



ADVANCED COACHING SKILLS

National Academy of Governance

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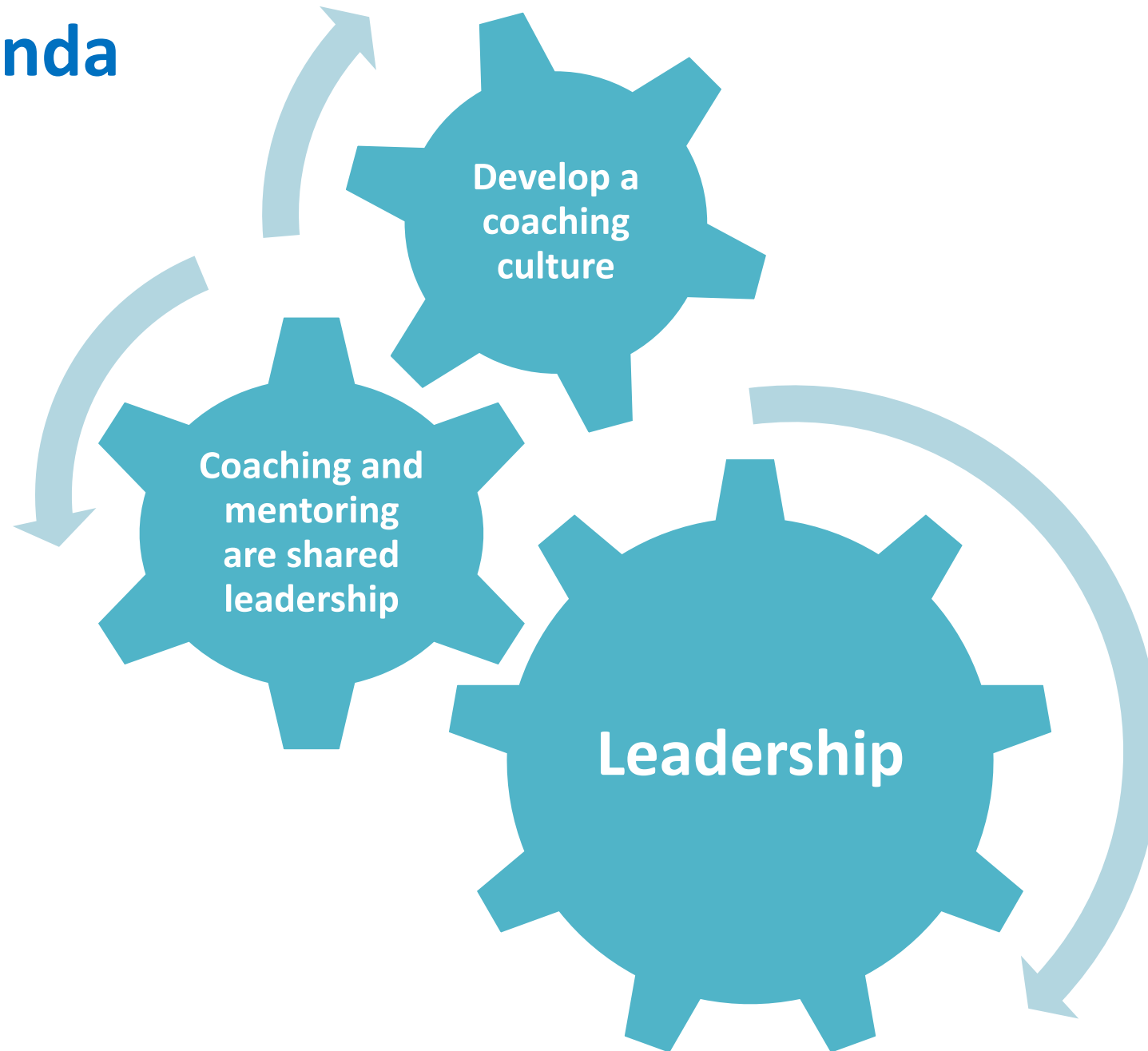
January 15, 2021

