



**CoachMaster**  
Developing coaches  
through technology.

# CoachMaster®

## Course On Coaching

*Week two*



# Recap from Week 1

In week 1 we looked at what coaching is and started to examine the elements of relationship, process and practise we need to develop expert coaching skills.

What did you learn about coaching by remembering the examples of when others had coached you effectively?

You might have noticed that effective coaches tended to be:

Curious

Focussed

Empathetic

Determined

Knowledgeable

They also tend to hold the client accountable for what they say they want and what they say they will do, rather than tending to 'let things slip'.

Have you been able to set up a session in CoachMaster®? If not you will need to do so for the assignment this week.

Do you feel comfortable that you now understand the GROW model and the questions that can be used at the different stages? Can you recall from memory the different stages of the model?

Goal, Reality, Obstacles, Options and Way forward.



# Content Week 2

## *But why do we bother with a coaching approach at all?*

As we have said many people believe a coach's role is to tell/advise/motivate the client on what they should be doing. And since most people are quite comfortable telling and advising their friends what to do so what is the point of this course?? But as we covered in the first lesson directing the client in different ways is not the way coaches normally operate. But why not?

## *Why do coaches generally ask questions rather than simply tell the client what to do?*

It is often said that the job of the coach is to work with the client to come up with their own solutions. But why is this better for the client?

### **Asking helps to empower**

We will look at this much more in the advanced course. But let's start to look at why it is so important for the client to arrive at their own solutions:

1. The client is committed to the outcome. It creates buy in. Even if the solution is not as ideal as the one the coach might have suggested research shows it usually ends up with better results than if the client had accepted the coach's solution without thinking of their own.
2. Clients learn to make big decisions. Often, they already know what they should do, they just miss the confidence and need someone to help them take the step. By challenging their thinking through questions, a coach can empower them to make changes they did not believe were possible. At the same time the client is taking responsibility for the change.
3. While you might be working on only one issue with the client they learn on a 'meta level' that they can solve their own problems if they ask themselves the right questions. They learn they can deal with similar problems by themselves next time and not have the need of a coach. They become more independent and self-confident. The perfect coach is aiming to put themselves out of business!



<i>Relationship</i>	<i>Process</i>
<i>Week 2</i>	<i>Week 2</i>
Coaching skills – Reflection	
<ol style="list-style-type: none"><li>1. Read Appendix 2 on Reflective learning.</li><li>2. Then think about the skills and personal qualities of an effective coach and think about how you could use reflective learning to improve one or more of the skills to be a more effective coach yourself. What changes or adjustments could you make?</li></ol>	<ol style="list-style-type: none"><li>1. Read the section on setting an effective goal in Appendix 1 and experiment with setting a goal of your own.</li><li>2. You can practise using questions in this week's assignment. Invite someone to a CoachMaster® session and see if you can create a clear goal with them using CoachMaster®. Remember you can find the instructions to use the free and advanced version of CoachMaster® at <a href="https://thecoachmasternetwork.com/resources/instructions-for-using-coachmaster-free-version/">https://thecoachmasternetwork.com/resources/instructions-for-using-coachmaster-free-version/</a></li></ol>



# Appendix 1

## Setting a goal

The oldest and still perhaps best checklist for setting a goal is 'SMART'

S - Specific - Well defined in clear terms

M - Measurable - Know the goal is quantified and how far away completion is

A - Achievable – know that the goal has a reasonable chance of success

R - Relevant – Something that the client wants and will be useful to them

T - Time bound – Most goals will have a date attached.

What we have found it that it is often not necessary for a goal to be perfectly clear in order to be used in a coaching session. It is possible to go to minute levels of detail for each section. What the coach needs is a 'good enough' goal that the coach and client can agree when the client has achieved it.

One way to check if you have a clear goal is to ask yourself can I visualise the goal happening as if watching it on a film?

You can use the questions and hints in the Goal section in CoachMaster® software to help you to define a goal with your client. Once you have a clear goal you can save it in the goal tab of the software at the bottom right of the page. Other question sets for specific types of goals are available in the advanced version.



## Appendix 2

# Self-Reflection Learning Journal

### *The Purpose of Reflection*

"Reflection is at the heart of the learning process" Laura G. Farres. Reflection allows us to look at our experience in a dispassionate and compassionate way so we can learn from what has happened. By taking the time to reflect on our learning we can make changes and adjustments and improve performance. Therefor it is an important skill for all coaches to apply to themselves and their clients.

### *What is a Reflective Learning Journal?*

Your Reflective Journal is there to help you think more deeply about what you have learned from your experience. You can use the journal to focus on the "what, how and why" of learning. Reflection can bring together theory and practice and stimulates awareness, evaluation and regulation. This is what we mean by these terms:

Awareness	WHAT: of one's learning experience – how and why I learn.
Evaluation	SO WHAT? of the experience – do I understand what I have learnt.
Regulation	NOW WHAT? of one's attitude and behaviour – what changes, if any, do I want to make as a result of the learning.

Writing in the reflective journal will, help you be aware of your strengths and weakness as a learner, to find out which learning methods suit your own learning style, to reflect on areas for improvement and to plan how can build the learning into an ongoing practice. The model below is a guided framework to assist you with your reflection.



WHAT: What happened? What did we do? How did I feel? What did I think?

NOW WHAT? What changes do I want to make? What will I do differently? What is possible?

SO WHAT: What worked and did not work? What did I learn? What does it mean to me?

### **Some personal tips for writing your journal.**

Write in it regularly and use dates so you will have a record of progress

See if you can write something in the journal immediately before and after each learning experience.

Write in the first person

Be open about the things you got 'wrong' and what you need to work on

Just write even when you don't feel like it

Be curious and playful about your learning.



# *Reflective Learning Journal formats*

**There are different formats which will suit you more or less.**

Folder: the most versatile: you can order in the way you wish, add easily all types of documents

Notebook: easy to carry around, it gives the 'diary' feel, if you are used to it

E-journal, like Penzu for example. They are always with you if you have a smart phone.

When we think of a journal, we consider mainly writing. But you can get creative too to deepen your learning and insights about learning experiences with drawings, diagrams, collages, pictures, quotes...

