COACHING
BOOSTERS

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*The asterisk indicates there is an associated recorded presentation. Click the title or video symbol to watch the presentation.

Introduction

The Green House Project (GHP) is a not-for-profit organization founded on the belief that everyone has the right to age with dignity. GHP seeks to protect this right by destigmatizing aging and humanizing care for all people through the creation of radically non-institutional eldercare environments that empower the lives of people who live and work in them.

Mission

GHP partners with organizations, advocates, and communities to lead the transformation of institutional long-term and post-acute care by creating viable homes that demonstrate more powerful, meaningful, and satisfying lives, work, and relationships.

Vision

GHP envisions homes in every community where Elders and others enjoy excellent quality of life and quality of care; where they, their families, and the staff engage in meaningful relationships built on equality, empowerment, and mutual respect; where people want to live and work; and where all are protected, sustained, and nurtured without regard to the ability to pay.

A key part of The Green House Project model is a redesigned staffing structure. Unlike traditional institutional nursing homes, GHP homes do not operate under a strict hierarchy; instead, they rely on self-managed work teams and coordination between Shahbazim, guides, sages, directors of nursing, and members of the clinical support team. This booklet and its affiliated presentations and materials are intended to help you understand this new structure and offer advice on how best to coach and advise staff members.

The titles of different sections will link to the recorded presentations, called both Coaching Boosters and Coaching Refreshers.

What is Coaching

Coaching is a relational approach of meeting people where they are and helping them to grow in their problem solving skills, without telling them what to do.

Three Components of The GHP Coaching Approach:

1. Coaching Skillset
2. Coaching Mindset
3. Coaching Culture

Redesigned Staffing and Reporting Patterns

The Green House model flattens the typical organizational hierarchy. Autonomy, control, and decision making is concentrated closest to the Elders and coaches support the development of the Shahbazim to make value-based decisions.

KEY
→ Report
- - -> Collaborate
Ⓢ Self managed work team of Shahbazim
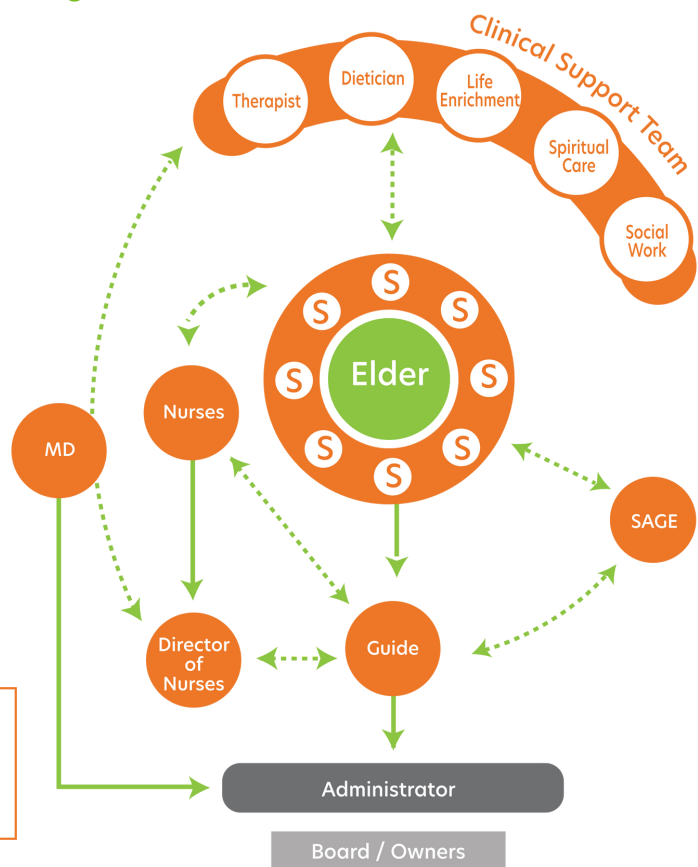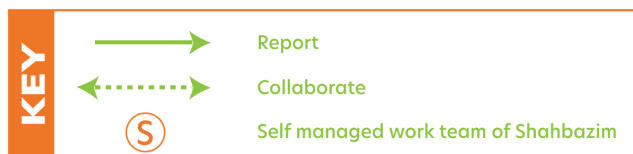
Coaching Approach Overview

