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# Coaching Skills for Leaders & Managers

2015 LCLD Fellows Program

First Meeting

March 6, 2015

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&

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## Our Agenda

- Exploration of Coaching and Coaching Skills/Tools
- Coaching Demonstrations
- Power of Questions
- Break!
- Coaching Practice



# What is Coaching?

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

Source: International Coach Federation

- a professional relationship that helps people produce extraordinary results in their lives, careers, businesses or organizations, helping them to bridge the gap between where they are now and where they want to be

Source: Institute for Life Coach Training



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# What is Coaching?

- an ongoing approach to managing people:
  - creates a genuinely motivating climate for performance
  - improves the match between an employee's actual and expected performance
  - increases the probability of an employee's success by providing timely feedback, recognition, clarity and support

Source: MIT's Human Resources Web Site



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# Distinctions

- How does coaching differ from:
  - ❖ Mentoring - an expert who provides wisdom and guidance based on his or her own experience. Mentoring may include advising, counseling and coaching.
  - ❖ Consulting – a subject matter expert who can diagnose problems and prescribe and, sometimes, implement solutions.
  - ❖ Therapy - deals with healing pain, dysfunction and conflict within an individual or in relationships. The focus is often on resolving difficulties arising from the past that hamper an individual's emotional functioning in the present.



# Core Competencies

- I. Setting the Foundation
  - Meeting Ethical Guidelines and Professional Standards
  - Establishing the Coaching Agreement
- II. Co-creating the Relationship
  - Establishing Trust and Intimacy with the Client
  - Coaching Presence
- III. Communicating Effectively
  - Active Listening
  - Powerful Questioning
  - Direct Communication
- IV. Facilitating Learning and Results
  - Creating Awareness
  - Designing Actions
  - Planning and Goal Setting
  - Managing Progress and Accountability



## Our Four Competencies

- Communicating Effectively
  - ❖ Active Listening
  - ❖ Powerful Questioning
- Facilitating Learning & Results
  - ❖ Creating Awareness
  - ❖ Designing Actions



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## Active Listening

- Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.
  - Attends to the client and the client's agenda and not to the coach's agenda for the client.
  - Hears the client's concerns, goals, values and beliefs about what is and is not possible.
  - Distinguishes between the words, the tone of voice, and the body language.
  - Summarizes, paraphrases, reiterates, and mirrors back what client has said to ensure clarity and understanding.
  - Encourages, accepts, explores and reinforces the client's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.



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Source: International Coach Federation

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## Active Listening (cont' d)

- Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.
  - Integrates and builds on client's ideas and suggestions.
  - “Bottom-lines” or understands the essence of the client's communication and helps the client get there rather than engaging in long, descriptive stories.
  - Allows the client to vent or "clear" the situation without judgment or attachment in order to move on to next steps

Source: International Coach Federation



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## Powerful Questioning

- Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.
  - Asks questions that reflect active listening and an understanding of the client's perspective.
  - Asks questions that evoke discovery, insight, commitment or action (e.g., those that challenge the client's assumptions).
  - Asks open-ended questions that create greater clarity, possibility or new learning.
  - Asks questions that move the client toward what they desire, not questions that ask for the client to justify or look backward.

Source: International Coach Federation



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## Creating Awareness

- Ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results.
  - Goes beyond what is said in assessing client's concerns, not getting hooked by the client's description.
  - Invokes inquiry for greater understanding, awareness, and clarity.
  - Identifies for the client his/her underlying concerns; typical and fixed ways of perceiving himself/herself and the world; differences between the facts and the interpretation; and disparities between thoughts, feelings, and action.
  - Helps clients to discover for themselves the new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is important to them.

Source: International Coach Federation



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## Creating Awareness (cont' d)

- Ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results.
  - Communicates broader perspectives to clients and inspires commitment to shift their viewpoints and find new possibilities for action.
  - Helps clients to see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, and background).
  - Expresses insights to clients in ways that are useful and meaningful for the client.
  - Identifies major strengths vs. major areas for learning and growth, and what is most important to address during coaching.
  - Asks the client to distinguish between trivial and significant issues, situational vs. recurring behaviors, when detecting a separation between what is being stated and what is being done.

Source: International Coach Federation



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## Designing Actions

- Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.
  - Brainstorms and assists the client to define actions that will enable the client to demonstrate, practice, and deepen new learning.
  - Helps the client to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon coaching goals.
  - Engages the client to explore alternative ideas and solutions, to evaluate options, and to make related decisions.
  - Promotes active experimentation and self-discovery, where the client applies what has been discussed and learned during sessions immediately afterward in his/her work or life setting.



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Source: International Coach Federation

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## Designing Actions (cont' d)

- Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.
  - Celebrates client successes and capabilities for future growth.
  - Challenges client's assumptions and perspectives to provoke new ideas and find new possibilities for action.
  - Advocates or brings forward points of view that are aligned with client goals and, without attachment, engages the client to consider them.
  - Helps the client "Do It Now" during the coaching session, providing immediate support.
  - Encourages stretches and challenges but also a comfortable pace of learning.



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Source: International Coach Federation

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## Coaching Skills versus Professional Coaching

- What's the difference between learning and using coaching skills at work and professional coaching?
  - Purpose
  - Approach
  - Goals
  - Who holds the agenda



## How to Use Coaching Tools With Peers

- Ask First!
- Focus on your peer's agenda not your agenda
- Be in service to your peer





## How to Use Coaching Skills With Subordinates

- Is “coaching” an explicit part of your job description? If not, ask permission to coach.
- Alternatively, use coaching tools to facilitate the feedback and developmental process
- There is an inherent conflict between coaching for development and having performance review authority for someone.



## Coaching Demonstrations

Assumptions for purposes of the role plays:

- Chris has hired John to be his professional coach
- John has a signed coaching agreement with Chris
- John and Chris do not work together in any capacity other than coach and client
- Chris and John have had a coaching relationship for many months
- Chris has consented to allowing 150 people to observe the coaching sessions



# Coaching Demonstration #1

- Resistance to Networking



# Demonstration Observation and Feedback

- What did you see?
- What did you hear?
- What kind of tools were used?
- Thoughts/Questions/Comments



## Coaching Demonstration #2

- Aversion to Coaching (Seriously, That's What He Said!)



## Demonstration Observation and Feedback

- What did you see?
- What did you hear?
- What kind of tools were used?
- Thoughts/Questions/Comments



# The Power of Questions

- The SPIN Model



# BREAK!

Please Be Back in 15 Minutes



## Coaching Experience

- Now is the time for all of you to get an experience with using coaching skills
- Everyone has been assigned to a triad for this exercise.
  - In each triad, each person will take turns playing coach, client and observer.
  - The client will briefly share the issue around which you seek coaching.
  - Then the coach will spend 8 minutes or so coaching the client while the observer takes notes on what coaching skills were used.
  - At the end of the coaching session the client will briefly describe how it felt to be coached and then the observer will share insights from the session.
- Any questions?
- OK, let's get into our triads.



## Debriefing the Coaching Experience

- What did you learn?
- What worked?
- What didn't?
- Where did the client end up?



# Thank You!

**John E. Mitchell**

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