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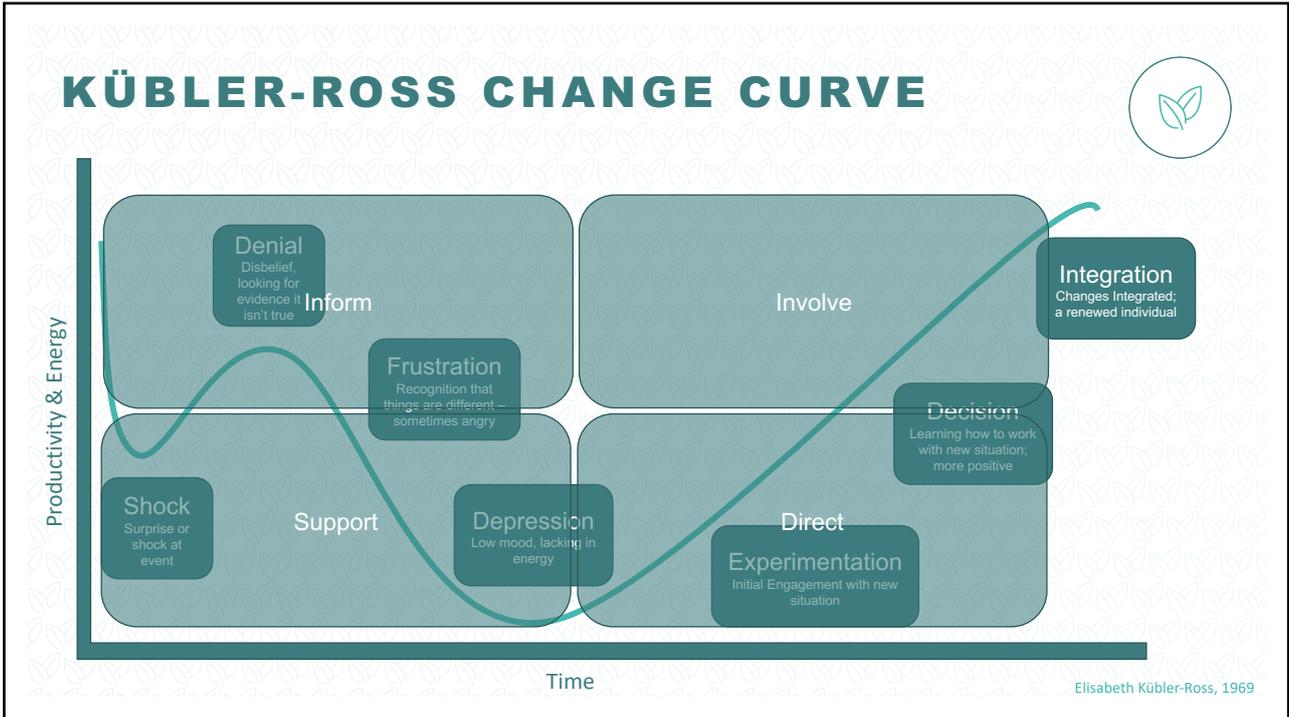
A teal background with a repeating pattern of small, light-colored leaves. In the top right corner, there is a circular logo containing two stylized leaves. On the left side, the word "OVERVIEW" is written in a bold, dark teal font. Below it, there is a bulleted list of coaching topics. On the right side, there is an illustration of two stylized human figures, one wearing a suit and tie, with two speech bubbles above them, indicating a conversation or coaching session.