Traditional Approach to Supervision

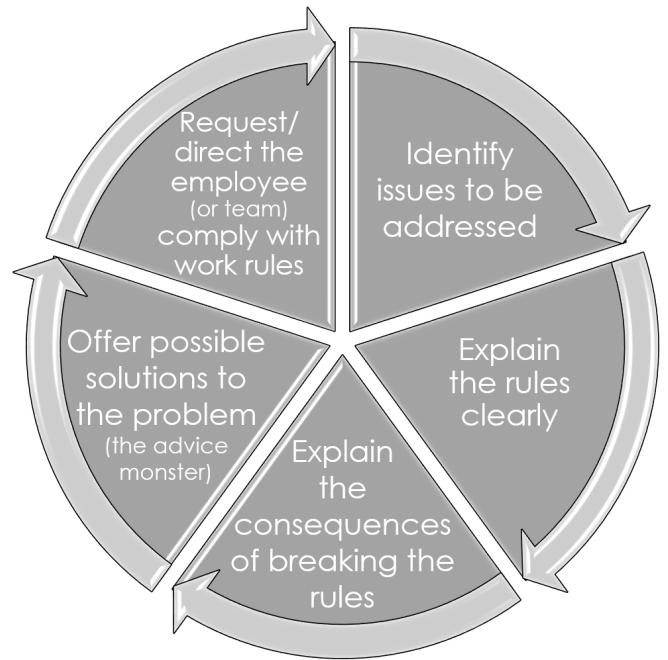This is the traditional approach to supervision in long term care. First, the manager or supervisor sees an issue that needs to be addressed. Then, they explain the rules and policies to their staff. Next, they explain the consequences (i.e. write up). Then, the supervisor offers solutions and advice. Finally, the supervisor tells the employee to comply with the original rule or policy. This model is a **telling approach** that could lead to staff resentments and it doesn't honor the Green House core value of empowered staff.

Request/direct the employee (or team) comply with work rules

Identify issues to be addressed

Explain the rules clearly

Explain the consequences of breaking the rules

Offer possible solutions to the problem (the advice monster)

GHP Coaching Approach

The GHP has a five-step coaching approach which honors the core value of empowered staff and involves the active practice of both a coaching skillset and a coaching mindset.

1. The coach creates a valued relationship with an individual or team. That takes time, effort, and commitment.
2. The coach, when they observe something or hear of an issue, clearly presents the issue to the person or team.
3. Before moving to problem solving the coach first gathers information to understand why this issue may be occurring. They do this by asking open-ended, curious questions.
4. The coach guides the person in problem solving, without letting the advice monster take over and solve the problem for the person.
5. Finally, the coach helps the person commit to action, balancing support and accountability.

Helps to Commit to Action Steps

Creates a Valued Relationship

Clearly Presents the Issue

Gathers Information

Engages in Problem Solving

The Green House Approach to Coaching

The Skillset of a Coach

ACTIVE LISTENING
Active listening is a process that involves the skills of using appropriate nonverbal body language, paraphrasing, and asking open-ended clarifying questions. It is used to help ensure understanding, demonstrate interest, and explore multiple perspectives in a situation.

SELF-MANAGEMENT
Self-management refers to one's ability to set aside emotional reactions and judgments in stressful situations. It also relates to one's ability to listen, without blocks, and without blame or judgment, in order to fully hear the perspective of the employee or team.

SELF-AWARENESS
Self-awareness refers to the ability to be conscious of one's emotions, assumptions, and biases that lead to prejudging others. It also refers to being aware of one's tendency to jump in and solve problems or give advice.

PRESENTING THE PROBLEM
Presenting the problem is a technique in which the coach uses objective language to identify a performance problem in a way that holds the person (or team) accountable in a supportive, future-focused manner.

