# A

## Exercises

Achieving proficiency in Professional Coaching is a rigorous journey of learning, mentorship, and practicing within established guidelines. In our experience, doing exercises like the ones in this appendix and reflecting on them accelerate that journey. We recommend practicing as though you were working toward certification with either the ICF or IAC. You can find the ICF assessment mark- ers at coachfederation.org/pcc-markers and the IAC coaching masteries at certifiedcoach.org/ certification-and-development/the-coaching-masteries. Our equivalent of these, specific to this book, can be found in Appendix B, “Behaviors to Do and Avoid.”

We find that as we engage with the concepts of Professional Coaching, they influence not only how we interact with individuals, but also how we think about coaching teams and organizations. We hope and believe you will have a similar experience.

### Guidelines for the Exercises

You can practice Professional Coaching with anyone on any subject. You can practice with friends, family, or coworkers. The topics can be Agile related or not, work related or not.

The exercises associated with Chapters 1–3 are designed to be done as a progression. After that, it is up to you, but the more you practice, the more you will learn. To get the intended value from the exercises, we encourage you to practice each in a minimum of three separate interactions.

### Practicing in Accordance with Professional Coaching

In this appendix, when we use the term *practice,* we don’t mean the day-to-day practice of coaching in your job. We mean working on coaching skills with the intention of reflecting on the experience and learning something new.

To deeply understand Professional Coaching requires practicing it within established guidelines. We recommend practicing as though you were working toward certification with either the ICF or IAC. You can find the ICF assessment markers at coachfederation.org/pcc-markers and the IAC coaching

masteries at certifiedcoach.org/certification-and-development/coaching-masteries. Our equivalent of these, specific to this book, can be found in the behaviors to do and avoid in Appendix B.

We also urge you to seek out peers and those who are further along in their Professional Coaching journey, to help you see your coaching blind spots.

### Using Real Topics in Coaching Practice

We have found that practicing coaching doesn’t work unless the issue that the coachee brings to coaching is a real topic. The issue also needs to be one that is on the coachee’s mind at the moment and that they have not yet resolved. Otherwise, it can become a quiz to see if the coach can guess what the coachee sees as the best solution, which the coachee believes they already know. In that case, the coachee isn’t really a coachee at all; they are just reenacting what has already transpired.

Role-playing through a made-up scenario doesn’t work either, because the coachee won’t be reacting as themself.

It can be hard to get a person to bring a real and unresolved issue to coaching. Many people feel that coaching is only for people who can’t figure things out or that there is something wrong with them if they need coaching. Make sure you coach only those people who are really interested

in being a coachee. In summary, make sure that coachees understand that they need to bring something to coaching that is:

* Real
* On their mind right now
* Not yet figured out
* Something they are comfortable exploring with you

What they bring to coaching can be from work, personal life, or perhaps a bucket-list item that they keep meaning to do, but just haven’t gotten around to yet. Examples include the following:

* How might I approach a person much higher in the org chart?
* Should I go with Apple Music or Spotify?
* What can I do to improve my standups?
* What should I buy my significant other for their birthday?
* I want to write a book but just can’t seem to start it.

### Pushing Your Boundaries

In these exercises, we invite you to push the boundaries of what you are comfortable with. At first, you may find that an exercise doesn’t work for you or that it feels awkward and unnatural. That’s not an unusual reaction. We aren’t expecting you to do anything that feels forced or artificial. The intent is to emphasize certain behaviors you already have so that you can consider how leaning into those behaviors may benefit your coaching.

### Reflecting on Your Experiences

After each exercise, reflect on the following questions:

* + What surprised you? About yourself? About others?
	+ What did you struggle with?
	+ What did you learn?
	+ How might you incorporate what you learned into your everyday actions?

### Exercises for Chapter 1

This chapter is about the basics of Professional Coaching. These exercises will help you work on rapport building, holding back your opinion and expertise, and conducting a Professional Coaching conversation.

