



Fundamentals of Professional Coaching

Utah Coaching Advancement Network Guide

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HEALTH
UNIVERSITY OF UTAH



U-CAN MISSION

The Utah Coaching Advancement Network (U-CAN) mission is to build the capacity for coaching among faculty and staff at University of Utah to promote professional effectiveness, career advancement, and a culture of caring and collegiality. Our objectives are to:

- **Increase the number of faculty with proficiency as internal coach practitioners;**
- **Create a community of learning where faculty and staff develop and apply coaching skills and advance coaching culture across the institution;**
- **Increase professional effectiveness across career, interpersonal, and leadership domains, among faculty, staff, and learners who participate in U-CAN programs;**
- **Increase professional satisfaction among coaches and clients through development of meaningful professional relationships;**
- **Increase faculty, staff, and trainee access to coaches at the University of Utah.**

INTRODUCTION TO COACHING

WHAT IS COACHING?

The International Coaching Federation (ICF) defines coaching as “Partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential”. This process is goal-oriented and it requires the coach to have specific skills, both for approaching, understanding, and managing their own thoughts and for inspiring the insights and creativity of the client.

Coaching has long been used for individual development in business. While professional coaching for executives and for remediation has a longstanding history in academic healthcare, its use as a positive, developmental tool for students, faculty, and staff is relatively new and is gaining momentum as a way to increase engagement and success. Coaching is a defined engagement designed to facilitate reflection by the client to identify their values and goals, understand them within the context of institutional resources and opportunities, and explore the skills they need and make decisions that will enable them to build the career trajectory that fulfills them.

Within the Utah Coaching Advancement Network (U-CAN), faculty have the opportunity to provide internal coaching as an Internal Coach Practitioner, to students, faculty, and staff in structured, time-limited engagements facilitated and supported by the U-CAN directors. In this workbook (and the associated workshops) we will cover all the components of a coaching practice for Internal Coach Practitioners, with a major focus on core coaching skills and developing a coaching mindset. For Internal Coach Practitioners who wish to pursue ICF coach certification, this training also serves as a foundation for comprehensive training.

WHAT ARE COACHING SKILLS?

Certification as a career, executive, or life coach requires extensive training, mentored practice, and experience coaching, which encompasses a broad skillset, including behaving ethically, setting formal agreements, cultivating trust and safety, structuring coaching sessions, communicating effectively, and facilitating client growth.

A core subset of these skills (listening actively, evoking awareness through asking powerful questions and challenging with support), which we call “coaching skills,” can also be used in everyday interactions to facilitate continuous growth and development of yourself, your colleagues, and learners. Coaching skills are mindsets, ideas, and operational qualities that can be learned and practiced, and lead to better understanding of your own thoughts and feelings-- a crucial step to preparing to coach others. These skills are also the core of coaching and will be a major focus of this workbook.

WHAT IS THE VALUE OF COACHING SKILLS?

Beyond being a core component of coaching, learning coaching skills will help you navigate daily life, reducing conflict and increasing communication and effective collaboration. Fundamental skills we will focus on are knowing how to listen harder for the client, colleague, learner, and yourself; how to approach situations with curiosity instead of quick judgment or assumption; how to challenge with support and how to be accountable- and hold clients and colleagues accountable- to goals. These skills also form the basis



of many of the U Health Promise Standards (<https://healthcare.utah.edu/documents/promise-standards>), highlighting their importance in building an innovative and productive organization. Becoming skilled in a coaching approach will help you develop a more positive and empowered presence and build your comfort and abilities in self-reflection, processing thoughts, practicing vulnerability and responsibility, and authentic communication. In your interactions with others, these skills will help you build trust, clarify professional intentions, add perspective, and facilitate team goal setting and productivity.

WHY SHOULD I LEARN COACHING SKILLS?

Academic healthcare has become more complex, with faculty and staff pursuing multiple pathways to success, including a broad array of educational efforts, work that advances clinical practice, multidisciplinary basic, translational, and applied research, and administrative roles that support the success of each of these areas. These observations are pertinent to the main campus where there has been similar increase in complexity of research and scholarship, educational efforts, expectations for service, and in administrative roles that support success.

In this environment, and given that professional education is frequently prescriptive, many individuals are uncertain what steps to take to accomplish their goals— or even what their goals are and/or how to find the right person to guide them. Lack of clarity on goals and resources, barriers to progress, and conflicting advice is frustrating and may lead to job dissatisfaction, disengagement, reduced productivity, and burnout, all of which may result in highly qualified and dedicated individuals leaving the organization.

Coaching skills can help you navigate - and help others navigate— our challenging work environment more effectively, reducing conflict, stress, and drama, while increasing collaboration and success. These skills can lead to more job retention, happier employees and students, and support the organization through the simple fact that we all do better when we ALL do better.

WHAT IS A COACHING APPROACH?

The coaching approach is a mindset that uses elements of coaching methods, structure, and skills that are transferable and appropriate to various roles in everyday life. The coaching mindset opens possibilities— whether internally, in professional and personal interactions, or in more formal coaching engagements. It is an essential mindset for Internal Coach Practitioners, who provide short-term or ongoing partnerships designed to help clients produce fulfilling results in their personal and professional lives. The coach's job is to provide support to enhance the skills, resources and resourcefulness, and creativity of the client. Using this coaching approach requires practice, learning, watching, and effort toward your own growth as the key to serving your client.

PURPOSE OF THIS WORKBOOK

In this workbook, you will have the opportunity to learn and practice the skills you will need to succeed as an Internal Coach Practitioner. Through the content and exercises, you will build self-awareness and begin to develop a coaching approach (sections 1, 2, and 3); gain experience with core coaching skills such as listening hard, asking powerful questions, challenging with support, and accountability (section 6); learn the components of a successful coaching engagement (sections 4 and 5); consider how you can contribute to building a coaching culture (section 7); and explore how you can further develop as a coach (section 8).



MODES OF PROFESSIONAL RELATIONSHIPS

Since the 1980s, the scope and intensity of work across the domains of education, investigation, and clinical care for Academic Health Center faculty and staff has dramatically increased. A rapid and sustained expansion of the clinical care enterprise has increased clinical work, leading to a 5-fold increase in medical school faculty size during the 40 years from 1983-2013, and a further 25-30% increase since then. This has been accompanied by an increase in healthcare faculty working without learners and the expansion of the role of advanced care practitioners and allied health professionals. A focus on small groups, experiential, and clinical educational settings has increased not just student-contact hours, but the preparation required. Research has become more complex and highly regulated, requiring multidisciplinary, collaborative teams, while competition for research funding has reached unprecedented levels. Thus, faculty, staff, and learners require increased support to stay engaged, access resources, and succeed. Developmental relationships, including advising, mentoring, sponsorship, and coaching can support self-assessment, learning, growth, and advancement. While this workbook focuses primarily on coaching, it is important to be able to distinguish between the different types of developmental relationships and understand when to use them.

A **mentor** generally has experience and perspective on a similar path to the one the mentee is pursuing and thus can help to guide the mentee toward success. The mentoring relationship can therefore be seen as being driven by the mentor's expertise.

Advisors provide information and expertise specific to a given task. This developmental relationship is generally short-term, with the advisor providing information and the advisee having the responsibility to take action. Advising is often used in the context of selecting classes, learning to navigate a process, such as submitting an IRB application, or learning to perform a technical task, such as running a specific assay.

Sponsors use their connections, social capital, and reputation to advocate for opportunities for individuals they choose to sponsor. This could include facilitating networking and connections for collaboration, giving public credit, nominating for awards and roles, or recommending for opportunities. Risking one's reputation by recommending an individual usually requires a close relationship; a sponsor needs to have confidence in the likely success of the person they recommend.

Coaching is a time-limited developmental relationship focused on developing internal clarity and confidence related to professional identity and goals. The coach does not necessarily have experiences specific to the client's path, but uses the coaching skills of listening, asking powerful questions, and challenging with support to help the client reflect on their personal values and develop clear goals and confidence in how they will pursue them.

While there is overlap, differences between the developmental relationships can be viewed from the perspective of whether they are driven by the person seeking development or the person offering it and whether they are driven primarily by asking questions or giving answers. The descriptions below highlight where each of the basic developmental relationships sits on a quadrant defined by two axes.



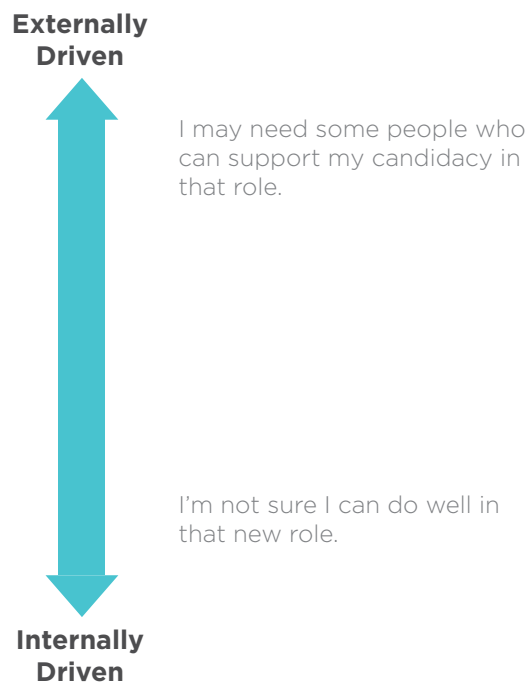
HORIZONTAL AXIS

The horizontal axis reflects whether the individual serving in a developmental role focuses on asking questions or providing answers. For example, if you are asked, “What skills might that leadership role require?” that is a request for factual information, which you can likely provide if you have experience in leadership roles, so it should lead to answers. On the other hand, if you are asked, “Should I apply for that leadership position?” the answer depends on the individual’s goals, values, skills, and experience, so it should lead to questions. You might be tempted to say, “You’d be great in that role; of course you should!” But you don’t really have enough information, so a better approach would be to ask questions that support the individual in exploring their values and goals and developing confidence in how they will pursue them.

