



LEAD AND LEARN
Making A Difference...Today

**Leadership Performance Coaching Certification Program:
 Developing People and Achieving Extraordinary Results**

Presented by
The Leadership and Learning Center
www.LeadandLearn.com
 (866) 399-6019

Leadership Performance Coaching

LPC is a series of powerful conversations that develops leaders in the skills needed to communicate the vision, motivate and mobilize people, monitor indicators, and produce results through others.

It is action oriented to achieve goals that matter.

Workbook pg. 10

The International Coaching Federation Core Competencies



Workbook pg. 10

Leadership Performance Coaching

What LPC is not:

- Judgment & evaluation
- Venting sessions
- Advice giving
- One sided
- Passive
- Always easy

What LPC is:

- Response & Feedback
- Efficacious sessions
- Listening and Questioning
- Reciprocal
- Action orientated
- Renews and gives energy

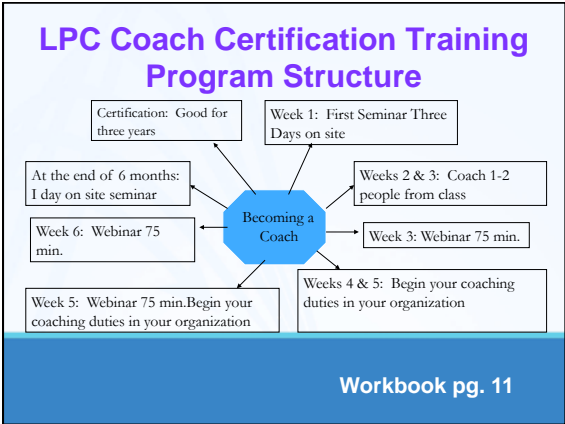
This Seminar

Imagine your organization populated with people who are sought out for the way they interact with others as well as the results they help to produce.

Learning Objectives

- Develop and apply helpful coaching “states of being”
- Understand and use the coaching fundamentals, processes, cycles
- Apply coaching processes in one or more coaching relationships
- Establish and implement a plan to coach in your organization
- Create a personal learning plan to sustain and deepen your coaching practice

Workbook pg. 11



Part 1 AGENDA: Creating the Leadership Performance Coaching Environment

- **Coaching: Impactful professional and organizational development**
- **Coaching creates a networked culture**
- **Who is the coaching client? What do they want?**

Coaching: Impactful professional and organizational development



The Benefits of Coaching

"The research is undeniable - verbal persuasion alone NEVER is sufficient; any sustainable change requires follow-up and coaching." --Doug Reeves, 2007

Workbook pg. 12

Maximize Your Coaching Investment

- Embrace coaching as a powerful professional development model
- Know what coaching is
- Know what you want to get out of coaching
- Obtain external coaching or train a cadre of coaches for your organization
- Match Coachees and Coaches and support and monitor implementation.

Coaching Creates a Networked Culture

- Resonance
- Reciprocity
- Renewal

Workbook pg. 13



Resonance

“Resonance is an energetic response among similar things, which arises from their similarity, especially in the absence of barriers to that response.” (Quote from the co-intelligent institute)

What to resonate?

- Mindfulness
- Hope
- Compassion

Boyatzis, R & McKee, A. (2005). *Resonant Leadership*. Boston: Harvard Business School Press.

Sustaining Resonance

EMOTIONAL INTELLIGENCE

- Self Awareness
- Self Management
- Social Awareness
- Relationship Management

Resonance is maintained through these aspects of EI.

Adapted From: Goleman, D. (2000). *Working with emotional intelligence*. New York: Bantam Books. Workbook pg. 13

Resonance & the Bottom Line

“Research continues to show that there is a correlation between emotional intelligence, resonant work cultures and positive business results.”

McKee, A., Rotondo, S. (2007). *Guiding Organisations Through Empathy* Capital Magazine, www.capital-mag.com

Why Coach a Leader Toward Resonance?

Because resonant leaders are great with people and achieve great results.

Boyatzis, R. and McKee, A. (2006). *Inspiring others through resonant leadership*. Business Strategy Review.

