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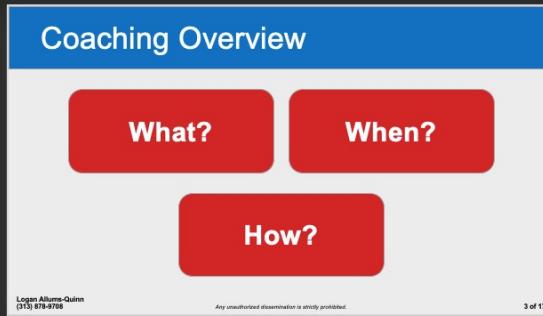
## This Training Will Help You:

- Explain the value of coaching
- Apply the FUEL model during coaching

We're going to begin with:

Defining coaching,  
Establishing when you should coach,  
Examining the fundamental skills of effective coaching,  
Introducing a model you can use to further develop these skills.

We'll spend most of this module practicing these skills.



Coaching can best be understood by explaining the "What," "When," and "How."

- What is coaching and how does it differ from alternative management techniques?
- When is coaching best applied?
- How to be a good coach?

## Defining Coaching

- Actively listen
- Ask powerful questions
- Raise awareness around "blind spots"
- Challenge thinking and deeply held beliefs
- Make requests for new action

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- Using a set of skills to actively listen, ask powerful questions, raise awareness around "blind spots," challenge thinking and deeply held beliefs, make requests for new action, and design personal programs for their mentee.
- Helps the mentee see new possibilities and take effective action.  
Most individual's coaching default is to teach, but it takes practice and a *growth mindset* to be able to effectively facilitate coaching.
- They give specific, timely and balanced feedback.
- They know how to deliver hard feedback in a motivational way and understand unique strengths & development areas of each team member.
- They tailor coaching (e.g. to individual motivations, communication styles), suggest solutions, and have regular one on one meetings.



Before you can be effective as a coach, you need to understand your own style and how it can help or hinder the coaching process. Each person has a “default” mode for coaching, and for many of us, that is teaching instead of facilitating. It is important to understand your default coaching mode, and build the skills to practice and maintain the facilitation mode.

*LEFT SIDE of the slide:* “Teaching” Coach:

- This type of coach does a lot of “telling”.
- They have the expertise and are trying to pass it on to help the other person achieve something concrete.
- In using this style, the coach is typically drawing on his or her experience to pass on the skills and knowledge the other person needs to achieve an outcome or to do their job.
- This sort of coaching is appropriate when tasks are to be performed in the “right” way over and over.

*RIGHT SIDE of the slide:* “Facilitating” Coach:

- Coach is more interested in asking questions and listening instead of telling.
- Rather than hands-on technical experience the “Facilitating” Coach often has a broader ‘people empowerment’ expertise which they use.
- They typically recognize the potential in people and have a commitment to giving individuals challenges and opportunities to stretch themselves and learn how to learn (especially when the individual may have projects to undertake as part of their learning journey).



Coaching is not appropriate for all situations when improved performance is the goal. Its usefulness is contextual; the benefits that coaching offers must suit the mentee's needs.

Situations in which coaching *works best* include:

- When working with high-potentials— fosters their long-term development
- When working with knowledge workers\*— the “expert” leadership role has limitations when workers may be more knowledgeable than the boss.
- When commitment trumps control— when securing a direct report’s commitment and intrinsic motivation is more important than controlling them
- When the issue is around managing relationships (w/direct reports, stakeholders)

When should coaching be avoided?

- When dealing with serious underperformers. Coaching is not a performance plan.
- When you, the leader, do have the answers. If you know exactly how work must be done, direct instruction is better than inquiry; if a question has just one answer, people feel quizzed.
- When control is more important than commitment. In doing routine tasks for example, this may be the case.
- If the coach believes the mentee cannot achieve the goal. An important aspect of coaching is having a growth mindset and understanding that a person’s potential is not known or knowable.
- When there are safety or legal risks involved.