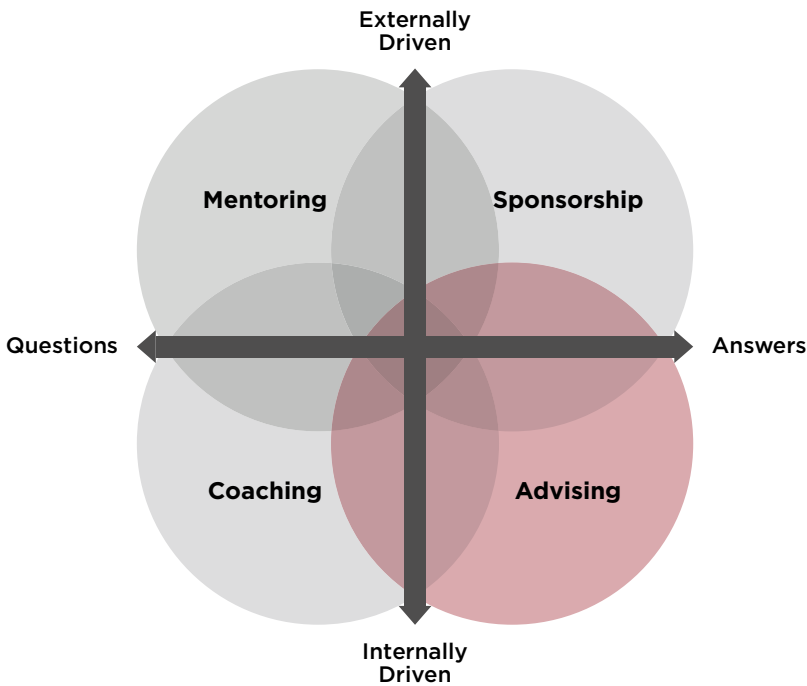


VERTICAL AXIS

The vertical axis reflects whether the learning and support should be internally or externally driven, that is, whether the decision requires internal knowledge and reflection or external support. For example, if the individual in the example above decides they will apply for the role, their request may be for support for their candidacy, which is externally based (they can’t provide that on their own). On the other hand, if they ask for your input, saying “I’m not sure I can do well in that new role,” gaining confidence is internally driven. You might say, “Of course you will be great,” but that won’t change their mindset—that requires reflection.



MODE: ADVISING



Gap to be Addressed:

Information and Expertise

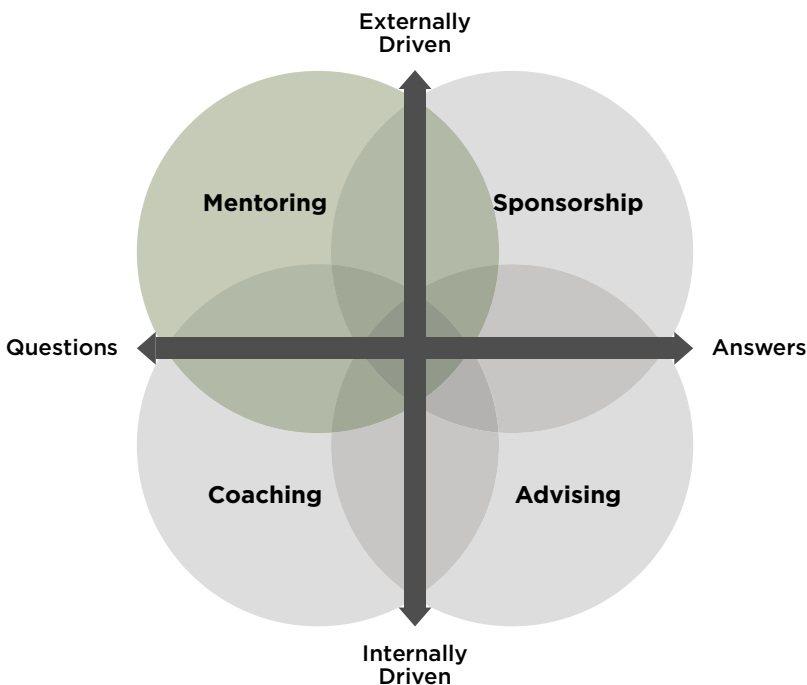
When to Use: When the adviser has expert knowledge the advisee is seeking

Example Cases:

- How to perform technical tasks
- Navigating specific process
- Information on choice options

Advisors generally are focused on providing answers when an individual seeks out their expertise. Note that the request is internally driven and it is important that the advisor seek clarity on what the individual is trying to accomplish before providing information and advice. Advising would answer the example question: What skills do I need for that leadership role?

MODE: MENTORING



Gap to be Addressed:

Perspective and Expertise

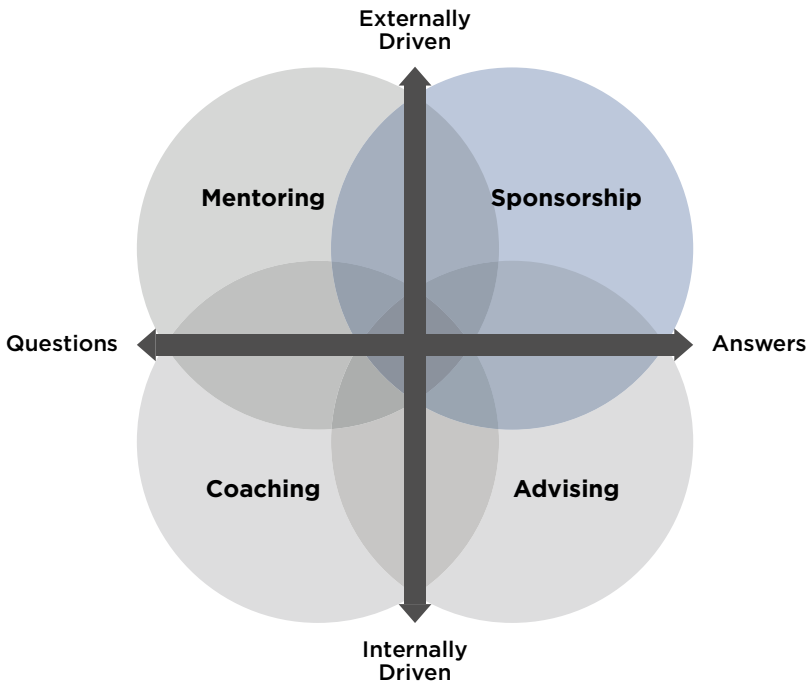
When to Use: When a mentor and mentee share a common pathway; the mentor can provide perspective and insight

Example Cases:

- How to perform technical tasks
- Navigating specific process
- Information on choice options

Mentors bring perspective and experience to a common pathway. While the mentor and mentee paths are similar, they are not the same. Hence, the relationship is driven more by questions than answers. Thus, the mentee's internal goals and values should drive how the experience and perspective are shared. Mentoring would answer the example question: How could I succeed in that leadership role?

MODE: SPONSORSHIP



Gap to be Addressed:
Connection and Expertise

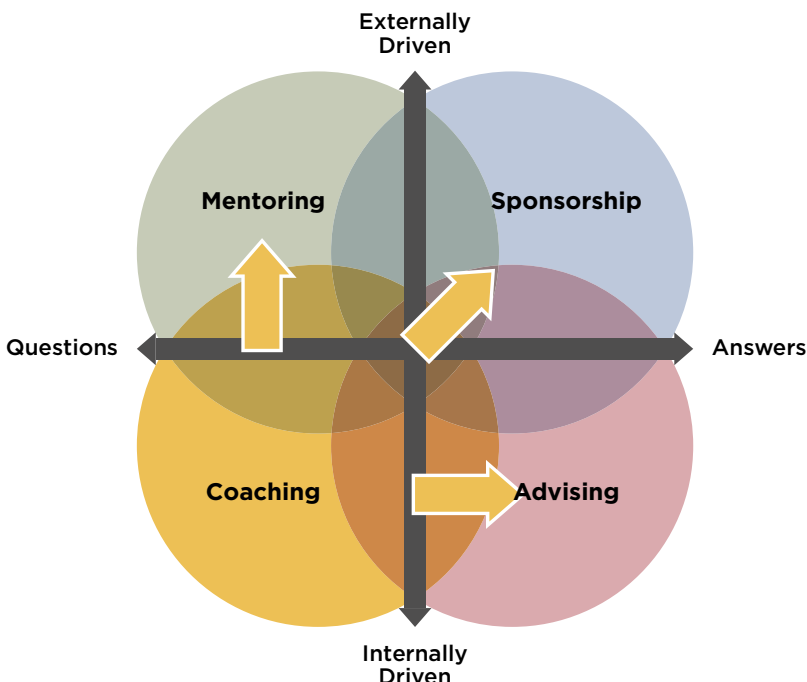
When to Use: When a sponsor has networks & social capital to advocate for and connect individuals with opportunities

Example Cases:

- Nominating someone for role
- Giving public credit
- Making social connections that can lead to opportunities

Sponsors bring connection and endorsement, which is externally driven and provides answers. Note, however, that sponsorship for opportunities should not be proffered without consulting the individual, to ensure that they are interested. Sponsorship would fulfill the need for people to support the individual's candidacy for a leadership role.

MODE: COACHING



Gap to be Addressed:
Internal clarity (intention) and confidence or other needed emotion

When to Use: When an individual seeks development of professional identity, goals, and strategies, powerful questions can evoke insights and commitment to action

Example Cases:

- Career decisions/ next steps
- Developing professional identity & goals
- Dealing with conflict, change uncertainty

Notes:

- Client drives agenda and goals
- Coach drives the process of clarity/need
- Often time-limited

Coaching is a fundamental skill for every developmental relationship, ensuring that the advising, mentoring, or sponsorship aligns with the individual's values, goals, and needs. It is internally driven and focused on questions. In the example, coaching would facilitate the individual exploring their readiness for the role, expand their confidence, and help them identify additional skills they may need to prepare for it.

