

**Coaching Report - HAT Paper**

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### **Establishing the coaching relationship**

During my summer course in coaching and talent development, I had the opportunity to work with another student in the class on a coaching project. Over a six-week period, I and the other classmate would mimic coaching each other through a goal each of us set during our initial interaction. Over the six-week period, I was paired with a student named Tatiana. Tatiana and I would meet for 1 hour, every Sunday typically before noon starting on June 2nd, 2023, and ending on June 23<sup>rd</sup>, 2024. During our sessions we would take turns being the coachee and the coach, as we liked to call it. For the entirety of this process, each week we would tackle each step of the coaching process working through one step with each session. The five steps we worked through are establishing the coaching relationship, assessing coaching needs, setting coaching goals, progressing toward goals, and concluding the coaching engagement.

On June 3<sup>rd</sup>, 2024, Tatiana and I met for one hour through the application teams using their video calling feature for our first meeting. During this video call, we took the time to get to know each other and discussed items such as our careers, how we choose the program and university, hobbies we enjoy and spoke about our families. Building this initial relationship had been vital because establishing a relationship requires not only personal communication and commitment but trust to ensure you both work well together to achieve the goals that you both set. Having a good standing relationship assists in a healthy and successful partnership between both parties. If this had not been done and we skipped introductions and started to immediately

work on goals neither of us would have felt comfortable or trusting in one another to have productive and meaningful conversations from the start.

### **Assessing coaching needs**

Once Tatiana and I got to know each other better, we then moved onto assessing our coaching needs. We both started to reflect on a goal that would benefit us not only in the class but also in our personal lives. During this process, Tatiana and I completed a self-assessment and a personality test. Both tests opened our minds to items that may cause us to excel at reaching or fail a goal. From the results of the test my coaching partner and I realized we had a lot in common in reference to our personalities and job history which related to our self-assessment. Our personality types both struggle to stay on task and procrastinate and we both have an extensive history in working with a telecommunications role as inbound customer service agents up to front line supervisors.

Neither of us had been shocked by these assessments, but it gave us the opportunity to discuss how we will ensure our downfalls did not cause us to struggle with meeting our goals. To combat our procrastination and our lack of keeping up with tasks we both agreed that we would use each other as an accountability mechanism to ensure we stayed on top of the class, together. This would also double in ensuring we both stayed on task. At the start of this class, we had both been hesitant to work with another student but because of this conversation, it both created an environment and connection that made us excited to continue the course and dive into the material.

### **Setting coaching goals**

During my coaching partners and I's session to creating a goal, we ensured we coached each other by creating a conversation based off open ended questions. We realized by doing this it forced each of us to really think about the question and answer it thoughtfully. Because such great answers had been provided it really had the sense that the goals were really created by the coachee themselves and the coach had just been there to guide the conversation to the end point or end goal. During each session, we set great expectations such as what we wanted to get out of the hour and an item we may want to take away by the end. This helped to ensure the correct answers had been asked by the coach.

My coaching partner and I at first discussed a few short-term goals as well as long-term goals. What we realized from discussion and reading our course textbook is that our long-term goals needed short-term goals intertwined to meet your long- term goal. Overall, my coaching partner decided to create a goal on figuring out a new career path at her current employer had been going through lay-offs and I decided I wanted to better my coaching skills in relation to my current career on how to better coaching tenured agents working in an inbound call center. Once we both had our goals in place, we both discussed obstacles or struggles we had with our goals as well as the end outcome that we expected once our coaching sessions were over. Due to having this outline, it provided a great foundation to start working towards our goals.

### **Progressing toward goals**

Now that my partner and I had our goals in place we then started to use the GROW and SMART models to identify what action items we were going to take to reach our goals. We both enjoyed using these methods as it really made us think about what we wanted, where we had been in that moment with the goal, items we could do differently than lastly, what we would do to reach the goal.

For myself being coached I confirm my goal, which had been to better my coaching style to my tenured agents. My partner asked me to explain what I was doing during these coaching sessions, which provided a lot of advice from my experience. We both discussed putting our textbook into action and discussed that moving forward, I would switch to asking my agents open ended questions which would have the agent essentially coach themselves. We both agreed I would start the new style of coaching the following week as that was my next coaching session with my agent.

For my coaching partner, we confirmed her goals of her wanted to discover a new career path. I then coached her by asking her questions regarding areas of interest that she had and what possible career options she had thought she would enjoy in the past. My coaching partner realized that she did enjoy working with children and recently worked with children in an educational environment and stated that she really enjoyed doing this. Moving forward in between our weekly sessions my coaching partner advised she would research potential career opportunities that involved children and education to see what opportunities had been out there. This continued our motivation and excitement to reach our goals, and putting the coaching process into practice helped us stay on track and organized.

### **Concluding the coaching engagement**

On our final meeting with my partner and I we shared our progress towards reaching our goals. I had reported to my partner that I had great success in implementing my new coaching style with my new agents. I realized this new coaching style really kept my tenured agents not only more engaged in their own coaching but because they had been more involved it felt as if they were motivated and excited to reach these goals which had been a complete 180 response from them than I had been getting in the past. I concluded this update with thanking my coaching

partner on coaching me through this process as well as letting her know I wanted to continue to master this coaching technique, so I did not want to close the goal but wanted to keep it as a goal until I felt great about using this new coaching style as well as comfortable.

As we transitioned to me coaching my partner, my coaching partner had seen seeking a new career patch and she found a passion in working with kids who have ADHD. During our conversation I asked her a series of open-ended questions to see how she was concluding her goal, she was happy to report that she had a great lead on a new career path and had been on the process of determining the educational requirements for that career path. She also had advised her to set weekly reminder to continue the path to reaching her goal.

### **Conclusions and insights**

Before starting this course often, I would feel in my current job as a front-line supervisor within a telecommunication's company, that my coaching sessions with my agents did not feel as if they went well or by the end I would feel so defeated as the conversations did not go as I had hoped they would. Now that I have nearly completed the course, I have a new mindset on how a proper coaching session should go from start to finish. I have a newfound confidence that I did not have before and less stress with feeling like I had to have all the answers for my agents and ensure they took all information provided to heart. Now, I know that you should guide someone to answers instead of openly providing them to the agent. This in the end helps them in the long run. With this course, being able to practice the coaching skills on a live person was such a great experience because it was putting the content we had learned into practice. Overall, with the coaching techniques I learned in the course, I am excited to continue using them to improve my relationship with my current team.

### References

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