

The benefits of the “Coach” approach in Career Development

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April, 2016

Rusty Berkus

“There comes that mysterious meeting in life when someone acknowledges who we are and what we can be, igniting the circuits of our highest potential.”

A little about me 😊

- Currently Coordinator of Career & Employment at Mount Royal University
- Graduate certificate in Coaching (CEC/ACC Royal Roads University)
- Certified Career Development Practitioner (CCDP)
- Associate Coach at CareerJoy of Canada and Youth Coach Global
- Career Advisor at the U of C
- Manager of Career Awareness/ECO Canada
- Career Practitioner CBE
- School Family Liaison
- Proudly a CCDP and member of the CDAA
- Super proud Dad and Husband

Your journey 😊

- What life journeys have lead you here?
- How would you describe your role?

- THINK about... a very positive and important person influence in your life
- How did they contribute to what is (essentially) you?

- Please find a partner and discuss (5 min)

What are the characteristics of a life altering person in our lives?

5 minutes (Same partner)

Outcome for today

- A working definition of coaching
- What coaching is NOT
- Potential benefits of the coach approach with your Career Development work
- Coach training
- The power of questions and time to PRACTICE 😊
- Question/Comments

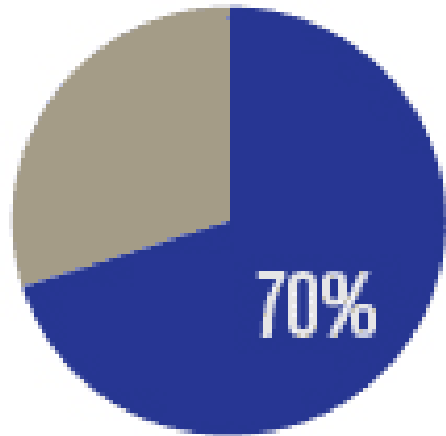
ICF defines coaching

- as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential, which is particularly important in today's uncertain and complex environment. Coaches honor the client as the expert in his or her life and work and believe every client is creative, resourceful and whole. Standing on this foundation, the coach's responsibility is to:
 - Discover, clarify, and align with what the client wants to achieve
 - Encourage client self-discovery
 - Elicit client-generated solutions and strategies
 - Hold the client responsible and accountable
 - This process helps clients dramatically improve their outlook on work and life, while improving their leadership skills and unlocking their potential.

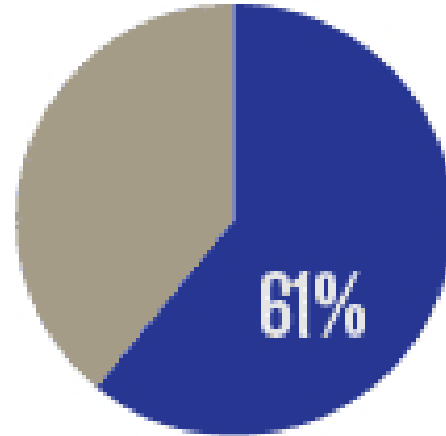
What is Coaching

- Coaching is a unique opportunity to focus and move forward on your personal, professional or organizational goals through the exploration of ideas and candid dialogue with a confidential and unbiased thinking partner.
- Coaching is a PROCESS to support others!