Modes of Developmental Relationships

Gap to be Addressed:

Perspective and Experience

When to Use:

When a mentor and mentee share a common pathway; the mentor can guide from their greater experience

Example Cases:

Modelling skills and way of being
Sharing experience / perspective
Developing professional goals
(e.g. Individual Development Plans)

Notes:

Generally, a longer-term relationship

Gap to be Addressed:

Connection and Endorsement

When to Use:

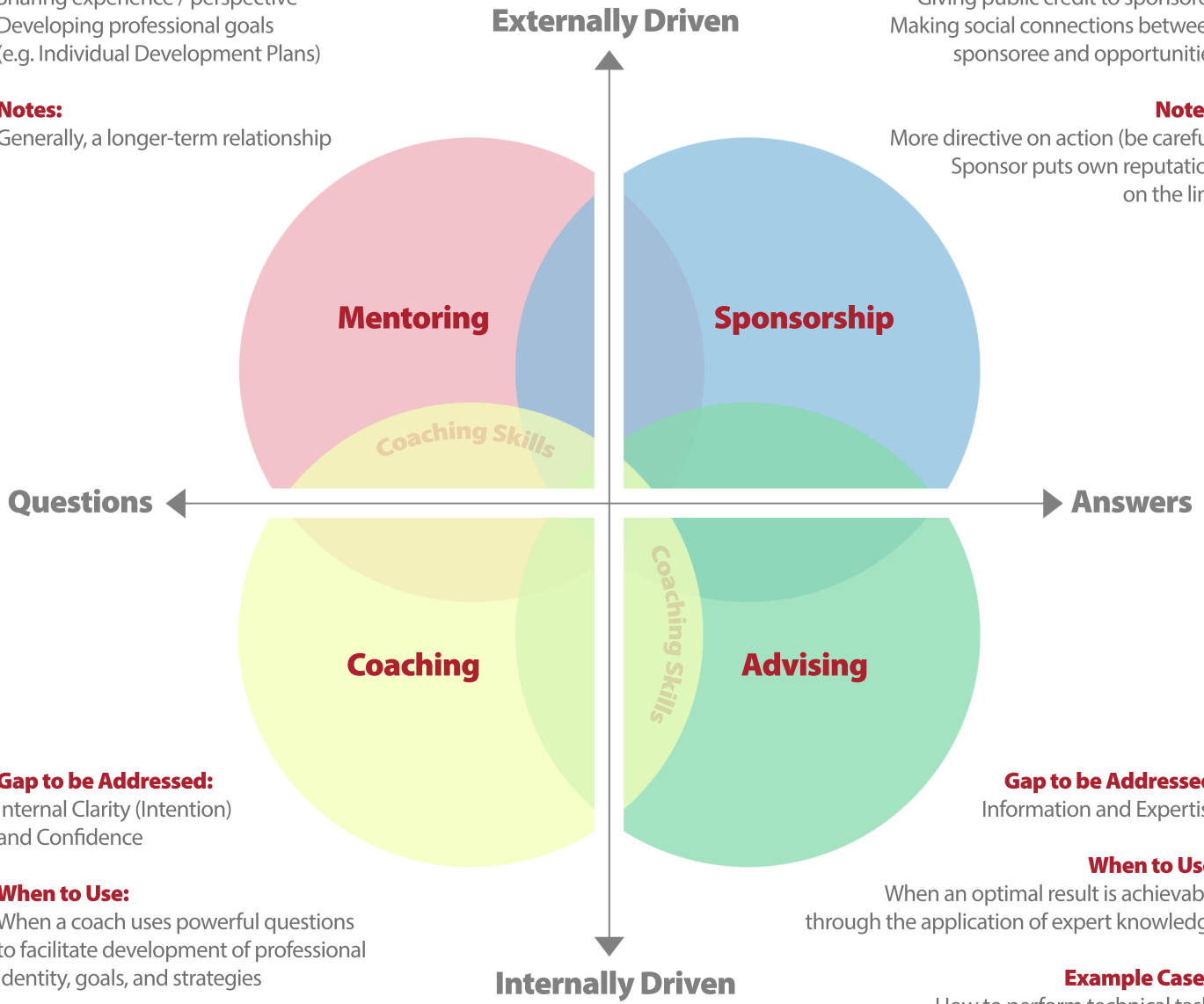
When a sponsor has greater social resources to advocate for and connect sponsees with opportunities

Example Cases:

Nominating someone for role
Giving public credit to sponsee
Making social connections between sponsee and opportunities

Notes:

More directive on action (be careful)
Sponsor puts own reputation on the line



Gap to be Addressed:

Internal Clarity (Intention) and Confidence

When to Use:

When a coach uses powerful questions to facilitate development of professional identity, goals, and strategies

Example Cases:

Reflection on personal values
Making important career choices
Setting professional goals and plan
Accountability partnership (balancing challenge and support)

Notes:

Coachee drives agenda and goals
Coach drives process

Gap to be Addressed:

Information and Expertise

When to Use:

When an optimal result is achievable through the application of expert knowledge

Example Cases:

How to perform technical tasks
Navigating specific processes
Information on choice options

Notes:

More directive on choice (be careful)
Onus of action on the advisee

WHAT 'HAT' SHOULD YOU WEAR?

As a mentor, sponsor, or advisor, it is sometimes appropriate to don another 'hat.' For example, a mentor is often in a position to sponsor a mentee for an opportunity, or to advise on how to complete a specific task. At the start of any of these relationships, donning a coaching hat helps ensure you focus on the needs, goals, and values of the individual, and provide answers to their questions, rather than to the questions you think they should have. The figure on the next page synthesizes the differentiation and overlap between the four primary developmental relationships.

REFLECTION

As you reflect on engaging in a coaching role, consider the following prompts:

Why do I want to be a coach or use a coaching approach?

What coaching skills have I already developed? Which do I need to develop or develop further?

What gaps in my skill set could be addressed? How will I address them?

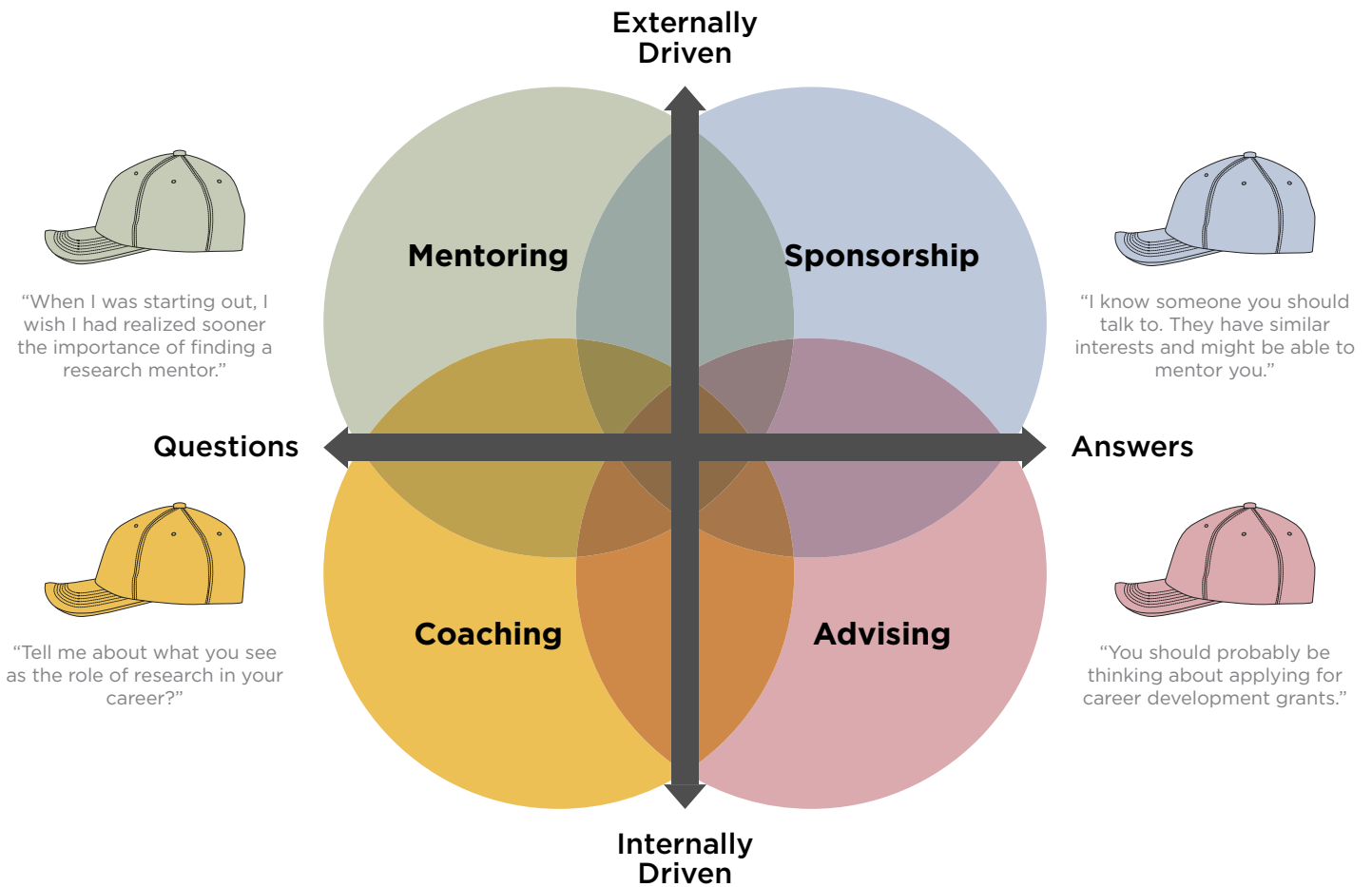
When have I experienced coaching and what did it feel like?

What capacity do I have to learn and implement this approach?

ROLES AND USING A COACHING APPROACH

Although we will be focusing mostly on the role of internal coach in this workbook, we'd like to emphasize that using the coaching approach in other roles is a great way to use overall coaching knowledge. The other roles can also sneak into our coaching, turning into 'Moaching' (mentoring and coaching) or using 'que-gestion' (a question that is really a suggestion or putting on the advising hat). Although there might be a time and place for some advising, mentoring or other roles, the approach to stay in coaching mode for the 'magic' to happen, is ideal.

"I was thinking about doing more research in my career."



In this example, the initial ask (I was thinking about doing more research in my career) is vague, and may represent a range of expected time commitment and goals, from becoming a federally funding scientist to contributing to studies led by someone else to writing a review article. Starting in mentoring, advising, or sponsorship mode risks providing advice or input that is aligned with your interpretation rather than the client's. Starting in coaching mode allows you to help the client explore their goals and understanding as a prelude to establishing a developmental relationship (you might not be the right fit for helping them achieve their goals) and facilitating their success.

