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## Leadership Academy: Coaching Others

### Transcript

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>> Andrea Falzarano: Welcome to the ASHA Leadership Academy webinar, Coaching Others. This webinar content is appropriate for entry and emerging leaders. I am Andrea Falzarano, Director of Association Governance Operations at the ASHA National Office. We planned today's webinar to help members prepare for roles as mentors and/or supervisors and understand the differences in these roles. Each of you should have a copy of the handout, which includes speaker information and slides. If you do not have the handout, please pause the webinar now and access a copy from our website. You will need a copy for interactive sections of this presentation. At this time, I would like to welcome our presenters, Kevin Nourse and Alice Waagen. Dr. Kevin Nourse is an executive coach, organization development consultant, and facilitator with nearly 20 years of progressive experience in both for-profit and non-profit organizations. He is a professional certified coach through the International Coach Federation and has extensive experience coaching leaders in the areas of emotional intelligence, career planning and transition, influence, risk-taking, and strategic thinking. Dr. Alice Waagen is a business consultant who teaches management skills to business leaders. Alice has conducted hundreds of workshops and training classes at many of the country's top fortune 500 companies, non-profit organizations, and government agencies in the Washington, DC area. In just the last five years, more than 132 leaders from 26 regional organizations have graduated from her unique leadership development workshop series. Now let's begin. Over to you, Kevin.

>> Kevin Nourse: Thank you, Andrea, and we welcome everyone to the Leadership Academy webinar on coaching others. We are happy to have everybody participate in the webinar, where we'll be taking some time to explore coaching and provide you some tools and some strategies you can use quickly after watching the webinar. I would like to review our disclosure statements before we get started. I am Kevin Nourse, principle of Nourse Leadership Strategies, and I'm an independent contractor. I am being financially compensated by ASHA for the Leadership Academy webinars, and I do not have any non-financial interests with ASHA. My colleague, Alice Waagen, is a subcontractor to Nourse Leadership Strategies. She's also an independent contractor, financially compensated by ASHA for the Leadership Academy webinars and without any non-financial interests with ASHA. We're going to get into the webinar outline, or agenda, in just a moment, but I want to point out two audiences for our session today. We've got those who are in the classroom joining us, and then those of you who are listening on the recording. Throughout the webinar, we're going to stop and pause with some reflective questions, and for those listening to the webinar, we would invite you to hit the pause button and then take some notes or reflect in your journal or on your

handout, and then join us when you finish with some reflection. So, with that, I'll toss to my colleague, Alice.

>> Alice Waagen: Thank you, Kevin, and I likewise want to welcome everyone to today's webinar. Today, what we're going to do is talk about the fundamentals of coaching others to improve performance. Coaching is a very, very valuable tool to help others improve and develop their skills in the workplace. How are we going to accomplish this? We're going to start by defining some key concepts and terms that we'll be using in our time together today, then we've got three different content areas we're going to approach. First, we're going to talk about the coaching relationship and mindset. What sort of mental preparation do we need to do before we're ready to sit down and coach? Then we're going to talk about what are some behaviors so critical to use in the coaching, and lastly, we're going to give you a process, a step-by-step process to use to coach someone with whom you work with or who you volunteer with. So, Kevin, why don't you start us off with our definition of concepts?

>> Kevin Nourse: So, um, coaching, we have defined so many different ways, depending on the definition you look at, but I think a good one that we've got there really boils it down to a one-on-one conversation, but with an orientation toward performance and really supporting the success of, say, the person you're coaching, your coachee is the language we use, and it's typically conducted in an ongoing series of conversations that are intentionally designed, and that's really key. We're not talking about just the random conversation or something that, you know, necessarily people feel good about, it's really thinking in terms of both, um, performance and engagement, and it's thought-provoking, so we're trying to engage people in terms of, um, helping them think through their issues, things that will inspire them to take action, and so it's really a powerful leadership tool, we think, for evoking the best in others and very much an important part of what it means to be a good manager. Um, so, what is mentoring? Well, related to that, we look at mentoring as, um, really, an important tool in the toolkit of a coach to really help support the best in your coachee, and so when we mentor, we might share, say, subject-matter expertise or knowledge of an organization or a profession, for example, how to navigate the political structure in an organization would be an important part of what constitutes mentoring. So, we're, in essence, sharing advice and counsel, and I think that's really an important part of it. So, um, again, the bottom line is that we're going to orient you toward coaching today and then look at how mentoring is an important component or skill associated with that. Um, Alice, anything you want to underscore?

>> Alice Waagen: No, I think that's great. We're going to talk about the definition of coaching throughout our time together today, you know, the issue that it's intentionally designed, it's not just I'm going to grab you in the hallway and tell you something, but it's a well thought-out, well-defined process. So, why is this so important for folks listening to this webinar? Um, I think if you look at some of the items we have here, your opportunities to coach, to successfully coach in the workplace could involve clinical fellowship mentor, a speech-language pathology assistant, supervisor, etc., could be a

fellow team member or peer, could be a fellow volunteer, a new worker, an intern, or even a boss. There is the concept of upward coaching. Basically, what it comes down to is any leader, no matter where they are in an organization or a volunteer setting, really has the opportunity to help and guide another person, and that's really what coaching is all about. If we look at the last bullet on this page, I think it really sums up the importance and the value in coaching. When I spend some time helping you out, sitting down with you, providing you with feedback, providing you with, um, you know, guidance and information, I'm cementing our relationship, I'm telling you you value to me, and I want you to succeed. That's really, I think, what's underneath trying to coach others.

