



# DELIBERATE COACHING

The Coach

**So if you aspire to be a good conversationalist, be an attentive listener. To be interesting, be interested. Ask questions that other persons will enjoy answering. Encourage them to talk about themselves and their accomplishments.**

DALE CARNEGIE

Know yourself & be true

First impressions =

- ▶ Style
- ▶ Greeting
- ▶ Connection

Words, Actions, Deeds

# Emotional Quotient

- ▶ Understand people
- ▶ Manage strong emotions (recognition & leadership)
- ▶ Arousal level (too much, too little, just right)
- ▶ Connection



*Emotional intelligence is made up of four core skills.*

# The Presenter

Words matter, and  
language is a virus

Show your hands



# Nonverbal communication can play five roles:

**#1 Repetition:** It repeats and often strengthens the message you're making verbally.

**#2 Contradiction:** It can contradict the message you're trying to convey, thus indicating to your listener that you may not be telling the truth.

**#3 Substitution:** It can substitute for a verbal message. For example, your facial expression often conveys a far more vivid message than words ever can.

**#4 Complementing:** It may add to or complement your verbal message. As a boss, if you pat an employee on the back in addition to giving praise, it can increase the impact of your message.

**#5 Accenting:** It may accent or underline a verbal message. Pounding the table, for example, can underline the importance of your message. Reverse, pauses, humor, analogies (same domain) & metaphors (different domain), & stories.

# Technical Skills

Broad focus for subject  
matter experts

Classes, videos,  
books, podcast

AUDIT

Try something new

Mentors & Peers



# Coaching Style



- \*Coach from each learning style = auditory, visual, touch, doing
- \*Explain & demonstrate 3 times with slight differences
- \*Accountability to goals, focus, and principles
- \*Skills, Tactics, Strategy
- \*Drills
- \*Test`

# Coaching

Evaluate arousal level

Pre-performance indicators  
negative-tension, disassociation,  
fidgeting, holding breathe

Positioning yourself for success  
Replay

Manage safety and movement  
breaks or absences in the pattern

Ask a question to gauge the level  
of presence





- \* Open vision to observe
- \* Adapt correction based on answer & observation
- \* Isolate problem skill, decision, sensation (technical, psychological, physiological)
- \* Shooter explains or demonstrates correction
- \* Practice
- \* Encourage preemption & positive outcomes
- \* Follow up

# Coaching Traps

- \* Preference
- \* Bias
- \* Tool first
- \* The Superstar Show
- \* Guided learning
- \* Lack of accountability  
(demonstrations, standards)
- \* Lack of discipline (skill,  
curriculum, accountability)
- \* Preventing/avoiding mistakes
- \* Deferring progress (future, client)
- \* Inability to grow, adapt, change
- \* Fragmentation
- \* Over teaching



# Methods

- \*Scientific Method observe, hypothesis, data, falsify

- \*Comparability analysis:

- 1 - Find the closest reliable system to predict

- 2 - Similar

- 3 - Rationale for selection

- 4 - Gather data

- 5 - Adjust between 2 systems

- 6 - Explain

- 7 - Predict

- \*Question presumptions

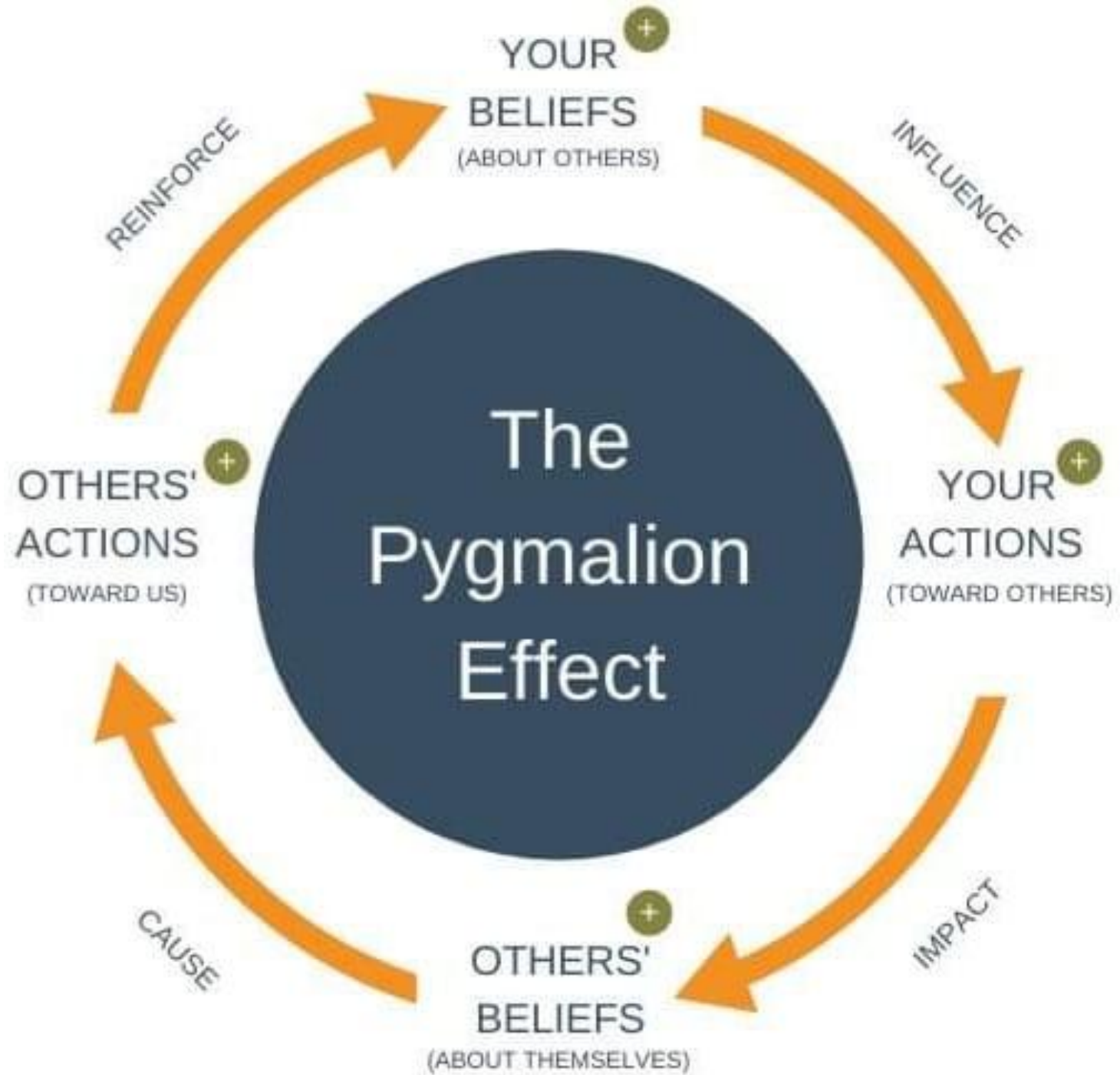
- \*Deliberate and purposeful practice to explore

- \*We do everything to avoid uncertainty, but that's where creativity thrives

- \*Crystal ball method why your hypothesis is wrong which allows you to consider more factors