— Three Sessions

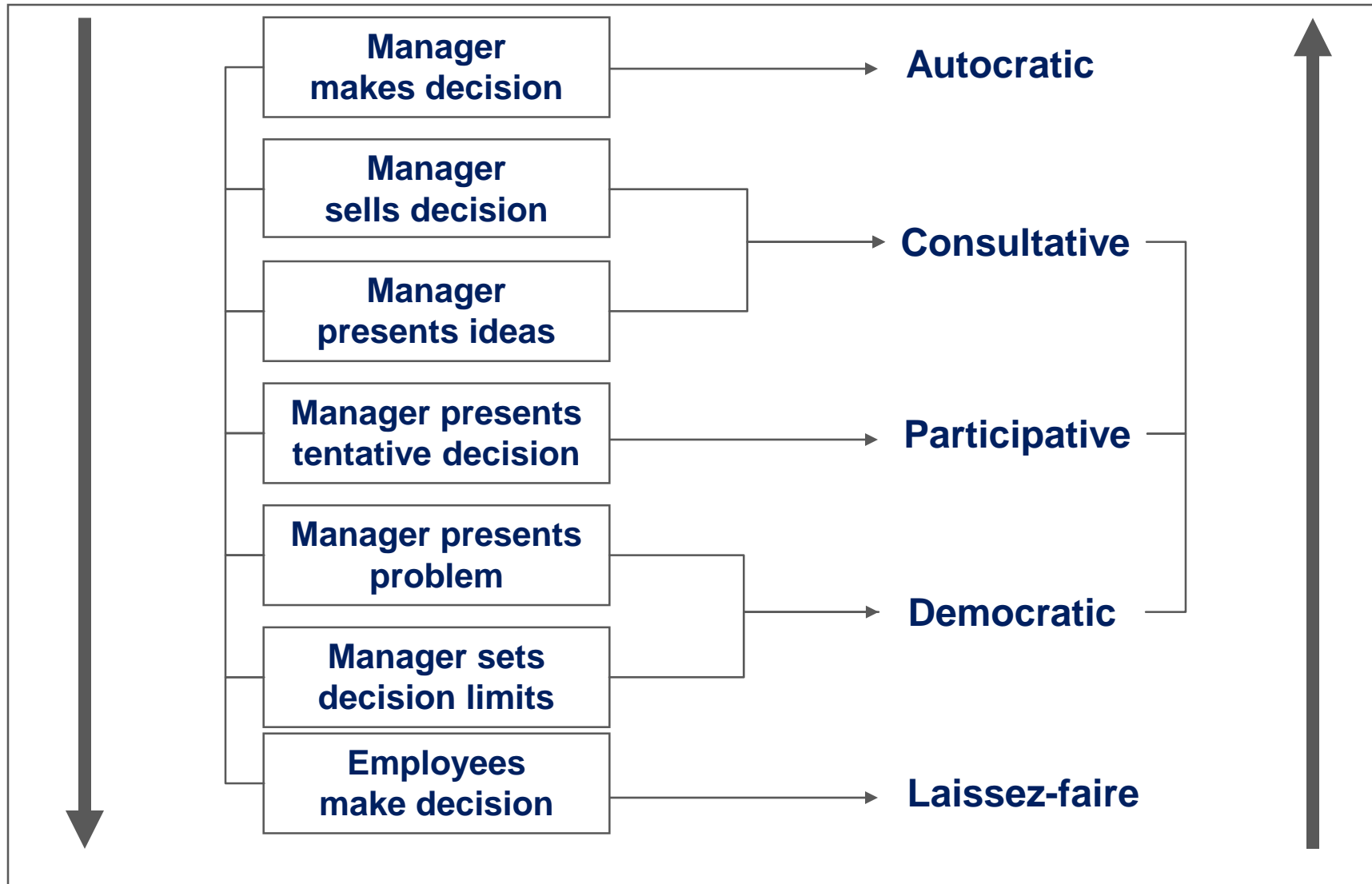
- Introductions
- Overview of program
- Review of October sessions
- Coaching foundations
- Your experience with coaching
- Coaching skills, knowledge and attitudes in the workplace
- Case studies / Q & A