### Socialite for the Day

Being “socialite for the day” is all about working on rapport building. Think about what you can do to remind people you are there for them. Put your focus entirely on other people for the whole day. Put aside any other concerns and do everything you can to help others have a wonderful day. Look for ways to make people feel extra welcome. Here are some ideas to try:

* + Go out of your way to be curious about people. Ask them questions about themselves.
	+ Set an interesting video-conferencing background.
	+ Add some new flair to your work area.
	+ Bring snacks to the office.
	+ Do favors for people.
	+ Acknowledge people’s recent progress and celebrate their accomplishments.
	+ Practice your warmest smile.

Before trying this exercise, consider what you can do to put yourself in your best possible mood to start the day. Do you need extra sleep? Do you need to clear your calendar? If you aren’t in the mood to be “socialite for the day,” don’t force it.

### Reserving Your Opinion for the Day

As Agilists, one of the things we pride ourselves on and that people expect of us is sharing our opinions and expertise on situations involving Agile. It can be hard to hold back our expertise, even knowing that pure coaching can provide more value for the coachee’s learning and growth. When someone brings up an issue they are running into, you may have an urge to share your past experi- ence, at the risk of taking the conversation off track. And it may be that what they are bringing up isn’t the main thing on their mind.

Practice reserving your opinion for the day. Set an intention to share your opinion only if directly asked. And even then, try to provide your opinion as briefly as possible. As you share your opinion, look for cues from the other person as to whether they are interested in hearing more. If so, feel free to do so. If not, practice holding back.

Second, notice how frequently people offer their opinions and advice without being asked. Don’t hold it against them, just notice it. How does it impact you? How do others react? What are your thoughts about it?

### Cheat-Sheet Coaching Practice

As a resource, we’ve provided a Professional Coaching Starting Reference in Appendix B. It has questions for different parts of a coaching conversation and can be a useful reference when practic- ing Professional Coaching. We also use it in an exercise called “cheat-sheet coaching,” which helps

to demonstrate the power of listening, holding back expertise, and various other Professional Coaching skills.

1. **Find a partner.** Find a friend, family member, or coworker to volunteer to be your coachee. Make sure they bring an issue to coaching that matches the criteria described earlier.
2. **Start a coaching conversation.** Use one of the two phrases in the “Establishing Rapport” section of the Professional Coaching Starting Reference.
3. **Continue the conversation.** You may then ask any question from the starting reference. It’s OK to bounce around from section to section.
4. **End with planning.** When it seems that the coachee has next steps, end by asking, “What is your next step?” followed by “When will you take that step?”

What makes the experience most powerful is to *read only what is written in the reference sheet* without adding anything or changing the words in any way. Also, it is important to look for the next question only *after* the coachee has finished responding to the previous question.

As an example, the conversation might go something like this:

**Coach:** “Hello. What’s new with you?”

**Coachee:** “Nothing much.”

**Coach:** “What would you like to accomplish in our time together?”

**Coachee:** “I’d like to decide if I should get Netflix or just stick with Amazon Prime Video.”

**Coach:** “What makes this top of mind for you right now?”

**Coachee:** “I have more free time than I know what to do with.” [*Conversation continues.*]

### Exercises for Chapter 2

This chapter goes wider and deeper into Professional Coaching. These exercises will help you work on forming powerful questions in the moment and conducting a Professional Coaching conversation.

### Explore the Power of Questions

Find one or more partners who are interested in exploring the power of questions. Without mak- ing it a coaching session, share potential coaching topics with one another as though you were going to use them as the coachee in a coaching session. Then experiment with creating and asking questions to find questions that cause a shift in perspective, inspire a new idea, or trigger an aha moment.

Avoid any question that you think the person being asked will already know the answer to. If you are asked a question you already know the answer to, say, “I already know the answer to that” before you give the answer. The goal is to get as few “I already know the answer to that” responses as possible.

For instance, let’s say that Susan is acting as the coachee to start. Peter and Deepa will try to come up with questions that Susan doesn’t already know the answer to:

**Susan:** “I am struggling with getting other people to volunteer to run the retrospective.”

**Peter:** “Who has not yet run the retrospective?”

**Susan:** “I already know the answer to that. No one has.”

**Deepa:** “What’s something you haven’t tried yet?”

**Susan:** “Hmm. I haven’t tried a random drawing, but I want people to be excited about it.”

**Deepa:** “Have you tried retromat.org?”

**Susan:** “I already know the answer to that, yes.”

**Peter:** “What might get people on your team excited about running the retrospective?”

**Susan:** “Hmmm. I’m not sure what excites these folks.”

**Deepa:** “How might you learn the answer to that question?”

### Powerful Question of the Day

The most powerful questions are the ones that you create based on what is happening in the moment. Creating powerful questions in the moment requires practice and experimentation.

