

COUNTY OF RIVERSIDE



***LEADERSHIP SKILLS IN
COACHING & MENTORING***

Participant Workbook

LEADERSHIP SKILLS IN COACHING & MENTORING

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Leadership Skills in Coaching & Mentoring Program Goals and Objectives

Program Goal

To enable the participants to function as strategists, allies, catalysts and skilled coaches of those they coach and mentor.

Program Objectives

As a result of their participation in the training program, the coaches/mentors will be better able to:

- Develop trust-based relationships with those they coach.
- Practice the key helping skills of empathic listening, high-gain questioning and problem solving.
- Give constructive, growth-oriented feedback.
- Provide a low-risk environment for learning and gaining new perspectives on reality and possibilities.
- Simultaneously support and challenge those they coach.
- Develop the knowledge, abilities, skills and professional behavior of those they coach.

Leadership Skills in Coaching & Mentoring Agenda

DAY ONE

8:30 a.m.

Introduction

- Program Goals, Objectives, Agenda
- Best Coach
- The Successful Coach
- The Coaching Continuum
- Levels of Listening
- High Gain Questioning

1:00 p.m.

LUNCH

- The Compass for Coaching and Mentoring
- Coaching Demonstration
- Coaching Practice
- Coaching Competencies
- Coaching Competencies Assessment

4:30 p.m.

Adjourn

Leadership Skills in Coaching & Mentoring Agenda

DAY TWO

8:30 a.m

- Developmental Feedback
- Coaching/Mentoring and Personal Style (MBTI)
- Coaching someone with a style different than your own
- Personal style and coaching competencies

Noon

Lunch

1:00 p.m.

- Coaching the Least Preferred Function (Shadow) Exercise
- Power Coaching
- Preparing A Coaching Action Plan

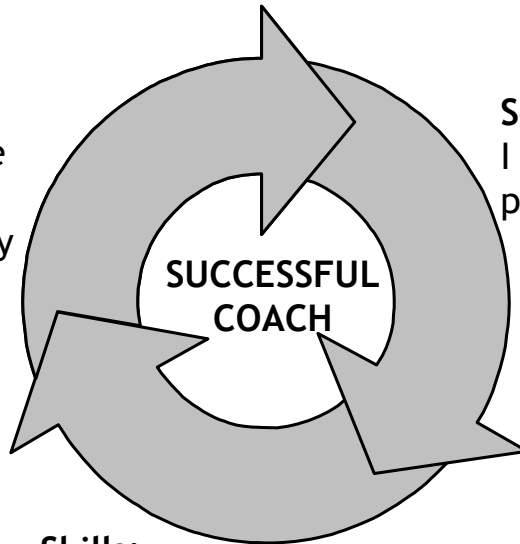
4:00 p.m.

Adjourn

What Does It Take To Be A Successful Coach?

Availability:
I'm available

- physically
- emotionally



Self-Concept:
I see myself as a
people developer

Skills:
I have developed the skills for
coaching

Self-Concept:

Most supervisors or managers define themselves by their technical or professional specialty, i.e., engineer, accountant, nurse, etc. To develop yourself as a coach, it is crucial that you add “developer of people” to your job responsibilities. As you begin to see yourself as a coach and become more “coach-like” everyday, you will find yourself finding and catching opportunities to support others and helping improve their performance.

