

Introduction to Coaching



Gatto Associates, LLC.
Delella
www.rexgatto.com

785 Elm Spring Road
Pittsburgh, PA 15243
412 344-2277
www.rexgatto.com



The mission of the **Coaching Development Process** is to help the coachee (person being coached) develop and achieve his/her individual professional and personal goals. By going through this developmental process, coachees will maintain their successful skills, develop personal skills and attributes, address personal issues, and become fulfilled in striving to meet personal ambitions and goals. The coachees will focus on personal and professional development, enhanced performance, and perhaps the development of others (peers, boss, family, and team members). Coachee will aspire to present ideas clearly and appropriately and learn how to be an integral part of their organization, family, and/or professional network. The key to coaching success is to ensure the coachee's achievement of a plan for growth, development, and application. It is up to the coachee, working with the coach, to create or define a personal vision and mission, and to also create strategies for implementation, personal enhancement and satisfaction. This introduction is written for the coach and coachee to discuss and individualize their coaching process.

The Coaching Collaborative Partnership is generally a six month to a one-year four phase multidisciplinary approach (explained on page 5) to enhance the coachee's skill set to become an effective and vibrant person, family member, colleague, leader and/or follower. The coaching process is to help the coachee achieve and fulfill desired goals that may lead to a better quality of professional and personal life. Coaches, in this developmental process, are guides who focus coachees on skills, behaviors, emotions, and needed technical knowledge to support those coachees in becoming productive forces to enhance their successes. The blended, multi-faceted process of face-to-face and virtual meetings between the coach and coachee will ensure individualized customization for the coachee. The coach is an advocate, supporter and collaborator for the coachee. The coach and coachee together work on creating a safe and comfortable learning and working environment that actually is beneficial to both the coach and coachee.

Coaching Development Process

1. Listening, Observing, and Feedback

This section identifies key dimensions that have been established by assessing successful behaviors and areas for behavioral development. Past performance appraisals and other types of feedback are helpful in setting a clear picture for the coachee's successes and areas for development.

Through listening to each other, and the coach's observations and feedback, the coachee's skills and abilities can be clearly understood.

- Each coachee will be able to identify those areas of strengths and those areas of needed development
- Coachees will have the opportunity to work with the coach to create a realistic action plan to maintain strengths and enhancement
- If appropriate at the beginning and or end of the process, a 360° coaching feedback assessment (designed by Gatto Associates, LLC) may be used with a customized narrative to create a real perspective of demonstrated capabilities and potential ability of each participant
- Each coachee will clearly establish a direction for learning and enhancement of specific needed skills

2. Development Process will include:

- Completion of a weekly CPS Coaching Preparation Sheet (successes, work in progress, happiness and topic(s) for discussion)
- Pre-readings: assigned articles and/or videos (outline the learnings)
- Case studies that support a topic or approach
- Simulations for experiential learning
- Skill-based assessments as is appropriate
- Feedback (performance appraisal; feedback from boss, colleagues, and direct reports)

3. Coaching Meetings are Scheduled

- Weekly coaching sessions with follow-up calls as needed or appropriate will be scheduled (the coach is to take notes and later dictate them into the coachee's file)

4. The Coach

- Each coach is to be certified; professional coaches are trained on the coaching process

5. Individualized Coach Approach

- The coaching process is individualized for each coachee and focuses on coaching goals and achievable results. The coach becomes closely acquainted with each coachee's developmental needs. If appropriate, a connection with the coachee's boss may be helpful to ensure that the developmental process is implemented and utilized in the organization and with internal and external customers. The process is rich with the understanding of how to work together, as well as recognizing common challenges facing coachee's today.

*“Any organization, however, which actually believes that management and entrepreneurship are different, let alone incompatible, will soon find itself out of business.” Peter Drucker, *Management Challenges for the 21st Century*.*

6. Initiating the Coaching Process

- The coachee may request coaching on her/his own or through her/his boss may request it
- Coachee clarifies expectations (how the coachee is viewed within the organization and views the organization).
- If coaching is at the request of the boss, periodically the boss may interact with coach to discuss the developmental progress, update, and discuss expectations throughout the process. If requested by the boss, general updates may be given **without divulging** confidential discussions within the coaching process.
- Coachee writes personal vision, mission, description of the workplace, feelings, and emotions



“If a leader can’t get a message across clearly and motivate others to act on it, then having a message doesn’t even matter.” Gilbert Amelio, President and CEO of National Semiconductor Corporation

Coach’s Responsibilities

Coaching ... is a collaborative process that may focus on a variety of topics: reducing stress, attaining and refining skill set to achieve success, personal emotions, interpersonal and intra-personal skills. Following are examples of coaching discussion topics:

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| • Goal setting (vision and mission) | • Decision making |
| • Communication (interactive dynamics) | • Motivation |
| • Problem solving | • Stress level |
| • Leadership & followership | • Conflict resolution |
| • Appraisal (implementation and measurement) | • Development assessment and relapse prevention plan |
| • Feedback/feed-forward | • Empathy; ability to build rapport |
| • Positive self-regard | • Interpersonal skills |
| | • Emotional Intelligence |

Accountability Model

Assessment



Coaching



Conclusion-Coaching

Assessment

Identify and assess general and specific coachee skills as needed.

