



Coaching Process

**A guide for Managers and Supervisors
when conducting a Coaching Sessions**

WHAT IS COACHING?

COACHING PROCESS DEFINED

Coaching is a one-on-one interaction between a coach and another person; the coach creates in the other individual an awareness of the possibility of change, explores with him or her various change alternatives, assists in selecting a key area for attention and helps create action to accomplish the desired changes.





Coaching

is about finding CLARITY
around the things that are important.

Clarity leads to HOPE.

Hope leads to ACTION.

”

Steps in the Coaching Process



1. CREATE AWARENESS OF THE POSSIBILITY FOR CHANGE



It is not a motivating experience for someone to tell me to do my job better if I already think that I'm doing the best that I can.

The implication is that whatever I do is never good enough and that I should have seen opportunities for improvement. And since I didn't, there must be something wrong with me. I'm just not trying. I'm not working hard enough.

That's the subtle and not-so-subtle message given by people who say, "You should just try harder."

IT IS NOT SIMPLY A MATTER OF ASKING PEOPLE TO "TRY HARDER"

Most people are conscientious and really want to do the task well. The key to greater productivity is not to focus on how hard people work or see them as the cause of the "problem," but to ask them what they do and why they do it, analyse how they interact with one another to get the task done, examine and evaluate the processes used, determine if the tools and materials are right for the task and help them discover better ways to do the task!

”



Questions to use to create awareness in three areas:

FEELINGS

“How do you like doing this?”

“How do you feel about looking for ways to do this even better?”

“What concerns do you have about doing this?”

THINKING

“What are the reasons you do it this way?”

“What reasons might there be to change the way it's done?”

“On a scale of 1 to 10, how do you rate yourself?”

“What parts of this are most challenging for you?”

“What do you see as the reasons why this is challenging?”



BEHAVIOUR

“What do you do as you complete this task?”

“What are the key steps to completing it?”





2. EXPLORE POSSIBILITIES

NATURAL PROGRESSION

Moving from Step 1, “Creating Awareness,” to this step is a natural progression. In fact, it is so natural that coaches often find that they have moved into exploring possibilities without a conscious decision.

Note here that the emphasis is on encouraging people to develop their own ideas about the possibilities that exist for change and improvement.

The coach should not jump in and provide suggestions until after the other person has had a chance to thoroughly think about and discuss his or her own ideas. In fact, it may be necessary to give the other person an opportunity to think about the situation and meet later to obtain his or her ideas.

SEVERAL REASONS WHY IT'S IMPORTANT TO ASK FOR OTHERS' IDEAS FIRST

BETTER IDEAS

Might think of a better idea

MOTIVATION

Motivated to make needed changes if the idea originates from them.

COMMUNICATE AND BUILD INDEPENDENT PEOPLE

Communicate by their actions that people are respected and trusted. Coaches build independent people who are better able to make appropriate decisions when needed.



