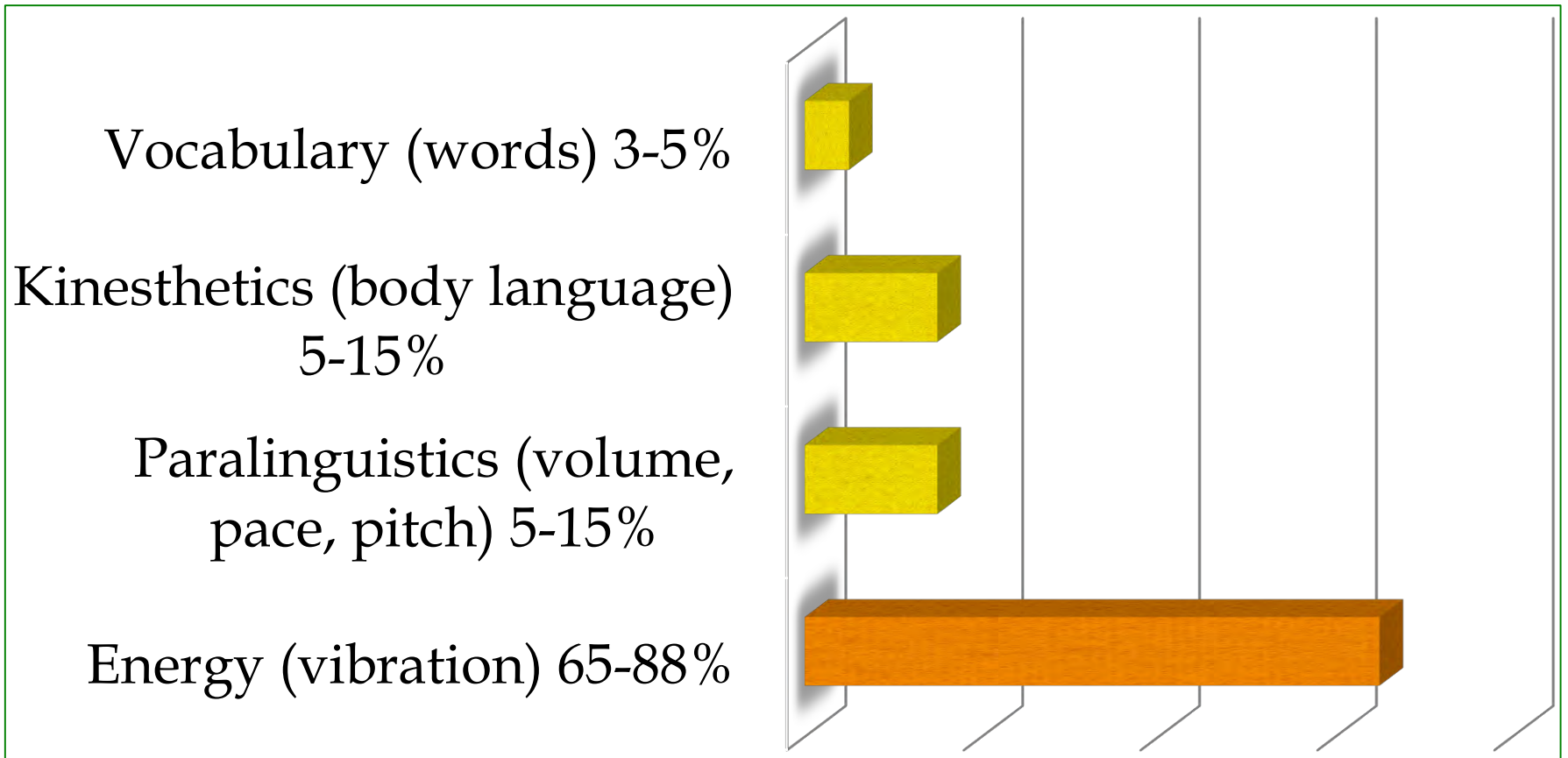


Coaching for Success

Authenticity and Accountability Bring Out the Best

Communication



Exercise the Knowledge

- Align words, kinesthetics, and paralinguistics with energy.
- Are you saying what you mean?
- Do you mean what you say?
- Seek alignment with yourself.
- Seek alignment with the student.