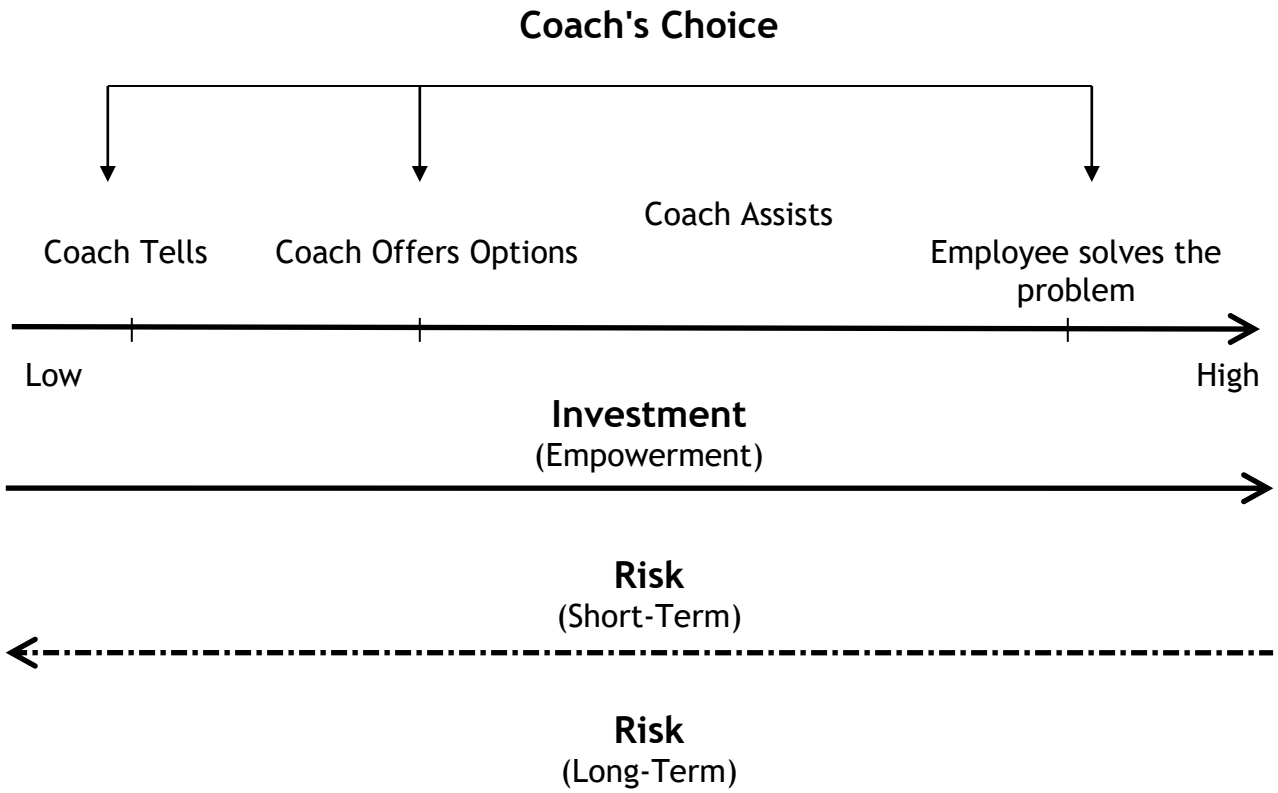
Coaching Skills:

Through focused attention, training and through practice - you will develop yourself into a skilled coach. Effective “face-to-face” coaching skills are essential in helping people grow. Paying attention to the subtle and sometimes not-so-subtle cues and words will help you sharpen your “coaching guidance system” towards becoming more of a savvy coach.

Availability:

Your availability to others is an element of being an effective coach. Showing up both *physically* and *personally* keeps you connected to your employee and the message. Your willingness to share impressions and to confront performance at times when it would be more comfortable to ignore problem issues will strengthen your impact and accelerate results. If you distance yourself from your employee - either physically or emotionally - you will be of little aid.

Coaching Continuum



Coaching & Mentoring Skills

Levels of Listening

When you listen to someone, what do you hear?

How much attention do you pay to their words?

Are you listening for anything else?

When you're not listening to the other person, to what else are you listening?

In coaching, it's not whether we listen or not, it's the impact of our listening. The quality and focus of our listening has the person feel that she or he is heard and that we are with him/her. There are three levels of listening that give us a larger range, an increased listening capacity.

Level 1: Internal Listening

Level 1 listening occurs when you are *listening to* the content of what the person is telling you. The content refers to the words being spoken, the problem being shared, the information being explained. Frequently, the content of what the client is sharing with you will elicit your personal emotional response or a solution to his/her problem. Thus, as you listen to the person, you are listening to the chatter in your head, which includes your judgments, opinions about the person and yourself, and reactions to the content of what the person is sharing.

Level 2: Focused Listening

At level 2 there is a sharp focus on the other person. There is a great deal of attention on the other person. At level 2 you are *listening for* what the person is saying beneath the content of his words. You are listening for the person's underlying issues, his needs, what's important to him. You listen for her expression, her emotion, everything she brings to the dialogue. You hear the uncertainty in his voice, what gives him energy and what makes him go dead or withdraw.

At this level, you are unattached to yourself, your agenda, your thoughts and opinions. Because you are "over there" with the other person, you are no longer trying to figure out the next move or the perfect solution to the person's issue.

