

- A collaborative coach believes in the ability of the individual to create ideas, decide for themselves and move their situation forward. They use advanced skills of listening, questioning and reflection to create a highly effective conversation and experience for the individual.
- it's often more effective to help someone gain their own insights into a situation than it is to tell them what they should think or do.
- our goal is always to help someone to reveal their own ability to do that.
- Where someone has little or no knowledge in an area and needs to acquire that quickly, then simple instruction or advice works best.
- To be effective as a coach, sometimes you need to offer an observation.
- Collaborative coaching is a highly impactful coaching style because of its supportive, less directive approach. Through conversation and reflection, the coachee surfaces thoughts, insights and ideas, which often frees up their sense of engagement and energy in a situation. After the session, wisdom and insight continue to surface as the coachee keeps making their own connections.
- The coachee is responsible for the results they are creating. The coachee is capable of much better results than they are currently achieving. I maintain a focus on what the coachee thinks and experiences. I know that coachees can generate perfect solutions. My coaching conversations are based on equality.
- A coach's role is simply to make clear links between the behaviours of the individual and the results they are getting.
- When we do not regard someone with an open mind, we are less likely to understand them.
- Your ability to relate to and understand someone is key to effective coaching; judgement is therefore a real stumbling block. Instead we must work at simply facilitating the process of the conversation objectively – without judgement.
- As coaches, we move away from judgement by developing a sense of curiosity towards what is being said and what the individual is experiencing instead. Your overriding sense of purpose is to help the individual increase their clarity and awareness in a situation, in order to make progress in some way.
- Integrity refers to the alignment between what we believe is right, wrong, good or bad and what we actually do. For example, if you believe that it's wrong to take something
- There is also a potential conflict between what the coachee wants and what the organisation wants and you need to balance those two things appropriately. I find that when you retain your primary responsibility to the coachee, that works out to be the appropriate perspective pretty much every time.
- For coaching conversations to generate better outcomes for people, we need to maintain a sense of possibility – that better outcomes are available.

- The potential of the word responsibility is revealed when we break it into two halves, as it literally becomes 'response' and 'ability' – in other words, the ability to respond.
- As a coach, you win when someone else does. Your pleasure comes from being part of someone else's process, and helping them see different ways in which they can create the results they want.
- However, our most common tools of influence are still questioning, listening, observation and reflection.
- By requesting permission, you're increasing the probability that the other person will accept your idea, while acknowledging the intrusion. Once you've offered the suggestion, let it go. Don't become attached to their agreeing to it. They may or may not go with your idea, and if they do, it might be immediately or some time afterwards.
- A collaborative coach needs to temper the basic human instinct to be right about something. By giving up an attachment to finding a solution to a coachee's problem, we are actively encouraging them to find their own solution. Collaborative coaching encourages someone to be more powerful, more creative and more in action around situations, by helping them to find their own ways forward.
- Collaborative coaches operate from supporting principles or beliefs. To repeat the key principles: Maintain your commitment to supporting the individual. Build your coaching relationships on truth, openness and trust. Remember that the coachee is responsible for the results they are generating. Know that the coachee is capable of much better results than they are currently generating. Maintain your focus on what the coachee thinks and experiences. Remember that coachees can generate perfect solutions. Make sure that your coaching conversations are based on equality.
- Like physical postures, the amount by which the voice qualities of two different people match can also illustrate levels of rapport. Perhaps the speed at which they are talking and the amount of energy in their speech might all be similar or resonant. Where key qualities of voice are not matched, you might notice a lack of rapport.
- Sometimes we need to acknowledge someone's feelings as a way of empathising with them, or to demonstrate we understand what they've said. Here, it usually works best to use the exact words or phrase they use.
- Sometimes, however, you might want to reduce the significance of someone's feelings during conversation. Maybe you want to make them feel a little better about what they felt, or help them stay more centred or resourceful. In these situations, use a diluted or reduced version of their word. For example, they might say 'I'm scared rigid of making presentations' and you don't want to get 'stuck' in that feeling.
- This is why an effective salesperson works to find common ground with their customer and often invests time to understand more about them, what they do, what they like and what they don't like.

- Pretending to agree with someone's belief about something (when you don't) lacks integrity. Most often and on most topics, I try to adopt a neutral posture, so literally not expressing a view. As a coach, we are not working to create influence by getting people to think more like us; instead we are helping people to think more effectively by themselves.

- One point where you might work to build rapport is during the initial stages of the coaching assignment. At this point, the person you're working with may need to feel more comfortable before they can trust you and open up to the process of coaching.