All right, let's take a look at some of the recent research studies around coaching. The first article, um, listed here, the development of coaching knowledge, is a very fascinating article that our author, Cote, put out in 2006, and basically said how do coaches learn and foster a learning environment in those around them? Really, very key to what we're talking about today. The second article here, executive and organizational coaching: A review of the literature, Maltbia and others went and did a very extensive review of everything that we know about coaching out there and really came back with a synthesis that said that there's six enabling coaching core competencies, and many of what, a lot of what they reflect, we've got in our webinar today. So, Kevin, I think you're going to take us into our first reflection.

>> Kevin Nourse: Yeah, that's right. So, very basic question. We'd like to elicit and have participants in the chat share your thoughts. What strategies do skilled coaches use? Think about when you've been the subject of really good coaching and reflect on what did the coach do or say. For those listening to the webinar, um, on the recording, we invite you to hit the pause button, capture some notes, and then rejoin us when you're ready. So, um, Alice, what's your experience been in terms of, um, leaders you know that are really skilled at coaching and what they do?

>> Alice Waagen: Well, you know, this is going to sound really simple, but I think the bottom line is they take the time to do it. Um, other leaders that I coach that don't do well with coaching, what I hear is I'm just too busy, I'm just so busy, and I'm like, what could be more important? What could be more important than to do this? So, you know, I think skilled coaches take the time, they assess themselves, and most importantly, they ask for feedback and use that to get better and better at what they're doing. Yeah.

>> Kevin Nourse: Yeah, that's a great perspective. Um, I was thinking, you know, actually, an adjunct faculty with Georgetown University, the leadership coaching certificate program, and of course, you know, so I've become hyperaware of clients of mine, executive, um, clients that do coaching, and I think, um, you know, so much of coaching is not only what you say, but how you show up, and things like being really curious and creating safety, because, you know, I think that's so critical, and we're going to talk more about the role of trust, but, um, in order for me to coach you, it means that you as the coachee have to be able to reveal some of your, for lack of a better word, your incompetence, and that's how you get better, so the ability to kind of show up

powerfully, be curious, supportive. Again, some of that's hard to quantify as much as we know it when we see it. So, let's look at some of the, um, participants and what they've shared in the chatroom. For Seles, the coach solicited my feedback and professional goals, which I think is always a great place to start. Ultimately, you think about coaching as there to support the success of your coachee, so it stands to reason that finding out what their goals are professionally is really critical, so great observation. And then, um, Anna points out, um, that active listening, encouragement, time for reassessment, and helping with goal-setting, so it's not just a matter of kind of getting into action in terms of developing, but also, setting goals that are, um, effective. Alice, what do you notice in terms of some of our sharings?

>> Alice Waagen: Well, I like what Kristy points out about, um, sort of their learning style. I think that is so important. You know, some people learn, um, by reading and reflecting, other people learn by doing, and if you don't know that and, you know, you're coaching a person and you keep throwing books and articles at them and they're not really a learner who reads, that's not going to work. We'll talk a little bit more about that a little later on, but I think it's a really key point.

>> Kevin Nourse: That's great. So, now we've got some ideas in terms of strategies that coaches, really skillful coaches use. Alice, I think you're going to talk a little bit about coaching relationship and mindset next.

>> Alice Waagen: Yes. The coaching relationship and mindset, again, think about this as kind of prework, before you're doing the actual coaching itself. First of all, I want to point out, there's a lot of different types of coaching out there. What we're talking about today is what we call performance coaching, the goal of which is to improve somebody's ability to do their job, or to do their task or something in their job. This is the most commonest form of coaching in the workplace, is performance coaching, and it really can happen all the way from, you know, staff up to executives. I mean, when we talk about executive coaching, it's basically, again, feedback and focusing on how to make the executive successful in their job. There's also something called life coaching, and life coaches will work with a coachee broader than just their job. They'll look at their personal life, relationships, um, what's going on and say, you know, what's working, what's getting in the way. Then there is career coaching. Oftentimes, people will hire or use a career coach to help them plot out maybe their next career move, or perhaps they're in transition, they're moving from one job to another, and they want to make sure that they make a good choice going forward. Career coaches provide feedback and guidance on everything from resume preparation to exploring different, um, employers or careers going forward. So, there's different kinds of coaching out there, and oftentimes, there's overlap between them. I might be working with someone on a work performance situation, performance coaching, but if there's something going on in their life outside of work, you know, we might talk about that for a little bit, even though it's not the goal of the performance coaching, it still overlaps in there. Kevin, have you experienced any other types of coaching in your work?

