



3-Step Coaching Model

Office of People Development

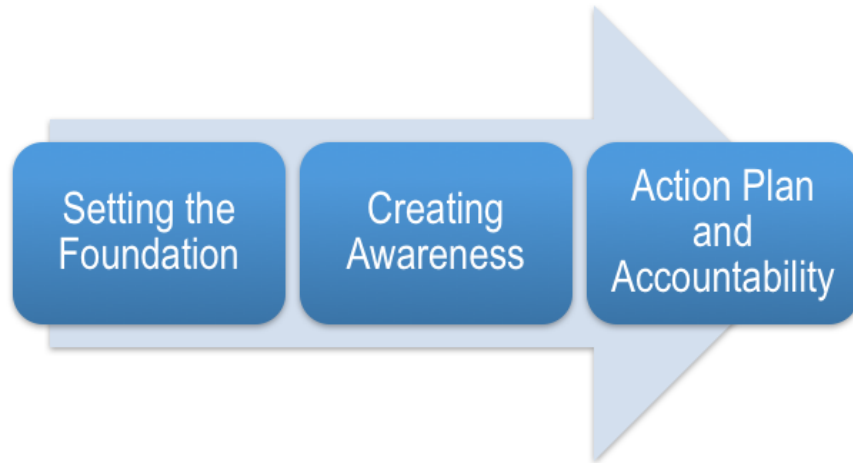
Purpose

To train leaders, supervisors, and coaches to incorporate the International Coach Federation competencies and best practices to improve formal and informal coaching sessions organization-wide.

In this presentation, all competencies and their respective definitions are from the International Coach Federation (ICF):

International Coach Federation. (N.D.). Core Competencies. Retrieved from <http://coachfederation.org/credential/landing.cfm?ItemNumber=2206>

3- Step Model



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Coaches will utilize a three-step methodology to conduct coaching sessions. Each step is designed to utilize multiple International Coach Federation (ICF) core competencies.

Step One: Setting the Foundation

- a. Establish the coaching agreement*
- b. Establish trust and a safe environment*
- c. Create coaching presence*

Step Two: Creating Awareness

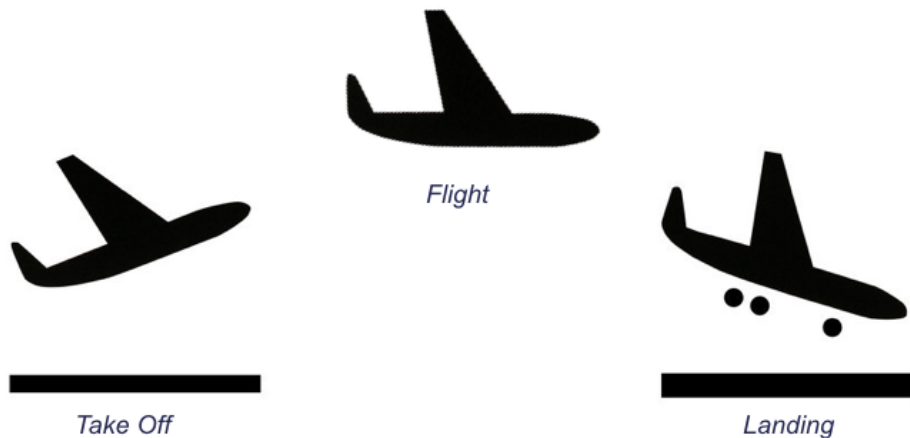
- a. Listen actively*
- b. Ask powerful questions*
- c. Communicate directly*
- d. Create awareness*

Step Three: Action Plans and Accountability

- a. Design actions*
- b. Plan and set goals*
- c. Manage progress and accountability*

We will practice each of these through the course of the session.

Coaching in 3 Steps



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Think of a coaching conversation like flying a plane. The “take-off” of the conversation sets a foundation for an effective session. Active participation in the session helps the team member gain awareness, and gently landing the conversation with the team member helps them feel like they have a plan of action. Just like flying, you want the session to go smoothly, and you want to land in the destination intended at take off.

This metaphor comes from the Columbia Coaching Certification Program.

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Competencies

1. Establish the coaching agreement
2. Establish trust and a safe environment
3. Create coaching presence

Establishing the Coaching Agreement

Understands and effectively discusses:

1. Guidelines and specific parameters of coaching relationship
2. Coach and team member's responsibilities
3. Specific goals for each individual coaching session, and by the end of the session, clarifies expectations to be met



Establishing the coaching agreement— It includes the following:

1. Understands and effectively discusses with the team member the guidelines and specific parameters of the coaching relationship (e.g., purpose of the coaching sessions, meeting times and location, attendance expectations, desired behaviors of team members, etc.)
2. Defines coach and team members' responsibilities (**Coach is the facilitator and not a participant**).
3. Establishes specific goals for each individual coaching session, and by the end of the session, clarifies expectations to be met.

