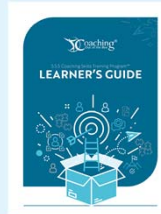




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5.5.5 Coaching Skills Training Program™



Have your **Learners Guide** with you.

Welcome, we will start at top of the hour.

Host: Trainer Name, XCC



Welcome and Introduction

- Have slide on screen when participants enter room and get settled.
- Welcome the participants



Action Planning is about

- Creating successful and reliable habits to move forward and take action

THE 5 CORE COACHING SKILLS



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- Action Planning requires the coach to become a co-creative partner in designing relevant and pragmatic actions with the coachee.
- Relevant, in that they are appropriately aligned with the goal, outcome or solution that has been identified and clarified in the coaching dialog.
- Pragmatic, in that they are achievable, attainable and practical considerations have been explored and weighed.
- At no point in Action Planning does the coach tell the coachee what to do and how to do it.
- Instead, the coach using Listening and Questioning, allows the coachee to discover that they have the ability to create relevant and practical action steps that can get them from where they are to where they want to go.
- The coach is teaching the coachee how to design and create action plans for themselves from the coaching *process*.



- Discuss



BE AN ACTION PLANNING PARTNER

- Ensure the goal/action is specific and clear
- Nail down when it is to be completed
- Brainstorm resources that will be needed
- Co-identify potential obstacles and brainstorm strategies to move around them
- Clarify how they will know they have succeeded/achieved the planned action



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- Becoming a co-creative partner means that the coach enters into the creative process with the coachee as:
 - An elicitor of ideas
 - A brainstorming partner
 - An advocate
 - A challenger
 - A champion of their resourcefulness
 - An accountability partner
- Discuss
 - 'partnering' vs telling people what to do
 - Having the coachee come up with their own action ideas
 - Coach is teaching the coachee how to design and create action plans for themselves from the coaching PROCESS

THREE TYPES OF ACTIONS

TANGIBLE	DISCOVERY AND LEARNING	EVOLUTIONARY
<ul style="list-style-type: none">• Concrete• Measurable• Verifiable	<ul style="list-style-type: none">• Investigative• Fact gathering• Inquisitive	<ul style="list-style-type: none">• Reflective• Work things out• Unfolding awareness

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There are typically three types of action a coachee can take.

1. Tangible Actions

- Tangible action can be seen, measured and verified.
- It's concrete action that is easily recognizable and has a defined beginning and end to it once completed.

2. Discovery and Learning Actions

Often a coachee recognizes within the coaching dialog that they don't know enough or have enough resources to move forward in the way they want. They are stalled or completely stopped by the unknown. This is when the coach and coachee can brainstorm to identify what is not known and create an action plan for the coachee to find out all they can in order to make an informed choice on how they want to move forward. That action plan can include investigation, fact gathering or simply being inquisitive while keeping receptors wide open.

3. Evolutionary Actions

Sometimes the most profound action a coachee can take may appear to be no action at all. Yet, in reality this type of action can be pivotal in that it calls upon the coachee to simply "be with" an emerging new awareness or perspective of themselves, others or their situation. It asks them to examine what is below the

surface and reflect on what they have learned or the new way they are seeing something. It can also allow for the mental space needed to just work something out that is complex or to let thoughts, feelings and beliefs unfold by giving them conscious attention. Often, evolutionary actions result in sustainable change that fundamentally shifts behaviour.

SETTING UP ACCOUNTABILITY



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- In coaching accountability is a vital component to Action Planning.
- Without this, the coachee is left on their own where even the best laid plans can get lost in a world of competing priorities.
- When setting up the accountability structure within the action plan, the coach asks the coachee to establish and clarify;
 - Who they are accountable to.
 - *Setting up accountability partners OUTSIDE of the coaching relationship creates a template for the coachee to recreate in the future when not being coached.*
 - What they are accountable for.
 - *It's important the coach and coachee do not assume they know this and it gets articulated in the Action Planning stage of the coaching.*
 - When it will be done.
 - *Putting a date on things makes it real and anchors accountability.*
 - How will they stay accountable?
 - *If the action plan spans over a period of time, how will they stay accountable? How will they need to set things up with who they are accountable to in order to remain accountable?*

EMBEDDING ACCOUNTABILITY



While clarifying who, what, when and how are crucial to setting up accountability, it's only half of what keeps people accountable. The other half involves connecting to WHY it's important to take the action(s) and exploring what might interfere with the commitment they've made. The following steps will embed the accountability by clarifying these areas;

Explore consequences

- What are the consequences/costs of *not* taking the action(s)

Ensure the action is meaningful or relevant *to them*

- If they can't see where or why it is in *their* best interest, people tend to get slippery with their accountability

Explore resistance

- This is where the coach probes for and address feelings and attitudes about the action i.e. fears, resentment, confidence, etc.