>> Kevin Nourse: Well, you know, what I've noticed is, um, specifically working with those that are on a leadership path, you know, what kind of coaching do they tend to focus on, and typically, it is performance coaching. So, you, say management or leadership coach are really focusing in on how to support someone in their performance, but I've also seen, um, many times, managers and those in leadership roles can play that of a, kind of a career advocate, and so some of the career coaching, helping, you know, our coachees figure out kind of what their road is and how to move forward in their career. Um, but I've also seen, sometimes, managers will do a little bit of, quote unquote, life coaching, specifically, for example, work-life balance. So, I find that many of the managers I've coached, their people are struggling with kind of overwhelming schedules and demands, and sometimes, they have to play a little bit of a mini life coach in terms of helping their coachees think through in terms of how to balance work and life, which is really important in terms of retaining people and keeping them happy and productive, whatnot. So, even though we've got these formal roles of coaching, I think for purposes of the participants in our webinar today, um, it may be primarily focused on performance, but it may be that you touch upon some of those areas, depending on, you know, the coachee and ideally what their needs are. So, back to you, Al.

>> Alice Waagen: Okay, great. Excuse me. Well, let's go on a little deeper in this issue of relationship and mindset, and again, these are elements or factors to consider before you engage in a coaching relationship. Well, the first thing to consider is overall readiness for coaching. Again, we're repeating what we said earlier, because it's so important. Coaching is an intentionally designed interaction with focus on helping another achieve outstanding results. Intentional. So, the question is, you know, are you ready, and is the coachee ready? So, one thing to consider, what's your mindset for coaching? What are your assumptions, beliefs, and mental models about coaching? Do you believe that coaching is a valuable tool to use? And what is your coachee's mindset? If your coachee's mindset is I want you just to tell me what to do and I can go off and do it, maybe they're not ready for this coaching relationship. If your mindset is, yeah, I can help them a little bit, but most of the time, people are pretty fixed in their beliefs, and there's not much I can do to help them, hmm, perhaps you're not ready. So, what's in your head, as they say. Also, do you have a well-defined process? Again, this is intentional. Well, by the end of today, you are going to have a process to use, but it should be something structured enough that both you and the coachee know we're on track, we're making progress, or perhaps not, we might need to recalibrate. And are you adept at the practices and behaviors? We're going to, again, be presenting them in a few minutes, but are you adept, and I should say comfortable with it? These are, really, some very thoughtful questions to ask yourself before you engage in a coaching situation. Now, the second thing that we like to think about is the relationship.

Coaching happens within the context of a relationship, and that relationship needs to be built on the four issues that we have here; trust, empathy, openness, and focus, and again, we're going to get into these a little bit more deeply. Here is the challenge I see when engaging in coaching. Oftentimes, I'm asked to coach someone by a business leader. They'll call me in and say, I have somebody who works for me, I don't think

they're rising to their full potential, I think there's more we can get out, can you coach them, or will you coach them, and my response is always can I? Absolutely. Will I? Well, I need to sit down with this person, and I need to check for some of the things that I'm talking about on this page. I need to check for are they ready, are they open, um, do they see the same kinds of issues, and I have to, at the end of that meeting, get a good sense that we have a, we've got the beginnings of a good relationship going forward. If I meet with the person and I hear things like, yeah, my boss wants me to work with you, but I'm not so certain I need it, that's kind of a red flag, or if I sit down with them and I just feel there's some disconnect between us, it could be as simple as a personality clash, then, again, I will question going ahead with the relationship, but if I ask, and I've got a whole series of questions I ask, and I'm watching and listening to hear the kinds of responses I get, if I see that we're starting to form a relationship, I'll go ahead. Now, let me just point out here something that, feedback I've gotten from other, um, speech and hearing professionals in our LDP program. Oftentimes, they're told, you know, I'm assigned someone, you know, my boss will come and say, look, there's a new intern next week, you need to coach them, and it's an assignment, it's not something that they have much choice in the matter. You know, that's okay, but know going into it, you've got to build this relationship, you've got to have some element of buy-in from them, some element of their willingness to be coached, some element of trust. If that's not there, then the relationship is probably going to be challenged, and you might not even get too far off the ground with this.

All right, let's talk about our last element here. Again, the mindset. What needs to be in your mind is really a sense of empathy and compassion. You also need to understand that a good coach isn't going in and just telling somebody what to do, they're tapping that person's existing wisdom and experience through a set of questions and the like, they're getting the coachee to really acknowledge what they already know and already are doing for success, and therefore reinforcing it and setting it in place. Um, part of that is setting clear goals, and those goals are set by the person themselves. That's another issue that I find when I am contacted by a boss or a supervisor that says I want you to coach this person on time management or on their communication. Okay, that's an externally-set goal. It may not be the same for the coachee. I've got to make sure there's some alignment in there. Again, your job is to eventually put yourself out of a job. Your job is to promote their learning to the point where they eventually don't need you, all through a matter of building trust. Kevin, anything you want to add on the relationship and mindset?

