

# Four Principles of Coaching

Color Key:

Overcoming Obstinate Mentalities

Encouraging Reluctant Professionals

Accentuating Dynamic Instructors to Amplify their Effectiveness

Overcoming Obstinate Mentalities & Encouraging Reluctant Professionals

All three

Trust		
Overcoming Obstinate Mentalities	Encouraging Reluctant Professionals	Accentuating Dynamic Instructors to Amplify Their Effectiveness
Great coaches set the right high-trust environment and safe conditions for people to transform themselves by doing the necessary heavy thinking and lifting.		
Show genuine concern for the individual's welfare and future.		
Continuously demonstrate personal integrity, honesty, and sincerity.		
Keep confidences.		
Simply being in a position of authority does not make you a trusted coach. Your concern for the person you are coaching must be based on genuine and good intent. Your integrity must be inviolable. Your determination to keep confidences must be unshakeable.		
Coaches rarely have years to earn deep rooted trust, but they can still show a high level of genuine concern, good intent, and ask great provocative questions.		
Your intention matters. You have their best interests foremost in your mind. You talk straight to them.		

Potential		
Overcoming Obstinate Mentalities	Encouraging Reluctant Professionals	Accentuating Dynamic Instructors to Amplify Their Effectiveness
Coaching is based on the assumption that everyone can grow and that everyone has the potential to become something better regardless of the point of departure.		Coaching is about finding and growing the potential of individuals to achieve goals important to them and their organization.
At the simplest level, coaching is a process of paying full attention to a person. When we pay attention to people, they light up. When people see that they are truly listened to they begin to open up, engage more, and expose potential suppressed by years of self-defensiveness, self-betrayal, or self-denial.		
Deeply held views that color every aspect of a person's thinking are called "paradigms". A person's paradigm may or may not correspond to reality. Our paradigms can limit us in achieving our potential, thus becoming self-fulfilling prophecies.		
	People afraid of failure interpret setbacks as confirmation that they are failures.	
They may also be risk averse, hindering, and judging of those who seek to innovate or who make mistakes or have failures.		
	They become less likely to try for success - so their faulty paradigm becomes "true".	
When a coach helps a person challenge their paradigms, they can more	A coach can help shift people's paradigms by challenging them. For someone who has struggles	

Adapted from: *Unlocking Potential* by Michael Simpson (2014)

<p>readily take responsibility for their life or situation.</p>	<p>in the past, a coach can help them look back on hard times and reframe those experiences through a positive lens.</p>	<p style="background-color: #00FF00;"></p>
<p>When they learn to align their paradigm to reality, many of the barriers to realizing their potential begin to fall.</p>	<p>If you can help people see their perceived deficiencies in the framework of overall proficiency, they can overcome the paradigm of setbacks as omens of failure.</p>	
<p>Psychiatrist David Burns identifies some common patterns of thinking that are based on unrealistic paradigms: people jump to conclusions with all-or-nothing thinking or discount positive experiences. The coach's job is to challenge these assumptions and test value and intent.</p>		
<p>It takes imagination to envision something different and better than the negative stories people tell themselves or those inaccurate stories we may tell or believe ourselves.</p>		
<p>Coaches can help people begin to see fruits of their own potential instead of the ashes of their limitations. Coaches can fuel, support and fire that imagination.</p>		

Commitment		
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A coach should remember to talk less and listen more. Most of your talking should consist of asking powerful questions with active listening. (Powerful is used consciously to provoke commitment and assign the heavy lifting and real work to the individual.)

Coaches have an obligation beyond simply being very capable conversationalists. They must focus on helping individuals, teams, and organizations achieve strategies, prioritize goals, shift perspectives, and keep commitments.

Engaging:

- (1) What legacy do you want to leave in your career?
- (2) What will be difficult as a result of the time we spend together?

Engaging:

- (1) What are the most important strategies, goals, or outcomes that you need to accomplish personally or professionally?
- (2) What do you want to accomplish as a result of our coaching relationship?
- (3) What legacy do you want to leave in your career?
- (4) What do you need to achieve this year? How will you know when you've achieved that goal? How will you measure success?

Engaging:

- (1) What specific needs, issues, or opportunities would you like to address?
- (2) What contribution can you make in your current role?

The individual isn't likely to commit if the goal seems too lofty, vague or difficult.

Advancing:

- (1) What are the benefits of going after these anticipated goals?
- (2) What would be the cost or negative outcomes of not doing these things?

Advancing:

- (1) What are you currently doing that is working toward your goal?

- (2) What are the obstacles? How have you addressed similar situations in the past?
- (3) If you had unlimited resources and knew you would not fail, what would you try?
- (4) What resources do you have to call on?
- (5) What is the single most important thing to do now to advance towards your goal?
- (6) If you went to your respected person or expert with your problem, what would they suggest to you?
- (7) If you saw someone else in your situation, what would you recommend?
- (8) On a scale of 1 to 10 (with 10 being highest), how motivated and likely are you to make your goal happen by that time frame you have committed to? How might you alter the plan to move it closer to a 10?

Obtaining commitment:

- (1) On a scale of 1 to 10, how motivated are you to take care of this commitment?
- (2) What will it take to turn that rating of a 2 to a 4 or a 6 to a 9?
- (3) Can you think of anything that might stop you from doing it? How will you overcome that barrier?

Obtaining commitment:

- (1) What are the two most important things for you to focus on before our next coaching session?
- (2) Based on what we have discussed, what seems most important for you to focus on now?
- (3) What will you do in the next 24 hours (or week or month) to move forward toward your goal?
- (4) How will you measure success? What milestones will be important for you to achieve your game plan?
- (5) What do you see as the best way of holding you accountable?

Creating commitment is the essential closing stage in the coaching process. Commitment arises inside out; any attempt to impose commitment means the individual will never truly take ownership of it.

Questions are such powerful tools for the coach to gain buy-in from the teacher.

A skillful questioner can help individuals speak their own language, set their own goals, promote their own reasons, and offer their own solutions when they encounter problems.

A coach must never forget that individuals create their own stories - we can't do it for them.

Execution		
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Once the individual has made a commitment, the coach's next task is to help that person execute and be held accountable. The principle here is obvious: unless there is execution and accountability, the coaching engagement becomes just a fruitless series of ongoing conversations.		
All successful coaching conversations need to link directly to actually meeting key performance indicators, measures, and objectives.		
A coach's duty is not to define the journey or push people along a path where they may not want to go. Rather, coaches help individuals keep their hands on the steering wheel so they can both drive and arrive.		
Foundational to helping people grow is to disengage them from the negative and the limiting, and to engage them in the positive and expanding.		
Inherent in the ideas of growth and achievement is the optimistic expectation that things <i>can</i> change and <i>will</i> change for the better.		
A coach knows that repeated effort can also become easier over time. Repeated actions become habits. Moreover, the best coaches can actually help individuals get into a "flow" state (great inner clarity and energy that comes from total absorption in a task) that can be exhilarating for them.		
Getting into the flow is quite different from experiencing practice and repeated efforts as drudgery.		The flow state leads to high levels of self-mastery, self-confidence, and fulfillment at the same time.
A way to get individuals in a flow is to help them find some new activity to enjoy, something they are good at, that leads toward the goal. Some people never experience flow because they remain stuck in old paradigms, old habits, and fruitless practices that are emotionally draining or boring.		
		While in the flow state of high performance, people have more energy and self-awareness. They find themselves completely immersed in what they are doing.
A habit is simply a groove or a pathway in the brain. Repeated activity of any kind eventually creates such a groove, and you are able to do the activity without thinking about it, almost subconsciously or effortlessly.		