Reciprocity

Through resonance, coaches and clients mutually exchange knowledge, skills and perspectives about the work they are doing. Coaches come to better understand the work of the organization, making them better coaches. At the same time, clients learn how to coach, making them better leader.

Reeves, D. & Allison, E. (2009). *Renewal coaching: Sustainable change for individuals and organizations*. San Francisco: Jossey-Bass

Renewal

Renewal happens when a person or organization comes to the well, the source, the spirit and leaves with strength, energy, and enthusiasm to recommit or reinvent.

Workbook pg. 15

Reeves, D. & Allison, E. (2009). *Renewal coaching: Sustainable change for individuals and organizations*. San Francisco: Jossey-Bass

Who is the Coaching Client?

The Best Leaders...

...have a coach

Successful People Have Coaches

“Coaching matches up people who have been trained to listen and ask thought-provoking questions with people who want a performance edge.”

Pavarotti had three coaches sitting in the audience to listen and then give him feedback after every performance.

Astel, P. (2002). *Coaching skills: a fundamental approach for supporting others*. Contextual Program Designs: Moline, IL.

Who Is the Client in Your Organization?

- Poor performing leaders
- High performing leaders who want to gain a performance edge and achieve results at a higher level
- New leaders who need to assimilate to the organization
- Senior ranks who wish to expand their skills
- To make management transitions smooth and less disruptive
- The next generation of leaders in the organization

Workbook pg. 16

Three Areas Educators Want to Be Coached On to Improve Their Leadership

Student Achievement

1. **Communicating** the vision, goals, opportunities and challenges
2. **Motivating and mobilizing** individuals and teams & building relationships
3. **Producing results** through others and monitoring indicators

What Matters?

Some things educational leaders have wanted to be coached on:


- "I want data teams meeting in the core subject areas, twice per month."
- "I need to involve more parents in school opportunities--right now only 30% even attend parent conferences."
- "I need to create a procedure manual for my three new AP's"
- "We need to reduce the equity gap between our ESL students and the rest of the student body in reading."
- I've got to lead a committee to revise the administrator evaluation process so it focuses on student learning."
- "I need to build trust in the faculty." (Ask them: what will this allow you to do?)"

Part 2 AGENDA Becoming a Coach

- What is a coach?
- Three powerful states of being for the coach
- The Communication Lab

Coaching?

- Coach
- Mentor
- Consultant
- Trainer
- Therapist
- Nag!



Workbook pg. 17

Differences Between Coach & Mentor & Consultant

<p>Coach: Establishes and maintains an ongoing relationship which focuses on coachees taking action toward the realization of their visions, goals, or desires.</p> <p style="font-size: x-small;">-The International Coaching Federation</p>	<p>Mentor: Guides from his or her own experiences. Mentors share expertise with novices.</p>	<p>Consultant: Diagnoses problems and Makes recommendations</p>
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Three Powerful States of Being

- Presence
- Completion
- Wisdom

The First Powerful State of Being: Presence

A strong presence assures the coach is a contributing partner and does not get drawn into the leader's "interactional force field of dilemmas," and do it in your own unique way.

Noreen Case study Workbook pg. 18

Reference: *Executive Coaching with Backbone and Heart*, Mary Beth O'Neill (2009)

Questions to Ask Yourself to Monitor Your Presence

- Why am I doing what I am doing?
- Am I saying things to lower my own stress?
- Are my observations and responses good for the client's goals?
- Am I here out of my own past?

Three Strategies to Recover Presence

1. Identify your coaching goal at the start of each session and stick to it
2. Bring immediacy to the moment
3. Think systemically and help your client see connections

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1. Identify YOUR Coaching Goal at the Start of Each Session

Content goals such as:

- Help Coachee establish an indicator to measure her change initiative
- Prioritize with Coachee the information she needs to gather in order to understand the new project

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1. Identify YOUR Coaching Goal at the Start of Each Session

Process goals such as:

- Follow the conversation process even when Clients gets off track
- Ask questions that help Clients see other perspectives
- Show empathy for Client's frustration
- Voice observations as I authentically experience them

Workbook pg. 20

2. Bring Immediacy to the Moment

“Immediacy” is an intuitive inference where the coach realizes that what happens with the leader in his work is also happening right here, right now, in the coaching conversation.

