

ASHA Leadership Academy

Coaching



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ASHA Disclosure Statement



Kevin Nourse

- Financial: Nourse Leadership Strategies, Independent Contractor. Receiving compensation from ASHA for conducting this webinar.
- Non-Financial: None

Alice Waagen

- Financial: Nourse Leadership Strategies, Independent Contractor (subcontractor to Kevin Nourse). Receiving compensation from ASHA for conducting this webinar.
- Non-Financial: None

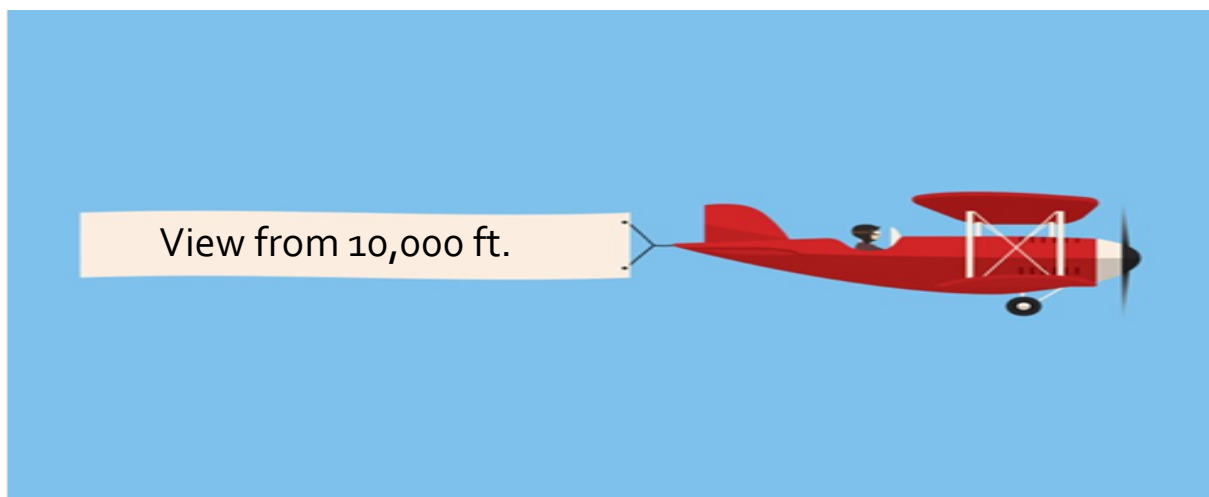
Introduction

Why are we here?

To learn the fundamentals of coaching others to improve performance

How will we achieve this?

- Key concepts defined
- The coaching relationship and mindset
- Critical coaching behaviors
- The coaching process
- Wrap-up



Key Concepts Defined



What is Coaching?

- A one-on-one, performance-oriented, ongoing series of conversations
- An intentionally designed interaction with focus on helping another achieve performance targets and goals
- A thought-provoking and creative process that inspires people to maximize their personal and professional potential
- Coaching is a powerful leadership tool for evoking the best in others

What is Mentoring?

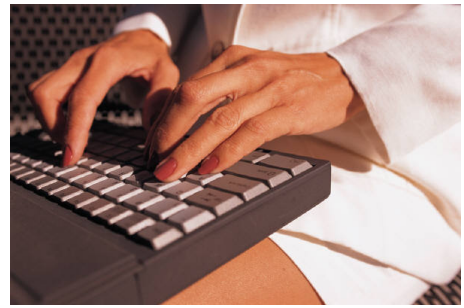
- Sharing relevant information based on experience that might help
- Giving advice or counsel

Why is it so important for CSD professionals?



- Preparation for roles as a clinical fellowship mentor, a speech-language pathology assistant supervisor, an audiology assistant supervisor, or staff supervisor and understand the differences in these roles
- Guide the performance of a fellow team member or peer
- Help a fellow volunteer who is new to a role
- Assist a new worker, intern, or boss adjust to a new job
- Build a positive relationship with another person

Key Concepts: Research Studies



Emerging Themes

- The development of coaching knowledge (Cote, 2006)
- Executive and organizational coaching: a review of the literature (Maltbia, Marsick, and Ghosh, 2014)
- The scope of coaching in the context of organizational change (Rosha and Lace, 2016)
- Gestalt coaching or gestalt therapy: ethical and professional considerations on entering the emotional world of the coaching client (Gillie and Shackleton, 2009)
- Coaching and mentoring: theory and practice (Garvey, Stokes and Megginson, 2014)

Reflection Question



What strategies do skilled coaches use?

