

The ROCK #22 - Coaching

Coaching is about Training. It is very different than Mentoring.

Coaching and Mentoring: What Is the Difference?

- Coaching focuses on the talents of the person being coached.
- Mentoring focuses on advising people what they ought to do.

- Coaching is about improving or teaching skills.
- Mentoring is about giving advice.
 1. Here is what you ought to do.
 2. Here is the best practice you should follow.
 3. Here is the answer.
- A Coach is like a trainer.
- A Mentor is like a personal consultant.

COACHING	MENTORING
Tasks and actions	Ideas and vision
Passion and attitude	Directions and objectives and the big picture
Transactional	Relational
HOW and WHERE	WHO, WHY and WHAT

Coaching

A coach operates as a developer of skills. Coaching is getting the most productivity out of people. It is giving performance feedback to those you are coaching. Coaching is about motivating a person's performance so they grow in their skills and do the best they possibly can. Coaching requires behaviors, such as being assertive, leading by example, and listening intently. The activity of coaching requires you to be flexible because you will train a variety of individuals with different needs and skill levels.

"One style of coaching just doesn't work."

Bear Bryant

Objectives of Coaching

- Develop the skills and abilities of people.
- Build high levels of commitment from the people you coach.
- Drive performance that meet the needs of the individual.
- Challenge people to perform their best.
- Maximize the use of time, by you and those you coach.
- Increase the productivity of the people you coach.
- Reinforce the quality performance and accountability of those you coach.
- Provide leadership to encourage progress and growth of people now and in the future.

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Tips for Coaching Success

- Guide behavior success for those you coach.
- Motivate people to succeed.
- Focus on the performance of people.
- Set meaningful goals for both you and the people you coach.
- Give performance feedback.
- Delegate.
- Deliver training.
- Enhance career development.
- Reinforce good performance.

Coaching Tools and Steps

- Setting goals and performance plans.
- Guiding development through training and teaching.
- Training and teaching with questions and answers.
- Motivating people to increase performance.
- Empowering people to increase productivity.
- Giving performance feedback.
- Conducting performance reviews.
- Intervening to build improvement in performance.
- Stimulating and supporting career development.

*Coaching is not about being nice, any more than it is about being mean.
Some people need pushing and firmness.
Others need a light touch with just a little direction.*

Setting the Tone in Coaching - Coach by Example

Look to build relationships by setting the tone.

- Listen to understand people and do not judge them.
- Follow through and meet your commitments.
- Take an interest in people.
- Be flexible and open minded.
- Treat people with respect.
- Stay calm under pressure.
- Be timely and constructive when addressing issues.
- Be solutions-oriented and don't blame others.
- Recognize others for their good performance.
- Always display honesty and integrity.
- Always show interest and enthusiasm for the efforts of others.
- Show up on time or "Lombardi time." (20 minutes early)
- Take a positive attitude and focus on ALL the interactions with others.

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When You Coach, Build and Increase Commitment from Your People

- Focus on what you need to accomplish.
- Involve people in the decision-making process.
- Develop opportunities for learning and growth.
- Strengthen people's knowledge and experience.
- Develop gratitude and acknowledgement for the accomplishments that people achieve. Recognize good performance regularly.
- Give people responsibility to produce results with high standards.
- Measure results and progress so that people experience a sense of achievement.

Don't Make Assumptions about People When You Coach

An assumption is something that is accepted as true and factual being without proved or demonstrated. When you assume something about someone, it can lead to BIG problems. You have probably heard, "When you ASSUME something, you make a Donkey out of you and me." When you act on an assumption before checking out the truth, you increase the potential for misunderstandings and destructive relationships. Coaching should focus on a person's capabilities and performance. However, before you can focus on that, you must push your assumptions aside.

Assumptions That You Should Avoid

Assumptions can hinder coaches, their relationships with people, and the job that they are trying to do.

- Stereotyping - Assuming that people of a group different than your group are all the same in their thinking and behavior. Stereotyping ignores and dismisses individual differences in people. It defines a set of behaviors to everyone in a particular group based on personal background, physical attributes, or occupation.
- Setting low expectations - Assuming that you cannot expect much from people from a different group because they are not very capable or willing to work hard. A person is given an opportunity to succeed or fail, based on his or her merits alone and not what group that they are a member of.
- Believing that differences are negative – If you assume that those of a different group have nothing in common with you, and are too difficult to understand, you tend to neither appreciate or respect them. This assumption implies that differences from you, especially those you can see, are negative.
- Equating sameness with equality – Assuming that coaching everyone the same way is done equally and with consistency. The problem with assumption is that it ignores individual needs and differences. One size does not fit everybody. When coaching, focus on performance and behaviors, not assumptions. Coaches help people become successful. Coaches need to concentrate on competence, productivity, and improvement.

"You want to treat everybody equally, but not everyone is equal."

-Jim Plato, Insurance Executive

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Coaching and Delegating

- Delegating is a coaching skill. It is the process of assigning and entrusting endeavors and responsibilities to others. By giving others a share in the responsibilities of assignments you will extend influence over them. Delegating creates commitment to the endeavor and produces results. You can, through delegating, entrust people to get the job done! This empowers others to be creative and to get results. You don't breathe down their necks and look over their shoulders. You provide training that they need and hold them accountable for results. People do better because they have a stake in your coaching efforts.