O'Neil, M.B. (2000). *Executive coaching with backbone and heart: A systems approach to engaging leaders with their challenges*. Jossey-Bass: San Francisco

Workbook pg. 21

3. Think Systemically and Create Awareness

- Go beyond the client's description
- Stress in the system can cause your coachee to compromise either action or relationships or both
- The coachee is surrounded by a system he or she helped to create

3. Think Systemically and Create Awareness

- Acknowledge and accept the anxiety and for a while, "Do Nothing"
- Look to data to illuminate "reality" and invoke inquiry
- Identify helpful forces of emotions, thoughts, beliefs, perceptions
- Help the coachee relate irritants in the system back to the actions they need to take to achieve their goals

Workbook pg. 22

The Second Powerful State of Being: Completion

For most of us there are things in life:

- That we mean to finish but do not
- That we mean to start but do not
- That we refuse to be forgiven for or forgive
- That we do not have, even though we wish for them
- That we cling to even after they are gone

Astel, P. (2002). Listen...Just Listen. Contextual Program Designs: Modino, IL.

Workbook pg. 23

Personal Action Plan for Completion

Great coaches seek completion because this allows them to be fully present to coach without a lot of baggage, unrest, and anxiety.

Workbook pg. 24

The Third Powerful State of Being: Wisdom

Wisdom lets go
Wisdom flows
Wisdom rushes in
Wisdom wakes up
Wisdom creates passion
Wisdom sees and sustains others

Wisdom transforms loss into a greater good

Allison, E. (2006). www.wisdomout.com

Coaching with Wisdom, for Wisdom

“In the workplace, executive wisdom is displayed by individuals and groups when they work on behalf of others in a position of leadership as opposed to that which is exercised on behalf of themselves as individuals.”

Kilburg, R.R. (2006). *Executive Wisdom: Coaching and the Emergence of Virtuous Leaders.*

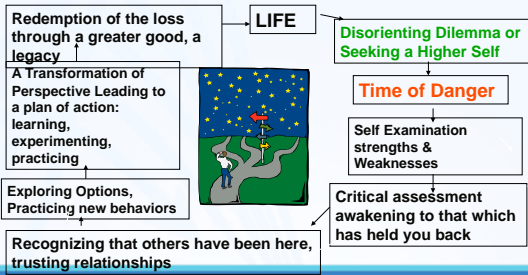
Think of a Time of Change in Your Life

- What started this period in your life?
- What was the learning?
- What actions did you take
- Who mentored you or was there for you?
- How are you different?



Workbook pg. 25

Personal Learning To Wisdom



References:
 Transformational Learning Theory, first articulated by Jack Mezirow (1991), Mezirow, J. (2000). Learning to think as an adult: Core concepts of transformation theory. In Learning as transformation (pp. 3-34). Mezirow and Associates (Eds.). San Francisco: Jossey-Bass.
 Boyatzis's Intentional Change Theory (formerly self-directed learning theory) Described in Resonant Leadership, (2005), Elise Aronson, Redemptive Wisdom Theory (2007)

Workbook pg. 26

Welcome to the Communication Lab: Three Essential Techniques

- **Phase I: Listen...really listen (2 slightly different rounds)**
- **Phase II: Make observations, Respond, Question, & Present Theories**
- **Phase III: Ask Transformative Questions**

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Listen...Really Listen

“Every relationship is really just a series of conversations. If a relationship is important, treat every conversation like it matters.” --Paul Axtell

“People don’t listen, they reload!” (Isaacs, 1999)

Why does listening matter so much to coaching?

Workbook pg. 28 assessment

Give Someone the Experience of Being Listened to

- **The most basic type of listening is perhaps the most powerful. It is called listening with nothing added, nothing altered, nothing changed, nothing resisted.**

Nichols, M. (1995). *The lost art of listening: How learning to listen can improve relationships*. The Guilford Press: NY.

