I learned in this training. | 1 | 2 | 3 | 4 | 5 |
| 15. | The style of the training was appropriate for the content. | 1 | 2 | 3 | 4 | 5 |
| For the following items, please select the number on the scale that best reflects your level of agreement with the statements about the learning competencies. | | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |
| 16. | This training helped me to learn more about the coaching model. | 1 | 2 | 3 | 4 | 5 |
| 17. | I can describe the elements of the coaching relationship. | 1 | 2 | 3 | 4 | 5 |
| 18. | This training helped me to learn more about the coaching process. | 1 | 2 | 3 | 4 | 5 |
| 19. | I understand and can describe the core skills in a capacity building coaching relationship. | 1 | 2 | 3 | 4 | 5 |
| 20. | I understand and can describe different applications of coaching. | 1 | 2 | 3 | 4 | 5 |
| 21. | The peer to peer discussion throughout the training provided me with a deeper understanding of how coaching could be useful in a variety of ways within our child welfare organization. | 1 | 2 | 3 | 4 | 5 |
| What were the most useful content areas of this training? Were there any areas that had a particular impact on you? | | | | | | |
| | | | | | | |
| What were the least useful content areas of this training? Did we miss anything that was important to you? | | | | | | |
| | | | | | | |
| Which activities were most and least instructive? | | | | | | |
| | | | | | | |