

CANADA GOOSE®

Coaching Mastery

Playbook



HORN SALES
& LEADERSHIP
DEVELOPMENT

The Coaching Mastery Playbook – Introduction

Welcome to your Playbook for the *Coaching Mastery* program.

This Playbook contains important information about the models and concepts in the module. It also includes all the templates and tools from the program so you can refer to them as you work towards coaching mastery on the job.

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Coaching in our context

What are the benefits of coaching, and what is its purpose in our retail context?

The International Coaching Federation defines coaching as “partnering with [employees] in a thought-provoking and creative process that inspires them to maximize their personal and professional development.”

Remember: coaching is a critical part of your role at Canada Goose. Keep in mind the benefits of coaching as you follow this program and begin to implement your learning in your daily life.

Coaching can ...

- Help an employee remove obstacles and move towards a more effective way of working ... *by asking questions and intently listening*
- Help a new team member figure out a business challenge which they may not have an immediate answer for ... *by not giving all the answers and being a thinking partner*
- Help a new or seasoned team member develop and grow their skills ... *by proactively carving out time to coach*

Self-talk

Self-talk is *your internal dialogue.*

It's influenced by your subconscious mind, and it reveals thoughts, beliefs, questions, and ideas.



Have you ever heard the expression “you are your own worst critic”? Our self-talk often tends to be negative. Negative self-talk is the brain’s way of trying to protect us by preparing us for the worst that can happen. It is a built-in feature of human psychology.

Negative self-talk tends to have certain patterns in it, which can help us recognize it for what it is – words and phrases like “what if” and “I can’t” often arise. When it comes to coaching, negative self-talk might sound like “I don’t have time,” “they’re not interested,” or “what if I say something wrong?”

You may have some negative self-talk around coaching. It might sound like the examples above, or it might be different. Remember that negative self-talk is a common experience that many of your peers are likely to share. Hearing and acknowledging your own negative self-talk are the first step to managing it – and managing your self-talk is the first step towards coaching success.

Managing your self-talk – Stop • challenge • choose

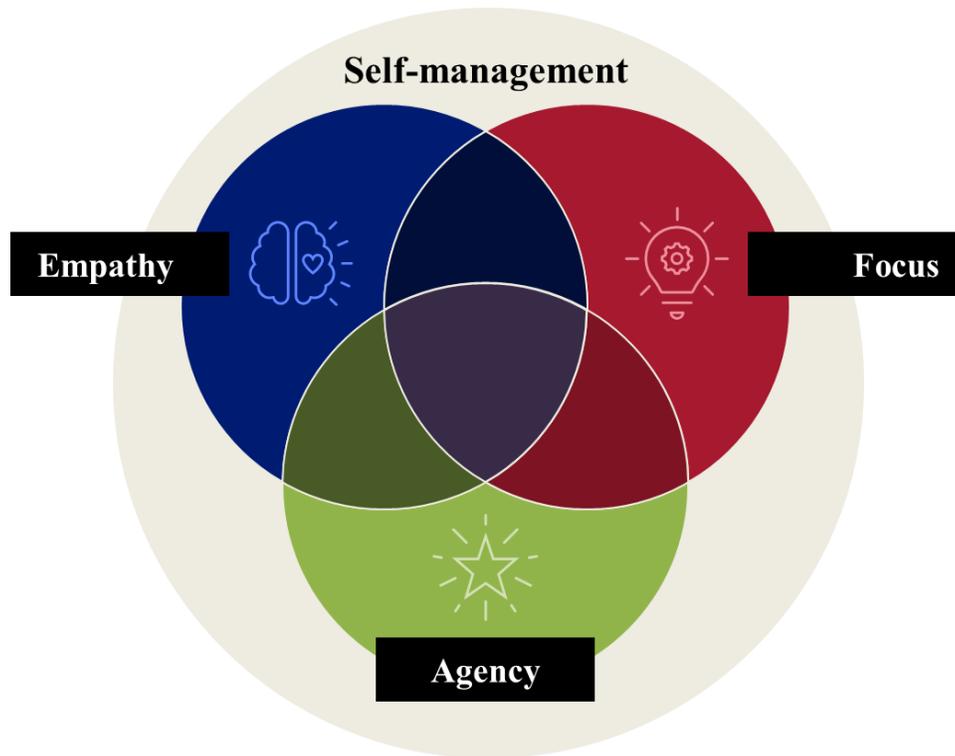
Negative self-talk can have a negative effect on your ability as a coach, so it's important to manage it. Managing negative self-talk, however, is easier said than done. When we have a repeatable process, it is easier to choose the positive self-talk that will drive effective coaching.

