

BAC4L program

Conscious Business

Application Coaching

Coach's role

1

As far as the coach knows, the coachee is “OK”. If the coachee chooses to change something, the coach will **support his / her learning process.**

2

A coach does not change a persons life. The coachee becomes **aware of a gap**, and makes the choice to change their lives.

3

The coach helps **shed light on “blind spots” and build new skills**. Coachee becomes aware and chooses where to go. Through this process the coach helps turn off the coachee’s “automatic pilot”.

4

The coach **meets** the coachee where he / she is.

Coach's objectives

1

The explicit objective of a coaching session is to find a strategy for **effective action to close a gap**.

2

The broader objective of a coaching process is for the coachee to gain greater **awareness** and increase his / her ability to **respond to challenges**.

3

Making the coachee “comfortable” is not an objective. **Taking care** of the coachee is an objective. This may mean making the coachee uncomfortable through challenge, while holding a safe and caring space.

4

The coach helps the coachee **integrate perspectives** that were before hidden to the coachee.

Principles

- 1 Do not provide the coachee with a solution, help her find her own internal solutions.
- 2 Do not use a more powerful tool than the one you need.
- 3 A coach does not give advice! The coach can offer a perspective for consideration of the coachee? (fine line!!)
- 4 Everything the coachee does or says is correct and coherent with her world.
- 5 The diagnosis the coachee makes of the problem is always incomplete; otherwise, she would not be “stuck” there.
- 6 The coachee is the leader. She defines her needs. The coachee always has the last say in the coaching session.

8 Steps of Application Coaching

1

Setting Up

- Preparing the Coachee
- Preparing Yourself

2

Opening

- Context and purpose
- Application Coach Role
- Confidentiality

3

Listen to the story

- Listen to the story
- Inquire
- Reflect back understanding

4

Contracting

- Open gap
- Scrub goal
- Contract

5

Resolving

- Reinterpretation
- Role Plays
- Application of skills

6

Committing

- Plan for Action & Learning
- Commitments

7

Closing

- Learnings
- Feedback
- Appreciation

8

Follow Up

- Record keeping
- Follow up email (if applicable)

Preparing the Coachee

- Pre-email
- Part of a program they attended
- No cost to them
- Schedule and duration
- Come prepared to talk about a challenge.
- Invite them to send you advance notes regarding focus areas.

Preparing Yourself

- Connecting with your role in this context
- Relaxing
- Breathing
- Rehearsing (prep with Axialent coach as needed).

You will develop your own “context setting” lines. The following are some examples for your consideration...

- In order to get the most out of this coaching session we will discuss issues that are significant to you, and it's important that you open up and share what's really on your mind. I assure you that everything we discuss in this meeting is confidential.
- As a coach I will help you work on something that is valuable to you. I will not do this by telling you what to do or directing you in any way. I believe you have the answers to solve your problems, and my role is to help you find these answers, inviting you to take new perspectives.
- In a way my role will be that of a “mirror”. I will listen to your story, inquire for deeper understanding and further discovery, and reflect an interpretation back to you.
- I will also help you build skills when necessary and once you've decided how you wish to move forward.

You will develop your own “context setting” lines. The following are some examples for your consideration...

- This is “your” time... I do not have a hidden agenda. My agenda is to help you. The only thing I need from you to get started is a gap. A gap is a place where what you want is different to what you get. It does not need to be a problem. It can be an unfulfilled aspiration.
- You have my undivided attention for the length of the session. Can you commit to the same? [no cell phones or interruptions...]
- A coaching session is an opportunity to practice the tools we saw in the workshop with a real life situation. Is there any specific topic covered in the seminar that drew your attention? Do you have a situation related to that topic you would like to work on? [E.g. A situation where you acted like a victim...]
- What's on your mind today? What would you like to discuss in this meeting?

Listen to the story

3

The “vacuum cleaner” effect. Our silence and receptive attitude generate a vacuum that invites the person to speak.

Actions that help produce the experience of being listened to:

- Intend to listen respectfully. Hold this “virtuous intention”.
- Remain silent. Respect the other person’s pauses. Give time to ponder.
- Pay attention to the other person, don’t multitask.
- Don’t interrupt or complete the other person’s sentences.
- Listen with interest and curiosity without hurrying the speaker.
- Maintain eye contact and an open body posture (pay attention to not crossing your arms, legs, slouching in your chair, etc.)

Listen to the story

3

Actions that help produce the experience of being listened to:

- Be still. Keep a relaxed body position. No fiddling or fidgeting. Face the person, don't face sideways.
- Mirror the speaker's communication style and body posture as much as possible.
- Ask open-ended questions.
- Lead the speaker to expand upon their ideas through questions or comments. "How did you feel then?", "Tell me more", "What happened next?", "What were the consequences of all this?"
- Recognize that, even though you might have a visceral reaction against the expressed opinion, you don't know the factors that lead the other person to have that opinion.

