

## *Coaching Position Statement*

Coaching is a unique relationship. My clients wish to improve their effectiveness as leaders. I help them do so.

### *What I want for my clients:*

- to be more effective and efficient in their work;
- to find more joy in their work;
- to work on removing blocks to their effectiveness;
- to manage their workload better;
- to be able to navigate their relationships more smoothly;
- to build their emotional intelligence;
- to be more effective in their decision-making techniques; and,
- to understand the complexity of the systems in which they operate.

### *What my clients can expect from me:*

- confidentiality;
- to accept them as they are;
- to listen intently to them;
- to open, direct, and honest with them;
- to give them regular and respectful feedback; and,
- to respect their boundaries.

### *What I expect from my clients:*

- to want to grow as people and as managers/leaders;
- to be honest, direct, and open with me;
- to examine their weaknesses and work on improving them; and,
- to initiate contact with me and set appropriate agendas.

Dr. Richard Brynteson

[brynteson@csp.edu](mailto:brynteson@csp.edu)

(651) 246-3147

In the chart below make a list of your gifts. If you aren't sure it is a gift, assume it is. Use the questions in the right-hand column to prompt and guide you in answering the questions in the left-hand column. Write your answers in the left hand column.

### My Gifts Identification Worksheet

1	What do I naturally, easily, and effortlessly do when no one is looking?
2	What about me inspires others, even though it is easy for me?
3	What did I learn easily and continue to develop effortlessly?
4	What do I get compliments on that I never even have to think about (e.g., humor, perceptiveness, style, logical thinking, physical courage, a flair for design)?
5	What about me makes people jealous?
6	What do I know is special about me but try to hide?
7	What about me gives me guilty pleasure?
	What is my secret vanity?

# Quality Feedback

(Cloke and Goldsmith, 2003)

1. Opened with a self-assessment by the person giving it;
2. Offered after getting permission from the person receiving it;
3. Assumed that constructive intent is present in the person delivering it;
4. Delivered with “I” statements so it is clear that the speaker owns the perceptions being offered
5. Focused on communication and acts rather than on personalities or personal characteristics;
6. Presented as from a peer, even if it emanates from a different level in the organizational hierarchy;
7. Offered constructively, with practical suggestions and concrete ideas for improvement;
8. Specific and detailed, so the person receiving it is clear about the problem and can identify the solution.

# Quality Feedback

(Cloke and Goldsmith, 2003)

9. Balanced and fair, so the person receiving it sees the whole picture, understands that their positive qualities are appreciated, and is able to place the criticism in a context of learning and improvement;
10. Communicated in real time without waiting until the event is over;
11. Delivered without anger or judgment so the personal feelings of the deliverer are acknowledged or removed from the communication;
12. Oriented toward learning, growth, and change;
13. Clear about the consequences and results of not changing the behavior;
14. Accepted with sincere gratitude by the person who received it, so that at the end of the process it can be successfully implemented without injured feelings, anger, or resistance.