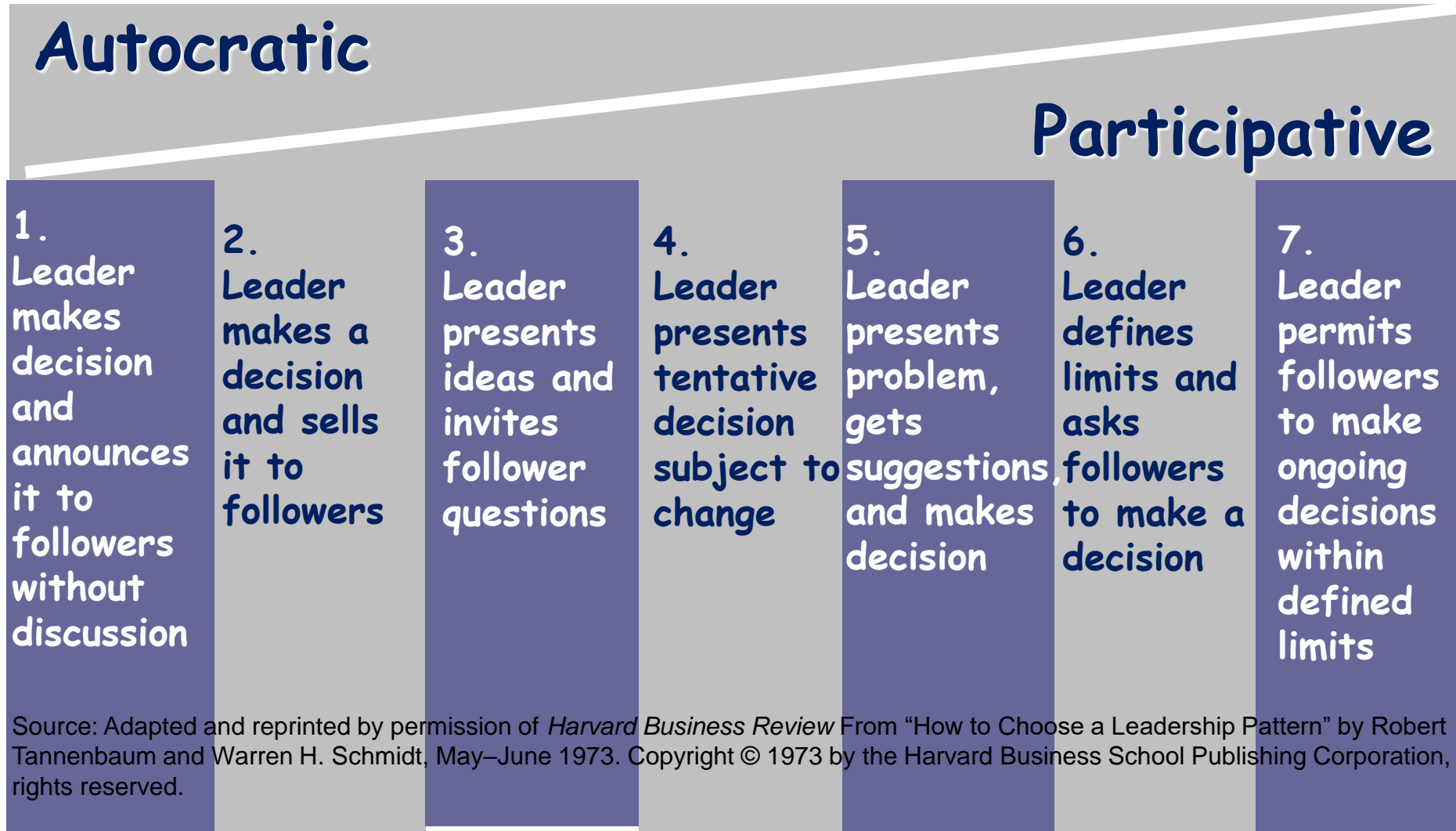
— Agenda



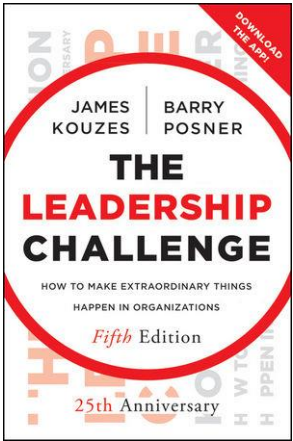
Continuum of Leader Behavior