The coaching approach comes from using certain skills and keeping a mindset in the following competencies:

■ ICF CORE COMPETENCIES

A. FOUNDATION

1. Demonstrates Ethical Practice

Definition: Understands and consistently applies coaching ethics and standards of coaching.

2. Embodies a Coaching Mindset

Definition: Develops and maintains a mindset that is open, curious, flexible and client-centered.

B. CO-CREATING THE RELATIONSHIP

3. Establishes and Maintains Agreements

Definition: Partners with the client and relevant stakeholders to create clear agreements about the coaching relationship, process, plans and goals. Establishes agreements for the overall coaching engagement as well as those for each coaching session. Partners with the client to define or reconfirm measures of success for what the client wants to accomplish in the coaching engagement or individual session

4. Cultivates Trust and Safety

Definition: Partners with the client to create a safe, supportive environment that allows the client to share freely. Maintains a relationship of mutual respect and trust.

5. Maintains Presence

Definition: Is fully conscious and present with the client, employing a style that is open, flexible, grounded and confident.

C. COMMUNICATING EFFECTIVELY

6. Listens Actively

Definition: Focuses on what the client is and is not saying to fully understand what is being communicated in the context of the client systems and to support client self-expression.

7. Evokes Awareness

Definition: Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy.

D. CULTIVATING LEARNING AND GROWTH

8. Facilitates Client Growth

Definition: Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process.

Source:

<https://coachingfederation.org/app/uploads/2021/02/Updated-ICF-Core-Competencies.pdf>

Link to full competencies:

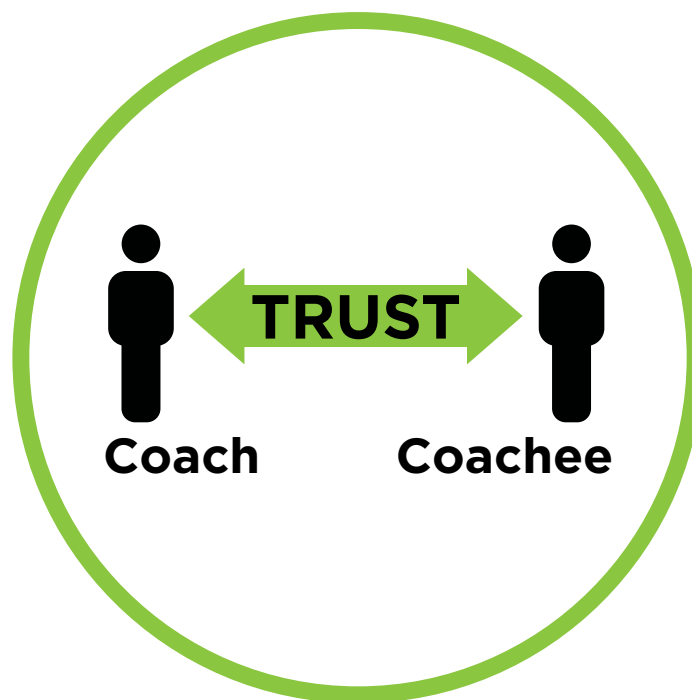
<https://coachingfederation.org/app/uploads/2021/02/Updated-ICF-Core-Competencies.pdf>

SECTION 3. PREPARING YOURSELF TO BE A COACH

■ CLARIFYING YOUR GOALS

When someone seeks coaching, they are often in the situation where they are seeking to improve themselves in some way, achieve a certain result, or resolve a difficult situation. For example, a client may struggle with being assertive in certain situations. Very likely, the topic of the coaching is something that the client is hesitant to share widely. The client may even be hesitant to share their vulnerabilities initially with their coach. Therefore, to help clients feel safe enough to express their vulnerability, it is important for coaches to focus on developing trust at the beginning of the coaching process.

If you were to wonder if you could trust someone, you can ask yourself, “Is this person acting in my best interest?” If yes, you will find that you can trust this person. While trust does indeed take time and effort to fully develop, a simple touchstone will orient you to the words and actions it requires to build trust with your client: **Am I acting in the best interest of my client?** The first consideration of building trust is that you are acting in the best interest of the client. Affirm this intention within yourself, and with the person with whom you are coaching.



The second consideration to building trust is to establish clear roles and commitments. For example, within the coaching dyad, there is a professional expectation that what the client discloses during the coaching engagement remains confidential. If the coach makes an explicit commitment of confidentiality to the client, the client would have greater trust in the process of coaching. There are a certain topics relating to roles and commitments which should be discussed up front, preferably before the actual coaching takes place. This initial discussion helps answer the questions:

How will we work together?

What are the commitments we make to the coaching relationship?

■ GETTING STARTED: SETTING EXPECTATIONS OF COACH AND CLIENTS

It is important for the coach and client to discuss their expectations before diving into the content of coaching. Discussing expectations is often done during the first meeting. This discussion should include the scope of the relationship, the obligations of both the coach and client, and the logistics of meetings and communication. It should be noted that the client's goals for their interactions with the coach may change over time as trust develops, and that the goals may become more expansive or more refined. These shifts may be subtle but are important to recognize to ensure ongoing alignment within the coaching dyad. Thus, while this section focuses on setting expectations and commitments at the start, it is a good practice to revisit this discussion periodically, especially in a longer-term coaching relationship.

■ WHAT TO DISCUSS IN THE INITIAL MEETING:

1. The goals of the client
2. What the coach “brings to the table”
3. The goals of the coaching alliance
4. How will we work with each other? (Including roles and responsibilities)
5. What commitments do we make to the coaching relationship?

■ THE GOALS OF THE CLIENT

The initial discussion the dyad should engage with is to discuss the current situation of the client and the goals of the client. After all, the client cared enough about the issue they are dealing with to engage a coach. In this early discussion, the coach should ask about what the client is experiencing and what they would like to see about the outcome. The coach should mainly be asking questions and not offering any advice. The goal is to ask questions that allow the client to gain insight into the situation. Doing so will help to build trust.

■ WHAT THE COACH “BRINGS TO THE TABLE”

Once the coach has a good sense of the client's situation, the coach should take a little bit of time to introduce themselves. Every coach has strengths as well as personal biases. This is time to paint a picture for the client about the person that they will be engaged with in the coaching relationship. Relevant disclosures also build trust and may provide additional ideas about how the lived experience of the coach could provide value into the coaching experience.

■ THE GOALS OF THE COACHING ALLIANCE

In the last two conversations, both the coach and the client have had a chance to introduce themselves. This introduction helps to build greater trust and paves the way for the next discussion. The next discussion solidifies the coaching alliance, which is centered around helping the client achieve their desired goals. The main distinction between this discussion and the initial discussion is that the coaching engagement is limited in nature. The client may have multiple goals differing in size and scope. This discussion identifies the set of tangible goals that the coaching engagement will advance.

Often, the client will re-frame their initial goal as they gain insight and better understand what they need. For example, the client may initially ask for help improving their CV. With coaching, they may recognize their actual goal is preparing to apply for a role, and the CV is only one component of that. Clients may start with goals that entail behavioral change by people outside the coaching dyad. Because coaching focuses on actions the client can control (which does not include others!), the coach may need to help the client refocus on goals and actions over which they have direct control.

■ HOW WILL WE WORK WITH EACH OTHER?

After the goals of the coaching engagement have been established, the dyad discusses specific behavioral expectations of the coaching engagement. The ICF competencies (see page 10) highlight these expectations and are a useful reference. For example, in coaching engagements, there is generally an expectation around confidentiality. Professional expectations around the following topics should be discussed and agreed upon:

Communication	<ul style="list-style-type: none"> • <i>Preferred modes of communication</i> • <i>Frequency of communication</i> • <i>Tone and style of communication</i>
Confidentiality	<ul style="list-style-type: none"> • <i>Commit to confidentiality</i> • <i>Cases where confidentiality may conflict with other professional obligations (e.g. mandatory reporting)</i>
Preparation	<ul style="list-style-type: none"> • <i>How much preparation is expected on the part of the coach?</i> • <i>How much preparation is expected on the part of the client?</i>
Presence & Availability	<ul style="list-style-type: none"> • <i>How responsive the coach and client will be to communication</i> • <i>Behaviors during the coaching session</i> • <i>Number of coaching sessions and duration</i>
Conflicts of Interest	<ul style="list-style-type: none"> • <i>Disclose any potential conflicts of interest</i>

■ REVIEW RESPONSIBILITIES

At this time, it may also be useful to review the responsibilities of the coach and client.

■ RESPONSIBILITIES OF THE COACH

- Act in the best interest of the client
- Create an environment of trust and confidentiality
- Actively listen and ask questions / limit judgment
- Provide useful perspectives when appropriate
- Respect the choices of the clients and recognize that they are ultimately responsible for their own life and path
- Commit to a (term-limited) engagement
- Recognize their own limitations as a coach, both professionally and personally, and understand when to refer the client to appropriate alternate resources.

■ RESPONSIBILITIES OF THE CLIENT

- Be honest, transparent, and authentic
- Demonstrate a willingness to show vulnerability
- Show initiative during coaching meetings (active role)
- Commit the time and energy to coaching activities
- Come prepared to the meetings (with intention), having completed assignments
- Use the time with the coach productively and drive the outcomes of goals set
- Be professionally considerate of the coach

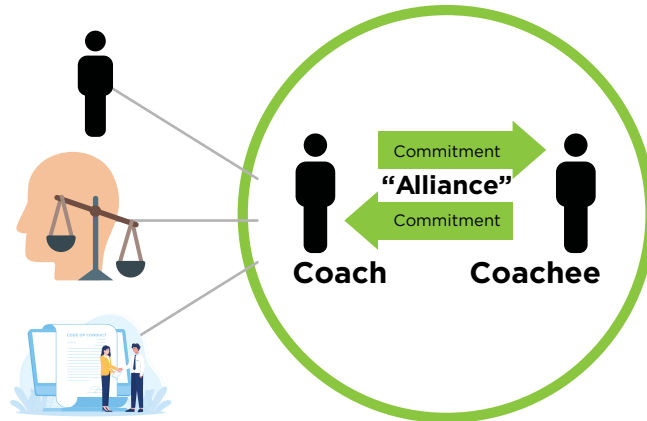
■ WHAT COMMITMENTS DO WE MAKE TO THE COACHING RELATIONSHIP?