Coaching Relationship and Mindset



Coaching Goals and Focus

- **Performance coaching** – goal to improve someone's ability to perform assigned jobs or tasks
- **Life coaching** - addresses specific personal aspects in an individual's personal life, relationships or profession by examining what is going on right now, discovering obstacles or challenges, and choosing a course of action
- **Career Coaching** - to help clients develop a career road map and strategies for career satisfaction and success

Coaching Relationship and Mindset



Readiness for Coaching

- Coaching is an intentionally designed interaction with a focus on helping another achieve outstanding results.
- Consider the following when considering a coaching relationship:
 - What is your mindset for coaching? What are your assumptions, beliefs and mental models about coaching?
 - Do you have a well-defined process to use to coach another?
 - Are you adept at specific coaching practices and behaviors to use during the coaching conversations?

The Coaching Relationship

- Coaching happens in the context of a relationship between the coach and coached.
- Critical variables in the relationship include:
 - Trust
 - Empathy
 - Openness
 - Focus

Coaching Relationship and Mindset



Coaching Mindset

- Compassion and empathy
- Tapping wisdom and experience
- Goal setting to ensure motivation
- Promoting autonomy (versus dependence)
- Building trust

Reflection Question



How can someone enhance the relationship they have with their coachee so that the coaching is effective?

Critical Coaching Behaviors



Listening skills

- Active Listening
- Testing Perceptions

Speaking Skills

- Mentoring
- Feedback
- Reframing

Critical Coaching Behaviors



Listening Behaviors: Active Listening

Active listening consists of asking probing questions and paraphrasing. The purpose of your questions is to elicit insights and awareness by your coachee.

Examples of Active Listening Behavior

Sample questions for before the performance

- *What does the perfect outcome look like?*
- *What does the worst possible outcome look like?*
- *What challenges do you think will emerge during this situation?*
- *What support might you need to be successful as you face this situation?*

Sample questions for after the performance

- *What seemed to work really well? How did you know?*
- *What would you do differently next time?*
- *In your preparation, you were particularly concerned about responding to tough questions. How do you think you did?*

Critical Coaching Behaviors



Listening Behaviors: Testing Perceptions

When we **test perceptions** we are communicating what we think our coachee may be experiencing but not explicitly communicating in their words. It's a useful way to build awareness for a coachee as well as helping them feel supported.

The goal of testing perceptions is to deepen your relationship with your coachee and help them feel supported and clarify the challenges they may be facing.

Examples of Testing Perceptions Behavior

Helen, I noticed that you said you were interested in taking on a team leader role, but you don't sound very enthused about it. Am I reading the situation correctly?

Alan, if I were in your shoes I might feel nervous about making the presentation to the clinic administrator. How are you feeling about this opportunity?

Critical Coaching Behaviors



Speaking Behavior: Mentoring

Mentoring can take the form of sharing relevant information that might help your coachee be more successful based on your own relevant experiences.

Examples of Mentoring Behavior

Barbara, I have some experience giving presentations to a similar group; would it be helpful for you to hear about how I handled it?

Susan: Yes, that would be great! I'm feeling really anxious about this group.

Barbara: I found in a similar experience that participants in the meeting want a short briefing of key ideas, then like to ask a lot of questions about clinical application. Also, where possible they like to get the slide deck in advance to review. How do you think you're going to handle this with your presentation, Susan?

Critical Coaching Behaviors



Speaking Behavior: Feedback

Feedback comes in the form of observational data you can share with your coachee about his or her behavior. Before delivering feedback, it is important to ask your coachee whether he or she even wants it. Then it's useful to explore the feedback and what it means.

A five-step process for delivering feedback:

1. Identify the observed behavior as specifically as possible.
2. Ask a probing question to explore what was happening for your coachee at the time.
3. Ask a probing question to explore the consequences of the behavior.
4. Provide your observations of the impact.
5. Identify strategies the coachee might use next time.

Critical Coaching Behaviors



Speaking Behavior: Reframing

Reframing is a speaking strategy in which you help your coachee see a challenge or situation from another perspective. By doing so, you can help him or her identify alternative solutions and gain awareness of how to view situations.

Examples of Reframing Behavior

Steve: I know you indicated that you feel really anxious about doing the presentation next week. What are the benefits of feeling anxious? How can this serve you?

