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“OMG: My Boss is Telling Me that I Have to Coach My Staff”

Becoming an Effective Coach

Roelf Woldring

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OMG: I have to be a "great coach"

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Introduction

1. More and more, given the **competition for talent**, managers and supervisors are being told they have to be “**great coaches**”
2. Despite all of the books that people have written on coaching as talking about it became a fad, there are **few** real concrete “how to” guides
3. **Coaching is a skill that we can all learn**
 - **KNOW THAT** = Ideas, models and frameworks
 - **KNOW HOW TO** = behavioral skills
 - **KNOW WHY** = Conceptual understanding / prediction of future possibilities



There is a lot more to “coaching” than you first think because ...

- **20%** of the interpersonal **skills** get us through **80%** of the “interacting with people” **situations** – we get through them
- this **first 20%** comes to us as a result of **growing up** – most of us have **reasonable day-to-day, no conflict, no stress, no tension** interpersonal skills
- We need the **remaining 80%** of the skills for more difficult, interpersonal interactions which involve **some degree of conflict or stress or tension** – like **coaching**
 - The remaining 80% need **“training / coaching / mentoring / professional development / practice / time”** to develop
 - **A little can go a long way:**
 - As soon as we start acquiring some of these skills, a lot of interpersonal interaction becomes easier
 - But we tend to think we have mastered them when we still have a long way to go
 - Becoming a **master** at all of these **remaining 80% skills** takes years – **even a life time**



So What Does It Take?

<p>Some Personal Behavioral Skills</p> <p>Listen Accurately</p> <p>Talk Thoughtfully</p> <p>Separate Planning from Doing</p> <p>Control Expression of Personal Emotions</p> <p>.....</p>	<p>Some Frameworks to Guide My Thinking and My Practice</p> <p>The Communication Wheel</p> <p>The PLISSIT Coaching Model</p> <p>The Personal Competency Development Cycle</p> <p>Know That / Know How To / Know Why Model of Knowledge</p> <p>The Development Styles Model</p>	<p>Some Useful Tools to Improve Communication</p> <p>Email (personal)</p> <p>Phones (personal)</p> <p>Quiet Spaces and Time for Private Conversations</p> <p>? Rypple.com (... other Web 2/3 social interaction tools)</p>	<p>Practice, Feedback,</p> <p>More Practice, More Feedback,</p> <p>More Practice, More Feedback,</p> <p>More Practice, More Feedback,</p> <p>More Practice, More Feedback,</p> <p>.....</p>
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What Does It Take (Out of My Control)

Organizational / Cultural Values

Reward / Recognition for Successful Coaching

- Good Coaches Develop People They Lose to Other Needs

Just in Time Opportunities to “Apply” New Learning

- Professional Development Timing Aligned with Opportunity to Apply

Time for Personal Learning / Experimentation / Development

- Codes on Time Sheets / (Coaching Sessions and PD) / Belongs to Individual

• No Blame Culture

- Plan For Mistakes & Unanticipated Consequences / Limit their Impact / Learn From Them / Recover Quickly / **BUT Don't Repeat Them**



What we will talk about ...

We will look at each of the components of So What Does It Take?

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Listen Accurately

Some Personal Behavioral Skills

Listen Accurately

Talk Thoughtfully

Separate Planning from Doing

Control Expression of Personal Emotions

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- Apply to **repeat back** and get “that’s what I said” or “that’s what I meant”
- **Turn on / Turn Off** skill
- Means listening to “**what’s below the surface**” (emotions, feelings, nuances) as well as listening to the “**factual**” **surface** – what the person is saying
- A skill that can be **acquired** and **enhanced** by
 - Breaking it down into small pieces
 - Practicing each independently
 - Scrimmaging periodically to integrate them
 - WCI’s Scrimmage model of interpersonal skill development
 - Using “recorded feedback” – video best



Talk Thoughtfully...

Some Personal Behavioral Skills

Listen Accurately

Talk Thoughtfully

Separate Planning from Doing

Control Expression of Personal Emotions

.....

- Everybody talks differently – it is not about talking in one way or another
- **The most important thing in coaching is to be clear about what you are going to talk about before you talk about it**
- One of the **jobs of the Frameworks** is to help you put what you want to say in perspective so that you “do” **talk thoughtfully**
- **With time and practice**, this will become natural and require less and less explicit thought on your part



Separate Planning from Doing

Some Personal Behavioral Skills

Listen Accurately

Talk Thoughtfully

Separate Planning from Doing

Control Expression of Personal Emotions

.....