>> Kevin Nourse: Yeah. You know, this is such an interesting area. Um, with the, I'm a member of the International Coach Federation, and you know, my work, developing coaches, there's actually a competency that we've identified called building trust and intimacy with your client, and, so, you know, I think about that, how do I build trust with my client? Well, for example, maybe I talk a little bit about confidentiality and what that's going to mean in our relationship, or with, um, someone I'm new with, um, many times, I have to demonstrate, you know, what gives me the right to coach, in other words, speak to my experiences, my certifications, my background, in other words, don't assume that

they know that, but, you know, the results, how do I work with people. Um, also, too, I think, you know, looking out for people's interests and really championing, I think, your coachee, being a real, a strong advocate for them also goes hand-in-hand with, um, with building trust. So, really huge. I, you know, I find that with new coaches, especially, I can't emphasize enough, which is to really pay attention to is the relationship ready for coaching, and if it's not, how can you build that. So, those are a couple thoughts I have.

>> Alice Waagen: I like that point, you know, if it's not ready, how can you build it, because, again, in our audience's experience, they may not have the opportunity to say, no, we're not going to do this, so it's how do you build it, which keys into, nicely enough, our next reflection question. Um, let me set the stage, and then I'll let our participants go their way and do this reflection. How can you enhance a relationship with a coachee so that the coaching is effective? So, in the case we're talking about here, there isn't really much of a relationship there. How can you enhance it quickly so that the coaching is effective? Those of you listening to this, please hit pause and do some thoughts on this, and those who are with us today in the classroom, if you could put some ideas in the chat box that we can, um, we can share with others. Kevin, what are some things you've seen that are great ways to build that relationship quickly?

>> Kevin Nourse: A few things. One is just it's often just, like, relationship 101, every member, for example, big events in my coachee's lives, I send them, you know, a birthday card, or I look out for them. In other words, if I find articles that are relevant for them, I'll pass it along, or if I know someone that may be a really good connection with my coachee, um, then, you know, I look out for them. Also, you know, really championing their successes, because I find that, um, more often than not, you know, people often are so beat down, um, the day-to-day interactions and their roles and their demands, and so I can really deepen my relationship when I champion them and really, really, um, support them in terms of successes that they've had. So, those are a few thoughts.

>> Alice Waagen: That's great. You know, I like what Martine puts in her response there, sharing their own experience. I think that, you know, one way to really build a relationship is to, is show your own vulnerability. You know, maybe, um, you know, again, if this is an honest thing, you know, when were you new to the workforce or a new intern and maybe made a fumble or a bumble and how you recovered from it, I think that goes a great way to get that relationship going. I also like, Martine, what you say about before and after the meeting, build in time for goals and encouragements. You know, build in time to debrief on the coaching itself, and make sure that, again, you're both in sync. Kristy says, you know, personalizing it. Absolutely. Take time to get to know the coachee and learn what's important to them. I think that's really great. I mean, what are their values? What are their beliefs? Talk about that, get that on the table. Seles says as the coachee, what their idea of effective is. Yeah, what does effective mean to them? If it's different from your idea, that could be something that would be very fruitful to discuss. Okay, Kevin, I think you're going to talk to us next about behaviors.

>> Kevin Nourse: That's right. So, now that we've got the foundation in place for the relationship, we're ready to start thinking about now what do you do as a coach, and we can think about this from two perspectives. One is what we call more the listening skills, and then the speaking skills, and so it's a combination of kind of really dancing between these modes with our coachee. So, on the listening side, we've got active listening, testing perceptions, and then the speaking side, as I mentioned earlier, mentoring is an important speaking skill, feedback and reframing. So, let's go a little bit more detailed, starting first with, um, our listening behaviors. So, active listening, you know, that's a common term used a lot, but here's how we're defining it. We think about it in terms of two things; probing questions and paraphrasing, and what we're trying to do is, in some cases, it's information for us, but what we're trying to do is help our coachees find their own wisdom, and perhaps solutions that they may not have thought of, and we do that through nice open-ended questions, which can really help people think and reflect. So, for example, um, again, from a performance perspective, let's say that I'm coaching Alice, who's about to do a presentation, so there's some performance, so these are some examples of the kinds of questions, um, I might ask a coachee in a situation like this, to look at, you know, what does the perfect outcome look like, or what challenges, what do you think is going to trip you up.

Um, it's interesting, as an aside, I always think about looking at sports coaches as an interesting metaphor for, you know, organizational coaches, and in the Olympics, you know, the, um, like, with the ice skaters, you've got coaches that work with ice skaters that get them at the pique of their game and the routines, but what they also do is coach them such that if they, for example, slip and hit the ice, how to recover, and I think that's a really great model for us as coaches, which is, yeah, so, we've identified what success looks like, but what happens if you lose your place? What do you think you're going to do there? And I think it's a tremendous service we can provide our coachees, to help them at least anticipate that and think it through. And then even after performance, how did that go for you? How did you know it went well? Or what did you learn or would do differently? So, again, nice open-ended questions combined with paraphrasing or summarizing, because I think the bottom line is that, um, if all we did was just really actively listen well with our coachees, they would solve so many of their own problems without us having to tell them, really, what to do. So, with that, I'll toss it to you, Alice. I think you're going to, um, speak to any of these. Do you want to reinforce anything associated with active listening?