Create Ownership

- Hold the student capable.
- Ask questions instead of lecturing.
- Don't ask for "the right answer."
- Don't curtail student's responsibility with your own.
- Share your experience, knowledge, and standards.
- Offer support and guidance
- Refrain from deciding for the student.

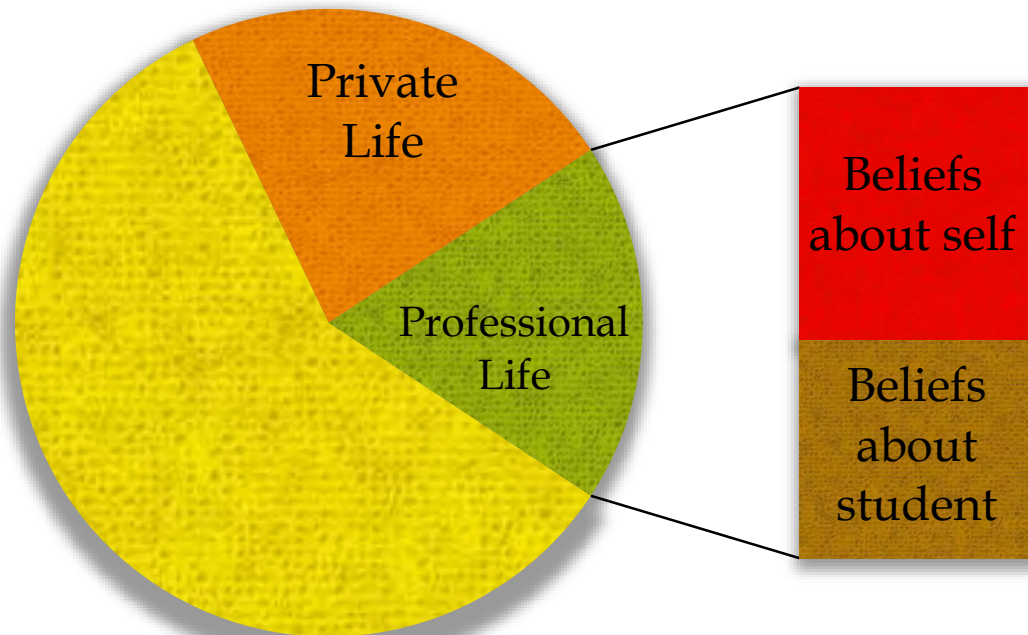
What Gets in the Way?

- Limiting Beliefs
- Social Conspiracy
- Agendas
- Image

Limiting Beliefs

- What beliefs do you have that might impair your authenticity?

What gets in the way?