- You will not coach effectively unless you take time to prepare – **Good Coaches do not wing it**
- Another job of the Frameworks is to give you check lists and ways of preparing what you are going to do in your coaching interactions – **of planning your coaching “interventions”**
- When you first start to coach, expect to spend 1 to 2 times as much time planning as interacting with each “coachee” – **Good Coaching takes time**
- With time and practice, your **coaching skills will become “smart habits”** and coaching will take less time **but you can never “wing it”**



Control Expression of Emotions

Some Personal Behavioral Skills

Listen Accurately

Talk Thoughtfully

Separate Planning from Doing

Control Expression of Personal Emotions

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- Good Coaches understand what they are feeling and make “choices” about how to express their feelings
- **Control is not the same thing as suppression:** it is about thoughtful choice of how and when to express emotions with interacting with “coachees”
- **“You catch more flies with honey than vinegar, but a sharp knife cuts better than a dull one”**
- Practice, and conscious use of the Frameworks, increases a coach’s self awareness of emotions



The “Job” of the Frameworks

Some Frameworks to Guide My Thinking and My Practice

The Communication Wheel

The PLISSIT Coaching Model

The Personal Competency Development Cycle

Know That / Know How To / Know Why Model of Knowledge

The Development Styles Model

- **Challenge** your natural but inaccurate “intuitive psychologist” → you must be like me
- Give you **problem solving frameworks** that are relevant to **coaching interactions and problems**
- Give you checklists and methods that help you plan your coaching discussions / interventions
- Help you move through the **practice and feedback cycles** that will **improve** your coaching
 - make your coaching **more effective** as you do more of the “**right**” **coaching** behaviors
 - make your coaching behaviors **more efficient** = take **less conscious energy** as you develop **coaching “smart habits”**



1: The Communication Wheel

Some Frameworks to Guide My Thinking and My Practice

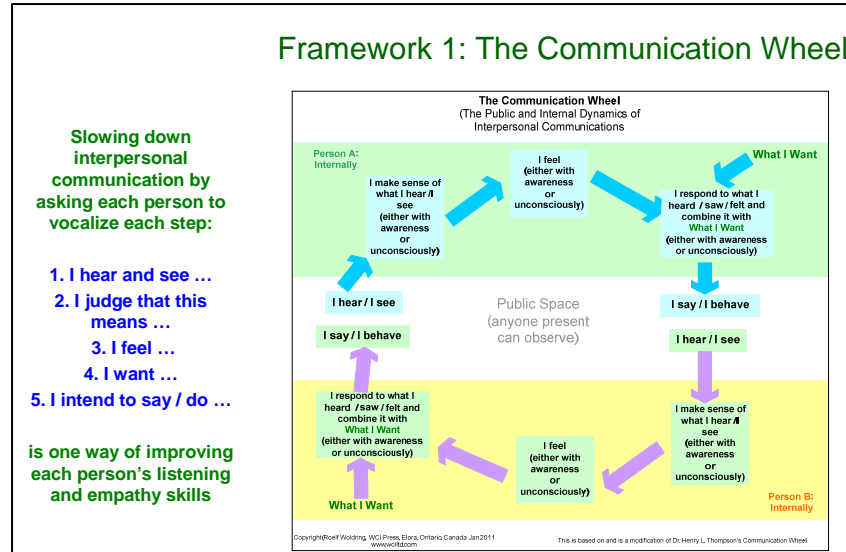
The Communication Wheel

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Slowing down interpersonal communication by asking each person to vocalize each step:

1. I hear and see ...
2. I judge that this means ...
3. I feel ...
4. I want ...
5. I intend to say / do ...

is one way of improving each person's listening and empathy skills

Coaching Dialogue is not day to day dialogue

- Move beyond your every day “talking” skills (20%) into more carefully considered and “paced” dialogue with “coachees”
- As the coach, you are responsible for making appropriate parts of your private (intentions, interpretations ...) public to your coachee