>> Alice Waagen: I think you did a great job with it, Kevin, and I love the sample questions that we have here, because I think that it really shows how you're not telling them what to do, you're drawing it out of them, which is great.

>> Kevin Nourse: Yeah. Okay, well, we'll continue with, um, our listening behaviors. In this case, we've got testing perceptions. When we test perceptions, what we're trying to do is communicate to the coachee what we think may be going on for them, but maybe not state it. So, for example, um, a lot of times, as a coach, I get an intuition that my coachee is struggling with something, but they're not saying it, and so when I test



perceptions, I may say something like, um, Alice, I get a sense that you're kind of wavering here, that you're uncertain about how you're going to move forward with this presentation. Is that the case, or what are you experiencing? So, what I'll do is I'll kind of share a hunch with my coachee, and it may be totally inaccurate or totally off the mark, and that's fine, but it also gives the coachee something to reflect on, because a lot of times, so much is not communicated, it's not just what people say, but oftentimes, it's what their bodies say in terms of how we communicate non-verbally with each other. Um, Alice, what has your experience been with testing perceptions?

>> Alice Waagen: Oh, I think it's critical. Um, you know, I will say, you know, as human organisms, we are particularly poor at communicating non-verbals, as well as interpreting them, and, so, you have to validate what you're seeing. If somebody's frowning, they could be concentrating, or they could be angry, or they could just have a natural resting face that tends to be a little bit more frowny, so you can't just act on your perceptions, you really have to, and I think the other thing in here that's so important is in our diverse workforce, um, you can have cultural differences in how people are communicating. You can have age differences in how people are communicating, and so, you know, what I might interpret as a, um, you know, sort of a rude response from somebody, based on their background, it might just be being forthright. So, yeah, testing perceptions is critical.

>> Kevin Nourse: Okay. Um, so let's continue. We've got another behavior, speaking behavior. Specifically, it's, um, we think about, um, mentoring. So, when we mentor, the idea of sharing information with the other, um, which is really critical, so the idea is that as an experienced practitioner, we've probably got a lot of experience that maybe our, um, coachees don't know about, or they're struggling with how to navigate within the organizational structure about an issue. Um, so, I think that's the place I can, um, step into more of a mentoring role, which is I'm sharing content knowledge. So, for example, in Georgetown, with my coaching students, many of them want to start their own coaching practices, so that's a place where I can ask them, in a sense, you know, Alice, would you, I've got experience in terms of marketing my business as a coach, would that be helpful? So, I don't always, I definitely generally don't assume that they want to hear it, but I do ask permission, would this be relevant, and then allow them to explore it and what it means for them. So, I think it's really a useful place where we can share, in essence, almost like the unwritten rules of the road about how to get things done, and that can be, I think, a really, um, tremendous perspective, along with, um, potential landmines that we can help a coachee avoid by giving them a sense of, um, heads-up. Um, anything before we move on, Alice, you want to reinforce?

>> Alice Waagen: No, I think that's great, Kevin.

>> Kevin Nourse: Okay. So, I think you're going to, um, continue on.

>> Alice Waagen: I sure am. Um, now, to continue the speaking behaviors, feedback, probably the core element of all coaching, but let's talk about what we mean about feedback here. It's observational data that you can share. Um, you know, and again,

the next sentence might sound a little bit odd, so let's pause on it. You know, before delivering, ask if they even want to hear it. Now, again, that might sound odd, but it gets back to that readiness thing. Let's say, um, my coachee is, um, you know, been struggling with an interaction with a patient, and I go to observe, um, and the interaction goes very, very badly, and afterward, I can say, you know, I can give you some feedback on that. Well, they may respond, you don't really need to, I know what I did wrong. So, then it becomes a different kind of a conversation. So, what's a good process to use? We got a five-step process here. Starts by identifying the observed behavior as specifically as possible. Again, you want to be specific in feedback, you don't want to say, gee, that went well, or gee, that didn't go well, you really want to cite specific things that the person has been doing. You want to ask probing questions to explore what is happening for the coachee at the time. You know, this is what I've observed, but how did it feel to you? Um, ask questions about what do they perceive the consequences of the behavior, and, you know, I want to pause a moment here, as we seem to think of coaching as always focusing on what people are doing wrong, but, you know, the best feedback you can provide to someone is what they're doing right, to reinforce that they continue to do it. So, what was the consequence of what you did in that patient interaction? Well, the consequence was they heard what you said, they're changing their behavior, it's a great interaction, that's the kind of thing that's, um, good to share back. Um, and not only with consequences, the impact, you know, and then what was the learning, what are we going to do differently next time. So, that's a great way to provide, um, feedback.