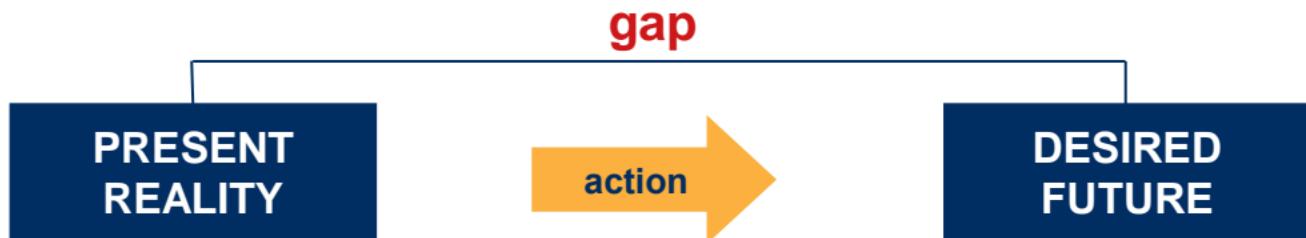
Listen to the story

3

Actions that help produce the experience of being listened to:

- Use the Inquiry and Advocacy Tools:
 - > Investigate the assumptions that underlie the other person's interpretation.
 - > Ask for observations and data that support their reasoning.
 - > Ask the speaker to explain their logical inferences and the standards for evaluation which were used.
 - > Inquire about the recommendations or suggestions the speaker derives from their opinion.
 - > Ask for examples and specific cases (Place and time specific).
 - > Check your understanding of the other person's position by summarizing the main points, making sure that they accurately reflect what the speaker intended.
 - > Once the other person has accepted the summary of their position, ask for permission to add information and ask questions.
- Pay attention to the other person, don't multitask.

Step 1: Open the Gap



Q: What would you like to have happen?

This is a forward-looking question and may be quite profound for the coachee. Prepare to witness the coachee “thinking out loud”.

You may have to ask this question more than once to help the coachee through the thinking process.

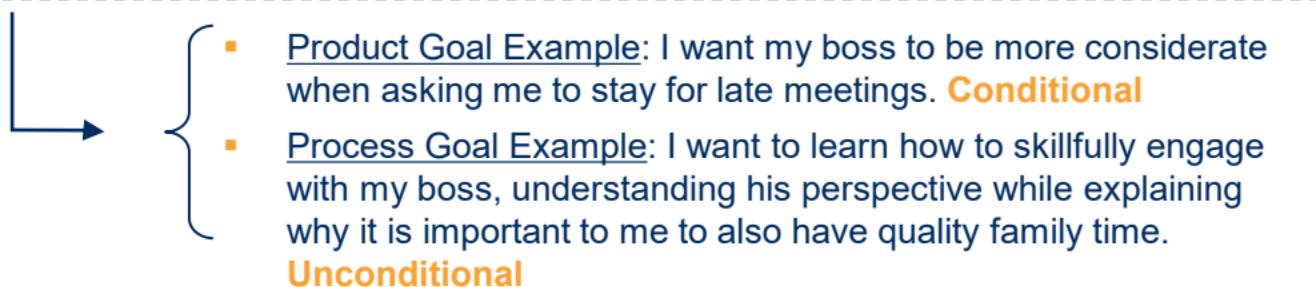
Step 2: Scrub the goal

Question: What does your aspiration look like in concrete, tactical terms?
What would you like to have happen?

Answer: "coachee's response..."

Question: So what would you like to have happen?
(ask until until you've arrived to a very concrete goal)

In addition to having a concrete goal, you DO NOT want to start a coaching conversation without a **process goal**. It is ok to accept a **product goal** (the person wants to achieve a result). It is not ok to have ONLY a product goal. These are, by definition, conditional. You want the person to have an unconditional goal too.

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- Product Goal Example: I want my boss to be more considerate when asking me to stay for late meetings. **Conditional**
 - Process Goal Example: I want to learn how to skillfully engage with my boss, understanding his perspective while explaining why it is important to me to also have quality family time.
Unconditional

Step 3: Setting the contract

Agreement between coach & coachee on ...

- **a product goal** to support by
- **a process goal** and
- **a coaching goal** they'll focus on for the remainder of the session.

Question: What needs to happen for you to achieve your “process goal and maximize the chance of getting your product goal”?

Question: What can we do in this session to support your goals?

Question: How would you feel if we dedicated the rest of this session to XYZ?

- design / practice a conversation
- assess pros and cons of your dilemma?
- brainstorm strategies to accomplish X?
- etc...

Offer possible alternative interpretations (extend):

- Testing assumptions
- Confronting
- Providing feedback
- Proposing ideas (beware of attachment)
- Suggesting actions (beware of attachment)

Application Toolkit

Mindsets

- Knower / Learner
- Ladder of Inference
- Victim / Player
- Success Beyond Success

Skills

- From LHC to Core Truth
- Expression and Inquiry
- Verbal Aikido
- Conflict resolution
- Commitment conversations
- Recommitment conversations
- Emotions

Role- plays

- Direct
- Reverse
- Penta Position

4 Questions for the coachee

"Would you do it?"

"Will you do it?"

"By when?"



Performance

"Will you let me know?"



Further contact

Generalization questions

- How could you apply what you learned here to other situations you are facing (or are likely to face in the future)?
- What kind of skill would you say this is helping you develop?
- How could this skill be an asset for you both in your professional and your personal life?
- What fundamental beliefs about yourself, other people and the world are at the core of these new behaviors?
- How do you feel about adopting those beliefs as a basis for your making sense of life in general?

Feedback questions

- What worked well for you in our meeting?
- Is there something you'd like to change for next time?

Closing questions

- How do you feel leaving this session?

Record Keeping

- After you leave the coaching session, and as soon as it is practical, take five minutes to record your impressions of the session
- Take some time to tidy up your notes if necessary
- Particularly important is to keep track of the coachee's commitment and the date he/she said they would get back to you

Following up by e-mail

In the day or two following the session, send a short e-mail to the coachee with:

- Your appreciation for the work you've done together
- A summary of key lessons
- Your understanding of the coachee's commitment to put his insight into practice and let you know (by a certain date)
- Reiterate that you are very interested in knowing how things go and that you are ready to help him/her if anything comes up that he'd like to discuss with you