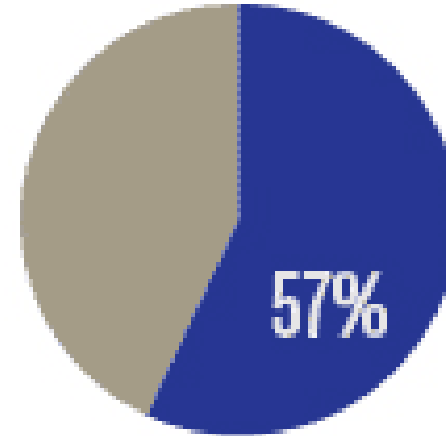
Coaching works



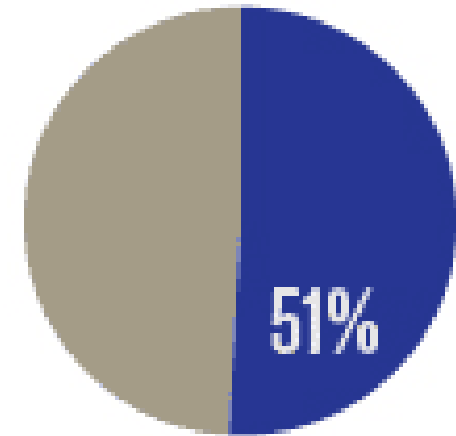
**Improved
Work
Performance**



**Improved
Business
Management**

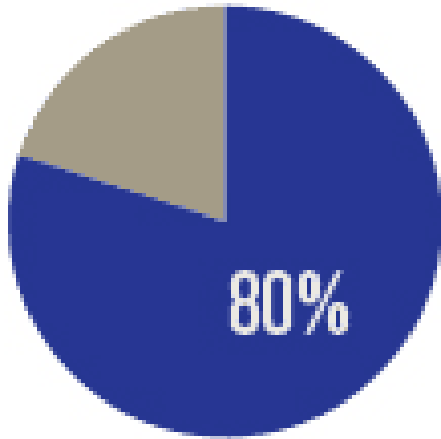


**Improved
Time
Management**

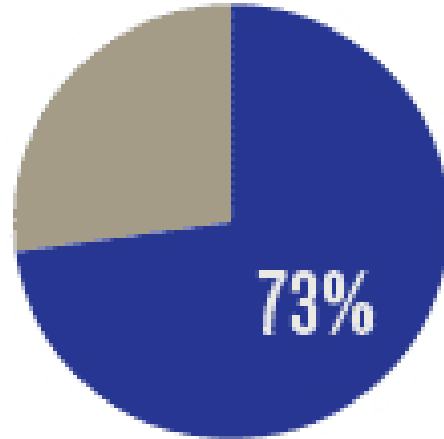


**Improved
Team
Effectiveness**

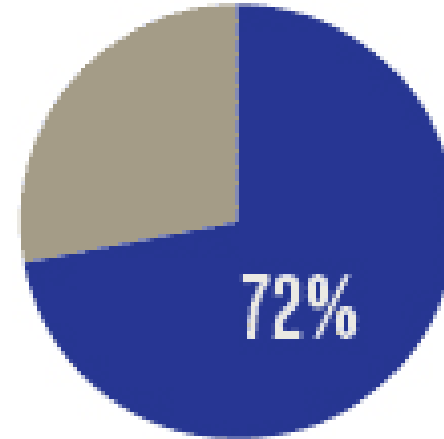
Source: ICF Global Coaching Client Study was commissioned by the ICF but conducted independently by PricewaterhouseCoopers.



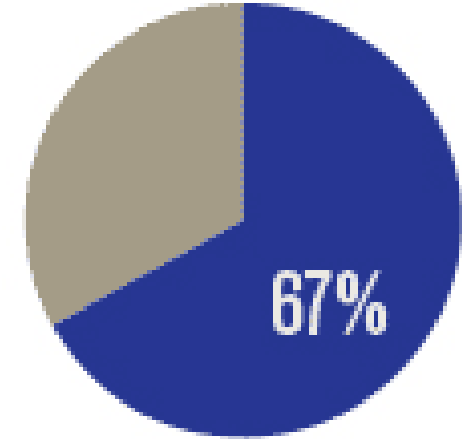
**Improved
Self-
Confidence**



**Improved
Relationships**



**Improved
Communication
Skills**



**Improved
Life/Work
Balance**

Source: ICF Global Coaching Client Study was commissioned by the ICF but conducted independently by PricewaterhouseCoopers.

Simply

- Coaching helps remove the GAP between where one is and where one wants to be



Career Coaching

- Career Coaching is a growing profession due to the increasing number of people needing assistance due to changing markets, job unhappiness, and evolving career goals

How coaching works

- Coaches assist, challenge, and encourage rather than direct, advise or teach

COACHING

- **Why this Approach Works**
 - **RESPECTS PEOPLE**
 - **ALIGNS GOALS**
 - **SUPPORTS COLLABORATION**
 - **DEVELOPS TRUST**

THE COACHING CONVERSATION

- **Step 1: Establish Goals**
- **Step 2: Promote Discovery**
- **Step 3: Determine Course of Action and Establish Parameters**
- **Step 4: Authorize and Empower**
- **Step 5: Recap**

Discovery Questioning

- A systematic process of asking **sharply focused questions** to help individuals discover their truth

Coach Approach

1. Listen for contextual clues.
2. Ask questions about what's missing.
3. Continue to listen and ask respectful questions to help the individual discover their own answers.

1. Assessments:

- A variety of assessments are available to support the coaching process, depending upon the needs and circumstances of the individual or business. Assessments provide objective information that can enhance self-awareness, as well as awareness of others and their circumstances; provide a benchmark for creating coaching goals and actionable strategies; and offer a method for evaluating progress.

2. Concepts, models and principles:

- A variety of concepts, models and principles drawn from the behavioral sciences, management literature, spiritual traditions and/or the arts and humanities may be incorporated into the coaching conversation to increase self-awareness and awareness of others, foster shifts in perspective, promote fresh insights, provide new frameworks for looking at opportunities and challenges, and energize and inspire forward actions.