Explore commitment level

- On a scale of 1 to 10 how committed are they?
- If not above 8, what would make this a 9 or a 10?

Connect to future possibilities

- If the action(s) is taken, what becomes possible?

All of these steps for embedding accountability may not be appropriate for every situation. You will need to determine which steps are suitable.

******* Discuss how to handle things when coachee does not follow through on what they say they will do**

CORE SKILL 5 - KEY LEARNING POINTS



Action Planning

- Without action, it isn't coaching.
- Partner with your coachee to co-create action plans.
- Three types of action:
 1. Tangible
 2. Discovery & learning
 3. Evolutionary
- Set up accountability with WHO, WHAT, WHEN, HOW.
- Embed accountability. Explore consequences, meaning, relevance, resistance, commitment level and future possibilities.



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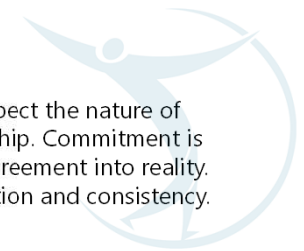
- Wrap up action planning
- Field any questions left

THE 5 GUIDING PRINCIPLES

1.  **BE CURIOUS**
2.  **BE ACCEPTING**
3.  **BE SUPPORTIVE**
4.  **BE FOCUSED**
5.  **BE COMMITTED**

Be Committed:

To fully honor and respect the nature of the coaching relationship. Commitment is what transforms an agreement into reality. Words followed by action and consistency.



- We have outlined 5 Guiding Principles that we believe are the key elements in creating an effective, transformational environment for growth and learning.
- These guiding principles, when partnered with the Core Skills and the Coaching Exchange can create a fertile environment for effective communication and strong partnering.
- When we have integrated these effectively we are using what we call “coach like behavior” or using a “coach approach”.
- Being Committed means the coach is willing to do what it takes to fully support the coachee.
- The coach supports the coachee’s development and evolution, not just solutions or the presenting goal.
-

TO BE COMMITTED, THE COACH...

- Is consistent in the relationship.
 - ✓ Shows up on time
 - ✓ Does what they say they will do
 - ✓ Is even keeled in their moods/emotions.
 - ✓ Keeps it 'all about them' at all times.
 - ✓ Has regular connection.
 - ✓ Is accessible.
- Creates a safe environment for learning, growth and discovery.



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- Go through slide points and discuss each one.
- Talk about what it may get in the way for them in being Committed as a coach / leader.
- Have them talk about what may need to change.

THE 5 GUIDING PRINCIPLES

1.  **BE CURIOUS**
2.  **BE ACCEPTING**
3.  **BE SUPPORTIVE**
4.  **BE FOCUSED**
5.  **BE COMMITTED**

What does the Guiding Principle of “Be Committed” do for the coaching outcomes?

Be Committed:

To fully honor and respect the nature of the coaching relationship. Commitment is what transforms an agreement into reality. Words followed by action and consistency.



What does the Guiding Principle of “Be Committed” do for the coaching outcomes?

LIVE DEMO



Volunteer Coach, Volunteer Coachee.

Coachee topic:

Something real, you can get an answer to in 7 minutes.

Timing

- 7 minutes coaching
- 2 minutes feedback

Feedback (coach then coachee)

- What worked well?



PRACTICE IN PAIRS

Practice following the 5 Step Exchange, Core Skills and Guiding Principles.

Coachee topic: Something real, you can get an answer to in 15 minutes.

Two rounds

1. A coaches B
2. B coaches A

Timing

- 15 minutes coaching each round
- 2 minutes feedback each round

Feedback (coach then observer)

- How did you notice the Guiding Principles show up?



Send in pairs to break out rooms.

Suggest 15 minutes per round (adjust if needed)

Give time notices at 3minutes. 4 minutes, 5 minutes and 2 minute feedback.

YOUR WORK
BEFORE
NEXT WEEK



Details of Homework
Reinforce Learning

1. Re-read Learner's Guide: Action Planning and Be Committed.
2. Capture notes in your Learning Journal.

Field Work

1. Conduct at least **two** Coaching Exchanges before next class.
2. Discover what is working and not working for you.

Prepare for Next Class

1. **Read** Learner's Guide: Putting it all Together.
2. **Complete** Learner's Guide: Your Action Plan.

POST CLASS RECAP

End of Session 7, send out:

- Details of Fieldwork
- A Recap email with link to class recording

Details of Homework

Reinforce Learning

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