

## INDEX

### A

Ability (coaching), 153. *See also* Coaching skills

Accountability: coaching support of, 9–10;  
creating and taking ownership of, 110–113;  
facilitated through problem solving, 10;  
questions to use in creating, 112. *See also*  
Self-reliance

Acknowledgment: generic, 66–67; personalized,  
67; personalized with appreciation, 68–69; of  
the tough stuff, 87

Action learning: definition of, 5; process of, 5–6

*American Psychologist* (Latham and Locke), 101

American Society for Training & Development  
(ASTD), 16

Anger explosions: coaching scenario  
on someone with, 202–205; how to coach  
someone with, 201; questions to use for  
coaching someone with, 205–206

Anger management: coaching and self-  
management, 190–191; of someone who  
explodes, 201–206

Appreciative feedback: benefits of giving,  
63–64; description of, 58; different examples  
of, 66–69; how to give, 64–65; how to keep it  
sincere, 65–66; looking for opportunities to  
give, 69–70; preparing to give, 70–71;  
questions to ask yourself about giving,  
70–71; three components of, 65

Appreciative feedback examples:  
generic acknowledgment, 66–67; personal-  
ized acknowledgment with appreciation,  
68–69; personalized acknowledgment, 67

Appreciative Feedback Preparation  
(worksheet), 71

Argyris, C., 124

*The Art and Practice of Leadership Coaching*  
(Morgan Harkins, and Goldsmith), 132

*The Art of Connecting* (Raines and Ewing), 141

Asun, J., 5

Attitudes: know-it-all, 194–197; Myesha's story  
on learning to manage one's, 128–130;  
negative story created by, 128

Availability, 148–149

### B

Bay Area Local Initiatives Support Corporation  
(LISC), 154, 241

Being available, 148–149

Being present, 140–141

Beliefs about those you coach: changing your  
attitude and, 128–130; how beliefs become  
reality, 124; identifying limiting beliefs,  
126–128; ladder of inference facilitating,  
124–126; understanding our, 124–126

Believing in others: description of, 123

Biased expectancies, 124

Blanchard, K., 153

BlessingWhite, 2, 246

BlueCross and BlueShield of Minnesota, 243

Body language, 147–148

Brainstorming: dos and don'ts of, 107–108; to  
illuminate choices, 106–107

Brinckerhoff, P., 18

Brookfield, S., 2, 39

Buckingham, M., 8, 64  
Budesilich, C. R., 47

## C

- Carroll, L., 52, 100  
Cascading coaching, 241  
Center for Creative Leadership, 233  
Clarify the focus: of the coaching conversation, 161–162; example of coaching when manager sets the focus, 162–163; importance of effective approach to, 95–96; process of clarifying funnel to, 98–99; questions to, 96, 99; what you need to know in order to, 95  
Clifton, D. O., 8, 74  
Closed-ended questions: continuum of, 51; description of, 41; effective use of, 49–50, 52  
Coaches Training Institute (CTI), 45  
Coaching: cascading, 241; combining coaching framework/foundational skills for, 113–118; confidentiality element of, 149; defining process of, 1; in difficult situations, 194–211; external, 240–241; facilitating success of new staff, 174–177; following up developmental feedback with strong, 78–81; foundational tools for, 89–90; handling delicate matters during, 108–109; how ladder of inference affects, 124–126; internal, 242; opportunities for, 18–19; organizational benefits of, 2; peer, 243; questions on readiness for, 159; requests for, 1–2; self-reliance fostered by, 13; taking unique approach to each individual, 16; what it is not, 14–16; what to do when it isn't working, 163–167. *See also* Coaching managers; Staff development  
Coaching and Philanthropy Project, 302  
Coaching approach: in difficult situations, 194–211; used to manage others, 10–14; problem solving encouragement of, 6–8; reflection and learning support of, 4–6; support of accountability by, 9–10; supporting others' strengths through, 8–9; as unique leadership approach, 3–4; when to use, 151–168. *See also* Coaching model; Coaching scenarios  
Coaching approach applications: examples of activities open to, 167–168; familiar with task but barrier situation, 155–156; familiar with task but hesitant situation, 156–157; understanding timing for, 152–153; what to do when coaching is not working, 163–167; when the manager sets the focus, 158–163; when someone is new to a task situation, 157–158; when someone is seasoned at a task situation, 154–155; when a staff member is not improving, 165–167  
Coaching conversations: acknowledging the tough stuff, 87; agenda for clarifying the focus of, 161–162; earning trust during, 135–137; handling delicate matters during, 108–109; handling emotional, 134; preparing for the resistant individual, 206–207; self-assessment questions to prepare for, 160–161; showing empathy during, 108, 135; showing respect during, 137–139; staying connected foundation of, 139–149. *See also* Communication; Giving feedback; Language  
Coaching culture: definition of, 238; factors to consider in creating, 239–248; focusing on your area of influence for building, 246–248; four types of coaching that build, 240–243; organizational benefits of, 238–239; skills, systems, and culture components of, 244–246; top-down and bottom-up process of building, 245–246. *See also* Culture  
Coaching former peers: coaching scenario on, 182–183; issues to clarify when, 181; questions to use when, 183–184. *See also* Peer coaching  
Coaching framework: clarify the focus, 95–99; comparison of two coaching scenarios, 93–94; create accountability, 110–113; develop solutions, 104–109; identify the goal, 100–104; incorporating foundational skills and, 113–118; overview of, 91–92; short version of, 92–93  
Coaching in nonprofit workplace: coaching and self-management, 170, 190–194; coaching top performers, 171, 228–235; coaching up, down, and across organization, 170, 171–189; in difficult situations, 170–171, 194–228  
*Coaching in Organizations* (Miller and Holman), 146  
*The Coaching Manager: Developing Top Talent in Business* (Hunt and Weintraub), 14  
Coaching managers: coaching approach when focus is set by, 158–163; competency and

