

## Coaching

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Success





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Using an Intake process

Holding them and yourself accountable





MENTOR: a trusted counselor or guide

COACH: one who instructs or trains



Merriam-Webster Dictionary



### Specific Agenda

### Life Coaches

- Increase knowledge of leadership skills
- Give guidance on career path
- Guidance on post-college plans
- Guidance to achieve goals





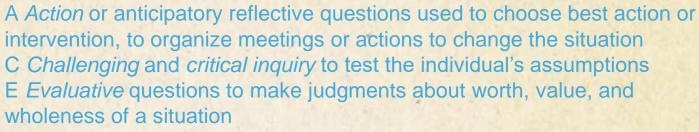
### Performance

- going beyond what is expected
- setting one's own highest standards, invariably standards that surpass what others demand or expect
- expression of one's potential
- taking total responsibility or ownership.





### **Questions**<sup>n</sup>



F Seeks further detail and expansion on information already provided

H *Hypothetical* situations

P Probing, which is useful where information may have been omitted

Q Qualifying questions to help establish what is in and what is out

R Reflexive and introspective questions that ask about personal emotions and process

S High order or *supposition* to predict and speculate about what might happen

T Request to complete a specific *task* 

Sofo, Yeo, & Villafañe, 2010





### **Coaching Framework**



Planning Coach

Goal Setting
Coachee/Coach

Individual Support Coach



Robinson & Gahagan, 2010



#### The first meeting

"Designing the alliance"

- When? Where?
- How will you contact?
- How much challenge
- "Rules" & Consequences

Getting to know your "coachee"

- Personal goals
- Knowledge
- What areas will you work on?

Whitworth, Kimsey-House and Sandahl, 2007

**Using an Intake process** 



**After the first meeting – Start Coaching** 

**Planning** 

Knowing resources

Assignments:



- (2) having them work with people other than those they're used to
- (3) enduring a hardship
- (4) taking courses
- (5) creating skill-building experiences

Some assignments are do others are experiment

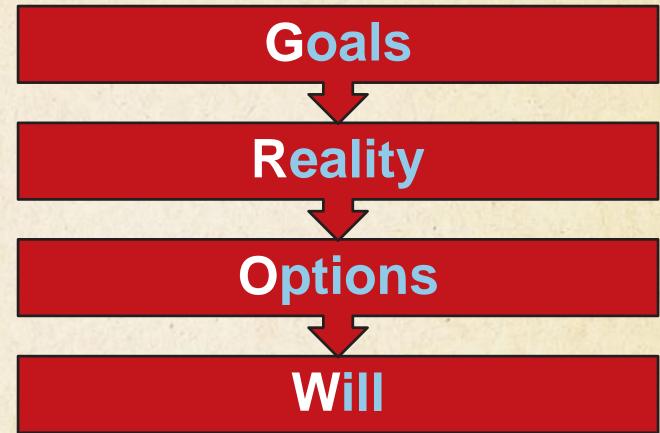


Oberstein, 2009; Lombardo, M. & Eichinger, 1989

**Beginning coaching** 

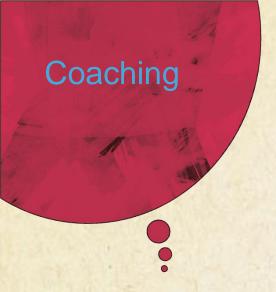


### **Establishing performance goals**



Whitmore, J. S. Coaching for performance: GROWing human potential and purpose: The principles and practice of coaching and leadership, (4th ed.). Boston: Nicholas Brealey Publishing, Norwood, Mass.

The GROW Method



#### **Establishing performance goals**

### Goals



### Short-Term

- What would you like to see at the end of this meeting?
- What would you like to discuss?
- What will be of value to you?

### Long-Term

- The ideal situation
- However long it takes for success



## Reality



### **Establishing performance goals**

Current Reality

- What is happening?
- What is your perception of the situation?
- Who is involved?
- What stage are you in?

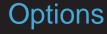
Effects of current reality

 What impact does the situation have on you and others?



**Options** 

### **Establishing performance goals**



- What alternatives are there?
- What could you do to change the situation?
- What are the benefits and pitfalls of each of these?

Opportunities

- Who might be able to help?
- What avenues have not been tried?
- What resources are you aware of that could be useful?





### Will



### **Establishing performance goals**

Action Plan (Will)

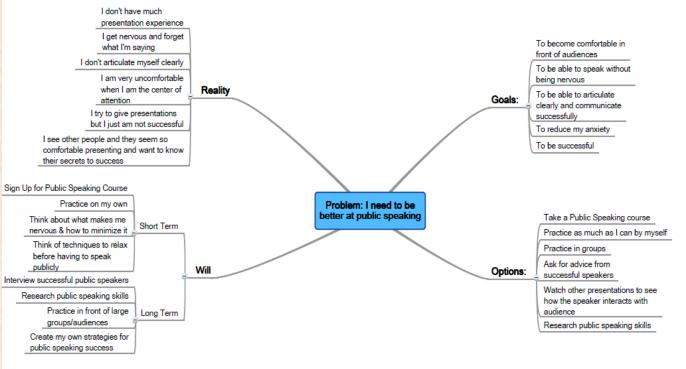
- What will you do?
- When are you going to do it?
- Will this action meet your goal?
- What support will you need?

Way forward

- What potential obstacles might you meet along the way?
- How will these actions ensure that you overcome the obstacles?



### **Establishing performance goals**



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### **Seven Reasons Coaching Relationships Fail**

Bobbi Kahler, President of Kahler Leadership Group

- 1. Feedback is mistaken for coaching.
- 2. Advice giving is mistaken for coaching.
- 3. Lack of relationship.
- 4. A one-size-fits all approach.
- 5. Lack of training.
- 6. Purpose of coaching is missed.
- 7. Student is not open to coaching.



http://www.cunaopsscouncil.org/news/4532.html

# Questions

**Thank You** 





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