The Social Conspiracy

S C O N S P I R A C Y

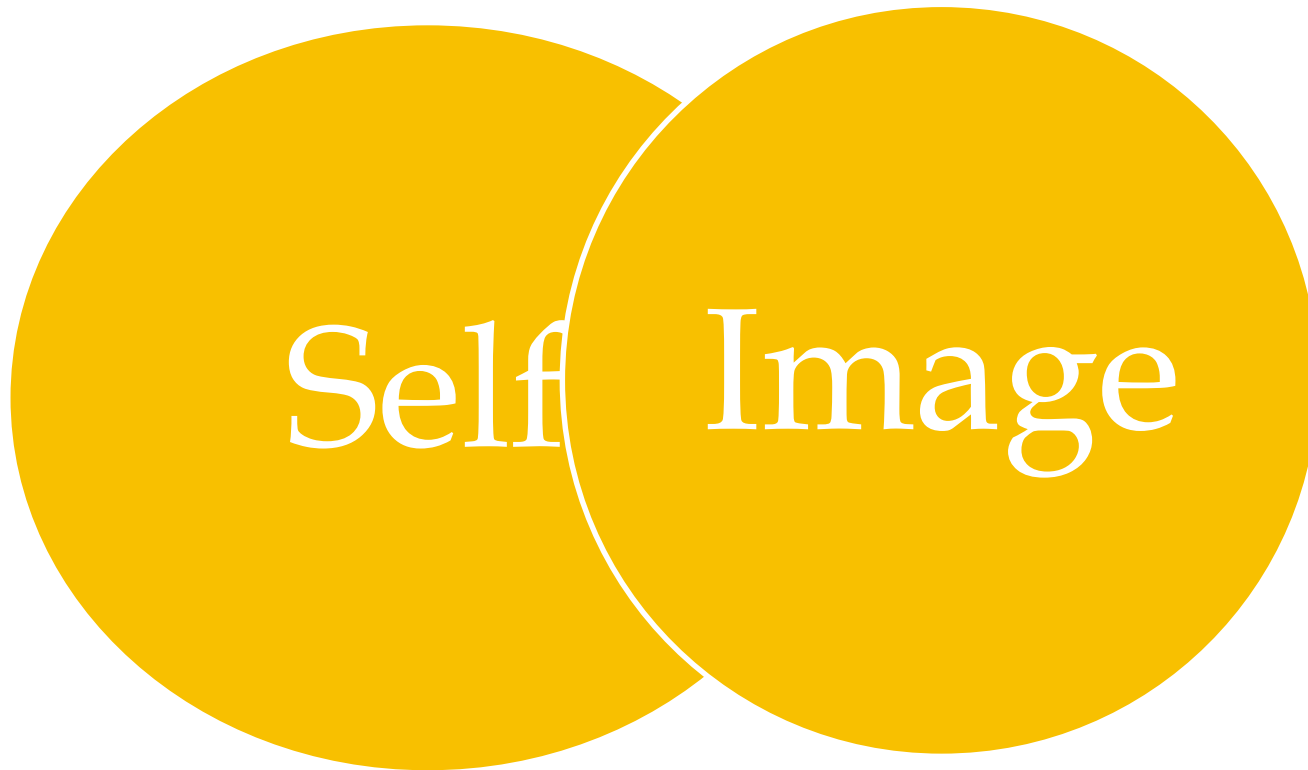
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What Is On The Agenda?

- What's your agenda?
- What's the student's agenda?
- What's the institution's agenda?
- Agendas interfere with authentic relationship.

Image vs. Authentic Self



Process

Speaking through Filters

Diminishing versus Multiplying

- Hoarding resources
- Under-utilized talent
- Tense, suppressive environment
- Directives and commands
- Only one genius allowed
- Abrupt, centralized decisions that confuse everyone but the decider
- Results driven through personal involvement
- Invites and showcases talent
- Creates intensity that inspires people's best thinking and performance
- Defines opportunities to stretch and grow
- Sound decision-making through debate, collaboration, etc.
- Allows individuals to own their results
- Invests in individual's success

What are YOU?

Diminisher

- Gatekeeper
- Tyrant
- Know-It-All
- The Decision Maker
- Micro-manager

Multiplier •

- Talent Finder •
- Liberator
- Challenger
- Community Builder
- Investor

Assumptions

Diminisher

- Student must report to me.
- Pressure increases performance.
- I must have the answers.
- Few people are worth hearing.
- Student can't do it without me.

Multiplier

- I can find student's genius.
- Genius creates direction.
- People's best is given (not taken)
- Together we can find solutions.
- Students are smart, resourceful.