Level 3: Global Listening

Level 3 includes everything you can observe with your senses: what you hear, see, smell and feel -- the tactile sensations as well as the emotional sensations. Level 3 informs us about everything; about what's going on with yourself, the person you're coaching and the world. One of the benefits of learning to listen at Level 3 is a greater access to your intuition. From your intuition you receive information that is not directly observable, and you use that information just as you'd use words coming from the person's mouth. Intuition is simply more information at this level of listening.

At Level 3 you notice the temperature, the energy level, the lightness or darkness both literally and figuratively. Is the person flat or energized? Is she tightly controlled fully present in the moment or drifting? You'll know by listening at Level 3.

The Question is Often the Answer

One of the most difficult things for many coaches and managers to do is to simply *ask questions*. When we are coaching, somehow we suddenly feel we will be of more “help” to people by giving them the answers to problems.

Using effective high-gain questioning starts putting you in the active coaching role. Every interaction throughout the workday is a potential coaching opportunity - and high-gain questioning is the quickest, best tool for activating your on-the-spot coaching.

Training yourself to stop and ask questions before jumping in with ready answers for the employee results in your becoming more “coach-like” on a daily basis, and changes dramatically the experience.

Through high-gain questioning you will:

- Open up the coaching relationship to a two-way process
- Help those you are coaching think through issues instead of having to do all the thinking yourself.
- Reduce their defensiveness towards your suggestions and ideas
- Catch the person’s thoughts on issues and have the opportunity to assist in clarifying courses of action to which he or she can commit

High-gain questions:

- Seek additional information
- Solicit suggestions
- Explore feelings
- Check on understanding
- Explore reasons
- Investigate degrees of commitment to action

Investigative Questions solicit facts, objective data, and sound like:

“Tell me what you have accomplished so far.”

“How long has this been going on?”

“What’s happened?”

Discovery Questions push the person to draw conclusions, learn from experience and discover new knowledge or insights. They sound like:

“What have you learned from that?”

“What are the benefits or negatives from this?”

“What obstacles might get in the way?”

“What do these facts mean to you?”

“What would you do differently?”

Empowering Questions inquire into what the person being coached is feeling, planning, wanting, and is ready to commit to. They sound like:

“What do you want from this?”

“What will be your first step?”

“How will you react when you hit an obstacle?”

“What are you going to do?”

“When will you start?”

During the coaching process, you often begin with investigative questions - to understand the issue at hand. And when basic understanding has been accomplished, you can move to discovery and empowering questions - to push the person to learn and to make decision or a commitment to a course of action.

Mix open and closed-ended questions:

You can often set up an open-ended question with a good closed-ended question.

Q: *“Did you feel good about the project?”*

A: *“Yes.”*

Q: *“What were some of the things you felt best about?”*

Ask past performance questions:

You are looking for specifics when coaching. If you are able to discuss facts in the session, you will be addressing the real issues relevant to the employee’s performance.

“What things did you try when...”

“Tell me what problems you ran into.”

“How did you...”

Use question layering:

Listen carefully to the answers you receive to your high gain questions. Let the question tell you what your next question should be. Then layer the questions to probe further. Often the “W” questions will help here:

Who? What? Why? Where? How?

How to layer your questions:

