



Coaching in one day

1. Coaching definition
2. Examples
3. Coaching skills/competencies



1. Coaching

Coaching is a form of development in which a person called a *coach* supports a learner or client in achieving a specific personal or professional goal by providing training and guidance. The learner is sometimes called a *coachee*.

Passmore, Jonathan, ed. (2016) [2006]. [*Excellence in Coaching: The Industry Guide \(3rd ed.\)*](#). London; Philadelphia: Kogan Page.



1. Coaching

Coaching means liberating the potential of an individual or a team to perform at their best.

The International Coach Federation defines coaching as:

“partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential”.



2. Coaching





**3. What do you think are
the competencies of a
coach?**



Coach skills self assessment

- Bruce Lee
- 0-degree feedback



Coach competencies

1. Manage the Self
2. Making a relationship, motivate
3. Listening and Empathy
4. Asking questions
5. Goal setting
6. Action Planning
7. Providing feedback



Coach competencies and tools

1. Manage the Self: three perspectives
2. Making relationships: rapport
3. Listening: representation systems
4. Asking questions: incident method
5. Goal setting: SMART
6. Action Planning: STARR
7. Providing feedback: Interaction and Sandwich



1. Self-Management

- Keeps their own perspective and does not become enmeshed in the client's emotions.
- Understands other perspectives.
- Evaluates and distinguishes the different messages the client gives.
- Is sensitive to and calibrates the client's non-verbal signals.

Teams:

yourself



the other



differences



accepting differences



trust and respect



teamspirit



(affection)



Steps

1. Knowing yourself
2. Knowing the others
3. Seeing differences, different perspectives
4. Accepting differences
5. Trust and respect
6. Team spirit
7. Affection



Perspectives

Position 1: I see the world through your own eyes, hear through my ears, feel my own feelings

Position 2: I see the world through the senses of the other person. I (try to) see what the other sees. Standing in the shoes of the other cfr. compassion.

Position 3: Metaposition. Looking from a distance to the total environment, including you and the other. I oversee myself and the other.



Exercise

- Group of two, three chairs. A guides B.
- B tells about a difficult team member in an actual case
- A poses questions and steers B along the chairs 1-3-2-3-1.

- A tells B to step in position 1. Live the situation from your own perspective. What do you see, hear, feel. Talk about “I”.
- A tells B to step in position 3. Oversee the situation (you and the other). B speaks about himself as “he and she.”
- A tells B to step in position 2. Live the situation of the other. What does the other see, hear, feel, tell to himself? B speak as if he is the other.
- A tells B to step in position 3 again. What new information did you get? What advice do you give to yourself?
- A tells B to step in position 1. What did you learn about your own behavior? What do you feel, see now?

- Change roles A and B



Example conflict

- Position 1:A
- Position 3
- Position 2:B
- Position 2:C
- Position 1



Set example

Arousing initiative, enthousiasm, affection and success perception in the team

- Through the coach's attitude
- By rewarding effective team process behaviour



2. Relationship (rapport)

- Builds a relationship of respect and trust with the client.
- Works so the client is accountable for the coaching process and the tasks they agree to in that process.
- Creates an equal, synergistic partnership with the client.



What is “rapport”? (Fr)

Rapport is imitating the other to get quick contact and make the other person feel understood and safe. It is about building trust, establishing harmony and cooperation in a relationship.

You can copy (with all your senses) e.g.
facial expressions movements, wordings.
You do it all the time, unconsciously.



Following are major elements of rapport:

Physiology (55%)

Posture

Gestures

Facial expressions and blinking

Breathing

Tonality (38%)

Voice

Tone (pitch)

Tempo (speed)

Timbre (quality)

Volume (loudness)

Words (7%)

Predicates

Key words

Common experiences and associations



Rapport





A good leader makes “rapport” in a subtle and discrete way. For instance by doing it later, partly or with another part of your body.

Exercise and practice.

Try it in a difficult situation/meeting with somebody.



