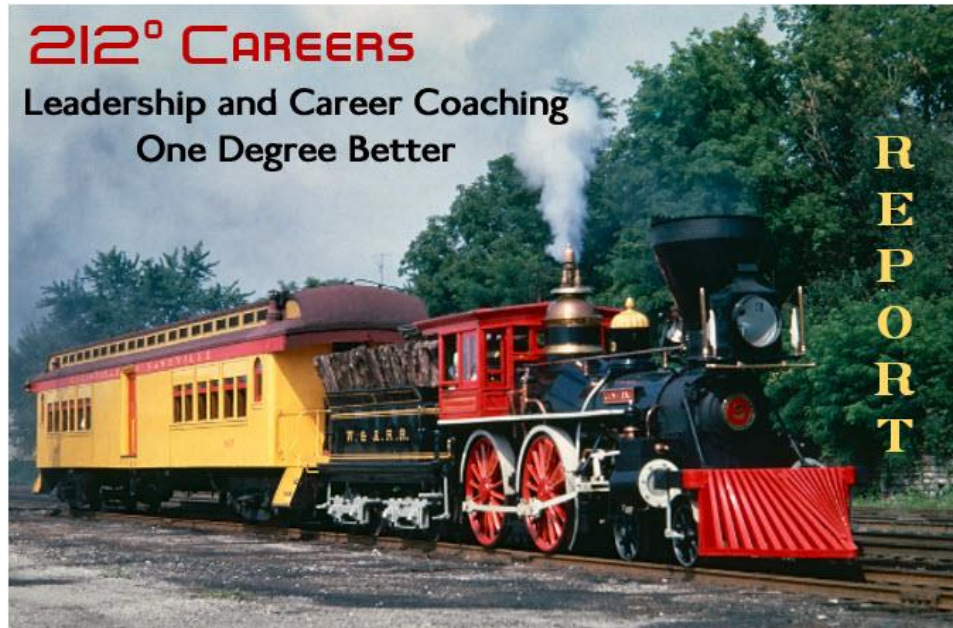




How Working with a Coach Can Help You

Plus a Coaching Case Study

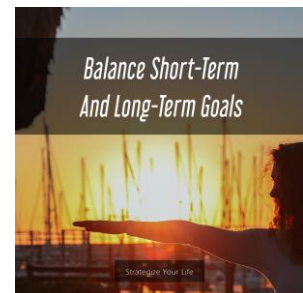


This report includes **nine powerful tips** and **three actionable steps** you can take right away.

There's also a "Coaching Case Study" that includes client assessments for strengths, emotional intelligence, and preferences.

TOP TIPS

Have you ever thought about working with a coach before? If you are serious about achieving your biggest goals, you should seriously consider it. Working with a coach is a great way to boost your results in almost any area of life. Having someone to teach you the ropes, or build more accountability into your life, is a wonderful way to ensure you achieve more. If you are wondering if working with a coach could help you, please consider these nine benefits.



1. Helps You Define Your Goals

Many of us have goals, but often they are loosely (or not at all) defined. A coach can help take the hopes and dreams out of your head to create concrete goals. Instead of just wanting something, you start taking real steps towards it.

2. Adds More Accountability to Your Life

It's funny, but we have a much easier time letting ourselves down than we do letting others down. Having a coach means one more person in your life you don't want to let down. You will feel more accountable and be more likely to achieve your goals when you know someone will ask you about your progress.

3. Encourages You to Define Your Values

Do you know what you stand for? Maybe a better question is, do you know your core values? Regardless of the question, if you struggle with the answer, then a coach can help you. A coach can't tell you your values, but they can ask you questions that will help you define them yourself.

4. Helps You See Yourself More Clearly

A good coach will help you become more self-aware. This self-awareness will allow you to be more honest with yourself. You will know what you are good at and what you aren't so good at doing. Self-awareness allows you to double down on your strengths while figuring out how to deal with your weaknesses.

5. Assists Skill Building and Development

The most obvious benefit of a coach is their ability to help us build specific skills. For example, if you are interested in becoming a better business person, it makes sense to work with a business coach who has been there and done that. You get to learn from both their experiences and their mistakes.