Round 1: One-on-One Listening Exercise

- **Partners A and B**
- **Pre-select one of the following topics:**

1. **What are you facing at home or work?**
OR
2. **What do you love to do and what are you really good at?**

Workbook pg. 29

The listening processes were originally developed by Paul Axtell, Contextual Designs (2002), based on the work of Nichols (1995) and Isaacs (1999). They are adapted slightly for this workshop.



One-on-One Listening Exercise

Ground rules when speaking

- Speak for the entire time (5 min. each)
- Pauses are OK
- Treat it like it matters

Ground rules when listening

- Just listen
- Don't interrupt
- Don't ask questions
- Don't comment
- Treat it like it matters

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Round 1: The Process

- State the idea or project (Person A, Person B)
- Person A speak for 5 minutes about it
- When the facilitator calls "time" person B speaks
- Record your observations in your workbook

What did it feel like to be listened to?

How did it feel to listen?

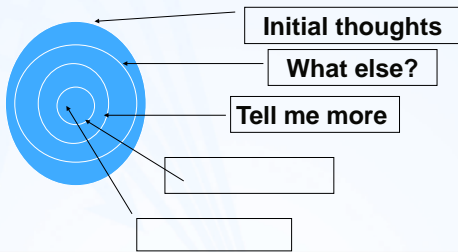
What keeps us from listening?

Workbook pg. 29

Round 2: Listening and Unpeel

- Move #1: Nothing added, altered, or resisted
- Move #2: "Tell me more"
- Move #3: Clarify without disturbing
- Move #4: Summarize, restate, reflect
- Move #5: Make sure they are complete and then ask for details

Unpeel the Onion



Round 2: Listen...just listen

The Topic:

- A problem or a place you are stuck, or something you are facing

OR

An idea or a project you are into or want to start

Workbook pg. 30

Round 2: The Process

1. State the idea or project (Person A and then person B)
2. Speak for 2 minutes about it
3. Interact for 4 minutes about it (unpeel the onion)
4. Say where you are at the end of the process
5. Record your observations and insights in your workbook

What did it feel like to be listened to?

How did it feel to listen?

What keeps us from listening?

Workbook pg. 30

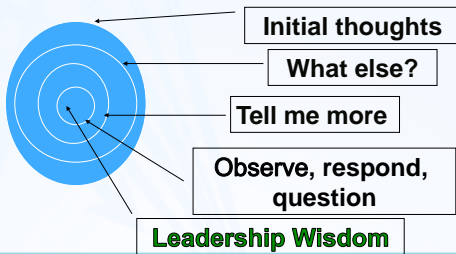
Up to this point

- It's been all about understanding...

Your Insights About Coaching So Far

- Write your insight (aha, takeaway) on an index card. Put your name on the card.
- Number off 1-2
- 1's sit at chair. Twos pick a person.
- Speed Networking: Read and discuss your cards. Exchange as much as you can in 4 minutes. Swap cards. 1's stay put, twos go to another station.
- Repeat three times

Unpeel the Onion all the Way



The Ladder of Inference

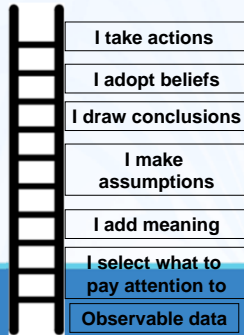
Your head is like a bad neighborhood...
don't go in there alone.

Under the Influence of Inferences and Assumptions

- You listen mostly to confirm your thinking or to brace yourself for opposing thoughts (Isaacs, W. (1999). *Dialogue and the art of thinking together: A pioneering approach to communicating in business and life*. Doubleday: NY)
- We listen and respond from previous experience, even if erroneous

Chris Argyris (as cited in Senge et al, 1994, p. 243)

The Ladder of Inference



Senge, P.M., Rock, R., Smith, B., Roberts, C., & Kegan, A. (1994). *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization*. (pp. 242-253). New York: Doubleday.

What Triggers the Ladder for You When Coaching?

- "Today's a really busy day."
- "We're already good at that."
- "Oh, I'd really like you to help us with that."
- "I forgot today was our call."
- "Our teachers already work very hard."
- "I really am upset about something."
- "I don't know what to do."
- "The special population kids are holding us back."