Exercise

Matching and mismatching 5 plus 5 min

- A tells a story about a coach.
- B listens and asks questions. B matches physiology, gestures, facial expression, breathing, voice.
- After two minutes B changes one of the physiology and later back again.
- C observes and keeps the time, gives feedback.
- A,B en C discuss the feeling during the conversation.



Exercise: backtracking

A tells a story about a conflict.

B listens especially to key words the other person uses.

After a while B starts to mingle in the meeting by saying:

So, if I understood well, you did..... using the keywords and sentences.

C observes and keeps the time, gives feedback.

A,B en C discuss the feeling during the conversation.



3. Listening

- Verbal and non-verbal
- Representation systems



3. Listening

- Is fully present and attentive during the coaching process, listening and supporting the client's self-expression, focusing on the client's agenda and not their own.
- Is in touch with, and pays attention to their intuition.

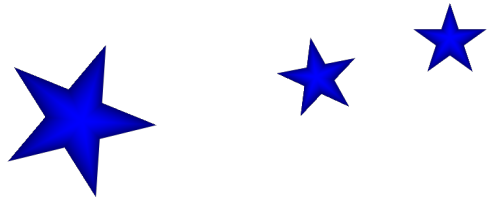


Leaders who don't
listen will eventually
be surrounded by people
who have nothing to say.

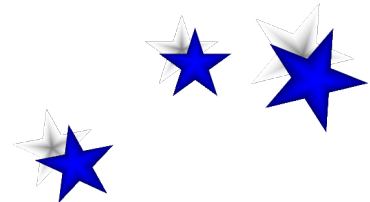
-Andy Stanley

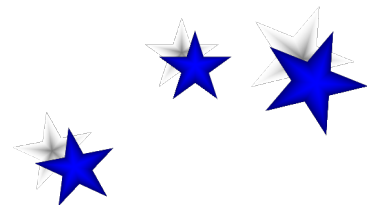
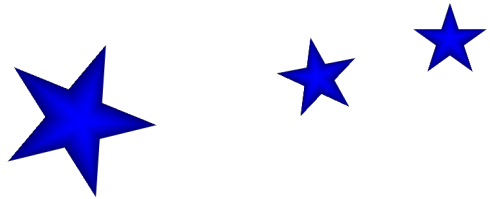


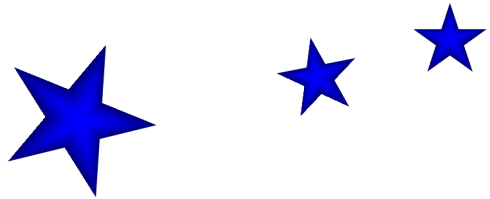
And Empathy



Lolipop moments
Mango moments
Carlos moments







WE CAN ALL MAKE A
DIFFERENCE,
LIKE CARLOS DID
DID





*“On ne voit bien
qu’avec le coeur.
L’essentiel est
invisible pour les yeux.”*

"It is only with the heart that one can see rightly, what is essential is invisible to the eye."



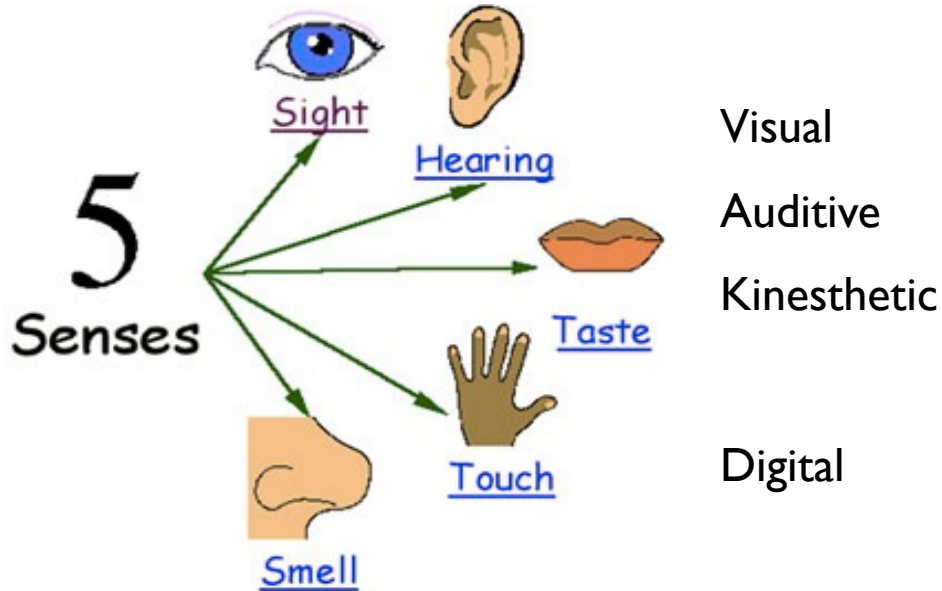
Antoine de Saint Exupéry
“Le Petit Prince”