6. Offers a Safe Space to Talk About Sensitive Issues

Whether you find the current world too sensitive or not, it's a fact that we need to watch the things we say. Having a coach gives you a safe space where you can talk about more sensitive issues. This doesn't mean you have a place to spout hate, but you can at least vent a bit more freely.

7. Encourages You to Step Out of Your Comfort Zone

The comfort zone got its name from being comfortable. Once you are in it, you don't want to get out. A good coach will coax and challenge you to step out of it. Stepping out of your comfort zone once in a while will make it easier to create positive change in your life.

8. Offers a Different Viewpoint

When you have a coach, you have someone else to bounce ideas off of. It is so easy to get caught up in your tunnel vision that you might not even consider differing opinions. A coach forces you to consider different viewpoints and opinions. This helps you become a more well-rounded individual.

9. Helps You Make Tough Decisions

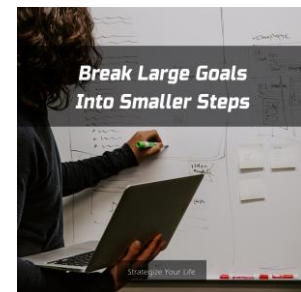
Sometimes it feels like life is nothing but a series of difficult decisions. While this isn't always true, it has a basis in reality. How much would you like to have someone else to talk to about these decisions? A good coach provides that kind of assistance.

FAST-ACTION STEPS



1. Take some time to think about different areas of your life that could use a boost. Write these down in a list.

2. Carefully consider the list from the last step to figure out if a coach, mentor, or teacher could help you in any of these areas.



3. Choose the area of your life that could most use a coach, and start researching coaching options. If you find a fit right for you, take a chance and reach out.

A Coaching Case Study

Feb 17, 2023,

Just had the chance to read the whole case study. You captured everything quite accurately. I don't know how things would have worked out if I hadn't reached out to you for help, but I can tell you with certainty that my situation, now a year later, could not be more different in terms of my health and happiness.

This new job is so much fun I almost feel guilty at times. It's about 45 hours per week. I'm mediating conflicts between students and started a new peer mediation program where students help mediate conflicts for other students. I'm working with the AVID team to build that program and expand AVID best-practices to all students on campus. The journalism class is going strong, and I'm currently building in a new broadcast journalism component, complete with a new broadcast studio space. This new gig really plays to my strengths, and I've got my confidence back!

Kevin is a 3rd year assistant principal in a medium size, diverse elementary school. After 14+ years of a successful, rewarding teaching career, the challenges of a promotion into leadership motivated him to accept an administrative position.

But it did not work out as Kevin expected. Working for a micro-managing, over-delegating (dumping) principal, Kevin was facing a critical decision: quitting or potentially being terminated (or re-assigned). At the recommendation of a professional colleague of his wife, Kevin was referred to a coach who she actually knew from a leadership training program several years prior.

After an initial in-depth interview of Kevin's situation, a first part of the coaching contract involved assessment of Kevin's strengths, personality (preferences), and emotional intelligence. Kevin, over the first few weeks of coaching, completed CliftonStrengths, the MBTI (+ Stress and Career Reports), and the EIQ2-360° assessment of Emotional Intelligence. The EIQ2, as a 360° assessment included "observers" from his spouse, family members, and work colleagues.

Kevin's CliftonStrengths 34 results, his top 5: **Harmony, Intellection, Input, Positivity, Empathy**, provided the first indication of Kevin's dissatisfaction with his current situation plus the greater satisfaction he felt during his teaching years. It was clear, as reported and acknowledged, that Kevin, very rarely, had opportunities to "do what made him feel strong."

One of the action steps for Kevin was a "discussion" about his career with an HR representative from the school district, someone with whom Kevin had a positive relationship. Without escalating the situation concerning his boss, it became obvious that the district was aware of "problems." Within the first two months of the coaching relationship, Kevin learned that his

contract for the assistant principal position would not be renewed. However, it also seemed possible that Kevin would be offered a different position within the district.