Q: *“How do you feel about what we’ve decided?”*

A: *“I feel good; I’m anxious to get started.”*

Q: *“What will be your first step?”*

A: *“I’ll put my cost figures together and go see Mary.”*

Q: *“How do you plan to present your figures to her?”*

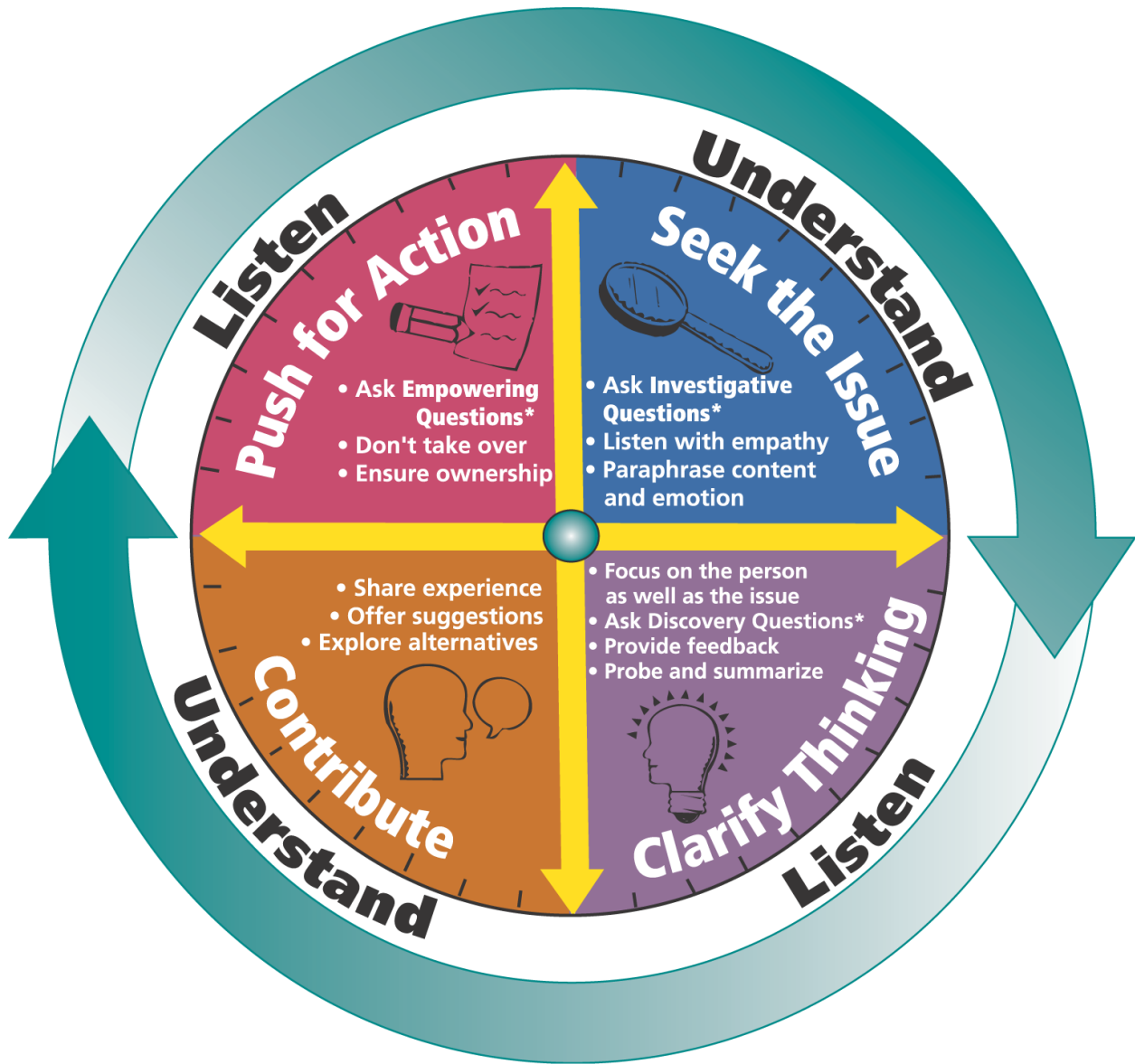
A: *“I’ll start with the long term projections and work back to the monthly forecasts.”*

Questions that Promote Discovery

- What have you learned from this?
- What worked best?
- What concerns you?
- What would happen if you did _____?
- Tell me three things that you would consider in making a decision on that.
- What conclusions do you draw from this experience?
- What makes it necessary to do it that way?
- What did she do that helped most?
- What could you have done?
- What else could you have done?
- If you had it to do all over again, what would you do?
- What advice would you give someone just starting out on a project like this?
- What are your ideas on this?
- What scares you most about taking this on?
- What are you most comfortable with?
- What caused you to say that?
- What is your reasoning?
- Give me two alternative ways of thinking about this.
- If Charlie says this _____, what could you say back?
- What is most important to you?
- How do you contribute to this outcome?

Questions That Empower

- What outcome do you want?
- What must you do to make it happen?
- How will you know when you have it?
- What resources do you have?
- What will you do first?
- How will you begin?
- What is the risk of doing this? Not doing this?
- Who else needs to know this?
- How might you get in your own way?



Coaching Compass Overview

We begin with the intent to **Listen and Understand** the situation from the other's point of view. The entire coaching function depends on this ability to hear the facts surrounding the situation. The diagram indicates that listening does not occur only in a linear or one-time manner, that it must be on-going if the coaching is to be successful.

Next, **Seek the Real Issue**. Listening beyond the words is essential for this to take place. The coach should always be vigilant in searching for the true issue, or problem, that is facing the person being coached, and must probe for content and feeling information leading to it. This section requires a well-tuned radar system and the ability to test or check your impressions.

