

Appreciative **C**aring through Coaching and **M**entoring (**ACCM**)

Senior Executive Training Program
for National Audit Department of
Malaysia

June 21, 2013

Intermediate brain (paleopallium)

Limbic system

Emotions



**Rational brain
Neocortex (neopallium)**

Intellectual tasks



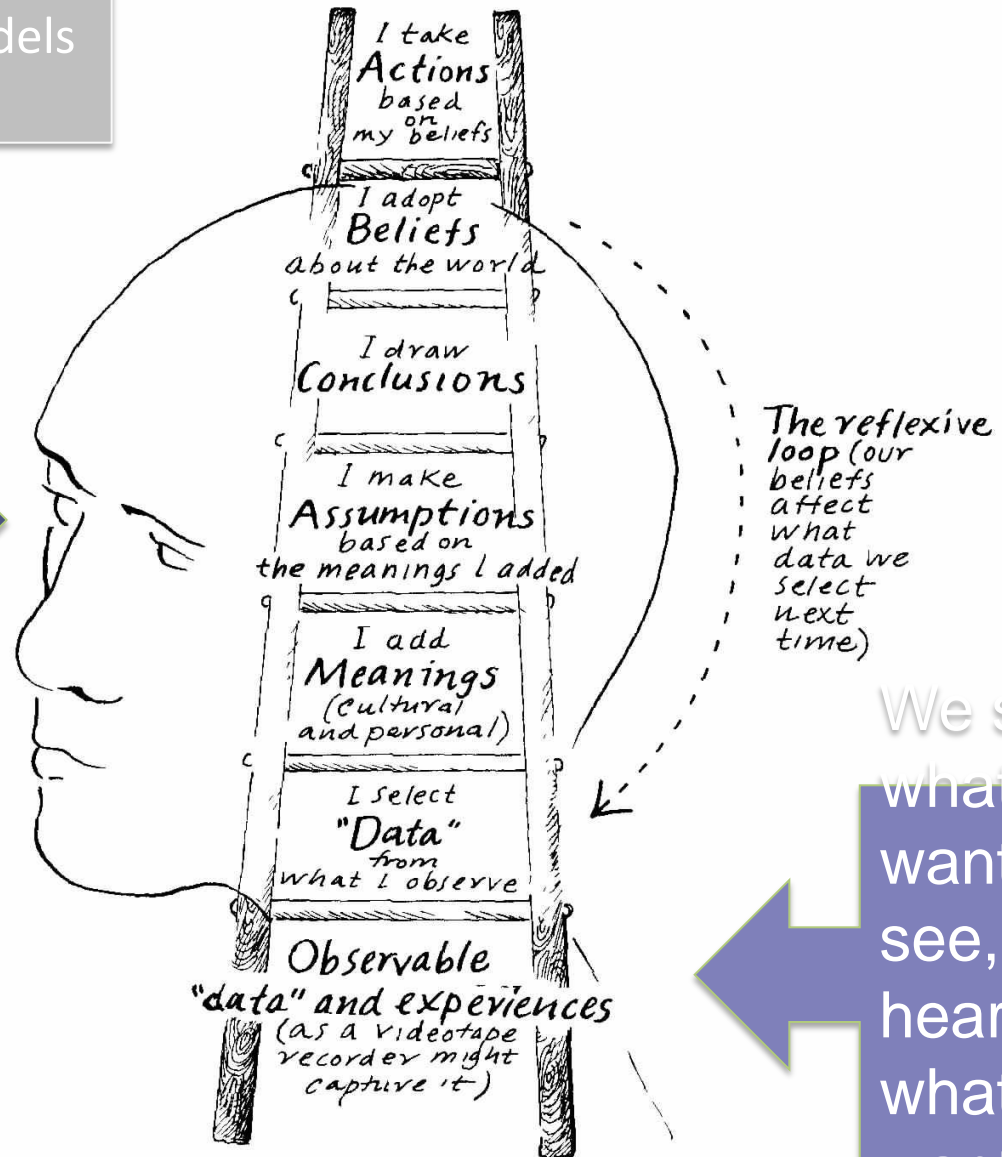
Primitive brain (archipallium)

Self preservation, aggression



The Ladder of Inference
reinforces our mental models
in everyday life.