Below you'll find a reusable template to help guide you through the three-step process for managing your self-talk, as well as an explanation for each step.

Your limiting self-talk:

STOP	CHALLENGE	CHOOSE
<p><i>Stop yourself from thinking the negative self-talk. Interrupt self-evaluation and chatter.</i></p>	<p><i>Challenge your beliefs and assumptions. After stopping your self-talk, challenge your thinking in order to see the situation from a different perspective.</i></p>	<p><i>Choose your response. Choose a new belief and positive self-talk that will empower you to take a different action.</i></p>

The coaching mindset



The coaching mindset is foundational to the skills you are building throughout the program. Aside from self-management (such as managing negative self-talk), there are three essential elements in the coaching mindset:

1. Empathy

True empathy involves creating a human connection that is meaningful and taking the time to understand your employee's perspective by listening and asking questions.

2. Focus

Focus means carving out dedicated coaching time and being focused and intentional when you meet with your employees.

3. Agency

Agency is all about taking action and being accountable. Part of your role as Goose Store Managers is to be accountable for developing your people. **In fact, developing your people is your number one responsibility.**

Types of coaching

Quick coaching

(in the moment, removing obstacles, narrower focus, check-in)

Developmental coaching

(focused on a specific skill or competency, aligned to development goals)

Career coaching

(longer-term career planning)

In your role, the kinds of coaching you do typically fall into a few categories, each of which is important:

1. Quick coaching

Quick coaching conversations are in-the-moment conversations and so not necessarily planned. You might choose to have a quick coaching conversation when you notice a team member struggling with an obstacle, for example, or when you need to help manage an escalation.

2. Developmental coaching

Developmental coaching conversations typically support a specific skill or growth opportunity, which might be technical or professional. These conversations tend to be planned and scheduled.

3. Career coaching

Career coaching conversations focus on the long term. These conversations might happen with an employee once or twice a year, or more frequently as needed. The goal of this type of coaching is to support your employee with their long-term goals and career aspirations.

Check in with yourself to see how often you are having these kinds of coaching conversations. Could you generally provide more quick coaching, for example? Are you scheduling career coaching conversations with each of your employees?

GOAL coaching model



Using a framework to help structure our coaching can be extremely helpful to ensure that coaching conversations are as effective as we would like them to be. Each step of the GOAL framework involves asking your employee open-ended questions.

GOAL stands for:

1. Define the coaching *Goal*

The first step is to determine what the employee would like to focus on.

2. Identify *Obstacles*

The second step is to ask questions to identify obstacles that get in the way of performance or of closing their development gap.

3. Consider *Alternatives*

The third step is to consider what else they could do or try that might develop their skill/competency or overcome the obstacle they are facing.

4. *Link* to solution and next steps

The final step is to link the insights of the conversation to a possible solution or direction to take. It is important when you are having a coaching conversation to resist feeding an employee the “right” answer by skipping over the previous steps and jumping to this one.

GOAL coaching model – Question reference sheet

Below, you will find a few sample GOAL questions that can help you in conducting your coaching conversations. This list contains many good questions, but it is not exhaustive. In general, the best GOAL questions are open-ended – start with **what, how** or **why**, and spur your employee to pause and reflect.

Asking questions is not about being in control of the conversation. Instead, it’s about being authentically curious to hear your employee’s answer.

G	Goal	<ul style="list-style-type: none"> • What is your goal? What are you trying to achieve? • What is most important for you right now? • What is one thing you’d like to get even better at? • What is the benefit of achieving this (personally/professionally)?
O	Obstacles	<ul style="list-style-type: none"> • What’s happening now for you? • What is the biggest challenge you face with regards to <your goal>? • What is the real challenge here for you? • What’s holding you back? What’s stopping you? <ul style="list-style-type: none"> ○ How big of a challenge is it? ○ What’s causing it? What else? • What other challenges do you anticipate?
A	Alternatives	<ul style="list-style-type: none"> • What options do you have? • What ideas do you already have? • What is already working? What have you tried before? • What could you do to try to close the development gap? <ul style="list-style-type: none"> ○ How do you think that would work? ○ What else could you try? • Which do you think is the best option? • What would have the most impact?
L	Link to solution and next steps	<ul style="list-style-type: none"> • What next steps do you think you should take? • What will you do, and by when? • What support do you need from me? • How will you measure your success? How confident do you feel? • When should we check back in?