Before dismissing coaching in these instances, make sure you understand the situation accurately. Is an apparent low performer really an low performer or victim of an attribution error\*? Do you as leader really have the answers or just want to believe so? Is control really what is most important for the work, or might you need to learn to let go? If the answers are “no,” coaching may work.

## How To Be A Good Coach?

### Four steps:

1. Be fully **present** for and **focused** on the mentee
2. Be aware of your own **mindset** and that of the mentee
3. Practice **empathetic listening** (aka *active or reflective listening*)
4. Ask **open-ended questions** to facilitate mentee own insight

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We're going to walk through a helpful model shortly to provide structure to the conversation itself, but what does it mean to BE a good coach and HOW can you develop these skills?

### 1. Be fully present for and focused on the mentee

It is important that as a coach you are fully present and focused in a coaching scenario. Although the business keeps us busy, it is important to clear your mind and focus on the coachee. Otherwise, we slip back into our default mode of "teaching" instead of "facilitating."

How present are you now on a scale of 1-10? (*show of hands/fingers*)

- What's getting in the way of you being a 10? (*reflect, don't answer*)
- What can you do in the future to be present and focused when coaching others?

### 2. Be aware of your own mindset and that of the mentee

A "growth mindset" enables the coach to be open to the entire potential of the coachee. No one's full potential is known or knowable, there is always room for growth. Having a growth mindset allows us to experience failure less emotionally and learn from it. Coaching helps the coached person adopt a productive growth mindset. There is an emphasis on learning from mistakes versus letting them fuel negative narratives about oneself. The effort is less directed towards "fixing" and more towards understanding. Support is offered hand in hand with challenge; empathy goes with accountability.

### 3. Practice empathetic listening (also known as active or reflective listening)

**What does it mean to practice empathetic listening?\***

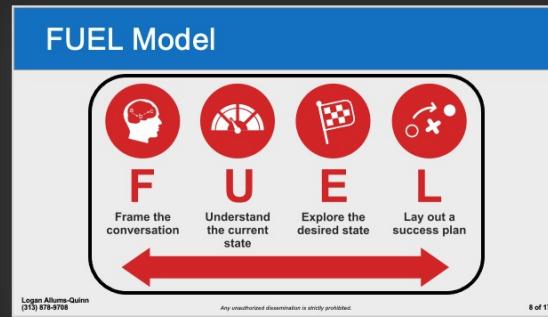
When you listen to someone with this intention, you're letting them know "I am interested, I care, and I seek to understand what you are saying. I am not judging you and I acknowledge how you feel about this issue." As an empathetic coach/listener, you will usually provide welcome validation and catharsis for the coachee. This practice includes:

- Hearing what the other person is saying
  - Attention is squarely focused on the other person
  - Listening to their answers and asking follow-up questions
  - Paraphrasing and clarifying
- Noticing other person's energy, mood, tone of voice
  - Listening & looking for impact on the person – high or low energy?
  - Noticing gestures, body language (What is not being said?)

### 4. Ask open-ended questions to facilitate mentee's own insight

This next coaching skill is asking open questions. Think about open questions in this way — you want to focus on the *what and how* and avoid the *why*. Some questions to get more information (*who, when, where*) may be necessary.

- The **BEST** questions: What and How encourages expansive thinking
- Info-gathering questions (Who, When, Where) – use sparingly, but as needed
- Why questions. Avoid these, they sound judgemental and put people on the defensive, even if it's not your intention. Try rephrasing Why questions with What or How, e.g. "What factors did you consider?" "How did you decide what to do?"
- Note: Avoid phrasing advice as a question, e.g. "Have you tried XYZ?" or "Do you think XYZ could work?"



The **FUEL coaching model** is an adaptable coaching model that pairs open ended questions from the coach, with the employee or mentee's analysis and ownership of their own performance. It is an acronym that stands for **Frame the Conversation, Understand the Current State, Explore the Desired State, and Lay Out a Success Plan**. Ownership in a development plan comes from mentee's buy-in. This is the main benefit of using the FUEL coaching model over the other main coaching models.