Mental
models
lead us to
see the
same
things in
the same
ways all
the time.



We see
what we
want to
see, we
hear
what we
want to
hear.

“Person in the Mirror” test

FACE yourself in front of a mirror and ask the following questions:

1. What are my top 2-3 cognitive biases/mental models that block me in using my full potential at present?
2. Where did these biases come from?
3. Am I ready to “let go” of them?



- “Coaching and Mentoring: A profession born of change”

- Frederic Hudson.
Hudson Institute of
Coaching, Sta. Barbara,
CA, USA



Why We Need Mentor-Coaches Now?

- In the new environment of perpetual change, workers who cannot manage the **DISCONTINUITIES** of their own lives and work will not produce great results no matter how good their technical skills or leadership abilities.



Why We Need Mentor-Coaches Now?

- When the macrosystems of our lives are in considerable flux, as they are today, the MICROSYSTEMS rise in importance; they become ANCHORS.
- A mentor-coach can show how this happens.

● HOW?



Two Kinds of Coaching: Being and Performance



● **PERFORMANCE COACHING**

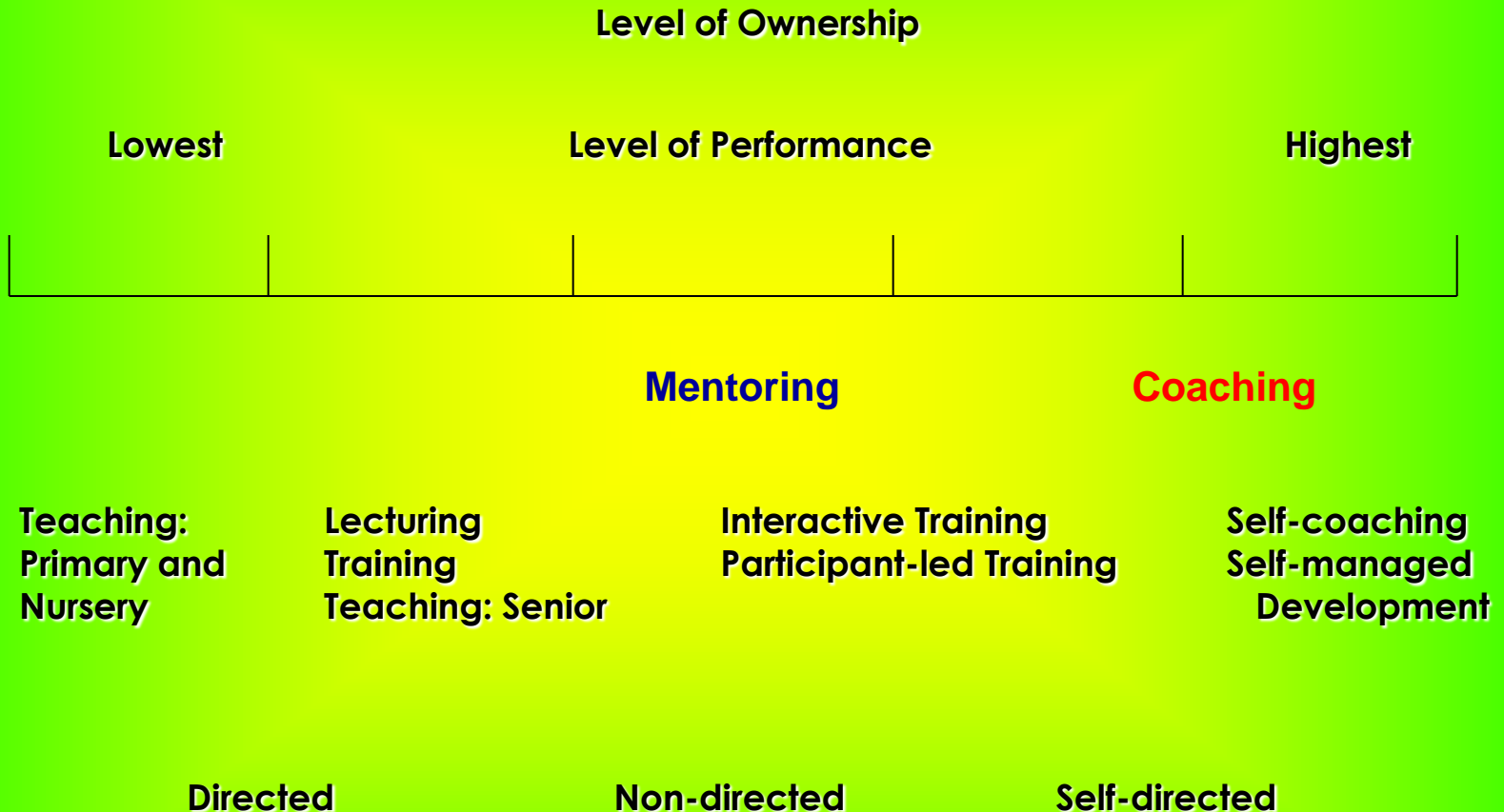
- *outer work
- * reaching goals
- * performing well
- * choosing the right actions
- *executing those actions effectively