2: The PLISSIT Model of Coaching

Some Frameworks to Guide My Thinking and My Practice

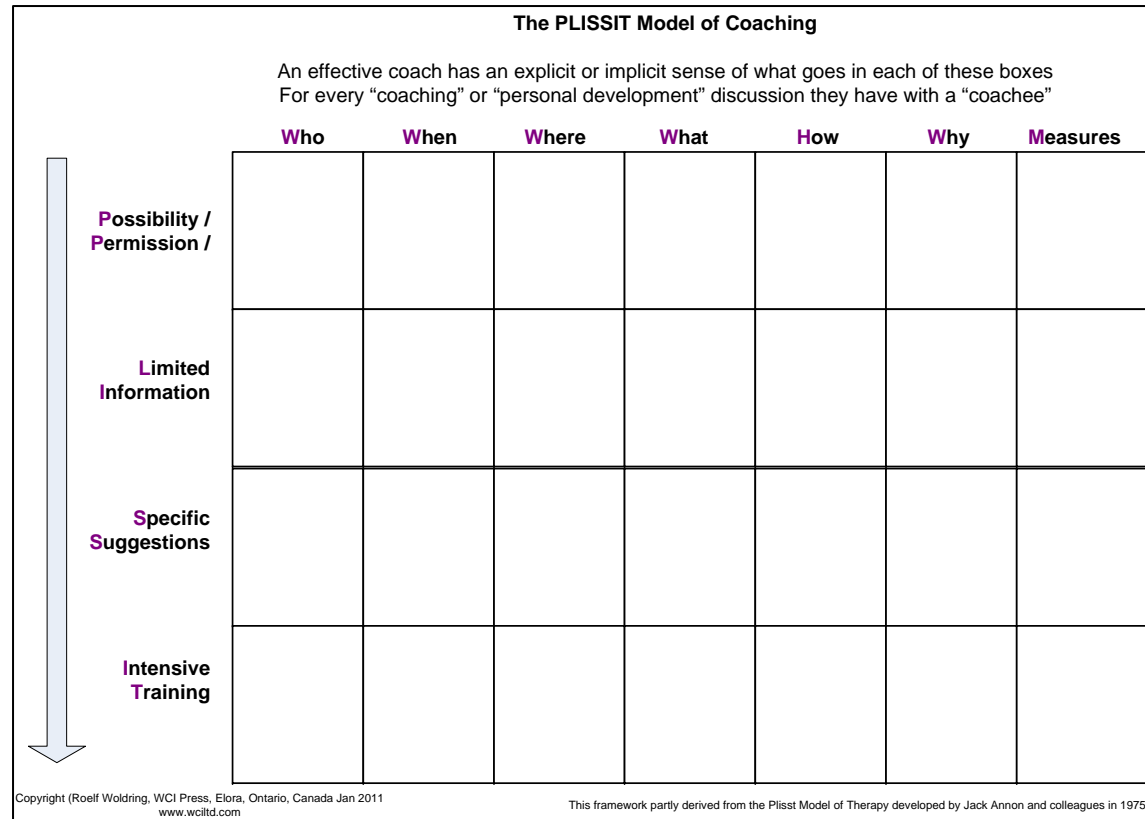
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Every time you "coach", you need to plan each coaching "intervention" and know how it likely to play out. **Visualizing or rehearsing your coaching sessions before hand** is a great tool for achieving this.

The PLISSIT Model guides you through this.



