



WHAT IS LEADERSHIP COACHING

Igniting the Spark: What Leadership Coaching Is

Leadership coaching is intended to support leaders in aligning their behaviors with achieving the results that are most important to them and their organization. It is a **discovery-based process** offering clients the lead role in finding creative solutions. Working with a coach is a unique opportunity to unpack thinking around strengths and challenges, clarify the obstacles and choices, and discover new possibilities for action. Professional coaches use inquiry, curiosity, gentle provocations, and challenges – all in the service of inspiring clients **to stretch into their best capacities**.

Strategic Beliefs Underlying Coaching

- A belief that clients are whole, wise, resourceful and highly knowledgeable about the nature of their own personal and professional development.
- A holistic approach, attentive to the leader's interior life and how their interior reality is expressed through their physical presence and behaviors.
- The relevance of the dynamics of the organizational, cultural and/or other systems within which the leader leads.

Coaching Readiness



Client readiness is an important part of a successful coaching engagement.

These questions from Henna Inam at Forbes.com can help leaders and organizations determine if the time is right for coaching:

- Is the leader someone who is considered high potential or in a high-impact role?
- Is the leader coachable?
- Does the leader express a desire to work collaboratively with a coach?
- Does development require a sustained change in behaviors?
- Is the leader's environment changing significantly to require a step-change in leadership?
- Is the leader going through or being prepared for a significant change in responsibilities?
- Is the leader new to the organization or function?
- Is the leader at risk of derailing?

The Coaching Process



There is a predictable flow to a coaching engagement.

- Coach and client meet to establish a "good fit" and begin building a trusting, open relationship
- Coach and client work together to establish goals for the client which include internal and external indicators of success
- Assessments, if included, are administered, debriefed, and incorporated into the coaching agenda
- With coach's support, client shares coaching goals with key stakeholders to solicit input and alignment
- Coaching continues, with client driving each session to best meet their needs
- With coach's support, client evaluates progress, plans to sustain success, and meets again with key stakeholders to report and close

Coaching Roles

Coaching is client-led, with specific responsibilities assigned to the client, coach and sponsor.

Clients are accountable for:

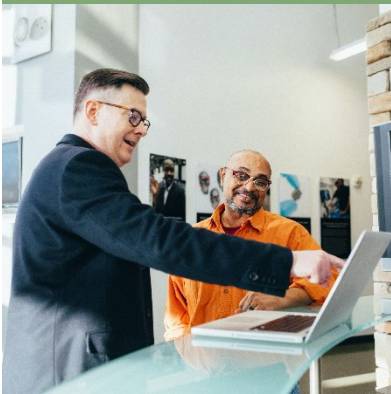
- Identifying and achieving specific goals with coach's support
- Honoring the coaching process by being present and engaged
- Following through on commitments
- Providing feedback to coach when coaching sessions or commitments do not align with client's goals

The coach will:

- Hold the client's aspirations and growth as primary
- Maintain confidentiality with client (coach does not speak with organization about client without client present)
- Not serve as a conduit for feedback on the organization's behalf

Typically the client's direct supervisor, the sponsor is accountable for:

- Providing feedback to client about strengths and opportunities
- Checking in with client on coaching progress, as needed
- Supporting client in taking time for coaching sessions



Coaching is most well-known as a collection of techniques or a professional service, but beneath the prominent public face are key assumptions and a philosophy of human change, accomplishment, and well-being. Coaches ask questions, encourage exploration ... and show well-developed listening and feedback skills. A coaching view works by inspiring discovery, reflection, and persistence to enable a person to become capable of significantly greater achievement, deeper and broader thinking, and more consistent expression of their values over time.

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