BEING COACHING (Spiritual Coaching)



- Inner work
- Has to do with **resilience**, beliefs, values, self-esteem, courage, purpose and centering
- Transformation of set limits and assumptions is the gift of inner work

THE COACHING CONTINUUM

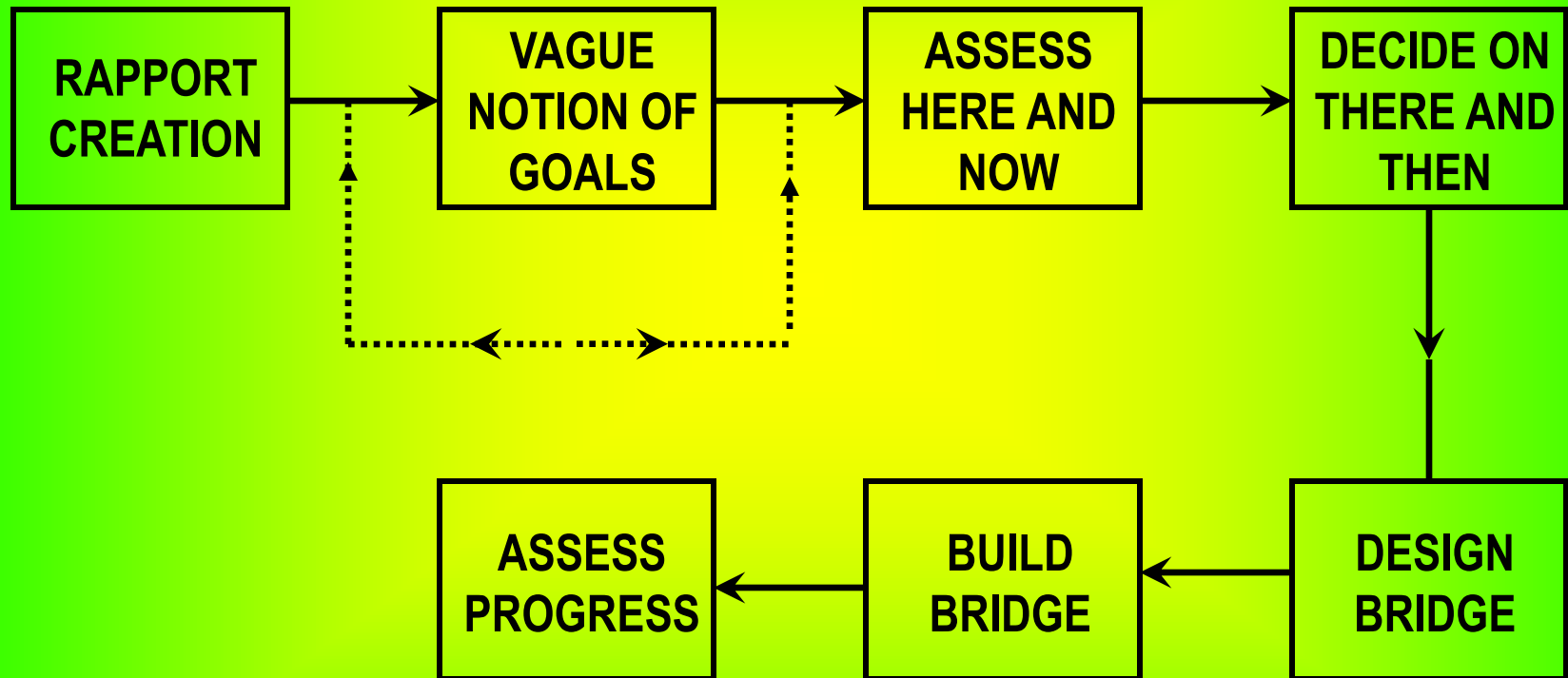


Workshop: Real Life Application (Coaching and Mentoring in the Workplace)



- 1. Answer individual reflection on your personal mental model/bias.
- 2. Divide into triads
- 3. Designate each member as A, B, C.
- 4. Each triad goes through 3 rounds of Coaching dialogue

The Seven-Stage Coaching System



G-R-O-W Model

- **G**oal setting for the session as well as short and long term
- **R**eality checking to explore the current situation
- **O**ptions and alternative strategies or courses of action
- **W**hat is to be done **W**hen, by **W**hom, and the **W**ill to do it.

Coaching Triads

Roles	I	II	III
Coach	A	B	C
Coachee	B	C	A
Process Observer (PO)	C	A	B

Roles in the dialogue

- **Coach:** Build rapport with coachee. Follow the GROW model of coaching. Listen with empathy and respect. Ask the right questions. Keep the conversation going.
- **Coachee:** Share your answers to the personal mental model reflection. Listen to coach. Keep conversation going.
- **Process Observer:** Remain SILENT. Observe verbal & nonverbal behaviors. You are also the TIMEKEEPER. Remind them when time of round is over.

Coaching Tips: Asking the Right Questions

✎ Focusing on what is **wrong** and on what is not working is not coaching. Managers do not motivate with they ask blaming questions, such as:

- ✎ *What is your problem?*
- ✎ *Why did you not prevent it from happening?*
- ✎ *Who's to blame?*
- ✎ *Why have you not solved it?*
- ✎ *What will you do about it?*