- commitment of, 153; credibility of, 136–137; culturally aware, 137–139, 188–189; handling delicate matters, 108–109; how inquiry benefits, 40; inquiry self-assessment by, 55–57; making effective requests, 111; real-world examples of, 241–242; self-management by, 190–191; servant leader role of, 132; supervisory manager versus, 11–12; thought partner role of, 14. *See also* Coaching; Managers; Self-assessment questions; Staff
- Coaching mind-set: believing in others component of, 123–130; confidentiality component of, 149; description of, 121–123; earning trust and showing respect component of, 135–139; managing needs component of, 130–135; staying connected component of, 139–149
- Coaching model: on coaching framework, 91–119; description and diagram of, 21–22, 24, 92, 122; on foundational coaching skills, 23–89; on mind-set, 121–149. *See also* Coaching approach
- Coaching moments: a moment in the hallway example of, 19–20; opportunities for informal, 191–194. *See also* Coaching scenarios
- Coaching other coaches: coaching scenario on, 211–213; how to, 211; questions to use for, 214
- Coaching scenarios: being a culturally aware coaching manager, 188–189; coaching a former peer, 182–183; coaching while delegating, 179–180; the constant complainer, 199–201; giving last chance to someone not improving, 220–224; helping new people succeed, 175–177; individual who’s lost interest (part 1), 215–216; individual who’s lost interest (part 2), 217; letting someone go, 224–227; to leverage someone’s strengths, 230–232; someone to be better coach, 211–213; someone who doesn’t report to you, 184–186; someone who explodes, 202–205; someone who is resistant, 208–210; someone with know-it-all attitude, 195–197; staying in questioning mode, 172–173; when you have only a few minutes, 192–193. *See also* Coaching approach; Coaching moments; Self-assessment questions
- Coaching skills: coaching culture building by improving, 244–245; giving feedback as, 58–81; incorporating coaching framework and, 113–118; inquiring (the skill of inquiry) as, 39–57; listening as, 25–42; overview of foundational, 23–24; sharing as, 82–90. *See also* Ability (coaching)
- Coaching staff not reporting to you: coaching scenario on, 184–186; questions to use when, 186
- Coaching up: managing up compared to, 186–187; recommendations for, 187–188
- Coffman, C., 8, 64
- Coleman, J., 135
- College Summit, 243
- Commitment (coaching), 153
- Communication: anger self-management for nonviolent, 190–191; body language for nonverbal, 147–148; giving effective feedback, 58–81; using inclusive language in, 143–147. *See also* Coaching conversations
- Community Health Academy, 138
- CompassPoint, 165, 301, 302
- Competency: coaching, 153; identifying leadership, 234–235; from unconscious incompetence to conscious, 163–164
- Complainers: coaching scenario on the constant, 199–201; how to supervise, 198–199; questions to ask for coaching, 201
- Confidentiality, 149
- Connections. *See* Staying connected
- Contracting for action, 110
- Craig, C., 154
- Create Your Own Back-Pocket Questions (worksheet), 56
- Credibility, 136–137
- Cultural lens, 137–139
- Culturally aware coaching managers: characteristics of, 137–139, 188; coaching scenario on, 188–189
- Culture: being sensitive and respectful of, 137–139; definition of, 139. *See also* Coaching culture

