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Organizational
Leadership Coaching
Credentialing Program

Module 2

For whom or for what are you grateful?

ACTIVITY

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Inspiration & Influence

If nothing changes, nothing changes.

Grace Alone

Everyday you come to work you are on a job interview.

Authentic

We Can Do Hard Things.

Every moment gives you the opportunity to choose who you want to be.

Today I CHOOSE happiness.

Risk more than others think is safe. Care more than others think is wise. Dream more than others think is practical. Expect more than others think is possible.

"What if...?"

So shall you think, so shall it be.

Hope

You did not wake up today to be mediocre.

Let our lives be full of thanks and giving.

So shall you think, so shall it be.

You got this.

Inspiration & Influence

Share with your group what it means to you & how it has (or may) inspire and influence.

Listen. Get Curious..

Inspiration & Influence

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OPENING QUESTION

CLIENT STORY

REFLECT/ACKNOWLEDGE, AFFIRM

FIRST QUESTION AFTER STORY

AGREEMENT

Beginning

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LET'S PRACTICE

COACHING TOGETHER

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LET'S PRACTICE

YOUR TURN!

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Arc of a Coaching Session

The Beginning	The Middle	The End
Review (if applicable) *Initial Goal*	*Reality Testing* *Reset Goal (if applicable)*	*Action* *Results (if applicable)*
• Client lays out challenge or what he/she would like to explore during session. • Coach begins to narrow scope by being curious, listening, asking powerful questions: ➢ What is desired outcome? ➢ What is at the root-level? ➢ How might success be measured? ➢ What needs to be addressed in order to achieve the outcome/goal?	• Coach continues to narrow topic and ensures clarity around topic by reflecting to client agreed upon areas of discussion for session. • Coach checks in with client ½ way to see what client is taking away/learning so far. • Coach checks in with client to ensure session is going in right direction or if session goal needs to be reset.	• Coach checks in with client to ask for reflection: What are you taking away from today? How does that align with your goal? • Coach helps client identify and define next steps from reflections. • Coach helps clients identify what support or resources they might need to move forward. • Coach ask client to determine the commitment he/she is going to make.

MIDDLE
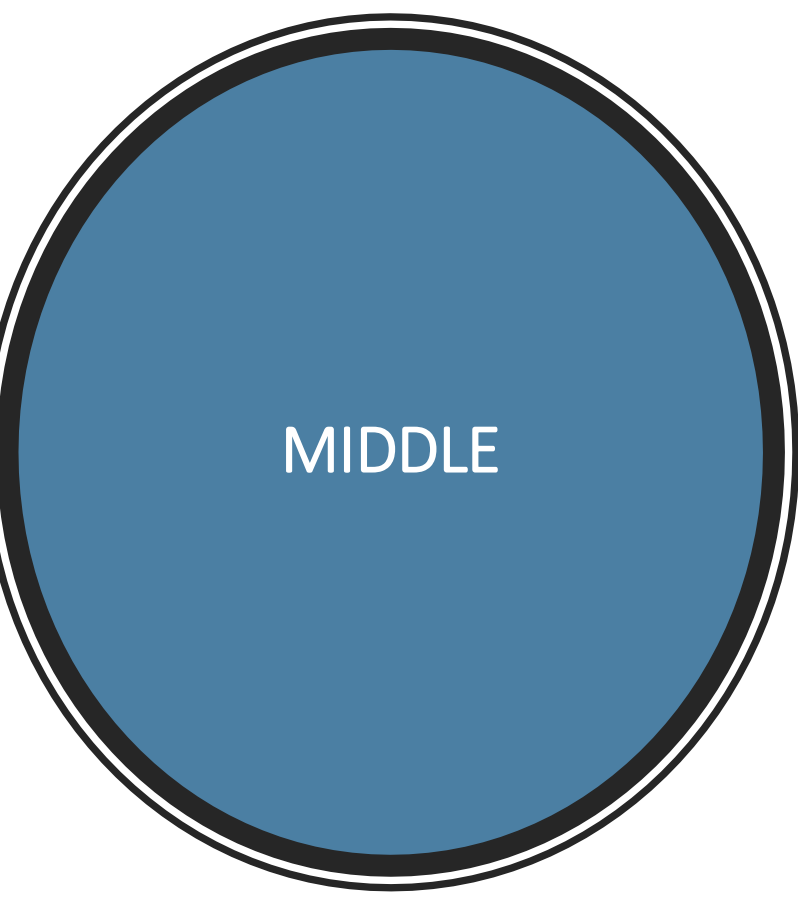
Discerning Truth from Perception

Don't believe the client.