OVERVIEW

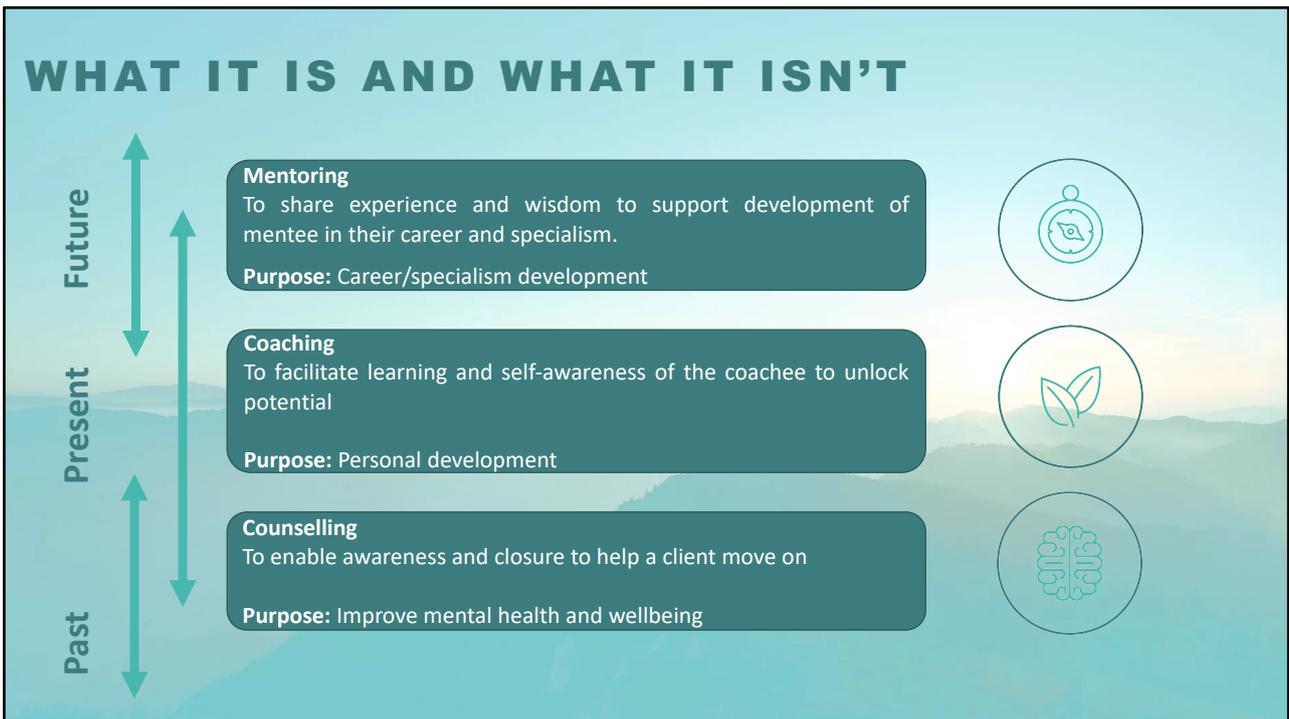
- **What is coaching?**
 - Mentoring, Coaching and Counselling
- **Fundamental skills of coaching**
 - Building rapport and relationships
 - Different levels of listening
 - Using intuition
 - Giving constructive feedback
 - Asking effective questions
- **Coaching Model**
 - GROW Model
 - Sample questions