Clarify Thinking is the next section of the Compass. It is necessary to the empathic listening process for the coach to be "centered" on the person he/she is coaching. Being centered in this manner means to be highly tuned to the person's thoughts, not being taken over by how the coach sees the situation. Helping to clarify the person's thoughts on an issue goes a long way in preparing the individual to make a clear decision and to take action that empowers them.

Contribute. Coaching is not just listening and asking questions. The person being coached also needs the opinions, knowledge and other input from the coach. The coach often possesses experience the other person does not. Suggestions, advice and perspective are often invaluable in gaining a direction. The coach, however, must guard against taking over and solving the issues for the person. Helping is not "doing for"; it is enabling the person to do for him/herself.

The goal of most coaching encounters is to move the person being coached to take action, so **Push for Action** is the last step on the Compass. Action is not always the desired outcome of coaching, but the coaches should always ask themselves, "is this a situation that calls for action? If so, what can I do that will enable the person to get up and do what needs to be done?"

Observer Guide

1. On a scale of 1 to 10 how well did the coach demonstrate empathy with the presenter?

Low empathy:

(Telling)

“I must analyze the issue and help the person solve the problem.”

High empathy:

(Coaching)

“I must seek to understand and assist the person to clarify their own thinking so they can make an effective decision.”

1 2 3 4 5 6 7 8 9 10

1. What are some specific examples of how the coach demonstrated empathy with his/her partner? What was the effect of the empathy demonstrated by the coach?

2. What are some specific examples of questions asked by the coach?

Discovery Questions:

Empowering Questions:

4. How did the presenter benefit from the coaching?

5. How can the coach improve?

Coach's Self-Assessment

1. On a scale of 1 to 10, how well did you demonstrate empathy with the presenter?

Low empathy:

(Telling)

“I must analyze the issue and help the person solve the problem.”

High empathy:

(Coaching)

“I must seek to understand and assist the person to clarify their own thinking so they can make an effective decision.”

1 2 3 4 5 6 7 8 9 10

2. What are some specific examples of how you demonstrated empathy with the presenter? What was the effect of the empathy you demonstrated?

3. What are some specific examples of questions that you asked during the exercise?

Discovery Questions:

Empowering Questions:

4. How could you improve?

5. What was the most difficult part of this exercise for you?

Presenter's Reactions

1. On a scale of 1 to 10 how well did the coach demonstrate empathy with you?

Low empathy:

(Telling)

“I must analyze the issue and help the person solve the problem.”

High empathy:

(Coaching)

“I must seek to understand and assist the person to clarify their own thinking so they can make an effective decision.”

1 2 3 4 5 6 7 8 9 10

2. What are some specific examples of how the coach demonstrated empathy with you? What was the effect of the empathy you experienced?

3. What role did the coach define?

4. What specific questions were most effective in helping you address your issue?

5. How could the coach be more effective?

Coaching & Mentoring Competencies

Coaching & Mentoring Competencies

Supporting

Supporting includes those actions and behaviors that affirm the validity of the employee's actions and allow the employee to feel safe and sustained throughout the learning process. The employee experiences understanding, comfort and trust in the relationship and believes that the mentor has the employee's best interests at heart.

Challenging

Challenging behaviors are those that attempt to raise the level of expectations and skills of the employee. The challenger nudges the employee beyond the comfort zone, raises expectations, and encourages the individual to accept activities that are increasingly difficult. Challenging examines the gaps between where the employee is and the potential levels of achievement.

Pathfinding

Pathfinding involves assisting the employee to select and organize experiences that lead to learning and growth. Pathfinding behaviors include acting as a trusted guide and personifying what is possible for the employee. Pathfinding helps the employee to see not only the tasks ahead but also the broader context in which the tasks are taking place and the meaning behind involvement in them. Pathfinding includes taking a long-term, "big picture" view to planning and selecting experiences and activities.

Empowerment

The empowered person has the freedom to decide, has developed the skills to make solid decisions and to take appropriate action. Empowerment may involve helping the employee to think through concepts, plan and evaluate potential actions. Empowerment also includes relinquishing of control, giving someone an opportunity to succeed or fail and assisting the employee in evaluating options. Empowering behavior assists the employee to clarify thoughts and feelings on issues in order to be able to decide and act.

