

# Day 3



“Today is all about encouraging more confidence and spontaneity in the delegates’ coaching skills. It also begins to focus on the three main components of high performance and how coaching can support them. The core skill of reflective reframing is also introduced.”

# Day 3

## SESSIONS

### ▶ REVIEWING & CONSOLIDATING

COACHING PRACTISE

USING RIGAAR FLUIDLY

COACHING IN ACTION

REFLECTIVE REFRAMING

INTRODUCING THE THRIVE TRIANGLE

## ▶ REVIEWING & CONSOLIDATING

### OVERVIEW

In this session you will:

- Reconnect with delegates
- Review the coaching continuum
- Review the RIGAAR model
- Consider the presuppositions of a solution focused approach.

#### STRUCTURE

This session is split into 4 parts.

##### PART 1

Welcome to day 3

*Tutor input*

.....

##### PART 2

Considering the continuum

*Group discussion*

.....

##### PART 3

Checking understanding of the RIGAAR model

*Group Q & A*

.....

##### PART 4

Consolidating a solution focused attitude

*Tutor input.*

.....

#### TIMING

45 minutes.

#### MATERIALS

- Slides
  - 3.1
  - 3.2
  - 3.3
  - 3.4.

## DAY 3 ► REVIEWING & CONSOLIDATING

### PART 1 : WELCOME TO DAY 3 🕒 10 mins



I find it useful, after a break, to get everyone back into a coaching and learning mindset as soon as possible.

I'd want to be curious about what they have been doing coaching wise since day 2 – encouraging them to share these ideas helps emphasise how far they've come.

I also want to set an expectation of further development by directing their attention to how they might engage, ask questions, and challenge during the day to ensure they become 'even better'.

#### ACTIVITY

##### SHOW SLIDE 3.1



Give delegates a brief overview of what will be covered today, eg:

- Opportunities for them to practise and develop
- Reviewing a coaching session on the CD
- Deepening their understanding of RIGAAR and its flexibility
- Some extra skills to help shift negative beliefs and attitudes.

## DAY 3 ► REVIEWING & CONSOLIDATING

### PART 2 : CONSIDERING THE CONTINUUM 🕒 10 mins



I really believe that staying flexible is a key skill in meeting the needs of the coachee.

Because of this it's important to review and check the delegates' awareness of the continuum and how it affects the conversation.

Most coaching sessions have times when the coach is a bit more directive, times when some suggestions are made and times when the coachee works it out their way.

It's OK to work anywhere along the continuum as long as the coachee gives you permission.

#### ACTIVITY

##### SHOW SLIDE 3.2



- Invite delegates to share what they remember of this idea.
- Facilitate the discussion using your coaching skills wherever appropriate.

#### Example questions

*What are the differences between ends of the continuum in terms of 'coach behaviour'?*

*What are the implications for the coach and the coachee?*

*What are the advantages and disadvantages of conversations focused at each end?*

#### Check the learning ✓


Are you confident they are self aware enough to recognise how they present to the coachee?

Do they appreciate that it's possible for the coach to unwittingly 'hijack' the agenda by being directive without permission?

If they observed a coaching session what would they be confident of pointing out if the coach was being too directive?

## DAY 3 ► REVIEWING & CONSOLIDATING

### PART 3 : CHECKING THE UNDERSTANDING OF THE RIGAAR MODEL 🕒 15 mins



Andy's insights

Here's a good way to check out and review the RIGAAR model from day 2. People often need reminding.

This activity is great because it allows you to blend some of the solution focused tools (exceptions; scaling etc) into the RIGAAR model.

#### ACTIVITY

**SHOW SLIDE 3.3** (click to reveal each of 6 points)



COACHING/MENTORING FRAMEWORK	
1. Problem-solving	Connection, being present, listening
2. Information gathering	Challenging, questions, listening, scaling
3. Goal setting	Preferred future
4. Action planning	Interventions, exceptions, scaled pricing
5. Review & feedback	Next steps
6. Relationship building	Word images

- Finish by checking if there are any other questions or concerns around using the RIGAAR model.

- Using Q & As, invite delegates to comment on or explain their understanding of each point.


*Examples*

*How do you do that?*

*What does this bring to the coaching conversation?*

*What are some of the important things to remember about asking questions?*

PART 4 : CONSOLIDATING A SOLUTION-FOCUSED ATTITUDE 🕒 10 mins



I think of being solution focused as more of an attitude or set of beliefs than just a set of skills.

The idea here is to get the delegates to 'try on' some of the assumptions of a solution-focused (SF) approach.

It gives them a chance to see how well they fit with their own attitudes to supporting and developing people.

ACTIVITY

SHOW SLIDE 3.4



- Offer the explanation that these statements are presupposed to be true when a solution-focused approach to coaching is adopted.
- Invite delegates to read through the slide themselves.
- Then, ask if anyone wants to comment, challenge or ask for clarification.
- Pick out and extend the conversation of any that you feel are most relevant to the group and/or how coaching uses these ideas.

Examples

*People constantly engage to make sense of their experience.*

*The brain is a 'meaning-making organ' – we like to understand things.*

*In doing so, especially in challenging circumstances, we may narrow our perspective. In effect, cycling through the same sort of thinking patterns.*

*Coaching holds a mirror up to evaluate those patterns.*

*Coaching also encourages the development of additional and wider perspectives.*

Check the learning ✓

To what extent have the delegates grasped the philosophy or attitude of a solution-focused (SF) approach?

Do you need to make a mental note to reinforce this during the day?