Two is better than one

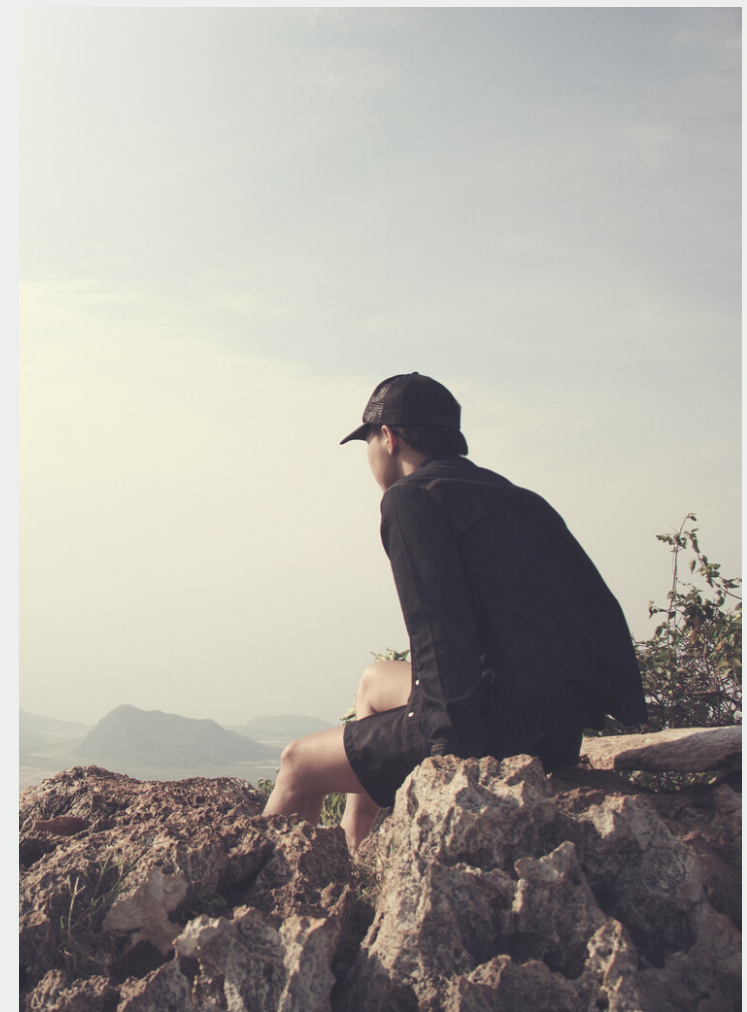
ALTHOUGH ONE PERSON MAY BE ABLE TO SUGGEST SEVERAL IDEAS FOR A SPECIFIC SITUATION; TWO PEOPLE CAN OFTEN DEVISE MANY MORE. THIS IS BECAUSE ONE PERSON'S IDEAS TRIGGER NEW THOUGHTS IN THE OTHER. THUS, WHEN YOU HAVE TWO PEOPLE "BOUNCING IDEAS OFF EACH OTHER", YOU GREATLY INCREASE THE CHANCES OF CREATING BETTER QUALITY – AND MORE CREATIVE – SUGGESTIONS. ASTUTE COACHES HAVE LEARNED THAT TO ALWAYS JUMP IN WITH "THE" IDEA FOR EVERY PROBLEM IS, IN THE LONG TERM, DISASTER.

DIVERGENT THINKING

If, after careful probing, the person cannot offer any ideas, then the coach should feel free to offer his or her idea. In this initial step, we are looking for “divergent” thinking – that is, ideas that may originate outside of the other person’s experience.

Therefore, it is appropriate to offer new suggestions that the other person may not have thought of.

At this point, the coach can simply ask, “May I make a suggestion?” In most cases, people will respond by saying “Yes.”





**HERE ARE TYPICAL QUESTIONS
THAT CAN BE USED IN THIS STEP
TO EXPLORE POSSIBILITIES:**



“Which things are the greatest challenge and why?”

“What bottlenecks exist?”

“What changes would you like to see in the way it is done?”

“What other changes could be made?”

“How would you like to be different from the way you are now?”

“What things, if any, prevent you from being more effective?”

“Would you like some time to consider the situation?”

“Would you like me to make a suggestion or would you prefer to have more time to think of ideas on your own?”

A close-up photograph of two hands, one from the top and one from the bottom, framing a view of a bridge over a body of water. The hands are positioned as if holding a camera or a frame. The background is a blurred view of a bridge with multiple arches spanning across a wide river or bay. The lighting is bright, suggesting a sunny day. The text is overlaid in the center of the image.