French writer and pilot
1900-1944



3.1. Representation systems

People have preferences





VAKaD

Each of us has a preferred representational system (visual, auditory, kinesthetic or digital (auditory digital) - often referred to as VAKaD).

For example, when learning something new, some of us may prefer to see it or imagine it performed, others need to hear how to do it, others need to get a feeling for it, and yet others have to make sense of it.



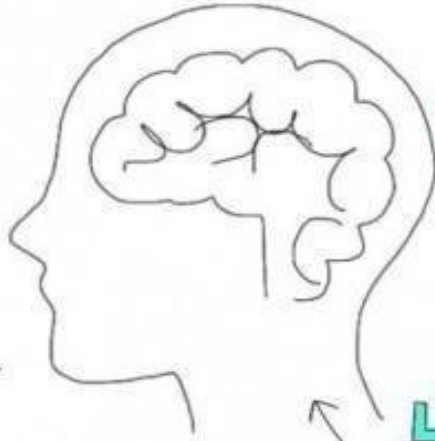
Visual

Memorize by seeing pictures and are less distracted by noise. Often have trouble remembering and are bored by long verbal instructions because their mind may wander. They are interested by how the program looks.



Your brain

Visuals are processed
60000
times faster
than **TEXT**.



90% of information
transmitted
to the brain
is **VISUAL**.

40% of people respond
better to
VISUAL
information than
TEXT.

VISUALS VS. TEXT



Visual

People with a visual preference, will tend to:

- Be organized, neat and well-groomed.
- Use *visualization* for memory and decision making - often getting *insights* about something.
- Speak faster than the general population.
- Remember *faces* more easily than names.



Visual

People with a visual preference, will tend to:

- Prefer in-person interactions - to see the other person and his/her reactions.
- Want to *see* or be *shown* concepts, ideas or how something is done.
- Want to *see* the big *picture*.
- Be distracted by *visual* activity and less so by noise.



Auditory

People with an auditory tonal preference, will tend to:

- Be more aware of subtle change in the *tone* of your voice and be more responsive to certain *tones* of voice.
- Perceive and represent sequences and are able to remember directions or instructions more easily.
- Learn by *listening* and *asking* questions.



Auditory

People with an auditory tonal preference, will tend to:

- Enjoy *discussions* and prefer to communicate through *spoken* language rather than the written word.
- Need to be *heard*.
- Be easily distracted by *noise*.



Auditory

Typically are easily distracted by noise. They can repeat things back to you easily & learn by listening. They like music and like to talk on the phone. Tone of voice and the words used can be important.



Kinesthetic

Often they talk slowly and breathy. They respond to physical rewards & touching. They memorize by doing or walking through something. They will be interested in a program that feels right or gives them a gut feeling.



Kinesthetic

People with a kinesthetic preference, will tend to:

- Speak slower than the general population.
- Be more sensitive to their bodies and their *feelings* and respond to *physical* rewards and *touching*.
- Learn by *doing, moving* or *touching*.