Now, sometimes, I will say, I'll pause here just one more second, that, um, you can't observe it. Whatever they're doing is something that you're not going to be there that day, you're not going to be around that day or whatever. Um, you can always get their permission to perhaps talk to someone who was present. You know, again, as Kevin said about confidentiality and building the relationship, you would not want to go behind their back and say, hey, what did you see him do, but definitely, ask their permission. Was there somebody in the room that might be able to provide us with some good observations that we can use in this coaching situation? And lastly, our last, um, speaking behavior, reframing, this is one that I think is extremely useful when you find yourself with the coachee kind of getting stuck. So, in other words, you know, you're asking the coachee, you know, how could you do things differently, what's getting in the way, and they are just, they keep hitting a wall. Well, sometimes, if we just switch the lens by which we're looking at the situation, it can make things very, very different. So, an example, let's say, um, I'm coaching a person, um, who's having a difficult time interacting with a peer, maybe it's a clash of personalities, they don't see the world the right way, and their inability to get along with this person is just getting in the way. So, I'm sitting down to talk to them, and, you know, hey, coachee, yesterday, I know you had to interact with, you know, Frank, and how did it go, and it's like, oh, it went terrible, he's just an idiot or whatever. Okay, let's reframe that. Well, is there, what would it look like if it did work out better? Or what, can you get inside Frank's head for a minute and think like he does? Really kind of shifting how we're approaching the situation can sometimes

shift our mindset and allow us to see things differently So, Kevin, any thoughts that you have on either reframing or feedback that you'd like to share?

>> Kevin Nourse: Yes. That's great. Um, reframing is something that, um, I think is really powerful. Other reframes, um, I've asked, um, my coachees, if you felt no fear about this interaction, what would that look like? If we waved a magic wand, or if, um, if it were your boss, how would your boss respond to a situation like this? That kind of thing, or fast-forward, it's now five years from now, and let's look back at this issue, how important is it? So, we can take reframes from different perspectives. We can also think about it in different timeframes to get people, really, in essence, unstuck, which is I only see it this way, it's the worst thing to happen to me. Well, what if it were the best thing, what would that look like? So, it's a place to be playful, and also, you know, experiment, and it can be a really great, um, strategy in terms of helping your coachee see it in a whole different way. Yeah.

>> Alice Waagen: That's great. Um, Kevin, I think you're going to take us into another reflection next.

>> Kevin Nourse: That's right. So, um, based on the coaching behaviors we've introduced, um, which of them do you think you might want to most incorporate into a future coaching interaction? In other words, of the, really, the menu of tools we've given you in terms of coaching, um, behaviors, what do you think could really, really help you in terms of have impact with your coachee? What would that impact be? So, we'd like to invite our participants in the classroom to type in the chat box. For those of you listening to the recording, go ahead and hit the pause button and then rejoin us after you've had a chance to capture some thoughts. So, any reflections on this question, Alice, when you think about some of your clients that you're working with?

>> Alice Waagen: Well, I think a couple of things. I think the one that really stands out for me is useful and not done enough of, is that testing perceptions that we talked about earlier. Um, so often, people will have a perception, then go and act on it. Um, I was talking with a leader one day who was trying to be better at coaching, I was coaching the coach situation, and I said, well, how was your last coaching interaction, and he said, well, we didn't get much done, there was a lot of technical issues going on, and, so, we got pulled off of coaching into solving some of the technical problems, and I remembered that he had said that a number of times before, and I said, you know, I'm having a perception I want you to test. It sounds to me like your coachees are hijacking the sessions. They know your hot buttons are the technical side, so they throw that in the mix, and the next thing you know, coaching goes aside, and they get to talk tech shop with you, so I think you need to test that the next time that a so-called crisis emerges, to make sure is it really a crisis, or are they going to the safe ground of let's talk about technology, not about, you know, how my performance needs to get better. So, that, to me, is a big one.

>> Kevin Nourse: Yeah, that's a great example. I was thinking in terms of, um, developing coach, managers as coaches, that it's that feedback, um, behavior that is

often the most challenging, because what I find is that, you know, the realities of the workplace is that everybody runs from activity to activity, and if you can do coaching, it's one thing, but the idea of taking the time to give feedback, um, because I think, ultimately, one of our jobs as a coach is to deepen the learning of our coachee. Again, the more they learn and can learn on their own, the more autonomous they become, the more proficient and competent they become, so I think taking the time to coach and provide feedback, not only when it works out, you know, not so good and there's developmental feedback, but I think reinforcing, um, successes they have and how that's evidence, perhaps, of thinking or behaving differently, I think that's a great thing to really reinforce. So, let's look at the, um, observations and some of our participants. So, Kristy talks about reframing and putting it a different way is great, looking through a different lens and trying it on from different perspectives. Yeah, so that's a really good one, Kristy, to experiment with. Um, redirecting, so coachees getting defensive, not willing to listening or seeing it from a different perspective, so you have your redirecting, um, reframing could be a really, really important thing. So, looks good. Okay, so I think at this point, um, I believe, Alice, you're going to take it in terms of our coaching process.