The Mindset of a Coach

FROM A FIXED MINDSET

- Treating others as lacking and inadequate
- Assuming that I already know (the answer, their responses, etc.)
- Telling people what to do
- Trying to understand the underlying causes of a problem (so I can fix it)

TO A GROWTH MINDSET

- Treating others as creative, resourceful, and capable
- Listening for what others know
- Asking people how they want to contribute; solve the problem
- Helping others find their own solutions (exploring options)

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The Green House Approach to Coaching

Creating a Collaborative Coaching Culture

Train the leadership – role models

Link coaching outcomes to the business

Create systems (monitor/measure)

Equip staff with coaching skillset/mindset

Recognize /reward coaching skills, mindset, and culture

Use and build external links & networks

Sources: Anderson et al, 2009. Creating Coaching Cultures: What Business Leaders Expect and Strategies to Get There; Creasy & Paterson 2005. Creating a Culture of Coaching

> A coaching culture exists in an organization when a coaching approach is a key aspect of how the leaders, managers, and staff engage and develop all their people and engage their stakeholders, in ways that create increased individual, team, and organizational performance and shared value for all stakeholders.
>
> – Peter Hawkins, Creating a Coaching Culture

Coaching cultures are characterized by a commitment to grow the organization alongside a parallel commitment to grow the people in the organization.

-David Clutterbuck & David Megginson, Making Coaching Work: Creating a Coaching Culture

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The Green House Project (GHP) Coaching Overview
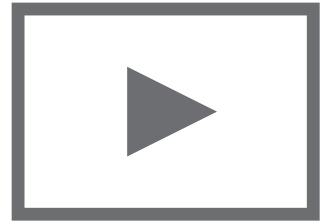
Key Takeaways

- A self-managed work team is a group of employees who, under minimal direct supervision, maintain daily responsibility for managing themselves and the work they perform in order to reach a common goal that is defined outside the team by the organization.
- Coaching is a relational approach to managing and supporting staff members and teams that helps them to develop their own interpersonal and problem solving skills.
- Coaching is a skillset (behaviors), mindset (beliefs), and culture (system).

Discussion Questions

- How can you change your coaching styles to help grow others?
- How can you guide the person before solving the problem?
- How do your organization's systems support coaching? How do they not?

What Now?

1. Assess your potential areas of improvement: active listening, self-management, self-awareness, or presenting the issue.
2. Consider a problem your organization faces. Ask your team members curious, open-ended questions related to the issue and see where the conversation leads.

The Coaching Habit
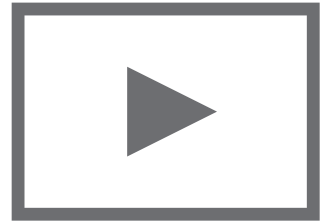
Key Takeaways

- Leaders can get stuck in cycles of overdependence, being overwhelmed, and disconnectedness.
- If you want to change your behaviors and actions, you need to understand your triggers.
- To avoid unhealthy coaching styles, try not to be so helpful, slow down the advice monster, and create a moment for learning.

Discussion Questions

- What beliefs, behaviors, and systems will you have to change to try not to be so helpful?
- What habits are holding you back?

What Now?

1. Become aware of your triggers for starting a non-coaching approach, identify the habit you want to change, and adopt a new behavior.
2. Practice exercising self-management and self-awareness. The next time someone seems to need your help, instead of jumping in with an answer, ask them, "How can I help?".

Three Essential Coaching Habits for Time-Crunched Managers

1	**2**	**3**
Try not to "be helpful"	Slow down the "advice monster"	Create the learning moment

Source: Box of Crayons 2014

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Creating a Relationship

Developing a positive working relationship with your team members and staff is a critical component of the GHP Coaching Approach. In order to complete any of the other steps in the process, you first need to establish a relationship with team members. This relationship will make it easier to gather information as well as give and receive feedback. Your role as coach is **not** to tell staff what to do or to be an advice monster, but instead, to empower and enable your staff to self-mediate the issues that arise.

Your role as leader should be guided by the statement:

> *I believe in you and I believe you can do this job well, therefore I am going to hold you accountable to it.*

General Guidelines for Effective Coaching

- Coach the person, not the problem.
- Describe the behavior, don't pass judgment on it.
- Be clear and specific, not vague.
- Describe what you observed, not what you assume to be the reason it happened.
- Don't avoid identifying a problem.
- Coaching should begin immediately after the issue is discovered.
- Use 'I' statements instead of 'you' statements.
- Always include an expression of belief which recognizes that the team member has good intentions and cares about their work.
- Indicate the impact of the issue going unresolved.
- Pay careful attention to your tone.
- Ask for a response--this is a conversation--you're not just telling.

