Controlling, Coercing or Coaching?

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Welcome all…
Let’s talk about coaching others, shall we?

"I never cease to be amazed at the power of the coaching process..."
-John Russell
Managing Director,
Harley Davidson Europe
Who do we have in the room?
Who are YOU?

- Supervisors?
- GALs?
- CPT?
- Clinicians?
- Trainers?
- Judges?
- Administrators?
- Attorneys?
- CPIs?
- Case Managers?
Objective:

- Classify how coercing and controlling behaviors are distinguished from coaching behaviors in child welfare work.
Objective:

• Differentiate approaches when coaching others that is neither coercive nor controlling.
Objective:

• Identify and demonstrate strategies that are tied to a constructive performance driven cognitive and action oriented behavior change.
What is Coaching?

Is it telling what to do?

Is it taking over?

Is it showing?

How far do you go to “coach” and what does that look like?
What is the distinction between coaching and controlling and/or coercing others to “do” it YOUR way?
Definition of Control:

- To exercise restraining or directing influence over.
- To have power over.

Synonyms:
Constrain, Contain, Curb, Govern, Hold, Inhibit, Restrain, Rule.
Definition of Coerce:

- To restrain or dominate.
- To compel to an act or choice.
- To achieve by force or threat.

Synonyms:

Force, Compel, Constrain, Dragoon, Impel, Muscle, Obligate, Pressure, Press
Definitions of Coaching:

A person who trains, directs and gives instruction. (condensed version) – American Heritage Dictionary

Helping successful leaders achieve positive, lasting change in behavior for themselves, their people and their teams. – Marshall Goldsmith
Definitions of Coaching:

Unlocking a person’s potential to maximize his or her own performance.
– John Whitmore

The art of facilitating the unleashing of people’s potential to reach meaningful, important objectives. – Phillipe Rosinski
Coaching Strategies

- Attitude
- Approach
- Action
What kind of Coaching is advocated for in Social Services?
The Humanistic Guide to Coaching

Principle 1: The Nature of the Coaching Relationship is Essential.

- Listen for understanding.
- Cultivate acceptance and look for positive points of connection.
- Give honest feedback in the moment.
- Establish collaboration as the process of the coaching relationship.

Reference: Grant, Anthony M, Stober, Dianne R. Evidence Based Coaching Handbook
Principle 2: The Individual being Coached is the Source and Director of Change.

- Facilitate the individual to set the agenda, goals, and direction.
- Use the self-subject matter expertise of the individual as the point of connection.

Reference: Grant, Anthony M, Stober, Dianne R. Evidence Based Coaching Handbook
The Humanistic Guide to Coaching

Principle 3: The Individual being Coached is Whole and Unique.

- Assess thoroughly and check for accuracy.
- Look for interconnections.
- Facilitate integrating/aligning.

Reference: Grant, Anthony M, Stober, Dianne R. Evidence Based Coaching Handbook
The Humanistic Guide to Coaching


• Direct the process, not the content.
• Maintain an attitude of exploration.
• Expand the person’s awareness of strengths, resources, challenges.
• Point out choices to help facilitate conscious choices.
• Facilitate goal-setting and accountability.

Reference: Grant, Anthony M, Stober, Dianne R. Evidence Based Coaching Handbook
The ACE Cycle of Change
Awareness → Choice → Execution
Characteristics of Coaching:

• Coaching is a deliberate process using focused conversations to create an environment for individual growth, purposeful action and sustained improvement.
• Coaching is generally a one to one relationship.
• Usually involves gathering and sharing feedback for the person being coached.
• Depends primarily on supportive rather than directive communication from the coach.

What about Strengths Based Coaching?
What is a Strength?
A Strength is:

“A naturally recurring pattern of thought, feeling or behavior that can be productively applied.”

(Clifton & Anderson, 2002).

[Image: People celebrating with raised hands]
Approach to Coaching

“The art of creating an environment, through conversation and a way of being, that facilitates the process by which a person can move toward desired goals in a fulfilling manner.” — Gallwey (2002, The Inner Game Approach).
Should we change our approach from “Problem” Focused to Strength Focused?
Coaching Forces us to Think of People - Not just Problems!

As a coach to each other, the focus must be on developing, empowering and encouraging others, as opposed to simply “fixing” the case scenario, legal intervention or agency conflict in front of us!
Coaching means:

We shift from “problem focused” to “potential-guided” and “solution focused.”

Non Directive and Person Centered Approach to Coaching

A Coach is a keen observer of the ebb and flow of the coaching conversation, being finely attuned to the subtle nuances of language and emotion that might indicate the presence of a strength.
Non Directive and Person Centered Approach to Coaching

The Coach chooses to reflect conversations back to raise the strength, explore, develop, refine and help with application of the strength. — Joseph & Linley
Pragmatic Application and Application of Strength Based Coaching

Some strengths can only be seen in context of the environment and are not seen unless the opportunity is created and the environment is conducive to the display of the strengths.
Creating a “Coaching” environment in an agency requires:

- Seeing people as capable.
- Developing **people** as a priority.
- Viewing errors as opportunities instead of “gotcha” moments.
- Giving feedback with a forward–focus.
How do you use your skills in Child Welfare to Coach others?

