

Common Coaching Conversations

<p>REFRAME THEIR VIEW</p> <p>In a reframing conversation, you uncover their thinking, making it explicit and helping them see how it might get in their way. Having recognized the negative consequences of their thinking, they may be open to another way of seeing things, a new “interpretation” that better enables them to get what they want. Even if they don’t wholly accept the new way of thinking, you can ask that at the least they try it out.</p> <p>For a successful Reframing conversation...</p> <ul style="list-style-type: none"> • <i>Ask thinking questions</i>—to help them think differently about themselves, others or the situation so they can make new connections in their own mind. • <i>Make their thinking explicit</i>—identifying underlying beliefs or assumptions that may not be aligned with reality, limit action, or lead them to unhelpful decisions or actions; • <i>Show unintended consequences</i>—clarifying how their current thinking has had a negative impact. • <i>Offer enabling thinking</i>—<i>sharing</i> alternative views or beliefs that open up other, more likely to succeed, options. • <i>Check their mind-set</i>—to determine if they are ready to act on the new thinking you have offered. 	<p>FORWARD THE ACTION</p> <p>A coach is a catalyst for action. Action is much more likely if a coachee makes a promise to perform, explicitly describing the outcomes they will pursue and the next steps they will take to do so. You may need to help them explore options, define outcomes, look for a place to start, or decide what to do next. Listen for competence and commitment in their speaking, offering structure or support as needed.</p> <p>For a conversation to Forward the Action...</p> <ul style="list-style-type: none"> • <i>Acknowledge what’s happening</i>—ensuring your understanding of the situation is shared and complete. • <i>Negotiate a stretch promise</i>—to deliver performance outcomes that will challenge the performer while addressing what is needed or desirable. • <i>Ask what’s missing</i>—that, if provided, would help them fulfill the promise or move forward confidently. • <i>Commit to next steps and support</i>—the significant, doable actions, resources and support that will ensure success. • <i>Encourage and plan for follow-up</i>—expressing confidence in them sincerely and setting progress checks to suit the situation, their competence and commitment.
<p>OFFER FEEDBACK</p> <p>Two types of feedback are critical...</p> <ul style="list-style-type: none"> • <i>Celebrating to sustain the action</i>—to affect their feelings about the work, making sure they are recognized, are satisfied with their own performance, and confident in their ability to keep moving forward. • <i>Correcting to enhance capability</i>—to help them see problems they are having more clearly, then facilitating their learning about how to do better. <p>Here are the steps for Offering Feedback...</p> <ul style="list-style-type: none"> • <i>Describe what you see happening</i>—telling them directly what you observed about the situation/their performance; • <i>Explain why it is important</i>—letting them know how you feel and why you feel that way. • <i>Draw out their perspective</i>—because you only have part of the story—you can’t see what they saw. • <i>Celebrate/correct</i>—recognizing their contribution, or reframing and forwarding the action as appropriate. • <i>Encourage</i>—expressing confidence in them sincerely. • <i>Plan for follow-up</i>—setting a time to check progress made. 	<p>CHECK ON PROGRESS</p> <p>You need to know what is happening. Performers may not be forthcoming with regard to their progress or problems. Draw them out, creating openings for them to speak, and listening carefully to their response. Ask questions to get a full picture of what’s happening, at least in their view. Don’t be afraid to ask challenging questions, to push a little to test the validity of both the data and their view.</p> <p>To successfully Check on Progress...</p> <ul style="list-style-type: none"> • <i>Ask open-ended questions</i>—questions that engage them coachee (e.g. “What do you think?”, “What happened?”, “Can you tell me more about that?”); • <i>Listen carefully</i>—without judgement, paying attention to both content and feelings; • <i>Challenge for clarity</i>—asking for examples, their observations, facts, objective data, etc.; • <i>Check your understanding</i>—by repeating or paraphrasing content, reflecting feelings, and checking to see that they agree you understand. • <i>Acknowledge their perspective</i>—their information and ideas, sincerely and honestly.

Coaching Conversations Framework

ISSUE:

WHY?: DIAGNOSIS

- Why do you think this situation exists? Why else? (ask 5 times)
- What is the impact, on you or others? How do you know?
- Why hasn't anyone taken action to address it? Consequences?
- Why is it worth taking action to resolve it? What if we don't?

WHAT?: DIRECTION

- What matters most in this situation, to you and others?
- What options do you see for addressing this issue?
- What are the best options in your opinion?
- What are you committed to achieving—what is your goal?

CHECK?: DATA

- What is happening now? ...Before?
- Who is involved directly? ...Has a stake or interest?
- Is your data complete? ...Consistent?
- How have you contributed to what's happening?

HOW?: DO NEXT

- What can you do, right now, to make a difference?
- What do you need from others? Who can you ask?
- What can you offer to do together? With whom?
- What are the risks? How can they be mitigated?