Watch the short lecture on Coaching Skills Definitions Then watch the Coaching Example video.

Coaching skills can be used by anyone to guide performance. They are often great tools used by high-performance work groups to increase the performance of the overall effort of a team. Observe the video interactions and complete the observation form below to get a feel for how coaching can work to get things back on track.

**Observation Form**

How often and/or how well did the team/coach use the following skills. Please record your observations and impression of their effectiveness below.

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| --- | --- | --- |
| **Skill** | **Frequency** | **Quality/Notes** |
| Attending | High | All the members were attentive and engrossed in the discussion |
| Acknowledging | Rare | There were very rare instances where the team acknowledged one others’ responses. |
| Querying | Good but can be better | The group did ask questions but there were very rare questions directed to solve the problem. |
| Reflecting | Good | The group reflected on the various suggestions that were made. |
| Indicating respect | Good but can be better | There was no single point where the team disrespected one another. But there were no instances where it showed that they respected one another. |
| Self-disclosure | Not present | It was not evident in the video |
| Immediacy | High | Understanding the priority of the problem, the team was successful in figuring out the reprimand steps. |
| Summarizing | High | One of the team members very well summarized the discussion and to-do steps. |

Take the coaching competency assessment (also in this week’s folder). Based upon your assessment of your coaching skills, what would you change about your personal coaching habits? Your answer should be about one double-spaced type-written page. Please attach a copy of your personal assessment.

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|  | **Basic Skills** |  | **Advanced Skills** |
|  | ***Facilitation Leadership*** |  |  |
| ✓ | Demonstrates respect of different ideas, personalities and cultural and gender perspectives | ✓ | Influences whole group to be respectful of different ideas, personalities and cultural and gender perspectives |
|  | Describes the sensitivity and perceptions needed to understand and work with the group culture |  | Demonstrates well developed sensitivity and perception to group culture and needs |
| ✓ | Communicates and clarifies goals and objectives |  | Obtains group commitment to goals and objectives |
| ✓ | Establishes and maintains ground rules |  |  |
|  | Maintains role as facilitator (as servant leader) |  | Maintains role as facilitator but can effectively moves between facilitator and other roles |
| ✓ | Projects confidence and control |  |  |
| ✓ | Demonstrates ability to facilitate relatively simple to moderately complex planning efforts |  | Demonstrates ability to facilitate complex planning efforts |
| ✓ | Demonstrates ability to facilitate planning efforts with supportive and like-minded audiences | ✓ | Demonstrates ability to facilitate planning efforts with diverse and unsupportive audiences |
|  | ***Process: Communication/ Participation*** |  |  |
|  | Provides opportunities for all participants to be involved using facilitation techniques |  | Generates broad participation from all participants |
|  | Controls individuals that may dominate discussions |  | Establishes atmosphere that insures broad and equal input into discussions |
| ✓ | Asks probing questions, addresses critical issues | ✓ | Proactive in asking critical questions and addressing critical issues |
| ✓ | Quickly summarizes discussions and information | ✓ | Quickly synthesizes and distills information |
|  | Provides positive criticism |  | Provides positive and strong criticism while maintaining collegial environment |
|  | ***Outcomes*** |  |  |
|  | Recognizes when planning efforts are not focused on outcomes, does course correction |  | Proactively recognizing and redirecting when planning efforts are not focused |
|  | Recognizes conflict and tough issues |  | Resolves conflict and tough issues |
|  | Identifies recurrent themes and connections |  | Identifies and communicates overarching patterns, emerging themes and critical connections amid complex information and relationships |

* I have never got a chance to lead a team or be involved in the architecture phase of a project so I haven’t got a chance to demonstrate or experience a few of the qualities mentioned in the above table. But a few things that I would definitely like to change are inclusiveness, immediacy, and reflection. I have a tendency to overburden myself with work rather than coaching my subordinates and taking help from them. I have a fear that if work is delegated then there might be gaps and work will not be done in a timely manner. I need to understand that by including everyone I am easing the work and it might only help me complete the work before the deadline. Another quality that I lack is I cannot correctly determine what my subordinates feel when I try to delegate work or when I put forth my opinion. This is a very important skill that will help me plan my next actions and I need to inculcate the same in my behavior. And one of the most important qualities that I lack is reflection. I tend to have a habit of putting forth my opinions strongly and abiding by my thoughts. In this process, I often forget to acknowledge what the other person said. This might sometimes even be taken as disrespect. Though my intention was just to bring the employee and myself on the same track, this sometimes backfires. I need to learn to acknowledge what is brought to the table and then put forth my point in a way that does not seem disrespectful. By doing this I am just letting the employee know that his point is heard and considered, but I might not necessarily be in agreement with that. This will help build a great culture in the team and will lead everyone to success.