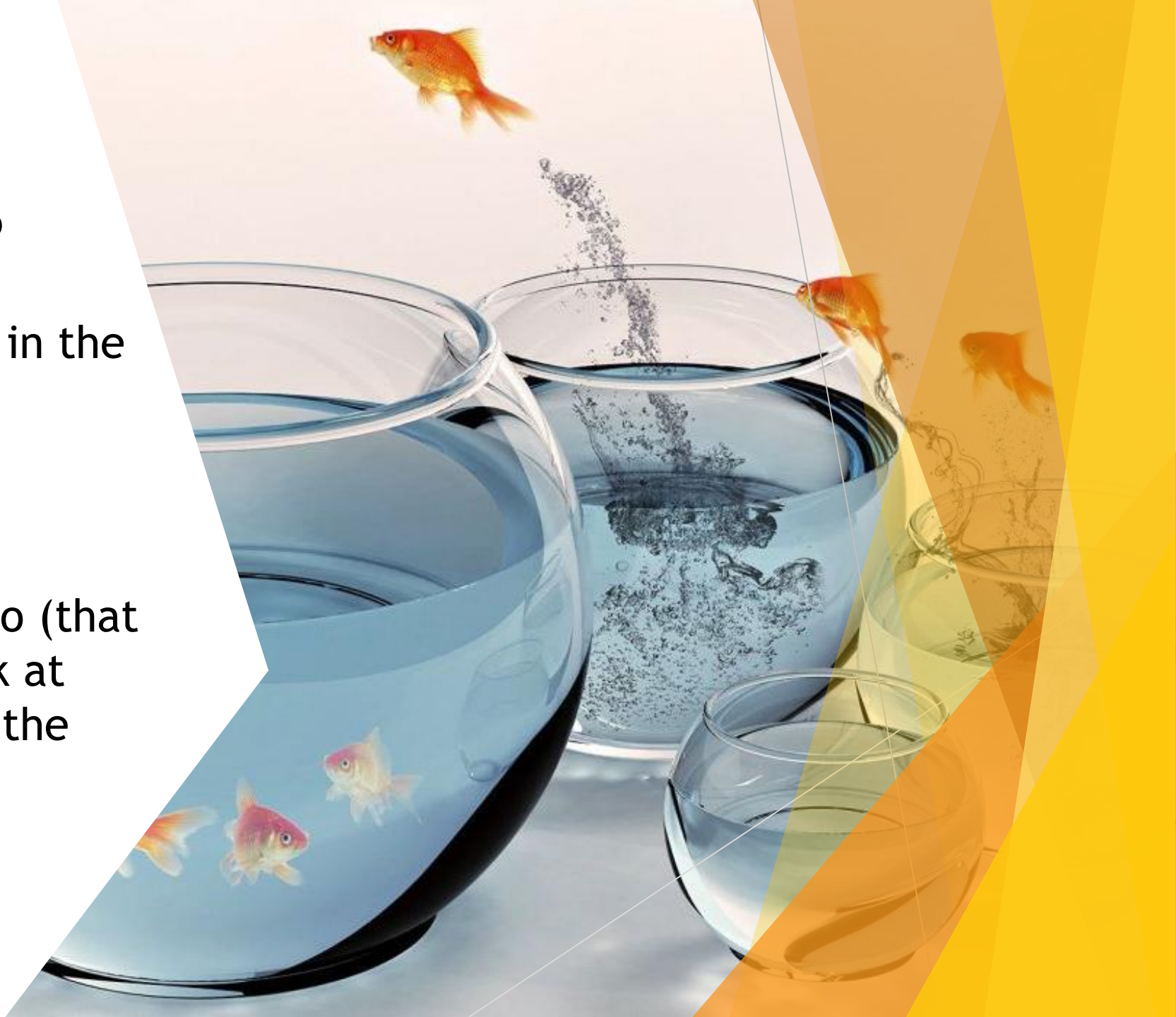
# Pygmalion Effect:


Rise to high expectations or to low



# Flow Triggers

1. Complete Concentration in the Present Moment
2. Immediate Feedback
3. Clear Goals
4. The Challenge-Skills Ratio (that is, the challenge of the task at hand stretches our skills to the utmost).



A portrait of Keith Sawyer, a man with glasses, wearing a blue blazer over a light blue patterned shirt, smiling. The background is a blurred green outdoor setting.

## University of North Carolina psychologist Keith Sawyer extended this original list, identifying ten triggers that produce “group flow.”

1. Shared Goals (everyone in the group is working towards the same end)
2. Close Listening (you’re paying complete attention to what is being said)
3. Yes And (conversations are additive, not combative)
4. Complete Concentration (total focus in the right here, right now)
5. A sense of control (each member of the group feels in control, but still flexible)
6. Blending Egos (each person can submerge their ego needs into the group’s)
7. Equal Participation (skills levels are roughly equal everyone is involved)
8. Familiarity (people know one another and understand their tics and tendencies)
9. Constant Communication (a group version of immediate feedback)
10. Shared, Group Risk (everyone has some skin in the game)



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Day 3 The Coach