3. CHOOSE A KEY AREA FOR ATTENTION



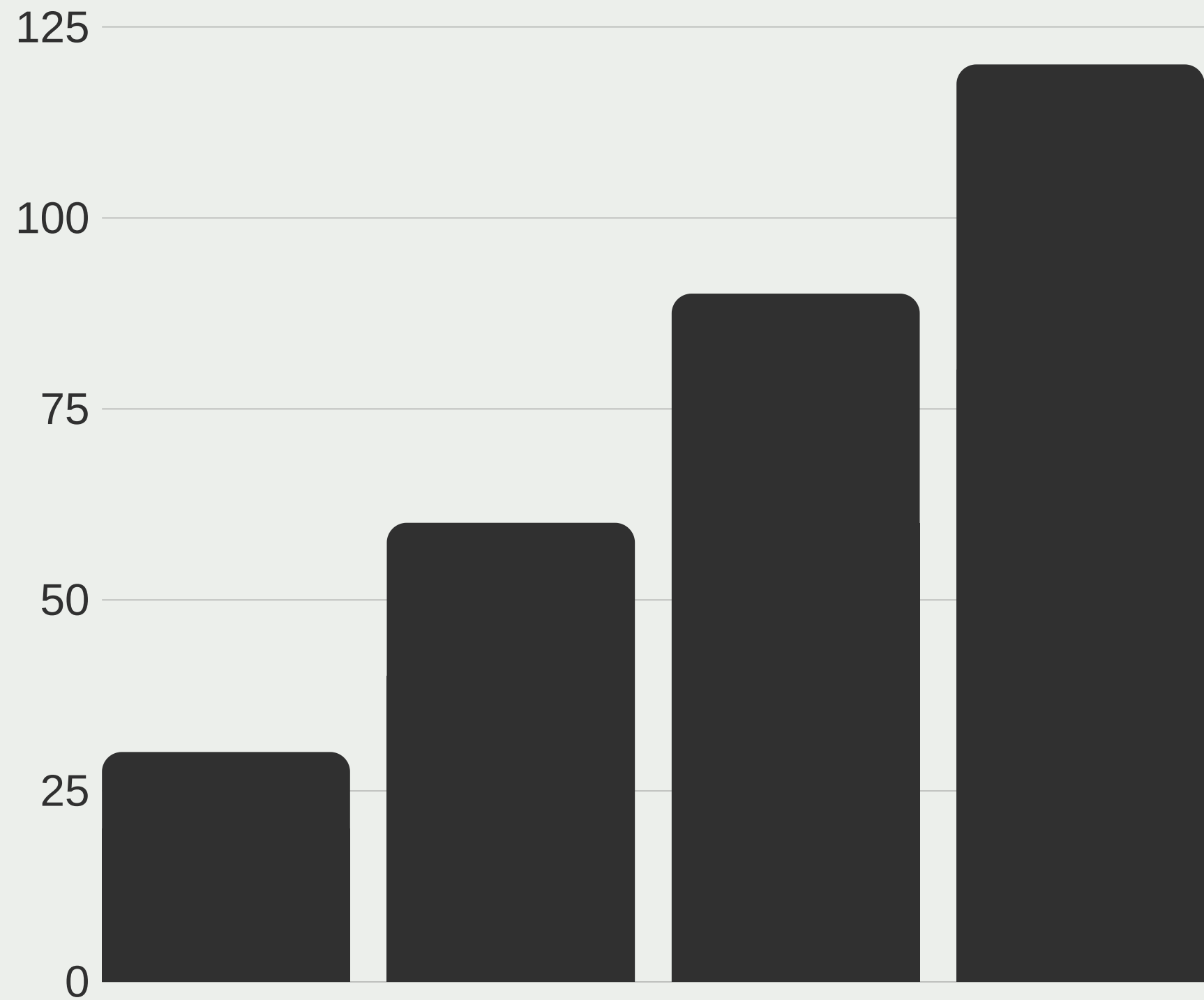
THINKING CONVERGENTLY

During discussions that occur in Step 2, the other person may suggest several different ideas for analysis.

Remember, the discussion in the preceding step encouraged divergent thinking. However, in this step, the coach helps others think convergently; that is, the coach assists others in focusing their efforts down to one key area.

Attempting to look at many different ideas may result in the failure of them all.