What are the facts from story?

What is client's perception?

GAPS

Resources
Knowledge
MINDSET

Top 10 Cognitive Distortion Descriptions with Examples

1. **All or Nothing Thinking** Seeing things as black-or-white, right-or-wrong with nothing in between.
Essentially: if I'm not perfect then I'm a failure.
   - Because I didn't finish writing that paper, it was a complete waste of _time_
   - There's no point in playing if I'm not 100% in shape
   - They didn't show: they're completely unreliable!

2. **Overgeneralization** Using words like always, never in relation to a single event or experience.
   - I'll never get that promotion
   - She always does that…

3. **Minimising / Magnifying and Catastrophizing** Seeing things as dramatically more
or less important than they actually _are_, and imagining catastrophic outcomes.
   - Because my boss took _____ to lunch, she'll now get that promotion and not _me_
   - I forgot _____! That means my boss won't trust me again, I won't get that raise and my wife will leave me

4. **"Shoulds"** Using should, need to, ought to, must etc. to motivate oneself, then feeling guilty when you
don't follow through—or anger/resentment when someone else doesn't follow through.
   - I should have got that painting done…
   - I need to exercise…
   - I _musn't_ eat _____

5. **Labelling** Attaching a negative label to yourself or others following a single event.
   - I didn't stand up to my co-worker, I'm such a wimp!
   - What an idiot, he didn't see that coming!

6. **Jumping to Conclusions (Mind-Reading & Fortune Telling)**
   1) Mind-Reading Making negative assumptions about how people see you without evidence or factual support
Your friend is _preoccupied_ and you haven't asked what's going on. _Instead_ you're thinking:
      - She thinks I'm exaggerating _again_ _____
      - He still hasn't forgiven me for _____
   2) Fortune Telling Making negative predictions about the future without evidence or factual support.
      - I won't be able to sell my house and I'll be stuck here (even though the housing market is good)
      - No-one will understand. I won't be invited back again (even though they are supportive friends)

7. **Discounting the Positive** Not acknowledging the positive. Saying anyone could have done it or
believing that your positive actions, qualities or achievements don't count…
   - _____ doesn't matter, anyone could have done _it_
   - I've only cut back from 40 cigarettes a day to 10. It doesn't count because I've not fully given up yet

8. **Blame & Personalization** Blaming yourself when you weren't entirely responsible or blaming other
people and denying your role in the situation.
   - If only I was younger, I would have got that job
   - If only I hadn't said _____ they wouldn't have _____
   - If she hadn't yelled at me, I wouldn't have been angry and then I wouldn't have had that car accident…

9. **Emotional Reasoning** I feel, therefore I am _____. Assuming that a feeling or thought is true _without_
digging deeper to see if this is accurate.
   - I feel like such an idiot (so it must be true)
   - I feel guilty (so I must be/have done something wrong)
   - I feel really bad for saying _____ to my partner (so I must be selfish and mean)

10. **Mental Filter** Dwelling on one negative detail and allowing that to spoil your enjoyment, mood, hope etc.
   - You have a great time and dinner at a restaurant with friends. But because your chicken was

BREAKOUTS

WHAT COULD YOU ASK?

