

# COACHING PACK 1

**This is a pack of coaching handouts that I have written, adapting both original source material and my own experience. The pack gives people a basic introduction to coaching.**

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Richard Maun  
Managing Director  
**Primary People Ltd**  
2009



**4. COACHING IS ABOUT LEARNING**

The coaching process is about learning and the coach will often need to use one of more of the following to help the coachee to move:

Role play situations	Provide objective feedback	Rehearse conversations
Unpick		tips
Sh		to's on

Some use

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**5. COACH**

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6. Take good co situation. A questions:

**How are you? What's uppermost in you mind? What do you want us to talk about?**

7. Ask WHAT instead of WHY. *What* questions elicit *why* information and bypass emotional filters. Being asked *why* can 'rubber-band' us back to a negative parent-child situation. Ask:

**What was your thinking behind that? What was your desired outcome?**

8. Ask WHEN to nail down actions. Be firm with a coachee who does not see action as an outcome of the coaching process. Ask:

**When will you have three occasions you can try this out?**

9. Alertness to 'crisis points' is key. High performers grasp the moment and act.

**Take away message:** *Build the relationship first and then ask what and when.*

# COACHING CONCERNS

## MYTHS & LEGENDS

### 1. COMMON MISCONCEPTIONS

Coaching is a specific and skilful part of a leader's tool kit. However, there are some common misconceptions which need to be addressed in order for people to buy-in to the process.

These include:

1. **“Coaching is just the same as mentoring”**. Although there is a natural grey area between them, coaching is about working with someone to enable them to make upward progress, whereas mentoring is more about being a friend and companion. A mentor may listen passively and offer advice from a new angles.



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### 2. PR

When you are trying to coach someone, ask them what their concerns are. Use the above list to help them understand the reality that coaching is a useful, practical and safe process. Encourage people to ask questions – this is a good way to engage interest and to ensure they have a chance to put their ‘hidden issues’ on the table.

**Take away message:** *Be prepared to deal with concerns and prejudices.*

# QUESTION TYPES

## OBTAINING INFORMATION

### QUESTION TYPES

We all use questions all of the time to gather information, check our thinking and gain agreement. It is worthwhile to consider the various forms these questions can take as the answer (and its usefulness) is directly influenced by the type of question we ask and the way we ask it. When thinking about questions always remember Kipling's 'Six Serving Men':

"How and who and what and why and where and when."

TYPE	DESCRIPTION	EXAMPLES
Open	Seeks information and clarifies. In a coaching context the more open questions you ask, the better the session will be as this type of question invites people to think for themselves.	What do you think about that? Why is that important to you? How could you do this differently? What other options are there? When will you have this completed?

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Thank you.

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**Take away message:** Use different types of question to focus the conversation.

# COACHING MODEL

## LEARNING CONVERSATIONS

### COACHING PROCESS SUMMARY

	STAGE	COMMENTS	COACHING SKILL
PREPARATION	SET UP SESSION	Think about neutral space and privacy.	
		Coachee to complete ahead	Learning Styles
COACHING SESSION	<p>This is a sample only.</p> <p>Please purchase this product to see the rest of the detail.</p> <p>Thank you.</p>		
	SUMMARY SHEET	Check to see if there are any lingering needs.	
	QUOTE	Ask the coachee for a 'quote' to capture their feelings about the session.	Disclosure
	SET UP NEXT SESSION	Review location and timing.	
	THANK	Thank Coachee for their time and their contribution.	

Ref: Coaching for Performance, Whitmore, 2003 / Richard Maun, 2004

# COACHING CONTRACT

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## BASIC ELEMENTS FOR DISCUSSION

Length of time for each session / location

Completion of Preparation sheet

Preparation / discussion / reflection / homework / feedback check

Respo

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No goods / bads - about appropriateness

It's Ok to practice

It's Ok to change

It's Ok to admit ignorance

It's Ok to share

It's Ok to question

It's Ok to make your own choices

# COACHING SESSION

## USEFUL MODELS

### 1. COACHING SESSION STRUCTURE

Coaching sessions involve structured conversations. The coach is responsible for managing these. When coaching, ask relevant questions from each of the four stages.

STAGE	The 'Grow' Model	The 'Coach' Model	The 'ILpOA' Model
1) <b>Relationship &amp; Contract</b>	<p><b>Goals</b></p> <p>What would you like to have by the end of this coaching session? <b>(a)</b></p> <p>So your goal at work would be what..?</p>	<p><b>Competency</b></p> <p>How can I help you?</p> <p>Would you prefer guidance or reassurance?</p> <p>What have you tried?</p>	<p><b>Issues</b></p> <p>What are you putting up with? <b>(b)</b></p> <p>How much time would you like for the session?</p> <p>What progress have you made since we last met?</p>
2) <b>Reflection &amp; Learning</b>	<p><b>Reality</b></p> <p>How is it?</p> <p>What is it?</p> <p>Why is it?</p>		
3) <b>Option Generating</b>	<p><b>Options</b></p> <p>What are the options?</p> <p>What are the benefits?</p> <p>What are the costs?</p>		
4) <b>Actions &amp; Next Steps</b>	<p><b>Verbalise</b></p> <p>What will you do?</p> <p>How will you do it?</p> <p>How will you know you are successful?</p> <p>What will you be doing this? <b>(f)</b></p>	<p>Rehearse them or challenge their thinking</p>	<p>How will you do it differently next time?</p>

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Thank you.

**2. SESSION QUESTION NOTES**

There are some key coaching questions which are very helpful:

**(a) What would you like to have by the end of this session?**

Start with a clear view of the coachee's needs and their 'destination'.

**(b) What are you putting up with?**

A good way to understand a coachee's needs is to ask them to name their frustrations. This is an easier question to answer than "what do you want?"

**(c) How much of this situation is within your control?**

Coaching involves the coachee taking responsibility for their situation. The coach may need to own situation.



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reassurance

reflection

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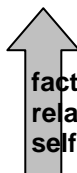
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**4. E**

When coaching begins it can be helpful to think about which 'domain' the coachee needs support with. People need to be competent in all three domains starting with the 'I domain'. Ask: **which area am I coaching in?**

Finally move into **Task** =  
Then master **Others** =  
Start with **Self** =

The I domain  
The We domain  
The I domain



**facts** and events / technical boffins  
**relationships** with others / mutually productive  
**self** management / reliability

**Take away message:** *Structured questioning models make for thorough coaching.*

Ref: Coaching: Evoking Excellence, Flaherty, 1999 / Coaching for Performance, Whitmore, 1999 / The Coaching Pocketbook, Fleming & Taylor, 2002 / ILPOA Richard Maun 2004