

# Coaching Skills

**Dunbar Grammar:**  
Using Coaching to  
Support Students

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# Why Coaching?

“Learning to be a coach or mentor is one of the most effective ways of enabling teachers or leaders to become good and excellent practitioners.”

Source: CUREE 2005

# Aims and Objectives

## Aims

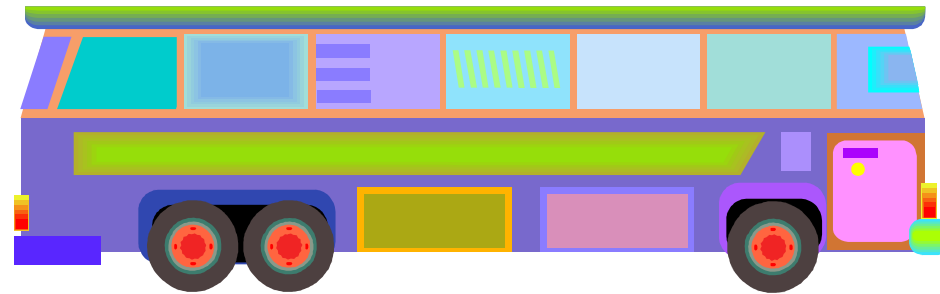
To provide an opportunity for you to practise your coaching skills and to help you discover how you can use a coaching approach to support your students.

## Objectives

By the end of the session, you will be able to:

- explain what coaching is
- demonstrate 3 key coaching skills
- conduct a structured coaching session
- identify how you can use a coaching approach to support students.

# What is coaching?



# Coaching is .....

Robert Dilts:

“... the process of helping people and teams to perform at the peak of their abilities. It involves drawing out people’s strengths, helping them to bypass personal barriers and limits in order to achieve their personal best, and facilitating them to function more effectively as members of a team.”

# Coaching is .....

Myles Downey:

“... the art of facilitating the performance, learning and development of another.”

# Coaching is .....

Timothy Gallwey:

“... unlocking a person’s potential to maximise their own performance. It is helping them to learn rather than teaching them.”

PERFORMANCE =  
POTENTIAL – INTERFERENCE

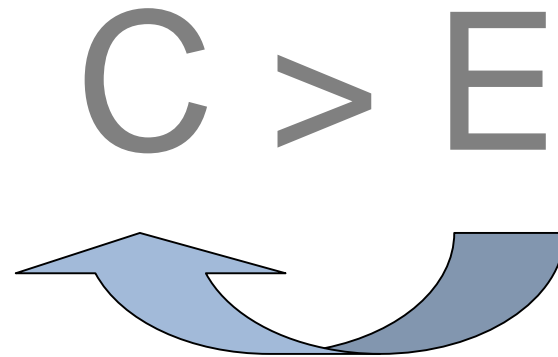
# What is coaching?

Coaching is a conversation that:

- raises our awareness
- encourages responsibility
- helps us clarify what we want and how to achieve it
- encourages us to live our values
- challenges limiting beliefs and reinforces positive ones
- focuses on future possibilities
- answers the question: *'How can I/we be better?'*



# Cause and Effect



# The Coaching Continuum

directive

non-directive



nurture<sup>HR</sup>

# *Skills Practice: Questioning for Understanding and Accountability*

*In threes:*

A – coached/coachee

B – coach

C – observer

A has an 'issue' they want support with.

B asks A questions to help them see and understand the issue through A's eyes – 9 minutes. Then B asks A questions to make A more accountable to do something about it – 3 minutes. Offer no advice and no solutions.

C observes. Whenever advice or a solution is given, hold out yellow card and say 'yellow card, ask another question'.

C gives B feedback – 2 minutes – stop – start – continue.

# Questioning

I keep six honest serving men.

(They taught me all I knew).

Their names are *What* and *Why* and *When*

And *How* and *Where* and *Who*.

From *The Elephant's Child* by Rudyard Kipling

# Coaching Skills

3 essential coaching skills are:

- Rapport
- Listening
- Questioning

# Listening

Listening is more than waiting for our turn to talk.

We listen better when we:

- relax
- get comfortable
- are open and receptive
- use our whole visual field
- shut down our internal dialogue
- focus on the person who is talking
- let the person talk.

# Rapport

Rapport is a relationship of mutual respect and influence.

We can build rapport with someone by:

- taking a genuine interest in them
- being curious about who they are and how they think
- being willing to see the world from their point of view

# Matching



Pace and build rapport through  
'matching':

- Physiology, *e.g., posture, gesture, facial expression*
- Tonality, *e.g., pace, tone, volume*
- Words, *e.g., visual, auditory, kinaesthetic*



# Outstanding Coach Required!



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# The GROW Model

**G**oal: What do you want?

**R**eality: What is happening at the moment?

**O**ptions: What *could* you do?

**W**ill: What *will* you do?

Source: *Coaching for Performance*, Sir John Whitmore

# Goal Questions

- What do you want to achieve?
- When do you want to achieve it by?
- What does success look/sound/feel like?
- What do you want instead of the problem?
- How much personal control or influence do you have over it?
- How do you know the goal is worth achieving?
- What will it get you?
- What would be a milestone along the way?
- Is that realistic?
- How will you measure it?

# Reality Questions

- What is happening at the moment?
- Who else is involved (directly & indirectly)?
- When things are going well/badly, what happens?
- What is the effect on others?
- What have you done about this so far?
- What results did that produce?
- What do you have that you are not using?
- What's holding you back?
- What could be good about this?
- What is *really* going on?

# Options Questions

- What *could* you do?
- What options do you have?
- What approaches have you seen in similar circumstances?
- Who might help?
- What if you had.....more time, power, magic wand?
- What is the right thing to do?
- If the constraints were removed, what would you do?
- What would a wise old friend suggest?
- Which options are of interest to you?
- What are the benefits and pitfalls?

# Will Questions

- Which option(s) *will* you choose?
- What are the next steps?
- When will you take them?
- What will it cost you if you don't take action?
- What will you gain if you do?
- What might get in the way?
- What support do you need and from whom?
- How will you get it?
- What could I do to support you?
- On a scale of 1 – 10, how motivated are you to take this step?
- What prevents you from being a 10?
- What do you need to do to get your commitment up to a 10?

# Skills Practice: GROW



Coach uses the GROW Model to help student:

- clarify goals
- explore current reality
- generate options
- agree next steps.

# Using a Coaching Approach

In threes:

Discuss how you can use a coaching approach to support your students.

- *What are the options?*
- *What are the next steps?*
- *What will happen if you take these steps?*
- *What will happen if you don't?*

1.

2.

3.