**TO CONCLUDE THIS STEP,
THE COACH HELPS THE
OTHER PERSON DETERMINE
HOW THE RESULTS WILL BE
MEASURED.**





**PROBING QUESTIONS THAT THE COACH
CAN USE
TO ACCOMPLISH THIS STEP:**



“Which of these changes should be tackled first?”

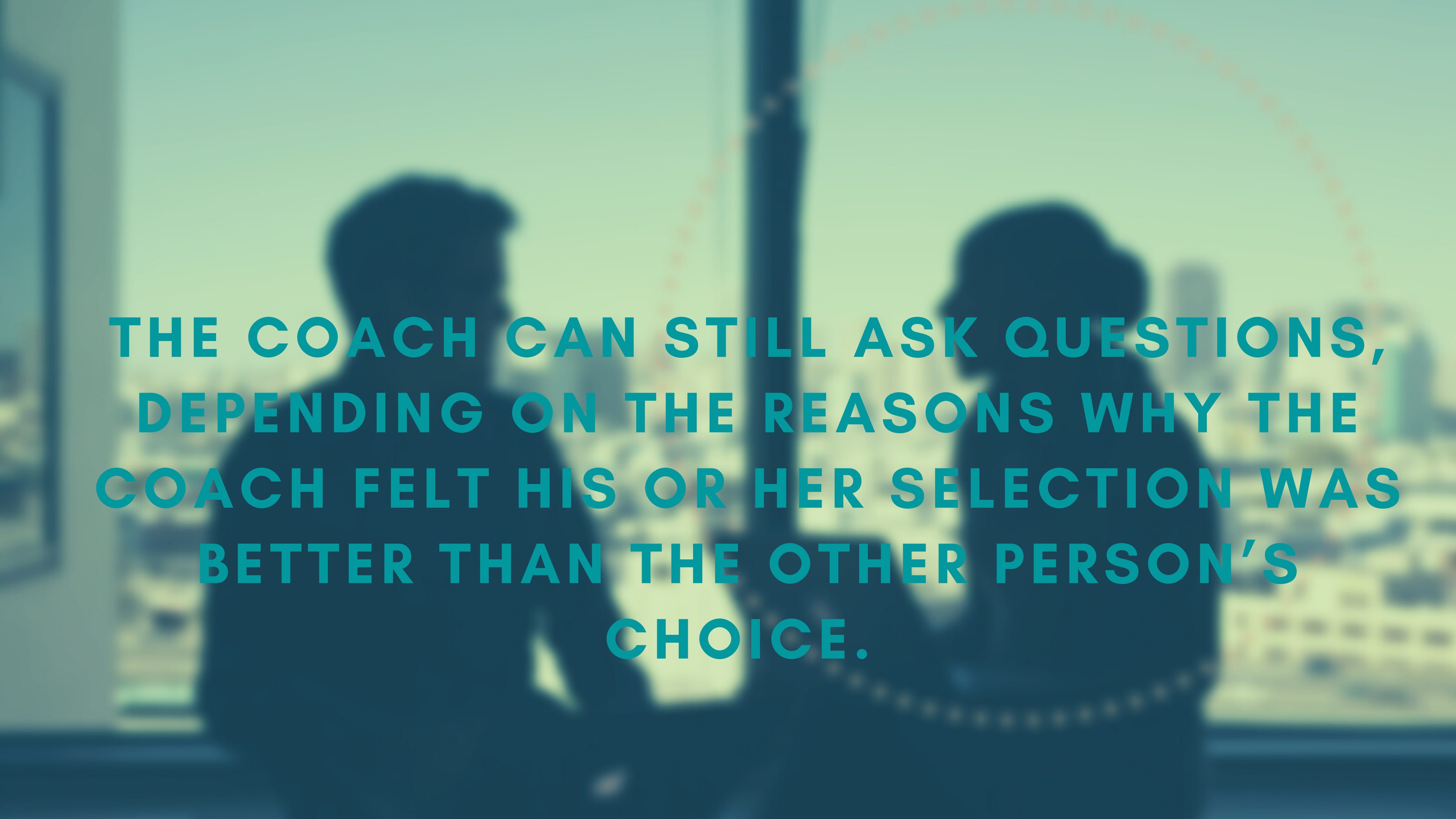
“What have you already done about this?”