Kinesthetic

People with a kinesthetic preference, will tend to:

- Make decisions based on their *feelings*.
- Stand closer to other people than those with a visual preference - to *feel* the other person's *energy*, whereas the person with a visual preference will stand back to see more of the other person (body language, etc.).



Digital

Digital is devoid of the senses. People with an auditory digital preference, will tend to:

- Have a need to make *sense* of the world, to *figure* things out, to *understand*.
- *Talk to themselves* and carry on conversations with you in their mind.
- Learn by working things out in their mind.



Digital

Digital is devoid of the senses. People with an auditory digital preference, will tend to:.

- Learn by working things out in their mind.
- Not to be spontaneous, as they like to *think* things through.
- Have *logic* play a key role in the *decision* process as do *facts* and *figures*.



Digital

People with a digital preference, will tend to:

Have a need to make sense of the world, to figure things out, to understand. Talk to themselves and carry on conversations with you in their mind. Often they will say they remember discussing something with you, when you actually did not have the conversation. They did, however, in their mind! Learn by working things out in their mind. Not to be spontaneous, as they like to think things through. Have logic play a key role in the decision process as do facts and figures. Memorize by steps, procedures, sequences.



Your preference

VAKaD questionnaire



How to use representational systems

- To model someone else
- To make rapport
- To align with a person's learning style



The meeting of two personalities is like the contact of two chemical substances: if there is any reaction, both are transformed.

Carl Jung



4. Asking questions

- Advantages
 - Stimulate awareness
 - Helping to find their own answers
 - Stimulate feeling of responsibility
- Recommendations
 - Short, open, non-suggestive
 - Avoid why... better is: what made you....



4. Asking Questions

- Helps the client to define the present situation in detail.
- Asks powerful questions that provoke insight, discovery and action.
- Provides clear and articulate feedback.
- Uses different perspectives to reframe and clarify the client's experience.
- Supports the client's growing self-awareness.
- Makes the client aware of incongruence between their thoughts, emotions and actions.



Open

- 5 x W plus 1 x H
- Why, What, When, Who, Where And How

INCIDENT METHOD

Everard van Kemenade

Ph.D.



7 steps

1. Start and reflect on last intervision meeting (10 min)

(Choose changing chairman, report of problem owner last meeting is discussed and actions taken are reported)

2. New actual problem brought in and chosen (10 min)

(short context of situation, the incident, just up to the critical moment)



3. Clarification of the problem (20 min)

Informative, factual questions, suspending judgement, asking for emotions as well.

The story is completed with actions taken and results of these actions.

4. Awareness (10 min)

Participants raise open questions (what, how, what could you, how would you, if).

Problem owner reacts/answers.

The end is a consultancy round with suggestions for action. If I would be in your situation, I would.....



5. Clarification from problem owner

- The best suggestions
- The actual actions that will be taken

6. Evaluation and agreements (10 min)

Experience of the meeting

Learning outcomes

7. Reflection report

Problem owner writes one page report for next meeting

What insights gained, what actions taken, results, experience of meeting, what else?



5. Goals, values and beliefs (VISION!!!)

- Works with the client to overcome **limiting beliefs**.
- Explores the client's values and makes the client aware of them.
- Does not impose their own values.
- Works with the client to clarify their goals and check that they are congruent with their values.
- Clearly requests actions that will lead the client towards their goals (SMART).