## D

- Day, D., 233
- Delegating roles/tasks: coaching scenario while, 179–180; how to coach during process of, 178–179; questions to facilitate, 177–178; questions to use when, 180

Delicate issues, 108–109  
Developmental feedback: being straightforward about, 72, 74; benefits of providing, 72; description of, 58, 72; essentials of providing, 75–76; followed up by strong coaching, 78–81; overview of providing, 63; questions to ask yourself about giving, 80–81  
Developmental Feedback Preparation (worksheet), 77  
Difficult coaching situations: coaching for letting someone go, 224–228; coaching other coaches, 211–214; constant complainers, 198–201; individual with know-it-all attitude, 194–195; someone who explodes, 201–206; someone who has lost interest, 214–218; someone who is resistant, 206–211; someone who isn't improving, 219–224; someone who needs therapy or personal counseling, 218–219  
Disinterested individuals: coaching scenario (part 1) on, 215–216; coaching scenario (part 2) on, 217; how to coach, 214–215, 216–218; questions about work mind-set of, 218  
Dismuke, M., 6  
Donde, R., 240, 242

## E

Earle, A. M., 141  
Empathy: handling delicate matters with, 108–109; managing needs through showing, 135  
Employees. *See* Staff  
Engaged listening: in action, example of, 33–35; connecting with others through, 141–142; description of, 25, 26; as effective coaching skill, 32–33; guidelines for, 38  
Enright, K., 6  
Evaluation: for effective objective observation, 59–61; observing behavior versus, 62; sharing a hunch as, 85–86  
Ewing, L., 141  
Example sharing, 86–88  
Exercises: asking open-ended questions, 48–49; Is This Person Ready for Coaching?, 159; objective observation, 63; silent listening, 36–37  
External coaching, 240–241

## F

Featherston, J. E., 138  
Feedback: acknowledging the tough stuff, 87; appreciative, 58, 63–72; developmental, 58, 72–81; staff turnarounds and role of, 220  
*Fierce Conversations* (Scott), 134  
*The Fifth Discipline* (Senge), 5  
Finger, M., 5  
Finley, A. M., 189  
*First, Break All the Rules* (Buckingham and Coffman), 8, 64  
Fix-it listening: in action example of, 31–32; description of, 25, 26; as ineffective coaching skill, 30–31  
Flexible leadership style, 153  
Focus. *See* Clarify the focus  
Foundational coaching skills. *See* Coaching skills  
*Foundations of Social Theory* (Coleman), 135  
Fratlicelli, B., 138  
Freas, A., 239  
Friedman, L. D., 111  
Friendly exit scenario, 225–226

## G

Gen Y men and women, 247  
Gislason, M., 301  
Giving feedback: how to provide appreciative feedback, 58, 63–72; how to provide developmental feedback, 58, 72–81; objective observation for, 59–63; purpose of, 58. *See also* Coaching conversations  
Goal identification: avoiding “jumping in the hole,” 106; brainstorming to illuminate choices for, 106–108; figuring out how to reach goal for, 104–106; importance of setting specific goals, 101–102; questions for developing solutions and, 100; questions to use for, 104; understanding the what and how of goals for, 103–104; what you need to know for, 100–101. *See also* Solutions  
Goldsmith, M., 132  
Gross, T., 141

## H

Hammond, J., 97  
Harkins, P., 132  
*Harvard Business Review*, 239  
Healy, R., 247

Holman, M., 146  
Holton, E., 4  
*How Full Is Your Bucket* (Rath and Clifton), 74  
Human resources (HR): not meant to replace coaching, 16; termination policies and procedures of, 228  
Hunch sharing, 85–86  
Hunt, J., 14, 138