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Presenting an Issue/Problem

Key Takeaways

- Presenting the issue is a technique in which the coach uses objective language to identify an issue in a way that holds the person (or team) accountable in a supportive, future-focused manner.
- Presenting the issue honors empowered staff, shows respect, and balances support and accountability.

The 3 Rules of Presenting an Issue/Problem

1 Be clear and direct about what the issue is.

2 Use objective language that is free of blame and judgment.

3 Indicate belief in the employee's (or team's) ability to resolve the issue.

Discussion Questions

- Why do you need to include a belief statement?
- What are some signs you need to start using a pull-back strategy, which is how you gain emotional control over a stressful situation?

What Now?

1. Prepare for a conversation you are going to have with a team member. Write it out and practice addressing the issue with clear and objective language.
2. Edit your writing to keep it simple, remove question marks, and focus on using "and" rather than "but," "however," or "although."
3. Run through presenting an issue with a colleague, paying particular attention to body language and tone.

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Gathering Information
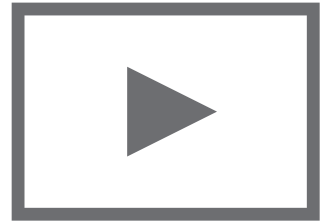
Key Takeaways

- Start with open-ended, curious questions, then use probing and expanding questions to challenge them to go deeper.
- When gathering information, a coach actively listens, seeks to fully understand, supports the identification of stakeholders, and confirms the issue with the person being coached.
- After gathering information, try to reach a **mutual agreement** about the issue and its causes with related individuals. If you don't reach agreement, take time to gather more information and try again.

Discussion Questions

- What differentiates an open-ended curious question from a problem-solving question? Brainstorm some open-ended curious questions.
- How do you currently try to gather information? How is this different from the system taught here?

TAME THE ADVICE MONSTER

What Now?

1. Identify a current problem you're facing and potential people who are involved. What kinds of questions do you need to ask to gather more information?
2. Practice active listening. Pay attention to the people you're talking to and listen without judgment.

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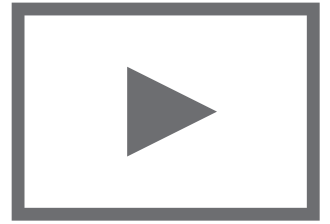
Mutual Agreement

Key Takeaways

- Mutual agreement takes place as you move from gathering information towards engaging in problem solving.
- Mutual agreement is the harmony of opinions held in common by two or more parties.
- Mutual agreement ensures a collaborative environment and both on the same page about the real problem before problem solving.
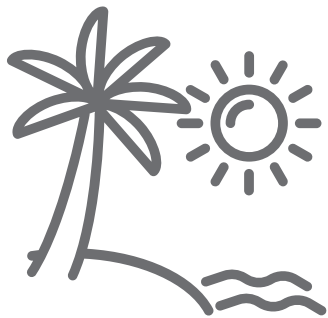
Creating New Coaching Habits

WHEN	I think I know the issue and the solutions.
INSTEAD OF	Jumping in with my solutions and ideas.
I WILL	Summarize what I've heard so far to gain confirmation.

Discussion Questions

- How can you make sure that you address the root issues and causes rather than surface-level ones?
- How can you slow down the process and make sure the other person is in the driver's seat?

What Now?

1. Confirm with the person the root issue and the cause(s) and confirm that they are willing to move on into problem solving.
2. If they disagree on the root cause or aren't ready for problem solving, go back and gather more information.

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Solving the Problem

Remember: you are not the one solving the problem. You are coaching and guiding your team through solving the problem themselves. 90% of conflict can be self-mediated by the person in the conflict, not the manager.

> *"Coaching is unlocking a person's potential to maximize their own performance. Helping them to learn, rather than teaching them.*
>
> Sir John Whitmore

Solving a problem should not be framed in terms of "me against you" but "us against the issue". As a coach, your responsibility is to grow yourself so you can help others grow and together, grow the culture.

Taking Action

Taking action means the implementation of your mutually agreed-upon solution to the original issue. It is important to ensure that you take action promptly and fully. You cannot afford to give a half-hearted attempt because, as we know, The Green House model is strengthened or weakened with every decision we make.