A good first step is to memorize a list of questions such as the ones in the Professional Coaching Starting Reference in Appendix B. Then try variations of those questions to find what works well for you. Soon you’ll be creating powerful questions spontaneously.

The idea of “powerful question of the day” is to think of a question that you would like to experi- ment with, memorize it, then look for places to use it throughout the day. One way to try this is to say playfully at the beginning of a conversation, “I’m doing powerful question of the day,” and see if the other person is OK with it. Another way to try this exercise is in the moment. When you see an opportunity to use the question, say, “You know, I’m practicing coaching by asking ‘powerful ques- tions’ today. A powerful question is one that is intended to uncover a deep insight. I have one that I think might apply here. Would you like to try it?”

### Slow-Motion Coaching

This exercise is called “slow-motion coaching” because you will coach step by step and pause at each step to compare notes with the coachee. This is an exercise to learn about coaching in general as well as to raise awareness of your coaching and what you might need to work on.

This exercise is contrived and will feel unnatural. This is intended to be a learning exercise and not an example of how to coach. It’s important to follow the steps exactly to get the full benefit of the exercise.

Feel free to have the Professional Coaching Starting Reference from Appendix B handy in case you aren’t quite sure what question to ask.

1. **Find a partner.** Find a friend, family member, or coworker to volunteer to be your coachee. Make sure they bring an issue to coaching that matches the criteria described earlier.
2. **Follow the steps.** The checklist that follows is exactly that—a list of actions to do and to check off one by one.

The slow-motion checklist:

* + Coach engages with the coachee to ***build rapport***.
	+ Coach helps the coachee determine ***session purpose***.

*When you believe you know the session purpose, write it down. Then check with the coachee to see if you got it right. Don’t try to defend or explain what you wrote. If they feel it is something else, ask them for their session purpose again.*

* + Coach helps the coachee ***explore*** and discover options.

*As you are helping the coachee explore by asking powerful questions, write down any possible options or next steps that they come up with. When you get a sense that they may be ready to move on, check with the coachee to see if what you wrote down matches their thoughts about possible ways forward. If not, don’t debate.*

* + Coach helps the coachee plan next steps with timing.

*When you sense it is time to move to planning, ask the coachee what they see as their next steps and then ask when they plan to take those next steps.*

* + Coach checks with the coachee to verify that their stated session purpose was met.

*Now that the coachee has created a plan, ask them if their session purpose has been met.*

### Exercises for Chapter 3

The first three chapters of the book serve as a foundation for the rest of the book. This chapter is all about helping the coachee see themself. These exercises will help you work on all aspects of Professional Coaching, with an emphasis on helping the coachee see themself.

### Practicing Presence, Listening, and Reiterating

Being able to help people “see” themselves by reflecting their own thoughts back to them is an important skill that takes practice. To gain experience, try the following exercise.

You can either do this exercise as the opportunity presents itself, or you can set it up as a deliberate practice, letting the other person know that you are practicing presence, listening, and reiterating.

If you decide to arrange this with another person as a deliberate practice, have them come prepared to tell you something that is on their mind or to tell you a short story about themself that you don’t already know. A *formative story* works well for this. A formative story is an experience they are com- fortable sharing that explains part of why they are the person they are today. It could be a work

experience or something from their personal life. It works best for this exercise if the story is two to three minutes long.