## I

Idea sharing, 86–88  
Identifying goals. *See* Goal identification  
Improvement. *See* Lack of improvement  
Inclusive language: using *and* instead of *but*, 143–144; body language role in, 147–148; connecting through, 143–145; do use and don't use list for, 145; keeping focus on the other person, 145–146  
Incompetency: handling unconscious, 163; moving to conscious competency from, 164  
Informal coaching: coaching scenario for, 192–193; questions to use for, 193–194; taking opportunities for, 191–192  
Information sharing, 86–88  
Inquiring (skill of inquiry): avoiding wordy approach to, 46; closed-ended questions used for, 41, 49–52; with curiosity, 42–43; description of, 39–40; open-ended questions used for, 41, 43–49; questions to ask yourself about, 55–57; suggestions for applying, 40–41; why questions used for, 41, 52–55  
Inquiry self-assessment (worksheet), 57  
Institute for Human and Social Development, 240  
Internal coaching, 242  
International Coach Federation, 9, 14, 241  
Involuntary firing scenario, 226–227  
Is This Person Ready for Coaching? (exercise), 159

## J

Jacobson, L., 124  
Judith's back-pocket questions list, 55  
"Jumping in the hole," 106

## K

Kaplan, J., 14  
Keeney, R., 97  
Kim, H., 17

Kimsey-House, H., 45–46  
Kinicki, A., 246  
Know-it-all attitudes: coaching scenario on someone with, 195–197; how to coach someone with, 194–195; questions to use when coaching someone with, 197–198  
Knowles, M., 4  
Kouzes, J., 65, 133, 136  
Krishnamurti, J., 59  
Kunreuther, F., 17  
Kuyers, J., 142

## L

Labeling, 59  
Lack of improvement: coaching scenario on, 220–224; coaching when there is, 219–220; employee turnaround, 220; handling, 165–167. *See also* Performance problems; Termination  
Ladder of inference: beliefs affected by, 124–125; example of influence on coaching, 125–126  
Lages, A., 246  
Language: using *and* instead of *but*, 143–144; body language role in, 147–148; connecting through inclusive, 143–145; do use and don't use list for, 145; keeping focus on the other person, 145–146. *See also* Coaching conversations  
Latham, G., 100  
Leadership: coaching approach as unique, 3–4; coaching individuals to take on more, 232–235; identifying competency for, 234–235; servant leader role of, 132; situational, 153  
*Leadership and the One Minute Manager* (Blanchard, Zigarmi, and Zigarmi), 153  
*The Leadership Challenge* (Kouzes and Posner), 65  
Leadership domains, 233–234  
Leadership style: flexible, 153; matching staff development to, 153  
Learning: coaching approach applied at different stages of, 152–158; coaching manager support of, 4–6  
Letting someone go. *See* Termination  
Leveraging someone's strengths: coaching for, 229–230; coaching scenario on, 230–232; questions for preparing someone for more leadership, 232–233  
Lighthouse for the Blind, Inc., 243

Limiting belief, 126–128  
LISC (Bay Area Local Initiatives Support Corporation), 154, 241  
Listening: four modes of, 25–35, 38; questions to ask yourself about, 38–39; silent, 35–37  
Listening modes: engaged listening as, 25, 26, 32–35, 38, 141–142; fix-it listening as, 25, 26, 30–32; overview of four, 25–27; self-referential listening as, 25, 26, 28–30; superficial listening as, 25, 26, 27–28  
Locke, E., 100

## M

Maeterlinck, M., 35  
Making requests: suggestions for, 110–111; three responses following, 111–112  
Mampilly, S. R., 136  
Managers: credibility of, 136–137; supervisory versus coaching, 11–12; “working manager” self-perception of, 10. *See also* Coaching managers  
Managing needs: aligning needs of others with organization, 131–133; balancing coaching with, 130–131; coaching when things get emotional, 134; handling your personal needs, 133–134; showing empathy as part of, 108–109, 135  
Managing up, 186–187  
Marshall, L. J., 111  
Mayeno, L., 138  
McNamara, C., 6, 17  
Mentoring, 17–18  
Mid-Peninsula Housing Corporation, 240  
Miller, L., 146  
Mind Tools, 163, 164  
Mind-set: coaching, 121–149; disinterested person, 214–218; questions about work, 218  
Missing talent issue, 164–165  
Morgan, H., 132