Examples:

Feedback from self/others

Knowledge

Leadership

Interpersonal skills

Professionalism/Image

Empathy

Communication/

Presentation

Conflict resolution

Decision making

Development plan for professional enhancement

Coaching

The coaching is designed to assess the level and ability of the coachee.

In each session, the coachee will focus on different aspects for self or workplace action, personal issues, and behaviors.

After each session, the coachee will have homework to complete; for example, readings, observational writings or assessments to complete.

Coachee writes a Coaching Prep Sheet (CPS) for each meeting.

Conclusion-Coaching

The length of the coaching process is dependent on the level of skill and commitment of the coachee.

Coachee writes a coaching summary review that outlines learnings, what the coachee is doing differently and thoughts about the coaching process.

Coaching Process in Four Phases

The purpose of the Coaching Process is to guide the coachees to utilize their skills to the fullest extent possible. The coachees, by being comfortable with their personal styles and preferences, will accomplish this and will develop personal and work-related understanding. In addition, coachees will create a personal comprehensive action plan for themselves.

Phase 1

Meet and discuss the coaching process and begin to build rapport. Analyze, utilize and develop self-reflection, development of personal vision/mission statements, assessment of past performance appraisals, skill-based assessments, and use of coaching tools. Develop rapport and write a plan for success. The job of the coach is not to just to change the coachee's behaviors rather to expand the coachee's thinking to move beyond what and how he/she previously thought that will change then change the coachee's behavior.

Phase 2

Focus on building key relationships and the development of skills while maintaining and discussing strengths. Demonstrate change and needed skills. Complete needed skill-based assessments and create of an Action Plan for implementation and development. The coachee is now implementing and beginning to demonstrate behavioral change.

Phase 3

Implementing enhancement process is stabilizing and the coachee consistently is showing: informed discussion, thoughtfulness, behavioral change, discussion of issues in a new way, positive self-regard, demonstration of new skills and understanding. The coachee is implementing professional characteristics and showing coaching goal fulfillment.

Phase 4

Coachee has achieved coaching goals and achieved a level of personal satisfaction. Coach is satisfied with the coachee's progress and clearly sees development. The coachee is becoming a role model. Coachee demonstrates a higher level of thinking and enhanced communication than was first exhibited in phases one and two.

Concluding the coaching process:

1. Coachee achieved: personal and professional satisfaction and demonstrates a wider scope of thinking. Coachee has shown an ability to demonstrate the use of coaching tools and shown growth and development
2. Coach sees the coachee has developed and fulfilled the coaching goals

About Dr. Gatto

Rex P. Gatto, Ph.D., BCC, CPC is the founder and president of Gatto Associates, LLC. Dr. Gatto's practice has been dedicated to helping people in the workplace to enhance productivity through a better understanding of themselves. He has done extensive research in the area of individual working, thinking, personality, leadership, teamwork and communication styles, and their impact on the working environment (books and articles). As a behavioral scientist and counselor, he has devoted his energies to helping all levels of business people; CEO's, COO's, CFO's, university and medical personnel (chair, chief and attending, CNO and DON), vice presidents, managers and professionals, to have an enriched work life. Dr. Gatto consults on matters of organizational effectiveness, leads training programs, and also clinical conducts one-on-one and group counseling.



As a consultant and lecturer, he has presented to business professionals and organizations throughout the United States and Canada. He received an outstanding speaker letter from the Association for Talent Development, acclaiming him a dynamic and thought-provoking presenter. He has developed customized training workshops for many corporate 500 companies, hospitals, small businesses, universities and colleges, and has trained and facilitated all positional levels of business and hospital personnel. As a change interventionist, he has written and presented for business teams, corporations and hospitals, and has help people achieve enriched, productive, and enjoyable personal and work lives.



Dr Gatto:

Industrial and Organizational Psychologist

Nationally Certified Psychologist

Licensed Professional Counselor (LPC)

Board Certified Coach (BCC)

Certified Professional Coach (CPC)

Board Certified Cognitive-Behavioral Therapist

Diplomate Academy of Cognitive Therapy

Member American Psychological Association

Member American Counseling Association

Member Pennsylvania Psychological Association

Holds: BS Ed, MA Ed, MA Counseling Psychology, and Ph.D.