

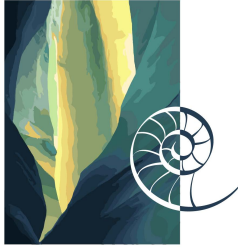
PRESENCE-BASED®  
COACHING

Excerpted from *The Mindful Coach*  
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## Exercise I.1: Defining Coaching for Yourself

1. Write a brief summary of your job responsibilities; include those that entail coaching and describe the objectives of coaching as you do it in your context.
2. Consider again the definition of coaching I've presented: *that part of a relationship in which one person is primarily dedicated to serving the long-term development of effectiveness and self-generation in the other.* Think about it in relation to your job and the people whose skills you feel responsible for developing.
3. Get specific. Make a two-column table like Exhibit 1.1 and fill it out with some specific examples of what you do in your interactions with the people you coach. In the left-hand column, put examples of interactions that fit the definition of coaching that I have provided. In the right-hand column, put examples that are excluded by the definition

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EXHIBIT 1.1.

*Coaching and Noncoaching Activities in Three Fields*

Professional Realm	Coaching Activities	Noncoaching Activities
<b>Managers and executives</b>	<ul style="list-style-type: none"> <li>• Holding career development conversations</li> <li>• Eliciting and discussing options for how to accomplish work</li> <li>• Providing feedback about a subordinate's behaviors</li> <li>• Asking a subordinate for alternative options</li> </ul>	<ul style="list-style-type: none"> <li>• Delegating authority or tasks</li> <li>• Invoking authority as leverage or to get something done</li> <li>• Making annual review assessments and compensation decisions</li> <li>• Outlining a strategy for others to follow</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>• Asking questions that encourage a student to think differently</li> <li>• Working with an individual student on test-taking strategies</li> <li>• Processing experimental learning activities with an individual</li> <li>• Tutoring one-on-one</li> </ul>	<ul style="list-style-type: none"> <li>• Grading tests and homework</li> <li>• Lecturing and group discussions</li> <li>• Disciplining students</li> <li>• Interacting with an individual student when authority is the leverage for behavior change</li> </ul>
<b>Health care workers</b>	<ul style="list-style-type: none"> <li>• Asking the patient to observe symptoms more closely</li> <li>• Helping the patient to see and understand his body as a whole system</li> <li>• Making suggestions for patient self-responsibility in treatment</li> <li>• Working with staff on bedside manner</li> </ul>	<ul style="list-style-type: none"> <li>• Making an expert diagnosis</li> <li>• Prescribing medication, tests, or treatment</li> <li>• Viewing patients as a complex mechanical system with a breakdown</li> <li>• Managing the medical practice</li> </ul>

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