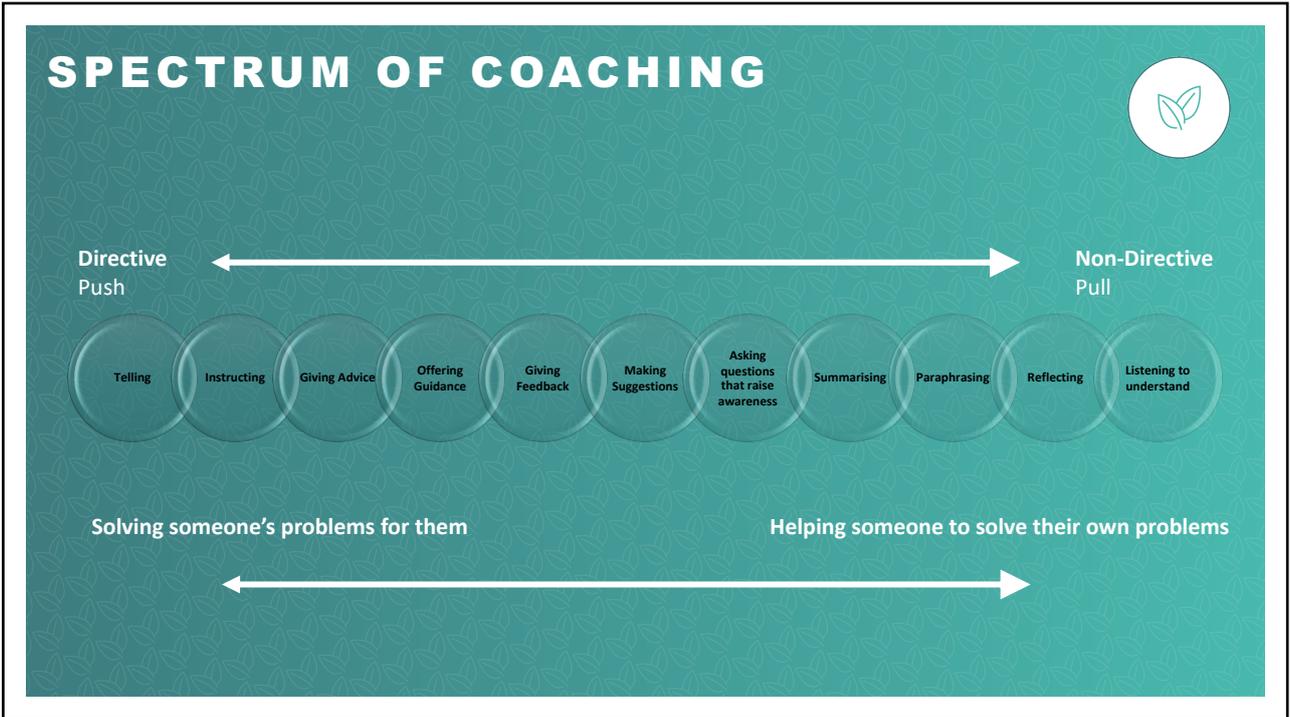
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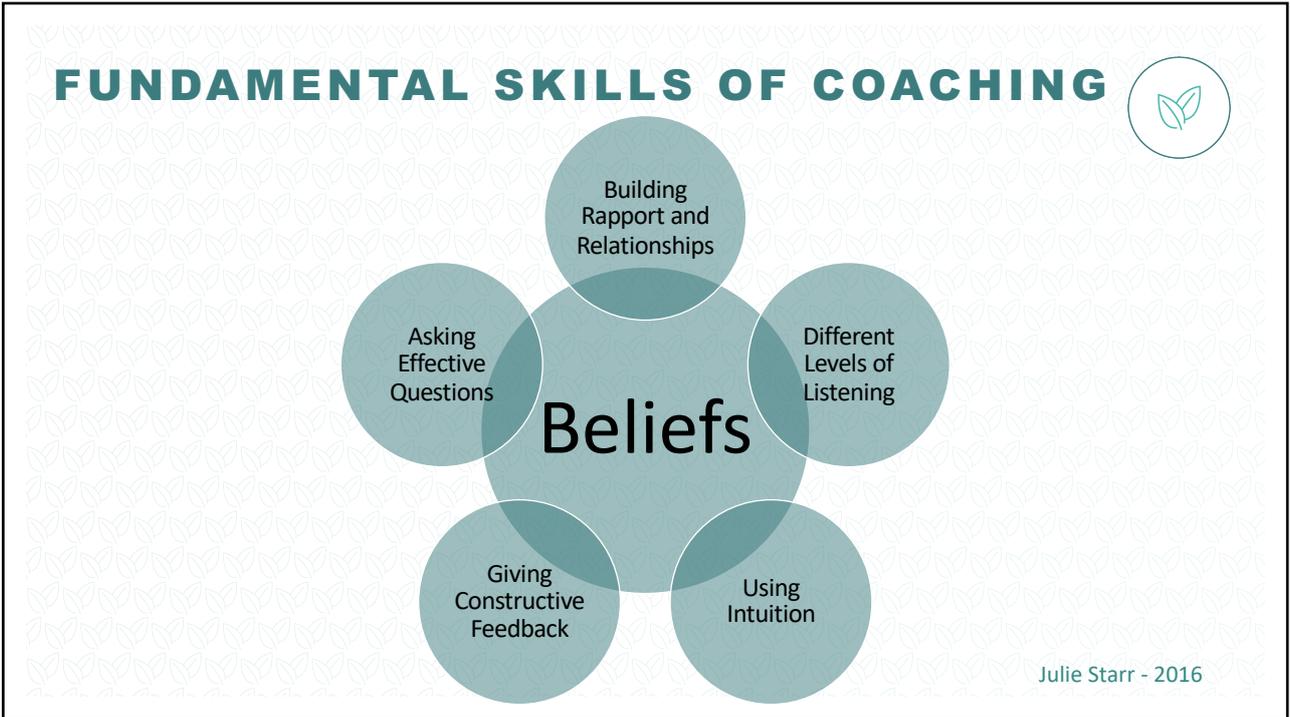
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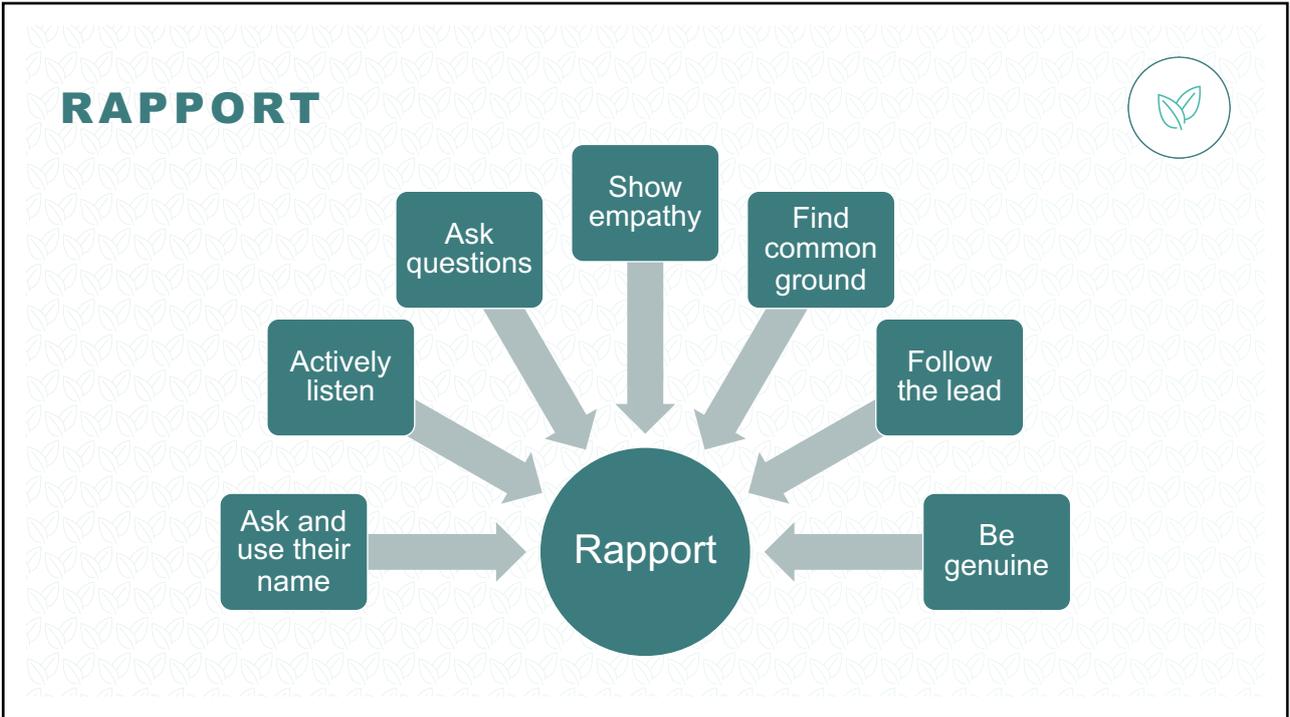