1. **Be present.** At the beginning of the exercise, set an intention to be present. Think about the here and now. Acknowledge internal thoughts, let them surface, then let them go, and remind yourself: “I am here for the other person.”
2. **Listen.** Set an intention to focus on what the other person is saying. Don’t look for anything in particular, don’t make physical or mental notes, don’t think of what you are going to say when it is your turn to speak. Try not to interrupt or ask for clarification.
3. **Reiterate.** When they finish, say, “I hear you saying . . .” and then, using their own words as much as possible, repeat back as briefly as possible exactly what they said.
4. **Listen to their response.** After you have finished saying what you heard them say, listen to what they have to say in response. They may say, “That’s not quite it” or “Exactly!” or they may say something surprising like “You know, I realize now . . .” and then share an insight.
5. **Reflect.** After the conversation concludes, take some time to reflect on what happened when you were intentional about being present, listening, and focusing on using their exact words. What might you do differently next time?
6. **Repeat.** Now that you have tried this once and reflected on the experience, do the exercise at least one more time and see how your prior reflection shapes your experience the second time you try it.

You may find it useful to try this exercise with different people and in a variety of circumstances. What’s important is to do this exercise enough times to feel like you can “turn on” your ability to be fully present and repeat back the important snippets of what another person says using primarily their own words.

### One-Way Street for the Day

When we are hanging out with friends and family or otherwise socializing, there is usually a back- and-forth in the conversation. I say something that I find interesting. You comment on it. Then you mention something you find interesting. I comment on it, and so on. It is natural for the focus to go back and forth.

When we are coaching, we are putting the focus entirely on the people we are coaching. Because it is more natural to let the focus go back and forth, it can be hard to focus entirely on others. To get better at this, you can practice it at any time.

When you are having a conversation, whether it is a coaching conversation or not, try intention- ally leaving the focus on the other person for a short period of time, say ten minutes. You may find that it is extremely difficult. An interesting story will pop up or a fond memory will be triggered. Acknowledge whatever comes up, but let it go. If the other person runs out of things to say, ask them something about what they just mentioned. Leave the focus on them; see how long you

can do it. The better you are at keeping the focus on the other person in general, the more likely you will be able to do this when you need it during a coaching session.

### Vow of Silence for the Day

We don’t suggest you take this exercise’s title literally. But consider saying as little as possible for a day. A good ratio for coaching in general is 80 percent listening and 20 percent speaking. See if

you can get near that ratio in all of your conversations throughout an entire day. Focus on listening, being present, noticing people’s facial expressions and body language. Insert lots of long pauses in the conversation. Use the pauses to see if other people say more and reflect more. Notice what is going on with you as you say less.

### Nonverbal Mirror for the Day

Look for opportunities to practice the coaching technique *notifying*, as described in Chapter 3. When you are interacting with people, pay special attention to the pacing of their speech and the tone of their voice. Watch their facial expression and body language. Notice how those signals do or don’t align with their words. Look for changes in energy or emotion. If you see something signifi- cant, tell them about it. Don’t explain the exact behavior, such as “I saw you clicking your pen.” And avoid labeling anything as negative. Whatever you see is what you see, but you can’t know for sure what they are feeling at that moment. It could be excitement or anxiety.

Mention what you noticed as well as what was being said at the time. For instance, “I saw your face light up when you talked about working with the Product Owner” or “I noticed you frowned when you were talking about the last release.” Even better, mention that you sensed a change, but don’t describe it. Instead, try a variation of “I sensed a change in how you were feeling when you mentioned the last release. What’s your thought?”

### Do-and-Avoid Coaching

This exercise requires three people: coach, coachee, and “monitor.” While the coach is coaching, the monitor references behaviors to do and avoid, as described in Appendix B. The monitor looks for behaviors on the “do” list and makes a note of them. They also look for behaviors on the “avoid” list and make a note of those as well. At the end of the coaching session, the monitor tells the coach which behaviors they saw. The monitor should avoid providing advice. Instead, the monitor should just say, “I noticed . . . ” and whatever it was they noticed in the list of behaviors to do and avoid.

An alternative way to run the exercise is with just two people, a coach and coachee, and to record the session. Make sure you get the coachee’s permission to record the session. The coach can then review the recording to review what they did on the do and avoid lists.

Feel free to have the Professional Coaching Starting Reference in Appendix B handy in case you aren’t quite sure what questions to ask.

### Exercises for Chapter 4

This chapter explores providing expertise with a Professional Coaching mindset. These exercises will help you resist the urge to offer unsolicited expertise and handle explicit requests for expertise.

People often present or receive advice as “the answer.” When using a Professional Coaching mindset, we share our expertise without being attached to it, without advocating for it, and in a way that fully preserves the coachee’s ability to choose what they want to do.