3: The Personal Development Competency Development Cycle

Some Frameworks to Guide My Thinking and My Practice

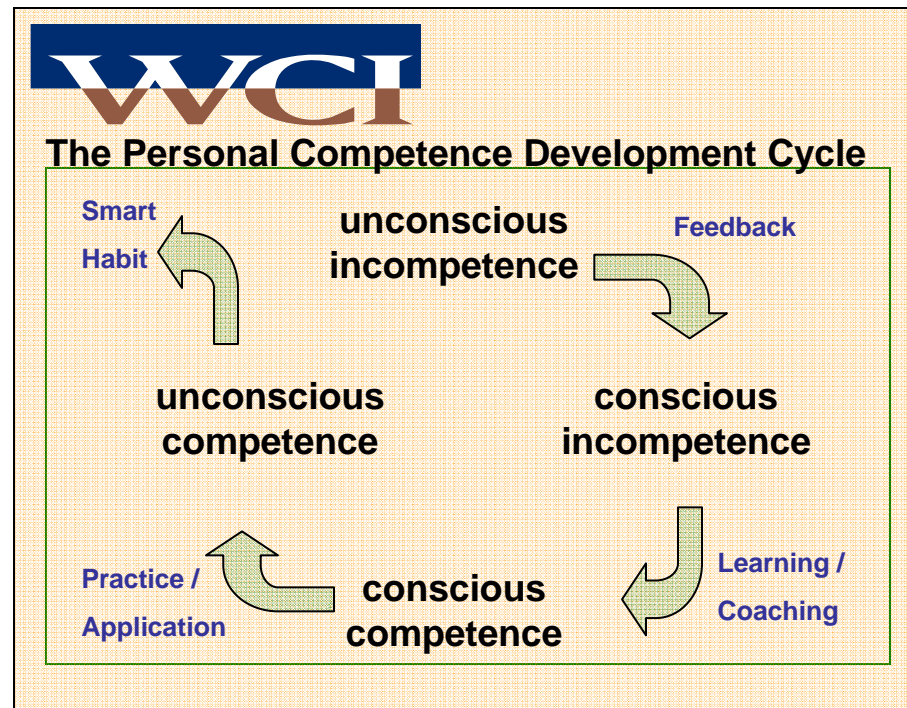
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Everyone goes through this cycle whenever they acquire new skills. Coaches need to explicitly plan for it.

1. Remember that this cycle applies to your development of coaching skills as well as “your coachees” development.

Feedback is crucial to make this cycle work.

2. As a coach, you are responsible for providing feedback, and for setting up processes which allow appropriate others to provide it to your “coachees” effectively.



4: The Know That / Know How To / Know Why Model

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The Know That / Know How To / Know Why Model of Knowledge

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What kind of "knowing" is it?	What does it include?	How does a person acquire it?	How does a person demonstrate it?
Know that	Facts and concrete knowledge Articulated ideas and concepts Models and Frameworks	Attending lecture Reading books Watching TV / Video/ Film Participating in E-learning	Quizzes, Multiple choice Speaking about Writing about VERBAL (written or spoken)
Know How To	Ability to do things → skills, competencies, physical abilities	Depends on learning style of individual and nature of skill Practice and feedback Guidance by an acknowledged practitioner who has teaching / coaching skills	Skill demonstration, either in real or "set up situations (e.g. auditions, portfolio reviews, role plays) DEMONSTRATED BEHAVIORAL
Know Why	Understanding that allows successful projection into the future, including the reasons to do things which avoid negative consequences	Requires dialogue / interaction with people who have appropriate experiences – can be structured (e.g. case) or free-ranging Focused on avoiding negative futures as much as it is on achieving positive ones.	Participation in dialogue with recognized practitioners who have teaching / coaching skills Responses to "what would you do in this situation" cases / simulations / role plays evaluated by recognized master practitioners APPLIED CONCEPTUAL



As the coach, you need to **be clear about what kind of "knowledge" in involved in the "development" you plan for your coachees, and take responsibility that the "development work" you set them aligns with it.**