## N

National Public Radio, 141  
Needs. *See* Managing needs  
Nonverbal communication, 147–148  
*Nonviolent Communication: A Language of Life* (Rosenberg), 191  
*Now, Discover Your Strengths* (Buckingham and Clifton), 8, 165

## O

Oak School experiment, 124  
Objective observation: description of effective, 59; evaluating versus observing behavior for, 62; evaluation component of effective, 59–61; exercise for, 63; giving feedback using, 61  
Observation sharing, 83–85  
Observer-expectancy effect, 124  
O’Connor, J., 246  
Office of Human Resources (Princeton University), 17  
Open-ended questions: continuum of, 44; description of, 41; exercise on using, 48–49; inquiry using, 43, 45–46; suggestions for effective use of, 45–49  
Organizations: aligning needs of others with, 131–133; coaching benefits to, 2; coaching not meant to replace good HR of, 16; coaching up, down, and across, 170, 171–189; developing coaching culture in your, 237–248; incorporating coaching skills into systems of, 245; keeping focus on mission of, 133; termination policies and procedures of, 228  
Osage, P., 66, 106  
Overconfident individuals: coaching scenario on, 195–197; issues related to coaching, 195–197; questions to use when coaching, 197–198

## P

Park Nicollet Health Services, 242  
Partners in School Innovation, 241  
Peer coaching, 243. *See also* Coaching former peers  
Performance problems, 15. *See also* Lack of improvement  
Personal counseling issues, 218–219  
Posner, B., 65, 133, 136  
Present Living, Inc., 142  
Preskill, S., 2, 39  
Pritchard, J., 131  
Problem solving: accountability as facilitated through, 10; coaching facilitating others’ empowered, 6–8; identifying the goal of, 100–104. *See also* Solutions  
Problems: clarifying the focus of the, 95–99; good solutions to well-posed, 97; “jumping in the hole” by overly focusing on, 106

Pygmalion effect, 124  
*Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development* (Rosenthal and Jacobson), 124

## Q

Questions: for clarifying the focus, 99; closed-ended, 41, 49–52; for coaching complainers, 201; for coaching other coaches, 214; for coaching overconfident individual, 197–198; for coaching people about their work mindset, 218; for coaching someone who explodes, 205–206; for coaching top performer, 229; for coaching when you don't have much time, 193–194; for creating accountability, 112; for developing solutions, 109; for identifying goals, 104; for identifying leadership competency, 235; open-ended, 41, 43–49; for resistant individual, 210–211; why, 41, 52–55. *See also* Self-assessment questions  
*Quiet Leadership: Help People Think Better—Don't Tell Them What to Do!* (Rock), 63

## R

Raiffa, H., 97  
Raines, C., 141  
Rath, T., 74, 134, 174  
Razavi, S., 32  
Reflection, 4–6  
Request making: suggestions for effective, 111; three options for responding to, 111–112  
Resistant individuals: coaching scenario on the, 208–210; how to coach the, 206–207; questions to use when coaching, 210–211  
Respect: cultural awareness and, 137–139; examples of showing, 138; importance of showing, 137–139  
Rivera, S. M., 10, 45  
Rock, D., 6–7, 63, 240, 242  
Rodriguez, R., 17  
Rosenberg, M., 191  
Rosenthal, R., 124