GOAL coaching model – Template			
Below, you will find a reusable template you can use to select questions for an upcoming coaching conversation. Remember to ask yourself, “What questions can I ask to uncover my employee’s needs?”			
	Quick coaching	Developmental coaching	Career coaching
G Goal			
O Obstacles			
A Alternatives			
L Link to solution and next steps			

Critical coaching skills



Listening



Questioning



Empathy



Feedback



Reframing



Building
accountability

There are six primary skills that are critical to master to become a great coach. In this program, you have had the opportunity to improve your skills in each of these areas. Be sure to always keep aware of your strengths and your development areas when it comes to these critical skills.

Questioning – The ability to ask open-ended, insightful questions to help your employees self-discover. The best questions help your employee reflect thoroughly and thoughtfully on their own actions and intentions. The GOAL coaching model (page 8) is set up to help you ask.

Listening – Hearing what is said, but also *how* it is said. Effective listening may also involve paying careful attention to what is *not* said, or where there might be silence. Listening is also about limiting how much of our time is spent talking as coaches so that we can spend more time listening with intent.

Empathy – Sensing or perceiving what your coachee may be experiencing. When you empathize, you understand how your coachee may be feeling or what their perspective may be. Your impressions of your coachee's perspective may often help guide how you conduct your coaching conversation.

Feedback – Great coaches provide both positive and constructive feedback (learn more about feedback on pages 13-14). The best feedback is forward-looking and focuses on what the employee can do in the future, rather than dwelling on what may have gone wrong in the past.

Reframing – Helping your employee see their assumptions or beliefs in a new light. When you effectively help your employee reframe, they are better able to consider a different perspective.

Building accountability – Encouraging your employees to take responsibility and own their part. Strong accountability involves addressing what needs to be done next and creating practical action plans to move forward.

Critical coaching skills – What does good look like?

Listening

- Maintain eye contact (on camera and in-person)
- Listen for data, thoughts, feelings and wants
- Test your understanding – restate and summarize
- Listen carefully to what your employee is trying to tell you – observe tone and body language
- Use pauses in the conversation to reflect on what is being said

Questioning

- Ask open questions for exploring / information gathering
- Ask closed questions when confirming facts (e.g., Is this correct?)
- Ask probing questions when checking information / focusing on a particular area (e.g., Can you tell me more about ...?)
- Ask questions starting with **What** (e.g., What is your goal?), **How** (e.g., How will you get there?), and **When** (e.g., When should we check back in?), in order to uncover opportunities and gain new insights
- Facilitate a collaborative conversation; avoid controlling the conversation with your own ideas

Empathy

- Focus on the employee's needs rather than your own
- Demonstrate authentic interest in your employee by taking the time to ask questions and learn more about what's important to them – be curious
- Prepare for the conversation to change direction as your employee's thoughts and feelings uncover new/different needs
- Demonstrate an understanding of your employee's perspective by connecting with their emotions/feelings (e.g., It must be challenging for you when...)

Reframing

- Encourage your employee to think more broadly or long-term about opportunities (e.g., What would be the impact to you if ...? How does this align with your long-term career plans?)
- Handle objections by asking first, not telling or reacting
- Act as a thinking partner to help your employee think through, brainstorm and redefine obstacles and opportunities ahead of them
- Provide a different perspective to challenge your employee's current approach or thinking

As you continue your journey to becoming a truly masterful coach, it's important to have tangible examples of what good looks like for each critical coaching skill.

Feedback and **building accountability** are addressed in different sections. Here you will find some key examples of what good looks like for **listening, questioning, empathy, and reframing**.

Regularly review what good looks like for these pivotal skills and think about new techniques you can incorporate into your coaching conversations.

Reframing can be a particularly challenging skill to master. When working with more seasoned employees, it can be tough to encourage them to see things differently, especially when they may believe they are correct. In these situations, it can be especially important to handle objections by asking questions first, not telling or reacting. Questioning is often more effective at opening people up to different points of view.

