


# Session 20: Knowledge, skills and behaviours of an effective coach

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# Today we are exploring

- ✓Knowledge that supports coaching
- ✓Skills that can be developed including rapport
- ✓Behaviours that enhance coaching
- ✓The powerful question that will develop your coaching practice
- ✓Dual listening
- ✓Links to Coactive coaching
- ✓What this means for you personally
- ✓The importance in a parenting context

The quality of your life is determined by the quality of the questions you ask yourself and others

WHAT ARE YOU ASKING?...

# Association for Coaching: Coaching competency framework

1. Meeting ethical, legal and professional guidelines
2. Establishing the coaching agreement and outcomes
3. Establishing a trust-based relationship with the client
4. Managing self and maintaining coaching presence
5. Communicating effectively
6. Raising awareness and insight
7. Designing strategies and actions
8. Maintaining forward momentum and evaluation
9. Undertaking continuous coach development

# Knowledge that supports coaching

- ✓ **Awareness of your own strengths and vulnerabilities:** you can support other people to the level that you can support yourself
- ✓ **Communication and interpersonal skills:** active and dual listening, body language, rapport, mirroring, providing constructive feedback, facilitating open and honest conversations, trust, building a supportive environment, how to help the coachee feel valued and understood
- ✓ **Insight into motivations and behaviour change:** why people behave as they do, what common obstacles are, how to overcome them, change processes and timescales, learning preferences and processes
- ✓ **Aims, goals, planning, action, review, adapt:** how to support someone through a change process effectively, from start to finish, including adapting to meet them where they are at.
- ✓ **Confidentiality, ethics and safety:** setting up the boundaries for the relationship, what is appropriate and what isn't, the **Global Code of Ethics**, and what to do when you aren't sure
- ✓ **Association for Coaching requirements:** Coaching competency framework

# Skills that supports coaching

- ✓ **Own personal self-care, nurturing, resilience:** you can only support someone else with credibility to the level that you can support yourself
- ✓ **Finding the positive and focusing on empowering:** listening for successes that have already happened and building the bridge between that previous experience, the present and the future plans
- ✓ **Being able to help the coachee to access the right support:** being able to express when you can help and when someone else is better placed, and helping the coachee get the information or support.
- ✓ **Rise above imposter syndrome:** feeling like a fraud feels real. It doesn't mean it is real. You have everything you need to be a fabulous coach – it just takes practice
- ✓ **Your own routine / rituals for letting go of clients stories / experiences:** Find ways that work for you at the end of each session, each day, each week

# Behaviour that supports coaching

- ✓ **Self-awareness:** how do you show up? What do you do with your arms, legs, movement, breathing?
- ✓ **Tracking how you feel in your body if that works for you:** what do you notice? How are you feeling? What does that say about what is happening in this moment? What will you do with that?
- ✓ **Regular reflection:** helps you to identify your strengths, vulnerabilities and areas for development, especially when you can reflect on a recording of yourself coaching.
- ✓ **Regular supervision:** check in with your supervisor about what you notice and explore together different perspectives using the 7 eyes of supervision
- ✓ **Be curious:** about yourself, about other people, about how life in general works for people, and ow it works for your specific niche