5: The Development Styles Model

Some Frameworks to Guide My Thinking and My Practice

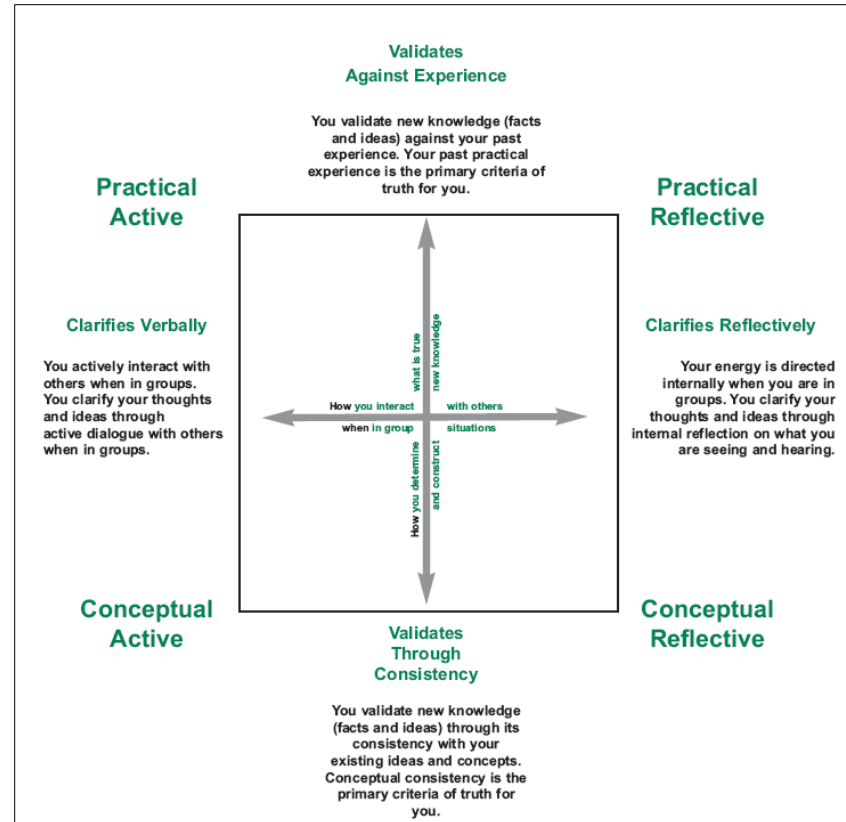
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People have different learning styles. Development experiences that align with an individual's development style are more fun and more efficient for that person. When this happens, individuals learn more and are more likely to transfer the new skill back to the job.

As the coach, you need to know what each "coachee's" Development Style is, so that you take responsibility for aligning your development "suggestions" and feedback with it.



Effective Coaching Requires “Privacy” and Lots of Feedback Seems Like a Contradiction ...

Some Useful Tools to Improve Communication

Email (personal)

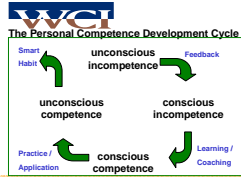
Phones (personal)

Quiet Spaces and
Time for Private
Conversations

? Rypple.com

(... other Web 2/3
social interaction
tools)

- The people being coached (= “coachees”) need reassurance that **appropriate parts** of their coaching conversation are **truly personal and private** → **safety to examine non-effective behaviors**
- E-mail systems where **IT individuals have personal access** to the “content” of email undermine this
 - use personal, non-work email addresses, ensure needed IT e-mail inspection policies do not lead to “leaks”
- **Shared office space** may improve team productivity but it undermines ‘coaching’ privacy
 - provide some small sound proof meeting rooms, use “Starbucks”
- **Time** for coaching sessions, and for prep, needs to be “**allowable**”
 - Provide appropriate “charge codes” for time recording systems
 - Provide appropriate time away from team in “highly focused” team environments
- Tools like Rypple (www.rypple.com) can deeply **improve the quality of “objective” or metric based feedback** from “others” involved
 - Coach is responsible for setting up these “feedback” processes (e.g. anonymous feedback from peers ...)



Practice,
Feedback,

More Practice,
More Feedback,

More Practice,
More Feedback,

More Practice,
More Feedback,

More Practice,
More Feedback,

.....

It is all about practice and feedback

- **Practice without feedback** does not lead to competency development – it leads to frustration
- **Progressively achievable** development goals leads to a sense of progress
- The goal of coaching is to produce **effective “smart habits”** which improve productivity
- **Effectiveness of both coach and coachees** is judged by this measured increase in productivity
 - metrics are key for both but responsibility of coach
- It takes time ...
- The **extinction effect**
 - the need to do all of this “just in time”
 - What % of your behavior can you change in a day, a week, a year ...



OMG: I need to be a great coach to my people

- You will be ... but it will take **some time**
- Get a **“coaching”** coach
 - Your boss
 - Attend **21CSI's** or others' E-Learning and Face-to-Face Professional development sessions on coaching
- Start with **“knowing that”** → **knowing how to & knowing why**
 - the frameworks and ideas in this presentation
- Develop **accurate “turn on / turn off” listening skills**
- Find opportunities **to practice**
 - **Plan**
 - Break it down into pieces
 - Visualize / rehearse
 - Do
- Set up **feedback systems** for yourself
- Talk **with your peers about coaching**
 - **focus on knowing how to and knowing why**

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Roelf Woldring
roelfw@21cstaffing.com

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Elora, Ontario, Canada N0B 1S0
888-928-0230