Example Questions:

What would you like to focus on today?

What would you like to take away from our conversation?

What is your desired outcome?

What will it look like?

How will you know if you have achieved it?

Establishing Trust and Safety

- Create a safe environment
- Create a supportive environment
- Create an environment that produces ongoing mutual respect and trust



Establishing trust and a safe environment—Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.

Ask yourself:

What can you do as the coach to foster this?

What can you do if trust has been previously lost with a team member?

Creating a Coaching Presence

- Fully conscious-present in session
- Spontaneous- not rehearsed
- Open
- Flexible
- Confident
- Manages strong emotions



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Creating a Coaching Presence—Ability to be fully conscious and create a spontaneous relationship with the team member, employing a style that is open, flexible and confident.

- Able to move with the team member to new areas of interest and revalidates the coaching agreement when necessary.
- Demonstrates confidence in working with strong emotions as well as can self-manage and not be overpowered or enmeshed by any team member's emotions.
- Remains curious to learn more about the team member- not seeking to interject opinions.

Image from: <http://www.disneymovierewards.go.com/?cmp=DMR%7CPIN%7Cdmrhomepage>

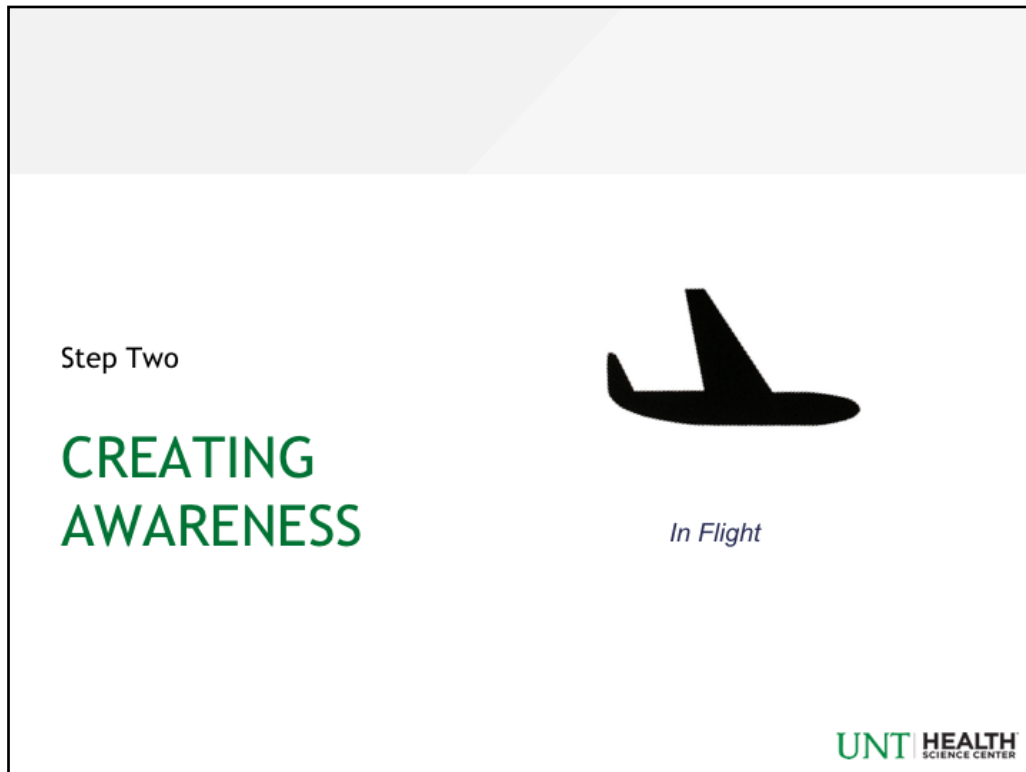


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Competencies

1. Listen Actively
2. Ask Powerful Questions
3. Communicate Directly
4. Create Awareness

Active Listening

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

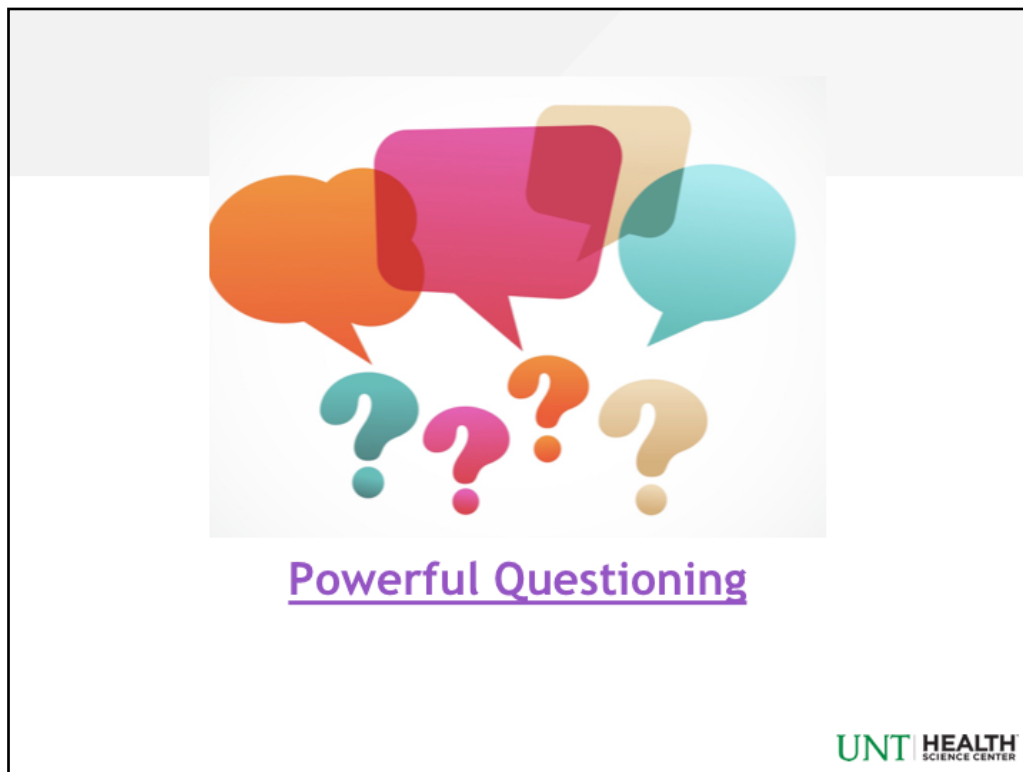
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Ask Yourself:

What are some strategies you can use to actively listen?

Active listening—Ability to focus completely on what the team members are saying and not saying, to understand the meaning of what is said in the context of the team member's desires and to support team member self-expression.

- Attends to the team member's agenda and not to the coach's agenda for the team member.
- Hears the team member'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 of the team member.
- Summarizes, paraphrases, reiterates and mirrors back what the team member has said to ensure clarity and understanding.
- Encourages, accepts, explores and reinforces the team member's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.
- Integrates and builds on team member's ideas and suggestions.