> *"Your beliefs become your thoughts,*
> *Your thoughts become your words,*
> *Your words become your actions, Your*
> *actions become your habits,*
> *Your habits become your values,*
> *Your values become your destiny.*
>
> Mahatma Gandhi

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Giving and Receiving Feedback
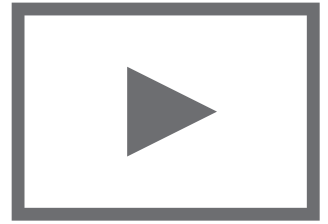
Key Takeaways

- Feedback is the means by which we can grow. Feedback is the process of providing information to others about their activities, skills, abilities, and behaviors with the aim of raising one's awareness of how his/her behavior impacts others so necessary change can occur.
- Feedback improves poor performance, maintains performance standards, and encourages those who go beyond the expectation.
- Connector managers, who develop a support system for their staff, have the maximum positive impact on employee performance.
- Development is a **team sport** and peer skill-sharing is important.
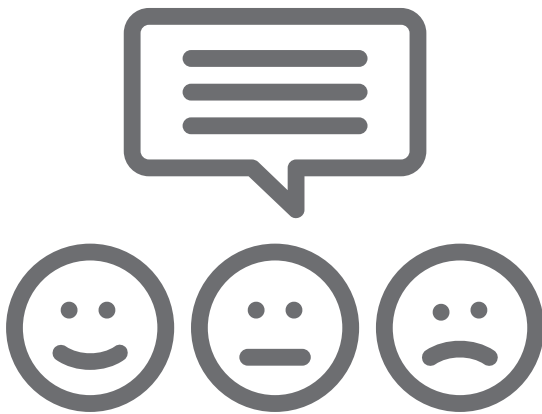
Discussion Questions

- Who gives feedback to whom at the moment? How much time do you really spend developing those you supervise?
- What makes *giving* feedback challenging? What makes *receiving* feedback challenging?
- What kind of manager are you (teacher, always-on, connector, cheerleader)? How can you become more of a connector manager?

What Now?

1. Spend time with your staff and start developing rich relationships. Ask your staff curious questions and actively listen to their responses.
2. Make a list of your strengths and weaknesses. Go through the list of your weaknesses and think of other people in your organization who are good at those weaknesses that you could connect your staff to.

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How to Deliver Feedback

There are many different ways to deliver feedback and it's important to be aware of the tone and technique of your delivery in order to prepare your team member to receive feedback.

Ineffective/Negative Delivery	Effective/Positive Delivery
Attacking: hard hitting and aggressive, focusing on the weaknesses of the other person	**Supportive:** delivered in a non-threatening and encouraging manner.
Indirect: feedback is vague, and issues hinted at rather than addressed directly.	**Direct:** the focus of the feedback is clearly stated.
Insensitive: little concern for the needs of the other person.	**Sensitive:** delivered with sensitivity to the needs of the other person.
Disrespectful: feedback is demeaning, bordering on insulting.	**Considerate:** feedback is intended to not insult or demean.
Judgmental: feedback is evaluative, judging personality rather than behavior.	**Descriptive:** focuses on behavior that can be changed, rather than personality.
General: aimed at broad issues which cannot be easily defined.	**Specific:** feedback is focused on specific behaviors or events.
Poor timing: given long after the prompting event, or at the worst possible time.	**Healthy timing:** given as close to the prompting event as possible and at an opportune time.
Impulsive: given thoughtlessly, with little regard for the consequences.	**Thoughtful:** well considered rather than impulsive.
Selfish: feedback meets the giver's needs, rather than the needs of the other person.	**Helpful:** feedback is intended to be of value to the other person.

