


# Session 26: Monitoring, reviewing and evaluating coaching

CHARLIE MITCHELL




# Today we are exploring

- Monitoring, reviewing and evaluating coaching
- Ways to track progress during each session, over a period of time, and at the end of the process
- Different paperwork that will help you along the way
- When you want to measure the immeasurable
- Evaluation process adapted from Kirkpatrick
- Evaluating your progress with dual listening
- Links to Coactive coaching
- What this means for you personally
- The importance in a parenting context

# What does ‘monitoring, reviewing and evaluating coaching’ mean to you?

- ✓ When have you experienced monitoring, reviewing or evaluating a process?
- ✓ How did you monitor, review and evaluate the process?
- ✓ How does it feel in your body when you think of evaluating coaching?
- ✓ What could make your evaluation even more successful?
- ✓ What does evaluating coaching help you to do, be or have?
- ✓ What helps you to monitor, review and evaluate with someone else?
- ✓ How do you know it is working?
- ✓ What do you do if it stops working?
- ✓ What else do you notice?
- ✓ What paperwork do you want in place to make this consistent for you and your coachees?
- ✓ Explore the different ways of monitoring, reviewing and evaluating coaching in the course materials for ideas

# Monitoring, reviewing and evaluating coaching

Monitoring the coaching session during a session:

- ✓ How does the coachee look? Body language, physical movements, breathing
- ✓ How is the coachee responding? Quickly, slowly, fully, briefly
- ✓ What words are they using?
- ✓ What are they not saying?
- ✓ How is their energy? Low, high, fluctuating, moving in a particular direction
- ✓ How much ground has been covered?
- ✓ What can be covered in the remaining part of the session?
- ✓ How could I support you even more effectively next time?

# Monitoring, reviewing and evaluating coaching

Reviewing the coaching sessions over time:

- ✓ Let's take a moment to reflect on what we have covered so far
- ✓ Let's take a moment to decide what we would like to cover by the end of the session
- ✓ Is this approach / direction of coaching working for you at the moment?
- ✓ What would you prefer?
- ✓ We have had 3 sessions now. How are you feeling about the coaching?
- ✓ You have achieved x since our last session. Would you prefer a bigger or smaller homework next time?
- ✓ We planned to have 6 sessions and we have had 3 sessions. Does 3 more sessions feel enough?

# Monitoring, reviewing and evaluating coaching

Evaluating the coaching process at the end of the coaching:

- ✓ What process has been used? What has worked well? What has not worked so well? What could be done differently next time?

Evaluating the actions:

- ✓ What was the original plan for action? What has been achieved? What has not been achieved? How does this relate to the original plan?

Evaluating the coach:

- ✓ How has the coach been during the process? Skills, knowledge, expertise

Evaluating the relationship:

- ✓ Exploring topics such as trust, safety, challenge, pace

# What we can use to measure our success as a coach

Paperwork that can help us to monitor over time and evaluate:

- ✓ Pre-coaching questions including: how do you know this coaching will have been successful?
- ✓ Preparation for coaching sheets
- ✓ Individual session notes, actions planned and actions achieved
- ✓ At the end of each session: what would make the coaching even more powerful next time?
- ✓ Reflection sheets from the coach and coachee, head and heart based
- ✓ Feedback form for the coachee
- ✓ Feedback form for the coach supervisor
- ✓ Reflection on Global Code of Ethics
- ✓ Reflection on AC Coaching Competency Framework
- ✓ Evaluation relevant to the coaching model used

# Measuring the immesurable

Some things are measurable using SMART objectives:

- ✓ Specific, measurable, achievable, realistic and timebound
- ✓ I'd like to go jogging for half an hour, three times in the next week

Other things are not:

- ✓ Unplanned, intangible, impossible, unrealistic, with no deadline
- ✓ I realised I'm feeling differently about my relationship with this person

How to evaluate these experiences:

- ✓ How does it feel in your body?
- ✓ On a scale of 1-10 how did it feel before? How does it feel now?
- ✓ How would you evaluate this development?