“What were the results of that action?”

“What are the pluses and minuses of each option?”

“What are the key factors that should be considered (time, money, personnel, supplies, resources, space, skills, personal effort required, chances of success and so on)?”

**But what if the other
person selects an area for
attention that is not the
coach's first choice?**

The background of the image is a blurred photograph of two people, likely a coach and a player, in conversation. The person on the left is seen from the back, wearing a dark jacket. The person on the right is seen in profile, wearing a light-colored shirt. The overall color palette is muted, with a mix of greys, blues, and soft skin tones, creating a professional and focused atmosphere.

**THE COACH CAN STILL ASK QUESTIONS,
DEPENDING ON THE REASONS WHY THE
COACH FELT HIS OR HER SELECTION WAS
BETTER THAN THE OTHER PERSON'S
CHOICE.**

<p>The coach thinks his or her own selection will provide greater benefit. (It is possible that the coach will discover – through questions – that the employee’s idea is better.)</p>	<p><i>“What would be the benefits in doing it that way?”</i></p> <p><i>“What were your reasons for choosing that idea?”</i></p> <p><i>“Which choice would provide the greatest benefit?”</i></p>
<p>The coach has information that the other person doesn’t have that affects the other’s selected area, or the coach thinks that there is no way that the other person can accomplish the selected area.</p>	<p><i>“What effect would selecting that area for attention have on ...?”</i></p> <p><i>“If you consider ..., how would that affect your choice?”</i></p> <p><i>“Given that... is a concern, how would that influence your decision to select that area for attention?”</i></p>
<p>Although the coach prefers that the other person chooses the area for attention that the coach feels is best, the coach suspects that the other person’s motivation toward another choice may make the other person’s selection the best in the long run.</p>	<p><i>“How important is this to you?”</i></p> <p><i>“How do you feel about this area that you selected?”</i></p>
<p>The coach feels that the results of the other person’s choice will not be worth the effort.</p>	<p><i>“Considering the time and effort required to do that, how do you see a return on your investment paying off?”</i></p>
<p>The coach knows that the other person’s selection will not benefit the organization.</p>	<p><i>“How will this help the organization (or department) reach its objectives?”</i></p>
<p>The coach believes that the other person’s selection will require too much time on the coach’s part.</p>	<p><i>“How much of my time will you need if you select that area for attention?”</i></p> <p><i>“Given my present time constraints and the need for my continuous involvement if you select that area for attention, how do you see us making it happen?”</i></p>



4. DEVELOP AN ACTION PLAN

AFTER THE OTHER PERSON CHOOSES A KEY AREA FOR ATTENTION, THE COACH SHOULD THEN ASSIST HIM OR HER TO DEVELOP STEPS FROM WHICH ACTION WILL BE TAKEN. AS THE STEPS IN THE PLAN DEVELOP, COMPLETION DATES CAN BE SET FOR EACH STEP.

IT IS ALSO IMPORTANT TO CONSIDER “MURPHY’S LAW” – WHAT CAN GO WRONG, WILL! THEREFORE, THE COACH SHOULD ANTICIPATE POTENTIAL PROBLEMS BY ASKING THE OTHER PERSON IF HE OR SHE CAN IDENTIFY ANY OF THE STEPS THAT ARE OF CONCERN. POTENTIAL PROBLEM ANALYSIS MAY SOUND NEGATIVE.