- Use your interview skills
- Use your questioning skills
- Use your affirmation skills
- Use behaviorally specific feedback
Evoking Change Talk in Coaching Circumstances:

- Evocative Questions: Open – Ended
- Querying Extremes: Extremes of concerns. Best consequences and worst consequences?
## What is the Difference?

<table>
<thead>
<tr>
<th>Coaching is:</th>
<th>Therapy is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Concerned with action and how tasks get done and work is accomplished.</td>
<td>• More introspective and focused on the “why.”</td>
</tr>
<tr>
<td>• Has a focus on performance at work.</td>
<td>• More focused on personal crisis and problems.</td>
</tr>
<tr>
<td>• Can be delivered in a one to one, peer to peer or group format.</td>
<td>• Usually in a one to one interaction only.</td>
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What is the Difference between Coaching and Supervision?

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<th>Coaching is:</th>
<th>Supervision is:</th>
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<td>Goal Oriented.</td>
<td>Process Oriented, through systemic review.</td>
</tr>
<tr>
<td>Evolves from a more accepted mutual relationship.</td>
<td>Is defined by the mutual obligation within the supervision process.</td>
</tr>
<tr>
<td>Creating solutions with the “coachee” rather than “telling” what to do.</td>
<td>The supervisor can and will tell the employee what to do.</td>
</tr>
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Coaching requires the ability to provide effective feedback.
Effective Feedback:

• Effective communication and interpersonal rapport between coach and coachee.

• The coach is seen as credible.

• The feedback message is behaviorally based.

• The coach believes in the ability of coachee to change.
Ineffective Feedback:

- No goals or insufficiently specified goals have been identified and pursued.
- The coach lacks credibility.
- The coach is reluctant to provide constructive and specific feedback.
- The feedback message is threatening and personal.
There are many feedback models to use in Coaching.

Let’s look at a simple feedback strategy to apply!
## EEC Feedback Strategy in Coaching:

<table>
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<th>Example/Fact</th>
<th>Effect/Impact</th>
<th>Change</th>
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<td>- What did they do?</td>
<td>- Describe the impact of the actions.</td>
<td>- Encourage coachee to identify change and describe what could have been done differently.</td>
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<td>- Provide the facts.</td>
<td></td>
<td>- Reinforce and affirm.</td>
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<td>- Be specific/non-emotional.</td>
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Let’s Practice your Coaching Skills!
Verbal Volley Game and Wrap Up
The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand.
References and Citations:


*Evidence Based Coaching Handbook*: Dianne R. Stober, Anthony M. Grant, Editors, John Wiley & Sons, Inc. 2006


*Strengths based Leadership, Great Leaders, Teams and Why People Follow*; Tom Rath and Barry Conchie; Gallup Press; 2008.
Humanistic Guide to Coaching

Principle 1: The nature of the coaching relationship is essential.
Principle 2: The individual being coached is the source and director of their own change.
Principle 3: The individual being coached is whole and unique.
Principle 4: The coach is the facilitator of the individual’s growth.

ACE cycle of change:

Use your questioning techniques to prime for critical thinking with the “coachee” just like we do when we work with families:

- Use of evocative questions: Open-Ended
- Use of elaborating questions: Clarifying: “In what ways would you...? “How would you ___?”
- Use of querying extremes: “What is the best outcome if you ___?” “What would be the worst outcome if you ___?”

Benefits of Feedback

- Reduces uncertainty
- Proposes solutions to challenges
- Builds Trust
- Strengthens relationships
- Improves work quality
- Reinforces behavior
- Aligns expectations and priorities
- Fills in gaps in knowledge
- Allows for revisions in action
- Alleviates fears of the unknown
A Feedback Model for “coaching” others: “EEC”: Example/Effect/Change

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Providing coaching feedback to others requires you to work at:

- Credibility— not as an expert with everything, but instead as someone who wants others to achieve their goals and succeed.
- A solution focused approach with the coachee and avoidance of “gotcha” mentality!
- Being goal oriented, as to the purpose of your relationship with the coachee and transparency about role clarity.

External Barriers to Coaching frequently seen, heard and/or verbalized:

The agency culture is against this type of approach!
People are cynical of any new approach.
“They” will think it is just a new management gimmick.
It takes too long—I don’t have time to coddle my staff.
“They” want to be told what to do—they don’t want responsibility.
I’ll lose my authority if I try to talk like that!
I am the expert and they expect me to have all the answers.
I know how to talk to my people—I don’t need to change anything.
I don’t believe in this new “warm and fuzzy” way of doing things.

Benefits of Coaching:

- Improved performance and productivity
- Staff development
- Improved learning
- Improved relationships
- More supervisory time due to less reliance on micromanagement of every task
- Better use of people, skills and resources
- Faster and more effective emergency responses
- Better flexibility and adaptability to change
- More motivated staff who are able to do deeper levels of critical thinking

References & Sources


Evidence Based Coaching Handbook: Dianne R. Stober, Anthony M. Grant, Editors, John Wiley & Sons, Inc. 2006


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