MIDDLE
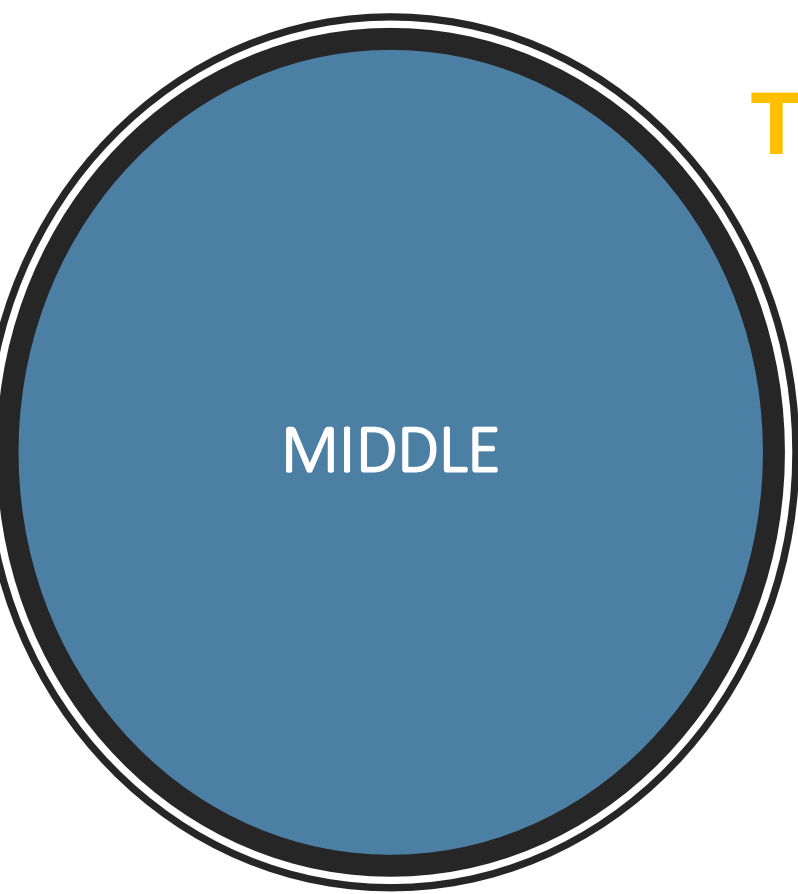
The shift/change in perspective

I have to work these insane hours, or I won't be a good supervisor.

LET'S PRACTICE

YOUR TURN!

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Skill: Looping

Looping is connecting your client's initial emotion or desire to the current place in the conversation.

It is a barometer for ascertaining where things are, how much more your clients need, and if they've reached a point of saturation.

Ex) "at the beginning of our conversation you were [confused/frustrated/wondering/hoping or a decision]. Where are you at this point?"

END

"Where else in your life do you see_____ happening?"

END

From Insight to Action

- Partners with client to design goals, actions, and accountability measures that integrate learning

- Supports the client in identifying potential results or learning from identified action steps

- Invites the client to consider how to move forward, including resources, support and potential barriers

- Celebrates the client's progress and successes

- Partners with the client to close the session

Designing Actions

END

Could Do: What options exist for the client?
- "Let's shoot for at least 5 potential solutions. What else could you do?"
- "What might be some approaches you can take?
- "What actions steps have you already thought about taking, but haven't?"

Want To: Of all the options identified, which does the client want to try?
- "Which option do you want to pursue?"
- "Is this a step you want to take?"
- "Which option sounds like the one you want to try first?"

Will Do: Commit to specifics, what exactly will the client do and by when?
- "Make that into an action step. What specifically will you do?"
- "What action will you take and by when?"
- "What are your next steps?"

Coaching Questions, Tony Stolftzfus

END

Designing Actions

Be aware of the should's. It's a tip-off that the client has not fully committed to a course of action and use a coaching question to get past it:

- "How committed are you to taking this step?"
- "You mentioned you might. What's holding you back?"
- "You're waffling. You can choose to do it or not do it–what will you do?"
- "You are saying you "should" do this. What, if anything, would make it into something you want to do?"
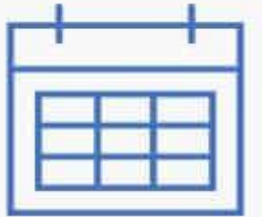
Designing Actions

CCL's Rule for Leadership Development

70 - 20 - 10

Job experience
Development in real time, on-the-job assignments and cross-functional projects.

Relationships
Development from coaching, feedback, performance and career discussions, mentor relationships or professional organisations and networks

Formal training
Structured learning, eLearning, certifications, conferences, classes, courses, reading, self-study and performance support

END

Designing Actions: Anticipating the Obstacles

Checking in with the client about what may stop them from following through on their action steps.

Examples include:
- "What, if anything, might get in your way?"
- "What might stop you?"
- "You said that up until now that _____ has been a barrier. What will you do when it pops up again?"

END

Support/Resources

Clients are more likely to succeed when they create the environment to do so. Help them identify any external support or resources that would increase their chance of success.

- "What resources do you need?"
- "Whose support would be helpful?"
- "Do you have 100% control over this. If not, who do you need to consult?"
- "Is there somebody or something that can support you as you prepare to for what you're going to do?"

END

Accountability

Consider: What does accountability need to look or sound like for your client?

Ask: How does the client want to hold themselves accountable? What does accountability mean to your client? What accountability measures would be helpful?

Remember: the best accountability partners are one's in the client's world (not you!!)

Closing

END

Closing the session is a collaborative effort, and it must give your client the opportunity to say whether or not they're finished, and if there is anything else they need.

Examples:
- "Is this a good place for us to stop for today?"
- "Do we need to discuss anything else for this session to be complete?"
  "Does this conversation feel complete?"