When the dyad has had the opportunity to discuss the goals of the coaching engagement, issues around the logistics of the coaching (communication, confidentiality, preparation, presence & availability, and conflicts of interest), and review mutual responsibilities, they can come to an explicit understanding around the same topics. Even though these discussions may add time to the coaching engagement, and the client may want to “dive in” to coaching, taking time to build trust and set expectations will promote an overall better coaching experience with better results.

OTHER ETHICAL CONSIDERATIONS

As mentioned earlier, one of the core elements for successful coaching is the trust between the coach and the client. A central enabler of trust is the understanding that the coach has the best interest of the client in mind. A coach should be able to explicitly commit that they have the best interest of the client in mind when coaching. A commitment to confidentiality is another example of a professional commitment which would promote trust within the coaching engagement.

Occasionally, there are instances where coaches may encounter situations where there are conflicting interests or obligations which may infringe upon professional coaching expectations such as acting in the client's best interest or confidentiality.



Conflicts of Interest. There are some instances where the coach has personal or professional loyalties to people or interests outside of the coaching engagement. For example, a department leader hires a coach to coach a faculty member in the department. Because the department leader is paying the coach, the coach may have an obligation to meet the objectives of the department leader in addition to the client. Another example is a coach who coaches two people from the same unit, and the coach has a role in arbitrating an issue between the two people. A third example is where a coach and the client come from the same unit. All these examples represent coaching engagements with potential conflicts of interest. This does not mean that coaching may not happen where there is a potential conflict of interest. However, there should be efforts made to mitigate conflicts of interest. In cases where conflicts of interest may exist, the coach and the client should disclose this to one another.

Personal Values and Biases. Another instance of when a coach may not be able to act in the best interest of the client is when personal biases arise. All people, including coaches, have biases. Such biases could include biases regarding people of a certain gender, race, profession, age, and other factors. For example, a coach may have had a bad experience with a person from a certain group and then mistrusts all people from that group. As much as possible, coaches should acknowledge their biases. Then the coach, through cultivating self-awareness, should work to reduce the effect of that bias in their coaching.

In other instances, a coach may have certain deeply held values. For example, the coach may be very religious or very secular. If the client has values differing from the coach, the coach must examine whether it will interfere with their coaching in the client's best interest.

External Professional Obligations. Within each professional domain, there are expectations of conduct which govern behavior. A professional usually has certain discretion in carrying out the charge of the profession, but in certain circumstances, the behavior is prescribed.

One common example in an academic context is that of the mandatory reporter. Faculty members and administrators are often compelled to report instances of harm to certain groups (e.g. minors), sexual assault, or self harm. This professional mandate conflicts with the general expectation of confidentiality. When instances arise which must be reported, the coach should pause the coaching to acknowledge this fact.

In each profession, there are guidelines which dictate conduct. When coaching someone from that profession, anticipate instances that may arise where coaching may run into those guidelines. Also know your own guidelines as a coach so that you can disclose this to the client up front.

FOUNDATIONAL COACHING SKILLS

Listening and asking powerful questions, providing challenge and support, and then partnering to create goals, actions, and accountability are fundamental coaching skills. Coaching skills can be used outside of the coaching role every day. It is often necessary to be your own coach first. Making sure you are in tune with these skills in your own life will help you impart them to others.

■ COACHING SKILLS

Listen actively	<p><i>Listening actively</i> is rooted in curiosity and a desire to understand the client's feelings, values, goals, and needs. Use silence to create space in the conversation for your client to reflect, synthesize, and share. Be attentive: beyond facts, listen for feelings, values, and concerns. Reflect what you heard. Ask questions or paraphrase to clarify your understanding. Summarize and synthesize, then give the mentee the opportunity to expand and focus.</p>
Ask powerful questions	<p><i>Powerful questions</i> are open-ended, cause the client to think, and often result in insights. In general, short questions like, "Tell me more" or "What are you feeling right now?" free the client from specific options and allow them to choose the direction of the conversation. Being curious and withholding judgment will help reduce the tendency to focus on what your next question will be. Instead, listen for repeated words, vague statements, feelings & values, and things you notice, then "double click" on them- with open-ended questions. You know it's a good question when the client says "Wow" or takes time to respond. Silence is a great opportunity for the client to reflect; try not to fill the silence with questions or suggestions.</p>
Support and challenge	<p><i>Empathy and reflecting</i> on the client's feelings and concerns you notice are effective ways to build trust, provide support, and encourage the client to explore their values, goals, and opportunities. Powerful questions might include, "What do you fear?" or "This seems important to you. What makes it important?" Providing support opens the opportunity to challenge the client to imagine alternatives, rethink assumptions, and explore possibilities, and recognize what is required for a specific goal. Powerful questions might include, "What story are you telling yourself?" or "What do you control?"</p>
Partner to create goals, actions, and accountability	<p>As the client's goals become clear, coaching skills will help you partner with the client to define next steps informed by their values and your experience, and then to create accountability for follow-through. Powerful questions might include "How will you know if you are successful?" or "How would you like to be held accountable?"</p>

For a more detailed description of coaching skills, see <https://coachingfederation.org/core-competencies>

■ LISTEN ACTIVELY

Listening hard or listening actively, is an engaging way to really hear what someone is saying. It requires empathy more than sympathy, creativity, and a let go of your own quick judgments on the situation. Assess where you might be as a listener with this exercise:

While someone is talking, I:	Usually	Sometimes	Rarely
Plan how I'm going to respond.	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
Keep eye contact with the speaker (take cultural sensitivities into consideration!).	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Take notes as appropriate.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Notice the feeling behind the words.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Find myself thinking about other things while the person is talking.	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
Face the person who is talking.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Watch for significant body language (expressions, gestures).	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Control fidgeting or other distracting habits.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Interrupt the speaker to make a point.	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
Am distracted by other demands on my time.	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
Listen to the message without immediately judging or evaluating it.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Ask questions to get more information and encourage the speaker to continue.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Repeat in my own words what I've just heard to ensure understanding.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Totals for each column: + _____ + _____ + _____ Grand Total = _____			
Scoring: 49-65 = You are an active listener. 31-48 = You are a good listener with room for improvement. 13-30 = You need to focus on improving your listening skills.			
If you received a score between 13 and 48, develop a plan for strengthening your active listening skills. Write your ideas in the space below			

To further test and improve your listening, try this exercise:

- Go into a room with little to no sound alone. No media should be turned on except for a timer for 3 minutes.
- Pick a point on a wall and stare, not looking away until the timer goes off.
- No closing eyes or getting into a meditative state. Try to put all your energy into thinking about that point on the wall only.

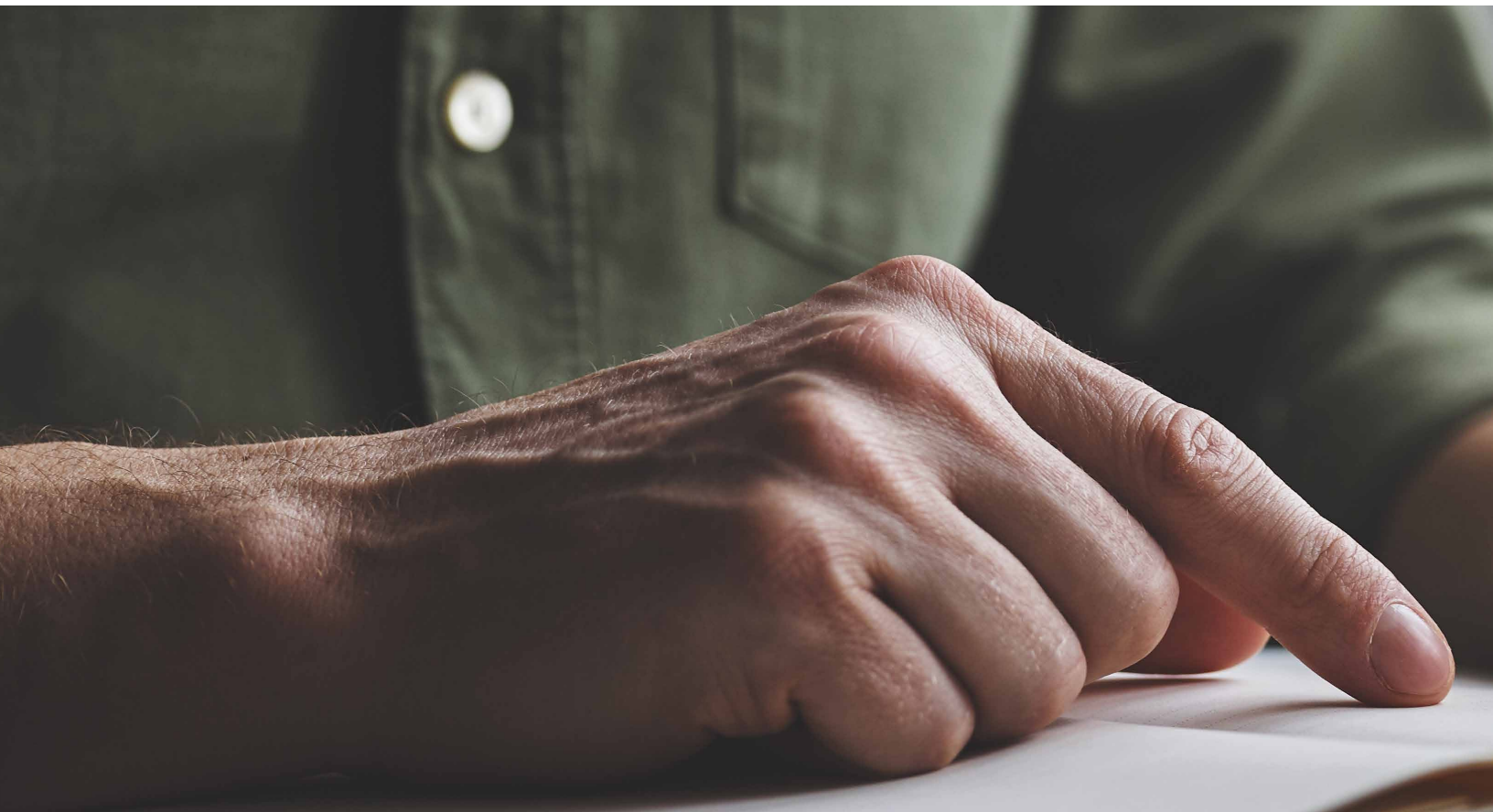
Then ask yourself:

Scale 1-10, how hard was that for you?

