

Coaching

Exercise

This activity encourages participants to explore the importance of attitudes and attributes of successful coaches. Participants also have the opportunity to evaluate their own attitudes and attributes.

Objectives

By the end of this activity, participants will be able to:

- list attitudes of successful coaches;
- list attributes of successful coaches;
- evaluate their own attitudes and attributes.

Method	Notes
Step 1: Introduce the activity.	Ask participants to define the terms “attitude” and “attribute.” Discuss the differences between attitudes and attributes.
Step 2: Distribute one copy of Coaching Attitudes to each participant.	Review the directions with the group and allow 5–10 minutes to complete the questionnaire.
Step 3: Discuss the importance of a coach’s attitude.	Ask participants to share the results of their questionnaires. Discuss specific attitudes and their importance. Record pertinent comments on the flipchart. <i>Questions you might ask:</i> <ul style="list-style-type: none">• What role do you think attitudes play in a coach’s success?• Think of someone you consider to be a successful coach. What attitudes does he/she have?• Which attitudes do you think are most important and why?• What can you do if you have a “low” attitude score?• How can you use the results of this questionnaire on the job?

Method	Notes
Step 4: Distribute one copy of Coaching Attributes to each participant.	Review the directions with the group and allow 5–10 minutes to complete the work sheet.
Step 5: Discuss the importance of a coach’s attributes.	Ask participants to share the results of their work sheets. Discuss specific attributes and their importance. Record pertinent comments on the flipchart.
	<p><i>Questions you might ask:</i></p> <ul style="list-style-type: none"> • What role do you think attributes play in a coach’s success? • Think of someone you consider to be a successful coach. What attributes does he/she have? • Which attributes do you think are most important and why? • What can you do if you have a “low” attribute score? • How can you use the results of this questionnaire on the job?
Step 6: Discuss the relationship between attitudes and attributes.	<p>Go back to definitions agreed to earlier.</p> <p>Ask participants if they still think their original definitions are valid or if they need to be changed.</p> <p>Ask participants which they think are most important—attitudes or attributes.</p> <p>Ask participants to describe the relationship between attitudes and attributes as they relate to successful coaches.</p>
Step 7: Review the activity.	<p>Challenge participants to identify one or two attitudes and/or attributes that they want to improve.</p> <p>Have them write a brief statement of what they plan to do. The statement should be as specific as possible.</p>

Coaching Attitudes

Listed below are several attitudes that can affect your success as a coach. Circle the number that you think best describes your personal attitudes as a coach.

	Rarely	Sometimes	Often
1. I am genuinely interested in what my people do	1	2 3 4	5 6 7
2. I support the decisions my people make	1	2 3 4	5 6 7
3. I praise my people when they are successful	1	2 3 4	5 6 7
4. I encourage my people to think for themselves	1	2 3 4	5 6 7
5. I allow my people to participate in decisions	1	2 3 4	5 6 7
6. I encourage my people to work together as a team	1	2 3 4	5 6 7
7. I am able to remain objective when discussing problems	1	2 3 4	5 6 7
8. I look for the "good" in what people do rather than the "bad"	1	2 3 4	5 6 7
9. I display a positive attitude even when things are going wrong	1	2 3 4	5 6 7
10. I enjoy seeing my people be successful	1	2 3 4	5 6 7
11. I enjoy helping my people be successful even when they get more credit than I do	1	2 3 4	5 6 7

Coaching Attributes

Coaches who are successful display some basic attributes in their relationships with their people. Effective coaches focus on four activities described below. Use this work sheet to evaluate what you are currently doing and any improvements you may want to make.

1. Orientation and Training

_____ I have an orientation plan that I use with new people.

_____ I have a training plan to teach new people their jobs.

Whether a person is new to the organization or just new to the team, orientation is necessary to give the person the right start. Orientation occurs during the first few days or weeks on the job. Training, on the other hand, is an ongoing activity. Use the space below to list any action(s) you need to take with regard to orientation and training.

2. Development

_____ I have met with each of my people individually to discuss strengths, weaknesses and opportunities for improvement.

_____ I have written development plans for each of my people that list specific activities and deadlines.

Development is not a hit or miss proposition. Effective coaches use a systematic method to develop their people. The development plan represents a commitment between the coach and the person. Effective coaches follow up on a regular basis to ensure that the person is being developed. Use the space below to list any action(s) you need to take to develop your people.

3. Support and Encouragement

_____ I provide regular feedback, positive and corrective, to my people about their performance.

_____ I provide resources, remove barriers, or work directly with my people to help them be successful.

Effective leaders know that when their people are successful, they will be successful. Regular support and encouragement leads to enhanced confidence, new skills, and better overall performance. Use the space below to list any action(s) you need to take to provide support and encouragement to your people.

4. Performance Problems

_____ I accept responsibility for helping my people with performance problems.

_____ I use a systematic process to resolve performance problems.

Effective coaches help their people understand and overcome problems that get in the way of their best performance. They develop skills in dealing with performance problems. Use the space below to list any action(s) you need to take to improve your ability to handle performance problems.