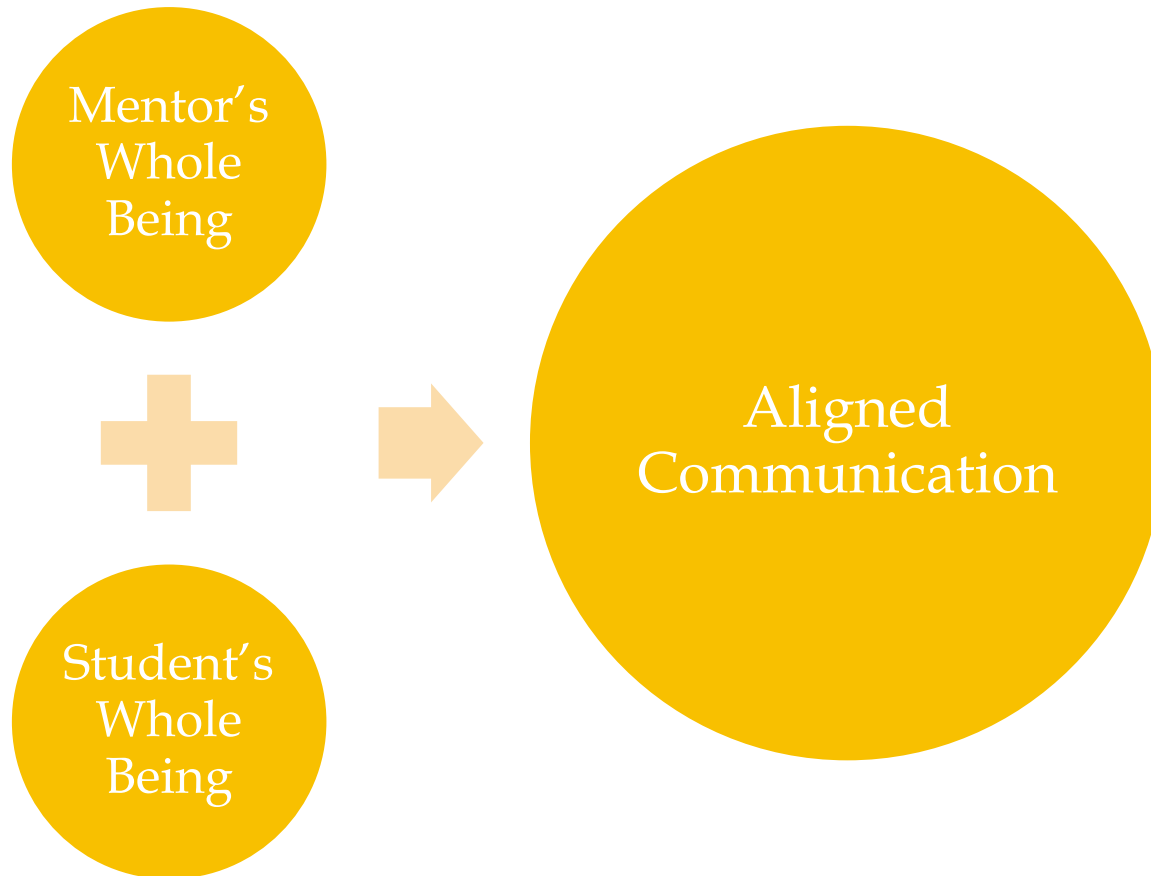
Create Agreement

- Respect the student's agency and your own.
- Create agreement with student to be mentored .
- Create agreement for a context of authenticity.
- Create agreement for a standard of excellence.
- Create agreement for accountability.

Keep the Agreement

- Agreement contains the spirit and the letter of the contract between you.
- Agreement contains benchmarks and results.
- Each party commits to keeping her word.
- Both are accountable to sustain the agreement.

Communicating Authentically



Communicating Attitude

- Parent

- Parent

- Adult

- Adult

- Child

- Child

Attitudes of Communication

- **Parent:** I'm more ok than you. You are not ok. (Critical. Demanding. Commanding.)
- **Adult:** I'm ok. You're ok. (Accepting. Non-judgmental. Questions and declarations.)
- **Child:** I'm not ok. You're not ok / You are more than ok. (Emotional. Deferring. Avoiding responsibility.)

Process

Attitudes of Communication

Call Forth Purpose

- Ask student questions regarding vision, aptitudes, interests.
- Remind student that only she can fulfill her *raison d'être*.
- Hold context of excellence, accountability, and authenticity.
- Hold student capable of achieving her purpose.
- Assist and hold student to a high standard of performance.
- Ask the student to craft a mission statement.

Mission Statement

- BE

(state of being)

- DO

(take appropriate action)

- HAVE

(the desired results)

Through my commitment and creativity, I teach and inspire so that everyone in my context learns and grows.

My Mission Statement

- As a committed and creative member of the human family, I create an environment for my sisters and brothers to excel so that we experience the fulfillment of purpose, joy in service, and abundant life.

Create your own mission statement as a mentor.

Pay It Forward

- In final phases, invite students to “pay it forward.”
- Reinforce the joy and learning attendant to service.
- Elicit student’s commitment to mentoring in the future.
- Students serving others reinforce lesson in themselves.
- Mentored students pay it forward & more are mentored.
- Mentoring is win/win/win.
- You win. The student wins. The community wins.

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