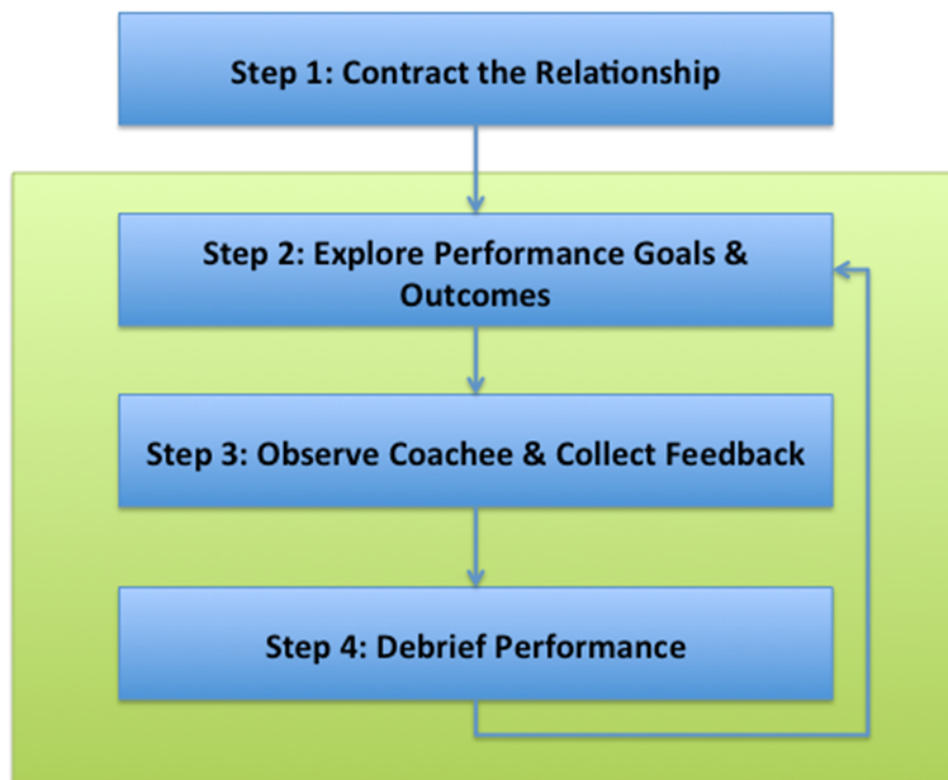
Helen: I hadn't thought about it before, but now as I reflect... seems to me that the anxiousness is prompting me to take action to prepare for the presentation.

Reflection Question



Which of the coaching behaviors introduced would you most like to incorporate into future coaching interactions? What might be the impact on your coachee?

Coaching Process



Coaching Process



Step 1: Contract the Relationship

- Before you begin to coach, it's critical to have an initial conversation to clarify your role as a coach. Include:
 - Defining what it means to coach
 - Clarifying your coachee's goals, interests, strengths and weaknesses
 - Making sure your coachee actually wants coaching

Step 2: Explore Goals & Outcomes

- Think through the challenges, strategies, and envisioned outcomes
- Build confidence and wisdom by thinking through their approach
- Specific topics you might explore include:
 - Identifying what success looks like
 - Surfacing and exploring concerns and doubts about the likelihood of success
 - Identifying specific actions he or she needs to take to ensure success
 - Anticipating potential problems or setbacks, along with how to handle them

The Coaching Process



Step 3: Gather Feedback Data

- Participate in the situation or performance and gather observational feedback data
- Take notes on her performance to use in the debrief

Step 4: Debrief the Experience

- Debrief the experience with your coachee to deepen learning and build confidence
- Schedule the debrief as soon as possible after the performance
- Explore what went well and what could be done differently
- Summarize the learning and insights
- Acknowledge success

Reflection Question



Think of a recent situation where you were coaching someone. To what extent did the interaction demonstrate the coaching steps or behaviors? What could have been improved?

Key points



- Coaching is not telling someone what to do; it is using a combination of listening and speaking behaviors for self-reflection and learning.
- Coaching is more than just a good conversation; skilled coaches use a process to help their coachees take action.
- Mentoring is important approach that coaches can use to support the learning of their coachees.



- Practice active listening with others including asking open-ended questions.
- Use some of the concepts you learned today to enhance your current coaching relationships.
- Invite the people you coach to give you real-time feedback on your coaching skills.

Additional Reading



- Gorrell, P.J., & Hoover, J. (2009). *The Coaching Connection*. New York: AMACOM.
- Hargrove, R. (2008). *Masterful Coaching*. San Francisco: Jossey-Bass.
- Hudson, F.M. (1999). *The Handbook of Coaching*. San Francisco: Jossey-Bass.
- O'Neill, M.B. (2007). *Executive Coaching With Backbone and Heart*. San Francisco: Jossey-Bass.
- Whitworth, L., Kimsey-House, H., Kimsey-House, K. & Sandahl, P. (2007). *Co-Active Coaching*. Palo Alto, CA: Davies-Black.
- **International Coach Federation (ICF)**. ICF is the professional body for professional coaches. The website has a number of resources and great information on the profession. www.coachfederation.org
- **Coaching at Work**. This UK-based organization publishes a professional magazine for managers who are interested in learning more about their role as coaches. The site has a number of articles available for download. www.coaching-at-work.com