Scale 1-10, how well did you stay thinking about that spot on the wall only?

Scale 1-10, what emotion did you mostly feel?

The creative brain will come out well when you are a focused listener. You'll find yourself thinking very openly as you build up this skill.



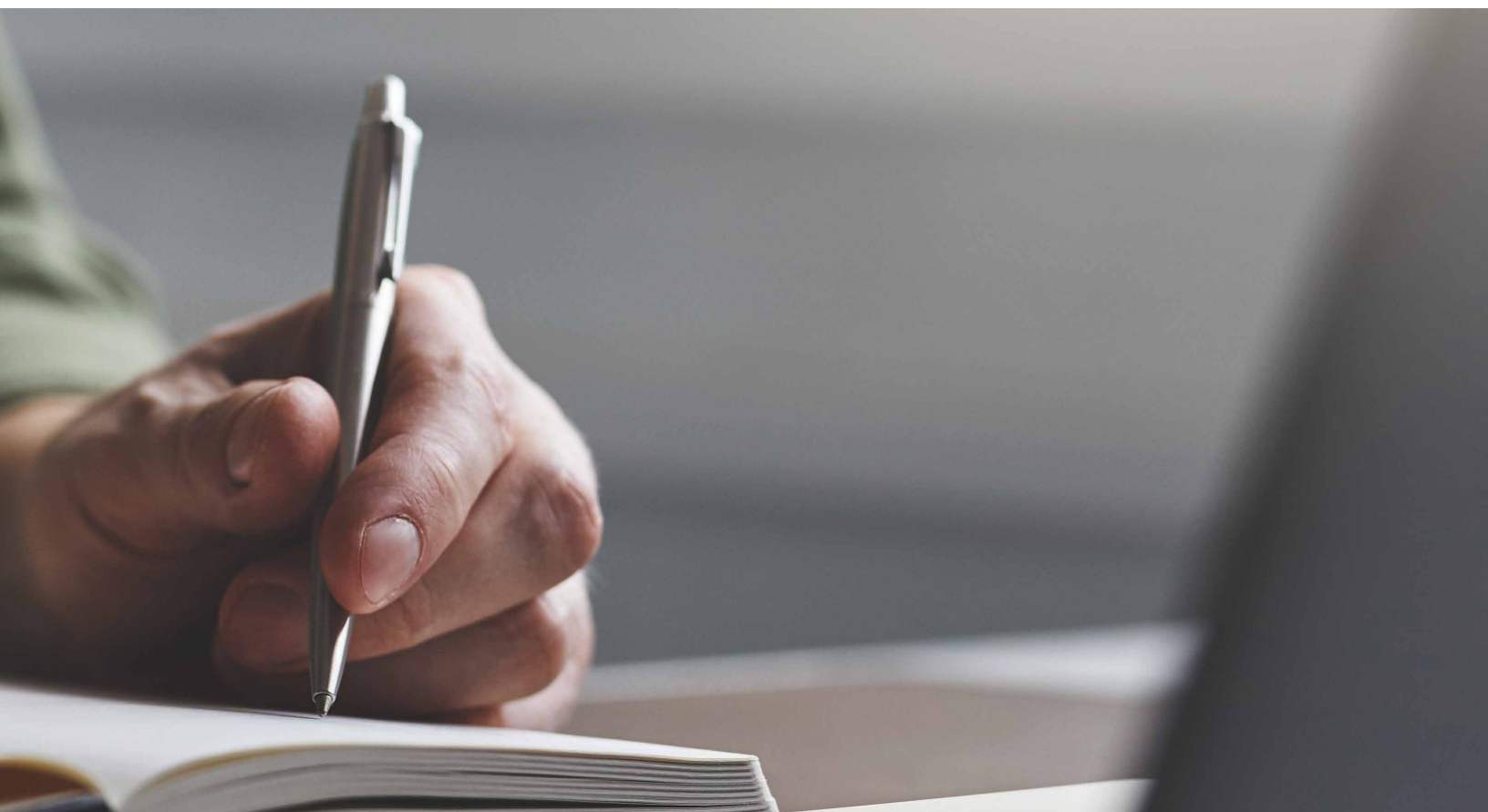
■ ASKING POWERFUL QUESTIONS

Asking powerful questions puts your listening into practice. It requires being led by curiosity instead of judgments or assumptions. Internally and externally, we have judgments. We too often are our harshest critic internally and can jump to assumptions externally. Our carnal brain does this to protect ourselves but in this modern world, harsh judgments hinder more than help. Catching yourself when you are doing this and flipping your thoughts to be curious and confused more than wise and smart is a skill of betterment. How can you lead with curiosity? Change your thought to a powerful question. It can be a creative endeavor that brings great empowerment.

Powerful questions are:

- **Open-ended**
 - Try starting with “what” or “how”
 - Mostly avoid “do you”, careful with “why” as it can come off judgmental
- **Short**
 - “Tell me more.” (stop, don’t add)
 - “How did that feel?” (stop, don’t add)
 - “What would success look like?”
 - “How can I support you?”
 - “What is the worst that can happen?”
- **Not leading**
 - Come from a place of curiosity first, avoiding “well have you thought of”
 - Withhold quick judgments and assumptions
- **Not focused on your next question**
 - Silence is golden and needed – don’t hurry to fill the space with talking!
 - Not trying to solve the problem, trying to explore the problem (solve will come later)
- **Trusting the energy in the exchange and follow it (turn your best thought into a question)**

There is no single perfect question. Different coaches will ask different questions in the same situation. And they all can work. Therefore, don’t seek the perfect question. Ask the best question you can in the moment, stay curious and resist judgment. If you are stuck, you can ask “Where would you like the conversation to go?” or “What do you feel is the most important thing we have talked about so far?”



■ ASKING QUESTIONS: FOUR AREAS TO BE CURIOUS ABOUT

When you ask powerful questions, it's important to listen for four things in your client's answers (facts, feelings, values, goals) and to use them to help the client refine their intentions. Powerful questions are:

Focus on four areas	What questions might you ask?
<p>FEELINGS: Notice, Acknowledge</p> <p>Pay attention to:</p> <ul style="list-style-type: none"> • Connecting with feeling can open the conversation • Feelings are information <p>Follow-Up: Framing</p>	<ol style="list-style-type: none"> 1. What are you feeling now? 2. How do you feel about...? 3. _____ 4. _____ 5. _____ 6. _____
<p>FACTS: Clarify, Summarize</p> <p>Pay attention to:</p> <ul style="list-style-type: none"> • Interpretations versus objective occurrences • Vague or sweeping client statements are worth exploring <p>Follow-Up: Process</p>	<ol style="list-style-type: none"> 1. What is the situation? What has happened? 2. How did it get to this point? 3. _____ 4. _____ 5. _____ 6. _____
<p>VALUES: Elicit, Affirm</p> <p>Pay attention to:</p> <ul style="list-style-type: none"> • Make sure the client is the one who defines value • Listen for metaphors & charged phrases • Conflicts between goals and values can be revealing <p>Follow-Up: Synthesis</p>	<ol style="list-style-type: none"> 1. This seems important to you. What makes it important? 2. What are you giving or compromising? 3. _____ 4. _____ 5. _____ 6. _____
<p>GOALS: Identify, Refine</p> <p>Pay attention to:</p> <ul style="list-style-type: none"> • What the explicit goals and implicit perceived gaps are • Explore & refine the goal before moving to action <p>Follow-Up: Action</p>	<ol style="list-style-type: none"> 1. What outcome do you want? 2. How does that goal align with your values? 3. _____ 4. _____ 5. _____ 6. _____

GENERAL

- Can you tell me more about...?
- Can you clarify...for me?
- I noticed that...(Reflect what you are seeing).

Feelings

- What are you feeling right now?
- This seems like an emotional moment.
What emotions are you feeling?
- How do you feel about that?
- How would that make you feel?
- What's the worst thing that could happen?
- How can I best support you right now?
- Imagine you have a magic wand: how would things change? How would that feel?
- What is going on well for you?
- Of the things you are doing, which do you most dislike?
- Why might someone else do or feel the way they do?
- How might you look at the situation differently?

Values

- This seems important to you.
What makes it important?
- What is most important to you?
- Does that match with your values?
- What are you giving up? Where are you compromising?
- What are your expectations?
- Who is your authentic self? Who are you at work?
- What do you want to be known for?
- What strengths do you have that will advance that goal? How can you call on them?
- What part of your life currently "fills your cup"?
- What meaning do you get from what is happening?

Facts

- What is the situation?
- What led up to this?
- How might someone else see the situation?
- How did you arrive at your current goals?
- Could you give me a bit more detail?
- Can you give me an example of that?
- What's not clear yet?
- What is working?
- What is getting in the way?
- What do you have to do to achieve that goal?
- What knowledge or skills do you need?
- What are the key steps to reach your goals?

The client knows all the facts. You only need to understand enough to ask powerful questions. Facts are a starting point-- don't get stuck on them.

Goals

- What outcome do you desire?
- What would that look like?
- What would you like to focus on?
- How does that goal align with your values?
- How do you feel about that goal?
- Imagine you have a magic wand: what would you ask for?
- I hear what you want; what is it you don't want?
- What do you want to stop doing?
- What do you really, really want?
- What decision do you need to make?
- What action do you need to take?

■ MORE EXAMPLE QUESTIONS

Anticipation

- What is possible?
- What if it works out exactly as you want it to?
- What is the dream?
- What is exciting to you about this?
- What is the urge?
- What does your intuition tell you?

Assessment

- What do you make of it?
- What do you think is best?
- How does it look to you?
- How do you feel about it?
- What resonates for you?

Clarification

- Talk about what you mean by _____
- What does it feel like?
- What is the part that is not yet clear?
- Can you say more?
- What do you want?

Elaboration

- Can you tell me more?
- What else?
- What other ideas/ thoughts/ feelings do you have about it?