- Increase rapport through simple matching

- A good place to begin is to subtly match physical posture, as this has multiple benefits,

- So when judging how much eye contact is appropriate with someone, work at adopting an amount that is similar to their own. If the other person appears to make lots of eye contact with you, they will be comfortable with you doing the same.

- During a conversation, you might want to shift your awareness to features of sameness to increase the rapport between you and the other person. Do this by focusing on a simple thought such as 'How can I relate to you more closely?' or 'How are we the same?'

- During the conversation, maintain an intention to have great rapport with the other person. Find a word or phrase that reminds you of your intention to connect a little more deeply, such as 'I'm being warm and open' or 'we're in relationship' or just one word such as 'sameness' (whatever works for you). During the conversation, return to the thought or phrase regularly. Remember that you also want to be able to have a conversation, so concentrate on the thought only as often as is comfortable.

- As coaches, continual learning, practice and self-development helps us stay both effective and fresh.

- Purpose of question Coaching examples Gather general information. 'Can you tell me more about what happened with her?' 'What other thoughts have you had about this?' 'What else is there to say about that?' Gather specific information. 'Specifically, what was it about her that you didn't like?' 'When did she say this?' 'What were the words that upset you particularly?' Help someone remember something more clearly. 'What else can you remember about that?' 'What do you remember seeing/feeling/hearing?' Shift someone's attention to the present moment. For example if they're becoming annoyed about something and you want them to stay objective. 'Okay, what else do you want to say about that to me right now?' 'So, what seems important about that right now?' 'Can you think of any other information that would be relevant about that for us here, now?' Understand someone's values. 'What was it about her words that upset you?' 'What is important to you about that?' 'What would you have wanted her to say?' Help someone appreciate another person's values. 'Why was that important to her in this situation?' 'What might be her reasons for acting like that?' Get someone to link two thoughts or situations together. 'How does the earlier e-mail you mentioned relate to what happened?' 'How does this situation affect how you're approaching work now?' Help someone appreciate something from someone else's perspective. 'What do you think her experience was?' 'What might she be feeling at that

point?' 'Why might she have said that?' Help someone come to a conclusion. 'What are your thoughts about that now?' 'What conclusion are you drawing from that now?' Influence someone to action. 'What needs to happen?' 'When seems right to do that?' 'What can you do?'/ 'What are your options?' Prepare someone to overcome barriers to taking action. 'What might stop you from doing that?' [follow-up] 'So how will you overcome that?' Influence someone to think about a situation positively. 'How have you benefited from this?' 'What's the positive side/upside of this?' 'If you do resolve this, what will be different?' Influence someone to think about the effects of an action on their environment. 'Who else is affected by this?' 'What are the potential risks associated with doing that?' 'How will this affect your other colleagues?' Help someone learn from an event or circumstance. 'How has talking this through affected your views on the situation?' 'What learning have you taken from this?' 'If this kind of situation happened again, how would you react?'

- Develop the tendency to use your body to regain your sense of centredness and confidence. Try it now. Sit back a little, pull your shoulders back and move your breathing down into your stomach (so that your tummy goes in and out as you breathe). When you do this in a coaching session, use an interrupt-type phrase to enable you to refocus your thoughts: e.g. 'Pause and focus on what they just said' or 'What do I need to do now?' Remember that pauses are often useful for the coachee as well as the coach – silences can be powerful!

- Feedback is more likely to be effective if it is factual and based on something a person can do something about (or change). It's often best to comment on behaviour, as a person can appreciate that they have choices about how they behave. Feedback that's non-factual or vague leaves them guessing: e.g. 'That's really not working, is it?', or 'You need to get better at that'.

- Objective, factual statements are more likely to be accepted by the coachee as true than statements heavily laden with the coach's opinion. This is because there's less non-factual information to debate.

- Coach the person, not the issue

- One of the core coaching skills is the ability to give challenging messages in a constructive way, as supportive feedback.

- Be yourself – everyone else is taken

- Sometimes, the best thing you can do as a coach is to acknowledge that you are as confused by a situation as your coachee.

- Use the earlier three-step process of awareness, acknowledgement and substitution to refocus your attention and let go of any negative or distracting thoughts.

- One way for us to let go of a thought is to replace it with another thought in order to refocus our mind.

- Our ego is driven by base human emotions such as fear, guilt and shame.

- Practise our three-step routine of: Become aware (notice). Acknowledge (I'm present). Refocus (open and attentive).

- The best journeys in life are those that answer questions you never thought to ask. Rick Ridgeway

- The coaching path: guiding principles

Proceso de coaching conversation