How to Receive Feedback

Even supervisors will need to be ready to receive feedback. How you receive feedback will be a model for your staff, so make sure to stay positive and open.

| Negative/Closed Style	Positive/Open Style
Defensive: defends personal actions, frequently objects to feedback given.	**Open:** listens without frequent interruption or objections.
Attacking: verbally attacks the feedback giver and turns the table.	**Responsive:** willing to hear what's being said without turning the table.
Denies: refutes the accuracy or fairness of the feedback.	**Accepting:** accepts the feedback, without denial.
Disrespectful: devalues the speaker, what the speaker is saying, or the speaker's right to give feedback.	**Respectful:** recognizes the value of what is being said and the speaker's right to say it.
Closed: ignores the feedback, listening blankly without interest.	**Engaged:** interacts appropriately with the speaker, asking for clarification when needed.
Inactive listening: makes no attempt to "hear" or understand the meaning of the feedback.	**Active listening:** listens carefully and tries to understand the meaning of the feedback.
Rationalizing: finds explanations for the feedback that dissolve any personal responsibility.	**Thoughtful:** tries to understand the personal behavior that has led to the feedback.
Patronizing: listens but shows little interest.	**Interested:** is genuinely interested in getting feedback.
Superficial: listens and agrees but gives the impression that the feedback will have little actual effect.	**Sincere:** genuinely wants to make personal changes if appropriate.

Managing Conflict

Key Takeaways

- Conflict is inevitable; it cannot, nor should it be, completely avoided. Dealing with conflict effectively is how teams grow.
- Conflict is a condition between people who are task interdependent and where one or both feel angry and find fault with the other and use behaviors that cause a business problem.
- The solution to solving conflict is face to face talking about the problem without interruption long enough to find a solution.

Discussion Questions

- How do you usually respond to conflict?
- What are some techniques you use to exercise self-management in the face of strong emotions?

Skeleton of Interpersonal Conflict

Power Plays
Walk-aways

TRIGGER
REPETITION
Hot Button

ACTING OUT

PERCEPTION OF THREAT

ANGER
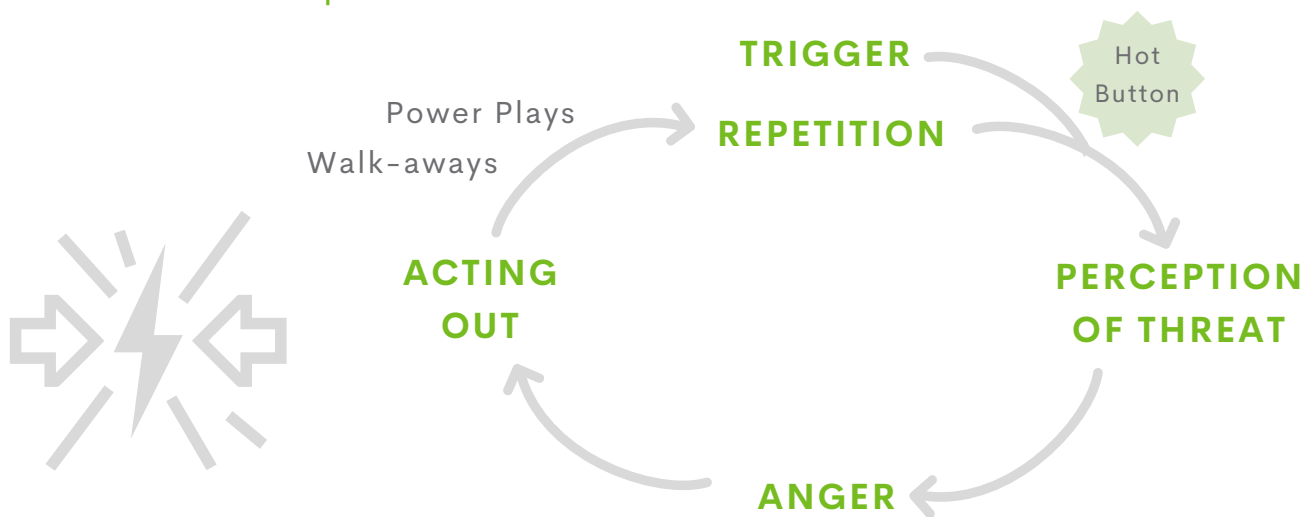
What Now?

1. Make a list of issues that have triggered an emotional response from you in the past. Think of ways that you can mediate your emotions in the face of these triggers.
2. Brainstorm some activities and actions you can take to demonstrate active kindness at work.

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For more information on The Green House Project's coaching approach and available coaching courses, please contact Mary Hopfner–Thomas at 703.615.8307 or mhopfnerthomas@thegreenhouseproject.org