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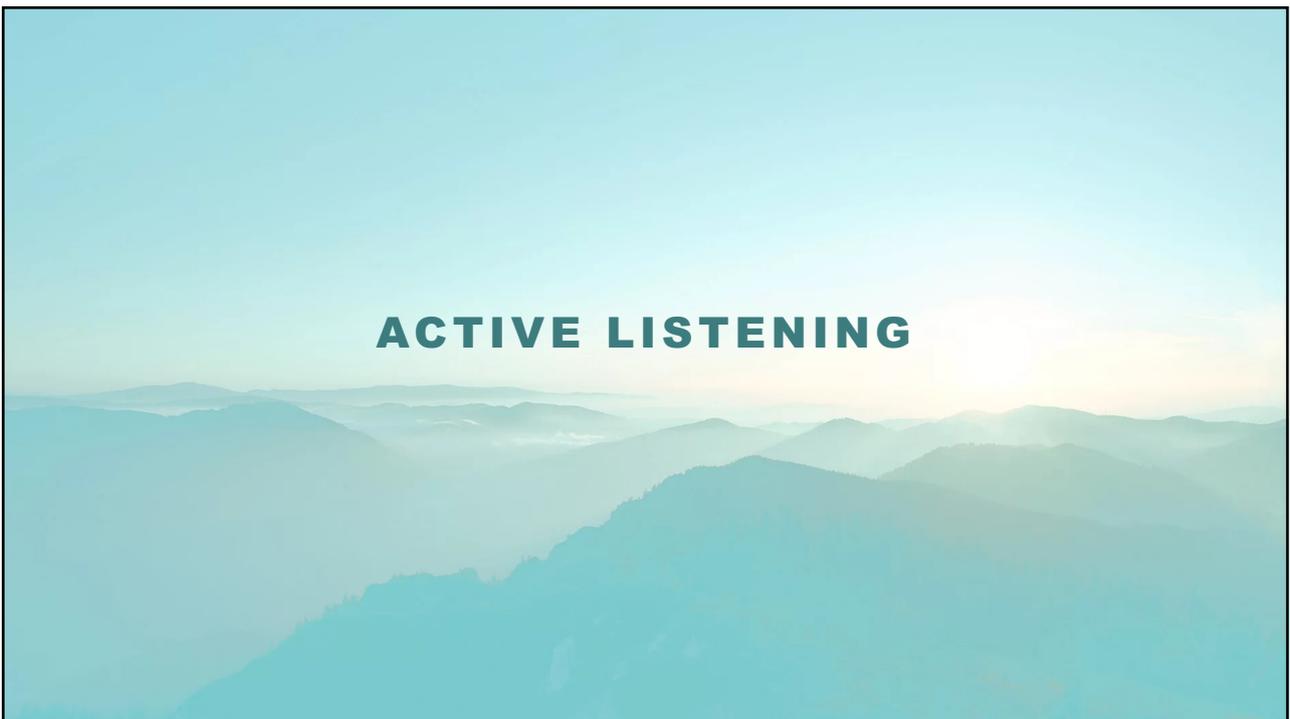
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DIFFERENT LEVELS OF LISTENING