What Do You Gain When You Delegate?

- Increased productivity.
- Development of people.
- Strengthen the skills and abilities of people.
- Allows you to get more done with the help of others.
- Leads to more creativity from people.
- Better use of your time.
- More speed to results and solutions.
- Less stress on you.

What You Should Not Do When You Delegate to Others

- Don't communicate the expected results.
- Tell someone how to do the job.
- Don't let go of control.
- Get in the way by second guessing.
- Delegate a task that is beyond a person's capability.
- Do not review progress and results.
- Give responsibility without giving support.

Delegating in Action-What to Do

- Describe what needs to be done.
- Describe the purpose of what needs to be done.
- Define the boundaries of what is to be done.
- Define acceptable and not acceptable methods of getting it done.
- Provide any support when needed.
- Make sure the person understands what you want.
- Provide feedback and positive reinforcement.

Motivation and Inspiration in Coaching

Motivation and inspiration are about passion and enthusiasm. Passion is infectious. Enthusiasm is contagious. In both cases, people gravitate toward you. They will listen and participate in any activity that you want them to do. Enthusiasm and passion for something can drive people to great performance.

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What Are People Passionate and Enthusiastic About?

- Teaching others.
- Being creative.
- Solving problems.
- Helping others.
- Becoming an authority.
- Making a contribution.
- Taking risks.

Use these things that people are passionate and enthusiastic about to motivate people. Work to create opportunities to tap into these passions. It will lead to outstanding performance and results.

Motivation and Morale in Coaching - How to Achieve It

- Create self-esteem in people.
- Train people with respect.
- Abandon all your assumptions.
- Avoid negativity.
- Encourage feedback from people.
- Be a cheerleader.
- Praise and reward people for a job well done.

9 Questions to Ask Yourself for Inspiration

In need of a little inspiration? Ask yourself these probing questions to discover what really matters to you and how to go about getting it.

1. What would you do if you learned you had only 6 months to live? Time has a way of focusing your mind on what really matters. Are you wasting your time pursuing insignificant goals?
2. Are you doing what you should be doing? You are the only one who can decide what's right for you. And deep down, you know if you're on the right course.
3. Do you currently have the skills required to fulfill your goals? There is always something new to be learned. The truth is that you can't be "clueless" and be a champion at the same time.
4. What difference would it make if you were successful? How would it feel? What would be different in your life? The journey is tough, but it keeps you going to know why it is worth it.
5. What would do if you won \$1 million and had no limits in what you could be? Money changes everything. Are you allowing the lack of it to hold you back?
6. Do you need any help achieving your goals? Be brutally honest with yourself. Can you do this all by yourself? Or do you need the contacts, strategy and financial support of others?
7. What are your 5 most important values? Beliefs matter. They make you powerful, and they make decisions easier. If you don't believe in anything, you won't achieve anything.

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8. Do you have enough time to reach your goal? If you can't get your plane in the air before you reach the end of the runway, you will crash. Your plans won't matter if you don't give yourself enough time to complete them.
9. What have you always dreamed of doing but been too afraid to try? It could be something "crazy." Maybe it's time to start working on that dream. Maybe that's what you've been missing.

By: Dan Waldschmidt

Training - Steps in Training - Hyper Training

- Prepare to present what the training exercise is to learn the skill.
- Present the training exercise to those you are training.
- Make sure those you are training know the skill they are learning.
- Prepare to demonstrate the skill to be learned.
- Demonstrate the skill to be learned.
- Have those who are being trained, practice the skill they are to learn.
- Observe the person being trained as they perform the skill.
- Keep your hands off-let them do it.
- Repetition-Repetition-Repetition.
- Observe the repeated practice of the skill that is being trained.
- Praise the person as they are improving.
- Reinforce the skill that is being learned.
- Enable the person to perform the skill that is being learned.
- Repetition-Repetition-Repetition.
- Allow the person to master the skill.
- Praise and reinforce the mastery of the skill.
- Mastery leads to independence - The person can outstandingly perform the skill every time without your training or assistance.

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Hyper Training

Allows a person to NOT just learn a new skill but MASTER a new skill. Here are the 4 stages of Competence that person goes through to MASTER a new skill.

The Model for Learning and Mastering a New Skill

By: Noel Burch and Abraham Maslow

Unconscious Incompetence

An individual does not possess a given skill and does not know that they do not possess the skill. He or she may deny that the skill is useful. The individual needs to recognize his or her incompetence and acknowledge the value of the skill in order to move to the next stage. An individual will tend to remain in this stage until prompted to learn the skill.

Conscious Incompetence

While an individual does not possess the skill, he or she does recognize his or her incompetence as well as the value of the new skill. This stage is characterized by the making of mistakes in an effort to acquire the skill.

Conscious Competence

The individual has acquired the skill but requires a certain amount of mental concentration to demonstrate the skill. Breaking the skill into steps or conscious actions facilitates performance of the skill.

Unconscious Competence

The individual has mastered the skill to such a degree that it has become “second nature” and can be easily and swiftly performed. The skill is so engrained that the individual may be able to perform the skill simultaneously with other tasks. The individual can teach the skill to others.