>> Alice Waagen: Yes. Yes. Yes. If you remember, when we opened up, we said readiness included having a process, that this is an intentional, planned out activity, it's not just sitting down and having a casual conversation. So, we have four steps we're going to share with you. Let me start with the first step and say contracting the relationship. Now, in this first step, you're really putting the parameters on what this is all about. It's an initial conversation to clarify both your role and the role of the coachee. Um, get consensus on what it means to be coached, or to coach. Make sure you understand your goals, interests, etc., and lastly, again, for readiness, make sure they actually want coaching. I promote very much to document this conversation. It could be as simple as, you know, what is your idea of being coached, what are your goals, whatever, and after it's over, you know, put some highlights of the notes in an e-mail back to that person. That then becomes the roadmap. If you find the relationship gets a little rocky further on, you can go back to that and make sure that you're both still in sync on where you're going with it. Then step two, and I consider this, I consider step one the pre-coaching meeting, um, which tests for readiness and mindset, as we've been talking about before. It ends when you're both in agreement that you want to go forward and you both are in consensus on roles, responsibilities, and how you're going to work together. Then the first coaching meeting, I like to set those goals and outcomes really much more clearer and much more, um, concretely, so really state how long are we going to work together, is it three months, is it six months, the expectations. If in this discussion, a coachee, you know, pretty much says, well, in six months, they want to redefine their role and be a whole new person, you say, okay, let's kind of pull back on that, that's not going to happen, and really get in agreement of what that looks like. Um, definitely have conversations about what could be rocks in the road, what could be barriers to success. Get that on the table and look for ways to reduce or eliminate them. Um, make sure that there's specific actions in place. If your expectation is you'll coach, um, have a coaching session once every two weeks or once every four weeks, what is

going to happen in that time zone between the meetings? Are you going to be expecting that person to do readings or to do assignments? Make sure that's known, and again, what could get in the way of success, and how do we mitigate that? Kevin, any of your thoughts on these first two steps?

>> Kevin Nourse: Yeah. No, I think, um, really related to this second step of exploring goals and outcomes, um, I think the thing to watch for as a coach is to avoid talking at your coachee. In other words, it's really useful for them to articulate their goals. They need to say it, and even to some extent, in contracting the relationship to document the agreement, many times, I'll have the coachee write it up and send it to me as their coach, because anytime they take action and make those public commitments, they're going to be more apt to do it, so to me, that's really key. The trick here is to not do the work of the coachee, because they need to show up, and they need to manage and own the relationship, and many times, if you think about it, you know, you're coaching someone, and you're more experienced in the field, they're automatically going to defer to you and become very passive where there's that challenge, so I think anytime I can create a space for my coachee to step it up, all the better. Yeah.

>> Alice Waagen: Well, and I think that documenting is so critical too because it, again, is kind of a test of their readiness and their commitment. So, if I agree, and I've had this happen, you know, executives say, oh, I really want, you know, to be coached, there's so many issues I want to deal with, we'll meet, you know, once a month, and we'll meet for two hours, and I will commit to this or that, and then by the third meeting, you know, the day before, I get an e-mail, oh, some crisis has come up, we've got to reschedule. That's a red flag. Now, crises do come up, you know, and I'm aware of that, but then if the next meeting, maybe they're a little bit late, and they haven't done their homework, you know, I've got a document to go back to, because what I'm, you know, and going to test my perceptions is I am perceiving that they're disengaging, and if that's the case, I've got to call them on it and make sure they're still committed. Yeah, Kevin, I think you're going to give us step three and four here.

>> Kevin Nourse: That's right. So, third step, we've, um, so, we've formulated goals, we know what, um, what we're working toward, the coachee does, now we're in a place, hopefully, to gather feedback, data, and again, I think what's really important is to go into that knowing what does your coachee want you to look for. So, the idea is, um, it's kind of setting expectation upfront, and I've done this with clients that I've worked with, where, um, you know, these are CEOs, we talked about it in advance, and for example, they wanted to, you know, be, bring more energy and charisma to their presentations, so I'll sit in the audience and take kind of field notes and what I'm observing, but I also take notes about how the audience is responding to them, so not only is it what their behavior is, but I'm taking notes in terms of the impact of their behavior. So then I can move into the debrief. We start to think about that, and we talked about this before. Um, it's really how can we deepen their learning, help build their confidence, and so we do this debrief quickly. So, I always start off the questioning, again, these powerful questions that I would ask, which is with the coachee, so what do you think you did well, um, what would

you do differently, and so what we're trying to do is reinforce the self-evaluation that needs to happen, because, again, we're trying to teach them that they can do the self-evaluation themselves and deepen their own learning, and then, many times, with coachees, the feedback I give is simply confirmatory, because they start to develop a greater sense of wisdom and self-awareness in the moment, so I think that's, to me, a really important part of debriefing, which is start, first, with the eliciting, asking open-ended questions and doing that active listening, and then you provide your perspective and build upon it. Yeah. Anything else, Alice, on our process?

>> Alice Waagen: Um, yeah, I just want to, you know, reinforce what you just said, Kevin, because it's so important. You know, to keep in mind that coaching is a temporary relationship, so to speak. In other words, you're not going to be there forever, and you're teaching them how to self-assess and how to self-correct, and if you don't do that, they're always going to be looking for others, if not you. I mean, if you build a dependent relationship and your time with them is up, they're just going to go out and find someone else to provide the same thing, and that's not learning, that's really not a helpful thing. So, how can they self-correct, you know, when I'm in a coaching relationship, and after the first or second meeting or whenever, when they come into a session and say, boy, I really blew it yesterday, and I knew I was in the middle of blowing it when I blew it, and I immediately changed gears and did it differently, I'm like, okay, they got it. My time here is almost up. Anyway, yeah, really, really important.