5. Goal setting

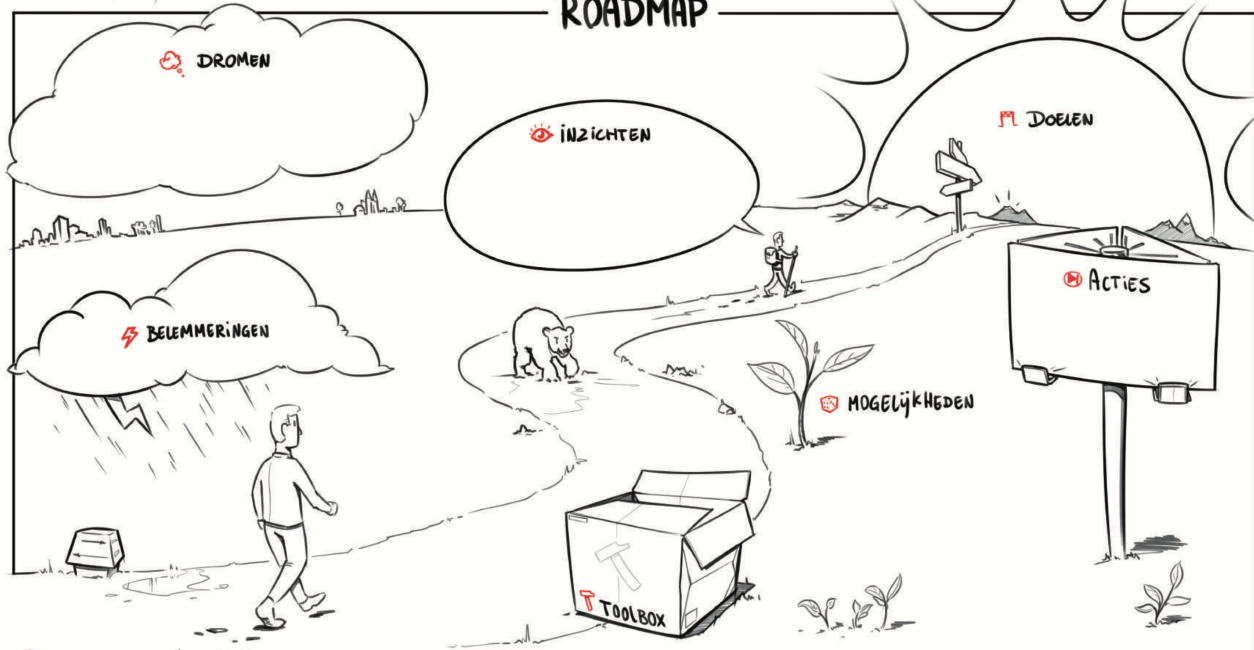
- Leave enough scope
- Do it SMARTER again!



Extensive coaching

Datum: / /

ROADMAP



- Omgeving waar ben ik ?
- Gedrag wat doe ik ?
- Vaardigheden wat kan ik ?
- Overtuigingen wat geloof ik ?
- Identiteit wie ben ik ?
- Spiritualiteit waar sta ik voor ?



Leave enough scope

Allow the team enough scope to arrange the process in their own way

Delegation rules (Ashridge):

- Evaluate the risks
- Agree clear objectives
- Monitor progress
- Review afterwards
- Look actively for opportunities



SMARTER

- Specific, especially the first step
- Motivating (incl collaborative!!!!)
- Achievable and limited
- Refrased in positive wording
- Tangible, represented in sensory systems
- Ecological (consider consequences for oneself and others affected)
- Refinable



6. Designing actions and tasks

- Creates opportunities for ongoing learning for the client.
- Gives appropriate tasks for the client to challenge them and move them forward towards their goals.
- Helps the client to develop an appropriate, measurable action plan with target dates.
- Provides challenges to take the client beyond their perceived limitations.
- Holds the client accountable for the mutually agreed tasks and actions.



Action Planning

- Do
- Dare
- STARR





DO: Team level

My name: What?	With whom?	When?	How?	Evidence of success
My team will.....				