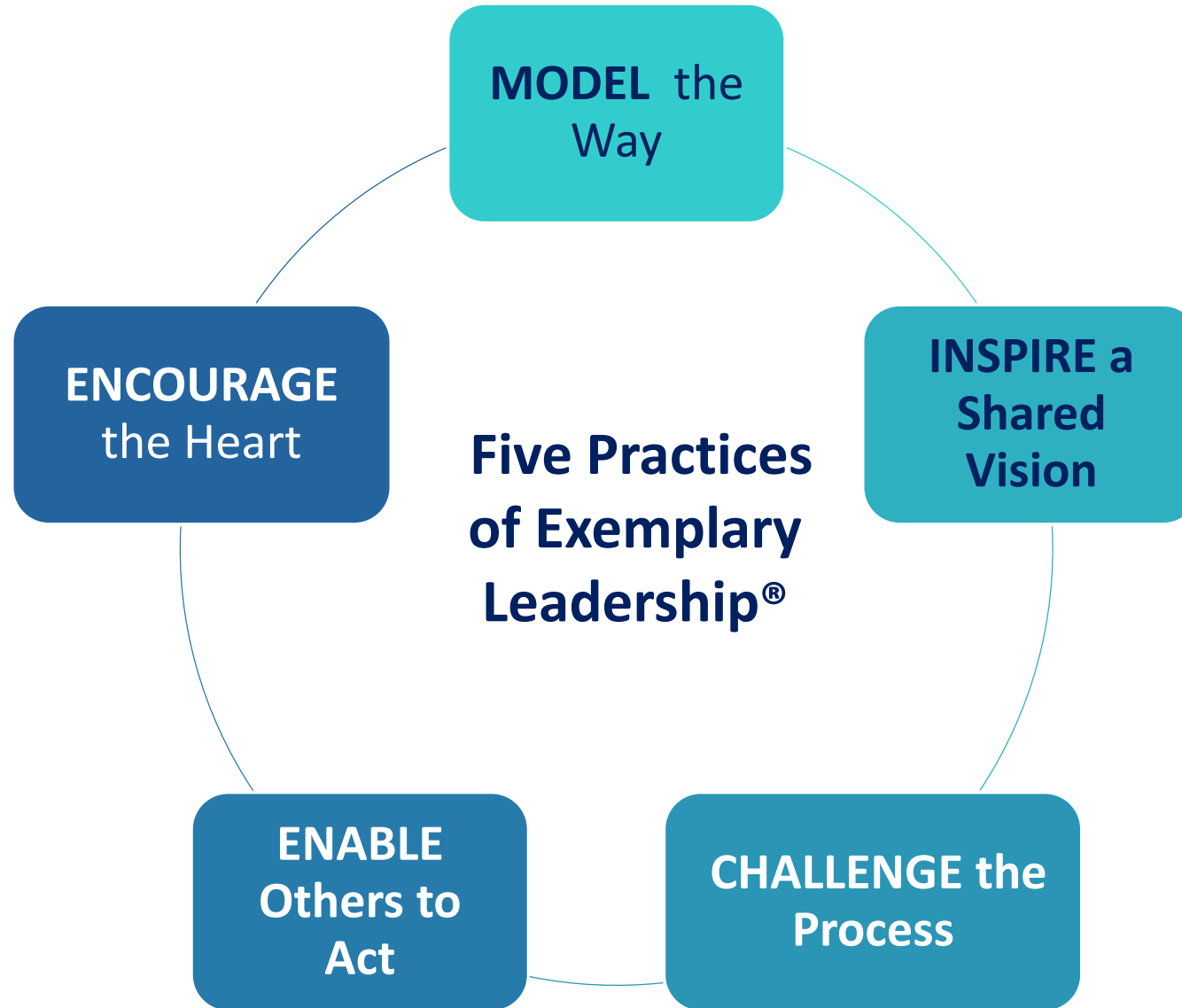
— Leadership Continuum Model, Tannenbaum and Schmidt's



