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## Coaching Skills for Leaders & Managers

2017 LCLD Fellows Program  
First Meeting  
March 3, 2017  
John “*The Purple Coach*” Mitchell



## Our Agenda

- Rules of Engagement
- Coaching Demonstration & Debrief
- Exploration of Coaching and Coaching Skills/Tools
- Personal Coaching Experience
- Lessons Learned Discussion



## Role Play #1



## Demonstration Observation and Feedback

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



## What is Coaching?

- Partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential
- 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: International Coach Federation

Source: Institute for Life Coach Training



## 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



## 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.



## Professional Coaching Core Competencies

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| <ul style="list-style-type: none"> <li>I. Setting the Foundation                             <ul style="list-style-type: none"> <li>a. Meeting Ethical Guidelines and Professional Standards</li> <li>b. Establishing the Coaching Agreement</li> </ul> </li> <li>II. Co-creating the Relationship                             <ul style="list-style-type: none"> <li>a. Establishing Trust and Intimacy with the Client</li> <li>b. Coaching Presence</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>III. Communicating Effectively                             <ul style="list-style-type: none"> <li>a. Active Listening</li> <li>b. Powerful Questioning</li> <li>c. Direct Communication</li> </ul> </li> <li>IV. Facilitating Learning and Results                             <ul style="list-style-type: none"> <li>a. Creating Awareness</li> <li>b. Designing Actions</li> <li>c. Planning and Goal Setting</li> <li>d. Managing Progress and Accountability</li> </ul> </li> </ul> |
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## Our Four Competencies

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



## Active Listening

Ability to focus completely on what your partner is saying and is not saying, to understand the meaning of what is said in the context of your partner's desires, and to support self-expression.



## Active Listening (cont'd)

- Integrates and builds on your partner's ideas and suggestions.
- "Bottom-lines" or understands the essence of your partner's communication and helps your partner get there rather than engaging in long, descriptive stories.
- Allows your partner to vent or "clear" the situation without judgment or attachment in order to move on to next steps.
- Attends to your partner's agenda and not to your personal.



## Active Listening (cont'd)

- Hear your partner's concerns, goals, values and beliefs about what is and is not possible.
- Distinguish between the words, the tone of voice, and the body language.
- Summarize, paraphrase, reiterate, and mirror back what your partner has said to ensure clarity and understanding.
- Encourage, accept, explore and reinforce your partner's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.



## Powerful Questioning

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



## Creating Awareness

Ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help your partner gain awareness and thereby achieve agreed-upon results.



## Creating Awareness (cont'd)

- Go beyond what is said in assessing client's concerns, not getting hooked by your partner's description.
- Invoke inquiry for greater understanding, awareness, and clarity.
- Identify for your partner 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 your partner 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.



## Creating Awareness (cont'd)

- Communicate broader perspectives to your partner and inspires commitment to shift their viewpoints and find new possibilities for action.
- Help your partner see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, and background).
- Express insights to your partner in ways that are useful and meaningful.
- Identify major strengths vs. major areas for learning and growth, and what is most important to address during coaching.
- Asks your partner's 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.



## Designing Actions

Ability to create with your partner 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.



## Designing Actions (cont'd)

- Brainstorm and assist your partner to define actions that will enable her to demonstrate, practice, and deepen new learning.
- Help your partner focus on and systematically explore specific concerns and opportunities that are central to agreed-upon coaching goals.
- Engage your partner to explore alternative ideas and solutions, to evaluate options, and to make related decisions.
- Promote active experimentation and self-discovery, where your partner applies what has been discussed and learned during sessions immediately afterward in his/her work or life setting.



## Designing Actions (cont'd)

- Celebrate your partner's successes and capabilities for future growth.
- Challenge your partner's assumptions and perspectives to provoke new ideas and find new possibilities for action.
- Advocate or bring forward points of view that are aligned with your partner's goals and, without attachment, engage your partner to consider them.
- Help your partner "Do It Now" during the coaching session, providing immediate support.
- Encourage stretches and challenges but also a comfortable pace of learning.



## 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 Triads Your Turn to Coach

- Form triads at your table (i.e., groups of three)
  - In each triad, each person will take turns playing coach, accountability partner and observer.
  - The accountability partner will briefly share the issue around which you seek coaching.
  - Then the coach will spend 5 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?



## Debriefing the Coaching Experience

- What did you learn?
- What worked?
- What didn't?
- Where did your accountability partner end up?



## Thank You!

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