## S

Scenarios. *See* Coaching scenarios  
Scott, S., 134  
Seashore, C. N., 58

Seashore, E. W., 58  
Self-assessment questions: before you coach, 123; for coaching up, 187; about connecting with others, 140–141; determining when to coach and when to tell, 173–174; about giving appreciative feedback, 70–71; about giving developmental feedback, 80–81; about inquiring (skill of inquiry), 55–57; about listening, 38–39; to prepare for coaching conversation, 160–161; on readiness for coaching, 159; about sharing, 88–89; when coaching a former peer, 181, 183–184; when coaching someone who doesn't report to you, 186; when delegating new roles, 177–178, 180. *See also* Coaching managers; Coaching scenarios; Questions  
Self-fulfilling prophecies, 124  
Self-referential listening: in action example of, 29–30; description of, 25, 26; as ineffective coaching skill, 28–29  
Self-reliance: coaching as fostering, 13; coaching to facilitate problem solving, 6–8, 10; how inquiry encourages, 40. *See also* Accountability  
Senge, P. M., 5, 125  
Servant leader role, 133  
Shafir, R., 28, 35  
Sharing: description and value of, 82–83; four basic steps to, 83; a hunch, 85–86; ideas, information, and examples, 86–88; observations, 83–85; questions to ask yourself about, 88–89  
Sherman, S., 239  
Silent listening, 35–37  
Situational leadership, 153  
*Smart Work: The Syntax Guide to Mutual Understanding in the Workplace* (Marshall and Friedman), 111  
Snowdon, R., 205, 227  
Solutions: figuring out how to reach, 104–106; identifying what's needed for, 104; questions for developing, 109; well-posed problems required for good, 97. *See also* Goal identification; Problem solving  
Staff: coaching to facilitate success of new, 174–177; coaching facilitating problem solving by, 6–8; coaching as fostering self-reliance of, 13; coaching supporting accountability of, 9–10; coaching which

supports strengths of, 8–9; credibility perceptions of managers by, 136–137; delegating new roles to, 177–180; how inquiry benefits your, 40; ladder of inference role in coaching, 124–126; ongoing performance problems of, 15; turnarounds made by, 220; unconscious incompetency of, 163–164; who needs therapy or personal counseling, 218–219. *See also* Coaching managers; Talent

Staff development: benefits of investing in, 16; handling lack of improvement, 165–167, 219–224; helping new staff to success, 174–177; matching leadership style to, 153; mentoring as resource for, 17–18; missing talent issue of, 164–165; to take on new delegated role, 177–180; training component of, 17. *See also* Coaching

Staying connected: being available for, 148–149; being present required for, 141–142; deciding and making the choice for, 143; engaged listening required for, 141; focusing the other person for, 145–147; importance of, 139; using inclusive language for, 143–145; Kara’s story on, 139–140; letting go of distracting thoughts for, 142; paying attention and noticing for, 142; questions to ask yourself about, 140–141

*Strengths Finder* (Rath), 174

Success: coaching to facilitate new staff, 174–175; coaching scenario for helping new staff, 175–177

Superficial listening: in action example of, 27–28; description of, 25, 26, as ineffective coaching skills, 27

Supervisory managers, 11–12

Swanson, R., 4

Swartz, P., 4, 247

## T

Talent: coaching top performing, 228–235; description of, 164; issue of missing, 164–165. *See also* Staff

Termination: following policies and procedures for, 228; scenario for friendly exit, 224–226; scenario for involuntary firing, 224–225, 226–227. *See also* Lack of improvement

Therapy: coaching not replacement for, 14–15; when individual requires professional, 218–219

Thomas, M., 64

Thought partner, 14

*The Three Keys to Empowerment* (Blanchard, Carlos, and Randolph), 153

Top performers: coaching approach for, 228–229; coaching to take on more leadership, 232–235; leveraging strengths of, 229–232; questions to use when coaching, 229

Trust: confidentiality and, 149; earning, 135–137

Turnarounds, 220

## U

Unconscious incompetency: coaching approach when facing, 163; moving to conscious competency from, 164

## W

Weinberg, G. M., 58

Weintraub, J., 14, 138

*What Did You Say? The Art of Giving and Receiving Feedback* (Seashore, Seashore, and Weinberg), 58

“What Is Our Role in Creating Change” (Wheatley), 247

Wheatley, M., 247

Whitmore, J., 3

Why questions: continuum of, 53; description of, 41; effective use of, 52, 54–55; Judith’s back-pocket, 55

Willingness (coaching), 153

Wilson, J., 9, 13, 300–301

*Working across Generations* (Kunreuther, Kim, and Rodriguez), 17

Working managers, 10

Worksheets: Appreciative Feedback Preparation, 70–71; Create Your Own Back-Pocket Questions, 56; Developmental Feedback Preparation, 77; Inquiry Self-Assessment, 57

## Z

*The Zen of Listening* (Shafir), 35

Zigarmi, D., 153

Zigarmi, P., 153