Double-Loop Learning Focus

Double Loop learning moves beyond simple problem solving (single-loop learning) to examine trends and roots causes of issues. The double-loop learner is one who, in the solving of one problem, always learns something about preventing similar problems from occurring. This learner examines how their own actions, habits and thoughts may be contributing to problems at hand.

Managed Learning

Managed learning covers the actions that engage the coach and employee in specifically planning and managing the employee's learning. This includes establishing learning goals and defining the developmental path the employee should travel. Managed learning is concerned with consciously organizing the short-term as well as the long-term. Learning is managed through evaluation of progress and following up with specific activities to further the development process.

Feedback Skills

MIND-SET FOR PRODUCTIVE FEEDBACK

The manner in which the feedback provider approaches the feedback situation will in a large part determine how the feedback will be received--- and how growth-oriented the experience will be for both parties. The following principles set the tone for preparing and delivering helpful feedback:

- When we deliver feedback we are committed to having a Learning versus a Blaming conversation.
- Blaming is about judging and looking backward.
- Learning is about understanding and looking forward.
- When we prepare to give feedback we must separate Intention from Impact.
- What I think about your intentions will affect how I think about you and how our conversation goes.
- I have a right to describe the impact of your behavior, but I am in no position to judge your intention.
- Difficult feedback conversations are almost never about getting the facts right. They are about conflicting perceptions, interpretations and values.
- When preparing and giving feedback, it is helpful to consider how the other person might see the situation through a lens that makes sense to him or her.
- My ultimate commitment to the success and well being of the person to whom I am delivering the feedback will be communicated and make all the difference.

TYPES OF PERFORMANCE FEEDBACK

Leaders are charged with the responsibility of actively seeking ways of assisting the people who report to them become as successful as possible. People cannot succeed unless they are aware of their strengths, growth areas and the impact of their behavior on their work and on those around them.

Providing staff with the above information through *one-on-one feedback* is a way that leaders can be most helpful to those they lead. Below is a brief overview of the types of feedback that leaders must often provide to those they lead.

A. PERFORMANCE FEEDBACK

A manager or supervisor has an obligation to give people feedback on how they are accomplishing the requirements of their positions. Employees are responsible for being open to this feedback and making the necessary modifications to the way they do their job, or continuing with those behaviors for which they have received positive feedback.

The characteristics of Performance Feedback are:

- Job Related
- Focus on Current Performance
- Deals with Observable Behavior
- Can be Corrective and Generative
- Expected to Change or Modify Behavior
- Includes both Corrective Criticism and Praise

B. DEVELOPMENTAL FEEDBACK

Leaders have the responsibility to foster their employees' professional growth and achieve their potential. Because of this, leaders are looking for opportunities to provide growth-oriented feedback to employees who are receptive to this type of assistance. A critical difference between performance and developmental feedback is that receiving the feedback and acting on it is optional for the employee. This feedback is not directly connected to the acceptable quality of the work the person is currently doing. This feedback is focused on helping the employee exceed current expectations of his/her performance.

The characteristics of Developmental Feedback:

- Acceptance of Feedback is optional
- Focus is on Professional Growth
- Emphasis is on Exceeding Performance Expectations
- Feedback Offered by Leader if Employee is open to it Includes suggestions for improvement and praise

Seven-Step Model for Giving Unsolicited Developmental Feedback

1. Ask permission to give the feedback.
2. Acknowledge one of the person's strengths, qualities or goal and cite an example.
3. Identify what gets in the way of expressing the strength/quality/goal (it can be a behavior, a style issue or, the strength in overuse).
4. Ask for the person's response.
5. Ask: "What do you want to do about this?"
6. Ask permission to give your suggestion(s).
7. Ask: "What are your next steps?" and "How can I support you?"

DEVELOPMENTAL FEEDBACK REACTION FORM

1. Based on the delivery of your feedback to what degree did you feel you had the option of receiving this feedback?

2. How clearly was this feedback connected to the goals, strengths or needs of the person receiving it?

3. What was the impact of the behavior being discussed?

4. What was most effective about the delivery of this feedback?

Personal Style & Coaching & Mentoring

Coaching Action Plan Worksheet

1. How do you want to be viewed as a coach one year from now?
2. What do you intend to continue to do as a coach that you are already doing?
3. What do you intend to stop doing that hinders your coaching?
4. What do you intend to start doing as a coach that you're not doing or not doing enough of?
5. How will you inform your employees of your intention to become an even more effective coach?

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