

What techniques do coaches use?



Coaching



Coaching toolkit overview

Planning



Resources:

- > What does the coaching process look like?

Coach and coachee have different perspectives on planning



Resources for Coaches

- > How can I grow as a coach?
- > How do I prepare as a coach?



Resources for Coachees

- > How do I reflect on my coaching needs?
- > How do I select a coach?

- > What techniques do coaches use?

Contracting



Resources:

- > What does a coaching contract cover?

Coaching



Resources:

- > How do coaching conversations work?
- > How do I build momentum for change?
- > What does an action plan look like?

Evaluating



Resources:

- > How do we evaluate the effectiveness of the coaching process?
- > How do we reflect on the coaching relationship?



What techniques do coaches use?



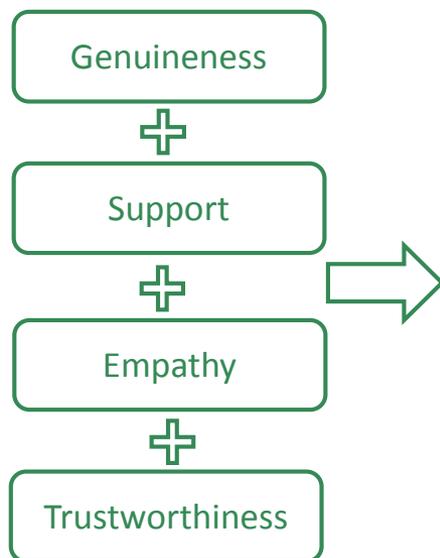
- > The National College for Teaching and Leadership (formerly the National College for School Leadership) in the UK recognises that ‘the quality of questioning in a coaching session or coaching conversation is the key to the developmental nature of the dialogue’*
- > As a coach, you will use techniques including effective questioning to fully engage the coachee in the coaching conversation and, more broadly, in their overall learning journey
- > This resource examines important qualities of coaches and key communication techniques that contribute to effective coaching conversations
- > You may wish to also look at other resources to assist you in your preparation:
 - [How can I grow as a coach?](#)
 - [How do I build momentum for change?](#)
 - [How do coaching conversations work?](#)

* Creasy, Jane & Paterson, Fred 2005, *Leading Coaching in Schools*, National College for School Leadership, UK

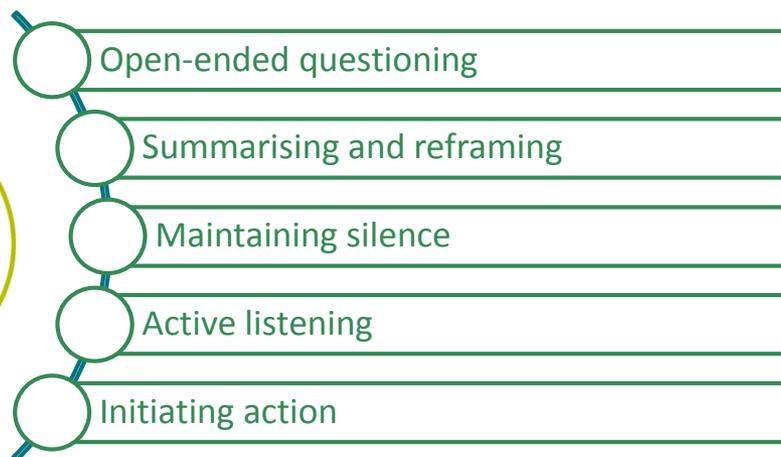


Coach qualities and communication techniques

Qualities of a good coach



Communication techniques





What are the qualities of a good coach?

Genuineness

- > Being genuine demonstrates your commitment to the coachee and the coaching process
- > It means being open and honest, including through providing real-life and detailed feedback

Support

- > When you feel strongly about the coachee's wellbeing and progress it can be hard to let them take the lead
- > Coaches need to care enough to facilitate the journey for the coachee, but not rescue them from the challenges that come along with the change process

Empathy

- > Empathy is all about understanding people and tuning into the emotions underlying their words and actions
- > Empathy allows you to put yourself in the coachee's shoes. It is essential for ensuring you hear and understand what the coachee is truly saying and feeling, rather than making your own assumptions

Trustworthiness

- > The presence of trust between coach and coachee is an essential precondition for a successful coaching relationship
- > Without trust, the coachee may not feel confident to share their real thoughts and concerns and they may not accept the feedback offered by the coach



Communication techniques

Open ended questioning

Choosing questions with care is important:

- > Ask questions that are open-ended and cannot be answered with a “yes”, “no” or one-word response:
 - *What did you do or say in the classroom?*
 - *How did the students respond?*
 - *What impact did that have on the students?*
- > Encourage the coachee to elaborate on the situation and their response
- > Avoid leading questions that prompt a particular point of view or suggest how a question should be answered:
 - *You rushed the introduction to the activity, didn't you?*
 - *Are you frustrated by that response from your students?*

Summarising and reframing

Summarising and re-framing can prompt further reflection from the coachee

- > Stepping back and giving a clear summary of the situation gives the coachee a chance to see things differently
- > Re-frame the key aspects of the coaching discussion
 - *What if things were different? What other interpretations could you reach?*
- > Sharing feedback is a great way to challenge assumptions
 - *What's the evidence?*



Communication techniques

Active listening

A great coach listens deeply to what someone is really saying. They attend to the coachee's words, body language and emotions

- > Active listening is accomplished through the use of two techniques:
 - Responding to the underlying concerns and feelings of the coachee e.g. *“you seem disappointed...”*
 - Paraphrasing or putting what the coachee said into your own words without changing the basic meaning
- These techniques help to demonstrate in a verbal way that you have accurately heard what the coachee has said, as well as identified their underlying emotions
- It can also assist the coachee to express themselves accurately. The coach's paraphrased words may not be the right ones, but they may help to clarify the coachee's thought processes

Maintaining silence

As important as it is to ask questions, it is also important to give the coachee space to answer them:

- > Give the coachee time to think through the reply to a challenging question
- > Be patient. Do not anticipate the coachee's response by pre-empting his/her answer
- > Remain open and demonstrate interest. Encourage the coachee to take his/her time



Coaching techniques

Initiating action

Helping the coachee to initiate action involves exploring options and challenging their beliefs. Real agreement on next steps is vital – without a clear action plan the coachee is unlikely to achieve the aims of the coaching relationship

- > Ask the coachee to share their ideas
- > Help the coachee to identify and select a goal/next step among the options that they have generated
- > Resist the urge to tell! But do offer additional ideas
 - *Another thing that might be worth trying is...*
 - *The options are...*
 - *I've tried it this way before, could that work for you?*
- > Encourage the coachee to identify new behaviours or ways of thinking that they would like to try
- > Conclude with mutually agreed goals and action plans



Practicing coaching techniques

- > Practice on someone you know well e.g. close friend, colleague or partner
- > Pick a situation in which you have the time and the privacy to listen to them
- > Start a conversation about something that matters to them, and really listen
- > Give the other person your full attention. Practice using the techniques described in this resource to show them that they have your attention.
- > After the conversation, ask the close friend, colleague or partner for some feedback:
 - Were your responses different to what they would typically expect?
 - Did they feel listened to? What contributed to that feeling?
 - Were your questions helpful in drawing out more information?
 - Did the conversation feel open or was there an element of discomfort?
- > Informed by the feedback, identify one or two priorities to improve your ability to use the coaching techniques