Listening for the gist

- Does what they say fit with my own views?

Listening to respond

- Listening for long enough until it hits a trigger in me

Listening for logic

- Why is this logical for them?

Listening for emotion

- What's important to them at an emotional level?

Listening for their point of view

- I can appreciate their view of the world

Active Listening

Exercise 1

- What level of listening do you think you employ most of the time?
- What are the reasons/barriers to listening deeply?
- What opportunities might open up if you could deepen your listening on some of these occasions?

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← Most likely level of listening

→ Most likely to lead to change

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ACTIVE LISTENING TIPS

- Correct environment / time of the day
- Prep time prior to session
- Shut down your internal dialogue
- Make eye contact
- Open and positive body language
- Allow silence
- Remember key points of the message being delivered
- Reflect/clarify:
 - *“So I heard you say....”*
 - *“I understand that you felt...”*
 - *“What did you mean by...?”*
 - *“What would you consider as...?”*
- Ask open questions only
- Observe nonverbal behaviour
- Ask questions in a spirit of curiosity – not judgement
- Do not prepare your reply while the other person speaks
- Avoid abruptly changing the subject
- Re-direct conversation (if needed)



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ACTIVE LISTENING BARRIERS



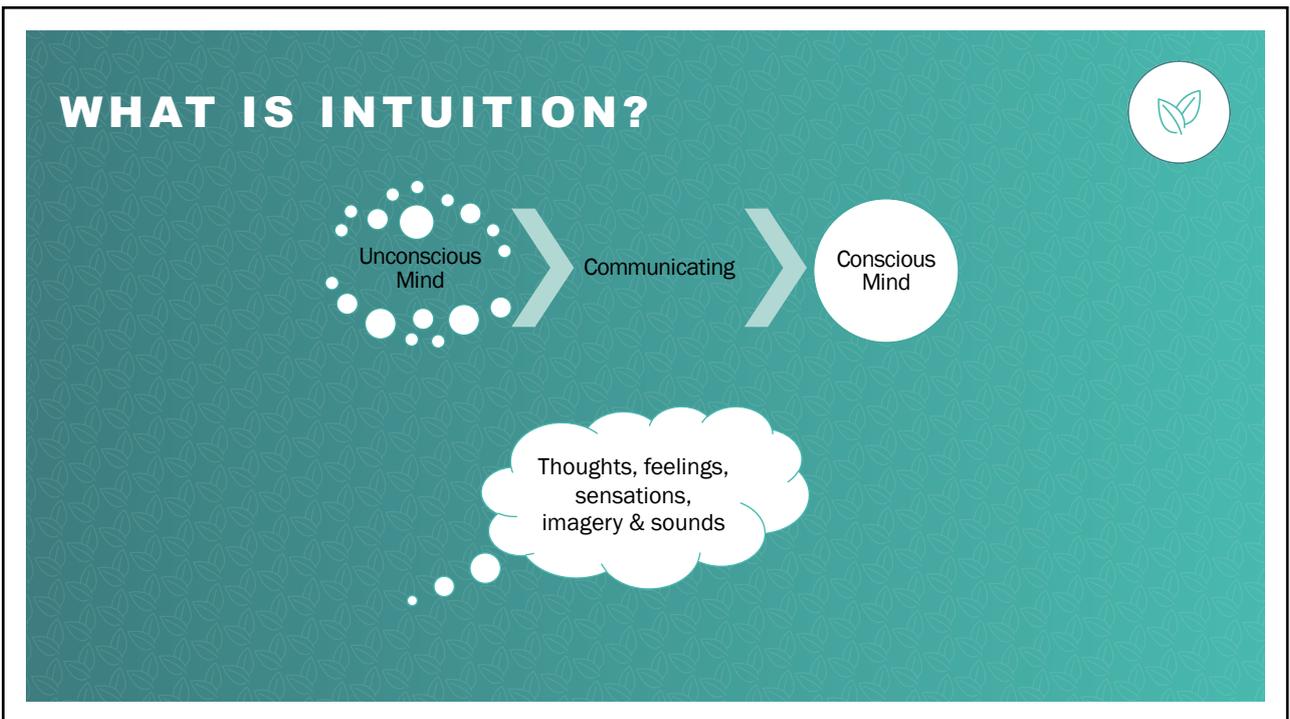
- Offering unsolicited advice/opinions
- Attention wandering
- Stereotyping
- Defensiveness
- Interrupting/ talking
- Fear of silence
- Negative body language
- Not being in the moment
- Emotions
- Distractions – mobile phones



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DELIVERING FEEDBACK

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DELIVERING FEEDBACK



- **Focus on the behaviour** – Talk about the specific behaviour and not the person
- **Be specific**- Provide tangible examples of the behaviour in question, not vague
- **Be timely** - The closer feedback is tied to the behaviour in question the more powerful it will be.
- **Be clear** - Why you are delivering the feedback? Pause and think about where the feedback is coming from and how can you deliver it in a way that will be received positively
- **Provide feedback from a neutral place** - A piece of information or observation you are sharing
- **Make it a two-way conversation** - Engage the person and check for understanding
- **Follow up** - Look for opportunities to “catch them doing it right.”
- **Reinforcement** - Reinforce positive behaviour