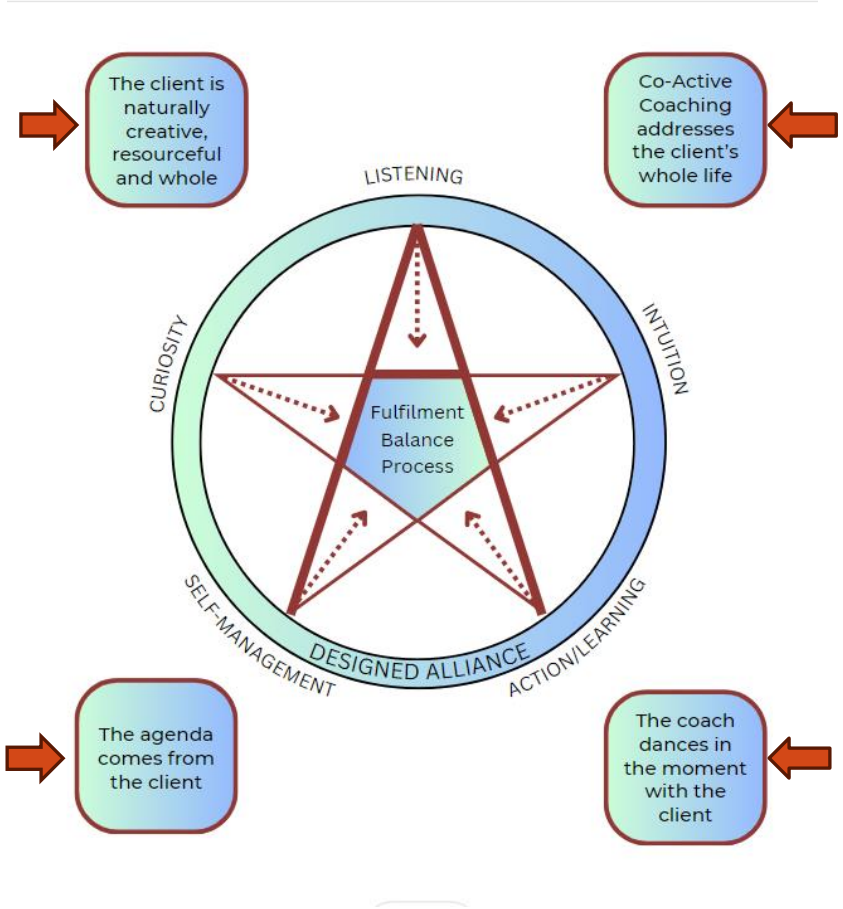
# The powerful question that will develop your coaching practice

What can I do to support you
even more powerfully next time?

# Dual listening

- ✓ Continues to be important
- ✓ During coaching sessions – while you are the coach and observer
- ✓ While you are having a chat with a friend, family member or your child
- ✓ Link to specific tasks such as practice around meal times or when you sit down for a cuppa at the end of the day
- ✓ Set a timer and notice what is going on for you at specific times during the day
- ✓ Use the reflection sheet to record what you notice
- ✓ All helps with self-awareness

# Knowledge, skills and behaviours in coactive coaching




- ✓ Knowledge of the model
- ✓ Coactive coaching contexts: listening, intuition, curiosity, forward and deepen and self-management
- ✓ Skill: listening and then dancing with what arises
- ✓ Behaviour: taking responsibility for the choice of the model / approach

# What this means for you personally

- ✓ Reflect on your confidence in each area of the Association for Coaching: Coaching Competency Framework
- ✓ Identify the top 3 areas you want to focus on at the moment – with awareness that we have more to cover through this course!
- ✓ Plan what you will do over the next month to improve this competency
- ✓ Look through the lens of how these skills are helping you as a parent
- ✓ Consider how these competencies can help other parents

# The importance in a parenting context

- ✓ This knowledge, the skills and behaviours are supporting you to grow and develop as a person. This will naturally influence your parenting, whether you focus on it or not
- ✓ You can share this knowledge, skills and behaviours with coachees, both formally by showing and explaining, and informally by modelling the approaches in your sessions
- ✓ You can cheery pick the knowledge, skill or behaviour that feels relevant in the context:
  - ✓ How would the coachee feel about 'dancing in the moment' when their child was experiencing strong emotions?
  - ✓ How can the coachee notice use Dual Listening to notice their inner experience while their child is upset?
  - ✓ How can the coachee become more curious about what is going on for their child?
  - ✓ How would understanding change help the coachee to work with their child in a calmer way?
  - ✓ What does the coachee notice about their own behaviour when their child is frustrated?