Workbook pg. 30

Coaching Someone Off the Ladder

- How can you tell if your client has climbed up the ladder of inference?
- Look at the steps in the ladder: What could you ask, or say that would help your client question assumptions?

Observe, Respond & Question

“Courageous speech has always held us in awe.” -- David Whyte (Poet)

This is about sharing your perspective in the present moment (not from your past experience) related to your client and the context she lives in (not your context).

Workbooks pgs. 31-32

Going Deeper: Seven Strategies to Observe, Respond & Question

1. Voice what you see
3. Voice an intuitive wondering.
4. Oppose in friendship
5. Recognize where they are in the coaching framework and share that thought

Adapted from Isaacs, W. (1999). *Dialogue and the art of thinking together: A pioneering approach to communicating in business and life*. Doubleday: NY.
And Whyte, D. (1998). *The spiritual art of dialogue: mastering communication for personal growth, relationships, and the workplace*. Inner Traditions International: Rochester, VT.

Going Deeper: Seven Strategies to Observe, Respond & Question

5. Reflect back (Here is what I heard)
6. Reframe to help a client see a different perspective
7. Express systemic insights

Adapted from Isaacs, W. (1999). *Dialogue and the art of thinking together: A pioneering approach to communicating in business and life*. Binghamton, NY: And Apston, R. (1998). *The spiritual art of dialogue: mastering communication for personal growth, relationships, and the workplace*. Inner Traditions International, Rochester, VT.

Workbook pgs. 33-34

Characteristics of Questions to Transform

- Open ended
- Provocative
- Evocative

Workbook pg. 36

Reasons for Questions to Transform

Relationship
Possibility
Forward a project
Reflection on learning
Overcome powerlessness
Provoke to action

Workbook pg. 37

No Algorithm



Listening, Voicing, & Questioning Experience

The Topic:

- A problem or a place I am stuck, or something I am facing

OR

- An idea or a project you are into or want to start

Workbook pg. 40

The Process

1. State the idea or project (Person A, B, C)
2. Speak for 3 minutes
3. Interact for 3 minutes (unpeel the onion)
4. Speak for 3 more minutes about it
5. Ask coaching questions and interact for 3 more minutes
6. The observer reads back the notes
8. Record your observations and insights in your workbook.

Workbook pg. 41

Part III. Coaching: Pulling It All Together

- The first conversation ever
- The contracting conversation and defining the leadership goal
- The Flow: A simple, powerful conversation design
- The final conversation

First Contact Ever

Could be a:

- Call
- Drop by
- email

Workbook pg. 42

Purpose of the Contracting Conversation/Leadership Project Call:

To make a connection, establish procedures, schedule the next two calls, and identify the leadership Project they wish to be coached on.

Workbook pg. 43

A Process for Defining the Coaching Focus

1. **Select the leadership project for coaching**
2. **Activate the Leadership Performance Coaching Cycle: *ideal state:real state***

A Process for Defining the Coaching Focus

3. **Create a “100 day plan” by brainstorming the significant actions that will move the project toward realization**
4. **Populate the 100 day plan with the items and the expected dates of accomplishment**

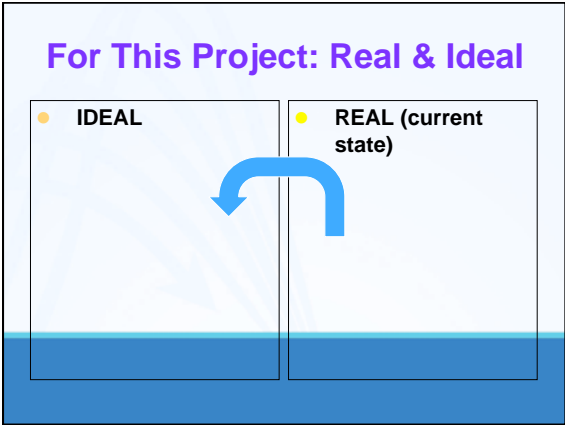
A Simple Conversation to Define the Leadership Project