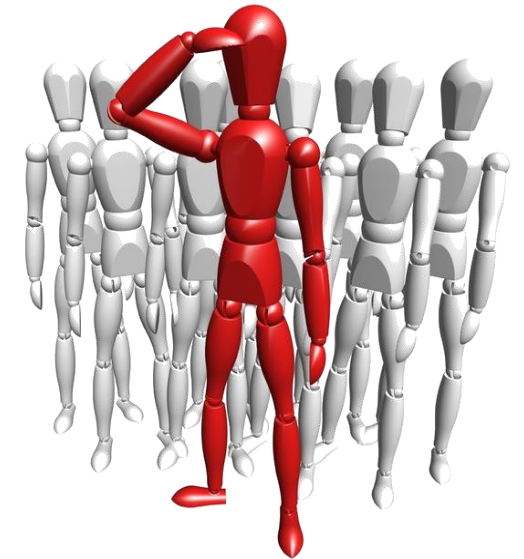
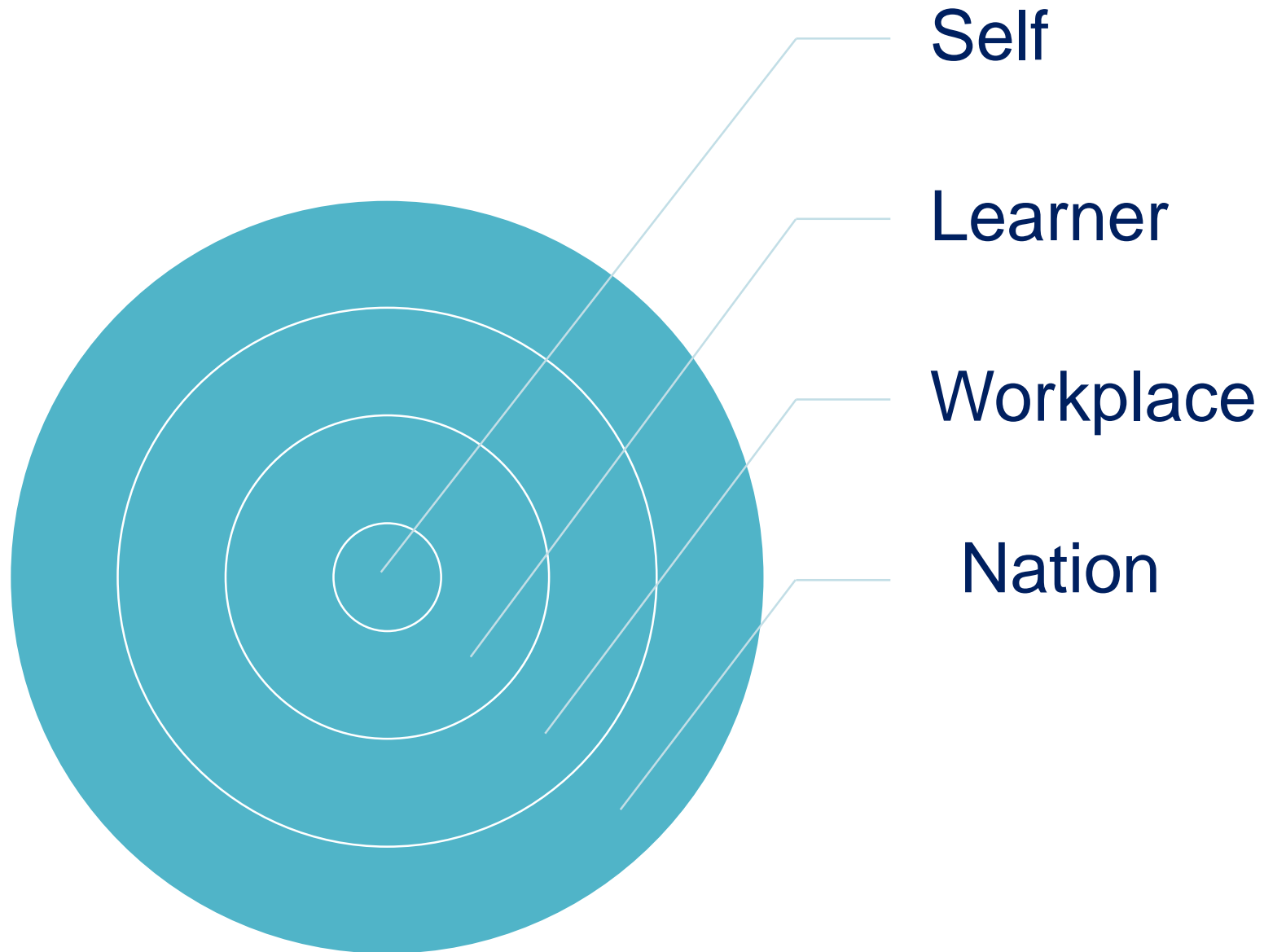
— Leadership, Coaching and Mentoring



Kouzes & Posner (2012)



