

# Coaching & Influencing Productive Behaviors

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# We'll cover the following:

- The number one key in determining whether to coach someone.
- The role of the coach in compelling people into conversations that need to take place.
- The steps necessary to bring people to the fullest level of their ability.
- Identifying behaviors that "shoot us in the foot."
- Practicing new skills.

What are your “keepers”  
from this session?

Who needs coaching?

	Staff Members	Superiors Peers Customers
Coachable	√	<i>Open a dialogue.</i> <i>Invite their coaching &amp; offer your feedback.</i>
Coachability is unknown or not established	<i>Test the waters.</i> <i>Establish coachability.</i>	<i>Safety is key.</i> <i>Think in 'baby steps.'</i>

There's no point in working  
on someone's "can't do"  
problems before resolving  
their "won't do" problems.

Premise for “*framing*” a conversation:

“Regarding a step you could take that  
would make you more successful,  
if I said it constructively,  
would you want to hear it?”

$$P = M \times A \times S \times C$$

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Productivity =  
Motivation ×  
Ability ×  
Support ×  
Chance



## Coaching modes.

1. **Coaching an Event or Process**
2. **Informal Coaching**
3. **Self Coaching**
4. **Problem Resolution Coaching**

## Coaching modes.

1. Coaching an Event or Process
2. Informal Coaching - **DO**
3. Self Coaching - **TEACH**
4. Problem Resolution Coaching

## The role of the coach --

Ask questions that are *provocative*  
enough to stir new thought  
processes & increase awareness

and

*not overly pushy* so as to  
cause suspicion or breakdown.

On my best days, how I respond to someone who triggers me is....

On my worst days, how I respond to someone who triggers me is....

Judgment

*OR* Curiosity

Frustration

*OR* Willingness

Silence

*OR* Engagement

Difficult feedback delivered  
in an accusatory style arouses  
the receiver's defenses.

Using neutral words doesn't  
guarantee they'll change,  
but significantly increases  
the possibility they will.

1. Arrive at a specific area for improvement that fits with overall goals.

(Identify two or three central points)

*Why?* People need "manageable chunks" to focus on.

Think small, meaningful steps.

## 2. Seek the coachee's opinion.

*Why?* It shows you their perspective, what their difficulties are and it begins the process of them unraveling their own issues.

The person doing the most talking,  
given the right kind of guidance,  
is the one doing the most learning.



3. Ask them to identify specific ways to enhance their performance or change their behavior.

*Why?* It engages them in becoming an active part of their own solutions.

If you want people to be “empowered,” you must help them develop the ability to take information and draw effective conclusions from it.

4. Give feedback on their ideas  
and add your own.

*Why?* If their ideas are good, praising them  
will help instill their ability to solve  
problems in the future.

If they're not realistic,  
now is the time to be honest.

5. Summarize agreed upon action items and set a follow-up date.

*Why?* Human memory is porous, summarizing will help them anchor their learning.

Insure they leave the conversation with new actions at the forefront of their minds.

Setting a follow-up time sends them off with a positive sense of urgency.

## 6. Express your confidence and offer your support.

*Why?* Sometimes we're more confident in their abilities than they are.

Express your confidence in order to boost theirs.

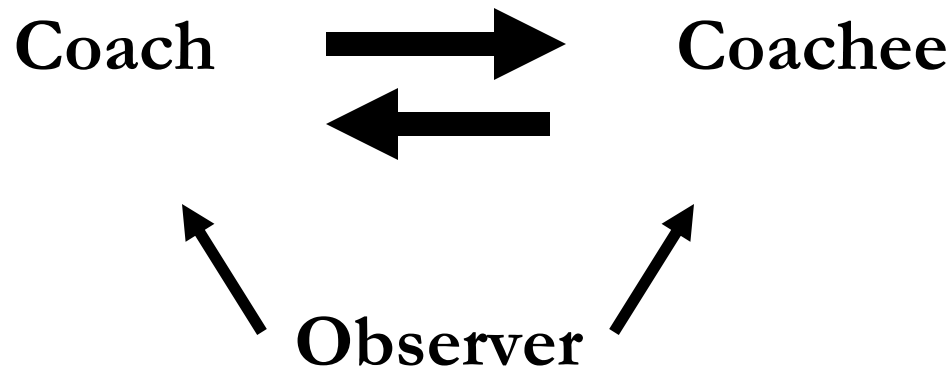
Knowing you're there for support can help ease them through initial setbacks.

The most significant issue determining  
coachable vs. uncoachable situations:

**Can you get agreement  
that a problem exists?**

## Six steps in the coaching process.

1. **Flesh out a specific area for improvement.**
2. **Get their perspective.**
3. **Elicit their ideas for improvement.**
4. **Give your feedback.**
5. **Summarize takeaways, set next steps.**
6. **Express confidence, offer support.**



\* Give feedback after the coaching is complete.

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Practice:

**Coaches, interview your coachee to determine new strategies on their issue.**

**Make their actions steps as specific and timely as you can.**

What are your “keepers”  
from our work together?



# “Uncoachable” characteristics:

- **Low self esteem**
- **Emotionalism**
- **Defensiveness**
- **Poor listening**
- **Lack of trust**
- **Lack of accountability**
- **Blind spots**
- **Lack of desire**