- "Bottom-lines" or understands the essence of the team member's communication and helps the team member get there rather than engaging in long, descriptive stories.
- Allows the team member to vent or "clear" the situation, without judgment or attachment, in order to move on to next steps.



Powerful Questions –

- Should reveal information that will promote the maximum benefit for the team member.
- Should be open-ended, using “what” and “how”, but not using “why,” which can lead to defensiveness.
- Should reflect active listening and understanding
- Should evoke discovery, insight, or action
- Should create clarity, or new learning
- Should move the team member toward their goals, not dwell on the past

Example Questions

What is your desired outcome? How will you know if you have achieved it?

What's important to you about that?

What have you tried so far?

Tell me more about that.

What's worked for you in the past?

What will be different for you if you make this change?

What strengths can you draw upon in making this change?

What's the current situation?

If you could do it over again, what would you do differently?

What's the cost to you of not taking action?

What's getting in your way of moving forward?

More questions can be found: https://www.unthsc.edu/administrative/wp-content/uploads/sites/23/Powerful-Coaching-Questions_-brand.pdf

Image: <http://hirecall.com/the-best-questions-to-ask-a-successful-business-owner/>

Direct Communication

- Provides clear and direct feedback
- Reframes to create understanding
- States objectives or purpose
- Uses appropriate language
- Uses analogies to help paint a verbal picture



Direct communication—Ability to communicate effectively during coaching sessions and to use language that has the greatest positive impact on the team member.

- Is clear, articulate and direct in sharing and providing feedback.
- Reframes and articulates to help the team member understand from another perspective what he/she wants or is uncertain about.
- Clearly states coaching objectives, meeting agenda and purpose of techniques or exercises.
- Uses language appropriate and respectful to the team member (e.g., non-sexist, non-racist, non-technical, non-jargon).
- Uses metaphor and analogy to help to illustrate a point or paint a verbal picture.

Creating Awareness

Synthesizes information to make interpretations that help the team member gain awareness and achieve their goals.



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Creating awareness—Ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the team member to gain awareness and thereby achieve agreed-upon results.