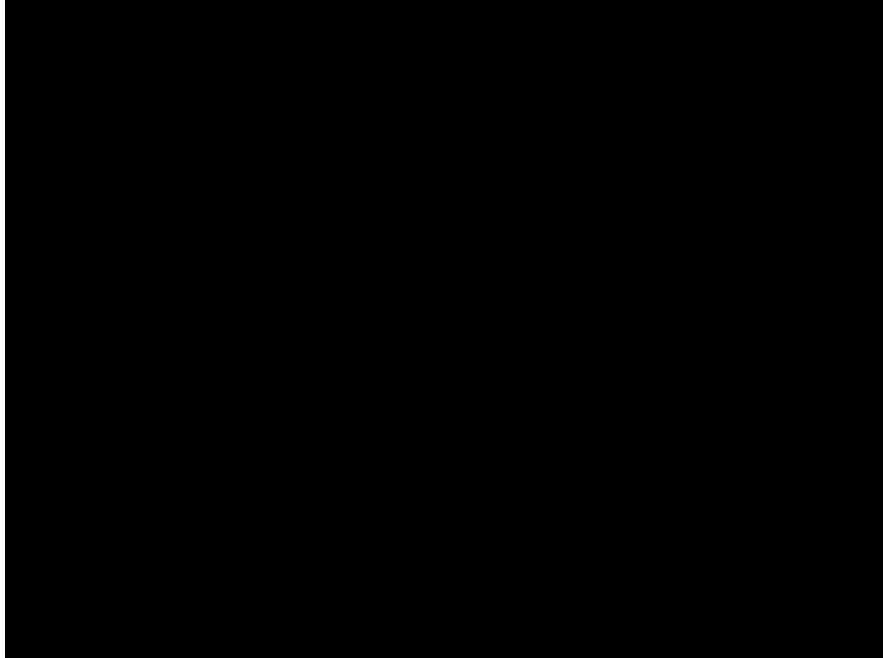


DO: Individual level

My name: What?	With whom?	When?	How?	Evidence of success
To become a coach, I will.....				



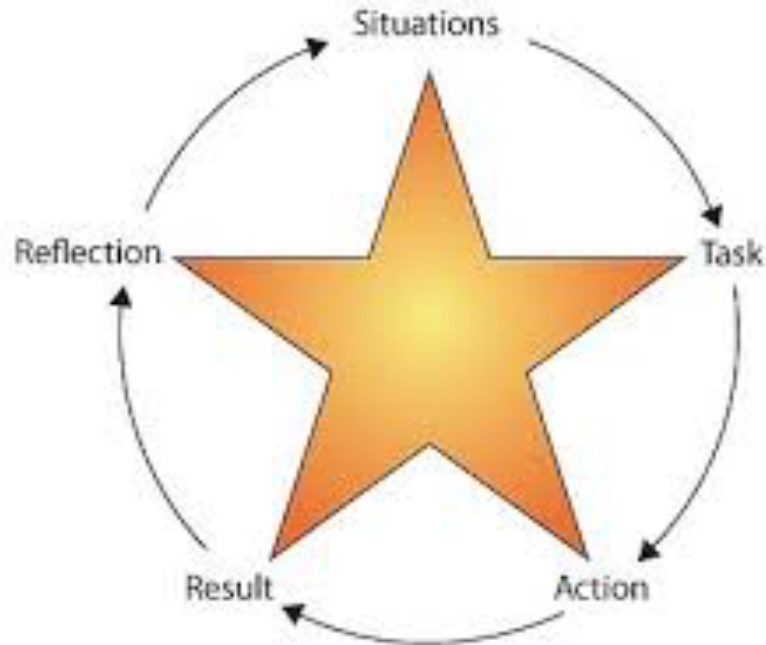
DARE





STARR-method

STARR Framework





STARR- method

Situation What was the case?	Task What did you consider to be your task? What did you want to achieve?	REFLECT What went well, what did not? How would you handle this next time?
Act How did you (re)act? What did you say? When?	Result What was the result, the effect of your behaviour?	



7. Feedback

- Shows the client areas of strength and elicits and supports their resources.
- Shows the client where habits are holding them back and supports any change they want to make.
- Celebrates the client's successes.