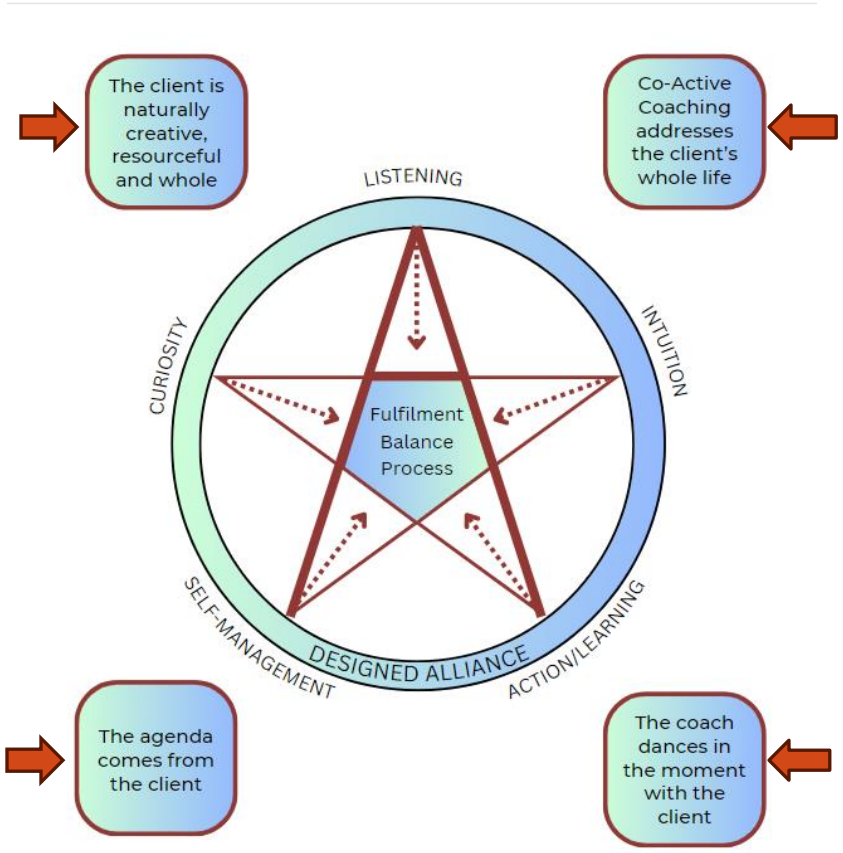
# Evaluation process adapted from Kirkpatrick

1. **Reaction**: how did the person feel about it immediately after the intervention?
    1. What worked well today?
    2. What didn't go so well?
    3. What will help me to coach you even more effectively next time?
2. **Learning:** What has the coachee learned as a result of the coaching?
    1. What were the aims at the start? (Pre-coaching questions)
    2. Any other baseline information (assessments such as learning styles or sensory profile)
    3. What do they know now that they didn't know before?
3. **Behaviour:** What can they now do differently as a result of the coaching?
    1. What have they stopped doing, started doing or doing more of?
    2. Where can they demonstrate they are more regulated / in their position of power / whatever the planned change was?
    3. What is different about how they feel about their behaviour? Can indicate future success / challenge
4. **Family:** What is different for the family now?
    1. Review family experiences if relevant
    2. What impact has coaching one person had?
    3. What has changed about the context the person is in?

# Dual listening to evaluate success

- ✓ What has changed within you as the coach since the start of working with this client?
- ✓ How does your self-management compare now to the start of the work with them?
- ✓ What do you notice about what was triggered within you as you were coaching this client?
- ✓ What strategies did you use to manage yourself in those situations?
- ✓ What did you do after to tend to the things that arose within you?
- ✓ How do you feel now about your dual listening?
- ✓ What could help you to be even more present to what is going on inside of you and with the client the next time you coach?
- ✓ What else do you notice?
- ✓ Discuss in supervision

# Evaluating in coactive coaching




- ✓ The headings opposite create a simple evaluation tool that can be used by the coachee, the coach and possibly the supervisor – see example
- ✓ Can be used to help get different perspectives relating to this model
- ✓ Over time reflecting on several of these evaluations with several coaching clients can help you to identify your progress in using this model
- ✓ Record any actions in your action plan

# What this means for you personally

- ✓ Reflect on your experiences of evaluating a process – what helps you to feel the process has been successful?
- ✓ Use the questions at the start of this session to help you reflect
- ✓ Identify 3 ways you want to develop the way you monitor and evaluate your coaching at the moment – with awareness that you can explore other aspects another time
- ✓ Plan what you will do over the next month to develop your evaluation process
- ✓ Look through the lens of how these evaluation skills are helping you with clarity as a parent
- ✓ Consider how monitoring and evaluating a process can help other parents

# The importance in a parenting context

- ✓ The ability to monitor, review and evaluating coaching will naturally influence your parenting, whether you focus on it or not
- ✓ You can share this ability with coachees, both formally by showing and explaining, and informally by modelling the approaches in your sessions
- ✓ You can pick the knowledge, skill or behaviour that feels relevant in the context:
  - ✓ Introducing the coachee parent to the reflection sheets and some examples of coaching evaluation may help the coachee to explore different ways of reviewing with their child
  - ✓ What reflection skills could the coachee use to help the coachee's child to flourish?
  - ✓ How does the child feel in their body when a reflective approach is used?
  - ✓ How can the coachee check in with their child to explore what is working and develop their reflection further?
  - ✓ What can the coachee do to move the reflective approach from the house to other places?
  - ✓ How can the coachee negotiate with others to ensure a reflective approach is maintained with the child?