### Highlighting

Look for a situation where someone is asking for your opinion, advice, or expertise. Consider what they said. If they mentioned possible answers to their own question, try the coaching technique *highlighting*, as described in Chapter 4.

### Sharing Expertise with a Professional Coaching Mindset

The next time you see an opportunity to provide your opinion, advice, or expertise, try using a Professional Coaching mindset. Table 4.1 in Chapter 4 outlines an approach that preserves the coachee’s trust in you, preserves their ability to make their own choices, and supports their learning and growth.

### Focus on Observations for the Day

This exercise focuses on sharing observations and avoiding praise and criticism. When we praise

or criticize something but don’t provide the reason for such praise or criticism, then our comments really just convey our positive or negative feeling. It may make a person feel good or bad, but it doesn’t help them learn as much as they would if we provided the information that they are miss- ing. If the reason for the praise or criticism is clear, convey the reason and leave out the positive or negative feeling. If the reason is not clear, think about what was worthy of praise or criticism and then provide that reason when you have found it. To practice, look for opportunities to offer helpful observations that are just observations.

### Knowledge-Sharing Event

Support your coachees’ desire to shape their Agile journey by providing a learning opportunity connected to their interests.

1. Create a list of potential learning opportunities that you believe would benefit your coachees. This list might include learning about more Kanban practices, a new retrospective format, the basics of a team working agreement, or whatever is relevant to the current circumstances.
2. Survey your coachees for ideas.
3. Create a combined list with short descriptions of each opportunity.
4. Survey your coachees to determine which idea(s) have the most interest.
5. Schedule an event created around one or more of the ideas. For the event itself, consider these formats:
* Book club
* Lunch-and-learn by you or a guest speaker
* A game or activity related to the topic
* Group participation in an external meetup or conference, including online events

### Create a Catalog of Services

If you are passionate about Agile, you have likely learned many activities and techniques for helping people see the value of Agile and how to apply it to their circumstances. You have an assortment of prepared workshops on Agile, Scrum, Kanban, and how to write user stories. Let the people you are working with know all about what you have to offer by creating a catalog of services. Then, instead of your doing all of the work to discover how you might help, anyone can reach out to request something from your catalog of services.

Start your catalog with a few small offerings that you think will have the most appeal. When your catalog is ready, send it out for feedback and announce that you are looking for volunteers to try your offerings. Ask what people would like to see listed. We give examples of service offerings in Appendix B. Continuously update your catalog and let people know about the changes.

### Exercises for Chapter 5

This chapter looks at ways to help people become their best selves and improve their performance as individuals, teams, and an organization as a whole. The exercises help you and your coachees learn more about yourselves.

### Personal Inventory

Here’s a tool that helps people explore their personal inventory. You can use it for yourself or with a coachee as the opportunity presents itself. The tool can be used for any part of a person’s personal inventory. This example shows how it can be used to determine a person’s lived values, as opposed to those they aspire to.

* List the top ten things you are proud of from the past 12 months. It might be successfully launching a new team, something you did for a family member, a job you were offered, an exercise milestone you achieved, or anything else you did that you are proud of.
* For each item in your top ten list, describe how it reflects your values. For instance, one item on your top ten list might be “Helped onboard new team members.” And this item might reflect the following values: “Collaboration, supportive, taking the initiative.”
* Create a summary of the values that you associated with the items on your list. The summary may not include everything you value, but it will be a good start based on specific actions that you recently took and are proud of.

Here is an example of a list of three things that you might be proud of:

* Helped onboard new team members. Collaboration, supportive, taking the initiative.
* Took a course to learn more about Agile and passed the exam. Self-improvement.
* Helped a team get through a customer crisis. Supportive, levelheaded. And here is the corresponding summary of values:
* Collaboration
* Supportive
* Taking the initiative
* Self-improvement
* Levelheaded

This tool can be applied to any part of a personal inventory, for instance, priorities, talents, and resources.