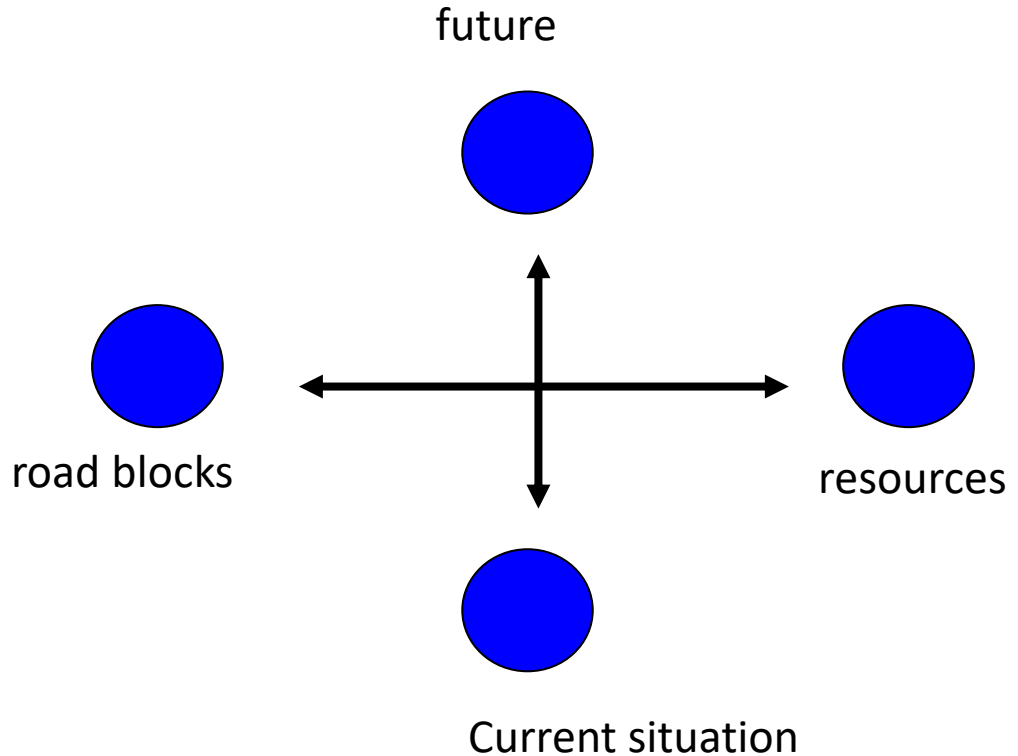


YOU

- Coaching skills questionnaire



I will



CURRENT SITUATION

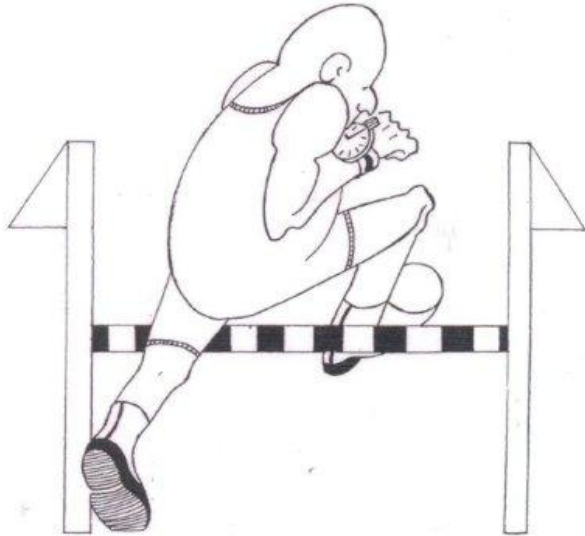




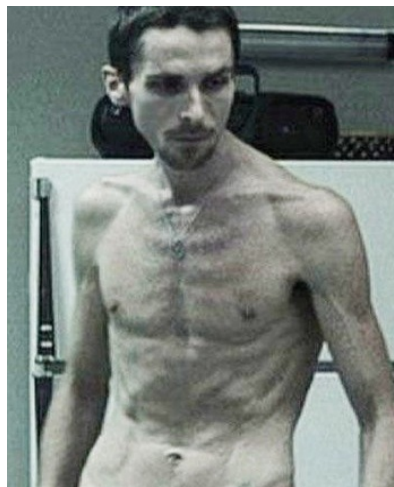
ROAD BLOCKS



RESOURCES



DESIRED SITUATION



 befter.net



everard@onsnet.nu