3. Appreciative approach

- Coaching incorporates an appreciative approach, grounded in what's right, what's working, what's wanted and what's needed to get there.
- Using an appreciative approach, the coach models constructive communication skills and methods to enhance personal communication effectiveness.
- He or she incorporates discovery-based inquiry, proactive (as opposed to reactive) ways of managing personal opportunities and challenges, constructive framing of observations and feedback to elicit the most positive responses from others, and visions of success as contrasted with focusing on problems.
- The appreciative approach is simple to understand and employ, and its reach can be profound, opening up new possibilities and spurring action.

Conversation vs. Dialogue

- Conversation

- Informal or friendly talk the exchange of thoughts by talking informally
- Great start and a way to “break the ice” with someone new

Dialogue

- The following is from Thomas Crane's "The Heart of Coaching"
- Dialogue is an effective approach to discovering commonality and connection. Using it takes discipline and personal commitment to remaining open...The purpose of dialogue is to inquire and learn about others and to discover the shared meaning that makes human connection and aligned action possible.

With a Partner

- Dialogue about a Career “challenge” or “triumph”
- Be mindful that you want to “learn”



Dialogue

- Dialogue has its roots in the Greek “*dia*” and “*logos*” which translates to “meaning flowing through”
- The respectful, two way, open ended flow of communication that balances listening and speaking for the purpose of learning

Listening

- 60 % of our communication is listening
- Only 25 % is retained

RASA

Receive

Appreciate

Summarize

Ask

WAIT

Why

Am

I

Talking

Listening



What is Listening

Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.

ICF defines “active listening” as

- Attends to the client and the client’s agenda, and not to the coach’s agenda for the client,
- Hears the client’s concerns, goals, values and beliefs about what is and is not possible
- Distinguishes between the words, the tone of voice, and the body language
- Summarizes, paraphrases, reiterates, mirrors back what client has said to ensure clarity and understanding
- Encourages, accepts, explores and reinforces the client’s expression of feelings, perceptions, concerns, beliefs, suggestions, etc.
- Integrates and builds on client’s ideas and suggestions
- “Bottom-lines” or understands the essence of the client’s communication and helps the client get there rather than engaging in long descriptive stories,
- Allows the client to vent or “clear” the situation without judgment or attachment in order to move on to next steps.

What listening is not 😊

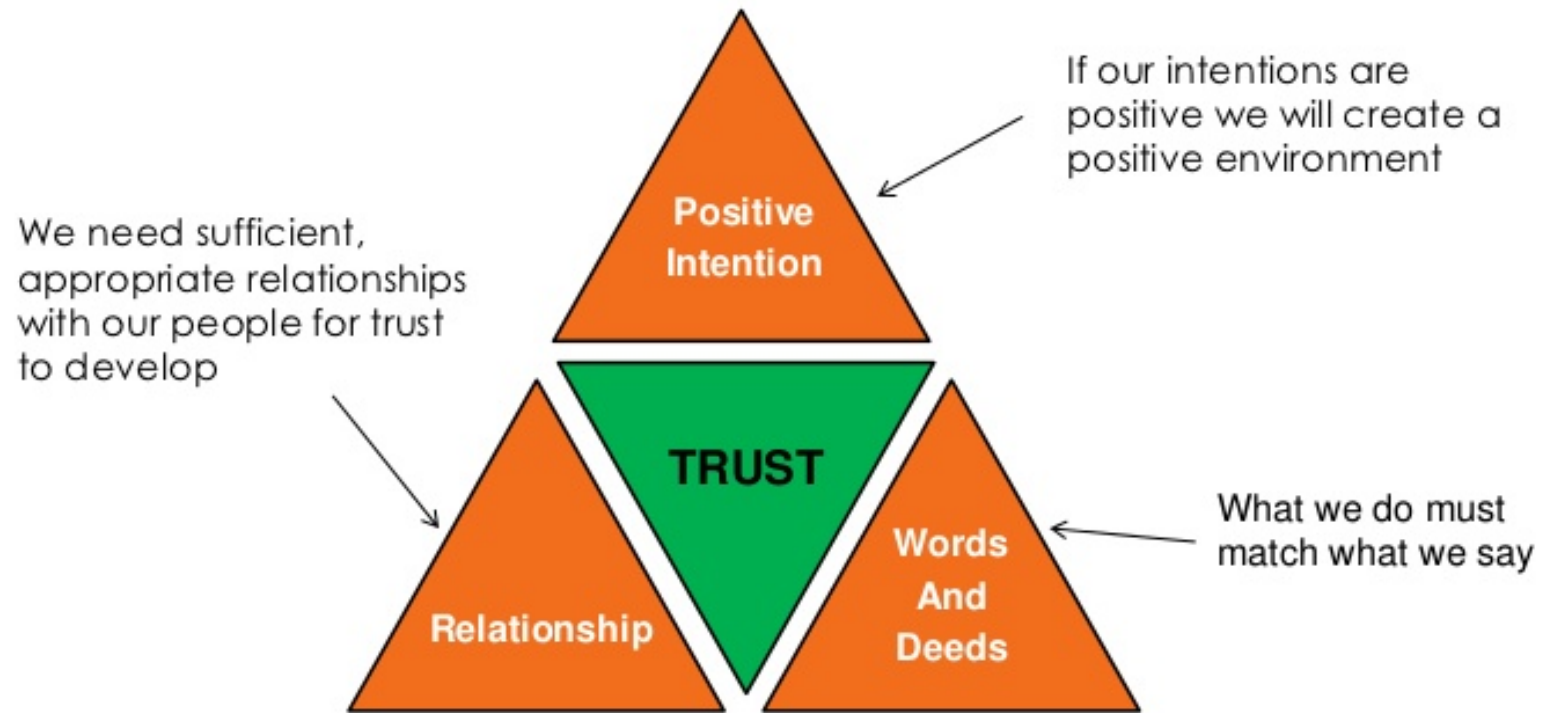
The biggest communication problem is we do not listen to understand.
We listen to reply.