Feedback versus coaching



Feedback

- Typically it is focused on a specific behaviour that occurred in the past
- Meant to correct behaviour (constructive feedback) or continue the behaviour (positive feedback)
- Can be delivered quickly
- Can be part of a coaching conversation but can stand alone



Coaching

- Focused on developing a broader capability for current or future situations
- Usually requires more time – done over a series of conversations
- May include feedback as the coachee tries new things
- Requires participation from both the coach and coachee

Feedback is a critical skill to master in becoming a master coach. The situations that warrant feedback versus coaching may be different, however, and it's important to be able to distinguish between the two. Feedback can be used during coaching but does not require coaching skills to do well.

Typically, feedback is used to adjust a specific behaviour or to directly respond to a specific situation that has already occurred. We often think of feedback as occurring in response to a negative action, but it is also used in a positive way. Don't forget to praise a job well done!

Coaching, by contrast, is about supporting your employee through a transition, professional development, or towards a performance goal, and is therefore more focused on the future.

What makes feedback effective



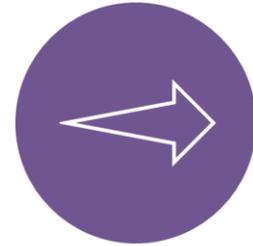
Timely



Specific



Focused on
observable
behaviours

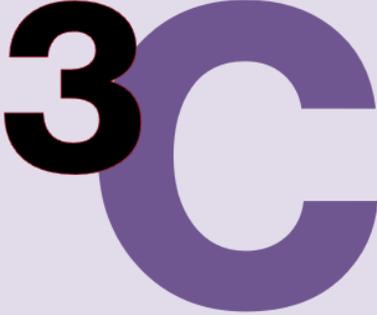


Direct

Best practices tell us that feedback is most effective when delivered in a way that is:

1. **Timely** – It's most possible to change an employee's behaviour when the situation is top of mind, so the most effective feedback is given as close to the event or observed behaviour as possible.
2. **Specific** – The best feedback is focused on a specific event, behaviour, or instance of a behaviour, not a generalization (for example, "last week, during our team meeting ..." versus "in meetings, you always ...").
3. **Focused on observable behaviours** – Feedback is effective when it is directed towards an individual's behaviours, as opposed to our assumptions about those behaviours or where they may have been coming from (for example, "In the meeting, you stated ..." versus "You were negative during the meeting").
4. **Direct** – It may be uncomfortable sometimes to give constructive feedback, but the worst thing we can do is be unclear on the nature of the feedback we are giving. Good feedback is unambiguous and is clearly either positive or negative.

The 3Cs of positive feedback

	<p>Circumstance (situation)</p>
	<p>Choice (observed desirable behaviour)</p>
	<p>Consequence (observed desirable outcome)</p>

Use the **3Cs** framework to deliver **positive** feedback:

Circumstance. Be specific in describing the situation.

“I wanted to talk to you about yesterday’s meeting ...”

Choice. Describe and ask questions about the positive choice they made. Note that giving positive feedback is not only about telling (“you did a great job!”) – it’s about asking questions and gaining insight from your employee so that you can reinforce and amplify their strengths and what they do well.

“What do you think went well?”

“What helped you prepare for the meeting?”

“I wanted to thank you for coming prepared with ideas on how to work better with our cross-functional partners.”

Consequence. Describe and ask questions about the positive and desirable consequences that resulted from their choice. Look forward when you describe the consequence – how can you amplify this behaviour in future situations?

“What impact do you think your contribution made?”

“In your opinion, how did others react to what you shared?”

“Your contribution really helped others think about things in different ways, and we ended up with some really creative initiatives. I look forward to similar contributions in our future meetings.”

3Cs feedback template	
Circumstance (situation)	
Choice (observed desirable behaviour)	
Consequence (observed desirable outcome)	

The 5Cs of constructive feedback

	Circumstance (situation)
	Choice (observed undesirable behaviour)
	Consequence (observed undesirable outcome)
	Comprehension (understand team member's choice)
	Consideration (ask/offer different choices)

Use the **5Cs** framework to deliver **constructive** feedback:

Circumstance. Be specific in describing the situation.

“I wanted to talk to you about yesterday’s meeting ...”

Choice. Describe and ask questions about the choice they made. Don’t hesitate to be clear and direct about what you saw.