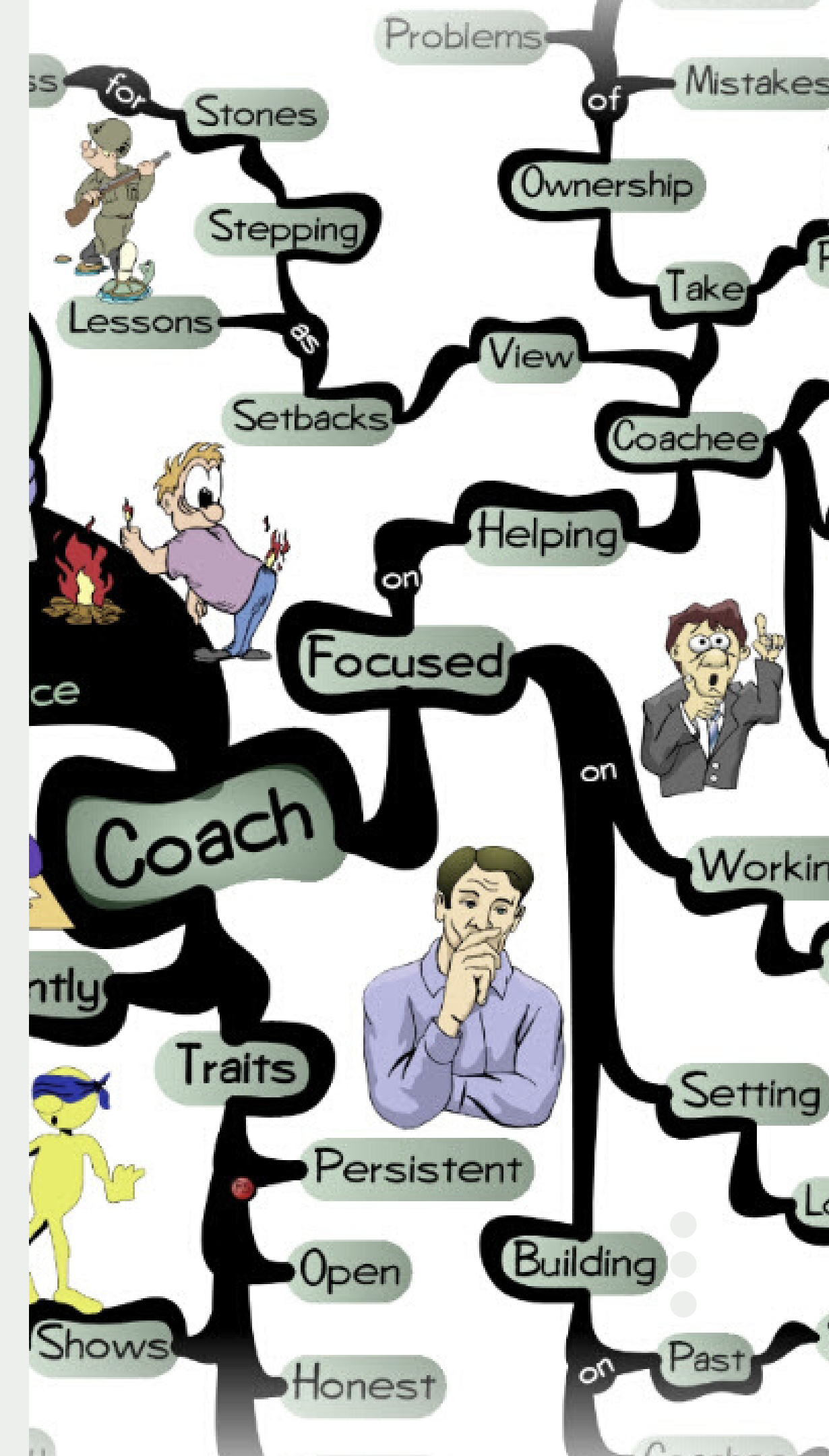
BUT THE GOOD NEWS IS THAT IF THE OTHER PERSON CAN ANTICIPATE POTENTIAL PROBLEMS BEFORE THE PLAN IS CARRIED OUT, SOLUTIONS CAN OFTEN BE DEVELOPED THAT GREATLY INCREASE THE CHANCES THAT THE GOAL WILL BE ACHIEVED.