Evaluation

- What is the opportunity here?
- What is the challenge?
- How does this fit with your plans/way of life/ values?
- What do you think that means?
- What is your assessment?

Examples

- What is an example?
- For instance?
- Like what?
- Such as?
- What would it look like?

Exploration

- What is here that you want to explore?
- What part of the situation have you not yet explored?
- What other angles can you think of?
- What is just one more possibility?
- What are your other options?

For Instance

- If you could do it over again, what would you do differently?
- If it had been you, what would you have done?
- How else could a person handle this?
- If you could do anything you wanted, what would you do?

Fun as Perspective

- What does fun mean to you?
- What was humorous about the situation?
- How can you make this more fun?
- How do you want it to be?
- If you were to teach people how to have fun, what would you say?

History

- What do you think caused it?
- What led up to it?
- What have you tried so far?
- What do you make of it all?

Implementation

- What is the action plan?
- What will you have to do to get the job done?
- What support do you need to accomplish it?
- What will you do?
- When will you do it?

Integration

- What will you take away from this?
- How do you explain this to yourself?
- What was the lesson?
- How can you make sure you remember what you have learned?
- How would you pull all this together?

Learning

- If your life depended on taking action, what would you do?
- If you had free choice in the matter, what would you do?
- If the same thing came up again, what would you do?
- If we could wipe the slate clean, what would you do?
- If you had it to do over again, what would you do?

■ MORE EXAMPLE QUESTIONS

Options

- What are the possibilities?
- If you had your choice, what would you do?
- What are possible solutions?
- What will happen if you do, and what will happen if you don't?
- What options can you create?

Outcomes

- What do you want?
- What is your desired outcome?
- If you got it, what would you have?
- How will you know you have reached it?
- What would it look like?

Perspective

- When you are ninety-five years old, what will you want to say about your life?
- What will you think about this five years from now?
- How does this relate to your life purpose?
- In the bigger scheme of things, how important is this?
- So what?

Planning

- What do you plan to do about it?
- What is your game plan?
- What kind of plan do you need to create?
- How do you suppose you could improve the situation?
- Now what?

Predictions

- How do you suppose it will all work out?
- What will that get you?
- Where will this lead?
- What are the chances of success?
- What is your prediction?

Resources

- What resources do you need to help you decide?
- What do you know about it now?
- How do you suppose you can find out more about it?
- What kind of picture do you have right now?
- What resources are available to you?

Starting the Session

- What's occurred since we last met?
- What would you like to talk about?
- What's new/ the latest/ the update?
- How was your week?
- Where are you right now?

Substance

- What seems to be the trouble?
- What seems to be the main obstacle?
- What is stopping you?
- What concerns you the most?
- What do you want?

Summary

- What is your conclusion?
- How is this working?
- How would you describe this?
- What do you think this all amounts to?
- How would you summarize the effort so far?

Taking Action

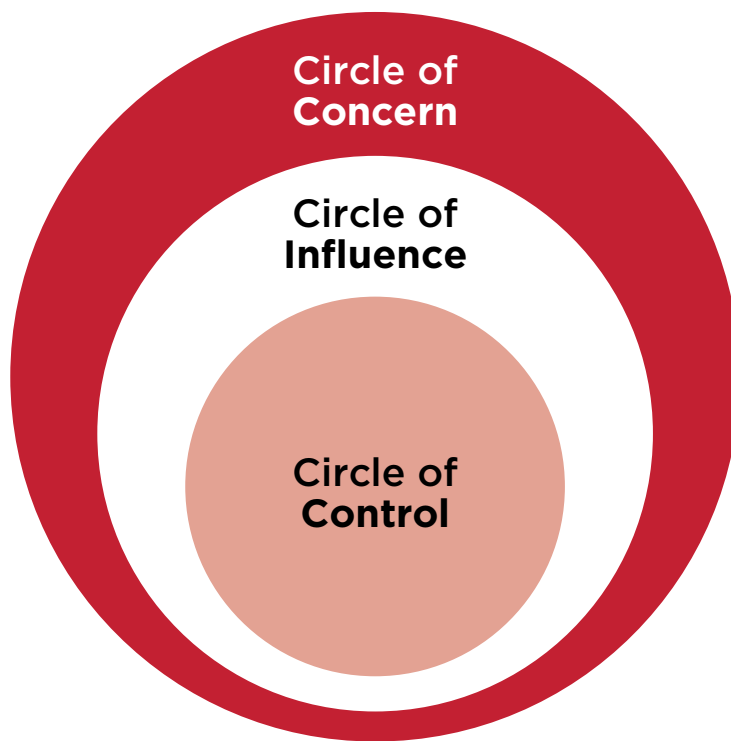
- What action will you take?
- And after that?
- What will you do? When?
- Is this a time for action? What action?
- Where do you go from here?
- When will you do that?
- What are your next steps? By what date or time will you complete these steps?

■ SUPPORT AND CHALLENGE

A coaching relationship can be beneficial to a client in just having someone give undivided attention to their thoughts and feelings. The coaching approach would be to push beyond just hearing someone and lean into challenging them to take responsibility for the parts of their situation in their control. This supportive push could be what makes a coaching relationship stand out most opposed to other professional or personal relationships.

Understanding our controls is essential to problem solving effectively and reaching goals. Often when someone is feeling 'stuck' or wrestling with a problem, thought, or feeling they can't seem to overcome, it comes from a perception of lack of control. Challenging the client in what they can control, their responsibility and role in the situation they have presented, and processing through the feeling(s) that are holding them back from taking action in the way they want to, is coaching. The ideas and awareness that is evoked around these kinds of challenging questions, still needs to be led by the client. It will take skill from the coach to know how to do this on an individual basis.

Consider these controls that your client may be struggling with:



If or when your client has accepted what they can or cannot control, how do you then evoke awareness to the client of their responsibility without 'que-gestions' or leading questions? Is responsibility awareness even needed? What needed emotion does it seem that they want to build off of (feeling confident, empowered, motivated, etc.)? How can you support what is needed without falling into directive habits? Using a skilled coaching approach to help the client build skills toward problem solving and goal capture is the goal of good coaching. Staying in this coaching approach when this comes up (it will come up), will make that 'magic' part of coaching happen.

Consider these questions when it's time to challenge with support:

- What is wanted out of this situation?
- What is your interpretation of their thinking?
- Where are you getting in your own way?
- What part have you played to the benefit and detriment of this situation?
- What is the ideal outcome and how does that make you think or feel?
- How can those thoughts and feelings be followed?

Other stuck mindsets might be coming from the client using some of these thinkings:

- You are making the circumstance too important or not important enough
- You 'just don't feel like it' which is just a feeling, not a factual circumstance
- You are playing the short game too much - not enough long term thinking around the circumstance
- A reminder is needed that 'It's not about you' (our work is about others)
- You are indulging in indulgent emotions (i.e. overwhelm, indecision, confusion)
- You are afraid of rejection or failure
- You don't know what to do next or how to do it

Taking utmost responsibility and accountability for choices is a lifelong practice. There are many factors that have our brain jump to thoughts of avoiding or finding a justification for why something happened to us, to us, or sometimes the hardest to accept, happened because of us. Radical responsibility, identified helpful emotions, and accountability, is the formula to help anyone achieve their goals.

■ PARTNER TO CREATE GOALS, ACTIONS, AND ACCOUNTABILITY

Coaching can be a wonderful conversation full of 'ah-ha' moments, inspiration, and verbal processing. But if the conversation does not beget accomplishment, then the full service is not being utilized. The coach and the client each have their responsibilities to carry through. The coach is not in charge of the client's actions toward their goals or what accountability process they are using. The coach is in charge of asking about that process and addressing gaps.

It's not uncommon for a client to feel committed to a plan set up in the coaching session, then have little to no follow through or a change of plans. This does NOT mean the previous coaching was unsuccessful! If thinking around the situation took place, even if it resulted in a change of plans, then the coach did their job right. Follow through can be hard for the best of us and the coach can meet that with grace, support, and a stimulating follow up conversation. To evoke accountability, actions, or radical responsibility, consider these factors for your client:

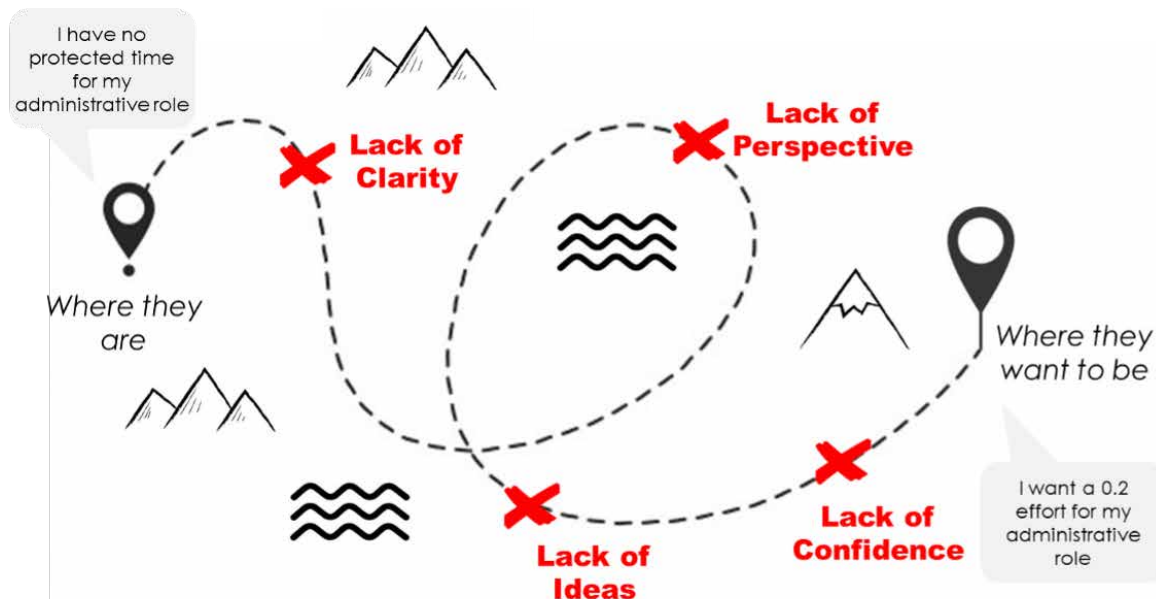
To evoke accountability, actions, or radical responsibility, when the client identifies actions, challenge them:

- Is the goal specific enough?
- What is the first step?
- What are the barriers to action and how can they be overcome?
- What has gotten in the way in the past? How will that be different this time?
- Who will you ask to hold you accountable?



