Module 3: The Mechanics of Coaching

Lesson 3 Teaching 1:
The 6 Contexts of Professional Coaching (Pt: 1)
Instructions

This journal/workbook is an integral part of your learning experience. Eye to hand coordination, coupled with focused attention and active listening, accelerates and intensifies the learning process. Complete each section, be it text or graphical, and make notes on what you are observing.

This record will provide an invaluable source of reference for you both now and in the future.

The 6 Contexts of Professional Coaching: Teaching 1

The 6 contexts are:

- _____________
- Effective _____________ & _____________ back
- Active _____________
- _____________
- _____________ & _____________
- Self-_______________

1. Curiosity

- Exactly the same question can be asked, containing exactly the same _______ in exactly the same ____________, asked in 2 very different ways and have an entirely different _________ on the recipient.
• The coach’s role is to ask __________, and yet it’s the __________ of the question itself that gives a certain ____________, a certain ____________ to the kind of question an individual experiences within the coaching environment. That context is ____________.

• In coaching, ____________ allows the coach and participant, side by side, to ____________ the deepest areas of the participant’s life.

• When participants learn to be curious about their lives, it __________ some of the pressure and lowers the ______.

• Curiosity is a different way of ____________, it’s not about collating data or information.

• Curiosity offers the key to opening doors that the participant has closed, locked and forgotten. The dichotomy of curiosity is that it’s both ____________ and d____________, and within the coaching process it offers the promise of leading to participants to unexpectedly significant discoveries.

2. Effective Questioning & Reflecting Back

• As we begin to look at effective questioning techniques, let’s look at the significant differences between ____________ questions that
elicit ________, and ________ based questions that evoke ________ ____________.

- Example questions:

**Information gathering**: what topics will you include in the report?
**Curious**: what will finishing the report given you?
**Information gathering**: how much exercise do you need each week?
**Curious**: What would “being fit” look like for you?
**Information gathering**: What are the training options available?
**Curious**: What do you want to know that you don’t know today?

- Questions are normally asked to elicit information. In coaching, the answers are of secondary importance, because the information is not for the coach to make any use of, the coach only needs to know that the participant has the necessary information that brings ________, ____________ and ____________.

- This doesn’t mean the answers are irrelevant to the coach. The answers provide a ____________ ________ into the internal world of the participant, and from them the coach is offered subsequent questions that ________ the line of ____________.
• Telling or asking __________questions to elicit information saves people from having to ________. Asking ________, curiosity based questions causes people to ___________ for themselves, they begin to ______________ participate in their lives, they start to become more ____________ - __________.

• Certainly, open, explorative questions are at the heart of the coaching process, and, conversely, closed questions that simply elicit a yes or no are not appropriate.

• In an ideal coaching interaction, the coach is speaking less than ___________of the time, the participant is the one who’s in __________, verbalising their thinking processes as the coach listens intently and asks the questions when and if appropriate.

• A closed question ___________the flow of dialogue, and the coach has to start all over again, whereas an open, curiosity based explorative question takes the participant on a journey of __________.

• Rephrasing closed to open questions:

  Closed: is this an effective strategy for you?
  Open: what makes this an effective strategy for you?
Closed: it sounds like you’re stuck between two choices— is that the case?

Open: what’s another choice you could make besides the one’s you already have?

*Important Note:

See the list of example questions at the end of this workbook/journal. Please note: these are examples, they do not represent and exhaustive list and they should not be used for reference in session. The right question will come into your consciousness at exactly the right moment as long as you have faith in the process and are ‘in the moment’ with both process and participant. This list is for your constant reference to help integrate this kind of questioning technique deep into your psyche.

• The final kind of question a coach must be wary of is the _________ question, attempting to take the participant down a certain path. It’s use constitutes poor practice, demonstrating that the coach really doesn’t ___________ in what he or she is trying to do, and the participant will pick up on this and the ___________ of the coaching interaction will be significantly reduced.

Assignment/Exercise
1. Study the structure and style of the questions that have been provided to you in the accompanying workbook. Do so at least once a day. It isn’t about learning them verbatim, it’s about integrating the style and nature of these questions into your psyche through repetition.

2. In every conversation you participate in from now on, seek to ask questions rather than share an opinion. As you go to ask a question, stop and think of the style of question you’re about to ask, and see if it can be reframed in the manner of what you’ve learnt in this lesson. For example, if you’re about to a question beginning with ‘why’, reframe it so it begins with ‘what’. So instead of asking ‘why did you do that’ ask ‘what did you hope to achieve by that?’

Congratulations! You are at the end of the teaching! Take 10 minutes straight away to reflect, evaluate and record your learning points from this lesson.

Notes:
Effective Questions

Effective questions are provocative queries that overcome evasion and confusion. Through the use of powerful questions, delivered within the TGOROW structure, the coach invites the participant to a greater level of discovery, clarity and action.

The list below is by no means exhaustive, there are infinite amounts of powerful questions, and as you gain coaching experience, and you are listening at the level required for qualitative coaching, you'll learn to intuitively trust your subconscious ability to produce a powerful question when required to serve the participant.

The vast majority of coaching questions are open-ended to create greater possibility for expanded learning and a fresh perspective. Remember, the most powerful questions are often the simplest.
Anticipation

What might happen?
What if it doesn’t work out that way?
And if that fails, what will you do?
What if that doesn’t work?
What is your back up plan?

Assessment

What do you make of it?
What do you think is best?
How does it look like for you?
How do you feel about it?
What if it doesn’t work?

Clarification

What do you mean?
What does it feel like?
Can you say more?
Help me understand that better
I’m curious, what exactly do you mean?
What do you want?
What seems to confuse you?

Evaluation

What’s your assessment?
What do you think that means?
In what way?
Is this good, bad or indifferent? In what way?
How does this fit with your plans?
How does this align with your values/lifestyle?

Exploration
May we explore that more?
What other angles can you think of?
What else?
What would your closest friend/mentor suggest?
What is just one more possibility?

Example

For instance?
Like what?
Such as?
What will it look like?
Will you give an example?

Elaboration

Will you elaborate?
What else?
What other ideas do you have about it?
Will you tell me more about that?

For Instance

If you could do it over again, what would you do differently?
If it were you, what would you have done?
How else could a person handle this?
If you could do anything you wanted, what would you do?
For instance?

History

What action have you taken so far?
What caused it?
What led up to this?
What happened?
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…?
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 would you pull all this together?
How will you internalise this?

Learning

If your life depended on 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 you had to do it all again, what would you do?
If you could wipe the slate clear, what would you do?
What would you do if you weren't allowed to ask anyone for advice?

Options

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

Outcomes
What do you want?
What is you 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’re 80 years old, what would you like to say about your life?
What would you think about this 5 years from now?
How does this relate to your purpose?
In the bigger scheme of things, how important is this?
So what?
For what purpose?

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 you prediction?

Resources

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

**Starting the session**

What’s happened since we last met?
What would you like to discuss?
What the latest? What’s new?
How did you get on with your assignments/committed actions?
How are things with you?

**Substance**

What seems to be the trouble?
What seems to be the main obstacle?
What is stopping you?
What concerns you the most about?
What is it that 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 summarise 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 when?