Championing/Celebrating

END

"Remind people who they are instead of just complimenting them on what they've done."
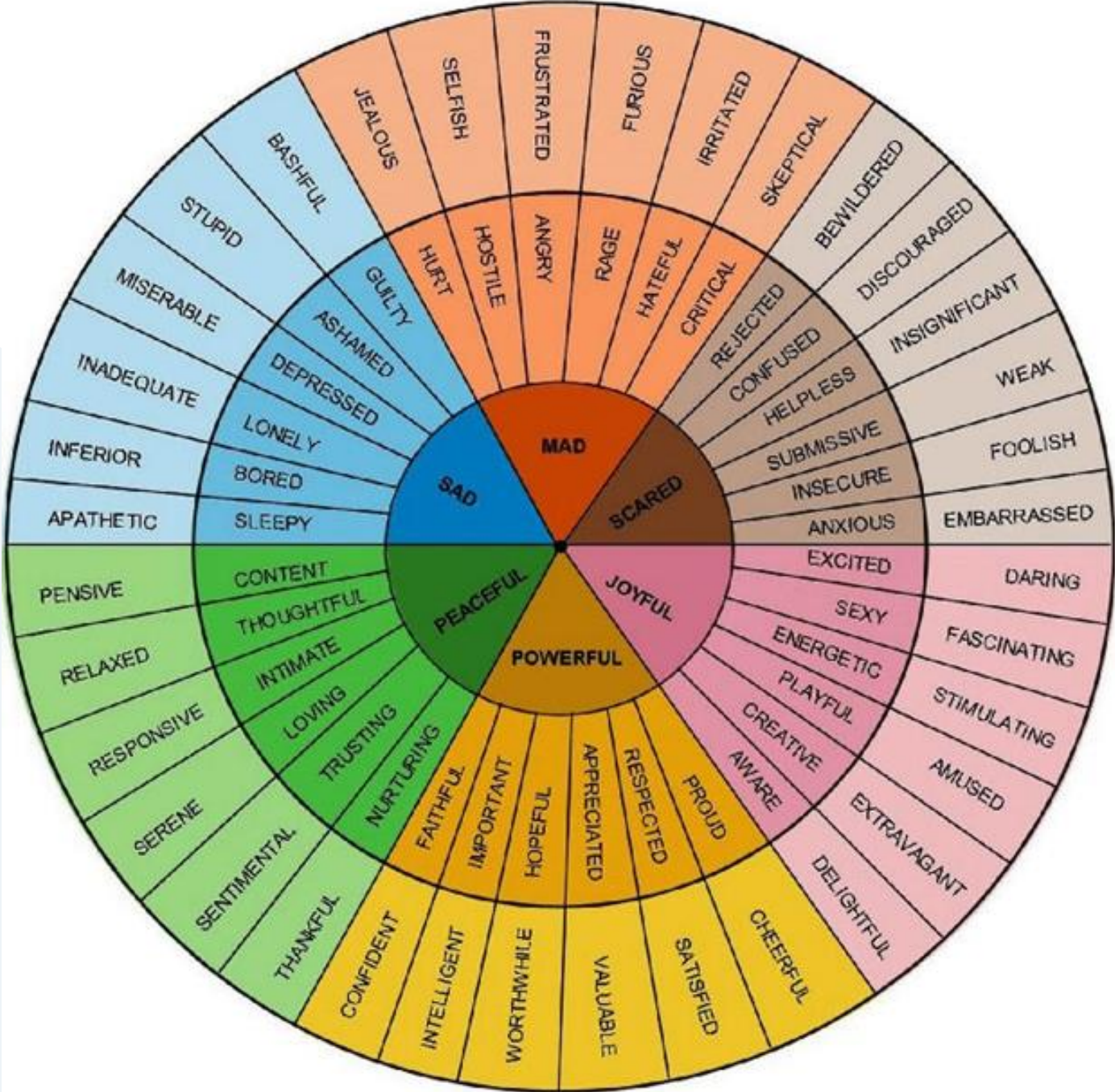
-Thomas J. Leonard