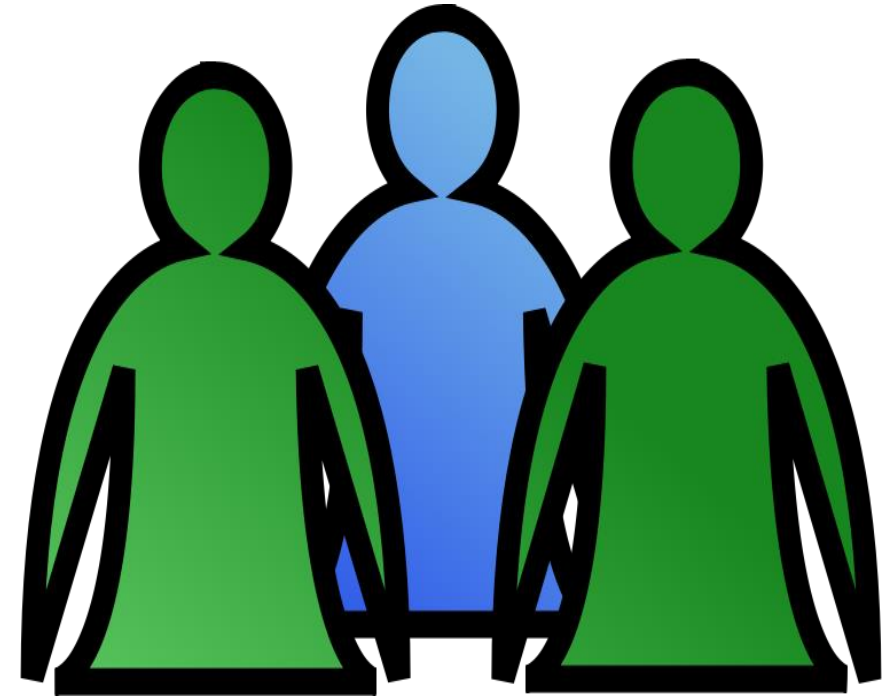
Levels of Exploration



— Assignment

What do you remember about coaching from our November session?

What do you already know about coaching?



What is coaching?

Performance-driven
On-the-job tasks
Shared wisdom
Ask questions
Reflect on experience





Coaching and Mentoring

Evoke excellence in others

Action-oriented

Based on reflection and insight

Knowledge speaks, but wisdom listens.

Jimi Hendrix

— Competencies

Demonstrable behaviours that combine knowledge, skills, attitudes and abilities that contribute to successful performance



— Assignment

Share a story about someone who demonstrates a high level of competency. What does that person do?



Successful Coaching

Participant:

- ❖ learns by **doing**
- ❖ learns from **feedback**
- ❖ **wants** to learn
- ❖ **needs** to learn

Coach must ask meaningful, open-ended questions

— Activity

How would you provide feedback to someone who lacks a necessary skill?

—— Feedback

- Observe (don't interpret)
- Be specific
- Talk face-to-face in private (not public)
- Actively listen
- Distinguish person from actions (avoid overgeneralizing)
- Be timely – don't wait too long
- Positive / constructive / positive = formula

—— Unproductive Conversation

‘Do you understand?’ coach asks learner.

‘Understand what?’ thinks learner. ‘What am I supposed to understand? What will he/she think of me if I say “no”? If I say “yes” will he/she ask me a difficult question to catch me out? How will I know when I understand it?’ How will I be able to demonstrate my understanding of it?

‘Kind of’ replies student. ‘Ah, good’ says coach. ‘I made myself clear then?’

‘Of course,’ replies student.

Closed-ended questions are best avoided in coaching – what might you ask instead?

Choosing your Questions

1) **General or Open-ended questions**

- Encourage someone to give an opinion or information
- Allows the receiver to express themselves fully

2) **Specific or Close-ended Questions**

- To obtain specific information
- The receiver is required to give a clear and specific answer (eg: “Yes”, “No”, “Friday”)