Kevin’s “preferences” as measured (and self-verified) by the MBTI Intensive were **ENFJ** – which by itself indicated little. However, the “deep dive” into his results yielded the challenges of his seeing a situation he acknowledged as unsatisfying and not allowing him to express his strengths – yet feeling the situation as “his failure” and one that might be fixed.

The stressors in Kevin’s work, e.g., managed by a constantly critical leader, being overloaded with commitments, were clearly challenging his preferences. Despite the high level of stress, Kevin wanted his principal and the culture she’d created in the school to be fixed. During multiple coaching sessions, Kevin was challenged to understand and acknowledge that he really did not want to remain in his current position – although at this point it was clear that was not a possibility.

At this point, the results from Kevin’s emotional intelligence 360° became available. They indicated an above average self-awareness and assessment by observers on self-recognition, social recognition, and social management. The only “gap” was in the self-management domain where Kevin scored himself significantly lower than the scores from his observers. What was evident from this was that the scores on the self-management sub-factor, particularly adaptability, initiative, and drive reflected the discomfort he was feeling with accepting the current situation and perhaps some “benevolent distortion.” Often frequent with above average and exceptional performers, Kevin “discounted” his own strengths. This was, however, an assessment not shared by his observers who saw Kevin’s levels outside of the limited environment of the school.

The reality was the clear signs of burnout coming from the culture and pressures of the principal that were significantly impacting Kevin’s health and family.

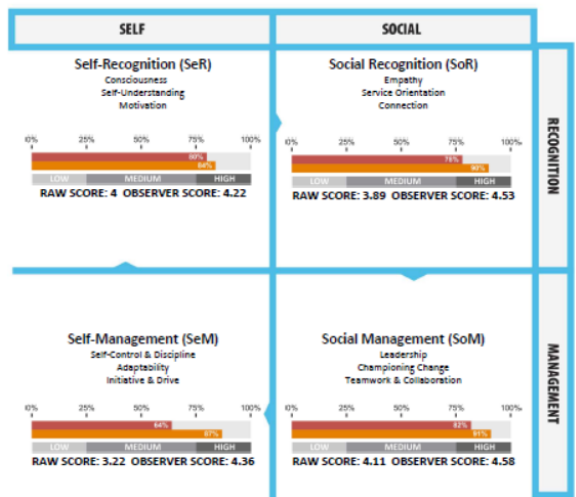
While there were some brief discussions of Kevin pursuing career options outside of teaching, it quickly became clear that Kevin loved teaching, felt that it allowed him to experience his strengths on a more regular basis. Fortunately, at this point, the school district made Kevin “an offer he couldn’t refuse,” a teaching position in a district middle school with a leadership component.

The Emotional Intelligence (EIQ) Quotients

EIQ is based on two competencies, measured in Recognition and Management:

- the ability to recognize, understand, and manage emotions (self or intrapersonal)
- the ability to recognize, empathize, and relate to the emotions of others (social or interpersonal)

Self-perception scores are noted by the red bar graph. Others’ perceptions are noted by the orange bar graph.



Fast forward to a new school year, a new school, and a new position – Kevin’s career is back on track: job satisfaction, high levels of “doing what I do best” daily, a return to favored recreational activities, reduced stress at work and home.

Key Coaching Points:

1. **Assessment:** Each component of the assessment, from detailed “background” interviews, to the CliftonStrengths, MBTI, and EIQ2-360° provided pieces to two puzzles: the *situation now* and a possible *vision for the future*.
2. **Challenge:** For each component of the process, the outside (objective?) view of a coach created a “deep dive” challenge to experiences and the significance of the assessment results.
 - a. Starting from understanding “strengths,” what the client felt “strong” doing – not being experienced, and what made the client feel “weak” created an initial foundation for reflection and action.
 - b. The depth of understanding MBTI results, way beyond a four-letter “type,” identified how the client was operating outside his “preferences – and the “deeper” analysis of how critical the “stress” factor was in impacting his reactions and thinking.
 - c. The EIQ2 drove clarity on the client’s understanding and, particularly, how he was seen by colleagues and family.
3. **Action:** Coaching is significant only if there is understanding and acceptance of the process and the results. In most cases, these means change and a vision for a different future.