## Frame The Conversation



Set the context and focus for the conversation

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### Frame the Conversation

The coach and mentee discuss and agree on purpose, process, and expected outcomes of the conversation. This can be used for goal setting, delivering redirecting feedback, development plans, and performance appraisals. The coach guides the conversation but the mentee owns the conversation content.

### Example statements and questions to use in framing the conversation:

During this conversation I would like to discuss...

Is there anything else you would like to add?

## Understand The Current State



Understand  
the current  
state

Seek to understand by gaining context around the situation and asking open-ended questions to dig deeper

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### Understand the Current State

Next, through questioning the coach helps the mentee recognize where they are today. Both challenge each other's assumptions about the situation. Challenge assumptions and identify beliefs that may drive the mentee's behavior.

#### Potential open-ended questions to use in understanding current situation:

How do you see the situation?

Is the situation optimal?

## Explore The Desired State



Help your team member identify the target and generate paths to achieve the desired result

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### Explore the Desired State

The coach leads the mentee to identify the desired state. What will a change look like? Spend time understanding what the mentee sees as the desired state. Be specific. After understanding and agreement, they will generate multiple paths to achieve the desired goal.

#### Example open-ended questions to use in understanding the desired state:

What do you see as the ideal situation?

Behaviorally, what does the desired state look like?

Can you suggest changes to be made to reach the desired state or situation?

## Lay Out A Success Plan



Create a detailed action plan that will lead to achieving the goal

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### Lay out a Success Plan

The coach will then help the mentee develop their own action plan. The plan will need to be specific, actionable, and time-bound (SMART GOAL). It needs to be realistic and feasible to accomplish in the time allotted. Importantly, the plan needs to be the mentee's plan. They need to own it.

### What to Consider in Developing the Action Plan?

Is there a well defined and agreed upon goal?

What steps are necessary?

What resources are needed?

## Coaching Activity

**Choose Coach, Mentee and Observer roles (12 minutes per round)**

Coach: Use the FUEL model to coach the Mentee  
Mentee: Respond realistically to the coaching  
Observer: Watch and take notes

When time is up, debrief and switch roles

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### Coaching Activity in Trios

(2 mins for instructions, then 1 hour self managed: 45 min practice and ~15 min break )

- Describe roles of Coach, Coachee and Observer (**3 slides**)
- 45 minutes total for this activity, each person in the group will be the coach once for 12 minutes, you'll debrief for 3 minutes afterward, and then rotate.
- Ask if there are any questions. Advise to stay in room for easy timekeeping.

## Role of Mentee

### During the coaching:

- Be yourself
- Focus on getting real value from the coaching - do not think about what the coach is doing (yet)
- Don't try to artificially help the coach. Let them structure the conversation.
- Use a real issue. Either one you prepared or anything else which seems more relevant now

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- Ask if there are any questions. Advise to stay in room for easy timekeeping.

## Role of Coach

### During the coaching:

- Stick to using the FUEL model
- However, make adaptations to meet the needs of the mentee
- Be yourself
- If you have a question or want help, raise your hand
- Take risks and try new things (so that you learn)

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### Coaching Activity in Trios

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- Ask if there are any questions. Advise to stay in room for easy timekeeping.

## Role of Observer

### During the coaching:

- Observe, don't speak
- Take notes
- Pay special attention to the coach's area/s for improvement

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### Coaching Activity in Trios

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- Describe roles of Coach, Coachee and Observer (**3 slides**)
- 45 minutes total for this activity, each person in the group will be the coach once for 12 minutes, you'll debrief for 3 minutes afterward, and then rotate.
- Ask if there are any questions. Advise to stay in room for easy timekeeping.

## Coaching Activity Debrief

### Debrief roles (*3 minutes per round*)

Observer: share your observations and feedback  
Mentee: share feedback including biggest strength and biggest development area for this Coach  
Coach: write down what you learned - what do you want to remember from this session?

### Quick debrief of coaching as a group (5-10 mins depending on group's punctuality)

Ask: "With a show of Thumbs up / sideways / down"

- When you were the Coach, do you think you provided value?
- When you were the Coachee, did you have a positive coaching experience?
- How many feel you got much more out of this exercise than expected?