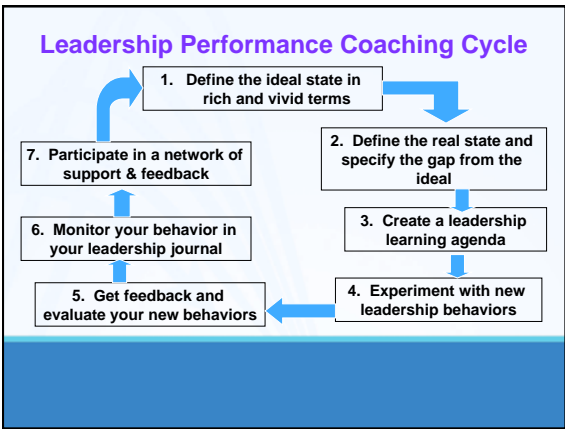
ASK: What are the leadership decisions, projects, or initiatives you are responsible for this year? Pick a priority leadership issue.

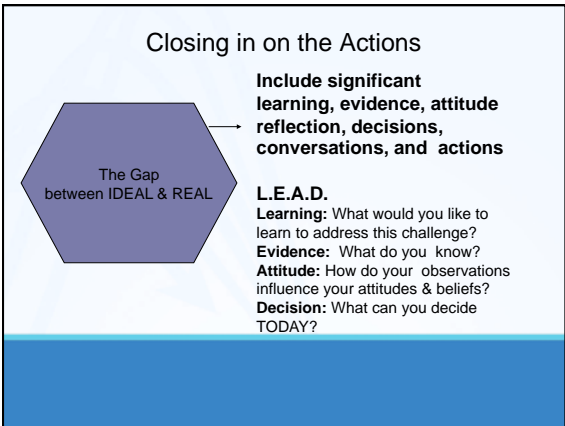
**Legacy
Defining Moments
Your “first 100 days”**

Workbook pg. 44









Now the Coaching Can Begin

Each coaching conversation starts out with a review of where the coachee is at in the actions that will help them realize their goal.

A Simple, Powerful Design

Greetings! What's going on for you related to the Leadership Issue

What challenge or decision related to this would you like to be coached on today?

Tell me about that

Interact: Observe, Reflect, Ask Questions

Now where are you? What are you committed to? If this were resolved, what would be possible?

What could you do? What will you do?

Workbook pg. 49

Ending the Call

- **Wrap up and summarize: "This is the decision you made today."**
- **Recommend new learning**
- **Schedule or confirm next meeting**
- **Send them a summary email, write up your own notes**

Workbook pg. 50



Three Rounds of Coaching

- What could you be coached on?
- Round One
- Round Two
- Round Three

Workbook pgs. 53-59

The Final Coaching Conversation

Bring the coaching relationship to completion. Leave nothing hanging, nothing left unsaid.

Workbook pg. 60-61

Part 4. Your Coaching Practice AGENDA

- Monitoring coaching agreements & accountability for the Coachee
- Accountability for the coach
- The Leading and Learning coach

Monitoring Your Coaching Agreements & Coachee Accountability

“Ability to hold attention on what is important for the coachee, and to leave responsibility with the coachee to take action.”

International Coach Federation Core Competency # 11

Workbook pg. 62

Accountability for the Coach

- **Businesses have recently tried to evaluate the benefit of coaching in terms of return on investment (ROI).**
- **Most concede this is difficult, but proxy's are possible**
- **Some feel the resonance created is worth every dime.**

Workbook pg. 64

The Leading & Learning Coach

- **Success stories, yours and your coachees'**
- **Lessons learned**
- **Your coach reflection journal; linking practice to results**

Workbook pg. 65

Coaching Practicum

- Weeks 2-3: Coach someone from class
- Week 3: Webinar
- Weeks 4-5: Begin coaching duties
- Week 5: Webinar
- Week 6: Webinar
- Six Month Follow-up: One day seminar and certification

Workbook pgs. 66-72

Becoming a Wise Coach

In our every deliberation, we must consider the impact of our decisions on the next seven generations.

-From the *Great law of the Iroquis Confederacy*

Evaluation and Feedback

Your ideas and reflections are important to us. Please take time to complete the short evaluation form that we reviewed at the beginning of this seminar.

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