✎

Studies show that it is much more positive to focus on **outcomes** and what can be achieved with questions such as –

- ✎ *What do you want to achieve?*
- ✎ *How will you know when you have achieved it?*
- ✎ *What else will you improve?*
- ✎ *What resources do you already have?*
- ✎ *Is there something similar in which you have already succeeded?*
- ✎ *What's the next step?*



DEVELOPMENTAL FUNCTIONS

Career Functions	Psychosocial Functions
SPONSORSHIP (opening doors)	ROLE MODELING (demonstrating appropriate behaviors, attitudes, and values)
COACHING (teaching and providing feedback)	COUNSELING (providing a forum for exploring personal and professional dilemmas)
PROTECTION (providing support and/ or acting as a buffer)	ACCEPTANCE AND CONFIRMATION (offering support and respect)
EXPOSURE (creating opportunities for visibility)	FRIENDSHIP (caring and sharing in ways that go beyond work requirements)
CHALLENGE (providing “stretch” assignments)	

COMPARISON OF TWO TYPES OF DEVELOPMENTAL RELATIONSHIPS

	Mentor- Protégé	Sponsor- Protégé
Functions Served	Career/ Psychosocial	Career
Sustained Contact	High	Moderate
Identification	Strong/ Task-based and Personal	Moderate/ Task-based
Intimacy (openness/ disclosure)	Moderate/ High	As appropriate
Interpersonal Bond (respect/ trust)	High	Moderate/ High
Status Differentiation	Moderate/ High	Low/ Moderate

Mentoring-Coaching: Learning Partnerships for Change and Growth



Changing External Environment

	<u>What</u>		<u>Why</u>		<u>How</u>
Learning Leading Creativity →	Mentoring	→	Person	→	“Why do this?”
	Coaching	→	Performance	→	“How do you do this?”
	Advising	→	Persuasion	→	“Please consider this.”
	Directing	→	Power	→	“Do it this way.”

Organizational Environment