STRUCTURING A COACHING SESSION

How a coaching session conversation is structured is often where different 'styles' come into play. Each coach will have their own approach, recognizing it must be consistent with standards and competencies that are outlined in this workbook. Creativity, great self awareness, and flexibility toward each unique client will be essential to effectiveness as a coach. It should be emphasized that no coaching session will be the exact same each time. But the 'flow' of it can look something like this:



The best way to learn coaching is to do it! Practice coaching with this exercise:

You will need to find a colleague or established mentee to do this exercise with you. You should choose someone you know fairly well and trust, so both of you are comfortable sharing personal thoughts and feelings. Explain to them you are working on asking powerful questions and you would like to practice. Assure them at the start that you will keep anything they tell you confidential.

Asking open-ended questions is powerful, and it is likely that they will get something out of it as well.

Ask the person to share with you a goal or challenging situation they are currently thinking about. Sometimes each 'phase' of a coaching conversation will have different timing; but suggested timing is helpful to not stay in one phase for too long or too short. Shoot for spending 8-10 minutes just asking questions to clarify the goal or situation. Start by asking them something like "What are your goals?" or "What would you like to work on?" or "What are you hoping I can provide you in this session?" Build organically from there, focusing on the facts, their feelings and values as demonstrated in their answers, and thinking about how to synthesize what they tell you and help them clarify the goal/situation. It is useful to reflect back what you heard and verify you understood correctly. Some find it useful to take notes during the conversation; you should request permission if you plan to do so. The worksheet (below) can provide structure for your notes. Ask your partner to hold you accountable not to move into advising or mentoring mode, but to continue to ask questions for the entire 8-10 minutes.

At the end of the session, reflect on how it went.

- What facts did you learn? What initial goals did the person share?
- What feelings did the person share? Did you notice them? Did you reflect or ask questions about them?
- What values did the person share? Did you notice them? Did you reflect or ask questions about them?
- What intuitions and perspectives did you have about what you were hearing? Did you follow up on them?
- What was their answer to your first question? What is their answer to that question now? How did the answer change?
- What did you learn about the power of questions?

As you practice putting on a coaching hat, you will get better with the coaching approach and craft. It's common for coaches to develop their own unique structure. Below are some suggested structures that could help you get started and ensure you explore the situation with your client properly. While reading through these, consider what your unique way of organizing might be:

■ THE INQUIRY PHASE (10 MIN / 5 MIN)

Get a clear understanding of what the individual wants to focus on, what makes their focus meaningful, the measure of success and what takeaway they hope to achieve during the session. THIS IS FOR THEM - bring up what you notice FOR THEM. LEAN INTO 'the magic' or energy to set that tone from the beginning.

- Preparation and Intention
- Rapport and matching
- Open-ended questions
- Objective: Identify the focus of the session



■ THE DISCOVERY PHASE (40 MIN / 20 MIN)

Listen at a deep level (LISTEN HARD), question, clarify and summarize to ensure understanding. Challenge beliefs and assumptions to create awareness and brainstorm and discuss alternatives and options to support the client as they focus on forward action.

- Clarify the desired outcome and the gap/barrier
 - Lack of ideas
 - Lack of perspective
 - Lack of confidence
 - Lack of clarity
- Ask questions to elicit the client's awareness
- Reflect on relevant points, evoke hope, affirm strengths
- Objective: Evoke a client's confidence and resourcefulness



■ THE ACTION PHASE (10 MIN / 5 MIN)

Discuss client learning about themselves and the situation as well as what action they will take outside the session. Work with the client to determine resources and obstacles as well as accountability.

- Summarize the main insights, affirm the client's capacity
- Reflect and consider decisions and commitments
- Ask the client to suggest a plan of action and accountability
- Support and challenge to facilitate refining the plan
- Objective: Consolidate insights toward commitment and action

■ INQUIRY PHASE QUESTIONS

Focus

- | What challenges are you facing today?
- | What would be helpful to talk about today?
- | What is a good use of your time today?
- | What would you like to talk about today?

Explore

- | What makes this meaningful to you?
- | How are these things connected for you?
- | What makes this important?
- | What do you want to resolve/overcome?
- | What matters most to you about this situation?
- | Would you like to pursue ___ or something else?

Takeaway (get specific)

- | How will you know we are successful at the end of this session?
- | What do you want to “walk away” with?
- | What do you want to make sure gets addressed today?

■ DISCOVERY PHASE QUESTIONS

Discovery Phase Example Questions

- What is the impact of this issue on your business/you/others?
- Suspend your reality - what is the ideal outcome?
- What is the more able version of yourself?
- What are you committed to that feels greater than yourself?
- Who do you want to be/become in this regard?
- How could you make your goals clearer?
- How do you define success?
- What principles matter most to you?
- What are some possibilities here?
- How is this helpful/not helpful to you?
- What is getting in the way?
- What is something you appreciate?
- How is your relationship with reliance (or other skills)?
- How has this job/career expanded you?
- What is most compelling about getting this issue resolved?
- What might we be overlooking regarding this situation?
- What is emerging as we talk?
- What is missing that needs to be explored?

■ ACTION PHASE QUESTIONS

LEARNING (summary)

- What have you learned about yourself?
- What surprised you today?
- What have you learned about the situation?
- What learning are you taking forward?

ACTION

- Based on everything we discussed, how do you want to proceed?
- What will you implement post-session?
- What action do you plan on implementing?
- What will you feed forward?

RESOURCES & BARRIERS

- What are barriers/obstacles that could hinder implementation of your action?
- What resources do you need?
- Whose support do you need?

ACCOUNTABILITY

- How do you want to be accountable?
- What accountability process will you put into place?

DEVELOPING AS A COACH

■ THE ROLE OF COACHING IN YOUR CAREER

Coaching can be used in many roles. You will likely use coaching skills and approach more in daily interactions than in formal coaching roles. Understanding in what capacity you are using coaching can be helpful. Consider these common coaching roles:

Professional Coach Practitioner: someone who provides an ongoing partnership designed to help clients produce fulfilling results in their personal and professional lives. The coach's job is to provide support to enhance the skills, resources, and creativity the client already has.

Internal Coach Practitioner: a professional coach practitioner who is employed within an organization and has specific coaching responsibilities identified in their job description.

External Coach Practitioner: a professional coach practitioner who is self-employed or partners with other professional coaches to form a coaching business.

Manager/Leader using coaching skills/approach: a leader who uses coaching knowledge, approaches, and skills to create awareness and support behavior change.

Personal role using the coaching approach: mindsets that evoke coaching skills and principles that aid you in approaching any situation with curiosity, questions, and listening. Coaching skills are useful in developmental relationships, difficult conversations, challenging situations, and managing up.

■ IT BEGINS WITH A COACHING MINDSET

Ultimately, coaching skills and approach are to be used for growth toward one's goals. A life lived to the individual's full capacity is generally the goal around all our specific teachings. A summary of all this workbook could say that the coaching approach is about mindset to guide toward that full capacity. Mindset or the lens in which you are viewing life, the choices you are making, and the actions you are taking towards betterment all benefit from a clear mindset. Mindsets that 'speak' to us will be individual and may need updating if we find they are not inspiring us or being useful anymore. These mindsets are commonly found externally via books, experiences, and other influences. The internal mindsets that can be formed create the 'magic' part of coaching, which can produce great behavior change and goal accomplishment.

■ SEEKING TRAINING AND COACHING OPPORTUNITIES

Visit <https://ucan.utah.edu/>

■ PROFESSIONAL CERTIFICATION

Coaching has been largely unregulated for years. It's becoming more popular and needed to obtain training and certification. Obtaining certification will likely give more opportunities toward coaches' careers and will help build the coaching definition as well as safety in coaching. Although there are many accrediting bodies for coaching certification, the most professional seems to be the International Coaching Federation. There are 3 progressive certifications offered; courses, tests, and certain hours of coaching are all required. For more information, see here.

<https://coachingfederation.org/>



BUILDING A CULTURE OF COACHING

■ WHAT IS A COACHING CULTURE AND WHY DO I WANT TO BE A PART OF IT?

A coaching culture is a place where authentic leaders, managers, and colleagues (everyone!) help people to learn, grow, thrive, and perform through effective conversations and honest feedback underpinned by trust (Figure 1).



Figure 1. Elements and effects of a coaching culture

The long-term goal of learning coaching skills is to foster a supportive, career-growing culture, where all staff, faculty, and learners have training in mentoring, rely on coaching, have experienced sponsorship, and have access to good advice. This support and the skills that come from it will benefit all, not just in long-term mentoring dyads and teams, but in everyday interactions, to facilitate continuous growth and development of colleagues and trainees.

Benefits of developing such a culture include increased retention, improved morale, increased organizational commitment and job satisfaction, along with accelerated leadership development, better succession planning, reduced stress, stronger and more cohesive teams, and increased individual and organizational learning.

Updating helpful habits and expectations requires training, support, and a change in culture to better balance the development of others rather than purely individual accomplishment in assessment of staff and faculty accomplishments. Ultimately, a coaching culture would be a practice of using coaching skills in everyday life across the institution, resulting in better engagement, advancement, and success.

The Myers-Briggs organization has done extensive work in the area of coaching culture and the incorporation of coaching skills into everyday interactions. In a workplace survey, respondents reported that self-awareness was most helpful in working with others on a team, coping with stress, and dealing with change. It was also seen as useful in acting as a coach and managing (including managing up!) and leading others. Use of formal coaching in an organization was most valuable for leadership development, increasing engagement and commitment, improving employee relationships, emotional intelligence, and team functioning, increasing productivity, job satisfaction, and employee well-being.

When you gain coaching skills, adopt a coaching approach, and participate as an Internal Coach Practitioner, then you contribute to the development of a coaching culture at the University of Utah, while having the satisfaction of understanding yourself better, engaging in more productive interactions with colleagues and learners, and providing the benefits of coaching to others in the organization.

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