“How did you feel about your level of preparation in the meeting?”

“You didn’t come prepared with any ideas on how to better work with our cross-functional partners.”

Consequence. Describe and ask questions about the unwanted or undesirable consequences of their choices.

“How did that impact the discussion and our progress?”

“As a result, we weren’t able to make progress on the problem in the time we had allocated to the discussion.”

Comprehension. Take a **coach approach** to understand their choice. As with positive feedback, constructive feedback is not only about telling – it is about understanding your employee and where their choice came from. Empathize with the choice that they made.

“I usually see you come to meetings well prepared. What was different for you this time?”

“I understand that time pressure can sometimes get in the way ...”

Consideration. Ask the employee what they could do differently next time and offer them different choices. Look forward to the behaviour that you would like to see next time.

“The next time something like this makes preparing a challenge, what could you try to do differently? How might that help?”

“In the future, please make sure to come prepared.”

5Cs feedback template	
Circumstance (situation)	
Choice (observed desirable behaviour)	
Consequence (observed desirable outcome)	
Comprehension (understand team member's choice)	
Consideration (ask/offer different choices)	

Why are feedback and objections a good thing?




Demonstrates the other person is engaged




You can learn from the objection




Builds trust and respect if handled well

While it is not pleasant to deal with pushback and objections from our employees and coachees, they do have their upsides. Look at pushback as a learning opportunity and a chance to deepen the relationship.

Demonstrates the other person is engaged – The good news is that your employee cares enough to raise the objection with you. If they were checked out or disengaged, they might privately think about the objection but not bother to let you know.

You can learn from the objection – Think of objections as a learning opportunity. Pushback can help raise your own awareness of issues, problems, or things you might do differently. They can help you understand your employee, what they value, and what bothers them.

Builds trust and respect if handled well – Take the time to talk through the objection with your employee and do so in a way that makes them feel heard; the experience can build trust between the two of you and deepen your relationship.

FUELing pushback, resistance, and conflict



Face it

Confront the objection by managing your own self-talk and listening to hear the pushback



Uncover

Ask questions to uncover the root cause of the pushback



Empathize

Demonstrate that you see the other person's perspective by adding to it



Link

Link your response to the original pushback and align your goals, then check in

The key to communicating through conflict both effectively and influentially is to make sure the other person feels heard before you present your opinion.

FUELing is challenging precisely because it is so counterintuitive. When we feel provoked, upset, or irritated, it is particularly challenging to take the other person's point of view. But that is exactly what is necessary, which is why we call it FUELing – you need to “FUEL” the fire by adding to or empathizing with the other person's perspective so that they feel heard before you add in your own.

Face it. Manage your mindset. When we are provoked, it can be especially difficult to *really hear* what is being said to us – so make sure you are managing your negative self-talk. If you are not accurately hearing the issue, you cannot solve it.

Uncover. Ask insightful questions to understand the root of the issue and where it may come from. Their objection may stem from something deeper. **Find some helpful sentence starters on the following page.**

Empathize. This is the key step. It is crucial to add to the other person's perspective and demonstrate that you really *get it*. **Find some helpful sentence starters on the following page.**

Link. Offer your perspective in a way that links back to their concern.

Remember to take a coach approach. Always ask yourself – how can I make FUELing more ask and less tell?

FUELing tips – Uncover and empathize

The sentence starters below will help you find your way into effective FUELing conversations – ones grounded in understanding of and empathy towards the position of others.



Uncover

Ask questions to uncover the root cause of the pushback

- “Tell me more about ...”
- “What’s preventing you from ...”
- “When does this typically happen ...”



Empathize

Demonstrate that you see the other person’s perspective by adding to it

- “Especially when”
- “The last thing you want is ...”
- “You can add to that the fact ...”

FUELing – Worksheet

Below, you will find a reusable template you can use to prepare for FUELing conversations. Remember to take a coach approach. Always ask yourself, “How can I make FUELing more ask and less tell?”

Objection/ Pushback	<p>What would you say to acknowledge the objection/pushback?</p>	
Response	<p>Step 2: Uncover</p> <p>What are 1 or 2 questions you would ask to understand where the objection is coming from?</p>	
	<p>Step 3: Empathize</p> <p>What would you say to demonstrate empathy?</p>	
	<p>Step 4: Link</p> <p>What could you say to share your perspective and align on next steps?</p>	