AVOID

“YOU” STATEMENTS

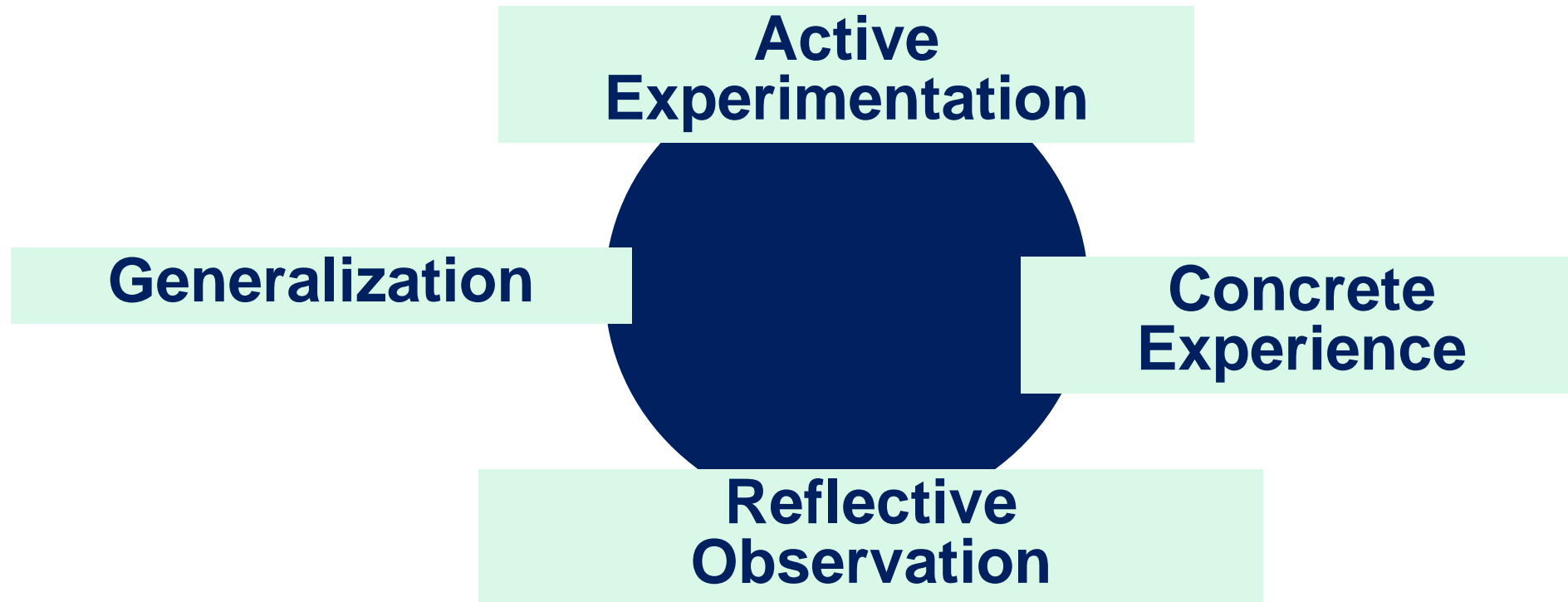
“ALWAYS”

“NEVER”