### Goal Oriented for the Day

Look for connections between what is going on in the moment and higher-level goals that it may be attached to. Look for connections in your own actions. Ask yourself, “What is the reason for this action? What are my overall goals here?” Show curiosity in other people’s goals. Ask questions such as these:

*“How does that relate to the big picture for you?”*

*“How does what we are discussing relate to your goals and vision?” “Where would you put this with respect to your longer-term priorities?”*

### Exercises for Chapter 6

This chapter is about how to grow into the best coach you can be. These exercises will help you learn more about yourself and stretch your boundaries.

### Your Best Coaching Self

Having a description of your best coaching self will help you be the best coach you can be. The description can be written or memorized, a checklist or picture or something else. Ask yourself, “When I am at my best when I am coaching, I am . . . what?” Write down, draw, or form a mental picture of whatever comes to mind. Having a description of your best coaching self gives you something you can ***mentally review*** whenever you start a coaching interaction. Whenever you do a self-retrospective, review and update the description of your best coaching self.

### Going with Your Gut for the Day

Spend a day listening to your intuition. Let go of your analytical self. Instead of consciously thinking about what you are hearing, notice what immediately pops up and consider how to act on it.

Intuition isn’t always right. Instead of offering intuition as fact, offer it for what it is: a thought that occurred to you that may be helpful.

*“Something just occurred to me. I’m not sure if it will help here or not . . .”*

*“A thought just popped into my head. I have a feeling it may help. See what you think . . .” “While we’ve been talking, I may have had an insight. May I share it with you?”*

### Visualization

In visualization, the coachee imagines that they are taking a potential action and they talk about how it unfolds, step by step. They describe what they and others say and do, and what they see, hear, think, and feel.

Visualization can raise the coachee’s awareness of what’s holding them back as well as provide you with observations to share with them. Learning about visualization is best done by trying it. We recommend you try it a couple of times with different people to see what works and to see if it fits into your coaching style.

1. Find a friend, family member, or coworker to volunteer to be your coachee.
2. Fully explain the exercise and that you are trying out visualization to learn more about it and to see if it is something that fits with your coaching style.
3. Start a coaching conversation.
4. When you get to a potential next step, suggest visualization. Even though you have already explained the intent of the exercise ahead of time, it is helpful to practice as though you had not. Say, “I’m wondering if visualization might be useful here. What do you think?”
5. Assuming they agree, follow up with something like this: “Imagine you are taking this action. Tell me how it unfolds step by step. What do you say and do? What do others say and do?

What do you see and hear? If you can, tell me what you are thinking and how you are feeling as it unfolds.”

1. After you finish, ask a question such as “What did you learn from this that may be of value?”
2. If you noticed something during the visualization that might be helpful to the coachee, offer it. See the coaching techniques *notifying* and *reiterating* in Chapter 3.

Although this exercise has you try visualization during next steps, you can suggest visualization any time you sense hesitation about an action.

### Role-Playing

Role-playing is very similar to visualization except that you take an active role as one of the people involved in the action. Make sure that you are not using role-playing as a means of advocating for a particular course of action. Learning about role-playing is best done by trying it. We recommend you try it a couple of times with different people to see what works and to see if it fits with your coaching style.

1. Find a friend, family member, or coworker to volunteer to be your coachee.
2. Fully explain the exercise and that you are trying out role-playing to learn more about it and see if it is something that fits with your coaching style.
3. Start a coaching conversation.
4. When you get to a potential next step, suggest role-playing. Even though you have already explained the intent of the exercise ahead of time, it is helpful to practice as though you had not. Say, “I’m wondering if role-playing might be useful here. What do you think?”
5. Assuming they agree, make it clear to the coachee that they can end the role-play at any time.
6. Ask for relevant information, such as what role they would like you to take and what background information they would like you to keep in mind, including key phrases that you might use in your role. Be careful not to use the role-play as an opportunity to share your own opinions on the situation.
7. Let them choose how to start.
8. Stay alert for any signs from you or the coachee that you should end the role-play.
9. After you finish, ask a question such as “What did you learn from this that may be of value?”

### Exercises for Chapter 7

This chapter is about applying group facilitation and powerful activities to extend Professional Coaching to teams. The intent of this exercise is to inspire you to learn more about group facilitation and to expand your repertoire of powerful activities in the context of Professional Coaching.

