30 + Good Coaching Questions - Handout

1. Good coaching questions: (Allows you to facilitate a shared responsibility)
   - What motivates you? What makes you feel valued in the workplace?
   - What do you think your strengths are? How do these align with your current work?
   - How can you continue to build and develop these strengths?
   - What does success look like for you? What holds you back from achieving your goals?
   - Is there anything preventing taking your performance even higher?
   - Do you feel informed and involved in your team?
   - What gets in the way of performance? What derails you?
   - What do you particularly like about what you are doing?
   - How do you see your career progressing? What could prevent this progression?
   - What derails your performance as a team member?
   - What is your profile in the organisation and how could this be further developed?
   - Where do you see your career going – in the next 12 months? Next 2 years? 5 years?
   - What could prevent you achieving your goals?
   - What are your major challenges in the next year? What do you need to tackle these effectively?
   - What do you need to become more effective?
   - How can I best work with you to enable improvement?
   - What additional support do you need from your team?
   - What ambition / aspirations do you have for the future?
   - What have you learned about yourself in your career so far?
   - Are there any barriers preventing improved performance? How can you handle them?
   - What motivates you to come to work and feel valued? Is something missing? What is it?
   - How do you rate your leadership capability? How do you think others rate it? What experiences could enhance your leadership capacity? How can you gain these experiences?
   - How do you feel about your current performance in your role?
   - Do you consider yourself a specialist or a generalist?
   - What deeper levels of knowledge/understanding do you need? How might you get this?

2. Growth mindset questions

   General growth mindset questions:
   - What did you learn from today’s performance, project meeting, presentation? Etc,
   - What steps did you take to make today successful?
   - What are some of the different strategies you could have used?
   - How did you keep going when things got tough?
   - What can you learn from your peers, colleagues, team... etc. today?
   - When do you find yourself in the growth mindset?
   - How can you use the growth mindset to get better results when it counts?

   Keys to Improvement:
   - When do you find yourself in the growth mindset?
   - When you are training and competing, do you focus more on the outcomes (fixed mindset) or getting better (growth mindset)? How does this help or harm you?
   - Do you view effort as negative thing or as important? Why?
   - Is the effort today worth the reward tomorrow?
   - Do you think that challenges are to be avoided or embraced? Why?
   - When you make a mistake, do you become discouraged or view them as a learning opportunity? Why?
   - Do you spend more time questioning the feedback you get or taking action? Why?
   - How does doing well in practice and competition help you achieve your future goals?
   - How can you change your views on Effort, Challenges, Mistakes, and Feedback so they are more helpful?

Dealing with Failure and Setbacks:
   - How do you react when things are not going your way?
3. Giving Feedback

Providing effective feedback on a regular basis is critical and a key responsibility of managers:

- to reinforce a staff member’s strengths and excellent performance, and
- to develop capabilities and provide learning for ongoing and future growth.

Again, you can provide valuable feedback to all staff wherever they sit on a continuum of performance. Consider the following feedback options/statements. Identify those you might incorporate into your conversations with staff depending where they are on the continuum:

- I greatly value your positive influence and the impact this has in the workplace.
- Your strengths and abilities are well-aligned to the work you do.
- You demonstrate many of the University’s enterprising attributes, in particular.......
- It is important to maintain your skills in the forefront of your area and I would like you to focus on that in your development.
- I’d like to see your performance increase/develop as we have identified as I believe it can.
- Let’s talk about what prevents you from higher performance and what needs to change in order to shift that.
- (If working in a difficult situation e.g., influencing stakeholders who are not on board, working with conflict between teams/departments) I acknowledge that you are working in a challenging situation and I have confidence in your ability to work through this. How can I most effectively support you?
- Whilst you are facing these challenges, I would like to focus on how I can best support you to deal with these and assist you to lift your capacity in these areas up to the required level e.g., successfully manage conflict, raise influencing skills.
- (If not working in a difficult situation) I acknowledge that you have greater potential than your current performance indicates. What holds you back from achieving higher performance?
- You are currently demonstrating many of the capabilities and the University’s enterprising attributes necessary for success in more complex roles. These include...
- The areas that may prove challenging for you are...... because I have noticed.... I would like to help you devise a plan to develop these areas while focusing on your strengths in preparation for your next career step.
- I think you have the potential to progress to more senior and more complex roles in the future; Successful individuals in such roles have the following attributes... You are already demonstrating a number of these, including...
- I am confident involving you in new initiatives due to the project management ability you have demonstrated in implementing other projects.
- I think you may have some potential to take on more complex work sometime in the future.

Adapted from: Borgen, 2001