>> Kevin Nourse: Okay. So, I think you're going to take it into a reflection question.

>> Alice Waagen: I most certainly am. All right, our reflection question at this point, we wanted you to do some self-analysis here. Think of a recent situation where you were coaching someone, this could be professionally, this could be personally, volunteer, to what extent did your interaction demonstrate the steps and behaviors that we've already talked about in this session today? What would you do differently next time? How could it be improved? So, again, those of you listening to the recording, hit pause, take some time, really think about this, what would you do differently next time, and those who are with us today in the classroom, what would be your learning that you would do differently next time to improve. Kevin, what, have you had a recent learning experience in coaching you'd like to share?

>> Kevin Nourse: You know, it's interesting, I've been coaching for probably 17 years, so, you know, you would think it would be so ingrained, and yet I had a coaching client who, um, you know, 5 minutes before my sessions canceled, and, so, it really reinforced for me the idea of that kind of agreement, you know, going back and revisiting that and how important that is, to not only talk about the coachee's goals and, you know, the roadmap for the relationship, but also the ground rules of how we're going to work together. Um, certainly, everything in terms of cancellations, which is usually, for me, it's 24-hour notice, sending me an e-mail, and, you know, I try to avoid that. Now, you know, life and death emergencies do happen, that's not a problem, but I think, um, talking about it upfront is, um, really critical, or, you know, how we're going to

communicate, or, you know, all of those, again, ground rules for a relationship can go a long way toward, you know, eliminating kind of the frustrating parts, really on both sides. Yeah, how about for you? Any reflections on this?

>> Alice Waagen: Yeah. Yeah, you know, I think I likewise agree, really spending more time upfront establishing the relationship, the expectations, and the ground rules is important. Um, but also then, to be open to the fact, and this has happened to me before, where what we set as a ground rule ended up being not really realistic, considering the pressures that this individual was on, and, so, you know, be open to recalibrating, to say, you know, maybe we just need to stop and pick up with this, um, you know, a couple months from now, you know, that we were being overly ambitious, you're in a time-crunch now, and it might be better to come back to it at a different time. It's that interesting issue of readiness. Sometimes, I get, like, this mentality, like, no, I agreed we're going to do it, we're going to do it, and I keep wanting to plow ahead, when to say, no, it's time to just stop this is a good thing to do.

>> Kevin Nourse: Mm-hmm.

>> Alice Waagen: Let's see what our crew today has shared with us. Seles says to do more active listening. Yeah, absolutely. Absolutely, especially if you start to get some of those, uh-oh, where did that come from moments, that means you might be missing some data coming into the conversation. Um, Kristy says, you know, explore the goals. There's a lot of room for improvement with feedback and debriefing. Yeah, you know, I find it's real easy to do the feedback, but don't leave enough time for the debrief, I think that's really critical. Um, Anna says let the coachee lead more of the coaching session. Yeah, let them determine goals. Yeah, absolutely. Try to remember that they should be driving this. Um, Anna then adds ask the coachee for feedback on how progress is going through their eyes. Yeah, you know, turn the tables at the end of every session or every other one and say, give me feedback, how am I doing in this, is this working, is this not working, is there something we could be doing differently. Absolutely. I think, you know, the interesting thing about coaching is you should be learning as much as they, and if you're not learning and adding to your skillsmanship, maybe it is a bit too much of a one-way going on there. All right, well, let's see where we have gone today in our session. Um, coaching is not telling someone what to do. Yeah, yeah, and it's, you know, again, the word we've been using, it's intentional, and it's planned. All of these things are so important. You know, you're using a defined process to help the coachee take action, and mentoring is important. You do have to stop every now and then and be directive in your feedback, but if that's most of the interaction, then there's something that you need to correct. All right, so what's next? Practice, practice, practice. Practice your active listening skills with others. Um, sit down and, um, you know, put together a set of these open-ended questions to have ready to use. Um, I like to prescript a lot of questions, because in the moment, it's hard to come up with them, and then, also, definitely ask people to give you feedback so that you can continue to learn and to grow. So, at this point, I need to pass the mic back to Andrea and to see that, um, how she would like to wrap us up for the day.

>> Andrea Falzarano: Thank you, Kevin and Alice, and thank you, everyone, for joining us. This webinar is part of a series in ASHA's Leadership Academy. For more information, including information on continuing education credits, visit [www.ASHA.org](http://www.ASHA.org) and search Leadership Academy. We also encourage you to join the ASHA Community, focused on leadership topics. Go to [ASHA.org](http://ASHA.org) and search Leadership Academy. You will find a link to the online community on this page. This concludes the ASHA Leadership Academy webinar on coaching others. Good-bye from the ASHA National Office.

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