### Create and Run a Team-Coaching Retrospective

With the permission of the team, design and run a retrospective that applies the concepts from Chapter 7.

Here are some considerations for your design:

* + Enable multiple session purposes.
	+ Prepare multiple options to be able to adjust to what is happening.
	+ Combine facilitation and powerful activities.

Here are some considerations for running the retrospective:

* + Use the six coaching objectives as described in Chapter 1.
	+ Let the team lead the conversation.

Make sure to get feedback from the team on how the session went compared to their regular retrospective.

### Exercises for Chapter 8

This chapter is about creating a coaching engagement model and creating coaching agreements. The exercise will give you more experience with the value of coaching agreements and how to start them without a formal process.

### In-the-Moment Coaching Agreements

It can be hard to put together a formal coaching agreement when you are regularly interacting with many people on an ad hoc basis. In-the-moment coaching agreements can start the process of creating a coaching agreement.

Here are some examples of coaching behaviors that require a coaching agreement:

* + Determine the session purpose.
	+ Share an observation that may create an insight.
	+ Ask a powerful question.
	+ Ask for next steps or timing, or both.
	+ Look for accountability.
	+ Encourage learning and growth.

Here are the instructions for this exercise:

1. Look for opportunities to create an ad hoc coaching agreement. For instance, say you are in a conversation that is not covered by an existing coaching agreement and the other person has not explicitly asked for coaching.
2. Explain your thought about how a specific coaching behavior could be of use in your interac- tion and ask the person if they would like to try it.
3. Assuming they agree, go ahead with the coaching behavior.
4. Use your social awareness to notice any indication that their agreement to the specific coaching behavior that you proposed has expired.

If your interaction goes well, you may consider having a longer conversation about coaching in gen- eral to see if they are interested in trying more aspects of coaching. This is also a good opportunity to create a coaching agreement. By having a coaching agreement, you won’t have to use in-the- moment coaching agreements as often.

### Additional Exercises

These exercises are not associated with any chapter, but they do assume that you have read at least Chapters 1 through 3 and have also completed the associated exercises.

### Free-Form Coaching Practice

This is a one-on-one coaching session where you aren’t using any special format or learning tool within the session. The emphasis here is on preparing for the session and then reflecting on the session afterward.

Feel free to have the Professional Coaching Starting Reference from Appendix B handy for when you aren’t sure what question to ask.

* **Preparation.** Set an intention for what you want to work on. Do you want to focus on getting a crisp, clear session purpose? Are you looking for opportunities to ask the coachee what they are learning in the session? Are you aiming to gracefully close the session? Are you working on a behavior from the list of behaviors to do and avoid, as described in Appendix B?
* **Coaching.** Do the coaching session.
* **Reflection.** Do the self-retrospective as described in Chapter 6.

### Coaching-by-Objectives Practice

This exercise practices working toward the six coaching objectives:

* + Creating and maintaining high rapport
	+ Identifying the Session Purpose
	+ Finding an associated goal
	+ Reaching the aha moment
	+ Pursuing forward motion
	+ Encouraging learning and growth Here are the instructions for this exercise:
	1. Create a checklist with the six coaching objectives listed above.
	2. Find a volunteer coachee.
	3. Conduct a coaching session.
	4. During the session, refer to your checklist from time to time. If you feel you have achieved one of the objectives, check it off.
	5. After the session, consider which objectives you may have achieved during the session but didn’t check off at the time. For instance, did you create and maintain high rapport? If so, check it off.

Review the checklist and reflect on how you did and what you might do differently in your next coaching interaction.

### Spotlight Coaching Practice

There are many potential areas of improvement. Although practicing coaching in general is useful, it can also be useful to learn a lot about a few things rather than trying to learn a little bit about many things at the same time.

1. Find a volunteer coachee.
2. Choose one to three items from the following:
	* Coaching objectives
	* Coaching principles
	* Coaching techniques
	* Behaviors from the do/avoid list

Choose more than one item because the opportunity to practice any one item may not show up in any given coaching conversation. For instance, you might choose the coaching

technique *acknowledging* and the behavior “Give all choices to the coachee to make” from the do/avoid list.

1. Conduct a coaching session and focus on looking for opportunities to practice the specific behaviors you chose.