Questions that can be used to coach the other person in the “Create and Action Plan” step:

- “What is the first thing to be done?”
- “When will it be done?”
- “Who else needs to be aware of what you are doing?”
- “If you do that, what could go wrong?”
- “What is the worst that could happen?”
- “Who could ‘deep six’ your efforts?”
- “How could you prevent that problem from occurring?”
- “If the problem occurs in the future, what could you do now to reduce its seriousness?”
- “What additional steps should be in the plan?”
- “What do you think are the chances of pulling this off?”
- “What else do you need to consider?”
- “What other resources do you need?”
- “What support do you need?”
- “How do you anticipate obtaining that support?”
- “What is the best that can happen?”
- “How can I help?”



5. Conclude the Coaching Session



ONE GOOD STRATEGY TO USE IN CONCLUDING THE COACHING SESSION IS TO SUMMARISE THE HIGH-POINTS OF THE DISCUSSION TO ENSURE CLEAR UNDERSTANDING.

MISUNDERSTANDINGS RESULT WHEN TWO PEOPLE THINK THEY CLEARLY UNDERSTAND WHAT WAS SAID, WHEN IN FACT THEY DON'T.

IN ADDITION, IF THE COACH OR THE OTHER PERSON SUMMARISES THE KEY POINTS EACH MADE IN THE DISCUSSION, THE BOTH WILL HAVE A SOLID FEELING OF ACCOMPLISHMENT.



QUESTIONS THE COACH CAN ASK DURING THIS SESSION

“Because I don’t always hear what was really said, would you mind summarising what we have discussed?”

“What else could we consider before we close out this discussion?”

“What other questions do you have?”

“When should we meet to discuss your progress?”

“What will you have accomplished by that time?”



6. FOLLOW-UP

**FOLLOW
UP**



**FOLLOWING UP DOES NOT MEAN CONCLUDING WITH
THE FAMILIAR STATEMENT: “IF YOU HAVE ANY
QUESTIONS, DON’T HESITATE TO CALL.”**

Following up means the coach follows up. The coach is the one who takes the initiative and sees the other person as needed.

If the coach spends quality time in coaching and then fails to follow up, the other person will have a legitimate reason to believe that the coach doesn't really care. The coach should not “talk a good game,” and then fail to follow through.

CONCLUDING THE SESSION

It is important that the coach doesn't over-manage the plan that the other person has agreed to carry out.

A coach may have trouble letting go once the plan has been implemented. On the other hand, the other person should not be abandoned. There is a great difference between monitoring another's efforts and breathing down his or her neck. A coach can walk through this line releasing the nitty-gritty to review the other person's key activities and results.

When the coach does follow up, the other person can be given credit for what he or she did that worked as planned; additional coaching can be provided if it didn't. At this review meeting, the coach can ask the other person what he or she learned from completing the plan and what could be done differently in the future.



IF THE OUTCOMES AREN'T ACCOMPLISHED AS EXPECTED

When the coach does follow up, the other person can be given credit for what he or she did that worked as planned; additional coaching can be provided if it didn't. At this review meeting, the coach can ask the other person what he or she learned from completing the plan and what could be done differently in the future.

If things aren't accomplished as well as expected, the coach should avoid blaming the other person. The coach can help the other person determine ways to accomplish what needs to be done by using the coaching process already presented.

Also, the coach needs to look at his or her role in plans that are not fully successful. If the coach believes that he or she was part of the difficulty experienced by the other person, then the coach should have the courage to say so.



QUESTIONS TO ASK DURING THIS SESSION:

“How do you feel about your progress in carrying out your plan?”

“What did you learn from this experience?”

“In hindsight, what would you do differently if you had to do it all over again?”

“How else could I have helped you?”

“Now that you have completed your original plan, what is the next thing you would like to work on?”.



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