Exercise

- **Talker** has to describe what they want from a holiday but without mentioning a destination. **Listener** has to practice active listening skills – listening attentively to what is being said and what is not quite being said, and demonstrating their listening to the talker by their behaviour. After 3-4 mins the listener has to summarize the three or four main issues or criteria that they have heard the talker express and then make a tentative sale of a suitable destination. Then one minute to review how close the listener was to what the talker said and needed. Plus one minute to review how well they demonstrated active listening behaviours. Then swap roles and repeat.

Coaching Environment Developing Trust



Core Coaching Competencies (ICF)

- 1. Establishing Trust and Intimacy with the Client**
- 2. Coaching Presence**
- 3. Active Listening**
- 4. Powerful Questioning**
- 5. Direct Communication**
- 6. Creating Awareness**
- 7. Designing Actions**
- 8. Planning and Goal Setting**
- 9. Managing Progress and Accountability**

1. Establishing Trust and Intimacy with the Client

- Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.
- Shows genuine concern for the client's welfare and future.
- Asks permission to coach client in sensitive, new areas.

2. Coaching Presence

- Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident.
- Is present and flexible during the coaching process, dancing in the moment.
- Accesses own intuition and trusts one's inner knowing—"goes with the gut."

3. Active Listening

- Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.
- Attends to the client and the client's agenda and not to the coach's agenda for the client.

4. Powerful Questioning

- Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.
- Asks questions that reflect active listening and an understanding of the client's perspective.
- Asks questions that evoke discovery, insight, commitment or action (e.g., those that challenge the client's assumptions).
- Asks open-ended questions that create greater clarity, possibility or new learning.
- Asks questions that move the client toward what they desire, not questions that ask for the client to justify or look backward.

5. Direct Communication

- Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client.
- Is clear, articulate and direct in sharing and providing feedback.
- Reframes and articulates to help the client understand from another perspective what he/she wants or is uncertain about.

6. Creating Awareness

- Ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results.
- Goes beyond what is said in assessing client's concerns, not getting hooked by the client's description.
- Invokes inquiry for greater understanding, awareness, and clarity.

7. Designing Actions

- Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.
- Brainstorms and assists the client to define actions that will enable the client to demonstrate, practice, and deepen new learning.

8. Planning and Goal Setting

- Ability to develop and maintain an effective coaching plan with the client.
- Consolidates collected information and establishes a coaching plan and development goals with the client that address concerns and major areas for learning and development.
- Creates a plan with results that are attainable, measurable, specific, and have target dates.
- Makes plan adjustments as warranted by the coaching process and by changes in the situation.
- Helps the client identify and access different resources for learning (e.g., books, other professionals).
- Identifies and targets early successes that are important to the client.

9. Managing Progress and Accountability

- Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action.
- Clearly requests of the client actions that will move the client toward his/her stated goals.
- Demonstrates follow-through by asking the client about those actions that the client committed to during the previous session(s).

Career Development Professional (ALIS)

- Career Development Professional
- **NOC code(s): 4213**
- **Interest code(s): S M I**
- Career development professionals advise, “**coach**”, provide information and support people who are planning, seeking and managing their life and work direction.
- **Also Known As**
- Career Counsellor/Advisor, Counsellor/Advisor, Employment Counsellor



**THANK
YOU
FOR
YOUR
TIME**