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Feelings Wheel

FAREWELL ACTIVITY

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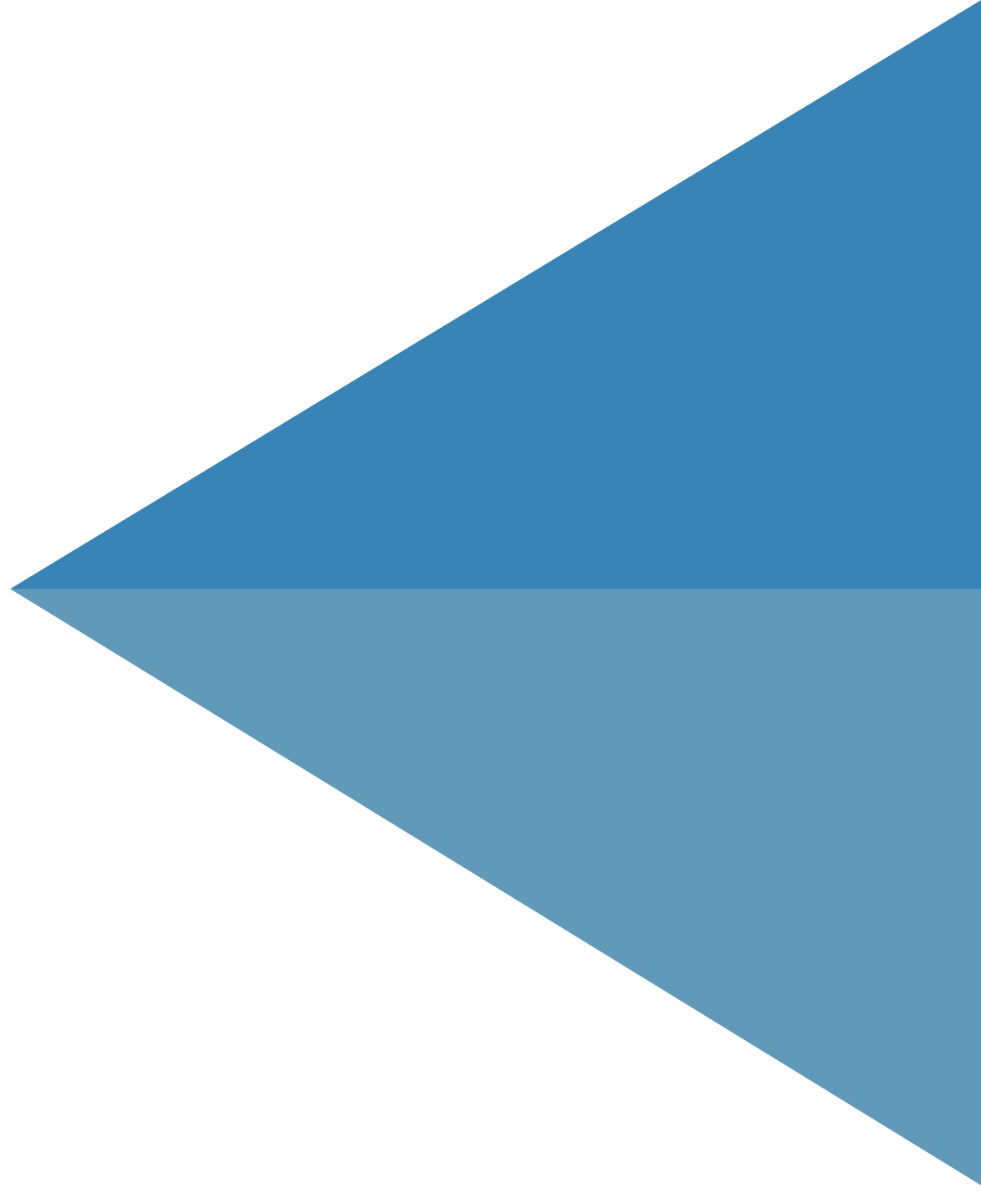
Day 2 Reflections

TWO CERTIFICATIONS

Participants will earn certification in two industry leading tools that you can immediately put to work thanks to our 40+ years of best-in-class experience. The two certifications are:

Complete before April 27
Details to come via email NLT 3/30

Complete before May 18
Details to come via email NLT 5/1

Recording #	Submit by	Mentor Call by
#2	4/9	4/27
#3	5/7	5/31
#4	6/1	6/15

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ICF Competencies

A. Foundation

1. Demonstrates Ethical Practice :Understands and consistently applies coaching ethics and standards of coaching.
2. Embodies a Coaching Mindset: Develops and maintains a mindset that is open, curious, flexible and client-centered.

ICF Competencies

B. Co-Creating the Relationship

1. Establishes and Maintains Agreements: 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.
2. Cultivates Trust and Safety: 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.
3. Maintains Presences: Is fully conscious and present with the client, employing a style that is open, flexible, grounded and confident

ICF Competencies Cont'd

C. Communicating Effectively

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

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