Coaching for Success

Authenticity and Accountability Bring Out the Best
Communication

Vocabulary (words) 3-5%
Kinesthetics (body language) 5-15%
Paralinguistics (volume, pace, pitch) 5-15%
Energy (vibration) 65-88%
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
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

Self

Image
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

Mentor's Whole Being

Student's Whole Being

Aligned Communication
Communicating Attitude

- Parent
- Adult
- Child

- Parent
- Adult
- 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
• Ask student questions regarding vision, aptitudes, interests.
• Remind student that only she can fulfill her *raison d’etre*.
• 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.