Authority

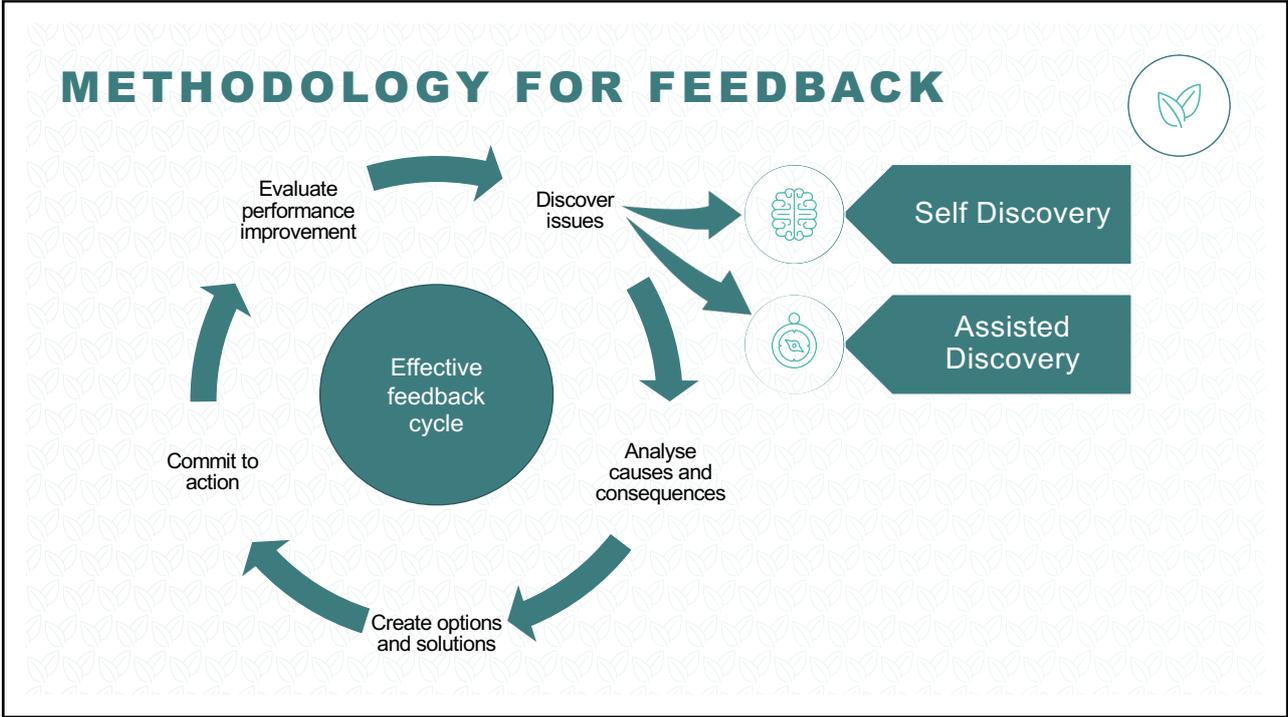


Credibility

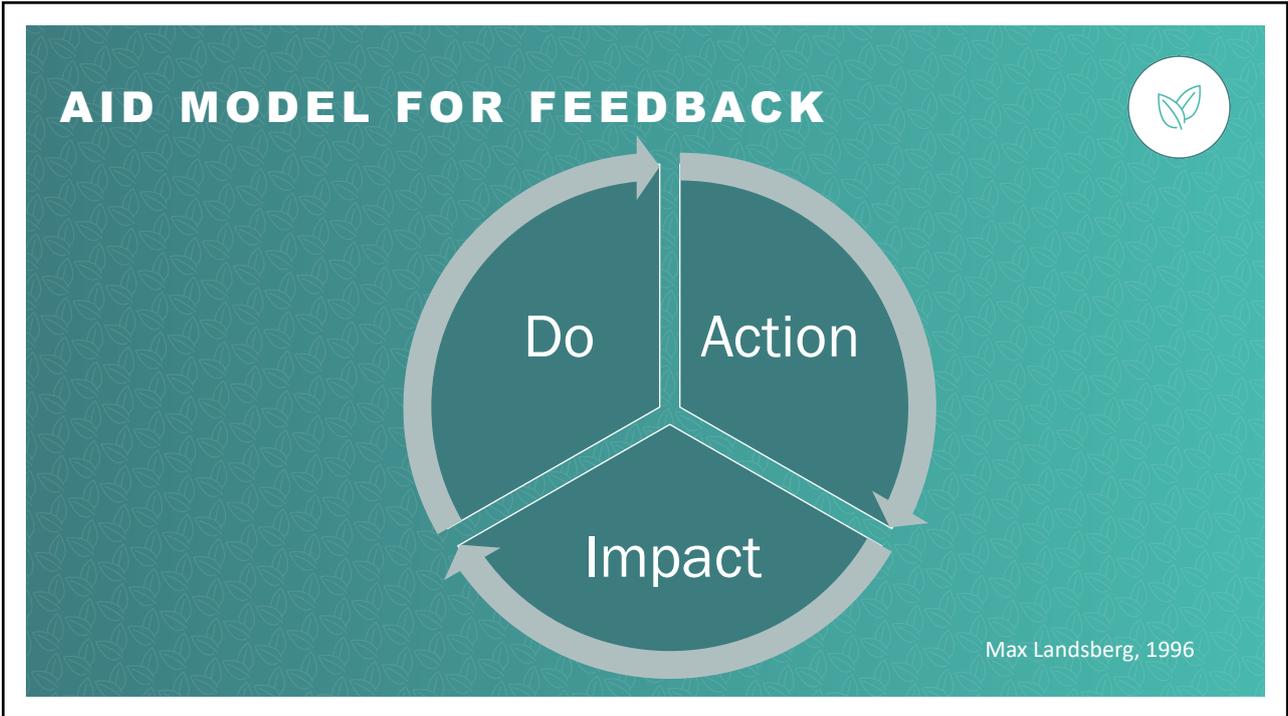


Trust

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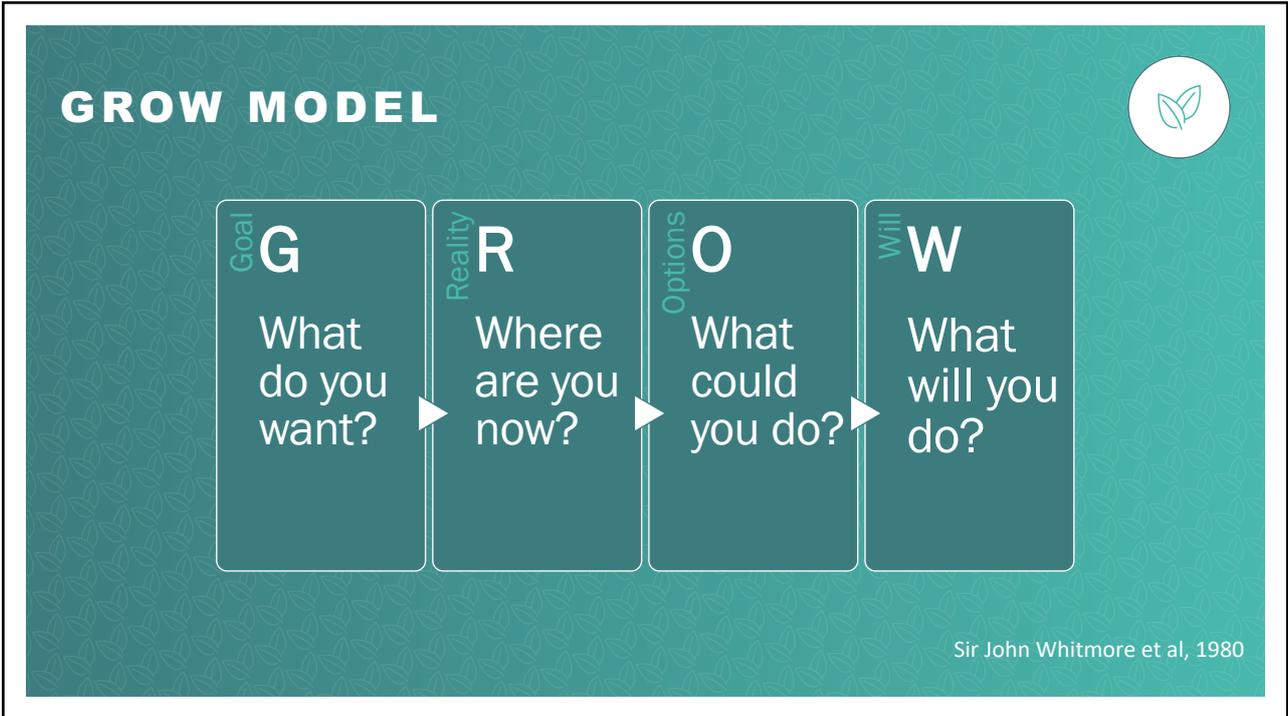
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GOAL SETTING



1. What is the aim of this discussion?
2. What would need to happen for you to walk away feeling that this time was well spent?
3. If I could grant you a wish for this session, what would it be?
4. What would you like to happen that is not happening now, or what would you like not to happen that is happening now?
5. What outcome would you like from this session/discussion/interaction?
6. Can we do that in the time we have available?
7. What do you want to achieve long term?
8. What does success look like?
9. How much personal control or influence do you have over your goal?
10. What would be a milestone on the way?
11. When do you want to achieve it by?
12. Is that realistic?
13. Is that positive, challenging, attainable?
14. Will that be of real value to you?
15. How will you measure it?