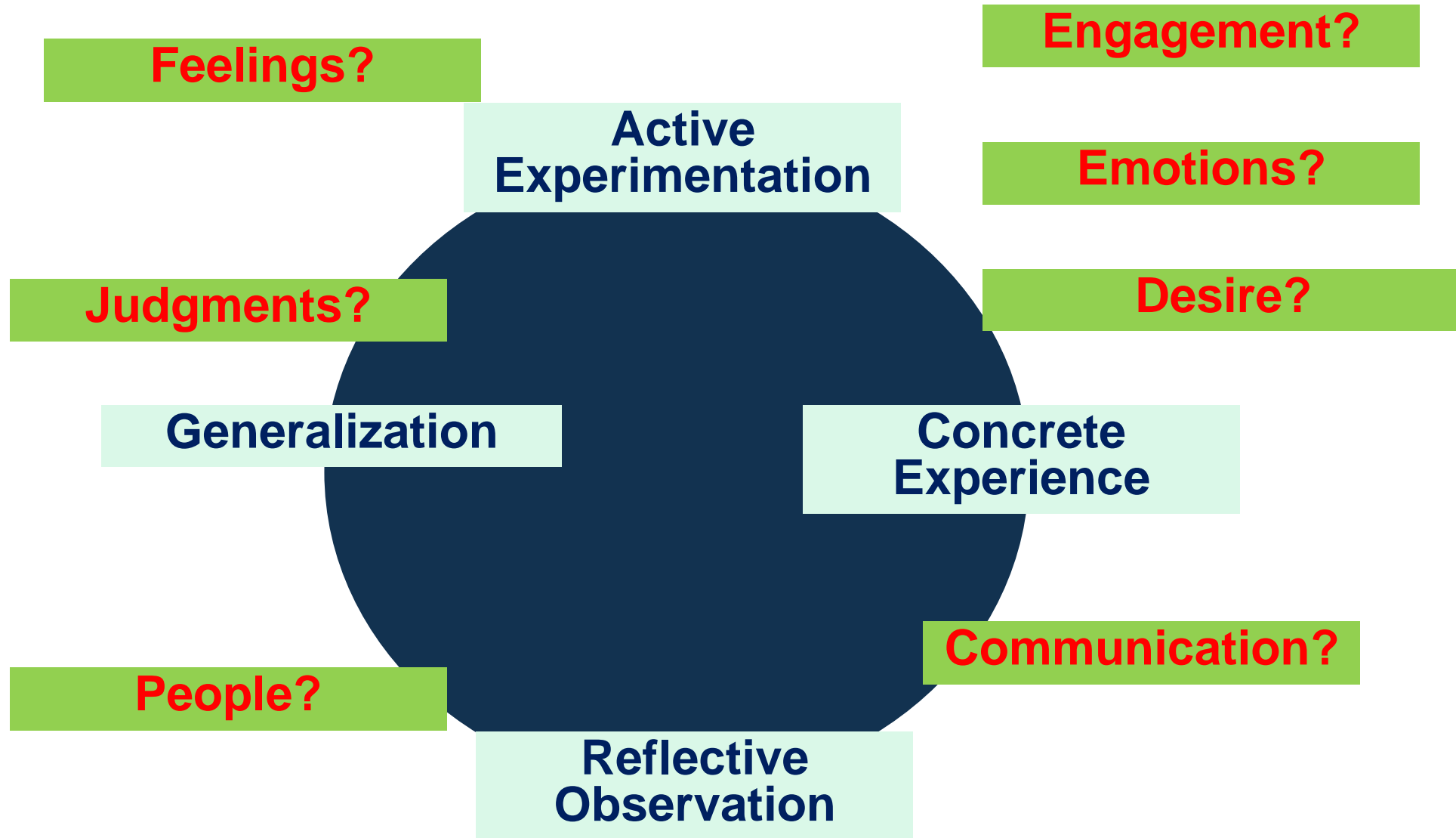
— INSTEAD

- Show interest
- Clarify
- Paraphrase
- Use “I” or “we”
- Repeat what the learner said
- Find something to agree with

Incomplete Cycle



Coach will address ...



—— Responsibilities of Coach / Mentor

- Draw on your own knowledge and experience to offer solutions and advice
- Be available
- Ask questions; then listen
- Show; don't tell
- Lead by example
- Set shared goals
- Relax ; make time for informal conversations
- Create a learning culture in your organization

Case Studies

Share your case study.

Let's discuss the situation, possible strategies and conversations.

Questions

What did you learn about coaching that you can apply in the workplace?

What questions remain in your mind?

What is a big idea (goal or vision) that you would like to explore further?

Please stay in touch

Send me an email any time: maneal@shaw.ca

Check out my web site: www.maryanneneal.com

I hope to meet you in person one day!



Work in Progress

The award-winning *Dene Hero* publication project has published four books in four years. As Project Director, I work closely with the five Sahtu communities to honour and celebrate their Dene heritage.

Guided by the certainty that everyone has something valuable to contribute to our world, I have had the privilege of supporting learners of all ages and descriptions in many settings and countries around the world.

I am working with Global Affairs Canada, CESO and the National Academy of Governance in Mongolia to develop a training program for the Mongolian civil service.



What I Do

As a scholar-practitioner, I design and teach courses for post-secondary institutions. I also assist remote Indigenous communities with economic, community and cultural revitalization projects, skills training, capacity building and other initiatives as identified by leaders and community members.

The photo here was taken at Royal Roads University, where I facilitated a week-long *Educational Leadership* workshop for superintendents and school principals from Nigeria. +



This Website

This web site is a compilation of philosophies, projects and publications related to my service as an educator and thought leader. My goal is to share ideas with like-minded individuals.

The purpose is a personal and professional repository for information-sharing. It is not for profit or commercialization.

This web site is a work in progress and will change as it is updated. If I can support you in achieving your learning and teaching goals, please let me know. +



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