- Goes beyond what is said in assessing team member's concerns, not getting hooked by the team member's description.
- Invokes inquiry for greater understanding, awareness and clarity.
- Identifies for the team member 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 the team member 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.
- Communicates broader perspectives to team members and inspires commitment to shift their viewpoints and find new possibilities for action.
- Helps the team member to see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body language, and background).
- Expresses insights to the team member in ways that are useful and meaningful for the team member.
- Identifies major strengths vs. major areas for learning and growth, and what is most important to address during coaching.
- Asks the team member 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.

Image: <http://www.clipartpanda.com/categories/thinking-light-bulb-clip-art>

Step Three

ACTION PLANS AND ACCOUNTABILITY



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Image Credit: <http://www.rgbstock.com/>

Competencies

1. Design Actions
2. Plan and Set Goals
3. Manage Progress and Accountability

Designing Actions

- Brainstorming
- Exploration
- Experimentation
- Celebrating success and potential
- Encouraging and stretching
- Challenging
- Assisting with immediate action



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Designing actions involves creating opportunities for learning and identifying what to coach to in the moment. It involves:

- Brainstorming
- Exploration
- Experimentation
- Celebrating success and potential
- Encouraging and stretching
- Challenging
- Assisting with immediate action

Designing actions—Ability to create, with the team member, opportunities for ongoing learning, during coaching and in work or life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.

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

- Celebrates team member successes and capabilities for future growth.
- Challenges team member'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 team member goals and, without attachment, engages the team member to consider them.
- Helps the team member "Do It Now" during the coaching session, providing immediate support.
- Encourages, stretches and challenges, but also provides a comfortable pace of learning.

Image from: <http://blog.hubspot.com/ecommerce/cta-calls-to-action-ecommerce>

Planning and Goal Setting

UNT HEALTH SCIENCE CENTER UNT Health Science Center - Coaching Plan								Team Member:
Position Title:	Department:	Coach:		Term:	Date:			
HSC Always Goal	Department Objective	Goals	Measure	Progress	Resources Needed	Action Steps / Plan	Our Values	
		Individual Goal	Target:					
		Individual Goal	Target:					
		Individual Stretch Goal	Target:					
		Collaborative Team Goal	Target:					
Demonstrated Strengths or Accomplishments			Our Values	Growth Opportunities			Our Values	
Personal Interests or Aspirations				Notes				
Team Member Signature / Date				Coach Signature / Date				

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Ask Yourself:

The formal coaching plan is one tool to assist with planning and goal setting in formal coaching sessions. What other tools or resources may be appropriate to include in planning and goal setting with a team member?

Planning and goal setting—Ability to develop and maintain an effective coaching plan with the team member.

- Consolidates collected information and establishes a coaching plan and development goals with the team member that addresses concerns and major areas for learning and development.
- Creates a plan with results that are attainable, measurable, specific and have target dates.
- Makes plan adjustments as warranted by the coaching process and by changes in the situation.
- Helps the team member identify and access different resources for learning (e.g., books, other professionals).
- Identifies and targets early successes that are important to the team member.

Managing Progress and Accountability



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Managing progress and accountability requires the coach to keep the attention of the team member on what is important, leaving the responsibility with the team member to take action.

Ask Yourself:

What can you do as the coach to hold your team members accountable to the goals they set in their formal coaching sessions? What questions can you ask to facilitate the team member taking ownership over their own progress?

Managing progress and accountability—Ability to hold attention on what is important for the team member, and to leave responsibility with the team member to take action.

- Clearly requests of the team member actions that will move the team member toward their stated goals.
- Demonstrates follow-through by asking the team member about those actions that the team member committed to during the previous session(s).
- Acknowledges the team member for what they have done, not done, learned or become aware of since the previous coaching session(s).
- Effectively prepares, organizes and reviews with team member information obtained during sessions.
- Keeps the team member on track between sessions by holding attention on the coaching plan and outcomes, agreed-upon courses of action and topics for future session(s).
- Focuses on the coaching plan, but is also open to adjusting behaviors and actions based on the coaching process and shifts in direction during sessions.
- Is able to move back and forth between the big picture of where the team member is heading,

setting a context for what is being discussed and where the team member wishes to go.

- Promotes the team member's self-discipline and holds the team member accountable for what they say they are going to do, for the results of an intended action, or for a specific plan with related time frames.
- Develops the team member's ability to make decisions, address key concerns and development of himself/herself (to get feedback, to determine priorities and set the pace of learning, to reflect on and learn from experiences).
- Positively confronts the team member with the fact that he/she did not take agreed-upon actions.

Image: <http://www.nonprofitlawblog.com/independence-sectors-principles-for-good-govenciples/>

Coaching in 3 Steps



Take Off



Flight



Landing

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Did your session go smoothly? Did you land in the destination you were intended at take off?



Questions?

Contact Jessie Johnson at
jessica.johnson@unthsc.edu