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REALITY



1. What is happening now? (what, where, when, who, how much, how often). Be precise if possible.
2. How do you know that this is accurate?
3. How have you verified, or would you verify, that that is so?
4. What other factors are relevant?
5. Who is involved (directly and indirectly)?
6. What is their perception?
7. When things are going badly on this issue, what happens to you?
8. What happens to the others directly involved?
9. What is the effect on others?
10. What have you done about this so far?
11. What results did that produce?
12. What is missing in the situation?
13. What do you have that you're not using?
14. What is holding you back?
15. What is really going on (intuition)?



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OPTIONS

1. What could you do to change the situation?
2. Tell me what possibilities for action you see. Do not worry about whether they are realistic at this stage.
3. What approach/actions have you seen used, or used yourself, in similar circumstances?
4. What else could you do?
5. What if...? (time, power, money, etc.)
6. Who might be able to help?
7. Would you like another suggestion from me?
8. Which options do you like the most?
9. What are the benefits and costs of each?
10. Which options are of interest to you?
11. Would you like to choose an option to act on?



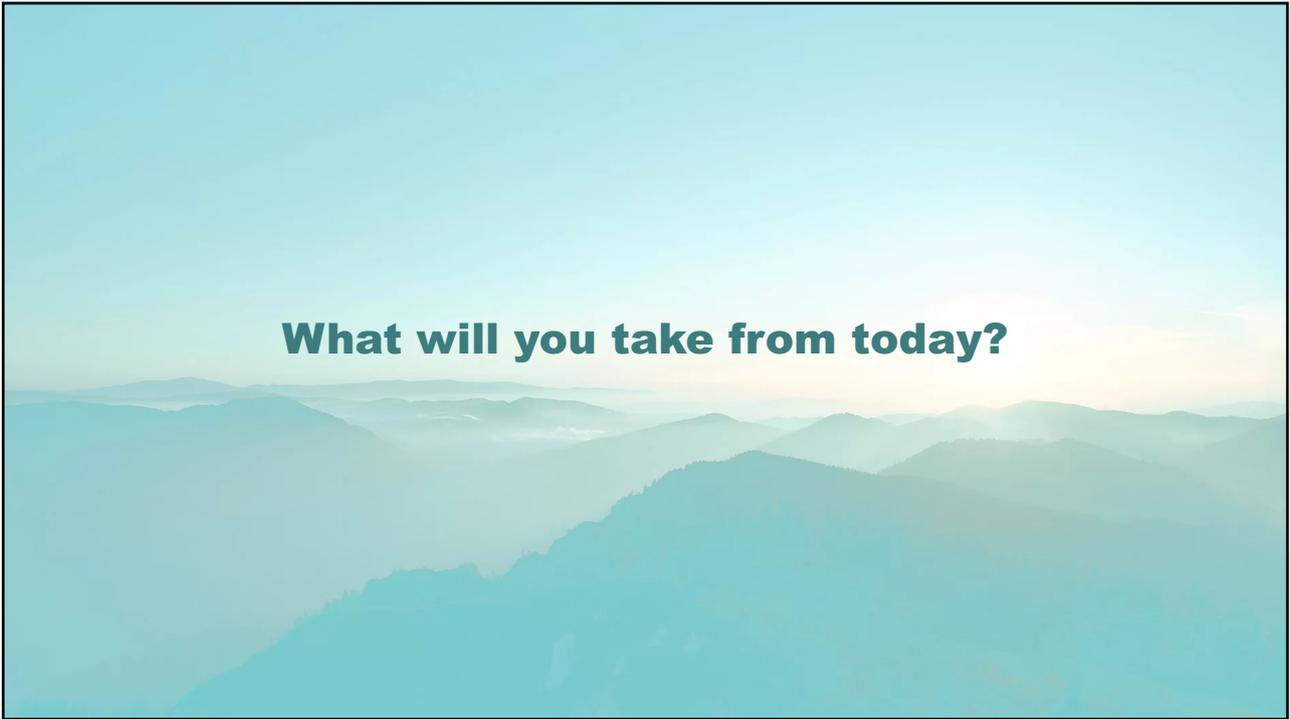
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WILL

1. What option or options do you choose?
2. To what extent does this meet all your objectives?
3. What are your criteria and measurements for success?
4. When precisely are you going to start and finish each action step?
5. What could arise to hinder you in taking these steps?
6. What personal resistance do you have, if any, to taking these steps?
7. What will you do to eliminate these external and internal factors?
8. Who needs to know what your plans are?
9. What support do you need and from whom?
10. What will you do to obtain that support and when?
11. What could I do to support you?
12. What commitment on a 1-to-10 scale do you have to taking these agreed actions?
13. What prevents this from being a 10?
14. What could you do or alter to raise this commitment closer to 10?
15. Is there anything else you want to talk about now or are we finished?



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A teal graphic with icons for nature, navigation, brain, and people, and contact information for Gary Buxton.

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